

## CHAPTER V

### DISCUSSION

In this chapter the writer would like give the result of the research. The discussion is given based on the presented finding of code switching performed by student and teacher in teaching and learning process.

#### **A. The Types of Code Switching Performed By Student and Teacher in Teaching Learning Process.**

Based on the result of the finding during observation on the utterance of teaching learning process, the reseacher found three kinds of code switching, were:

##### 1. Extra-sentential code switching

Extra-sentential code switching involves attaching a tag and certain set phrases from one language to an utterance entirely in the other language (Hamers and Blanc 2000: 259).

Based on the research findings above the researcher found extra-sentential switching which often occurs in teaching and learning process for example we could found in datum 1 until datum 14. In here the researcher categorize that tag, word, and phrase included into the extra-sentential code switching. (Datum 2, please help me to show *bagian* from this letter...okey please help me to the show aplication letter). The teacher switched into

Indonesia in uttering which a word or phrase to explain if there are unfamiliar words in teaching and learning process.

## 2. Intra-sentential code 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 instance in datum 18: Mam,,*I confuse loo* mau bikin job yang apa? Bentar to,,*wait a moment dulu* ya masih write suratku ini loo

The switched occurs within the clause boundary. Constitute a clause consist of subject and predicate. Even the students know the meaning of a familiar word and could spoke in learning process. It would be help student to recognize the sentence correctly.

## 3. Inter-sentential code switching

Inter-sentential code switching occurs between clause or sentence boundary, where each clause or sentence is in one language or other (Hoffman, 1991:112)

In the research findings above the researcher found Inter-sentential code switching which frequently in learning process for example : *There aplication letter if you don't show your requirement your friend will be confused*, so harus di mention ya requirementnya biar ayu gak confuse, ini mau buat application letter syaratnya apa aja. Sometime the students

couldn't understand the sentence English so code switching helped the students knew this material.

### **B. The Reason Of Code Switching Performed By English Teacher And Students In Teaching Learning Process**

In this case the researcher also found some reason of code switching performed by English teacher and students in teaching and learning process from the data observation and interview those are:

#### 1. Talk about particular topic

Speaker habitually prefer to talk about particular topic in one language than in another. Sometimes, a speaker more comfortable and feel free to express their emotional feeling in language when they tell something. it can be found in datum 30 about the video and helping someone

#### 2. Quoting somebody else

Code switching sometime used quoting somebody else by speaker in the teaching and learning process to joke or motivation about the content of material. It showed in datum 32 when the teacher give a motivation about of students who have a passion for advanced that made other friends become enthusiastic about learning.

#### 3. Be emphatic about something

When speaker talking using language that is switch the language to express emphatic it can used to strengthe 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. For instance in datum 35 about the passion and confident the student in teaching and learning process.

#### 4. Interjection

When the teacher given a instruction used code switching it means that the interjection in here to soften the command that student will be understand. it could be found in datum 36 that the teacher give a instruction to listen carefully.

#### 5. Confirmation

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