

## **CHAPTER FOUR**

### **CONCLUSION**

In this chapter I would like to draw some concluding points concerning the findings of my research, which is about the functions of code switching done by Yuliani Kusuma Putri, M.Hum in Advanced Grammar class in the D3 Program for English, STBA-YAPARI ABA, Bandung in the academic years 2012/2013 and 2013/2014.

Based on the observation that I did, I notice that in teaching grammar, the lecturer always did code switching. In my opinion, the use of code switching in teaching and learning English grammar is very important because this subject is one of the difficult subjects and it also uses foreign language which is not really familiar to Indonesian people. By using code switching from English to Bahasa, it will be easier for the students to explore the languages.

In the two meetings that I observed, I got 15 speech events consisting of 30 data of code switching with different functions in each speech event. The functions of code switching that the lecturer really often did was socializing functions. It was done 19 times out of 30 data (63%). Based on the interview, the lecturer did the socializing function. She tried to make a good interpersonal relationship between her and the students, because she thought that there were different types of students in class; those who were shy, those who easily got panicky when the lecturer asked them to do something, and who had trouble with English. Consequently, I personally think that this kind of code switching really helps to reduce the tense of the classroom atmosphere.

In my observation, I found that when the lecturer had a nice relationship with the students while teaching, it could make the atmosphere of the class more enjoyable. The jokes that the lecturer sometimes gave to the students and the informal Indonesian language she often used could also improve the learning spirit of the students. In this case, because of the students' mindset that learning grammar is very hard and horrible, the lecturer tried to help the students with the way she taught them. I believe that the lecturer did not want the students to feel anxious of learning grammar. Therefore, she tried to create the atmosphere more comfortable to them.

Nevertheless, although relaxed atmosphere is needed, a grammar class still needs concentration and seriousness. As I know, in learning grammar we will find many grammatical rules and we should do lots of grammar exercises. Thus, the students have to do it seriously. As a result, although it is important to do the socializing functions in teaching grammar, I think it would be better if she

teaches grammar a bit more seriously and uses English more often because when I observed the students' responses, I noticed that they were not serious enough to respond to the lecturer's explanation. It seemed that it was hard for them to get serious again. They were more interested in responding to the lecturer's jokes or they even seemed to be more pleased to talk about subjects other than grammar. Surely, the students should have responded to the jokes of the lecturer more wisely as the jokes served as an intermezzo. Thus, they were not supposed to continue using the informal Indonesian language in learning the English grammar.

Besides, the lecturer used the repetitive functions quite often in teaching the students. There are 8 out of 30 data or 27% of code switching with the repetitive functions. I am of the opinion that this function also really helps the students in English learning process, because by using this function the students understand the instructions or the concept that the lecturer wants them to do. In addition, in learning grammar I think the repetitive function should be used more often because this method will make the students understand English better. Learning grammar is to understand how to make the right phrases or sentences correctly in a language. If a lecturer repeats the English sentences to Bahasa a lot, the students will definitely pay more attention to the lecturer and can understand the subject much better. If a lecturer rarely uses the repetitive function, it will be more difficult for the students to understand the grammatical points taught. Yet, in this case, the reasons why the lecturer rarely used the repetitive function can be tolerated because one of the meetings that I was involved with was only about a review of grammar that they had learned before. As a student, I would understand and the grammar points better if the lecturer often uses the repetitive

functions. Moreover, one of the advantages of this function is that the students can imitate correctly and properly the English sentences or expressions uttered by the lecturer because the lecturer often repeats the English sentences in Bahasa. This can also improve the students' memory of how to use English well and increase the students' confidence to say something in English because they imitate the lecturer's sentences.

The last function the lecturer used is owing to her linguistic competence and she did it for 3 times (10%). She did this kind of code switching because sometimes she forgot the English words of what she wanted to say. In my opinion, it is understandable for a lecturer to forget to say something in English. Sometimes it is also hard for them to get the words they want to say and could not say it appropriately. Consequently, as bilinguals, lecturers are free to mix the languages in order to say the main point they want to say.

For further researches on code switching, I suggest that the researcher should have a good listening skill. A good listening skill is important because we have to listen the results of our recording and also write the transcript. If we do not listen the recording carefully, the data that we will analyze can be wrong. Besides, he or she should make sure that the subject of the research uses English as the medium of instructions but sometimes switches to Bahasa, and not the other way round.

(1005 words)