This study examined the code switching employed by the teacher and the students in English classroom at Palapa English Course in Sumenep Madura. Furthermore, the study is intended to know the codes switched by the teacher and the students in English classroom instruction, kinds of code switching used by the teacher and the students, and why do the teacher and the students used code switching in teaching learning process. In this study the descriptive qualitative research design was used. The subjects of this study were the English teacher and the advanced level students at Palapa English Course in Sumenep, Madura. The writer analyzed the natural discourse between the teacher and the students in English classroom. There were two instruments in taking the data. They were non participant observation and unstructured interview.

There were three results found by the writer. First, both the teacher and the students switched code from English to Indonesia or vice versa. Besides, they switched code in the form of words, phrases and sentences. Second, the kinds of code switching used by the teacher and the students were: (1) based on the topic changing (situational code switching and metaphorical code switching), (2) based on scope of setting (intra-sentential code switching, inter-sentential code switching, and tag question), (3) based on permanent code switching (permanent code switching and temporary code switching), and (4) based on language used (internal code switching and external code switching). The last result was the reason of the usage of code switching. The teacher used code switching to clarify the difficult concepts or terms to make the students understand some information or knowledge easily during the classroom instruction; to avoid boring situation; and to maintain conducive communication. Meanwhile, the students used code switching because they lacked ability in using certain English terms to answer and ask questions in the class.