

THESIS

**CODE SWITCHING USED BY THE TEACHER
IN TEACHING-LEARNING ENGLISH PROCESS
FOR THEELEVENTH GRADE STUDENTS
OF SMAN AMARASI SELATAN
IN THE SCHOOL YEAR OF 2017/2018**



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FACULTY
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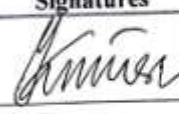
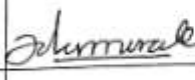
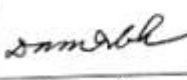

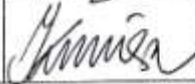
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MOTTO

Cast all your cares upon Him, for He takes care of you.

(1 Peter, 5:7)

DEDICATION

This thesis is particularly dedicated to:

- ❖ *My beloved parents, Mr. FransiskusPukan and Mrs. Lusianahak*
- ❖ *My precious sister and brothers, Octavia, Toni and TinoPukan.*
- ❖ *All my relatives and friends that I could not mention one by one*
- ❖ *My Almamater, WidyaMandira Catholic University, Kupang*

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First and foremost, the writer has to thank God because of His blessing to the writer in the presence of many persons taking part in the process of joining the subjects offered and the writing of this thesis with their own specific ways, roles, capability, and capacity. The writer awares that without God's love this thesis can not be finished.

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11. All persons that have direct or indirect contribution to his study success, especially his success in writing this thesis.

This thesis might have not been perfect. There might still exist many mistakes somewhere in the content, grammatical, and technical aspect. So the constructive criticisms are well received and appreciated.

Kupang, October, 2018

The Writer

ABSTRACT

This study is entitled **“Code Switching Used by the Teachers in Teaching-Learning English Process for the Eleventh-Grade Students of SMAN 1 Amarasi Selatan in the School Year 2017/2018”**. It aims to answer the following questions: (1) What are the types of code switching that is employed by the teachers in English teaching-learning process in the eleventh grade students of SMAN I Amarasi Selatan? (2) What are the reasons of code switching that is employed by the teachers in English teaching-learning process of eleventh grade students of SMAN I Amarasi Selatan. This study identified and described the types of code switching based on Poplack and its reasons by Hoffman. This study is descriptive qualitative research. They are words, phrases, and clauses of code switching used by English Teacher in Eleventh-Grade Students of SMAN 1 Amarasi Selatan in the School Year 2017/2018. Based on the result of this study, there were three types of code switching done by an English teacher in teaching English to the eleventh grade students of SMAN 1 Amarasi Selatan, namely tag switching, inter-sentential code switching, and intra-sentential code switching. From the data analysis, inter-sentential code switching is the most frequently used by the English teacher in teaching English among the other types. Inter-sentential code switching applied by the teacher for 79 times (42.93 %). It is followed by intra-sentential code switching where the teacher applied it for 72 times (39.13 %). Besides, tag switching is the types of code switching which is rarely used by the English teacher in teaching English. It applied by the teacher 33 times (17.93 %). According to the reason of code switching that the researcher proposed to discuss in this study, there were ten of code switching. In fact, there was two reasons of code switching was not found during the English teaching and learning process in the eleventh grade students of SMAN 1 Amarasi Selatan namely expressing group identity and to exclude other people when a command is intended for a limited audience. The result of this study showed that the reason of code switching which occurred the dominant frequently applied by the teacher is intention of clarifying the speech content for the interlocutor. The total occurrence of intention of clarifying the speech content for the interlocutor was 37 times (21.38 %). In the second position was to repetition for clarification wherein the teacher applied 37 times (18.22 %). The third position interjection. It was applied 35 times (17.24%) by the teacher. The fourth position was because of real lexical need wherein it was applied 20 times (9.85 %) by the teacher. The fifth position was talking about a particular topic wherein the teacher applied it for 16 times (7.88 %). The sixth position was to soften and strengthen request or command wherein it was applied by the teacher for 12 times (5.91 %). The seventh was showing empathy about something. The teacher did it for 10 times (4.92 %). The last position was quoting somebody else wherein the teacher applied it for 5 times (2.46 %). Expressing group identity and to exclude other people when a command is intended for a limited audience were not found by the researcher in this observation. Recommendation was proposed for all English teachers in EFL classroom. The teacher's code switching is needed to be used in English teaching and learning process since it is able to facilitate students' understanding towards English learning.

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