CHAPTER V

DISCUSSION

This chapter presents the novel ideas of the researcher in interpreting the research findings, especially interpreting the relations among patterns, categories, and dimensions found in data analysis. Besides, this chapter explains the position of findings of the present research to the existing body of knowledge or theories, by comparing them with the current theories, which are relevant.

The researcher was going to interpret the relation between code switching performed by English teacher and the students' ability in understanding English. In this research, the researcher observed the code switching performed by the English teacher in teaching and learning process. After collecting the data, the researcher found some data which include into any kind of code switching and reasons why the English teacher performed code switching in his teaching and learning process. Those data were analyzed by using qualitative methodology which used the theories of Poplack (1980) which was quoted by Harmer and Blanc (2004:259–260) in their book and Hoffmann (1991:115-116) to answer the research questions.

To answer the question number one, the researcher selected the theory of Poplack (1980) which was quoted by Harmer and Blanc (2004:259–260) in their book. Poplack states that there are three kind of code switching, they are: extra, intra, and inter sentential code switching.

The researcher also found three kinds of code switching generally performed by English teacher in Zumrotus Salamah, they are also extra, intra, and inter sentential code switching.

First example for extra sentential code switching

Good morning student, ya?

It is a code switching because the utterance shows that the teacher switches from English (*good morning student*) into Indonesian (*ya*). This code switching which is existed in the last sentence an insertion of a tag from one language into an utterance which is entirely in another language. So, these utterances can be classified into extra sentential code switching.

Other reason is the statement *"good morning student, ya?"* can be changed in full English as like *"Good morning student, right?"*. This reason also strengthens that the utterances above include into extra sentential code switching.

Second example for intra sentential code switching

Yuk, open yuk!

It is a code switching because the utterance shows that the teacher switches from Indonesian (*yuk*) into English (*open*), and into Indonesian again (*yuk*).

According to KBBI, word "*yuk*" includes in Indonesian. This word is used to ask someone to do something. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

Other reason is the statement *"yuk, open yuk!"* can be changed in full English as like *"let's open!"*. This reason also strengthens that the utterances above include into intra sentential code switching.

Third example for inter sentential code switching

Please make one sentence "Kemarin saya makan bakso" translate in

English!

It is a code switching because the utterance shows that the teacher switches from English (*Please make one sentence*) into Indonesian (*Kemarin saya makan bakso*), then into English again (*translate in English!*)

According to KBBI, words "*Kemarin saya makan bakso*" include in Indonesian, because of too many Indonesian words, so the researcher does not explain all meaning of each word.

This code switching occurs at clause/sentence boundary when one clause being in one language, the other clause in the other. So, these utterances can be classified into inter sentential code switching.

So, when the teacher performed code switching performed in form of the insertion of tag question is called as extra sentential code switching. Then, when the teacher performed code switching performed in form word within a clause boundary it meant that it is intra sentential code switching. Next, when the teacher performed code switching between sentences it can be categorized into inter sentential code switching.

Based on the explanation above, the findings in the previous chapter also confirmed that the findings can confirm the theory of Poplack (1980) which was quoted by Harmer and Blanc (2004:259–260) in their book. It was the answer for the first research question.

Now, the researcher wanted to interpret the data related to the answer for the second research questions. Firstly, the researcher analyzed why the teacher performed code switching based on his utterances

First example why the English teacher performed extra sentential code switching

Good morning student, ya?

It is a code switching because the utterance shows that the teacher switches from English (*good morning student*) into Indonesian (*ya*). In this case, the teacher performed code switching for emphasizing or in order to focus on a particular topic or sometimes use to confirm to interlocutor between he/she has already understood or not about a certain topic and also for talking about a certain topic to somebody else using a selected word which is only familiar use in their group in tune with Hoffmann's theory (1991:115-116).

Second example why the English teacher performed intra sentential code switching

Yuk, open yuk!

It is a code switching because the utterance shows that the teacher switches from Indonesian (*yuk*) into English (*open*), and into Indonesian

again (*yuk*). In this case, the teacher performed code switching for talking about a certain topic to somebody else using a selected word which is only familiar use in their group and also for using interjection to show their feeling in a certain event in tune with Hoffmann's theory (1991:115-116).

Third example why the English teacher performed inter sentential code switching

Please make one sentence "Kemarin saya makan bakso" translate in

English!

It is a code switching because the utterance shows that the teacher switches from English (*Please make one sentence*) into Indonesian (*Kemarin saya makan bakso*), then into English again (*translate in English!*). In this case, the teacher performed code switching for talking about a particular in one language to using another language because he needed to ask a certain question to one of his students and also for talking about a certain topic to somebody else using a selected word which is only familiar use in their group in tune with Hoffmann's theory (1991:115-116).

Secondly, the researcher analyzed the reason why the English teacher performed code switching based on the result of having interview.

The researcher found three reasons, they are code switching is a rule or procedure in a Cambridge Primary School, code switching is used to make English as the habit for the students in English environment, and code switching is used to confirm to the students whether the students have already understood or not in teaching and learning process. In the last

reason what the English teacher said about his reason in performing code switching, the researcher analysed that the last point was same with Hoffmann's theory (1991:115-116) especially in point people sometimes show the intention of clarifying the speech content for the interlocutor talk about a certain topic to somebody or emphasis what he is talking or in order to focus on a particular topic

Those finding showed that the second research question has been answered. These findings also confirmed that the findings can confirm the existed theory reviewed by the researcher based on Hoffmann (1991: 115-116).

Those findings went well with (Freeman & Long, 1991:1) on their book, they stated that second language acquisition occurs in other forms in schools today as well. Bilingual education has been a reality in many parts of the world for the years. There are several models for bilingual education programmes, but generally they exist for the purpose of helping students to maintain their native language or to continue to grow in their native language while acquiring a second language. The statement above showed that the bilingual education program was one of the condition which can appear a certain phenomenon like code switching when this school is conducted in a country where English as the local language in bilingual education school is the foreign language in that country. This opinion also in tune with Harmer (2007:50)

Clearly, Zumrotus Salamah Primary School as the international primary school which has the policy to use full English in daily conversation becomes one of the school which uses the English as the bilingual education program to grow in their native language while acquiring a second language. Even there is a policy to speak English in school environment but sometimes the English teacher need to confirm something when there is a problem in communicative activities. As like what Hoffmann (1991:115-116) stated that code switching perhaps occurs when there is no the word refers to the target language. So, code switching perhaps happened anywhere when bilinguals speak each other.