

EXPLORING STUDENTS' PERCEPTION TOWARD TEACHER'S CODE SWITCHING IN TEACHING-LEARNING PROCESS: A CASE STUDY OF THE ELEVENTH GRADER AT SMA SWASTA ANASTASIA IN ACADEMIC YEAR 2025/2026

Aldyan Okuli Alberdsius Sidabungke¹, Meikardo Samuel Prayuda², Junita Siahaan³

^{1, 2, 3}Universitas Katolik Santo Thomas Medan, Jl. Setia Budi No.479, Medan, Sumatera Utara, Indonesia

Email: aldysidabukke14@gmail.com

Article History

Received: 22-06-2026

Revision: 08-07-2026

Accepted: 11-07-2026

Published: 13-07-2026

Abstract. Code-switching by teachers in English learning remains a topic of debate, as it is seen as aiding comprehension, but also raises concerns about increasing students' dependence on their native language. This study aims to analyze students' perceptions of teachers' use of code-switching and its impact on their dependence on Indonesian in English learning. The study employed a qualitative approach with a descriptive study design. Thirty students were selected as participants. Data were collected through semi-structured interviews and analyzed using thematic analysis with the aid of NVivo software for coding and theme validation. The results indicate that students positively perceive code-switching as aiding comprehension of complex material, reducing anxiety, and increasing participation and confidence in using English. However, the use of Indonesian does not create permanent dependence. Students utilize their native language as a temporary buffer to grasp concepts before returning to English for communication and practice activities. These findings suggest that purposefully designed code-switching can serve as an effective pedagogical strategy to support comprehension, engagement, and learning independence without diminishing the use of English as the target language.

Keywords: Code Switching, Bilingual Pedagogy, Student Perception, Native Language Reliance, English Instruction

Abstrak. Peralihan kode oleh guru dalam pembelajaran bahasa Inggris masih menjadi perdebatan karena dipandang dapat membantu pemahaman, tetapi juga dikhawatirkan meningkatkan ketergantungan siswa terhadap bahasa ibu. Penelitian ini bertujuan menganalisis persepsi siswa terhadap penggunaan peralihan kode oleh guru serta pengaruhnya terhadap ketergantungan siswa pada bahasa Indonesia dalam pembelajaran bahasa Inggris. Penelitian menggunakan pendekatan kualitatif dengan desain studi deskriptif. Subjek penelitian terdiri atas 30 siswa yang dipilih sebagai partisipan. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik dengan bantuan perangkat lunak NVivo untuk proses pengodean dan validasi tema. Hasil penelitian menunjukkan bahwa siswa memandang peralihan kode secara positif karena membantu memahami materi yang kompleks, mengurangi kecemasan, serta meningkatkan partisipasi dan kepercayaan diri dalam menggunakan bahasa Inggris. Meskipun demikian, penggunaan bahasa Indonesia tidak menimbulkan ketergantungan yang bersifat permanen. Siswa memanfaatkan bahasa ibu sebagai penyangga sementara untuk memahami konsep sebelum kembali menggunakan bahasa Inggris dalam kegiatan komunikasi dan latihan. Temuan ini menunjukkan bahwa peralihan kode yang dirancang secara terarah dapat berfungsi sebagai strategi pedagogis yang efektif untuk mendukung pemahaman, keterlibatan, dan kemandirian belajar tanpa mengurangi penggunaan bahasa Inggris sebagai bahasa target.

Kata Kunci: Alih Kode Bahasa, Pedagogi Dwibahasa, Persepsi Siswa, Ketergantungan Bahasa Ibu, Pengajaran Bahasa Inggris.

How to Cite: Sidabungke, A. O. A., Prayuda, M S., & Siahaan, J. (2026). Exploring Students' Perception Toward Teacher's Code Switching in Teaching-Learning Process: a Case Study of the Eleventh Grader at SMA Swasta Anastasia in Academic Year 2025/2026. *PEDAGOGIC: Indonesian Journal of Science Education and Technology*, 6 (4), 2059-2073. <https://doi.org/10.54373/ijset.v6i4.6643>

INTRODUCTION

Language is one of the most important aspects of human life. It is a means for humans to achieve their goals, namely communication. Language allows humans to communicate, express feelings and thoughts, and build social relationships. As a means of communication, language has a very vital role in conveying information, shaping culture, and developing knowledge (Srisudarso & Pattiasina, 2024). The nature of language and its function are not only limited to verbal communication, but also include various other forms of communication. Among all languages, English has become the most often used international language in a variety of fields, including education, commerce, science, technology, and diplomacy. English is frequently said to as a global language because it serves as a bridge between people with diverse linguistic and cultural backgrounds. English has attained worldwide importance because it serves a unique role in every country, either as an official language or as the primary foreign language in education. As a result, the ability to successfully communicate in English has become a crucial talent in today's modern and globalized world (Ridge, 2011).

Furthermore, English is a language generally used as a means of international communication, making it universal and comprehensive. Its use extends beyond school to include workplaces, further study, and so on. In today's era of globalization, the rapid exchange of information related to the development of digital resources is now widely available in English. Students are inevitably required to master English. This English proficiency is not merely a requirement for academic achievement, but rather a requirement for the current era (Thariq et al., 2021). The application of language as a means is through education. Education that has been known to occur at school. Students learn many things at school. One of them is English. Learning English as a Foreign Language (EFL) in Indonesia experiences many challenges. These challenges affect the effectiveness of teaching and learning. One of the main challenges is students' difficulty in understanding new terminology and complex grammatical structures in English (Kusumaningsih et al., 2024). This triggers teachers to look for solutions to these challenges. One of them is using Indonesian. In the context of education in Indonesia, especially at the high school level, the use of Indonesian by teachers is often seen as a tool that can facilitate the learning process.

Another challenge faced is students' lack of English language skills. During the teaching and learning process in class, students often remain silent due to a lack of vocabulary. This hinders the progress of the class. If this situation persists, the learning process will be ineffective. Ultimately, the teacher's preferred technique is to re-explain the material using their native language, Indonesian (Marzulina et al., 2021).

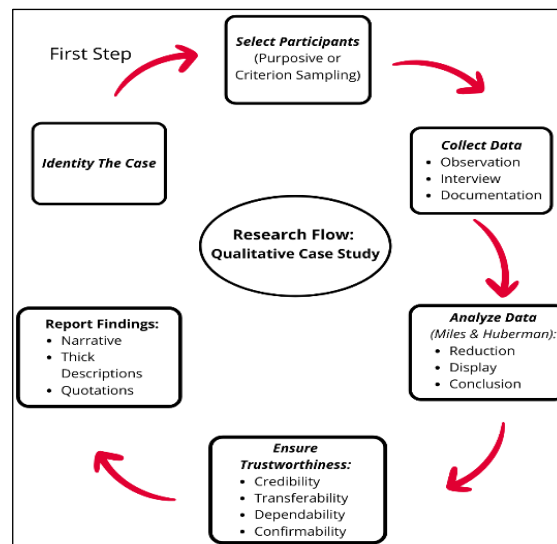
Students' diverse backgrounds remain one of the challenges in English language learning. Differences in ethnicity, culture, social status, and learning environment may influence students' language acquisition and create unequal levels of English proficiency, particularly in vocabulary mastery (Boy Jon et al., 2021). Students who have greater exposure to English outside the classroom tend to develop better language skills than those with limited exposure. This condition may create difficulties for teachers in ensuring that all students achieve similar understanding. Therefore, teachers often use students' first language as instructional support to bridge differences in comprehension (Sibarani, 2019).

A similar condition was found at SMA Swasta Anastasia. Based on preliminary observations and interviews with English teachers, students from diverse backgrounds experienced difficulties in understanding English lessons due to limited vocabulary knowledge. This situation affected students' participation and motivation, as some students perceived English learning as difficult and monotonous. These challenges indicate the need for an instructional strategy that can facilitate understanding while maintaining students' engagement with English as the target language. One strategy that may address these challenges is teacher code-switching. Code-switching refers to the alternation between two or more languages during communication to achieve specific interactional purposes (Cantone, 2007). In English classrooms, code-switching can function as pedagogical support by clarifying complex concepts, explaining grammatical structures, expanding vocabulary, and encouraging student participation (Setati et al., 2002; Temesgen & Hailu, 2022). However, its implementation remains debated because inappropriate or excessive use may increase students' dependence on their first language (Modupeola, 2013).

Previous studies have mainly examined the functions of code-switching from linguistic and teacher perspectives. However, limited research has explored how students perceive teacher code-switching and how it influences their comprehension, participation, and reliance on their first language, particularly in Indonesian English learning contexts. Therefore, this study provides novelty by examining students' perspectives on the pedagogical role of teacher code-switching and its contribution to creating an effective English learning environment. Accordingly, this study aims to (1) investigate eleventh-grade students' perceptions of teacher code-switching in English learning and (2) analyze its influence on students' comprehension, participation, and classroom interaction. The findings are expected to provide practical insights for English teachers in applying code-switching strategically as a pedagogical resource to support language learning.

METHOD

This research employs a qualitative approach with a case study design. The qualitative method is suitable because the study seeks to explore and understand students' perceptions. A case study enables an in-depth investigation into a specific context, namely the experience of high school students in relation to their teacher's use of code switching during the teaching-learning process.



Picture 1. *Research flow: qualitative case study*

The population of this study consisted of eleventh-grade students enrolled in English classes at SMA Swasta Anastasia. The participants were selected using purposive sampling. The sample comprised 30 eleventh-grade students who had experienced teacher code-switching during English lessons. The participants were selected based on their direct experience with the phenomenon being investigated and their ability to provide relevant information regarding their perceptions of teacher code-switching.

Data were collected through classroom observations, semi-structured interviews, and documentation to obtain comprehensive information from multiple sources. The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three interconnected stages: data condensation, data display, and conclusion drawing/verification. In the data condensation stage, interview transcripts and observation notes were selected, coded, and categorized based on emerging themes related to students' perceptions of teacher code-switching. The data display stage involved organizing the categorized information into matrices and thematic descriptions to identify patterns across participants. Finally, conclusions were drawn by interpreting the identified themes and continuously verifying them against the collected data to ensure consistency.

The trustworthiness of the findings was maintained through four criteria: credibility, transferability, dependability, and confirmability. Credibility was strengthened through data triangulation from observations, interviews, and documentation. The findings were then presented through detailed narrative descriptions supported by direct participant quotations to accurately represent students' experiences and perceptions.

RESULT

Analytical Overview

To complement thematic coding and enhance transparency, a word frequency query was conducted in NVivo to identify the most salient words used by participants when describing their experiences of teacher code switching. The analysis revealed that the most frequent terms included English, understand, teacher, help, Indonesian, easier, confident, remember, and difficult. These lexical items reflect the conceptual prominence of comprehension, support, and affective response in the data. The words English and teacher dominated the frequency spectrum, underscoring that bilingual mediation is central to the classroom discourse. The prominence of understand and help illustrates the cognitive function of code switching as a tool for meaning-making, while the appearance of confident and easier reveals its emotional and motivational dimensions. Conversely, the inclusion of Indonesian and difficult highlights students' awareness of the linguistic transitions and the challenges they face when navigating between two languages.

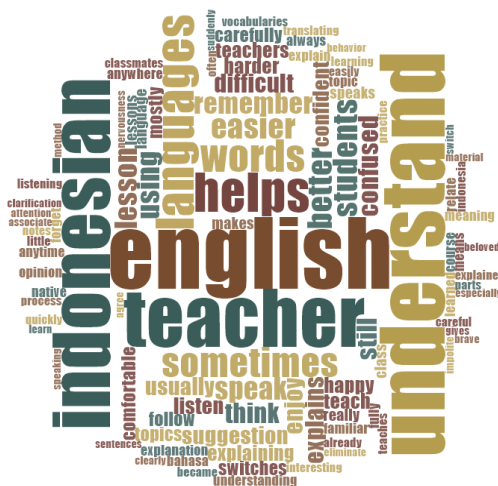


Figure 1. Analytical overview result

Source: Nvivo, a qualitative data analysis software

The convergence between lexical evidence and thematic interpretation demonstrates that word frequency analysis not only validates but also reinforces the thematic integrity of the findings. The linguistic data mirror the major themes of Comprehension Support, Positive

Perception, Emotional Confidence, and Controlled Reliance. For instance, the frequent use of help, understand, and teacher aligns directly with the theme of comprehension support, indicating that students view bilingual teaching as an essential aid to understanding lessons. Similarly, confident and easier correspond to affective themes that highlight students' emotional readiness and motivation when teachers switch languages appropriately. The occurrence of Indonesian and difficult resonates with the theme of regulated reliance, reflecting awareness of when native language intervention is needed without leading to dependency

Table 2. Word frequency query
Word Frequency Query

english	teacher	sometimes	easier	better	students	using			
		speak	still	enjoy	difficult	explains	suggest		
understand	helps	lesson	usually	teach	teacher	explain	careful	follow	
			confider	topics	language	makes	really	class	lesso
	languages	remember			spea	expl	alwa	any	any
			listen	comfo		fully	opin	relat	und
indonesian	words	confused			expla				
			happy	switch	famil	lear	inte	prod	quid
		think	harder	mostly	topic	mea	list	car	te
					coun	nati	prad	ex	bel

Overall, the lexical analysis provides a linguistic map that confirms the trustworthiness of the qualitative coding. It bridges the textual narrative with quantifiable linguistic trends, allowing the themes to stand on both conceptual and empirical grounds. By embedding this lexical validation within the analytical overview, the study ensures that interpretations are not purely subjective but anchored in consistent word use across participant responses. The NVivo-generated results thus strengthen the analytical foundation of Chapter IV, showing that teacher code switching occupies a central role in both cognitive comprehension and emotional engagement, as perceived by the learners themselves.

Synthesis Across Sources and NVivo Diagnostics

The analysis of interview data revealed that students generally perceived teacher code-switching as a supportive instructional practice in English learning. Three major themes emerged from the data analysis: (1) code-switching as comprehension support, (2) code-

switching as a pedagogical strategy to enhance participation and confidence, and (3) code-switching as temporary linguistic support rather than a replacement for English use.

The first theme indicates that students considered teacher code-switching beneficial in facilitating their understanding of English materials. Students reported that the use of Indonesian alongside English helped them comprehend difficult explanations, particularly when dealing with unfamiliar vocabulary, abstract concepts, and complex instructions. The analysis showed that terms such as “understand,” “helps,” and “teacher” frequently appeared in participants’ responses, indicating that students associated teacher code-switching primarily with improved comprehension. Rather than viewing Indonesian as a substitute for English, students perceived it as a supporting tool that enabled them to follow the learning process more effectively.

The second theme relates to the pedagogical role of teacher code-switching in increasing student participation and confidence. Students explained that bilingual explanations reduced anxiety and encouraged them to engage more actively in classroom activities. When students understood the meaning of the lesson, they became more willing to respond, ask questions, and attempt communication in English. This finding demonstrates that comprehension serves as an important foundation for developing students’ confidence in using the target language. The third theme concerns students’ patterns of reliance on Indonesian during English learning. The findings indicate that students did not consider the use of Indonesian as a permanent learning dependency. Instead, they described Indonesian as temporary support used during explanation or clarification stages. After understanding the concepts, students preferred returning to English for practice and communication activities. However, several students noted that sudden or excessive switching without clear purposes could create confusion because it reduced their exposure to English.

Overall, the findings suggest that teacher code-switching is perceived positively when it is implemented strategically and purposefully. Students value code-switching not because it replaces English, but because it functions as a scaffold that supports understanding, vocabulary development, and classroom engagement. Therefore, effective code-switching requires careful planning, clear transitions between languages, and maintaining English as the primary medium for communication.

DISCUSSION

Pedagogical Role of Code Switching in Meaning Making

The findings show that teacher code-switching functions as a pedagogical scaffold that supports students' comprehension and maintains the continuity of English classroom interaction. Students perceived bilingual explanations as helpful, particularly when encountering difficult vocabulary, unfamiliar concepts, and complex instructions. The frequent emergence of terms such as *understand*, *help*, and *teacher* in the NVivo analysis indicates that students associate teacher code-switching with instructional support rather than with teachers' inability to use English. This finding supports the interactionist perspective of second language acquisition, which emphasizes the importance of comprehensible input and negotiation of meaning in language learning (Long, 1996). By strategically switching between English and Indonesian, teachers help students overcome comprehension barriers and connect new linguistic input with their existing knowledge. Similar findings were reported by Setati et al. (2002), who explained that the use of learners' first language in multilingual classrooms can facilitate communication and support conceptual development. Therefore, this study confirms that teacher code-switching functions not merely as translation but as a mediation process that enables students to construct meaning more effectively.

Classroom Climate, Emotional Readiness, and Learner Confidence

The findings indicate that teacher code-switching contributes not only to comprehension but also to the development of a supportive classroom climate. Students perceived bilingual explanations as reducing confusion and anxiety, which encouraged them to participate more actively in English learning activities. This suggests that understanding the lesson content becomes an important foundation for students' confidence in using English. This finding is consistent with Krashen's Affective Filter Hypothesis, which explains that emotional factors such as anxiety and low confidence may become barriers to language acquisition. When students experience difficulty understanding the material, they tend to hesitate in participating. However, when teachers provide linguistic support through purposeful code-switching, students become more prepared to engage in classroom interaction. This result strengthens previous findings by Temesgen and Hailu (2022), who reported that teacher code-switching can enhance students' participation by creating a more accessible and supportive learning environment.

Procedural Dimension and Management of Code Switching

Although students generally expressed positive perceptions, the findings reveal that the effectiveness of teacher code-switching depends on how it is managed. Students reported that abrupt or excessive switching could create confusion, especially when transitions between languages were unclear. This indicates that students do not reject bilingual practices; rather, they expect code-switching to be purposeful, brief, and connected to specific learning objectives. This finding supports Modupeola (2013), who argued that code-switching may become ineffective when it occurs automatically without pedagogical consideration. In contrast, planned code-switching allows teachers to provide necessary support while maintaining students' exposure to English. Therefore, the contribution of this study is not only confirming the usefulness of code-switching but also emphasizing the importance of procedural control, where teachers need to consider when, why, and how language switching is applied.

Regulation of Reliance on the Native Language

The findings from the second research question demonstrate that teacher code-switching shapes students' reliance on Indonesian in a controlled and contextual manner. Students viewed Indonesian as temporary support when they encountered difficult explanations, while English remained the preferred language for practice and communication. This pattern indicates that students' reliance on their first language is adaptive rather than dependent. This finding reflects Vygotsky's concept of mediated learning, in which learners initially require external support before gradually developing independent competence. In this context, Indonesian functions as a temporary scaffold that helps students reach a higher level of English understanding. Once comprehension is achieved, students are able to return to English use with greater confidence. Thus, the study extends previous discussions on code-switching by showing that students themselves recognize the boundary between helpful support and excessive dependence.

Bilingual Mediation and Vocabulary Retention

The findings also show that bilingual mediation supports vocabulary retention. Students reported that connecting English vocabulary with Indonesian meanings helped them remember new words, pronunciation, and usage. This finding suggests that code-switching contributes to vocabulary learning by strengthening associations between new linguistic forms and students' existing knowledge. This interpretation is consistent with the dual coding theory proposed by Paivio (1991), which explains that learning becomes stronger when information is processed through interconnected verbal and conceptual systems. In this study, the combination of

English and Indonesian creates additional cognitive connections that facilitate recall. Therefore, bilingual explanation should not be understood as a simple translation activity but as a cognitive strategy that supports deeper vocabulary acquisition.

Avoiding Over Reliance through Structured Pedagogical Planning

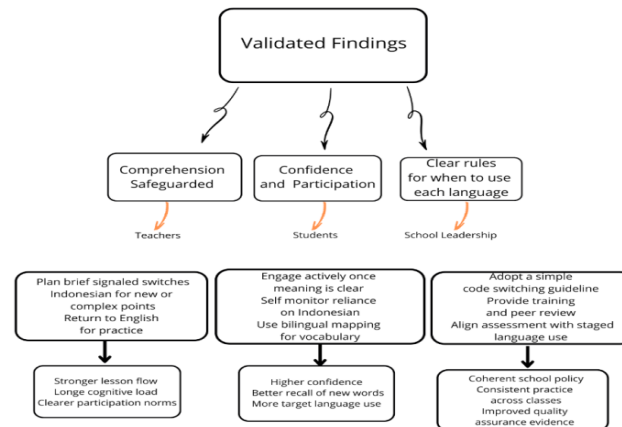
The findings reveal that students understand the importance of maintaining balance in language use. Although Indonesian explanations were considered helpful, students acknowledged that excessive dependence on the first language could reduce opportunities to practice English. This awareness demonstrates that learners are capable of recognizing the appropriate function of bilingual support in the classroom. This finding supports the concept of translanguaging, which views multiple languages as interconnected resources for meaning-making rather than separate systems. However, effective translanguaging requires pedagogical planning to ensure that students continue developing proficiency in the target language. Therefore, teachers should apply code-switching with clear instructional purposes, such as explaining complex concepts, introducing vocabulary, or checking comprehension, before returning to English interaction.

Integrative Interpretation and Pedagogical Implications

Across both research questions, the findings demonstrate that teacher code-switching operates through cognitive, emotional, and pedagogical dimensions. The practice supports students' understanding, increases confidence, and regulates the use of Indonesian as temporary learning support. These findings are consistent with previous studies that recognize code-switching as a valuable strategy in multilingual classrooms (Setati et al., 2002; Temesgen & Hailu, 2022). However, this study contributes a different perspective by emphasizing students' interpretations of teacher code-switching. Students do not perceive code-switching as simply the use of two languages, but evaluate it based on its pedagogical purpose, timing, and contribution to learning. Therefore, teacher code-switching should be positioned as a planned instructional strategy that bridges comprehension and communication while maintaining English as the primary language for development.

Implications

This section translates the validated findings into practical consequences for classroom practice, learner behavior, school governance, and curriculum design. Implications are organized by stakeholder to ensure direct uptake and measurable improvement. The diagram below summarizes the logic from findings to actions to outcomes.



Picture 3. Code switching implication model

The diagram offers a structured view of how the study's validated findings translate into coordinated actions and measurable outcomes. It begins with a single synthesis node that aggregates the empirical conclusions from the analysis. From this node, three branches flow to the primary stakeholders who can operationalize the findings in daily practice. These branches highlight the necessary division of roles across classroom, learner, and institutional layers. The visual sequence emphasizes that changes in practice must be systematic rather than isolated. In effect, the diagram shows a chain of reasoning that links evidence to policy and then to classroom enactment.

The central box titled Validated Findings consolidates three pillars from the research. First, teacher code switching helps students secure meaning during conceptually dense moments. Second, confidence and willingness to communicate rise when meaning is clarified at the right time. Third, students themselves articulate practical rules for when each language should be used. These findings are not merely descriptive observations, since they point to explicit levers that can be embedded in lesson planning and school policy. The diagram treats these levers as transferable design principles for instruction. In short, the findings are framed as actionable anchors that can guide improvement efforts.

The teacher pathway transforms the findings into concrete classroom routines. The diagram calls for teachers to plan brief bilingual scaffolds precisely at the point of explanation for new or complex content. It also recommends clear verbal cues before switching and a

prompt return to English for examples and guided practice. Comprehension checks should follow each significant explanation in order to verify readiness to continue in English. The pathway further encourages concise bilingual mapping of key vocabulary to support recall while keeping English as the primary medium of interaction. Together, these actions are expected to reduce cognitive load, preserve lesson momentum, and create shared expectations for participation. The teacher pathway therefore operationalizes the research into step by step moves that can be observed, coached, and improved.

The student pathway highlights learner agency and self-regulation. Once meaning is secured, students are expected to reenter tasks using English with greater confidence. They are encouraged to monitor their own reliance on Indonesian and to attempt reformulation of clarified ideas in English during practice. The diagram proposes that students maintain a personal bilingual glossary with concise meanings and example sentences that capture usage. This glossary becomes a memory tool for later retrieval and for independent study. The pathway assumes that comprehension precedes production and uses that sequence to build sustained engagement. Over time, students are expected to increase their proportion of English use during practice and collaborative tasks.

The school leadership pathway translates the findings into management and quality assurance structures. The diagram recommends a concise guideline that defines the purpose, timing, and signaling of code switching in the school context. Leaders are advised to sponsor peer observation cycles that model the short bilingual scaffold and the quick return to English. Lesson plan templates and classroom observation rubrics should be aligned with the guideline so that expectations are consistent across teachers and classes. Professional learning sessions can be used to normalize the routines and to share short exemplars from real lessons. Documentation of these routines can then feed internal audits and external accreditation processes. In this way, leadership action creates a coherent environment where classroom practice, professional development, and quality assurance reinforce one another.

The outcome layer at the bottom of the diagram synthesizes the educational benefits when all three pathways are enacted. For teachers, the expected outcomes include stronger lesson flow, lower cognitive load, and clearer norms for student participation. For students, the expected outcomes include higher confidence, better recall of new vocabulary, and more frequent use of the target language. For school leadership, the expected outcomes include a coherent language policy, consistent practice across classes, and stronger evidence for quality monitoring. These outcomes are cumulative, since each level supports the others. The diagram therefore suggests that intentional code switching can become a school wide asset rather than

an individual habit. When coordinated well, it aligns cognitive efficiency, emotional safety, and institutional accountability within one integrated model.

CONCLUSION

This study concludes that teacher code-switching functions as an effective pedagogical strategy in English language learning when it is applied intentionally and purposefully. Students perceive teacher code-switching positively because it facilitates comprehension, reduces learning anxiety, and encourages active participation in classroom interaction. The findings indicate that bilingual support helps students understand difficult concepts before engaging in English communication. Furthermore, the study reveals that teacher code-switching does not create excessive dependence on students' native language. Instead, students demonstrate an adaptive pattern of language use, where Indonesian serves as temporary support for clarification and English remains the primary language for practice and interaction.

The main contribution of this study is the evidence that students evaluate code-switching based on its pedagogical function, timing, and purpose rather than simply the presence of two languages. Therefore, teacher code-switching should be viewed as a planned instructional resource that supports comprehension while gradually developing students' confidence and independence in using English.

RECOMENDATIONS

Based on the findings, several suggestions are proposed. For English teachers, code-switching should be implemented strategically as temporary scaffolding to support students' comprehension of complex concepts while maintaining English as the primary language for classroom interaction. Teachers are encouraged to consider the purpose and timing of language switching to prevent excessive reliance on the students' first language. For students, bilingual support should be followed by active attempts to use English in communication and learning activities. Students are encouraged to develop awareness of their own language use so that the first language functions as learning support rather than a permanent substitute for English practice. For schools, professional development programs and teaching guidelines related to bilingual strategies can be developed to help teachers apply code-switching consistently and purposefully. Institutional support is important to ensure that bilingual practices contribute to students' English proficiency development. Future research may further investigate the long-term effects of planned code-switching across different educational levels, learning contexts,

and language skills. Such studies can provide broader evidence regarding the role of code-switching in supporting effective English language teaching.

REFERENCES

- Boy Jon, R., Embong, R., Purnama, B., & Safar Wadi, A. (2021). The Challenges of English Language Teaching in Indonesia. *International Journal of English and Applied Linguistics (IJEAL)*, 1(3), 158–168. <https://doi.org/10.47709/ijeal.v1i3.1157>
- Cahyani, H., de Courcy, M., & Barnett, J. (2018). Teachers' code-switching in bilingual classrooms: exploring pedagogical and sociocultural functions. *International Journal of Bilingual Education and Bilingualism*, 21(4), 465–479. <https://doi.org/10.1080/13670050.2016.1189509>
- Cantone, K. F. (2007). Code-Switching in Bilingual Children. *Studies in Theoretical Psycholinguistics*, 37(September 2009), 1–247. <https://doi.org/10.1353/lan.0.0138>
- Fitria, T. N. (2023). Using Indonesian as language use and language instruction in English teaching for non-EFL students in ITB AAS Indonesia. *ETERNAL (English, Teaching, Learning, and ...)*, 9(June), 133–152. <https://journal3.uin-alauddin.ac.id/index.php/Eternal/article/view/32218/17903>
- Kong, H. (2015). *Decolonisation , Globalisation : Language-in- Education Policy and Practice. New Perspectives on Language and Education* (Issue APRIL 2005).
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Kusumaningsih, D., Wibawa, S. A., & Lestari, J. T. (2024). Mengapa guru bahasa Inggris mengajar bahasa Indonesia? Pendapat siswa EFL tentang bahasa Indonesia di kelas bahasa Inggris. *Jurnal Penelitian Tindakan Kelas*, 1(3), 195–203. <https://doi.org/10.61650/jptk.v1i3.252>
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press.
- Marzulina, L., Harto, K., Erlina, D., Holandiyah, M., Desvitasari, D., Arnilawati, A., Fridiyanto, F., & Mukminin, A. (2021). Challenges in teaching english for efl learners at pesantren: Teachers' voices. *Theory and Practice in Language Studies*, 11(12), 1581–1589. <https://doi.org/10.17507/tpls.1112.10>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Modupeola, O. (2013). Code- Switching as a teaching strategy: Implication for English Language teaching and learning in a multilingual society. *IOSR Journal Of Humanities and Social Science*, 14(3), 92–94. <https://doi.org/10.9790/1959-1439294>
- Paivio, A. (1991). *Dual coding theory: Retrospect and current status*. Canadian Journal of Psychology, 45(3), 255–287. <https://doi.org/10.1037/h0084295>
- Ridge, E. (2011). Crystal, David. 2003. English as a Global Language. Second edition. Cambridge University Press. *Per Linguam*, 20(1), 57–59. <https://doi.org/10.5785/20-1-80>

- Setati, M., Adler, J., Reed, Y., & Bapoo, A. (2002). Incomplete journeys: Code-switching and other language practices in mathematics, science and english language classrooms in south africa. *Language and Education*, 16(2), 128–149. <https://doi.org/10.1080/09500780208666824>
- Sibarani, C. (2019). Students' Perceptions of Teachers' Use of Bahasa Indonesia in the English Classroom: A Case Study at SMA Fransiskus 2 Jakarta. *JET (Journal of English Teaching)*, 5(3), 217.
- Srisudarso, M., & Pattiasina, P. J. (2024). LINGUISTIK UMUM rev. In *ResearchGate* (Issue July). <https://www.researchgate.net/publication/382330559>
- Temesgen, A., & Hailu, E. (2022). Teachers' codeswitching in EFL classrooms: Functions and motivations. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2124039>
- Thariq, P. A., Husna, A., Aulia, E., Djusfi, A. R., Lestari, R., Fahrimal, Y., & Jhoanda, R. (2021). Sosialisasi Pentingnya Menguasai Bahasa Inggris Bagi Mahasiswa. *Jurnal Pengabdian Masyarakat: Darma Bakti Teuku Umar*, 2(2), 316. <https://doi.org/10.35308/baktiku.v2i2.2835>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.