

CHAPTER V

DISCUSSION

In this chapter the research would like to give the result of the research. The discussion is given based on the presented finding of code switching used in classroom interactions between an Indonesian tutor and Patani students of English department at IAIN Tulungagung.

A. The types of code switching used in classroom interactions between an Indonesian tutor and Patani students of English department at IAIN Tulungagung.

Based on the result of the finding during observation on the utterance of learning English, the researcher found three kinds of code switching, were:

1. Inter sentential switching

Inter-sentential code switching occurs between clause or sentence boundary, where each clause or sentences are in one language or other (Hoffman, 1991:112). The research found utterances Inter-sentential code switching which frequently of students in learning. For example of 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

The researcher found that intra-sentential code switching often used in teaching and learning process. Hamers and Blanc (2000: 259) in Van Dulm stated that intra sentential switching takes place within the clause boundary. For example 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 gives example “**saya bertemu kamu**” explain to students between “**You**” when apply in the behind it’s object.

3. Emblematic switching

Hoffman (1991:112) posited in this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an

utterance otherwise in another. In the research findings above the researcher found Emblematic switching which frequently in learning for example:

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

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 started to sing song about pronoun again to be better.

B. Causes of Code Switching

Then researcher answer from the second research problem, in this case also found some reason of code switching used by Patani students in teaching and learning from the data observation and interview those are:

1. Be emphatic about something

When speaker is talking about language that was switch the language to express emphatic it can be used to strengthen this speaking or command. It found that emphatic about express solidarity in the condition the teacher switch Indonesia into English that would make students is calm and more confident.

2. Interjection

When the teacher has given an instruction used code switching it means that the interjection here to soften the command that student could be understand.

3. Confirmation

Here the researcher found that reason confirmation this was divided into two specifications. The first was repetition for Indonesian and Thai to English translation or English to Indonesia and Thai translations and the second was confirm to assign an clarification or a specific command to the listener.

4. To make repetition for clarification

5. To show emphatic about something. While by looking for the result of interview with the student.

The researcher observed the use of code switching used by the teacher in teaching and learning English in order to answer the research problem that is what types of code switching used by the teacher in teaching and learning process by following the class in the teaching and learning process. From this observation the researcher got some data and used Qualitative research to analyses the data findings and the observed.

Based on the theory of Wardhaugh (1998), the researcher found some types of code switching that used by English teacher in teaching. As the research found the types such as inter-sentential switching, intra-sentential switching and Emblematic switching. This types of code switching produced interaction by teacher and Patani students. Inter sentential switching has happened when she used code switching during between sentence. Intra sentential switching, it is happening when she used code switching within sentence. Emblematic switching,

in this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another.

Code switching appeared in the discussion according to English teacher, students. Inter sentential switching is happened when a teacher explained us about something and use long sentence without switched while intra sentential switching has aim to emphasize on certain words or may have difficult words to understand.

Then the researcher also answers the second question research. The researcher also used theory of Wardhaugh (1889). There are two causes of code switching that are the teacher and students. While the researcher was doing the interview and observation to get some result.

The next step of doing research was interview, the researcher did interview to some Patani student in order to find the answer of research problem. So the questions were what are the cause of code switching in learning? And why don't we use one language in learning? From the interview of cause of code switching were.

1. Wardhaugh (1998) in his theory explained that sociolinguistics is the study how people interact with society by using language as mean of communication. It means that people need language to share, express their ideas, feeling and trough or when they interact one and other. Based on interview, it was caused from students. The students in the class mostly are from the South part of Thailand living in hometown and speak Malay language. When they are in the class learning English with they always speak

Indonesia, Malay and Thai not English even the teacher talk to English to them so he says it is very difficult to control them to speak English as daily life.

2. The teachers mostly taught English to students in class. The cause of code switching comes from the teacher because she or he actually wants to teach English by using full English as teaching in the class to make the students more understanding in teaching activity. But the teacher has to change the language one language to another language which could be English and Indonesia. The cause is the students don't speak English and do not understand when leaning English by using full English so teacher has to switch the language as possible. That is why the teacher always uses code switching in him teaching and learning process.