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DOES THE TEACHER USE CODE SWITCHING IN VOCATIONAL HIGH SCHOOL, MAJORING IN HEALTH?

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Abstract. This research involves issues of learning use code switching in foreign language learning. In the context of Code switching, which focuses on the need for the use of code switching in teaching foreign languages in the classroom especially in vocational schools especially health majors. This report uses a descriptive qualitative method. Using interviews and transcripts. The report involved two different schools with each school having one teacher who participated with the study. The research revealed that teachers often use code-switching, a pedagogical strategy to facilitate communication with students. Given the students' limited English proficiency, code-switching emerged as an effective tool in the classroom. The analysis identified two main types of code-switching used: intra-sentential and inter-sentential. This practice not only aided better understanding and engagement, also bridged the language gap, ensuring that students understood complex subject matter more effectively. The findings underscore the importance of code-switching in enhancing the learning experience in vocational health education environments.

Keywords – Code switchings; Sociolinguistic; English foreign language

Abstrak. Penelitian ini melibatkan persoalan pembelajaran penggunaan alih kode dalam pembelajaran bahasa asing. Dalam konteks alih kode, yang berfokus pada perlunya penggunaan alih kode dalam pengajaran bahasa asing di kelas terutama di sekolah kejuruan khususnya jurusan kesehatan. Laporan ini menggunakan metode kualitatif deskriptif. Menggunakan wawancara dan transkrip. Laporan ini melibatkan dua sekolah yang berbeda dengan masing-masing sekolah memiliki satu guru yang berpartisipasi dalam penelitian ini. Penelitian ini mengungkapkan bahwa guru sering menggunakan alih kode sebagai strategi pedagogis untuk memfasilitasi komunikasi dengan siswa. Mengingat kemampuan bahasa Inggris siswa yang terbatas, alih kode muncul sebagai alat yang efektif di dalam kelas. Analisis ini mengidentifikasi dua jenis utama alih kode yang digunakan: intra-sentensial dan inter-sentensial. Praktik ini tidak hanya membantu pemahaman dan keterlibatan yang lebih baik, tetapi juga menjembatani kesenjangan bahasa, memastikan bahwa siswa memahami materi pelajaran yang kompleks secara lebih efektif. Temuan ini menyoroti pentingnya alih kode dalam meningkatkan pengalaman belajar di lingkungan pendidikan kesehatan kejuruan..

Kata Kunci – Kode alih bahasa; sosiolinguistik ; Pelajaran Bahasa asing

I. INTRODUCTION

The issue of English language acquisition at vocational schools in Indonesia holds significant importance, as seen by the numerous research that have been undertaken to investigate this matter. It is imperative for students enrolled in vocational education to possess effective English communication skills for their professional endeavors [1]. Novice language learners or anybody seeking to expand their linguistic repertoire are bound to face challenges [2]. Nevertheless, a significant number of students attending vocational high schools continue to face challenges when it comes to effectively speaking or articulating their ideas in the English language [3]. A further study has documented that the instruction of English in vocational high schools necessitates a distinct understanding of content, approach, and tactics [4]. The study additionally posits the necessity of fostering peer debate and promoting collaborative efforts among English and technical teachers about the selection of vocabulary materials to be incorporated into the curriculum [5]. In general, it appears that there exists a necessity for enhancement in the English language acquisition procedures used inside vocational educational institutions in Indonesia. Code switching is frequently employed in the teaching and learning process due to the limitations encountered by pupils. The obstacles that hinder students from mastering English include variations in their ability to converse in English, insufficient vocabulary mastery, a lack of self-confidence, low motivation to learn English, ineffective teaching methods, inadequate teaching materials, an unsupportive learning environment. Code switching can serve as a potential remedy for such an issue [6]. Code switching refers to the act of transitioning from one linguistic variety to another, either vocally or in writing form, in order to accommodate a changing context or scenario. Code switching occurs when an individual possesses proficiency in many languages and utilizes different linguistic variations [7]. Code switching is employed either by

the teachers or the pupils throughout their conversations [8]. All languages used in code-switching should be languages that the community regularly speaks and uses for oral communication [9].

The utilization of full English versus code switching is a subject of significance within the realm of English as a Foreign Language (EFL) instruction. The choice between employing full English or code switching in the context of English as a Foreign Language (EFL) instruction is contingent upon several elements, encompassing the learners' degree of ability, the aims of the learning process, and the pedagogical technique employed. A research investigation undertaken in Turkey sought to elucidate the potential merits or drawbacks associated with the incorporation of language alternation in the pedagogy of English as a foreign language (EFL). The research revealed that the utilization of either the mother language or only English within the educational setting might have both advantageous and detrimental impacts on students' emotions, cognitions, and convictions [10]. Then a separate research endeavor undertaken in Indonesia sought to investigate the utilization of code switching within English as a Foreign Language (EFL) courses, namely between instructors and students. The study revealed that code switching is a prevalent linguistic phenomenon characterized by the alternation between English and other languages. This practice is commonly observed among individuals who are non-native speakers residing in several countries, and is influenced by various factors such as contextual settings, temporal considerations, and geographical locations [11].

The findings of a systematic literature review on the topic of code switching in the context of teaching English as a second or foreign language indicate that the appropriate use of L1 code switching with EFL learners can lead to advantageous outcomes, such as early advantage in achieving effective learning outcomes [12]. The present study examines the utilization of the first language (L1) in English as a Foreign Language (EFL) classes. The findings indicate that code switching can be employed as a pedagogical tool to address communication difficulties experienced by students at various proficiency levels, including beginners, intermediates, and advanced learners [13]. The Definition of Code Switching, Code-switching commonly occurs in casual conversations between individuals who share a common educational, ethnic, and socio-economic background. Avoidance of formal speech is typical in situations where individuals have little in common in terms of social rank, language allegiance, and formality [14].

Based on the available information, it appears that the choice between employing full English or code switching in the context of English as a Foreign Language (EFL) instruction should be informed by a well-rounded strategy that takes into account the learners' level of skill, educational goals, and practical language usage in real-life situations. The utilization of code switching can serve as a valuable mechanism for aiding pupils in surmounting challenges related to communication [15]. However, it is imperative that code switching is employed with discretion and attentiveness. The occurrence would arise due to the speakers' proficiency in multiple languages [16]. For certain individuals engaged in the study of other languages, it is indeed not an uncommon occurrence. This phenomenon frequently occurs when individuals inadvertently exhibit cognitive patterns or spontaneously utter words from a different language. Individuals are commonly required to adopt a certain linguistic code when engaging in communication, and they may also opt to transition between several codes or blend codes within brief utterances, leading to the emergence of a novel code. This phenomenon is referred to as code switching [17]. Code switching, alternatively referred to as code-mixing, has the potential to transpire either between different speakers' turns or within a single speaker's turn. Inter-sentential and intra-sentential occurrences are two possible contexts in which it can manifest [18]. Intra-sentential switching creates the perception that speakers lack sufficient proficiency in a language to effectively express their intended message. Code switching involving syntactic adaptation is a more intimate form of language mixing compared to inter-sentential and tag switching. Inter-sentential switching refers to the occurrence of a language switch at the boundary between clauses or sentences, where each clause or phrase is in a different language [19].

Based on the Pre-observation in SMK Y and SMK X it is evident that the practice of code-switching is prevalent among a significant number of individuals, particularly in the context of English language acquisition within vocational high schools. According to the aforementioned theory, it can be observed that the majority of teachers in Indonesian educational institutions exhibit a significant level of compliance with the aforementioned theoretical frameworks. The phenomenon of code switching has been seen in the context of English as a Foreign Language (EFL), however, there seems to be a lack of research specifically examining code switching in health education settings. The findings of this study are anticipated to be valuable for academics with an interest in sociolinguistics, particularly in the domain of code switching by individuals who speak multiple languages. Code switching is a prevalent linguistic

ability observed in bilingual individuals, characterized by the natural and spontaneous alternation between different languages during communication [19]. The primary of this objective is to comprehend the various classifications and purposes of this phenomenon known as code switching. The researchers opted for two vocational schools located in The researchers opted for two vocational schools located in SMK X and SMK Y. The rationale behind the selection of this particular location stems from the fact that these two vocational institutions have a specific emphasis on nursing assistant training within the Sidoarjo region. As a result, the author performed research on "Code Switching In Vocational High School Majoring In Health"

Research Question

1. What types of code switching used by the teacher?
2. Why do the teachers use code switching in the learning process?

II. METODE

Research strategy at Two of Vocational High School in Sidoarjo they are SMK Y and SMK X, this study methodology will use a qualitative approach involving direct observation. Qualitative research seeks a deep knowledge of human and social problems rather than describing the surface of reality. Researchers analyze how subjects derive meaning from their surroundings and how these meanings influence their behavior. The study was carried out in a naturalistic manner, with no treatment or modification of the factors involved [20]. I'm interested in this issue since code switching occurs often in Vocational high school majoring in health, indicating group social memberships. The researchers will analyze one teacher in SMK X and SMK Y, with varying based on the research object. The course of study is from the 10 educational year 2023–2024. The researcher only took one class because it was enough to represent how the teacher taught English and whether the teacher used code switching in the learning process. Apart from that, just one teacher from each school will have a lot of data that can be obtained for this research. Researchers use primary data to make the data more detailed. This information includes what happened during teaching and learning activities. The researcher will copy what the teacher says and analyze it. After that, the researcher will carry out observations and transcripts of the teacher's way of explaining in class. The author uses the interview method as a second approach to answer the next question. In this session, the author will conduct a question-and-answer dialogue with the resource person by conducting a face-to-face interview. The author will ask 14 questions that must be answered by the resource person. These questions are related to collecting data for the question of why teachers use code switching in the classroom learning process. Next, carefully document each response given. Finally, the author will draw conclusions regarding the explanation.

And how often the teacher uses the code switching and what type of teacher uses the code switch the researcher method is Method observation and documenting are employed to obtain data that provides an understanding of the issue. The context of the conversation study is a local or social situation. The social environment is gathered by observation and documentation, which includes examining field data and hearing from informants. The relevance of using observation and documentation methods with difficulties is that, in the context of researchers gathering complementary data, observation and documentation methods are also used to match some of the information with existing data in the field.

First, the researcher will make observations, choose which teachers can be analyzed, and meet the requirements for research. The researcher will try to see and understand in advance the point of view or idea of the behavior of the party being studied. After that, the researcher will carry out the next stage, namely: 1) see, pay attention, and listen to how the teacher teaches. 2) Record learning activities that occur in class in the form of voice and video messages. 3) Transcript of mixed English code in learning 4) selecting data that refers to research.

In accordance with the problem formulation, the data analysis technique is 1. Data Review: The author intends to conduct an analysis of the gathered data in order to discern recurring patterns and thematic elements. 2. Analysis and Classification of Code Switching Instances: This section will elucidate the methodology employed for identifying instances of code switching and thereafter categorize the observed forms of code switching. 3. Presentation of the data: In this section, the author will sequentially provide the data and results acquired in accordance with the research questions. 4. Formulate Conclusions: The author will provide a concise overview of the results obtained from the analysis, while also establishing a connection between the author's conclusions and the initial research questions. The forthcoming conclusion will encompass the primary discoveries derived from the author's comprehensive investigation, along with their consequential ramifications for enhancing comprehension of code switching within the realm of pedagogy. The subsequent section entails an analysis of the constraints inherent in the author's research, as well as proposed directions for future research.

III. FINDINGS AND DISCUSSION

1. Findings

1.1 Types of code switching teacher used

Code switching is a prevalent occurrence in multilingual environments, such as classrooms, where individuals alternate between two or more languages or linguistic variants during discourse. This study investigates the many forms of code switching employed by a teacher in a Vocational classroom, utilizing an audio recording and its corresponding transcript. The results are classified into two types of code switching: intra-sentential and inter-sentential. This classification helps to explain how the teacher switches between languages when giving lessons.

1.1.1 Inter-Sentential Code Switching

Inter-sentential code switching refers to the practice of switching languages between distinct phrases. This often leads to one sentence being totally in one language, followed by another sentence in a different language. Here are few examples that demonstrate this pattern.

SMK X Examples:

1. "*Jadi nanti ini one by one, you read your article in front of me.*" (01:11 - 01:32)
 - Reason: The teacher starts with an instruction in Indonesian ("*Jadi nanti ini one by one*") and then switches to English ("you read your article in front of me") in the subsequent sentence. Each sentence is complete and stands alone in its respective language.
2. "*Oke, kalau misalkan sudah kayak gini, case artista sudah, jadi yang lain jangan pakai earthquake cari yang lainnya kalau ini Julia apa?*" (02:07 - 02:10)
 - Reason: This example begins with Indonesian ("*Oke, kalau misalkan sudah kayak gini, case artista sudah*") and switches to English in the next thought ("*jadi yang lain jangan pakai earthquake cari yang lainnya kalau ini Julia apa?*"). The switch occurs at a logical sentence boundary.
3. "Ok, what date today? *Hari ini tanggal?*" (05:56 - 05:59)
 - Reason: The teacher starts with a question in English ("Ok, what date today?") and immediately follows with the same question in Indonesian ("*Hari ini tanggal?*"). The switch occurs between two sentences that convey the same information in different languages.
4. "Please read the title for unit 6 (six) *dibaca judulnya*. Unit 6 *dibaca judulnya unit 6 ya* Dami oke let's read together, *dibaca bareng-bareng yuk.*" (06:53 - 07:00)
 - Reason: The instruction begins in English ("Please read the title for unit 6") and then switches to Indonesian ("*dibaca judulnya*"). The pattern continues with a switch back to English ("Unit 6 *dibaca judulnya unit 6 ya* Dami oke let's read together") and finally back to Indonesian ("*dibaca bareng-bareng yuk*"). Each switch marks a clear sentence boundary.
5. "For your information *ya paling atas ya, kalau disingkat fyi ya bacanya jangan fyi ya fyi kalau yang di tiktok kalian namanya fyp ya bacanya fyp baca apa tadi ini FYP bacanya FYP ya FYP bacanya apa tadi ini?*" (29:23 - 29:54)
 - Reason: The teacher uses both languages in separate, complete sentences: English ("For your information") followed by Indonesian explanations and back to English ("FYP *bacanya FYP ya*"). The switches mark sentence boundaries.

SMK Y Examples:

1. "It can be, it can." (00:01:19 - 00:01:22)
 - Reason: The teacher switches from a context in Indonesian to an English sentence ("It can be, it can"). This switch marks a boundary between the two sentences.
2. "What vehicle will they take to go to school tomorrow? *Jawabannya apa? C apa? C, school bus wah dengerin yang cowok-cowoknya kok belajar kok banyak benarnya, dengerin.*" (00:14:59 - 00:15:35)
 - Reason: The teacher poses a question in English ("What vehicle will they take to go to school tomorrow?") and then switches to Indonesian for the follow-up ("*Jawabannya apa? C apa? C, school bus wah dengerin*").

yang cowok-cowoknya kok belajar kok banyak benarnya, dengerin"). Each sentence is complete and the switch occurs at a boundary.

3. "According to the writer, children in a boarding school can develop specialist skills in... *Jawabannya apa?*" (11:10 - 11:20)

- Reason: The teacher starts with a statement in English ("According to the writer, children in a boarding school can develop specialist skills in...") and switches to Indonesian for the question ("*Jawabannya apa?*"). The switch happens between complete sentences.

3

1.1.2 Intra-Sentential Code Switching

1.3 Intra-sentential code switching involves changing languages within a single sentence. This often means embedding words or phrases from one language into the grammatical structure of another.

SMK X Examples:

1. "*Sebelum saya mulai pelajarannya masih ingat ya pertemuan sebelumnya bahas tentang report text ya.*" (00:18 - 01:09)

- Reason: The sentence starts in Indonesian ("*Sebelum saya mulai pelajarannya masih ingat ya pertemuan sebelumnya bahas tentang*") and switches to English within the same sentence ("*report text ya*"). The switch occurs without breaking the sentence's grammatical structure.

2. "*Kalau saya malah take home ya, tau take home.*" (01:33 - 02:07)

- Reason: This sentence is primarily in Indonesian ("*Kalau saya malah*") but includes an English phrase ("*take home ya*"). The switch occurs within the single sentence.

3. "Unit 5 dan unit 6. *Kisi-kisi nya kan sudah ya unit 5, abateri konteks kan sudah diulas ya page 100 (one hundred) 169 (one hundred sixty nine) ya 169 (one hundred sixty nine) kan sudah ya itu.*" (04:28 - 04:53)

- Reason: The sentence includes both languages within the same structure, switching from Indonesian to English numbers ("*page 100 (one hundred) 169 (one hundred sixty nine)*"). The sentence remains grammatically complete.

4. "*Brainstorming itu artinya brain ya tadi artinya otak kalau brainstorming ya kata.*" (09:04 - 09:31)

- Reason: The teacher starts in Indonesian ("*Brainstorming itu artinya*") and inserts the English word "brain" within the sentence. The sentence continues in Indonesian, demonstrating intra-sentential switching.

5. "*Ya Dewi, itu ngapain womannya? Semuanya sepakat jawabnya menggambar dia mendesain ya design, kalau bahasa Jawa desain gitu ya katanya Julia ya ya dia sedang mendesain ya design ya jangan desain ya ya gak apa-apa sih kalau bahasa jawa ya lah kamu yang jawab kok kamu yang mukul temenmu ya tapi dia sedang mendesain berarti she is sama aja ya kalian boleh pakai she's atau she is sih.*" (14:14 - 15:08)

- Reason: This complex sentence includes multiple switches within the same sentence structure, incorporating both Indonesian and English ("*...design ya...*"). The sentence remains grammatically intact while switching languages.

SMK Y Examples:

1. "*Jadi hari ini kita akan mempelajari dengan tema Fracture Fairytale.*" (00:16 - 00:53)

- Reason: The sentence begins in Indonesian ("*Jadi hari ini kita akan mempelajari dengan tema*") and switches to English within the same sentence ("*Fracture Fairytale*"). The switch happens seamlessly within the sentence structure.

2. "*Nah, contohnya ini ada yang The Magic Candle.*" (06:27 - 06:43)

- Reason: This sentence primarily in Indonesian ("*Nah, contohnya ini ada yang*") includes an English title ("*The Magic Candle*"). The switch occurs within a single sentence.

3. "*Oke, Hari ini langsung aku kasih soal ya. Siap. Nanti buka yang ABCD-an. Buka yang ini dulu.*" (08:10 - 08:17)

- Reason: The sentence combines Indonesian with an English phrase ("*yang ABCD-an*"), showing **intra-sentential code switching within a single, continuous sentence**.

Both types of code switching are used strategically by teachers to facilitate understanding and engagement in a bilingual educational context. Inter-sentential code switching helps in clear separation of instructions or explanations in different languages, while intra-sentential code switching integrates key terms or phrases from another language within the main language, enhancing vocabulary and contextual understanding without breaking the flow of communication.

1.2 The necessity of using code switching by teachers

The subsequent discoveries are derived from a comprehensive interview done with an English educator to comprehend the underlying reasoning behind the utilization of code switching in the educational setting. The interview findings reveal that the instructor's issue is due to the students' lack of comprehension when the teacher uses English exclusively. Therefore, the teacher requires code switching to facilitate understanding between themselves and their students.

This is reinforced by the answer of the SMK X teacher who when asked whether the teacher likes to use code switching in learning and the teacher answered "Ya, sering. Karena ketika menyampaikan bahasa Inggris, kadang-kadang ada anak yang diam." Another school, SMK Y, had the same perspective. "dalam menjelaskan materi terkadang murid juga susah memahami jika saya beri full bahasa Inggris nah pada saat itu saya susah menjelaskan dengan versi bahasa Indonesianya" Code switching serves as a means to facilitate communication between teachers and students with limited English proficiency, ultimately becoming the preferred teaching method for educators.

During the observation, it was necessary to employ code switching in certain cases. For instance, the instructor used Indonesian to repeat terms when the students did not understand the English explanation. This occurred at SMK X.

"Ok, what date today? Hari ini tanggal?" The teacher employed code switching to confirm the students' understanding, thus repeating the sentence in a new language. Furthermore, this is consistent with already discoveries.

The interviews uncover various reasons why teachers employ code-switching during English lectures, such as ensuring comprehension, managing classroom dynamics, and adapting to students' linguistic backgrounds.

1.2.1 Ensuring Student Comprehension

Both teachers emphasize the necessity of code-switching to confirm that students understand the material. This aligns with pedagogical strategies that aim to make learning accessible.

- Teacher from SMK X: "Meskipun saya mengajarnya bahasa Inggris, saya tidak bisa menggunakan bahasa Inggris itu 100% karena background anak-anak kan berbeda... Saya menggunakan bahasa Indonesia atau bahasa daerah mereka". This teacher uses code-switching as a tool to bridge comprehension gaps, especially given the diverse linguistic backgrounds of the students.
- Teacher from SMK Y: "Menggunakan 2 bahasa yaitu bahasa Inggris dan bahasa Indonesia (bilingual)" (Interview Excerpt 1). This balanced bilingual approach helps ensure that all students can follow the lesson.

1.2.2 Managing Classroom Dynamics

code-switching is also employed to manage classroom interactions more effectively, particularly in ensuring students' active participation and reducing misunderstandings.

- Teacher from SMK X: "Ketika menyampaikan bahasa Inggris, kadang-kadang ada anak yang diam... Jadi ketika saya menyampaikan bahasa Inggris terus anak-anak itu sudah memahami bisa jadi itu cukup membantu saya untuk menjelaskan ke teman-temannya". By switching to Indonesian, this teacher ensures students' engagement and peer learning.
- Teacher from SMK Y: "Mungkin sekitar 50% bahasa Inggris dan 50% bahasa Indonesia". This indicates a strategy to maintain balance and clarity in classroom communication.

1.2.3 Adapting to Students' Linguistic Backgrounds

Teachers tailor their language use based on the specific linguistic and academic needs of their students.

- Teacher from SMK X: "Saya mencoba memahami bahasa itu terus saya coba kembangkan dengan keduniannya mereka sesuai dengan jurusannya masing masing". This adaptation is crucial in vocational settings where English terminology varies across disciplines.
- Teacher from SMK Y: "Untuk persiapan perencanaan dalam code switching saya juga harus menyiapkan bahasa Indonesia karena siswa juga tidak langsung memahami bahasa Inggris secara keseluruhan". This preparation ensures that students are not overwhelmed by a purely English medium instruction.

1.2.4 Benefits and Challenges of Code Switching

The use of code-switching is perceived to have both positive and negative impacts on students' language learning.

Benefits

1. Improved Comprehension: code-switching helps in making the material more comprehensible, thereby facilitating better understanding and retention of content.
 - Teacher from SMK X: "*Manfaat menggunakan bahasa campuran tentunya biar interaksi lebih hidup dan tidak terjadi miskomunikasi*".
2. Enhanced Classroom Interaction: Code-switching can make classroom interactions more dynamic and engaging.
 - Teacher from SMK Y: "*Manfaat membagi 2 bahasa yaitu agar mempermudah dalam pemahaman materi*".

Challenges

1. Potential Over-reliance on Native Language: There is a risk that students may become too reliant on their native language, which could hinder their fluency in English.
 - Teacher from SMK Y: "*Mereka jadi terlena dan tidak terbiasa menggunakan bahasa Inggris jika suatu saat ada momen yang diwajibkan bahasa Inggris*".
2. Miscommunications and Inconsistencies: Misunderstandings can arise when students use inappropriate or incorrect expressions sourced from informal contexts.
 - Teacher from SMK X: "*Miskomunikasi... biasanya anak-anak mengambil kata-kata dari Youtube atau internet apapun yang mereka baca*".

To summarize, the results suggest that teachers employ code-switching as a deliberate technique to improve understanding, handle classroom interactions, and customize teaching to suit students' language requirements. Although code-switching has significant advantages in enhancing student engagement and comprehension, it also poses obstacles that must be carefully addressed to prevent excessive dependence on the native language and to ensure students' English competence development. and the implications for teaching practice Teachers should contemplate the deliberate utilization of code-switching to facilitate learning, while progressively augmenting the usage of English to enhance pupils' self-assurance and proficiency. Teacher training programs might prioritize the development of effective code-switching practices that optimize advantages and minimize potential disadvantages.

2. Discussion

Based on the findings, it is evident that code switching can be beneficial or effective for strategies that are still useful or employed by teachers, as demonstrated by the results of this study. In fact, teachers still tend to use code switching and they do so regularly. The teacher used two types of discourse markers, namely inter-sentential and intra-sentential, as indicated by the first finding. Based on these results, it is evident that this result aligns with other research. When observing the results of the reset, it is found that in the context of vocational schools in Indonesia, code switching is used as a strategy or tool to address difficulties such as students' weak abilities and understanding. Researchers have found similar results. This phenomenon occurs in other discoveries, specifically. Code switching in teaching is advantageous as it enables freshman students to readily and expeditiously comprehend the primary message across many disciplines [21]. In advance of continuing their English language studies, it is imperative for students to comprehend both the similarities and distinctions among the fundamental principles. The most effective method to ensure their comprehension of the guideline is by providing an explanation in their first language [22]. This phenomenon is not limited to Indonesia independently since similar occurrences have been found in other countries during foreign language learning. Code switching by an English instructor reveals various roles, including explanation, validation of understanding, grammatical translation, and warning. In contrast, English as a Foreign Language (EFL) students employ linguistic alternation as a means of engaging in cooperative learning, rectifying errors, resolving misconceptions, and initiating class debates [23]. The authors proposed that in cases when students encounter challenges in comprehension, educators should persevere in offering explanations until the students attain comprehension [24]. Another finding suggests that code switching can foster a positive relationship between teachers and students in language and culture. code-switching between various languages occur naturally as a result of the link between language and culture. Speaking a language other than the target language does not automatically exclude students from the English learning community. Instead, it indicates their desire to be accepted and integrated into the community [25].

IV. CONCLUSION AND SUGGESTION

According to the aforementioned findings, it was determined that teachers employ code-switching as a tactic to facilitate effective two-way communication. However, it is not solely isolated from the positive influence. Teachers acknowledge that code switching can have detrimental effects, which frequently occur within the classroom setting. Several teachers often come across pupils that display complacency when it comes to the practice of code switching.

pupils frequently prioritize using their Indonesian language above English, so hindering their ability to expand their vocabulary in class. Unfortunately, pupils inadvertently become engrossed in their everyday language instead. SMK X faces the challenge of pupils using inappropriate or vulgar language, as they frequently resort to their native language or informal speech. Furthermore, this consensus was also corroborated by another educator from SMK Y. Nevertheless, this research acknowledges the existence of limitations in terms of information and sources. Therefore, the author hopes for more comprehensive evaluations regarding the substantial influence of code switching on both students and teachers. Furthermore, the author suggests exploring similar studies within different academic subjects.

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