

## **CHAPTER IV**

### **DISCUSSION**

The researcher observed the use of code switching used by the Native English teacher of MTsN Kunir Wonodadi Blitar in social context in order to answer the research problem that is what types of code switching used by the Native English teacher in social context by following the class in the teaching and learning process. From this observation the researcher got some data and used Qualitative research to analyze the data findings. The researcher used Poplack and Hoffman's Theory to answer the research problems.

The classification of code switching used in the present study follows the view that code switching can be classified into five types: tag-switching, inter-sentential code switching, and intra-sentential code switching, establish continuity and involving a change pronunciation. From this data the researcher found five types of code switching used by the Native English Teacher. They are inter-sentential switching, intra-sentential switching, tag-switching establish continuity and involving a change pronunciation. The teacher most uses inter-sentential switching because she switches a whole sentence. The teacher rare switches a word or clause that usually called Establish continuity.

The researcher was doing interview to answer the second question that is why the teacher using code switching in teaching and learning process.

From the interview the researcher found some reasons, first is to make the students more understand the lesson. Second, it has some advantages that is to help the students on improving speaking and listening ability, to make the students use English in little context such as pray, asking permission etc. that is why she always uses code switching in her teaching and learning process. There are some functions codes switching in the classroom: explanation, requesting help, pupils helping each other, self-corrections, moving from one activity to another, code switching in clearing misunderstanding, not knowing the English counterpart, checking for understanding, unofficial interactions, and pupils' comments (Yletyien, 2004). I found some advantages that found Yletyien research that are to explain to the students, moving from one activity to another activity, clearing misunderstanding, and checking understanding.