



**AN ANALYSIS OF CODE-SWITCHING BY EFL LECTURERS IN TOURISM
CLASSROOM SETTING**

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Abstrak

The use of code-switching by EFL lecturers in tourism classroom activities, particularly the linguistic features, functions, and motivation to use it in the teaching-learning process, is a pressing subject to be addressed in this study. This study used a descriptive qualitative technique for its research design. This approach focuses on natural occurrences and provides a methodical, factual, and precise explanation of the issue, particularly when EFL lecturers employ code-switching in the classroom. Based on the findings in the previous chapter, the writer can conclude as follows: There are 182 utterances of codeswitching found on lecturer's utterances. Of the 182 utterances switched 77 utterances are in words, 16 are in phrases, 19 are in clauses, and 70 are in sentences. The mostly switched element is words with 77 utterances or 42 % of total of the whole utterances, followed by sentences 70 utterances (38%), 19 times or 11% in the form of clauses and 16 or 9% in the form of phrases, Out of the 77 switched words or language elements, 9 utterances are nouns, 7 are verbs or 9%, 12 are adjectives or 16%, 4 times are adverbs or 4%. It is also found switching elements in preposition 6 times and interjection 39 times for its occurrence. The most frequency is switching element in adjectives with 12% in total, followed by nouns (9%), verbs (7%), and preposition (6%) and There are nine reasons to codeswitch found in this study. The most frequently is interjection (83%) with 43 times of its occurrences, followed by expressing self (6%), soften or strengthen request or command (4%), intention of clarifying, repetition, express solidarity, and talking about particular topic are 2% for each. Interjection is the most frequently found as the reason to codeswitch, it is because the lecturers may be interfered by their first language that is Bahasa Indonesia. The lecturers cannot escape the influence of their native language and that makes lecturers feel free and comfortable to express their emotional feelings, and ideas.

Keywords: Code-Switching, Tourism, Classroom Setting

PENDAHULUAN

English has been used in almost every part of human life because it is a universal language. It is used in international concerns, such as conferences, seminars, and business. It must be taught in schools in every nation on Earth. For instance, Indonesia has a set of educational curricula that include English language training in a classroom context. All students in this nation must be able to communicate in English after graduation. Nevertheless, in practice, they have trouble doing it. This situation occurred due to the students' inexperience with the

structure of the English language, including grammar, pronunciation, and phonology. The English lecturers are encouraged to develop effective strategies to present the lesson to the class members now that English is required from junior high school through the university. Those approaches, methods, or techniques might be used. EFL lecturers use methods like the reform movement, the direct approach, the audio-lingual method, and the grammar-translation method to teach and help students learn. These techniques aid students in



comprehending the subject matter. Practically speaking, such approaches still need to improve students' capacity to grasp the four English abilities. In order to transmit the teachings in EFL classes concerning such occurrences, EFL lecturers instead use code-switching. They make code changes between English and Indonesian to confirm the students' comprehension. The lecturers know that since the students have varying levels of English proficiency, it is challenging to employ English entirely in the teaching and learning process. To help students grasp the teachers' instructions, they employ code-switching.

Additionally, from the student's perspective, the lecturers' use of English and Indonesian codes helps the students understand what is being taught. When teaching and studying for educational purposes in Indonesia, when English is taught as a foreign language, teachers typically use Bahasa Indonesia and English (Ferguson, 2003; Lin, 2013). If they speak both languages, they believe that the students will comprehend. Tag, inter-sentential, and intra-sentential code-flipping are examples of how English lecturers might use code-switching in EFL classes (Kadek & Puspita, 2022). The first category involves adding tags from one language to another. The second kind occurs at the ends of sentences and is often utilized by proficient speakers. The last kind occurs in the middle of a phrase without breaks, pauses, or hesitation.

Intra-sentential code-switching is used to fill in the gaps left by unavailable words or concepts in one language, allowing speakers to remember such terms in other languages during the conversation instinctively. In the meantime, code-switching is a helpful technique that lecturers may employ to teach English as a foreign language (Skiba, 1997). In teaching English, subject shift, emotive function, and repetitious functions are associated with code flipping (Sert, 2005). The first function is based on the discussed subject and deals with the linguistic shift the lecturers make while

describing the lesson. The second function concerns the lecturer's words and how they strengthen and develop relationships with the students. The last role is performed by lecturers' explanations, emphasizing the crucial aspects of second language learning and explaining the meaning of words. The Politeknik Pariwisata Lombok EFL classroom has similar code-switching features. For instance, Saroh Fitriani, the English lecturer at Politeknik Pariwisata Lombok, often switches up the codes when she teaches. To teach the lesson to the class, she often combines the target language with the official language. He used it to clarify the grammar, analyze the text, and introduce new vocabulary. Students can grasp the lecturer's instructions when he attempts to communicate straightforwardly with them in English. However, when they debate a more challenging issue, the students get irritated and want the lecturers to translate it into Indonesian to comprehend the subject. Code-switching in EFL lessons has several benefits, including grabbing students' attention, keeping them motivated, and preserving the classroom environment (Nurmiana, 2016). The use of code-switching by EFL lecturers in tourism classroom activities, particularly the linguistic features, functions, and motivation to use it in the teaching-learning process, is a pressing subject to be addressed in this study

LITERATURE REVIEW

Definition of Code Switching

Wardhaugh & Fuller (2021) stated that code-switching could be generated from individual choices or used as the main identity mark for a group of speakers needing to deal with various languages in their search. In other words, language is critical in our social lives and for the formation of social identity. One simple way to determine our identity and influence how others see us is to use language. In social life, people generally use more than one language and sometimes switch from one language to another for a specific purpose. As



Gal said in Wardhaugh & Fuller (2021) definition, code-switching is a conversation strategy used to build, cross, or eliminate group boundaries to awaken or change interpersonal relationships with rights and obligations. It means that code-switching is one way to adjust ourselves.

For example, if one of the interlocutors cannot speak the language previously used because the difference comes from different tribes or regions, then switching the code from the regional language to English is done so that the conversation runs smoothly and anyone from any tribe or any region can join in the discussion. Code-switching can be interpreted as a transition from one code to another. Code-switching may occur between languages, variants (both regional and social), between registers, between varieties, or between styles. Therefore, this also occurred between registers, varieties, and styles contained in a language. Code switching based on (Yumoto, 1995), Code-switching is "the alternation of languages within a single discourse, sentence, or constituent." So, in code-switching, the ability to change code requires more than two languages. Sumarsih, (2014) argued that bilingual life over code might be closely related to code-switching. That bilingual life might appear more or less together in developing languages, especially when they are aware of these actions and then choose more or less deliberately not to use them.

LITERATURE REVIEW

Types of Code-switching

According to (Hoffman, 1991), the three types of Code-switching are tag switching, intra-sentential switching, and inter-sentential switching. According to the preceding explanation, it can be categorized as follows: inter-sentential Code-switching that occurs at sentence borders is known as inter-sentential Code-switching. A word or phrase that comes before or after another. For example:

Samsul: "Oh my God, *baca WA, kita disuruh balik sama pak Sat.*

(Oh my God, read WA, we are told to get back by Mr. Sat.)

Nadia: "Seriously? *Baru aja kita sampai kos!*"

(Seriously? We just got home!).

In the conversational scenario given above, they discuss the message from their lecturer to have them back on campus. The first speaker announced that their lecturer was telling them to get back, and the second speaker was shocked and clarified whether he was being serious about the message. We can tell from their conversation that they changed to English at the end of their exchange. Since they start speaking in Bahasa and then abruptly transition to English, they are most likely aware of doing so. As a result, inter-sentential code-switching can be described as the sort of code-switching present in their utterance. Intra-Sentential Code-switching Intra-sentential coding switching occurs when a change in meaning occurs in the middle of a sentence without pauses, hesitations, or breaks in speech to signal the shift. The speaker needs to be made aware of the changeover. For example:

Gerald: "Des, *tolong ambilin ladle itu*"

(Des, please pass me the ladle)

Desi: "*Mana ada ladle di sini*"

(There is no ladle here)

Reasons for Code-switching by Teachers

Gulzar (2010), lists eleven justifications for lecturers' w usage. The following is a list of these:

2.2.1 Clarification

Every time they come across new terminology or challenging expressions, lecturers flip codes to explain the points. The process of CS is improved in the classroom through the explanation of meaning (Sert, 2005).

2.2.2 Expressiveness

Because the vocabularies in the first L are simpler than those in the



target L, lecturers may change the code. The knowledge will be communicated and the stuff will be comprehended by employing this feature. Thus, the lecturer achieves their goal.

2.2.3 Emphasis

Lecturers may swap codes consciously or unconsciously to emphasize certain themes in order to communicate them clearly and efficiently. Messages are "reinforced; emphasized or clarified where the messages have already been transmitted in one code but not understood," according to Eldridge (1996).

2.2.4 Repetitive Activities

Lecturers repeat what they said in the first L after using the target L in the repeating function. The repetition in the first L can be partial or full and is frequently enlarged with additional information, but more usually CS is employed as a repetition of the previously said words, according to Flyman-Mattsson & Burenhult (1999).

2.2.5 Interacting

Code-switching can be used to establish a positive rapport with the pupils, which in turn motivates them to learn a foreign language.

2.2.6 Translating

Translation Another justification for Code-switching by lecturers is translation. This statement is illustrated by Gulzar (2010), who writes, "Teachers frequently switch their code to translate or elaborate the important message during the process of explaining new vocabulary, grammar points, or instructions instead of continuing in the foreign language."

2.2.7 Language proficiency

In a classroom engagement, linguistic proficiency is a complex factor, claimed by Flyman-Mattsson &

Burenhult (1999). As we all know, it is the duty of the instructors to teach their pupils a foreign language. Therefore, using phrases for which they switch code to seize control is inappropriate. The kids' trust in the teacher's linguistic skills could be harmed as a result. This requires the lecturers to change their language or refrain from using such words.

2.2.8 Checking understanding

According to Flyman-Mattsson & Burenhult (1999), the fundamental goal of teachers code-switching to their native tongue is to ensure that the pupils comprehend what they are saying. Jan-Petter & Gumperz (2020) and Hughes et al., (2006) place a strong emphasis on the value of repetition's role in code-switching (CS) to check understanding.

2.2.9 Giving instructions effectively

It is a regular occurrence for the lecturers to switch the code to the student's native tongue whenever there are instructions in order to effectively communicate what the speaker wants.

2.2.10 Changing Topic

Another typical occurrence in classroom engagement is code swapping for topic changes. Two justifications are provided by Flyman-Mattsson & Burenhult (1999) for changing the code. Either the message is so crucial that the teacher does not want it misunderstood, or the teacher simply wants the students to pay attention.

2.2.11 Create sense of belonging

According to Lin (2013) and Jingxia (2010), code flipping is used to promote close communication between teachers and students. Lecturers use CS as a result when they want to establish connection and intimacy with their students, and as a result, students feel at



ease and at ease. Additionally, they think that participation in class is easier and more natural when code-switching is permitted (Abellana & Tarusan, 2023). This feature helps pupils comprehend concepts more quickly and completely.

2.3 Previous Studies

Research on code-switching in the classroom also has been done in a variety of linguistic settings, including second language classrooms and bilingual (and even multilingual) classrooms. Some researchers, such as Basnight-Brown & Altarriba, (2007) and Green & Wei (2014) have studied both code-switching and classroom discussion. A multilingual teacher's use of the mother tongue and the target language is relatively steady, according to Olson (2016). Kecskes (2006) looked into code-mixing and code-switching in English classes to find out how the teacher, the students, and the students themselves felt about using these techniques to aid in learning. There is no research on this particular sort of Code-switching, particularly in the context of a public Tourism school. As a result, English teachers will benefit from studies in this area.

RESEARCH METHODS

Approach of the Study

This study used a descriptive qualitative technique for its research design. This approach focuses on natural occurrences and provides a methodical, factual, and precise explanation of the issue, particularly when EFL lecturers employ code-switching in the classroom.

Source of Data

Six English lecturers from the Politeknik Pariwisata Lombok were used in this research as a sample of classroom observations. The purpose of the classroom observation is to see the lecturers use code-switching throughout the classroom teaching and learning process. In this instance, an audio recording was employed in the research to get the data. Additionally, the unstructured interview was conducted to elicit

opinions from lecturers about what encourage them to code-switching.

Method of Data Gathering

In gathering data, the writer recorded the speech uttered by the English lecturers during the teaching and learning process in the classroom. In recording the lecturers' utterances, the writer used a voice recorder. Afterward, the writer interviewed the lecturers to find out the reasons why they code-switch during the teaching and learning activity. The writer wrote the transcription of their utterances and interview answers on a sheet of blank paper to really understand the utterances, and then the writer identified and analyzed the data based on the need for analysis.

Method of Data Analysis

The information that was gleaned from the recordings was converted into writing form, then picked out, categorized, and needed in order to be relevant to the research objectives. This stage's ambiguity was anticipated and avoided by the researcher using the Miles & Huberman (1994) suggested mode system in its intended form. The mode system is a method for data analysis that includes the processes of data reduction, data description, and data categorization. Reduction of data comes first. It is a part of the selection, simplification, abstraction, and transformation of the raw data process.

To make it simpler to verify, the facts that were discovered were condensed. The raw data from the recordings were translated into written English and subjected to analysis to determine whether or not the passage and speech dealt with code-switching. The researcher recognized the lecturers' utterances by identifying the terms used throughout the classroom engagement in order to differentiate them. On the other hand, it was considered a borrowing or vice versa if the words were merged phonologically and syntactically (Poplack, 2012; Romaine, 2001).

The overall analysis was conducted in some steps. Firstly, after getting the data, the writer



transcribed it on blank worksheets, and then the writer identified and analyzed the occurrences of the linguistics form being codeswitched. It was presented in the table to make it easier to see the differences from the others.

No	Linguistics forms	Total	Percentage
1.	Word		
2.	Phrase		
3.	Clause		
4.	Sentence		
Entire total			100%

The last step was the writer analyzed and explained the reasons of codeswitching based on some theories related to get the final results.

FINDINGS AND DISCUSSIONS

Language Elements being Codeswitched

The data are collected during teaching and learning process, such as pronunciation, interviews, formulating questions for six hours. It involves any lecturers' interactions to the students, such as talking with the students, giving greetings, giving information, and saying the leave-taking greeting to the students, and other interactions during the teaching and learning process. The data were taken randomly for the date, but for the time, it was determined by the writer considering the writer's time. It was recorded for six hours, and each class lasted an hour; there were six classes.

From the data collection, there are 182 utterances of teachers' code-switching.

Table 2 Identification of codeswitching in some linguistics forms

No	Linguistics forms	Total	Percentage
1.	Word	77	42%

2.	Phrase	16	9%
3.	Clause	19	11%
4.	Sentence	70	38%
Entire total		182	100%

It is clearly shown in Table 4.1.1 that the number of switches occurred in some linguistics forms. It involves switching words, phrases, clauses, and sentences. Out of the 182 utterances switches in the data, 77 are in words, 16 are in phrases, 19 are in clauses, and 70 are in sentences. The most frequently switched are in words (42%), followed by phrases (9%), sentences (11%), and clauses (38%).

In addition, this table 4.1.2 below also shows the numbers of switch elements in English that are found on lecturers' utterances. It is identified and analyzed based on the occurrence of codeswitching in word level that mostly occurred as in the previous discussion.

Table 4.1.2 Identification of language elements being codeswitched

Embedded Language	Codeswitching elements						Total
	No un	Verb	Adjective	Adverb	Preposition	Interjection	
English	6	5	7	4	6	33	61
Indonesian	3	2	5	-	-	6	16
Total	9	7	12	4	6	39	77
Total Percentage (%)	12	9	16	5	8	51	100
English Percentage (%)	10	8	11	7	10	54	100



Indonesian Percent age (%)	19	13	31	-	-	38	100
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The table above clearly indicates the number of switched elements in English language as an embedded language. The 432 are switched in noun 263 are switched in verb, 135 are switched in adjective, 65 times are switched in adverb. It is also found switching elements in preposition 151 times and interjection 43 times for its occurrence. The most frequency is switching element in nouns with 40% in total.

This finding corroborates Greavu's (2022) finding in her study, that found the single nouns took a high percentage for the frequency of occurrence of elements being codeswitched. However, Bosma & Blom (2019) states that codeswitching can also indicate that a speaker is a competent bilingual. The lecturer at Poltekpar Lombok can be stated as bilinguals' competence, since they create communicative codeswitching not because of the lack of knowledge in Indonesian language, but for various communicative strategies.

The reasons of codeswitching

The numbers of the reasons for codeswitching from Indonesian into English and vice versa are also found on lecturers' utterances. From the six reasons of switching language according to Zainil & Arsyad, (2021), the researcher found four reasons, two reasons of the three based on Amma Abrafi Adjei's (2019) theory, and two reasons of the three come from (Al Heeti & Al Abdely, 2016). In total, there are eight reasons that the researcher had found and analyzed, that will be presented in a table of frequency below from the highest frequency to make it easier to explain and understand.

Table 3: Reasons of Codeswitching

No.	Reasons of code switching	frequency	(%)
1	Talking about particular topic	1	2
2	Interjection	43	83
3	Intention of clarifying	1	2
4	Repetition	1	2

5	To soften or strengthen request or command	2	4
6	Quotation	-	-
7	To express his/her self	3	6
8	To express solidarity	1	2
Total		52	100%

It is clearly shown from the table above, the writer found there are nine reasons of codeswitching that had been analyzed from the lecturer's utterances. The most frequency for the reason of codeswitching is because of interjection (83%) with 43 times of its occurrences, followed by expressing self (6%), to soften or strengthen request or command (4%), intention of clarifying (2%), repetition (2%), and the last reason is to express solidarity (2%).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings in the previous chapter, the writer can conclude as follows:

1. There are 182 utterances of codeswitching found on lecturer's utterances. Of the 182 utterances switched 77 utterances are in words, 16 are in phrases, 19 are in clauses, and 70 are in sentences. The mostly switched element is words with 77 utterances or 42 % of total of the whole utterances, followed by sentences 70 utterances (38%), 19 times or 11% in the form of clauses and 16 or 9% in the form of phrases. Out of the 77 switched words or language elements, 9 utterances are nouns, 7 are verbs or 9%, 12 are adjectives or 16%, 4 times are adverbs or 4%. It is also found switching elements in preposition 6 times and interjection 39 times for its occurrence. The most frequency is switching element in adjectives with 12% in total, followed by nouns (9%), verbs (7%), and preposition (6%).



2. There are nine reasons to codeswitch found in this study. The most frequently is interjection (83%) with 43 times of its occurrences, followed by expressing self (6%), soften or strengthen request or command (4%), intention of clarifying, repetition, express solidarity, and talking about particular topic are 2% for each. Interjection is the most frequently found as the reason to codeswitch, it is because the lecturers may be interfered by their first language that is Bahasa Indonesia. The lecturers cannot escape the influence of their native language and that makes lecturers feel free and comfortable to express their emotional feelings, and ideas.

Suggestions

From the result of the study, the writer proposes some suggestions for the English lecturers, for the campus, and for the next researcher who intended to take a similar study with the writer.

For the lecturers at Poltekpar Lombok, particularly for those who love write research and generally for all lecturers in Poltekpar Lombok, should have a good mean and good knowledge about another language when intended to codeswitch from one language to another language to make communication between lecturers and students run well and more effective.

Suggestion for Politeknik Pariwisata Lombok, the writer faced some difficulties in finding out the resources when conducted this study. Therefore, the writer hopes, the campus provides journals subscription to support lecturers to complete their research with the latest references. This suggestion is regarded for the others lecturers in Politeknik Pariwisata Lombok who will conduct the similar study can find the resources easily.

The last suggestion is for the next researcher who intended to take a similar study with the writer is to do your best, don't be lazy to read much to get a better result and understanding than this one, and don't be shy to ask your reviewer to make you easily doing your study and to get better study than this one.

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