

## **CHAPTER FIVE**

### **CONCLUSION**

In this chapter, I would like to draw some conclusions based on my findings regarding the functions of code switching done by a lecturer in a class conducted in English. I would also like to discuss the lecturer's reasons in doing the code switching.

Based on my findings, there are three types of code switching and five functions of code switching used by the lecturer. Those types are tag switching, intra-sentential switching, and inter-sentential switching. There are 100 data that belong to intra-sentential switching, 43 data that belong to tag switching, and 26 data that belong to inter-sentential switching. Meanwhile, the functions of code switching that are used are affective function, socializing function, repetitive function, topic switch, and linguistic insecurity. There are 109 data that belong to affective function, 13 data that belong to socializing function, 11 data that belong to repetitive function, 4 data that belong to topic switch, 2 data that belong to

linguistic insecurity, and 21 data that cannot be categorized into any of those functions.

I find intra-sentential switching as the type of code switching that is mostly used by the lecturer among the other types. It is because she feels the need to switch her language within a sentence in order to ease the students' understanding. It is also because the students' first language is not English, so it is much easier if the lecturer explains not in full English. The lecturer tends to switch her language within a sentence when she explains about how to make passive form.

Tag switching is the type of code switching that is used in the second place. It is because of the lecturer's habit. By doing this, the students can enjoy the class. The lecturer tends to use this type of code switching when she asks the students about the material or when she communicates with the students.

In the third place is the inter-sentential switching. It is because the lecturer is fluent in speaking English. As a result, she does not feel the need to switch the language. The lecturer tends to use this type when she wants to repeat her sentence or make a joke.

The lecturer's concern over whether the students have already understood the materials being taught is the overall reason of her repetitive practice of affective function. In particular, I find that the lecturer tends to switch from English to Indonesian as it is an effective way to explain the material. Also, she tends to use affective function as she wants to make a difficult material easier, since it is a grammar class. She tends to use affective function by expressing her thought while explaining the material. It happens especially when she explains or reminds the

students about a formula or a pattern in grammar, such as reminding the students about the “to be” or explaining about more detailed things when she discusses the exercise. As a result, the lesson becomes more understandable for the students.

Re-energizing the students’ stamina and focus is the overall reason of the lecturer’s practice of socializing function. In particular, the lecturer tends to switch her language to Indonesian when she wants to socialize with the students. She tends to use this function when she notices that the students’ faces are sleepy or bored. It commonly happens when the lecturer talks about the patterns which have been discussed or the material which is too complicated to be answered, such as changing the subject, verb, object, and object complement into passive form. The lecturer will switch to Indonesian by asking the students about several topics, such as how many classes they have, or asking the students to take care of themselves when the weather is not really good. As a result, the students become more excited to listen to the materials.

Easing the essence of hard materials is the lecturer’s overall reason of using repetitive function. Particularly, I find that the lecturer tends to switch her language to Indonesian when she notices that the students are confused or the material is too difficult to be explained in English. Therefore, she repeats what she has been explaining in Indonesian afterwards. She tends to use repetition when she explains about grammatical patterns to the students. This happens because grammatical patterns are the basic in grammar, and they are important. Thus, the lecturer does not want the students to be confused about the grammatical patterns. As a result, the difficult material becomes more understandable for the students. It is because

the material is frequently repeated, so the students can memorize it easily and they can also understand the material more clearly.

The lecturer's efforts to communicate more with her students is the overall reason for her topic switch. In particular, the lecturer tends to switch the topic when she asks the students' score, or she tries to communicate with the students. She tends to use this function when she notices some students are bored. Therefore, she switches the topic by asking the students' score when she is explaining about the material for final exam. As a result, the lecturer will get the students' attention, and the students will not feel bored in class.

In linguistic insecurity function, I find the lecturer tends to switch from English to Indonesian when she forgets about some words related to the student's role when there is a drama performance. She tends to use this function when she feels insecure to remember the student's role in the drama performance.

I find affective function as the function which is mostly used by the lecturer among the other functions in *Grammar: Verb Patterns* class. This happens because of the lecturer's friendly personality. She tends to use affective function when she explains about passive form of certain grammatical patterns or when she describes a particular detail while discussing the exercise with the students in a relaxing way. Through the use of this function, the students will not miss the particular detail in grammar as it is described in a relaxing way by the lecturer.

In the second place, I find that socializing function is used 13 times by the lecturer in *Grammar: Verb Patterns* class. This also happens because the lecturer is a friendly person. She tries to communicate with the students everytime she is

aware that the students do not do the assignment or they feel sleepy in class as they already understand the material. This socializing function can help the lecturer to get the students' attention. It is because there are some students who can only memorize the material easily if the material is explained in a relaxing way.

Meanwhile, I find repetitive function as the function of code switching that is used the third by the lecturer in class. As explained in the previous chapter, repetitive function happens when a lecturer repeats his or her sentence in another language but still in the same meaning. Based on my findings, I find 11 data that belong to repetitive function. It happens when the lecturer is discussing the exercise with the students. The lecturer notices that the students still do not understand the material that is being discussed, so she switches her language from English to Indonesian to help the students get a better understanding. This repetitive function becomes the function that is used in the third place because the lecturer does not find any word which is unfamiliar to the students; thus, she does not feel the need to repeat her utterance in her language.

Other than the three functions that have been discussed, there are also other functions of code switching: topic switch and linguistic insecurity. Topic switch usually happens when a lecturer switches to his/her native language by switching the topic being discussed. Meanwhile, linguistic insecurity commonly happens when a lecturer feels insecure so he/she switches to his/her native language. I find four data in topic switch function and two data in linguistic insecurity. It is because the lecturer explains more to a certain detail, such as the formula or the exercise related to the material in a loose way, as it is important for the students to understand

it. Moreover, it is because the lecturer explains to the students about the formula and some details by using a language which is easy to be understood. As a result, she often uses topic switch function. Meanwhile, I find linguistic insecurity function as the function of code switching that is used the least by the lecturer in class. This happens because the lecturer is fluent in speaking English, so she does not need to feel insecure.

In general, I would like to suggest the ESL teachers to be more aware of the use of code switching. It is because the use of code switching can help them in teaching and learning process. It can also help them clarify their points, make the material more understandable, and get closer with the students. Furthermore, I would also like to provide some suggestions for future researchers who deal with the same topic. Future researchers may try to analyze the data using the theory of the function of code switching by Liu Aichun or the theory of conversational analysis to find out if the findings are consistent. They may also try to analyze other similar data using the theories I use in this study to provide another perspective on this topic.

(1565 words)