CHAPTER FOUR

CONCLUSION

In this chapter, I would like to draw a conclusion based on the analysis of my research that I have discussed in the previous chapter. After recording, interviewing the lecturer and doing the analysis of the lecturer's utterance, I find out that the lecturer has used code-switching, which according to the theory belongs to several types of function. Besides, the code witching in the lecturer's utterances has different purposes.

In my analysis, there are 18 data that I have analyzed. From all the data that I have gathered, I find 8 data that include the **repetitive function**. I also find 6 data that include the **socializing function**. In addition, I find 5 data that include the **translation of new and unfamiliar words and expressions**. From my observation, the functions owing to teacher's linguistic incompetence and insecurity and for ease of expression are not found.

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From the data that I have analyzed, the code-switching that is most recurrently used in the lecturer's utterances belongs to the **repetitive function**. Based on the interview, the lecturer does the repetitive function in An Introduction to TEFL class. She intends to emphasize the particular utterance in order to avoid misunderstanding among the students. The lecturer repeats what she has said to convey the same message in both languages, English and Indonesian, to make the students understand better.

I would also like to reveal that there are 6 data showing the code-switching using **socializing function**. It is made to create a close relationship between the lecturer and the students. By using code-switching, the lecturer creates an enjoyable and comfortable class atmosphere when giving the explanation in Indonesian. Sometimes, in order to give an example, the lecturer tells a joke to make the situation in the class more relaxed. I can say that the use of socializing function is necessary because it helps in the learning process.

Translation of new and unfamiliar words and expressions is also found in 5 data in my analysis, which occurs when the lecturer translates new vocabulary or unfamiliar words. The lecturer does this because she is afraid the students might not know her explanation of the new words or unfamiliar words. In order to avoid confusion among the students, she tries to find a similarity in meaning to make it easy for the students to understand. As a student, they might not know the meaning, so that the lecturer does code-switching to give a proper explanation of the meaning to the students in order that the students can understand the material better.

Besides the three functions that I have found in the analysis, there are two other functions that I do not find in my analysis. The first function is **for ease of expression,** which occurs when the lecturer does code switching from English to Indonesian since Indonesian equivalent is not easy to retrieve in the English language. The purpose of this function is to ease the learning process. However, this function does not exist in this analysis.

The other function that does not appear in this analysis is **owing to the teacher's linguistic competence and insecurity**. This function occurs when the lecturer is unable to remember the required word at the moment of uttering or when she is uncertain about which word should be used in the target language. In this case, this kind of code-switching is not found and will not occur in the classroom because the lecturer, Mrs. Aguskin, is very fluent and competent in English. The lecturer seems to be confident and never feels insecure about what word she should use. She knows exactly the word she wants to use in the learning process.

After analysing the use of code switching in An Introduction to TEFL class, I can conclude that code-switching plays an important role to help the teaching and learning process in class. By using code-switching, the lecturer gives the students a better understanding. When the students are going to do their group project, they will not be confused anymore. They are given a lot of information in Indonesian to help them to do their group project properly.

In my position as a student, sometimes it is hard for me to understand some words or expressions in English even in Indonesian; for example, the word "native speaker". The students might not know what the words "native speaker"

is. In Indonesian, there is a term to express a native speaker itself, which is *penutur asli*. As students, they might be unfamiliar with the phrase *penutur asli*. That is why, the lecturer tries to find some words which have a similarity in meaning to make it easy for the students to understand. In order to avoid confusion among the students, the lecturer chooses the phrase "*orang bule*", "*orang Filipina*" and "*orang asing*". In this case, the use of code switching is to help the students have a better understanding.

By writing this thesis, I hope it can be beneficial for the readers, especially for those who want to make a research with the same topic and for those who teachers or lecturers teaching English as a foreign language. For further researches on code-switching, I suggest that the researcher should have a good listening skill. A good listening skill is very important because we have to listen to a the recording and also write a transcript. If we do not listen the recording very carefully, we will miss some important data for the analysis. In addition, the researcher should make sure that the subject that is going to be analysed uses English as the medium of instruction and the lecturer sometimes switches to Indonesian.

(Word count 1,005)