

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the results and the discussion of the study. This study means to describe the code-switching utterances made by 10th grade English teacher of SMAN 7 Semarang in the classroom.

A. Finding

1. SMAN 7 Semarang

SMAN 7 Semarang is one of the popular schools in Semarang which is located in Jalan Untung Suropati Kecamatan Ngaliyan Semarang. Being one of the popular schools in Semarang makes SMAN 7 Semarang develop its educational system to produce a qualified outcome.

2. The English Teachers in SMAN 7 Semarang

There are three English teachers in SMAN 7 Semarang. The first is Dra. Fransisca Budiati, the second is Nunik, S.Pd., M.Si., and the third is Dra. Yuliati.

In the observation, the writer decided to choose the first teacher Mrs. Fransisca Budiati as the observed teacher. He choosed her because she is the 10th grade English teacher in SMAN 7 Semarang and she has 5 different classes: X-4, X-5, X-6, X-7, and X-8.

In teaching English in the classroom, she tries to make the students take part in the teaching learning process. To compensate the language acquisition, she also uses Indonesian. She said that Indonesian language is important in teaching English in a classroom. The reason is that Indonesian language is the second language of the students.

Sometimes, the usage of Indonesian can connect some difficult words to reduce misunderstanding. But she tries to minimize the usage of Indonesian language because she wants her students accustomed to

English language. So, she doesn't deny that it play important in teaching learning process.

To compensate the speaking skill, Mrs. Fransisca Budiati tries to make the students active in the classroom by giving some questions, by answering the questions and sometimes she making a group in pair to discuss the materials and do conversation contained some expression given. For listening skill, she always uses English anytime. Hopefully, her students will accustom to pronounce English vocabulary.

From the brief information above which related with my research, it can be concluded that code-switching is done in teaching English in a classroom by English teacher. Although she tries to minimize it but the teacher believes that the mother tongue plays an important role in teaching English as a foreign language in a classroom.

B. Discussion

Having observed the teaching English as a foreign language in a classroom in SMAN 7 Semarang, the writer wants to discuss the research finding that found.

Almost all of the code-switching functions were used by the teacher in teaching English as a foreign language in the classroom within one session meeting of 2x45 minutes.

All kind of functions appeared in teaching learning process would be analyzed one by one.

1. Insufficient Vocabulary Resources

Insufficient vocabulary resources means the lack of vocabulary which done by the teacher that used first language to express or state the meaning. From my observation, there is only one utterances of this function that found.

T : When you use “the”, the most poor, the wealthiest, *paling* and than. Do you have this structure?

The teacher feels difficult to say the italic words above so she uses Indonesian to express her meaning.

2. Affective Function

Affective function happens when the teacher wants to build solidarity and intimate the students. It expresses emotion. There is only one affective function that made by the teacher in the classroom.

T : Good!
Bagus!

From the example above, it can be concluded that express emotion which used to build solidarity and intimate relation with the students and she didn't want to have a distance with the students.

3. Emphasis

Emphasis function occurs when the teacher puts stress or underscores a point of English teaching learning in the alternate language. It is usually accompanied by a change in voice intonation with higher pitch level. There are 37 utterances that made by the teacher and below are 5 following samples.

- 1) T : *Ya, sudah betul.*
Who has different sentence?
- 2) T : *Ya, uang Satrio lebih sedikit dari pada uang Harry.*
So, what does it mean?
- 3) T : *Peringatan kembang api.* Right...
Next, number 4, Aprilia.

4) T : *Dari pada...*

If you make Comparison, if you use “than”, it means that you make Comparison.

5) T : *Atinya sama*. The same meaning.

Hanya, would rather infinitive, would prefer to infinitive.

From the examples above, emphasis functions done by the teacher to emphasize what the students do at the time. I found that the intonation is already changing in those utterances. I also found that teacher sometimes use emphasis function as a technique in explaining the material without any problem which is occurred by teacher’s habit.

4. Elaboration

Elaboration function happens when additional information or details on a topic were added in the alternate language. So, it means when the teacher wants to give a more information to the students using their first language. From the observation, eight of this function are found and below are 5 samples.

1) T : *Ya*, Get personal. *Pribadi*.

Menggunakan I, you, we and then keep it short!

Kalau panjang itu surat. Jadi jangan panjang-panjang, memo itu pendek.

2) T : Short Message Service. *Layanan pesan singkat*.

Tapi kalau memo tidak ada yang melayani, kita sendiri yang membuat.

3) T : *Menjelaskan* what you want to write.

This message must not be more than, not more than, *tidak lebih dari empat (4) kalimat*.

4) T : Right.

Sampai ketemu hari Sabtu, ulangan. Ulangan ini dan Passive.

5) T : *Sekeriting dan lebih keriting boleh.*

Next, number 10, the last, Destanto.

Teacher transfers what they know or details information to the students using Indonesian language.

5. Addressee Specification

The addressee specification occurs when the teacher switches the language as she addresses or directs her speech, to a different language. Usually, the teacher talks directly to the interlocutor and she also makes eye-contact. Four instances of addressee specification functions were found and below are two samples.

1) T : *Punya yang berbeda, Dean?*

Do you have different sentence?

2) T : Next.

Nomor 7, Hesti.

The teacher talks directly to the students. She alternates her language in order to keep the communication channel fluently. She makes eye-contact with the students while she switches her language.

6. Clarification

The clarification function done by the teacher when she switches as she repeats or paraphrases something she had just said in English. From my observation, 21 utterances of this function are founded and below are 5 samples.

1) T : I think you can make a note.

Bisa dicatat dulu.

- 2) T : How do you get the same answer?
Kok bisa jawabannya sama?
- 3) T : *Ya, lebih suka tidur dari pada menonton TV.*
 Prefers to sleep than watch TV.
- 4) T : For the first, here for all the subject, you may put anyone,
 anybody.
Mau diisi siapapun, up to you.
- 5) T : Prefer.
Lebih memilih, lebih suka, lebih tertarik.
Lebih suka ini...?

The teacher repeats or paraphrases what just she said to the students. It gives a clearer message of the teacher's utterances.

7. Statistical Analysis of the Data

Having identified and described the list of code-switching functions, the writer continued to account the amount of code-switching functions used during the teaching English as a foreign language in the classroom.

This aimed to know percentage of code-switching used and the percentage of each function of code-switching. By using it, he can see what the dominance function found in teaching English in the classroom.

First, he calculates the code-switching found in teaching English in the classroom using formula as follows:

$$\% \text{ of CS} = \frac{\text{Frequency of CS Utterance}}{\text{All utterances in the classroom}} \times 100\%$$

Second, he calculates the percentage of each code-switching function using formula as follows:

$$\% \text{ of each function} = \frac{\text{Frequency of each function of CS}}{\text{All CS in the classroom}} \times 100\%$$

Having the formula to calculate the percentage of code-switching in teaching English in the classroom, he continues to calculate the code-switching found in the classroom.

$$\begin{aligned} \% \text{ Code Switching} &= \frac{72}{111} \times 100\% \\ &= 64.86\% \end{aligned}$$

Having the formula to calculate the percentage of each function of code-switching in teaching English in the classroom, he continues to calculate each of the code-switching function found in the classroom.

$$\begin{aligned} \% \text{ Insufficient Vocabulary Resources} &= \frac{1}{72} \times 100\% \\ &= 1.40\% \end{aligned}$$

$$\begin{aligned} \% \text{ Affective Function} &= \frac{1}{72} \times 100\% \\ &= 1.40\% \end{aligned}$$

$$\begin{aligned} \% \text{ Emphasis} &= \frac{37}{72} \times 100\% \\ &= 51.40\% \end{aligned}$$

$$\begin{aligned}\% \text{ Elaboration} &= \frac{8}{72} \times 100\% \\ &= 11.10\%\end{aligned}$$

$$\begin{aligned}\% \text{ Addressee Specification} &= \frac{4}{72} \times 100\% \\ &= 5.50\%\end{aligned}$$

$$\begin{aligned}\% \text{ Clarification} &= \frac{21}{72} \times 100\% \\ &= 29.20\%\end{aligned}$$

Here is the table of the frequency and the percentages of each code-switching function in teaching English in the classroom.

No	Code-Switching Function	Frequency	Percentage
1	Insufficient Vocabulary Resources	1	1.40%
2	Affective Function	1	1.40%
3	Emphasis	37	51.40%
4	Elaboration	8	11.10%
5	Addressee Specification	4	5.50%
6	Clarification	21	29.20%
	Total number of code-switching	72	100%

From the result above the researcher knows that code-switching used in teaching English as a technique to solve classroom conflict is 64.86% and the dominant function of code-switching is emphasis function which is occurred 37 times (51.40%). As stated before that emphasis occurred when the teacher stresses or underscores a point in the alternate

language. This switch is also accompanied by a change in voice intonation which exhibited a higher level.