

Building a Meaningful English Atmosphere for Novice Learners Through Code-Switching Practices

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ABSTRACT

This study investigated the use of code-switching by an English teacher in an EFL classroom at SMAN 3 Ponorogo. Code-switching is the alternation between two languages in a discourse. In Indonesian EFL classes, teachers use both English and Indonesian to deliver classroom instructions. The aims of the study were to explore the types of code-switching that the teacher used in the classroom and the teacher's rationales in using each type. The researchers used a case study with a qualitative approach using classroom observation and an interview with the teacher. The data were analyzed using the interactive model of analysis, which includes data condensation, data display, and conclusion drawing/verification. Furthermore, the teacher's code-switching utterances were classified using Poplack's code-switching framework. The study found that the teacher used three types of code-switching: tag switching, inter-sentential switching, and intra-sentential switching. Intra-sentential switching was the most commonly used type, with more than half of the use, and tag switching was the least used type. The teacher employed code-switching to clarify instructions, introduce new vocabulary, explain complex concepts, enhance communication, and promote classroom engagement. The findings suggest that code-switching is a valuable scaffolding strategy for facilitating comprehension and participation for low-proficiency learners. The study highlights the importance of code-switching in building a meaningful English atmosphere for novice learners by providing them with understanding, gradual immersion, and a stress-free environment.



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INTRODUCTION

The success of language learning is highly influenced by one's exposure to the target language (TL). Learners must get sufficient and comprehensible input to develop their ability to comprehend and produce the language (Al-Zoubi, 2018; Jahrani & Listia, 2023; Narayana, 2023). Therefore, English as a Foreign language (EFL) teachers should facilitate immersive English materials in the classroom to familiarize students with the language. Using English in classrooms has superior advantages because teachers have the knowledge to tailor the most optimal input and create meaningful communication (Primurizki & Suherdi, 2023). Despite this, students, especially beginners, often experience frustration and anxiety in English-dominant classrooms, as they still struggle to comprehend and communicate in the new language (Ahmad & Jusoff, 2009; Taufiq et al., 2022). The relatively short learning duration along with the targets imposed on

teachers also minimize their opportunities to facilitate adequate language exposure and comprehension simultaneously (Sudarmawan, 2022). Consequently, the use of both TL and the students' first language (L1) is inevitable in EFL classrooms, particularly in low-proficiency classes. The use of two or more languages in a classroom has become a common practice in EFL settings, including in Indonesia, as a means of enhancing students' understanding and providing them with opportunities to communicate (Nona et al., 2024).

The phenomenon of shifting from one language to another within a conversation or utterance is known as code-switching (Jingxia, 2010). It refers to the alternating use of L1 and TL as a medium of instruction. Code-switching can serve as a scaffolding tool by providing students with comprehensible English exposure while also utilizing L1 when students face difficulties in understanding (Jabbar, 2025). This approach enables students to gradually improve their TL proficiency without feeling overwhelmed. Code-switching is often employed when students lack sufficient proficiency to engage in full English instruction (Nurhamidah et al., 2018). This strategy helps facilitate material delivery and smoothens the teaching and learning process (Uys & Van Dulm, 2011). The effectiveness of code-switching depends largely on the teachers' ability to adjust their language use based on students' language development and challenges. Excessive use of L1 can hinder students' exposure to the TL, while excessive use of TL may lead to frustration and demotivation (Ahmad & Jusoff, 2009; Jingxia, 2010). Therefore, studies on code-switching are crucial because this natural phenomenon must be utilized strategically to maximize its benefits while minimizing its drawbacks.

Poplack (1980) divided code-switching into three types, namely tag switching, inter-sentential switching, and intra-sentential switching. This classification is based on how the two languages are structured within an utterance. First, tag switching involves inserting a tag phrase from one language into an utterance or sentence in another language, either at the beginning or the end. For example, an English tag phrase may be inserted into an Indonesian clause, "*Kalian kemarin udah bisa mengerjakan soal yang ini* [You were able to do this exercise yesterday], right?". Second, inter-sentential switching occurs at the clause or sentence boundary, where speakers use English in one clause and switch to Indonesian in the next. The example is, "Today, we will learn about grammar again, *tapi jangan takut dulu karena ini bakalan mudah, kok* [but do not worry because this is going to be easy]." Lastly, intra-sentential switching takes place within a clause or sentence, involving the integration of words or phrases from both languages (Sudarmawan, 2022). An instance is, "*Sebenarnya* [Actually] past perfect tense *itu mirip kayak* [is similar to] present perfect tense *yang kita udah pelajari* [that we have learned] last week, *tapi ini versi* [but it is the version used] in the past." All three types of code-switching can be employed as a medium of instruction in EFL classrooms depending on the students' needs and learning goals.

Due to the inherent flexibility of language, which allows for an almost infinite structuring of utterances to meet diverse communicative needs, the practices of code-switching can vary significantly across different EFL classrooms. Each teacher employs code-switching for distinct reasons depending on the situations they encounter. In an English classroom at SMAN 3 Ponorogo, the researchers found that the teacher's use of code-switching was deliberately adjusted based on the students' English abilities and learning objectives. The classroom consisted of students with very diverse English proficiencies, from very low to approximately intermediate levels. Code-switching was employed in order to create an inclusive instruction for both low-proficient students and intermediate-level students simultaneously. Additionally, learning objectives also influenced

how code-switching was practiced. For instance, the ratio of L1 to TL varied depending on the focus of instruction, such as teaching grammar, developing speaking skills, etc. Anisah & Nasrullah (2023) emphasized that teachers must employ code-switching cautiously, as excessive reliance on L1 could undermine the role of the target language and hinder the learning process. Therefore, investigating teachers' decision-making processes regarding code-switching is crucial for understanding its application and identifying best practices.

Previous studies related to code-switching employment in classrooms have been conducted several times. Fachriyah (2017) investigated the functions of code-switching of a lecturer by analyzing the language use in the class. She noted that code-switching functioned as clarification, reiteration or repetition, explanation, asking, translation, checking for understanding, emphasizing a language element, making inferences, developing vocabulary, class discussions of student tasks, giving feedback, aiding memorization, class management and entertainment, and general communications. Suganda et al. (2018) examined the teachers' use of code switching in the context of universities in Indonesia. He found that the percentage of using English (62.08%) is more dominant than Indonesian (37.92%) and the functions occurring the most frequently are repetitive function, topic switch, and affective function, in that order. Afifah et al. (2020) explored the types and functions of code-switching using discourse analysis to teacher's utterances at MAN 1 Pidie. She discovered that tag-switching was the most-used type, while inter-sentential switching was the least. Topic switch function, affective function, and repetitive function were also identified in the discourse.

Additionally, Sudarmawan (2022) also conducted a similar study to Afifah's, in which intra-sentential switching was the most used type and tag-switching was the least. Moreover, topic switch, affective function, and repetitive function were identified in the analysis. Nona et al. (2024) explored the types and functions of code-switching used by English teachers in classroom interaction. It was found that intra-sentential switching was the most dominant type and the functions included repetition, explanation, asking, and translation. Sholikhah & Isnaini (2024) investigated the types of code-switching in the classroom and the influence on student's speaking anxiety. Intra-sentential switching was the most common type while inter-sentential was the least. They also highlighted that code-switching reduces students' speaking apprehension, fear of negative evaluation, and test anxiety. Lastly, Aprilianti & Baa (2024) examined the use of code-switching and the reasons for its use. They noted that code-switching was used to explain material during teaching and learning process, manage the classroom, and establish connections with the students. The purpose for its use included efficiency, supporting comprehension, encouraging student participation, clarifying Instructions, and interpersonal interactions with students.

While the types and functions of code-switching have been extensively examined, previous studies have not specifically explored the relationship between different types of code-switching and the teacher's pedagogical intentions in using each type, particularly in a low-proficiency yet mixed-ability English classroom. By uncovering the teacher's rationales and analyzing them in a descriptive manner, this study seeks to bridge the gap of how various types of code-switching serve distinct instructional purposes and contribute to scaffolding students' language learning. Therefore, this research provides insights into the strategic implementation of code-switching as a facilitative tool in EFL classrooms with diverse learner proficiencies.

METHODS

A descriptive qualitative approach, using a case study research design, was employed to allow researchers to investigate how a teacher uses code-switching and the reasons behind its implementation. According to Ary et al. (2012), qualitative research seeks to understand and interpret human or social behavior and the reasons behind it. In addition, case studies can be used to provide a holistic description of language learning or use within a specific population and setting (Mackey & Gass, 2016). By using multiple sources of data, including observations and an interview, the methodological choice aligns with the research objectives to examine the types of code-switching used by an English teacher and the rationales behind the teacher's use of each type in the context of language learning. The results of the study would be an in-depth and comprehensive description of how code-switching was used as a strategy to scaffold instruction in an Indonesian EFL classroom.

The study was conducted at SMAN 3 Ponorogo and involved an EFL teacher along with 35 students in the classroom. A purposive sampling technique was employed as it facilitates researchers in intentionally selecting individuals based on the criteria of the people, thereby aiding in understanding the central phenomenon and answering the research questions (Creswell, 2014). In the present study, the researchers selected one of the English teachers who primarily used code-switching, had seven years of teaching experience, regularly participated in teacher training programs, and was also teaching international classes. Additionally, she also taught a classroom with highly diverse English proficiency levels, ranging from very low to medium. This variability in language proficiency created an authentic environment in which code-switching naturally occurs, and enabled a more comprehensive analysis of its patterns, functions, and impact on students' comprehension and engagement.

The entire data collection process spanned one month and consisted of classroom observations, an interview, and school visits. One full classroom session, lasting approximately 45 minutes, was observed to capture real-time use of code-switching in teaching practices. During this session, field notes were taken to gather contextual information about classroom activities, detailed descriptions of the implementation, and how students engaged in the class. Audio recording using a smartphone was also utilized so that the researchers could transcribe the teacher's utterances, which involved code-switching, and analyze language use in greater depth later (Mackey & Gass, 2016).

Moreover, an interview with the teacher was conducted to gather data regarding the teacher's decision-making processes for using each type of code-switching in the class. The teacher was shown selected extracts from the transcriptions where code-switching occurred. The researcher aimed to obtain elaborated data in line with the underlying reasons or pedagogical intentions behind the teacher's code-switching practices, as well as the ways in which language mixing occurred using three types of code-switching. Ary et al. (2012) stated that interviews are the most widely used method for obtaining in-depth data from people about their opinions, beliefs, and feelings regarding a certain phenomenon. It also helps researchers collect data that cannot be obtained through observation and verify the validity of observations with the participants.

In addition to these methods, triangulation was employed to ensure the accuracy and credibility of the data because the information draws on multiple sources of information, individuals, or processes (Creswell, 2014). Sources of data included field notes, audio recordings, an interview, and member checking. Through this approach, the researchers can minimize biases and provide a

more comprehensive understanding of the role of code-switching in the classroom. Furthermore, participants' confidentiality and consent were respected in accordance with research ethics guidelines.

The interactive model of analysis proposed by Miles et al. (2014), which includes data condensation, data display, and conclusion drawing/verification, was employed to analyze the data collected in this research. The first stage of the analysis was data condensation, which refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus. This process involved transcribing classroom and interview audio recordings into text data. Subsequently, the classroom transcripts were filtered into utterances that contained code-switching in them and then coded based on their types using Poplack's (1980) code-switching typology. The interview transcript was also organized according to the relevant utterances being clarified. In the next stage, the researchers presented the organized and compressed assembly of information into metrics and tables to examine trends in frequency, types, and purposes of code-switching. Additional notes from field observations and interview excerpts were integrated to illustrate the teacher's rationales for code-switching. Lastly, the researcher analyzed the patterns in the teacher's code-switching to understand their pedagogical functions, such as to facilitate comprehension, manage classroom interaction, and scaffold learning. Triangulation and member checking were done to ensure reliability and validate findings.

FINDINGS AND DISCUSSION

The Types of Code-switching Employed by the Teacher

Based on the transcript from the English classroom recording at XK SMAN 3 Ponorogo, the researchers were able to make a mapping and analyze the teacher's usage of code-switching in the class. The observation revealed that she frequently code-switched from English to Indonesian or vice versa during the teaching and learning process. It was also found that the teacher employed three types of code-switching, namely tag-switching, inter-sentential switching, and intra-sentential switching. The distribution of code-switching types used by the teacher is presented in Table 1 and Figure 1.

Table 1. The Types of Code-switching Used by the Teacher

No	Code-switching type	Percentage
1	Tag switching	17.8%
2	Inter-sentential switching	27.39%
3	Intra-sentential switching	54.79%
Total		100%

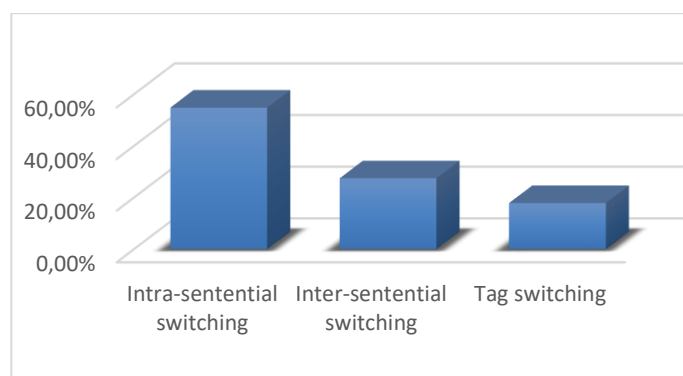


Figure 1. The Types of Code-switching Used by the Teacher

Table 1 shows that the most dominant type is intra-sentential switching with a percentage of 54.79%, or more than half of the use. The teacher frequently mixed two different languages within a single clause or sentence during her classroom instruction. Moreover, she also switched language at clause or sentence boundaries with a percentage of 27.39%, making it the second most commonly used type. Finally, the least frequently used type is tag switching with a percentage of 17.8%, where occasionally she inserted a tag phrase from one language into the sentence of another language.

The results from Table 1 were from the observation of an English class that happened to specifically focus on building the students' vocabulary, particularly about natural and social phenomena. Intra-sentential switching was the most used type because the teacher introduced new vocabulary often by translating the words directly within a single sentence. The teacher also mentioned that this session aimed to enhance the students' understanding of instructional expressions as they were still new students. The instructions that the teacher used often involved repeating a full sentence in both languages, which explains why inter-sentential is the second most used type.

The distribution and frequency of code-switching can be different in other meetings depending on the specific learning objectives for the day. The teacher mentioned that when explaining complex topics like grammar, she often relies more on the students' L1 to ensure they understand the material. On the other hand, when the focus is on developing language skills like speaking or building vocabulary, the TL is used more frequently. She also highlighted that code-switching is essential for including beginner learners and maintaining their attention, particularly when they seem confused. Therefore, the usage of code-switching in EFL highly depends on the learning objectives and the need to ensure comprehension and attention in specific situations.

The Rationales behind the Teacher's Use of Each Type

1. Tag switching

Tag switching can be used to add emphasis or express emotional responses by inserting a tag phrase almost everywhere in the sentence without violating any grammatical rules (Poplack, 1980). This type occurred the least because its function is limited and not urgent in EFL settings.

T = Teacher

S = Student(s)

Extract 1

T = (You) don't know the English of the words, *ya*, right?"

T = "Nah, okay, so, mention one natural phenomena! Let's say *gempa bumi*, then? Rain, then?"

T = Natural phenomena, *fenomena alam*.

S = "Gempa bumi."

T = "Gempa bumi sudah. Banjir, okay, then? Tanah longsor, then?"

It's like "okay?" just to make sure, that's actually the function. "Ya", "okay", just to have a response like that, so the students feel like, "okay, let's start," something like that. It's just to make sure they're ready, maybe with their books or writing tools prepared, mentally ready, something like that. It can

also be used to engage the students. Yes, it's like using slang or casual language. The communication became closer, you know? I didn't want the students to be afraid of me. Since they're already scared of English as a subject, if the teacher was even scarier, they'd be even less likely to want to learn.

"Boleh lah" was just as a validation. I mean, I could have done it in English, actually. I assumed that the students already know the word "then." The proof was that they could use it to say the next.

The teacher added an Indonesian tag phrase "ya" [right?] at the end of an English sentence. The word "Nah" [alright] was also inserted in the beginning of the next utterance. Next, she inserted two English tag phrases "okay" and "then" in an Indonesian sentence. According to her, the functions of "ya" in that utterance were only to add emphasis to the statement and make it friendlier to reduce tension in learning. While the tag phrases "okay" and "then" were inserted because she assumed that the students already knew those words and aimed to familiarize them. Other tag phrases that she usually used are "deal?", "sih", "kan", "bisa!", etc, which served as expressions of validation or approval without sounding too assertive or stiff. Lastly, she noted that tag-switching was done mostly reflexively to enhance engagement and create a relaxed, less rigid learning environment

2. Inter-sentential switching

Inter-sentential switching can be used to do topic switching, add clarification of the previous sentence, or say a statement that is better expressed in another language. The observation showed that the teacher employed this type mostly as the translation of the English sentence.

Extract 2

T = "Do you bring this handout?"

S = "Yes!"

T = "Please put it on your table! *Ditaruh di meja!*"

Extract 3

T = "What about tsunami? Why tsunami happens? *Kenapa tsunami terjadi, karena?*"

Extract 4

T = "If you see bullying, please report it! *Silakan dila-?*"

S = "-porkan."

T = "*Jangan dibiarkan!* Do not let bullying happen around you!"

Extracts 2, 3, and 4 show that the switchings occur to translate the previous statement in another language. "*Ditaruh di meja!*", "*Kenapa tsunami terjadi, karena?*", and "*Silakan dilaporkan!*" are the Indonesian translations of the previous sentences. Meanwhile, the last utterance in extract 4, she spoke Indonesian first "*Jangan dibiarkan!*" [Do not let (bullying happens around you)!] and then she translated it to English. This type was used by the teacher for repetitive functions, especially translating full sentences.

The first reason was to test the students' level of understanding. When we give instructions or ask something, if the students understand, they will quickly respond with yes, no, or whatever answer they want. But when we notice that no one is answering, first I ask, "Do you understand what I mean?" If they still go "huh?", then I switch to Indonesian. If they look confused and can't answer, it means they don't understand, so I switch.

The second reason was just for efficiency. Actually, it was possible to break it down word by word, like asking, "Why does a tsunami happen?" or "Why? What causes a tsunami?" That's fine as long as we're patient.

The function of the switching in extract 2 was to express a classroom instruction in both languages. The reasons that were proposed by the teacher were to provide language exposure to students while avoiding instruction miscommunication. She stated that translating instructions in a full sentence is more efficient so that students can promptly carry out the given tasks. She clarified that there were some students who had very little English and might not understand if she gave the instructions only in English. She also added that the switching was also to test the students' understanding. If they carry out or respond to the orders immediately, it means that they already understand the instructions. However, if they still appear confused or respond with "huh?", she can ascertain whether the students truly understand or require further explanation.

Extract 3 demonstrates how code-switching was employed to increase classroom participation. By repeating the sentences in students' L1, the teacher can make the question more inclusive for low-level students in the classroom. She expected that not only the students with adequate English would engage in her class, but also those who still struggle with English. The diversity of English proficiency in the class was one of the factors she employed code-switching to ensure equal opportunity to all students.

When using Indonesian, communicating from the heart feels more natural. It's easier to understand right away. Sometimes, when I speak in English first and then translate into Indonesian, it takes a bit longer to connect.

Lastly, in extract 4, inter-sentential switching was employed to say a statement that is better expressed in another language. According to her, one of the main reasons for using code-switching in this context was to help students understand better and appreciate the meaning of the advice given. By using Indonesian in a full sentence, the message intended to be conveyed became clearer and more directly felt by the students. She noted that if the advice was given entirely in English, there is a possibility that the students might not grasp its meaning deeply. Besides that, using a language that is more familiar to the students would also make the advice feel more personal, resonate better, and easier to accept.

3. Intra-sentential switching

Despite its difficulty to conform to different syntactic rules, this type appeared to be the most frequently used (Poplack, 1980). In this case, intra-sentential switching was used to translate new words, explain English concepts, and for efficient communications, particularly in contexts that required fluid and seamless language integration.

Extract 5

T = "So, for today, we would like to start, *ya*, 'to start', *memulai* our lesson chapter one or unit one."

Extract 6

T = "*Tanah itu* land. *Longsor itu* slide. Land?"

S = "Slide."

T = "Disaster *itu bencana*."

Extract 7

T = "*Kebanyakan* natural phenomena that you mentioned, it is part of disaster. *Kebanyakan kalau* natural phenomena *itu merujuknya ke disaster*."

Extract 8

T = "How many people are there?"

S = "Four."

T = "People *itu apa*?"

S = "*Orang*."

T = "*Kalau satu orang*?"

S = "One people."

T = "No. *kalau satu orang itu per-*?"

S = "-son."

T = "Yes, *kalau beberapa, lebih dari satu*, people."

Extract 9

T = "If you find this question, *kalau kalian menemukan pertanyaan* 'Is this blablaba?', *jawabannya yes atau no. Kalau yes*, 'Yes, this is.', if no, 'No, this is not.' *Begitu juga ketika* 'Do you see the picture?' 'Yes, I do.' 'No, I don't.' *Gitu, ya! Kemudian, itu namanya yes-no question. Biar lengkap tidak hanya yes dan no. Dilengkapi yang kurang!*"

Extract 10

T = "Mountain *mbledos itu apa*?"

S = (Students laughed) "Eruption."

T = "Eruption, yes!"

In extract 5 and 6, the teacher translated words from English to Indonesian or vice versa in one sentence, "to start (or) *memulai*", "*Tanah itu* land" [land is land], and "*Longsor itu* slide" [slide is slide]. In the next extract, she inserted the Indonesian word "*kebanyakan*" [most of] in an English sentence. Similar to extract 7, she asked the students the English word for "*mbledos*" [erupt] in extract 10. *Mbledos* is not an Indonesian word, but it is a Javanese word, one of the Indonesian regional languages. Moreover, extracts 8 and 9 show that she explained English concepts, in this

case grammar, using intra-sentential switching. The explanations were mainly in Indonesian but she used English words, phrases, or sentences as instances or objects to be explained.

In extract 8, she explained singular and plural words, “People *itu apa?*” [what is the meaning of people?], “No, *kalau satu orang itu person*” [No, if the quantity is one, it is called person], “Yes, *kalau beberapa, lebih dari satu, people.*” [Yes, if the quantity is more than one, it is called people]. Lastly, in extract 9, she explained how to answer polar questions, emphasising how to confirm and deny such questions appropriately.

Since the students didn't have a lot of vocabulary back then, it was to help them understand, like, “Oh, that's what it means.” This way, they could take notes and make sense of it, not just memorizing but directly relating it to real life. They could imagine it. For example, with “landslide”, “land” means tanah, right? Yes. “Slide”? longsor, so it means a landslide. It might have been easier to remember if it was explained directly with imagination or something they had experienced themselves.

Extracts 5 and 6 illustrate how intra-sentential switching was used to build the students' vocabulary by directly translating the words within a single sentence. In extract 5, the teacher introduced the word “to start” by providing the Indonesian word right after saying it. This enables vocabulary memorization to be more contextual. In the next extract, she tried to create understanding by breaking down compound nouns into their component words through translation. She highlighted the reason she chose this strategy was to help the students logically interpret the meaning of the words directly. For instance, when explaining the word “landslide”, the teacher could connect it with the concepts that the students already knew, such as “land” and “slide”, making it easier for students to understand that “landslide” means land that has slid down. She argued that incorporating imagination in vocabulary building is more effective than assigning students with vocabulary lists to memorise out of context.

Then, the “marak terjadi” (commonly occurs) is that the phrase “marak terjadi” might not be familiar to students when spoken in English. The same goes for phrases like “kebanyakan” (most of or many). The students might not yet know words like “most of” or “many.” That's why I also used intra-sentential switching for sentences or phrases that students are not yet familiar with.

Intra-sentential switching can enhance communication to be more effective and efficient. Extract 7 illustrates how the teacher opted to use the word “*kebanyakan*” instead of “most of” to maintain the flow of conversation. At that moment, the students were not yet familiar with quantifier phrases, such as “many of,” “some of,” or “most of.” To address this, the teacher used the students' L1 to facilitate understanding. She avoided using the English terms directly, for example, by saying, “Most natural phenomena are part of disaster; most *itu kebanyakan,*” as this would have required a more extensive explanation. Instead, the teacher employed intra-sentential switching to save time and keep the communication smoother.

Again, it's just to make it easier and quicker to understand, improving communication. The reasons were basically just the same. For grammar, I often use code-switching. When it comes to grammar,

I usually give a sentence first and then ask them to analyze it, such as what is this, what's the structure, and so on. My main goal was really to make sure the students understand.

Additionally, one of the purposes of code-switching in the context of EFL is to explain complex concepts that students may not understand if explained solely in the target language. As demonstrated in extracts 8 and 9, intra-sentential switching was employed to facilitate understanding of the concepts. Those concepts are not available or at least different in the students' L1. Thus, explaining them in English, especially to low-level students, will only confuse them because they must strive to understand the language and concepts explained simultaneously. According to the teacher, she intentionally used more students' L1 or increased the intensity of code-switching in explaining complex concepts, such as grammar, to accelerate student understanding and facilitate communication in the classroom. She believed that switching to Indonesian can assist students in grasping the materials more quickly and making it easier to remember. She noted that she was actually able to explain them directly in English, but it would take much more time and make the students feel stressed. Therefore, she decided to use code-switching when explaining complex concepts.

It's just to make it more fun, something that's easier to remember, more engaging. Sometimes, I rarely use Javanese in that context. It's just to make it easier to remember and also to lighten the atmosphere. It's spontaneous actually.

Extract 10 is an interesting example of how code-switching can be used to ease the atmosphere in the classroom. The teacher code-switched to a Javanese word, the local language, in vocabulary building. She said that it was a spontaneous action that was not planned before. Combining English terms with Javanese's was regarded as funny to the students, which can be observed by the students' laughter and the tension in the class was reduced. The teacher claimed that inserting affective elements like this is crucial to make learning more enjoyable, comfortable, and less rigid. Through a more relaxed and friendly approach, students can better understand the material without feeling overwhelmed.

Furthermore, the following extract demonstrates how the teacher permitted the students to code-switch in the classroom to facilitate participation for low-proficient students.

Extract 11

T = "So, can you mention what is the cause? *Penye-*?"

S = "*-bab.*"

T = "*Penyebab* of these natural phenomena. For example, floods happen because of blablabla."

T = "**It is okay if you mix your sentence in Bahasa Indonesia and in English. It's okay.**"

S = "Flood because hard rain."

T = "Okay, *masuk to? Udah gitu aja!* Come on!"

Yes, exactly. So, it was not just the smart ones who answered. For example, when they said "flood because hard rain," the structure wasn't quite right. It should be "Because of the hard rain." But

when I said "masuk to,"(it works, right?) it was meant to help the other students understand that what they said, even if it wasn't perfect, was still close enough to being correct.

From the interview, she explained that her goals in allowing the students to code-switch were to improve their courage to speak, allow them to make mistakes, and foster participation. For students with lower abilities, this strategy enables them to continue participating in learning without feeling burdened by language limitations. However, the teacher also emphasised that as students' English proficiency improves, it is crucial for teachers to gradually increase the use of English in class. Maintaining a balance between both languages allows for a smoother transition to full English fluency while keeping students engaged in the learning process.

The results indicate that the EFL teacher in the XK class of SMAN 3 Ponorogo frequently employed code-switching in the classroom, with intra-sentential switching being the most dominant type, followed by inter-sentential and tag switching. The use of code-switching was highly context-dependent, and each type serves different pedagogical functions. Tag-switching was used minimally to create a relaxed atmosphere, while inter-sentential switching helped clarify instruction and encourage participation. Intra-sentential switching dominated as it facilitated vocabulary building, grammar explanations, and efficient communication. The teacher also allowed students to code-switch to boost confidence, particularly for beginners, using scaffolding to support their language development. The findings highlight that code-switching can be employed flexibly to serve various purposes and its use is tailored by teachers for optimal instruction.

The frequency of code-switching observed in this research aligns with previous studies by Poplack (1980) and Nona et al. (2024), both of which identified intra-sentential switching as the most occurring type and tag switching as the least. Intra-sentential switching facilitates fluidity and ease to structure utterances using both languages, which was utilized to develop the students' vocabulary as the learning objective of that day. Contrast to the findings, Puspawati (2018) reported that inter-sentential switching was the most used type and tag switching was the least. Afifah et al. (2020) also revealed different findings, with tag switching being the most used type, followed by intra-sentential and inter-sentential switching. This variation in findings suggest that code-switching offers versatility to be employed in various EFL needs and purposes. Therefore, code-switching in the classroom should be well thought out and used deliberately by teachers to ensure effectiveness in the implementation.

From the findings, it is revealed that tag switching was mostly employed not for explicit pedagogical functions but rather for interpersonal or affective purposes. This type inserts tag phrases which often do not carry substantial lexical or grammatical significance. However, tag switching is still very useful to express interpersonal meanings, such as approval in a less assertive manner. The teacher's insertion of Indonesian tag phrases, such as "ya", "nah", "hoo" could signal the students that the instruction was not overly rigid. Hence, code-switching can create a less stressful and more relaxed environment to support comfortable learning (Ahmad & Jusoff, 2009). Bhatti et al. (2018) also found that tag switching was used for social functions, such as building solidarity or intimate teacher-student relationship, rather than educational functions. Moreover, the use of English tag phrases by the teacher enabled familiarization of TL's expression in spoken language. Thus, teachers can employ tag switching to create a comfortable atmosphere, strengthen teacher-student rapport, and subtly expose students to natural target language use.

Furthermore, the teacher primarily employed inter-sentential switching to be more inclusive to novice learners by facilitating comprehension to them. By translating full statements in both TL and L1, the teacher provided exposure to students while avoiding miscommunication and increasing participation. As Uys & Van Dulm (2011) noted, code-switching can function as translation in EFL. To ensure that every student, regardless of their proficiency levels, performs the intended tasks correctly, the teacher translated the instructions to the students' L1. This aligns with the previous evidence that demonstrated one of the functions of code-switching is to clarify instructions to make low-level learners understand them (Bhatti et al., 2018; Nurhamidah et al., 2018; Puspawati, 2018). Sakaria & Priyana (2018) also argued that code-switching is a powerful tool to execute orders or manage classrooms. Moreover, inter-sentential switching was employed to encourage students' participation by saying the questions in both languages. This enables novice learners in the class to comprehend the questions and answer them confidently. Jingxia (2010) reported that code-switching can occur when students seem not to understand teachers' questions. Therefore, it can be concluded that inter-sentential switching can be employed as a translation tool in giving instructions and asking questions to enhance inclusivity in low-proficient classrooms.

Finally, the teacher employed intra-sentential switching to serve significant purposes in an EFL instruction. The flexibility of this type enabled the teacher to directly translate words within a single sentence. This allowed her to explain the meaning of the words effectively and easy to remember by incorporating imagination and analogies between the two languages (Jabbar, 2025). The findings from Fachriyah (2017) and Nona et al. (2024) also revealed that code-switching was employed to develop and discuss the meaning of vocabulary. Additionally, the teacher used intra-sentential switching to explain complex concepts like grammar for easier and quicker explanation. It is clear that she prioritized comprehension of the students about the subject matter instead of spending more time to explain them in TL. Previous studies also highlighted the advantageous usage of code-switching, which is to explain cognitively difficult or new concepts in a way that is easy to understand for beginners (Afifah et al., 2020; Fachriyah, 2017; Sakaria & Priyana, 2018). Intra-sentential switching was also employed to improve effectiveness and efficiency in communication. By switching to students' L1 for words that they were not familiar with, the teacher could maintain the flow and smoothness of the conversation (Ahmad & Jusoff, 2009). This aimed to maximize students' understanding and exposure to the TL in a short period of time. Lastly, reducing classroom tension can be done by employing this type. The teacher engaged in wordplay using intra-sentential switching to make a joke in the class. This can build a friendly and less rigid atmosphere, which reduces students' nervousness and captures attention (Jingxia, 2010; Puspawati, 2018; Suganda et al., 2018). To sum up, intra-sentential was applied cleverly to facilitate vocabulary acquisition, explain complex concepts, dilute the atmosphere, and make communication more effective and efficient.

The findings suggest that code-switching serves as a learning strategy to provide scaffolding to students. In low-proficiency yet mixed-ability English classrooms, code-switching can benefit students with the exposure of the TL, comprehension, and stress-free environment simultaneously. It is evident that code-switching can facilitate various pedagogical purposes and build students' confidence to participate actively in the class (Ahmad & Jusoff, 2009; Olivera, 2021; Sholikhah & Isnaini, 2024). Despite the importance of immersive TL input in language acquisition, empirical psychological fact claims that learning always is done by relating new information to prior knowledge (Paradowski, 2008). Therefore, teachers can utilize students' L1 as the skills they

already possess facilitate TL learning, i.e. transferring L1 skill into the TL. However, it is also crucial to note that excessive use of L1 could reduce the amount of exposure to the TL (Anisah & Nasrullah, 2023; Suganda et al., 2018). It can be concluded that code-switching must be used thoughtfully and deliberately as a scaffolding tool in EFL instruction (Jabbar, 2025; Puspawati, 2018). Teachers incorporate students' L1 as an initial step for low-proficient students in using the TL to build a meaningful learning atmosphere which prioritizes understanding and a stress-free environment. Teachers must gradually increase TL exposure as the students' proficiency level progresses. Therefore, teachers' ability to employ code-switching strategically warrants critical attention by educators to ensure that code-switching is not employed arbitrarily but integrated purposefully within instructional design to optimize language learning outcomes.

CONCLUSION

The study concludes that code-switching serves as a teaching strategy used by the EFL teacher in XK class of SMAN 3 Ponorogo. Given the students' low proficiency level, the teacher used code-switching to provide exposure and understanding of English simultaneously. The teacher used three types of code-switching, namely tag switching, inter-sentential switching, and intra-sentential switching in her EFL class. The results from the observation revealed that intra-sentential switching is the most frequently used type among the others, more than half of the use. She employed this type to introduce new words, enhance communication in the class, explain complex concepts, and create a more relaxed atmosphere. The second most used type is inter-sentential switching, which was employed by the teacher mostly to provide the translation of English instructions and questions. Lastly, tag switching is the least used type, which serves interpersonal purposes. Moreover, the teacher also encouraged the students to use code-switching to make them confident in speaking English. The aims of using code-switching according to the teacher are to enhance understanding for students with low English levels, help them engage in her class and also avoid students from being stressed in learning. However, she also mentioned that the use of English in the classroom must be increased as students' ability improves. To sum up, the study suggests that the use of code-switching serves as a scaffolding strategy for low-proficient students by facilitating them with understanding, gradual immersion, engagement, and a stress-free environment.

Despite these findings, the study has some limitations. First, the sample size and context are limited into one teacher in one of the high schools in Ponorogo. Secondly, the short observation period may not fully capture the long-term dynamics of code-switching practices. Additionally, the study does not investigate the short-term and long-term impacts of code-switching on second language (L2) acquisition. Further research could address these aspects to provide a more comprehensive understanding.

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