

# CHAPTER I

## INTRODUCTION

This chapter discusses about type and function of code switching used by English teacher in teaching learning process at Senior high school of Muhammadiyah Rambah. This chapter involves background of the research, setting of the research, limitation of the research, formulation of the research, and purpose of the research. Finally, it discusses about definition of the key terms of the research.

### **A. Background of The Research**

Language is a system of signs which is used to communicate with each other. According to Chomsky, language is the sound that produce by human speech organ that contain from letter to the word that has meaning. Language is an important role in human life and has several usages for human as a means of communication and interaction in community life.

Sociolinguistics is the study of language in society (Holmes, 1994). There are two sociolinguistic problems that exist in society, namely code switching and code mixing. Phenomena code switching and code mixing are commonly in daily life. There are many people who used code switching when they communication.

In everyday life, sometimes communicating with other people happened in different languages. The difference in language became one of the obstacles in the process of communication in society.. Communication in a community group, as well as in a classroom, is the

most important and fundamental in the delivery of intent or purpose. In this case the language which is a communication tool is the main element for delivering these things. Therefore, in the delivery of this, code switching is needed that aims to make the other person immediately understand what we are saying, as well as in learning especially in foreign language learning.

Code switching is an alternative to have a conversation with two different languages. According to Hamers & Blanc (2004) Code switching refers to a situation in which a speaker changes between two or more languages within a conversation. Phenomena code switching usually found in bilingualism class. Bilingualism class is using two languages well in the class. It means that code switching could be happened between students and English teacher in teaching learning process.

There are some factors causing the use of code switching by an English teacher in the classroom including: English is as foreign language is not easy subject for the students. In the process of learning English some students have difficulty in facing material presented by the teacher. Therefore English is not their native language on contrary as foreign language. It means that teacher has responsibility to engage students mastering should try the best. It is a natural phenomenon to switch English into Indonesian. The switch language in learning is one of the tricks that the students can indirectly understand the language they are learning. To overcome this problem, some English teachers use code switching to facilitates students to understand the material presented.

In this case, the communication between teacher and students is one of importance elements of learning process. The transfer and incorporation of language in learning it has the big advantages for the teacher in order to give the knowledge of foreign language for the students through this alternative way the students is requires to use target language while speaking or discussion to develop their skills in foreign language learning. Therefore, miss understanding in communication or conception, the teachers used code switching in the class to make the meaning clear and to transfer knowledge to students in an efficient way.

There are many examples that we could find when the teachers used code switching in the classroom, one of the examples of code switching used by English teacher in (Waris, 2012: 125).

“good morning class....” , ok students, today we will study about part of body..“selamat pagi anak-anak...”, hari ini kita akan belajar tentang bagian-bagian tubuh..“now, listen your name! dengar namanya!!(when teacher absentees)“.Present sir!hadir pak!”(student answer)“good!! Bagus!!”(when student has answer the question well)

Base on example above,the teacher used target language when they explained the material and theyswitched again into Indonesia to make sure understood for the students. The student used thetarget language as much as possible but reverts to their native language for any element of anutterance that they unabled to produce in the target language.It means that code switching could be beneficial to both the students to understand

the teacher explanation and help the teacher to transfers material to the students.

The researcher saw the phenomena code switching in teaching English in learning process. This study aims to determine the code switching used by English teachers in the classes at SMA MuhammadiyahRambah. SMA Muhammadiyah Rambah which had a good reputation and has a bilingual class. There were two problems in this research ,including: the type and function of code switching used by English teacher in teaching learning process. Therefore, it was interesting to observe this phenomenon in order to find out the type and function code switching.

Base on explanation above, The researcher tried to find out type of code switching and to find out the function of code switching used by English teacher in teaching learning Process at SMA Muhammadiyah Rambah in title this research “An Analysis of Code Switching Used by English Teacher in Teaching Learning Proccess at SMA Muhammadiyah Rambah”.

## **B. Setting of The Research**

The code switching is common phenomena in daily life. There were many people who used code switching when they communication .Especially for English Teacher use code switching to teaching English in bilingualism class, the researcher found some teachers deliberately transferred the code from English to Indonesian. It was very interested to be discussed.

### **C. Limitation of The Research**

Considering the phenomena of code switching used many people in communication, whether it was in verbal or written communication. To avoid misinterpretation of the main purpose of this research, the research limited the field of the research into the analysis of code switching used by English teacher in teaching learning process at SMA MuhammdiyahRambah.

### **D. Formulation of The Research**

Base on the limited of the problem above, the researcher formulated this research on the following questions:

1. What are the types of code switching used by English teacher in teaching learning process at SMA MuhammadiyahRambah.?
2. What are the functions of code switching used by English teacher in teaching learning process at SMA MuhammadiyahRambah.?

### **E. Purpose of The Research**

There were two main purposes of this research, they were:

1. To find out types of code switching used by English teacher in teaching learning process at SMA MuhammadiyahRambah.
2. To find out the functions of code switching used by English teacher in teaching learning process at SMA MuhammadiyahRambah.

### **F. DefinitionThe Key Term of The Research.**

In this research, there are some keywords used in the research. The key terms of the research are definition of code switching and teaching learning process.

### **1. Code Switching**

According Holmes (1992: 50) stated that code switching occurs when the speaker shifted their language from one language to another. She also stated that code switching is a common term for alternate use of two or more language or varieties of language which can be functioned as sentences, clause, phrase or even a word.

### **2. Teaching Learning Process**

The learning process is a process in which there is an activity of interaction between teacher-student and reciprocal communication that takes place in an educational situation to achieve learning goals (Rustaman, 2001: 461). It means that in learning process, students and teachers are two components that cannot be separated. Between these two components, mutual interactions must be established support so that student learning outcomes can be achieved optimally.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The review of related literature is very important to discuss. This chapter is concerned with review of the related literature the study. Its covers review of the related theories, review of related findings and conceptual framework.

#### **A. Review of the Related Theories**

This chapter consists of the related theories in this research, including: sociolinguistics, bilingualism and multilingualism, definition of code switching, types of code switching and the function of code switching in teaching learning process.

##### **1. Sociolinguistics**

Sociolinguistics is a branch of linguistics that specially examines the use of language in society. Initially sociolinguistics was called the sociology of language or language in society. There are several experts who define sociolinguistics base on their respective views. According to Chaer(1994), state that sociolinguistics is a linguistic that sub discipline that studies language in term of their use in society. Chaeralso states that in sociolinguistics is the user and use of language, place of use language, the arrangement of language level, various form of contact with two or more language and the variety and timing of use the various languages.

According to Wardhaugh (2006:1), in books an introduction to sociolinguistics state that Sociolinguistics is relationship between language and society. Its mean that Sociolinguistics is a branch of linguistics that

specifically examines the use of language in society. While according to Holmes (1992:1), Sociolinguistics is the study of language and society. It explain that when people speak differently and different social context. It discusses the social function of language and the ways it is used to convey social meaning. All the topics provides a lot of information about the language work, as well as about the social relationship in a community and the way people signal aspect of their social identity through their language state by Holmes (2001).

Sociolinguistic is one of field of macro linguistic that study about the relationship between language and society, and how language is used in multilingual speech community. Related to the explanation, sociolinguistic is a the study of development and the level of use language in society, language function in a social context in which there is a discussion about multilingual and bilingual languages.

## **2. Bilingualism**

Generally Bilingualism and multilingualism are commonly found in various countries. Each country has their native language. In other hand to communicate with other country needed a united language that is namely English. Thus it will be easier for us to interact with other country. Because of it mastered foreign language is important in this era globalization. Talking about mastered in several languages it's usually called multilingualism while bilingualism is mastered in two languages like English or Indonesian.



Bilingualism is the ability of two languages or languages codes. According Spolsky(1998: 45), defines a bilingual as “a person who has some functional ability in the second language”. It means that people who master in two languages such as English to Indonesian or Indonesian to English. Bilingualism and multilingualism people generally tend to switch language code during their conversation.

According to Bloomfield (1993), bilingualism defines as native like control of two or more languages. It means that a people able using two or more languages as well as a native speaker. While according wardhaugh (2006: 101), states that bilingualism is events using two or more language alternately by a speaker. It's mean that a people who using more than one language alternately. It support by Weinreich (1953), state that bilingualism is someone who can use two languages alternatively.

Fishman(1969), states that a people can engage in communication in more than one language. It means that someone who can mastered more than one language and able to communication more than one language. Base on explanation above the researcher conclude that bilingualism is a person who knows and uses more than one language, while for a multilingualism is a person who knows and uses more than three or more languages community speech behavior.

### **3. Code switching**

Sociolinguistic is one of field of macro linguistic that study about the relationship between language and society. In sociolinguistics there are

several material for sociolinguistics studies that need to be understood such as : varieties of language, dialect terms and registers, standard and non-standard variety, various English languages, bilingualism and multiplicity, non-verbal or verbal communication, code switching and code mixing phenomena, speech scenes and the last is language planning.

One of the sociolinguistics studies is code switching. Code switching is common phenomena that occur in the communication of our daily lives. Code switching is a transition event from one code to another. The most predominant linguistic phenomena found in bilingual speaker's interaction is code switching (Redouane, 2005). In linguistic code switching is the use of other languages or languages style in one conversation to adjust to other roles or situations or because of other participants. This phenomenon commonly related to bilingualism or multilingualism.

Many experts have given clear definition of code switching and its difference from other terms. According to Roimaine (1992:110), code switching can be defines as the use of more than one language, variety, or style by speaker within utterance or discourse or between different interlocutors or situations. It means that code switching using more than one language by the speaker in communication base on situation and condition.

According to Poplack (1980), states that code switching is the alternation of two languages within a single discourse, sentence, or constituent. Hymes (1974 in Paryati), defines code switching is a common term for two alternative the use or the variously two or more languages or

even speech style. It means that in communication process it is very possible speaker to use more than one language.

Code-switching is the alternation between two or more languages within a stretch of language is accepted as a valuable strategy of bilinguals in making linguistic choices for communicative purposes (Rather: 2012, p.7). It means that someone using two languages in communication for example English teacher using two languages in teaching EFL classroom. Such as using Indonesian and English to explain the material presented.

To communicate some people switch their language to make the conversation run well. Especially, for people who does not master second language. They use phrase or brief word to achieve the purpose of communication. According Hoffman (1991), say that code switching is the condition when two languages are used in same utterance.

Base on explanation above, it can conclude that code switching is a common phenomenon of the transition of using language causes changes language in roles and situations. Code switching show the interdependence between contextual and situational function that are relevant in the use of two or more languages.

#### **4. Types of code switching**

There are many experts in the field determining the types of code switching but also there are different opinion about the distinction of code switching by expert. In this research, the research puts some experts' theories related to the type of code switching, such as:

Wardhaugh (2006:104), divide code switching into two types: situational and metaphorical.

1. Situational code switching

Situational code switching that is code switching takes place base on situation in which speakers realized that they speak in a particular language in another situation. In this code there is no change in topic.

2. Metaphorical code switching

Metaphorical code switching is code switching that occurs if there is a topic change. This type of code transfer only occurs if the speaker who initially only talks about work uses a variety of official languages and seems stiff then turns into a more relaxed atmosphere, when the topic changes.

Hoffman (1991:112), shows some types of code switching based on the juncture or the scope of switching where language take place, there are:

1. Inter sentential code switching

This kind of code switching occurs between clause or sentence boundary, where each clause or sentence is in one language or other. For example in Wibowo (2017:16), as when Spanish-English bilingual says: “Tenias zapatos blancos, un poco, they were off-white, you know”. In this example, the man first speaks in Spanish and then switches the code using English clause in the end of the conversation.

2. Emblematic code switching

In this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another. For example in Wibowo (2017:16), as when a Panjabi/English says: “It’s a nice day, hana?” (hai na? isn’t it). The word “hana” in Panjabi is as a tag.

### 3. Establishing continuity with the previous speaker

This kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then the other speaker tries to respond in English too. For example in Wibowo (2017:16), as when Indonesian-English:

Speaker 1 : What a traffic! We will get old in the road.

Speaker 2 : Yup, you are absolutely right. *Setiap hari maceet.*

Another discussion according to Poplack (1980), which identified three different type of switching including: Tag switching, Inter-Sentential Switching and Intra-Sentential Switching.

#### 1. Tag switching

Tag switching according to Poplack(1980), an insertion of a tag in one language into utterance which is entirely in the other language. tag switching happens when the speaker insertof a tag phrase in the form of interjection, a tag, a discourse marker or a sentence filler from one language into an utterance from another language. The example of interjection such as :*wow!, oh!, yeay!*, while tag switching that used as sentence filler such as you know, *well, actually, basically, and lilterary*. In addition, tag switching as discourse marker can be an

expression such as *I mean, by the way, hi, okay*. For example in Anshar (2017:32).

*Teacher: "benar, that's a good answer"!Tabipun, Now we come to the sociolinguistics class. "Bagus, good job Santi"! Write geh, do not only read!*

The words "that's a good answer" can be considered a tag switching. Tags include interjections, fillers and idiomatic expressions. Examples of common English tags are "you know", "I mean" and "right".

## 2. Intra-sentential switching

According to Poplack(1980), Intra-sentential switching which take place within in a sentence. Its mean that Intra-sentential switching happened when the speaker use two or more language in a sentence and the form can be seen when the speaker insert word or phrases of foreign language in basic or first language. The definition of the use intra-sentential switching is when a speaker inserts words or phrases offoreign language in the basic of the first language. Intra-sentential switching commonly takes place within the clause or sentence boundary. It can take the form such as, code changing, code mixing, insertion and congruent lexicalizations.

e.g.: *Kita ada meeting hari ini, jangan sampai telat.*

Base on example above, the Intra-sentential switching it's could be happened in the first word, middle or in the end of a clause, a phrase or a sentence.

### 3. Inter-sentential switching

According to Poplack(1980), Inter-sentential switching is when a speaker, speak in one language in a sentence and complete it with another sentence using other language. In otherhand Inter-sentential switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. inter-sentential switching could be considered as requiring greater fluency in both languages than tag-switching since major portions of the utterance must conform to the rules of both languages.

The example of Inter-sentential switching in Paryati(2018: 61), e.g“ Ternyatadialahpelakunya. *Let's beat his head.*”

In the sentence above, Inter-sentential switching occurs when the switching of a language in the sentence. The speaker uses Indonesian first sentence then continue the next sentence with English. This kind of the sentence can called as Inter-sentential switching.

From the review of literature above, we can see the phenomenon code switching is closely related to speech community and bilingualism. Therefore, this research shows that the reference of speech community and bilingualism to explain the phenomenon of code switching in teaching learning process. After discussing some

theories which are related to code switching the researcher use code switching propose by Poplack base on the scope of code switching, there are tag-switching, inter-sentential switching and intra-sentential switching.

## **5. Function of code switching**

There are many function of code switching use by English teacher in teaching learning Process. According to Mattson and Burrenhult (1999), provide three functions of code-switching, they are the topic switch, the affective function, and the repetitive function. Therefore, the researcher would present the findings and then discuss them one by one.

### **1. Topic switch function**

Mattson and Burrenhult (1999), believe that topic function requires the understanding of the listener. Its means that teachers alter their language according to the topic to explain the material presented. In this function, the teacher switched to the first language in order to enhance the students understandings. Based on this function, code-switching could be used to help the teacher transfer new context clearly .For example in Danaparamita (2017:32).

T: Fish or snake jadinya?

S: Fish aja miss?



T: Alright, your group name is fish. Oke semuanya, sekarang buka evaluation 3 ya. (Okay every body, now please open the evaluation 3)

In this case the teacher used Indonesia sentence, the students' mother tongue to make sure that the students were ready to continue the next activity. And for sentence “ Oke semuanya, sekarang buka, evaluation 3” ya”. The following example is also considered as topic switch that occurred in the class.

## **2. Affective Function**

The affective function is a function of code-switching that regards to the good relationship with the teacher and the students. A teacher also needs to build good affection in learning process (Mattson and Burrenhult, 1999). This is example of affection function that occurred in the classroom. The teacher used code-switching for affection function. This code-switching was used by the teacher to a student personally.

T: Arka, behave yourself please. Dikendalikan dirimu to biar selesai (Arka, manage yourself to finish it).

S: Yes miss.

The teacher said in Indonesian language, “Dikendalikan dirimu to biar selesai”. The teacher did the code-switching to show her attention through her warning.

### **3. Repetitive Function**

Mattson and Burrenhult (1999), have provided some functions of code-switching. The repetitive function is to explain the definition or phonological rule of the word. The teacher also did code-switching to define words or even sentences to the student. The teacher mostly used code switching for repetitive function since the students were the beginners in learning English as stated by the English teacher in the interview that the students are still lack of vocabularies.

*T: Do you have a toy car? Apa kamu punya mobil-mobilan? (Do you have toy car?)*

Based on the example, the code-switching used by the teacher was to define repetitive function. Because the teacher asked the students whether the students had the toy car or not in English sentence. The teacher then did code-switching with asking, “apakah kamu punya mobil-mobilan?.” Base on that sentence that she asked to get students understanding with change to Indonesian.

### **B. Review of Related Findings**

The researcher was found some of research that almost same like this thesis. additionally the research was accumulated the researcher to espouse this research. concerning the research are following:

First research was conducted by Mohammad Hasanul Izza (2015) “*An Analysis Of Code Switching Used By English Teacher In Teaching*

*Learning Process At Second Grade Of Ma Darul Hikmah Tawang Sari, Kedungwaru, Tulungagung.* The research design in this research was descriptive qualitative research. In this research, the researcher found two types of code switching that were used by English teachers in teaching learning processes, they were intra-sentential switching and inter-sentential switching. While the teacher's purposes in using code switching were including: 1) To make the students more understand about the material. 2) To help the teacher to know the students' understanding or not in the material. 3) To give feedback to the students.

Second research was conducted by Ike Dyah Sintianingty As (2017) "*Code Switching Analysis Used By English Teacher Of The Eleventh Grade Students Of MAN Sukoharjo In The Academic Year Of 2016/2017*". In this research, the researcher used a descriptive qualitative method. In the result, she found three types of code switching used by English Teachers at MAN Sukoharjo, they were: inter-sentential switching with 59 data, intra-sentential switching with 41 data, and tag switching with 25 data. For the function of code switching, she found six functions, they were: reiterations with 35 data, next message qualification with 29 data, then personalization or objectification, thus addressee specification and interjections have the same data which occurs in teacher's utterance, there are 18 data and last is quotations with 3 data.

Third research was conducted by Rustiva Trisulichartini (2014), "*A Study Of Code Switching Used By An English Teacher For A Bilingual Class At The State Junior High School 22 Surabaya*". In this research,

researcher uses descriptive qualitative as a research method. The three types proposed by Romain in susanto (2008:47), intra sentential code switching which were (63,2%), inter sentential code switching (21,1%), Tag switching (15,7%). For the functions, was found the teacher mostly had repetitive function ( 58,4%) in teaching the students. Next, the teacher switched because of the topic of the material (20,8%) the last , she had affective function (20,8%) while doing code switching.

Fourth research was conducted by LailinaZulfa(2016), with the title “*Code Switching in English Teaching Learning Process of English as A Foreign Language (EFL) Classroom.*” In his research, the researcher uses descriptive qualitative as a research method. The result of the research, there are three types of codeswitching used by English teacher. They are there are 24 utterances of code-switching (30.7%). The number of tag switching are 6 utterances (25%), inter-sentential code switching are 12 utterances (50%), and intra-sentential code switching are 6 utterances (25%). Beside it the researcher also analyzed the function of code switching. there are 47 utterances of code-switching from 79 utterances (60%). they are: explanation function appeared 9 times (19.1%), students helping each other function appeared 1 time (2.1%), moving activity/topic function appeared 2 times (4.2%), not knowing English counterpart function appeared 4 times (8.5%), checking for understanding function appeared 2 times (4.2%), teacher admonitions function appeared 1 time (2.1%), grammar translation function appeared 7 times (14.8%), grammar

explanation function appeared 7 times (14.8%), and lapses function appeared 13 times (27.6).

And the last research was conducted by EliyaMurtafiah, the title is “An Analysis of Teacher’s Code Switching Practice In The Process of Teaching English at SMAN 2 Padang Panjang.” In this research was conducted through descriptive qualitative method. The finding from the data analysis indicates that there were three types of code switching: 1.inter-sentential switching, 2.intra-sentential switching, 3. Tag-switching. For the function of code switching used by English teachers were found three functions: 1.topic switch, 2.affective switch, 3. Repetitive function.

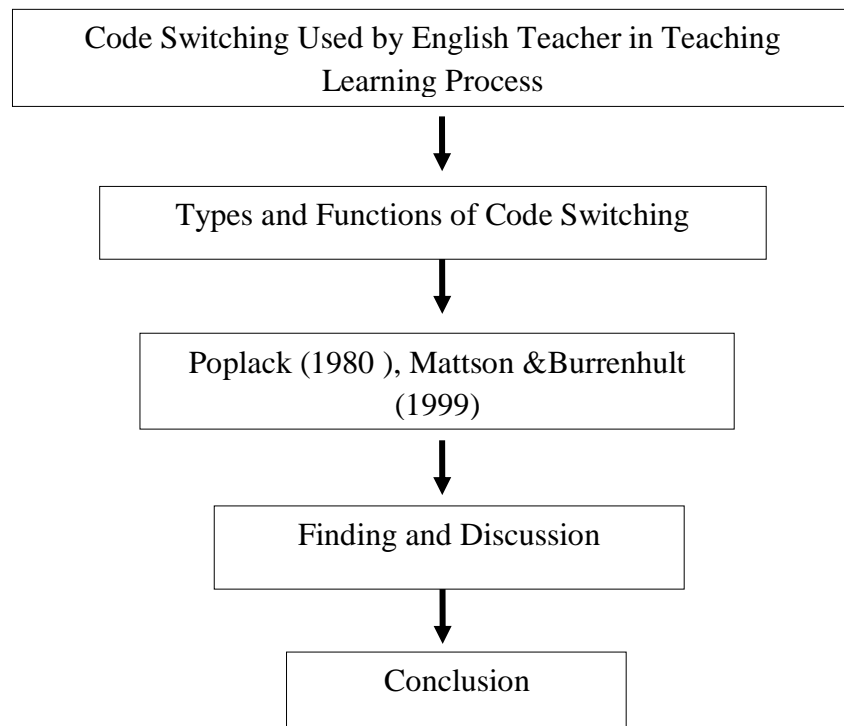
Based on some of the thesis above, in this research, it is different from the previous researches above. It told about analysis of code switching used by English teacher in teaching learning process. This research, the researcher tries to found out the types and function of code switching in teaching learning process used by English teacher at SMA MuhammadiyahRambah.

### **C. Conceptual Framework.**

Conceptual framework was the sequence of how the researcher did the research. Conceptual framework was made with the purpose that researcher was easier to conducted the research. The research was conducted based on the conceptual framework. The following figure described conceptual framework of the research.

From the figure of the conceptual bellow, the purpose of this research was to found out and analyzed the used of code switching used by English teacher and the function of code switching in teaching English learning process. Related to the code switching found the data of the research, the researcher analyzedit base on Poplack (1980), and Mattson and Burrenhult (1999). Then the researcher analyzed based on the finding of code switching used by English teacher in teaching learning process.

**Figure 1. Conceptual Frameworkof The Reseach**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter concerns with research methodology that underpins the study. It covers research design, setting of the research, subject and object of the research, instrument of the research, procedure of the research, technique of collecting the data and technique of analyzing the data. Every sub title will explain in this chapter.

#### **A. Research Design**

In conducting the study the researcher used descriptive qualitative as a research method. The data were considered as qualitative because they are the form of written and spoken (words) rather than numbers (Sintianingtyas, 2017:32). According to Moleong (2006), qualitative research is a research procedure that represents a descriptive data such as words in written or oral from the people and behaviors that observed. These data are described in the form of words, sentences, or paragraph related to the text that the writer found during the process of the study.

Based on explanation above, the researcher concluded that qualitative research methods were development in social events to enable researchers to study social and culture phenomena and events. Therefore, the researcher used descriptive qualitative method since it is the method that collected, classified, and analysed the data in the form of words and sentences to draw a conclusion. The data was in the form of sentences which later was analysed descriptively based on the types and the function of code switching.

## **B. Time And Location Of The Research**

This research was conducted at SMA MuhammadiyahRambah which located on Jl.Diponegoro Km2, Pasir Pengaraian, KEC.Rambah, KAB. Rokan Hulu. In 2018/2019 of academic year, it consistof one English teacher. The time of conducted research activities was one month started from March until April 2019.

## **C. Object and Subject of The Research**

In doing a research, there were the subject and object of the research. In this research the researcher explained those things above:

1. Object of the research. The object of this research was used code switching and the function of code switching in teaching learning process.
- 2.Subject of the research. In this research, the subject of the research was English teacher at SMA MuhammadiyahRambah.

## **D. Instrument of The Research**

In identifying the study, the researcher needed some supporting instruments. It is used to collected the data. The instruments made the researcher easier to analyzed the data. In this research the researcher needed documentation to gotthe data used video recorder to collected the data of code switching used by English teacher in the classroom. After that the researcher needed interview to know the reason and function of code switching in the classroom.



## **E. Research Procedure**

In conducted this research, the researcher conducted some steps as the procedure of the research such as:

### **1. Observation**

The first thing the researcher did observation to school and asked the teacher used code switching or not in teaching learning process.

### **2. Formulation**

Based on observation above, the researcher formulated in this research on the following question: What are the types and functions of code switching used by English teacher in teaching learning process?

### **3. Theories**

After that the researcher analyzed the code switching used by English teacher used Poplack's theory and for the function of code switching the researcher used Matton & Burrenhult theory.

### **4. Technique of Collected the Data**

In this step, the researcher came to the class and record the activities of teaching learning process by used video recorder and the researcher needed interview the teacher to got detail information about code switching itself.

### **5. Technique of Analyzed the Data**

After collected the data, the researcher analyzed the data used table of Poplack and Matton & Burrenhult theory.

### **6. Analyzed The Data**

After collected the data of the table based on Poplacks and Matton & Burrenhult theory, the researcher analyzed the data that are being taken.

#### 7. Conclusion

And the last the researcher made the conclusion about the data that were collected.

#### **F. Technique of Collecting The Data**

The technique of collecting the data used in this study was documentation and interview. The researcher made documentation used video recorder in teaching learning process. Then, the researcher needed interview the teacher to get information detail.

#### **G. Technique of Analyzing The Data**

The analysis was based on the theories presented in chapter two. In finding the types of code switching occurred by the teacher, the researcher used a theory that was Poplack's theory. He states that there are three types of code switching which were intra sentential code switching, inter sentential code switching and tag switching, after gaining the data, every utterance that contained code switching were identified. Identifying the transcribed data was done by distinguishing the data from the other types of code switching. Then the data were classified into each type of code switching.

**Table1. The Analysis Types of Code Switching Produced by The Teacher in Teaching Learning Process at SMA Muhammadiyah Rambah.**

No	Teacher utterances	Type code switching		
		Tag switching	Intra sentential code switching	Inter sentential code switching
	<b>Total</b>	%	%	%

(Poplack 1980)

The researcher put the teacher utterances which contained code switching in the second column. After that, the researcher determined what types of code switching used by the teacher. After found out the code switching used, the researcher put a tick (√) according to the types of code switching. The researcher also calculated the frequency of the occurrence of the types of code switching. In calculating the frequency of the occurrence of each the type of code switching, the researcher used following formula:

$$A = \frac{a}{tot} \times 100\%$$

(Poplack 1980)

Note :

A : Percentage of occurrence of certain type of code switching

a : Frequency of occurrence of certain type of code switching

tot : Total frequencies of occurrence of certain type of code switching

After analyzed the type of code switching, the researcher analyzed the function of code switching, based on Matson and Burenhult (1999). There were three function of code switching used by an English teacher in teaching learning process which introduced with its aspect as: topic switch, affective function and repetitive function. In classifying the data, the researcher also used the table. It is made to help the researcher to interpret the data.

**Table 2. The Analysis Functions of Code switching produced by English Teacher in teaching learning process.**

No	Teacher utterance	Function of code switching		
		Topic switch	Affective function	Repetitive function
	<b>Total</b>	%	%	%

(Matson and Burenhult 1999)

The researcher wrote each function in the third column of table 2. then put a tick (✓) according to the function of code switching. The researcher also would calculate the frequency of occurrence of the function of code switching. In calculating the frequency of the frequency of the occurrence of each function of code switching produced by the teacher, the researcher used the following formula.

$$B_{tot} = \frac{b}{x} \times 100\%$$

(Matson and Burenhult (1999))

Note :

B : Percentage of occurrence of certain function of code switching

b : Frequency of occurrence of certain function of code switching

tot : Total frequencies of occurrence of certain function of code switching

The data transcriptions gained from the utterance English teacher. Furthermore, the result of the study was to found out function of code switching used by an English teacher in teaching learning process. The researcher identified whether the teacher also apply the function of code switching that is analyzed by the researcher.