

CHAPTER IV

RESEARCH FINDING

From the data found out, then analyzed using ary' technique, in this chapter writer wants to present the finding based on the research problem. This chapter presents the data presentation and the finding.

A. Data Presentation

Based on the proposed research problem, the writer wants to present the data gotten from the observation and interview. From the observation and interview it was found that English teacher in Islamic Senior high school of Darussalam used English when opening the lesson and gave feedback to the students. The English teacher tried to communicate with the students in English to make the students were aware that the lessons now was English. Whereas, for the students, using English to answer teacher' question was a must. After opening the class, English was not used maximally during the teaching and learning. For example, in explaining the material, the teacher used half Indonesian to English and half English to Indonesian with the purpose to make the students understanding the material (called by inter-sentential), the reason stated by English teacher; it's impossible when the teacher used full English in giving explanation will make the students understand clearly, but when the teacher using Indonesian can strength the understanding of material. From the collected data, the type of code switching used by the teacher and the students has some type

referred to the theory presented in chapter II about types of code switching. Besides that, the function of code switching used by the teacher to the students also has been found through interviewing the teacher and observation. Besides, the form of teacher explanation and feedback of code switching based on teacher talk theory was found through the observation.

B. Finding

The followings were the finding of the study related to the proposed research question. In presenting the data, the writer used transcription symbol to make easy to understand the context and dialogue when code switching occurred.

Symbol	Meaning
T	Teacher
S	Student
SS	All of student
1,2,....	Line where found the switching
(.....)	English Translation

1. Type of Code Switching

Based on the observation and the interview, the types of code switching used by both the teacher and the students were occurring between the teacher to the students and the student to the teacher interaction. To make it easy to understand, writer divided it into some type of code switching; (a) Inter-Sentential code switching, (b) Intra-sentential code switching and (c) tag switching.

a. Inter-sentential code switching

Data 1:

Intra-sentential occurred when the teacher gave explanation to the students about news item text using Indonesian, then teacher reviewed the tenses was used. The data 1 was found in the first field note (class X) when observed it. The situation, the teacher asked to the students about the tenses,

- 1 T Students, from the text in your book. Ada yang tau
2 tensesnya yang digunakan apa?
(Students, from the text in your book. Anyone knows what the kind of tenses used?)
- 3 SS Forget, Miss.
(forget, Miss)
- 4 T Wah, bagaimana bisa all of you forget the tenses. I'm not
5 sure, anyone knows?. kamu din, masih ingat apa tensesnya?
Wah, How can all of you forget the tenses. I'm not sure, anyone knows? May you din, are you remember what is the tense?
- 6 S Ya bu, ini tensesnya past tense.
(Yes Miss, the tense is past tense.)
- 7 T Yes, you are right. Lalu apa fungsinya?
(Yes, you are right. So what is the function?)
- 8 S To tell the past event, Miss. Iya kan bu?
(To tell the past event, Miss. Isn't Miss?)
- 9 T Yes, itu salah satunya. Sudah tahu semua apa tensesnya?
(Yes, that is it. So all of you know what is the tense?)
- 10 SS Yes, Miss. Past tense of course
(Yes, Miss. Past tense of course)

From the conversation above, the teacher and the students' interaction contained some types of code switching. In line 1, 7 and 8, the code switching used was Inter-sentential. This kind of code switching occurs between sentences or clauses, or between turns. For example, "Students,

from the text in your book. Ada yang tahu tensesnya yang digunakan apa?”. In a phrase “Students, from the text in your book”, it was stated in the teacher switched English into Indonesian. “Ada yang tau tensesnya yang digunakan apa?”. It indicated that switching of the code occurred when the sentences expressed in another language.

Data 2:

The teacher discussed the exercises to the students using Indonesian and the teacher corrected it in English. This data was found in the second field note at class X.

The situation, the teacher asked to the students to do exercises. The student tried to answer the question, but some of students confused the instruction. Then to make the students clearly understand, the teacher repeated the instruction using half Indonesian-english.

- 1 S Miss, could you repeat?
 2 T I ask you to all of you make a short drama, include the dialogue
 3 and presenting in front of the class. Understand?
 4 S What theme of the drama is?
 5 T Saya kan sudah bilang tadi, terserah kalian apa temanya yang
 6 penting bisa ditampilkan dan tidak perlu panjang. Four students
 7 in each group. Ok student, any question again before you starting
 it?
 8 SS No, Miss

The type of code switching used in the conversation above was inter-sentential code switching. It was used in line 5, 6 and 7. as stated in Chapter II, inter-sentential had some features, it was the use of stopover of the sentences “Saya kan sudah bilang tadi, terserah kalian apa temanya yang penting bisa ditampilkan dan tidak perlu panjang”, it mean that the

teacher give explanation what students must to do and sentence “Four students in each group” it mean that the topic is same about how to make a short drama but teacher switch it into English.

Data 3:

The conversation between teacher and the student occurred when the student made a mistake in making sentence. Then teacher corrected the student’ mistake used English-Indonesian, it indicated that the student understood the mistake.

- 1 S My Mother is making some cake in the kitchen.
- 2 T No, you must add “s” in word cake, karena itu ada keterangan
- 3 jumlah yang lebih dari satu di kata “some”
- 4 S Yes, Miss. Sorry, I forget
- 5 T Tidak apa-apa. But don’t make it again.

The conversation above between teacher and student in correction the student’ errors also arise Inter-sentential, in line 2 and 3. Proposed in “No, you must add “s” in word cake”, then the teacher stopover and continued with Indonesian “karena itu ada keterangan jumlah yang lebih dari satu di kata “some”. It indicated the feature of inter-sentential code switching.

Data 4:

In this situation, the teacher gave explanation of passive voice and students pay attention. The students understood what were the key to

make passive voice like the explanation last week. Then the students asked where to do the task?

- 1 T Ok students, biar lebih mudah memahami cara merubah kalimat
- 2 ke passive voice, seperti yang sudah saya terangkan minggu lalu.
- 3 I ask you make a sentence and change into passive voice.
- 4 S Bu Tanya, ini dikerjakan dibuku atau kita maju satu persatu?
- 5 T Tulis dipapan tulis saja. And come here one by one.

In line 1, 2 and 3, it indicated that the teacher used inter-sentential code switching which occurred between sentence “Ok students”, it was English switched to Indonesian” biar lebih mudah memahami cara merubah kalimat ke passive voice, seperti yang sudah saya terangkan minggu lalu” and then switched into English again” I ask you make a sentence and change into passive voice.”. Although, the used of code switching change into another topic, it was still called by inter-sentential.

b. Intra-sentential code switching

Data 1:

Inter-sentential occurred when the teacher gave explanation to the students about news item text using Indonesian, then teacher reviewed the tenses was used. The data 1 was found in the first field note (class X) when observed it. The situation, the teacher asked to the students about the tenses,

- 1 T Students, from the text in your book. Ada yang tau
- 2 tensesnya yang digunakan apa?
(Students, from the text in your book. Anyone knows what the kind of tenses used?)
- 3 SS Forget, Miss.

- (forget, Miss)
- 4 T Wah, bagaimana bisa all of you forget the tenses. I'm not
5 sure, anyone knows?. kamu din, masih ingat apa
tensesnya?
Wah, How can all of you forget the tenses. I'm not sure,
anyone knows? May you din, are you remember what is
the tense?
- 6 S Ya bu, ini tensesnya past tense.
(Yes Miss, the tense is past tense.)
- 7 T Yes, you are right. Lalu apa fungsinya?
(Yes, you are right. So what is the function?)
- 8 S To tell the past event, Miss. Iya kan bu?
(To tell the past event, Miss. Isn't Miss?)
- 9 T Yes, itu salah satunya. Sudah tahu semua apa tensesnya?
(Yes, that is it. So all of you know what is the tense?)
- 10 SS Yes, Miss. Past tense of course
(Yes, Miss. Past tense of course)

Meanwhile, in line 4, the code switching used Intra-sentential, it occurred in the middle of sentence in the same topic. "Wah, bagaimana bisa all of you forget the tenses", it mean that the sentences did not finish yet, but the speaker directly switch the language in the middle of sentence. Like the proposed in chapter II, the feature of intra-sentential code switching occurred in the middle of sentence in the same topic.

c. Tag-switching

- 1 T Students, from the text in your book. Ada yang tau
2 tensesnya yang digunakan apa?
(Students, from the text in your book. Anyone knows
what the kind of tenses used?)
- 3 SS Forget, Miss.
(forget, Miss)
- 4 T Wah, bagaimana bisa all of you forget the tenses. I'm not
5 sure, anyone knows?. kamu din, masih ingat apa
tensesnya?
Wah, How can all of you forget the tenses. I'm not sure,
anyone knows? May you din, are you remember what is

- the tense?
- 6 S Ya bu, ini tensesnya past tense.
(Yes Miss, the tense is past tense.)
- 7 T Yes, you are right. Lalu apa fungsinya?
(Yes, you are right. So what is the function?)
- 8 S To tell the past event, Miss. Iya kan bu?
(To tell the past event, Miss. Isn't Miss?)
- 9 T Yes, itu salah satunya. Sudah tahu semua apa tensesnya?
(Yes, that is it. So all of you know what is the tense?)
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(Yes, Miss. Past tense of course)

it included some tag-switching which means the code switching occurs when tag appears in conversation and then after tag occurs the switching of language. See in line 7 and 9, the tag is “yes” then switch the language to Indonesian.

Data 2:

The situation, teacher gave word of praises to the students. The teacher proudly that one of the students could finish the task that teacher given.

- 1 S Well done, kalimat yang kamu buat benar.
2 T Thank's Miss

Tag-switching is shown in data 5 line 1. The feature proposed in chapter II, there is a tag “well done”. After that, Indonesian used by English teacher” kalimat yang kamu buat benar”.

2. The function of code switching

Based on interview, writer makes some category of the function of code switching done by English teacher to the students in EFL classroom at

Islamic Senior high school Darussalam. English teacher stated why she switches the language classroom that should be English to Indonesian, because she assumed that when explain the material use English the students will difficult to understand the material, so that using Indonesian is the way to make the students clearly understand. In this case, English teacher does not left out the English switching with all Indonesian, but English still become the main language to communicate and to explain switching to Indonesian when the students show not understand what teacher said. To make it clear, writer divided the function of code switching into;

a. Explanation

Explanation occurs when (usually) the teacher wants or sees a need to repeat what has been previously said in another language in order to help the students understand with what the teacher mean.

Data 1:

5 T Saya kan sudah bilang tadi, terserah kalian apa temanya yang
6 penting bisa ditampilkan dan tidak perlu panjang. Four students
7 in each group. Ok student, any question again before you starting
it?

Teacher explanation is shown in example 2 lines 5, 6 and 7. In this situation teacher try to repeat what previously explain, teacher used Indonesian to make the students easiest to understand what teacher wants.

b. Correction

Correction occurs, students is usually producing an answer to the teacher's question and when (s)he realizes that a mistake has occurred in the answer. Then teacher correct it by using Indonesian-english switching to make the students know the mistake.

Data 2

² T No, you must add "s" in word cake, karena itu ada keterangan
³ jumlah yang lebih dari satu di kata "some"

This function is shown the teacher in example 3 lines 3 and 4. In this situation, the teacher helped student' error using word of correction.

c. Comments students

Comments made by teacher to the students are linked with the situation at hand. In the present data the teacher mainly comments on the exercises or activities, or events relating to the exercise of the students using word of praises and notice.

For example in example 1 lines 4, teacher comments to students with disappointing word "Wah, bagaimana bisa all of you forget the tenses", in this case the teacher did not believe that all students forgot. Then in example 3 lines 5 "Tidak apa-apa. But don't make it again", from this sentence teacher notice to the students to not make the same mistake for twice. And in example 5 lines 1 "Well done,

kalimat yang kamu buat benar”, it indicated that the teacher give a appreciation to the student, teacher proud that one of the students can make the correct sentence.

3. Form of code switching used by the teacher in giving explanation and feedback

In this research, Form in writer opinion is the word that is used by English teacher to the students. Writer stated in Chapter II that teacher talk also have contribution in process of switching English teacher language in the process of teaching and learning, teacher talk is one of instrument to make the students easy to understand the material. Some features in teacher talk are Explanation and Feedback, writer in this way want to present the form of explanation and feedback.

Data 1:

- 1 T Students, from the text in your book. Ada yang tau
2 tensesnya yang digunakan apa?
(Students, from the text in your book. Anyone knows what the kind of tenses used?)
- 3 SS Forget, Miss.
(forget, Miss)
- 4 T Wah, bagaimana bisa all of you forget the tenses. I'm not
5 sure, anyone knows?. kamu din, masih ingat apa tensesnya?
Wah, How can all of you forget the tenses. I'm not sure, anyone knows? May you din, are you remember what is the tense?
- 6 S Ya bu, ini tensesnya past tense.
(Yes Miss, the tense is past tense.)
- 7 T Yes, you are right. Lalu apa fungsinya?
(Yes, you are right. So what is the function?)
- 8 S To tell the past event, Miss. Iya kan bu?
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- 9 T Yes, itu salah satunya. Sudah tahu semua apa tensesnya?
(Yes, that is it. So all of you know what is the tense?)
- 10 SS Yes, Miss. Past tense of course
(Yes, Miss. Past tense of course)

In data 1 lines 7 “Yes, you are right. Lalu apa fungsinya?”, teacher used of praises feedback to student that could answer the question, teacher give evaluation to the student that what he (she) said is correct. From that line, the form of teacher switching is feedback confirmation, it’s used to evaluate what student have been done.

Data 2:

- 1 S Miss, could you repeat?
- 2 T I ask you to all of you make a short drama, include the dialogue
3 and presenting in front of the class. Understand?
- 4 S What theme of the drama is?
- 5 T Saya kan sudah bilang tadi, terserah kalian apa temanya yang
6 penting bisa ditampilkan dan tidak perlu panjang. Four students
7 in each group. Ok student, any question again before you starting
it?
- 8 SS No, Miss

Look in line 5, 6 and 7. It indicates the explanation of teacher. The function is to make understand what teacher wants.

The researcher also found the feedback in example 3 lines 5 “Tidak apa-apa. But don’t make it again”. The teacher gives an correction to the student, although student make a mistake, but teacher corrected and then say “tidak apa-apa”.

Data 3:

- 1 S My Mother is making some cake in the kitchen.
- 2 T No, you must add “s” in word cake, karena itu ada keterangan
3 jumlah yang lebih dari satu di kata “some”
- 4 S Yes, Miss. Sorry, I forget

5 T Tidak apa-apa. But don't make it again.

In example 3 lines 1, 2 and 3 “Ok students, biar lebih mudah memahami cara merubah kalimat ke passive voice, seperti yang sudah saya terangkan minggu lalu. I ask you make a sentence and change into passive voice.”, it shown teacher explanation, because in that situation the teacher try to make easy how to understand the material by giving the key. And the last in example 5 lines 1 “Well done, kalimat yang kamu buat benar”, it shown that teacher give assessment word about what the student has been done, and in teacher opinion it have to give praise to make the student proud.