

## CHAPTER V

### CONCLUSION

This chapter consists of two sections. The first section is the summary, in which all of the main points that have been discussed in the previous chapters are summarized. The second part gives some suggestions that might be useful for the people who deal with sociolinguistics, especially the ones who are doing some research on code switching and those who deal with the teaching of English as a foreign language.

#### 5.1 Summary

This study examined the code switching as displayed by the teachers in the class of English Department of Widya Mandala Catholic University in delivering the lessons to the students in formal situations (in formal environments). This study described what languages were mainly code switched by the teachers and why the teachers switched from one code (language) to another code (language) during the teaching learning activities under the theories of sociolinguistics covering bilingualism and code switching.

Using a tape recorder (Casio) and three cassettes, the writer recorded three speeches (all of them from formal settings), transcribed and analyzed them under given parameters (such as the languages used, setting and scene, participants, ends, act sequence, key, instrumentalities, norms and found out that:

- (1) The languages mostly switched to and from the teachers under study were mostly English and Indonesian or vice versa followed by Indonesian and Javanese.
- (2) The main reasons for the teachers to switch their codes during their speeches were most likely to clarify/emphasize the messages and sometimes by giving some examples humorously for it was dominated by factor ends, to change the topic and to communicate with their students.
- (3) Besides that, this situation probably took place because:
  - a. The speakers had a close relationship with their students as well as the formal setting also be able to create the norms which says using more than one language during a speech can be tolerated for the atmosphere which was the foreign language

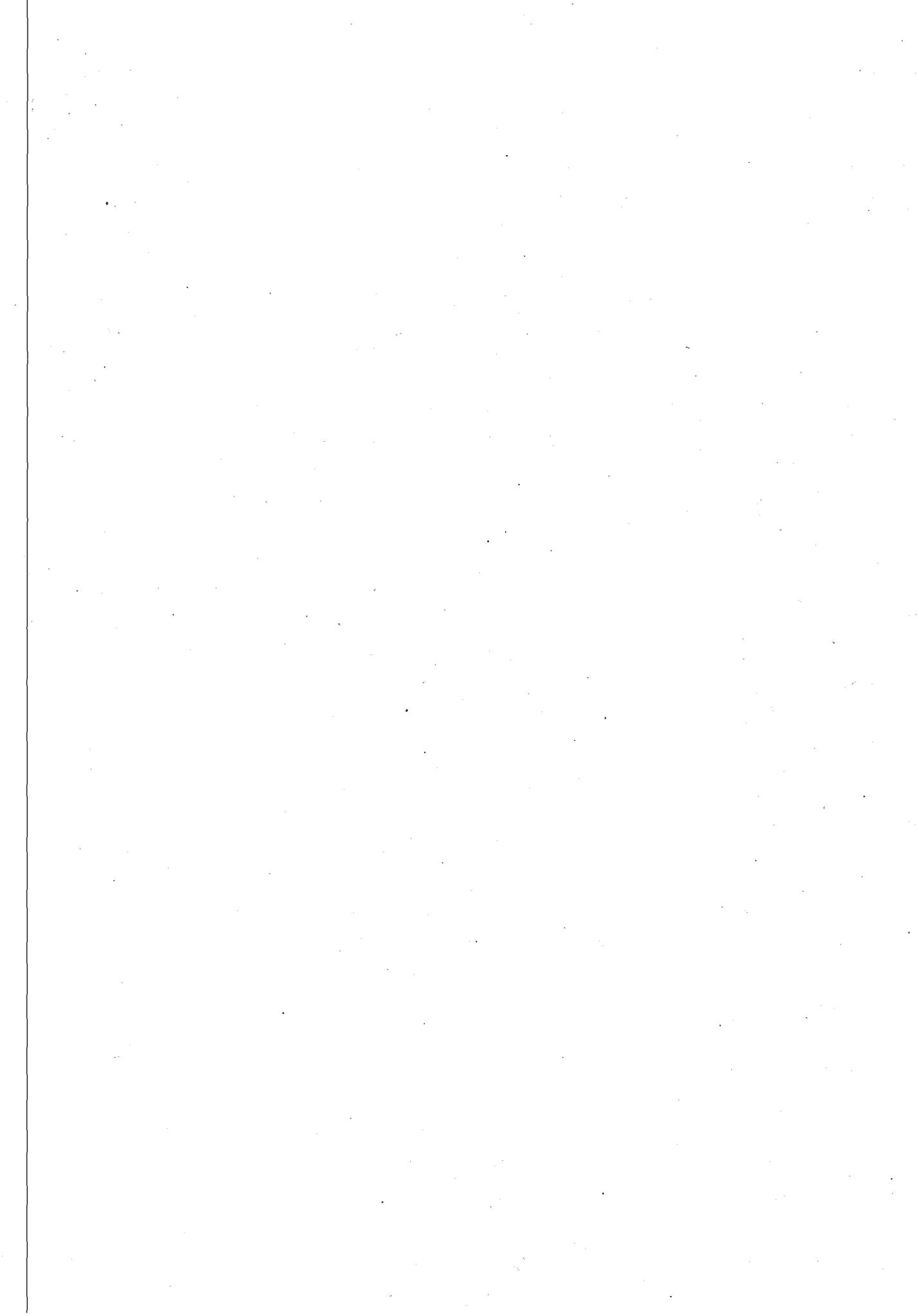
- b. The speakers' personal feelings also made it possible for the existence of code switching for instance if the speaker was quite upset, he might change the topic and he had the tendency to switch his codes for he might forget the English terms/words which did not come to his mind during the speech.
- (4) And as it was observed by the writer, being bilinguals made the teachers feel free to switch their codes especially by the end of the lecture, to keep attracting students' attention as it was considered that the students has got tired during the quite long lecture.
- (5) In conclusion, the ability of English teachers to mix languages in conveying the lesson was good as they mostly used English, Indonesian, and Javanese in which those languages were the most familiar to the students.

## 5.2 Suggestions

This study is a start of code switching which existed in formal situation where English is still

learnt as a foreign language; therefore, it is far from perfect. there are many shortcomings in terms of its scope, instruments and techniques of data analysis. Therefore it is suggested that:

- (a) Future researches of code switching can take the data more varied i.e. not all the speakers were males.
- (b) Using more than one language in conveying the lessons in the classrooms is not a sin. It is even a great help as the students are indirectly trained to get more vocabulary and for those who aren't used to Javanese, can learn the language habitually. Therefore the existence of codes in the classrooms is proper to be carried out.



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