

## CHAPTER I

### INTRODUCTION

This chapter serves as the introduction for the current study by providing an overview of the background of the study, followed by research questions, the research objectives, scope of the study, significance of the study, clarification of key terms, and organization of the paper.

#### 1.1 Background of the Study

Code-switching has become a common practice and is also considered an important learning strategy (Al-Musthofa & D'Angelo, 2024). In schools that implement bilingual teaching, code-switching serves a variety of functions, from facilitating comprehension to managing classroom dynamics (Darwis, 2024). According to Sakaria and Priyana (2018), one example of the use of code-switching as a learning strategy can be seen in the bilingual classroom program.

Code-switching, where teachers alternate between using two languages — in this context, Bahasa Indonesia and English — to facilitate learning in classes that use more than one language (Hafid & Margana, 2022). This becomes particularly relevant in Indonesia as an EFL (English as a Foreign Language) country, where both teachers and students may struggle to maintain communication exclusively in English (Hakim et al., 2019). In Widiastuti's (2009) research findings, teacher's still have problems with the use of English in teaching and learning process.

Since the first language affect the target language (Puspitasari & Sugirim, 2024), the struggle above, code-switching emerges as a pragmatic solution to encourage engagement and understanding in bilingual classrooms (Ferguson, 2009). Furthermore, the theoretical approach of this study deals with the outcomes of implementing code-switching in a bilingual classroom program.

There has been a general tendency in English language programs to discourage both students and teachers from using the students' mother tongue (Emilia & Hamied, 2022). However, in bilingual contexts, incorporating

students' first language into classroom instruction can enhance the acquisition of additional language (Saputra & Akib, 2018; Rabbidge, 2019).

Consequently, an increasing number of scholars now advocate for the integration of multiple languages in the classroom, rather than maintaining rigid language separation, as this fosters interactive learning environments where students are encouraged to draw upon their full linguistic repertoire (García & Wei, 2014, as cited in Vallejo, 2018).

As noted in Bialystok's (2016) research, bilingual education involves the integration of two languages within the teaching and learning process. He further explains that this encompasses any educational program that uses two languages either to support the development of the language or to deliver instruction in academic subjects unrelated to language (Bialystok, 2016, as cited in Dzulhijjah, 2023). Bilingual education program is supposed to be one of programs that becomes solution for student who have difficulties in foreign language (Khodaifi, 2021).

In Indonesia, bilingual education has experienced various policy shifts. Indonesia, as a country that adopts EFL, had previously implemented bilingual education in accordance with Government Regulation Number 19 of 2005. Article 61, paragraph (1) of this regulation states: "The government, in cooperation with regional authorities, shall establish at least one educational institution at the basic education level and at least one at the secondary education level to be developed into international standard education units." These regulations laid the groundwork for the establishment of the bilingual education program known as RSBI (International Standard School Pioneer).

However, these efforts were not without controversy. In 2012, the Constitutional Court (Mahkamah Konstitusi) issued Decision Number 5/PUU-X/2012, which led to the dissolution of the RSBI program. One of the contributing factors to this decision was the concern over the diminishing role of Bahasa Indonesia as the national language, along with the potential erosion of Indonesia's rich linguistic diversity (Laksono et al., 2013). Nevertheless,

following the abolishment of RSBI, bilingual classroom programs continued to emerge in several schools across Indonesia (Silaban, 2020).

Recently, the implementation of bilingual programs has been strengthened by updated national policies. The Indonesian private schools selected for this study implement bilingual classroom programs in accordance with the latest regulatory foundation, outlined in Government Regulation of the Republic of Indonesia No. 57 of 2021, Article 3, Paragraph 3, which emphasizes improving the quality of education in response to global changes.

This initiative is further supported by curriculum innovation. In line with the Emancipation Curriculum policy discussed by Monaliza & Marta (2024), which encourages school autonomy and flexibility in designing instruction based on student potential, selected schools collaborate with the Cambridge curriculum to implement bilingual classroom programs. This initiative aims to improve students' global competitiveness (Monaliza & Marta, 2024), aligns with the latest regulatory foundation.

The implementation of the bilingual classroom program is not only limited to the teaching of English, but also covers various disciplines (May, 2016). In this regard, Silviyanti et al. (2023) underline the need to equip educators and education stakeholders with pedagogical strategies that can effectively improve student learning outcomes.

This research focuses on bilingual classes that provide instruction in three core subjects — science, mathematics, and English — all of which are included in the bilingual subjects offered through the Cambridge Curriculum (Laili & Rizkiyah, 2024). This approach aligns with May's (2016) assertion that bilingual education programs are increasingly integrated across different subject areas.

An in-depth analysis of these subjects in bilingual classroom programs is articulated in Sugianto's (2014) research, which asserts that bilingual classroom programs enhance learning effectiveness in the disciplines of science, mathematics, and English, given the importance of human resources proficient in technology and basic subjects. In addition, the implementation

of bilingual education contributes to students' linguistic intelligence (Ulwiyah, 2019).

The successful implementation of a bilingual classroom program depends on various interconnected factors, including teachers' mastery of bilingual pedagogical strategies, subject-specific expertise, and adequate English proficiency (Sugianto, 2014). Nevertheless, as Andayani (2016) observes, English as a foreign language is seldom used for authentic, natural communication outside the classroom context in Indonesia, which presents significant challenges for language acquisition (Ma, 2023). Consequently, the use of code-switching has emerged as a practical solution to mitigate these challenges (Sampurna, 2023).

Building upon these pedagogical considerations, the impact of code-switching can be observed through patterns of classroom interaction, as evidenced by several previous studies. For instance, research conducted by Taufiq et al. (2022) highlights the strategic use of code-switching to foster greater student participation in EFL classroom settings. The study argues that alternating between languages enhances active engagement. Similarly, Tang Jun's (2022) findings underscore the importance of code-switching in maintaining fluid and respectful academic interactions.

Research has demonstrated that within classroom interactions, code-switching serves as a strategy to enhance students' comprehension of instructional content (Mubarak et al., 2022). By strategically alternating between languages, educators can clarify complex concepts, thereby improving learners' understanding of instructional explanations (Sagala & Syahputra, 2019).

In addition, this practice fosters more dynamic and reciprocal communication between teachers and students, promoting a participatory classroom environment (Tahang et al., 2022). Beyond improving clarity and engagement, code-switching contributes to the creation of a cognitively accessible and interactive learning atmosphere that ultimately supports the attainment of learning objectives (Mauliddiyah et al., 2019; Habintwali, 2024).

Despite the widespread use of code-switching in bilingual classrooms, significant research gaps remain. In particular, there is a paucity of empirical evidence regarding how classroom interaction outcomes differ across subjects with different instructors in bilingual classroom settings. This underscores this study to investigate the role of code-switching in fostering classroom interaction, specifically in the context of pedagogical practices in bilingual classroom program.

## 1.2 Research Questions

The study focuses on addressing the following questions:

1. What is the type of code-switching employed dominantly used by the bilingual teachers within bilingual classroom program?
2. How does code-switching promote classroom interaction in bilingual classroom program?

## 1.3 Research Objectives

Guided by the focus of the study, this research aims to examine the role of code-switching across multiple subject areas within a bilingual classroom program. Specifically, it investigates how teachers employ code-switching by identifying types and functions in its usage across different disciplines. Through this analysis, the study seeks to reveal how subject-specific teachers strategically navigate between languages, relying on code-switching as a strategy to facilitate content delivery (Zatalini, 2024).

Furthermore, this research seeks to analyze the extent to which code-switching fosters classroom interaction within the bilingual program. Beyond code-switching as a pedagogical strategy, it also serves to promote more dynamic, engaging, and inclusive communication between teachers and students (Al-Musthofa & D'Angelo, 2024). By understanding these aspects, this study seeks to determine whether the use of code-switching effectively (Taufiq et al., 2022) promotes classroom interaction across various subject areas within bilingual classroom program settings.

## 1.4 Scope of the Study

This study delves into the use of code-switching by bilingual teachers as a pedagogical strategy in bilingual classroom programs at private junior high schools in Indonesia, examining its impact on classroom interactions. It explores how teachers strategically alternate between languages, identifying the types of code-switching employed and analyzing their functions in facilitating comprehension, clarifying complex concepts, and bridging linguistic gaps that may hinder student understanding (William et al., 2025).

The study also investigates students' responses to teachers' code-switching within their learning environment, aiming to understand how this practice shapes their academic experiences and linguistic development. By highlighting the broader pedagogical implications of code-switching, the research seeks to determine whether it serves as an effective teaching strategy in fostering a dynamic, inclusive, and supportive bilingual education setting.

Beyond the immediate role of code-switching in the bilingual classroom, the study further examines classroom interactions. By analyzing code-switching across three different subjects—science, mathematics, and English—using the Foreign Language Interaction (FLINT) categories, the research aims to determine whether this strategy enhances classroom interaction.

The insights drawn from this analysis are intended to provide valuable guidance for educators, policymakers, and curriculum designers, contributing to a more informed understanding of the role of code-switching in advancing bilingual education practices in Indonesia.

## 1.5 Significance of the Study

This study holds significant value for teachers, students, and educational policymakers by offering a deeper understanding of teachers' code-switching as a strategy in bilingual classroom programs. By investigating how teachers strategically employ code-switching to enhance content delivery across three core subjects in bilingual classrooms, the research provides practical insights into how this approach supports students' engagement and comprehension.

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*TEACHERS' CODE-SWITCHING IN PROMOTING CLASSROOM INTERACTION:  
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This understanding can empower educators to implement more effective instructional strategies that foster active classroom interaction.

Moreover, the study's examination of classroom interaction in relation to code-switching contributes to a more nuanced understanding of how this practice influences students' academic experiences and linguistic development. These insights are crucial for curriculum designers and policymakers aiming to optimize bilingual education frameworks in Indonesia.

Ultimately, this research aspires to bridge the gap between theory and practice in bilingual education. It aims to contribute to the ongoing development of educational policies while fostering an inclusive and linguistically supportive learning environment.

## 1.6 Clarification of Key Terms

To ensure clarity and facilitate the readers' understanding of the concepts discussed in this study, it is essential to define and explain several key terms. Providing definitions that enhances comprehension and ensures consistency in the interpretation of the information presented. The terms and their corresponding definitions are outlined as follows:

- Code-switching

Code-switching is the strategy used by teachers to deliver content in bilingual classroom program settings. Defined as the alternation between two or more languages within a sentence or discourse, code-switching is a common practice among multilingual speakers (Halim, 2014).

- Classroom Interaction

Classroom interaction refers to the exchanges that take place between teachers and students during lessons (Tiwari, 2021), particularly when teachers use code-switching to communicate.

- Bilingual

A bilingual person is someone who has learned or acquired the ability to speak or understand two languages—in this study, Bahasa Indonesia and

English—to some extent. This definition aligns with Francis (2007), who highlights the structural processes involved in learning a target language.

- **Bilingual Classroom Programs**

A bilingual classroom programs refers to an educational approach that emphasizes the use of English as the medium of instruction for specific subjects. May (2016) describes bilingual classroom programs as initiatives that integrate both the native and target languages as instructional tools across various disciplines. In the context of this study, these subjects include science, mathematics, and English (Sugianto, 2014).

## **1.7 Organization of the Paper**

This paper is presented into five chapters. The explanation of each chapter as below:

- **CHAPTER I INTRODUCTION**

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- **CHAPTER II LITERATURE REVIEW**

Chapter II covers theories, concepts, and related prior studies about code-switching, classroom interaction, bilingual education in Indonesia, and bilingual classroom programs that are utilized in the making of the current study.

- **CHAPTER III METHODOLOGY**

Chapter III expands the elaboration of the research methodology used in this study. This chapter is divided into seven parts, which are research design, research site, participants, data collection, data analysis, ethical issues, and concluding remarks.

- **CHAPTER IV FINDINGS AND DISCUSSION**

Chapter IV presents the findings of the research alongside interpretation of the data and in-depth discussion. It systematically explores the research



questions, offering a comprehensive analysis of the findings and their implications within the context of the study.

- CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

Chapter V provides a summary of the key findings of the study and offers suggestions for future research. It is organized into two main sections: the first outlines the conclusions drawn from the overall results, while the second provides recommendations for classroom practice and directions for further investigation.