

CHAPTER FOUR

CONCLUSION

In this chapter, I would like to review what I have discussed in the previous chapter and I would also like to conclude the points on my analysis from the data that I have analyzed. After recording, interviewing the teacher and doing the analysis of the teacher's utterances, I find out that the teacher has used code-switching which according to the theory belongs to several types of function in code-switching. In addition, the teacher's utterance has different purposes.

In the previous chapter, I collected thirteen data to be analyzed in my thesis. From all the data that I have collected, I find eleven data that involve the **repetitive function**. It is the most commonly code-switching function that appeared in all the data. Moreover, I find four data which involve the **socializing function**, and four data which involve the **translation of new and unfamiliar words and expressions**. In my analysis, the functions **owing to teacher's linguistic incompetence and insecurity** and **for ease of expression** are not found.

From the data that I have analyzed, the code-switching that most frequently happens in the teacher's utterances belongs to the **repetitive function**. I believe the speaker who is Mr. Hendra, does this a lot because the subject he is teaching is grammar class, which needs a lot of clarification on the material that has been given to the students. Also, it has become habitual for Mr. Hendra to repeat his explanation by using code-switching to make the students understand the material better. So, Mr. Hendra needs to repeat what he has been said in the form of translation to ensure the student get the meaning conveyed and understand the lecturer's explanation correctly.

I would also like to point out that there are four data showing the code-switching using **socializing function**, which is used by the teacher to make the teacher create a closer relationship with the students. In my opinion, a teacher needs to maintain the situation while teaching. By using code-switching from one language to another, a teacher can get closer to students and develop solidarity and friendship between a teacher and students, so that the classroom situation is more enjoyable and relaxed. This will give the students a feeling of ease that can affect the students' performance.

Translation of new and unfamiliar words and expression is also found in some data of my thesis, which occurs when the teacher introduces new vocabulary or unfamiliar words. In this case, the code-switching utterances happened because the teacher is afraid that the students might not understand his/her explanation of the new words or the unfamiliar words. In the teaching material, there might be some English words that are new or unfamiliar to the students. Mr. Hendra needs to use code-

switching to give a proper explanation of the meaning of those words to the students so that the students can understand the material.

Besides the three functions that I have found in the analysis, there are two other functions that I did not find in the analysis. The first function is **for ease of expression**, which occurs when a speaker uses code-switching from English to Bahasa Indonesia because the Bahasa Indonesia equivalent is not easy to retrieve in the English language. In my opinion, it is often quite difficult to find the English equivalent for some Bahasa Indonesia words and expressions. This is the function that did not occur when Mr. Hendra was explaining the materials in class. The reason is that the vocabulary in Grammar class is not too difficult.

The other function that Mr. Hendra did not use is **owing to teacher's linguistic competence and insecurity**, which happens when the teacher does not know what English word he/she should use. In my opinion, this kind of code-switching is not found and never occurs in the classroom because the teacher, Mr. Hendra, is very fluent and competent in using the English language. Mr. Hendra never seems insecure about what English word he should use. He always knows the English words that he wants to use.

After analyzing the use of code-switching in this grammar class, I conclude that code-switching plays an important role to help the teaching and learning process in class. By using code-switching, a teacher gives the students a better understanding. In the end, this will affect the students' performance in tests. The act of code-switching is not only useful for helping the students to understand the material better,

but it is also worth analyzing to reveal the function of the code-switching and the lecturer's purposes in doing the code-switching.

In my point of view as a student, sometimes it is hard to understand some words or expressions in the English language. For example the word 'lavish' is very unfamiliar to me. I think if the teacher explain the word 'lavish' in Bahasa Indonesia, it will be easier for me to get the meaning of the word and understand the subject better. So, I think the use of code-switching by a teacher in teaching classroom is very helpful to the students.

By writing this thesis, I hope this thesis can be useful to the reader especially for those who wants to make a research with the same topic and for those who teach or give lectures in English as a target language. I would like to suggest to the other researches who want to make a research with the same topic to choose data from a language teaching class in which the lecturer/teacher usually switches codes from his/her target language, in our case English, to his/her native language, in our case Bahasa Indonesia, so that it is suitable to be analyzed. I also want to suggest for those who give lecture in English as a target language that using code-switching can be useful to the audience to understand the message better.

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