

## CHAPTER V

### DISCUSSION

In chapter one, the researcher put one research question that should be answered in this chapter. This chapter presents the discussion regarding to the findings that have been already got in the previous chapter. The questions will be discussed one by one as states below:

To answer the research question the researcher use theory of Poplack (1980) which was quoted by Harmer and Blanc (2004:259–260) in their book. According to Poplack, there are three types of code switching; extra-sentential, inter-sentential and intra-sentential code switching. From the research, the researcher also found three types of code switching as stated in chapter two.

The first is extra-sentential code switching. Extra-sentential code switching usually happened when the lecturer wanted to emphasize something with tag-question in Indonesian, such as “Point of interruption, *iya?*”. discourse makers or verbal formulation for the classmanagement or material instruction, this type is called tag-switching. The lecturer wanted to emphasize her sentence by adding Indonesia tag-phrase “*Ya*” in her sentence.

The data showed that the lecturer teaching English in classroom tended to use interactional fillers in Bahasa Indonesia more frequently than English fillers. Yet, these were mostly contributed by fillers such as “*ya*” and “*oke*”

which is belonged by the two codes. Because these fillers exist in both codes and the only difference between these codes is the pronunciation, there was the lecturer' tendency to choose the Indonesian version of these fillers, this might be because it was easier to pronounce. Here, it is important to emphasize that the lecturer in utilizing the code-switching in the classroom must consistently notice and demonstrate that these two codes have different linguistic system to avoid mother tongue interference into the target language. The lecturer should show the difference between the pronunciations of “*oke*” in Bahasa Indonesia from its English “okay” and “*ya*” in Indonesia from “yeah” in English.

The second is inter-sentential code switching. Inter-sentential code switching mostly happened when the lecturer explained something, but the students seemed do not understand what the lecturer meant, therefore the lecturer switched her codes from English to Indonesian to make the students understand. From the example showed in previous section, lecturer switched code when there was no response from the students. Also, lecturer code switched when she needed to give correction for student's incorrect English. So, this type of code-switching occurred in the classroom likely for three aims. Firstly, it could help the lecturer in delivering the information and instruction, thus the materials or the instructions was expected to become easier to be understood by the students. Secondly, it could be appeared also in the lecturer' attempt to get respond from the students about the information or instruction which had been explained. And the last this switching was mainly objected for

the communication strategy to lead the students to be focus and to gather the students' attention rather than maintain the comprehension of the students.

The last is intra-sentential code switching. Intra-sentential code-switching or the translation or the substitution of a word or phrase within a single sentence. The researcher found that intra-sentential code switching often used in teaching and learning process. This type of code-switching was done by the lecturer to switch the two codes within a single sentence. The purpose of this type was to assist the students to understand the meaning of certain words which is considered as difficult words in English. Yet in the case of language used as the instruction is the mother tongue of the students and lecturer then the reason using this switching was easily observed for the sake of ease of access into those words which was been discussing or the words which was connected to the topic which was been rising.

Based on the explanation above, the findings in the previous chapter 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 research question.