THESIS

AN ANALYSIS OF CODE-SWITCHING IN CONVERSATION OF THE TENTH GRADE STUDENTS OF SMAN 5 KUPANG IN THE SCHOOL YEAR 2016/2017

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Kupang, May 2017

The writer

MOTTO:

"OPEN YOUR MIND BEFORE OPEN YOUR MOUTH"

(Ekarista Indaeva)

DEDICATION:

This THESIS particularly dedicated to:

My respectable and beloved parents, Josepha Hawalintje K. & Servasius Ajutor

My beloved young brothers, Iko Abilio & Rio Kifando

My Almamater Widya Mandira Catholic University

ABSTRACT

This study entitled "AN ANALYSIS OF CODE SWITCHING IN CONVERSATION OF THE TENTH GRADE STUDENTS OF SMAN 5 KUPANG IN THE SCHOOL YEAR 2016/2017". It aims to answer the following questions: (1) What types of code switching used by students in their conversation in classroom? **(**2) Why students code-switch their language when they do their conversation in classroom? **(**3) What type of code-switching is the most used by students in their conversation in classroom? The objectives of the study are: (1) To know what types of code-switching used by students in their conversation in classroom. (2) To know why students code-switch their language when they do conversation in classroom. (3) To find what the most type of code switching which is used by the students in conversation in classroom. In order to solve these problems, the writer used a qualitative method. The subjects of the study are the tenth grade students of SMAN 5 Kupang. The result of this study shows that: (1) Students do code switching when they make conversation in classroom. There were three types of code switching used by students in conversation, there are: Inter-Sentential switching, Intra-Sentential switching, and Extra-Sentential switching. From the three types above, shows that Inter-Sentential Switching and Extra-Sentential switching are the most frequently in which both of them occurred (42.86%) used by students during the conversation. And Intra-Sentential Switching was rarely used by students during the conversation. It only occurred (14.28%). (2) Reason why students do code switching in conversation, there are two reasons, they are: talk about particular topic and be emphatic about something. From those reasons of code switching which occurred, the most frequently occurred was be emphatic about something with percentage (60%). And the last code switching is talk about particular topic was rarely used. It only occurred (40%). (3) The most type of code switching used by the tenth grade students of SMAN 5 Kupang in the school year 2016/2017 is the Inter-sentential code switching (42.86%). Based on the result, the writer would like to draw some suggestions as follow: (1) The English teacher at SMAN 5 Kupang, in their ongoing interaction at the teaching and learning process should apply code switching in order to build a good interaction with the students and improve their knowledge about the topic that was talked about. But as a teacher, we should manage it well, mean when and where we should apply the code switching. Because if we code switch too much, it will not help the students to improve their language skills especially vocabulary and doing conversation. (2) The writer, as a teacher, should be introduced with the code switching in the conversation in classroom, so in the future the writer will manage the conversation well. (3) This study focused on the types and purposes of code-switching in English as foreign language. Therefore, the future researcher could do another research about code switching

TABLE OF CONTENTS

Pages

COVER i

APPROVAl ii

EXAMINATION BOARD ……... iii

ACKNOWLEDGEMENT ……... iv

MOTTO ……. v

DEDICATION …….. vi

ABSTRACT ……. vii

TABLE OF CONTENTS viii

LIST OF TABLE …….. x

CHAPTER I INTRODUCTION 1

1.1. Background of the study..... 1
1.2. Problem statement 4
1.3. Objective of the Study 4
1.4. Significance of the Study..... 4
1.5. Scope and Limitation of the Study 5
1.6. Definitions of Terms..... 6

CHAPTER II REVIEW OF RELATED LITERATURE..... 8

2.1. Theory..... 8
2.1.1 General View of Linguistics 8
2.1.2 Concept of Code Switching 10
2.2 Concept of Conversation 22
2.2 Review of Previous Study 23
2.3 Conceptual Framework..... 25

CHAPTER III RESEARCH METHODOLOGY 27

3.1 Research design 27
3.2 Subject of study 27
3.3 Research Instrument 28
3.4 Method and Techniques of Data Compilation..... 28
3.5 Method and Techniques of Data Analysis..... 29

CHAPTER IV ANALYSIS AND DISCUSSION 30
4.1 Data Presentation 30
4.2 Students' Code Switching and the Types 31
4.3 Students' Code Switching and the Reasons 34
4.4 Data Analysis 38
4.5 Reasons for Code Switching 39

CHAPTER V CONCLUSION AND SUGGESTION 42
5.1 Conclusion 42
5.2 Suggestion 43

BIBLIOGRAPHY 44

APPENDICES 46

List of Table

Pages

Table 1 Students conversation used code switching and the types **31**

Table 2 Students conversation code switching and the reasons **35**

Table 3 Frequency of the occurrences of the types of code switching used by the students during the conversation **38**

Table 4 Frequency of the occurrences of the reason why the students code switch during the conversation **41**