

ABSTRACT

Maolidiya, Rosalia Uli. (2025). An Investigation of Code-Switching in EFL Listening Classroom: A Descriptive Research at Vocational High School in Bandung

This research explores the use of code-switching in EFL classroom during the listening of Analytical Exposition. In EFL classroom, teacher often switch between English and Indonesian to enhance comprehension, especially in listening where students may struggle with vocabulary and limited linguistic exposure. Code-switching helps clarify concepts, facilitate understanding, and maintain student engagement.

The study aims to: (a) examine how the teacher implement code-switching in listening classroom, (b) identify the types of code-switching used, and (c) analyze its contribution to students. Using a qualitative descriptive approach, the research was conducted at a vocational high school in Bandung with one teacher and three students. Data were collected through classroom observation and interview, and analyzed qualitatively.

Findings show that the teacher used intra-sentential, inter-sentential, and tag-switching to aid comprehension and interaction. Students reported that code-switching helped them understand difficult vocabulary, improved participation, and reduced anxiety. However, excessive code-switching could limit exposure to the target language.

This research focuses on the listening of Analytical Exposition, rather than broader classroom interactions. The study concludes that code-switching is an effective pedagogical tool when used strategically, but should be balanced to promote continued language development.

Keywords: Code-switching, Classroom Interaction, Listening, Analytical Exposition, EFL