

CHAPTER V

DISCUSSION

This chapter present the novel ideas of the reseacher in intrepreting the research findings, especially intrepeting the relation among patterns, categories, and dimensions found in data analysis. Besides, this chapter explain the position of finding of the present research to the exiting body of knowledge or theories, by comparing them with the current theories which are relevant.

The reseacher was going to interpret the relation between code switching performed by English lecturer and the students' ability in understanding English. In this research, the researcher observed the code switching performed by the English lecturer in teaching and learning process. After collecting the data, the researcher found some data which include into any kind of code switching and reason why the English lecturer performed code switching in his teaching and learning process. Those data were analyzed by using qualitative methodology which used 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 question.

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 dive into about kind of code switching into three types, they are : extra, intra, and inter sentential code switching. The reseacher found three kinds of code switching generally performed by English lecturer when teaching in IAT-A class second semester, they are extra, intra, and inter sentential code switching.

1. The type of code switching used by English lecturer in teaching and learning process.

- a. Extra sentential 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 (Poplack,1980)

Based on the reseach finding above the reseacher found extra sententiaal code switching occur in teaching and learning process for example, we can found in datum 1 when lecturer explain about derivation (and then adjective, noun akan selalu berpasangan dengan *adjective ya?* Jadi jangan samapi keliru pasangannya). The lecturer want to emphasize or in order to focus on a particular topic or sometimes ue to confirm to interlocutor between he or 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 Hoffman's theory (1991:115-116).

- b. Intra sentential code switching happen within the clause boundary, including within the word boundary. For instance: *setelah like apa?* (datum 16). In this case, the lecturer 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.

- c. Inter sentential code switching occurs at clause or sentence boundary when clause being in one language, the other clause in the other (Hoffman,1991:112).

Based on the research findings above the reseacher found inter sentential code switching which occur in teaching and learning process for example: we can found in datum 33 when the lecturer ask to the students about the material. He switched the language from English into Indonesian (*forget it, but at least you have learn, once, jadi kalian sudah pernah ya, tapi sekarang?*). the lecturer switched into Indonesian after uttering a sentence which expressed in Indonesian. In other word, his switch happens at a sentence boundary. The switched will make a lecturer's question understood for students.

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

The reseacher found two reason, because it is a rule of lecturer's teaching in English for non English department. The code switching happen to talk a particular topic. Then, code switching can build about understanding of student. For that, what the English lecturer said about his reason in performing code switching, the researcher analyzed that the first point was same with Hoffmann's theory (1991:115-116)especially in point people sometimes prefer talking about a particular in one language to using another laanguage.

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

Finally code switching is used to give stimulation for the students to be focus on particular topic which is related to English lesson. By code switching, the understanding of students about English can be better because the it can increase the appropriate input about English lesson.