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Types and Functions of Code-Switching in English Learning Contexts: Insights from SMK Bahari Parepare

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ABSTRACT

This study explores the types and functions of code-switching used by English teachers and students at SMK Bahari Parepare. The aim is to understand the role of code-switching in the learning process. The research was conducted at SMK Bahari Parepare, employing qualitative research methods. The sample includes one English teacher and 12 eighth-grade students from the nursing department during the 2023/2024 academic year. Data were collected through an observation checklist, note-taking, and conversation recordings, which were later transcribed and using thematic analysis. The research identifies three primary types of code-switching: tag switching, inter-sentential switching, and intra-sentential switching. Tag switching was commonly used by students to clarify understanding and manage classroom dynamics. Inter-sentential switching acted as a bridge between languages, facilitating clearer communication of instructions and concepts, while intra-sentential switching helped convey complex ideas within a single sentence. The study concludes that code-switching significantly enhances English language instruction at SMK Bahari Pare-Pare. Overall code switching as a whole serves as a bridge between languages because it facilitates communication in learning. It allows students to connect new language concepts to their native language, creating a more inclusive and supportive learning environment. The findings highlight the importance of recognizing and integrating code-switching into educational practices, as it improves comprehension, language proficiency, and student confidence in using English.

Keywords: Code Switching, English language Learning, Types of Code Switching, Function of Code Switching

INTRODUCTION

Language is a social interaction tool that allows people to share information and understand each other. Language is also used to convey messages between communicators, including in the learning process, especially learning English. Supported by Sampurna & Java, (2023) stated that English teachers in Indonesia, where English is a foreign language, typically teach and learn in both English and Bahasa Indonesia.

In Learning, the use of two or more languages in one interaction, known as code switching,

has become a linguistic phenomenon that has attracted the attention of researchers in various fields, especially in the context of language education (Bhatti et al., 2018). In the process of learning English, code switching often occurs as a form of communication strategy between teachers and students who have different mother tongue backgrounds. This phenomenon can arise when teachers or students switch from one language to another, either consciously or unconsciously, to achieve certain goals in learning interactions (Eldin, 2014). Therefore, studying the forms of code-switching that occur in English classes is very important to understand the dynamics of communication in the classroom, especially in bilingual environments such as in Indonesia (Hafid & Margana, 2022).

Furthermore, the language learning process certainly requires good communication. One way that can be done is by using code-switching. As Susmita, (2015) observed 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.

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. Therefore, the researcher wants to examine the role of code-switching in learning, especially the types of code-switching found and the function of code-switching in learning.

In the initial observation results, the researcher found several types of code-switching during the learning process in the following class: make a video about introducing yourself and send it to me ya. This sentence is a type of tag-switching code-switching, in this sentence, the teacher instructs his students to make an introduction video and then send it to him. So this type of code-switching occurs from the use of English then to Indonesian at the end of the word, with the word "ya". The same as the meaning tag switching is the insertion of tags in one language into speech

that is spoken in another. This event is the use of code switching at the end of a word or sentence (Piantari et al., 2011).

In adition, code-switching has various functions, such as making it easier for students to understand, providing clearer explanations, or creating closer relationships between teachers and students. Setyowati, (2023) argue code-switching can help facilitate knowledge transfer, preserve classroom discipline, and improve communication with students. Previous studies have shown that code-switching can help improve students' skills in learning a foreign language, but on the other hand, excessive use can also hinder learning the target language. In addition, Rohmah, (2023) stated that if the teacher performs code-switching, the percentage of the target language is expected to fall. However, most Indonesian students require assistance mastering a foreign language in order to speak it well. As a result, teachers use code-switching to facilitate student learning.

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) argue 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 a spoken form involving teachers and students in English learning classes.

Based on the 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 the ELT Classroom. It proves 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 the code-switching process in the written form found in sentences in the novel. Meanwhile in this research, the researcher focused on types and functions of code-switching uttered by English teachers and students. Regarding that statement, the researcher is interested in studying deeply the role of code-switching in English Language Teaching (ELT) classrooms.

Review of Literature

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.

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, afifah et al (2020), Jr, et al,(2023) and Novianti and said (2021) 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 and function of code switching used by teachers and students, and code switching in this study involves code switching from English, Indonesian and regional languages, namely Bugis.

RESEARCH METHOD

This study uses a qualitative method with observation techniques to identify the types of code switching carried out by teachers and students in English classes at SMK Bahari Parepare. The researcher prepared an observation checklist and used a note-taking technique to record verbal interactions during the learning process, in accordance with Kumar, (2022) stated that observations must be carried out systematically and objectively. This research was conducted in SMK Bahari parepare. The sample in this study is one English teacher and 12 students in eighth grade nursing department in the 2023/2024 academic year. Next, process collecting data used observation checklist and note taking observation. The following procedures of collecting data start with the researcher collects data by recording teacher and student speech during the learning process by focusing on the possibility of code switching occurring. The researcher has prepared a checklist observation sheet as well to ensure that code switching occurs. Researcher used these two instruments to ensure that no data is missed in the data collection process. 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.

RESULTS AND DISCUSSION

Results

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. According to Poplack (1980, p.87), in (Fanani et al., 2018). Here the table below:

Table 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 their native language		

The table 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.

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.

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.

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 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 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:

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.

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.

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.

Discussion

In this section, the researcher discusses the findings of this study. The researcher found three types and function of code switching used by students and teachers in the learning process, namely tag code switching, inter-sentence code switching, and intra-sentence code switching. An explanation of the three code switching is presented below.

In this part, 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. In addition, This form of code-switching tends to be simple, often used to add an English element in predominantly Indonesian contexts, suggesting that these respondents are in the early stages of English language exposure and are using tag switching to enhance communication. The code switching pattern appears in the first utterance because of the noisy situation in the class, this factor influences students to neutralize the learning process by giving orders to their classmates, and the pattern in the second utterance occurs when students want to ensure the truth of the material to their teacher. This situation makes students confused so that students ask the teacher to ensure whether their opinion is correct or not.

In contrast, inter-sentential switching was used by respondents C and L, where entire sentences in English and Indonesian are alternated. Examples such as "I don't know. Pusingka" and "Ibu kalau hanya 1 kata artinya. Just one word" show how two separate sentences in different languages are combined. This type of switching is more complex than tag switching, as it involves full sentences in both languages and serves to ensure students' understanding by explaining concepts or instructions in English while using Indonesian as a scaffold. In this context, inter-

sentential switching helps to bridge students' comprehension between the target language and their native language, promoting gradual learning. Supported by Nasution et al., (2024) Code-switching can greatly improve communication clarity in English as a foreign Language (EFL) classrooms, increasing students' confidence and interest. Another support from Ajiza, (2022) Code switching is seen to be helpful because it allows pupils and language recipients to receive information more clearly.

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. It is supported by Suhardianto, (2022)) stated that Inter-sentential switching happened due to ease of conveying ideas, emphasizing points, or conveying messages. 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. Intra-sentential switching serves to express complex ideas or ask questions, demonstrating the respondent's ability to use code-switching flexibly as a communicative tool within the learning interaction.

In addition, 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.

However, the majority of the other respondents, from D to K, predominantly used their native languages (Indonesian or regional languages) without engaging in code-switching. This suggests that many students feel more comfortable using their first language in learning situations, possibly due to limited English proficiency or because the teaching environment supports the use of the native language. These findings indicate that while code-switching can be an effective pedagogical tool, it is not uniformly adopted by all students and tends to occur more frequently among those with greater exposure to or confidence in using English as a second language.

Overall, the findings of the code switching data from teachers and students indicate that code switching can function as a strategy in language learning because it can facilitate the learning of code switching as a bridge between languages. This highlights the need for teaching strategies that can encourage wider use of code switching as a tool to improve students' English skills. This highlights the need for teaching strategies that can promote wider use of code-switching as a tool to enhance students' English language skills. Supported by Olii, (2020) stated that in formal education, code-switching is essential for English teachers to engage students and improve comprehension. In addition, Mukti, (2016) states that ode swapping can assist students in understanding texts in target languages.

On the other side, based on the findings in table.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 students 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). Thus, findings of the code switching data from teachers and students indicate that code switching can function as a strategy in language learning because it can facilitate the learning of code switching as a bridge

between languages.

On the other hand, this study has several limitations that need to be identified, especially in terms of methodology, sample, and development of results. In terms of methodology, this study only uses qualitative methods. Suggestions for further research to use a mixed method design to obtain more relevant data. Then the sample is relatively small so that it limits the findings. In addition, the results of the study that have been conducted, there are several areas that require further research to expand our understanding of code switching in teaching English in vocational high schools. One area that can be studied more deeply is how code switching affects the development of students' English language skills, as well as how code switching improves students' knowledge in learning. This section needs to add quantitative data to support more reliable data findings.

CONCLUSION

This study concluded that the use of code-switching among students and teachers at SMK Bahari Parepare shows how important it is for learning English. Both students and teachers use various types of code-switching like tag switching, inter-sentential switching, and intra-sentential switching to help with communication and understanding in the classroom. Students use tag switching to engage with the teacher and manage the classroom, reflecting their familiarity with English. Inter-sentential switching helps students understand instructions by linking English with their native language, making it easier for them to learn. The teacher uses intra-sentential code-switching to check students' understanding and allows students to express complex ideas and feel more comfortable using English.

In addition, teachers also use code-switching to get attention, clarify instructions, and introduce English words. This approach helps students feel more comfortable and encourages them to practice their English skills.in addition, the findings highlight that using code-switching can help learning more engaging and effective. It assisting students build confidence in their English and eases their transition from their first language to English, leading to better learning outcomes. Overall, code switching as a whole serves as a bridge between languages because it facilitates communication in learning. Thus, regarding to this research are expected to further researcher conduct other research on the use of code switching to facilitating English teaching, such us the impact of code switching in learning English and how students motivation in learning English using code switching.

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ETHICAL STATEMENT

This research was conducted in accordance with the ethical standards for studies involving human participants as outlined by Universitas Muhammadiyah Parepare and based on the principles of the Declaration of Helsinki. All participants were informed of the research objectives, procedures, and their voluntary participation. Prior to data collection, written or verbal informed consent was obtained from both the teacher and student participants. Participants were assured of the confidentiality and anonymity of their responses, and that all data would be used solely for academic and research purposes. No personal or sensitive information was collected, and participants retained the right to withdraw from the study at any time without any consequence.

The authors declare that there were no conflicts of interest, financial or otherwise, that could have influenced the integrity or impartiality of this research. Ethical approval for the study was granted by the English Education Department, Universitas Muhammadiyah Parepare. The authors confirm that the study upholds research ethics, respects participant rights, and contributes meaningfully to the field of English language learning and pedagogy.

CRediT AUTHORSHIP CONTRIBUTION STATEMENT

- **Nildasari:** Conceptualization, Methodology, Data Collection, Writing Original Draft.
- **Rafi'ah Nur:** Formal Analysis, Validation, Writing Review & Editing, Correspondence.
- **Ammang Latifa:** Supervision, Project Administration, Funding Acquisition, Resources.

All authors have read and approved the final version of the manuscript. The authors jointly contributed to data interpretation, discussion of results, and refinement of the final manuscript for publication**.**

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper. They have no financial, personal, or institutional relationships that could have appeared to influence the work reported in this study. The research was conducted independently, and all findings are presented objectively based on academic and scientific analysis without external influence.

DATA AVAILABILITY

All data supporting the findings of this study are included within the published article. Due to ethical considerations and the need to protect participant privacy, raw data containing identifiable information (such as classroom recordings or transcripts) are not publicly available. However, anonymized data, transcribed excerpts, and research instruments used in this study (e.g., observation checklists and coding frameworks) may be obtained from the corresponding author upon reasonable request for academic and non-commercial purposes.

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