

**CODE SWITCHING IN LANGUAGE ACQUISITION:  
A CASE STUDY OF INTERNATIONAL STUDENTS IN PALEMBANG**

**THESIS**

**Presented to Universitas Bina Darma  
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**BY:**

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**ENGLISH LITERATURE STUDY PROGRAM  
FACULTY OF SOSIAL HUMANITIES  
UNIVERSITAS BINA DARMA  
PALEMBANG  
2025**

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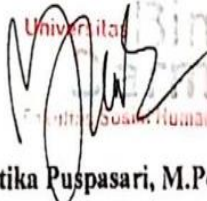
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## MOTTO AND DEDICATION

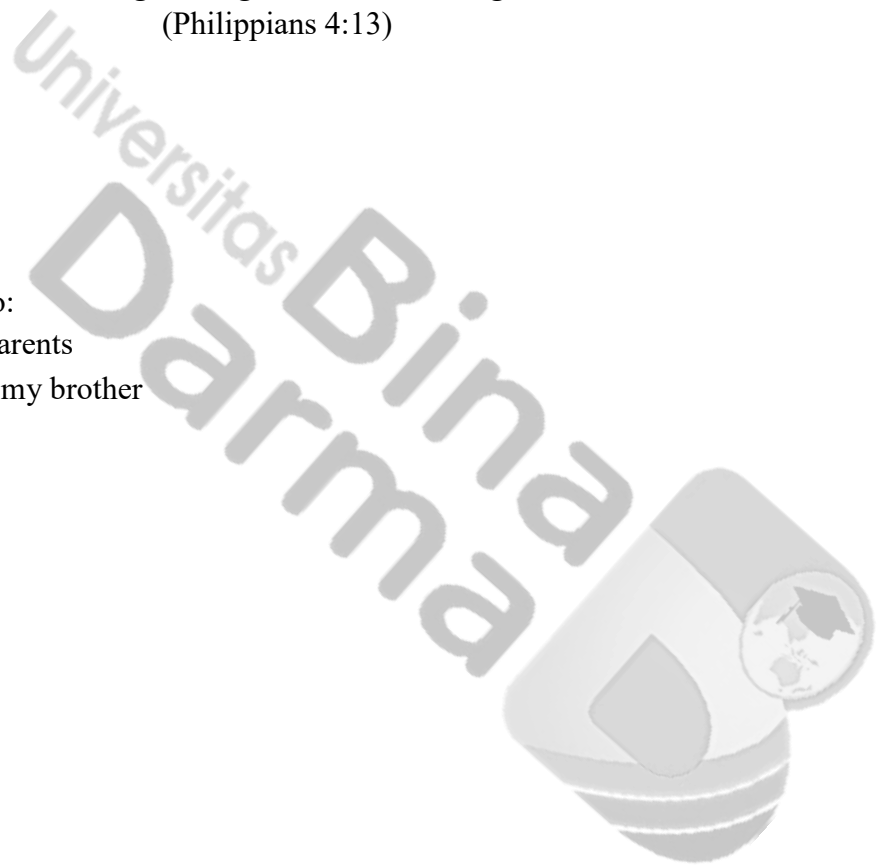
### Motto:

*"I can do all things through Christ who strengthens me."*  
(Philippians 4:13)

### Dedication:

This thesis is dedicated to:

- My beloved parents
- My sister and my brother
- My friends
- My self



## ACKNOWLEDGEMENTS

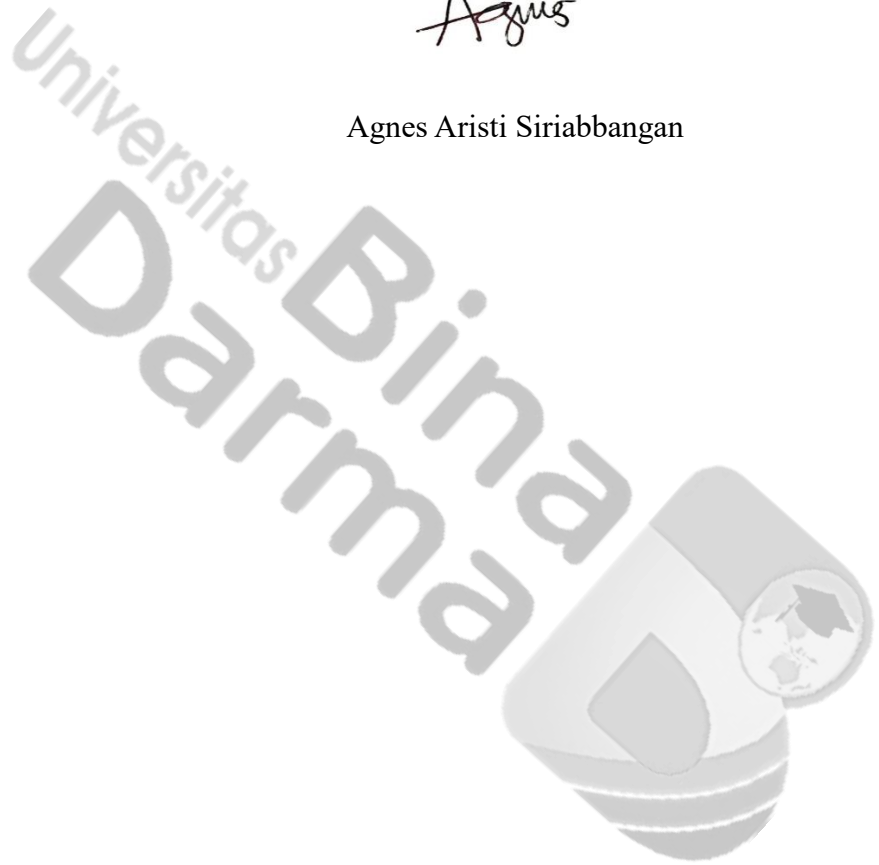
All thanks and praise be to God Jesus Christ, it is only by His grace, wisdom, and unfailing love that I have been able to complete this thesis. This thesis was prepared to fulfill one of the requirements for obtaining a bachelor's degree (S1) in the English Literature Study Program, Faculty of Social Humanities, Universitas Bina Darma. On this occasion the researcher would like to express many thanks to:

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7. Finally the researcher hoped that this thesis would be useful to readers and could have a positive impact on the environment, especially Students Universitas Bina Darma.

Palembang, 15 September 2025  
The Researcher,

*Agnes*

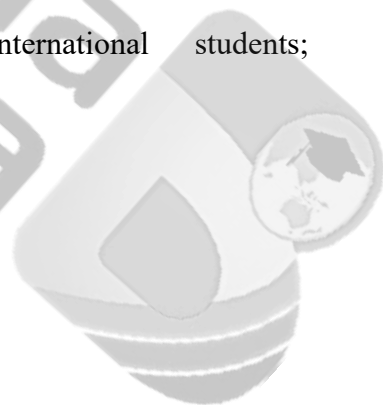
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## ABSTRACT

This research investigates the use of code-switching as a linguistic and sociocultural strategy among international students at Universitas Bina Darma in Palembang. The research aims to explore the types of code-switching employed and to examine how social and academic factors shape students' language-switching behaviors in the context of second language acquisition. Adopting a qualitative case study method, the data were collected through semi-structured interviews, observations, and recorded conversations with two international students from Mali and Egypt. The findings show that students utilized all three forms of code-switching tag switching, inter-sentential switching, and intra-sentential switching with inter-sentential switching being the most frequently used. Code-switching was applied to navigate vocabulary gaps, clarify meaning, strengthen social connections, and express personal identity. Social interactions and cultural adaptation emerged as key influences, while academic settings required flexible language use to support learning and participation. The study concludes that code-switching is not a linguistic flaw but a practical and adaptive resource that facilitates language development, social integration, and academic engagement. These insights may assist educators and policymakers in creating inclusive and supportive learning environments for international students in multilingual academic settings.

**Keywords:** code-switching; language acquisition; international students; sociolinguistics; Palembang.



## TABLE OF CONTENTS

<b>APROVAL PAGE</b> .....	<b>ii</b>
<b>MOTTO AND DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF TABLE</b> .....	<b>x</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of research.....	1
1.2 Problem of The Study.....	5
1.3 Objectives of The Study .....	5
1.4 Significance of The Study .....	6
1.5 Limitation of The Study .....	6
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>8</b>
2.1 Code Switching .....	8
2.1.1 Types of Code Switching .....	11
2.2 Factor of Code Switching.....	12
2.3 Code Switching in Language Acquisition .....	15
2.4 Code Switching in The Context of International Students.....	16
2.5 Implication of Code-Switching on Language Learning.....	18
2.6 Ethnographic Theory .....	19
2.7 Previous Related Study .....	20
<b>CHAPTER III METHOD OF PROCEDURES</b> .....	<b>24</b>
3.1 Methodology.....	24
3.2 The Object of The Study .....	25
3.3 Techniques for Collecting Data .....	25
3.4 Techniques for Analyzing The Data .....	26
3.5 Trustworthiness of The Data .....	27
<b>CHAPTER IV FINDINGS AND INTERPRETATION</b> .....	<b>29</b>
4.1 Findings .....	29
4.1.1 Frequency of Code-Switching Types Among International Students in Daily and Social Contexts.....	40
4.1.2 Semi Structure-Interviews.....	41
4.1.3 Semi-Structured Interview Results Table .....	50
4.2 Interpretation .....	51

**CHAPTER V CONCLUSIONS AND SUGGESTIONS..... 57**

    5.1 Conclusions ..... 57

    5.2 Suggestions ..... 58

**REFERENCES..... 59**

**APPENDICES..... 62**



## LIST OF TABLE

Table 4.1 Thoughts on Daily Activity .....	30
Table 4.2 Thoughts on Bolly's Learning Journey .....	33
Table 4.3 Thoughts on Weekend Activity, Hobbies, Favorite Places, Movies, and Sports..	35
Table 4.4 Thoughts on Visiting Ampera and Enjoying Local Delicacies.....	36
Table 4.5 Thoughts on Language Learning and Everyday Conversations.....	37
Table 4.6 Thoughts on Being Real with Ahmed .....	39
Table 4.7 Table Interview Summary Teaching International Students.....	49

