

**TEACHERS' CODE-SWITCHING
IN PROMOTING CLASSROOM INTERACTION:
A STUDY OF A BILINGUAL CLASSROOM PROGRAM**

UNDERGRADUATE THESIS

Submitted in partial fulfilment of the requirements for Bachelor's degree in
English Language Education



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

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Oleh

Ivena Winri Al Madinah Tunnisa

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra

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Juli 2025

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PAGE OF APPROVAL

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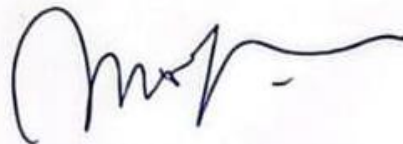
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STATEMENT OF AUTHORIZATION

I hereby certify that this research, entitled “Teachers’ Code-switching in Promoting Classroom Interaction: A Study of a Bilingual Classroom Program”, is my own work to fulfill one of the requirements for Sarjana Pendidikan degree of the English Language Education Study Program, Faculty of Languages and Literature Education, Universitas Pendidikan Indonesia. I am fully aware that I have cited some statements and ideas from many types of sources. All of the statements and ideas from other sources are properly acknowledged. If there is any mistake related to the paper, I am willing to give further clarification.

Bandung, July 2025

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PREFACE

In the name of Allah SWT, the Most Gracious, the Most Merciful. *Alhamdulillah* rabbil ‘alamiin, all praises be to Allah SWT, for His abundant mercy and guidance that have enabled me to complete this bachelor thesis entitled “*Teachers’ Code-switching in Promoting Classroom Interaction: A Study of a Bilingual Classroom Program.*” This undergraduate thesis is submitted as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in the Department of English Education.

This study stems from my academic and professional focus on bilingual education and classroom language practices. As someone who works in this field, I have encountered code-switching not only as a linguistic phenomenon but also as a practical strategy used by teachers to facilitate communication and enhance student engagement. Recognizing its relevance in bilingual classroom settings, I undertook this research to contribute to a deeper understanding of how teachers employ code-switching to promote interactive and effective learning environments.

It is my sincere hope that this thesis will provide meaningful insights and be of benefit to readers, particularly those with an interest in bilingual education, classroom interaction, and sociolinguistics.

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My deepest gratitude goes to my supervisor, *Ibu* Dr. Lulu Laela Amalia, M.Pd., for the generous guidance, insightful feedback, and extraordinary patience—especially for standing by me throughout this long journey and allowing me the time I needed to complete this thesis.

To my colleagues and classmates — thank you for the valuable discussions, shared laughter, and collective struggles. And to my “before anyone else,” who has quietly cheered me on behind the scenes through the years — thank you for being a constant source of strength and calm, especially when I needed it the most.

Last but not least, I want to thank myself — for not giving up, for showing up every day, and for trusting the process even when it got hard. This accomplishment is not just a result of academic effort, but also a reflection of growth, resilience, and faith. *Alhamdulillah*, this thesis is finally completed. May it bring benefit and inspire others as it has shaped me.

Bandung, July 2025

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***ALIH-KODE GURU
DALAM MENDORONG INTERAKSI KELAS:
STUDI PROGRAM KELAS BILINGUAL***

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ABSTRAK

Penelitian ini mengkaji penggunaan alih kode oleh guru dalam program kelas bilingual untuk meningkatkan interaksi di kelas. Fokus penelitian ini adalah mengidentifikasi jenis alih kode yang paling dominan digunakan oleh guru bilingual serta menganalisis fungsinya dengan menggunakan kerangka Foreign Language Interaction (FLINT). Meskipun banyak penelitian sebelumnya telah membahas fungsi umum alih kode, penelitian yang secara khusus menyoroti jenis alih kode yang paling sering digunakan guru serta menelaah fungsinya dalam memfasilitasi interaksi kelas masih terbatas. Untuk mengisi kesenjangan tersebut, penelitian kualitatif ini dilakukan di sebuah SMP swasta di Indonesia dengan melibatkan tiga guru bilingual yang mengajar mata pelajaran sains, matematika, dan bahasa Inggris. Data dikumpulkan melalui observasi kelas, wawancara, dan analisis dokumen. Hasil penelitian menunjukkan bahwa alih kode intra-sentensial merupakan jenis yang paling sering digunakan di ketiga mata pelajaran dan berperan penting dalam memfasilitasi interaksi dengan siswa. Jenis alih kode ini terbukti menjadi strategi yang efektif dalam mendorong pembelajaran interaktif di lingkungan kelas bilingual.

***Kata Kunci:* Alih-kode, interaksi kelas, program kelas bilingual**

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ABSTRACT

This study examines teachers' use of code-switching in a bilingual classroom program to promote classroom interaction. It focuses on identifying the dominant type of code-switching employed by bilingual teachers and analyzing its function through the Foreign Language Interaction (FLINT) framework. While many previous studies have explored the general functions of code-switching, there is still limited research that focuses on the dominant type of code-switching most frequently used by teachers and further examines its specific function in facilitating classroom interaction. To address this gap, a qualitative case study was conducted at a private junior high school in Indonesia involving three bilingual subject teachers of science, mathematics, and English. Data were collected through classroom observations, interviews, and document analysis. The findings show that intra-sentential code-switching was the most frequently used type across all subjects and played a key role in facilitating interaction with students. This type of code-switching proved to be an effective strategy for promoting interactive learning in the bilingual classroom setting.

Keywords: Code-switching, classroom interaction, bilingual classroom program

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