

**TEACHERS' PERCEPTION ON CODE SWITCHING IN AN
EMI CLASSROOM AT INDONESIA JUNIOR HIGH SCHOOL**

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STATEMENT WORKS' ORIGINALITY

I honestly declare that this thesis was originally written by me. This thesis does not contain any work of others except those cited in quotations and references, as a scientific paper should.

Yogyakarta, July 20th, 2025



Andrizal Rizki Arya Wibawa

MOTTO

“Loyalty, Respect, and Never Give Up”

-John Cena

DEDICATIONS

This work is wholeheartedly dedicated to my beloved mother and father, Afrizani Nurfajriyah and Ceta Setya Wibawa, who has been my unwavering source of strength and my most steadfast supporter in every situation. Your unconditional love, endless prayers, and profound belief in me have been the bedrock upon which I've built my aspirations.

I also extend this dedication to my entire family and all my friends, who stood by me as a pillar of support through all the challenges and hard times of my college journey. Your encouragement and patience illuminated my path when it was dark.

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Andrizar Rizki Arya Wibawa

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TEACHERS' PERCEPTION ON CODE SWITCHING IN AN EMI CLASSROOM AT INDONESIA JUNIOR HIGH SCHOOL

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Abstract

This study investigates the perceptions and application of code-switching by teachers in English Medium Instruction classrooms at an Indonesian junior high school, particularly in the context of the Cambridge Curriculum. Utilizing a qualitative methodology in form of an interview, the research explores how code-switching serves as a pedagogical tool to facilitate student learning and engagement. This research can be beneficial for teachers in Indonesia to enrich their knowledge in applying code switching. The data analysis was used thematic analysis. The findings reveal that the teacher strategically use code-switching to clarify concepts, manage classrooms, and build student confidence. It reduces anxiety, boosts comprehension, and encourages EFL student participation by connecting academic content to their cultural background. While teachers prioritize pedagogical practices over explicit multilingual resources to foster independent thinking, code-switching is seen as a crucial and positively-received scaffold for language acquisition, mitigating English-only challenges.

Keywords: Code Switching, English as Medium Instruction, Teacher Perception, Junior High School

CHAPTER I

INTRODUCTION

1.1 Background of the Study

This study discusses about the implementation of code-switching at junior high school in Indonesia. According to Hornberger and McKay (2010), code-switching is the intersentential alternating use of two more languages or varieties of a language in the same speech situation. While, Nasution et al., (2024) mention that code-switching is the strategic use of multiple languages like English, Indonesian, and Javanese in EFL pedagogy to improve clarity and student comprehension. It is a pattern seen in English classes in Indonesia, where teacher and student often shift between English and Indonesian, or their local dialects, back and forth during class dialogues. The term "code-switching" is used by experts in language and society to describe this event. Code-switching, which involves the use of more than one language, becomes a method for communicating meaning effectively (Johansson, 2013).

Typically, English holds an official designation in many countries, and in Indonesia, it is generally part of the curriculum as a second language. Since it represents a core area of study in their education, students are obligated to study this language. The usual dynamic observed in an English as a Foreign Language classroom is one where teacher instruct and students learn English, but where the organic implementation of English in real communication is minimal (Yletyinen, 2004).

Several studies highlight the pedagogical benefits and student perceptions of code-switching in English as a Foreign Language classrooms. Taufiq et al., (2022) observed that Indonesian EFL students struggle with oral communication, often due to limited vocabulary and fear, a problem exacerbated by English-only policies that hinder progress and lead to unsatisfactory English proficiency. In response to such challenges, Nasution et al., (2024) found that code-switching is a beneficial teaching strategy that improves EFL student comprehension and confidence, receiving positive feedback from students. This aligns with Patmatasari et al., (2022) findings, which indicate that while teachers strategically employ code-switching to enhance understanding, students generally hold very positive attitudes towards it, believing it significantly aids their learning and English proficiency. Similarly, Asani et al., (2024) demonstrated that EFL teachers in Ambon extensively use code-switching and code-mixing to boost student comprehension and engagement in classroom interactions.

This research aims to determine teacher in EMI classroom at Indonesian junior high school perception to answer a question how do teachers use code-switching in their EMI classroom? The research question driving this study are designed to explore perspectives surrounding the implementation of code-switching in EMI classrooms, particularly in the context of Indonesian junior high school. This research specifically investigates whether teachers use code switching to improve students' learning outcomes in English as a Medium of Instruction, considering pedagogical appropriateness and alignment with existing code-switching theories.

1.2 Identification of Problem

Teachers in Indonesia face challenges when implementing code-switching in EMI classes. These challenges include a lack of awareness and knowledge about the use of code-switching and limited training in its implementation. This results in teachers being unable to effectively teach because the material they want to convey to students is not conveyed effectively. This is especially true in international schools, where this can lead to students not understanding the material due to language and cultural differences.

1.3 Limitation of Study

This current research was focused only on perception of teacher code - switching usage in Indonesia junior high school English as medium instruction classroom.

1.4 Formulation of Problem

This research can be beneficial for teachers in Indonesia to enrich their knowledge in applying appropriate code-switching in the classroom. Therefore, this study aims to investigate the following key question: how do teachers use code-switching in their EMI classroom?

1.5 Objective of Study

This study is focused on exploring the perception of a teacher on code-switching and its application in the classroom.

1.6 Significance of the Study

By investigating the existing code-switching perception among teacher and their alignment with the approaches used, it contributes to a deeper understanding of how code-switching can be optimally integrated into EMI settings to promote effective learning outcomes, especially for students in linguistically diverse contexts. Likewise, this research can be beneficial for teachers in Indonesia to enrich their knowledge in applying appropriate code-switching in the classroom.

CHAPTER II

LITERATURE REVIEW

2.1 Code Switching in EFL Context

Code-switching is a prevalent occurrence in bilingual and multilingual communities, where individuals proficient in multiple languages often alternate between them for specific purposes or reasons. For instance, individuals might switch codes to express a complete thought. Akindele and Adegbite define code-switching as a communicative strategy where a speaker moves between different languages during a conversation. While Hornberger and McKay, (2010) define code-switching as the intersentential alternating use of two more languages or

varieties of a language in the same speech situation. Holmes, (1992) proposed that code-switching can be motivated by participant, “people sometimes switch a code within a domain or social situation, when there is some obvious change in the situation.” It happens to make the conversation runs well and the message of the utterance can be delivered perfectly.

According to Stockwell, (2002), there are two primary forms of code-switching: situational and metaphorical. Situational code-switching happens when speakers transition between different domains, leading them to adjust their linguistic codes accordingly. Concurrently, metaphorical code-switching happens when speakers use a code-switching to symbolically redefine the interaction. This suggests that code-switching can also be influenced by the setting or location of the conversation.

According to Nasution et., al (2024), people use code-switching for various reasons, and it is also observed in language learning environments. Teachers employ code-switching as a strategy to give students opportunities for communication and to improve their comprehension. This approach involves teachers beginning a lesson in English, then possibly shifting to a second language and back, to ensure the lesson is as communicative as possible. This method allows educators to effectively manage language use within a given context, with the hope that code-switching will help students understand the material more thoroughly than if only the target language were used.

2.2 English as Medium Instruction (EMI)

English as a medium of instruction (EMI) program attract many institutions to develop an EMI program into higher education and secondary school on many countries. In 2007, there is an increasing EMI program on European country, about 400 higher education institutions have 2400 EMI program, which represented 340 percent increasing percentage on bachelor and master degree compare with 2002, (Watcher and Maiworm, 2008).

Artini, (2011) mentioned that in Indonesia in 2006, some of the public school implementing the EMI program into public school through RSBI (Rintisan sekolah berstandar internasional) program. The school selected the student before they join a new program that was carried by the education ministry. However, the teacher was not being selected to teach the other subject using English as a medium of instruction. It caused the teacher not ready with the new program and also the new challenges for EMI Program. The teacher who teaches through EMI program feel doubtful that they were not capable to teach the student. Artini, (2011) found that fifty percent of the EMI programs' teacher in Bali feels they were not confident with their English-speaking ability. They worried that the student would have a problem in the classroom because of the lack English language and causing lack of explanation from the teacher when teaching in the classroom.

Understand the concept of some subject is already challenges for student and the EMI policy give an extra challenge which the use of foreign language in the teaching process. A teacher often feels that the limitations of language which they have will hinder the process of exchanging the information from teacher to student.

The finding from Artini, (2011) also shows that only half of the teachers in that school sure that the student understands from their explanation. Nonetheless, the teachers try their best to make the student get the basic concept of the subject.

In line with the teachers' problem, the student also voiced their difficulties when the teacher is lack on the L2 and they teach them in the classroom. Student feels that the use of English as a medium of instruction is less effective than the regular class. Students argue that the teachers' explanation is unclear when they explain the materials using English language and make students feel dissatisfied with the material that being taught in the classroom.

In line with Artini, (2011), she found that 49.36% teachers' explanation in the classroom makes the student confuse. Moreover 26.03% respondent said that the teacher explanation is not clear. The findings from the FGD activities were the students also feel uneasy to use English as their language to communicate in the classroom. Some of the students said that often the teacher and their classmate misunderstood about their opinion while learning process in the classroom, this situation also happen when the teacher give the student an assignment. In addition, student also found it difficult to do assignments due to the unclear instructions for the assignments.

Moreover, the teacher cannot deliver the effective instruction to the student due to lack of L2. According to students thought about the teachers in EMI courses, there is a relationship between the teachers lack of L2 ability with the consequences

that would be received by the student. Students feel less active in class and less enthusiastic in following class lessons (Artini, 2013).

The teachers trying hard to deliver the material, but unconsciously they create a boring classroom atmosphere. Eventually, it makes the student reduce their desire to participate in the classroom. Based on Brewster et al., (2007) in Artini, (2013), teacher needs to keep the student enthusiasm during the learning process to optimize the quality of learning process that can affect the final result. When students get confused about the content, the student prefers to learn it by themselves after the class or join a private class outside the school.

2.3 Previous Study

Several previous researchers have discussed code-switching in classroom, especially focus on how code-switching facilitate the learning. In this section previous study about code switching in classroom was explained.

Taufiq et al., (2022) did a study on Code-Switching: A Strategy to Increase Students Participation in EFL Classroom Interaction. The study reveals that Indonesian EFL students struggle with oral communication due to limited vocabulary and fear of speaking, which is exacerbated by an English-only classroom policy that leads to passivity and hinders their progress. This ultimately results in unsatisfactory English proficiency.

Nasution et al., (2024) made attempt to study on Code-Switching Practises in English Language Pedagogy: Clarity Enhancement in Indonesian EFL education.

Their research indicated that code-switching is a beneficial teaching strategy that enhances EFL student comprehension and confidence, being positively perceived by students.

Patmatasari et al., (2022) made study on *An Investigation of the Use of Code-Switching in EFL Classroom: Attitudes and Perceptions*. The results indicate that while teachers aim to minimize code-switching, they use it strategically to aid student understanding. Students, however, have very positive attitudes towards code-switching, believing it significantly helps their learning and English proficiency.

Asani et al., (2024) made study on *Exploring Code-Switching and Code-Mixing in English and Indonesian Language Used by EFL Teachers In Classroom Interaction*. The findings indicate that EFL teachers in Ambon extensively use code-switching and code-mixing for pedagogical benefits, boosting student comprehension and engagement in English learning.

In this section we have reviewed several researchers who discussed code-switching in classroom. Furthermore, in this research the author was explain code-switching in junior high school EMI classroom in Indonesia. In addition, this research was focused more on teacher perception about code-switching usage in junior high school EMI classroom in Indonesia to improve teacher code-switching usage especially in Indonesia.

2.4 Conceptual Framework

This research, in examining code switching in EMI classroom, uses the concept from Nasution et al., (2021) in describing code-switching usage as their framework offer a clear explanation code-switching use in EMI classroom. This research adopts Nasution et al., (2021) & Hornberger and McKay, (2010) definition of code-switching and division of code-switching usage themes.

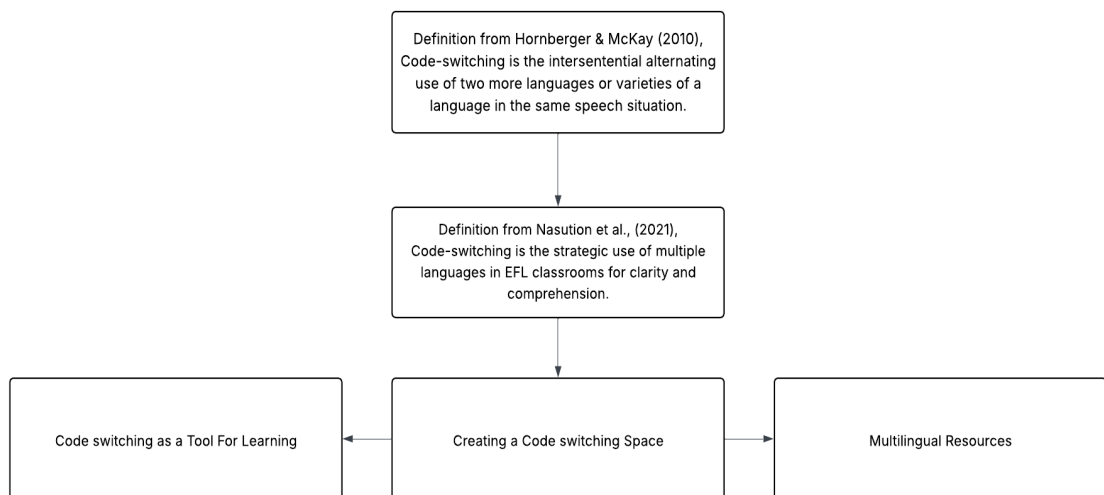


Figure 2.4 Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research Designs

This study utilized an interview to investigate teacher perception about code switching in EMI classroom at Indonesia junior high. Interview was chosen as the research instrument because it focuses on understanding and re-telling lived experiences through stories about the teacher code-switching usage in EMI classroom. Moreover, a qualitative methodology proved suitable for acquiring a comprehensive comprehension and discernment of the experiences, viewpoints, and environments of the participants (Creswell, 2007).

3.2 Research Participants

The study was specifically targeting teacher who have direct experience with the EMI to gather in-depth insights into their pedagogical practices and challenges. The study involved 1 teacher in junior high school in Yogyakarta that use Cambridge Curriculum that use code-switching in his EMI classroom. This junior high school was established in 2005, and has been using Cambridge Curriculum since 2021. The teacher has been teaching for 19 years in that junior high school. The teacher was taught Civic and teach Social now.

3.3 Data Collections Method

This study analysis was consisted of 7 interview questions that taken from 3 themes that conducted from (Nasution et al., 2024) and made into 3 codes. The following matrix in table 3.3 was used by the researcher as a guideline for the interview

Figure 3.3 Matrix of Interview

Themes	Definition	Sub Themes	Coding	Interview Question
1. Code switching as a tool for learning	Code-switching as a tool for learning, serves to enhance comprehension gaps, and boost students' confidence while reducing stress, particularly for those with varying levels of English proficiency. (Nasution et al., 2024)	Code Switching Usage Code Switching Benefit	CATFL/CSU CATFL/CSB	1) Do you use code switching in the classroom? (CATFL) 2) How do code switching practices benefit students? (CATFL) 3) What strategies that teacher do to incorporate students' linguistic and cultural backgrounds to facilitate deeper engagement with the subject matter through code switching? (CCS)
2. Creating a Code-switching space	Creating a code-switching space establishing a positive and supportive classroom environment where teachers and students strategically employ code switching to enhance comprehension, improve communication, facilitate more relaxed and successful language acquisition. (Nasution et al., 2024)	Cultural Approach Confidence Building	CCS/CA CCS/CB	4) What strategies do teachers use to make students comfortable and confident using code switching in the classroom? (CCS) 5) Do you use multilingual resources? (MR)

3. Multilingual resources	Multilingual resources are indispensable resources when used alongside English to ensure effective learning and understanding in the classroom. (Nasution et al., 2024)	Multilingual Resources Usage	MR/MRU	6) How can teacher leverage students' multilingual resources to bridge the gap between everyday language and the language of the lesson? (MR)
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3.4 Data Analysis

To examine the data, thematic analysis was employed (Braun & Clarke, 2006). Thematic analysis is a widely used qualitative analytic method that involves searching across a data set such as interviews, focus groups, or texts to identify repeated patterns of meaning. This method follows a six-step process for systematically analyzing qualitative data. In the first step, familiarization, researchers transcribed the interview data and read it repeatedly to gain a deep understanding, noting key ideas and patterns relevant to the study. The second step, coding, involved identifying significant portions of the data that addressed the research questions and assigning appropriate codes. In the third step, theme development, the codes were grouped according to shared patterns or meanings, allowing initial themes to emerge that reflected participants' perspectives on technology integration in teaching. The fourth step, theme review, required researchers to examine and refine the themes to ensure they were well-supported by the data and conveyed clear meaning. The fifth step, defining and naming themes, involved providing concise and accurate labels that captured the essence of

each theme. Finally, in the sixth step, reporting, the analyzed themes were written into structured narratives, supported by participants' direct quotes and connected to relevant theories and literature. This approach offered an in-depth understanding of pre-service teachers' experiences as they navigated the challenges of incorporating technology into their teaching practice.

3.5 Trustworthiness

In this qualitative research, the researcher used peer debriefing. According to Stahl and King, (2020), the researcher requested that the participant read the interview transcript and preliminary coding results in order to obtain critical feedback and ensure that the emerging themes accurately reflected the participants' perspective.

CHAPTER IV

FINDINGS & DISCUSSION

4.1 Findings

In order to gather the data on teacher perceptions of the implementation of code-switching, the researcher employed a qualitative approach, conducting face-to-face interviews with Teacher Y to gain firsthand insights into how code-switching is utilized within their teaching. Teacher Y, a social studies teacher at junior high school Yogyakarta, instructs 8th-grade students using the Cambridge curriculum. Recognizing that a significant proportion of their students possess

limited English proficiency, Teacher Y strategically incorporates code-switching as a main tool to facilitate understanding and promote engagement with the curriculum content. In response to the interview questions, Teacher Y has experience in 3 themes of code-switching learning, i.e., (1 Code switching as a tool for learning (2 Creating code switching space (3 Multilingual resources.

4.1.1 Code switching as a tool for learning

Before the school started using the Cambridge curriculum, the school prepared the teacher by ordering the teacher to study English again to understand it more deeply.

“Yes, of course, before this curriculum was implemented, some teachers, especially those who were not English teachers, including me, were ordered by the school to learn English again by taking training courses outside.”
Interview/CATFL/CU/7

Teacher Y demonstrates a nuanced understanding of pedagogy by employing code-switching as a dynamic and responsive tool for learning. Recognizing that the use of exclusively English-based materials may present a barrier to some students, Teacher Y initially presents the content and interacts with the class in English. However, rather than rigidly adhering to this monolingual approach, Teacher Y actively monitors student responses, paying close attention to non-verbal cues and expressions of confusion. When such cues are detected, Teacher Y seamlessly integrates code-switching into their instruction, strategically using students' other languages to clarify complex concepts, provide additional examples, and foster a more inclusive learning environment. This flexible approach allows students to engage with the material in a way that feels more comfortable

and natural, facilitating deeper comprehension and encouraging active participation. Once students demonstrate a solid understanding of the material, Teacher Y thoughtfully transitions back to instruction and interaction in English, reinforcing their language development while ensuring that no students are left behind. This careful balance allows Teacher Y to create a classroom where linguistic diversity is valued as an asset and all students have the opportunity to thrive.

“Yes, I usually use code switching in class to help students better understand what's being taught. However, I monitor my students' responses. If they seem confused or don't understand, I point it out or teach them using code switching. If, for example, my students seem to understand my English material, I'll teach them entirely in English.” Interview/CATFL/CU/1

It can be seen in the classroom that the teacher often used code-switching and the student seen quite understanding because of it. When used code-switching, Teacher Y deliver code switching with the composition of Indonesian is greater than that of English. Moreover, the teacher also prepared the student to be more used to using English in their classroom activity by using English in some activities in school such as holding a speech for students in front of teachers and friends at school.

“This school does not provide special training for students to be ready to understand teaching in English. However, the teachers try to get students used to using it by creating activities at school using English, for example, at this school we sometimes ask students to give short speeches in front of the other students and teachers using English after assembly.” Interview/CATFL/CU/6

Recognizing that many students in the classroom grapple with English comprehension despite the school's implementation of the Cambridge Curriculum,

Teacher Y frequently employs code-switching as a crucial pedagogical strategy. While the curriculum is delivered in English, during classroom interactions, a significant number of students struggle to fully grasp the concepts presented, often masking their lack of understanding by feigning comprehension. Teacher Y code-switching approach, therefore, becomes essential in bridging this gap, ensuring that students are not merely passively receiving information but actively engaging with the material in a way that promotes genuine learning and deeper understanding, despite their varying levels of English proficiency.

“Yes indeed, on average, when I teach my students in English, they immediately become silent as if they understand, but in fact they don't.” Interview/CATFL/CU/2

Teacher Y added that the percentage of the teacher using code-switching depends on the material that the teacher taught. The more complicated the material, the higher the percentage that the teacher use code-switching.

“However, the extent to which I use code switching also depends on the material. For example, if the material relies solely on memorization, it's easy for them to understand. However, if it's a difficult topic, like taxation, it can be quite complicated if taught entirely in English. So, it depends.” Interview/CATFL/CU/3

Therefore, Teacher Y advocates the strategic use of code-switching, firmly believing that it is not simply a matter of convenience, but rather a crucial pedagogical tool that serves to foster confidence among students as they navigate the complexities of English in the classroom, while likewise facilitating the acquisition of new English vocabulary. By enabling students to draw on their full linguistic repertoire, code switching reduces anxiety and empowers them to actively participate in discussions, ask questions, and express their ideas more confidently.

Furthermore, by encountering new English words and concepts within a familiar linguistic framework, students are better able to grasp their meaning, usage, and nuances, leading to more effective and lasting vocabulary acquisition. In Teacher Y's view, code-switching is not a crutch, but rather a scaffold that supports students as they develop their English proficiency and become more confident and capable language learners.

“The use of code switching is very important and beneficial for students, especially in subjects that use English as the medium of instruction. Teaching in a classroom like that in Indonesian alone will be detrimental to students. Therefore, we must still teach with a mix of English so students get used to hearing English vocabulary. As they become more accustomed to hearing, even just a little bit, they will acquire new vocabulary in English. Therefore, I believe the use of code switching is important for increasing students' confidence in using English. Code switching also makes the Cambridge Curriculum seem less intimidating to students because it helps them understand that teaching with the Cambridge Curriculum can also be done in a mix of Indonesian.” Interview/CATFL/CB/5

4.1.2 Creating a code-switching space

Likewise, Teacher Y created a code-switching space for the students. The key success of creating code-switching space in the teacher's opinion is making a comfortable classroom environment. Moreover, one student's confidence can make other students confident to use code-switching in classroom interaction to code-switching space alive.

“In my opinion, teachers must be clever in creating a classroom atmosphere. How students can confidently speak using code switching depends, in my opinion, on how teachers create a comfortable classroom atmosphere for them. However, student confidence in using code switching can also be built by having a student who dares to use code switching in class interactions. This encourages other students to feel a sense of not wanting to be outdone by that one student, and their confidence is ultimately built by that feeling of not wanting to lose. So, I mean, differences in language ability can also be beneficial in increasing student confidence in using code switching.” Interview/CCS/CB/8

To effectively cultivate a code-switching space, Teacher Y employs a deliberate strategy that centers on incorporating students' diverse linguistic and cultural backgrounds as a bridge to facilitate deeper engagement with the subject matter. This strategy involves actively drawing parallels between the concepts being taught and the students' daily lives, habits, and cultural references, with the express purpose of making the material more relatable and accessible, thereby fostering a richer understanding of the context and encouraging students to connect with the curriculum on a more personal and meaningful level.

“The strategy I use is usually to use themes that are easy for them to understand in their daily lives, such as when I explained ASEAN. ASEAN is an organization, and friendships are what shape an organization. So, I explain it by introducing friendships, as I previously gave examples of friendships in various social media platforms they use daily. So, I use the relationship between ASEAN countries as an example so they can better understand the context.” Interview/CCS/CA/4

4.1.3 Multilingual Resources

Although Teacher Y thinks code-switching is important, the teacher does not use multilingual resources but instead applies the multilingual through code-switching. It can be seen from the teacher using PowerPoint presentation and the exercise question with full English.

“I usually use full English sources, but I apply multilingualism in my teaching methods, for example, using code switching.” Interview/MR/MRU/9

Paradoxically, despite not employing multicultural resources in classroom, Teacher Y acknowledges the potential value of structured multilingual resources in facilitating a deeper and more nuanced understanding of the material for students; however, the teacher maintains a personal conviction against their use, reasoning

that such resources might inadvertently oversimplify the learning process and reduce the cognitive effort required from the students, potentially hindering the development of their independent problem-solving skills and critical thinking abilities.

“Yes, the use of multilingual resources is actually useful to make students understand the material being taught better, but for me, teaching it with code switching is enough to make students understand. If I use multilingual resources and also code switching, students will find it easier to learn. As I said earlier, I want students to be more accustomed to hearing English words so that students can get new words in English every day, so I decided to use full English resources and present them in full English too but make it easier by teaching them with code switching.”

Interview/MR/MRU/10

4.2 Discussions

This present study investigated the participation usage of code-switching in EMI classroom Indonesia Junior High School. The discussion below analyses the findings in light of existing literature theoretical frameworks, particularly those proposed by Nasution et al., (2024).

The findings revealed that to prepare for the Cambridge curriculum, the school provided teachers, including Teacher Y, with additional English language training. Teacher Y then adopted a flexible pedagogical approach, initially teaching in English but strategically incorporating code-switching, often with a greater emphasis on Indonesian, to clarify concepts when students struggled with comprehension. This dynamic method addresses students' tendency to feign understanding, leveraging their full linguistic repertoire to foster genuine engagement, build confidence, reduce anxiety, and facilitate new English vocabulary acquisition, ultimately making the curriculum more accessible and less

intimidating. Beyond the classroom, the school further supports English proficiency by organizing activities like short speeches in English.

Code-switching stands out as a powerful and critical learning tool, universally advocated across these findings for its ability to foster dynamic knowledge construction and cultivate an equitable, inclusive co-learning environment. As demonstrated by Teacher Y intentional efforts to create a comfortable "code-switching space" by connecting academic concepts to students' lived experiences and fostering confidence. This approach supported by Taufiq et al., (2022), Nasution et al., (2024) Permatasari et al., (2022) and Asani et al., (2024) that mentioned Indonesian EFL students often struggle with oral communication due to limited vocabulary and fear of speaking, exacerbated by English-only classroom policies, research indicates that code-switching serves as a beneficial teaching strategy. It enhances EFL student comprehension and confidence, being positively perceived by students. Moreover, despite teachers sometimes aiming to minimize its use, they strategically employ code-switching to aid student understanding, and students hold very positive attitudes towards it, believing it significantly helps their learning and English proficiency. This pedagogical benefit, boosting student comprehension and engagement, is further supported by findings on EFL teachers' extensive use of code-switching and code-mixing in classroom interactions.

The findings revealed that Teacher Y cultivates a code-switching by intentionally creating a comfortable and inclusive classroom environment that draws upon students' diverse linguistic and cultural backgrounds. By actively

connecting academic concepts to students' daily lives, habits, and cultural references, Teacher Y bridges the gap between abstract knowledge and personal experience, making the material more relatable and accessible. Furthermore, Teacher Y believes that fostering initial confidence in even one student can create a ripple effect, encouraging others to embrace translanguaging in classroom interactions, thus animating the translanguaging space and enriching the overall learning environment.

Building upon Teacher Y's intentional cultivation of an inclusive classroom environment that leverages students' linguistic and cultural backgrounds to foster confidence and code-switching, empirical studies consistently affirm the strategic use of code-switching in Indonesian EFL education. Specifically, while Taufiq et al., (2022) reveal student struggles with oral communication exacerbated by English-only policies, Nasution et al., (2024), Patmatasari et al., (2022), and Asani et al., (2024) collectively demonstrate that code-switching is a beneficial teaching strategy that significantly enhances student comprehension, confidence, participation, and engagement, and is overwhelmingly perceived positively by students, even when teachers strategically aim to minimize its overall use.

The findings revealed that although Teacher Y recognizes the importance of code-switching, they primarily apply it through pedagogical practices rather than relying on explicit multilingual resources like translated materials. Despite using English-only PowerPoint presentations and exercises, Teacher Y acknowledges the potential value of structured multilingual resources in facilitating deeper

understanding. However, the teacher refrains from using them, reasoning that they might oversimplify learning, reduce cognitive effort, and potentially hinder the development of independent problem-solving skills and critical thinking abilities.

While Teacher Y acknowledges the importance of code-switching and applies it pedagogically to foster confidence and an inclusive environment, yet refrains from using explicit multilingual resources due to concerns about oversimplification and hindering independent thinking, empirical studies by Taufiq et al., (2022), Nasution et al., (2024) Patmatasari et al., (2022) and Asani et al., (2024) collectively advocate for code-switching as a beneficial teaching strategy that actively enhances EFL student comprehension, confidence, participation, and engagement, directly addressing the struggles caused by English-only policies and receiving overwhelmingly positive attitudes from students.

CHAPTER V

CONCLUSIONS & SUGGESTIONS

5.1 Conclusions

This study described how a teacher in junior high school uses code-switching in the EMI classroom. Teacher Y effectively uses code-switching to support students struggling with the English-based Cambridge Curriculum. By strategically integrating students' native languages, such as Indonesian, Teacher Y clarifies complex concepts, fosters inclusivity, reduces anxiety, and empowers participation. Adjusting the use of code-switching based on the material's

complexity, Teacher Y connects new English words to existing linguistic knowledge, facilitating vocabulary acquisition and language development. This approach cultivates a comfortable classroom environment that connects academic concepts to students' lives and cultures. While acknowledging the potential of multilingual resources, Teacher Y primarily applies code-switching through pedagogical practices to avoid oversimplifying learning and hindering critical thinking. Prior to the curriculum's implementation, the school prepared Teacher Y with further English study and familiarized students with English through activities like public speaking.

5.2 Suggestions

Based on research findings, it is recommended that the school guide teachers to implement code-switching strategies with a balanced proportion of English and the students' first language. This approach will not only familiarize students with English but likewise encourage them to more actively engage with and comprehend the language, fostering a sense of accomplishment and perseverance. By deliberately exposing students to English within a supportive code-switching framework, the school can mitigate potential underestimation of the Cambridge curriculum's rigor and promote a more positive and confident learning experience. Furthermore, integrating translanguaging in this balanced manner can serve as a bridge, connecting students' existing knowledge with new concepts, thereby enhancing their overall understanding and promoting deeper learning.

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Appendices
Transcript, Meaning, & Coding Table 1

Transcript	Meaning	Coding
<p>R : “Apakah guru menggunakan code switching di kelas? Bagaimana guru menggunakan translanguaging di kelas?”</p> <p>T : “Ya saya biasanya menggunakan code switching dikelas agar siswa lebih mengerti apa yang diajarkan. Biasanya saya juga akan menuliskan full materinya memakai bahasa inggris cuma saya melihat respon siswa saya, jika mereka terlihat kebingungan atau tidak mengerti, saya menyebutkannya atau mengajarkannya memakai code switching, kalo semisal siswa saya terlihat mengerti dengan materi saya dengan bahasa inggris, saya akan mengajarnya menggunakan full bahasa inggris.”</p>	<p>The teacher uses code switching but its use depends on whether the students understand it or not.</p>	<p>CATFL/CSU/1</p>
<p>R : “Apakah kebanyakan siswa bingung saat diajarkan dengan full bahasa inggris?”</p> <p>T : “Ya memang, rata rata siswa saya saat saya mengajarkannya pakai bahasa inggris mereka seketika diam seolah mengerti tapi padahal tidak mengerti.”</p>	<p>On average, students don't understand when the teacher teaches in full English.</p>	<p>CATFL/CSU/2</p>

R : “Lebih banyak siswa yang mengerti jika diajarkan dengan full bahasa inggris atau siswa yang mengerti diajarkan dengan code switching?”

The percentage of code switching that teachers use depends on the material.

CATFL/CSU/3

T : “Memang rata rata siswa yang saya ajar itu belum terlalu mengerti jika saya mengajarkannya dengan full english. Tetapi ada kok kelas yang mengerti saat saya mengajarkannya dengan full english jadi ada kalanya juga saya mengajari kelas saya dengan full english. Tetapi persentase banyak dan tidaknya saya menggunakan code switching itu tergantung materinya juga, seperti jika materinya cuma mengandalkan hafalan itu gampang mereka mengertinya, tetapi kalau yang susah seperti materi tentang pajak kan itu cukup rumit jika diajarin dengan full bahasa inggris begitu jadi tergantung juga.”

R : “Bagaimana strategi guru menggabungkan latar belakang linguistik dan budaya siswa untuk memfasilitasi keterlibatan yang lebih mendalam dengan materi pelajaran melalui code switching?”

T : “Strategi yang saya pakai itu biasanya memakai tema - tema yang mudah dipahami di keseharian mereka seperti contohnya tadi saya menjelaskan ASEAN. ASEAN kan adalah bentuk organisasi dan pertemanan lah yang membentuk sebuah organisasi, jadi saya menjelaskan itu dengan pengantar hubungan pertemanan seperti tadi saya contohkan bentuk pertemanan di dalam berbagai sosmed yang pakai mereka sehari hari, jadi saya mencontohkan hubungan negara negara di ASEAN itu dengan itu jadi mereka lebih mengerti gitu konteksnya.”

The teacher's strategy of combining students' linguistic and cultural backgrounds to facilitate deeper engagement with the subject matter through code switching is to combine the material with the students' daily habits.

CCS/CA/4

R : “Bagaimana code switching bisa bermanfaat bagi siswa?”

T : “Penggunaan code switching itu sangat penting dan bermanfaat bagi siswa, apalagi di pelajaran yang menggunakan english sebagai media instruksinya. Jadi jika mengajar hanya memakai bahasa indonesia saja di kelas seperti itu, itu juga akan merugikan siswa. Jadi kita tetap harus mengajarkannya dengan campuran bahasa inggris agar siswa terbiasa mendengar kosa kata bahasa inggris. Jika mereka semakin terbiasa mendengar walaupun hanya sedikit sedikit, mereka akan meraih kosa kata baru dalam bahasa inggris, jadi menurut saya penggunaan code switching itu penting untuk meningkatkan confidence siswa untuk menggunakan bahasa inggris. Dan code switching menurut saya juga membuat kesan cambridge curriculum ini tidak menakutkan bagi siswa karena saya membuat siswa mengerti bahwa mengajar dengan cambridge curriculum itu bisa juga diajarkan dengan campuran atau mixing dengan bahasa indonesia.”

Code switching in EMI classes is beneficial for students to get used to hearing English vocabulary and makes the Cambridge curriculum seem less intimidating to students.

CATFL/CSB/5

R : “Apakah ada pelatihan khusus untuk siswa agar siap menghadapi penggunaan english sebagai media instruksi di kelas pelajaran?”

T : “Ya sekolah ini tidak ada pelatihan yang khusus kepada siswa agar siap untuk memahami pengajaran dengan bahasa inggris tetapi sekolah berusaha membiasakan siswa untuk memakainya dengan membuat kegiatan - kegiatan di sekolah dengan menggunakan bahasa inggris seperti contohnya di sekolah ini itu kita kadang menyuruh siswa pidato singkat di depan siswa dan guru menggunakan bahasa inggris setelah apel begitu.”

R : “Apakah ada pelatihan khusus bagi guru sebelum diterapkannya kurikulum cambridge di sekolah?”

T : “Iya tentu saja sebelum kurikulum ini mulai diterapkan, sebagian guru terutama yang bukan guru bahasa inggris, termasuk saya, itu disuruh oleh sekolah untuk harus belajar lagi tentang bahasa inggris melalui mengambil les pelatihan diluar begitu.”

Students are trained to be ready to use English in class by using English in school activities such as giving speeches in front of teachers and friends after assembly.

CATFL/CSU/6

Before the school decided to use the Cambridge curriculum, the school ordered teachers to practice and deepen their English by taking training outside of school.

CATFL/CSU/7

R : “Bagaimana strategi guru untuk membuat siswa nyaman dan confidence menggunakan code switching di kelas?”

The teacher's strategy for making students confident in using code switching in class is to create a comfortable classroom atmosphere for students.

CCS/CB/8

T : “Kalau itu menurut saya guru harus pintar membangun suasana kelasnya ya. Bagaimana siswa bisa pede berbicara dengan translanguaging itu menurut saya bergantung bagaimana guru membangun suasana kelas yang nyaman buat mereka. Tetapi juga kepedean siswa menggunakan code switching itu bisa dibangun dengan adanya salah satu siswa yang berani menggunakan code switching di interaksi kelas, hal itu membuat siswa lain terpacu merasakan rasa tidak mau kalah dengan satu siswa tersebut jadi rasa confidence mereka akhirnya tercipta karena rasa tidak mau kalah itu. Jadi maksud saya perbedaan kemampuan dalam bahasa itu juga bisa bermanfaat untuk meningkatkan confidence siswa untuk menggunakan code switching begitu.”

R : “Apakah guru menggunakan multilingual resources?”

The teacher does not use multilingual resources. The teacher only uses full English resources but teaches them using code switching.

MR/MRU/9

T : “Saya biasanya menggunakan sumber yang full english tetapi saya menerapkan multilingualnya di cara saya mengajarnya

yaitu contohnya pakai code switching.”

R : “Bagaimana menurut guru tentang bergunanya multilingual resources untuk menjembatani latar belakang bahasa siswa sehari-hari?”

T : “Ya memang penggunaan multilingual resources sebenarnya berguna ya untuk membuat siswa lebih mengerti lagi dengan materi yang diajarkan, tetapi kalau buat saya dengan saya mengajarkannya dengan translanguaging, itu sudah cukup untuk membuat siswa mengerti, kalo saya memakai multilingual resources dan juga translanguaging, siswa akan kemudahan rasanya belajarnya, seperti saya katakan tadi saya ingin siswa lebih biasa mendengar kata kata Bahasa Inggris agar siswa dapat kata kata baru dalam Bahasa Inggris di setiap harinya, jadi saya memutuskan untuk menggunakan resources yang full English dan menampilkannya dengan full English juga tetapi mempermudah dengan cara saya mengajarkannya dengan code switching.”

Multilingual resources are also important for students to better understand the material being taught, but it also makes it too easy for students if they are taught it using code switching.

MR/MRU/10