

**ANALYSIS OF CODE-SWITCHING IN TEACHER-
STUDENTS' INTERACTIONS IN ENGLISH CLASSROOM AT
SMP NEGERI 20 KUPANG**

A THESIS



EMI ADRIANI HAE RIKE

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY**

KUPANG

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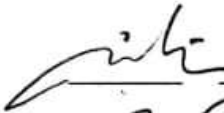
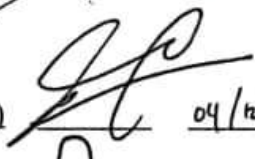


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This statement is made truthfully and is used for the benefit of humanity.



MOTTO

Exodus 14:14

The Lord will fight for you; you need only to be still.

Jeremiah 31:3

The LORD appeared to him from far away. I have loved you with an everlasting love; therefore, I have continued my faithfulness to you.

DEDICATION

This writing is dedicated to the writer's beloved:

1. My Jesus Christ, for His endless blessings, guidance, and strength that have made everything possible.
2. My beloved parents, Pelipus Hae Rike and Korlina Radja for their unconditional love, prayers, support, and sacrifices throughout my life and academic journey.
3. My dear sisters Asri Kurniati Yunita, Nofrianti Hae Rike, and my brother Izak Hae Rike, for always being a source of motivation, encouragement, and inspiration.
4. My alma mater, for providing me with the knowledge, experience, and opportunities that have shaped my academic and personal growth.

ACKNOWLEDGEMENT

First and foremost, the writer would like to express her deepest gratitude to my God, Jesus Christ for His blessings, guidance, and strength throughout the process of completing this thesis.

The writer would also like to express sincere appreciation and thanks to the following individuals and institutions whose support and assistance have been essential to the completion of this thesis:

1. Prof. Dr. Dra Magdalena Ngongo, M.Pd., as the first supervisor, for the continuous guidance, valuable suggestions, encouragement, and patience during the research and the writing process.
2. Alfred Snae S.Pd., M.Pd., as the second supervisor, for the continuous guidance, valuable suggestions, encouragement, and patience during the research and the writing process.
3. My examiners for their insightful feedback and suggestions that greatly helped improve the quality of this thesis.
4. The Head of English Department Study Program Ifoni Ludji S.Pd., M.Hum., and all lecturers at Artha Wacana Christian University, for the knowledge and academic support given during the writer's study.
5. Norci Beeh, S.Pd., M.Pd., as my Academic Advisor, for her guidance and support throughout my studies, and for her valuable assistance as my first supervisor during the proposal stage.
6. The Principal, English teacher, and students of SMP Negeri 20 Kupang, for allowing the writer to conduct the research and for their kind cooperation.

7. The writer's beloved parents and family, for their endless love, support, motivation, and prayers throughout the writer's life and academic journey.
8. Friends and classmates in the English Education Study Program, especially class of 2021, for their friendship, support, and unforgettable memories during the years of study.
9. My beloved friends, Darlin, Lola, Ayu, Lita, Mariam, Susi, Yuni, Rani, Eby, all PD Kasih Members, Kak Vin, Bapak Sias, for the support and prayers from the first year of college until completion my collage.
10. I would like to thank to my favorite group band EXO, whose music has inspired and motivated me throughout the process of writing this thesis, and has also been my mood booster during difficult times.
11. All parties who have contributed directly or indirectly to the completion of this thesis that cannot be mentioned one by one.

May God bless you all abundantly.

Kupang,

Emi Adriani Hae Rike

**ANALYSIS OF CODE-SWITCHING IN TEACHER-STUDENTS'
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KUPANG**

ABSTRACT

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This study analyzed the use of code-switching in teacher-student interaction during English classroom activities at SMP Negeri 20 Kupang. The research problems of this study were: (1) What are the types of code-switching used by teachers and students? (2) What are the functions of code-switching used in the English classroom? The aims of this research were to find out the types and the functions of code-switching used by the English teacher and students in the classroom. This study applied the descriptive qualitative method by conducting classroom observations in classes VIII B and VIII C from July 15 until August 4, 2025, in SMP Negeri 20 Kupang. The findings revealed three types of code-switching: tag switching (such as ‘wow, *literasi kalian sangat kurang*’), inter-sentential switching (such as ‘*kurang semangat*. How are you?’), and intra-sentential switching (such as ‘before we start, *ada yang mau pimpin doa untuk kita? One person, please.*’). Intra-sentential switching was the most frequently used (68.87%), followed by inter-sentential switching (16.98%) and tag switching (14.15%). Furthermore, six functions of code-switching were found in the classroom, namely message qualification (such as ‘now I will read the text for you. *Mari perhatikan di slide, this is part one of the story*’), reiteration (such as ‘so far any questions? *Ada pertanyaan?*’), interjection (such as ‘*sejauh ini tidak ada yang mau ditanyakan, right?*’), addressee specification (such as ‘*Pernah, Sir*’), quotation (such as ‘*Kancil berkata ‘hello crocodiles*’), and personalization or objectification (such as ‘*itu hanya penyegaran kembali, hari ini kita akan belajar dari salah satu jenis dari narrative text yang namanya legend*’). Among these, message qualification was the most dominant function (50.94%). It can be concluded that the three types and the function of code-switching were applied by the teacher to facilitate student learning. For future researchers, it is suggested to conduct further investigation on the effects of code-switching on students’ motivation or learning outcomes.

Key words: *code-switching types, code-switching functions, classroom interaction*

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ABSTRAK

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Penelitian ini menganalisis penggunaan alih kode (*code-switching*) dalam interaksi antara guru dan siswa selama kegiatan pembelajaran bahasa Inggris di SMP Negeri 20 Kupang. Rumusan masalah dalam penelitian ini adalah: (1) Jenis alih kode apa saja yang digunakan oleh guru dan siswa? dan (2) Apa saja fungsi alih kode yang digunakan dalam kelas bahasa Inggris? Tujuan penelitian ini adalah untuk mengetahui jenis dan fungsi alih kode yang digunakan oleh guru dan siswa dalam pembelajaran bahasa Inggris di kelas. Penelitian ini menggunakan metode deskriptif kualitatif dengan melakukan observasi di kelas VIII B dan VIII C yang dilaksanakan pada tanggal 15 Juli sampai 4 Agustus 2025 di SMP Negeri 20 Kupang. Hasil penelitian menunjukkan bahwa terdapat tiga jenis alih kode, yaitu tag switching (seperti ‘wow, *literasi kalian sangat kurang*’), inter-sentential switching (seperti ‘*kurang semangat. How are you?*’), dan intra-sentential switching (seperti ‘before we start, *ada yang mau pimpin doa untuk kita? One person, please.*’). Jenis alih kode yang paling sering digunakan adalah intra-sentential switching (68,87%), diikuti oleh inter-sentential switching (16,98%) dan tag switching (14,15%). Selain itu, ditemukan enam fungsi alih kode dalam pembelajaran di kelas, yaitu message qualification (seperti ‘now I will read the text for you. *Mari perhatikan di slide, this is part one of the story*’), reiteration (seperti ‘so far any questions? *Ada pertanyaan?*’), interjection (seperti ‘*sejauh ini tidak ada yang mau ditanyakan, right?*’), addressee specification (seperti ‘*Pernah, Sir*’), quotation (seperti ‘*Kancil berkata ‘hello crocodiles.’*’), dan personalization or objectification (seperti ‘*itu hanya penyegaran kembali, hari ini kita akan belajar dari salah satu jenis dari narrative text yang namanya legend*’). Di antara fungsi-fungsi tersebut, message qualification merupakan fungsi yang paling dominan (50,94%). Dapat disimpulkan bahwa ketiga jenis dan enam fungsi alih kode tersebut digunakan oleh guru untuk memfasilitasi proses pembelajaran siswa. Peneliti selanjutnya disarankan untuk meneliti lebih lanjut mengenai pengaruh penggunaan alih kode terhadap motivasi dan hasil belajar siswa

Kata Kunci: *jenis alih kode, fungsi alih kode, interaksi kelas*

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