ENGLISH EDUCATION STUDENTS' USE OF INDONESIAN-ENGLISH CODE SWITCHING ON INSTAGRAM

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Abstract: Code switching often occurs in daily conversation of multilingual society, including on their use of social media. This study aims to describe the types, functions, and reasons of code switching made by university students of English Education Department in their Instagram accounts. The data in this study are in the form of caption and comments on the Instagram accounts and the responses from the interview and questionnaire with 61 participants. This study used three instruments, namely documentation, questionnaires, and interviews. The findings indicated that tag switching was the dominantly used type of code switching with directive, poetic, and expressive functions. While, to attract attention, to show habitual expression, to address different audience, and to show mood of the speaker were the functions and reasons of their code switching. Code switching with regards to the certain types, functions, and reasons is used naturally within informal context communication among the youth who know and learn English as a foreign language (EFL) formally.

Keywords: *Code switching, types, functions, reasons.*

INTRODUCTION

In communication, the relationship between language and society cannot be separated. Related studies about the relationship of language and society are called sociolinguistics. Wardhaugh (2006) states that sociolinguistics is a study that concerns with the relationship between language and society in conversation and the media.

Nowadays, communication often occurs in communication that uses switching languages between two languages or more. In the world of different languages, people learn and use two or even more languages to interact with others. Wardhaugh (2006) states that this phenomenon is referred to as bilingualism. Meanwhile, people who are able to speak more than two languages can be called as multilingual person. Those

who live in a bilingual or multilingual community have a tendency to use code switching in their daily life to make good communication with each other.

Nowadays, switching languages often happens in the daily life. Wardhaugh (2006) says that code switching will occur when people requires a particular code, in order to switch or mix one code to another and even make a new code in a process. Poplack (1980), from another viewpoint, proposes a well-known framework that identifies three different types of switching which are tag-switching, inter-sentential and intra-sentential. When speakers do code switching in the conversation, their function and reason are the important part in the process. In this study, the researchers adopted the functions of code switching from Appel and Muysken (2006) and the reason from Malik (1994). Appel and Muysken (2006) assert that there are six main functions of code switching: referential function, directive function, expressive function, phatic function, metalinguistic function, and poetic function. While, Malik (1994) explains that there are ten reasons of speakers to code switching: lack of facility, lack of registrar competence, mood of the speaker, to amplify and emphasize, habitual expression, semantic significance, to show identity with a group, to address different audience, pragmatic reason, and to attract attention.

Code switching in society today is commonly used whether it is in real life or in cyberspace life, especially by young people. Pujiastuti (2007) asserts that young people in Indonesia use English as a conversation by combining them with Indonesian, and they will be considered old-fashioned if they do not follow this trend. It often occurs in daily conversation such as on the radio, on the television, and even on the internet, especially on social media. Social media is an online media that can be used as a place to communicate remotely. Instagram is one of the most popular and widely used social media. Wicakson (2017) elaborates that Instagram is one of the most popular and widely used social media. Hu, Manikonda, and Kambhampati (2014) explain Instagram is a new medium in spotlight in the recent years that can capture and share photos and videos. People use Instagram as a medium to upload photos and short videos. They usually give the caption on photos and videos. Sometimes they also use code switching in captions or comments.

The researchers were interested in this topic because this case is considered as the latest phenomenon on the increasing use of social media, especially Instagram among the youths. Also, there has been a limited study in this topic on the youths with English education background in Indonesian context. Therefore, the objectives of this study are to identify (1) the dominant type of code switching made by English Education Students of a university in Sumatra, (2) the functions of code switching made by English Education students, and (3) the reasons of code switching used in Instagram made by these students.

METHODOLOGY

This study used a descriptive qualitative study. A descriptive qualitative study is a study that aims to reveal an event or fact experienced by an individual or group of individuals. Lambert and Lambert (2012) declare that the purpose of descriptive qualitative is to summarize comprehensively in everyday term, specific events experienced by individual of group of individuals. Therefore, the researchers used a descriptive study to describe the results of documentation, interview, and questionnaire. In addition, the participants of this study were the sixth semester English

Education students in one university in Sumatra Indonesia that had an active Instagram account.

In this study, the researchers used questionnaire, documentation and interviews as ways to collect data. The researchers adapted the questionnaire from Khadim (2014). The researchers also used the questionnaire from Rukh, Saleem, Javeed and Mehmood (2012) and Alenezi (2010) to investigate the participants' attitudes. Due to the similar context of their study and this study, the validity and reliability of the instruments were confirmed. There were 18 items in the close-ended questionnaire in 1 to 5 Likert scale ranging from strongly agree, agree, neutral, disagree, to strongly disagree. The results of the questionnaire were put in percentage and simple descriptive analyses.

In documentation, the researchers read the caption and comment from participants in Instagram from August 1st, 2019 to February 29th, 2020 to identify the first research objective. There were several steps to obtain the document. The setps are (1) finding 61 Instagram accounts of the students, (2) looking at the pictures or videos one by one and the captions and comments, (3) finding the code-switching from the students' posts, and (4) capturing and/or screenshooting the pictures and/or texts as the documentation. The results of the documentation were displayed in percentage.

For the interview, the researchers conducted direct and online via WhatsApp in-depth interview with the participants. The participants also have several criteria, namely having an active Instagram account, having photos and/or videos post from August 1st, 2019 until February 29th, 2020, and having the caption and/or comment of the post containing code switching. The researchers asked the questions to identify the research objectives umber two and number three. After that the researchers transcripted the interview and identified the key words and classify the functions and reasons of code switching from Appel and Muysken (2006) and Malik (1994).

FINDINGS AND DISCUSSION
Documentation Results
Below are the results of the documentation of the caption and comment from participants in their Instagram accounts from August 1st, 2019 until February 29th, 2020.

Table 1. The result of the documentation

No	Acc	Data	Type		
			Ts	Ie	Ia
1	@1	"Caption *curhatan hati :v*" (comment: 051219)	✓		
		"Sorry, Sa. *Ampuni daku :v*" (comment: 291119)		✓	
2	@2	"Takes time to consider not to post or post heuheehe. Slide 1-2 *diriku keluar dari zona nyaman,* Slide 3 *diriku yang sebenarnya*" (caption: 130919)		✓	
3	@3	"*Buat ngisi* feed *ig aku kakak :'(*" (comment: 081219)	✓		
4	@4	"*Oyaudah aku* upload *foto-foto gajelas yak abis iniiiiii*" (comment: 271119)	✓		

No	Acc	Data	Type		
			Ts	Ie	Ia
		"Never regret anything because at one time it was exactly what you wanted. Denim jacket roughnecknya *abang, mangkanya kegedean* ☺" (caption: 030120)		✓	
5	@5	"…..*Nanti rindu? Jelas dong. Lalu? Ya* meet up *lah kalo rindu *Lalu jadwal prodi dan kepentingan pribadi akan memisahkan kita :'("* (caption: 100919)	✓		
		"....*Selamat berlibur dan pulang kampong dengan berbahagia :v* Remember *jangan buka civitas kau mau liburanmu menyenangkan* ☺" (caption: 071219)	✓		
6	@6	"Next time *pasti bisa nyot, sholawatin aja* ☺" (comment: 291119)	✓		
7	@7	"Hahahahaa… *udah banyak yang bilang dari kemaren.* Am I looks weird?" (comment: 201219)		✓	
8	@8	"*Kakak juga* feed *nya* aesthetic." (comment: 051219)	✓		
		"*Ku* like *biar jadi* best comment. *Jadi kalo ada yang berminat bisa langsung* tap." (comment: 051219)	✓		
9	@9	"*Kau tak bisa sembarang menilai, hanya dengan sekali menatap atau mendengar apa yang orang lain bicarakan.* Don't judge people from her cover" (caption: 020819)		✓	
		"*Setidaknya kita pernah dekat, dan aku pun sedikit tau tentangmu. Meski hanya sebentar dan hanya sedikit cerita, tapi semua itu sudah cukup membuatmu menjadi sosok yang berarti bagiku. Memiliki sosok kakak maupun teman terbaikk.* Thank you ☺ I am happy more than what you see ☺" (caption: 221019)		✓	
10	@10	"HOW TO BE HAPPY. *Abaikan orang-orang yang berpikir mereka tahu lebih banyak daripada dirimu sendiri.*" (caption: 151119)		✓	
11	@11	"Power Rangers *ceunah.* LOL at last pic ☺ *itu ceritanya mau niru senyuman. Anugrah yang 'dikit aja tapi uwu'. Tapi apalah daya tante-tante ini ya, tidak uwu sama sekali* ☹" (caption: 261119)		✓	
12	@12	"baby face *darimana* ☺" (comment: 220819)	✓		
13	@13	"*Duh dikomen mua hits Palembang* thanks *Kak* ☺ (comment: 311219)	✓		
		"Thanks *Kak* ☺" (comment: 080919)	✓		

No	Acc	Data	Type		
			Ts	Ie	Ia
14	@14	"*Yookk kita* meet ☺" (comment: 311219)	✓		
		"Next time *ya kak*" (comment: 100819)	✓		
15	@15	"*Setelah menonton* video tutorial *mencari dan membuat* caption." (comment: 260819)	✓		
16	@16	*"Karena didalam TUBUH yang SEHAT terdapat JIWA yang KUAT.* JOIN WITH US NOW!" (caption: 100819)		✓	
17	@17	"*Ngaku aja kalo mau bilang aku yang* cutie, *jangan malu-malu* ☺" (comment: 040819)	✓		

Notes: **Ts:** Tag switching; **Ie**: Inter- sentential switching; and **Ia**: Intra-sentential switching

From the 69 total population of the study, only 61 students took the questionnaire. Also, there were only 17 students who used code switching in their captions or comments. The researcher only found 24 code switching in captions and comments. The total captions and comments were limited because there might be other possibilities conducted by the participants. For example, they had deleted the post because it was an old post.

All captions and comments with the 24 code switching consist of 14 tag switching (58.3%), 10 inter-sentential switching (41.7%), and no intra-sentential switching (0. In other words, the most used code-switching among students was tag switching.

Questionnaire Results

This questionnaire has two parts, in which the first part is only to collect some general information about the use of code switching and the second part aims to find information about the functions and reasons for using code switching on Instagram. Below are the percentage results from the total of eight items in the first part of the questionnaire answered by students.

For the first item (With whom do you talk to most in Instaggram?), 96.7% students answered "Friends" meaning that they talked to their friends most in Intagram, 21.3% students answered "Family members" meaning that they talked to their family most in Intagram, and 29.5% students answered "Colleagues" meaning that they talk to their colleagues most in Intagram. For the second item (Which language do you use more in Instagram?), 37.7% students answered "Indonesia" meaning that they use more Indonesian in Instagram, 18% students answered "English" meaning that they use more English in Instagram, and 44.3% students answered "Both" meaning that they use both more in Instagram. For the third item (Do you switch language outside Instagram?), 86.9% students answered "Yes" meaning that they switched language outside Instagram and 13.1% students answered "No" meaning that they did not switch language outside Instagram. For the forth item (Why do you switch codes?), 67.2% students answered it was because "it is easy to communicate that way", 34.4% students answered it was because "they are used it", and 50.8% students answered it was because "they feel comfortable." For the fifth item (It's hard to find an equivalent for both Indonesian and English words, isn't it?), 68.9% students answered "Agree"

meaning that they agreed with this statement and 31.1% students answered "Disagree" meaning that they disagree with this statement (61 responses). For the sixth item (Do you think that code switching has negative impact on your mother tongue?), 24.6% students answered "Yes" indicating that they believed that code switching had negative impact on their mother tongue and 75.4% students answered "No" indicating that they did not think that code switching had negative impact on their mother tongue. For the seventh item (Other than writing on Instagram, where else do you switch codes?), 13.1% students answered "SMS" indicating that they also switched code in messaging, 96.7% students answered "Online Chatting" meaning that they also switched code in their online chatting, and 21.3% students answered "Informal e-mail" indicating that they also switched code in their informal e-mail. Finally, for the eighth item (Do you think using two languages together has create a new way of communication?), 90.2% students answered "Yes" indicating that they believed using two languages had created a new way of communication and 9.8% students answered "No" indicating that they did not think using two languages had created a new way of communication.

Below are the percentage results from the second part questionnaire that has been answered by students.

Table 2. Functions and reasons for using code switching on Instagram

Students use code switching to	SA	A	N	D	SD
Express my emotion	26.2%	63.9%	5%	5%	
Express my feelings	28.3%	61.7%	5%	5%	
Doing tasks	19.7%	49.2%	3.2%	26.2%	1.7%
Doing instruction	11.5%	68.9%	6.6%	13.1%	
Translate and clarify difficult vocabulary	41%	52.5%	3.3%	3.3%	
Translate and clarify terminology	24.6%	62.3%	4.6%	8.2%	
Joke around with others	24.6%	63.9%	4.9%	4.9%	1.7%
Say poetic quotations	27.9%	44.3%	4.8%	23%	4.8%
Boost others to participate	18%	57.4%	4.9%	18%	1.7%
Create a sense of belongings	18%	65.6%	6.6%	9.8%	
Learning courses only in English language is beneficial to me	29.5%	54.1%	3.3%	13.1%	
Learning courses only in English and language other than English make it easy for me to understand	21.3%	63.9%	5%	9.8%	
I prefer to use mixture of different languages	9.8%	68.9%	4.9%	16.4%	
I prefer to use only English	4.9%	29.5%	11.5%	54.1%	
Using a mixture of language leads to the weakness of my English	5%	26.2%	9.8%	59%	

Students use code switching to	SA	A	N	D	SD
Using a mixture of languages strengthens my English	6.6%	73.8%	6.6%	13.1%	
I feel more comfortable when I communicate with others in a language other than English	11.5%	55.7%	9.8%	19.7%	3.3%
I feel more comfortable others when I communicate with my friends in English	8.2%	55.7%	11.5%	24.6%	

Notes: SA: Strongly Agree; **A** : Agree; **N** : Neutral; **D** : Disagree; **SD**: Strongly disagree

Table 3. Mean of functions of code switching

No	Functions of code switching	Mean
1	Referential function	4.2
2	Directive function	3.7
3	Expressive function	4.1
4	Phatic function	3.7
5	Metalinguistic function	3.9
6	Poetic function	3.9

Table 4. Mean of reasons of code switching

No	Reasons of code switching	Mean
1	Lack of facility	4.2
2	Lack of registrar competence	4.2
3	Mood of the speaker	4.1
4	To amplify and emphasize	3.7
5	Habitual expression	3.9
6	Semantic significance	3.7
7	To show identity with a group	4.1
8	To address different audience	4.2
9	Pragmatic reason	3.7
10	To attract attention	3.9

Interview Results

To answer the second research question, the researchers distributed questionnaires to be answered by the participant, then conducted an interview with participants with certain conditions. The researcher interviewed six participants. They were elected based on the existing criteria: they had an active Instagram account and did the most code switching compared to the other participants. Due to conditions that make it impossible to meet face to face, this interview was conducted online via WhatsApp.

From the analysis it can be concluded that each student had the respective functions in using code switching on their Instagram and there are three functions of code switching from six functions of code switching, they are:

Table 5. The results of the analysis of the interview

"Caption *curhatan hati* :v" (comment: 051219) **(Directive function)** **(To attract attention)** "*Yookk kita* meet ☺" (comment: 311219) **(Directive function)** **(To address different audience)**	"*.....Memiliki sosok kakak maupun teman terbaikk.* Thank you ☺ I am happy more than what you see ☺" (caption: 221019) **(Expressive function)** **(To attract attention)**

"Next time *ya kak*" (comment: 100819) **(Directive function) (Habitual expression)**	"*Duh dikomen mua* hits Palembang thanks Kak ☺" (comment: 311219) **(Expressive function) (Habitual expression)**
"…..*Nanti rindu? Jelas dong. Lalu? Ya* meet up *lah kalo rindu *Lalu jadwal prodi dan kepentingan pribadi akan memisahkan kita* :'("* (caption: 100919) **(Expressive function) (To attract attention)**	"Thanks Kak Muthiaa ☺" (comment: 080919) **(Expressive function) (Habitual expression)**
"…..*Selamat berlibur dan pulang kampong dengan berbahagia :v* Remember *jangan buka civitas kau mau liburanmu menyenangkan* ☺" (caption: 071219) **(Expressive function) (To attract attention)**	"*Ngaku aja kalo mau bilang aku yang* cutie, *jangan malu-malu* ☺" (comment: 040819) **(Expressive function) (Mood of the speaker)**
"*Kau tak bisa sembarang menilai, hanya dengan sekali menatap atau mendengar apa yang orang lain bicarakan.* Don't judge people from her cover" (caption: 020819) **(Expressive function) (To attract attention)**	"Sorry, Sa, *ampuni daku* :v" (comment: 291119 **(Poetic function) (To attract attention)**

Discussions

The questionnaire results showed that the participants were more dominantly using tag switching. The functions and the reasons of code switching used in Instagram were various. It could be indicated from their response of the questionnaires, in which most of them "agree" with the statements in item 5 (translate and clarify difficult vocabulary) and item 6 (translate and clarify terminology). These items are included in the referential function of code switching. It can be interpreted that the participants used code switching for translating and explaining unfamiliar terms. In relation to classroom context, Wasir (2012) says that in the classroom teachers use code switching to make a clear meaning and to transfer knowledge to students. He also adds that the teacher used the target language when they explained the material and then repeated the explanation and switched back to Indonesian to ensure whether the students understood what they explained. In addition Piter, Loeneto, and Jaya (2019) explain that Indonesian can take a role as a facilitator in learning English.

Most of the participants "agree" with statement in item 9 (boost others to participate) that falls into the directive function of code switching. They think code switching can be used to encourage others to participate in the conversation that is happening. Maharani, Rahayu, and Nimashita (2017) also state that code switching occurs when there is a change in situation and there are differences in speaker participation. Therefore, it can be interpreted that code switching can be used by them to encourage others to participate in conversations, even if there are differences in speech.

The third higher persentage shows that most students "agree" with statement in item 2 (express my feelings) and item 1 (express my emotion) that are part of the expressive function of code switching. It can be interpreted that the participants think code switching can be used to emphasize their feelings or identity to others, so they use more than one language. Rihane (2017) describes that code switching can be used to

express personal feeling like happiness, excitement, anger, sadness, and other feelings. Wardhaugh (2016) adds that code switching can be the main identity marker for a group of speakers who must speak more than one language in their life. This idea is very supportive for expressive function of code switching, in which code switching is used to emphasize one's feelings or identity to others that he/she uses more than one language.

The following item that has most participants "agree" is statement in item 4 (doing instruction) and item 3 (doing task), which are included in the phatic function of code switching, in which they emphasize important things or words by changing the tone in the conversation. Sutinawati, Wuryaningrum, and Widjajanti (2014) describe that a participant in their research conducts code switching from Indonesian to Korean and changes the tone of his speech to express his feelings when he gets information from the interlocutor.

According to the table above, most of the participants "agree" with statement in item 10 (create a sense of belongings), which falls into the metalinguistic function of code switching. They think code switching can be used to give comments in another language and it can allow a person to feel a sense of belonging. Hoffman (1991) states that people often use code switching to communicate with certain people or the community they have. Rohali (2011) describes that often speakers use code switching and code mixing in a conversation that is, they do not only use one language but various types of languages in a conversation. Therefore, those who can use more than one language and perform code switching by switching the main language to another language used by the interlocutor can create a sense of belonging to each other.

The last item shows that most of the participants "agree" with statement in item 7 (joke around with others) and item 8 (say poetic quotations) , which are included in the poetic function of code switching. It can be interpreted that students think code switching can be used by them to make other languages that aim to entertain. Appel and Muysken (2006) shows that when sentences that are fun or jokes those aim to entertain and occur in various languages are included in one of functions of code switching, namely poetic function or code switching in conversation can be intended for entertainment.

The questionnaire results also show the various reasons why the participants use code switching. First, most of them "agree" with the statements in item 5 (translate and clarify difficult vocabulary) and item 6 (translate and clarify terminology), which indicate the reason of code switching because of lack of facility. The participants think that code switching can be used to avoid misunderstanding that can cause the loss of intended meaning. Wasir (2012) says that in the classroom teachers use code switching to make a clear meaning and to transfer knowledge to students. He also adds that the teacher used the target language when they explained the material and then repeated the explanation and switched back to Indonesian to ensure whether the students understood what they explained. This means that code switching occurs to avoid misunderstanding.

Based on the table demonstrate that most of the participants "agree" with the statements in item 6 (translate and clarify terminology) and item 5 (translate and clarify difficult vocabulary), which are included in the category of lack of register competence reason of code switching. It can be interpreted that students think code switching is used if someone finds it difficult to choose the appropriate word in the target language. For example, if someone wants to say "buy" in another language but she is having

difficulty choosing the appropriate word in that language, then she says "buy" in her native language. Wasir (2012) explains that sometimes students do not know how to say in target language, so they code switches to his/her mother tongue.

The third higher persentage is item 1 (express my emotion) and item 2 (express my feelings) , which are included in the category of mood of speaker as the reason of code switching. The participants think code switching can be used to emphasize their feelings to others, so they use more than one language as Rihane (2017) describes that code switching can be used to express personal feeling like happiness, excitement, anger, sadness, and other feelings.

Another finding presented that most of the participants "agree" with the statements in item 3 (doing tasks) and item 4 (doing instruction), which are included in the reason of code switching to amplify an emphasize. It can be interpreted that students think code switching can be used to ensure that the interlocutor or listener knows what to highlight and focus in a conversation as Anderson (2006) elaborates that code switching occurs when a speaker wants to emphasize a certain statement.

The item that has higher persentage is item 10 (create a sense of belonging) that falls into the reason of code switching as a habitual expression. They think code switching can be used to give comments in another language. It can be a form of greetings, orders, request, apologies, and others. It can also make a person feel a sense of belonging. For example, there is someone who wants to greet her friend who comes from different country, in which she greets her in her friend's native language to create a feeling of belonging to each other because she has used the language used by her friend. Malik (1994) states that code switching can be used when a person plans to greet to others from various language backgrounds. Rohali (2011) describes that often speakers use code switching and code mixing in a conversation that is, they do not only use one language but various types of languages in a conversation. Hoffman (1991) adds that sometimes people use code switching to communicate with certain people or communities they have.

From the table, it could be indicated that most of the participants "agree" with the statements in item 3 (doing tasks) and item 4 (doing instruction) which are included in the reason of code switching for semantic significance. They think code switching can be used to communicate verbally and can be conveyed as important and meaningful information. Gal (1979) explains that code switching can be used to signify the speaker's attitude, communicative intention, and emotions to convey linguistic and social information. Choy (2011) also supports it as a verbal strategy.

Next, most of the participants "agree" with the statements in item 1 (express my emotion) and item 2 (express my feelings) , which are included in the reason of code switching to show identity with a group. The participants think code switching can be used to emphasize their identity to others as Crystal (1987) states that each individual will do code switching to express a sense of solidarity with certain social groups.

Meanwhile, item 9 (boost others to participate) that falls into the function of code switching to address different audience has higher percentage. The participants think code switching can be used to encourage others to participate in conversations as Malik (1994) explains that code switching is used when a speaker wants to greet a person who has variety of languages. Greeting can lead to a conversation between them.

It can be seen that item has the higher percentage is item 3 (doing tasks) and item 4 (doing instruction), which are included in the reason of code switching for a pragmatic reason. They think code switching can be used for a conversation that occurs depends

on certain factors such as formality, participants, and the location where the conversation take place. Malik (1994) argues that a speaker can perform code switching depending on a certain situation. Holmes (2001) describes that for example, in a conversation about diet, the speaker can use L1 to emphasize her personal feelings about a certain problem, and then she uses L2 to emphasize the referential context which is advice from her doctor. Therefore, it can be interpreted that code switching usage depends on certain factors.

The last result stated that most of participants "agree" with statement in item 7 (joke around with others) and item 8 (say poetic quotations). They think code switching can be used to make other languages to entertain others. Code switching is also used in advertising media; it also often makes people interested in its use as Malik (1994) states that code switching can be used in advertising, either written or oral as well as to attract the attention of others who are reading or listening to it.

Moreover, from the result of interviews, it was found that each participant has their respective functions and reasons in using code switching on their Instagram. For the functions of code switching, there are three functions of code switching from six functions of code switching, namely directive function, expressive function, and poetic function. Meanwhile, for the functions of code switching, there are four reasons of code switching from ten reasons of code switching, they are: to attract attention, habitual expression, to address different audience, and mood of the speaker. This result is evident from the result of questionnaires in which the means of directive function (3.7), expressive function (4.1), poetic function (3.9), to attract attention (3.9), habitual expression (3.9), to address different audience (4.2), and mood of the speaker (4.1) are not low. It means that those functions and reasons of code switching are widely used by students.

CONCLUSIONS AND SUGGESTION

English Education students dominantly use tag switching with various functions, namely directive function, poetic function, and expressive function. They use various reasons of code switching, namely to attract attention, habitual expression, to address different audience, and mood of the speaker. From these results, it was found that directive function, poetic function, and expressive function are the functions of code switching that are widely used by students. In addition, it was found that the functions of code switching that are widely used by students are to attract attention, habitual expression, to address different audience, and mood of the speaker. It indicates a style of communication among the youth when interacting through social media which also happens in direct in-person interaction where code switching is used naturally within informal context communication among the youth who know and learn English as a foreign language (EFL) formally.

The limitations of this study might include the limited number of samples as well as the online interview which might hinder the exact in-depth dialogue among the researchers and the participants. Also, the study is limited to a short period of data collecting resulting in limited representative Instagram accounts used as the documentation. This study is hoped to provide inspiration for the next researchers to carry out similar research with different context and more participants. Therefore, future studies are hoped to explore more participants and longer time spans to capture more information regarding the use of code switching among students in general and English Education students in specific.

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