

**EXPLORING THE ROLE OF TEACHER'
CODE-SWITCHING IN STUDENTS LISTENING
COMPREHENSION**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

By :
Adheana Nur Hayati
22120027

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ART EDUCATION
IKIP PGRI BOJONEGORO
2026**

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MOTTO

And whoever puts their trust in Allah, He will be sufficient for them."

(QS. At-Talaq: 3)

"Success is not final, failure is not fatal: it is the courage to continue that counts."

(Winston Churchill)

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First and foremost, all praise and gratitude be to Allah SWT for His blessings, mercy, and guidance, which have enabled me to complete this thesis entitled “Exploring the Role of Teachers' Code-Switching in Students' Listening Comprehension” as one of the requirements for obtaining a Bachelor's Degree in English Education at IKIP PGRI Bojonegoro. I would like to express my sincere gratitude to:

1. Dr. Junarti, M.Pd., as the Rector of IKIP PGRI Bojonegoro.
2. Dr. Cahyo Hasanudin, M.Pd., as the Dean of the Faculty of Language and Arts Education.
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11. Everyone who has contributed, directly or indirectly, to the completion of this thesis.

Finally, I realize that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are greatly appreciated. I hope this thesis will be beneficial to readers and contribute to the development of English language teaching and learning.

AUTHORSHIP

I, the undersigned:

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In order to uphold academic integrity, sincerely and without any coercion from any party, I declare that the thesis entitled:

“EXPLORING THE ROLE OF TEACHER' CODE-SWITCHING IN STUDENTS' LISTENING COMPREHENSION”

is my own original work, and all sources of information used have been clearly cited in the reference list in accordance with scientific ethical codes. I am aware that if any violations of scientific ethics are found regarding the originality of this work, I personally am willing to accept the consequences in accordance with applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, July 9, 2026




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ABSTRACT

Adheana Nur Hayati (2026). *“Exploring the Role of Teacher' Code-Switching in Students' Listening Comprehension.”* Thesis. English Education Department. Faculty of Language and Art Education. IKIP PGRI Bojonegoro. Advisor I: Dr. Moh Fuadul Matin, S.S., M.Pd., Advisor II: Chyntia Heru Woro Prastiwi, M.Pd.

This research is motivated by the phenomenon of inconsistent code-switching practice by English teacher at MA Al Munawwar, which creates obstacles for students in understanding instructions and materials. When Teacher deliver material entirely in English, some students are unable to grasp the meaning, while excessive use of Indonesian reduces students' exposure to English input.

The objectives of this study are to analyze the patterns and functions of teacher's code-switching practices in listening comprehension instruction and to examine the role of teacher's code-switching in students' listening comprehension.

This study employs a qualitative approach with a descriptive type. Data were collected through observation, in-depth interviews with the English teacher and students, and documentation. Data analysis used interactive analysis including data reduction, data display, and conclusion drawing. Data validity was tested using source triangulation.

The findings indicate that Teacher implement code-switching in three main functions: conceptual understanding, classroom management, and interpersonal support. The conclusion is that Teacher' code-switching plays a significant role in supporting students' listening comprehension, particularly for students with lower English proficiency.

Keywords: Code-Switching, Listening Comprehension, EFL Classroom, Teacher's Role

ABSTRAK

Adheana Nur Hayati (2026). *"Exploring the Role of Teacher' Code-Switching in Students' Listening Comprehension."* Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Pendidikan Bahasa dan Seni. IKIP PGRI Bojonegoro. Pembimbing I: Dr. Moh. Fuadul Matin, S.S., M.Pd., Pembimbing II: Chyntia Heru Woro Prastiwi, M.Pd.

Penelitian ini dilatarbelakangi oleh fenomena praktik alih kode yang tidak konsisten yang dilakukan oleh guru bahasa Inggris di MA Al Munawwar, yang menimbulkan hambatan bagi siswa dalam memahami instruksi dan materi. Ketika guru menyampaikan materi sepenuhnya dalam bahasa Inggris, beberapa siswa tidak mampu menangkap maknanya, sementara penggunaan bahasa Indonesia yang berlebihan mengurangi paparan siswa terhadap input bahasa Inggris.

Tujuan dari penelitian ini adalah untuk menganalisis pola dan fungsi praktik alih kode guru dalam pembelajaran pemahaman menyimak dan untuk mengkaji peran alih kode guru dalam pemahaman menyimak siswa.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif. Data dikumpulkan melalui observasi, wawancara mendalam dengan guru bahasa Inggris dan siswa, serta dokumentasi. Analisis data menggunakan analisis interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji menggunakan triangulasi sumber.

Temuan penelitian menunjukkan bahwa guru menerapkan alih kode dalam tiga fungsi utama: pemahaman konseptual, manajemen kelas, dan dukungan interpersonal. Kesimpulannya adalah bahwa alih kode guru memainkan peran yang signifikan dalam mendukung pemahaman menyimak siswa, terutama bagi siswa dengan kemampuan bahasa Inggris yang lebih rendah.

Kata Kunci: Alih Kode, Pemahaman Menyimak, Kelas EFL, Peran Guru

PREFACE

Praise and gratitude be to Allah SWT for all His abundant blessings, guidance, and grace, so that the writer has been able to complete the thesis entitled “Exploring the Role of Teacher' Code-Switching in Students' Listening Comprehension” properly and on time. Peace and blessings always be upon our beloved Prophet Muhammad SAW, his family, companions, and followers until the end of time.

This thesis is submitted as a partial fulfillment of the requirements for obtaining the degree of Sarjana Pendidikan (S.Pd.) in the English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro.

The writer fully realizes that the completion of this thesis would not have been possible without the assistance, guidance, direction, and support from various parties. Therefore, with all humility, the writer expresses the deepest gratitude to all those who have helped, directly or indirectly, during the research and writing process of this thesis.

The writer acknowledges that this thesis is still far from perfect. Therefore, constructive criticism and suggestions from all parties are highly expected for future improvement.

Finally, may this thesis provide benefits for the development of knowledge, particularly in the field of English language education, as well as for readers in general.

Bojonegoro, July 13, 2026

Adheana Nur Hayati

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CHAPTER 1

INTRODUCTION

A. Background of Study

English is an international language that is widely used in various aspects of life, such as education, economy, technology, and international communication. As a lingua franca, English plays an important role in facilitating global interactions (Febriani & Sya, 2022). By mastering English, individuals can access information from diverse sources, interact with people around the world, and broaden their cultural insights. Therefore, English holds a strategic position in the modern world, making its mastery increasingly important for society, including students in Indonesia (Yustika & Aisyah, 2025).

Indonesian students need to master English for several important reasons. English provides access to knowledge, much of which is written in the language. Many journals, reference books, and scientific materials are not available in Indonesian. This indicates that English proficiency significantly affects students' academic understanding (Ikhsan et al., 2023). Mastering English enables students to broaden their perspectives and keep up with developments in knowledge more extensively. In the professional world, English proficiency is a highly valuable asset. Many companies, especially international ones, require their employees to have English skills, which necessitates that the education system prepares English learning in an optimal way (Siregar, 2023).

In Indonesia, the importance of English is reflected in its inclusion in the national education curriculum. From elementary school to higher education, English is taught as a compulsory or elective subject depending on the educational level (Matin, 2024). The curriculum outlines English learning not only to provide communication skills but also to develop global literacy. Through structured instruction, students are expected to master the four language skills: listening, speaking, reading, and writing (Saputri & Lestari, 2024).

Based on observations conducted at MA Al Munawwar, several issues were identified regarding the use of code-switching in the English learning process, particularly related to listening comprehension. Inconsistent application of code-switching by Teacher emerged as a prominent challenge. In some situations, Teacher use code-switching to help students understand spoken material, while in other instances, they use only English without any additional explanation.

This situation makes it difficult for students to adjust to language shifts during learning activities. When Teacher deliver information or instructions entirely in English, some students are unable to grasp the meaning of the message, resulting in obstacles in understanding the listening material provided. The uncertainty regarding when Teacher will provide support in Indonesian causes students to struggle with preparing strategies to comprehend spoken input effectively.

Furthermore, differences in students' listening abilities also influence their understanding. Students with strong listening skills tend to follow the

material even when code-switching is limited. In contrast, students with lower listening abilities more frequently rely on code-switching to understand vocabulary, the overall meaning of spoken texts, or learning instructions. They depend heavily on explanations in Indonesian to comprehend the material being delivered.

However, excessive use of code-switching also creates its own problems. If Teacher use Indonesian too frequently, students' exposure to English listening input decreases. This results in less optimal language internalization, including vocabulary acquisition, pronunciation, and English sentence structures. Consequently, students' listening skills develop more slowly because much of the material is translated rather than directly understood from the English input.

This issue is correlated with previous research conducted by Wafa' A. Hazaymeh (2022) on Teacher' perceptions of the functions and effects of code-switching in EFL classrooms. The findings indicated that most Teacher believe code-switching has positive functions, such as enhancing social relationships and supporting the learning process, but they are also aware of potential negative effects if it is overused.

Hazaymeh's (2022) study focused on Teacher' perceptions of the functions and impacts of code-switching in EFL classrooms. The results showed that code-switching positively contributes to social interaction and facilitates the learning process; however, it did not specifically examine its effect on listening skills.

Research by Murtiningsih, Munawaroh, and Hidayatulloh (2022) also identified reasons why Teacher use code-switching, such as improving learning efficiency, classroom management, and student participation. Nevertheless, that study did not explore how code-switching supports students' listening comprehension. Therefore, the novelty of this study lies in its specific focus on examining the role of Teacher' code-switching in students' listening skills.

Based on the background presented, the researcher is interested in conducting a study entitled **“Exploring the Role of Teacher’ Code-Switching in Students’ Listening Comprehension.”**

B. Formulations of the Problems

Based on the background presented above, the research questions of this study are as follows:

1. What are the patterns and functions of teacher's code-switching practices in listening comprehension instruction?
2. What is the role of teacher's code-switching in students' listening comprehension?

C. Objective of Study

Based on the research questions outlined above, the objectives of this study are as follows:

1. To analyze the patterns and functions of teacher's code-switching practices in listening comprehension instruction.
2. To examine the role of teacher' code-switching in students' listening comprehension.

D. Significance of The Study

This study is expected to provide the following benefits:

1. Theoretical Significance

This study is expected to contribute to the development of applied linguistics, particularly in the teaching of English as a Foreign Language (EFL). The findings of this research can enrich understanding of how Teacher' code-switching practices relate to students' listening comprehension.

2. Practical Significance

- a. For Teacher

The results of this study can serve as a reference for determining appropriate strategies for using code-switching during instruction. Teacher can utilize the findings to understand when code-switching is necessary and how its use can support students' comprehension without reducing their exposure to English.

- b. For Students

This study helps students understand the benefits of using code-switching to facilitate comprehension of English materials. The research findings can raise students' awareness of how code-switching can aid the understanding process and reduce learning obstacles.

- c. For Future Research

This study can serve as a reference for further research that aims to explore the relationship between code-switching and other

language skills or to investigate different educational contexts and levels.

E. Definition of Terminologies

In a study, operational definitions are necessary to provide more measurable explanations of the concepts being investigated. In this study, the operational definitions are described as follows:

1. Code-Switching

Code-switching refers to the practice of language alternation by Teacher between English and the first language (L1), such as Indonesian or local languages, during the learning process (Reka, Sri Widayati, 2022). Code-switching can occur in the form of sentences, phrases, or words, which are used to clarify the delivery of material, help students understand certain concepts, give instructions, or maintain smooth interaction (Alfarisy et al., 2023).

2. EFL (English as a Foreign Language)

EFL refers to the context of learning English as a foreign language, in which English is not the primary means of communication in daily life (Sarosa et al., 2021). In this situation, students are primarily exposed to English through formal learning activities at school. Due to limited opportunities to use the language outside the classroom, the teacher's role, teaching methods, and language input become significant factors in supporting successful language skill acquisition, including listening comprehension (Kusumaningsih et al., 2024).

3. Students' Comprehension

In this study, students' comprehension refers to their ability to capture, process, and interpret spoken information delivered in English (Refi Ranto Rozak, 2021). This comprehension is demonstrated by students' ability to answer questions, identify main information, summarize lesson content, and complete tasks or assessments related to listening material. The level of students' comprehension serves as an important indicator for assessing the effectiveness of code-switching in the English learning process.