

**THE USE OF CODE-SWITCHING IN TEACHING ENGLISH
AS A FOREIGN LANGUAGE (EFL) YOUNG LEARNERS:
A CASE STUDY**

A THESIS

**Submitted in Partial Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department**



By :

Maya Amelia

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN**

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2025

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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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NOTA PEMBIMBING

Kepada
Yth. Dekan FTIK
UIN K.H. Abdurrahman Wahid
c/q. Ketua Program Studi Tadris Bahasa Inggris
di
PEKALONGAN

Assalamu'alaikum Wr. Wb

Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini saya
kirimkan naskah skripsi saudara:

Nama : Maya Amelia

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Case Study**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada
Fakultas Tarbiyan dan Ilmu Keguruan UIN. K.H. Abdurrahman Wahid Pekalongan
untuk diajukan dalam sidang munaqosah

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana
mestinya. Atas perhatiannya , disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 24 Oktober 2025
Pembimbing,



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The dean of the Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, aproved this thesis by:

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MOTTO

“Emotions are a gateway to weakness”

Wednesday Addams

“Ucapan Orang Bahasa itu dapat Mempengaruhi Psikologi Manusia”

Mr. Jauhari Sofi

“Sesuatu yang masih dalam kendali kita maka harus kita kendali sebaik mungkin. Namun sesuatu yang diluar kendali kita, maka biarkan saja.”

Aya Chan

ABSTRACT

English is increasingly taught to young learners in Indonesia. Even today, some teacher encourage the use of English from elementary school through code-switching. This study aims to identify the types of code-switching used by English teachers in teaching young learners and to investigate the challenges faced during its use. The research is grounded on Poplack's (1980) theory for classifying types of code-switching and Gumperz's (1982) framework for analyzing the challenges in its application. A qualitative case study design was employed, with data collected through classroom observations and semi-structured interviews. The participants were English teachers at an elementary school in Pekalongan. The participant has been teaching young learners for ten years. The findings revealed that the teacher employed all types of code-switching as proposed by Poplack, namely tag-switching, inter-sentential switching, and intra-sentential switching. Regarding the challenges, two of Gumperz's identified challenges were found in the classroom context, while two others were not evident in this study. These results indicate that code-switching plays a strategic role in facilitating language comprehension and classroom interaction, although certain contextual challenges may still occur in its practical use.

Keyword : Code-Switching, EFL Young Learners, Teaching

ABSTRAK

Bahasa Inggris semakin banyak diajarkan kepada siswa muda di Indonesia. Bahkan hingga saat ini, beberapa guru mendorong penggunaan Bahasa Inggris sejak sekolah dasar melalui teknik code-switching. Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis code-switching yang digunakan oleh guru bahasa Inggris dalam mengajar siswa muda dan untuk menyelidiki tantangan yang dihadapi selama penggunaannya. Penelitian ini didasarkan pada teori Poplack (1980) untuk mengklasifikasikan jenis-jenis code-switching dan kerangka kerja Gumperz (1982) untuk menganalisis tantangan dalam penerapannya. Desain studi kasus kualitatif digunakan, dengan data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur. Peserta penelitian adalah seorang guru bahasa Inggris di sebuah sekolah dasar di Pekalongan. Partisipan sudah mengajar pembelajar muda selama sepuluh tahun. Temuan menunjukkan bahwa guru menggunakan semua jenis code-switching yang diusulkan oleh Poplack, yaitu tag-switching, inter-sentential switching, dan intra-sentential switching. Mengenai tantangan, dua dari tantangan yang diidentifikasi oleh Gumperz ditemukan dalam konteks kelas, sementara dua lainnya tidak terlihat dalam studi ini. Hasil ini menunjukkan bahwa code-switching memainkan peran strategis dalam memfasilitasi pemahaman bahasa dan interaksi di kelas, meskipun tantangan kontekstual tertentu masih dapat terjadi dalam penggunaannya secara praktis.

Kata kunci: *Alih kode, Pelajar muda EFL, Pengajaran*

PREFACE

Praise and gratitude are always given to Allah SWT, who has given health, grace and guidance, so the author is still given the opportunity to complete this thesis entitled **The Use of Code-Switching in Teaching English as a Foreign Language (EFL) Young Learners: A Case Study**, as one of the requirements to obtain a bachelor's degree. Although far from perfect, the author is proud to have reached this opportunity, which finally this thesis can be completed on time. This thesis can be completed because of the help from various parties. Therefore, I would like to express my gratitude and dedicate this thesis to:

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Code-switching, the alternation between two or more languages in a conversation, is a common practice in English language teaching. Teachers generally perceive code-switching positively, particularly for subject access, classroom management, and interpersonal relations (Sastra & Adriyanti, 2022). Studies have shown that teachers employ code-switching for various reasons, including clarifying concepts, improving linguistic competence, and addressing learner diversity (Shirazi et al., 2009). Research other also indicates that code-switching serves various pedagogical and social functions, enhancing teacher-student interaction and supporting language acquisition (Rezvani & Eslami Rasekh, 2011). In another study, teacher code-switching was more effective than English-only instruction with young learners (Song & Lee, 2019). Overall, code-switching has been used by most teachers, even in teaching English young learners, for a variety of positive reasons.

Code-switching in English language teaching for young learners serves multiple purposes. It aids in vocabulary acquisition and retention (Song & Lee, 2018), facilitates clear material explanations and task instructions (Khaerunnisa, 2016), and helps manage the classroom (Sastra & Adriyanti, 2022). Teachers use code-switching to compensate for language limitations, develop vocabulary, and check for understanding (Yudita, 2019). It also functions as a tool for communication, clarification, and translation (Yudita,

2019; Khaerunnisa, 2016). Teachers generally have positive perceptions of code-switching, particularly for subject access, classroom management, and interpersonal relations (Sastra & Adriyanti, 2022). Young learners overwhelmingly prefer some L1 use in English learning and show negative reactions to English-only instruction (Song & Lee, 2019). Code-switching can take various forms, including word, phrase, and sentence-level switches (Yudita, 2019; Khaerunnisa, 2016). Overall, code-switching appears to be an effective strategy for teaching English to young learners.

Code-switching in English language teaching presents both challenges and opportunities. Since the challenges in the use of code-switching for young learners are more inclined to learning convenience, the teacher must be more creative in the use of code-switching. Teachers often use code-switching to explain new concepts, provide feedback, and create a supportive classroom environment (Nguyen et al., 2016). However, the practice can be influenced by various factors, including linguistic limitations, habits, and the need for clarification (Qona'atun, 2018).

The use of code-switching in English language learning has been the subject of numerous research. However, research on the use of code-switching in English language learning at the elementary school level is still rare. A deeper investigation is needed to investigate the use of code-switching in teaching English for young learners. The findings will serve as a basis for educators in the use of code-switching in English language teaching at the elementary school level.

1.2 Formulation of The Problem

The following questions was be asked in this study based on the research background:

1. What types of code-switching are used by teacher in teaching English to EFL young learners?
2. What are the challenges faced by the teacher in using code-switching in teaching EFL young learners?

1.3 Aims of The Study

The aims of this research to explore the many types of code-switching employed by teacher when teaching English to young learners. In addition, this study focuses on the difficulties teachers face when using code-switching with young learners.

1.4 Operational Definition

- | | |
|----------------------------------|---|
| 1. Code-Switching | According to Hoffmann (2014) theory, Code-switching is the switching of one language code to another by bilinguals or multilinguals in adjusting to various communication situations. |
| 2. English as a Foreign Language | English as a Foreign Language (EFL) is English learned by individuals whose primary |

language is not English (Broughton et al., 2002).

3. Teaching English to Young Learners

Teaching English to young learners is light-topic teaching aimed at a specialized approach for young learners or children in their developmental years (Garton & Copland, 2019).

1.5 Significance of The Research

This research three provided areas of uses theoretical, practical and empirical:

1. Theoretical Significance

This research will contribute to Hoffman (1991) theory code switching using in English language teaching. the theory supports related to the teaching EFL elementary learners.

2. Practical Significance

The researcher anticipates that this study was be used as a benchmark for further investigations into the application of code-switching in the instruction of young EFL students.

3. Empirical Significance

This research will provide empirical insight into the use of code-switching in teaching EFL elementary learners.

CHAPTER V

CONCLUSION

5.1 Summary of The Finding

In this chapter, the researcher concludes that in this study, teachers used three types of code-switching, namely tag switching, intra-sentential switching, and inter-sentential switching. In teaching EFL to young learners, teachers use code-switching so that students become accustomed to hearing English speech, thereby increasing the vocabulary of young learners. In addition, the use of code-switching in teaching EFL to young learners also has a reason, namely that there are some words that do not have an appropriate translation.

In addition to various types of code-switching, this study also examined challenges related to the use of code-switching in teaching EFL to young learners. The researchers concluded that of the four challenges of using code-switching, only two were experienced by teachers when teaching EFL to young learners. The two challenges that emerged were dependence on contextual understanding and limited audience comprehension. The other two challenges that did not emerge were different social interpretations and conflicts of social identity. All data obtained has been checked and adjusted between the results of observations and interviews.

5.2 Recommendation

In this section, the researchers provide several recommendations for readers and future researchers. First, this study only involved a limited number of participants due to time constraints, so it is hoped that future studies will involve more participants. Second, this study only focused on EFL teaching for young learners, so it is hoped that future studies can focus on higher levels (adult learners) and also focus not only on teacher teaching but also on student responses.