Why is Code Switching Still Used By Teachers in English Language Teaching?

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

Highlighting :

- Code-switching supports comprehension in low English proficiency settings.

- Intra- and inter-sentential switching are the main types used.

- Enhances student engagement in vocational health classrooms.

Keywords : Code switchings, Sociolinguistic, English foreign language, Vocational education, Classroom communication

Introduction

The issue of English language acquisition at vocational schools in Indonesia holds significant importance, as seen by the numerous research that have been undertaken to investigate this matter. It is imperative for students enrolled in vocational education to possess effective English communication skills for their professional endeavors [1]. Novice language learners or anybody seeking to expand their linguistic repertoire are bound to face challenges [2]. Nevertheless, a significant number of students attending vocational high schools continue to face challenges when it comes to effectively speaking or articulating their ideas in the English language [3]. A further study has documented that the instruction of English in vocational high schools necessitates a distinct understanding Jof content, approach, and tactics [4]. The study additionally posits the necessity of fostering peer debate and promoting collaborative efforts among English and technical teachers about the selection of vocabulary materials to be incorporated into the curriculum [5]. In general, it appears that there exists a necessity for enhancement in the English language acquisition procedures used inside vocational educational institutions in Indonesia. Many

institutions frequently deem English teaching and learning insignificant, as demonstrated by Indonesian learners' inadequate proficiency and inability to effectively use the English language during lessons[6]. Teachers frequently employ code switching in the teaching and learning process to address the limitations that students encounter. The obstacles that hinder students from mastering English include variations in their ability to converse in English, insufficient vocabulary mastery, a lack of self-confidence, low motivation to learn English, ineffective teaching methods, inadequate teaching materials, and an unsupportive learning environment. Code switching can be a potential solution to this problem. [7]. Code switching refers to the act of transitioning from one linguistic variety to another, either vocally or in writing form, in order to accommodate a changing context or scenario. Code switching occurs when an individual possesses proficiency in many languages and utilizes different linguistic variations [8]. Code switching is employed either by the teachers or the student throughout their conversations [9]. All languages used in code-switching should be languages that the community regularly speaks and uses for oral communication [10].

The utilization of full English versus code switching is a subject of significance within the realm of English as a Foreign Language (EFL) instruction. The choice between employing full English or code switching in the context of English as a Foreign Language (EFL) instruction is contingent upon several elements, encompassing the learners' degree of ability, the aims of the learning process, and the pedagogical technique employed. A research investigation undertaken in Turkey sought to elucidate the potential merits or drawbacks associated with the incorporation of language alternation in the pedagogy of English as a foreign language (EFL). The research revealed that the utilization of either the mother language or only English within the educational setting might have both advantageous and detrimental impacts on students' emotions, cognitions, and convictions [11]. Then a separate research endeavor undertaken in Indonesia sought to investigate the utilization of code switching within English as a Foreign Language (EFL) courses, namely between instructors and students. The study revealed that code switching is a prevalent linguistic phenomenon characterized by the alternation between English and other languages. This practice is commonly observed among individuals who are non-native speakers residing in several countries, and is influenced by various factors such as contextual settings, temporal considerations, and geographical locations [12].

The findings of a systematic literature review on the topic of code switching in the context of teaching English as a second or foreign language indicate that the appropriate use of L1 code switching with EFL learners can lead to advantageous outcomes, such as an early advantage in achieving effective learning outcomes [13]. The present study examines the utilization of the first language (L1) in English as a Foreign Language (EFL) classes. The findings indicate that code switching can be employed as a pedagogical tool to address communication difficulties experienced by students at various proficiency levels, including beginners, intermediates, and advanced learners [14]. The Definition of Code Switching, Code-switching commonly occurs in casual conversations between individuals who share a common educational, ethnic, and socio-economic background. Avoidance of formal speech is typical in situations where individuals have little in common in terms of social rank, language allegiance, and formality [15].

Based on the available information, it appears that the choice between employing full English or code switching in the context of English as a Foreign Language (EFL) instruction should be informed by a well-rounded strategy that takes into account the learners' level of skill, educational goals, and practical language usage in real-life situations. The utilization of code switching can serve as a valuable mechanism for aiding pupils in surmounting challenges related to communication [16]. However, it is imperative that code switching is employed with discretion and attentiveness. The occurrence would arise due to the speakers' proficiency in multiple languages [17]. For certain individuals engaged in the study of other languages, it is indeed not an uncommon occurrence. This phenomenon frequently occurs when individuals inadvertently exhibit cognitive patterns or spontaneously utter words from a different language. Individuals are commonly required to adopt a certain linguistic code when engaging in communication, and they may also opt to transition between several codes or blend codes within brief utterances, leading to the

emergence of a novel code. This phenomenon is referred to as code switching [18]. Code switching, alternatively referred to as code-mixing, has the potential to transpire either between different speakers' turns or within a single speaker's turn. Inter-sentential and intra-sentential occurrences are two possible contexts in which it can manifest [19]. Intra-sentential switching creates the perception that speakers lack sufficient proficiency in a language to effectively express their intended message. Code switching involving syntactic adaptation is a more intimate form of language mixing compared to inter-sentential and tag switching. Inter-sentential switching refers to the occurrence of a language switch at the boundary between clauses or sentences, where each clause or phrase is in a different language [20].

In sidoarjo, Based on the pre-observation in SMK Dian Indonesia and SMK Sepuluh Nopember, The phenomenon of code switching has been seen in the context of English as a Foreign Language (EFL), however, there seems to be a lack of research specifically examining code switching in health education settings. The role of EFL teachers in using code switching as a strategy are very crucial in developing students English language competence. The findings of this study are anticipated to be valuable for academics with an interest in sociolinguistics, particularly in the domain of code switching by individuals who speak multiple languages. Code switching is a prevalent linguistic ability observed in bilingual individuals, characterized by the natural and spontaneous alternation between different languages during communication [21]. The primary of this obejctive is to comprehend the various classifications and purposes of this phenomenon known as code switching. The researchers opted for two vocational schools located in The researchers opted for two vocational schools located in SMK Sepuluh Nopember and SMK Dian Indonesia. The rationale behind the selection of this particular location stems from the fact that these two vocational institutions have a specific he emphasis on nursing assistant training within the Sidoarjo region. As a result, the author performed research on "Why Is Code Switching Still Used By Teachers In English Learning Foreign?"

Research Question

1. What types of code switching are used by the teachers?

2. What factors do contribute to the use of code switching in the learning process?

Method

Research Design

The objective of this study is to examine the phenomenon of code-switching employed by an English instructor at a vocational high school in Sidoarjo. Qualitative research aims to acquire a comprehensive understanding of human and social issues rather than merely describing superficial aspects of reality. Researchers investigate the process by which individuals extract meaning from their surroundings and how this significance influences their actions [20]. This research focuses on the occurrence of code-switching by instructors within the framework of teaching and learning, as well as the influence of their backgrounds. This study's specific focus and scope prevent us from extrapolating the results to English teachers in diverse contexts. However, we can conduct a more comprehensive analysis by comparing the results of this study with those of earlier investigations.

Participant and Research Site

This study was conducted at two vocational schools in Sidoarjo, SMK Dian Indonesia and SMK Sepuluh Nopember, which have the same major specifications. Participants were chosen voluntarily because they were experienced and knowledgeable in teaching English. This research has been conducted with two teachers in two different schools. Where the teacher from SMK Sepuluh Nopember has been teaching for more than three years and the teacher from SMK Dian Indonesia has been teaching for more than six months. With the same qualifications, namely undergraduate

so that participants have mastered English through learning and experience. The classes analyzed are both grade 10 in the 2023-2024 school year.

Data Collection

This study aims to reveal the code-switching done by English teachers. The data collected in this study were explanations and spoken utterances collected from interviews and classroom observations. The classes were observed twice during the teaching and learning process to record the actual situation. The teacher's oral explanations were audio-recorded and transcribed into text. Interviews were recorded and then transcribed. Data relating to what type of code-switching the teacher used in the classroom context was collected from the observations. Speech spoken by the teacher in the classroom was audio-recorded and then transcribed. Utterances taken from semi-structured interviews were also analyzed to investigate what factors make teachers code-switch in the learning process, by asking fourteen questions related to it.

Data Analysis

Data analysis was divided into two main steps. First, to reveal what type of code switching the teacher used, utterances in classroom activities and interviews were transcribed. The utterances in the classroom observations were analyzed to reveal whether the teacher code-switched in the educational context or not, while the utterances in the interviews were analyzed to reveal the factors underlying the teacher to code-switch in teaching English. Utterances that indicate the practice of code-switching are marked. Categorization of the types of code-switching, into intra-sentential and inter-sentential. Second, to find out the reasons why teachers code-switch, explanations regarding the possible reasons behind code-switching practices were transcribed and analyzed. The conclusion were encompass the primary discoveries derived from the author's comprehensive investigation, along with their consequential ramifications for enhancing comprehension of code switching within the realm of pedagogy. The subsequent section entails an analysis of the constraints inherent in the author's research, as well as proposed directions for future research

Result and Discussion

1. Findings

1.1 Type of code switching teacher used

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

1.1.1 Inter-Sentential Code Switching

Inter-sentential code switching refers to the practice of switching languages between distinct phrases. This often results in one sentence being completely in one language, followed by another sentence in a different language. This type of code switching is prominent in the teaching methods observed at SMK Sepuluh Nopember and SMK Dian Indonesia. For instance, at SMK Sepuluh Nopember, the teacher provides instructions starting in Indonesian, "Jadi nanti ini one by one," and then switches to English, "you read your article in front of me." Here, each sentence is complete and stands independently in its respective language, illustrating a clear switch at the sentence boundary.

Another example from SMK Sepuluh Nopember is, "Ok, what date today? Hari ini tanggal?" The teacher starts with a question in English, "Ok, what date today?" and immediately follows it with the same question in Indonesian, "Hari ini tanggal?" This demonstrates inter-sentential code switching as the switch occurs between two complete sentences that convey the same information in different languages. At SMK Dian Indonesia, a similar pattern is observed. The teacher asks, "What vehicle will they take to go to school tomorrow? Jawabannya apa?" Here, the teacher poses a question in English, "What vehicle will they take to go to school tomorrow?" and then switches to Indonesian for the follow-up, "Jawabannya apa?" Each sentence stands alone and the switch occurs at the sentence boundary, maintaining the integrity of each language within its sentence structure.

These examples illustrate the use of inter-sentential code switching as a strategic tool to facilitate understanding and ensure clarity in communication. By switching languages between sentences, teachers can reinforce concepts and ensure that all students, regardless of their proficiency in either language, can follow along and comprehend the material being taught. This method also helps in managing classroom dynamics effectively, as it allows teachers to repeat and clarify information, thereby enhancing the learning experience.

1.1.2 Intra-Sentential Code Switching

Intra-sentential code switching involves the alternation of languages within a single sentence. This often entails embedding words or phrases from one language into the grammatical structure of another without disrupting the syntactical flow. In the context of vocational education, teachers frequently employ this type of code switching to facilitate better understanding among students. For instance, in SMK Sepuluh Nopember, a teacher says, "Sebelum saya mulai pelajarannya masih ingat ya pertemuan sebelumnya bahas tentang report text ya." Here, the sentence begins in Indonesian ("Sebelum saya mulai pelajarannya masih ingat ya pertemuan sebelumnya bahas tentang") and seamlessly switches to English with the phrase "report text ya." The integration of English terminology within the Indonesian sentence structure exemplifies intra-sentential code switching, as it maintains the grammatical integrity of the sentence while incorporating a foreign language element.

Similarly, at SMK Dian Indonesia, a teacher uses intra-sentential code switching in the sentence, "Jadi hari ini kita akan mempelajari dengan tema Fracture Fairytale." The sentence starts in Indonesian ("Jadi hari ini kita akan mempelajari dengan tema") and transitions to English with the phrase "Fracture Fairytale." This switch is seamlessly embedded within the sentence, allowing the teacher to introduce specialized terminology in a way that is comprehensible to the students. The use of the English phrase within the predominantly Indonesian sentence demonstrates how intra-sentential code switching can be an effective strategy for bilingual instruction.

Another example from SMK Sepuluh Nopember illustrates this further: "Kalau saya malah take home ya, tau take home." In this instance, the sentence is primarily in Indonesian ("Kalau saya malah") but includes the English phrase "take home ya." The switch occurs within a single sentence, seamlessly incorporating the English phrase into the Indonesian context. This practice helps students to understand and internalize specific English terms while still being anchored in their native language.

These examples demonstrate how intra-sentential code switching allows teachers to introduce and reinforce English vocabulary and concepts within the familiar structure of the students' native language. By embedding English phrases and terms within Indonesian sentences, teachers can facilitate a smoother learning experience, making complex or unfamiliar content more accessible. This method leverages the students' existing language skills while gradually building their proficiency in English, creating an effective bilingual educational environment.

Both types of code switching are used strategically by teachers to facilitate understanding and engagement in a vocational educational context. Inter-sentential code switching helps in clear

separation of instructions or explanations in different languages, while intra-sentential code switching integrates key terms or phrases from another language within the main language, enhancing vocabulary and contextual understanding without breaking the flow of communication.

1.2 The necessity of using code switching by teachers

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

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

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

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

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

1.2.1 Ensuring Student Comprehension

One of the primary reasons for utilizing code switching in vocational education, as identified by the teachers, is to ensure that students comprehend the instructional material. This practice aligns with established pedagogical strategies that prioritize making learning accessible and comprehensible for all students, regardless of their proficiency in the language of instruction. Teacher from SMK Dian Indonesia state that: "For planning code switching, I also need to prepare in Indonesian because students do not immediately understand English as a whole." This preparation indicates a conscious effort to ensure that students are not overwhelmed by instruction delivered solely in English. The teacher's approach involves anticipating the linguistic needs of the students and proactively incorporating their native language, Bahasa Indonesia, into the lesson plans. This dual-language preparation serves a critical function in bridging the gap between the students' current language abilities and the demands of the curriculum. By doing so, the teacher is able to present new concepts and information in a manner that is both digestible and less intimidating for the students.

Furthermore, the practice of code switching caters to the diverse linguistic backgrounds of students in vocational schools, who may have varying levels of English proficiency. This strategy not only aids in comprehension but also fosters a more inclusive learning environment where all students feel supported and capable of following the lessons. In this context, code switching is not merely a fallback or a secondary teaching tactic, but a deliberate and necessary component of effective pedagogy in vocational education. By employing code switching, teachers can dynamically

respond to the immediate comprehension needs of their students, thus enhancing the overall learning experience. This method ensures that instruction is continuously accessible, thereby facilitating a deeper understanding of the material and promoting better educational outcomes.

1.2.2 Managing Classroom Dynamics

Code-switching is also employed to manage classroom interactions more effectively, particularly in ensuring students' active participation and reducing misunderstandings. Teachers often switch between languages to maintain student engagement and foster a collaborative learning environment. For instance, a teacher from SMK Sepuluh Nopember noted that when delivering lessons in English, some students might remain silent. The teacher explained that sometimes switching to Indonesian helps to ensure students understand the material. This, in turn, allows those students who grasp the content to assist their peers. By utilizing code-switching, the teacher can promote better comprehension and facilitate peer learning, ultimately creating a more dynamic and interactive classroom atmosphere.

This strategy is essential in vocational education settings, where students may have varying levels of English proficiency. By alternating between English and Indonesian, teachers can bridge language gaps and ensure that all students are able to follow the lessons effectively. This approach not only aids in comprehension but also encourages students to participate more actively in classroom discussions, as they feel more confident expressing themselves in a languages they are more comfortable with. Consequently, code-switching becomes a valuable tool for managing classroom dynamics and enhancing the overall learning experience.

1.2.3 Adapting to Students' Linguistic Backgrounds

Teachers adapt to their language usage to accommodate the unique linguistic and academic requirements of their students. This adaptation is crucial in vocational settings where English terminology varies across disciplines. A teacher from SMK Sepuluh Nopember expressed that they strive to understand and develop language in a way that aligns with the students' respective fields of study. This demonstrates the teacher's effort to make the learning process relevant and accessible.

In vocational education, teachers often encounter students with diverse linguistic backgrounds. For another instance again, with same teacher from SMK Sepuluh Nopember mentioned that despite teaching English, it is impossible to use the language exclusively because the students come from various linguistic backgrounds. The teacher utilizes code-switching, integrating both Indonesian and the students' local languages to bridge comprehension gaps. This approach not only aids in better understanding but also ensures that the students can relate to the material being taught. The strategic use of code-switching thus becomes an effective tool in overcoming linguistic barriers, making the learning process more inclusive and effective.

1.3 Benefits and Challenges of Code Switching

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

1.3.1 Benefits

Improved Comprehension: Code-switching contributes to a heightened level of understanding, hence promoting improved retention of the material. A teacher from SMK Sepuluh Nopember emphasized the beneficial effects of employing a combination of languages, adding that it enhances liveliness in conversations and helps avoid miscommunication. This statement emphasizes the significance of code-switching in improving the precision of education, particularly when addressing intricate topics or unfamiliar vocabulary. By employing a strategy of language

alternation, educators may guarantee that every student comprehends the fundamental principles, thereby enhancing general understanding.

Enhanced Classroom Interaction: The use of code-switching can enhance the dynamism and interest of classroom interactions. A teacher from SMK Dian Indonesia stated that the advantage of using two languages is to enhance appreciation of the subject matter. This strategy not only maintains students' interest but also promotes their active participation. When students get instructions or explanations in both their mother tongue and the language they are learning, they are more inclined to remain focused and actively participate by answering questions or following prompts. This linguistic approach can lead into more lively and beneficial classroom setting, fostering a sense of ease for students to freely communicate in both languages.

In the end even though receiving challenges, the purposeful application of code-switching in the classroom, specifically in vocational education, can greatly augment students' educational encounters. Code-switching is a valuable instructional tool that enhances comprehension and encourages active classroom participation. It facilitates the overcoming of language barriers and provides assistance for education in two languages.

1.3.4 Challenges

Potential Over-reliance on Native Language: One significant challenge associated with code-switching is the potential for students to become overly reliant on their native language. This over-reliance can impede their ability to develop fluency in English, as they may default to their native language instead of practicing and reinforcing their English skills. A teacher from SMK Dian Indonesia highlighted this issue, stating, ("They become complacent and are not accustomed to using English when there are moments that require it"). This indicates that while code-switching can make immediate communication easier, it may inadvertently reduce the necessity for students to engage deeply with the English language, thereby slowing their progress in achieving proficiency.

Miscommunications and Inconsistencies: Another challenge posed by code-switching is the potential for miscommunications and inconsistencies in language use. When students frequently switch between languages, they may inadvertently use inappropriate or incorrect expressions, particularly those sourced from informal contexts such as YouTube or social media. This can lead to misunderstandings and errors in communication. A teacher from SMK Sepuluh Nopember noted, ("Miscommunications... usually occur because children take words from YouTube or whatever they read on the internet"). This underscores the risk of students adopting informal or incorrect language patterns that are not suitable for academic or formal communication, which can further complicate their language learning process and create inconsistencies in their language use. In summary, while code-switching can be a valuable tool for bridging language gaps and facilitating immediate comprehension in vocational education settings, educators must be mindful of the potential drawbacks. These include students' over-reliance on their native language and the risk of incorporating inappropriate language from informal sources. Addressing these challenges requires a balanced approach, where code-switching is used strategically to support language learning without undermining the development of English fluency and accurate language use.

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

and minimize potential disadvantages.

2. Discussion

The initial assumption driving this research, as explained in the introduction, was that language teaching in vocational high schools may not differ significantly from that in high schools. The results do not prove it, as they indicate that teachers in vocational high schools use the same English language teaching materials and methods as those in other schools of the same level. As a result, it is evident that code switching can be applicable according to the teachers for strategies that are still useful or employed by teachers, as demonstrated by the results of this study. In fact, teachers still tend to use code switching, and they do so regularly. The teacher used two types of code switching, namely inter-sentential and intra-sentential, as indicated by the first finding. Based on these results, it is evident that this reset aligns with other research. Observing the reset results revealed that vocational schools use code switching as a strategy or tool to address issues such as students' weak abilities and understanding. Researchers have found similar results. This phenomenon specifically manifests in other discoveries. Code switching in teaching is advantageous because it enables freshman students to quickly and easily comprehend the primary message across many disciplines [22]. In advance of continuing their English language studies, it is imperative for students to comprehend both the similarities and distinctions among the fundamental principles. The most applicable method to ensure their comprehension of the guideline is to provide an explanation in their first language [23]. Other countries have also observed similar occurrences during foreign language learning, indicating that this phenomenon is not exclusive to Indonesia. Code switching by an English instructor reveals various roles, including explanation, validation of understanding, grammatical translation, and warning. In contrast, English as a Foreign Language (EFL) students employ linguistic alternation as a means of engaging in cooperative learning, rectifying errors, resolving misconceptions, and initiating class debates [24]. The authors proposed that in cases where students encounter comprehension challenges, educators should persist in offering explanations until the students attain comprehension [25]. Another finding suggests that code switching can foster a positive relationship between teachers and students in terms of language and culture. As a result of the link between language and culture, code-switching between various languages occurs naturally. Speaking a language other than the target language does not automatically exclude students from the English learning community. Rather, it signifies their aspiration for acceptance and integration within the community [26].

Conclusion

According to the findings above, it has been determined that teachers use code-switching as a tactic to facilitate effective two-way communication. This aligns with previous research, which shows that the use of code-switching in vocational schools is not due to specific factors, as there is no significant difference in the content or methods used compared to general schools [27]. This is similar to what occurs in these vocational schools. Despite having specialized programs, teachers at these schools still frequently use code-switching. However, it is not without its drawbacks. Teachers acknowledge that code-switching can have negative effects, which often occur in classroom settings. Some teachers often encounter students who exhibit complacency regarding the practice of code-switching. Students often prioritize using their Indonesian language over English, thereby hindering their ability to expand their vocabulary in the classroom. Unfortunately, students inadvertently get stuck in their everyday language. SMK Sepuluh Nopember faces the challenge of students using inappropriate or vulgar language, as they frequently use their native language or speak informally. Additionally, this consensus is also confirmed by educators from SMK Dian Indonesia.

However, this study acknowledges the existence of limitations in terms of information and resources. Therefore, the author hopes for a more comprehensive evaluation regarding the substantial impact of code-switching on students and teachers. Moreover, the author suggests

exploring similar studies in different academic subjects.

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