CHAPTER IV

RESEARCH FINDINGS

This chapter contains of research findings of the data. The findings of the research described the result are data presentation, types of the code switching and causes of the code switching used in classroom interactions between an Indonesian tutor and Patani students of English department at IAIN Tulungagung.

A. Data Presentation

Data presentation here consisted of the results of observation, documentation and interview. The first was observation. Observation techniques are applied by the researcher to collect utterance containing cokes switching in the classroom. While observing classroom discussion, the researcher also recorded the discussion using audio-camera. Then, the researcher made a conversation transcription from the recording. After getting the data from observation the researcher interviews the students in the classroom to know the students reasons why using code switching. Here, the researcher got the data which the researcher needs. After getting the data by interviewing the students, the researcher made documentation? Here the researcher collected the students' transcript discussion. Then the researcher analysed the transcript of code switching by dividing it into the code switching based on the types.

B. Types of Code Switching

In this part, the data were presented. Let come to know about marking of the research as there were six participants namely one Teacher and five students were An, IL, Ab, Sa and Su.

The three types of code switching were used in classroom interactions between an Indonesian tutor and Patani students of English department at IAIN Tulungagung. The letters in Indonesia sentences are lowercase letters and English language was lowercase letters and italic. And the letters of code switching in the sentences were bold and italic letters.

1. Inter sentential switching

Inter sentential switching occurs between a clause or sentence boundary where each clause or sentence was in one language or the other (Hoffman, 1991:112). The researcher found utterances inter sentential switching of students in discussion; the Inter sentential switching could be show as follows:

Data 1

1. Teacher   Today we study about "pronoun", *apa arti pronoun?*
2. Students   Kata ganti.

For the utterances in lines 1 included into inter sentential switching because the change often occurs within a clause or sentence boundary. The

switching happened with no change situation. The teacher asked students what the meaning of the pronoun.

Data 2

1. Teacher   Biasanya *topic* nya ada berapa ada berapa word?

2. Students Ab   Five word Ikhwan, **lima kata.**

Utterance in lines 2 was included into inters sentential switching. The switching happened with no change the situation. The change often occurred within a clause or sentence boundary. This student tray to answer question of the teacher and he answer **"Lima kata"** its mean five words.

Data 3

1. Students   You eat.

2. Teacher   *"You eat"* **itu sebagai subjek di depan.**

This utterance in lines 2 was included into inters sentential switching because its changed often occurs within a clause or sentence boundary. The switching happened with no change situation. The teacher explains to students about pronoun of **"You",** the pronoun of **"You"** is subject, the function is in front of.

Data 4

1. Teacher   Kalau *"Mine"* kepunyaan juga tapi beda sama *My,* apa beda nya sama *"My"?*

2. Students Su   It belong… belong **ini bek no heh.**

The next utterance in lines 2 was included into inters sentential switching. The switching happened with no change the situation. The change often occurred within a clause or sentence boundary. This student she doesn't understand about belong of **"My"** and **"Mine"**. So, she said **"ini bek no heh"** how to use **"My"** and **"Mine"** from Malay language.

Data 5

1. Teacher   Gini, nanti urutin *A/ei/,B/bi:/,C/si:/,..* siapa yang salah orang itu harus *sing song* yaa.

2. Students An   Yas, it's easy Ikhwan, ***kalau anak Thailand pakek A/ei/,B/bi:/,C/si:/, itu mudah, kalau A/aa/,B/bee/,C/cee/, itu sulit.***

Utterance in lines 2 Utterances in lines 1 included into inter sentential switching because the change often occurs within a clause or sentence boundary. The switching happened with no change situation. Student explain to teacher about game they will play **"kalau anak Thailand pakek A/ei/,B/bi:/,C/si:/, itu mudah, kalau A/aa/,B/bee/,C/cee/, itu sulit"** mean if students from Thailand use **"A/ei/,B/bi:/,C/si:/"** it's easy, if **"A/aa/,B/bee/,C/cee/"** it's hard.

2. Intra sentential switching

Intra sentential switching occurs within a clause or sentence boundary, where each clause or sentence were in one language or other. The researcher found utterances intra sentential switching students in discussion. Hamers and Blanc (2000: 259) the intra sentential switching could be shown as follows:

Data 1

1. Teacher   I, you, they, we, he, she, it, *itu buat depan sebagai subjek, contoh nya "saya makan"* I eat.

2. Students   I eat.

Utterances in lines 1 were included into intra sentential switching, because it did not occur in boundary sentence. The teacher explains about the pronoun of subject, its use from in front of.

Data 2

1. Teacher   So!, if in the behind *Kalau dibelakang contoh nya "saya bertemu kamu" berarti "kamu" dibelakangkan, berarti "kamu"* it's *object.*

Utterance in lines 1 was included into intra sentential switching, because it occurred in a word or without a sentence. The teacher give example **"saya bertemu kamu"** explain to students between **"You"** when apply in the behind it's object.

Data 3

1. Teacher   The conclusion is, *"my" itu kepunyaan, habis "my" itu kata benda* it's noun.

Utterance in lines 1 was included into intra sentential switching, because it occurred in a word or without a sentence. The teacher give conclusion about "My" of belong. So, after **"My"** following by noun.

3. Emblematic switching

Hoffman (1991:112) in this kind of code switching, tags, exclamation and certain set phrases in one language was inserted into an utterance otherwise in another. The researcher found utterances emblematic switching students in discussion. The emblematic switching could be seen as follows:

Data 1

1. Students all   *Haaaa (laugh) again* kita, **You bring your book for**
2. **your yourself because this book is yours. (sing song)**

Utterance in lines 1 was included into emblematic switching, because the Emblematic switching often took place in tags of sentence. In this utterance the tags switching was exclamation in first sentence. In this exclamation the students laughed because for the first they can't sing song about pronoun to smoothly and they start to sing a song about pronoun again to be better.

Data 2

1. The teacher   Artinya apa Anas?
2. Students An   **Arrrrrr**, Artinya apaaaa *meaning,* kamu bawa
3. bukumu untuk dirimu sendiri karena buku ini milikmu.

Utterance in lines 2 was included into emblematic switching, because the Emblematic switching took place in tags of sentence. In this utterance the tags switching was exclamation happened in middle of first sentence. In this exclamation the students repeated following the teacher says.

Data 3

1. The teacher   *Yang* I juga.
2. Students An   **Aiyahhhh** lagi yang ***I,*** Saya membawa buku saya
3. sendiri karena buku ini milik saya.

Utterance in lines 2 was included into emblematic switching, because the Emblematic switching took place in tags of sentence. In this utterance the tags switching was exclamation happened in middle of first sentence. In this exclamation the students said "Aiyahhhh lagi yang *I*" because the teacher said to the students told me the meaning.

Data 4

1. The teacher   Ayo sekalilagi yaa.
2. Students Ab   ***Emg, No.***
3. The teacher   Kamu yang belum hafal lohhh.
4. Students Ab   Sudahhh.

Utterance in lines 2 was included into emblematic switching, because the Emblematic switching took place in tags of sentence. In this utterance the tags switching was exclamation happened in middle of first sentence. In this exclamation the teacher said to one of students to sing a song about pronoun because they have not sang song and they say back to teacher "*Emg,* No" I remembered that the song.

Data 5

1. Students all   **haaaaa,** อยาบอก2ดิ, ***deep, pink,*** haaaa, ตัวอะไร, ***I don't***
2. ***know, women, nominal, love, eleven, never, remember, recycle,***

3. *eleven, sudah2 elephant, tank, king.* (อยาบอก2ดิ it mean do not tell it)

Utterance in lines 1 was included into emblematic switching, because the Emblematic switching often took place in tags of sentence. In this utterance the tags switching was exclamation happened in first sentences. In this exclamation the students laughed because one of them feel glad they could answer about the game continued of word.

C. Causes of Code Switching

1. Inter sentential switching

1. Inter sentential switching occured between a clause or sentence boundary where each clause or sentence were in one language or the other.

2. In the dialog it switched because the teacher asked students what the meaning of the pronoun.

    Ex. Teacher   Today we study about "pronoun", *apa arti pronoun?*

    Students   Kata ganti.

3. It switched because this student she doesn't understand about belong of **"My"** and **"Mine"**. So, she said **"ini bek no heh"** how to use **"My"** and **"Mine"** from Malay language.

    Ex. Teacher   Kalau *"Mine"* kepunyaan juga tapi beda sama *My,* apa beda nya sama *"My"?*

    Students Su   It belong… belong *ini bek no heh.*

2. Intra sentential switching

1. Intra sentential switching because it did not occur in boundary sentence.

2. Intra sentential switching because it occurred in the word or without a sentence.

3. The teacher explains about the pronoun of subject, its use from in front.

   Ex. Teacher   I, you, they, we, he, she, it*, itu buat depan sebagai subjek, contoh nya "saya makan"* I eat.

   Students   I eat.

4. Teacher   So!, if in the behind *Kalau dibelakang contoh nya "saya bertemu kamu" berarti "kamu" dibelakangkan, berarti "kamu"* it's *object.*

   Ex. Teacher   The conclusion is, *"my" itu kepunyaan, habis "my" itu kata benda* it's noun.

5. The teacher give example **"saya bertemu kamu"** explain to students between **"You"** when apply in the behind it's object. Ex. The teacher give conclusion about "My" of belong. So, after **"My"** following by noun.

3. **Emblematic switching**

In this kind of code switching, tags, exclamation and certain set phrases in one language were inserted into an utterance otherwise in another. The researcher found utterances emblematic switching students in discussion. The emblematic switching can be seen as follows:

1. Emblematic switching because the Emblematic switching often took place in tags of sentence.

2. In this exclamation the students laughed because for the first they could sing not sing a song about pronoun to smoothly and they started to sing a

song about pronoun again to be better. So they laughed before singing a song.

Ex. Students all *Haaaa (laugh) again* kita, *You bring your book for your yourself because this book is yours. (sing song)*

3. In this exclamation the students said "Aiyahhhh lagi yang *I*" because the teacher said to the students told the meaning and told to sing song again.

4. In this exclamation the teacher said to one of students to sing a song about pronoun because they have not sang a song and they said back to teacher

Ex. Students C say *Emg,* No, I remembered that the song.

5. In this exclamation the students laughed because one of them feel glad they could answer about the game continue of word.

Ex. Students all *haaaaa,* อยาบอก2ดิ, **deep, pink, haaaa,** ตัวอะไร, *I don't know,know, women, nominal, love, eleven, never, remember, recycle, eleven,* sudah2 *elephant, tank, king.*