

ENGLISH TEACHERS' USE OF CODE-SWITCHING IN LANGUAGE TEACHING

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ABSTRACT

This study investigates the use of code-switching by English teachers at SMP N 1 Kubung during the 2023/2024 academic year. Employing a descriptive qualitative method, the research focused on two English teachers as subjects. Data collection involved observation and interviews, with video recordings used to capture classroom interactions. The interview instrument comprised nine questions exploring factors influencing teachers' code-switching practices in English instruction. The study identified 83 instances of code-switching, with a detailed analysis of 40 representative cases. Findings revealed that code-switching serves as a valuable tool for enhancing understanding and facilitating the teaching process at SMP N 1 Kubung. Teachers utilize code-switching to adapt to classroom needs and ensure effective communication of course material. This research contributes to the understanding of code-switching in English language teaching contexts, offering insights into its practical applications and potential benefits for both teachers and students in Indonesian secondary education settings.

Keyword : *Code-switching, Code-switching types, English teachers*

INTRODUCTION

Code-switching is an alternative way for bilinguals of two or more languages to have the same conversation. Code-switching is a phenomenon that often occurs in communication or language use. It is also experienced by someone who is learning a language. In general, code-switching occurs due to the lack of ability of learners in mastering the language they are learning. When learners want to communicate there are some words or phrases that are not yet known so that the speaker inserts a language that is more familiar to them. This is in line with (Brown, 2007: 72) who says that code-switching is an act of inserting words, phrases, or parts

in a longer conversation into another language. This phenomenon is the basis for researchers to conduct research on code-switching in order to find the problems that occur in more detail.

In the situation of English language learning in junior high schools in Indonesia, of course, it is equal to other subjects, the process of teaching English in junior high schools the use of bilingual (two languages) cannot be avoided, even bilingual is very helpful for students in understanding the lessons and materials that have been discussed in front of the class. Poplack in Nurjannah (2021:10) promotes there are three types of code-switching. The first is inter-sentential switching, this type occurs between sentences. In other words, the switch occurs after the first sentence in a language is completed and the next sentence begins in another language. The second is intra-sentential switching, this type of switching is the most complex type. This switch starts from a sentence or a word. This means the speaker switches from a particular language to another within the same sentence. The third type is tag switching, this type is related to inserting short phrases in one language into a sentence that appears in another language but does not violate the rules of that language.

In general, there are two functions of code-switching. The first code-switching function for the teacher is to help the teacher in explaining the foreign language to the students. The next code-switching function for students is to understand the teacher's explanation better when the teacher uses a foreign language. Code-switching plays a very strategic role in communication. Its main function is to clarify the meaning of a term, or to repeat information that is unclear or so that communication continues. According to Piantari (2011:16-17) there are three functions of code-switching in learning. The first is to convey the meaning of the target language precisely when the teacher speaks using English, the teacher follows by using the mother tongue to help students understand better. Furthermore, to emphasize the meaning of the target language when someone use code-switching, the person will emphasize the word he wants to explain. The last is to explain the identity of the target language and mother tongue. Code switching is used by the teacher to explain the difference between the mother tongue and the target language.

The use of bilingualism in question is "code-switching" which is very commonly used in the world of education related to foreign languages such as English or other languages. In teaching English, the use of the code mentioned above has. In teaching English, the use of the code-switching above is very helpful for students' understand in understanding English lessons. For this reason, the researcher wants to test or examine the effect of the use of code-switching in understanding English subjects. Further research in the context of code-switching

education needs to understand how code-switching between different languages in the classroom, understand the role and influence of teachers in the practice of code-switching in the classroom. This research is important so that bilingual education facilitates better learning and understanding of concepts, as well as utilizing the richness of students' linguistic and cultural diversity. There are several reasons why this research was conducted at SMP N 1 Kubung. SMP N 1 Kubung is the closest school to conduct the research because this can facilitate the research. A brief observation conducted on May 29, 2023 at SMP N 1 Kubung found that the English teacher used code-switching method in teaching. When the teacher started the lesson by using code-switching (*Okey before learning, I will check your attendance list. Who is absent today? Absen siapa?*). Then, when the teacher delivered the material using full English, the students' reactions were just silent because they did not understand and did not know what to respond. Because there were no students who responded, the teacher immediately switched the language into Indonesian. The researcher sees that code switching is one of the important methods that must be used by teachers in the teaching and learning process, especially for English classes. The function of this study universally is to find out the type of code-switching that is often used by most teachers, and can be used for further research on why this type of code-switching is often used. The purpose of this study is to analyze the types of code-switching used by English teachers as well as the factors that cause teachers to use code-switching in teaching English at SMP N 1 Kubung 2023/2024 academic year.

METHOD

The design of research was descriptive qualitative. This research was about the code-switching types used by English teachers in teaching. According to Sugiyono (2013:7), qualitative research methods are called new methods, because of their popularity not long and also called postpositivistic methods because they are based on the philosophy of postpositivism. This research is used to find out and know why and how a social phenomenon occurs. The final written report of this research consists of introduction, literature, theory, method, results, discussion, and conclusion. Qualitative research is used because this research aims to describe the types of code-switching used by English teachers in teaching process in the classroom of SMP N 1 Kubung.

Subject

Sugiyono (2013: 32) stated that research subject is an attribute, trait, value of people, objects of activities that has certain variables that are determined to be studied and conclusions drawn. Research subjects are used for qualitative research design. The subjects of this research was the two English teachers who teach in different classes at SMP N 1 Kubung.

Instrumentation

There are several tools to help collect data. According to Sugiyono (2013: 102), a research instrument is a tool used to measure observed natural and social phenomena. The instruments used in this research are observation and interviews.

Technique of Data Collection

To obtain data related to the object of this research, data collection begins with observation. Researchers asked permission from the teacher to be observed which was carried out alternately. Observation of the first teacher who teaches in class VII.3 of two hours teaching learning process and after observing the first teacher, the researcher will continue observation of the second teacher who teaches in class VIII.3 of one hour teaching and learning process. Observations were made to see what types of code-switching were used by English teachers while teaching. After making observations, researchers asked permission to proceed to the second stage, namely interviews. After the two teachers taught, the researcher asked permission from the teachers in turn for an interview session. At this interview stage, the researcher asked nine questions to find out what factors cause English teachers to use code switching when teaching. The time of the interview a approximately was ten minutes and different turn.

Technique of Data Analysis

The observation used video recording for two hours of lessons which aims to see the types of code-switching used by a particular teacher. After that, the video that has been recorded is analyzed. Later the results were transferred to the observation table by filling out the transcription of the code-switching used by the teachers. On the table show what type of code-switching used by the teachers during the teaching and learning process. Next step is interview. In this interview, there are nine questions that was be asked to teachers related to the factors that cause teachers to use code-switching. There are three indicators for interview

question namely the speakers factor, interlocutor factor, and the language background factor. Interviews were conducted in person for a period of ten minutes. After that, the video that had been recorded was analyzed and the data from the video recording was analyzed by filling in the interview table in the form of transcripts indicating the factors that cause the usage of code-switching used by the teachers.

FINDINGS AND DISCUSSION

Findings

Observation

The observation was conducted on February 19, 2024. This observation only focuses on the used types of code-switching by English teachers in the teaching process in class. The researcher wrote every utterance of the teacher when using code-switching. The quotes from two English teachers below have shown code-switching.

Example for intersentential-switching :

- Teacher : *Okay before studying, let me check your attend the list. Who is absent today? Absen siapa?*

Based on datum above, shows inter-sentential switching used by first English teachers. It is called inter-sentential switching because when the teacher asking for attendance finishes the sentence using English then the teacher switch to using Indonesian.

- Teacher : *Do you still remember? Masih ingatkah deskriptif itu apa?*

Based on datum 2 above shows that the English teacher utterance use inter-sentential switching. Because after the English teacher asked the question using English, then the teacher switched and asked again using Indonesian to make sure the student understood.

Example for intrasentential-switching :

- Teacher : *Ada bald ngga disini?*

Based on the datum above, the teacher used intra-sentential switching because the teacher inserted the word "bald" which means "botak". The switching occurs in one sentence to help the teacher explain the material.

- Teacher : *Dalam satu greeting card itu apa aja yang ada? Apa yang kita temui? Misalnya yang pertama penulisnya ya kan.*

Based on the datum above, the teacher used intrasentential switching because the teacher inserted the word "greeting card" which means "greeting card". The switching occurs in an interrogative sentence so that the students understand what the teacher is asking.

Example for tag switching :

- Teacher : *Apalagi yang ada disana? Ya, untuknya for siapa*

The datum above shows the tag switching type of code switching used by the second teacher. It is called tag switching code switching because the teacher inserts the English tag "for" in the last sentence when the teacher explains the material in Indonesian.

- Teacher : *Happy birthday for you. I hope ya, we hope you always be happy and happy forever*

Based on datum above, the teacher gives a tag switching in the middle of the sentence. The words are "ya". The word "ya" has a directive function in the sentence.

The results of this observation was the first teacher used more intra-sentential switching. The teacher inserts a lot of words using English to Indonesian or vice versa which are found at the beginning, middle or end of the sentence. The teacher used this switch in order to help the teacher to explain the material to students. The first teacher also used several types of inter-sentential code-switching when teaching. The teacher wants to make sure the students remember and know the meaning of the teacher's utterance. The second teacher also used more intra-sentential switching. The teacher tried to make the students understand what the teacher is saying and make the students understand the material better. The second teacher also used some types of inter-sentential switching and the least used was tag switching.

Based on the observation, the researcher found that teachers 1 and 2 used code-switching when teaching in the classroom. The researcher also found that the teachers used different types of code-switching when teaching. Teachers used inter-sentential switching, intra-sentential switching and tag switching. The first teacher used more intra-sentential switching. The teacher inserts a lot of words using English to Indonesian or vice versa which are found at the beginning, middle or end of the sentence. The second teacher also used more intra-sentential switching. The teacher tried to make the students understand what the teacher is saying and make the students

understand the material better. The second teacher also used some types of inter-sentential switching and the least used was tag switching. The context of using code switching for teachers to explain complex concepts or technical terms in students' second language, in order to strengthen the use of students' native language in the learning context.

Interview

Researcher used interviews to find data about the factors that cause teachers to used code-switching in teaching English. Teacher interviews were conducted to obtain more in-depth information regarding the factors that cause teachers to used code-switching in teaching. The informants from this interview were two English teachers who taught in grades one and two at SMP N 1 Kubung. They are referred to as teacher 1 and teacher 2.

Researcher directly interviewed teachers in the teacher's room. To obtain valid data, notes were taken and interviews were recorded using video recording. The questions that researchers asked in interviews were related to the factors that cause teachers to use code-switching in teaching English.

The interview session was conducted with two English teachers. The total number of questions asked was nine questions and the topic was about the factors that cause teachers to used code-switching in teaching English. After the researcher obtained data from two respondents, the researcher described the factors that led to the use of code switching used by teachers and explained them in table form.

Table 1: The Transcription of the Interview

No	Questions	Teacher 1	Teacher 2
1.	<i>Apakah penggunaan alih kode mempermudah Ibu saat mengajar?</i>	<i>Ya, jelas sekali sangat mempermudah. Karena dengan menggunakan alih kode bahasa tu kan akan membuat anak lebih mudah memahami akan materi yang disampaikan. Juga akan membuat suasana menjadi rileks dan santai, tidak tegang. Hingga hal yang sampaikan itu sampai kepada anak. Kita harus menggunakan bagaimana bahasa itu bisa membuat anak lebih mudah mengekspresikan baik itu sikap, bahasa nya.</i>	<i>Iya. Mempermudah. Bahasa inggris kan, jadi mau tak mau supaya guru itu, memang kayaknya harus ditekankan lagi dengan bahasa indonesia.</i>

<p>2. Saat Ibu mengubah bahasa, apakah ada perubahan signifikan saat mengajar dari pada menggunakan satu bahasa?</p>	<p>Ya itu yang disampaikan tadi. Perubahan signifikan itu mengubah suatu situasi yang tadinya tegang mejadi lebih rileks dan lebih santai. Lebih enjoy , menikmati akan materi yang disampaikan.</p>	<p>Faktanya Siswa lebih paham. Siswa tidak cepat bosan. Kan begitu. Kalo cuma satu bahasa kan bingung dia nanti. Kalo dikasih tau lagi, dia ngomong “oh gitu”. Tapi kalo dia katakan lagi “apa itu mam, apa itu mam”. Kan akhirnya dia mau belajar juga. Tapi yang nggak mau belajar, nggak peduli juga.</p>
<p>3. Menurut Ibu, manakah yang lebih memudahkan mengajar bahasa Inggris ; menggunakan satu bahasa atau menggunakan alih bahasa?</p>	<p>Lebih menggunakan alih bahasa juga berguna. Lebih mudah, Cuma kita secara itukan tidak kita sadari yang kita gunakan sehari-hari itu ternyata sudah termasuk dari alih bahasa kita sebagai seorang guru kan. Kalo guru tu kan namanya yang bagaimana supaya anak itu paham akan materi mereka pasti akan menggunakan taktik atau teknik yang bagaimana supaya paham.</p>	<p>Menggunakan dua bahasa. Karena siswa lebih paham.</p>
<p>4. Bagaimana reaksi siswa saat Ibu menjelaskan pembelajaran dengan bahasa Inggris?</p>	<p>Kalo reaksi siswa sepertinya mereka itu kesannya tegang, mononton. Apa namanya itu anantara cemas atau khawatir bagaimana gitu kan. Takut kalo mereka kita terus menggunakan bahasa inggris mereka pun kalo bertanya tentunya kita salah. Jadi, kalo kita melihat ekspresi siswa pastinya kalo yang eskpresi yang satu bahasa dari awal sampai akhir saja pasti mereka akan begini berkata ”ndee bingung bana pelajaran bahasa inggris tu sulit ternyata nak miis. Binguang wk baraja bahasa inggris tu miss, ndk ngarati wak ciek alah do”. “apo-apo se keek ibuk ndk ngarati do”. Apalagi kan bahasa tadi deskriptif teks tadi yang disampaikan tadi, itukan kosa katanya lumayan itu. Dari bagi anak yang SD dasar, tidak punya satupun vocab. Sementara kalo kita gunakan dengan alih kode itu bisa membantu anak dan</p>	<p>Muridnya bingung, muridnya kurang perhatian. Jadi, terserah ajalah, ndk pandai bahasa inggris dokan begitu. Jadi membingungkan juga dia, tidak fokus begitu. Masalahnya kita ni kita kan bukan pake bahasa itu sehari-hari. Jadi hanya moment ketika dilokal aja. Jadi bingung dia. Tapi kalo seadainya guru ngga pake itu, aman itu.</p>

		<i>membuat pembelajaran itu lebih interaktif dan interesting menarik.</i>	
5.	<i>Bagaimana respon siswa ketika Ibu menjelaskan pembelajaran bahasa Inggris dengan dua bahasa yang diganti-ganti?</i>	<i>Coba kita bayangkan, misalnya gurunya masuk, speaking nya english terus berbahasa inggris terus, we don't know ndk tau sama skali the meaning of the word. Jadi nya bingung gitu. Kadang-kadang pesimis mereka untuk belajar bahasa inggris tapi dengan kita translate. Kemudian, misalnya bahasa gaul, membuat anak happy.</i>	<i>Senang-senang aja, aman-aman saja. Siswa jadi lebih bersemangat, lebih tau, lebih mengerti kek nya ya. Tapi kalo dengan bahasa inggris melulu bingung dia. Mau tidak mau harus pake dua bahasa.</i>
6.	<i>Bagaimana pemahaman siswa ketika Ibu menjelaskan materi dengan menggunakan alih kode?</i>	<i>Menurut pandangan miss, kalo seandainya kita menggunakan alih kode itu anak akan lebih mudah paham. Lebih mudah paham dan lebih mudah mengerti.</i>	<i>Pemahaman siswa lebih meningkat, lebih paham, lebih konsentrasi. Kalo ndk bahasa inggris saja kan tidak tau ya. ngomong apa lah ibuk ini. Tapi kalo dari bahasa inggris dialihkan ke bahasa indonesia dia lebih paham dan nilainya juga nanti lebih bagus dari pada itu. Jadi, anak itu harus tau juga. Kegunaanya banyak tau, kalo ngga tau dia ngga peduli.</i>
7.	<i>Apakah menurut Ibu latar belakang / asal daerah siswa mempengaruhi penggunaan bahasa ketika mengajar bahasa Inggris?</i>	<i>Kalo latar belakang iya juga. Kadang-kadang logat, dialeknya tu kan berbeda. Ada siswa itu yang dialeknya kampuang bahaso wk nak. Contoh orang india, orang india kan dia berbahasa inggris tapi dialeknya india nya kan kentara. Masih mending orang indonesia. Tapi kalo dialeknya itu mempengaruhi bahasa seseorang. Kalo bagi orang luar kan streght (ganjil) ganjil mendengarnya. Tapi krna sudah dialeknya mereka seperti itu, yang pentingnya komunikasi itu sampai, mereka paham jadi terlepas dari dialeknya itu kita kan harus saling paham. Yang kita sampaikan itu sampai ke tujuan.</i>	<i>Ya sangat mempengaruhi. Seperti dialeknya, nadanya kan mempengaruhi. Orang payakumbuh beda bahasa inggris nya kan. Orang solok, orang selayo tu beda. Jadi, sangat mempengaruhi.</i>
8.	<i>Apakah menurut Ibu latar belakang / asal daerah Ibu mempengaruhi</i>	<i>Kalo saya pribadi saya mungkin tidak tinggal dikampung asli. Miss tinggal didaerah yang pendatang juga. Miss kan orang batu</i>	<i>Kebetulan ibuk orang Bukittinggi. Bukittinggi kan kota wisata. Ya emang mengganggu juga untuk anak-anak.</i>

<p><i>penggunaan bahasa ketika Ibu mengajarkan bahasa Inggris kepada siswa?</i></p>	<p><i>sangkar tapi miss tinggal dipadang. Kalo dipadang bahasa nya tu kan tidak seperti dikampung logatnya. kalo orang padang kan tidak terlalu itukan.</i></p>	
<p>9. <i>Apa solusi terbaik menurut Ibu ketika mengajar bahasa Inggris yang siswa nya mempunyai latar belakang / asal daerah yang berbeda-beda?</i></p>	<p><i>Solusi nya artinya guru tersebut harus tau dulu. Kalo memang ternyata siswa nya memiliki latar belakang yang berbeda-beda, guru harus memiliki keterampilan bagaimana supaya siswa yang memiliki latar belakang tersebut itu artinya tidak mempengaruhi akan hasil pembelajaran yang dicapai. Jadi artinya latar belakang dengan bahasa daerah itu tidak berperan penting sekali dalam pembelajaran. Cara guru lagi yang bisa menghendel, bisa mengatasi akan beda latar belakang. Kalo guru nya aktif apa apa itu kan pasti lebih membuat siswa itu lebih termotivasi, lebih baik cara mengajar nya dan lebih meningkat kemampuannya.</i></p>	<p><i>Menurut ibuk latar belakang anak-anak itu kan ndk bisa dirobah-robah. Ya kita terima aja. Yang penting komunikatif. Ngomongnya tu ngerti, dia juga understand yang dia omongin dan juga paham. Ngga papa walaupun dialeknya berbeda segala macam, intinya anak-anak harus pandai bahasa inggris. Bukan nulis-nulis saja kan. Dialek it's no problem. Di terima aja.</i></p>

Both English teachers agreed and shared the same view on questions one, two and three. On question four, both teachers stated that students were confused and the second teacher said students were tense and anxious when teaching using full English. For question number 5, the first teacher said that students seemed comfortable and understood while the second teacher agreed and shared the view that students are happy when teachers teach using two languages. For question 6, both teachers agreed that students' comprehension increases when the teacher uses code-switching. In question number 7 both teachers agreed that background affects students' code-switching. In question 8, both teachers also agreed that the teacher's background affects code-switching ability and mastery. For the last question, teacher one suggested that the solution to teaching English to students with different backgrounds is to teach them more creatively not just writing and teacher two argued that teachers should be more able to handle the use of appropriate language when teaching English.

The results of this study are supported by research conducted by Rahmalisa in 2016 with the title "Code-switching Used by English teachers in teaching learning process at SMA

PGRI 2 Padang". The method used is the listening method. The results of the research found 75 data, this research only focused on 40 code switching data consisting of tag switching, inter-sentential, intra-sentential. Based on the results of data analysis, the researcher concluded that English teachers at SMA PGRI 2 Padang used code-switching during the teaching and learning process of the three types, namely inter-sentential switching, intra-sentential switching and tag switching. The similarities of this research both use the listening method. The research subjects were two English teachers. The difference of this research is that the time and place of research are different.

Based on the results above, it can be concluded that the factors that cause English teachers in SMP N 1 Kubung to use code-switching are caused by the speaker, interlocutor and language background. Thus, the existence of code-switching in SMP N 1 Kubung, can be used as an understanding and facilitate the teacher in the teaching process. In addition, teachers can adjust the needs of the class so that the material can be conveyed properly. The use of code-switching is necessary, but it would be nice if students also learn to use dictionaries as a learning medium, so they do not depend on the teacher. Thus, it may be said that the research findings are reliable.

Factors that cause the teachers used code-switching in teaching, first is speaker factor. Overall, teachers' use of code-switching has a significant positive impact in making it easier for students to understand the material and creating a more relaxed learning atmosphere in the classroom. Code-switching allows teachers to use a language or style of communication that is more familiar to students, thus facilitating students' understanding of the material being taught, students tend to be more open to learning and participate in the learning process, teachers can help students express themselves easily and accurately, both in terms of attitude and in expressing their understanding of the material. With these factors in mind, the use of code-switching can be an effective strategy in facilitating inclusive and meaningful learning for all students.

Discussion

The researcher found that teachers used code-switching when teaching in class. The first teacher taught in class 7.3 and the second teacher taught in class 8.3 at SMP N 1 Kubung. The first teacher used intra-sentential switching as many as thirteen out of twenty sentences and the other seven sentences are inter-sentential code-switching. So that intra-sentential switching is the most widely used code-switching. The second teacher, used intra-sentential

switching as much as ten out of twenty, eight were inter-sentential switching, and the last two were tag switching. The high used of intra-sentential type in teachers 1 and 2 was due to the ease of using intra-sentential code-switching when teaching and the use of intra-sentential switching was used spontaneously by both teachers.

The intra-sentential type is the type most often used by the two teachers who are the samples of this study. The predominance of intra-sentential switching observed aligns with Linuwih's (2018) assertion that this type is frequently used due to its spontaneous nature and ease in facilitating smoother. Example of intrasentential sentences were, "Ada bald ngga disini?", "Today we describe about people, tentang orang", "Kalo orang Indonesia ngga ada yang black. Dia kulitnya sawo matang", "He is dia rendah", "Kalo nama orang indonesia dia kulitnya Tan skin, sawo matang", "Masih ingat kamu describing people" , "Kamu bisa masukin may be name", "Valentine, itu gaya barat ya. tapi ada juga karena soalnya keluar", "Nah biasanya in one greeting card, dalam kartu ucapan itu", "Dalam satu greeting card itu apa aja yang ada? Apa yang kita temui? Misalnya yang pertama penulisnya ya kan", "Selain dari writer apalagi namanya?", "Selain dari selamat apalagi? Do'a nya, wishes nya. Kalo kita beri selamat, baru kita kasih wishis nya", "Persuing ini berasal dari kata persuade", "Kerjanya nanti adalah complete this text by using that word"

The use of intra-sentential switching types according to Poplack in Nurjannah (2021:10) suggests that there are three types of code-switching. The first is transition between sentences, this type occurs between sentences. In other words, a transition occurs after the first sentence in one language is finished and the next sentence begins in another language. The second is intra-sentential transition, this type of preservation is the most complex type. This transition starts from a sentence or word. This means that the speaker changes from one language to another in the same sentence. The third type is tag switching, this type is related to the insertion of short phrases in one language into ones that appear in another language but do not follow the rules of that language. Thus, intra-sentential switching is not only a widely observed phenomenon in code-switching studies, but also offers important insights into how speakers utilize and integrate language in their interactions, which can be linked to linguistic theories of language contact and previous research in this field.

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Factors that cause the teachers used code switching in teaching, first is speaker factor. The questions number one is “*Apakah penggunaan alih kode mempermudah Ibu saat mengajar?*”, and the teachers respond were “*Ya, jelas sekali sangat mempermudah*”. Overall, teachers' use of code-switching has a significant positive impact in making it easier for students to understand the material and creating a more relaxed learning atmosphere in the classroom. Code-switching allows teachers to use a language or style of communication that is more familiar to students, thus facilitating students' understanding of the material being taught, students tend to be more open to learning and participating in the learning process, teachers can help students express themselves easily and accurately, both in terms of attitude and in expressing their understanding of the material. With these factors in mind, the use of code-switching can be an effective strategy in facilitating inclusive and meaningful learning for all students.

Second is interlocutor factor. The question number three is “*Bagaimana reaksi siswa saat Ibu menjelaskan pembelajaran dengan bahasa Inggris?*” and the teacher respond were “*Kalo reaksi siswa sepertinya mereka itu kesannya tegang, monoton*”, “*Muridnya bingung, muridnya kurang perhatian*”. The code-switching used by the teacher allows for repetition in either the same or different codes, this helps to improve students' understanding while learning. When the teacher teaches using only English, the students' reactions seem confused and lack of attention from the teacher so that it seems tense and monotonous, but after the teacher used code-switching students understand better and know more about what the teacher is saying. If the teacher does not use two languages when teaching, students become pessimistic in learning English. Humor and interludes are often inserted by the teacher on the sidelines of classroom learning activities with the aim of keeping students focused and interested in following the learning well. Thus, students' understanding when teachers use code switching can improve students' concentration and can improve students' scores in learning English.

Third is language background. The question number seven is “*Apakah menurut Ibu latar belakang / asal daerah siswa mempengaruhi penggunaan bahasa ketika mengajar bahasa Inggris?*” and the teacher respond were “*Kalo latar belakang iya juga. Kadang-kadang logat, dialek nya tu kan berbeda*”, “*Ya sangat mempengaruhi. Seperti dialeknya, nadanya kan mempengaruhi*”. Code-switching can also help teachers to connect with students' culture and background. By paying attention to the language and cultural references that students are familiar with, teachers can create a more relevant and meaningful learning experience for them. The influence of language use when teaching English in each region's accent is different. Dialects can affect one's language. Although regional dialects vary, the important thing is that communication reaches its destination and both parties must understand each other.

Based on the results above, it can be concluded that the factors that cause English teachers in SMP N 1 Kubung to use code-switching are caused by the speaker, interlocutor and language background. Thus, the existence of code-switching in SMP N 1 Kubung, can be used as an understanding and facilitate the teacher in the teaching process. In addition, teachers can adjust the needs of the class so that the material can be conveyed properly. The use of code-switching is necessary, but it would be nice if students also learn to use dictionaries as a learning medium, so they do not depend on the teacher.

CONCLUSION AND SUGGESTION

The research concluded that English teachers at SMP N 1 Kubung use various types of code-switching, specifically inter-sentential, intra-sentential, and tag switching. This strategic use of code-switching helps enhance communication and bridge linguistic gaps in the classroom. It is recommended that teachers receive targeted training on effective code-switching techniques to further improve instructional clarity and student comprehension. Educational policymakers should consider integrating guidelines on code-switching into teaching standards to standardize its use in multilingual classrooms. Further research should explore the long-term impacts of code-switching on student learning outcomes, particularly its effects on language acquisition and cognitive development. By addressing these areas, educators can better leverage the potential of code-switching to enhance educational experiences and outcomes in diverse linguistic settings.

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