

CHAPTER FOUR

CONCLUSION

In this chapter, I will discuss some important points that I find in the analysis. In the previous chapter, I find that Mr. Wildan, the observed teacher, has done all functions of code switching in various frequencies, following his own reasons in doing it. At the first sight the data can be perceived as one of Liu Aichun's categories in code switching, but after analyzing the teacher's reasons for doing the switch, the category expected maybe different. The reason of this difference is because the data mainly relies on the teacher's reason in code switching. After that, I relate it with the expert's theory.

After analyzing the teacher's reasons and which theory fits best the data, I discuss the main feature of the reason for each function. By mentioning the main feature of the reason, I also conclude the general reason why the teacher does certain functions of code switching.

By using this method to draw the conclusion, I can find the common situation of code switching used by Mr. Wildan in his EFL class. I do not focus on

the quantity because I just take the best examples to find the teacher's pattern in code switching.

Considering the frequency, the teacher uses **repetitive functions** and **translation of new and unfamiliar words and expressions** the most. The reason behind repetitive functions is easy to understand since all of the switched codes are either very important concepts or too basic to miss. That is why the students have to pay special attention to them. In explaining grammar, it is essential that the students understand some important points or basic concepts well. In grammar explanation, understanding the formula of certain tenses and the function of the formula is very important. That is reason the teacher always uses code switching with repetitive functions whenever he wants to stress the grammar formula or how to use it.

Translation of new and unfamiliar words and expressions is the second most commonly used function of code switching. When there are words or expressions that cannot be translated directly into a native language, or the ones which are not familiar in the native language, this function of code switching can be used. In the analysis, three data show that the teacher's reason of doing this kind of code switching is to make sure that the students have the same concepts as the teacher does. The teacher is concerned about this because the English terms for the subject are not common in Indonesian. To make sure that the students are talking about the same subject with the teacher, the teacher always does the code switching in interrogative sentences. In the analysis, we can see that the teacher asks if his description can be understood by the students; for example, *Art, Culture, and Skill*, which is unfamiliar in Indonesian term, he switches into

Kesenian, Keterampilan, dan Budaya (Art, Skill, and Culture). Another data shows what the teacher means by *water jug* is actually *kendí*, and *future arrangement* is *rencana* (plan). The teacher always does the code switching for translation of new and unfamiliar words and expressions when describing a certain word with the intention to make the students have the same concept of the word as he does.

Another use of code switching is **ease of expression**. Generally, the reason behind this code switching is the teacher wants to simplify the explanation. What is common in the three data of this kind of code switching is that those three data occur when the teacher is comparing two different materials. The material compared includes the different grammar formula or grammar function. He either directly or indirectly compares the materials since both of the students and the teacher know that they are moving to a different material.

Another function of code switching is **owing to teacher's linguistic competence and insecurity**. There are only two data using this function. Both data show the teacher's failure in recalling what he really wants to say. For example, the teacher says, "Action is progress, the past, *kejadian masa lalu yang masih terjadi*, (past events that is still happening) past continuous ..." that between phrases are not related, like blabbering from one phrase to another phrase. In the other data, the teacher also fails in recalling what he really wants to say by saying, "... umm, what is it... *sebagai keterangan, sebagai keterangan waktunya* (as an adverb, as an adverb of time)". We can see that before the teacher does the code switching in this category, he is always insecure, like recalling the unrelated phrases, or murmuring. In his confusion, he finally

switches the code into Indonesian to define the discussed words or phrase. We can also see that the phrase he switches is the function of grammar material he is explaining, which in this case are passive voice and past continuous tense. These actions show that the code switching occurs whenever the teacher is thinking of what he wants to say, especially in defining the function of grammar.

The least used function of code switching is **socializing functions**, which is only used once. This is also the only data that considers the student's previous saying to relate to the context. The student's previous utterance is important as a reminder of the teacher's reason of doing this switch. Referring to the transcript, this is the only moment when a student can have such a big misunderstanding between two different important grammar materials. In correcting the student's mistake, the teacher uses socializing functions as the substitution of being angry in a serious way. This particular data means that the teacher only uses socializing functions when he wants to correct the student's misunderstanding without discouraging them.

This research ends with the conclusion that every code switching occurs for reasons that lead to the function of code switching. Firstly, the teacher uses repetitive function whenever he wants to stress the grammar formula. Secondly, he uses translation of new and unfamiliar words and expressions whenever the context is describing something. Thirdly, he also uses ease of expression functions in comparing materials. Fourthly, he applies owing to teacher's linguistic competence and insecurity when he is thinking. Finally, he uses socializing functions to correct the student's misunderstanding. Every function of code switching has a certain pattern when the teacher uses a particular kind of function.

This means that code switching is used purposely as a technique to face a certain kind of situation in Mr. Wildan's EFL class.

As a closing remark, I suggest that EFL teachers will be more aware of the code switching they use, since it can help teaching and learning process. It can ease the explanation in grammar, emphasize an important message, or even become closer to the student I hope that this research can be beneficial for further researchers dealing with a similar topic of code switching.

(1,126 words)

