CHAPTER FOUR

CONCLUSION

After analyzing the lecturers' teaching activities at the English Department in Maranatha Christian University, I found many items of code switching in teaching activities made by the lecturer. Besides, I can conclude three things. The first is there are the lecturers' purposes when they use code switching. The second is, to categorize the lecturers' code switching into fourteen functions of code switching; we can use the lecturers' purposes in code switching as the approach. In addition, we can also use the lecturers' utterances in code switching to classify the lecturers' code switching into fourteen functions of code switching. The third is, the lecturers' code switching gives the effects on the students. It means that the lecturers' code switching worked.

After interviewing the lecturers, I find that the lecturers' purposes that mostly appear in the teaching activities are to create a close relation with the students in order not to make the students reluctant to ask questions. Besides, the lecturers tend to repeat the same idea in different language to stress their points. Furthermore, to make sure that the lecturers' point is made, they switch to another language. In addition, in order to avoid ambiguity and to omit the students' misunderstanding, the lecturers tend to switch code.

After observing the teaching activities, I can conclude that to classify the lecturers' code switching into fourteen functions of code switching; we can see it from the lecturers' utterances in code switching. In addition, we can also use the lecturers' purposes to categorize it into fourteen functions of code switching.

After analyzing the lecturers' code switching, it can be found that there are six functions of code switching that mostly happen in the teaching activities by the lecturers, they are personalization, reiteration, emphasis, clarification, mitigating message and topic shift.

On the other hand, there are eight functions of code switching that are not applied during the teaching activities by the lecturers. They are designation (endearment and name-calling), substitution (appositives), objectivization, untranslatability, interjection, parenthesis, aggravating message and quotation.

The lecturers' code switching cannot be categorized as designation because this function usually happens between the younger generations to show affections and to create a feeling of friendship their friends. On the other hand, to show the endearment to the listeners, the lecturers tend to create a close relation with the students.

The lecturers' code switching cannot be classified as substitution because this function happens directly after another noun or pronoun to give more information. On the other hand, to give more information, the lecturers prefer to repeat the same ideas of the utterances in a different language.

The lecturers' code switching cannot be grouped as objectivization creates a distance between the speaker and the listeners. On the other hand, in teaching

activities, most of the lecturers switch code to create a close relation so as to make the students not reluctant to ask questions.

The lecturers' code switching does not function as untranslatability. This code switching usually happens because of the untranlatability of a thought or a word. On the other hand, considering the lecturers' purposes in code switching, their do code switching to help the students understand the lecturers' explanation and the reason is not because of the untranslatability of a thought or a word.

The lecturers' code switching cannot be categorized as interjection. This code switching usually happens to get the addressee's attention. On the other hand, to get the students' attention, the lecturers prefer to create a close relation and repeat the same idea in a different language.

The lecturers' code switching also cannot be classified as parenthesis. This function of code switching is the extra information. It happens to add the information. This information might be ignored. Yet, in order to add information, the lecturers tend to repeat the same ideas in a different language.

The lecturers' code switching cannot be grouped as aggravating message. This code switching usually happens to emphasize the demand by hinting at the importance of the task. On the other hand, to emphasize the lecturers' point, they tend to repeat the same idea in a different language.

Moreover, the lecturers' code switching cannot be attributed as quotation. This function of code switching is recounted in the language in which they were originally said. However, the lecturers' code switching mostly repeats the same idea in a different language.

The use of code switching in the teaching activities can have more than one functions of code switching. It can be found in data 2, 4, 6, 7 and 8. Data 2 has the functions of personalization and clarification. Data 4 has the functions namely reiteration and emphasis. Data 6 shows the functions of personalization, reiteration and emphasis. Data 7 has the functions of personalization and reiteration. The last is data 8; it has the functions namely personalization and mitigating message.

In data 2, it can be seen that by creating a close relation with the students, the lecturer wants to omit the students' misunderstanding, so as to make the listeners have better understanding. In data 4, it can be seen that by repeating the same ideas in different languages, he lecturer wants to emphasize her points. In data 6, it can be seen that the repetition is made to emphasize the lecturer's explanation. Besides, by repeating the same idea in a different language, the lecturer hopes the students not reluctant to ask questions. It is proved from the interview with the lecturer. In data 7, it can be found that the repetition is made to help the students understand about the lecturer's explanation and to create a close relation. Data 8 shows that by creating a close relation with the students, the lecturer wants to encourage the students.

Based on the observation, I can conclude that the functions of code switching that mostly come up are personalization and reiteration. It can be seen on data 2, 6, 8 and 7. Those four data show that the function of code switching is personalization. In order to make the students not reluctant to ask questions, the lecturer creates a close relation by switching code.

Furthermore, data 1, 4, 6 and 7 show that the lecturer's code switching is categorized as reiteration. Data 1 and 7 show that the lecturer's code switching occurs to stress and to reemphasize the lecturer's point so as to make the student have a better understanding about the material. Data 4 shows that the lecturer's code switching is used to emphasize the lecturer's point in order to help the students to have a better understanding of what she means by repeating the same ideas in different language. Data 6 confirms that the code switching is produced to make the listeners understand the speaker's point by switching code.

After asking the students about the lecturers' code switching, I can conclude that the lecturers' code switching work well. It is proved from the interview with the students. The effects of code switching that mostly happens in the teaching activities are that the lecturers' codes switching creates a close relation between the students and the letterers. This situation helps them not reluctant to ask question. Besides, the lecturers' code switching helps them to understand what the lecturers are talking about and help them to know the lecturers' point.