

THESIS

**AN ANALYSIS ON CODE SWITCHING
USED BY THE ENGLISH TEACHER OF
SMK PELAYARAN KUPANG
IN THE SCHOOL YEAR 2015/2016**



YUNITA UN

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FACULTY
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YUNITA UN
REG. NO. 12112065

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**Presented in Partial Fulfillment of the Requirements for Sarjana Pendidikan
Degree in English Language Education**

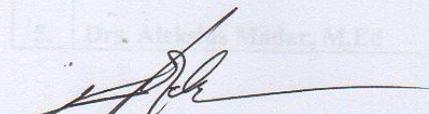
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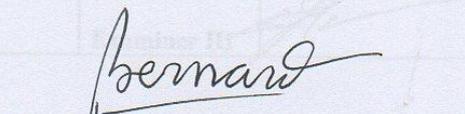
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KUPANG
2016**

This Thesis was defended on May 19 2016

AN ANALYSIS ON CODE SWITCHING USED BY THE ENGLISH TEACHER OF SMK PELAYARAN KUPANG IN THE SCHOOL YEAR 2015/2016

No	Signatures	Signatures
1.	Drs. Aleksius Madar, M.Ed	Chairman
2.	Bernadus K. Danibao, S.Pd	Approved by
3.	Dr. Drs. Kletus Erom, M.Hum	Examiner I
4.	Advisor I	Advisor II
5.	Drs. Aleksius Madar, M.Ed	Examiner II

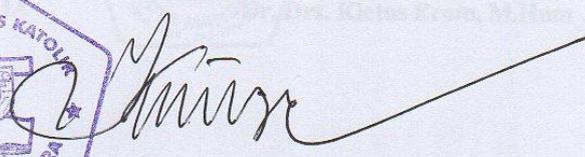

Drs. Aleksius Madar, M.Ed


Bernadus K. Danibao, S.Pd, S.H, M.Ed

Acknowledged by

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

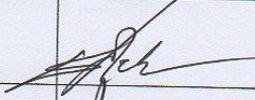
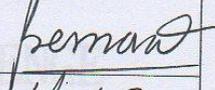
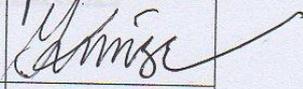
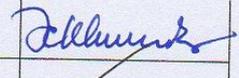
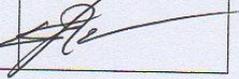



Dr. Drs. Kletus Erom, M.Hum

MOTTO

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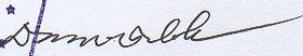
No	Names	Position	Signatures
1.	Drs. Aleksius Madar, M.Ed	Chairman	
2.	Bernadus K. Danibao, S.Pd, S.H, M. Ed	Secretary	
3.	Dr. Drs. Kletus Erom, M.Hum	Examiner I	
4.	Drs. Ataburan Clemens, M.Hum	Examiner II	
5.	Drs. Aleksius Madar, M.Ed	Examiner III	

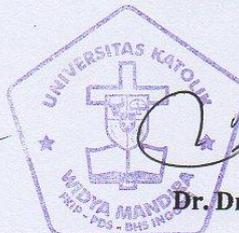
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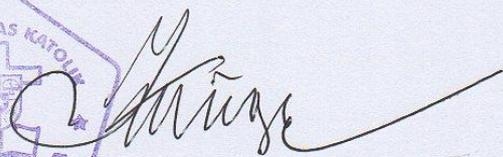
Dean of FKIP of UNWIRA
Kupang

Head of English Study Program
of FKIP UNWIRA Kupang




Dr. Damianus Talok, MA




Dr. Drs. Kletus Erom, M.Hum

MOTTO

SUCCESS IS THE BEST REVENGE

(Yunita Un)

DEDICATION

This thesis is particularly dedicated to:

➤ *My Beloved Parents, Agustinus Seran and Elisabeth Bete*

➤ *My beloved sisters Yulista Fouk and Marlinda Marica*

Seran

➤ *My beloved brothers Rudiyanto Boy Seran and Frido Roy*

Seran

➤ *My Almamater Widya Mandira Catholic University*

Kupang

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Kupang, May 2016

The Writer

ABSTRACT

This study is entitled **“An Analysis On Code Switching Used By The English Teacher of SMK Pelayaran Kupang In The School Year 2015/2016.”** It aims at answering the following questions: (1) What are the grammatical aspects of code switching used by the English teacher of SMK Pelayaran Kupang? (2) What are the sociolinguistic aspects of code switching used by the English teacher of SMK Pelayaran Kupang? (3) What are the functions of using code switching by the English teacher of SMK Pelayaran Kupang? The objectives of the study are: (1) to find out the grammatical aspects of code switching used by the English teacher of SMK Pelayaran Kupang, (2) to find out the sociolinguistic aspects of code switching used by the English teacher of SMK Pelayaran Kupang, (3) to find out the functions of using code switching by the English teacher of SMK Pelayaran Kupang. The writer used a descriptive qualitative method. The subject of the study was an English teacher of SMK Pelayaran Kupang who taught English at the eleventh grade. The result of the research showed that the English teacher of SMK Pelayaran Kupang applied code switching in the teaching and learning process. From the grammatical aspects, Intersentential switching was applied 56 times (58.33%), intrasentential switching 34 times (35.42%) and tag switching 6 times (6.25%). Meanwhile, from the sociolinguistic aspects, the teacher applied situational switching 70 times (88.61%) and metaphorical switching 9 times (11.39%). Regarding the functions of code switching, the repetitive function was applied 51 times (68.0%), affective functions 16 times (21.33%) and topic switch 8 times (10.67%). Therefore, the writer would like to propose some suggestions as follow: The English teacher at SMK Pelayaran Kupang, in the teaching and learning process could apply code switching in order to build a good interaction with the students and improve the students' knowledge about the topic. However, she should manage it well, in terms of when and where she should apply the code switching, because if she code switches too much, she will not help the students to improve their English skills. For the future researcher, it is a good idea if they do further research about the effect of teacher's code switching on students' English skills.

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