ABSTRACT

The purpose of this study is to determine the types of code switching that teacher used in teaching narrative text, as well as the opportunities that teacher see for using code switching in teaching process. This study used a qualitative method, with a case study methodology. Researcher used observation and interview to answer the research objectives. The observation was conducted on class X-1 students, interviewed an English teacher using a semi-structured interview technique. The result of this study is that the teacher used Poplack's theory for the types of code switching that are Inter-sentential, Intra-sentential and tag switching and beneficial for the teacher to clarify content to students as an opening for learning and for students to understand the material easily and build self-confidence in the learning process. The researcher found that the use of code switching by teacher can make students familiar with several words or vocabularies so that there are fewer challenges in English teaching and learning activities. Besides that, Students acquire confidence and become more sensitive to what they hear, while their abilities grow and improve, and they are encouraged to express their thoughts. Finally, this study makes recommendations for educational institutions, teachers, students, and future researchers who are working on the same topic.