**Background of the Study**

In many English as a Foreign Language (EFL) classrooms, especially in countries with more than one language, like Indonesia, code switching has become a normal part of how people talk to each other. In a single conversation or discourse, code switching means switching between two or more languages. In the classroom, English teachers often switch between English (the target language) and Bahasa Indonesia (the students' first language) while they are teaching and learning.

People often say that being fully exposed to English is the best way to learn a language, but the way things work in the classroom often means that code switching is necessary. Many students still have trouble with English, and teachers often have to make sure that their students understand important ideas. In these situations, teachers use code switching as a teaching tool to help students understand each other. It is used to give directions, make things clear, explain grammar rules, and keep order in the classroom.

Also, code switching isn't just something that happens by accident or on purpose. In a lot of cases, teachers use this method on purpose to help students learn and keep them interested. But using it in language teaching is still a hotly debated issue. Some teachers think it helps students understand and makes the classroom a more comfortable place to learn. Others say it might limit students' exposure to real English and make it less likely that they will become fluent in the language.

Because of how complicated this is, it's important to look into how English teachers use code switching in the classroom, what makes them switch codes, when they do it, and how it affects how well students understand and participate. Looking into these questions can give us useful information about how language is used in the classroom and help improve the quality of English teaching, especially in places where English is not the first language, like Indonesia.

The research is important because there is a growing need for effective ways to teach English to people who don't speak it as their first language. As English becomes more important around the world, Indonesian students need to be able to speak it well enough to do well in school and at work. But a lot of people still find English hard, especially in schools where they only hear it in class.

Even though it is used a lot, code switching has not been studied enough in local educational research. Many teachers use it without thinking about what it means or how to use it wisely. This study aims to fill a gap in the current research by looking into this phenomenon and providing real-world data on how and why code switching is used in Indonesian EFL classrooms.

Learning about how and why teachers switch codes will help language teachers in the classroom as well as add to academic knowledge. Teachers can use it to make better choices about how to use language in the classroom, balancing the need for students to be immersed in English with the need to make sure they understand what is being said. Also, this study fits with current

trends in education that stress learning environments that are open and communicative, where teachers and students interact with each other to help students learn a language.

There are a few important theories that this study is based on, and there have been other studies that have looked at code switching in the classroom. Gumperz's (1982) Sociolinguistic Theory of Code Switching is one of the most important frameworks. It sees code switching as a meaningful social behaviour instead of a linguistic problem. Gumperz says that speakers switch codes based on cues from the situation. These changes serve certain purposes, like showing group identity, managing conversation, or stressing certain information. In the classroom, this theory helps explain why teachers use code switching on purpose, not by chance, to control interactions, make things clear, and get to know their students.

Stephen Krashen's (1985) Input Hypothesis in Second Language Acquisition (SLA) is another theory that is important. Krashen talks a lot about how important it is to have comprehensible input, which is language that is just a little bit above the learner's level but can still be understood with the help of context or support. Code switching can help students understand English better by using their native language from time to time to help them understand.

This study also fits with the ideas of Communicative Language Teaching (CLT), which puts more value on meaningful communication than on rote practice. Code switching can be seen as a way to help students interact more naturally, especially when it helps them understand instructions, share their thoughts, or take part more actively in class discussions.

Several earlier studies have also talked about the pros and cons of code switching in EFL classrooms. Sert (2005), for example, said that teachers switch languages during lessons to clarify topics, manage the classroom, and check for understanding. Gulzar (2010) said that code switching can help teachers and students understand each other better, which makes communication in the classroom easier and more effective. Ismail et al. (2017) also found that teachers in South-east Asia often use code switching to make hard ideas easier to understand and build better relationships with their students.

These theoretical and empirical results show that we need to look into code switching more closely, especially in the Indonesian EFL setting where bilingual interaction is the norm.

## Statement of the Problem

Even though code switching is common in EFL classrooms, we still don't know much about how and why teachers use it in their lessons. Most teachers switch between English and Bahasa Indonesia based on their gut feelings or how they usually teach, without clearly explaining the educational reasons for their choices. This makes me wonder about a few things:

1. What are some common situations in which English teachers switch codes when they are talking to students in class?
2. What role does code switching play in the process of teaching and learning?

3. What do teachers think are the pros and cons of using code switching in their own classrooms?
4. How much does code switching affect how much students participate and understand?

These questions show how complicated and important code switching is as a teaching method, especially in Indonesia where students often use their first language to learn new things in English. So, we need to look into the patterns, reasons, and expected results of English teachers using code switching in the classroom.

## Research Objectives

This study's goals are based on the problems listed above:

1. To find out what kinds and patterns of code switching English teachers use when they teach in the classroom.
2. To look into how code switching can help teach and learn English.
3. To look into how teachers feel about the pros and cons of using code switching.
4. To find out how code switching affects how well students understand and how they interact in the classroom.

These goals are meant to give teachers a full look at code switching and give them useful information that can help them teach better in EFL classrooms.

## Significance of the Study

It is hoped that this study will help the field of English language education in both theory and practice. In theory, the results will add to what we already know about how language is used in the classroom, especially when it comes to bilingual teaching in EFL settings. This study uses sociolinguistic and second language acquisition theories to help us understand better how code switching works as a way to communicate and teach.

In practice, the research will help English teachers understand how to use code switching strategically to help students learn. It might help teachers think about the language they use and come up with better ways to teach that take into account both the need for English immersion and the language needs of their students.

The study can also help train teachers and make decisions about education policy by giving them evidence-based suggestions on whether and how code switching should be used in the classroom language policy, especially in multilingual and multicultural settings like Indonesia.

## Scope and Limitation of the Study

The main goal of this study is to look into how English teachers in Indonesia use code switching in the classroom. It looks at the different types of code switching, how teachers see it, and how they think it affects how well students understand and participate. The study only looks at a small group of English teachers at a certain junior high school in Medan. The study is qualitative, so it doesn't try to apply its results to all schools in Indonesia. Instead, it tries to give a detailed picture of how code switching works in real classrooms. The study doesn't look into how students use code switching or how it affects their language skills over time. Also, it doesn't include any quantitative analysis of how well students do in school. Instead, it gets a lot of detailed information from observations in the classroom and interviews with teachers.

**Definition of Key Terms**

To avoid ambiguity and ensure clarity, several key terms used in this study are defined as follows:

a. Code Switching: The practice of alternating between two or more languages within a single conversation, sentence, or discourse. In this study, it refers specifically to English teachers switching between English and Bahasa Indonesia during classroom instruction.
b. EFL (English as a Foreign Language): A context where English is taught as a subject in a country where it is not the native or official language, such as Indonesia.
c. Classroom Interaction: Verbal communication that occurs between teachers and students during the teaching and learning process, including explanations, instructions, questions, and feedback.
d. Pedagogical Strategy: An approach or method used by teachers to facilitate learning. Code switching, in this study, is considered a pedagogical strategy employed to aid student comprehension and classroom management.