

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter present the data obtained from the observations and the recording of English teacher utterances when teaching English to grade 8A and 8B of State Junior High School 22 Surabaya. The data analysis of this chapter is conducted to answer the research focus stated in chapter I. the, the data are analyzed and classified based on the theories in chapter II.

#### **4.1 Data Finding**

This part explains the findings which are analyzed by the research. In explaining the findings, the researched does some steps. Firstly, the researcher present there are three types of code switching used by English teacher in bilingual class grade 8A and 8B at State Junior High School 22 Surabaya; Intra-sentential code switching, Inter-sentential code-switching, and Tag switching. Secondly, the researcher presents there are three function of code switching Topic Switch Affective Function, Repetitive Function. Thirdly, the researcher presents the reasons of code switching used by English teacher during teaching and learning process. The data were analyzed based on the classification relate to the types, function, and reasons of code switching found in the observation.

##### **4.1.1 Types of Code switching**

This study finds three type of code switching made by the English teacher at bilingual class at State Junior High School 22 Surabaya during

teaching and learning process. There are three example of Intra-sentential code switching; Inter-sentential code-switching and Tag switching.

**Table 4.1.1** the types of code switching occurred by the teacher

No	Teacher utterances	Types of code switching		
		<i>Intra-sentential code switching</i>	<i>Inter-sentential code-switching</i>	<i>Tag switching.</i>
	Total = utterances The type of code switching = 13 type	<b>12</b>	<b>4</b>	<b>3</b>
	<b>Presented</b>	<b>63,2%</b>	<b>21,1%</b>	<b>15,7%</b>

The table above shows of types of code switching used by the teacher in bilingual class in the 8A and 8B grade of Junior High School 22 Surabaya. It also shows frequency of occurrences of each types of code switching. The following are some example of the analysis about the type of code switching.

### 1. Intra-sentential code switching

Intra-sentential code switching which is used by the English teacher in bilingual class grade 8A and 8B at State Junior High School 22 Surabaya. Intra sentential is Intra-sentential code switching concerns language alternation that occurs within a sentence or a clause boundary. Sometimes it includes mixing within word boundaries. The following is the example of code switching occurred by the teacher in English classroom that has Intra-sentential code switching.

The result of the data showed that the intra sentential occurred 12 times (see appendix 2 ). These are few example of code switching that has function as a intra sentential code switching.

### **Datum 1**

Extract taken from English teacher utterances

- Ok now will try to read the email carefully. The chaterine and Hana after that the try to do exercise two you just say true or false but will try to give the reasons. you reasons why to say is false in means that paragraph or what line you take the will try to give the reasons it means you can take the reasons in your email, *wes kerjakno disek*

[Ok now will try to read the email carefully. The Chaterine and Hana after that the try to do exercise two you just say true or false but will try to give the reasons . you reasons why to say is false in means that paragraph or what line you take the will try to give the reasons it means you can take the reasons in your email, *done, do first* ]

The data above is also the example of intra sentential code switching, English teacher from Indonesian to English because those students more understand. The teacher switches English into Javanese spontaneous.

Another example of Intra sentential code switching

### **Datum 2**

Extract taken from English teacher utterances

- Open you book page one hundred and seventeen advice giving advice what is known giving advice? *Masak kamu gak tau..?*

[Open you book page one hundred and seventeen advice giving advice what is known giving advice? *You do not know?*]

The data above English teacher switches from English to Indonesian. In utterance English teacher say. “Open you book page one

hundred and seventeen advice giving advice what is known giving advice? *Masak kamu gak tau*". The statement "Open you book page one hundred and seventeen advice giving advice what is known giving advice" is a clause and statement "*Masak kamu gak tau*" is clause. English teacher switches from English to Indonesian to make students understand. This kinds of example also occurred in the ( Appendix 2)

## 2. Inter-sentential Code switching

Inter sentential code switching is the switch involving movement from one language to other between sentences. This situation may also include a switch from a whole sentence or more than one sentence produced entirely in one language. Inter sentential code switching may serve to emphasize a point made in the other languages in conversation.

The result of the data showed that the inter sentential occurred for times (see Appendix 2) These are few example of code switching that has types as a inter sentential code switching.

### Datum 3

Extract taken from English teacher utterances

- Dry seasons actually where are in the dry season but actually in effect still now the rainy almost every evening. *Aslinya satu april itu termasuk kedalam musim kemarau tetapi sekarang masih hujan.*

[ Dry seasons actually where are in the dry season but actually in effect still now the rainy almost every evening, *April the original one included in the dry season but it is still rainy.* ]

The example above is obtained from utterances the teacher. The data the teacher says “Dry seasons actually where are in the dry season but actually in effect still now the rainy almost every evening. *Aslinya satu april itu termasuk kedalam musim kemarau tetapi sekarang masih hujan*. This example include to inter sentential code switching because the data shows that the teacher switches English into Indonesian between sentences, the first sentences the teacher says ”Dry seasons actually where are in the dry season but actually in effect still now the rainy almost every evening.” Then she switches to English into the next sentence ”*Aslinya satu april itu termasuk kedalam musim kemarau tetapi sekarang masih hujan*”.

Another example about has Inter-sentential code switching.

#### **Datum 4**

Extract taken from English teacher utterances

- *Memberi nasehat seseorang kita harus tau caranya dulu, kadang-kadang nasehat itu baik belum diterima dengan baik ya. Nah, in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation.*

*[When we give advice we need to know how a sometimes its good advice has not been received well yes. Nah in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation].*

In shows above from that utterance there are two sentences. The first sentence is” *Kalau kita member nasehat seseorang kita harus tau caranya dulu, kadang-kadang nasehat itu baik belum diterima dengan baik ya*” and

*the second sentence "Nah,* in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation. The teacher switches English into Indonesian because she wants to explain about giving advice.

### 3. Tag Switching

Tag Switching is the insertion of a tag from one language into an utterance which is entirely in another language. It is often very short, although it rarely happens in class activity, sometimes the teacher switches from both Indonesian into English and English in to Indonesian. Tag question may be used as a polite request or to avoid the impression of a firm order.

The result of the data showed that the tag switching occurred 3 times. These are few examples below were taken from the teacher utterances while teaching their students in bilingual class.

#### **Datum 5**

Extract taken from utterance English teacher

- Open your book page one hundred and eighteen, *ya...*

[Open your book page one hundred and eighteen, *yes...*]

Based on the example above, the teacher switched from English into Indonesian. The example used as a polite, to tell the students to open the book the teacher say "Open your book page one hundred and eighteen, *ya...*". This data Shows that the word " ya" is inserted at the end of a

sentence. The word “ya” is one of the most prevalent tag question used in Indonesian. As stated by Susanto (2008). The word “ya” is equivalence to “isn’t in English. In a addition, the word “ya” occurs when the teacher wants the students open the books.

Another example about has Tag switching code switching.

### **Datum 6**

Extract taken from English teacher utterances

- People are going to garden and spend my time with some friends in the field. On our holiday we often go to the beach *gitu ya?*

[People are going to garden and spend my time with some friends in the field. On our holiday we often go to the beach, *so yes...?*]

Based on the example above, the teacher switched from English into Indonesian, the teacher inserted “*gitu ya?*” as a question tag in order to confirm that students agree about what she had just explained. Tag switching sometimes also occurs in classroom activity question tag is used to make sure that the opinion is correct or not.

#### **4.1.2 The Functions of Code Switching**

There are three function of code switching. The researcher analyzed several example of each function of teacher code switching. The data of the function of code switching were taken from the type of code switching and the syntactic categories of code switching. The functionality of code switching is teacher in bilingual classroom is introduced with it is aspects as topic switch, affective function, and repetitive functions.

Table 4.1.2 the function of code switching occurred by the teacher

No	Teacher utterances	Function of code switching		
		<i>Topic Switch</i>	<i>Affective Function</i>	<i>Repetitive Functions</i>
	Total = 15 utterances The function of code switching=15function	<b>5</b>	<b>5</b>	<b>14</b>
	<b>Presented</b>	<b>20,8%</b>	<b>20,8%</b>	<b>58,4%</b>

The table above shows of function of code switching used by the teacher in bilingual class in the 8A and 8B grade of Junior High School 22 Surabaya. It also shows frequency of occurrences of each function of code switching. The following are some example of the analysis about the function of code switching.

### 1. Topic Switch

Topic switch is an important factor that shapes the people use a language. The main topic of the class activity that the writer observed was about the teacher material and other trivial topics. The result of the data showed that the topic switch occurred 5 times and the example all about topic switch (see Appendix 2) Few example of code switching that has function as a topic switch.



### Datum 1

Extract taken from English teacher utterances

- I think you should bring your book. I think you should not read your book in home. *Kalau seandainya saya kamu saya akan berdiri sampai dua jam pelajaran, seandainya saya kamu..if I were you.*

[I think you should bring your book. I think you should not read your book in home. *if I were you I would stand up to two hours of lessons, if I were you..if I were you.*]

On the example above, we can see that the teacher switched the language from English into Indonesian. It happens because at the moment of speaking she was talking about certain. The idea of switching the language was caused by the topic itself. The teacher switched the language from English into Indonesian to make the students understand her explains. The teacher hopes that students can remember the pattern of indirect speech. The teacher always switches her language when she teaches particular grammar points.

### Datum 2

The next another example

Extract taken from English teacher utterances

- I think you should bring umbrella to outside because is very hot. *Itu ada kata-kata bawalah payung kemudian anaknya* alright Mom. *Kalau payung itu kira-kira kita pergunakan* Be is being, must, raining or hot.

[I think you should bring umbrella to outside because is very hot *it is words bring an umbrella then his* .alrigh Mom. that umbrella, we use Be is being, must, raining or hot]

On the example above the teacher had already used her mother tongue at the beginning sentence to explain how to make good sentences. The teacher gave instruction to the students to fill in bubbles with appropriate response. Switched from Indonesia into English because the teacher want the students understand. In could trigger the teacher to switch her language in order to make the students understand the teacher explanation. The context of these examples was about how to appropriate response like in picture.

## 2. Affective function

Affective function is used by the teacher in order to build solidarity and intimate relations with the students. Code switching has made the student enjoy the lesson while learning English. The physiological support makes the students feel more relaxed when learning the language. The result from affective function 14 times (see appendix 2)

The following example shows the teacher uses code switching for affective function.

### Datum 3

Extract taken from English teacher utterances

- But in Bali there are many-many seasons in Bali, *musim rambutan, musim liburan*.

[But in Bali there are many-many seasons in Bali, *rambutan season, and holiday season*]

In the sentence, the teacher switched from English into Indonesian. The idea of switching the language is categorized as an affective function.

The teacher tried to create a joke by saying “*Bali there are many-many seasons in Bali, musim rambutan, musim liburan*”, With laughing. It is because they think that the teacher is funny. The researcher could notice that the students expressed that they were feeling more comfortable with the lesson when the teacher switches her language. It means that the purpose of the teacher to make good relationship with the students is successfully worked.

Here is another example of affective function

#### **Datum 4**

- Number one I would advise you to...  
*To apa??*

[ Number one I would advise you to..  
*To what is ??*

This example above us that the teacher switches her language from English into Indonesian. The teacher discusses about giving advice, she asked the students to give advice to anyone. The teacher gave instruction in Indonesian in order to make the students enjoy their communication. The study assumes that code switching will help the students to comprehend the teacher input easily. In this context, if the teacher can bring the situation less tense, so the students will have education about giving advice. It is due to they can follow the lesson well, so they would pay attention learning English.

### Datum 5

Here is another example of affective function

Extract taken from English teacher utterances

- Why *kamu atau seharusnya mengapa kamu* why don't bring your book. *Enak to bisa di contoh. Kan ya ngerti kalau biasanya ora gowo buku itu ngadek. Kok senengane ngadek. Paleng gak iso ngadek yo. Ya kalau kamu jadi ABRI kamu enak.*

[Why *you or should why you*. why don't bring your book. *Well ,can be an example. You know, that are usually not brought the book it stands. You like to stand, may never stand. Yes if you become ABRI*]

Based on the example above, the teacher switched from Indonesian into English. It can be categorized as an affective function because the teacher was angry at the moment. In that situation, there was a student who does not bring the book, so teachers punish students with standing, so the teacher switching into Indonesian. Sometimes the teacher switching to express emotional. According to Sert (2005, p.2) proposed that code switching also carries affective function that serve for expression of emotion. In this case, code switching is used by the teacher in order to build solidarity and intimate relations with students.

### 3. Repetitive Function

Following the instruction in target language, the teacher code switches into mother tongue in order to clarify, amplify or emphasize meaning. The following is the example of code switching occurred by the teacher in English classroom that has repetitive function.

### Datum 6

Extract taken from English teacher utterances

- Next still your number four, *ya* still you *ya masih kamu..*  
[Next still your number four, *yes* still you, *yes still you..*]

From the example, the teacher switches from English into Indonesia. The teacher pointed to one of the students to read, the teacher say “still you” and clarify again you still use your Indonesian to make students understand. Therefore, this example can be categorized to native language in order to clarify meaning. Here is another example of code switching that has repetitive function.

### Datum 7

Extract taken from English teacher utterances

- I would *itu* I will *tetap I bukan lampau gak tetapi untuk kesopanan.*  
If I were you, I would *Seandainya saya jadi kamu saya tidak bertindak seperti itu. Saya akan* I would.... *Apa? Ya atau..*

[I would *than* I will *but not the past but for politeness.* If I were you, I would *If I were you I don tact like it. I would* I would....What? Yes or..]

The example above shows that the teacher switched from English into Indonesian. In that situation, the class was discussing a text which was about the giving advice. “I would”. In the text, the teacher repeated and explained in detail the say “ I would”. The teacher thinks that the students do not understand about “I would”. Therefore, the teacher reiterated it into Indonesian. When the researcher was observing the teacher utterances in

the classroom, she sometimes reiterated some difficult word, clause and sentences.

#### 4.1.3 The Reason of Code Switching

During the analysis the researcher found some reasons of code switching by English teacher in bilingual class at state junior high school 22 Surabaya relate to Hoffman (1991) in Suasanto (2008:47) there are a number of reasons for bilingual person to switch their languages such as, talking about a particular topic, quoting somebody else, showing empathy about something, interjection (inserting sentence fillers or sentence connector), Repetition used for clarification, expressing group identity, and intention of clarifying the speech content for the interlocutor.

**Table 4.1.3** the reasons of code switching occurred by the teacher

No.	Reasons	Frequency	Percentages
1.	Talking about a particular topic	-	-
2.	Quoting somebody else	-	-
3.	Showing empathy about something,	-	-
4.	Interjection	4	50%
5.	Repetition used for clarification	2	25%
6.	Expressing group identity, and intention of	-	-
7	clarifying the speech content for the interlocutor	2	25%
<b>TOTAL</b>		8	100%

The table above shows of the reason of code switching used by the teacher in bilingual class in the 8A and 8B grade of Junior High School 22 Surabaya. It also shows frequency of occurrences of each reason of code switching. The following are some example of the analysis about the reasons of code switching. (see Appendix 2)

### 1. Repetition used for clarification

When a bilingual or multilingual person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the languages (code) that he masters to say the same message. Frequently, a message in one code is repeated in the order code literary. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message.

#### Datum 1

This utterance was taken from English teacher in bilingual class.

- I would *itu* I will *tetapi bukan lampau gak tetapi untuk kesopanan*. If I were you, I would *Seandainya saya jadi kamu saya tidak bertindak seperti itu. Saya akan* I would.... *Apa? Ya atau*

[I would *than* I will *but not the past but for politeness*. If I were you, I would *If I were you I do not act like it. I would* I would....*What? Yes or..]*

There is found one reasons. The reason for code switching is the use of repetition for clarification. When a bilingual or multilingual person wants to clarify his speech she or he can repeat a message in one code to

another code. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message. Utterance, “If I were you, I would

*Seandainya saya jadi kamu saya tidak bertindak seperti itu. Saya akan I would.... Apa?”* the teacher repeats the utterance using Indonesia to explain and emphasize the message so that students understand.

## 2. Interjection

Interjection is word or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connects to. It may happen unintentionally. The following is the example of code switching occurred by the teacher in English classroom that has reason code switching.

### Datum 2

Extract taken from English teacher utterances

- *Yawes ngadeko Pinter. Ok. How many seasons...Lho kamu yo iyo? Yow pinter*

[*yes already standing. OK. How many seasons..Lho you also? Yes smart* ]

From the example above containing metaphorical reason, as explained by Susanto in Chapter II as an interjection includes exclamation or sentence filler such as; *nah, lha, lho*, ang tag question for example “*yotoh, nggih toh* (Susanto, 2008:71). These utterances occur when the



teacher explains about these as on suddenly startled student the walk to the front and stand. The teacher utterances include exclamation it is “ *Lho*”.

The teacher switches because the teacher spontaneously

Another example about interjection

### **Datum 3**

- *Kalau kita memberi nasehat seseorang kita harus tau caranya dulu, kadang-kadang nasehat itu baik belum diterima dengan baik ya. Nah,* in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation.

*[When we give advice we need to know how a person first, sometimes it's good advice has not been received well, yes.*

*Well* in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation.]

In this example above some with datum 2. But in this example These utterances occur when the teacher explains about giving advice, the teacher switch Indonesian into English. Teacher utterances include exclamation it is “ *nah* ”. The teacher switches because the teacher want give example with the English so the teacher say “*Nah,* in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation.

### **3. Intention Clarifying the speech content for the interlocutor**

When bilingual person's talks to another bilingual, there will be lots of code switching and code mixing occurs. It means to make the content of his speech runs smoothly and can be understood by the listener.

A message in one code is repeated in the other code in somewhat modified form.

#### **Datum 4**

- Now we'll try to remember when we want to express someone to offer something we can say "Do you want", *ingin kah kamu*

[Now we'll try to remember when we want to express someone to offer something we can say "Do you want", *Do you want*]

From the above there is code switching that occurs in the utterances English teacher. The reason for code switching includes intention clarifying the speech content for the interlocutor the speech contents for interlocutor. The bilingual repeats the other code in somewhat modified form. In utterance "Now we'll try to remember when we want to express someone to offer something we can say "Do you want", *inginkah kamu*", the teacher translates the utterance to clarify the message that is instruction to her students. The first utterance "Do you want" is translated in to the second "inginkah kamu". The teacher wants to give clarification to her students by combining her utterances using English into Indonesian.

#### **Datum 5**

Extract taken from utterance English teacher

- Next still number four ya still you *masih kamu...*

[next still you number four yes still you, *still you..*]

From the example above, the reasons for code switching is the use of repeated to make the listened understood. The teacher said "Next still number four

ya still you *masih kamu...*”. The teacher repeated the utterance to order the student to answer number two, but student not responding so the teacher repeats the utterance using Indonesian so that student understood.

Clarification the speech contents for the interlocutor same with used for clarification; also the same sense to repeat the word of teacher so that the listener understands what is conveyed by the teacher.

## **4.2 Discussion**

After analyzing the data and classifying on the type, function and the reasons of code switching, the researcher intends to discuss the findings that have been investigated in this section to answer the research question. Based on the research finding, it is clear the English teacher utterances shows types, function and the reasons of code switching.

The researched found four times of inter sentential code switching which occurs in English teacher in bilingual class grade 8A and 8B. while twenty-two times of intra sentential code switching are found by the researcher which is produced by English teacher and the researcher found three tag switching using by English teacher in bilingual class grade 8A and 8B at state junior high school 22 Surabaya.

In this analysis found that teacher mostly used intra sentential code switching, the researcher thing that the teacher always used intra sentential code switching so that students understand. It seems that teacher code switching when the level of English used to be tough is beyond the student’s ability. She thinks

that is impossible to understand the lesson. It is also impossible for the teacher to speak Indonesian all the time so when the teacher uses English as the basic language in one sentence, so often switches the language into Indonesian. On the contrary is she uses Indonesian as the basic language in one sentences, she will switches into English. The might indicate that the teacher is usually unaware of the switch.

Types code switching occurs because English teacher wants the students understand and the teacher teach the students and asks the students to practice it in communication. In teaching and learning process, the English teacher sometimes switches their language clearly about the subject.

The second discussion is the function of code switching used by the teacher the researcher found the three functions. In the teaching the students, the researcher found five times topic switch using English teacher, five times affective function found using English teacher and while fourteen times found by the researcher which is produced by English teacher in bilingual class grade 8A and 8B at state junior high school 22 Surabaya.

The result of the function shows that the analysis the teacher mostly used code switching. It would assume that repetitive function is used in order to deliver the necessary knowledge for the students to clarify because the English proficiency of the students is less. It is very important to emphasize a message, so the meaning of the utterance will be clear. In topic switches case the teacher shift her language to the mother tongue of her students in dealing with trivial topic especially about

particular grammars points. The less frequent is affective function which is only used for solidarity and expression of emotion with the students. It is used to help students in feeling more comfortable with lesson.

This research also found the reasons of code switching. The several reasons used by English teacher in teach in bilingual class. The first is quotation but the researcher not find using English teacher for bilingual class grade 8A and 8B at the state junior high school 22 surabaya, the second is showing empathy about sometimes but in this researcher also not find using an English teacher for bilingual class at state junior high school surabaya. The third reasons as an interjection this found occurred because of natural and when utterance who was teaching with spontaneous. Interjection is word expressions, which are inserted into a sentence to convey surprise, strong emotion, or again attention, in this research the just find times using English teacher for bilingual class grade 8A and 8B. and the research also found the reasons of code switching as an intention clarifying the speech content for the interlocutor, it means to make the contents of his speech runs smoothly and can be understood by the listener, the teacher using them because to make the students understand, in this research find two times using English teacher, and two times repetition used for clarification reasons using English teacher. The researcher just fined three reasons of code switching among seven the reason code switching. Interjection, repetition used for clarification and intention of clarifying the speech contents for the interlocutor.

Overall the teacher using code switching in order to better understand students and the atmosphere was not tense and not get bored. Furthermore, the

researcher would assume that code switching can be a useful strategy in bilingual class instruction. If the aim is to make meaning clear and to transfer the knowledge to the students in an affection way.