CHAPTER FOUR

CONCLUSION

In this chapter, I would like to draw my conclusion based on the analysis that I have carries out in the previous chapter. Code switching occurs when the speaker switches from the first language into the second language. The native teachers often switch while having conversation in the class. They use English as their first language and Indonesian as their second language.

After analyzing he data, I found that there five functions of code switching which appear while the teachers are having conversation with the students. The functions are personalization, reiteration, designations, untranslatability, and aggravating message. Meanwhile, there are nine other functions of code switching that do not occur in my analysis. The native teachers mostly switched in a word, but sometimes in a phrase. I notice that a word or phrase that is switched can have more than one function.

From the 16 data that have been analyzed, I found there are two data showing the function of personalization. In addition, there are eleven data which show the function of reiteration. There is one data showing the function of designations. Besides this, there are three data which show the function of

untranslatability. Moreover, there are four data showing the function of aggravating message.

The most common function of code switching that appears in the data is reiteration. This function is often used in teaching activities in the class. It occurs when the native teachers repeat their utterance in another language, translating exactly from the English language, or repeating for emphasis.

There is one least common function of code switching in the data, which is designations. For example, in data 3, the native teacher uses the term of endearment <u>sayang</u> to his student. The function of Designations is used to designate someone based on a word which is affectionate or it can also be used to call people in a negative manner.

People use code switching without being aware of it, especially in their daily conversation. The use of code switching depends on circumstances or with whom we are having a conversation. Code switching happens because people are influenced by a foreign language which usually occurs in social situations that lead them to use another language. I conclude that bilinguals often use code switching in their conversation. Sometimes they use code switching for specific purposes, such as strengthening the tone or telling a joke. The reasons for using code switching are varied. When the teacher wants to express a closer relationship with the student or make the students involved in the class, the teacher switches to another language. The use of this function can help the students to learn. It makes the students pay attention to the lessons. The reason which is used most often is giving emphasis. It is probably because the use of the Indonesian language can

emphasize the meaning and the uses it to attract the students' attention to the message.

In teaching activities, not all functions of code switching occur because the context of code switching is only in teaching environment, not as various as the samples in the theory. In the classroom, the native teachers that I observed used code switching, especially when they explained something that the students do not understand or if the students found difficulty about the language, or when there was no equivalent word so they switch into Indonesian. So, some functions do not occur in teaching context, for example, substitution, emphasis, clarification, objectivization, mitigating message, interjection, paranthesis, quotation, and topic shift.

This study has several limitations. There are only two native teachers that I observed because there are only two native teachers who teach in this school. If I had had the chance to observe more native teachers, maybe I could have found a greater variety of the functions of code switching. To collect data, I needed about two months. However, it was not a full two months because sometimes the school had some special programmes such as study tour, national day celebration, holiday, and exam, and sometimes there were some unpredictable situations regarding the native teachers. For example, when I came to the school, one of the native teachers did not come for two weeks because he was sick. So, I did not get the data from him. In each class it took about thirty five minutes. The native teachers did not always use code switching all the time. I needed to listen to their speech and wait until the native teachers switched the language because when they switched the language, it was more spontaneous. I could not predict when

they would switch while having a conversation with the students. However, this data comes from spontaneous reaction from the native teachers. Therefore, it is interesting for me to observe in the school. I could find the data about code switching that I had never realized before.

For future research, I suggest that a researcher arrange a longer time for observation. If we have much time to observe, we can collect more data. In the study of code switching, I suggest using the theory of code switching by Jessica Marie Koziol for future research. According to this theory, there are fourteen code switching functions. It would also be interesting to analyze the use of code switching in teaching activities in a school. We could find the use of code switching when the teachers, especially the native teachers, are having a conversation with the students in the class. However, it would be more interesting to collect more natural data and observe such as daily conversation because there are more various contexts. Therefore, it would be possible to find more functions of code switching that co not occur in my analysis.