Code-Switching Practices of English Lecturers and Student Attitudes: A Sociolinguistic Case Study at Omna Trisakti Chandra Polytechnic (Academic Year 2024/2025)

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ABSTRACT

The aims of the study were 1) to classify the code switching which produced by English Lecturers in teaching English as foreign language in Poltek OTC, 2) to identify types of code switching that were mostly used by the lecturers in teaching English as foreign language in Poltek OTC, 3) to describe the functions of code switching that were produced by the lecturers, 4) to describe the students' attitude toward the use of code switching in teaching English as foreign language in Poltek OTC. This was qualitative research and the subject of the research were the students and English lecturers in Poltek OTC in academic year 2024/2025. In this study, the data were collected and analyzed by using Interactive Flows of Activities Model adapted from Miles Huberman (1984) The findings showed that the classification of the code switching used by the lecturers were tag, inter-sentential, and intra-sentential code switching. The most type of code switching produced by the lecturers was intra-sentential code switching (42%), followed by tag code switching (38%), and the last was inter-sentential code switching (20%). Regarding to the functions of the code switching, it was found that there were 8 functions, they were regulatory, emphasis, attention, clarification, sociolinguistic play, instruction, reminding, and motivating. The students' attitude toward the use of code switching was generally positive. Based on the functions of code switching as dimensions in measuring students' attitude, it was found that the most positive responses given by the students was sociolinguistic play. From 90 students, 86% of the students gave positive responses towards this function, followed by clarification (84%), emphasis (81%), attention (77%), instruction (75%), lexicalization (74%), and the last was regulatory (73%). From the finding above, it could be summed up that the used of code switching by English lecturers in teaching English as a foreign language in Omna Trisakti Chandra Polytechnic was responded positively by the students.

1. Introduction

In multilingual countries, some people usually use more than one language when they come into an interaction. It has been both a societal and individual phenomenon among people. As a societal phenomenon, multilingualism takes place where people in a society use more than two languages for daily interactions. Multilingualism as an individual phenomenon occurs in an

individual who masters more than two languages. Generally, as a consequence of multilingualism, some people switch among codes in the interaction to achieve a particular communicative goal. It may, therefore, occur that a speaker uses more than two codes in a particular context of communication, while changing to use another code in a different context as well. There is even the alternate use of two or more different codes in the same course of interaction. According to Ezeh et al. (2022), the term code can be used to refer to any kind of system that two or more people employ for communication. It can be said that in communication, people can use more than one code. More importantly, whatever codes a speaker might choose to switch to depends mainly on purely social factors (setting, topic, and participants) and personal factors (the quality of a bilingual).

The use of code switching can happen both in informal and formal situations. In informal situations, people use code switching in daily conversation, such as at home, in a restaurant, or in public places. While in a formal situation, people use code switching in interaction at school, a government office, or other. At school, the teachers usually use code switching in teaching the subject matter. Take for example in the practice of teaching English as a foreign language. The English teachers usually use more than one language as instruction to teach the target language to their students. They may switch from the target language to a second language, or they even switch from a second language to the first or local language.

There are some reasons why English teachers use code switching when they are teaching the target language. According to Temesgen & Hailu (2022), there are some reasons for the teachers to use code switching such as to emphasize a particular point, to substitute a word in place of unknown word in the target language, to express concept that has no equivalent in the culture of the other language, to reinforce a request, to clarify a point, to ease tension, and to inject humor into a conversation. While Jogulu (2024) found based on her research that the teachers use code switching mainly for academic purposes (explaining and clarifying), social reasons (maintaining social relationship with leaners and also for being humorous), and classroom management purposes (reprimanding leaners).

The phenomenon of code switching also happens in Omna Trisakti Chandra Polytechnic. Based on the pre-observation done by the researcher, it was found that most of the lecturers, particularly English lecturers used more than one language in teaching English as a foreign language in the classroom. They usually switched from one language to another. For example, the lecturers usually switched from English to Indonesian or from Indonesian to Balinese (Local Language). Furthermore, the use of code switching did not happen at the sentence level, but it was figured out that it can happen at the level of words and clauses. From this finding, the researcher assumed that there were some purposes aimed by the English lecturers in using code switching in teaching English as a foreign language.

An individual interview was carried out by the researcher to find out general opinions of the English lecturers towards the use of code switching in the English classroom. Based on the interview, it can be said that the lecturers had some reasons why they used code switching. First, when the lecturers used only English in the classroom, they said that most of the students found it hard to understand the subject matter being taught. When the lecturers asked students something in English, they usually looked confused and kept silent. As a consequence, students' achievement in mastering the target language was low. Besides that, they had low motivation in learning English as well. The English lecturers had tried hard to solve these problems. They had applied appropriate techniques so that students could increase their achievement and motivation in learning English, but the students found it hard to understand the subject matter. Finally, English lecturers decided to use more than one language besides English as a medium of interaction to teach the target language to the students.

As a matter of fact, there has been a heated debate between different views on whether it is helpful or detrimental to switch back and forth between the target language and the native language in the foreign language learning classroom. According to Tin Tran et al. (2024), they believe that teachers should be able to create a pure language environment since they are the sole of linguistic models for the students and code switching will result in negative transfer in foreign language learning. On the contrary, Hazaymeh (2022) and Temesgen & Hailu (2022) support the use of code switching in teaching strategy. They state that the first language can promote the learning of the target language and first language deserves a place in the foreign language classroom. They further say that code switching is a good strategy for effective foreign language learning.

From the phenomenon related to the use of code switching by English lecturer in Omna Trisakti Chandra Polytechnic in teaching English as foreign language and two different viewpoints proposed by the researchers concerned with code switching used by the teachers, the researcher had an eagerness to conduct research related to the use of code switching in teaching English as a foreign language, especially in Omna Trisakti Chandra Polytechnic.

2. Method

This qualitative research aimed to find out the code switching used by the English lecturers in teaching English as a foreign language. The data was collected from various resources, mainly through observation, interviews, and questionnaires. The data collection was through the techniques of recording and note-taking. The subjects of the study were the students of Omna Trisakti Chandra Polytechnic in the academic year 2024/2025 in total of 90 students. Furthermore, the data that were collected through observation, interview, and questionnaires were analyzed through some procedures of data analysis. The procedure of data analysis in this research used the procedure of data analysis based on the Interactive Flows of Activities Model adapted from Miles and Huberman (1984), such as Data Collection, Data Reduction, Data Description, Data Subdividing, and Conclusion Drawing.

In data Collection, the researcher makes observations of the lecturers' classroom being observed. The interview is also done by him for both students and the English lecturers. And last, the data will be collected by questionnaire as well. In data reduction, the data obtained was reduced through five steps, such as selecting, simplifying, categorizing, and coding the data. The researcher proceeded to data selection and simplification, in which the relevant data for the study were selected and separated from the thick data. The selected data were coded according to the serial number and the entry number of the data on the transcription sheet. In the data description, the data was then described as research data, and it contained code switching and the functions of code switching based on the lecturers' perspectives. The data were analyzed by using qualitative descriptive analysis to answer all the research questions proposed previously. In data subdividing, data is reduced, described, classified, and grouped according to its specification based on the research focus. Then, the research focus in this case was classification of code switching, and the lecturers' functions involved code switching in teaching English as a foreign language. The last is drawing the conclusion. From the research findings and discussions, the researcher was then able to conclude the study.

3. Results and Discussion

Results

Referring to what had been stated variously in which the types of code switching that was discussed based on the theories proposed by Poplack (2001), they are tag code switching, inter-sentential code switching, and intra-sentential code switching. So, the data of code switching found in teaching English as foreign language in Omna Trisakti Chandra Polytechnic are classified based on these theories. In the L1 (Lecturer 1), it was found that the classification of the code switching in this lecturer were tag code switching, inter-code switching, and intra-code switching.

Firstly, according to Poplack (2001), tag code switching is code switching happening at the end of a sentence. The example of tag code switching that was used by L1 could be seen in the following utterance "What about slippery road, *apa artinya?* (what does it mean?). in this utterance, the lecturer produced code switching in the tag form in the end of the sentence. He began the utterance by using English, then he continued with Indonesian in the end of the sentence when he wanted to ask the students about Indonesian meaning of words "slippery road". Related to second type of code switching produced by L2, it can be seen in the following utterance "There is usually fairly character. *Dalam cerita fairly tale itu biasanya ada tokoh perinya* (there is usually fairly character). From these two utterances above, in the first sentence, the lecturer produced English utterance to explain that the characteristic of fairly tale was there was usually fairly character. In the second utterance, the lecturer used Indonesian to repeat his explanation previously.

The lecturer produced code switching from English in the first utterance to Indonesian in the second utterance. So, this type of code switching could be classified into inter-sentential code

switching. The last classification of code switching is intra-sentential code switching. It can be seen from the following utterance "*Ada beberapa yang belum buat tugas pertemuan terakhir?* (How many of you who have not done the task on last meeting) How many of you?". Based on the utterance above, it could be seen that the lecturer produced the first clause in Indonesian. He continued his utterance in English to repeat his question. This type of code switching is called code switching in the form of intra-sentential.

From the L2, the types of code switching could be classified into tag code switching, inter-sentential code switching, and intra-sentential code switching. The code switching in the form of tag could be seen in the following examples

"Is there any question so far?, *pertanyaan?(*Question)

Based on the utterance above, it can be said that code switching in the tag form happened in the end of the sentence. The L2 switched over of code from English in the beginning of the sentence, followed by Indonesian in the end of the sentence. The word "*Pertanyaan?(*Question?)" is the affirmation of the lecturer towards the sentence said by her previously. Related to the inter-sentential code switching, it can be seen in the following utterance:

"Make note about your future, write three things you think you will do after you leave school. *Tugas anak-anak disini adalah sekarang pikirkan apa yang kalian akan lakukan sesudah tamat sekolah, tiga hal yang akan kalian lakukan, tulis dibuku Latihan* (your task is now think about what will you do after you graduate from school, there things you will do, write down in your exercise book!)

The lecturer produced English utterance when she gave exercise to the students and then changed over of code to Indonesian utterance to repeat her explanation about the exercise given to the students, followed by command in the end of the sentence. From two sentences above, it seemed that the lecturer produced code switching from English in the first sentence to Indonesian in the second sentence. So, she produced code switching in different sentences and it can be called inter-sentential code switching. The last classification of code switching committed by L2 was intra-sentential code switching. It can be seen in the following sentence "We still use this book, *kita masih menggunakan buku ini dulu* (we still use this book)". Based on this example, it can be said that the lecturer produced English utterance in the first clause to inform the students about the book used. Then, she repeated her statement in the second clause by using Indonesian. In this sentence, the L2 used code switching from English to Indonesian in different clauses still in one sentence. This type of code switching can be called intra-sentential code switching.

From the L3, the types of code switching found were tag, inter, and intra-sentential code switching. In the tag code switching, it can be found in the following utterance "Which one the expression of sadness? *Apa yang dimaksid dengan* sadness?(What does sadness mean in Indonesian?). in this sentence, there are two clauses. In the first clause, the L3 used English to ask about the expression used to show sadness. When she came to the second clause, the lecturer began with Indonesian utterance, continued by English in the end of the sentence. Through this sentence, the lecturer wanted to give emphasis towards the word "sadness". By witching over of code from Indonesian to English in the end of the sentence, it was code switching of tag form. The second type of code switching produced by L2 was inter-sentential code switching. The example of this code switching can be seen in the following utterances.

"Before I tell you about the expression of love, look at the dialogue on the activity 1. *Lihat dulu dialog dibukunya, sehabis itu baru ibu akan jelaskan tentang ungkapan-ungkapan untuk love* (Look at the dialogue in your book first, after that I will explain about the expression of love)"

In these sentences, the lecturer gave command to the students and the change over of code to Indonesian in the third sentence to repeat his command followed by further information related to what would be discussed. From the two sentences above, it can be said that the L3 produced the same base of the sentences by using different language. This symptom of code switching was inter-sentential code switching. The last types of code switching produced by L3 was intra-sentential code switching. The example of this code was found in the following sentence "Before you answer the questions, how many persons are there in the dialogue? *Ada berapa orang didialog ini?* (how many

people in the dialogue?). Sentences above conststed of two clauses. In the first clause, the lecturer produced English utterance in the question form, followed by Indonesian utterance in the second sentence to repeat her question. Based on this code switching, it can be summed up that it was intra-sentential code switching because it happed from one clause to another that occurred in one sentence.

Furthermore, referring to the types of code switching that were mostly produced by lecturer in Omna Trisakti Chandra Polytechnic in teaching English as a foreign language can be found in the following table.

Table 1. Types of Code Switching

No.	Lecturers	Types of Code Switching			Total
		Tag	**Inter**	**Intra**	
1.	L1	15	9	14	38
2.	L2	12	5	12	29
3.	L3	11	6	23	40
	Total	38	20	49	107
	Percentage	38%	20%	42%	100%

Source: Field data obtained by the researcher (2024)

From the table above, it can be showed that from 107 utterances that contained all types of code switching produced by all lecturers, it could be found out that the most type of code switching used by the lecturer in teaching English as a foreign language in Omna Triskti Chandra Polytechnic was intra-sentential code switching. From 107 utterances, there were 49 or 42% utterances contained this type of code switching. The second code switching that was mostly used by the lecturers was tag code switching. From 107 utterances altogether, there were 38 or 38% utterances contained this type of code switching. And then the last mostly code switching produced by the English lecturers was inter-sentential code switching. There were 20 or 20% utterances contained inter-sentential code switching.

Related to the functions of code switching produced by all the English lecturers in teaching English as a foreign language in Omna Trisakti Chandra Polytechnic in academic year 2024/2025, there were six functions. There were regulatory, emphasis, attention, clarification, sociolinguistic play, and instruction. And another two functions of code switching were reminding and motivating. Related to the regulatory, the following is the example "Question number 1, who can answer it, *pojok* (corner). From the sentence, it can be seen that in the first clause and second cluse, the lecturer used English. When he wanted to point the student who should answer the question, he used Indonesian. Based on this sentence, the lecturer produced English to ask the student to answer the question, but when he regulated a turn to answer the question, he used Indonesian utterance in the end of the clause. The second function of code switching produced by lecturers was emphasis. The example of this function could be seen in the following sentence "so, was your house robbed by someone*? Dirampok ?*(robbed). In this sentence, the lecturer switched over of code from English in the beginning of sentence, continued by Indonesian in the end of the sentence. She used Indonesian in the end of sentence in a purpose to emphasize her question.

The next function of code switching found was attention. The example is "Okey, now let see page 21, *lihat bukunya halaman 21* (see your book page 21). In this sentence, the lecturer produced English utterance to give order to the students to look at the topic in their book. Then, the lecturer repeated her command in the second clause by using Indonesian utterance. The purpose of the lecturer was to give attention to the students on what they would do. The fourth function of code switching produced by the lecturers was clarification. The example was "So, the main purpose of explaining menu is so that the guest will know it, Adapun tujuan kita menjelaskan menu adalah supaya tamu tau tentang makananya yang akan disorder*" (so, the main purpose of explaining menu is so that the guest will know the food they will order).* From the sentences above, the lecturer began her utterance by using English to conclude his explanation. Then, she continued her utterance by changing over of code to Indonesian to repeat her explanation before in the purpose to clarify her explanation before.

The fifth function of code switching found in this study was sociolinguistic play. It can be seen in the following sentence "*Jangan bilang "kucit"* (don't say "kucit")". Before he said this

sentence, the lecturer asked students about what do you called for baby fig. Because all students just kept silent, he tried to assume the students by saying "*Jangan bilang kucit* (don't say kucit). In this sentence, because the lecturer wanted to entertain the students so that they would not easily feel bored in the class, he used code switching. Here, the code switching produced had a function for sociolinguistic play. The sixth function of code switching was instruction. The sentence was "Scholarship *itu artinya beasiswa*". From the sentence, the lecturer directly translated the word "scholarship" from English to Indonesian. This kind of code switching had a purpose to teach the students about the vocabulary of the target language. So, such code switching had the function of instruction.

The seventh function of code switching produced by the lecturers was reminding. The sentence was "we had ever discussed it last two weeks, *ingat?* (remember). From this sentence, the lecturer produced English utterance in the beginning to state that they had discussed the topic last two weeks, followed by Indonesian word at the end of the sentence by saying "ingat" (remember). It is clearly seen that the teacher had a purpose to remind the topic. The last function of code switching in this study was motivating. I could be seen in the following sentence "Who will be the first? Raise your hand, please! *Jangan takut* (don't be afraid). In the sentence above, there were two clauses. In the first clause, the lecturer produced English utterance to ask the students who would be the first to perform their conversation. In the second clause, the lecturer used English in the beginning of the sentence to give the command to the students, followed by an Indonesian utterance in the end of the sentence. The purpose of the lecturer producing this code switching was to motivate the students so that they would not be afraid to come to the front of the class to practice their conversation.

In order to know the attitudes of the students related to the use of code switching by the lecturers in teaching English as a foreign language, the researcher delivered questionnaires to the students who were subjects of the study. There are some statements in which the students only answered with yes or no. The questionnaire would measure positive or negative view of students about the use of code switching in learning English as a foreign language in which it would be assessed by based on the functions of code switching proposed by Olmedo-Williams (1981), namely regulatory, emphasis, attention, lexicalization, clarification, sociolinguistics play, addressee specification, and instruction. The following table shows the results of the questionnaires:

Table 1. The Results of the Questionnaires

No	Functions	Percentage
1.	Regulatory	73%
2.	Emphasis	81%
3.	Attention	77%
4.	Lexicalization	74%
5.	Clarification	84%
6.	Sociolinguistics Play	86%
7.	Addressee Specification	77%
8	Instruction	75%

Source: Field data obtained by the researcher (2024)

Based on the results showed above, it can be summed up that most of the students gave positive responses toward the use of code switching committed by the lecturers I foreign language teaching. More specifically, from all functions of code switching proposed by Olmedo-Williams (1981), it was found that the functions of sociolinguistics play were the highest responses given by the students. From all the students, 86% of the students gave positive response toward this function of code switching, followed by the function of clarification (84%), emphasis (81%), attention and addressee specification (77%), instruction (75%), lexicalization (74%), and the last regulatory (73%).

Discussions

From the data analysis based on the problems and the purposes of the study, which had been conducted, this research found some findings related to the event of code switching in Teaching English as a foreign in Omna Trisakti Chandra Polytechnic. Regarding to the classification of code switching, this research used the theory proposed by Poplack (2001), in which there are three

kinds of code switching, namely tag code switching, inter-sentential code switching, and intra-sentential code switching. The findings of the data analysis indicated that all these kinds of code switching emerged in the English teaching and learning process in Omna Trisakti Chandra Polytechnic. The three kinds of code switching emerged with different specifications. The classification of code switching that appeared in English and the learning process above had a similarity with the findings of a research conducted by Gendroyono & Baharun (2023).This research was aimed to exploring the types of code-switching used by the students in the EFL classroom during group discussion and the reasons why the students used code-switching during group discussion in EFL classroom.

Related to the what mostly type of code switching used by the English lecturers in teaching English as a foreign language, it was found that intra-sentential code switching was mostly used. Followed by tag code switching, and the last is inter-sentential code switching. If it were compared with research conducted by Dwi Andriani et al. (2024), it was found that in this study, tag code switching was the most common type of code switching that was used by the teachers, followed by intra-code switching, and the last was inter-sentential code switching. Regarding the functions of code switching, it was found that there were 8 functions found such as regulatory, emphasis, attention, clarification, sociolinguistics play, and instruction. Besides, the result of the study also found two additional functions of code switching, namely, reminding and motivating. These findings in terms of reminding and motivating were also supported by the findings of research analysis conducted by (Nazeri & Amini, 2020). In this research, it can be stated that the code switching produced by English teachers can be used for explaining, affirming, reminding, and motivating. From these findings, it can be argued that there was a similarity in terms of the two other functions of code switching with the present study. They were the functions of reminding and motivating.

Regarding the students' attitude toward the use of code switching in teaching English as a foreign language, it was found that most of the students have positive responses. It meant that they enjoyed following teaching and learning process. The same findings related to students' attitude toward the use of code switching were also found in research by (Mustafawi et al., 2022). In this study, the researcher wanted to examine the attitude of Saudi teachers and students towards employing Arabic as a facilitating tool in English classes. Based on the result of data analysis, it revealed that the attitudes of the students using Arabic were generally positive. But, in this study, the researcher did not explain specifically which functions of code switching as the most positively responded to by the students, as had been stated previously in the present study. This study just stated that the participants preferred using Arabic in certain situations and for specific reasons.

Based on the result and discussion above, however, it can be implied that code switching has an important role in the English teaching and learning process. By considering the functions which based on those findings, it is found that it has 8 functions, such as regulatory, emphasis, attention, clarification, sociolinguistics play, instruction, reminding, and motivating. Additionally, the attitudes of the students towards the use of code switching in teaching English. Thus, code switching needs to be encouraged in its implementation in the classroom in order to make the teaching and learning run well, enjoyable, and successful.

4. Conclusion

Based on the findings of data analysis with descriptive qualitative method and supported by sociolinguistic theories used in this research, it can be concluded that code switching that was produced by lecturers in teaching English as a foreign language in Omna Trisakti Chandra Polytechnic could be classified into three types, namely tag code switching, inter-sentential code switching, and intra-sentential code switching. These types of code switching were based on the theory proposed by Poplack (2001), Regarding the types of code switching that were mostly used by the lecturers, it can be figured out that the lecturers were mostly producing intra-sentential code switching, followed by tag-code switching, and lastly was inter-sentential code switching. In relation to the functions of code switching produced by the lecturers in teaching English as a foreign language, it was found that there were 8 functions such as regulatory, emphasis, attention, classification, sociolinguistics play, and instruction, reminding and motivating. Finally, the students' attitude towards the use of code switching in English classes was generally positive. Most of the

students said that the use of code switching in learning English as a foreign language helped them in comprehending the subject lesson.

From all the findings of this research, the debate from sociolinguistics scientist related to two different views on whether it is helpful or impending to switch back and forth between the target language and the native language in the foreign language learning classroom can be revealed in which the use of code switching can be a good strategy implemented by the lecturers to the efficiency in foreign language learning.

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