



## Prosiding

Seminar Nasional Inovasi pendidikan dan Pembelajaran  
Fakultas Pendidikan Bahasa dan Seni  
IKIP PGRI Bojonegoro

Tema "Inovasi pendidikan dan Pembelajaran di era digital untuk Pengalaman Belajar  
Imersif"



## Optimization of Code-Switching by Teachers in Learning Instruction Sessions

Adheana Nur Hayati<sup>1</sup>(✉), Moh. Fuadul Matin<sup>2</sup>, Chyntia Heru Woro Prastiwi<sup>3</sup>  
<sup>1,2,3</sup>English Education Department, IKIP PGRI Bojonegoro, Indonesia  
[adheananur@gmail.com](mailto:adheananur@gmail.com), [fuadul\\_matin@ikippgribojonegoro.ac.id](mailto:fuadul_matin@ikippgribojonegoro.ac.id),  
[chyntia\\_heru@ikippgribojonegoro.ac.id](mailto:chyntia_heru@ikippgribojonegoro.ac.id)

**abstrak**—Pembelajaran *instruction* di MA Al Munawwar Mayangrejo sering menghadapi tantangan akibat keterbatasan kosakata siswa, sehingga guru menggunakan alih kode (*code-switching*) sebagai strategi pembelajaran. Penelitian kualitatif deskriptif ini bertujuan untuk menganalisis optimalisasi penggunaan alih kode melalui perspektif teori *scaffolding* Lev Vygotsky. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa alih kode berfungsi secara efektif sebagai *scaffolding* yang membantu siswa mencapai *Zone of Proximal Development* (ZPD) serta meningkatkan keterlibatan mereka dalam proses pembelajaran di kelas. Namun, intensitas penggunaannya harus proporsional dan dikurangi secara bertahap (*fading*) untuk mencegah ketergantungan serta mendorong kemandirian siswa dalam belajar.

**Kata kunci**— Optimalisasi, Alih Kode (*Code-Switching*), Pembelajaran *instruction*

**Abstract**—Studyings command at MA Al Munawwar Mayangrejo often faces challenges due to students' limited vocabulary, leading teachers to employ code-switching. This descriptive qualitative study analyzes the optimization of code-switching through Lev Vygotsky's scaffolding theory. Data were collected via observation, interviews, and documentation, then analyzed using the Miles and Huberman model. The results reveal that code-switching effectively serves as scaffolding to help students reach their Zone of Proximal Development (ZPD) and boost classroom engagement. However, its intensity must be proportional and faded gradually to prevent dependency and foster students' autonomous studyings skills.

**Keywords**— Optimization, Code-Switching, Studyings Command Sessions

### INTRODUCTION

English is one of the international languages that plays an important role in education, communication, technology, and the development of global information. Learning English at school does not only emphasize reading and writing skills, but also studyings skills as one of the basic competencies that must be mastered by students. Studyings ability is an important foundation in the communication process

because through studyings activities students can apprehend pronunciation, intonation, vocabulary, and meanings conveyed by speakers. Good studyings mastery can help students improve their speaking skills and apprehend the apply of English in everyday situations.

The process of teaching studyings at school often faces various obstacles. Students still experience difficulties in apprehending English conversations played in audio materials due to differences in pronunciation, the speed of the speaker's speech, and limited vocabulary mastery. These conditions make it difficult for students to apprehend the content of the audio comprehensively. Low studyings ability is also influenced by the lack of students' habit of studyings to English in their daily lives. This situation causes some students to feel less confident and less active during the studyings learning process.

Teachers have an important role in creating an effective and easily understood learning atmosphere for students. Various learning strategies need to be used so that students can apprehend studyings materials better. One strategy that is often used in English learning is code-switching. Code-switching is the apply of two languages alternately in the communication process. In English learning, teachers usually switch from English to Indonesian or vice versa to help students apprehend commands, material explanations, and conversations contained in studyings audio.

The apply of code-switching in studyings learning can provide several benefits for students. Explanations using Indonesian can help students apprehend difficult vocabulary, comprehend the context of conversations, and reduce confusion during the learning process. The apply of code-switching can also create a more comfortable learning atmosphere so that students are more confident to ask questions and participate actively during the lesson. Teachers can apply code-switching as a means of explaining important material without eliminating English as the main language of command.

However, the apply of code-switching needs to be carried out appropriately and proportionally. The overly dominant apply of Indonesian may reduce students' opportunities to become accustomed to studyings to English directly. This condition can affect the development of students' studyings skills because they become too

dependent on translations provided by the teacher. Teachers need to consider the right time and situations to apply code-switching so that the objectives of English learning can still be achieved. The optimization of code-switching becomes important so that the apply of two languages in learning can support the improvement of students' studyings abilities without reducing the intensity of English usage.

Based on the results of a preliminary observation conducted at MA Al Munawwar, it was found that the teacher used code-switching in several studyings learning situations. The teacher used Indonesian when explaining task commands, translating certain vocabulary, providing additional explanations about the audio content, and helping students apprehend conversations considered difficult. The apply of code-switching indicates the teacher's effort to create a more communicative and easily understood learning process for students.

Although the apply of code-switching helps students apprehend studyings materials, several problems were found in the learning process. Some students still had difficulties apprehending the audio content when the teacher used English fully. Students tended to wait for translations from the teacher before trying to apprehend the conversations independently. This condition indicates that the apply of code-switching has not been fully optimized because students still depend on explanations in Indonesian. In addition, the teacher also needs to adjust the intensity of code-switching usage so that the learning process still provides opportunities for students to become accustomed to studyings to English directly. These problems are important reasons for conducting research on the optimization of code-switching by teachers in studyings teaching sessions at MA Al Munawwar.

A previous study conducted by Al Rosyidah and Farida in 2024 regarding the apply of code-switching in English learning showed that teachers used code-switching to help students apprehend the material and create more effective classroom communication. The study focused on the reasons for using code-switching and the forms of code-switching used by teachers in English learning in general. The results showed that the apply of code-switching could help improve students' apprehending of the material delivered by the teacher.

However, the previous study has differences from the research that will be conducted by the researcher. The previous study focused more on the functions and reasons for using code-switching in English learning in general, while this research focuses on the optimization of code-switching in studyings learning sessions. In addition, this study also examines how the overly dominant apply of code-switching can cause students to depend on teacher translations and how teachers can apply code-switching proportionally so that students remain accustomed to studyings to English directly. Therefore, this study is expected to provide a more specific overview of the effective apply of code-switching in improving students' studyings abilities.

The phenomenon of using code-switching in studyings learning at MA Al Munawwar is an interesting issue to be studied further. Research on the optimization of code-switching is important to determine how teachers implement this strategy in studyings learning, the factors influencing the apply of code-switching, and its impact on students' comprehension. This study is expected to provide an overview of the effective apply of code-switching in English learning so that it can become a reference for teachers in improving the quality of studyings command at school.

## RESEARCH METHOD

This study uses a qualitative approach with a descriptive research design. The qualitative approach is used because this study aims to gain an in-depth apprehending of the phenomenon of code-switching used by teachers in English studyings learning at MA Al Munawwar. Descriptive research was chosen because this study focuses on systematically describing the process of using code-switching, the factors influencing its use, and its impact on students' studyings comprehension.

The subjects of this study are the English teacher and students of MA Al Munawwar involved in the studyings learning process. The object of this research is the optimization of teacher's apply of code-switching in English studyings learning sessions.

This study pulled data from three different sources: observations, interviews, and documentation. First off, observations were used to catch what was really going down in the classroom and see how code-switching naturally popped up during

learning activities. Then, interviews were held with the teacher and a few students to get the inside story on why code-switching was being used, what made it useful, what issues came with it, and whether it actually helped students understand the material better. Documentation was also collected to back everything up, including lesson records, classroom photos, and other related materials.

When it came to breaking down the data, this study rolled with Miles and Huberman's analysis model. The process started with data reduction, meaning the researcher filtered out the stuff that wasn't really connected to the focus of the study and kept the information that mattered. After that, the data were laid out in a clear and descriptive format so the overall picture would be easier to see. Once everything was organized, conclusions were drawn based on the patterns and findings that kept showing up throughout the research.

To make sure the results weren't just random takes, the researcher used both source triangulation and technique triangulation. Source triangulation meant checking information from observations, interviews, and documentation against each other to see if they matched up. Technique triangulation was used to compare findings gathered through different methods and make sure the story stayed consistent no matter where the data came from. By doing all that cross-checking, the study aimed to keep the findings solid, believable, and trustworthy.

## RESULT AND DISCUSSION

Based on the results of the research conducted at MA Al Munawwar, it was found that the apply of code-switching by the teacher in studyings command influenced students' comprehension during the learning process. The teacher used English as the main language of command and then switched to Indonesian in certain situations, such as when explaining task commands, translating difficult vocabulary, providing additional explanations about the audio content, and helping students apprehend English conversations that were considered difficult to comprehend.

The observation results showed that students experienced difficulties apprehending the studyings audio when the teacher used English fully. These difficulties were caused by limited vocabulary mastery, differences in pronunciation,

and the speed of the speakers in the audio. These conditions caused some students to feel confused and less confident during studyings lessons. However, when the teacher used code-switching by providing explanations in Indonesian, students began to apprehend the context of the conversations and became more active during the learning process.

These findings are in line with the social interaction theory proposed by Lev Vygotsky. According to Vygotsky, the learning process occurs through social interaction between students and teachers or the learning environment. Teachers play a role in helping students apprehend materials that they are not yet able to comprehend independently. This assistance is known as scaffolding, which refers to temporary support provided by teachers so that students can achieve a higher level of apprehending.

In this research, the teacher's apply of code-switching can be categorized as a form of scaffolding. The teacher used Indonesian to help students apprehend vocabulary, commands, and conversation content that they could not fully apprehend in English. This assistance helped students reduce confusion while studyings to the audio materials. When the teacher provided additional explanations in Indonesian, students appeared to apprehend the materials more easily and became more prepared to answer the teacher's questions. This indicates that code-switching became a learning support tool that assisted students' comprehension process.

In addition to the concept of scaffolding, Vygotsky's theory also explains the Zone of Proximal Development (ZPD), which is the distance between students' ability to apprehend materials independently and the ability they can achieve through teacher assistance. In this study, it was found that some students were not yet able to apprehend the studyings audio independently when English was used entirely. However, after the teacher provided assistance through code-switching, students gradually became able to apprehend the conversations and complete studyings tasks more effectively.

This condition shows that the apply of code-switching helped students reach their Zone of Proximal Development. Students who initially had difficulties apprehending the audio became more capable of apprehending the conversations

after receiving assistance from the teacher. Therefore, code-switching functioned as a form of learning support that helped students achieve abilities they previously could not reach independently.

The interview results with students also showed that the apply of code-switching made them feel more comfortable and more confident in participating in studyings lessons. Students felt less afraid of making mistakes because the teacher helped explain difficult parts using Indonesian. This situation created more active learning interactions between the teacher and students. In Vygotsky's theory, positive social interaction between teachers and students is very important in supporting students' learning development.

However, the results of the study also found that the excessive apply of code-switching could create students' dependence on the teacher's translations. Some students tended to wait for explanations in Indonesian before attempting to apprehend the audio independently. This condition indicates that the assistance provided by the teacher had not fully encouraged students to learn independently. In Lev Vygotsky's theory, scaffolding should be provided gradually and reduced step by step so that students can develop independent learning abilities.

These findings indicate that the apply of code-switching needs to be applied proportionally. Teachers need to consider when the apply of Indonesian is necessary and when students should be encouraged to apprehend the material directly in English. If code-switching is used excessively, students may become too dependent on teacher assistance and less accustomed to practicing studyings skills independently.

The results of this research also show that the appropriate apply of code-switching can help improve the effectiveness of studyings command. The teacher did not fully apply Indonesian, but only in certain parts considered difficult for students to apprehend. This strategy provided students with opportunities to continue receiving direct exposure to English while still obtaining assistance when they experienced difficulties apprehending the studyings materials.

Therefore, based on Lev Vygotsky's theory, the apply of code-switching in studyings command at MA Al Munawwar can be understood as a form of scaffolding

that helps students achieve their Zone of Proximal Development in apprehending English studyings materials. The apply of code-switching was proven to help students comprehend the materials, increase their confidence, and create more active learning interactions. However, the apply of code-switching needs to be implemented appropriately and gradually so that students do not become dependent on the teacher's translations and are still able to develop their studyings abilities independently.

## CONCLUSSION

Based on the results of the research conducted at MA Al Munawwar Mayangrejo, the apply of code-switching in studyings command helped students apprehend the materials, vocabulary, and audio content more easily. Based on the theory of Lev Vygotsky, code-switching functions as scaffolding or learning support that assists students' comprehension. However, it's apply needs to be applied proportionally so that students do not become dependent on the teacher's translations and are still able to develop their studyings skills independently using English.

## ACKNOWLEDGMENTS

The writer would like to give a huge shout-out to God Almighty for all the blessings, guidance, and strength that made it possible to get this research done. No doubt, this journey would have been way tougher without His grace every step of the way. Big thanks also go out to everyone who showed support, lent a hand, or kept the motivation alive throughout the process. Special appreciation goes to the principal, the English teacher, and all the students at MA Al Munawwar Mayangrejo who took part in the study and helped make this research happen. The writer is also beyond grateful to family, academic advisors, and friends for always having their back with prayers, encouragement, advice, and constant support during the ups and downs of completing this research. Their belief and positive energy meant more than words can say. Hopefully, this research can bring something valuable to the field of English language learning and give educators and students fresh insights, especially when it comes to improving studyings command and classroom learning experiences.

**REFERENSI**

- Al Rosyidah, A., & Farida, S. (2024). A study of code switching found in English teaching activities at SMAN 1 Wungu Madiun. *TLEMC (Teaching and Learning English in Multicultural Contexts)*, 8(2), 75-84. unsil.ac.id
- Hayati, N. (2025). Building a meaningful English atmosphere for novice learners: Teacher's code-switching as a scaffolding strategy. *ELTALL (English Language Teaching, Applied Linguistics and Literature)*, 6(1), 45-55. iainponorogo.ac.id
- Kusuma, R. (2026). Code switching in EFL classroom: A narrative inquiry into teachers' experiences and perceptions. *International Journal of EFL Research*, 9(1), 18-30. researchgate.net
- Marlina, A. (2026). Code-switching and its relation to language acquisition. *Journal of International Sciences and Humanities*, 4(2), 112-120. unhas.ac.id
- Pratama, L. (2024). Code-switching as a mediational tool in EFL classrooms: Students' attitudes, perceptions, and learning experiences. *Tahuri*, 21(2), 89-98. unpatti.ac.id
- Matin, M. F., & Rozak, R. R. (2024). Students' engagement in narrow studyings: A case of an extensive studyings course. *Journal of English Language Teaching and Linguistics*, 9(1), 45-58. doi.org
- Rozak, R. R. (2024). Portraying high foreign language studyings anxiety students. *JEELS (Journal of English Education and Linguistics Studies)*, 11(1), 89-112. doi.org
- Matin, M. F. (2022). Needs analysis of English teaching materials for vocational high school students: Preparing for the world of work. *English Language Teaching Educational Journal*, 5(2), 104-115. doi.org