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

MARIA WELYBRODA PUKAN

TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2018

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

MARIA WELYBRODA PUKAN
REG.NO. 12114023

TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2018

THESIS

CODE SWITCHING USED BY THE TEACHER IN TEACHING-LEARNING ENGLISH PROCESS FOR THE ELEVENTH GRADE STUDENTS OF SMAN 1 AMARASI SELATAN IN THE SCHOOL YEAR 2017/2018

Approved by

Advisor I	Advisor II
Dr. Drs. KletusErom, M.Hum	YohanisNurakSiwa, S.Pd. M.Pd

Acknowledged by

Head of English Education Study Program
Teacher Training and Educational Sciences Faculty
WidyaMandira Catholic University
Kupang

Dr. Drs. KletusErom, M.Hum

This Thesis was defended on October, 2018

Board of Examiners

No	Names	Positions	Signatures
1.	Dr. Drs. KletusErom, M.Hum	Chairman	
2.	YohanisNurakSiwa, S.Pd. M.Pd	Secretary	
3.	Dr. DamianusTalok, MA	Examiner I	
4.	Maria G. Djehatu, S.Pd. M.Pd	Examiner II	
5.	Dr. Drs. KletusErom, M.Hum	Examiner III	

Acknowledged by

Dean of FKIP of UNWIRA

Dr. DamianusTalok, MA

Head of English Study Program of FKIP of UNWIRA Kupang

Dr. Drs. KletusErom, M.Hum

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*

ACKNOWLEDGEMENT

In writing this thesis I had spent such a big amount of energy, ideas, and materials.However, with the blessing of God, the Almighty, I was able to finish it. His loveguides the writer in forms of good health both physically and spiritually. Having good health makes the writer to be able to join the lectures, conducting the research, and ending with writing and defending the thesis before the examination board at the examination session.

First and foremost, the writer has to thank God because of His blessingsto 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 fisnished.

Secondly, the writer would like to thank all persons, who with love of God, have given helps and supports in sets of activities starting from joining the lectures in campus up to conducting the research and writing this thesis. Without their assistance and dedicated involvement in every step throughout the process, this paper would have never been accomplished. The writer would like to thank them very much for their support and understanding over these past four years.Without their presence, role, and support this scientific writing might not have finished as planned. For that reason, the writer specifically proposes her gratitude to the following important persons.

1. Dr. DamianusTalok, MA, the Dean of the Teacher Training and Educational Sciences Faculty of WidyaMandira Catholic University, for well managing the faculty and handling the administrative affairs for this thesis.
2. Dr. DrsKletusErom, M. Hum, the Head of English Education Study Program, for well managing the program and handling the administrative affairs for this thesis.
3. Dr. Drs. KletusErom, M. Hum, the first advisor and YohanesNurakSiwa, S.Pd. M.Pd, as the second advisor, who have patiently guided the writer in writing the proposal, conducting the research, and writing this thesis.
4. Dr. DamianusTalok, MA, the first panelist/examiner, Mrs. Maria Djehatu, S.Pd. M. Pd, as the second panelist, who have given some valuable inputs for the improvement to this thesis both the content, grammatical, and technical aspects.
5. All the lecturers of WidyaMandira Catholic University, especially the lecturers of English Education Study Program for their kindness, guidance, knowledge, experience they gave to the writer during his study in this University.
6. All the administrative staff in the levels of study program, faculty and university who have done all administrative affairs.
7. All fellow students at the English Study Program of the Teacher Training andEducational Sciences Faculty of WidyaMandira Catholic University - Kupang, who have given help and motivation contributing to the success of writing and defending this thesis.

8. Beloved Father, FransiskusPukan and beloved Mother, LusiaNahak, whohave given, love, prayer, advice, and financial support to the writer from elementary school up to the university, WidyaMandiri Catholic University, Kupang.
9. Beloved sisters and brothers, Octavia, Emilia, Toni and Tino, and all relatives, for their prayer, motivation, and advice during his study especially in finishing this thesis.
10. All friends in semester VIII, for their kindness, togetherness, help, and support during his study especially in finishing this thesis.
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 inTeaching-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 Poplackand itsreasons 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 isintention 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.

TABLE OF CONTENT

TITLE ..... **i**

STATEMENT OF THESIS WRITING ..... **ii**

APPROVAL SHEET ..... **iii**

BOARD OF EXAMINERS ..... **iv**

MOTTO ..... **v**

DEDICATION ..... **vi**

ACKNOWLEDGEMENT ..... **vii**

ABSTRACT ..... **x**

TABLE OF CONTENTS ..... **xi**

CHAPTER I INTRODUCTION **1**

1.1 Background of the Study 1

1.2 Problem Statements of the Study 5

1.3 Objectives of the Study 5

1.4 Significance of the Study 6

1.5 Scope and Limitation of the Study 6

1.6 Definitions of Terms 7

CHAPTER II REVIEW OF RELATED LITERATURE **8**

2.1 Theory 8

2.1.1 Speech Community 8

2.1.2 Bilingualism and Multilingualism 10
2.1.3 Code Switching 11
2.1.4 Types of Code Switching 12
2.1.5 Reason for Bilingual to Switch or Mix the Languages 17
2.1.6 Code Switching in English Language Teaching Classroom 21
2.2 Review of Related Studies 23
2.3 Research Model 25

CHAPTER III RESEARCH METHODOLOGY 28
3.1 Kinds of Research 28
3.2 Subject of the Study 28
3.3 Type and Source of the Data 29
3.4 Research Instruments 29
3.5 Methods and Techniques Data Compilation 30
3.6 Methods and Techniques of Data Analysis 30
3.7 Methods and Techniques of Reporting the Result of Data Analysis 33

CHAPTER IV ANALYSIS AND FINDING 34
4.1 Data Presentation 34
4.1.1 Data Collection 34
4.1.2 Classroom Interaction 35
4.2 Classification of Code Switching in Classroom Interaction 36
4.2.1 The Types of Teacher's Code Switching 55
4.2.2 The Reason of Teacher's Code Switching 56
4.3 Discussion 59
4.3.1 The Types of Code Switching Occurred in the Classrooms 59
4.3.2 The Reasons of Code Switching Occured In the Classrooms.. 65

CHAPTER V CONCLUSION AND RECOMMENDATIONS..... 71
5.1 Conclusion 71
5.1.1 Types of Code Switching 71
5.1.2 The Reasons of Code Switching 72

5.2 Recommendations 73

BIBLIOGRAPHY 74

APPENDICES 75

Appendix 1 Transcription Notation x

Appendix 2 Data Transcription 1 x

Appendix 3 Data Transcription 1 x

Appendix 4 Surat Permohonan Izin x

Appendix 5 Surat Keterangan Selesai Penelitian x