CHAPTER I
INTRODUCTION

In this chapter, the researcher discusses some major points. They are background, problem statement and research question, objective of the research, significance of the research, and scopes of the research.

A. BACKGROUND

Indonesia is one of the countries where English is taught in the official education system as a foreign language, from elementary school to university level. This is a demand for students, especially high school students (SMA) and equivalent, to be able to compete in continuing their studies for higher education (Hutama and Qurbani 2023). Having good English skills is an advantage for students. This is in line with Hashim and Yunus (2018) who stated that students are required to master English as a second language to make the learning process easier. Moreover, English is becoming a language that is increasingly used by people around the world. This happens because of the influence of English as a global language (Olii et al, 2020).

On the other hand, learning English has a very important role in the current era (4.0). English serves as an international language and is often the primary language in business communications, science, technology, and media (Qizi and Umedovich, 2023) . In addition, by mastering English, a person can open the door to accessing information, job opportunities, and international collaboration. Many global companies and organizations use English as a medium of official communication, making English proficiency a highly valued skill. In line with

Hananuraga(2022) who stated English is very important and has a role in many things in the world, such as business, economics, politics, tourism, and especially education. People all over the world learn English as a second or foreign language.

Furthermore, the language learning process certainly requires good communication. One way that can be done is by using code switching. Susmita (2015) stated that Code switching, a sociolinguistic phenomenon, occurs frequently in bilingual or multilingual societies. Examples of code switching include mixing, interference code switching, and integration. Code switching and code mixing are the use of two or more languages, or two variants of a language, in one speech community. The code-switching process can occur in schools during the learning process for both teachers and students. Code mixing is the use of language units from one language to another to expand the style or variety of language used so that speakers can communicate with each other easily

In addition, Ezeh et al (2022) stated that code switching in the context of English language learning, refer to the practice of switching between two or more languages during the teaching process. The role of code switching in delivering English language learning is very important because it can help understand and motivate students. Teachers can use code switching to explain difficult concepts or words in English by inserting explanations or translations in the students' native language. This can help students understand the material better and overcome comprehension barriers that may arise due to not understanding certain terms or concepts in English. Apart from that, code switching can also increase students' self-

confidence because they feel more helped and motivated to participate actively in learning.

Moreover, in learning English, students are not only required to understand language theory but are also required to be fluent in using English. However, this is not realized in reality; there are still many students who are not used to or do not like learning English. For reasons of difficulty understanding, lack of self-confidence in students, and students being less accustomed to using English, On the other hand, students predominantly use regional languages and Indonesian when communicating. This habit causes students to tend to use regional languages when communicating, including in the English teaching and learning process. In addition, this can be seen from the results of initial observations by researchers at SMK Bahari Parepare.

Furthermore, the code switching phenomenon is an interesting phenomenon to discuss this is proven by the existence of previous research which is in line with this research. Many experts have provided definitions of code switching and other terms. Fachriyah, (2017) stated that code-switching can be defined as "the juxtaposition in the same exchange of speech of parts of speech belonging to two different language/grammar systems or sub-systems. Code-switching' can refer to a series of phenomena of switching and mixing languages (or dialect) either within the same conversation, turn, or sentence.

Previous research by Suastini et al (2015) The data source for this research is the novel entitled "*Jika Kita Tak Pernah Jatuh Cinta karya Alvi Syahrin*" . The language of instruction in this novel is Indonesian, which is supplemented by English.

In previous research, researchers analyzed the code switching process in written form found in sentences in the novel. Meanwhile, in this study, researchers examined the code switching process which occurred in spoken form involving teachers and students in English learning classes.

Next, previous research Rahma & Tobing (2016) said that code switching is a code transition that occurs between languages, between varieties, or between styles that occurs in an event due to the presence of speakers of another language which functions as a way to adjust the language situation in communication. However, in previous research the definition above was too broad to study, therefore researcher only focused on the use of code switching between languages.

Based on previous statement, to overcome the problem that has been mentioned, most English teachers use more than one language. Teachers and students mingle in the communication of the teaching and learning process in ELT Classroom. It evidence that code switching plays a very important role in the learning process so that the material can be conveyed well. Next, from several previous research, the researcher only focused on code switching between language and code switching process in written form found in sentences in the novel. Meanwhile in this research the researcher focused on types of code switching uttered by English teacher and student, the impact of code switching by teacher for students English achievement, and students motivation in learning English using code switching in the class. Regarding that statement, the researcher is interested in studying more closely the role of code switching in English Language Teaching (ELT) classroom, and

formulated the titled : Code Switching in ELT Classroom: A Case Study of English Acquisition at SMK Bahari Parepare.

B. Problem Statement & Research Questions

Based on the information that researcher got from the English teacher at SMK Bahari Parepare, teachers and students at the school use more than one language (code Switching) to communicate in the learning process in the ELT classroom. So the researcher formulated the research question as follows:

1. What are the types of code switching uttered by English teachers and students in SMK Bahari Parepare
2. What is the impact of code switching by English teachers on students' English language skills at SMK Bahari Parepare?
3. What is students' motivation to learn English in class using code switching at SMK Bahari Parepare ?

C. Objective of the Research

Based on the previous problem statement, the objectives of this research are as follows;

1. To find out what are the types of code switching uttered by English teacher and student in SMK Bahari Parepare.
2. To find out how the impact of code switching by teacher for students English achievement in SMK Bahari parepare.
3. To find out how students motivation in learning English using code switching in the class.

D. Significances of the Research

The significance of the research is divided into two parts. They are theoretical and practical significance.

1. Theoretical significance;

The result of this research is expected to be useful information the English language study, especially the role of code switching in ELT classroom.

2. Practical significance;

This result of the research is expected to be useful information to the English teacher in varying their teaching; expected to students gain a good impact and motivation in English learning through using code switching; expected to be useful and meaningful references to the next researcher.

E. Scope of the Research

The scope of this research is limited by three things, namely discipline, content and activities:

1. By discipline, this research is limited to teachers and students' in learning English acquisition using code switching.
2. By content, the research is focused on two research objectives. The first is to find out what to find out what are the types of code switching uttered by English teacher and student in SMK Bahahari Parepare. The second is to find out how the impact of code switching by teacher for students English achievement in SMK

Bahari parepare. And the third is to find out how students motivation in learning English using code switching in the class.

3. In activity, the researcher conducted note taking observation, observation checklist, questionnaire, test and interview. The taking note observation and observation checklist used to know the types of code switching uttered by teacher and students. The interview and speaking test is used to find out the impact of code switching by English teachers on students' English language achievement. Meanwhile, test and questionnaires were used to determine students' motivation for learning English using code switching. Apart from that, this questionnaire uses a Likert scale and test is analyzed using descriptive.
4. By Location, this research conducted at SMK Bahari Parepare.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Some Related Research Finding

There are some relevant previous studies related findings, some researchers have observes and find the result in code switching. Some of their findings are as follow:

First, Bhatti et al (2018) This research aims to focus on teachers' use of code switching as a language teaching tool in EFL classes in Pakistan. This is also related to the function and types of code switching in the EFL classroom. on their research, it was found that code switching from L2 to L1 in speaking classes did occur even though English remained the main language of instruction. All teachers consciously use code-switch throughout their lessons. The teacher also switches the code to Urdu after the lecture. He also explains three types of code-switching occur during EFL classes: code-switching, intra-sentence code- switching, and inter-sentence code-switching. Therefore, code switching is a useful teaching tool in the EFL classroom to facilitate the teaching and learning process in the classroom.

Second, Afifah et al (2020) This research aims to determine the types and functions of code switching used by English teachers at MAN 1 Pidie. This research approach is a qualitative method. Data was collected from direct and indirect observations of the English language teaching process in the classroom. The result of their research found that in teaching English, teachers used three types of code

switching: tag code switching, inter-sentence code switching, and intra-sentential code switching. In this study, tag code switching was most frequently used, while code switching between sentences was the least common. In addition, the author found that there are three functions of code switching: the topics switching function, the affective function, and the repetition function. In this study, the topic transfer function was used most often compared to other functions, so the percentage was the largest. Based on the data, the percentage of functions is 45.65% for topic transfer function, 43.48% for affective function, and 10.87% for repetitive function.

Third, Jr et al (2023) on their research found students' academic performance in English was greatly impacted by their views toward the language and how frequently they switched codes. Additionally, they see academic literacy improvement, access to knowledge, and possible professional advancement as facilitated by learning English. Next, by highlighting the influence of attitudes toward English and code switching on academic accomplishment, these findings offer crucial information for educators and language learners. In this research, the researcher suggests teachers support their students' positive attitudes toward real-world language use and focused instruction in order to improve their language learning competence and academic performance in English.

Fourth, Novianti and Said (2021) on their research, stated that there are three types of code switching in the speech of teachers and students in the teaching and learning process, namely inter-sentential, intra-sentential, and tag switching. Then there are two types of code mixing identified in the English teaching and learning

process, namely substitution and insertion. The transition functions from Indonesian to English or vice versa include repetition, message qualification, referential function, expressive function and poetic function. The function of mixing Indonesian into English or vice versa is to attract students' attention in learning. So it can be concluded that the teacher's aim is to use code switching in the classroom to provide support that attracts students' attention in learning.

Fifth, Markhamah et al (2023) on their research results showed that there were three types of teacher code switching that occurred, namely inter sentential switching 139 times, intra sentential switching 256 times, and tag switching 79 times. Apart from that, the code switching function occurred 116 times with different functions, namely inserting humor, clarifying information, increasing student understanding, and interpreting lessons. In addition, the distribution of teacher language is 474 frequencies, namely the use of pure English, Indonesian and regional languages. Thus, this research found three factors in the occurrence of code switching by teachers, namely the type of code switching, the function of code switching, and the frequency of code switching carried out by teachers. This fact proves that the use of code-switching the teaching-learning process is successful.

From the explanation above can be seen that previous research has several differences and similarities between this research. For the first research Bhatti et al (2018) used Code switching from L2 to L1 (Urdu to English) occurs even though English remains the main language of instruction. This research was conducted in Pakistan. In addition, 4 of the 5 previous researchers had similar findings in their

research, namely finding three types of code switching: tag switching, inter-sentential code switching, and intra-sentential code switching, whereas in this research, the researcher focuses on the types of code switching used by teachers and students, the impact of using code switching, and also students' motivation to learn English in class using code switching.

In the other side it can be proven that code switching is an important phenomenon in English learning because it can make it easier for teachers and students to communicate while learning. The use of code switching can help learners expand their vocabulary, enriching their understanding of various language structures. Thus, understanding code switching becomes an important skill for English language learners in developing speaking skills and communicating confidently in various situations.

B. Some Pertinent Ideas

1. The Concept of Code Switching

This Section explain the definition of code switching, type of code switching, function of code switching, and benefit of code switching.

a. Definition of Code Switching

John J. Gumperz is the best known sociolinguist. In the 1960s and 1970s, Gumperz conducted in-depth research in various communities that had bilingual or multilingual populations. He is interested in the ways in which individuals in these communities switch between different languages in everyday conversation and how such preservation functions in social contexts and interactions. By developing

concepts such as contextualization cues and exploring the social function of code preservation, he successfully shows that code switching is not a random phenomenon, but is an important tool in social communication that helps speakers navigate identity, relationships, and meaning in everyday interactions. (Brit,1996). In addition, he's theory findings can be strengthened and supported by theories from various experts and previous researchers who researched code switching.

Code switching is a means of communication that involves speakers alternating between one language and another language in communication events Modupeola (2013). Code switching is an alternative transition from one language to another. All speakers in code-switching situations must have communicative competence in two languages so that they can switch from one language to another; it can be both mother tongue [MT] and second language (L2) in the same discourse. It evidence by Agung and Purnama (2020) on their research stated that Code switching is a common practice by most scholars which is considered a natural product of bilingual and multilingual language use. The use of code switching in the teaching and learning process is a common phenomenon. Excessive use of code switching can affect the optimization of students' use of English vocabulary.

Furthermore, the code switching phenomenon can occur in various different places and situations such as at home, at the market, at the office, or at school. Wardhaugh (2006, pp.101-102) in Rahma and Tobing (2016) emphasizes that the phenomenon of code switching from one language to another is a phenomenon that commonly occurs among bilinguals when they perform speech acts in various

situations, both in formal and non-formal situations. Code switching events in the world of education, especially in schools, occur in formal situations. English teachers and students use more than two languages. The language used is the regional language (mother tongue) as the first language (L1) that a person acquires in their social interactions.

In addition , Shafi et al (2020) on their research, stated that code switching refers to the use of one or more languages in a sentence or discourse. This is a combination that naturally occurs in the speech of bilingual and multilingual speakers who use one or more communal languages. Code switching (CS) shows changes that occur between more than one language variations following it in the context of a conversation.

Next, Fanani et al (2018) said that code switching refers to spoken communication, the situations involving the process of transition from one language or dialect to another language or dialect. Code switching is the use of two (or more) languages by a speaker in the same communication event. This is line with Khasanah (2020) stated that code switching occurs when speakers use both languages simultaneously so that their conversation changes from one language to another in one utterance. This statement means that code switching is linguistic material consisting of two or more languages spoken by speakers in the same conversation. In this situation, all participants involved also speak or at least understand both (all).

So based on previous statement the researcher can conclude that code-switching in the classroom as it has a number of positive influences on teaching and learning

process and should be allowed when there is difficulty in continuing a conversation in a new language. Supported by Junaidi (2019) said that Code switching serves as a supportive component in information communication and social interaction, so it works for communication in the sense that it is used to transfer meaning.

b. Types of Code Switching

The following are three types of code switching identified by Poplack (Bhatti, 2018:03) in Khasanah(2020) as follows:

1. Tag- Code Switching

Tag switching is the insertion of tags in one language into speech that is basically spoken in another language. This event is the use of code switching at the end of a word or sentence Piantari et al (2011). This is in line with Holmes (Maghfiroh, 2018:39), who states that tag switching occurs when a bilingual places a short expression (tag) at the end of an utterance in a different language. For example: Hey, I just want to say, *saranghaeyo.* From the spoken sentence it can be seen the use of words in English, then the word *Saranghaeyo* is inserted at the end of the word. That's what is called switching tags.

2. Inter-Sentential Code Switching

Inter-sentential Code switching "involves the transition of a sentence from one language to another; a complete sentence or more than one sentence is created completely in one language before switching to another language. Piantari et al (2011); Suastini et al (2015) stated that a complete sentence or more than one sentence is produced entirely in one language before a transition to another language

occurs. Transitions between sentences require the speaker to have greater fluency in both languages than simply having the ability to switch tags, since most utterances must conform to the conventions of both languages. Inter-sentence transitions are transitions from one language to another that occur between sentences or speech acts. For example: *saya punya agenda minggu depan*. I'm going to Jakarta to watch a concert." In this example, the speaker starts with English ("*saya punya agenda minggu depan*") and then switches to Indonesian ("I'm going to Jakarta to watch a concert.") in the next sentence. Note that language changes occur between two sentences in a conversation.

3. Intra-Sentential Code Switching

The most common type of code switching in bilingual conversation is this type. The switching of an entire sentence or more than one sentence from one language to another in conversation is known as intra-sentential switching (Adi, 2018; Jacobson, 1976). This is in line with the explanation of intra-sentential code switching presented by Muysken (1987), this type of code switching occurs in the middle of a sentence. For example: "*aku suka buku ini*, but *mahal banget"*. This is an example of an Intra-Sentential Code Switching sentence, where the word But is inserted in the middle of an Indonesian sentence.

c. Function of Code Switching

Code switching functions based on Sert theory (2005) in Indriati (2018) namely switch topic, affective function, and repetitive function. The following is the explanation below:

1. Switch topic

Switch topic occurs when the teacher's language changes depending on the issue under discussion. In conditions where grammar is instructed, the teacher turns from the foreign language (English) to the students' native language to address the specific grammar issue being taught at that moment. In this scenario, students use code flipping to focus on new knowledge while still utilizing their native language. Thus, the shift from one's native language to a new foreign language is designed to explain and clarify the new information and meaning being taught in language learning.

2. Affective function

In this affective function teachers express their emotions through code switching. Code switching is used to foster solidarity and positive relationships among pupils. This type of code swapping helps teachers create a supportive linguistic environment in the language learning classroom.

3. Repetitive Function

In the repetitive function, the teacher employs code switching to express essential information to students and explain what is being conveyed. To clarify the meaning of a lesson, the teacher may move from the target languages to the native language. In this way, he highlights the value of foreign language material for effective comprehension.

On the other side, there is another explanation regarding the function of code switching. The following of Code Switching Functions Communicative Functions and Reasons by Zentella (1985) in Junaidi (2019):

1. People may use code-switching to hide fluency or memory problems in a second language (but this only accounts for about 10 percent of code-switching).
2. Code switching is used to mark the transition from an informal situation (using the mother tongue) to a formal situation (using the second language).
3. Code switching is used to exercise control, especially between parents and children.
4. Code switching is used to align speakers with other people in certain situations (for example defining oneself as a member of a tribe). Code switching also functions to announce certain identities, create certain meanings, and facilitate special things.

d. Benefit of Code Switching

Shafi et al (2020) stated the use of code switching in English Language Teaching (ELT) classroom can provide a number of benefits, including:

1) Providing better understanding: the use of code switching can help teachers explain concepts or instructions in the classroom and ensure the messages conveyed are truly understood by students and minimize confusion.
2) Increasing students Participation: When teachers use code switching, students feel more motivated to participate because they feel more comfortable communicating

in their native language. This can increase interaction in the classroom and strengthen student engagement.

3) Language Skills Development: By listening to and seeing teachers use both English and their native language, students can gain a better understanding of how to use both languages effectively. It helps in the development of speaking, listening, reading, and writing skills in English.

2. The concept of Curriculum

a. Definition of Curriculum

UU no. 20 of 2003 emphasizes that the curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve national education goals. The main goal of national education starting in 2020 is to be able to compete with the international world. During this period, the world of education is expected to be ready to compete in the era of globalization. So, vocational education is very necessary in preparing and developing human resources who are able to work professionally in certain fields in accordance with the steps and strategic plans that have been determined in the National Development Program (Sinurat, 2019). Furthermore, SMK/MAK curriculum development is a process of participation in action to realize the objectives of the teaching and learning process so as to produce educated personnel in the world of work or industry as a basis for determining the emphas is for the purpose of curriculum development which leads to applied science and selection of curriculum materials.

In addition one of the government's efforts to achieve national education goals is to include English in the vocational school curriculum. This is support by Surjono & Susila, (2013) on their research said that English is one of the subjects included in the vocational school curriculum. English language skills are increasingly becoming an aspect that is widely demanded by employers, especially with the rapid pace of globalization, foreign investment and foreign relations in Indonesia. Many employers say that English is an important skill across industries, either as a job requirement or as an added value, especially for career progression and promotion. Therefore, it is important to improve English language competency, especially at Vocational High Schools (SMK) which aim to prepare students so they can immediately enter the world of work (Safira & Azzahra, 2022).

b. The concept of English Learning

1. English learning in vocational school

Since it's expected that students already know the English language's structure and can even use it in everyday situations, English language instruction at the college and vocational school levels should place more emphasis on helping students develop their communication skills in particular subject areas. Additionally, they ought to be able to use their English language proficiency to acquire the language required for interpersonal communication. (Hamidah and Yanuarmawan, 2019).

Furthermore, the goal of English language instruction at vocational schools is to guarantee that students can acquire the fundamentals of the language in order to facilitate their attainment of program competencies. Generally, this is measured using

a series of text, specifically lengthy functional texts that describe talks with a range of issues and take the shape of narratives, descriptions, and so on. Aside from that, the goal of studying English at vocational schools is to reach an intermediate level of communication in both writing and speaking. Ultimately, it optimizes the student's proficiency in their particular field of expertise. It is required of students to be able to explain to interested parties their areas of expertise and the products that they have developed in the form of goods and services.

2. Learning English Acquisition

English learning acquisition refers to the process by which individuals acquire and develop their English language skills. This includes aspects such as understanding, speaking, reading, and writing in English. English language acquisition can be influenced by various factors, including social environment, level motivation, previous learning experiences, and learning methods used In addition, each individual has their own path in learning English, which can vary in speed and level of proficiency achieved. In teaching English, it is important to understand that each learner has needs and unique learning styles, and diverse approaches are needed to support their progress in English language acquisition.

The main goal of an English Foreign Language (EFL) teacher is to facilitate maximum use of English by its students, especially during class sessions. In this regard, teachers must design pedagogical approaches that facilitate students' acquisition of English-speaking and comprehension skills. First or mother tongue, the

tongue, which usually has greater influence, is often used in the teaching and acquisition of secondary or foreign languages (Rohmah, 2023).

Acquiring a language is not only understanding the concept or format of that language but being able to speak the language fluently is what makes learners acquire the language. in addition Schools are the place where English as a Second Language (ESL) learners learn English other than at homes (Yohana 2020).

3. Learning Concept

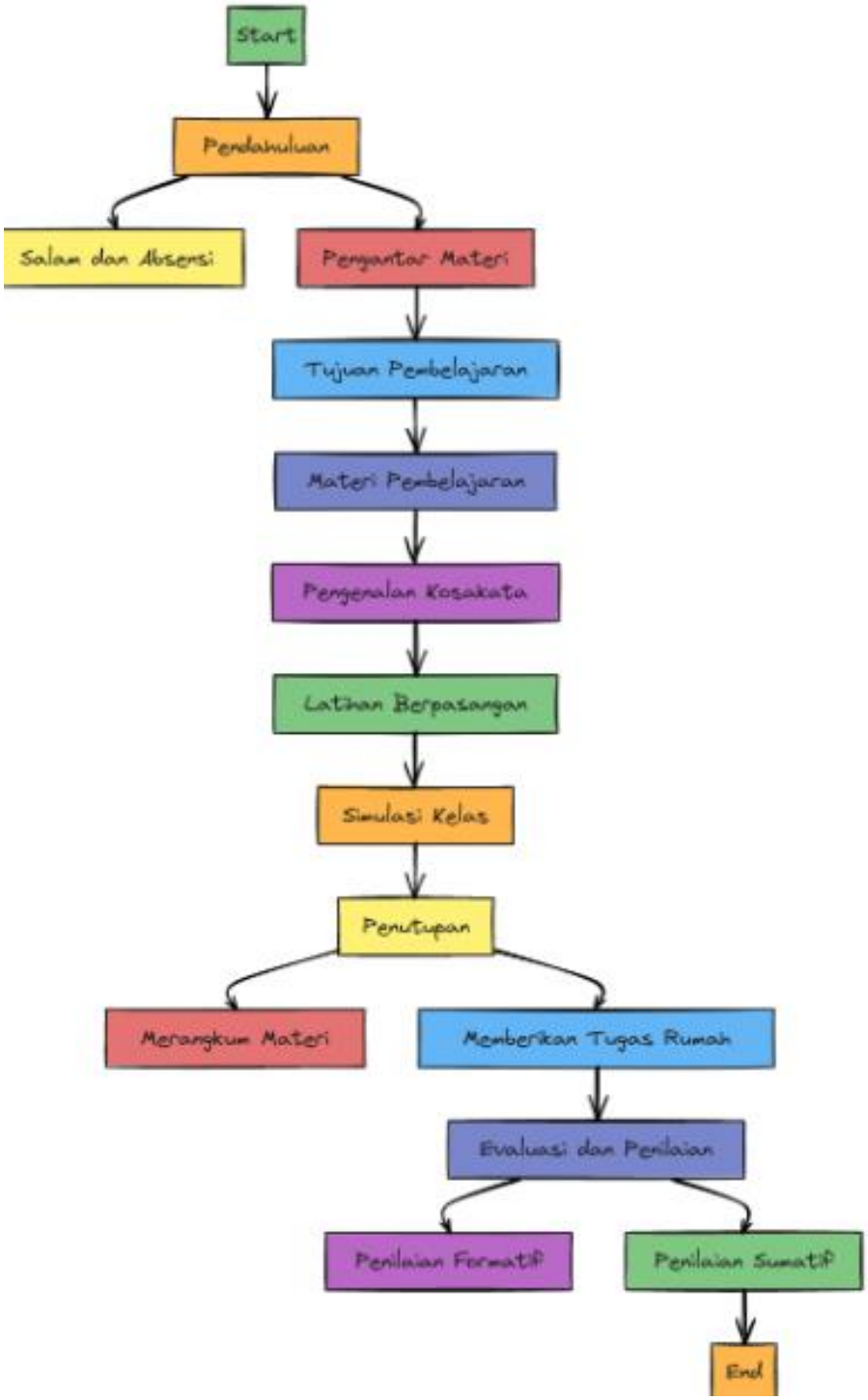
Studying and learning are two concepts that are related to each other. It is possible for students' learning activities to take place in a learning process that can provide opportunities for them to learn well. On the other hand, the learning process can proceed well if there is a response from students. The relationship between studying and learning can be seen in the concepts of learning.

Moreover, Hanafy et al, (2014) stated that studying and learning takes place in a process that begins with planning various learning components and tools so that they can be implemented in the form of educational interactions, and ends with evaluation to measure and assess the level of achievement of the expected learning objectives. The learning components in question include objectives, materials, methods, media and sources, evaluation, students, teachers and the environment.

In addition, several experts provide their views on the learning process. The use of code switching in language learning has been widely researched by experts. Auer (1998) in his book Code-Switching in Conversation: Language, Interaction, and Identity explain that code switching plays an important role in interaction and

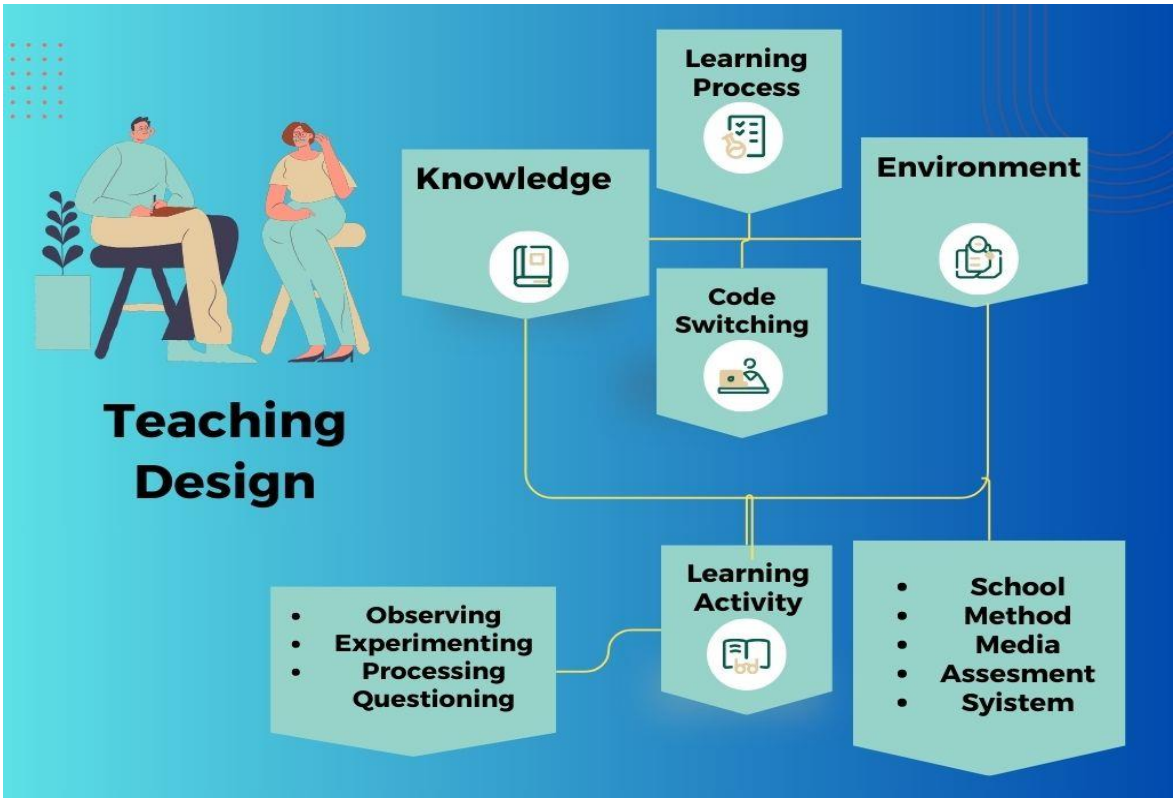
identity, including in educational contexts. Cook (2001) in Second Language Learning and Language Teaching discusses various approaches to second language learning, including the use of code switching as an effective strategy. Macaro (2005) in his article Code switching in the L2 Classroom: A Communication and Learning Strategy emphasize that code switching can be used as a communication and learning strategy in second language classes. In addition, Hornberger and Link (2012) in Translanguaging and Transnational Literacies in Multilingual Classrooms: A Biliteracy Lens explores the use of translanguaging and transnational literacy in multilingual classrooms, which is relevant to the concept of code switching. The combination of these studies provides a strong theoretical basis about the benefits and application of code switching in English language learning. The learning steps are as follow:

Figure 2.1: Teaching design by expert



In developing an effective teaching design, it is important to refer to concepts that have been developed by experts in the field of education. Good teaching design must consider various aspects such as student needs, learning objectives, and appropriate instructional strategies. Teaching design can be optimized to support a more interactive, contextual and student-centered learning process. In the following figure, the author presents a teaching design designed to integrate these pedagogical principles, which aims to increase the effectiveness of teaching and learning in the classroom using code switching.

Figure 2.2: Teaching design using code switching



c. Motivation

1. Definition of Motivation

Motivation can be considered a permanent trait equivalent to personality, based on several definitions which are related to the amount of intellectual resources usually used in learning activities. Filgona et al (2020) stated motivating students to learn at school is a form great concern for educators. Student motivation is important for achieving quality education. Hardré & Sullivan (2009) argued that motivation is one of the factors that the strongest determinant for students of success or failure in school.

In addition, Hinson and Brown (2001) in Husna & Murtini (2019) motivation is a process that begins with needs and leads to behavior that drives a person to achieve goals. Motivation is the main impetus for starting second language learning. If a student is motivated to learn English, he will make every effort to do so. On the other hand, if a student is not motivated to learn English, he or she will not pay enough attention to the learning process. Motivation is an important component or factor in the learning process. Learning and motivation are equally important to achieve anything. Students gain new knowledge and skills through learning, and they are motivated to participate in the learning process.

Furthermore, Brown (2007) also explains that motivation acts as an internal drive that encourages someone to do something to achieve a goal. Motivation is a mental impulse that moves and directs human behavior because with motivation we will try to achieve our goals if we think it is worth doing and interesting in our lives.

Motivation is the extent to which we make choices about the goals or directions we want to achieve and the effort we will expend to achieve them.

In addition, Wang (2006, p. 32) in Riyanti (2019) states that motivation is an important affective variable in second language acquisition that has a correlation with second language achievement and proficiency. Likewise, Dörnyei (1994, p. 273) argues that motivation is “one of the determining factors in second or foreign language learning achievement”. Based on Wang and Dörnyei's point of view, it is evidence that motivation is an important factor in language learning and influences students' achievement in second or foreign language learning”.

Based on the statement above, it can be concluded that motivation is part of a person's feelings which support them in achieving certain goals in their life. Therefore, motivation is very important and really needed because when they want to achieve it, they will try as hard as they can to make it happen. Furthermore, Motivation is an important factor in the learning process, including in learning English as a second language. According to some experts, motivation has a major influence on students' success or failure in school. As the main component that drives someone to learn, motivation determines how much effort students will make to achieve their learning goals. In the context of language learning, motivation plays a key role because motivated students will be more actively involved in the learning process, seek additional learning resources, and try harder to understand the material being taught. In this case, code switching can play an important role in increasing student motivation.

2. Self Determination Theory

One of the theories used in discussing the concept of student motivation is Self-Determination Theory (TPK). According to Deci et al (2017)TPD explains the concept of human motivation which is linked to personality development and function in a social context. This theory emphasizes the characteristics of an individual's determination and determination in achieving a goal. Furthermore SDT is a macro theory of human motivation that has been successfully applied in a variety of fields including parenting, education, health care, sports and physical activity, psychotherapy, and virtual worlds, as well as the fields of work motivation and management.

Ahmad et al (2020) on his argue to self-determination theory, students' motivation for academic task varies greatly in both strength (quantity) and quality (nature), and both strength and quality predict learning, achievement, and continuation into college. The use of code switching by teachers in teaching English can fulfill several aspects of motivational theory, as explained in Self-Determination Theory (SDT). SDT states that student motivation is influenced by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. Code switching can support student autonomy by giving them a sense of control over their learning. For example, when teachers use code switching, students feel more empowered because they can understand the material better in the language they are familiar with. This increases students' confidence in learning English, fulfilling their need for competence. In addition, code switching can also strengthen students' sense

of relatedness with their teachers and peers. When teachers use language that is familiar to students, it creates a more inclusive and supportive learning environment, which encourages students to be more active participants and feel connected to their learning community. The following is a more detailed explanation of the dimensions and indicators of motivation based on the SDT view:

a. Autonomy

The autonomy dimension refers to the feeling of having control over one's own actions and decisions, in the sense that students feel that they have choices that can influence their own learning outcomes. The following are indicators in the autonomy dimension based on the SDT theory. Freedom in choosing assignments: Students have a choice in determining the assignments or projects they work on. Independent decision making: Students can make their own decisions regarding how to learn or what strategies to use. Empowerment through responsibility: Students feel responsible for their own success or failure. Involvement in learning planning: Students are involved in the planning process and setting learning goals.

b. Competence

The Competency Dimension refers to the need to feel capable and effective in interacting with the environment. This means that students feel capable and confident in achieving their academic goals. The following are indicators in the competence dimension based on the SDT theory. Confidence in academic abilities: Students have confidence in their abilities to understand and complete academic assignments. Adequate skill level: Students feel they have sufficient skills to succeed in learning

tasks. Achievement of learning goals: Students achieve their learning goals and see improvements in their abilities. Constructive feedback: Students receive feedback that helps them identify strengths and areas for improvement.

c. Relatedness

The relatedness dimension refers to the need to feel connectedness and meaningful relationships with others. This means students feel valued and supported by their teachers, peers and learning environment. The following are indicators in the relatedness dimension based on the SDT theory. Positive relationships with teachers: Students feel that teachers care about and support them personally and academically. Cooperation with peers: Students work together and have positive relationships with their classmates. Social support in learning: Students receive adequate social support from their learning environment, including family, friends, and the school community. Sense of belonging and respect in the learning environment: Students feel part of an inclusive and supportive learning community.

3. External and Internal factors

Harmer (2001) in Fachriani (2017) Motivation is divided into two types; intrinsic motivation and extrinsic motivation. The following is a further explanation of these two types of motivation:

a. External Factors

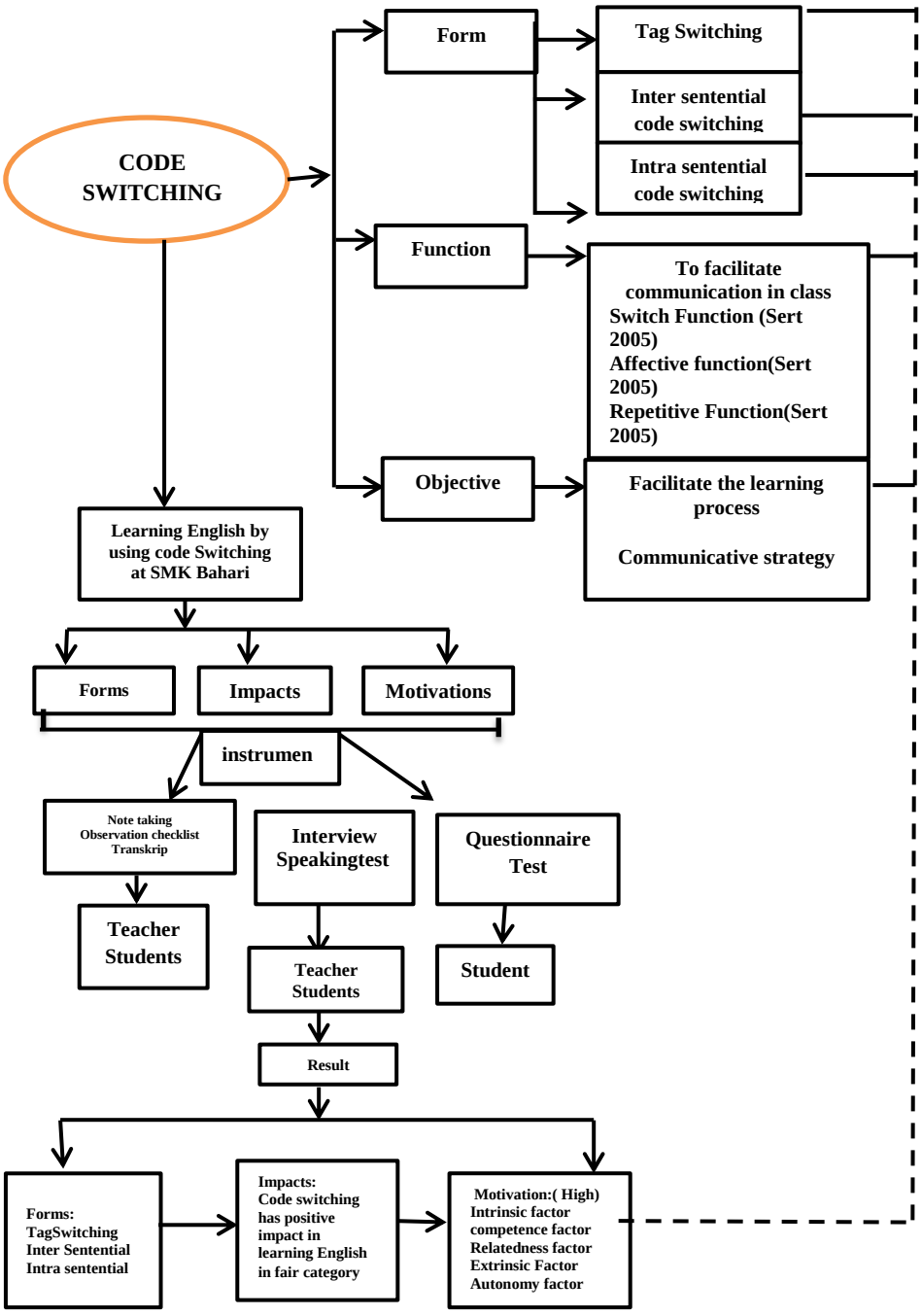
According to Harmer (2001) extrinsic motivation is the result of a number of external factors, such as the need to pass an exam, the hope of financial reward, or the possibility of future travel. In addition, Dornyei (2001) stated that extrinsic

motivation is related to carrying out an action to receive extrinsic rewards or to avoid punishment. It's like an employee learning English because he is going to work abroad and if it weren't for that, he wouldn't have learned it. In terms of extrinsic motivation, code switching can help students understand the material they need to master to pass exams or achieve other academic goals. When students understand their learning goals and feel supported by the teacher's teaching strategies, they are more likely to be motivated to learn.

b. Internal Factors

Intrinsic motivation is about an action carried out for oneself to experience satisfaction (Dornyei, 2001). It will be English learning because students are interested in it and no one asks them to do it. This comes from within the individual; they may be motivated by the enjoyment of the learning process itself or by a desire to make them feel better (Brown, 2007). It can be concluded that intrinsic motivation is a desire that arises from within an individual to try to achieve his goals. If they have it, they will show their good attitude in class; they will enjoy and like the learning process. In terms of intrinsic motivation, code switching can make the learning process more enjoyable and interesting for students. For example, by using more familiar language, teachers can create a more relaxed and comfortable learning atmosphere, which can increase students' intrinsic motivation to learn English because they feel more satisfied and happy with the learning process itself.

C. Conceptual Framework



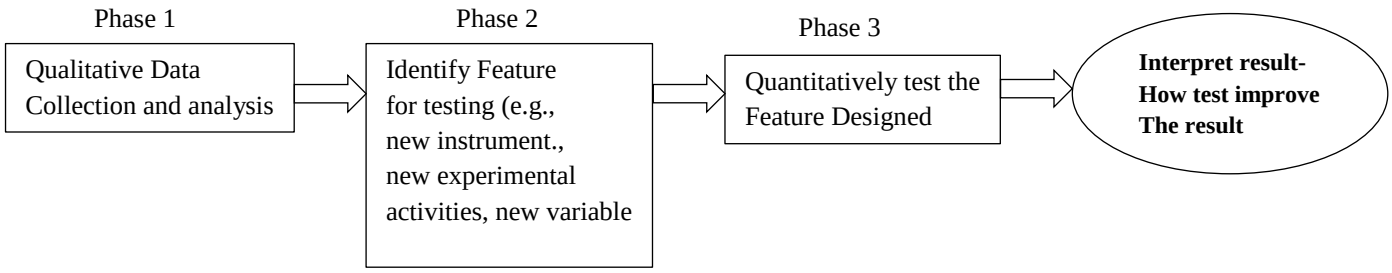
CHAPTER III
RESEARCH METHOD

This chapter deals with the method that applied in this research. The substantive point consists of Research Design, Setting and Subject of the Research, Collecting Data, and Techniques of Data Analysis.

A. Research Design

The research conducted to fulfill the demand of the use of code switching in ELT Classroom at SMK Bahari parepare. This research used mix method design. Mixed methods research is research that using a qualitative research paradigm to one research study phase and the other quantitative research paradigms to understand the research problem more completely (Creswell, 2005). In addition, Sugiyono (2011: 404) mixed methods are a type of research method that combines or combines quantitative methods with qualitative methods in order to get more comprehensive, valid, reliable, and objective data (Migiro & Magangi, 2011). In addition, the approach used is sequential exploratory. Creswell, (2018) stated that this method involves three phases: first, the researcher explores and analyzes qualitative data. Then, the researcher develops features like survey instruments or new variables to be tested. In the final phase, these features are tested quantitatively. The purpose of this design is to tailor the quantitative phase to the needs of the individuals being studied, based on the initial exploration. This design is often used in global health research to understand communities before applying English-language instruments.

Figure.3.1. Exploratory Mixed Design (Three phase design)



Creswell, (2018)

B. Setting and Subject of the Research

This research will be conducted at SMK Bahari Parepare which is one of the vocational schools in Parepare city which is located on Jalan Jenderal Sudirman No.68, Lapadde. In addition, at this school there are fourth departments, namely shipping, nursing, technical, and pharmacy. This school was chosen as a research location taking into account the main aim of the research, namely to see the role of code switching in ELT Classroom. Another reason why this school was chosen as a research location was because it was close to the researcher location and based on teacher information that the students' backgrounds were from various regions. In this research, the research subject was an English class in the nursing department and one English teacher.

In addition, Purposive sampling was selected for this study. Supported by Noor (2022) define purposive sampling is a type of non-probability sampling where the researcher uses their judgment to choose a sample that is most likely to provide the best information to meet the study's objectives.

C. The Research Variable

In this part the researcher determines the variables based on the research questions of the research. The variables are: 1) types code switching uttered by English teachers and students in SMK Bahari Parepare, 2) the impact of code switching by English teachers on students' English language skills in SMK Bahari Parepare, 3) Students' learning motivation in learning English in class using code switching. The variables are the main idea in collecting the information to achieve the aims of this research. They are neither independent variables nor dependent variables.

D. Instrument of The Research

Research instruments are tools for collecting, processing, analyzing and presenting data systematically and objectively with the aim of solving a problem or testing a hypothesis. All tools that can support research can be called research instruments or data collection instruments. Support by Suharsimi Arikunto in Nasution (2018) what is meant by data collection instruments are the tools selected and used by researchers in collecting data so that the activity becomes systematic. In addition, there are six instruments that use in this research. They are observation checklist, taking note observation, questionnaire, interview, and test. In addition, observation checklists and observation note taking is carried out to find out the types of code switching used by teachers and students, interview use to know the impact of code switching by teacher for students English achievement, and questionnaires and test used to see students motivation in learning English using code switching.

E. Techniques of Collecting Data

Data collection is a process of collecting the information needed to solve the research problem. The data collection techniques were completed by using research instruments. The detail explanation of how to collecting the data in this research will be presented at below information:

1. Observation checklist

To find out the types of code switching uttered by teacher and students in ELT classroom the researcher took steps using observation. Observation is an important tool for collecting data in qualitative research. According to Kumar (2022) observation is a method of collecting data by methodically observing and documenting the properties of an object which is carried out logically, objectively and rationally in both real and artificial situations in order to achieve certain goals. In this section, the researcher has prepared a checklist observation sheet to ensure that code switching occurs.

2. Taking Note Observation

Note-taking observation is a data collection technique in qualitative research where the researcher records observations and events that occur during the observation process. Supported by Best and Kahn (1998)in Muswazi and Nhamo (2013) Stated that note-taking is putting materials in a form that can be recalled and used in the future. They said that notes can be found from speeches, lectures, discussions class, conversations, from solitary meditation and from reading references. In addition, they advise that note taking should be systematic in order that

what is read is not forgotten quickly. In this section the researcher collects data by recording teacher and student speech during the learning process by focusing on the possibility of code switching occurring.

3. Interview

Raharjo (2011) states that an interview is a communication or interaction process in which researchers and informants, or research subjects, exchange questions and responses to gather information. The interview process can be carried out face-to-face and online via telecommunications media. Interviews are essentially a process of obtaining detailed information about a problem or topic raised during research. But in this research, the researcher focused on semi-structured interviews. The data collection process using interviews was carried out to find out the impact of code switching by teachers for students' English achievement. The subjects interviewed were 1 English teacher and 5 students. There were 8 interview questions regarding the role of code switching in the English learning process, and 7 questions for students.

4. Questionnaire

Questionnaires are one of the most widely used tools for collecting data, especially in social science research. The main purpose of questionnaires in research is to obtain relevant information in the most reliable and valid way (Taherdoost et al., 2016). It is extensively used to collect the data about phenomena that cannot be observed directly. In this research questionnaires are used to see the student’s motivation in learning English using code switching. This questionnaire regarding

motivation questionnaire for learning English using a code switching approach, which involves dimensions and indicators from Self-Determination theory (SDT) by Deci & Ryan (1985). This questionnaire consists of 15 items with a 5 point Likert scale. Instructions for filling in as follows, namely giving a score from 1 to 5, where: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree.

5. Test

According to Anne Anastasi in Supriyadi, (2021), a test is a measuring tool that is objective and has standards for behavioral samples. A test is a systematic and objective tool to obtain the desired information about a person, in a precise and fast way"(Sa'diah, 2021). In this research, tests will be distributed to students to see their learning motivation after studying using code switching. This test is about English test that consist 40 multiple choice. Also to answer the researcher question number 2, the researcher give speaking test to students to know the impact of code switching. The speaking test given is regarding their experience.

F. Learning procedures in class

In carrying out this research, the first thing that must be done is to bring a permission letter to ask the school for permission to conduct research at the school. Then meet with the subject teacher and explain the aim and purpose of the researcher for conducting research in the teacher's class. This is done to describe the process of research activities in the classroom. The following are the steps in the learning process in the classroom as follows:

1. The research conducted in 6 meetings
2. The first and second meetings the researcher as an observer observed the learning process by focusing on communication between the teacher and students. The researcher noted the types of code switching spoken by teachers and students. Then carry out an observation checklist on the types of code switching that appear
3. At the third meeting, the researcher give questionnaires to students to fill in
4. At the fourth meeting, the researcher give a motivation test to student
5. At the fifth meeting, the researchers conducted a speaking test on students, namely introduce her self.
6. At the sixth meeting, researcher conducted interviews with teachers and students.

G. Techniques of data analysis

One important stage in research is data analysis. Because conducting data analysis is the next step after data collection. Data analysis methods depend greatly on the problem and the research design used (Prasetyo, 2008). Since this research is qualitative and quantitative, therefore, the researcher analyzed the data qualitatively and quantitatively. The detail explanation of how to analyze the data in this research will be presented at below information:

1. What are the types of code switching uttered by English teachers and students in SMK Bahari Parepare. To answer this research question the researcher use Qualitative analysis. The taking note observation and observation checklist used to find out what are the types of code switching uttered by English teacher and students. In analyzing data about the types of code switching, researchers used

thematic analysis as the basis for analytical techniques. Heriyanto (2018) thematic analysis is one method that can be used to analyze data with the aim of identifying patterns and finding themes through data that has been collected by researcher. This procedure also applies to analyzing the interview data below.

2. What is the impact of code switching by English teachers on students' English language skills at SMK Bahari Parepare. To answer this research question the researcher use qualitative analysis and quantitative analysis. In qualitative analysis the researcher used Interview for students and teacher to know the impact of switching by teacher for students English achievement. In analyzing interview data, researchers used thematic analysis as the basis for analytical techniques. In quantitative analysis speaking test used to know the impact of code switching. The speaking test is given to support the accuracy of qualitative data. In addition, Speaking assessment guide refers to the rubric

   Below:

No	Kompetensi yang dinilai	Skor
1	Grammar competence	1-4
2	Vocabulary Competence	1-4
3	Pronunciation competence	1-4
4	Discourse Competence	1-4
5	Strategic competence	1-4

A Practical Rating Rubric of Speaking Test (P2RST)

Scales and Descriptors of **Grammar Competence**

SCALES /SCORES	DESCRIPTORS
0	The speaker is **not able** to use the rule of grammar (articles, subject-verb agreement, use of verbs, nouns, adjectives and adverbs, preposition, coordinators, subordinators) on his or her utterances **at all.**
1	The speaker **is able to** perform the rule of grammar (articles, subject-verb agreement, use of verbs, nouns, adjectives and adverbs, preposition, coordinators, subordinators) he or she still makes **many ungrammatical production (approximately 57% to 75 %** ungrammatical production in the utterances).
2	The speaker **is able to** perform the rule of grammar (articles, subject-verb agreement, use of verbs, nouns, adjectives and adverbs, preposition, coordinators, subordinators), even he or she still makes **some ungrammatical production (approximately 33% % to 56%** ungrammatical production in the utterances).
3	The speaker is **able to** perform the rule of grammar (articles, subject-verb agreement, use of verbs, nouns, adjectives and adverbs, preposition, coordinators, subordinators), he or she still makes **few ungrammatical production (approximately 14 % to 32%** ungrammatical production in the utterances).
4	The speaker **is able** to perform the rule of grammar (articles, subject-verb agreement, use of verbs, nouns, adjectives and adverbs, preposition, coordinators, subordinators) very well in **various circumstances** which seems there is **no mistake**.

Scales and Descriptors of **Vocabulary Competence**

SCALES	DESCRIPTORS
0	The speaker **is not able** to produce the relevant vocabulary in the topic of speaking **at all.**
1	The speaker **is only able** to produce approximately **25% to 49%** the relevant words of the topic of speaking in **a set meaningful of communication**.
2	The speaker **is able** to produce approximately **50% to 82%** the relevant words of the topic of speaking in **a set meaningful of communication,** but speaker still seems to employ a number of **time** to recall the words.

3	The speaker **is able** to produce approximately 83% to 86% the relevant words of the topic of speaking in **a set meaningful of communication** even , but she, or he seems to employ a few **time** to recall the words. a set meaningful communication in conversation →
4	The speaker can produce the relevant words to the topic of speaking in one meaning of communication very **fluently** which seems **there is no difficulty** to produce the words.

Scales and Descriptors **pronunciation competence**

SCALES	DESCRIPTORS
0	The speaker is **not able** to pronounce the utterances in case of words, phrases, sentences on expected pronunciation at all.
1	The speaker **is able** to pronounce the spoken words but he/she still makes **many** mispronunciations (approximately **66 - 86 %** mispronunciation of the utterances production)
2	The speaker **is able** to pronounce the utterances in case of words, phrases or sentences correctly and independently but there are still **some mistakes (**approximately **50 % to 65%** mispronunciation of the utterances production)
3	The speaker **is able** to pronounce the utterances in case of words, phrases or sentences even he or she still makes **few mispronunciation (**approximately **25 % to 49%** of the utterances production)
4	The speaker **is able** to utter the utterances in case of words, phrases or sentences **very well** which seems close to native speaker's pronunciation and the speaker seems to be likely **no** mispronunciation

Scales and Descriptors of **Discourse Competence**

SCALES	DESCRIPTORS
0	The speaker is **not able** to connect his/her communication meaning to the previous utterance in one exchange of interactive discourse.
1	The speaker **is able** to connect his/her communication meaning to previous utterance by using cohesive devices (back channels, conjunction, discourse marker) but there are still **many disconnected meaning utterances** (approximately 67 to 83.3% disconnected of utterances meaningg in exchanges)
2	The speaker **is able** to connect his/her utterances meaning to previous utterance by using cohesive devices (back channels, conjunction, yes, no, discourse marker) but there are still **some disconnected meaning of utterances** (approximately 50% to 66% disconnected meaning of utterances in exchanges)

3	The speaker **is able** to connect his/her utterances meaning to the previous utterance by using cohesive device (back channels, conjunction, yes, no, it, discourse marker . The speaker still making **few disconnected meaning of the utterance** (approximately 33% to 49% unconnected meaning of utterances in exchanges).
4	The speaker **is able** to connect utterances by using cohesive device such as "according to, based on, in my mind, etc., in **various circumstances**. He or she seems to elaborate the cohesion very well, and there is **no** problem.

Scales and Descriptors of **Strategic competence**

SCALES	**DESCRIPTORS**
0	The speaker **is not able** to communicate his/her meaning of communication when he/ she gets a problem to communicate his meaning.
1	The speaker **is able** to maintain his or her communication interaction by using verbal strategy such as code switching, paraphrasing, avoidance) and non-verbal strategy such as eye contact, gesture, posture, mime but he or she is still having **man**y communication problems such as hesitations, or repetitions (approximately 51 to 66%) to communicate his/her communication meaning.
2	The speaker **is able** to maintain his/her communication interaction by using verbal strategy (code switching, paraphrasing, avoidance) and non-verbal strategy (eye contact, gesture, posture, mime) but he/she still has **some** problems to communicate his/her meaning **(approximately 17% to 50%)**.
3	The speaker **is able** to maintain his/her communication interaction to employ verbal strategy such as code switching, paraphrasing, avoidance and non-verbal strategy such as eye contact, posture, mime). He/she still have a **few** problems to communicate his/her meaning. (approximately 1% to **16,7%**) .
4	The speaker seems **very fluent** to manipulate the language by using communication strategies, for example, ; verbal strategy such as code switching, paraphrasing, avoidance) and non-verbal strategy such as eye contact, posture, mime when he or she gets problems to communicate his or her proposition in **various situation**.

(Latifa et al 2015).

Next, the researcher applied this formula below to find the impact of code switching on students speaking:

$$\textbf{Score} = \frac{\textbf{students' correct answer Score}}{\textbf{Maximum Score}} \times 100$$

After getting the score the researcher classified data into classifications by referring to the scoring system as follows:

Table 3.2: Students' score classification scale 0-100

Scale 0-100	Score	Result of inversion
86-100	Very Good	A
71-85	Good	B
56-76	Fair	C
< 55	Poor	D

(Dirjen Pendidikan Dasar dan Menengah, 2017)

Next, to calculating the data analysis the researcher used Microsoft Excel 2010.

3. What is students' motivation to learn English in class using code switching at SMK Bahari Parepare. To answer this research question the researcher use Quantitative analysis. Questionnaire and test will fill out by student to know their motivation in learning English using code switching and analyzed by using two types of analysis, namely Liker scale and descriptive statistics. Here the explanation below:

a. Likert Scale

In analyzing the questionnaire data, the researcher use likert scale. According to sugiyono in Suliyanto (2011) proposes that the Likert scale is used to measure a person's or group's attitudes, opinions, and perceptions about social phenomena. The likert scale is used with the point 1 – 5 from strongly disagree to strongly agree.

Table 3.1 Likert Scale Category

No	Point	Category
	1	Strongly disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly agree

(sugiyono 2018)

b. Descriptive Statistics

In analyzing the test, the researcher use descriptive statistics. According to sugiyono in Widodo (2018) stated that descriptive statistics is a method related to collecting or presenting data that provides useful information. Next, descriptive statistics function to describe or provide an overview of the object being studied through sample or population data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, namely Findings and Discussion. The findings were obtained from the instruments given to research subjects. Data findings will be divided into several parts based on data collection. Then, the discussion will refer to the data findings. These data findings primarily represent the research questions.

A. Findings

This section presents and analyzes data on code switching in the ELT classroom at SMK Bahari Parepare. The findings are organized by types, the impact and students motivation after using code switching. Data obtained through observation checklist and note taking to answer the first research question is analyze qualitatively, the data that obtained through interview and Speaking test to answer the second research question is analyze qualitatively and quantitative while the data that obtained through questionnaire and test to answer the third research question is analyze quantitative. After that all of research results are discuss in discussion. Thus, this section will present the answer of the research question of this study.

1. The types of code switching uttered by English teacher and students in SMK Bahari Parepare (RQ 1)

The data about the type of code switching obtained through observation checklist and note taking observation. This observation carried out by observing the proses of code switching by students and teacher in learning proses. The type of code switching can be seen in the table below, which consists of 3 classifications, namely tag code switching, inter sentential switching, and intra sentential switching. Here the table below:

Table 4.1: Types of code switching by students

No	Respondent	Types of Code Switching								
		Tag Switching	f	%	Inter sentential switching	F	%	Intra sentential switching	f	%
1	A	*Inikah contohnya miss, right?*	1	100						
2	B	*Attention pleas diam!*	1	100						
3	C	Students speak in Indonesia			*I don't know. Pusingka*	1	100	*Menjelaskan juga lala miss or tidak*	1	100
4	D	Students speak in indonesia			Students speak in indonesia			Students speak in Indonesia		
5	E	Students speak in their native language			Students speak in their native language			Students speak in their native language		
6	F	Students speak in Indonesia			Students speak in indonesia			Students speak in Indonesia		

7	G	Students speak in Indonesia			Students speak in Indonesia			Students speak in Indonesia		
8	H	Students speak in their native language			Students speak in their native language			Students speak in their native language		
9	I	Students speak in Indonesia			Students speak in indonesia			Students speak in Indonesia		
10	J	Students speak in Indonesia			Students speak in indonesia			Students speak in Indonesia		
11	K	Students speak in Indonesia			Students speak in indonesia			Students speak in Indonesia		
12	L	Students speak in their native language			*Ibu kalau hanya 1 kata artinya. Just one word*	1	100	Students speak in Indonesia		

The table 4.1 presents the types and usage of code-switching among respondents in a language learning context. In the attached data there three types of code-switching are analyzed: tag switching, inter-sentential switching, and intra-sentential switching.

a. Tag Switching

The data reveals that tag switching was employed by two respondents, A and B, each with a frequency of one (100%). Respondent A's use of tag switching is exemplified in the phrase "*Inikah contohnya miss,* right?" which inserts an English phrase at the end of a sentence in Indonesian. Similarly, Respondent B uses tag

switching in the sentence "Attention pleas, *diam*!," blending English and Indonesian within the same context.

b. Inter Sentential Code Switching

Inter-sentential switching was observed in only two respondents that is respondent C and L, with a frequency of two (100%). Respondent C utilizes inter-sentential switching in the phrase "I don't know. *Pusingka*",combining a sentence in English with another in Indonesian within the same utterances. Then respondent L uttered In the sentence "Ibu kalau hanya 1 kata artinya. Just one word," there is the use of inter-sentential code-switching, where two languages are alternated between two separate sentences. The Second part of the sentence, "*Ibu kalau hanya 1 kata artinya,"* uses Indonesian to provide the initial explanation or context. Then, the sentence "Just one word" uses English to reinforce the instruction. The use of inter-sentential code-switching here aims to introduce students directly to expressions in English while ensuring their understanding by first using Indonesian. This strategy is effective in helping students connect the meaning of instructions in English with the context they understand in Indonesian, thereby facilitating language learning in a more natural and progressive manner.

c. Intra sentential Code Switching

In this types of code switching the researcher just found one Respondent C demonstrates intra-sentential switching with the sentence "*Menjelaskan juga lala* miss or *tidak*," integrating elements from both English and Indonesian in a single sentence. These types of code-switching serve to convey uncertainty or to ask

questions, indicating that code-switching functions as a communicative tool to express complex thoughts in the learning interaction.

In addition, most of the other respondents D to K predominantly used their native languages, either Indonesian or regional languages, without engaging in code-switching. This suggests that, in many cases, students feel more comfortable or are more accustomed to using their first language in learning situations, possibly due to limited English proficiency or because the teaching context is more supportive of native language use. The data indicates that while code-switching can be an effective teaching tool, its use is not uniform among all students and tends to occur among those with greater exposure to or comfort with using English as a second language.

Table 4.2: Types of code switching by Teacher

Respondent	Types of code switching								
	Tag Switching	F	%	Inter sentential switching	F	%	Intra sentential switching	F	%
ET (English Teacher)	*sudah ada mi, toh?*	1	100	*Materi kita hari ini membaca cerita. Reading story every students*	*4*	100	*It's okay baca semampu kalian not to be perfect but try to perfect*	1	100
	so, apa yang mereka buat	1	100				*Storynya sudah saya kirim di group jadii kalian you can acces everyone*	1	
							kalo eventually apa artinya		
				so, apa yang mereka buat			*Apa yang didengar, kenapa Sandra, tidak ada sandraanya manengka je Sandra*		
				Iya. Just one word			*Apa memang artinya itu kenaapa memang diceritae nabilang did you not hear us ada yang tau*		
				Jika sudah saya sebutkan, baru kita sebutkan. Make it clear					

The table 4.2 presented outlines the types and usage of code-switching by an English teacher during the learning process. The analysis focuses on three types of code-switching:

a. Tag switching

In the case of tag switching, the teacher uses phrases like "sudah ada mi, toh?" This phrase demonstrates the use of Indonesian with a local tag, emphasizing the message and reinforcing the meaning in a familiar conversational context. This approach helps create a connection with students by using language they are comfortable with. Second, in the sentence "so, *apa yang mereka buat?*," the teacher begins by using a connecting word in English ("so") before continuing with questions in Indonesian. This usage indicates that teachers use English to attract students' attention or mark important topic shifts, before asking questions in language that students understand better. This reflects a pedagogical strategy where English is used to familiarize students with certain expressions, while Indonesian is used to ensure students' understanding of the questions asked.

b. Inter sentential code switching

Inter-sentential code-switching is a form of code-switching that occurs when a speaker switches from one language to another between two different sentences as seen in in the sentence "*Iya. Just one word*," the teacher combines a short response in Indonesian with instructions in English. The use of inter-sentential code-switching here aims to emphasize the clarity of instructions while still providing nuances of English that are important in the learning process. "Just one word" instructions

convey a specific, direct message that students are expected to follow. This use also serves to strengthen students' understanding of the context of communication in English, while still providing a sense of familiarity through Indonesian. In addition, in the sentence " *Jika sudah saya sebutkan, baru kita sebutkan*. Make it clear!" It can be seen that the teacher gives instructions in Indonesian first, then follows with the same instructions in English. This pattern indicates an effort to ensure that students truly understand the instructions given, as well as introducing them to important phrases in English. By repeating messages in both languages, teachers not only ensure good understanding but also encourage students to become familiar with English terminology in academic contexts.

c. Intra Sentential code switching

Intra-sentential switching is a type of code-switching that occurs within a single sentence, where different parts of the sentence use different languages. In the provided data, an example of intra-sentential switching can be seen in the sentence, "*Storynya sudah saya kirim di group jadi kalian you can access everyone*." The teacher combines words in Indonesian and English within a single sentence to deliver clear instructions and information while maintaining the element of teaching in the target language. In the sentences, "*Apa memang artinya itu kenapa memang diceritae nabilang did you not hear us ada yang tau*" and "*kalau eventually apa artinya*," the teacher uses intra-sentential switching to check students' understanding of the story that has been provided. Here, it is evident that the teacher inserts English words or phrases into the middle of Indonesian sentences. The next sentence, "*Apa yang*

didengar, kenapa Sandra, tidak ada sandranya manengka je Sandra', this data shows that the teacher employs intra-sentential switching to address the errors made by students during a listening exercise, then teacher attempting to correct the mistakes encountered by the students. The purpose of intra-sentential code-switching in these instances is to stimulate students to become more accustomed to English vocabulary within the context of sentences they already understand. Thus, the teacher not only introduces new words but also encourages students to connect the meaning of those words with the overall sentence context, which can enhance their comprehension and English language skills.

Overall, there are 3 types of code switching used by teachers to facilitate the learning process, namely tag switching, the teacher uses tag switching 2 times with a percentage of 100 percent. Then the teacher used inter sentential code switching 4 times with a percentage of 100 percent, then intra sentential code switching found five utterances. The use of three types of code-switching in the analyzed data shows that teachers use code switching to facilitate understanding while improving students' English skills.

2. The impact of code switching by teacher for students English achievement (RQ 2)

a. Speaking Test

Speaking test is given to students to know the impact of code switching in learning proses. The score can be seen in Table 4.3.

Table 4.3: The frequency and rate percentage of speaking test score

No	Classification	Score	F	(%)
1	Very Good	86-100	-	
2	Good	71-85	2	16,67
3	Fair	56-70	4	33,33
4	Poor	<55	6	50
	Total		12	100

Based on the speaking test results presented in the table 4.3, the classification is divided into four categories: "Very Good," "Good," "Fair," and "Poor." These categories are used to measure students' speaking abilities in English. In the "Very Good" category, with a score range of 86-100, no students were classified under this category. This indicates that no students reached a very high level of speaking proficiency, where they would be expected to speak with high fluency, accuracy, and coherence in English with minimal errors or disruptions.

In addition, the "Good" category, covering a score range of 71-85, includes 2 students, or 16.67% of the total sample. Students in this category demonstrate good speaking abilities, where they can speak relatively fluently and accurately, although there may still be some minor errors or lack of fluency in certain areas. Their abilities show a good understanding of English, but there is still room for improvement to reach a higher level.

Meanwhile, the majority of students is at "Fair" classification (56-70) and "Poor"(<55) categories. The "Fair" category includes 4 students, or 33.33% of the total sample, indicating that their speaking abilities are adequate but inconsistent.

These students may have a sufficient foundational knowledge but still struggle to express their thoughts fluently and accurately. Meanwhile, 6 students, or 50% of the total sample, fall into the "Poor" category, showing that most students still face significant difficulties in speaking English. They may have issues with sentence structure, vocabulary, or fluency, which hinder their ability to communicate effectively. These results highlight the need for additional interventions or instructional programs to help students improve their speaking skills for better performance in the future.

Table 4.4: Students Speaking Test Score

Description	Score
Mean	62.00
Standar dev	10.10
Maksimum	80
Minimum	50

The table 4.4 provides an overview of the students' speaking test results, highlighting several key statistical indicators. The Mean score of 62.00 suggests that, on average, students' speaking abilities are at an adequate level, although there is room for improvement. The Standard Deviation of 10.10 indicates a moderate spread in scores, reflecting a variation in students' speaking skills, with some performing better or worse than the average. The Maximum score of 80 represents the highest achievement by a student, showing that some students have relatively strong speaking abilities. The Minimum score of 50, on the other hand, shows the lowest

performance, highlighting the range of abilities within the group. These statistics provide insight into the overall distribution of speaking competencies among the students. In conclusion, Based on the previous explanation, it shows that the impact of code switching on learning through speaking tests is in the fair category.

b. Teacher Students interview

There are eight questions for teacher and six questions for students that have been given to know their opinions regarding the impacts of code switching by teacher for student's English achievement. Then, to know the result of interview, the researcher present some extract from interviewer and respondent conversation .

1) Teacher interview

Here the extract of teacher interview:

Extract 1:

1 : *Mengapa Anda menggunakan code switching dalam pengajaran bahasa Inggris?* (Why do you use code switching in teaching English?)

ET :*Baik, saya jelaskan. Pertama-tama, kode switching itu adalah salah satu cara yang membantu saya sebagai guru untuk memahamkan materi kepada asiswa. Jadi itulah mengapa saya menggunakan kode switching.* (well, I'll explain. First of all, code switching is one way that helps me as a teacher to understand the material to students. So that's why I use code switching.)

The transcript of the first question shows that Teachers use code switching as an effective way to help students understand the material. This makes it easier to convey difficult concepts and helps students who may have difficulty fully understanding instructions in English.

2 : *Dalam situasi seperti apa Anda biasanya menggunakan code switching di kelas?* (In what situations do you usually use code switching in class)

ET *: Dalam berbagai situasi, dalam setiap mengajar misalnya, contoh pertama saya sedang mengajar tentang giving opinion. Nah, giving opinion kan kepada asiswa. Setelah dimana saya memberikan beberapa objek, meminta asiswa menggunakan opini. Tetapi ada beberapa asiswa yang menunjukkan ekspresi yang bingung atau kurang respon. Maka saya bertanya kepada siswa itu, kenapa dia kurang respon. Terus, di lambat lalu dia akan bilang, saya sudah kurang mengerti, Bu. Nah, makanya saya menggunakan kode switching dalam pengajaran saya, dalam menjelaskan.* (In various situations, in every teaching example, my first example is teaching about giving opinions. So, I giving opinions to students. After that I give several objects, ask students to uopinions. But there were several students who showed confused expressions or lacked response. So I asked the student why he didn't respond. Then, slowly, he would say, I don't understand enough, ma'am. Well, that's why I use code switching in my teaching, in explaining.)

Next, the teacher second response shows that Code switching is used in a variety of teaching situations, especially when students show confusion or lack of response. For example, when teaching a topic such as "giving opinions," teachers switch to another language to ensure students understand and can participate actively.

3 :*Menurut anda bagaimana code switching mempengaruhi kemampuan mendengarkan siswa dalam bahasa Inggris? Apakah siswa lebih mudah memahami instruksi dan penjelasan ketika Anda menggunakan code switching*?(How do you think code switching affects students' listening skills in English? Do students understand instructions and explanations more easily when you use code switching?)

ET : *Kode switching dalam kemampuan mendengarkan, salah satu dampaknya itu yang saya lihat dan saya amati ini, asiswa lebih muda dan lebih interaktif dalam pembelajaran ketika mereka memahami, daripada saya menggunakan bahasa Inggris full, mereka kurang tertarik, atau hanya mengikuti saja alur, tapi kurang responsif*.(Code switching in listening skills, one of the impacts that I see and observe is, students are younger and more interactive in learning when they understand, rather than me using full English, they are less interested, or just follow the flow, but less responsive.)

In addition, the teacher response above shows that code switching increases student interaction and participation in learning. Students are more responsive and interested when instructions are given with a mix of languages, compared to using full English where they are less interested and just follow the flow without much response

4 :*Bagaimana code switching mempengaruhi kemampuan berbicara siswa dalam bahasa Inggris. Apakah siswa lebih percaya diri berbicara dalam bahasa Inggris saat Anda menggunakan code switching? (How code switching affects students' speaking ability in English. Are students more confident speaking English when you use code switching?)*

ET *: Kode switching dalam hal berbicara sangat membantu, karena itu membantu asiswa bagaimana menambahkan ide-ide brilian mereka saat menggunakan kode switching. Karena misalnya saat dia pertengahan menyampaikan ide-ide nya, tiba-tiba dia lupa, maka dia langsung beralih bahasa menggunakan kode switching nya*. (Code switching in terms of speaking is very helpful, because it helps students how to add their brilliant ideas while using code switching. Because for example, when he is in the middle of conveying his ideas, suddenly he forgets, so he immediately switches languages using his switching code.)

Another teacher response shows that the use of code switching really helps students convey their ideas. When students have difficulty or forget certain words in English, they can switch to another language to continue their communication, thereby increasing their confidence in speaking

5 :*Apakah Anda menggunakan code switching saat memberikan umpan balik pada tulisan siswa? Jika ya, bagaimana caranya?* (Do you use code switching when providing feedback on student writing? If yes, how?)

ET : *Oh, terkait pada tulisan, kalau secara ditulis, saya tidak menggunakan kode switching, saya pakai Inggris full, tapi kalau disampaikan ke siswa, saya pakai kode switching terkait hasil evaluasinya. Mereka lebih seperti teman lainnya yang mudah memahami dengan kesalahan-kesalahan mereka, kekurangannya yang terjadi pada tugasnya.* (Oh, related to writing, when written, I don't use code switching, I use full English, but when conveying it to students, I use

code switching regarding the evaluation results. They are more like other friends who easily understand their mistakes, shortcomings that occur in their duties).

In providing written feedback, the teacher still uses English completely. However, when presenting evaluation results orally, code switching is used so that students can more easily understand errors and deficiencies in their assignments.

6 :*Apakah Anda merasa bahwa code switching meningkatkan motivasi dan keterlibatan siswa dalam pelajaran bahasa Inggris*? (Do you feel that code switching increases student motivation and engagement in English lessons?)

ET : *Iya sangat memotivasi, karena dengan code switching siswa lebih mengertiu dengam pembelajaran,, memahami materi, itu jyga sangat membantu yak arena juga meningkatkan interaksi siswa dengan guru* . (Yes, it is very motivating, because with code switching students understand learning better, understanding the material. that is also very helpful because it also increases student interaction with the teacher.)

From the teacher response above it can be seen that code switching increases student motivation and involvement in English lessons. By understanding the material better through mixed language, students become more motivated and interaction between students and teachers increases .

7 : *Bahasa apa saja yag anda gunakan dalam melakukancode switching* (What language do you use when doing code switching?)

ET : *Misalnya seperti ini, misalnya seharusnya saya menggunakan bahasa Indonesia supaya mereka mengerti, tetapi dalam contoh ini saya sering lakukan, misalnya saya kepanjangan menggunakan bahasa Bugis, saya terlupa untuk kembali ke Inggrisnya dan Indonesia. Jadi kan semua siswa tidak mengerti dengan bahasa Bugis, jadi saya kombine beberapa bahasa ke dalam mengajar.* (For example, like this, I should use Indonesian so they understand, but in this example I often do, for example I use Bugis too long, I forget to return to English and Indonesian. So it make all the students don't understand Bugis language, so I combine several languages into my teaching.)

Teachers use various languages in code switching, including Indonesian and Bugis. Sometimes, using local language for too long can make students confused, so the teacher has to explain again in a language that is more familiar to students

8 : *Apakah ada tantangan atau kendali yang Anda hadapi ketika menggunakan kode switching dalam pengajaran bahasa Inggris?* (Are there any challenges or obstacles you face when using code switching in teaching English?

ET : *Ya, baik, kalau tantangan, ya tentu ada, banyak sekali tantangannya. Misalnya, dalam pengajaran saya kepanjangan menggunakan kode switching yang terbaru atau baru didengar oleh siswa, dan itu sudah familiar menurut saya untuk diri saya, tapi ternyata tidak familiar untuk siswa, jadi saya mengulang kembali penjelasan*. (Yes, well, if there are challenges, then of course there are, there are lots of challenges. For example, in my teaching I take too long to use the newest switching code or one that students have just heard, and I think it is familiar to me, but it turns out it is not familiar to the students, so I repeat the explanation.)

Teachers face challenges such as using code switching for too long or using terms that are new to students. Teachers must repeat explanations when students are not familiar with the terms or language used, requiring additional time to ensure student understanding.

Based on the extract from the interview results above, it shows the teacher's response to the use of code switching in teaching English. The following are some of the first teacher responses, namely 1) The reasons why teachers use code switching, 2) Situations where teachers use code switching, 3) The impact on students' listening abilities, 4) The impact on students' speaking abilities, 5) Teachers use code switching in providing feedback, 6) Code switching increases student motivation and involvement, 7) Teachers use various languages in carrying out code switching 8) Teacher face challenges in using code switching.

2) Students Interview

Here the extract of student's interview:

Extract 1:

1 :*Apakah Anda merasa lebih mudah memahami instruksi dan penjelasan ketika guru menggunakan code switching?* (Do you find it easier to understand instructions and explanations when the teacher uses code switching?)

S1 *: Ya, saya lebih muda memahami di saat guru menggunakan Code Switching karena saya merasa apapun yang dijelaskan oleh guru itu lebih muda untuk kami pahami.* (Yes, I understand more easily when the teacher uses Code Switching because I feel that whatever the teacher explains is easier for us to understand)

S2 : *Lebih muda, karena penggunaan code switching oleh guru sangat membantu untuk memahami materi yang dijelaskan*. (Easy, because ee the teacher's use of code switching is very helpful in understanding the material being explained)

S3 :*Iya, saya merasa muda memahami penjelasan dari guru ketika menggunakamn code switching*. (Yes, I find it easy to understand the teacher's explanation when using code switching).

S4 : *Iya, karena guru memasukkan kata-kata atau sebagian bahasa yang muda untuk dipahami*. (Yes, because the teacher includes words or parts of language that are young to understand).

S5 : *Ya, saya lebih memahami ketika guru menggunakan code switching karena adanya keterbatasan bahasa Inggris yang saya punya*. (Yes, I understand better when the teacher uses code switching because of my limited English).

Based on extract 1 it can be seen that all students interviewed felt that it was easier for them to understand instructions and explanations when the teacher used code switching. Students think that the teacher's explanations are clearer and easier to understand. The use of code switching by teachers really helps students understand the material being taught. Code switching helps students who have limited English to better understand the lesson material. Students feel more comfortable and confident in following lessons when there is better use of the language they master. Overall, these findings indicate that the use of code switching by teachers in English language teaching provides significant benefits in increasing students' understanding, comfort and participation.

Extract 2:

2 : *Bisakah Anda memberikan contoh situasi di mana code switching membantu Anda memahami pelajaran dengan lebih baik?* (Can you give an example of a situation where code switching helped you un derstand the lesson better?)

S1 : *Dalam situasi pembelajaran, Code Switching di saat guru menjelaskan materi menggunakan beberapa bahasa, yaitu Bahasa Indonesia dan Bahasa Inggris*. (n learning situations, Code Switching when the teacher explains the material using several languages, namely Indonesian and English)

S2 :*Pada saat guru menjelaskan sebuah materi, menggunakan bahasa Inggris sesekali juga menggunakan bahasa Indonesia. Jadi apa yang dijelaskan oleh guru sangat muda dipahami oleh saya* (When the teacher explains material, he occasionally uses English and also uses Indonesian. So what was explained by the very young teacher was understood by me)

S3 :*Eee ketika dikasi penjelasan dan memberikan meteri* (ee when given an explanation and providing materials)

S4 :*misalnya dalam memperkenalkan diri tetapi guru saya mencampurnya dalam bahasa Indonesia. Jadi saya bisa memahami dengan mudah*(for example, when introducing myself but my teacher mixed it up in Indonesian. So I can understand easily)

S5 : *Contohnya dalam situasi pada saat pembelajaran. Code switching itu sangat membantu dalam pembelajaran, ya kayak penyampaian materi disuruh kerja tugas* . (For example in situations during learning. Code switching is very helpful in learning, it's like delivering material and being told to do assignments.)

Based on the student responses in extract 2, it can be seen that code switching is very helpful when the teacher explains the material using mixed languages, namely Indonesian and English. This makes it easier for students to understand the concepts being taught because they can refer to the language they are more proficient in. In addition, students feel that explaining the material in English interspersed with Indonesian makes the material easier to understand. The use of Indonesian as a support to clarify concepts that may be difficult to understand if only explained in English.

Extract 3:

3 :*Apakah Anda merasa lebih percaya diri berbicara dalam bahasa Inggris ketika guru menggunakan code switching*?(Do you feel more confident speaking English when the teacher uses code switching?)

S1 :*Ya, saya merasa lebih percaya diri dan juga saya lebih bisa mengeluarkan pendapat saya dalam bahasa Inggris jika guru menggunakan metode Code switching*. (Yes, I feel more confident and also I am more able to express my opinions in English if the teacher uses the Code switching method)

S2 :*Iya, karena dengan adanya code switching yang digunakan oleh guru, saya jadi lebih percaya diri dalam belajar bahasa Inggris* (Yes, because with the code switching used by the teacher, I become more confident in using English)

S3 *: Iya, saya merasa percaya diri dalam berbicara bahasa Inggris selama memakai code switching.* (Yes, I feel confident in speaking English while using code switching.)

S4: *Iya, karena dengan menggunakan kode switching membuat saya percaya diri dan gampang memahami bahasa Inggris*. (Yes, because using code switching makes me confident and easy to understand English)

S5 *: Ya, karena merasa percaya diri, karena lebih paham apa yang disampaikan oleh guru lewat code switching*. Oke, itu saja (Yes, because I feel confident, because I understand better what the teacher is conveying through code switching. OK, that's all)

Based on data from extract 3 shows Overall, these findings show that the use of code switching by teachers has a positive impact on students' confidence in speaking English. Code switching also makes students feel more supported and motivated in the teaching and learning process, thereby increasing their participation and understanding of the learning material.

Extract 4:

4 :*Menurut anda apakah code switching membantu Anda memahami materi yang diajarkan* ? (Do you think code switching helps you understand the material being taught?)

S1 : *Lumayan membantu apalagi melihat kemampuan bahasa kami yang masih belum terlalu baik*.(Quite helpful, especially considering our language skills are still not very good.)

S2 :*Iya, karena sangat membantu untuk memahami materi yang sulit dipahami* (Yes, because it is very helpful for understanding material that is difficult to understand)

S3 *:Iya, code switching sangat membantu saya dalam memahami materi yang diajarkan guru*(Yes, code switching really helped me understand the material taught by the teacher)

S4 :*sangat membantu karena dapat memahami materi yang sulit untuk dipahami* (very helpful because it can understand material that is difficult to understand)

S5 :*Ya, sangat membantu. Karena itu terbatas bahasa Inggris yang diketahui. Jadi, code switching membantu* (Yes, very helpful. Therefore limited English is known. So, code switching is very helpful)

The interview results in extract 4 show that all students agree that the teacher's use of code switching is very helpful in understanding the material being taught. They stated that code switching made it easier for them to understand concepts that were difficult to understand in full English, especially because of their limited English skills. Code switching is considered an effective tool to overcome language barriers and improve their understanding of subject matter.

Extract 5:

5 : *Apakah penggunaan code switching oleh guru membuat Anda lebih termotivasi untuk belajar bahasa Inggris*?

S1 : *Ee iya itu memotivasi saya karena kita lebih paham belajar dan lebih semangat karena kita apa yang duisampaikan* ?(Yes, that motivates me because we understand learning better and are more enthusiastic because we understand what is being conveyed)

S2 : *Iya, karena saya juga harus menambah skill berbicara dan tidak malumalu juga bahasa Inggris saya*(Yes, because I also have to improve my language speaking skills and don't be shy about my English)

S3 : *Iya, code switching membantu saya lebih dapat termotivasi untuk berbahasa Inggris* (Yes, code switching helps me be more motivated to speak English)

S4 :*Iya, karena saya juga ingin menambah skill berbahasa Inggris saya, ee dengan code switching kita lebih m,uda untuk belajar* (Yes, because I also want to improve my English skills, with code switching we are easier to learn)

S5 :*Ya, lebih termotivasi lagi untuk belajar bahasa Inggris juga bahasa yang nasional. Jadi, lewat code switching itu bisa juga memotivasi untuk lebih giat lagi belajar bahasa Inggris* (Yes, I am more motivated to learn English as well as the national language. So, through code switching it can also motivate me to study English more actively)

The conclusion from the interview results shows that the use of code switching by teachers significantly increases students' motivation to learn English. Students feel they understand the subject matter better and are more enthusiastic about the learning process. Code switching also helps students feel more confident in improving their speaking skills and reduces embarrassment in using English. Overall, code switching not only makes it easier to understand the material but also motivates students to study English more actively and enthusiastically.

Extract 6:

6 : *Apakah Anda merasa lebih terlibat dalam kelas ketika guru menggunakan code switching?* (Do you feel more engaged in class when the teacher uses code switching?)

S1 :*kami merasa lebih terlibat karena adanya metode ini, kami dapat lebih mudah memahami pembelajaran yang disampaikan oleh guru kami* (we feel more involved because of this method, we can more easily understand the lessons delivered by our teacher)

S2 :*Iya, terlibat karena lebih muda memahami materi yang dijelaskan oleh guru* (Yes, we are involved because it is easier for us to understand the material explained by the teacher)

S3 :*Iya, karena code switching membantu kami dalam belajar bahasa Inggris dengan menggunakan bahasa lain* (Yes, because code switching helps us learn English using another language)

S4 :*Iya, karena dengan menggunakan kode switching saya mampu dengan cepat memahami* (Yes, because by using code switching I was able to quickly understand)

S5 : *Ya, merasa. Karena lebih bisa paham apa yang disampaikan* (Because we can better understand what is being said)

The conclusion from the results of interview extract 6 shows that the teacher's use of code switching makes students feel more involved in class. All students interviewed found it easier to understand the material presented by the teacher when code switching was used. Students feel that this method makes it easier for them to learn English using another language, which speeds up their understanding. Thus, the use of code switching by teachers not only increases students' understanding of the material, but also increases their involvement and participation in the learning process.

Extract 7:

7 :*Apakah ada situasi di mana penggunaan code switching oleh guru membuat Anda bingung atau kesulitan?* (Are there any situations where your teacher's use of code switching has caused you confusion or difficulty?)

S1 :*Kadang-kadang sih apalagi kalau contohnya ada beberapa bahasa yang baru atau kurang dimengerti ataupun mungkin penjelasan dari guru kami yang memang agak susah untuk kami paham*i (Sometimes, especially if there is some language that is new or not well understood or perhaps an explanation from our teacher that is a bit difficult for us to understand.)

S2 :*Tidak ada, karena penggunaan code switching oleh guru mudah dimengerti* (Nothing, because the teacher's use of code switching is easy to understand)

S3 *: Iya, biasa ada situasi yang membuat kami bingung dalam menggunakan code switching misalnya pake bahasa bugis baru cepat menjelaskan* (Yes, there are usually situations that make us confused about using code switching, for example using Bugis language and then quickly explaining)

S4 :*Tidak ada, karena kode switching yang digunakan juga sangat mudah untuk dipahami* (Nothing, because the switching code used is also very easy t o understand)

S5 :*Kadang-kadang kalau bahasanya baru lagi didengar, biasa merasa kesulitan* (Sometimes when you hear a new language, you usually find it difficult)

The results of previous interviews with students highlight several points: These points highlight the overall positive impact of code switching on students' understanding, confidence, motivation, engagement, and learning outcomes in the classroom.

1) Understanding through Code Switching

   All students agreed that they find it easier to understand instructions and explanations when the teacher uses code switching. They feel that the explanations are clearer, and the use of code switching helps them grasp the material more effectively, especially for those with limited English proficiency.

2) Examples of Code Switching Benefits:

   Students provided examples where code switching facilitated understanding, such as when the teacher mixed Indonesian and English to clarify difficult concepts. This blending of languages makes it easier for students to comprehend the lessons.

3) Increased Confidence:

   Code switching boosts students' confidence in speaking English. They feel more comfortable expressing their opinions and participating in discussions when code switching is used, as it supports their understanding and reduces the fear of making mistakes.

4) Enhanced Motivation:

   The use of code switching by teachers significantly motivates students to learn English. It makes learning more accessible and engaging, encouraging students to improve their English skills without feeling intimidated.

5) Greater Class Engagement:

   Code switching increases student engagement in class. It helps them feel more involved in the learning process by making the material more comprehensible, thereby enhancing their participation and interaction during lessons.

6) Potential Confusion

   Some students occasionally feel confused when code switching involves unfamiliar languages or rapid explanations. However, most students find code switching generally easy to understand and beneficial for learning.

Based on the results of interviews with teachers and students, the use of code switching by teachers in teaching English was proven to have a significant positive impact on students' comprehension, participation, and motivation. Teachers used code switching as an effective tool to help students understand difficult material, especially when students showed signs of confusion or were less responsive. The use of mixed languages allowed students to be more active and confident in participating in learning, as well as helping them overcome limitations in their understanding of English. With code switching, students felt more comfortable and were able to follow the lesson better, which in turn increased their engagement in class. However, interviews with students also revealed that in some situations, the use of code switching could cause confusion, especially when the language used was less familiar to the students. Nevertheless, the majority of students reported that code switching made it easier for them to understand the material and increased their motivation to learn English. Overall, the use of code switching by teachers not only increased

students' comprehension and confidence in speaking English, but also encouraged greater engagement in the learning process.

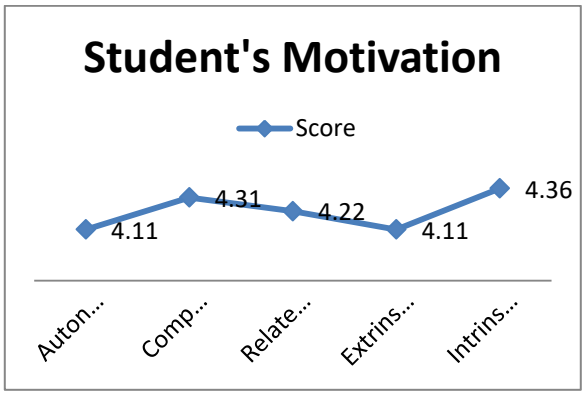
3. The Students motivation in learning English using code switching in the class (RQ 3)

In data below show the result of questionnaire and English test ability that fill by students.

1) Questionnaire Result

The result of questionnaire attached through graphic of students motivation

Graphic 4.1: Graphic of Students motivation

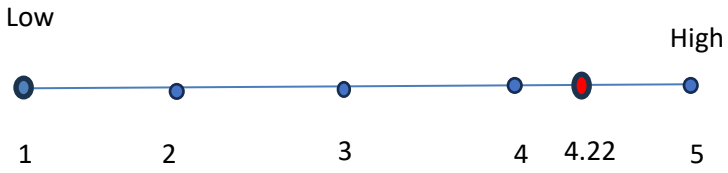


Based on the attached Graph 4.1, it depicts student motivation based on five main factors, namely Autonomy Factor, Competence Factor, Relatedness Factor, Extrinsic Factor, and Intrinsic Factor. Each of these factors is measured using a score represented on the vertical axis, with a scale that appears to range from 4.11 to 4.36.

First, it can be seen that the Autonomy and Extrinsic factors have the same score, namely 4.11, indicating that motivation related to independence and external encouragement is at the same level, although not too high compared to other factors.

Furthermore, the highest score was recorded on the Intrinsic Factor with a value of 4.36, indicating that motivation that comes from within students—such as personal interest and satisfaction in learning—is the most dominant. Meanwhile, the Competence Factor showed a score of 4.31, which shows that ability or feeling confident in one's own abilities is also a strong source of motivation. The Relatedness factor is in the middle with a score of 4.22, indicating that social relationships or connectedness with other people also play a role in building motivation, but not as much as competence or intrinsic factors. Overall this graph shows variations in the sources of student motivation, with a greater emphasis on intrinsic motivation than other factors. This can lead to recommendations to further strengthen intrinsic aspects of learning strategies to increase overall motivation.

Graphic 4.2 Level of Students' Motivation based on Likert Scale



The graph presented shows a graphic assessment scale for measuring student motivation, with a scale ranging from 1 (low) to 5 (high). In this graph, the marker (red dot) is at position 4.22, which indicates that overall student motivation is at a fairly high level. In other words, most students have strong motivation to participate in the learning or activity being measured, although not at the maximum level.

The position of the marker at number 4 indicates that the switching code or learning environment implemented is quite effective in encouraging student motivation. However, there is room to further increase this motivation to reach the highest level. Further research may be needed to understand the factors that drive this motivation and how to strengthen it to achieve optimal results in the learning process.

2) The result of students Test

Table 4.6 Table score of English test ability

Description	Score
Mean	85.67
Standar dev	6.54
Maksimum	95
Minimum	75

Based on the data presented in the table 4.6, it can be seen that the average value (mean) of the scores obtained is 85.67. This value shows that overall, the performance or ability measured in this study is at a high level. This average reflects that the majority of respondents or participants had quite good results, showing above average competence or understanding in the context being measured.

Next, a standard deviation of 6.54 indicates that there is moderate variation between the values obtained. In other words, although the majority of scores are around the average, there are significant differences between individuals. However, this variation is still within acceptable limits, considering that the standard deviation

is not too large. This shows that the data spread is not too wide and the majority of participants had relatively consistent results.

The maximum score recorded was 95, while the minimum score was 75. This shows that no participant had a score that was too low, and even the lowest score was still in a good category. This fairly narrow range of values between 75 and 95 indicates that all participants had good performance, with some participants showing very good performance approaching the maximum value. In conclusion, these results illustrate the good quality of the study subjects, with variation in results remaining within acceptable limits, reflecting the effectiveness of the method or intervention being evaluated in this study. Thus, Based on the results of the questionnaire and English language proficiency test, it shows that students have high motivation in learning English using code switching.

B. Discussion

In this research, the researcher discuss the results of the research based on the findings identified namely examine the types of code switching used by English teachers and students at SMK Bahari Parepare, as well as its impact on students' English achievement. In addition, this discussion also explored how students' motivation in learning English in the classroom is influenced by the use of code switching by teachers. By analyzing these findings, this study aims to provide a deeper understanding of the role of code switching in English learning and its impact on students' engagement and learning achievement:

1. Types of code Switching uttered by Teacher and Students

In this section, the researcher discusses findings about the types of code switching used by teachers and students during the learning process. On students section the researcher found two utterances of tag switching an example is the phrase "right?" in the sentence "Inikah contohnya miss, right?" or "please" in the sentence "Attention pleas, diam!. In the first sentence uttered by the student, he tries to make sure whether the question is correct. Then in the second utterance the student tries to help the teacher in focusing the class from the noise so that learning is calmer and more conducive. As the definition tag switching is the use of short phrases or words in English that are placed at the end of a sentence in Indonesian.

Next, Inter-sentential code switching is a language change that occurs between two different sentences. In the example, one sentence in Indonesian is followed by another sentence in English, or vice versa. For example, "I don't know. Pusingka. "or" Ibu kalau hanya 1 kata artinya. Just one word." in the first utterance, the student gives a statement to his teacher about the truth in concluding the meaning of the sentence he said. While in the second, the student feels dizzy about the learning so he says he doesn't know to his friend who asks. The benefit of inter-sentential code switching is to help students understand expressions or instructions in English by first providing context or explanations in Indonesian. This makes it easier for students to associate the meaning of the instructions in English with the explanations they already understand. In the context of learning, inter-sentential code switching is used to introduce English concepts or instructions gradually while ensuring student

understanding. This approach is effective in helping students understand the use of English in real contexts and facilitating a more natural transition from their mother tongue to their second language. Supported by Lee et al., (2023) ; Prandi et al., (2023) said that code-switching serves as a pedagogical tool that bridges linguistic gaps, allowing students to better grasp complex material presented in English, which is often a second language for many learners.

Last, Intra-sentential code switching is the use of two languages in one sentence. For example, "Menjelaskan juga lala miss or tidak,"which combine elements of English and Indonesian in one sentence. In the student's utterance, he tries to express his question to the teacher whether his friend also explained or not. The benefit of intra-sentential code switching is that it allows students to express more complex ideas using both languages. It also helps students become more comfortable using English in everyday contexts that are more natural and relevant to their lives. In the learning process, intra-sentential code switching is useful for facilitating students' understanding of more complex concepts and for teaching them how to use English in everyday conversation. It also serves as a communication tool to convey uncertainty or ask questions more clearly, which is important in learning interactions.

On the other side, based on the findings in Table 4.2, it is evident that the English teacher employs various types of code-switching during the learning process to facilitate students' understanding and enhance their English skills. One form of code-switching used is tag switching, where the teacher inserts phrases in Indonesian

with local tags such as "sudah ada mi, toh?" and "so, apa yang mereka buat?". This usage reflects a pedagogical strategy in which English is used to capture students' attention or mark important topic shifts, while Indonesian is used to ensure students' understanding of the questions posed. With this approach, the teacher not only creates a connection with the students through the use of a language they are familiar with but also gradually introduces them to English expressions commonly used in everyday conversation. This strategy leverages the familiarity of the local language to strengthen English language teaching.

Additionally, inter-sentential code-switching is also used by the teacher, where the language switch occurs between two different sentences. For example, in the sentence “Iya”. Just one word,” the teacher provides a brief response in Indonesian, then continues with instructions in English. The use of inter-sentential code-switching aims to emphasize the clarity of instructions while still introducing important English nuances in the learning process. In the sentence "*Jika sudah saya sebutkan, baru kita sebutkan.* Make it clear!" the teacher first gives instructions in Indonesian, followed by the same instructions in English. This pattern indicates an effort to ensure that students fully understand the instructions given while simultaneously familiarizing them with important English phrases. By repeating messages in both languages, the teacher not only ensures good comprehension but also encourages students to become more accustomed to English terminology in an academic context.

Intra-sentential switching is a type of code-switching that occurs within a single sentence, where different parts of the sentence use different languages. Examples from the provided data, such as the sentence "Storynya sudah saya kirim di group jadi kalian you can access everyone," demonstrate that the teacher combines words in Indonesian and English within one sentence to convey instructions and information clearly while maintaining elements of teaching in the target language. In the sentences, "Apa memang artinya itu kenapa memang diceritae nabilang did you not hear us ada yang tau" and "kalau eventually apa artinya," the teacher uses intra-sentential code-switching to check students' understanding of the story that has been provided. Here, it is evident that the teacher inserts English words or phrases into the middle of Indonesian sentences. The use of intra-sentential code-switching aims to encourage students to become more familiar with English vocabulary within the context of sentences they already understand. Thus, the teacher not only introduces new words but also encourages students to connect the meaning of those words with the overall sentence context, which can enhance their comprehension and English language skills.

Based on the previous statement can be seen that both teachers and students at SMK Bahari Parepare use various types of code-switching to facilitate learning and enhance English language skills. Tag switching, where short English phrases are added to Indonesian sentences, helps in drawing attention and connecting with students using familiar language while introducing English expressions gradually. Inter-sentential code switching involves switching between English and

Indonesian across different sentences, providing context and clarity, which helps students associate English instructions with explanations in their mother tongue. This method supports a smoother transition from the native language to English. Intra-sentential code switching, where English and Indonesian are mixed within a single sentence, allows students to express complex ideas and feel more comfortable using English in natural contexts. These strategies collectively help improve understanding, engagement, and the overall effectiveness of English language teaching in the classroom. By integrating English with the students' native language, educators can create a more relatable and less intimidating learning environment, which encourages students to practice and refine their communication skills in English (Ohnishi et al., 2023).

2. The impact of code switching by English teachers on students' English language skills

This section explores the impact of code-switching by English teachers on students' English language skills in form os speaking test, highlighting how this teaching strategy can influence their understanding, engagement, and proficiency in learning English.

Based on the classification of scores presented, it is evident that the English-speaking abilities of students at SMK Bahari Parepare mostly fall within the "Poor" and "Fair" categories. Out of 12 students tested, 6 students are classified as Poor, indicating that half of the students still face significant challenges in speaking English. Meanwhile, 4 students fall into the Fair category, suggesting that they have a basic understanding but lack consistency in their spoken English. Only 2 students are

in the "Good" category, showing relatively good speaking abilities but still needing improvement to reach a higher level of fluency. No students achieved the Very Good category, indicating that none of the students demonstrated an excellent level of English speaking proficiency with high fluency, accuracy, and coherence. These findings highlight the need for more effective educational interventions and improved teaching approaches to help students enhance their speaking skills to a higher level cause the te result fall in fair category.

In conclusion, the English-speaking abilities of students at SMK Bahari Parepare are predominantly at lower proficiency levels, with most students falling into the "Poor" and "Fair" categories. This suggests that many students face significant challenges in achieving fluency and consistency in speaking English. The absence of any students in the "Very Good" category underscores the need for more targeted and effective educational interventions and improved teaching methods to enhance students' speaking skills and elevate their proficiency to higher levels.

On the other hand, interviews with teachers and students, the use of code switching by teachers in teaching English was proven to have a significant positive impact on students' comprehension, participation, and motivation. Teachers used code switching as an effective tool to help students understand difficult material, especially when students showed signs of confusion or were less responsive. The use of mixed languages allowed students to be more active and confident in participating in learning, as well as helping them overcome limitations in their understanding of English. With code switching, students felt more comfortable and were able to follow

the lesson better, which in turn increased their engagement in class. This is supported by Reilly et al., (2023) aids in understanding but also boosts students' confidence and motivation to participate actively in class discussions, as they feel more secure in their ability to communicate effectively. In addition, code-switching reduces anxiety and fosters a positive attitude towards language learning, which is crucial for effective SLA. (Pauzan, 2024) research adds that code-switching can be strategically employed to highlight contrasts between languages, thereby deepening learners' metalinguistic awareness.

However, interviews with students also revealed that in some situations, the use of code switching could cause confusion, especially when the language used was less familiar to the students. Nevertheless, the majority of students reported that code switching made it easier for them to understand the material and increased their motivation to learn English. Overall, the use of code switching by teachers not only increased students' comprehension and confidence in speaking English, but also encouraged greater engagement in the learning process. Furthermore, it is important to note that the effectiveness of code-switching depends on its strategic implementation. Educators must be mindful of when and how to switch languages to maximize learning outcomes without causing confusion or dependency on the mother tongue Overall, when used judiciously, code-switching can be a powerful tool in fostering better comprehension, confidence, and communication skills in English among vocational high school students (Makri et al., 2023).

3. Students Motivation in learning Enlish Use Code Switching

Based on the displayed graph 4.1, it is evident that students' motivation in learning varies across the five dimensions measured. The "Intrinsic" dimension has the highest score, indicating that students are highly motivated by internal factors such as personal interest and satisfaction in learning. This score is slightly higher than the "Competence" and "Relatedness" dimensions, suggesting that students are also motivated by feelings of capability and positive relationships with others in the learning context. Meanwhile, the "Autonomy" and "Extrinsic" dimensions have the same score, indicating lower motivation compared to the other dimensions. This suggests that while autonomy and external incentives play a role in students' motivation, their influence is not as strong as intrinsic motivation and competence. This analysis indicates that developing learning strategies focused on enhancing students' intrinsic motivation and competence may be more effective in improving their engagement and learning outcomes. Based on the results of the questionnaire and English language proficiency test, it shows that students have high motivation in learning English using code switching. This supported by Gamelo & Roy, (2024) emphasize the motivational aspect of code-switching, noting that it can create a more inclusive and relatable learning environment.

These findings enrich second language acquisition theory by affirming that code-switching is not merely a linguistic phenomenon, but also a pedagogical tool that can enhance the effectiveness of language instruction. Code-switching, traditionally viewed as a natural linguistic behavior among bilinguals, has been

increasingly recognized for its potential to enhance language instruction. (Alnefaie & Gupta, 2024) research highlights the role of code-switching in facilitating comprehension and engagement in language classrooms. Their study suggests that strategic use of code-switching can bridge gaps in understanding, particularly for learners at lower proficiency levels, thereby supporting the learning process and enhancing instructional effectiveness. (Yang, 2024) supports this by demonstrating that code-switching can serve as a scaffold for learners, providing cognitive support that aids in the internalization of complex linguistic structures.

This pedagogical application of code-switching helps learners navigate between languages, reinforcing their understanding and retention of new language concepts. By allowing learners to express themselves in their native language when necessary, This awareness is essential for developing a nuanced understanding of language rules and usage, which is a critical component of advanced language proficiency. Finally, Yüzlü (2024) stated that study underscores the importance of teacher training in the effective use of code-switching. Teachers who are adept at employing code-switching as a pedagogical tool can significantly enhance the learning experience by tailoring their instructional strategies to meet the diverse needs of their students. In conclusion, these findings collectively enrich SLA theory by demonstrating that code-switching, when used judiciously, can be a powerful pedagogical tool that enhances language instruction. It supports comprehension, motivation, and metalinguistic awareness, ultimately contributing to more effective language learning outcomes.

In practice, these findings challenge the traditional view that the use of the mother tongue in second language learning may hinder the mastery of the target language. On the contrary, this research demonstrates that code-switching can aid students in comprehending complex material, which in turn increases their engagement and motivation. Consequently, these findings broaden the scope of English language teaching practices, particularly in vocational education settings, by illustrating how this strategy can be applied to support the achievement of broader educational goals.

Furthermore, in the context of existing theory and practice, these findings enrich second language acquisition theory by affirming the importance of code-switching as an effective pedagogical tool. The underlying theory of code-switching suggests that using the mother tongue, whether Indonesian or regional languages, in second language instruction can help overcome comprehension barriers and enhance student participation. These findings support the argument that code-switching is not a sign of weakness in language teaching, but rather an adaptive and responsive strategy to meet students' needs. In addition, in practice, these findings encourage educators to be more flexible in their teaching approaches, especially in multilingual educational environments.

In the same discussion, there were some researchers that have conducted related research with this research. The results of this research show that the use of code switching in ELT has a positive impact on students' understanding and motivation in learning English. This is in line with research by Bhatti et al. (2018)

who found that code switching from English to the mother tongue helped facilitate the teaching process in EFL classes in Pakistan. This study confirms that teachers' conscious use of code switching can improve students' understanding, especially in L2-based teaching contexts where English is the primary language of instruction.

Apart from that, this research also supports the findings of Afifah et al. (2020) who identified three types of code switching that are commonly used by teachers in teaching English at MAN 1 Pidie, namely tag switching, inter-sentential switching, and intra-sentential switching. However, research at the Parepare Bahari Vocational School provides a new contribution by examining the impact of code switching on students' learning motivation and their achievement of speaking skills. This research shows that code switching not only functions as a tool to facilitate understanding of material, but is also able to increase students' confidence in using English in class.

In a broader context, this research enriches the literature on code switching by confirming the important role of code switching in English language teaching, especially in vocational education environments. This study makes a significant contribution by showing that code switching not only facilitates the teaching process, but also helps students in developing better communication skills. This finding is in line with previous research by Markhamah et al. (2023) who also found that code switching functions to improve students' understanding and strengthen their involvement in learning. Overall, this research confirms and expands existing theories about the benefits of code switching in the context of English language teaching in vocational schools. In comparing these results with research conducted by Afifah et

al. (2020), who found that code-switching functions as a tool to shift topics, express affection, and repeat important information, this research extends these findings by showing that code-switching also has a direct impact on students' active participation in the classroom.

From the explanation above can be seen that previous research has several differences and similarities between this research. For the first research Bhatti et al (2018) used Code switching from L2 to L1 (Urdu to English) occurs even though English remains the main language of instruction. This research was conducted in Pakistan. In addition, 4 of the 5 previous researchers had similar findings in their research, namely finding three types of code switching: tag switching, inter-sentential code switching, and intra-sentential code switching, whereas in this research, the researcher focuses on the types of code switching used by teachers and students, the impact of using code switching, and also students' motivation to learn English in class using code switching. In addition the novelty of this research is

In addition this research makes a new contribution to the literature by showing that code-switching not only facilitates understanding and communication, but also significantly influences students' learning motivation. This confirms some previous findings but also introduces a new dimension regarding the importance of code-switching in English language learning, especially in vocational education contexts. Therefore, this study strengthens the argument that code-switching should be considered as an effective teaching strategy in bilingual or multilingual contexts.

Otherwise, this research has several limitations that need to be identified, especially in terms of methodology, sample, and development of results. In terms of methodology, this research uses a mixed methods design, which combines qualitative and quantitative approaches. Although this approach provides a comprehensive view, there is a risk of interpretive bias, especially in qualitative data analysis that relies heavily on the researcher's perspective. In addition, the use of samples from one school, namely SMK Bahari Parepare, limits the generalization of the findings of this research. The results obtained may not be fully applicable to different contexts or to other vocational schools that have different student characteristics and learning environments.

In terms of sample, other limitations arise because the number of respondents is relatively small and limited to one study program at the school. This may affect the external validity of the findings of this study, as variations in students' language abilities, cultural backgrounds, and motivations may not be fully reflected. Additionally, the focus of this research on a single institution also limits understanding of how code switching might function in broader educational contexts, such as in other vocational schools with different curricula or teaching methodologies.

Furthermore, the development of the results of this research is still limited to descriptive analysis regarding the types of code switching and their impact on student motivation and achievement. Although this research succeeded in showing the

benefits of using code switching, further research is needed to explore more deeply the mechanisms behind the effectiveness of code switching, as well as how this strategy can be integrated more widely and systematically in the English language teaching curriculum in vocational schools. In the context of applying research results, although code switching has proven useful at SMK Bahari Parepare, applying these results to a broader context must be done with caution, considering differences in student characteristics, learning objectives, and learning environment conditions in other places.

Based on the findings of this research, it is recommended that educators in vocational high schools utilize code switching as an effective pedagogical strategy in teaching English. Code switching has been proven to be able to increase students' understanding of learning material and also encourage their active involvement in the learning process. Teachers should selectively use code switching in situations where students show difficulty in understanding complex English concepts. Using the mother tongue to explain difficult terms or concepts will help students bridge gaps in understanding and increase their confidence in participating in class discussions.

Education policy makers are expected to consider these findings in formulating more inclusive curriculum and pedagogy policies. The use of code switching should be recognized as part of a learning strategy that can help achieve national education goals, especially in improving the quality of English language teaching in vocational schools. Policies that support the use of code switching as a pedagogical tool can increase student readiness in facing global challenges, as well as

facilitate a learning process that is more effective and adaptive to student needs. Thus, code switching can be an approach that is integrated into the English language curriculum at the national level to support the achievement of better language competence among vocational high school students.

Based on the results of the research that has been carried out, there are several areas that require further research in order to expand our understanding of code switching in teaching English in vocational high schools. One area that could be researched more deeply is how code switching affects the development of students' oral communication skills in the long term. Further research could focus on observations of the impact of code switching on students' speaking abilities over several semesters or academic years, to see how the use of this strategy contributes to continuous improvement of English language skills.

Additionally, further research could explore variations in the use of code switching across vocational subjects other than English, to see whether there are significant differences in the effectiveness of this strategy across different learning contexts. For example, how code switching is used in teaching engineering or nursing subjects in vocational high schools, and whether the effects are similar or different to its use in teaching English. A more effective research methodology may involve in-depth qualitative approaches, such as case studies or in-depth interviews, to explore teacher and student perspectives on code switching practices in various disciplines.

Additionally, additional research needs to focus on variations in teachers' implementation of code-switching, including frequency, timing, and language

combinations used. These studies could use experimental methods with more stringent controls to test the effectiveness of different code-switching approaches in different contexts. For example, research could compare learning outcomes between classes that use code-switching minimally, moderately, and intensively. Quasi-experimental methodology with random clustering may be an effective choice to reduce bias and increase the validity of research results.

Finally, further research needs to be explores the influence of code-switching on various psychological aspects of students, such as motivation, language anxiety, and confidence in using English. Qualitative approaches involving in-depth interviews or case studies can be used to explore students' experiences in more detail. This research can also be combined with quantitative analysis through surveys or questionnaires to obtain broader and measurable data. By deepening research in these areas, we can enrich our understanding of how code-switching can be used effectively in a variety of teaching contexts and improve students' overall English learning outcomes.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section is conclusion which based on the research findings and discussion. The second section contains some suggestion based on the conclusion

A. Conclusion

In conclusion, this research effectively answered the three main questions: First, it identified three types of code-switching used by teachers and students at SMK Bahari Parepare: tag switching, inter-sentential switching, and intra-sentential switching. Teachers mainly use inter-sentential and intra-sentential switching for clarity, while students often use tag switching and intra-sentential switching.

Second, code-switching positively impacts students' English skills, improving listening, speaking, and class participation it is based on teacher and students interview. In other side, the results of the students' speaking test showed less significant results, namely that the students' abilities were only in the fair category.

Third, students' motivation to learn English increases with code-switching, as it makes them feel more comfortable and confident. These findings confirm the effectiveness of code-switching in language teaching and provide new insights into its role in boosting motivation and engagement in vocational high schools, especially in regions where local languages are used. This research contributes significantly to English language education, demonstrating that code-switching aids understanding

and enhances learning motivation. It shows that code-switching not only facilitates teaching but also boosts students' participation and confidence in using English. The study's innovative aspect lies in its focus on the motivational impact of code-switching, enriching the existing literature. It highlights that code-switching can be effectively applied in vocational high schools to improve students' comprehension and motivation, both practically and theoretically, confirming its role as a communication and motivational tool in bilingual or multilingual settings.

B. Suggestion

The use of code switching has been proven to help students understand complex materials and increase their engagement and motivation in the learning process. However, to optimize its impact, teachers need to consider the choice of language and the frequency of code switching use so as not to cause confusion among students. Teachers can also take more training on the right strategy for using code switching can also increase the effectiveness of the use of code Switching. Regarding that statement, the researcher would like to provide several suggestions as follows:

1. For students, students are advised to continue to motivate themselves because motivation is the key to success.
2. For further researchers: a. Prepare yourself before entering the classroom

   b. Researchers must know the psychology of students in the learning process to build good interactions.

3. Researchers are expected to be able to provide meaningful information and provide motivation for further researchers to conduct other research on the use of code switching to facilitating English teaching,

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