

The Effectiveness of Using Code Switching in Teaching English on Higher Education

Dian Anggraini¹⁾, Asma Alhusna²⁾, Vivi Nila Sari³⁾, Desi Andriani⁴⁾

^{1, 3)} Program Studi Manajemen Fakultas Ekonomi dan Bisnis, Universitas Putra Indonesia YPTK Padang

^{2, 4)} Program Studi Bahasa Inggris Fakultas Keguruan Ilmu Pendidikan, Universitas Putra Indonesia YPTK Padang

Corresponding Author: Dian Anggraini, Email: dian_anggraini@upiypk.ac.id

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Abstract. The occurrence of using code switching in classroom appears for lecturer to explain topic, it also uses English-Indonesia, the students are difficult to understand when lecturer speaks English. The problem appears for students because of the difficulties to say something. This study aims to determine the factors that influence the use of code switching and the types of code switching used in learning English. The research method is descriptive qualitative. Collecting data by means of interviews, observations and video recordings. Data analysis is used to analyze information related to the use of code switching Indonesian English conversation. The participants of this study were two teachers who had experience of code switching while teaching. This study found five reasons teachers use code switching in teaching and learning English: discussing specific topics, making teaching and learning more practical, managing classes, building social relationships, and encouraging active student participation. From observations found three types of code switching used by teachers. The results showed that the use of code switching in learning English found 3 types of code switching, namely; (1) inter-sentential code switching occurred in 580 data (58%), (2) intra-sentential code switching occurred in 300 data (30%), and (3) Tag-code switching occurred in 127 data (12%). The factors behind the use of code switching in learning English are structural linguistic factors, internal psycholinguistic factors, and external social factors. The most dominant factor behind the occurrence of code switching is the structural linguistic factor, namely students do not master English. The teacher applies code switching to facilitate students to more easily understand the material being presented.

Keywords: Code Switching; Teaching English; Higher Education

INTRODUCTION

Language is a means of communication between humans in a community. It is used to interact with other people and to convey their opinions or ideas in everyday life. (Wardhaugh, 2010) states that language is what is spoken by members of a particular society. Some people use language to persuade others to interact. In fact, it shows that language has an important role in everyday life.

Learning is a combination element that is composed of human elements, materials,

facilities, equipment and procedures that influence each other to achieve learning objectives. In the learning process, there will be interaction between students and their environment. Thus, the learning process does not only occur between teachers and students, but also with other sources such as media and materials. Language is a tool to express meaning that is realized through language words and vocabulary. Thus language plays an important role in human life. Language is increasingly functioning in one's language use,

it can be seen from the quality and capacity of the vocabulary possessed.

Language is not really a science, it is a communication skill. Language is not just a sound that can be digested empirically. But it is also rich in non-empirical meanings. Language is a system, namely a sound system, a grammatical system, a meaning system. And that variations in language use are often systematic too. From some of the definitions above, it can be concluded that language is a communication tool used by humans to convey messages from the sender of the message to the recipient.

Learning a language does not grow by itself, but requires interaction with others. Children who grow up and are isolated from their language, social environment will not develop. Humans have the ability to produce a variety of sounds. These sounds are developed into meaningful symbols. English is a communication tool orally and in writing. While communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. In English lessons, there are four basic skills that must be learned by all students, namely: Listening, Speaking, Writing, and Reading.

In communication, most people use more than one language. A person can be said to be bilingual if he can speak more than one language. People used to change the code when they communicated with people from

other languages. It aims to help them communicate easily. People use more than one language because of cultural diversity, they come from different cultures and languages. The phenomenon of using code switching often appears. Code switching is considered as a seemingly random alternation of two languages and within sentences. (Kultsum & Syamsudin, 2021) states that code is a variant of the language used depending on the background of the speaker and listener and depending on the situation and conditions. Code can be changed in the form of code switching. If using Indonesian can change it to English to continue the conversation, it is called code switching.

Code switching is often used in communication or spoken language. This research focuses on coding problems, namely code switching that occurs in the process of learning English at the University of Putra Indonesia YPTK Padang. The aspect of code switching studied is what occurs in the process of teaching and learning English. There are several problems that need to be addressed, including the following: (1) lack of self-confidence in students; (2) students' lack of motivation in learning grammar in English; (3) students are less used to using English in the learning process; (4) inappropriate teaching methods; (5) students' abilities in mastering various English; (6) an environment that does not support students in learning; and (7) students' lack of mastery of English words.

(Muin, 2011) also argues that code switching is a language change from one language to another carried out by the speaker, this occurs in a different language. A person speaks one language and then switches to another in the middle of their conversation, or sometimes even in the middle of a sentence. (Piantari, 2011) states that code switching also occurs when there is a meaning to be emphasized. When someone uses a language with a certain code and in his speech there is a meaning to be emphasized, then the language code used can change.

According to (Poplack, 1980) people who are multilingual tend to speak English and other languages with elements that use some non-natives, due to different conditions, times and places. The phenomenon of the use of code switching appears in the interaction of the English class at University of Putra Indonesia YPTK Padang. It happens when the teacher explains the material to the students. The teachers use of code switching to explain the material in class. (Sabty, Mesabah, Çetinoğlu, & Abdennadher, 2021) in his research states that code switching is using more than one language in the same context. Arabs tend to use English words when speaking in Arabic. They also use code switching in the same word by adding an Arabic prefix or an English suffix.

The students use code switching in speaking English because the mother tongue is still acceptable in the class. Code switching is

interesting to discuss because users can have different goals and the practice of code switching may have different consequences. Therefore, the topic of code switching becomes a challenge for researchers to find out some of the reasons or objectives behind the use of code switching by speakers in their communication. More specifically, the researcher is interested in examining the use of code switching in the classroom, which may be different from code switching in everyday communication. (Kumar, Nukapangu, & Hassan, 2021) states that students use code switching to complete the tasks given by the teacher correctly and quickly, socialize them, show the solidarity of group members. They use of code switching as a communication approach to overcome difficulties triggered by their limited knowledge of English vocabulary. They have to switch to their own language or they will be silent. Besides, teachers should pay attention to this because allowing students to use code switching all the time is not good for their English.

(Lestariningsih, 2019) revealed that code switching is one of the factors that can increase student involvement in learning English. Involvement is defined as the activeness of students and their participation in practicing English during class activities. Many other aspects must be considered to increase their willingness to use English actively in the teaching and learning process. (Ansar, 2017) states that when the teacher

teaches a foreign language in the classroom code switching also become strategies learning in order to develop the students skill in English. In the beginning of meeting the teacher uses target language when they explain the material and then they switch again into Indonesia to make sure understood for the students.

(Younas, Afzaal, Noor, Khalid, & Naqvi, 2020) also found that code switching was most widely used by teachers in their learning for understanding the delivery of material and facilitating interaction between teachers and students. It was implemented as a pedagogical strategy. If teachers are trained in the use of code switching, they can effectively increase teacher-student interactions and achieve the desired results pedagogies.

(Murtiningsih, Munawaroh, & Hidayatulloh, 2022) states that code switching in classroom learning helps students in better understanding the teacher's instructions. (Ibrahim, E. H., Shah, M. I., & Armia, 2013) stated that the use of code switching by teachers is to ensure that students understand the material or teacher explanations. Similarly, (Ibrahim, E. H., Shah, M. I., & Armia, 2013) states that when giving instructions, teachers switch codes to ensure students understand the target task. If teachers are trained in the use of code switching, they can effectively increase teacher-student interactions and achieve the desired results. (Bram & Nahak, 2022) found that code switching can be useful for teachers,

lecturers, and researchers to better explore sociolinguistic phenomena related to the use of code switching as an educational strategy.

(Holmes, 2013) states that it is easier for some people to discuss certain topics by switching to other codes. Speakers choose code switching to communicate, even switching from one code to another or entering several codes. What's more, there is no limit to the number of languages people use in communication. As stated by (Panayi, 2015) the issue of code switching in the classroom seems not only unavoidable but also necessary for them to use both languages in conversation. (Yarahmadi, 2016) said that the use of code switching by teachers is sometimes beyond their awareness or unintentionally. Code switching is used by teachers to help students understand what they are conveying and also to build solidarity and close relationships between teachers and students.

According to (Brown, 2006) speakers use code switching to compensate for their lack of fluency and proficiency in the target language by using their first language to keep the flow during communication. Students tend to use code switching to clarify explanations in class because of the limited use of English. So that students will easily communicate using code switching.

(Lestari, 2013) is one of the researchers who studied the use of code switching by teachers for teaching and learning English. He analyzed the types and motivations of code

switching used by teachers in the teaching and learning process in the eighth grade of MTsN MODEL Trenggalek. (Caballero & Celaya, 2022) argue that a somewhat different approach to code-switching investigations emerged in studies in which multilingual learners and speakers themselves analyzed their code-switching behavior in terms of self-identity, awareness, and emotion.

There are three types of code switching are identified by (Al Abdely, Al Heeti, & Al Abdely, 2016). They are: 1) Inter-Sentential code switching, the language switch is done at sentence boundaries—words or phrases at the beginning or the end of a sentence. This type is seen most often in fluent bilingual speakers. 2) Intra-Sentential code switching, the shift is done in the middle of a sentence, with no interruptions, hesitations, or pauses to indicate a shift. The speaker is usually unaware of the shift. 3) Tag code switching. This is the switching of either a single word or a tag phrase (or both) from one language to another. This type is common in intra-sentential switches. It involves the insertion of a tag from one language into an utterance in another language.

Based on the above opinion, it can be concluded that code switching provides many benefits for students and teachers. Usually code switching is used by teachers in schools or lower grades. After conducting research, it turns out that in higher education it is also important to use code switching in learning

English. Because there is still a lack of students' skills in English.

RESEARCH METHODS

This research is a qualitative descriptive research. (Sugiyono, 2017) states that, qualitative research methods are research methods based on postpositivism or entrepreneurial philosophy, used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined observations, interviews, documentation), the data obtained tend to be qualitative, the data analysis is inductive/qualitative, and the research results are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses. The researcher also uses a descriptive research method approach in this study. (Sugiyono, 2017) states that this descriptive research method is carried out to determine the existence of independent variables, either only on one or more variables (stand-alone variables or independent variables) without making comparisons of the variables themselves and looking for relationships with other variables.

The researcher used descriptive qualitative research methods so that researcher could describe opinions and understanding of code switching for teachers and students in the Management class. The research was

conducted at Putra Indonesia University YPTK Padang.

This study contains non-numeric data. Therefore, with this kind of research, researcher can find out the types of code switching, functions and factors in the use of code switching at University of Putra Indonesia YPTK Padang.

This research was conducted at University of Putra Indonesia YPTK Padang majoring in Management in semester 1, because there are teachers and students majoring in Management who use English and Indonesian in their conversation classes and the phenomenon of using code switching in the students' classroom was found in this class. The data of this research are utterances containing code switching in class by teachers and students in the classrooms of University of Putra Indonesia YPTK Padang. The instrument used in this study was a video recorder and interview guide to obtain data in the field, first an audio recorder can be used to record conversations in class and the last is an interview guide.

Observation Sheet : Field Note

According to Biklen (1982:74) field notes are made by researchers to remember and record behaviors, activities, events and other features of the observed results. Researcher observed a natural discussion.

Table 1. Table Parameters of Code Switching

No	Parameters	Sub-parameters
1	Utterances	- Teacher's utterances - Student's utterances
2	Types of code switching	- Intra sentential code switching - Inter sentential code switching - Tag- code switching

The indicators of the occurrence of code switching are stated below:

Table 2. The Indicators of Code Switching Occurrences

Indicators	Sub-parameters
The Occurrences of Code Switching	English - Indonesian Indonesian - English English – Indonesian - English Indonesian- English - Indonesian

Video Recorder

Video recorder is used to record activities in the classroom, researcher tended to use recorder because it is simple and accurate in obtaining research. By using a video recorder it is easier to record every code-switching utterance in the conversation class. Researcher recorded class activities for eight meetings. The recording contains conversations between teachers and students in the classroom, this aims to determine the frequency of using code switching.

The percentages are determined by using the Sudjana's formula:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = as percentage

F = as frequency of words

N = as total of words (Sudjana, 1996)

Interview Guidelines

Interview guide is a way to get data effectively and applied in this research.

Table3. Indicators and Sub Indicators

No	Indicators	Sub indicators
1	Factors of code switching	<ul style="list-style-type: none"> - To understand in classroom - To avoid miscommunication - Establish the spontaneously in communication - To express ideas/opinions

This research is descriptive qualitative, data collection is done through observation, video recording and interviews. Researcher observed code switching used by students in English and Indonesian, researcher collected data by conducting direct observations and recording all activities at University of Putra Indonesia YPTK Padang using a video recorder. According to (Wray, Allison., Trott, Kate., and Bloomer, 2001) speaking as a subject of analysis, audio and video recorders produce good recording quality. First of all, the researcher came to record the class activity. The duration of video recording varied, recording differences arised due to differences in activities in the classroom. Here, the researcher is a non-participating member. He just sat in the back seat and recorded what happened during class.

Then, the researcher used the interview guide to investigate the factors that students and teachers use code switching in conversational classrooms. It explains more about the reasons why teachers and students

use code switching English and Indonesian classes. In the interview, participants asked several questions to reveal the research question. In addition, interviews were recorded.

Data analysis was used to analyze information related to the use of code switching in English and Indonesian conversations. The frequency of code switching is identified in the table, the researcher analyzed the code switching utterances made by the participants.

Table 4. The Scale of Frequency Code Switching

Frequency	Description
0%	Never
1% - 25%	Rarely
26% - 50%	Sometimes
51% - 75 %	Often
76% - 100%	Always

DISCUSSION

Observation

By observing the video of 8 meetings that have been recorded by the author, in general, teachers and all students use of code switching in class even though the use of English is required. It usually happens when they talk about something outside the main topic, when some students can't understand what the teacher is saying, or when students can't say something in English. Code switching is rarely used when the teacher greets students at the beginning of class, the main activity, and when the teacher closes the day's lesson.

The main language used in the classroom is English, but on several occasions

the author finds students and teachers using Indonesian. As explained in the theoretical review, the change of language or the insertion of another language in one sentence is called code switching. As seen below:

Teacher : *ayo, tadi siapa* buat number three?
 Students: reading the answer
 Teacher: yes, I have eaten breakfast, *udah jelas ya?* Ok good, number four?
 sentence *nya dibaca aja*.
 Student: reading answer
 Teacher: *bener, ya*
 Students: when are you going, I have already written it

In the conversation above, the teacher switched the language from English to Indonesian because there was no response from students when using English.

Other code changes also occur in the dialog below:

Teacher: *jadi cluenya apa?*
 Students: past
 Teacher: *ga pake met, karna bentuknya past tidak ada lagi kelanjutannya continuous, tapi ingat now itu apa?*
Itu bisa dua they are becoming or they have became
 Students: *itu kan tertulis kan miss? it tidak pakai* to be *ya, miss?*
 Teacher: *ya, tidak pakai* to be.

As seen here, teachers use code switching a lot. He explained it by using many words in Indonesian other than English. Here is another finding from the observation.

The results of the study found three types of code switching. There are inter-sentential, intra-sentential, and tag switching. All sayings of this type are presented below:

Table 5. The Examples of Inter-sentential Switching

No.	Utterances
1.	correct <i>ya karna sama sama tanggal di bulan mei, untuk</i> for I have been here for ten minutes for 2 hours
2.	since <i>ditambahkan s,</i> I have been here for two years, <i>berarti maknanya apa? Dia tinggal disini selama dua tahun.</i>
3.	<i>dua tahun dan still itu gunanya present perfect menandakan masih tinggal disini bukan sampai habis ya,</i> I live in Swedens two years I dont live in Athena now, exercise 19
4.	miss <i>kalau misalnya since itu pake keterangan waktu?</i>
5.	since <i>bisa kalau waktunya aja misalnya disini jam 8 since apa?</i>

Table 6. The Examples of Intra-Sentential Switching

No.	Utterances
1.	<i>jadi kalau kita gunakan since itu kita memberikan rentan waktunya</i> from beginning until next time <i>tapi kita tidak tahu endingnya kapan,</i> so we use perfect progressive, <i>ketika kita menggunakan right now</i> that is different, <i>nanti kita liat beda present progressive dengan perfect, sekarang rulenya apa jadinya?</i>
2.	<i>keterangan waktunya</i> has have verb <i>bentuk ketiga, kita lihat latihannya dulu</i> 23
3.	<i>kita discuss dulu contohnya yang 46,</i> I know last week <i>kita belajar,</i> I am knowing Yoko, <i>kenapa dia salah</i>
4.	<i>jadi present sama present progressive kecendrungan waktunya jelas</i>
5	he has been waiting for bus 15 minutes, <i>bentuk present perfect gimana?</i>

Table 7. The Examples Tag-Switching

No.	Utterances
1.	present perfect <i>kalau continuous jadinya apa?</i> I have been reading this chapter this morning <i>misalnya, okay no. 5?</i>
2.	do you like water, <i>gitu pertanyaanya kan, very much ya I have to take it, no 7?</i>
3.	no.8? <i>yang laki laki gimana kabarnya di ujung sana, mana suaranya</i>
4.	miss <i>kan bisa perfect dimana aja kalau diisi perfect semua</i>
5.	<i>kalau pakai perfect aja bisa kan miss tanpa continuous?</i>

Table 8. The Total Number of the Types of Code Switching

NO.	Date	Types of code switching		
		Inter-sentential	Intra-sentential	Tag-switching
1.	02-06-2022	71	65	17
2.	06-06-2022	45	35	2
3.	09-06-2022	90	35	14
4.	13-06-2022	41	34	12
5.	16-06-2022	72	31	23
6.	20-06-2022	90	25	24
7.	23-06-2022	91	23	15
8.	27-06-2022	80	45	20
Total		580	293	127

From the table above, the writer can conclude that the three types of code switching occur at different times. The most frequent type of code is Inter-sentential, followed by Intra-sentential, and at least is tag-switching.

Interview result

Teacher

Interviews with the two teachers. In the interview the researcher asked eight questions.

1. Q : When teaching, when do you use code switching?
 T1: The use of switching code is most evident in the delivery of subject matter when using code switching.
 T2: I may rarely use code switching in the class and I require students to speak in English. Now, as a teacher, we must be a model for students, I avoid using Indonesian as much as possible in class.
2. Q : Why do you use code switching?
 T1: Switching code used by the material is difficult to be accepted by students, maybe using full English for this structure course must be detailed to students if giving full English is afraid students do not capture what we teach must be detailed one by one.
 T2: Maybe there are certain cases that make me have to move to switch the code, maybe in essence, a little confirmation

that the word in Indonesian is like this or see students who have started to get sleepy or how to create it in Minang language or in Indonesian but of course not much.

3. Q :What factors affect you using code switching on class?
 T1: First, students understand when students don't understand what they are what we are talking about for sure they will look blank and I give more detailed explanations to students like this and so on.
 T2: That factor for the affirmation was to give students to come back to me again, maybe those who like daydreaming and yes to refresh him again to attract their attention to college
4. Q : Do you only explain in English?
 T1: No, that clearly explains in Indonesia
 T2: Almost 90-95% of me teach English for all subjects
5. Q : Do the students understand if you are using English?
 T1: If it depends on the course, I teach the structure as well as listening. There are two, yes, rather compare a little if listening because we hear it's context in English they tend to understand if explaining with English alone structure courses are difficult, so we use of code switching like that, it can't be full of English.
 T2: I'm sure they can, because after all we have to use it to practice the 4 skills from listening to how the pronunciation of the speaking train them in their structure and also to read. And I think they have to understand because I said the beginning of the teacher did not understand Indonesian in class, if you ask in Indonesian I will not answer please yes so they understand.
6. Q : What is the effect of using code switching for you in teaching?
 T1 :First of all, it's understandable for students because it's our goal Students understand and apply it to daily life like that.

- T2: One of the influences is to see student attention back again, so to be more attentive and also to make them understand more, maybe there are some terms that if we convey in our Indonesian language, the meaning will be more in with an example.
7. Q : How often do you use code switching?
T1: Ok for semester 3, it's pretty big because the material is already quite difficult around 70- 80% use code switching.
T2: Yes, what I said earlier is not often yes, only certain cases are not often in the 10% percent of the a whole teach I gave.
8. Q : What are the benefits of using code switching in class for you?
T1: The benefits are for understanding students returning there right away how students can understand the results that we want students to understand can understand what material we give if I'm full English I'm afraid students don't understand that way so there is no ambiguity.
T2: The benefit is that for me the instructor will make what I say more understandable to students and in my opinion students will probably better understand what I explained they will be more in with some of the examples that I gave in transferring the code.
- Students**
- Interviews were conducted with student representatives, namely 5 students. The interview consisted of six questions.
1. Q : During teaching, when do you use code switching?
S1: Of course, when the lesson starts once I talk to friends.
S2: When I don't understand or understand more.
S3: When class starts and interacts with friends.
S4: During learning
S5: At the time I did not understand what the teacher said.
2. Q: Why do you use code switching?
S1: I think switching code is a good method for English.
S2: To better understand the discussion being explained by the teacher.
S3: because in my opinion code switching helps me personally know the vocabulary that I deliver and help my friends understand what I say.
S4: Because it is very helpful, when we do not know in the discussion discussed with the teacher.
S5: Maybe because of what I don't understand.
- 3.Q: What factors affect you using code switching?
S1: Yes, because in my opinion, it is a good method.
S2: When I don't understand, I want friends to understand what I'm talking about because there are still many who don't speak English.
S3: Because of the lack of many vocabularies I know so I use this code switching.
S4: The fact is lack of knowledge
S5: Vocabulary is still lacking in listening skills is still lacking so code switching helps.
4. Q: Do you understand if the teacher only explains in English? Why?
S1: Mostly I understand maybe I know a little because of the basics, right because most teachers come from Indonesian fields into the English language is clear with native speakers.
S2: No. It's hard for me to understand it.
S3: Not too much because there are still a lot of words from teachers who don't understand.
S4: Maybe not, because they don't understand the existing vocab
S5: No, because I am still in the learning process.
5. Q : How do you use code switching for you in class?
S1: Oh, the code switching according to me has a big effect because of us accustomed to using two languages. Quickly absorbs the language.

- S2: Very influential because with code switching we are more aware of what the teacher explained.
- S3: Very helpful because code switching helps deliver teachers more clearly and is well received by students.
- S4: Very useful to facilitate interaction.
- S5: Very influential because code switching makes us better understand what has been learned.
6. Q: How often do you use code switching?
- S1: Usually very often.
- S2: Very often because code switching is used when we don't understand what is explained
- S3: Very often
- S4: Very often
- S5: Very often
7. Q: What are the benefits of using code switching in class for you?
- S1: Of course, code switching is useful to improve skills in language English
- S2: For me the benefits are very much, especially for me and students to understand the discussion of teachers.
- S3: I digest more quickly which is explained by the teacher and can understand everything from what is delivered
- S4: The benefits are better understood by the teacher.
- S5: The benefit is that we can better understand what is being learned, for example, teachers speak full English, we still don't understand.

The Factors using of Code Switching

The factors of using code-switching by lecturer and students could be varied. It means that code switching happens in University of Putra Indonesia YPTK Padang with non-English language use as mother tongue. The causes of code switching in learning English are (1) the speaker's or speaker's factor, (2) the listener's or speech partner's factor, (3) a change in situation with the presence of a third person, (4) to emphasize something, (5) as

filler or sentence connectors, (6) repetition used for clarification, (7) clarifying the contents of speech for the interlocutor, (8) lexical needs because the exact equivalent word is not found, (9) the efficiency of a conversation.

In addition, there are several factors that make bilingual speakers code switching. According to (Becker, 2001) divides them in three different dimensions: structural linguistic factors, internal psycholinguistic factors, and external social factors.

The first factor is structural linguistic factors which imply a cooperation of two distinct grammars, general syntactic constraints and language structural conflicts. Structural linguistic factors are anchored in the structure of the languages and in the individual's knowledge of the languages (Becker, 2001). It means that bilinguals are able to keep the grammatical integrity of the two languages at the same time. Structure linguistic factor contributes to code switching in grammar and person knowledge.

Internal psycholinguistic factors are subdivided into two types: unconscious factors, which include a momentary inclination, frequency of exposure, cultural factor and conscious factors, which comprise basically an intention for emphasis and/or contrast, mode or topic shift, controlling the addressee, personalization and/or objectification.

The third factor is an external social factor, they include the participants, setting, and topic of the conversation. Hence, factor contributes to code switching which can be useful to identify in class.

CONCLUSION

Based on the results of research and observations, it can be concluded that the main point that the author wants to emphasize is the frequency of student code switching. From the research it was found that teachers and students in the classroom use of code switching even though the frequency is lower, it is better if they reduce the use of code switching in their classrooms. So, it is better for teachers to reduce code switching in student classes. And for students, it's better if they think they can speak in English, they should try to speak in English. And for students with low English proficiency, they can still try to speak in English and if they really can't find the vocabulary they want to speak, they can use their code switching with Indonesian. The higher the language proficiency, the fewer cases of code switching will occur, and vice versa. This can be represented by the language skills of the teaching teacher, which is the object of this research. The accuracy of the use and choice of language when teaching English by this teacher can be seen from the lack and the accuracy of the reasons for using code switching.

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