

**EXPLORING CODE SWITCHING AS A
PEDAGOGICAL TOOL IN ENGLISH AS A FOREIGN
LANGUAGE (EFL) CLASSROOM: TEACHERS'
PRACTICES AND PERSPECTIVES**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

EKA ISMATUL KHASANAH

20522130

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN
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2026**

SURAT PERNYATAAN KEASLIAN (TUGAS AKHIR) DAN PENGUNAAN BANTUAN KECERDASAN ARTIFISIAL

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Nama : Eka Ismatul Khasanah

NIM : 20522130

Program Studi : Tadris Bahasa Inggris

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Eka Ismatul Khasanah
20522130

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Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

UIN K.H. Abdurrahman Wahid Pekalongan

c.q Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu'alaikum, Wr. Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

Nama : Eka Ismatul Khasanah

NIM : 20522130

Program Studi : Tadris Bahasa Inggris

Judul : Exploring Code Switching as a Pedagogical Tool in
English as a Foreign Language (EFL) Classroom:
Teachers' Practices and Perspectives.

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

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya.

Atas perhatiannya, disampaikan terimakasih.

Wassalamu'alaikum, Wr. Wb

Pekalongan, 10 Juni 2026



Riskiana, M.Pd.

NIP. 19760612 199903 2 001



The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Title : **EXPLORING CODE SWITCHING AS A PEDAGOGICAL TOOL IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM: TEACHERS' PRACTICES AND PERSPECTIVES**

Pekalongan, 7th July 2026
Assigned by
The Dean of FTIK UIN Pekalongan



Stok Indriyanti, M.Ag.
NIP. 19700706 199803 1 001

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In the Name of Allah, the Most Gracious, the Most Merciful.

With my deepest gratitude to Allah SWT for His infinite mercy, blessings, guidance, and strength throughout every stage of this academic journey, I humbly dedicate this thesis to:

1. My beloved parents, whose unconditional love, endless prayers, unwavering support, sacrifices, and encouragement have been the foundation of every achievement in my life. Your patience, wisdom, and sincere devotion have inspired me to pursue my dreams with perseverance and determination. This accomplishment is as many of you as you are mine.
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Finally, I dedicate this thesis to all English language educators, researchers, and future scholars who are committed to advancing English language teaching and learning. It is my sincere hope that this study will contribute to a deeper understanding of the pedagogical use of code switching in EFL classrooms and inspire further research in the field of English language education.

"Indeed, every success begins with faith, is strengthened by perseverance, and is perfected by gratitude."



ABSTRAK

Eka, I. K (2026) Exploring Code Switching as a Pedagogical Tool in English as a Foreign Language (EFL) Classroom: Teachers' Practices and Perspectives. Skripsi. Program Studi Tadris Bahasa Inggris. Ftik UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing: Riskiana, M.Pd.

Kata kunci: Pengalihan Kode, Kelas EFL, Alat Pedagogis, Perspektif Guru, Studi Kualitatif.

Penggunaan bahasa Inggris sebagai bahasa pengantar utama di kelas English as a Foreign Language (EFL) sering menghadirkan tantangan bagi guru dan siswa, terutama ketika siswa memiliki kemahiran bahasa Inggris yang terbatas. Akibatnya, guru sering menggunakan pengalihan kode sebagai strategi pedagogis untuk memfasilitasi pemahaman siswa, menjaga interaksi di kelas, dan mendukung proses belajar mengajar. Studi ini bertujuan untuk mengeksplorasi bagaimana guru EFL menggunakan pengalihan kode sebagai alat pedagogis dalam interaksi kelas dan untuk memeriksa perspektif mereka tentang penggunaannya dalam pengajaran bahasa Inggris. Penelitian ini menggunakan desain penelitian kualitatif yang melibatkan dua guru bahasa Inggris di sebuah SMK di Pekalongan. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Temuan tersebut mengungkapkan bahwa para guru menggunakan tiga jenis pengalihan kode, yaitu tag switching, inter-sentensial switching, dan intra-sentensial switching, untuk berbagai tujuan pedagogis, termasuk mengatur keterlibatan kelas, menjelaskan isi pelajaran, memberikan instruksi, menekankan informasi penting, dan memfasilitasi pemahaman siswa. Para guru juga mengungkapkan perspektif positif terhadap penggunaan peralihan kode, percaya bahwa hal itu membantu siswa memahami materi pembelajaran dengan lebih efektif, mendorong partisipasi kelas, mengurangi hambatan bahasa, dan menciptakan lingkungan belajar yang lebih mendukung. Namun, mereka menekankan bahwa pengalihan kode harus digunakan dengan sengaja dan dalam jumlah sedang untuk memastikan bahwa siswa terus mengembangkan kemahiran bahasa Inggris mereka. Kesimpulannya, penelitian ini menunjukkan bahwa peralihan kode merupakan alat pedagogis yang efektif bila digunakan secara strategis untuk mendukung pengajaran dan pembelajaran di ruang kelas EFL.

ABSTRACT

Eka, I. K (2026) Exploring Code Switching as a Pedagogical Tool in English as a Foreign Language (EFL) Classroom: Teachers' Practices and Perspectives. Skripsi. Program Studi Tadris Bahasa Inggris. Ftik UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing: Riskiana, M.Pd.

Keywords: Code Switching, EFL Classroom, Pedagogical Tool, Teachers' Perspectives, Qualitative Study.

The use of English as the primary language of instruction in English as a Foreign Language (EFL) classroom often presents challenges for both teachers and students, particularly when students have limited English proficiency. As a result, teachers frequently employ code switching as a pedagogical strategy to facilitate students' comprehension, maintain classroom interaction, and support the teaching and learning process. This study aimed to explore how EFL teachers use code switching as a pedagogical tool in classroom interaction and to examine their perspectives on its use in English language teaching. This study employed a qualitative research design involving two English teachers at vocational high school in Pekalongan. The data were collected through classroom observations and semi-structured interviews and were analyzed using thematic analysis. The findings revealed that the teachers employed three types of code switching, namely tag switching, inter-sentential switching, and intra-sentential switching, for various pedagogical purposes, including regulating classroom engagement, explaining lesson content, giving instructions, emphasizing important information, and facilitating students' comprehension. The teachers also expressed predominantly positive perspectives toward the use of code switching, believing that it helps students understand learning materials more effectively, encourages classroom participation, reduces language barriers, and creates a more supportive learning environment. However, they emphasized that code switching should be used purposefully and in moderation to ensure that students continue to develop their English proficiency. In conclusion, this study demonstrates that code switching is an effective pedagogical tool when used strategically to support teaching and learning in EFL classrooms.

MOTTO

*“Always be yourself no matter what they say and never be anyone else, even if
they look better than you”*



PREFACE

In the name of Allah SWT, the Most Gracious, the Most Merciful.

All praise and gratitude are due to Allah SWT for His abundant mercy, blessings, guidance, and grace, which have enabled the author to complete this undergraduate thesis entitled "Exploring Code Switching as a Pedagogical Tool in English as a Foreign Language (EFL): Teachers' Practices and Perspectives." May peace and blessings be upon Prophet Muhammad SAW, his family, his companions, and all those who faithfully follow his teachings until the end of time.

This thesis is submitted as one of the requirements for obtaining the Bachelor of Education (S.Pd.) degree in the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. Beyond fulfilling this academic requirement, the author hopes that this study will contribute both theoretically and practically to the development of English language education, particularly in understanding the pedagogical use of code switching by teachers in English as a Foreign Language (EFL) classroom.

The completion of this thesis has been a challenging yet rewarding journey. Throughout the research process and the writing of this thesis, the author encountered various obstacles and limitations in knowledge and experience. However, by the grace of Allah SWT and with the support, encouragement, prayers, guidance, and assistance of many individuals, the author was able to complete this work successfully. Therefore, the author would like to express her deepest gratitude and sincere appreciation to:

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4. Riskiana, M.Pd., the thesis supervisor, for her patience, invaluable guidance, insightful suggestions, constructive criticism, continuous encouragement, and unwavering support throughout every stage of this research, from the proposal development to the completion of this thesis.

The author fully realizes that this thesis is far from perfect due to limitations in knowledge, experience, and academic ability. Therefore,

constructive criticism and valuable suggestions from readers are sincerely welcomed for the improvement of this thesis and future academic work.

Finally, the author sincerely hopes that this thesis will contribute to the advancement of knowledge, particularly in the field of English language education, and serve as a useful reference for future researchers who are interested in exploring similar topics. May Allah SWT reward abundantly all those who have supported, guided, and prayed for the author throughout this academic journey.

Pekalongan, June 30, 2026



Eka Ismatul Khasanah

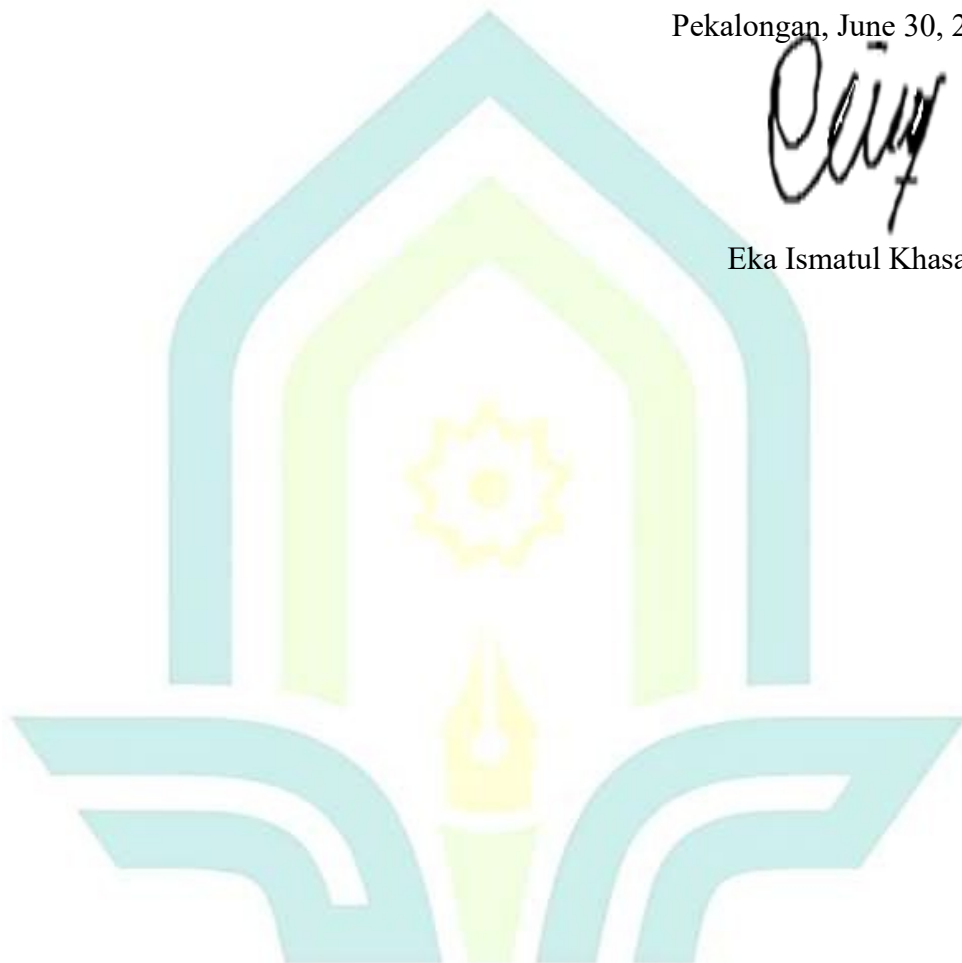


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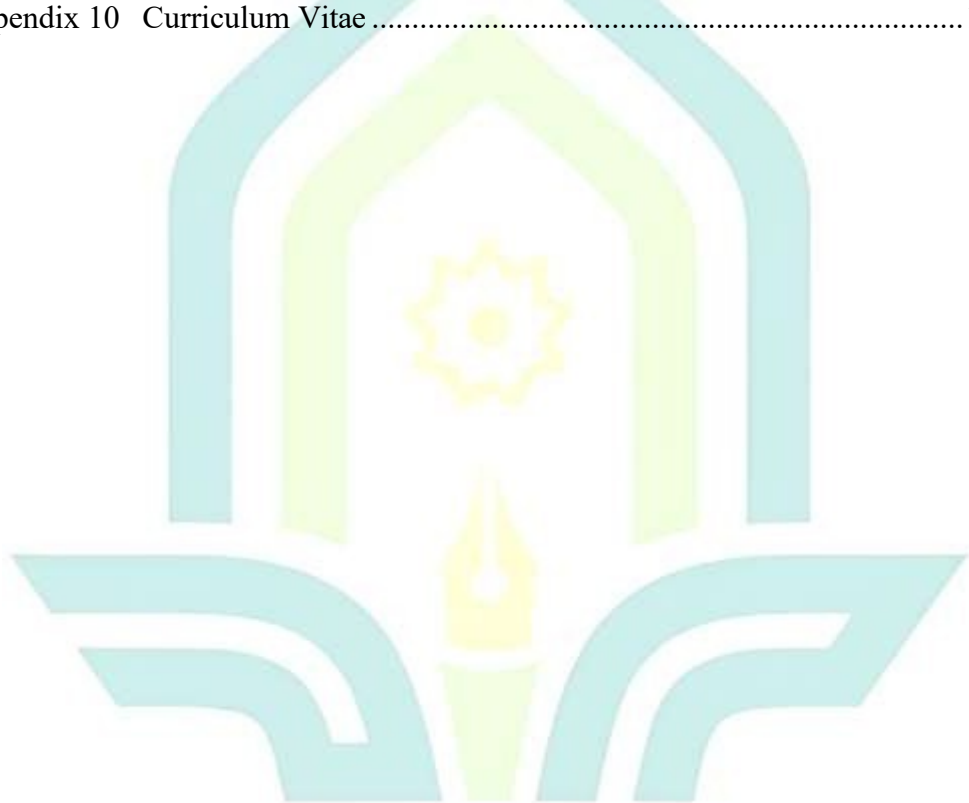
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CHAPTER I

INTRODUCTION

1.1 Background of the study

English is an international language that is widely used in many aspects of daily life, particularly in the education sector. Using English, students can access various sources of knowledge, such as books, academic journals, and international learning materials that are mostly written in English (Crystal, 2003). Because of this, the ability to speak English is considered a crucial skill that students must possess to participate in global Competition and the Age development (Graddol, 2006). This situation encourages many countries, including Indonesia, to make English the primary language of instruction in the official education system (Richards, 2008).

Despite the importance of English, learning it in Indonesia presents several challenges. Because English is taught as a foreign language and is not used extensively in daily life, students have limited opportunities to practice the language outside of the classroom (Zainil, 2019). In addition, Indonesia is a multilingual country where students are accustomed to speaking both Indonesian and Daerah as their first language. According to Kirkpatrick (2012) and Harmer (2007), this situation causes students to frequently use their native tongue when learning English. This is especially true when they encounter difficult material.

This situation has an impact on students' English language learning outcomes. A few studies indicate that the level of English proficiency in countries with EFL contexts varies from medium to low. The EF English Proficiency Index indicates that the results of English language instruction are not entirely satisfactory, even though the language has been taught for many years (EF Education First, 2023). This performance indicates that there are challenges in the learning process, particularly in the teaching strategy and the way the teacher communicates with the students in the classroom (Richards & Rodgers, 2014).

One important aspect of the English language learning process is the interaction between the teacher and students in the classroom. Through this interaction, the teacher imparts knowledge, and the students develop understanding of the language they are learning. In practice, EFL class interactions don't always flow well in English. Teachers and students frequently use more than one language in a bergantian manner, a phenomenon known as code switching (Gumperz, 1982). This phenomenon emerges as a response to students' communication and comprehension needs during the ongoing learning process (Holmes, 2013).

In EFL classes, teachers frequently use code switching to help students understand the course material. According to Macaro (2005) and Cook (2016), the teacher uses the primary language to explain difficult concepts, explain vocabulary meaning, or ensure that learning instructions are understood. In this way, code switching can be used as a teaching tool to

enhance learning, especially for students with limited English language proficiency. According to Horwitz (2001) and Nation (2003), using the first language not only helps with comprehension but also increases students' self-confidence and understanding.

However, even if code switching has advantages, its use in EFL classes still results in disagreements. According to Turnbull (2001), some researchers claim that using the first language can improve students' proficiency in English as a target language. According to Ellis (2008), if students are not properly supervised, they will become less motivated to use English in an active manner and more focused on learning the first language. Because of this, code switching must be used carefully to avoid interfering with the goal of learning English (Littlewood & Yu, 2011).

Following this discussion, several studies have examined the use of code switching in EFL classes. A few studies reveal that teachers use code switching to explain material, break down classroom barriers, and create stronger relationships with students (Sert, 2005; Muslim et al., 2025). Other research indicates that students typically respond profitably to code switching since it makes learning easier for them (Purnama, 2020; Jingxia, 2010). In the context of adventurous education, code switching also helps to improve student participation and communication (Munawaroh & Hartono, 2022).

Although there has been a lot of research on code reversals, most of them have focused on student perception or language use functions. On the other hand, research that addresses teacher practices and their concerns

around code switching is still quite limited (Macaro, 2018). In fact, a teacher has an important role in determining when and how code switching is used in the classroom. These limitations suggest that there is a need for research that focuses more on pedagogy and teacher experience.

Based on the gaps mentioned above, this study was conducted to investigate the practice and perspectives of EFL teachers on the use of code switching as a teaching tool. According to Creswell (2014) and Merriam & Tisdell (2016), this study uses a qualitative approach so that researchers can better understand the teacher's experience. It is hoped that this study provides a clear illustration of the use of flipping codes in English teaching in EFL classrooms by analyzing teacher practices in a straightforward manner.

Thus, the primary goal of this study is to investigate how EFL teachers use code switching as a teaching tool and to understand their perspectives on advantages and disadvantages of using this strategy. Theoretically, it is hoped that this study will contribute to understanding the importance of the first language in teaching using (Cook, 2016; Macaro, 2018). Practically speaking, it is hoped that this study's findings will serve as a guide for EFL teachers in implementing more effective teaching strategies in accordance with classroom context and student needs.

1.2 Formulation of the Problem

Here is the problem discussed in this research: What are teachers' practices and perspectives on the use of code switching as a teaching tool in EFL classes?

1.3 Operational Definition

To anticipate misunderstanding about the terms in this study, here are several definitions related to the study which provided by researcher:

1. Code switching: The practices of switching between two languages or between two dialects or variations of the same language simultaneously.
2. Teachers' practices: Teaching practices encompass the specific instructional methods and classroom management techniques that teachers utilize to facilitate student thinking, promote learning, and create a supportive educational environment.
3. Teacher' perspectives: When teachers discuss the learning process, the usually highlight everything that is deliberately taught at school, including the official teaching programs as well as various behaviors and habits that support the smooth running of activities in the classroom.

1.4 Aims of the Study

This study focused on: The aim of this study is to explore how EFL teachers use code switching as a teaching tool in the classroom to regulate engagement, convey curriculum content, and assist students' comprehension, as well as to examine their perspectives on its use, particularly their pedagogical beliefs, considerations, and perceived role in promoting the teaching and learning process.

1.5 Significance of the Study

This research will have the role on several aspects as bellow:

1. **Theoretical Significance:** This study contributes to sociolinguistics theory by analyzing how code-switching functions in EFL classroom environments, particularly in Indonesia where English is positioned as a foreign language rather than a second language. As stated by Gumperz (1982), code-switching is a meaningful communicative strategy that serves specific social and pedagogical functions, making it relevant to examine its role in instructional discourse within EFL classroom.
2. **Empirical Significance:** This study fills a gap in literature by providing empirical evidence on how Indonesia teachers use code-switching.
3. **Practical Significance:** This study provides concrete examples of effective code-switching techniques that teachers can immediately implement to improve lesson delivery and student comprehension.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the findings and discussion presented in this study, several conclusions can be drawn concerning teachers' practices and perspectives on the use of code switching as a pedagogical strategy in EFL classrooms, particularly in the context of vocational education.

With regard to teachers' practices, the findings indicate that code switching functions as an intentional and effective instructional strategy rather than reflecting a lack of language competence. The teachers frequently utilize different forms of code switching, including inter-sentential switching, intra-sentential switching, and tag switching, to facilitate classroom interaction and support the learning process. The data reveal that code switching serves several important pedagogical purposes. It assists students in understanding difficult grammatical structures and unfamiliar vocabulary, helps ensure that classroom instructions are clearly understood, supports classroom management and disciplinary practices, and creates a more supportive learning environment by reducing students' anxiety and encouraging active participation.

In terms of teachers' perspectives, the study demonstrates that teachers view code switching as a valuable instructional resource when used appropriately. They believe that the use of Indonesian can facilitate

comprehension and increase students' confidence, particularly among learners with different levels of English proficiency. At the same time, teachers recognize the potential drawbacks of excessive reliance on the first language. Therefore, they emphasize that code switching should be employed selectively and purposefully as a supportive mechanism rather than as the primary language of instruction. The findings further suggest a strong consistency between teachers' beliefs and their classroom practices, as they consciously use code switching to address students' academic, communicative, and emotional needs while maintaining a focus on meaningful exposure to English as the target language.

5.2 Recommendation

Based on the findings and conclusions of this study, several recommendations can be proposed for educational practice, theory development, and future research. From a practical perspective, EFL teachers are encouraged to continue utilizing code switching as a valuable pedagogical resource rather than viewing it as an indication of inadequate language proficiency. Nevertheless, its implementation should remain purposeful and strategic. Teachers should maintain English as the primary language of instruction while using Indonesian selectively to facilitate the explanation of complex concepts, support classroom management, and reduce students' anxiety during the learning process. In addition, educational institutions and policymakers, particularly in vocational school settings where students often demonstrate varying levels of English proficiency, are encouraged to

reconsider strict English-only policies. Instead, greater support should be provided for bilingual instructional approaches that allow teachers to employ code switching and translanguaging practices appropriately to enhance students' comprehension and participation in classroom activities.

From a theoretical perspective, the findings of this study contribute to the growing body of research that supports plurilingual and translanguaging perspectives within the field of Second Language Acquisition (SLA). The results suggest that EFL teaching theories in bilingual and multilingual contexts should move beyond monolingual assumptions and acknowledge code switching as a systematic pedagogical, cognitive, and interactional resource. Rather than being viewed as a barrier to language learning, code switching should be recognized as a meaningful strategy that can facilitate students' understanding and promote target language acquisition.

Regarding future research, further studies are recommended to examine code switching practices in a wider range of educational contexts. Since this research was conducted in a vocational high school with a limited number of participants, future investigations could explore different settings, such as junior high schools, senior high schools, or higher education institutions, to gain a broader understanding of how contextual factors influence teachers' use of code switching. In addition, future researchers may consider employing mixed method approaches to complement qualitative findings with quantitative data. For example, studies could measure the impact of strategic code switching on students' academic performance, vocabulary acquisition,

or language proficiency development. Furthermore, while the present study focused primarily on teachers' practices and perspectives, future research should also examine students' perceptions and metacognitive awareness of code switching to provide a more comprehensive understanding of how bilingual instructional practices are experienced and utilized by learners.



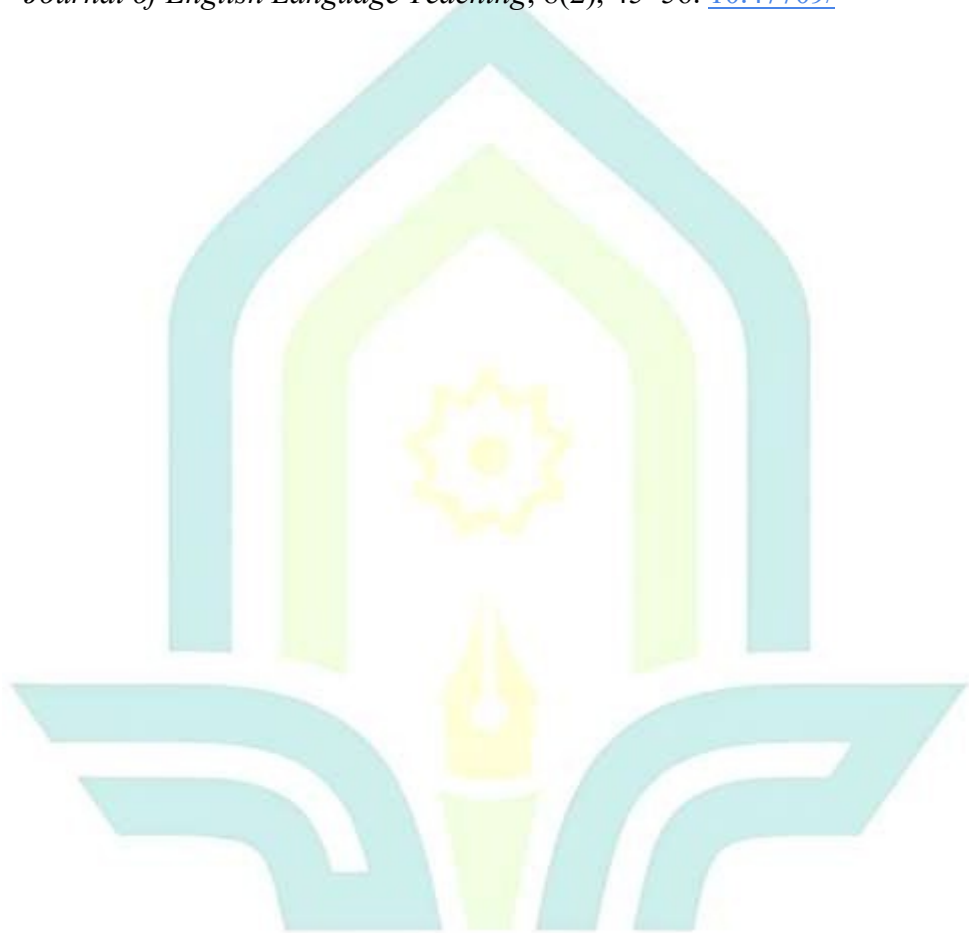
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CURRICULUM VITAE

A. Identitas Diri

Yang bertanda tangan dibawah ini:

Nama : Eka Ismatul Khasanah

Tempat, Tanggal Lahir: Pekalongan, 13 Desember 2003

Alamat : Sebleber Sastrodirjan RT 09 RW 03 Kec.
Wonopringgo Kab. Pekalongan

B. Riwayat Pendidikan

RA Muslimat NU Kwagean Sepebet (Lulus Tahun 2011)

SD Negeri Kwagean (Lulus Tahun 2016)

MTs Gondang Wonopringgo (Lulus Tahun 2019)

MAN Kab. Pekalongan (Lulus Tahun 2022)





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Nama : EKA ISMATUL KHASANAH
NIM : 20522130
Jurusan/Prodi : TADRIS BAHASA INGGRIS
E-mail address : eka.ismatul.khasanah@ihs.uingusdur.ac.id
No. Hp : 085546098514

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EKA ISMATUL KHASANAH
20522130