

**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:

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**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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20522130

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c.q Ketua Program Studi Tadris Bahasa Inggris
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Assalamu'alaikum, Wr. Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

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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



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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**

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

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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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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

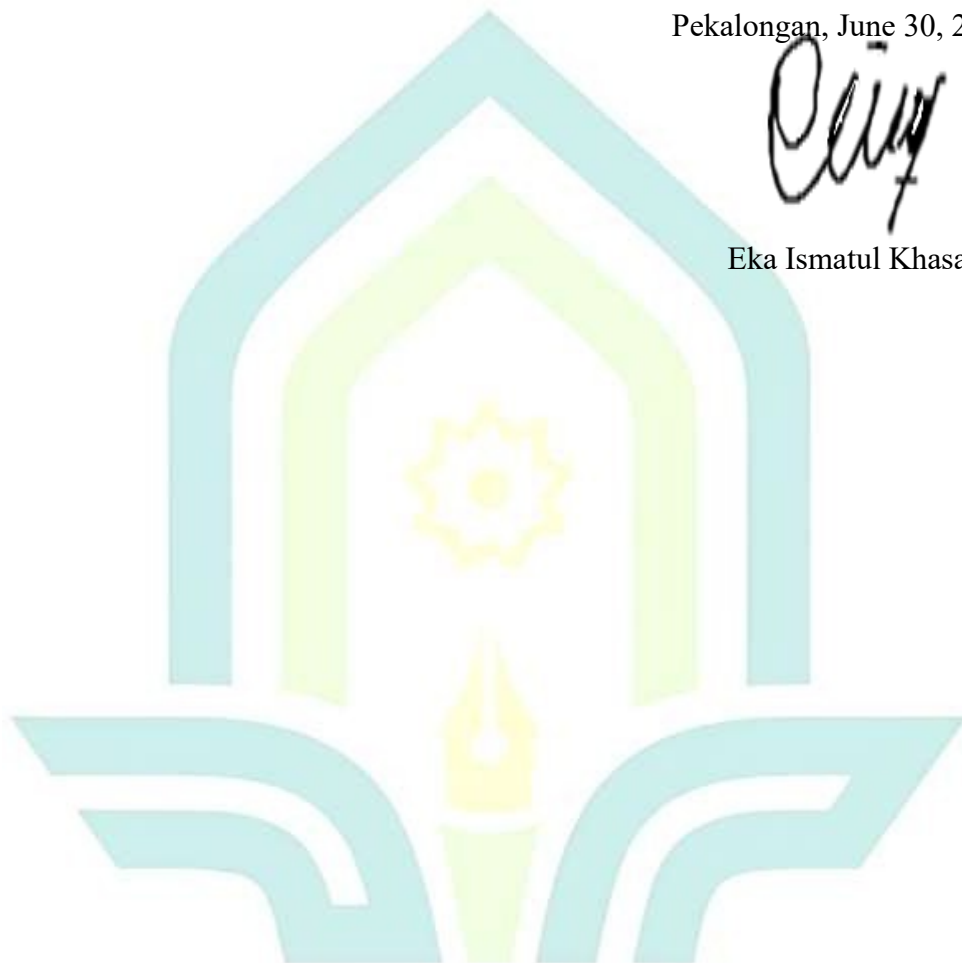


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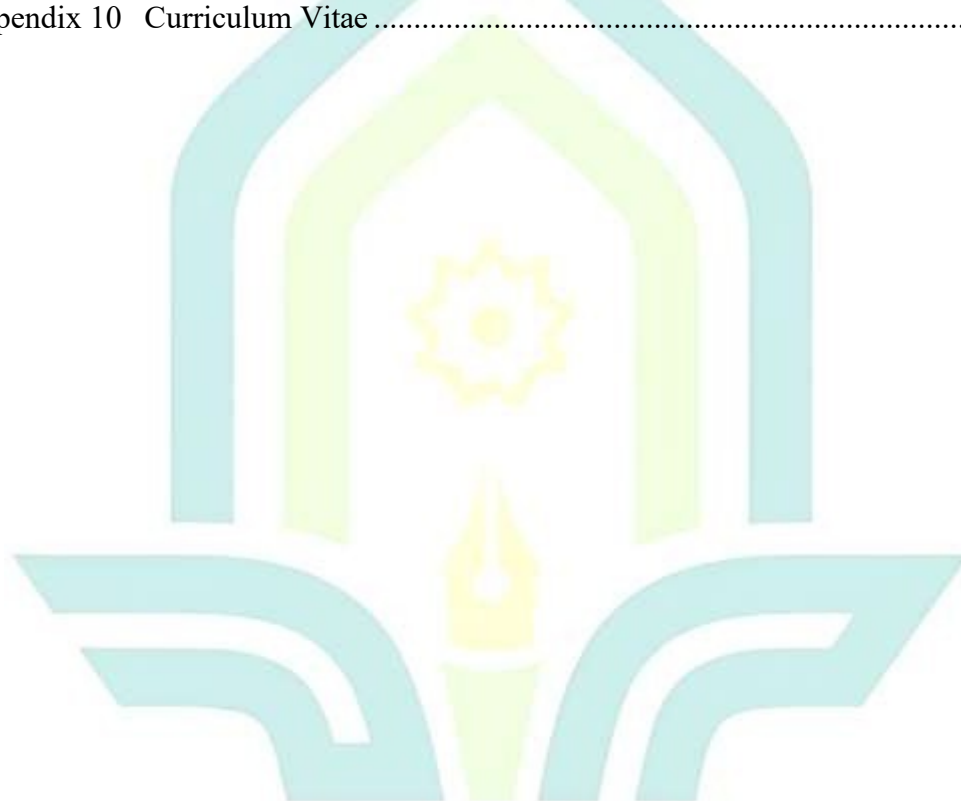
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CHAPTER I

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 II

THEORITICAL BACKGROUND

2.1 Literature Review

2.1.1 The concept of sociolinguistics

Sociolinguistics is a field within linguistics that studies the relationship between language and society. It focuses on how the use of language is shaped by various social factors, including culture, identity, social status, and the context in which communication occurs. As explained by Ronald Wardhaugh and Janet M. Fuller (2021), sociolinguistics investigates how language varies among different social groups and how these variations reflect the social roles and interactions of speakers. From this viewpoint, language is not only understood as a system consisting of grammar and vocabulary, but also as a social practice that develops through human interaction.

Within educational contexts, a sociolinguistic perspective helps explain the ways language is used during classroom interaction. Teachers and students rely on language to exchange information, deliver instructions, and share ideas throughout the learning process. In English as a Foreign Language (EFL) classroom, communication between teachers and students often involves the use of both the target language, English, and the learners' first language. According to Janet Holmes and Nick Wilson (2022), language choice in multilingual

settings is commonly influenced by factors such as the participants involved in the interaction, the topic being discussed, and the communicative goals of the conversation.

In addition, the sociolinguistic approach emphasizes that language use in the classroom is flexible and closely related to the surrounding context. Teachers in EFL classrooms often adjust the language they use according to students' proficiency levels and their learning needs. Ofelia García and Li Wei (2020) argue that the use of more than one language in educational environments can serve as an important communicative resource that supports students' understanding and participation. Therefore, sociolinguistics offers a valuable theoretical perspective for explaining why language phenomena such as code switching frequently appear in EFL classroom interactions.

2.1.2 The concept of code switching as a pedagogical tool in EFL classroom

Code switching refers to the use of two or more languages alternately within a single conversation or piece of discourse. This linguistic phenomenon usually occurs when speakers possess the ability to communicate in more than one language. According to Shana Poplack (1980), code switching takes place when a speaker begins speaking in one language and then shifts to another language while maintaining grammatical structure and contextual meaning. Although this definition was proposed several decades ago, it is still widely

recognized and frequently cited in studies related to bilingual and multilingual communication.

In more recent discussions, code switching is increasingly understood as a natural communicative practice rather than an indication of limited language competence. Ernesto Macaro (2018) explains that bilingual speakers often switch languages for several reasons, such as clarifying meaning, highlighting ideas, or adjusting their speech to suit their interlocutors. Within educational contexts, especially in EFL classrooms, teachers may shift between languages when explaining complex concepts, translating unfamiliar vocabulary, or ensuring that students clearly understand the learning material.

Furthermore, the role of code switching in EFL classrooms has attracted considerable attention to language education research. Angel M. Y. Lin (2020) suggests that code switching can function as an effective pedagogical strategy that connects students' first language with the target language. When used strategically, the first language can help students grasp difficult explanations and support clearer communication during classroom interaction. Consequently, code switching may serve an important role in facilitating the teaching and learning process in EFL settings.

Scholars have identified several forms of code switching based on how speakers alternate between languages during communication. One of the most widely recognized classifications was introduced by Shana

Poplack (1980), who divided code switching into three main categories: inter-sentential switching, intra-sentential switching, and tag switching.

Inter-sentential code switching refers to a language shift that occurs between sentences or clauses. In this situation, a speaker finishes an utterance in one language and then continues speaking in another language. According to Janet Holmes and Nick Wilson (2022), this form of switching is often used when speakers aim to clarify information or highlight a particular meaning for listeners who share the same linguistic background. In the context of EFL classrooms, teachers may apply inter-sentential switching when explaining complex concepts or repeating instructions in the students' first language to ensure understanding.

Intra-sentential code switching occurs when the shift between languages takes place within a single sentence. In this case, words or phrases from one language are embedded within a sentence that is primarily structured in another language. Ofelia García and Li Wei (2020) note that this type of switching requires a relatively high level of bilingual proficiency, since speakers must maintain grammatical correctness while integrating linguistic elements from different languages.

Another form is tag switching, which involves inserting short expressions or discourse markers from one language into an utterance produced in another language. Common examples include expressions

such as “okay,” “you know,” or “right.” According to Ronald Wardhaugh and Janet M. Fuller (2021), tag switching is often used to keep the flow of conversation smooth or to emphasize certain points during communication.

2.1.3 The concept of pedagogical tool in EFL classroom

A pedagogical tool can be understood as any strategy, method, or instructional resource employed by teachers to facilitate the teaching and learning process. In the context of language education, pedagogical tools are intended to support students’ understanding, promote active participation, and enhance learning outcomes. According to Jack C. Richards and Theodore S. Rodgers (2014), effective language instruction requires teachers to apply appropriate teaching strategies that are responsive to students’ learning needs.

Within EFL classrooms, code switching may serve as a pedagogical tool when it is used deliberately to help students comprehend the target language. Teachers sometimes shift to students’ first language when explaining unfamiliar vocabulary, clarifying grammatical structures, or providing essential instructions. Ernesto Macaro (2018) notes that the careful and strategic use of learners’ first language can minimize misunderstanding and ensure that students grasp the instructional material more effectively.

Nevertheless, the role of code switching as a pedagogical tool remains a topic of discussion among language educators. Some

researchers argue that frequent reliance on the first language may reduce students' exposure to English and limit their opportunities to practice the target language (Turnbull, 2021). In contrast, other scholars suggest that a controlled and purposeful use of code switching can support language learning by helping students understand complex explanations (Lin, 2020). Consequently, the effectiveness of code switching in EFL classrooms largely depends on how teachers regulate and balance the use of both the first language and English during classroom instruction.

2.1.4 EFL (*english as a foreign language*)

An English as a Foreign Language (EFL) classroom can be defined as a learning setting in which English is taught in countries where it is not widely used for everyday communication. In this situation, English is primarily learned for academic purposes, career development, or international communication rather than for daily interaction. According to H. Douglas Brown (2007), EFL learning generally takes place in formal educational institutions where students study English as a school subject, yet they often have limited opportunities to practice the language outside the classroom environment.

Within EFL classrooms, teachers have an important responsibility in supporting the learning process and providing opportunities for students to develop their English language abilities. Because students

seldom use English in their daily lives, classroom interaction becomes one of the primary sources of exposure to the language. Jeremy Harmer (2007) explains that effective EFL instruction requires teachers to deliver meaningful language input, encourage students to communicate, and design classroom activities that actively engage learners in the learning process.

Moreover, communication in EFL classrooms frequently involves the use of both the target language and the students' first language. Teachers may occasionally use the first language to clarify explanations, deliver instructions, or assist students in understanding difficult concepts. Ernesto Macaro (2018) states that the strategic use of the first language in EFL classrooms can support students in accessing the target language more effectively and enhance their comprehension during classroom instruction. Therefore, understanding the concept of EFL classrooms is essential when analyzing how instructional strategies, such as code switching, are used to support the teaching and learning process.

2.1.5 The concept of teacher practices and perspectives

Teachers' practices refer to the range of actions, teaching methods, and instructional strategies that educators employ during the teaching and learning process. In English as a Foreign Language (EFL) classroom, teachers play a significant role in creating a supportive learning environment and facilitating effective communication with

their students. Effective teaching practices generally require teachers to adjust their instructional approaches according to students' language proficiency, learning needs, and the overall classroom situation. As explained by Jack C. Richards and Theodore S. Rodgers (2014), successful language teaching depends on the use of suitable strategies that address learners' needs and support the learning process.

One practice that frequently appears in multilingual learning environments is the use of code-switching during instruction. Teachers may shift between English and the students' first language while explaining complex ideas, giving instructions, or managing classroom activities. Ernesto Macaro (2018) notes that teachers often apply code switching as a strategy to clarify meaning and ensure that students fully understand the lesson content. Likewise, Angel M. Y. Lin (2020) suggests that the strategic use of students' first language in EFL classrooms can improve comprehension and make classroom interaction more effective.

In addition, teachers may employ code switching as a way to manage classroom discipline, strengthen relationships with students, and encourage their participation in learning activities. For example, a teacher might shift to the students' first language when delivering important instructions or highlighting key information during a lesson. Studies on classroom discourse indicate that switching languages can function as an interactional strategy that assists teachers in managing

communication during classroom activities (Peter Auer, 1998). Therefore, these practices demonstrate that code switching can serve practical pedagogical purposes within EFL classroom settings.

Teachers' perspectives refer to their beliefs, attitudes, and opinions regarding specific teaching methods or classroom practices. These perspectives often influence the way teachers select instructional strategies and interact with students during the learning process. In relation to code switching, teachers may hold different opinions about its effectiveness in supporting language learning (Jack C. Richards & Anne Burns, 2012).

Some teachers view code switching as a helpful instructional strategy that enables students to understand lesson materials more clearly. They believe that using the students' first language can simplify complex explanations, reduce confusion, and assist learners who have limited English proficiency. According to Ernesto Macaro (2018), the careful and strategic use of the first language in language classrooms can provide scaffolding that helps learners access the target language more effectively.

However, other educators argue that the use of the first language should be restricted in language classrooms. They believe that students should receive as much exposure to English as possible to improve their language proficiency and communicative competence. Excessive reliance on code switching may limit students' opportunities to practice

the target language during classroom interaction (Miles Turnbull, 2021). Consequently, teachers' perspectives on code switching often reflect different pedagogical beliefs about how languages should be taught and learned in EFL contexts.

2.1.6 The Relationship Between Sociolinguistics and Peter Auer's Interactional Approach

This study employs two complementary theoretical perspectives to analyze teachers' practices and perspectives on the use of code switching in EFL classrooms, namely sociolinguistics and Peter Auer's interactional approach to code switching. Although these theories have different focuses, they are closely related and complement one another in explaining the phenomenon of code switching in classroom interaction.

Sociolinguistics serves as the broader theoretical framework because it examines how language is used in relation to social context. According to Holmes and Wilson (2022), language choice is influenced by various social factors, including the participants involved in communication, the purpose of the interaction, and the situational context. In multilingual educational settings such as EFL classrooms, teachers continuously make decisions about which language to use based on students' language proficiency, instructional goals, and classroom conditions. Therefore, sociolinguistics provides a foundation

for understanding why teachers choose to alternate between English and Indonesian during the teaching and learning process.

Within this broader sociolinguistic perspective, Peter Auer's (1998) interactional approach offers a more specific explanation of how code switching is employed during classroom interaction. Rather than viewing code switching merely as the alternation of two languages, Auer argues that code switching is an interactional resource through which speakers accomplish particular communicative purposes. In classroom discourse, teachers may switch languages to explain difficult concepts, clarify instructions, manage classroom behaviour, or encourage student participation. Thus, Auer's theory focuses on the interactional functions of code switching and how language alternation contributes to achieving pedagogical objectives.

The relationship between these two theories lies in their different but complementary perspectives. Sociolinguistics explains the broader social reasons behind teachers' language choices, while Auer's interactional approach explains how those language choices are realized during classroom interaction to accomplish specific communicative goals. In other words, sociolinguistics answers the question of why teachers choose to switch languages in particular classroom contexts, whereas Auer's theory explains how code switching functions as an interactional and pedagogical strategy during the teaching and learning process.

Therefore, both theories are integrated in this study to provide a comprehensive understanding of code switching as a pedagogical tool in EFL classrooms. The sociolinguistic perspective is used to interpret teachers' perspectives and beliefs regarding language choice within the social context of the classroom, whereas Peter Auer's interactional approach is used to analyze teachers' classroom practices by examining how code switching is employed to achieve specific pedagogical functions. The integration of these two theoretical perspectives enables this study to explain not only the reasons underlying teachers' language choices but also the ways in which those choices are implemented in classroom interaction.

2.2 Previous Study

To begin with, Rahmat (2021) conducted a study examining teachers' opinions regarding the use of code switching in EFL classrooms. The purpose of the research was to investigate how teachers perceive code switching as a teaching strategy in English language instruction. The study adopted a qualitative design and gathered data through interviews with English teachers. The results indicated that teachers often used code switching when explaining complex materials, clarifying grammatical concepts, and ensuring that students fully understood the lesson. The study concluded that code switching can be an effective pedagogical strategy in EFL classrooms when it is used appropriately.

Similarly, Suryarini (2022) investigated teachers' perspectives on the use of code switching in EFL classroom settings. The study aimed to explore how teachers view the role of code switching in supporting students' learning. A descriptive qualitative method was employed, and the data were collected through interviews and questionnaires. The findings showed that most teachers believed that code switching helped students understand explanations more clearly, especially when dealing with difficult vocabulary and complex grammar structures. However, the study also emphasized the importance of maintaining a balance between English and the students' first language to ensure sufficient exposure to the target language.

Another study conducted by Darong and Guna (2023) focused on identifying the communicative functions of code-switching during classroom instruction in EFL contexts. The researchers used classroom observations and discourse analysis to examine how teachers alternated between languages during interaction with students. The findings revealed that teachers frequently used code switching to explain unfamiliar vocabulary, highlight important information, and manage communication in the classroom. The study suggested that code switching can contribute positively to effective teaching and learning in EFL environments.

Furthermore, Zainil and Arsyad (2021) investigated teachers' practices of code switching in EFL classrooms by applying conversation analysis and stimulating recall interviews. The objective of the study was to understand the reasons behind teachers' language switching during classroom interaction.

The results showed that teachers often used code switching to support students' comprehension, provide additional explanations, and maintain classroom interaction. The researchers concluded that code switching can function as a strategic instructional tool in EFL teaching.

Lastly, Aziz and Novita (2023) examined the use of code switching in English language teaching in Indonesian senior high schools. The study utilized classroom observations and teacher interviews to analyze how code switching was implemented during the teaching process. The findings revealed that teachers frequently switched languages when explaining grammar, translating unfamiliar vocabulary, and giving instructions. The study suggested that code switching can help bridge the gap between students' first language and the target language in EFL learning contexts.

Although numerous studies have discussed the use of code switching in EFL classrooms, many of them primarily focus on identifying the types and functions of code-switching during classroom interaction. Only a limited number of studies have simultaneously explored both teachers' classroom practices and their perspectives on the use of code switching through qualitative approaches. Therefore, this study seeks to investigate how teachers utilize code switching as a pedagogical tool in EFL classrooms and how they perceive their role in supporting the teaching and learning process.

2.3 Conceptual Framework

This study is based on the phenomenon of code switching, which frequently occurs in the teaching of English as a foreign language (EFL),

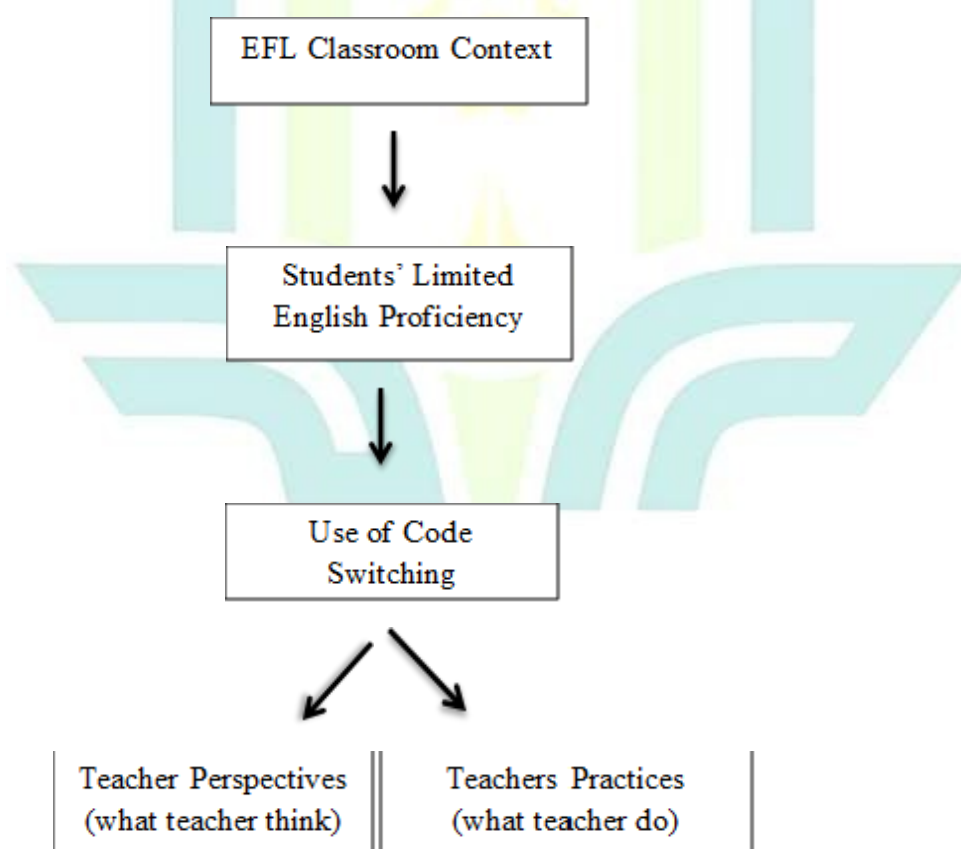
particularly at the vocational high school level. In classroom practice, the exclusive use of English is not always feasible due to differences in language proficiency among students. Therefore, teachers often switch between English and Indonesian as a strategy to adapt the delivery of instructional material to students' learning needs and comprehension abilities. This phenomenon indicates that code-switching should not merely be viewed as a form of language alternation in communication but also serves a pedagogical function that can support the achievement of learning objectives more effectively.

Based on various theories and previous research findings, code-switching in the context of EFL learning serves a variety of functions that support the teaching and learning process. The use of code-switching can help teachers explain difficult material, provide clearer instructions, manage classroom dynamics, and foster better relationships between teachers and students. Furthermore, the implementation of code-switching in learning is also closely tied to teachers' views and beliefs regarding the role of the first language in supporting foreign language learning. Therefore, to gain a more comprehensive understanding of the use of code-switching in EFL classrooms, this study not only examines its practical application in learning activities but also explores teachers' perspectives on its use.

In this study, teachers' practices refer to the forms and ways in which teachers utilize code-switching during the learning process. Meanwhile, teachers' perspectives refer to the views, beliefs, and considerations underlying the use of code-switching as a pedagogical tool. These two aspects

are closely interrelated because the perspectives held by teachers can influence the decisions and strategies they employ when switching languages in the classroom. Through an examination of these teacher practices and perspectives, the researcher seeks to obtain a more comprehensive picture of the role of code-switching as a pedagogical tool in supporting student understanding, facilitating learning interactions, and enhancing the effectiveness of the English language learning process in EFL classrooms. Based on this explanation, the conceptual framework of this study is presented in the following figure.

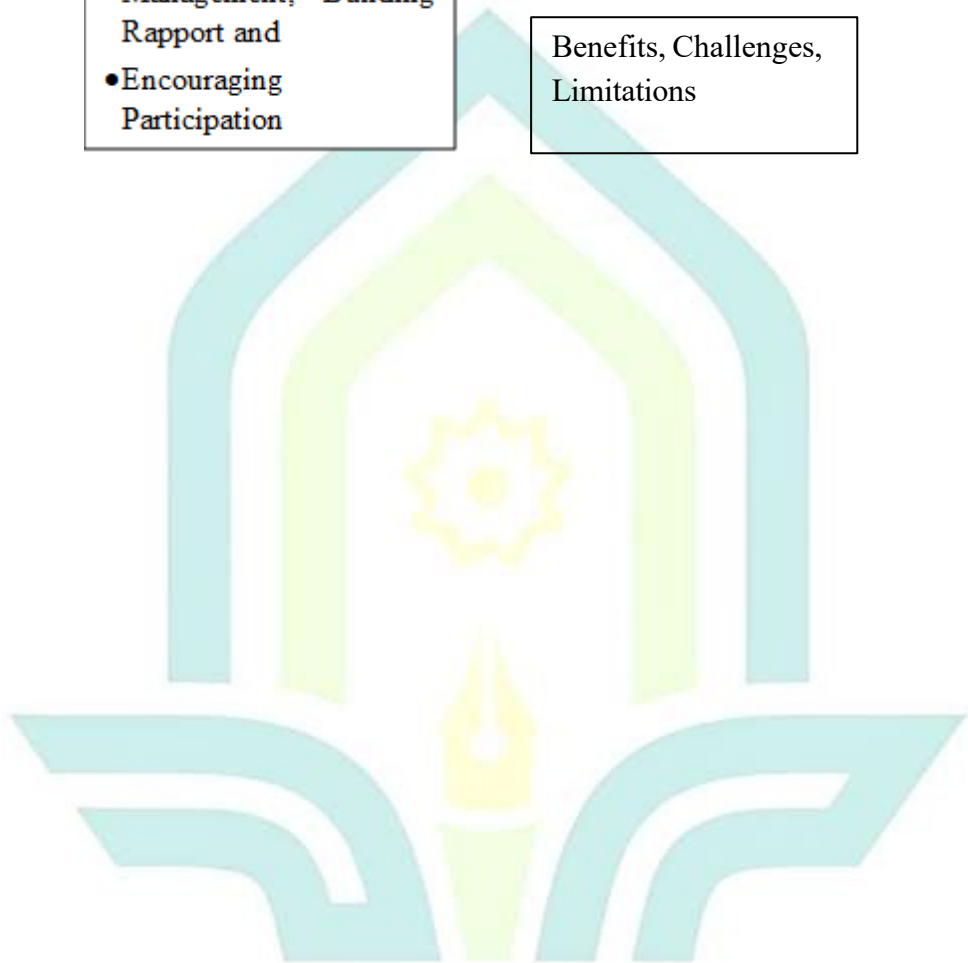
Figure 2. 1 Conceptual Framework





- Explaining concept vocabulary,
- Clarifying Instructions, Classroom
- Management, Building Rapport and
- Encouraging Participation

Benefits, Challenges,
Limitations



CHAPTER III

RESEARCH PROCEDURE

3.1 Research Method

This study uses a qualitative research approach to examine the practices and perspectives of English teachers regarding the use of code switching as a pedagogical tool in English as a Foreign Language (EFL) classroom. A qualitative approach is suitable for this study because it aims to understand social phenomena from the participants' viewpoints and to explore meanings that emerge through human interaction. According to Creswell (2014), qualitative research focuses on exploring and interpreting the meanings that individuals or groups attribute to social or human issues. Through this approach, the researcher can gain detailed insights into how teachers apply code switching during classroom interaction and how they view its role in supporting students' understanding in the learning process.

This study also applies a qualitative descriptive design to present a clear description of teachers' practices and opinions related to the use of code switching in EFL classrooms. This design allows the researcher to observe and describe the phenomenon as it naturally occurs without altering the classroom environment. It is particularly useful for examining how teachers shift between languages when explaining materials, giving instructions, organizing classroom activities, or clarifying complex concepts. By analyzing

authentic classroom interactions, the researcher can better understand the pedagogical functions of code switching in real teaching contexts.

Furthermore, the qualitative approach helps the researcher explore teachers' beliefs and experiences regarding the effectiveness of code switching in improving students' comprehension and engagement in English lessons. Data are collected through classroom observations and interviews with English teachers to obtain comprehensive information about their teaching practices and perspectives. These methods help the researcher identify patterns of language use and understand the reasons behind teachers' use of code switching in the teaching and learning process.

Overall, the use of a qualitative approach is expected to provide a deeper understanding of how code-switching functions as a pedagogical tool in EFL classrooms. The findings of this study are expected to contribute to the understanding of bilingual classroom interaction in English language teaching and provide insights into how teachers strategically use code switching to support students' learning.

3.2 Research Context

This research is conducted within the context of English as a Foreign Language (EFL) learning in Indonesia, where English is primarily taught as a school subject and is not widely used in daily communication. In many Indonesian classrooms, students have limited exposure to English outside the learning environment, which often makes it difficult for them to fully understand instructional materials delivered entirely in English. As a result,

teachers frequently use various strategies to facilitate students' comprehension during the teaching and learning process. One of the common strategies used by teachers is code switching, which refers to the alternation between two languages within classroom interaction.

The present study is carried out in a private vocational high school (SMK) located in Pekalongan, Central Java. Vocational schools represent a specific educational setting where students are expected to develop both academic competence and practical skills related to their future professions. However, many students in vocational schools still encounter challenges in learning English due to differences in language proficiency and limited opportunities to practice the language outside the classroom. In this situation, teachers often switch between English and Indonesian to explain difficult concepts, give instructions, manage classroom interaction, and ensure that students understand the lesson materials.

Within this educational context, code switching becomes an important pedagogical strategy that can support communication between teachers and students in the EFL classroom. By using both languages strategically, teachers can help students grasp complex information while still maintaining exposure to English during the learning process. Therefore, examining how teachers employ code switching and how they perceive their role in teaching is essential to understanding classroom interaction in EFL settings. This study aims to explore teachers' practices and perspectives regarding the use of code

switching as a pedagogical tool to provide deeper insights into effective teaching practices in English language classrooms.

3.3 Setting and Participants

This study was undertaken in an EFL school at a private vocational high school (SMK) in Pekalongan, Central Java. This location was chosen because vocational schools, where instructors and students frequently switch between English and Indonesian during class interactions, provide a pertinent context for learning English as a foreign language (EFL). In these situations, code-switching often happens organically as a communication technique to promote comprehension and classroom participation (Sert, 2005). Semi-structured interviews and observations in the classroom or in the teachers' lounge are among the study activities. Without materially interfering with the regular teaching and learning process, these environments enable the researcher to witness real-world teaching methods and record the organic application of code-switching (Creswell, 2014).

The participants of this study consist of two English teachers who teach at the selected vocational high school. The fact that both instructors have taught EFL courses for at least five years guarantees that they have the pedagogical experience to handle classroom interaction. The participants are purposefully chosen based on several factors, including their willingness to take part in the study, their expertise using code-switching in classroom interactions, and their active teaching of English as a foreign language engagement. The choice of seasoned instructors is crucial because

their methods in the classroom might offer insightful information on the pedagogical use of code-switching in language instruction. Additionally, their interactions with students can demonstrate how language alternation happens organically in classroom discourse, which is consistent with Peter Auer's interactional perspective on code-switching. The study is to investigate teachers' methods and viewpoints on the usage of code-switching in EFL classroom interaction through these participants.

3.4 Data Collection

There are several steps conducted by researcher in collecting the data such as Semi-structured interviews and classroom observations are the two primary methods of data gathering used in this study. Direct information regarding teachers' teaching methods, especially how code-switching takes place when teaching English, is gathered through classroom observation. In the meantime, instructors' viewpoints, experiences, and motivations for employing code-switching in the classroom are investigated through semi-structured interviews. By combining these two methods, the researcher can obtain a more thorough grasp of the educational considerations that underlie teachers' observable activities.

The main technique for gathering information about teachers' code-switching techniques in EFL classrooms is classroom observation. The researcher concentrates on spotting particular instances of code-switching during the observation process, such as shifts between English and Indonesian during instructions, explanations, or classroom interactions. The impact of

these language changes on students' participation and understanding of the instruction is given special consideration. The frequency, context, and potential consequences of code-switching incidents during the teaching and learning process are systematically documented by the researcher using a structured observation checklist and field notes (Cohen et al., 2018).

The participating teachers' opinions on the use of code-switching as an educational technique are investigated using semi-structured interviews in addition to classroom observation. Teachers can discuss their motivations, tactics, and factors when they move between languages in the classroom during interviews. Participants are encouraged to give thorough explanations of the difficulties, advantages, and educational goals of code-switching by using open-ended questions (Sugiyono, 2015). To guarantee communication clarity and to make it easier for participants to voice their opinions, the interviews are conducted in Indonesian. To bolster the validity of the results, data triangulation is also used by examining supplementary materials like lesson plans and teacher reflections (Miles, Huberman, & Saldaña, 2014).

3.5 Data Analysis

This study applies a thematic analysis proposed by Braun and Clarke (2006) to analyze qualitative data obtained from classroom observations, interviews, and supporting documents. Thematic analysis is used to identify patterns, meanings, and themes within the data related to the use of code switching as a pedagogical tool in the EFL classroom. The analysis in this study follows six stages, which are described as follows:

1. Familiarization with the data

In this stage, the writer carefully reads and reviews all collected data, including observation notes, interview transcripts, and supporting documents. The purpose of this stage is to gain a comprehensive understanding of the data and to identify initial ideas related to the use of code switching in classroom interaction. The researcher also takes preliminary notes on important statements, teaching strategies, and moments when teachers switch between English and Indonesia.

2. Generating Initial Codes

Once the researcher becomes familiar with the data, the coding stage begins by identifying relevant segments associated with code-switching practices. The researcher assigns codes to specific portions of observation notes and interview transcripts that indicate language alternation within classroom instruction. These codes may represent situations in which teachers switch languages when explaining complex vocabulary, delivering instructions, controlling classroom behavior, or confirming students' comprehension.

3. Searching for Themes

After the coding process is completed, the researcher organizes related codes into broader categories or themes. These themes reflect recurring patterns that illustrate how and why teachers employ code switching in classroom interaction. For instance, the themes may involve

the use of code switching to explain complex concepts, manage classroom activities, or clarify instructional directions.

4. Reviewing Themes

Afterward, the researcher re-examines the identified themes to ensure that they accurately reflect the data. The researcher also checks whether the themes are supported by enough evidence and represent meaningful patterns within the dataset. If required, certain themes may be modified, combined, or reorganized to better answer the research questions.

5. Defining and Naming Themes

During this stage, the researcher identifies and assigns clear names to each theme. The researcher then explains the significance of each theme and its connection to the use of code switching in classroom interaction. These themes are interpreted based on the research objectives to better understand how code switching operates as a pedagogical tool in EFL teaching.

6. Producing the Report

The final stage focuses on presenting the results of the analysis in a clear and systematic way. In this stage, the researcher explains each theme and supports the discussion with relevant excerpts from classroom observations and interview transcripts. These findings are then interpreted to address the research questions and to illustrate how teachers utilize code

switching to facilitate the teaching and learning process in the EFL classroom.

3.6 Research Steps

This study was conducted through several organized stages. First, the researcher identified the research problem related to the use of code switching in EFL classrooms and reviewed relevant literature to establish the theoretical foundation of the study. This stage also helped the researcher formulate the research questions and select an appropriate research method, namely a qualitative descriptive approach.

After that, the researcher determined the research context, setting, and participants. The study was carried out in a private vocational high school in Pekalongan, Central Java, involving two English teachers who have more than five years of teaching experience. Once the participants were selected, the researcher prepared the research instruments, including an observation checklist, field notes, and semi-structured interview guidelines.

Next, the data were collected through classroom observations and semi-structured interviews to explore teachers' practices and perspectives regarding the use of code-switching during classroom interaction. The collected data were then organized and analyzed using thematic analysis. Finally, the researcher interpreted the results and drew conclusions about how

code-switching functions as a pedagogical tool in the EFL teaching and learning process.

3.7 Data Trustworthiness

To ensure the quality and validity of the research findings, the researcher refers to the concept of trustworthiness proposed by Lincoln and Guba (1985), which encompasses four main aspects: credibility, transferability, dependability, and confirmability. The aspect of credibility is achieved through the application of data triangulation by comparing and analyzing information obtained from various sources, including classroom observations, semi-structured interviews, and supporting documents. Through this process, the researcher can verify the relevance and consistency of data related to teachers' practices and perspectives regarding the use of code-switching. To strengthen the credibility of the data, the researcher also conducted member checking by asking participants to review the interview results to ensure that the resulting interpretations align with their intended experiences and view

Transferability is achieved by providing a comprehensive description of the research context, participant characteristics, and the learning conditions underlying the study. This study was conducted at a private vocational high school (SMK) in Pekalongan, Central Java, involving two English teachers with more than five years of teaching experience. It is hoped that this detailed presentation of information will help readers assess the potential for applying the research findings to EFL learning contexts with similar characteristics.

Furthermore, dependability is ensured through systematic recording and documentation of the entire research process, from the data collection stage, transcription of interview results, coding process, identification and development of themes, to the interpretation of the research findings. In analyzing the data, the researcher consistently followed the stages of thematic analysis outlined by Braun and Clarke (2006) to ensure consistency and traceability of the analysis process.

Meanwhile, the aspect of confirmability is achieved by ensuring that all research findings are derived from empirical data obtained during the study, rather than being based on the researcher's assumptions or subjectivity. The research findings are supported by observational data, interview results, and direct quotes from participants, which are used as supporting evidence in the interpretation process. Thus, the use of various data sources and the presentation of this empirical evidence help ensure that the conclusions drawn truly reflect teachers' practices and perspectives regarding the use of code-switching as a pedagogical tool in English language learning in EFL classrooms.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Result

4.1.1 Teachers' Practice of Code Switching in the Classroom

This chapter presents the findings of the study obtained through classroom observations and semi-structured interviews with two English teachers at a private vocational high school (SMK) in Pekalongan, Central Java. The findings are categorized into four main pedagogical functions of code switching identified from the observational data. To enrich the interpretation of the findings, interview data are incorporated to provide supporting explanations and confirmation. In addition, the types of code switching are discussed within each pedagogical function rather than as separate sections, as the observed forms of language alternation were closely linked to particular pedagogical objectives in classroom instruction.

1. Code Switching for Explaining Complex Concepts and Clarifying Vocabulary.

One of the most frequently identified functions of code switching in the observed classrooms was its use in explaining complex learning materials and clarifying unfamiliar vocabulary. Throughout the classroom observations, both teachers consistently employed a bilingual instructional approach by introducing

concepts or terms in English and subsequently providing explanations or translations in Indonesian to facilitate students' understanding.

This practice was evident in Teacher A's lesson on Job Vacancy texts, as illustrated in the following utterance:

"The requirement is very important... ini syaratnya ya."

In this example, the teacher first introduced the key vocabulary item in English and then translated it into Indonesian to ensure students understood its meaning. This pattern reflects inter-sentential code switching, where an utterance in one language is followed by an utterance in another language. Inter-sentential switching occurs when speakers alternate languages at sentence or clause boundaries. Based on the observation data, this was the most frequently used type of code switching in both classrooms.

A similar pattern was also observed in Teacher B's lesson on Reported Speech:

"Remember, the tense changes... diingat-ingat tenses-nya berubah."

In this utterance, the teacher first explained the grammatical concept in English and then restated it in Indonesian to emphasize the importance of the rule and support students' comprehension. Similar to the previous example, this instance also represents inter-sentential code switching, although it was used to explain a grammatical concept rather than vocabulary.

Besides inter-sentential switching, intra-sentential code switching was also identified during the explanation of concepts and vocabulary. Teacher A stated:

"Check the qualification atau kualifikasi yang diminta."

Likewise, Teacher B remarked:

"Kita ubah pronoun-nya, seperti 'I' menjadi 'he' atau 'she'."

These examples demonstrate the insertion of lexical items from one language into sentences that are predominantly structured in another language. Intra-sentential switching requires a relatively high degree of bilingual competence because speakers must maintain grammatical consistency while alternating between two linguistic systems. The presence of this type of switching in both classrooms indicates that the teachers were able to integrate

elements of English and Indonesian smoothly without interrupting the flow of communication.

In addition, tag switching was observed, although it appeared less frequently than the other types. Both teachers occasionally inserted English technical terms such as tenses, pronoun, and qualification into Indonesian utterances. Tag switching was also observed through the insertion of technical terms such as using their original terminology or when equivalent terms in the other language are less commonly used.

The findings from classroom observations were further supported by interview data. Teacher A acknowledged the importance of using the students' first language to enhance comprehension, stating:

"Kalau full English, siswa sering tidak paham. Jadi saya harus pakai bahasa Indonesia supaya mereka mengerti."

Similarly, Teacher B noted that students often experience difficulties understanding lessons delivered entirely in English, particularly when adequate linguistic support is not provided. Teacher A explained that he used Indonesian because students often found it difficult to understand lessons delivered entirely in English to address students' comprehension difficulties and to

facilitate a clearer understanding of instructional content and vocabulary.

Table 4. 1 Code Switching for Explaining Concepts and Clarifying Vocabulary

Type of Code Switching	Teacher A	Teacher B
Inter Sentential	"The requirement is very important... ini syaratnya ya."	"Remember, the tense changes... di ingat-ingat tenses-nya berubah."
Inter Sentential	"Check the qualification atau kualifikasi yang diminta."	"Kita ubah pronoun-nya, seperti 'I' menjadi 'he' atau 'she'."
Tag Switching	Insertion of "qualification" and "requirement" within Indonesian utterances.	Use of "tenses" and "pronoun" within Indonesian-dominant speech.

Source: Classroom Observation Data

2. Code Switching for Clarifying Instructions

Another pedagogical function identified during the classroom observations was the use of code switching to provide and clarify classroom instructions. Both teachers were observed switching from English to Indonesian when students appeared

uncertain or did not respond appropriately to instructions delivered in English. In such situations, code switching served as a strategy to ensure that students fully understood the procedures and requirements of the assigned tasks.

This practice was observed in Teacher A's reading activity, as illustrated in the following utterance:

"Please read the job vacancy text carefully... ini dibaca dulu iklannya."

A similar pattern was found in Teacher B's grammar lesson when introducing a written exercise:

"Change the sentences into reported speech... ubah dulu kalimat ini menjadi kalimat tidak langsung."

Both examples demonstrate inter-sentential code switching, in which an instruction delivered in English is immediately followed by its Indonesian translation or reformulation. The teachers initially presented the instructions in English to maintain exposure to the target language and subsequently switched to Indonesian when additional clarification was needed. This pattern indicates that code switching was employed as a supportive

instructional strategy to address potential comprehension difficulties rather than as a routine mode of communication.

The interview findings further reinforced this observation. Teacher A explained that the use of Indonesian was not a habitual practice but was employed only when necessary:

"Saya pakai bahasa Indonesia biasanya hanya saat diperlukan saja, misalnya untuk menjelaskan yang sulit."

This response suggests that the teacher deliberately used code switching in a selective manner, particularly when communication in English alone was insufficient to achieve instructional objectives. Likewise, Teacher B noted that students often encountered difficulties understanding instructions, especially at the beginning of a lesson or when engaging with new learning tasks. This finding indicates that code switching was more likely to occur when students had limited familiarity with the lesson content and the procedural language required to complete classroom activities.

Overall, the observational and interview data reveal that code switching functioned as an instructional support strategy aimed at enhancing students' understanding of classroom

procedures and ensuring the successful completion of learning tasks.

Table 4. 2 Code Switching for Clarifying Instruction

Teacher	Utterance	Type	Context
Teacher A	"Please read the job vacancy text carefully... ini dibaca dulu iklannya."	Inter Sentential	Reading task introduction
Teacher B	"Change the sentences into reported speech... ubah dulu kalimat ini menjadi kalimat tidak langsung."	Inter Sentential	Grammar exercise instruction

Source: Classroom Observation Data

3. Code Switching for Classroom Management

Another function of code switching identified during the classroom observations was its use as a classroom management strategy. Both teachers employed code switching when students displayed off-task behaviours, such as lack of attention,

disengagement from learning activities, or other behaviours that disrupted the learning process. In these situations, the teachers switched to Indonesian to regain students' attention and reinforce expected classroom behaviour.

This practice was evident in Teacher A's classroom, who addressed inattentive students by stating:

"Yang belakang tolong bisa fokus dulu."

Similarly, Teacher B used the following utterance to redirect students' attention:

"Perhatikan ke depan dulu."

The findings indicate that the code switching used for classroom management differed from that employed for instructional purposes. In this context, the teachers did not combine English and Indonesian within the same utterance; instead, they shifted entirely from English to Indonesian when addressing behavioural issues. This complete language shift reflects the use of inter-sentential code switching, in which speakers change from one language to another to serve a different communicative purpose. Language alternation often occurs when speakers adjust their

language choice according to the demands of a particular interactional context.

The interview data further supported the observational findings. Teacher A emphasized the importance of using Indonesian when managing students' behaviour, as reflected in the following statement:

"Yang belakang tolong diperhatikan dulu jangan tidur."

The interview responses suggest that both teachers viewed classroom management as a communicative situation that differed from content delivery. Indonesian was perceived as a more effective language for conveying directives and regaining students' attention because it could be understood immediately and clearly by all students. Furthermore, Teacher B explained that students generally responded more quickly when instructions related to classroom behaviour were delivered in their first language. As a result, the use of Indonesian during classroom management helped increase students' attentiveness and facilitated the maintenance of a conducive learning environment.

Overall, the findings indicate that code switching served an important role in classroom management by enabling teachers to

maintain classroom order, redirect students' attention, and ensure that learning activities could proceed effectively.

4. Code Switching for Building Rapport and Encouraging Participation

Another function of code switching identified from the classroom observations was its use in building rapport with students and encouraging their participation during the learning process. In these situations, both teachers switched to Indonesian, particularly in a more informal register, to motivate students, relate lesson content to their daily lives, and create a more comfortable classroom environment.

This practice was demonstrated by Teacher A, who used the following statement to motivate students by connecting the lesson material to potential future career opportunities:

"Ini menarik juga nih kerjanya, siapa tahu nanti kalian bisa kerja di sini."

Similarly, Teacher B employed Indonesian to encourage students to participate more actively in classroom activities by saying:

"Kalau salah tidak apa-apa, yang penting kalian coba aja dulu."

Unlike the code switching used for explaining concepts or clarifying instructions, the language alternation observed in these examples was not intended to overcome comprehension difficulties. Instead, it reflected a deliberate shift from an instructional function to a more interpersonal and motivational function. Both utterances represent inter-sentential code switching, as the language shift occurred between complete utterances rather than within a single sentence. However, the primary purpose of the language alternation was to foster positive interaction and support student engagement in the learning process.

The interview findings further supported these observations. Teacher B explained that the use of Indonesian helped students become more confident in participating during classroom activities, as reflected in the following statement:

"Siswa jadi lebih berani karena mereka tidak takut salah."

In addition, Teacher A noted that the use of informal Indonesian contributed to a more relaxed classroom atmosphere and encouraged students to respond more actively. He also

observed that students tended to engage more positively when communication was not conducted entirely in English. These interview responses indicate that the use of code switching for rapport building and participation encouragement was a deliberate pedagogical strategy employed to create a supportive learning environment and increase students' willingness to engage in classroom interaction.

Overall, the findings suggest that code switching played an important role in fostering positive teacher student relationships and encouraging active student participation in the EFL classroom.

4.1.2 Teachers' Perspectives on the Use of Code Switching

The interview findings demonstrated that both teachers generally perceived code switching as a beneficial instructional strategy in EFL classrooms. They regarded the alternation between English and Indonesian as a useful pedagogical resource that could facilitate the teaching and learning process, particularly when students encountered difficulties in comprehending lessons delivered solely in English. Nevertheless, both teachers emphasized that the implementation of code switching should be carefully controlled and employed only when pedagogically necessary to maintain students' exposure to the target language.

A prominent theme emerging from the interviews was the perceived role of code switching in supporting students'

comprehension. Teacher A explained that many students struggled to understand lessons when English was used as the sole medium of instruction. Therefore, the use of Indonesian was considered necessary to ensure that students could grasp important concepts, classroom instructions, and learning materials more effectively. As stated by Teacher A:

"Kalau full English, siswa sering tidak paham. Jadi saya harus pakai bahasa Indonesia supaya mereka mengerti."

Similarly, Teacher B highlighted that students often experienced difficulties when encountering unfamiliar vocabulary and complex grammatical structures. In his view, the strategic use of Indonesian enabled students to connect new information presented in English with their existing knowledge, thereby facilitating a clearer understanding of the lesson content.

Another perspective expressed by both teachers concern the contribution of code switching to student participation. Teacher B observed that students tended to demonstrate greater confidence and willingness to participate in classroom activities when occasional explanations were provided in Indonesian. According to him, students were more inclined to ask questions, share their ideas, and respond to

classroom discussions when they felt assured that they understood the material being discussed. He stated:

"Siswa jadi lebih berani karena mereka tidak takut salah."

Likewise, Teacher A noted that the use of Indonesian could help create a more comfortable and less intimidating learning environment. He explained that students were generally more responsive and actively engaged in classroom interactions when communication was not conducted exclusively in English, particularly during lessons involving challenging topics or unfamiliar concepts.

Despite acknowledging these advantages, both teachers expressed concerns regarding the excessive use of code switching. They agreed that overreliance on Indonesian could potentially reduce students' opportunities to practice English and limit their exposure to authentic target-language input. Teacher A emphasized this concern by stating:

"Kalau terlalu sering pakai bahasa Indonesia, siswa jadi tidak terbiasa dengan bahasa Inggris."

In a similar manner, Teacher B argued that code switching should be employed only when necessary and should not become a dominant instructional practice. He remarked:

"Sebaiknya seminimal mungkin menghindari itu dalam belajar bahasa."

Overall, the interview findings indicate that both teachers viewed code switching as a supplementary pedagogical tool rather than a replacement for English-medium instruction. Their perspectives reflect an approach that prioritizes English as the primary language of classroom communication while allowing Indonesian to be used strategically to facilitate comprehension, encourage participation, and address specific learning challenges. These findings suggest that the teachers considered code switching to be a purposeful and context-sensitive instructional strategy that should be adapted to students' needs and classroom condition

4.2 Discussion

4.2.1 Teachers' Practice of Code Switching in the Classroom

This section discusses and interprets the research findings presented in the Results section by situating them within relevant theoretical frameworks and relating them to findings from previous empirical studies. To maintain coherence between the findings and

their interpretation, the discussion follows the same structure as the Results section, with each pedagogical function of code switching examined sequentially. This discussion is intended to address the main research question of the study: What are teachers' practices and perspectives on the use of code switching as a pedagogical tool in EFL classrooms.

1. Code Switching for Explaining Complex Concepts and Clarifying Vocabulary

One of the key findings of this study is that code switching was most frequently employed by teachers to explain complex learning materials and clarify unfamiliar vocabulary. The classroom observations showed that both teachers consistently alternated between English and Indonesian when introducing new concepts, explaining grammatical rules, and presenting technical vocabulary. This finding indicates that code switching functioned as a deliberate instructional strategy to facilitate students' comprehension rather than as a spontaneous alternation between two languages.

From Peter Auer's (1998) interactional perspective, code switching should be understood as an interactional resource through which speakers accomplish specific communicative purposes during social interaction. In the present study, the teachers intentionally shifted from English to Indonesian after

introducing important concepts in English because they aimed to ensure that students clearly understood the lesson content. Therefore, the observed language alternation reflects purposeful interactional practices that support communication and learning within the classroom.

This finding also supports Macaro (2018), who argues that the first language can be strategically employed to scaffold students' understanding of difficult concepts without replacing the target language as the primary medium of instruction. Similarly, Cook (2016) explains that the selective use of learners' first language enables teachers to reduce misunderstanding while maintaining meaningful exposure to English. Therefore, the teachers' classroom practices demonstrate that code switching functions as an intentional pedagogical strategy that bridges students' existing linguistic knowledge with new learning content. The findings further revealed that both teachers generally introduced concepts or materials in English before providing additional explanations or translations in Indonesian. These examples demonstrate that code switching was used to make instructional content more accessible and understandable for students. This finding supports Vygotsky's (1978) concept of scaffolding, which emphasizes the role of teacher support in helping learners achieve a higher level of understanding.

Another noteworthy finding concerns the types of code switching used during classroom instruction. Among all the identified types, inter-sentential switching was the most dominant. Both teachers frequently delivered complete explanations in English before restating or elaborating on them in Indonesian. This approach enabled them to maintain exposure to the target language while ensuring that students understood the information being presented. Regarding the types of code switching, the findings revealed that inter-sentential switching was the most dominant form observed during classroom interaction. According to Poplack (1980), inter-sentential switching occurs when speakers alternate languages between sentences or clauses. From Auer's (1998) interactional perspective, the dominance of inter-sentential switching demonstrates that teachers deliberately organized language alternation according to instructional needs rather than switching languages randomly. English was generally used to introduce concepts, whereas Indonesian was employed to reinforce meaning and ensure students' understanding. This interactional pattern illustrates how code switching serves pedagogical goals within classroom discourse.

In addition to inter-sentential switching, instances of intra-sentential switching were also observed. This type involved the insertion of English lexical items into Indonesian sentences, such

as the terms qualification and *pronoun*. According to García and Wei (2020), intra-sentential switching reflects a relatively high level of bilingual competence because speakers must maintain grammatical accuracy while simultaneously drawing on two linguistic systems. Moreover, tag switching was identified through the use of technical terms such as tenses, pronoun, and qualification within predominantly Indonesian utterances. Wardhaugh and Fuller (2021) argue that the original form of technical terminology is often retained because it is more familiar or considered more appropriate than its equivalent in another language.

Overall, the findings suggest that code switching played a significant role in supporting students' comprehension of instructional content. Rather than replacing English as the primary language of instruction, code switching functioned as a pedagogical tool that assisted teachers in explaining complex concepts, clarifying vocabulary, and ensuring that learning objectives were effectively communicated to students. The consistency between the observational and interview findings further indicates that the use of code switching was a conscious instructional practice informed by students' learning needs and levels of understanding.

2. Code Switching for Clarifying Instructions

From Auer's (1998) interactional perspective, the teachers' language choice reflects a shift in communicative purpose during

classroom interaction. Initially, English was used to maintain exposure to the target language; however, when students showed uncertainty, the teachers switched to Indonesian to ensure that procedural instructions were clearly understood. This demonstrates that code switching functioned as an interactional strategy that enabled teachers to accomplish instructional goals more effectively. The findings of this study demonstrate that code switching played a significant role in helping teachers clarify classroom instructions and promote students' understanding of learning activities. Based on the observation data, both teachers frequently alternated from English to Indonesian when delivering task instructions, especially in situations where students appeared confused or experienced difficulties comprehending directions presented exclusively in English. This finding indicates that code switching served as a pedagogical support strategy designed to facilitate students' understanding of classroom procedures and task requirements.

The classroom observations further revealed that both teachers generally presented instructions in English before providing additional explanations in Indonesian. This finding supports Cook's (2016) view that the first language can serve an important function in procedural communication, such as providing instructions, organizing classroom activities, and explaining task requirements. In the context of the present study, Indonesian was

strategically utilized when the use of English alone did not sufficiently support students' comprehension. Consequently, code switching functioned not merely as an alternative language choice but as an instructional resource that assisted teachers in conveying procedural information more effectively.

Another important aspect of this finding is the predominance of inter-sentential switching. The observation data showed that both teachers commonly delivered complete instructions in English and then followed them with equivalent explanations in Indonesian. According to Poplack (1980), inter-sentential switching refers to language alternation that occurs between sentences or clauses. The frequent use of this pattern suggests that the teachers attempted to maintain students' exposure to English while simultaneously ensuring that the intended instructional messages were clearly understood.

The interview findings also corroborate the classroom observations. Teacher A explained that Indonesian was only used in particular situations when students encountered difficulties understanding the lesson content. Similarly, Teacher B stated that students often experienced challenges in understanding instructions, especially during the initial stages of a lesson or when engaging in unfamiliar learning activities. These responses indicate that code

switching was applied selectively and purposefully rather than as a routine instructional practice.

The present findings are consistent with those reported by Zainil and Arsyad (2021), who found that Indonesian EFL teachers frequently employed code switching to enhance students' comprehension and support effective classroom interaction. In a similar manner, the findings of this study demonstrate that code switching facilitated students' understanding of classroom procedures and instructional expectations. By providing clarification in Indonesian, teachers were able to reduce potential misunderstandings and help students complete learning tasks more successfully.

Overall, the findings suggest that code switching functioned as an effective pedagogical strategy for clarifying classroom instructions. Rather than replacing English as the primary language of instruction, Indonesian was used strategically to reinforce task directions, support students' comprehension, and ensure the smooth implementation of classroom activities. The consistency between the observation and interview findings further indicates that the use of code switching for instructional clarification reflected a deliberate and pedagogically informed decision made in response to students' learning needs.

3. Code Switching for Classroom Management

Auer (1998) emphasizes that code switching enables speakers to organize interaction according to changing communicative needs. In this study, the teachers switched to Indonesian when managing classroom behaviour because the interactional focus shifted from teaching English to maintaining classroom order. Rather than functioning as linguistic alternation alone, the language shift became an interactional resource that allowed teachers to regain students' attention quickly and effectively. The findings of this study demonstrate that code switching served an important function in classroom management. The observation data showed that both teachers frequently shifted from English to Indonesian when students exhibited behaviours that were not aligned with the learning objectives, such as inattentiveness, limited engagement in classroom activities, or actions that potentially disrupted the teaching and learning process. In these circumstances, code switching was employed as a means of redirecting students' attention and reinforcing appropriate classroom behaviour, thereby helping to maintain the flow of instruction.

This finding is in accordance with Holmes and Wilson (2022), who argue that language choice is often determined by the communicative goals of a particular interaction. In the context of the present study, the teachers' shift to Indonesian was motivated by

the need to immediately regain students' attention and ensure compliance with classroom expectations rather than to facilitate understanding of academic content. Consequently, Indonesian functioned as an effective communicative tool for supporting classroom management.

The interview data also corroborated the observational findings. These findings imply that Indonesian was perceived as a more immediate and accessible medium of communication in situations requiring classroom control and discipline. Furthermore, the findings are consistent with Cook's (2016) argument that the first language can play a valuable role in classroom management, particularly when teachers need to organize classroom activities and maintain student discipline. Similar results were reported by Zainil and Arsyad (2021), who found that Indonesian EFL teachers frequently relied on code switching to facilitate classroom interaction and manage students' behaviour. The present study supports these findings by demonstrating that code switching contributed to maintaining classroom order and ensuring that learning activities could be conducted effectively.

Overall, the findings indicate that code switching functioned as an effective classroom management strategy. Rather than being used to explain instructional content, Indonesian was strategically employed to redirect students' attention, reinforce behavioural

expectations, and create a more conducive learning environment. The consistency between the observation and interview findings further suggests that the use of code switching for classroom management was a deliberate pedagogical decision made to support effective classroom interaction and sustain productive learning conditions.

4. Code Switching for Building Rapport and Encouraging Participation

From Auer's interactional perspective, the observed code switching fulfilled interpersonal as well as instructional functions. The teachers intentionally used Indonesian when motivating students and encouraging classroom participation because the interactional goal was no longer limited to explaining lesson content but extended to establishing positive relationships and reducing students' anxiety. Therefore, code switching became an important communicative resource for strengthening teacher-student interaction. The findings of this study suggest that code switching functioned not only as an instructional strategy but also as a means of fostering positive interpersonal relationships and enhancing student motivation in the EFL classroom. The observation data demonstrated that both teachers occasionally alternated from English to Indonesian to establish closer relationships with students, create a supportive classroom atmosphere, and encourage greater

involvement in learning activities. In these instances, the use of code switching was not primarily intended to facilitate comprehension of lesson content or classroom instructions, but rather to strengthen interaction between teachers and students and promote active engagement in the learning process.

The classroom observations further revealed that Indonesian was frequently used when teachers sought to motivate students and make learning materials more meaningful to their everyday experiences. These findings indicate that the use of code switching in this context fulfilled a social and motivational function rather than a cognitive one. Unlike code switching used to explain concepts or clarify instructions, the language alternation observed here was intended to create a more supportive learning environment and encourage students' involvement in classroom interaction. This finding is consistent with Horwitz's (2001) theory of foreign language anxiety, which highlights that learners often experience fear and lack of confidence when using a foreign language. By occasionally switching to Indonesian, teachers may help reduce students' anxiety and create conditions that encourage participation.

The interview findings further reinforced the observational data. Teacher B explained that students tended to become more confident when they were not afraid of making mistakes, as reflected in the statement, "Siswa jadi lebih berani karena mereka

tidak takut salah.” This response suggests that the use of Indonesian contributed to increasing students’ willingness to participate in classroom activities. Similarly, Teacher A reported that informal Indonesian expressions helped create a more relaxed classroom atmosphere and encouraged students to respond more actively during lessons. He also observed that students generally showed more positive engagement when communication was not conducted entirely in English.

These findings are also in line with Nation’s (2003) view that the strategic use of the first language can contribute to the development of positive teacher student relationships and support a more comfortable learning environment. In addition, the findings support previous studies conducted by Darong and Guna (2023) and Muslim et al. (2025), which reported that code switching can facilitate rapport building and encourage student participation in EFL classrooms. Similar to those studies, the present research demonstrates that code switching can be used as a pedagogical tool to strengthen interpersonal interaction and support student engagement during classroom learning.

Overall, the findings indicate that code switching played an important role in building rapport and encouraging participation in the EFL classroom. Through the strategic use of Indonesian, teachers were able to create a more supportive and comfortable

learning atmosphere, strengthen their relationships with students, and encourage learners to participate more confidently in classroom activities. The consistency between the observation and interview findings further suggests that the use of code switching for these purposes was a deliberate pedagogical practice aimed at fostering positive classroom interaction and supporting student engagement

4.2.2 Teachers' Perspectives on The Use Code Switching

The teachers' perspectives on the use of code switching can be interpreted through a sociolinguistic perspective, which views language choice as being influenced by social context rather than merely by linguistic competence (Holmes & Wilson, 2022). In multilingual EFL classrooms, teachers continuously make decisions regarding language use by considering students' language proficiency, communicative needs, instructional objectives, and classroom situations. Therefore, the teachers' positive attitudes toward code switching reflect their awareness that language functions as a social and pedagogical resource to facilitate communication and learning. The teachers' perspectives on the use of code switching can be interpreted through a sociolinguistic perspective, which views language choice as being influenced by social context, participants, and communicative purposes rather than merely by linguistic competence (Holmes & Wilson, 2022). In multilingual EFL classrooms, teachers make language choices based on students' proficiency, classroom situations, and instructional objectives.

Therefore, the teachers' positive views toward code switching reflect their awareness that language functions as a social resource for facilitating communication and learning. Their views consistently highlight a balance between the functional benefits of using Indonesian and the need to maintain English as the primary medium of instruction. Teacher A emphasized that code switching is particularly helpful when explaining difficult material; however, he also expressed concern that excessive use of Indonesian may limit students' exposure to English. These findings suggest that both teachers adopt a cautious and selective orientation toward code switching. Rather than viewing it as either entirely necessary or unnecessary, they position it as a supportive tool that should be used strategically to address specific learning difficulties while still prioritizing English exposure in the classroom. This indicates a balanced pedagogical stance grounded in contextual classroom needs.

This finding is consistent with the sociolinguistic perspective, which explains that language choice is closely related to communicative goals and the social context of interaction (Holmes & Wilson, 2022). The teachers' instructional decisions were influenced not only by pedagogical considerations but also by their awareness of students' linguistic backgrounds and learning needs. Reported in the findings, where code switching was used selectively for clarification, comprehension support, and classroom interaction, rather than as the

dominant mode of instruction. This consistency suggests that teachers' instructional decisions are closely connected to their beliefs about language teaching and learning. In this regard, the findings support the view that teacher cognition plays a significant role in shaping classroom language use, as instructional choices are often guided by teachers' understanding of what best facilitates student learning in their specific context.

The cautious use of code switching observed in this study from a sociolinguistic perspective this demonstrates that language choice is context-dependent and should be adapted to achieve particular communicative purposes in the classroom. is consistent with the perspective that the target language should remain the primary medium of instruction, while the first language may be used selectively as a supporting resource. The teachers' approach reflects this principle, as Indonesian is used only when it is perceived as necessary for comprehension or classroom management, while English remains dominant in instructional interaction.

In comparison with existing literature, this finding also supports the sociolinguistic view that effective communication in multilingual classrooms requires flexible language choices that respond to students' needs and classroom contexts. The findings are broadly consistent with studies that advocate a balanced and strategic use of L1 in EFL classrooms. The teachers' views align with the notion that limited and

purposeful code switching can support comprehension without undermining exposure to the target language. At the same time, their emphasis on minimizing Indonesian use also reflects concerns raised in previous research regarding the potential risks of overusing L1 in language learning environments.

Overall, the findings demonstrate that both teachers maintain a consistent and reflective approach to code switching, in which its use is carefully regulated according to pedagogical needs. These perspectives illustrate that teachers' language choices are socially and pedagogically motivated. From a sociolinguistic perspective, code switching is not a sign of inadequate English proficiency but a communicative strategy shaped by classroom interaction, participants, and instructional objectives. This reinforces the idea that code switching functions not as an automatic or habitual practice, but as a deliberate instructional decision shaped by teachers' beliefs and classroom realities.

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.



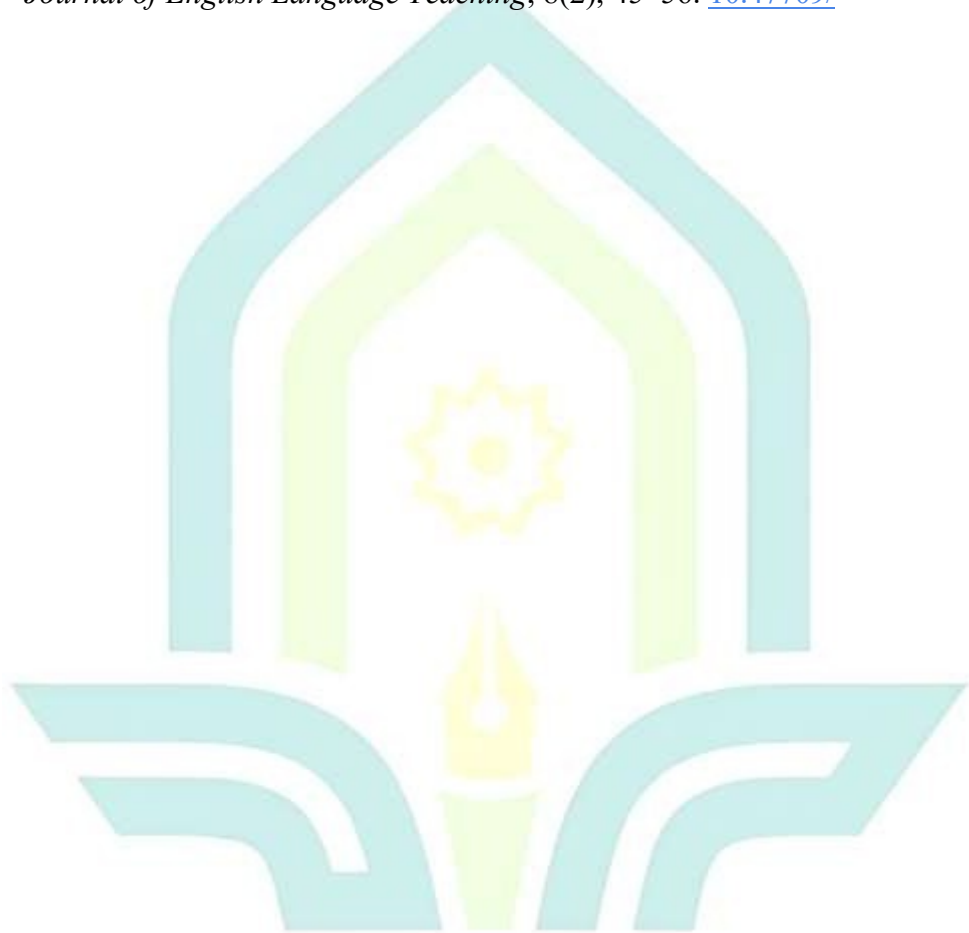
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