

CHAPTER V

DISCUSSION

In this chapter, the researcher would like to interpret his research findings. The researcher tried to interpret the code switching used by English teacher in the teaching and learning process. It is also wanted to know the teacher's reason used code switching in the teaching and learning process.

In this research, the researcher observed the code switching used by English teacher in the teaching and learning process. After conducting this research, the researcher found some data included into the using of code switching. This data were analyzed by using descriptive qualitative method. The researcher used the theory of Poplack (1980) and Hoffmann (1991:116) to answer the research problem.

The researcher selected Poplack's theory (1980) to answer the question number one. There are three types of code switching states by Poplack (1980), those are extra, intra and inter sentential switching. From this data, the researcher found two types of code switching used by the teacher. They are intra sentential switching and inter sentential switching. While, the researcher did not found extra switching. Those two kinds of code switching happened because the teacher tries to make the class more communicative and also the students easy to understanding the material. The teacher rare switched between the sentence or

called inter sentential switching. Intra sentential usually raised when the teacher explains the new word which the students did not know the meaning and inter sentential switching raised when the students difficult to understand the purpose of the text or sentences. It also help both the teacher and the students easy to communicate in creating English environment.

Then the researcher wanted to explain the interpretations about the data that had relation in answering the second research questions. The researcher analyzed about the teacher purposes in using code switching in teaching activity. Based on the theory of Hofmann, there were three purposes. They are: interjection, repetition used for clarification and expressing group identity to strengthen commands or requests. While by looking for the results of interview with the teacher, the researcher found three purposes such as: a.) Make the students more understand about the material, b.) Help the teacher to know whether the students understanding or not in the material, c.) Give feedback for the students.