

CHAPTER FOUR

CONCLUSION

Based on all the data analysis provided in the previous chapter, I have come to a conclusion. After the process of gathering the data by recording the lectures in some classes and interviewing the lecturer to come up with an analysis of each data, I find that all types of the Code Switching done by the lecturer inside the classroom serve different purposes. Those purposes, then, are classified into five different functions according to the theory of Code Switching by Liu Aichun.

From the data and the analysis of each, all of them have several similarities. The first similarity is, the lecturer wants his utterance to be understood more clearly so as not to cause confusion amongst the students. This can be seen from the analysis of each data. Each of the data functions, although serving different types of purposes is basically a way for the lecturer to have a better communication with his students. The second one, all the data I have collected occur almost immediately or accidentally, and at a glance seem to have no intention behind them. However, if we

properly examine them, they all have a real purpose behind them although it is only implicitly present.

Seeing that all the data serve different purposes through the analysis provided for each data, classifying them into different functions is one way to understand those purposes better. The data are classified into four functions: For Translation of New and Unfamiliar Words and Expressions, For Ease of Expression, Repetitive Functions, and Socializing Functions. Originally, there are five categories in the theory of Code Switching by Liu Aichun, namely the four functions mentioned above and Owing to Teacher's Linguistic Competence and Insecurities. However, the data with the last function is not found in the recordings.

The analysis for each data was made with the help of some interviews with the lecturer, which is, then, added to the analysis. In this thesis there are 27 data along with their analysis. The function with the highest number of data belongs to Socializing Functions with twelve data, followed by Repetitive Functions with eight data, For Translation of New and Unfamiliar Words and Expressions with six data, and one data with the function For Ease of Expressions.

Referring to the previous paragraph, we know that the Socializing Functions category has the most number of data of Code Switching done by Mr. Hidayat Saleh. The main purpose of doing a Code Switching with Socializing Functions, according to the theory by Liu Aichun, is for a relationship-building purpose. This purpose can be done in several ways, including the act of joking, showing concern or uttering a comical expression. I would like to take Data 3 as an example. In this data, which says, *"Is it a correct sentence from the point of view of an English native speaker?"*

Tinggal betul salah aja mikirnya setahun,” the lecturer does a Code Switching into Indonesian to utter a humorous expression. The data shows not only that the lecturer is trying to build a good relationship with the students, but also demanding that the students pay more attention to his utterance in English. This shows that the lecturer is maintaining a relaxing classroom atmosphere, while playing his part to teach as a lecturer.

The second function is Repetitive Functions with the total number of eight data. From all the data with Repetitive Functions, we can conclude that the general purpose behind the Code Switching is clarification. The lecturer repeats each English utterance in Indonesian to give further understanding to the students. The act of clarification can be done by repeating the same utterance in two languages to give an emphasis or to give further explanation. An example that explains the basic purpose of Repetitive Functions in a Code Switching can be taken from Data 13, which says, “*So can you repeat my instruction, repeat my instruction in Bahasa Indonesia, English, whatever. Instruksinya apa, ulangi instruksinya.*” The Code Switching is present to give an emphasis to the utterance above that the lecturer wants his instructions to be repeated. He feels the need to repeat the utterance and give an emphasis to urge the particular student he is talking to, to follow his instruction, which is the general purpose of the function.

The third function I find is For Translation of New and Unfamiliar Words and Expressions with five data. It can clearly be seen that the function serves the purpose of translating. Some words in English may not be familiar to the ears of the students. We certainly cannot generalize the English vocabulary mastery of the students in

class; even so, as a lecturer, Mr. Saleh may have the ability to guess which words are new and unfamiliar to most students. It is far more efficient to do a Code Switching to the mother tongue to explain the unfamiliar words or expressions rather than trying to describe them in English.

The last function is For Ease of Expression with one data. The key word to describe this function is “efficiency”. The lecturer may switch to the mother tongue if it makes less effort to do so rather than continuing the utterance in English, or if the English word is difficult to retrieve. Data 25 can be taken as an example. The lecturer chooses to mention the name of the animal of which the litter is specifically called “droppings” for ease of expression, rather than trying to find the equivalence of the word in Indonesian. Since this is a more complicated function than the others, I only manage to find one data in the recordings

Using the theory of Code Switching by Liu Aichun can lead us to some findings about the purpose behind Code Switching. Nevertheless, other theories can be equally used to make an analysis. It shows that the functions of Code Switching are still left wide open for findings through a lot other of different theories. There are many other functions and categories that can reveal the purposes behind every Code Switching. It is a very interesting and helpful method in communication matter and it will always be up-to-date as long as the people still have the need to communicate and interact with one another.

(1,035 words)