

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussions.

4.1. Findings

This chapter aimed to present the result of the study. In this finding section, the researcher discussed what researcher found related to the two research problems that have formulated. The first research findings presented in this study were related to the types of code switching that English teacher used. The second research findings presented in this study were related to the factor that make English teacher switch to the first language. Based on the results of the data analysis that the researcher has obtained from observation and interview, the researcher has concluded several themes for the types of code switching that English teacher used and the factors that make English teacher switch. The description of each theme was explained as follows:

4.1.1 Types of Code Switching

After analysing data from observation and interview, the researcher found that there were three types of code switching namely, tag switching, inter-sentential switching and intra-sentential switching that the teacher used while teaching English to young learners. The description regarding each theme was obtained from the coding data illustrated in table 4.1.

Table 4.1 Themes and codes for the types of code switching

No	<u>Themes</u>	<u>Codes</u>
1	Tag switching	<ul style="list-style-type: none"> <li data-bbox="810 456 1337 763">a. The teacher switched the language from one language to another language by giving the question tag to students in whilst activities to explain the materials regarding medicines and illness. <li data-bbox="810 786 1337 1093">b. The teacher switched the language by giving short expression or tag phrase in whilst activities to get the learners' attention to re-focus when discussing about countable and uncountable. <li data-bbox="810 1115 1337 1480">c. The teacher switched the language in pre activities when preparation and motivation before learning and asking about previous lesson to brainstorm the all materials that had been studied during the semester before having the exam next week.
2	Inter-sentential switching	<ul style="list-style-type: none"> <li data-bbox="810 1525 1337 1883">a. The teacher switched the language by using two different sentences in two different languages for a different context when praising students who could answer the question and asking students to be quiet when in the whilst activities.

	<ul style="list-style-type: none"> b. The teacher started new sentences by using English language then followed by the Indonesian in the whilst-activities when to explain asking for help. c. The teacher switched the language when in whilst activities by giving instruction for students tried to answer the question regarding how to introduce themselves.
3	<p>Intra-sentential switching</p> <ul style="list-style-type: none"> a. The teacher switched the language when in the whilst-activities by giving the instruction to students to arrange the right direction to somewhere based on provided context. b. The teacher switched the language in post activities when the teacher reviewed the materials being taught before the class end regarding the differences between superlative and comparative.

The themes and codes mentioned above in table 4.1 could be elaborated in details as follows:

4.1.1.1 The teacher used tag switching in the teaching and learning process

Based on the data collected through the observation, the researcher found that the teacher at SD IT Auladi Palembang used tag switching as the one of types code switching done by the teacher during the English learning process. In this

case, it was used when the teacher switched the language from one language to another language by giving question tag to students in whilst activities to explain the materials regarding medicines and illness.

In addition, the researcher also got information that the teacher used short expression or tag phrase in whilst activities to get the learners' attention when discussing about countable and uncountable noun and also teacher switched the language in pre activities when preparation and motivation before learning and asking about previous lesson to brainstorm the all materials that had been studied during the semester before having the examination later on. The further descriptions are discussed as follows.

According to the data collected in the observation, the researcher found that the teacher switched the language from one language to another language by giving question tag to students in whilst activities in order to explain the materials regarding medicines and illness. The example of using tag switching could be seen in the sentence below:

“When you have fever, atau demam kalian pergi ke klinik bukan ke dentist right...” (Observation, May 25th, 2021).

Based on the data collected through the observation, the researcher found in whilst learning activities teacher used tag switching when the teacher switched the language from one language to another language by giving question tag to the students by providing and giving the word right so that students can answer and get involved into the teacher question when it comes to the materials being discussed about medicine and illness.

Similarly, based on the data collected through the observation, the researcher found in the whilst-activities the teacher used tag switching by giving a short expression or tag phrase in the front of the utterances to gain students' attention when teacher delivered the materials was about countable and uncountable noun. The example of using tag switching could be seen in the sentence below:

“Halloo... ada yang tau, buah cherry is countable or uncountable?”

(Observation, May 18th, 2021).

Based on the data collected through the observation, the researcher found in whilst-activities the teacher used tag switching by using the way through giving a short expression or tag phrase in front of the utterance to gain learners' attention in speaking in order to make the students focus on the teacher's questions and then answer them when teacher asked the materials regarding countable and uncountable noun when in the classroom.

Furthermore, according to the data collected during the observation, the researcher found that the teacher switched the language in pre activities when preparation and motivation before starting the lesson and asking about the previous lesson that students had been studied during the semester. The example of using tag switching could be seen in the sentence below:

“Well, we start from chapter 1, coba buka bab 1 nya dulu okay yah”

(Observation, May 25th, 2021).

Based on the data collected through the observation, the researcher found in pre activities the teacher used tag switching in first and the last utterance of the

sentences, which the teacher started by the English then switch to Indonesian when they brainstormed the whole materials that had been studied during the semester before the teacher give the examination later on to students.

After the observation, the researcher conducted the interview to make sure that the teacher really used tag switching in teaching and learning process. As the result, the result of interview showed that the teacher did code switching, especially tag switching because basically the teacher want to mark or emphasize certain words to students and got students attention. For further information was expressed by the teacher named AR, as follows:

“Because I want to mark or emphasize to my students, what kind of words I want to say, in order to attract my students’ attention during the class. For example, “right, so, okay, alright” and so on, which related to the topic being discussed” (Personal Communication, June 2nd, 2021).

4.1.1.2 The teacher used inter-sentential switching in the teaching and learning process

Based on the data collected through the observation, the researcher found that the teacher at SD IT Auladi Palembang used inter-sentential switching as the one of types code switching done by the teacher during the English learning process. In this case, it was used when the teacher used two different sentences in two different languages for a different context when praising students who could answer the question and asking students to be quiet in whilst learning activities during teaching and learning English.

In addition, the researcher got the information that the teacher also started a new sentences by using English language then followed by the Indonesian when in the whilst-activities to explain about asking for help as well as the teacher switched the language in whilst activities when giving instruction for students tried to answer the question regarding how to introduce themselves. The further descriptions are discussed as follows:

According to the data collected during the observation, the researcher found that the teacher used inter-sentential switching when the teacher used two different sentences in two different languages for a different context when praising students and asking students to be quiet. The example of using inter-sentential switching could be seen in the sentence below:

“Yes, very good, good answer. Coba yang lain dengarkan dulu temannya itu ngejawab apa” (Observation, May 25th, 2021).

The researcher found in whilst learning activities teacher used inter-sentential switching where the teacher used two different sentences in two different languages for a different context, which context one was as an expression of the teacher when praising students who could answer the question regarding the use of could and can, and the other one context was a teacher’s command sentence in telling students when they were noisy, asked by the teacher to be quiet, so that the teacher hoped students could participate in the discussion together which was about asking and offering the help by using could and can.

Meanwhile, based on the data collected through the observation, the researcher found in the whilst-activities the teacher started a new sentences by

using English language then followed by the Indonesian to explain about asking for help. The example of using inter-sentential switching could be seen in the sentence below:

"We can see in your book in chapter seven, bisa dilihat di chapter tujuh ya tentang, asking for help" (Observation, May 25th, 2021).

The result of observation, the researcher found in whilst learning activities teacher used inter-sentential switching. The teacher started new sentences by using English language then followed by the Indonesian as for repetitive sentences of the first sentence, so that students understood what was being said. The teacher repeated the sentence by switching the sentence into Indonesian to avoid misunderstanding when the teacher explained and discussed the materials being studied.

Additionally, according to the data collected during the observation, the researcher found that the teacher used inter-sentential switching when the teacher switched the language in whilst activities by giving instruction for students who tried to answer the question. The example of using inter-sentential switching could be seen below:

"Who wants to try? Siapa yang mau coba jawab?" (Observation, May 25th, 2021).

The observation result showed that the researcher found in whilst learning activities teacher used inter-sentential switching where the teacher gave opportunities for students if there were students who wanted to try answering questions from the teacher related to the material being taught regarding how to

introduce themselves. At this point, the teacher repeated his speech in English to Indonesian to emphasize and made it clear so the students could understand what the teacher was conveying.

To the same line, the researcher found in the interview process regarding the reason of English teacher used inter-sentential switching during teaching and learning English. The interview resulted that the teacher did code switching, especially inter-sentential switching because basically the teacher wanted to give signals or codes to students so that they could understand what teacher said. It was expressed by the teacher, as in:

“Because sometimes, I or other teachers give codes or signals to students so that students can understand the sentences that I am saying, not only in English but also in Indonesian” (Personal Communication, June 2nd, 2021).

And he added that the way of giving signals or codes to the students, as in:

“For example, when I ask my students, "Open your book page 18, kalau tidak dibuka bukunya ada hukumannya", I give the code in Indonesian to students, if the book is not opened, there will be a punishment” (Personal Communication, June 2nd, 2021).

4.1.1.3 The teacher used intra-sentential switching in the teaching and learning process

Based on the data collected through the observation, the researcher found that the teacher at SD IT Auladi Palembang used intra-sentential switching as the one of types code switching done by the teacher during the English learning

process. In this case, it was used when the teacher switched the language when in the whilst-activities by giving the instruction to students to arrange the right direction to somewhere based on the context and as well as it was used when the teacher switched the language in post activities when reviewing the materials being taught before the class ended regarding the differences between superlative and comparative.

According to the data collected during the observation, the researcher found that the teacher used inter-sentential switching where the teacher switched the language in the whilst-activities to give the instruction to students to arrange the right direction to somewhere based on the context. The example of using intra-sentential switching could be seen in the sentence below:

“Coba kata-katanya yang sesuai gambar map, arrange into a good direction. Di susun ya jadi direction yang benar” (Observation, May 25th, 2021).

In the observation result, the researcher found in the whilst-learning activities teacher used intra-sentential switching when the teacher gave instruction as exercise to the students to match or arrange the words based on the provided context in their hand book to be the right direction when they were discussing about materials of giving direction.

Similarly, based on the data collected through the observation, the researcher found in the post-activities the teacher switched the language when the teacher reviewed the materials being taught regarding the differences between

superlative and comparative. The example of using intra-sentential switching could be seen in the sentence below:

“Coba sir tanya fikri ya... beda nya superlative and comparative what is that fikri, masih ingat? (Observation, May 25th, 2021).

Based on the data collected through the observation, the researcher found in the post-learning activities teacher used intra-sentential switching when the teacher reviewed the materials being taught by asking and crosschecking to the students about students' understanding to make sure that they all understood about learning materials about superlative and comparative before the class should be closed by the teacher.

Hence, from the result of interview to support the observation done by the researcher regarding the reasons to use intra-sentential switching when teaching English to young learners, the result showed that sometimes the teacher need to mark, underline or stress the words in English even though they were easy words so students could be familiar with the English words. Furthermore it was confessed by the English teacher, as in:

“Because during the teaching, sometimes there are several words or terms that must be marked, emphasized, and underlined in English. Sometimes, it is important to make the words marked in English clearly, even though it is an easy word so that students also understand vocabulary in English, not only in Indonesian” (Personal Communication, June 2nd, 2021).

And he added that the way of marking, pressing and underlining the words in English even not to translate in Indonesian but just to stress and emphasize the words in English, as in:

“For example, the English word can be, “past tense, present tense, future tense, much and many” and so on. How to interpret the meaning of those words. Thus, I use English terms so that students can be familiar too. Something like that” (Personal Communication, June, 2nd, 2021).

4.1.2 Factors Affecting of Doing Code Switching

After analyzing the data gained from the observation and interview, the researcher found that there were some factors that affected the English teacher switch to Indonesian language when teaching English to young learners. The themes and analysis of codes were gained from the qualitative data obtained from the observation and depth-interview. So the themes and codes analysis of this study were shown below in table 4.2.

Table 4.2 Themes and codes for factors affecting of doing code switching.

No	<u>Themes</u>	<u>Codes</u>
1	Lack of students' English competency	a. The teacher switched the language when the students just kept silent when the teacher tried to ask in English. b. The teacher switched the language when the students could not give response when the teacher interacted in English.

2	Lack of teacher's English competency	a. The teacher switched the language when forgot about to arrange English words. b. The teacher switched the language when confused and in doubt, whether it was right or not when trying to make the right sentences.
3	Ease of giving instruction and communication	a. The teacher switched the language when he gave direction to do the assignments. b. The teacher switched the language when he engaged and connected in communicating with students.
4	Ease of maintaining students' discipline in the classroom	a. The teacher switched the language when he reprimanded and monitored the class to be conducive. b. The teacher switched the language when he tried to give the punishment to students.
5	Ease of expressing teacher's feeling	a. The teacher switched the language when he expressed his closeness to students and created further connection with students. b. The teacher switched the language when he expressed that he wanted to blend with students in the classroom.

The themes and codes gained from the qualitative data as list in table 4.2 are described to know the factors that make English teacher could switch to the Indonesian language. It was found that various factors that made English teacher switched the language. It was divided into five factors. They were lack of students' English competency, lack of teacher's English competency, ease of giving instruction and communication, ease of maintaining students' discipline in the classroom and ease of expressing teacher's feeling. The following are detailed explanations of the themes and codes indicated in table 4.2:

4.1.2.1 Lack of Students' English Competency

Based on the data collected through the observation and interview, the researcher found that the teacher at SD IT Auladi Palembang used code switching when he was faced by lack of each students' English competency in the class. In this case, he used code switching when the students just kept silent when the teacher tried to ask in English and could not give response when the teacher interacted in English.

According to the data collected during the interview, the researcher found that he used code switching to students who were lack of English competency when the students just kept silent when at the time the teacher tried to ask in English in the classroom. In this context, the use of code switching was applied to give convenience when the teacher was confronted in the situation that students were asked by the teacher but they became more silent. For example, the teacher said, as follows.

“I used to use English when I asked my students, but because they were more silent and ignore my question, ehmm... and.. also, they did not understand what I am saying in English which makes me switch the language from English to Indonesian to enable them to answer my question. Something like that” (Personal Communication, June 2nd, 2021).

Additionally, based on the data collected through the interview, the researcher found that the teacher at SD IT Auladi also used code switching when the students could not give response and feedback when the teacher interacted to do so in English. In this circumstance, the use of code switching was really needed for the teacher what he interacted more with the students who did not understand English compared to students who understand English, so that in the end, the teacher must generalize and accommodate every student’s competency. To support this, it was also expressed by the English teacher, as in:

“Yes, as I said before. If there are only one or two students who master English, following the competency of one or two students in the class, I will sacrifice other students. Therefore, I must accommodate the English abilities of most students when using English to interact and ask them questions” (Personal Communication, June 2nd, 2021).

Moreover, from the observation that conducted by the researcher, it could be seen that the students just kept silent and could not give responses or even being passive toward the teacher when in the whilst learning activities when the teacher tried to give the instruction to read the example in a book but they became more silent and did not do what the teacher’s command, so that the interaction in

English used by the teacher could not continue since they did not show responses and tend to be more silent by ignoring the instruction of the teacher by switching off the sound, looking busy with their activity that out of the topic and starting to look down. Thus, the teacher switched the language into Indonesian to get the students' responses and make them being active not passive when interacted and communicated by using the way of switching the language to Indonesian. The example, as in:

“Open your book about ‘invitation’, coba buka dan baca dulu contohnya ada yang bisa...” (Observation, May 25th, 2021).

In the same line above, the teacher used inter-sentential switching in whilst learning activities when discussing about invitation materials by giving the instruction to the students through switching the language into Indonesian because they did not show responses and tend to be more silent if the teacher just used English. Thus, by switching the language into Indonesian, make them more understand based on the instruction which was they order that to open the book and read the example provided about the differences between invitation for written and spoken.

4.1.2.2 Lack of Teacher's English Competency

Based on the data collected through the observation and interview, the researcher found that the teacher at SD IT Auladi Palembang used code switching when faced by lack of teacher's English competency itself. In this case, code switching was used when the teacher forgot about to arrange English words and being confused, whether it was right or not when trying to make the sentences.

According to the data collected during the interview, the researcher found that code switching used by the teacher when he was faced by lack of English competency in himself. In this case, the competency of English teacher about the English learning material was needed to support the use of English as medium of learning in the class. However in one situation faced by English teacher when he forgot to arrange the English words when teaching and learning process in the class, so that makes the teacher switched the language. For example, the teacher said, as follows:

“I once forgot the English word, for example, emmm..... from yesterday’s class, I forgot the English word “timur tengah” at the beginning of last semester, there I was confused if it was “middle east” or “east middle” when I explained my students” (Personal Communication, June 2nd, 2021).

Similarly, based on the data collected through the interview, the researcher found also that when teaching English to young learners, the teacher was confused when faced by wheter it was right or not when trying to make the right sentences when in the classroom. It makes the teacher feel afraid and wonder to make the right sentences in English so that instead of making carelessly about that sentences so he switched into Indonesian. As the result, it was also expressed by the English teacher, as in:

“Because, instead of giving the wrong English word carelessly, I am afraid that students will imitate the English word, so I switch to Indonesian to make it easier” (Personal Communication, June 2nd, 2021).

And he added the way of making the sentences when in a doubt to deliver in English but at the end he switched to Indonesian, as in:

“Emmh just like... “Di timur tengah kemarin untuk hewan jenis apa, east middle, eeheh.... middle east I mean..... tempat timur tengah.... ada yang tau?”. Yes, something like that, when I conveyed the sentences during the teaching” (Personal Communication, June 2nd, 2021).

Otherwise, in line with the result of interview, the researcher found that from the observation the teacher switched the language into Indonesian too much when teaching and learning process, especially when the teacher gave the instruction to students that was the last meeting for the English class before students were going to have the examination. As the result, teacher mostly used Indonesian rather than used English as the example below:

“This is the last meeting for English class, ini pertemuan terakhir kita ya sebelum minggu depan ada ujian praktek, senin 31 Mei diikuti dengan ujian teori tanggal 7 Juni.”(Observation, May 25th, 2021).

To the same line above, the teacher used inter-sentential switching by using and delivering English language first then followed by the Indonesian. However, from the utterance above, it showed that the teacher’s language switch is more dominant to Indonesian instead of using English. So that, by doing Indonesian code-switching it showed that the teacher tended to explain a lot of certain topics by switching to Indonesian language to students and even more the teacher was aware that he lacked of English competency when explaining and delivering the important topics in English to the students.

4.1.2.3 Ease of Giving Instruction and Communication

Based on the data collected through the observation and interview, the researcher found that the teacher at SD IT Auladi Palembang used code switching when giving direction and communication in the classroom. In this case, it was used code switching when he gave direction to do the assignments and when he engaged and connected in communicating with students.

According to the data collected during the interview, the researcher found that code switching was used in learning English when giving directions to do the assignments. This happened to help the students who had difficulty understanding what the teacher had instructed them. For example, a teacher said, as follows:

“Yes, I have. It is mostly switched to Indonesian language. Because when I give the instructions, the students are more capable to catch instructions in Indonesian than English” (Personal Communication, June 2nd, 2021).

And the teacher also added that he was sure that the students were more easily to get the instruction by doing code switching to Indonesian. It was expressed by the teacher, as in:

“Yes, as I said, students can catch the information more easily and quickly. Therefore, I prefer to switch to Indonesian” (Personal Communication, June 2nd, 2021).

In addition, based on the data collected through the interview, the researcher found that code switching used by the teacher when he want to engage and connect in communicating with students. It happened because the use of code switching was deemed more effective and more able to connect and engage each

other in communication with students by doing code switching to Indonesian. It was also expressed by the teacher, as in:

“Yes, because I want to communicate and connect with my students easily. When I communicate with them by using code switching, the students understand much faster when I switched to Indonesian. So, I prefer to communicate by doing code switching to engage and blend easily with my students” (Personal Communication, June 2nd, 2021).

Besides the data from the results of the interview, the researcher also got the information in observation, which showed that the teacher switched the language in post learning activities when giving the instruction as well as giving communication with students to do the tasks about learning materials studied was superlative and comparative sentences before the class should be closed by the teacher. The example provided, as in:

“Write three examples of superlative and comparative, tulis langsung saja jawabannya, nanti dibaca saja yang sudah” (Observation, April 25th, 2021).

In line with the sentence related above, the teacher used inter-sentential code switching in post activities when the teacher asked the students about what that they have studied by giving direction and communication to students to do the tasks before the class ended as a review of the lesson that had been taught related to the superlative and comparative materials. Therefore, by giving a command sentence to students through switching the language to Indonesian, it makes the students easier and more effective in capturing the communication

instructions conveyed by the teacher. So as the result, the instructions regarding the task being discussed was fulfilled by the students easily when code switching was applied.

4.1.2.4 Ease of Maintaining Students' Discipline in the Classroom

Based on the data collected through the observation and interview, the researcher found that the teachers at SD IT Auladi Palembang used code switching to maintain students' disciplined during the English learning activities. In this case, it was used by the teacher when reprimanding and monitoring the classroom to be conducive, quiet and as well as it used when trying to give the punishment to students.

According to the data collected during the interview, the researcher found that code switching was used in learning English when reprimanding and monitoring the class to be conducive and to be quiet during teaching and learning process. In this case, it happened because when the teacher reprimanded and monitored the class when process of learning, the use of English failed to deliver the teacher's authentic feelings of anger to students so that code switching could help with it. Hence, when if there students who were noisy, disobedience or misbehaviour in the class, the use of code switching into Indonesian was needed to support this, for example, the English teacher said, as follows:

“Yes, I have. Because it is easier for the students to catch what I say, especially to make them silent and not to be noisy in the class. And also, by switching to Indonesian, it is easier to regulate and monitor students’

discipline during the learning process” (Personal Communication, June 2nd, 2021).

In the same line, based on the data collected through the interview, the researcher found that code switching used by the teacher when he tried to give punishment to the students. It happened because the use of code switching was able to emphasize the students who were kept making noisy, disobedience or misbehaviour to stop making mistakes in the class to have English classroom more regulated. It was also expressed by the English teacher, as follows:

“Because students can catch the instructions if I switch to Indonesian especially if to the students who are not silent and keep making noisy, then I give the alert of punishment. Since they can catch my instruction easily, certainly the class is well controlled and maintained” (Personal Communication, June 2nd, 2021).

Furthermore, based on the data obtained through the observation, the data showed that the teacher used code switching in the classroom when reprimanding and monitoring the class as well as giving the alert to students if they were not disciplined in the class. It happened in whilst learning activities when the teacher tried to reprimand the students to be more quiet and made them to pay the attention on the teacher’s explanation. The example, as follows:

“Please keep silent first, coba dengarkan yah.... diam dulu, nanti sir tanya....” (Observation, May 18th, 2021).

In line with the statement, the teacher used inter-sentential code switching in whilst activities when the teacher reprimanded students to be silent as well as

for other students who were not conducive in the classroom to pay attention on the teacher explanation. Therefore, the use of code switching when monitoring the class, it helped the teacher was able to speed up students monitoring process when they were not quite conducive and discipline in the classroom. Hence, by using the way of Indonesian code-switching, the message given was clearly understood when asking students to remain conducive and discipline during learning English.

4.1.2.5 Ease of Expressing Teacher's Feeling

Based on the data collected through the observation and interview, the researcher found that the teacher at SD IT Auladi Palembang used code switching to express of teacher's feeling toward the students in the class. In this case, it was used when the teacher expressed his closeness to students and create further connection with students as well as it was also used when the teacher expressed that the wanted to blend with students in the classroom.

According to the data collected during the interview, the researcher found that code switching used by teacher when giving the expression to create more connection and communication with students. In this case, it happened because when the use of code switching to Indonesian was deemed easier to explore further communication and connection if something happened to the students in the classroom. For example, the teacher said, as follows:

“Yes, of course. Because when we communicate in a language that students have not mastered, it will certainly be difficult. If I use English, it is difficult to get closer and create more communication and connection with student” (Personal Communication, June 2nd, 2021).

In addition, in the same line based on the data through the interview, the researcher found that the teacher switched the language when giving expression that he wanted to blend with students in the class. In this circumstance, the use of code switching was used by teacher to express and build feelings related to the situation in the class and the students who were in, so that they could bond each other in any circumstances easily. The expression was also delivered by teacher below, as follows:

“However, if I switch to Indonesian, the class blend, become more flexible and more importantly, eliminate the distance between teacher and students” (Personal Communication, June 2nd, 2021).

Similarly, the observation result also showed that, the teacher used code switching to express his feeling when where the rest of the students were not in the classroom. In this case, it happened when teaching learning presentation was about to start where the teacher felt curious and cares about students so they were not present and no news that day. The example provided, as follows:

“Kemana teman-teman nya yang lain? Anyone knows?” (Observation, May 18th, 2021).

In line with the information above, the teacher used intra-sentential switching when the class would begin, the teacher asked the other students why the rest of the students disappeared and they did not come to the class. It could be seen that the way teacher asked the students, showed a sense of his concern, curiosity, responsibility and his affection for the students where they are during the English learning process.

4.2 Discussion

After analyzing the data by using a thematic analysis, based on the observation and interview result, the researcher found that there were three types of code switching used by the teacher when teaching English to young learners. Data containing about three types of code switching, namely: tag switching, inter-sentential switching and intra-sentential switching. The research findings were discussed as follows:

There were three types of code switching found by the researcher. The first type was tag switching. The researcher found that tag switching used by English teacher occurred during teaching and learning process. According to Jalil (2009), the emergence of tag switching could occur because it occurs in a sentence where the tag emblematic or an exclamation is switched to another language. In addition, a study conducted by Astuti (2007) found that tag switching involves the insertion of a tag in one language into an utterance that is basically spoken in other languages. Therefore, in line with the previous study, this is similar and supports what the researcher found regarding the insertion of short tag phrase in one language into other languages happened during the research.

Additionally, the researcher conducted an interview with the participant after conducting observation about the reason of English teacher at SD IT Auladi who used tag switching in the process of learning English. So in the end the interview showed that English teacher at SD IT Auladi shortly used tag switching because the teacher wanted to mark or emphasize certain words to students so that it can be used also to get students attention related to the topic being discussed in

the class. In spite of that, in relation to the study conducted by Nafisa (2017) who found that the purpose of using tag switching by the English teacher is to emphasize what words the teacher said to students and it was done unintentionally in order to get students' focus and attention in the class. Moreover, Poplack (1980) revealed that the presence of tag switching is categorized as to mark or express some kind of own feeling toward words such as a sudden surprise to gain the attention of students. Based on the findings, this means that tag switching is classified as part of types of code-switching that is used to mark or express own feeling towards words to attract students' attention to make them focus on what the teacher said during teaching and learning process.

The second type of code switching found by the researcher was inter-sentential switching. The researcher found that inter-sentential switching used by the English teacher when teaching English to young learners. According to MacSwan (1999), inter-sentential switching used when one sentence is one language then the next sentence or clause is formed in another language. Meanwhile, a study conducted by Arief and Khotimah (2019) who found that inter-sentential switching is used for repeating the explanation. It is used to make students really understand the meaning of the sentence. So that the previous research supports the results that have been found by the researcher during the study which showed that teacher at SD IT Auladi used inter-sentential switching when delivered one sentence in English then followed by another language which is Indonesian to do repetition what has been said. Likewise, a study conducted by Wahyudi et. al. (2018) found that inter-sentential switching was used to clarify

and emphasize the previous sentences that has been said. The speaker performed a repetition in the message and to deliver that there might be mistake in receiving the message and also to emphasize the purpose that was being expressed.

As the result, the researcher conducted the interview regarding the reason of the English teacher used inter-sentential switching, so that the interview resulted that English teacher at SD IT Auladi classified that sometimes English words needs to give codes or signals to students so that students could enter into the sentences or conversations that teacher was saying. In matter of that, teacher did not give distance to students but give them bridges to the conversation so that it can take performed well. In line with the statement, Hughes et. al. (2006) mentioned that the presence of inter-sentential switching emphasizes a certain point uttered in another language, signals the conversation participants, indicates to whom the statement is addressed. Similarly, a study who conducted by Khairiah (2016) has found that the inter-sentential switching may serve to emphasize a point made in the other language in conversation and indicate to whom the statement was addressed. It could be concluded that the use of inter-sentential switching used by the English teacher is important in the teaching and learning process, because it was emerged to give signals the conversation participants and to show the sentences was addressed so that they could get into the conversation.

The next type found by the researcher during the study was intra-sentential switching. According to Muysken (2000), intra-sentential switching is the grammatical system of native language is used first, then it is followed by the

second language and it is switched back to the first language. Then, a research discovered by Yletyinen (2004) showed that intra-sentential switching takes place when words or phrases from another language is inserted in a sentence of the first language. Then, the researcher is in line with the previous research which found in the study that teacher at SD IT Auladi started the sentence by Indonesian as the first language used then switched to English in his teaching and learning process. Therefore, the researcher conducted the interview to find out about the use of intra-sentential switching used by English teacher.

In consequence, the interview conducted by researcher resulted that the English teacher at SD IT Auladi agreed that there were several words or terms that must be marked, pressed and underlined in English. Hence, the intra-sentential switching occurred because the teacher inserted several words from another language to the first language that is used to mark, pressed and underlined the sentences. So in line with Lipski (1985) who stated that the presence of intra-sentential switching is performed to emphasize and mark some points of words due to do the code switching within the other language directly without pauses, interruption or hesitation. Similarly, there was another researcher who also found intra-sentential switching was used to give an intention to clarify the teacher speech and also he said that it used to give a stress and mark in the sentence with imitating sentence in English to make students know with the English words (Samjaya, 2017). In short, in relation to the use of intra-sentential switching used by the English teacher is to make students aware of English words by emphasizing, marking and underlining some words that are still in the language

which is one of the aims of teacher at SD IT Auladi when teaching and learning English.

Next, the second research question aimed to find out the factors that make the English teacher switched the language into Indonesian. Based on the research findings, there were five factors that make English teacher switch to Indonesian, namely: lack of students' English competency, lack of teacher's English competency, ease of giving instruction and communication, ease of maintaining students' discipline in classroom and ease of expressing teacher's feeling. Therefore, the explanation of the result obtained by observation and interview are provided below to see more information about the factors affecting of code switching.

To begin with, the researcher found five factors affecting of doing code switching. The first factor was lack of students' of English competency. The teacher tried to communicate in English to the students, however, all students did not fully respond or they were lack of respond to the teacher. Hence, the teacher considered that he cannot deal with speaking English all the time due to students' ability and competency in English were not master yet. In line with the previous statement has been discovered in the study by Tien and Liu (2006) who found that students with the low English proficiency of the target language is better to comprehend it when the first language is involved. Similarly, when in the foreign language classroom, Gunn (2003) also stated that, because tasks and activities must be kept delivered, particularly those with English lower competency, so the use of first language must be used and involved to ensure that the instructions are

understandable. As the result, if students' English competency were far from being proficient then the understanding would also be limited to the lesson and communication if the teacher using English, so that this condition triggered teacher to do code switching if students has a lack of English competence.

The second was lack of teacher's of English competency. It was because the teacher forgot to arrange English word and being confused about it was right or not in order to make the sentence correctly in English. In this case, the teacher tried to convey an English word when in the middle of learning, it was confused and as the result the English teacher decided to switch to Indonesian as well as the researcher found that the teacher switched language to Indonesian too much instead of using English in L2 class. In relation to this, a research conducted by Hamilton (2011) who found that the one who often switches the language in the middle of sentence when forget a word immediately, in attempts to find a suitable word. As the result, the teacher who tended to switch languages a lot to Indonesian when in foreign language classroom showed that the teacher is difficult to find a suitable word to describe in English words, so that the difficulties felt by the teacher resulted that the teacher had lack of English competency (Brown, 2006). Additionally, the statement is supported by Herredia and Altarriba (2001) who mentioned that, teachers who do not know the foreign language completely often doing of code switching to their conversation. The English teachers who finally decided to switch into the first language it because they lack of competency related to English competency and still not mastered English yet. Because Richards and Schmidt (2002) stated that English language

competency is about the extent to which a person can use four skills in English and as well as how far a person can understand and use language in context. Thus, instead of giving the materials to students carelessly because of its low understanding of English, this shows that English teacher initiated as the one of factors for teacher to implement code-switching when teaching and learning process.

The next factor was ease of giving instruction and communication. It was due to that in the class when the teachers teach a foreign language, code switching also can be tool to communicate for the students or to deliver instruction. According to Cook (2001), by using first language is an important tool in communication for explanation and instruction. In addition, Macaro (1997) declared that, teachers' first language in L2 class is considered helpful for giving instruction to perform activities in the classroom. As the result, the teacher reflected that teacher and students were engaged and connected in communication when teacher switched to Indonesian or first language, additionally that instructional assignments delivered by the teacher are easily and quickly to be captured by students by switching to Indonesian. Moreover, a study conducted by Husain (1995) showed that the way of code switching to the first language provides learners with a fast and efficient method to analyse and understand the instruction. Thus, it was the way of teachers in avoiding the misconception or misunderstanding to what they were discussing about.

The fourth was ease of maintaining students' discipline in the classroom. It was found that at SD IT Auladi the teacher monitor students when the teacher

reprimands by switching to the first language and could regulate the class that were not conducive easily, clearly and optimally by switching to the first language. So that, the emergence of L1 in L2 class takes essential part in managing the classroom similar with a study conducted by Fahmida (2007) who showed that classroom management is concerned with maintenance of discipline by keeping friendly relationship between teachers and students in the class.

As the researcher knew that in managing students' discipline, activities, one of many responsibilities of teacher was to create classroom to be conducive in learning environment during teaching and learning process. This was similar to Ellis (1994) stated that the teachers sometimes prefer to use L1 to explain and organize assignments and even to maintain students' behaviour and discipline that will facilitate the whole classroom to be easier to handle with. Moreover, a research conducted by Grant and Nguyen (2017) has shown that teacher prefer to build comfortable and a robust classroom by maintaining and controlling all students' behaviour and activities by doing code switching. Accordingly, this was done because it was clearer for teacher to discipline and monitor students during in the class by using easy language which is doing code switching instead of English.

The last factor was ease of expressing teacher's feeling. It was related to the teacher who showed the way he feels about his closeness relationship, caring or responsibility with students. A research conducted by Sert (2005) found that code-switching established as a supportive language environment in the classroom. Because the teacher believes that by switching to Indonesian students

could be more confident to talk and communicate what they feel. In line with a study found by Rihane (2007) showed that code switching possibly occurs when teacher usually wants to express certain feelings and to students' attitudes. Meanwhile, Holmes (1992) also stated that it was the same when the teachers employed code switching in the classroom in order to build good solidarity, affection and intimacy between teachers and students and associate them in friendly relationship. Thus, employing code switching in the classroom can be a good tool to express the feeling such as solidarity, affection, intimacy and responsibility with students during teaching and learning English so that teacher and students have no gaps in communicating as well as bonding together in the class.