

**CODE-SWITCHING IN ENGLISH SPEAKING INTERACTION OF THE  
THIRD-SEMESTER STUDENTS**

**THESIS**



**Written by:**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH BENGKULU**

**2026**

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Submitted as a partial requirement for the “Sarjana” Degree in English Education  
Study Program.



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**2026**

**APPROVAL SHEET**  
**CODE-SWITCHING IN ENGLISH SPEAKING INTERACTION**  
**OF THE THIRD-SEMESTER STUDENTS**



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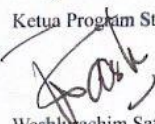
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## MOTTO AND DEDICATION

### MOTTO

“Maka apabila engkau telah selesai (dari suatu urusan), tetaplah bekerja keras (untuk urusan yang lain). Dan hanya kepada Tuhanmu engkau berharap.”

(QS. Asy-Syahr: 7-8)

“Dalam sunyi perjuanganku, aku tidak pernah sendiri. Dia lebih dekat dari yang kusadari.”

(Adila)

“It might take a hundred sleepless nights, but in the end, I'll be alright.”

- LANY

### DEDICATION

❖ First and foremost, I dedicate this thesis to Allah SWT, for His guidance, mercy, and endless blessings that have enabled me to complete this thesis successfully.

❖ With all the effort and love that I have, I dedicate this work to my beloved parents, Herbija and the late Mirjan Asri, who have been the greatest source of strength in my life. To my dearest mother, Herbija, a true single fighter who has taught me the meaning of perseverance, strength, and courage. You are an extraordinary angel without wings. Thank you for being both a mother and a father, for working tirelessly, for always striving to fulfill my needs, and for replacing the presence of my late father with such sincere and unconditional love. This achievement is the result of your sacrifices, prayers, and tears. You always told me, “*My beautiful daughter can do it. My prayers will always be with you.*” I love you, my universe. Specially dedicated to my beloved late father, Mirjan

Asri. Every page of this thesis reflects my longing and my effort to make you proud. Even though you are not able to witness my graduation day in

person, I believe you are smiling proudly from heaven. Thank you for your prayers, guidance, and endless love. This humble work is a small dedication to fulfill your dream of seeing your daughter become a graduate. I love you, Dad. The little girl you dreamed of for many years has finally made you proud.

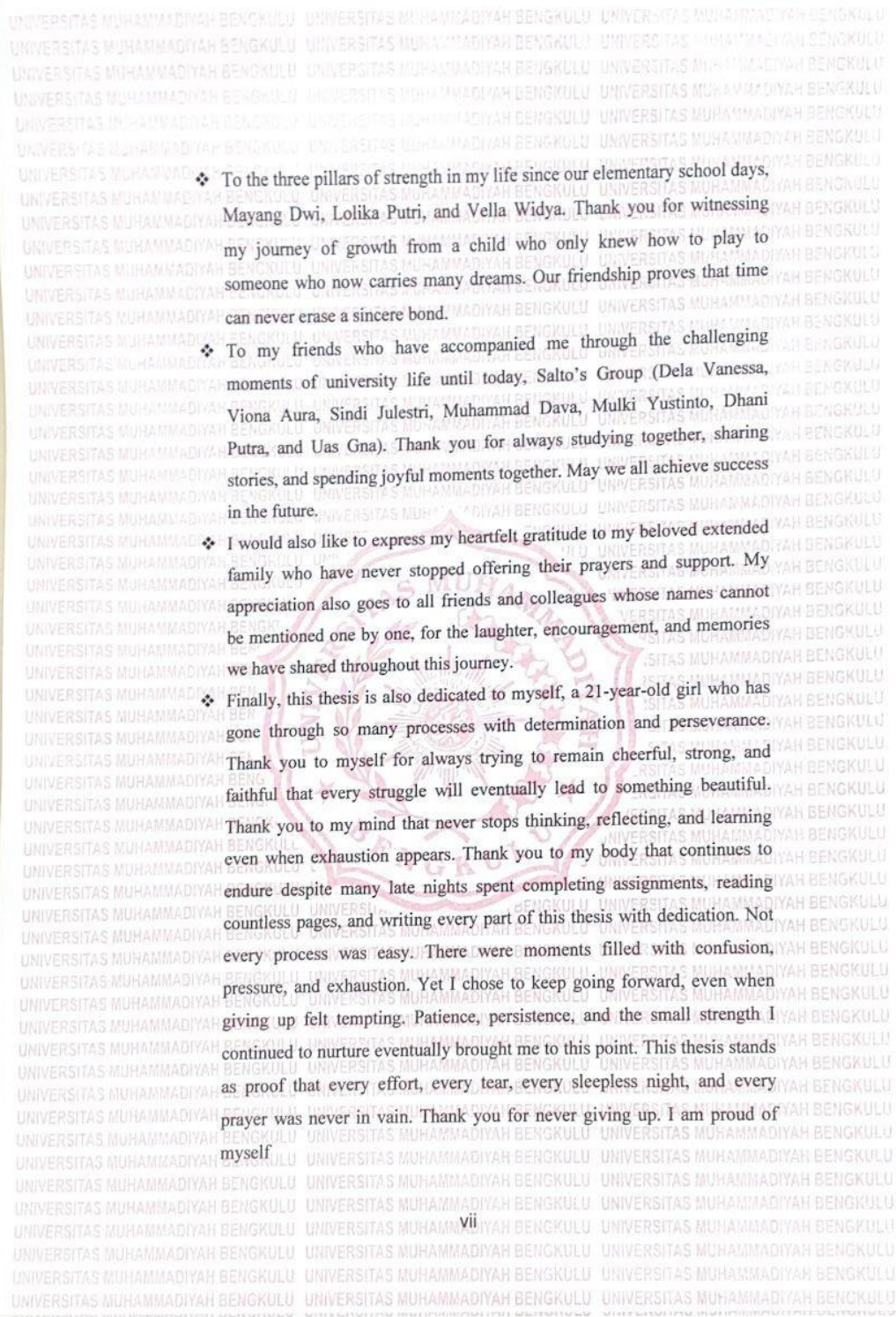
May Allah always grant my mother good health and a long life, and grant my father eternal happiness and the best place in heaven. May both of you always witness the many achievements that I hope to accomplish in the future.

❖ I also dedicate this work to my beloved brothers, Beny Pabela and Etro Aguza. Thank you for always giving me great encouragement and even delaying your own dreams to support mine. This work belongs to you as well.

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❖ My sincere gratitude is also dedicated to my supervisor, Mr. Eki Saputra, M.Pd., for the valuable knowledge he has shared and for the time and patience he has devoted to guiding me from the beginning of this research until its completion. I sincerely pray that he will always be granted good health and blessings.

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Thank you to my mind that never stops thinking, reflecting, and learning even when exhaustion appears. Thank you to my body that continues to endure despite many late nights spent completing assignments, reading countless pages, and writing every part of this thesis with dedication. Not every process was easy. There were moments filled with confusion, pressure, and exhaustion. Yet I chose to keep going forward, even when giving up felt tempting. Patience, persistence, and the small strength I continued to nurture eventually brought me to this point. This thesis stands as proof that every effort, every tear, every sleepless night, and every prayer was never in vain. Thank you for never giving up. I am proud of myself

## PREFACE

The author expresses gratitude to Allah SWT for His mercy and blessings, which have enabled the completion of this thesis. This thesis, entitled " CODE-SWITCHING IN ENGLISH SPEAKING INTERACTION OF THE THIRD-SEMESTER STUDENTS" is written as one of the requirements to obtain a Bachelor of Education degree in the English Education Study Program at Universitas Muhammadiyah Bengkulu. The author realizes that throughout the process of writing this thesis, there were various challenges encountered. However, with the help, guidance, and cooperation from many parties, these challenges were able to be overcome. The Researcher would like to express sincere gratitude to:

1. Dr. Susiyanto , M.Si., as the Rector of Universitas Muhammadiyah Bengkulu.
2. Drs. Santoso, M.Si., as the Dean of the Faculty of Teacher Training and Education
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7. All individuals involved in the completion of this thesis who cannot be mentioned one by one.

The author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly welcomed for future improvement.

Bengkulu, 21 February 2026



Adila

## CURRICULUM VITAE



The author's name is Adila, born in Desa Selali, Manna, Bengkulu Selatan, on May 26, 2004. She is currently a student of the English Education Study Program, Faculty of Teacher Training and Education (FKIP), Universitas Muhammadiyah Bengkulu. She was admitted to the university in 2022. Since the beginning of her undergraduate studies, she has been actively engaged in academic activities as part of her learning process in the English Education program. Her academic interests focus on English speaking interaction, sociolinguistics, and bilingual communication in EFL contexts. Through her academic journey, she has developed a strong interest in research related to language use and communication strategies among university students.

## ABSTRACT

**Adila, 2026.** "Code-Switching in English Speaking Interaction of Third-Semester Students." Undergraduate Thesis, English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu. Supervisor: Eki Saputra, M.Pd.

This study aims to describe how code-switching occurs in English speaking interactions and in what interactional situations code-switching tends to appear among third-semester students of the English Education Study Program at Universitas Muhammadiyah Bengkulu. This research employs a qualitative descriptive design. The data were obtained through informal speaking interactions conducted via video calls with eight students and a questionnaire completed by seventeen students. The data were analyzed using the classification of types of code-switching proposed by Shana Poplack (1980) and the language choice perspective introduced by Ronald Wardhaugh (2006). The findings show that code-switching occurs spontaneously during the process of speech production. The most dominant type is intra-sentential switching, which appears within a sentence and is often preceded by hesitation markers, indicating difficulties in retrieving vocabulary or organizing ideas. Code-switching appears more frequently in informal situations among peers; however, it is also found in formal contexts such as presentations or classroom discussions, particularly when students experience difficulty explaining ideas or wish to ensure their interlocutors' understanding. It can be concluded that code-switching is not a sign of language deficiency but rather a communicative strategy that helps students maintain fluency and effectiveness in English speaking interactions.

**Keywords:** Code-Switching, Speaking Interaction, EFL Students, Communication Strategy.

## ABSTRAK

**Adila, 2026.**

"CODE-SWITCHING IN ENGLISH SPEAKING INTERACTION OF THE THIRD-SEMESTER STUDENTS"  
Skripsi, Program Studi Pendidikan Bahasa Inggris FKIP  
Universitas Muhammadiyah Bengkulu. Pembimbing: Eki Saputra  
M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan bagaimana alih kode (code-switching) terjadi dalam interaksi berbicara bahasa Inggris serta dalam situasi interaksional apa alih kode cenderung muncul pada mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Bengkulu. Penelitian ini menggunakan desain deskriptif kualitatif. Data diperoleh melalui interaksi berbicara secara informal melalui video call dengan delapan mahasiswa dan kuesioner yang diisi oleh tujuh belas mahasiswa. Data dianalisis menggunakan klasifikasi jenis alih kode menurut Poplack (1980) dan perspektif pilihan bahasa dari Wardhaugh (2006). Hasil penelitian menunjukkan bahwa alih kode terjadi secara spontan dalam proses produksi ujaran. Jenis yang paling dominan adalah intra-sentential switching yang muncul di tengah kalimat dan sering didahului oleh penanda keraguan, yang menunjukkan adanya kesulitan dalam pencarian kosakata atau penyusunan ide. Alih kode lebih sering muncul dalam situasi informal bersama teman sebaya, namun juga ditemukan dalam konteks formal seperti presentasi atau diskusi kelas, terutama ketika mahasiswa mengalami kesulitan menjelaskan ide atau ingin memastikan pemahaman lawan bicara. Dapat disimpulkan bahwa alih kode bukan merupakan bentuk kelemahan berbahasa, melainkan strategi komunikatif yang membantu mahasiswa mempertahankan kelancaran dan efektivitas interaksi berbicara bahasa Inggris.

**Kata kunci:** alih kode, interaksi berbicara, mahasiswa EFL, strategi komunikasi

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, research questions, research objectives, limitation of the study, significance of the study, and operational definitions of key terms. It provides a clear explanation of the issue being investigated and the reasons why the study is important in the context of English speaking interaction among EFL students.

### **1.1 Background of the Study**

Language plays a central role in human communication. Through language, individuals express ideas, feelings, and knowledge, and build social relationships. In the era of globalization, English has become an international language used in education, technology, and cross-cultural communication. For students of the English Education Study Program, speaking English is not only an academic requirement but also an essential professional competence that must be developed during their university studies.

However, in Indonesia, English is learned as a foreign language (EFL). This means that English is mainly used in formal academic settings and is rarely practiced in daily communication. As a result, students have limited opportunities to use English naturally outside the classroom. This condition often affects their speaking performance. Many EFL students still struggle with limited vocabulary, grammatical uncertainty, hesitation, and anxiety when speaking spontaneously. Recent studies have shown that maintaining consistent English use during oral interaction remains a challenge for Indonesian EFL learners. In such situations, students frequently shift between English and Bahasa Indonesia during speaking activities. This phenomenon is known as code-switching. According to Poplack (1980), code-switching follows systematic linguistic patterns and can be categorized into inter-sentential switching, intra-sentential switching, and tag switching. Therefore, language alternation does not occur randomly but reflects structured bilingual competence.

From a sociolinguistic perspective, Wardhaugh (2006) explains that language choice is influenced by social and situational factors, such as who is speaking, to whom, about what topic, and for what purpose. This suggests that code-switching may occur as a response to communicative needs rather than as a sign of linguistic weakness. Furthermore, Gumperz (1982) views code-switching as an interactional strategy that carries social meaning within conversation. He argues that language alternation can function as a contextualization cue, helping speakers emphasize a point, clarify meaning, signal topic shifts, or express social closeness. From this perspective, code-switching should not automatically be interpreted as an inability to speak English, but rather as a communicative strategy to maintain understanding and interactional flow.

Among third-semester students of the English Education Study Program at Muhammadiyah University of Bengkulu, code-switching frequently appears during English speaking interaction. Based on preliminary observation and informal academic conversations, students tend to shift into Bahasa Indonesia when explaining complex ideas, searching for appropriate vocabulary, or ensuring that their message is clearly understood. In some cases, language alternation also seems to reduce tension and help maintain conversational continuity. Despite its frequent occurrence, code-switching is often perceived negatively in speaking performance assessment. Students are commonly evaluated based on how consistently they use English, without considering the communicative function of language alternation. As a result, active students who strategically use both languages to sustain interaction may be viewed as less competent, even though they are effectively managing communication.

Several previous studies have examined code-switching in EFL contexts in Indonesia. However, many of these studies tend to focus primarily on teachers' code-switching or rely heavily on questionnaire-based perceptions rather than analyzing naturally occurring student interaction. Research that closely investigates how code-switching unfolds during real-time speaking production among university students remains relatively limited, particularly among learners who are in the transitional stage of developing speaking fluency.

In addition, previous study has often emphasized the classification of code-switching types without sufficiently exploring the cognitive and interactional processes underlying its occurrence, such as hesitation phenomena, lexical retrieval difficulty, and online speech planning. As a result, the dynamic role of code-switching as an immediate communicative strategy during spontaneous speaking interaction has not been fully captured. Moreover, limited attention has been given to identifying the specific interactional situations that trigger students' language alternation in authentic EFL speaking contexts.

### **1.2 Research Questions**

1. How does code-switching occur in English speaking interaction among third-semester students of the English Education Study Program at Muhammadiyah University of Bengkulu?
2. In what interactional situations do third-semester students tend to use code-switching during English speaking activities?

### **1.3 Research Objectives**

1. To describe how code-switching occurs in English speaking interaction among third-semester students of the English Education Study Program at Muhammadiyah University of Bengkulu.
2. To identify the interactional situations in which third-semester students use code-switching during English speaking activities.

### **1.4 Limitation of the Study**

This study focuses on code-switching behavior among third-semester students of the English Education Study Program at Muhammadiyah University of Bengkulu in the 2025/2026 academic year. The research specifically examines code-switching that occurs in spoken English interaction facilitated through informal video-call conversations and supported by questionnaire responses. The study does not compare students from different semesters or other study programs.

The analysis is limited to code-switching between English and Bahasa Indonesia in oral interaction. It does not examine written communication, social media language use, or the use of local dialects. The video call is used only as a medium to observe natural speaking interaction due to the semester break and is not analyzed as an online communication phenomenon.

## **1.5 Significance of the Study**

### **1. Theoretical Significance**

Theoretically, this study contributes to applied linguistics and sociolinguistics research, particularly in the area of student code-switching in EFL speaking interaction. While many previous studies emphasize teacher code-switching, this research highlights students' language behavior and provides empirical evidence based on recorded speaking data. The findings are expected to enrich academic discussion about bilingual language use and communicative strategies in higher education EFL contexts.

### **2. Practical Significance**

#### **a) For Students**

This study may help students become more aware of their language strategies during speaking interaction and reflect on how code-switching influences their English development.

#### **b) For Lecturers**

The findings can support lecturers in interpreting students' speaking performance more fairly and in designing speaking activities that balance communicative comfort and English exposure.

#### **c) For Educational Institutions**

The study may provide insight for curriculum development and speaking assessment practices that consider real communicative processes rather than focusing only on monolingual performance.

## **1.6 Operational Definitions of Terms**

### **1. Code-switching**

Code-switching refers to the alternation between English and Bahasa Indonesia within a single spoken interaction. In this study, it is observed as a communicative strategy used by students during English speaking interaction.

### **2. English Speaking Interaction**

English speaking interaction refers to oral communication in which English is used as the primary language in academic-related conversations facilitated through informal speaking sessions.

### **3. EFL (English as a Foreign Language)**

EFL refers to the context in which English is learned as a foreign language in Indonesia and is not commonly used in daily communication outside academic settings.

### **4. Third-Semester Students**

Third-semester students are students enrolled in the third semester of the English Education Study Program at Muhammadiyah University of Bengkulu in the 2025/2026 academic year.

### **5. Interactional Situations**

Interactional situations refer to communicative contexts within speaking interaction, such as responding to questions, explaining ideas, or engaging in informal academic conversation, where code-switching may occur.

### **6. English Education Study Program**

The English Education Study Program is an academic program at Muhammadiyah University of Bengkulu that prepares students to become professional English teachers.