CHAPTER FOUR

CONCLUSION

After analysing this topic, I arrive at some conclusions. After recording, interviewing the lecturer and doing the analysis of the lecturer's utterances, I find out that the lecturer has performed code-switching, which according to some theories belongs to several types of function. Moreover, the code-switching in the lecturer's utterance has different purposes.

From the data that I have analyzed, I find that most of the data show the code-switching because the lecturer wants to deliver her explanation well to the students so that the students will understand better what she has said before.

I analyzed the data based on the function and asked the lecturer about her reasons for doing code-switching. I found three functions in my data. There are 39 utterances belong to Repetitive function, 11 utterances belong to Socializing function, and 16 utterances belong to Topic switch.

29

The findings show that the most frequently function which happens in the Ms. Trisnowati Tanto's utterance is **Repetitive function**. I conclude on the whole that repetitive function is used for clarification of the material. Repetitive function is used in order to emphasize the same message which was uttered in L2. Her utterance contains repetitive function because she wants the students to listen to her when she is explaining the material. She repeated her explanation from English to Indonesian to convey the same idea or message. In this case, I would like to give an example taken from data 5 when she was explaining the difference between main clause and subordinate clause. It is known that in our culture, people usually do not dare to ask questions. I conclude that she wants to make sure that the material is delivered well by repeating the same message in both languages, L2 (English) and L1 (Indonesian).

A similar purpose is also found when the lecturer decides to switch topics. There are sixteen data showing the code-switching belonging to **Topic switch**. I conclude that on the whole topic switch is used for clarification of material. It occurs when the lecturer switches her language according to the topic which is still under discussion. The lecturer would prefer to explain the material in her L1 because the use of L1 makes the students understand what she means. As a result, the material is delivered well. If she does not use code-switching, the students will find it difficult to catch the material.

30

I would also like to point out that there are eleven data showing the code-switching belonging to **Socializing function**. I conclude on the whole that socializing function is used for encouragement of feedback from the students. It occurs when she wants feedback from the students. She does not want her students be passive in class. As she thinks that the material is quite difficult, she uses code-switching because she wants to stretch for a while. If she does not use code-switching, the students will be tense in her class.

The lecturer's code-switching can have more than one function. I would like to give an example taken from the analysis of data 41, when the lecturer is asking the students "do you have any questions?" This utterance belongs to **Repetitive function** and **Socializing function**. When the lecturer uses code-switching by asking questions to the students, the lecturer repeats the questions both in English and Indonesian in order to make sure that her students who still do not understand her explanation dare to ask questions. As a result, it is possible that an utterance has two functions.

Besides repetitive function and socializing function which I have found in the analysis, according to Liu Ai Chun's theory, there are three other functions that I do not use in this analysis. The first function is **For ease of expression**, which happens when the lecturer switches from English to Indonesian because there is no equivalent expression of an Indonesian specific term in English or the English equivalent expression of the term is not easy to retrieve. In my opinion, this kind

31

of code-switching function is not used by the lecturer because in English grammar classes specific terms in Indonesian are not used in class.

The second function is **Owing to Teacher's linguistic competence and insecurity**, which happens when the lecturer is unable to remember the required English word at the time of uttering or when she is uncertain about which English words she should use. This kind of code-switching function is not found because the lecturer is fluent in English. Therefore, she never feels uncertain about which English words she should use and she always remembers or knows the words that she wants to convey to the students. So, this function of code-switching never occurs in her class.

The last function is **For translation of new and unfamiliar words and expressions**, which occurs when the lecturer introduces new vocabulary or unfamiliar words. *Grammar: Adjective Patterns* subject is taken by the students in the fifth semester, so the students are considered to be familiar enough with English vocabulary which she uses. In my opinion, the students will understand the meaning of the English sentence even if the lecturer does not translate it into Indonesian.

Besides topic switch which I have found in the analysis, according to Anna Flyman Mattson and Niclas Burenhult's theory, there is one other function that I do not use in this analysis. The other function is **Affective function**, which happens when the lecturer expresses his or her feelings or emotions. This kind of

32

code-switching function is not found because she does not express her emotion or feeling in her teachings.

I would like to give an example taken from the analysis of data 5, when the lecturer is explaining about the difference between the main clause and subordinate clause by emphasizing the word "main" means *utama*. In data 57, the lecturer's code-switching utterance is in the form of phrase. There are also the lecturer's code-switching utterances in the form of sentence. It can be seen in data 24 when the lecturer is asking the students about when to use defining and non-defining relative clause.

As a closing remark, I would like to say that when a lecturer, especially in the English Department, performs code-switching, the act is not only useful for helping the students to understand the message better but also for the lecturers to be aware of the effects when he or she uses code-switching.

(1,058 words)