CONCLUSION

According to the theory, there are five items of code switching by Liu Aichun, namely **owing to teacher's linguistic competence and insecurity**, **for ease of expression**, **repetitive**, **new and unfamiliar words and expressions**, **and** the last **socializing functions**. However, after analysing the lecturer's teaching at the Diploma Programme for English at Maranatha Christian University, I find only four items of code switching in teaching reading in class.

In the five meetings, I get 21 data of code switching with different functions. We can see it from the lecturer's utterance in code switching. The function of code switching that the lecturer uses only four functions of code switching, namely repetitive, socializing, new and unfamiliar words and expressions, and ease of expression. In my data, I do not find the function of 'owing to teacher's linguistic competence and insecurity' that is when the lecturer does not know what English word he/she should use. This kind of code switching never occurs in the classroom because the lecturer never seems to be insecure about what English word the lecturer should use. The lecturer always knows the English words that she wants to use.

Repetitive function is the code switching that is mostly used in teaching reading. Seven, out of twenty one data, have repetitive function. This function is

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used because the lecturer wants the students to understand the explanation or concept and she wants to make the students pay attention to what she wants them to do. In the reading class, it is important for the students to understand the reading technique. That is the reason for the lecturer to repeat her explanation. She wants to emphasize certain reading techniques that she thinks important. I think the repetitive function should be used more often because this function will make the students understand the subject much better and pay more attention. In my opinion, this function also really helps the students in the process of learning English.

Socializing function is the second most common use of code switching. I find that when the lecturer has a nice relationship with the students while teaching, it can make the students more relaxed and enjoy listening to the lecturer. The lecturer sometimes makes jokes and speaks informally using Bahasa Indonesia to encourage them to learn English in a more relaxing way and the lecturer can also improve the learning spirit of the students. The lecturer tries to create the atmosphere of the class more comfortable to the students. I believe that the lecturer does not want the students to feel anxious while they are learning reading.

Another function of code switching is for translation of new and unfamiliar words and expressions. There are six out of twenty one data. This function works when there are words that cannot be translated directly into the English language, or we can say they are unfamiliar English words or expressions. The lecturer uses this function because she is afraid that the students might not understand her explanation that contains new or unfamiliar words, for instance,

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when she uses advanced vocabulary in the reading class. Therefore, she translates them into Bahasa Indonesia with the aim to make the students understand her explanation. The words or expressions she uses in Bahasa Indonesia can certainly be more clearly understood.

The last code switching the lecturer uses is ease of expression function of the code switching is the minority one. There are only two data using this function. The reason for her to use this kind of code switching is to make the explanation more simple namely by paraphrasing the paragraph in English and she uses daily English because she wants the students to understand her explanation more clearly.

This research ends with the conclusion that there are only four functions. They are for repetitive function to stress parts of reading and make the students pay attention, for socializing to make a good relation with the students and to make the atmosphere of the class more interesting by making a joke, for translation of new and unfamiliar words and expressions to translate words that are not common in Bahasa Indonesia owing to advanced English vocabulary, and for ease of expressions when the lecturer paraphrases or gives definition, in his own daily language style to make the students understand the explanation more clearly.

Finally, I hope this thesis can be useful for the readers especially for those who want to analyse a similar topic and for those who teach or give lectures in English as a target language. I would like to suggest to other researchers who want to analyse a similar topic to choose data from a language teaching class in which the lecturer usually switches codes from the lecturer's target language, in

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this case English, to the lecturer native language, in this case Bahasa Indonesia, so that it is suitable to analyse. I also want to suggest that lecturers who speak English as the target language should code switch to Bahasa Indonesia because it is useful to convey the message to the students who understand Bahasa Indonesia as their mother tongue.

This thesis I use Liu Aichun's theory, in Sociolinguistics, code switching can be analyse with another theory. For example, Janet Holmes theory or Myers-Scotton and etcetera. My thesis can have a different perspective when using other theories. Code switching is an interesting topic to be discussed because many data sources in learning activities or our daily live that sometimes we do not realize that we do code switching, and various kinds of theories that we can use for the code switching.

(1003 words)