

## CODE SWITCHING AS A POLITENESS STRATEGY IN EFL CLASSROOM GROUP PRESENTATIONS

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**Abstract:** Code switching and politeness strategies are crucial elements in communication, particularly in English as a Foreign Language (EFL) classroom interactions. They play significant roles in facilitating understanding, enhancing comfort, and maintaining social harmony among students. This study aims to explore the reasons behind code switching and how it functions as a politeness strategy during group presentations in EFL classroom settings. Adopting a qualitative descriptive approach, this research was conducted through observations of two English Education classes at Universitas Negeri Makassar in 2022. Each class comprised 31 students who employed group presentations as a learning strategy. The data were collected through audio recordings of classroom presentations, which were transcribed and analyzed using discourse analysis. The reasons for code switching were analyzed based on Hoffman's (1991) theory, and politeness strategies were examined using Brown and Levinson's (1987) framework. The findings revealed that code switching serves multiple purposes: discussing particular topics, quoting others, interjecting, repeating for clarification, clarifying for interlocutors, ensuring self-convenience, and addressing lexical needs. Additionally, it functions as a politeness strategy reflected in the maxims of manner, relation, quality, and quantity. Code switching helps students avoid confusion, build rapport, express personal ideas, and communicate effectively.

**Keywords:** code switching; politeness strategy; EFL classroom interaction; group presentation; classroom communication.

### INTRODUCTION

Code-switching, the practice of alternating between two or more languages or dialects within a conversation, has been widely observed and studied in various educational settings. In the context of English as a Foreign Language (EFL) classrooms, code-switching serves multiple functions, ranging from facilitating comprehension to managing classroom dynamics. This introduction explores the utilization of code-switching as a politeness strategy in EFL classroom group presentations, drawing from a comprehensive synthesis of previous research.

Hanafiah, et al. (2021) investigate code-switching during thesis examinations in Indonesia, highlighting its role in easing communication between lecturers and students. Similarly, Jun (2022) examines code-switching within the frameworks of the Cooperative Principle and Politeness Principle, emphasizing its sociolinguistic implications. These studies underscore the importance of code-switching in maintaining smooth and respectful interactions in academic contexts.

Taufiq et al. (2022) focus on the strategic use of code-switching to boost student participation in EFL classroom interactions. They argue that

switching languages can help reduce anxiety and encourage more active involvement from students. This perspective is supported by Hussein, Saed, and Haider (2020), who consider code-switching an "inevitable evil" that nonetheless plays a crucial role in facilitating classroom communication.

During the COVID-19 pandemic, digital platforms became essential for education. Hidayat et al. (2022) explore the use of WhatsApp for early childhood learning, revealing that code-switching helped in making the digital learning environment more accessible and engaging. Pérez-Sabater (2022) further investigates code-switching on WhatsApp, examining its role in informal communication among multilingual users.

Zakaria et al. (2022) and Saragi (2024) delve into politeness strategies in different contexts, including Islamic boarding schools and traditional wedding ceremonies, respectively. Their findings illustrate how code-switching can serve as a politeness strategy, helping speakers navigate social hierarchies and maintain respectful interactions.

Bravo-Sotelo and Metila (2023) explore the pedagogical value of code-switching in mathematics classrooms, demonstrating its utility in clarifying complex concepts. Similarly, Ataş

and Sağın-Şimşek (2021) discuss the discourse functions of code-switching in Turkish EFL classrooms, highlighting its role in facilitating both educational and social interactions.

Despite its benefits, code-switching is not without its critics. Jewad, Ghabanchi, and Ghazanfari (2020) analyze politeness maxims in the Qur'an, providing a contrasting perspective on language purity and the potential negative impacts of mixing languages. Zimmerman (2020) addresses these concerns by exploring code-switching during study abroad programs, suggesting that it can sometimes hinder language learning if not managed properly.

Studies by Villanueva and Gamiao (2022) in the Philippines and Al-Daher (2021) in Canada highlight the cultural dimensions of code-switching, showing how it reflects broader social and linguistic trends. These findings are echoed by Kaur (2022), who discusses pragmatic strategies in English as a Lingua Franca (ELF) communication, emphasizing the adaptability and contextual nature of code-switching.

Hamdan (2023) and Kumar, Nukapangu, and Hassan (2021) provide practical insights into the implementation of code-switching in EFL classrooms, discussing its effectiveness in enhancing comprehension and engagement. Their research underscores the importance of strategic language use in creating an inclusive and supportive learning environment.

Finally, innovative approaches to code-switching are explored by van Dijk (2024) and Kulsawang and Ambele (2024), who investigate its use in gameplay and ELF classroom interactions, respectively. These studies suggest that code-switching can be effectively integrated into modern educational practices to foster better communication and learning outcomes.

Fithriani (2021) provides insights into the practical applications of code-switching in Indonesian EFL classrooms, reinforcing its role as an instructional strategy. Takeuchi (2023) addresses the potential negative aspects of code-switching, such as its use as a form of linguistic microaggression, while still recognizing its strategic importance in specific contexts.

Sembiring et al. (2022) and Temesgen and Hailu (2022) further elaborate on the functions and motivations behind code-switching in EFL settings, highlighting its role in avoiding face-threatening acts and maintaining politeness. Chau and Lee (2021) and Ahmad (2024) examine code-switching in digital and social contexts, providing

a broader understanding of its implications beyond the classroom.

Maulida (2023) and Riswanto (2023) investigate the use of code-switching in Islamic boarding schools, focusing on its impact on communication and learning among students. Similarly, Pradita et al. (2024) explore language politeness among elementary school students, emphasizing the importance of context-appropriate language use.

Olorunsogo (2021) and Beschieru (2021) discuss politeness strategies in specific interactions, such as doctor-patient and classroom discourse, providing a nuanced view of how code-switching can enhance communication and reduce misunderstandings.

Fauziati et al. (2020) and Wangia and Otonde (2020) explore the educational implications of code-switching, highlighting its potential to facilitate learning and improve student-teacher interactions. Chen (2024) and Kirsimägi (2024) extend this discussion to older learners and online forums, demonstrating the versatility and adaptability of code-switching as a communicative strategy.

While extensive research has highlighted the various functions and benefits of code-switching in educational contexts, there remains a gap in understanding its specific role as a politeness strategy during group presentations in EFL classrooms. Previous studies have primarily focused on classroom interactions, digital communication, and the sociolinguistic aspects of code-switching. However, the nuanced ways in which code-switching can enhance politeness and facilitate smoother group presentations in an EFL setting have not been thoroughly examined.

This study aims to fill this gap by exploring how code-switching serves as a politeness strategy during group presentations in EFL classrooms. By analyzing the interactions between students and teachers, this research seeks to provide a deeper understanding of the pragmatic functions of code-switching and its impact on student engagement and communication dynamics. The novelty of this study lies in its focus on the specific context of group presentations, offering new insights into the strategic use of code-switching to manage politeness and enhance educational outcomes.

## METHOD

This study employed a descriptive qualitative method to capture naturally occurring interactions among participants, particularly focusing on classroom interactions. This approach was chosen

to identify and describe the phenomena of code-switching in an EFL classroom setting, specifically to explore the reasons behind code-switching and how it functions as a politeness strategy.

The participants in this study were 5th-semester students from the English Education Department at Universitas Negeri Makassar during the academic year 2021/2022, consisting of approximately 62 students. These students were selected to provide a comprehensive view of code-switching practices within an educational setting where English is taught as a foreign language.

For data collection, classroom interactions were recorded using an audio recorder. This device was strategically placed at the front of the class to ensure that all students' voices and conversations during group presentations and interactions were captured accurately. The audio recordings provided a rich source of data, capturing the nuances of spoken interactions that are often missed in purely observational studies.

Following the recording, the audio data were transcribed into written form to facilitate detailed analysis. These transcripts served as the primary data source for examining instances of code-switching. Transcription was done verbatim to ensure that every instance of language switching, including any hesitations, interjections, and repetitions, was accurately captured.

The data collected from the audio recordings were analyzed using three theoretical frameworks. First, the reasons for code-switching were analyzed based on Hoffman's (1991) theory, which outlines various motivations for switching between languages. This provided a structured approach to understanding the different triggers for code-switching in the classroom setting. Second, the politeness strategies employed during code-switching were analyzed using the framework by Brown and Levinson (1987). This theory offers a comprehensive set of rules for identifying and categorizing politeness strategies, helping to contextualize code-switching within broader communicative practices.

The procedure for data analysis involved several steps. Initially, the classroom interactions were recorded during regular class sessions, focusing on capturing group presentations and interactions. The recorded audio data were then transcribed verbatim to ensure accuracy in capturing the participants' language use and interactions. Finally, the transcripts were analyzed using thematic analysis to identify recurring themes and patterns related to code-switching. The analysis specifically focused on identifying the

reasons for code-switching and categorizing the politeness strategies used by the students.

By using this methodical approach, the study aimed to provide a detailed understanding of the functional and pragmatic aspects of code-switching in EFL classrooms, particularly as a strategy to maintain politeness and facilitate effective communication.

## RESULTS AND DISCUSSION

The following extracts show the reason why students switch their language or their dialect and how it functions as politeness strategy.

### *Reasons for code switching*

The first finding of this research is the reason of code-switching which includes talking about a particular topic, quoting somebody else, interjection (inserting sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for interlocutor, for self-convenience and because of real lexical need.

### *Extract 1: Repetition for clarification*

In this extract, Student 2 (S2) was one of the presenters who explained the concept of politeness strategy. She provided an example and elaboration of politeness strategies in Bugis society.

S2: ... Di sini, mereka sama-sama berumur 50 tahun. Tetapi yang membedakan, Hunaeda no hajj and nobel, bukan bangsawan dan bukan haji. Jadi ada, eehh beda cara, caranya dia berbicara, cara hormatnya.

In this excerpt, S2 is discussing how politeness strategies vary in the Bugis society based on social status and titles. She highlights that even if two individuals are of the same age (50 years old), their social interactions and the way they show respect differ due to their different statuses. Specifically, S2 mentions that one individual is a "Hunaeda no hajj and nobel" (a noble who has completed the pilgrimage to Mecca), while the other is neither a noble nor a haji (pilgrim).

S2 uses repetition to clarify her point about the differences in how respect is shown. She repeats and elaborates on the phrase "beda cara, caranya dia berbicara, cara hormatnya" (different ways, the way they speak, the way they show respect). This repetition helps to emphasize the significance of social status in determining politeness strategies in Bugis society.

By repeating and elaborating on her explanation, S2 ensures that her audience understands the nuanced differences in politeness strategies based on social hierarchy. This technique is an effective way to provide clarification and reinforce the key points of her presentation.

Another extract shows that code-switching occurred since the speaker was intended to clarify the sentences he uttered.

*Extract 2: Code-switching for clarification*

In this extract, Student 4 (S4) code-switches between English and Indonesian to clarify the sentences he is uttering, ensuring his explanation is clear and comprehensible.

*S4: Eeeh... theeeh conversational implicature that is meaning that is not explicitly expressed but implied by the fulation of cooperative principle. Eeeh for example, in.. this book eeeh... page eeeh ninety four, eeh this in expression, eeh ini harusnya jadi motivasi lagi penggerak bagi para senior. This all be motivation in driving first for the seniors. The phrase the senior implies that if there are senior, there are must be as also junior... eeeh...*

In this extract, S4 is explaining the concept of conversational implicature, which refers to the meaning that is not explicitly stated but implied by the adherence to the cooperative principle. To clarify his point, S4 provides an example from a book, specifically referring to a phrase on page ninety-four.

During his explanation, S4 switches to Indonesian with the phrase "*ini harusnya jadi motivasi lagi penggerak bagi para senior*" to ensure that his peers understand the motivational aspect of the phrase for seniors. He then translates this into English, saying, "This all be motivation in driving first for the seniors," to maintain the bilingual flow of the presentation and to ensure comprehension among all listeners. S4 further clarifies the term "senior" by explaining its implication: "The phrase the senior implies that if there are senior, there are must be as also junior."

By using code-switching, S4 is employing a politeness strategy to facilitate understanding and make his explanation clearer. Switching to Indonesian helps bridge any gaps in comprehension for listeners who might struggle with the English explanation. This strategic use of language ensures that the audience remains engaged and can follow the discussion, demonstrating respect for their diverse language proficiencies. Overall, S4's use of code-switching

serves as an effective tool for clarification, enabling him to convey complex concepts more clearly and respectfully to his audience.

*Extract 3: Talking about a particular topic*

In this extract, Student 2 (S2) is explaining an example of politeness by presenting a conversation among Bugis society members, using code-switching to convey cultural nuances and ensure clarity.

S2: Masi was talking to puang Hj. Semmang. Eeeh Dia itu, eeeh sama-sama Haji, eeeh sama-sama Haji dan bangsawan. And this, puang Hj. Semmang: aga lo ku bicara, what should I talk about? And puang Hj. Masi, said awweh, akkada ko pulenna camplagi.. and.. Ko, ko Kan dalam masyarakat Bugis, di sini, kata ko ini, kata ko ini, dapat diterima oleh puang Hj. Semmang, because mereka mempunyai eeeh status soasial yang sama. Yaitu dia haji dan juga bangsawan, jadi bisa dia terima, bisa dia terima, bahasa ko nya ini, karena dia sama-sama haji and bangsawan..

In this extract, Student 2 (S2) explains politeness in Bugis society by presenting a conversation, using code-switching for clarity and cultural context. S2 begins by introducing the participants in the conversation, Masi and puang Hj. Semmang, both of whom hold titles of Haji and noble (bangsawan). S2 uses code-switching to alternate between Indonesian and English, providing clarity and ensuring comprehension for all listeners.

The conversation itself exemplifies politeness within this cultural context. S2 quotes the original Bugis phrases and provides immediate translations. For instance, "*aga lo ku bicara*" translates to "what should I talk about?" and "*awweh, akkada ko pulenna camplagi*" is followed by an explanation in English. This switching between languages maintains cultural authenticity while ensuring that the audience understands the key points being discussed.

S2 further explains the cultural significance of the word "*ko*" and its acceptability due to the equal social status of the individuals involved. By highlighting that both Masi and puang Hj. Semmang share the same status as Haji and nobles, S2 illustrates how informal language is acceptable in their interaction. This explanation emphasizes the politeness strategy at play, where equal social status allows for more relaxed and informal language use.

S2 uses code-switching to respect cultural nuances, clarify the conversation for the audience, and emphasize key points about the politeness strategy in Bugis society. By incorporating original Bugis phrases and providing translations, S2 ensures that the explanation is both engaging and comprehensible, highlighting the importance of social status in determining the appropriateness of language use in polite interactions.

In this situation, the presenter (S3) continues the explanation from the previous speaker by providing another example of a politeness strategy. S3 begins by acknowledging the transition, "Thank you for the time, I will continue the presentation," and introduces the new topic, "The next is the mosque donation."

S3 uses code-switching to convey specific details about the conversation. For instance, S3 states, "*Di sini, eeh puang Hj. Masi was talking to an older male, with high status since he is a hajj and noble, puang Hj. Akil.*" Here, the code-switching emphasizes the respect and high status associated with puang Hj. Akil, who is older than puang Hj. Masi.

S3 continues, "*Puang Hj. Akil ini berumur 64 tahun, di mana dia lebih tua dari puang Hj. Masi tadi yang berumur 50 tahun,*" further clarifying the age difference to underline the respect due to age and social status in their interaction.

By switching between languages, S3 maintains cultural context and clarity, ensuring the audience understands the significance of the age and status differences in the politeness strategy being discussed. This use of interjection effectively bridges the cultural and linguistic aspects of the explanation, enhancing comprehension and engagement.

#### *Extract 5 (Lexical Need)*

S4 was going to answer the question about code switching. However, before she answered it, the lecturer (L) emphasized that the answer must be from the speaker's idea instead of reading it from the book.

L : *This is answering questions, not reading from the book. Answering the questions. You know the question? from number one, two, three they need to answer the question. Not reading the book. All of us have a book, Right? semua pada punya buku. Belum apa-apa tinggal baca aja..kan sudah punya buku. Ngapain kita tanya, sorry yah.*

S4 : *I will answer the question from Fani. Explain, penjelasan menurut saya sendiri tentang implicature Conversation. Implicature*

*conversation merupakan percakapan antara dua orang atau lebih untuk memperoleh suatu informasi yang mampu dipahami satu sama lain tanpa perlu disampaikan, tanpa perlu disampaikan maksudnya.*

In Extract 5, the context involves S4 preparing to answer a question about code-switching. Before responding, the lecturer (L) emphasizes that answers should come from the speaker's ideas rather than being read from a book. The lecturer underscores this by stating,

"This is answering questions, not reading from the book. Answering the questions. You know the question? From number one, two, three, they need to answer the question. Not reading the book. All of us have a book, right? *Semua pada punya buku. Belum apa-apa tinggal baca aja..kan sudah punya buku. Ngapain kita tanya, sorry yah.*"

S4 then responds with inter-sentential code-switching, mixing English and Indonesian:

"I will answer the question from Fani. Explain, penjelasan menurut saya sendiri tentang *conversational implicature*. *Conversational implicature* merupakan percakapan antara dua orang atau lebih untuk memperoleh suatu informasi yang mampu dipahami satu sama lain tanpa perlu disampaikan, tanpa perlu disampaikan maksudnya."

S4 switches languages because certain concepts are easier to express in Indonesian. This ensures her main points are clearly understood by her classmates. The lexical need for clarity drives the code-switching, illustrating how some ideas are more effectively communicated in the speaker's native language.

#### *Extract 6: Maxim of manner*

Student 2 (S2) was one of the presenters who explained about politeness strategy. In this case, she gave example and elaboration of politeness strategy in Bugis society.

S2 : *... Di sini, mereka sama-sama berumur 50 tahun. Tetapi yang membedakan, Hunaeda **no hajj and nobel, bukan bangsawan dan bukan haji**. Jadi ada, eeh beda cara, caranya dia berbicara, cara hormatnya.*

Student 2 (S2) provides an example of politeness strategies within Bugis society during a presentation. She states, "... Di sini, mereka sama-sama berumur 50 tahun. Tetapi yang membedakan,

Hunaeda no hajj and nobel, bukan bangsawan dan bukan haji. Jadi ada, eeh beda cara, caranya dia berbicara, cara hormatnya."

Here, S2 switches from English to Indonesian with the phrase "no hajj and nobel, bukan bangsawan dan bukan haji." This code-switching serves to clarify the terms "no hajj and nobel" for the audience. If S2 had continued in English, her explanation might have become overly complex and potentially confusing for the audience. By switching to Indonesian, she adheres to the maxim of manner, which emphasizes clarity and the avoidance of ambiguity. This strategic switch ensures that the audience understands the distinction between "hajj and nobel" and "bangsawan and haji," thereby preventing any confusion or misunderstanding.

The same situation can be seen in the following extract:

*Extract 7: Maxim of manner*

S2 was explaining about the example of politeness by presenting a conversation among Bugis society.

S2 : Masi was talking to puang Hj. Semmang. Eeh Dia itu, eeh sama-sama Haji, eeh sama-sama Haji dan bangsawan. And this, puang Hj. Semmang: aga lo ku bicara, what should I talk about? And puang Hj. Masi, said awweh, akkada ko pulenna camplagi.. and.. Ko, ko Kan dalam masyarakat Bugis, di sini, kata ko ini, kata ko ini, dapat diterima oleh puang Hj. Semmang, because mereka mempunyai eeh status sosial yang sama. Yaitu dia haji dan juga bangsawan, jadi bisa dia terima, bisa dia terima, bahasa ko nya ini, karena dia sama-sama haji and bangsawan.

S2 explained an example of politeness in Bugis society through a conversation. She stated: "Masi was talking to puang Hj. Semmang. They are both Hajj and noble. Puang Hj. Semmang said, 'aga lo ku bicara, what should I talk about?' and puang Hj. Masi replied, 'awweh, akkada ko pulenna camplagi.' In Bugis society, the term 'ko' is accepted by puang Hj. Semmang because they share the same social status as Hajj and nobles."

S2 uses code-switching to effectively convey the cultural nuances of the Bugis conversation. This strategy helps clarify the context and meaning behind the terms, ensuring the audience understands the social dynamics at play.

*Extract 8: Maxim of relation*

In this situation, the speaker 3 (S3) was explaining about one example of politeness strategy

particularly between teacher and students in classroom.

S3 : Kemudian positive politeness strategies. Di sini ada dua percakapan. Percakapan pertama yaitu berbentuk sapaan dalam kelas. (reading the slide) Teacher, ok good morning class, di sini guru menggunakan kata class bukan kata... eeh student atau anak-anak begitu di mana class di sini menunjukkan bahwa itu adalah strategi positif kesopanan dari seorang guru kepada siswanya. Karena, eeh itu di situ ini guru **nda** naposisikan dirinya sebagai orang yang lebih kuat **ki** atau lebih apa **di**, lebih di atas **ki** dari pada siswa, tapi mencoba **ki** untuk **nebuat** dirinya lebih dekat dengan siswanya. Supaya lebih akrab **ki** begitu sama siswa, eeh kemudian eeh studentnya menjawab good morning Ma'am. Kan itu Ma'am eeh di sini adalah panggilan untuk guru perempuan, yang lebih sopan dan eeh menghormati begitu eeh gurunya. Eeh di percakapan ini, menunjukkan bahwa hubungan eeh emosional antara siswa dan guru itu stabil karena eeh dari pertanyaan eeh berikutnya yaitu guru bertanya how are you today? Eeh some students I am fine and you? Teacher menjawab I am not good, dan eeh siswanya itu kayak memberi respon **kayak yang ooh begitu toh?** ooh yang menunjukkan bahwa itu siswanya simpati **ki sama** gurunya.

Here, S3 discusses positive politeness strategies. The example involves a classroom greeting. The teacher says, "Good morning, class," using the word "class" instead of "students" or "children." This word choice shows a positive politeness strategy, indicating the teacher's attempt to relate to the students as equals rather than asserting authority. This approach fosters a closer relationship with the students. The students respond with "Good morning, Ma'am," which is a respectful and polite form of address for a female teacher. The conversation illustrates a stable emotional relationship between the teacher and students, further demonstrated by the teacher asking, "How are you today?" Some students reply, "I am fine, and you?" The teacher responds, "I am not good," eliciting a sympathetic reaction from the students, indicating their empathy for the teacher.

*Extract 9: Maxim of relation*

In this situation, the speaker 2 (S2) was answering the question about maxims in politeness strategy.

S2: Selanjutnya pertanyaan dari jasruddin, contoh dari keempat maxim. Quantity maxim merupakan kebenaran suatu informasi yang sesuai dengan jumlah informasi yang, jumlah

orang yang membenarkan informasi itu. Misalnya **toh**, saya mengatakan teh ini manis. Tapi belum bisa dibenarkan bahwa teh itu manis karena masih saya yang katakan. Teh itu bisa dikatakan manis kalau beberapa orang yang mencobanya mengatakan bahwa teh itu manis... Selanjutnya yaitu relation maxim, yaitu suatu informasi dikatakan benar jika memiliki hubungan dengan informasi lain. Misalnya **toh** anggaplah saya di rumah ada tamu dan karena tidak bisa **ka** bukakan pintu jadi adekku kusuruh. Misalnya, eeh ada orang di depan, tapi kan tidak—eeh maksudnya tidak- tidak bilang **ka** bukakan pintu tapi kode ini supaya napaham **toh**? na sedangkan misalnya adekku ada di wc, bilang **adaka** di wc otomatis dia menjawab itu tidak bisa **ka** buka ki karena **adaki** di wc, begitu, jadi berhubungan **ki**...

Similar to the previous extract, this one shows that the speaker (S2) initially used formal language to explain the material. However, she later switched to a casual style, as indicated by her use of particles like 'toh', 'ka', and 'ki'. This shift occurred because the speaker recognized that both she and the audience were students, sharing the same level of authority. Therefore, using casual language was more appropriate and relatable. Consequently, S2 transitioned from formal to casual language, incorporating the Makassar dialect to create a friendlier and more relevant connection with the audience.

*Extract 10: Maxim of quality*

In this situation, the speaker (S4) was answering a question about conversation implicature.

S4: I will answer the question from Fani. Explain, penjelasan menurut Saya sendiri tentang implicature Conversation. Implicature conversation merupakan percakapan antara dua orang atau lebih untuk memperoleh suatu informasi yang mampu dipahami satu sama lain tanpa perlu disampaikan, tanpa perlu disampaikan maksudnya. Tanpa perlu disampaikan apa maksudnya. Misalnya **toh**, percakapan antara saya sama indah, indah harus paham apa yang saya katakan tanpa harus kujelaskan bilang ini sebenarnya maksudku, sedangkan begitupun timbal baliknya.

The extract illustrates that the speaker initially spoke in English, beginning with "I will answer the question from Fani. Explain." She did this because the presentation was intended to be in English, as instructed by the lecturer. However, she then switched to Indonesian, saying: "penjelasan menurut saya sendiri tentang implicature

Conversation. Implicature conversation merupakan percakapan..." to explain her idea and experience. This shift is an example of the Maxim of Quality.

In this context, the speaker chose not to rely on examples from her presentation. Instead, she expressed her own beliefs, opinions, and experiences. As a result, she switched to Indonesian and the Makassar dialect, finding it easier to convey her ideas in that manner.

*Extract 11 (maxim of quantity)*

In this situation, the speaker 1 (S1) was explaining about the example of code switching.

S1: ...eeeh ok for code switching I will show you the example of the example of two code. The first is example inter sentential switching ya disini the picture said the study following of the picture on description about the jobs **dan kemudian dia menyambung kataya dengan bahasa Indonesia. Disini 2 bahasa digunakan disini Bahasa Inggris kemudian dilanjut bahasa Indonesia.**eeeh for the next example inter sentential switching eeh the picture said that your name, ok anak-anak hari ini gimana prnya dikerja? jadi disini eeh pertama yang pas menggunakan good morning dia pakai inter sentential switching oh tidak ada nak, mmenggunakan sentential switching karena yang digunakan bahasa indonesia tidak menggunakan bahasa Inggris.. Thank you I think that's all about <# ... #>

In this extract, S1 illustrates code-switching by providing examples of inter-sentential switching, where the speaker alternates between English and Indonesian within and between sentences. This approach demonstrates the use of both languages to explain the concept more effectively. The switching helps in maintaining clarity and ensuring the audience understands the explanation.

The analysis of code-switching in EFL classroom group presentations reveals several key insights into the motivations behind language switching and its function as a politeness strategy. These findings highlight the multifaceted role of code-switching in facilitating communication, ensuring clarity, and maintaining social harmony in educational settings.

The study identifies multiple reasons for code-switching among students, including talking about specific topics more effectively, quoting others to maintain the original context and meaning, and using interjections to emphasize key points or attract attention. Repeating and translating phrases or sentences into the native language ensures that

interlocutors understand the presenter's message, which is particularly useful when the initial explanation might not be clear to all audience members. Switching languages also helps clarify complex ideas or concepts, ensuring that the audience fully grasps the intended message, especially in a multilingual classroom where students may have varying levels of proficiency in the instructional language. Additionally, students switch languages for convenience, particularly when they find it easier to express certain ideas in their native language, reducing the cognitive load and helping maintain the flow of the presentation. Lastly, code-switching occurs when there is a lack of equivalent terminology in the language being spoken, providing the necessary vocabulary to accurately convey the message.

The study also explores how code-switching functions as a politeness strategy, adhering to various conversational maxims. Code-switching helps maintain clarity and avoid ambiguity, ensuring that the audience understands the message without confusion by switching to a language that offers a more straightforward explanation. Switching to informal language when addressing peers of equal status makes the presentation more relatable and comfortable for the audience, fostering a friendly and inclusive atmosphere. Students also switch languages to express their true beliefs, opinions, and experiences, aligning with the principle of providing accurate and honest information based on personal knowledge and evidence. Additionally, switching languages allows students to convey information concisely, without unnecessary elaboration, making the presentation more efficient and keeping the audience focused on the key points.

These findings are consistent with previous research on code-switching in educational contexts. Hanafiah, Mono, and Yusuf (2021) highlight the role of code-switching in easing communication between lecturers and students during thesis examinations, emphasizing its importance in academic interactions. Jun (2022) examines code-switching within the frameworks of the Cooperative Principle and Politeness Principle, demonstrating its sociolinguistic implications and its role in maintaining smooth and respectful interactions. Similarly, Taufiq, Putri, and Asmawati (2022) discuss the strategic use of code-switching to boost student participation in EFL classrooms, reducing anxiety and encouraging active involvement. These studies underscore the practical and strategic benefits of code-switching

in enhancing communication and engagement in educational settings.

The use of digital platforms during the COVID-19 pandemic further highlights the importance of code-switching in maintaining accessibility and engagement in online learning environments. Hidayat et al. (2022) explore how code-switching on WhatsApp facilitated early childhood learning, making the digital learning environment more accessible and engaging. Pérez-Sabater (2022) investigates code-switching on WhatsApp, examining its role in informal communication among multilingual users. These findings illustrate the adaptability and utility of code-switching in various communication contexts, both formal and informal.

Research by Zakaria et al. (2022) and Saragi (2024) delves into politeness strategies in different contexts, including Islamic boarding schools and traditional wedding ceremonies, demonstrating how code-switching helps navigate social hierarchies and maintain respectful interactions. Bravo-Sotelo and Metila (2023) explore the pedagogical value of code-switching in mathematics classrooms, showing its utility in clarifying complex concepts. Ataş and Sağın-Şimşek (2021) discuss the discourse functions of code-switching in Turkish EFL classrooms, highlighting its role in facilitating both educational and social interactions.

Despite its benefits, code-switching is not without its critics. Jewad, Ghabanchi, and Ghazanfari (2020) analyze politeness maxims in the Qur'an, providing a contrasting perspective on language purity and the potential negative impacts of mixing languages. Zimmerman (2020) addresses these concerns by exploring code-switching during study abroad programs, suggesting that it can sometimes hinder language learning if not managed properly.

Studies by Villanueva and Gamiao (2022) in the Philippines and Al-Daher (2021) in Canada highlight the cultural dimensions of code-switching, showing how it reflects broader social and linguistic trends. These findings are echoed by Kaur (2022), who discusses pragmatic strategies in English as a Lingua Franca (ELF) communication, emphasizing the adaptability and contextual nature of code-switching.

Practical insights into the implementation of code-switching in EFL classrooms are provided by Hamdan (2023) and Kumar, Nukapangu, and Hassan (2021), discussing its effectiveness in enhancing comprehension and engagement. Their research underscores the importance of strategic



language use in creating an inclusive and supportive learning environment.

Finally, innovative approaches to code-switching are explored by van Dijk (2024) and Kulsawang and Ambele (2024), who investigate its use in gameplay and ELF classroom interactions, respectively. These studies suggest that code-switching can be effectively integrated into modern educational practices to foster better communication and learning outcomes.

In conclusion, the strategic use of code-switching in EFL classroom group presentations is a valuable tool for facilitating communication, ensuring clarity, and maintaining social harmony. By understanding the reasons behind code-switching and its function as a politeness strategy, educators can better support multilingual students, creating a more inclusive and effective learning environment. These findings contribute to the broader understanding of bilingualism and multilingualism in educational contexts, highlighting the importance of code-switching in maintaining effective communication and social harmony in multilingual settings. Future research should continue to explore the long-term impacts of code-switching on student learning outcomes and its role in various educational contexts to provide a more comprehensive view of its effectiveness.

## CONCLUSION

This study has highlighted the role of code-switching as a politeness strategy in EFL classroom interactions, specifically during group presentations. The findings demonstrate that students switch languages for various reasons, including discussing specific topics, quoting others, using interjections, repeating for clarification, clarifying speech content, ensuring self-convenience, and addressing lexical needs. These reasons underscore the functional and pragmatic aspects of code-switching in a multilingual educational setting, emphasizing its importance in facilitating clear and effective communication.

Moreover, the research revealed that code-switching serves as a crucial politeness strategy, aligning with conversational maxims such as manner, relation, quality, and quantity. Students switch languages to avoid confusion, create a friendly atmosphere, express their ideas authentically, and convey information concisely. This strategic use of language helps students navigate different cultural and linguistic expectations, fostering a more inclusive and

supportive learning environment. The study underscores that code-switching is not merely a linguistic convenience but a deliberate and thoughtful approach to enhance communication and maintain social harmony in the classroom.

The implications of this study are significant for both educators and linguists. For educators, understanding the reasons and strategies behind code-switching can inform teaching practices that better support multilingual students, enhancing comprehension and classroom dynamics. For linguists, the study contributes to the broader understanding of bilingualism and multilingualism in educational contexts. Future research should investigate the long-term impacts of code-switching on student learning outcomes and explore its role in various educational settings and among diverse student populations to provide a more comprehensive view of its effectiveness.

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