

## Code Switching Used by Certified and Non-Certified English Teachers

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### Abstract

*This research conducted to analyzed the code switching used by certified and non-certified teachers. The researcher applied the qualitative method. The subject of this research was certified and non-certified English teachers at Senior High School 1, 7, and 13 Bone consisted in 2 teachers that were certified and 2 teachers that were non-certified. The data were collected through audio recording, observation checklist, and interviews to find out type of code switching used by teachers, factor of code switching used by teachers, and certified and non-certified English teacher perception of code switching used. The result of this research that there were five types of code switching used by certified teacher in the classroom. They were inter-sentential, intra-sentential, metaphorical, emblematic and establishing continuity switching. Non-certified teachers also used also five types of code switching, they are inter-sentential, intra-sentential, metaphorical, tag and establishing continuity switching. The used of code switching of the teachers dominated by intra-sentential and inter-sentential switching both for certified and non-certified teachers where the usage frequency was over in certified teachers. The occurrence of code switching appears more in certified teachers. The factors of code switching used were intention of clarifying the speech content for interlocutor, repetition used for clarification, translate the unknown vocabulary and talking about particular topic. Certified English teachers perceive that the used of code switching is not directly affected by certification. However, the teacher consciously admits that it affects the teacher's performance when managing the class and in their professional appearance at school. On the other hand non-certified teacher used code switching influenced by their experiences to provide an even understanding for students and main the class situation. The findings reveal differences in code-switching patterns between the two groups, as well as an overall positive perception of using code-switching as a pedagogical tool. These results have potential implications for language instruction, teacher training programs, and future research on code-switching in language teaching and learning.*

**Keywords:** *code-switching, certified teachers, non-certified teachers, English language teaching, classroom interaction*

## INTRODUCTION

Language is the exchange of thoughts, data, and so forth, starting with one individual then onto the next. It is a method for correspondence to convey. (Wardough, 2006) defined a language was what the people in a specific society speak. Language isn't just about a gathering of sounds with importance, more than that, a mind boggling framework oversees society, so they have a device to characterize their lives. English has turned into a language of guidance in many nations all over the planet as a feature of information in the field of schooling. During the time spent showing an unknown dialect to understudies, it turns into a test on the grounds that the educator then needs to join the first language and the objective language, when the educator there in a class to show an English subject the unexpected dialects in comparison to will be consolidated as an open system whether they will utilize bilingual or even multilingual in the class to accomplish the objective of the growing experience, then, at that point, known as code exchanging. According to (Hudson, 2001) code switching was characterized as the inescapable consequence of bilingualism, since anybody who communicates in more than one language utilized, it was utilized relying upon the circumstance. Preferably, code exchanging happens when an individual beginnings a discourse with one language and changes dialects in a discourse. Throughout the educational experience obviously the utilized of code exchanging for every educator will be unique, both in distinctions in sexual orientation and furthermore in capacities and limits contrasts as educators.

Code-switching, the alternate use of two or more languages within the same conversation, has been a subject of linguistic study for decades (Poplack, 1980; Gumperz, 1982; Myers-Scotton, 1993). It is a widespread phenomenon observed in bilingual and multilingual communities, where speakers frequently navigate between languages for various purposes (Auer, 1998; Grosjean, 2018). In the context of English language teaching, code-switching has gained increasing attention due to its potential impact on student learning (Lin, 2013; Canagarajah, 2011).

There have been many studies found about code switching in gender differences, one of the them is according (Bassam, 2017) in his research said that women code switching altogether more than men. He additionally expressed that there were clear contrasts among people with regards to the recurrence of switches in their messages. one of the estimation to be acknowledged as an expert educator is they need to through what we call the certificate cycle. The government increases the professionalism of teachers through a certification process, as mandated by Law 20/2003 on the National Education System, specifically in Article 39 paragraph, which states that educators are experts with the duty to plan and implement the demonstration system, monitor the results of demonstration and give direction. and the preparation and instructors should have academic ability and confirmation according to their authority, they are really and intellectually sound and have the ability to achieve the objectives of public training.

Supported by some researchers finding for example from (Ikhwanurrosida & Rahmatya, 2019) finded that female members do code-exchanging more frequently than male members. The review has uncovered that distinctions in sexual orientation in code-exchanging and code-blending concerning the arrangement of language foundation. So, the code-exchanging and code-blending are utilized to simplify the message and reasonable. Additionally, they are likewise used to make the sentence more publicity, reasonable and pleasant to by the peruser. On the other hand, code switching conducted by (Nurrohmah, 2020). The result of the research showed that there are three kinds of code exchanging involved by the English educator. There are six code change capabilities utilized by the English instructor. The most often happening capability in the educator's expression is interjection, the subsequent normal capability is message portrayal, the 3<sup>rd</sup> normal capability is

reiteration, the 4<sup>th</sup> capability is recognizing conversationalist, and last capability is externalization.

Since code exchanging was consider as the effect of individuals' capacity and abilities to communicate in more than one language and it is significant in showing English cycle. The specialist fell it will be help to know the execution of code exchanging utilized by guaranteed English instructor and non-confirmed. The contrast between that exploration and this study was the specialist recognizes how the utilization of code exchanging in English educator in the part of the instructors' ability subsequent to being confirmed and not.

From the statements above the researcher believe that being a certified teacher and non-certified is going to effected the performance of the teacher use code switching in teaching English. Referring on the description above, the researcher intends to conduct a research under the title “Code Switching Used by Certified and Non-Certified English Teachers”.

Here the review of related literature, (Brown, 2001) defined interaction is the cooperative trade of considerations, sentiments, or thoughts between at least two individuals, bringing about common impact. Simultaneously, educators and understudies meet and speak with one another in the homeroom to learn. The patterns of verbal and nonverbal communication that occur in a classroom can be used to determine the type of social relationship that occurs there.

Teaching is an interactive process where a teacher and a student engage in an analyzable activity. Teaching English refers to teaching English to students with different first languages. The way to teach English in a state school system or more privately varies. When teaching a foreign language in a school context, the teacher needs to know exactly what the students expect and need to learn from the language. In order to be a successful English teacher, you need to be able to manage a classroom well. Teachers should be creative in their teaching methods and manage the classroom in an interesting way as (Brown, 2001) stated teaching is the process of helping students learn how to do something and providing guidance when researching something. It can also involve providing language and making it known or understood.

According (Mudodfir, 2012) stated teacher certification is way of giving teacher declarations to qualified educators who have met the necessities and breezed through a capability assessment. Instructor confirmation is the most common way of giving instructor endorsements to qualified educators/imminent educators who have met the prerequisites and breezed through the ability assessment. Certification is an acknowledgment given to teachers and lecturers as professionals (Yasmin, 2006).

According to (Wardough, 2006) code is a particular lingo or language that is decided to be utilized for each event. The code is what the language local area utilized relying upon the foundation of the speakers and audience members and furthermore relying upon how circumstance and conditions. Code might change out of the blue. Code switching can occur when someone switches to a different language in order to continue a conversation. (Hoffman, 2021) stated that code switching can be a common occurrence in informal conversations among people who are familiar with each other and come from similar backgrounds. It is not typically done in official speech situations among societies that there may be little in common – such as social status, language loyalty, and formality.

According Hoffman (1991), gives many types of code switching based on the point in time or scope of code switching where the language occurs: 1.) Inter-sentential switching is that happens between a sentence or a sentence limit. For this situation, the whole sentence or provision is in one language, yet the speaker changes to one more language for the accompanying sentence or proviso. This exchanging is in a roundabout way connected with the circumstance and environment of the discussion, 2.) Establishing continuity switching, this sort of code change happens to proceed with

the past speaker's discourse, as when one Indonesian speaker talks in English and afterward one more speaker attempts to answer in English too, 3.) tag switching, the type of switching is sometimes called label substitution or symbolic keying. A key is an exclamation, tag, or phrase filler that serves as a marker of ethnic identity in another language. Tag replacement is code replacement with sentence tags that come before or after a sentence. According to Poplack (1980), he also argues that changing a tag means adding a tag, and that what the tag means is a tag, parenthesis, exclamation/exclamation, sentence padding, or an idiomatic expression in one language to a sentence in another language. One more conversation about kinds of code exchanging as per Poplack in (Romaine, 1995) defines three main types of code switching which are: tag switching, inter-sentential and intra-sentential. Intra sentential changing alludes to the exchanging that happens inside a similar statement or sentence which then, at that point, contains components of the two dialects. This sort of progress appears to include unique standards of how the linguistic structure and morphology of dialects can connect and consequently embraced exclusively by bilinguals with elevated degrees of familiarity. There were several factors used code switching such as absence of information on one language or absence of office in that language on a specific subject, to dazzle one more with his virtuosity in one language, talking about a specific point, quoting another person, express fortitude, Interjection and so on.

Despite the potential benefits of code-switching in language teaching, its use remains a controversial topic. Some educators and researchers argue that excessive code-switching may hinder learners' exposure to the target language and interfere with their language development (Cook, 2001; Polio & Duff, 1994; Schweers, 1999). As a result, language teaching approaches have varied in their recommendations for code-switching, with some advocating for exclusive use of the target language (e.g., Direct Method, Audio-Lingual Method), while others support a more balanced approach that allows for strategic use of the students' first language (e.g., Communicative Language Teaching) (Richards & Rodgers, 2014; Arham & Hudriati, 2018).

The present study aims to contribute to the growing body of literature on code-switching in language education by focusing on the differences between certified and non-certified English teachers in terms of their code-switching patterns, the factors that influence their use of code-switching, and their perceptions of this phenomenon in the language classroom. By examining these aspects, the study seeks to shed light on the potential implications of code-switching for language instruction and teacher training programs. Furthermore, the study aims to provide valuable insights for educators and policy makers seeking to understand the role of code-switching in language teaching and how it can be effectively integrated into the curriculum.

## **METHOD**

To investigate the types of code-switching used by certified and non-certified English teachers, factors influencing the use of code-switching, and teachers' perceptions of using code-switching in the classroom, a qualitative research design was employed. This design allowed for an in-depth understanding of the phenomenon by focusing on the experiences and perspectives of the participants.

Data were collected through two primary methods: classroom observations and semi-structured interviews. Ten classroom observations were conducted for each group of teachers (certified and non-certified) to analyze the types of code-switching used by teachers during instruction. Observations were audio-recorded and field notes were taken to document the context and the instances of code-switching. A code-switching observation protocol, adapted from previous research (e.g., Liebscher & Dailey-O'Cain, 2004), was used to categorize the instances of code-switching according to their functions and linguistic forms.

After the classroom observations, semi-structured interviews were conducted with each participant to explore the factors influencing their use of code-switching and their perceptions of using code-switching in the classroom. The interview guide included open-ended questions related to teachers' beliefs, motivations, and experiences with code-switching, as well as specific examples from the classroom observations. Interviews were audio-recorded and transcribed for data analysis.

The study utilized subjective information examination in light of (Miles & Huberman, 2014) concept of interactive model which consists four steps namely data collection, data condensation, data display and conclusion drawing/verification.

1. Data collection: The data will collect the data related to the research question by using the instrument of the research.
2. Data condensation: Data condensation refers to way of choosing, centering, streamlining, abstracting or potentially changing the information that tracked down in the full corpus (assortment) of reviewed field notes, interview records, archives and other exact materials. The information from recording of the class perception and interview interpreted into composed record. Then, at that point, the scientist distinguished pieces of the information to decide types and factors of code exchanging and furthermore the apparent effect of it. The kinds of code not entirely set in stone by utilizing the hypothesis of code exchanging.
3. Data display: The display implies coordinated the data that drives the specialist to reach a determination. Information show appeared in view of specialist center.
4. Conclusion drawing/verifying: The researcher made inference in light of the showed information. The specialist made end in light of the hypothesis and to respond to the exploration questions.

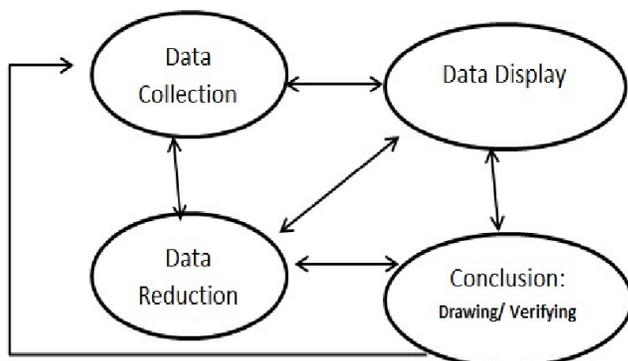


Figure 1: Interactive Model Data Analysis Techniques (Miles & Huberman, 2014)

## FINDINGS AND DISCUSSIONS

In this section the authors provide the finding and discussion about code switching involved by certified and non-certified English educator in Senior High School to distinguish the distinctions code exchanging types' that the ensured and non-guaranteed English educators produce, the variables of the guaranteed and non-confirmed English instructors use code exchanging, and the view of confirmed English educator in code exchanging utilized.

### Findings 1: Type of Code Switching Used by Certified English Teacher

#### Intra-sentential switching

Intra sentential exchanging happens inside a sentence or provision or word limits with no clear change in subject, interlocker, setting, setting and so on. In intra-sentential code switching, things

are viewed as the biggest extent of exchanging. It is on the grounds that they are moderately liberated from syntactic limitation.

Extract:

T1 :Tentang personal letter saya kira sudah selesai ya, cuman saya minta semua tugas yang pernah yang saya kasih yang sudah saya paraf dijaga baik-baik yaa karena karena menjadi salah satu persyaratan penambahan dan pengambilan nilai jadi untuk materi dibab dua ini kita akan membahas tentang cause dan effect...

*[Regarding the personal letter, I think it's finished, I just want to ask that all the assignments that I have given to you are carefully guarded, because they are one of the requirements for adding and taking grades, so for the material in chapter two, we will discuss the causes and effects.]*

Based on the statement above the teacher use code switching when she wants to mention the material that they talking about last meeting. The utterance above showed the kind of intra-sentential switching related to the topic that the teacher try to explain. At first, the teacher explains in Indonesia and then switch the language to English when he wants to mention about the material by saying “*personal letter*”. Intra-sentential switching appear in a single sentence where the speaker switched their languages.

### Inter-sentential switching

Extract:

T1 :Satu kata, because of bad weather jangan lupa kasi koma.

*[One word, because of bad weather..don't forget to put a comma.]*

The underlined utterance was case of Inter-Sentential switching. It can be seen the speaker in this case use the Indonesian language first “*satu kata*” and then switch to the English language “*because of bad weather*” as a subsequent clause and then switched it again to the Indonesian language “*jangan lupa kasi koma*”. The remarks were categorized into code switching used because it clearly showed the process of the speaker switched his language from Indonesian to English language and then into the Indonesian language again.

Extract:

T2 :Ada absennya ini?.. Belum ada masih di dalam. Okay because ee the absence in the office, saya manual saja yah..siapa yang tidak hadir?

*[Where is the absence?.. Alright still in the office. Okay because the absence still in the office, I'll go with the manual..who didn't come?]*

Ss :Aidil...

### Establishing Continuity Switching

Extract:

Ss :Because of..

T1 :Because of hard..

Ss :Raining

T1 :Raining I don't go to?..

Ss :School.

In here the teacher was talking about how to use cause and effect words' properly, when the students started to say the sentence the teacher replied by saying the same language “*because of hard and raining I don't go to.*”

### Emblematic Switching

Extract:

T1 :For yaa?..Apalagi setelah for?

*[It's for right?...After that?]*

Ss :So that.

T1 :Yah boleh apalagi?...Since

*[Yes, what else?...Since]*

Ss :Iya Pak.

*[Yes Sir.]*

The underlined utterance above showed there was a simple interjection “yaa?” in the last of the utterance from the speaker or teacher, he switch his language from English “for” and then continue to Indonesian with a simple interjection or a tag “yaa?”.

### Metaphorical Code Switching

*Extract:*

T1 :Hard raining, berarti sudah lebih dari dua kata. Sekumpulan kata yang mempunyai arti. Kalau sudah lebih dari satu berarti sudah bisa digolongkan dia menjadi prasa, kalau satu saja berarti kata. *Bagaimana cara membendakan tambah -ing toh kalau sudah lebih dari satu berarti?*

In the utterance above teacher explaining about how to formed a specific sentence in Indonesian and how phrase looked like by saying “...*kalau sudah lebih dari satu berarti sudah bisa digolongkan dia menjadi prasa, kalau satu saja berarti kata...*” then teacher explained about how change the form of a word by adding -ing, teacher said “...*bagaimana cara membendakan tambah -ing toh...*” teacher mentioning the key -ing to show the of topic discussed. Metaphorical code switching happens when there is an adjustment of insight, or reason, or subject of discussion.

### Findings 2: Type of Code Switching Used by Non-Certified English Teachers

#### Intra-Sentential Switching

*Extract:*

T3 :Oke, open your book page, page berapa ini one hundred and nineteen chapter nine. Open chapter nine, nine sembilan

In the utterance above teacher asked the student about the page of the material, it first teacher asked in English then switcher his language when teacher mention word “*berapa ini*”. Then continued teacher’s language in English by mentioning the page of the book, teacher said “*one hundred and nineteen chapter nine*” and at last teacher switched his language by saying “*sembilan*” to mentioned the number of the page in Indonesia.

#### Inter-Sentential Switching

*Extract:*

T3 :Kemudian seratus dua puluh iya seratus dua puluh disitu kita akan belajar tentang, we will learn to compare animals thing and other..Tau artinya?

*[Next in two thousand and twenty we will learn about how to compare animals thing and other..does anyone know the meaning?]*

Ss :Tidak Pak

*[No Sir]*

The underlined utterance was a case of Inter-Sentential switching. It can be seen the speaker in this case use Indonesian language first “*kemudian seratus dua puluh iya seratus dua puluh disitu kita akan belajar tentang*” and then switch to English language “*we will learn to compare animals thing and other*” as a subsequent clause and then switch it again into Indonesian “*tau artinya?*”. The comments were ordered into code exchanging utilized in light of the fact that it plainly showed

the course of the speaker changed his language from Indonesian into English and afterward into Indonesian once more.

### Metaphorical code switching

*Extract:*

T3 :Apa ratu, benda. Thing itu benda pake g sama think itu pikir, bedakan ada yang pake k ada yang pake g.

*[thing, thing is thing, it used g, one use k and the other used g]*

Based on the utterance above the teacher, teacher tried to explain a word related to the material. We can see from the utterance teacher explained the material in Indonesia but when he tried to explain any specific word that shut be mentioned in English that related to the material so that's why he switch his language by mentioning "thing" and "think". After that, he continued to explain his material in Indonesia.

### Establishing Continuity Switching

*Extract:*

T4 :Oke saya sebut namanya satu-satu. Ilham.

*[okay let me mention your name one by one, Ilham.]*

S2 ;This is a butterfly, the color is pretty, it flies.

T4 :Okay number two, this is a snake.

The utterance above showed the speaker used kind of code switching in case of establishing continuity switching. In here the first speaker or the teacher (T4) talked to the students in Indonesia by saying "oke saya sebut namanya satu-satu... Ilham", but then second speaker or student (S2) reply English by saying "this is a butterfly, the color is pretty, it flies so" then the teacher reply it by using the same language that the student used which in English by saying "okay number two, this is a snake". For this situation on the grounds that the understudies answer the inquiry from the instructor in English so the other speaker or educator answer in English too. So it very well may be presumed that the educator use code exchanging on the grounds that he needed to answer the understudies in similar language as the understudies' utilized.

### Tag switching

*Extract:*

T4 :...Ayo, what is the meaning color? Apa artinya color? Klo pretty?

The underlined utterance above showed there was a simple interjection "Ayo" in the first from the speaker or teacher, he switch his language from Indonesian "Ayo" to gain the attention and then continue to English after that simple interjection or a tag "Ayo" by saying "what is the meaning color?".

### Findings 3: Factors Influencing the Use of Code Switching

Here the factors that certified English teacher were used, **repetition used for clarification**; where the teacher confirm the factors by saying "...setelah kita menerangkan dalam bahasa Inggris harus kita alihkan lagi ke bahasa Indonesia tujuannya adalah supaya dari 30 lebih siswa itu bisa memahami apa yang kita jelaskan". The teacher explained that to make a clear understading to all of the students in the class it is important to repeat the utterance of the teacher into Indonesia.

**Intention of clarifying the speech content for the interlocutor**; in the utterance "karena ini saya sudah jelaskan minggu lalu. Now I will invite you again saya akan mengundang kamu kembali

untuk menjawab pertanyaan ini, merubah kalimat ini. I will start from negative sentence, saya akan mulai dari kalimat negatif biasanya kita mulai dari kalimat positif”. it can be seen that the factor of the teacher used code switching was to clarify his speech to another language in this case was Indonesian in somewhat modified form if the students don't understand the speech that he delivered in English before it.. **Translating unknown vocabulary;** According to the statement of the teacher that said “...yang menjadi persoalan kemudian ketika kurikulum kemudian dibuatlah bentuk silabus, anak-anak yang keluaran dari SMP punya dasar poor of vocabulary repot jadi bagaimana saya menyasati itu bukan combine tapi translate”. The teacher testifies that sometimes needs to translate the word that the teacher convey to the students because of the ability of the students to understand the word was very poorly. **Talking about particular topic;** in the interview with the teachers, they justify that one of the reasons for doing code switching was when they needed to talk about a specific topic. As we can see in teacher's statement “Iya bahasa Inggrisnya kemudian translate, suruh anak-anak translate begitu, nanti saya arahkan mi saya hubungkan dengan materi. Contoh, apa contohnya itu terkait masalah reading. ”. The teacher used code switching because there was any specific topic that only students shut understood in English or sometimes it's only can be delivered in English only.

Meanwhile factors that certified English teacher were used, **translating unknown vocabulary;** the teacher's statement in the interview by saying “menurut saya kan mereka mempunyai kemampuan yang berbeda-beda jadi kita juga harus sesuai dengan kebutuhannya mereka begitu,” the teacher believes that since not all of the students have the same ability to understand what the teacher said so it is important to sometimes translate the word or vocabulary for the students if we think some of the students will not understand the word. **Intention of clarifying the speech content for the interlocutor;** statement from the teacher that also showed why these factors appear was “...Apalagi kalau pake bahasa Inggris, mungkin bisa penekannya pake bahasa Inggris kemudian untuk menjelaskan hal-hal apa yang harus dimintai kesiswa itu e menggunakan bahasa Indonesia.” It clearly showed the intention from the teachers to clarifying the speech content from saying it in English then to make the instruction clear for the students, teacher switch it into Indonesia. **Repetition used for clarification;** teacher admit that sometimes the teacher will just directly switch the language that was currently used from English into Indonesian as said in the interview “langsung diulang” because teacher can't guarantee that all of the students could understand what the teacher said.

#### Findings 4: English Teachers' Perception of Code switching Used Certified English Teacher

The teacher said that status as certified teacher did give impact to the performance in the class but did not specialize to the code switching used.

“sangat berpengaruh kenapa karena ee apa namanya kita kan sudah mendapat sertifikat jadi kita harus professional dalam mengajar dan kita harus menjalankan tugas itu jam mengajar 24 jam jadi kita punya beban kalau tidak mengajar sementara kita sudah mendapat tunjangan sertifikasi.”

The teacher finds code switching as an effective way to run the class, explaining the material. On the way, code switching is used according to how students can receive lessons in the easiest and most convenient way for students to be accepted.

“apabila kita mengajar di kelas XI umpamanya di kelas IPS maka kita melihat situasinya apakah dikelas itu apakah beberapa siswa bisa atau mampu mengerti tentang bahasa Inggris artinya tergantung dari situasi karena kalau kita mau menggunakan bahasa Inggris terus rata-

*rata siswa nda mengerti sementara kalau kita mau mengajar itu adalah memberikan pemahaman kepada siswa terhadap materi yang kita berikan.”*

The effect that the teacher receives as a certified teacher is more to the professionalism in running the class and not to the utilization of code switching which can be analyzed directly.

*“penerimaan sertifikasi maksudnya tidak terlalu berhubungan peralihan dari bahasa Inggris ke bahasa Indonesia. Ini peralihan bahasa Inggris ke Indonesia ini kita melihat situasi saja di dalam kelas.*

The effect that the teacher receives as a certified teacher is more to the professionalism in running the class and not to the utilization of code switching which can be analyzed directly.

### **Non-Certified English Teacher**

The teacher was asked about the most common use of code switching strategies in the classroom,

*“saya kan menjelaskan dulu materinya tapi kalau misalnya siswanya sendiri agak kurang paham disitu saya akan ulangi kembali sampainya mereka mengerti dibagian situ”*

Usually the teacher will explain the material as usual using English, then along with the teaching and learning process the teacher will be able to identify parts that are considered incomprehensible to students as a whole. that's where the teacher will change the language used or explain again using a language that students can understand in this case is Indonesian, the use of code switching by the teacher is not entirely to explain again but only in parts that are considered difficult for students to understand.

The teacher also explains how the process of teaching English is carried out in the classroom  
*“saya biasakan kalau sudah menjelaskan begini saya suruh ulang yang dibelakang itu yang agak kosong keliatannya, kan ada memang keliatan juga siswa yang mungkin kaya blank saya suruh ulang apa yang saya sampaikan tadi apa yang saya jelaskan sedikit tadi toh terserah mau disampaikan dalam pendek saja doesn't matter. Kalau misalnya saya tanya seperti itu masih diam saja baru saya suruh yang ini yang pintar bicara yang merespon baik kan”*

The teacher also explained that sometimes suddenly appointing students to repeat the material that the teacher just explained, this is useful for regaining the attention of students as a whole, students are not required to be able to repeat or understand everything the teacher has just said but as long as students can say something related to the material is enough for the teacher.

### **Discussion**

Types that used by English teachers were; first, metaphorical code switching; the certified teachers use code switching when they want to change the topic of the material for example English into Indonesian as the mother language of the students, the application of code switching according to teacher was a process to master a foreign language in this case was English or talking the topic that shut be mentioning in English, the utterance from teachers related to the topic that they taught. Both certified and non-certified English use metaphorical switching. Second, inter-sentential switching; in the teaching process teachers usually suddenly used code switching in the middle of two sentences, code switching utterance can be form a clause or a sentence. The educators change their language from Indonesian language into English language and afterward into Indonesian language once more. (Hoffman, 1991) stated that inter-sentential switching happened where there is finished sentence in an unknown dialect expressed between two sentences in a base language. Third, Establishing Continuity Switching; The certified teachers continued the utterances of their students by following the students' language. (Hoffman, 1991) stated that this

sort of code switching happens to proceed with the expression of the past speaker. Forth, emblematic/tag switching; This switching usually sounds like an asking sentence when it pronounce but it not really needed an answer because actually its an affirmation sentence. (Hoffman, 1991) stated that this switch is simply an interjection and they precede or follow a sentence. Fifth, intra-sentential switching; the appearance of this type usually because teachers needs to mention the word, phrase or clause in English while explaining in Indonesian, still teachers used this type introduce any specific form of English that better to mentioned it in English.

The factors that become the reason for teachers used switching code; first, repetition used for clarification; teachers repeat the message into another language that the students more easier to understood so it will be absorbed better by the listener. (Hoffman, 1991) stated that a bilingual can use two languages that have the same message to clarify his speech. Second, intention of clarifying the speech content for the interlocutor; The process used code switching was to make the substance or the material that was conveyed to the understudies run as expected and can be figured out by the audience. (Hoffman, 1991) stated that the switch includes only the words that the speaker is guaranteeing the cited individual said. Look appear with the educators use code changing to explaining the discourse content to help the instructing system. Third, translating unknown vocabulary; In the teaching and learning process, the teacher will also introduce new words to students related to the material or topic being discussed. as a foreign language, the emergence of code switching becomes certain when the vocabulary that is important and directly related to the material appears. Teachers are often in situations where students do not answer or do not understand what the teacher's words mean. Overcoming this situation, the teacher translates words well by finding the equivalent words in Indonesian. Fourth, talking about particular topic; Changing the topic can also lead to code switching. When the teacher is talking about a certain topic, he/she needs a good way to explain it. Thus, they will use another language so that students can understand the context of the topic being explained.

Certification teachers believe that the performance displayed in the classroom is truly influenced by the certification process that has been followed and the status as a certified teacher. This was in line with (Yasmin, 2006) certification is the most common way of giving instructor declarations to educators and speakers or formal proof as an affirmation given to instructors and teachers as experts. Certified teachers are also always aware of educational goals, such as knowledge of the latest educational concepts launched by the latest education minister.

According to Suyatmo (2007 cited in Enika, 2019) stated that one of the main objectives of teacher certification was improving the process and quality of educational outcomes. The quality of students as a result of the educational process will be largely determined by the intelligence, interests, and efforts of the students concerned. The quality of students is also determined by the quality of teachers and the quality of the learning process at school and national levels. The experience following certification and long-standing teaching experience have given teachers the ability to identify various types and ways of student learning in the classroom which then relates not only to how code switching was used but also how to provide the most appropriate and effective formula for each type of class and different types of students when teaching English to Indonesian-speaking students. Non-certified teacher tends to use code switching to provide the same understanding, the same understanding for teachers is not interpreted in the same way for every student but rather the final result of understanding is expected to be as uniform as possible, teacher also tries to keep the classroom situation comfortable for students to learn by making or response a joke as long as it is related to the material. it's all the result of observations and experiences that teachers produce when teaching English to Indonesian-speaking students.

The findings of this study have important implications for teacher training programs and language instruction. Teacher training programs should consider incorporating explicit instruction on code-switching and its potential benefits and drawbacks, as well as strategies for effectively integrating code-switching into language teaching (Turnbull & Dailey-O'Cain, 2009; Lin, 2013). This could help both certified and non-certified teachers develop a better understanding of code-switching and how to use it effectively in their classrooms.

In addition, teacher training programs should emphasize the importance of ongoing professional development for language teachers, particularly in terms of improving language proficiency and understanding the pedagogical implications of code-switching (Gándara, Maxwell-Jolly, & Driscoll, 2005). This would help ensure that teachers have the necessary skills to navigate code-switching in a way that best supports student learning.

Language instruction policies and practices should also consider the role of code-switching in the classroom. Rather than discouraging or banning code-switching outright, a more balanced approach that acknowledges the potential benefits of code-switching for learning and communication should be encouraged (Canagarajah, 2011; Swain, Kirkpatrick, & Cummins, 2011). This approach could involve creating opportunities for purposeful and strategic use of code-switching to support comprehension, scaffold learning, and build rapport with students while still prioritizing exposure to the target language.

Overall, this study contributes to the growing body of literature on code-switching in language education by exploring the differences between certified and non-certified English teachers in terms of their code-switching practices, factors influencing code-switching, and perceptions of its use in the classroom. The findings have important implications for teacher training programs, language instruction policies, and classroom practices, highlighting the need for a more nuanced understanding of code-switching and its potential role in language teaching and learning.

## CONCLUSION

This study has explored the types of code-switching used by certified and non-certified English teachers, the factors influencing the use of code-switching, and teachers' perceptions of its use in the classroom. The findings indicate that while both certified and non-certified teachers use code-switching in their teaching, there are differences in the frequency, patterns, and purposes of their code-switching practices. These differences appear to be influenced by factors such as teacher certification, language proficiency, beliefs about language teaching, and the linguistic background of students.

The study highlights the need for a more nuanced understanding of code-switching in language education, as well as the importance of considering the various factors that influence teachers' code-switching practices. The findings underscore the potential benefits of integrating code-switching into language teaching in a purposeful and strategic manner, while still prioritizing exposure to the target language. This balanced approach could serve to enhance the learning experience for students and facilitate communication in the classroom.

Moreover, the results of this study have significant implications for teacher training programs and language instruction policies. Teacher training programs should include explicit instruction on code-switching, its potential benefits and drawbacks, and strategies for effectively incorporating code-switching into language teaching. Language instruction policies should adopt a more balanced view of code-switching, recognizing its potential role in facilitating learning and communication.

In conclusion, this research contributes to the growing body of literature on code-switching in language education and offers valuable insights into the complex dynamics of code-switching in the classroom. Future research could further explore the relationship between code-switching and student learning outcomes, as well as the effectiveness of different code-switching strategies in promoting language acquisition. By continuing to investigate and understand the role of code-switching in language education, educators and policy makers can work together to develop more effective teaching approaches that support the diverse needs of language learners.

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