

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestion of the study. Conclusion in line with the problem statements and the objectives having been formulated in chapter one, theory in chapter two, methods and techniques of the data analysis applied in chapter three and the result of the data having been found in chapter four.

5.1 Conclusion

Students who can speak more than two languages like students of SMPN Satu Atap Nuapu usually in everyday life, especially in this study (group presentation) they have done code switching. Based on the presentation in the previous chapter, it can be concluded that:

1. According to the grammatical classification, there are three types of code switching appear in group discussion of class 8th in SMPN Satu Atap Nuapu. They are tag switching, inter-sentential code switching, and intra-sentential code switching.
2. In group presentation, there are three functions that are analyzed. Beside it, they also used code switching for certain functions only. They are referential function (explanation. Express an idea), expressive function (express some part of identity), and phatic function (emphasize, translation/repetition). Code switching is a common thing occurs in the bilingual classroom. Children/students often switch freely between English and Indonesian during class and play for communicate with teachers, peers or family. Code switching

in bilingual class, can motivate students meaning conveyed accurately and listeners an understand. Students who are able to do code switching free in the classroom faced with fewer language barriers when discuss the subject metter. So they better able to convey information they have learned from the teacher or peers because of the language freedom code switch provides. Conversation from students who are not allowed to code switch or switch code ineffective often choppy and ends before the time. These students are not able to convey knowledge accurately subject metter to teachers or peers because for language barries.

5.2 Limitation of the Study

In this research, the researcher found what types of code switching, the functions of code switching, and functions of code switching performed by VIII students of SMPN Satu Atap Nuapu.

5.3 Suggestion

Code switching is very interesting to be researched. The writer has only researched part of it. The writer suggests that later, other writers will research other aspect of code switching and in another situation, such as the reason for doing code switching in daily life, etc.

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APPENDICES

Appendix 1

Transcribe

Group 1

DESCRIBING OUR SCHOOL

Our presentasi tool describing our school. SMPN SATU ATAP NUAPU adalah nama sekolah kami, which is located in the Kec. NDONA TIMUR Kab. ENDE. We has four classrooms, one teacher's room and satu perpustakaan. Our school is Satap school, our school berhadapan dengan SD INPRES NUAPU. Overall our school has a small field (memiliki lapangan kecil) dimana sebagai tempat bermain. We also have a laboratorium for science and for communiation science. That's our presentasi about SMPN SATU ATAP NUAPU

Transcribe

Group 2

DESCRIBING OUR SCHOOL

Satap is the nickname of our school but for real name is SMPN SATU ATAP NUAPU, everyone now we are Satap karena kami bersaudara dengan adik adik dari SD INPRES NUAPU. In our day to day we not komunikasi with teacher's and our peers (teman sebaya) but we also komunikasi with adik adik from SD INPRES NUAPU where our school are saling berhadapan. Throughout our school, we have four classroom for study, one teacher's room, one laboratorium and one library. We also have perlengkapan olahraga that will be used during sports atciities. We are always united in any case that's why we are Satap because our school berdampingan dengan SD yaitu SD INPRES NUAPU.

Transcribe

Group 3

DESCRIBING OUR SCHOOL

We will present the result of our discussion berjudul describing our school, our school is a satap school which is berhadapan dengan SD INPRES NUAPU. In this school we come from berbagai areas but we stick together. Overall this school still has many shortcomings. But we are comfortable because we have 4 comfortable classroom, a laboratorium and also a library so that it makes us comfortable and senang to study at SMPN SATU ATAP NUAPU. And we also have teachers who care (peduli) about us, always making us the best of the best. Always wanted to improve this school. Satap is a family school where SMP and SD always become models in the persaudaraan. We are not alumni SD INPRES NUAPU but we are from different schools but we are semua adalah saudara yang mana ditemukan in one school is Satap Nuapu. It's so funny to tell about awal kami meet friends from different areas, we have berbagai dialek from different areas but we have one bahasa yaitu mother language / Lio language (bahasa ibu). When in school areas we menggunakan Indonesian language.

Appendix 2

a. Types of CS and functions of CS of group 1

NO	UTERANCES	TYPES OF CS			FUNCTIONS OF CS		
		Tag	Inter	Intra	Expressive (express some part of identity)	Referential (express an idea/explanation)	Phatic (emphasize, translation/repetition)
1	SMPN Satu Atap Nuapu adalah sekolah kami.			✓		✓	
2	We has four classroom, one teachers room and satu perpustakaan.			✓	✓		
3	Our school berhadapan dengan SD Inpres Nuapu.					✓	
4	Overall our school has a small field memiliki lapangan kecil, dimana sebagai tempat bermain.		✓		✓		

b. Types of CS and functions of CS group 2

NO	UTTERANCES	TYPES OF CS			FUNCTIONS OF CS		
		Tag	Inter	intra	Expressive (express some part of identity)	Referential (express an idea/explanation)	Phatic (emphasize, translation/repetition)
1	We are Satap karena kami bersaudara dengan adik adik dari SD Inpres Nuapu.			✓	✓		
2	We not komunikasi with teacher but with our peers teman sebaya.			✓		✓	
3	we also komunikasi with adik adik from SD Inpres Nuapu. Where our school are saling berhadapan.			✓		✓	
4	We also have perlengkapan olahraga			✓		✓	
5	Our school berdampingan dengan SD Inpres nuapu.		✓				✓

c. **Types of CS and functions of CS group 3**

NO	UTTERANCES	TYPES OF CS			FUNCTIONS OF CS		
		Tag	Inter	intra	Expressive (express some part of identity)	Referential (express an idea/explanation)	Phatic (emphasize, translation/repetition)
1	Satap school which is berhadapan dengan SD Inpres Nuapu.			✓	✓		
2	We are not alumni SD Inpres Nuapu but we are from different school, we are semua adalah saudara yang mana ditemukan in one school is satap nuapu.			✓		✓	
3	It's so funny to tell about awal kami meet friends from differents areas.			✓		✓	
4	We are have one bahasa yaitu mother language(bahasa ibu).			✓		✓	
5	School areas we menggunakan Indonesian Language.		✓				✓

Appendix 3

Interview guidance

This research instrument is used to get deep information about function of code switching performed by the eight students of SMPN Satu Atap Nuapu. This interview will be questioned to 6 students in group.

1. Apakah anda selalu berbahasa Inggris dalam kelas Bahasa Inggris?
2. Ketika teman-teman anda mempresentasikan materi dalam bahasa Inggris dan anda tidak mengerti apa yang teman anda bicarakan, apa yang akan anda lakukan?
3. Menurut anda, jika ada teman anda selalu menggunakan bahasa Inggris ketika membahas materi presentasi bagaimana tanggapan anda?
4. Apakah pengalihan bahasa Inggris ke bahasa Indonesia dalam presentasi kelompok mempengaruhi kemampuan anda dalam memahami hasil presentasi teman anda?
5. Mengapa dalam presentasi kelompok anda juga menggunakan sebagian bahasa indonesia?

Group 1

1. Do you always speak English in English class?

Students1 : I use English when I want ask the teacher about material that I don't understand.

Students2 : doesn't use English often

Students3 : I only use it at certain times

Students4 : never

Students5 : I use English when I asking

Students6 : never

2. When your friends present material in English and you don't understand what your friends talking about, what will you do?

Students1 : ask a friend to explain briefly in Indonesian

Students2 : use translate

Students3 : ask a friend to reread the material

Students4 : ask a friends presentation material to read alone

Students5 : ask friends to explain important points in the presentation

Students6 : ask for a presentation of key points.

3. In your opinion, if a friends always use English when discussing presentation material, how would you respond?

Students1 : hear and understand the material

Students2 : use translate

Students3 : heard

Students4 : ask friends to repeat using Indonesian

Students5 : ask friends to briefly explain the material

Students6 : hear and understand

4. Does code switching of English to Indonesian in group presentation affect your ability to understand thr results of your friends presentations?

Students1 : very affect

Students2 : does not affect but makes it easier to understand the material

Students3 : influencf in understanding the material because I only understand the material in Indonesian.

Students4 : influence

Students5 : no

Students6 : no

5. Why in your group presentation also use some Indonesian language?

Students1 : because I don't know what next climax I should talk about

Students2 : I don't know English vocabulary, so I continue the presentation using Indonesian.

Students3 : I don't know the next sentences

Students4 : because I forgot the English sentence

Students5 : because I forgot

Students6 : because my vocabulary is small so I don't know what the next sentences is.

Group 2

1. Do you always speak English in English class?

Students1 : not always

Students2 : no

Students3 : sometimes

Students4 : only at certain times

Students5 : I use English when asking the teacher

Students6 : not always

2. When your friends present material in English and you don't understand what your friends talking about, what will you do?

Students1 : ask them to repeat using Indonesian

Students2 : translate in Indonesian

Students3 : ask them to present only important points

Students4 : understand and make your own translation

Students5 : ask them to explain briefly using Indonesian

Students6 : translate

3. In your opinion, if a friend always uses English when discussing presentation material, how would you respond?

Students1 : listen and note important points

Students2 : ask to explain briefly in Indonesian

Students3 : translate into Indonesian

Students4 : ask enough to explain important points

Students5 : listen and understand

Students6 : understand and write down important points

4. Does code switching of English to Indonesian in group presentation affect your ability to understand the result of your friend's presentation?

Students1 : very influential in understanding the material

Students2 : affect

Students3 : influencing me makes it difficult for me to understand the material

Students4 : does not affect

Students5 : it is very helpful but in understanding the material

Students6 : does not affect but really helps me understand the material

5. Why in your group presentation also use some Indonesian language?

Students1 : because I forgot what I'm going to talk about next

Students2 : because I don't have a lot of vocabulary

students3 : because using some Indonesia language can help friends understand the presentation material

students4 : because I don't know what to talk about

students5 : because I don't have a lot of vocabulary

students6 : because I forgot

Group 3

1. Do you always speak English in English class?

Students1 : not always

Students2 : only at certain times

Students3 : no

Students4 : when you want to ask

Students5 : only sometimes

2. When your friends present material in English and you don't understand what your friends talking about, what will you do?

Students1 : translate in Indonesian

Students2 : ask for a brief explanation

Students3 : ask them to use some Indonesian

Students4 : understand and record important things

Students5 : ask for a brief explanation

3. In your opinion, if a friends always use English when discussing presentation material, how would you respond?

Students1 : ask him to use Indonesian

Students2 : ask for a brief explanation

Students3 : translate into Indonesian

Students4 : listen and understand

Students5 : understand and record important things

4. Does code switching of English to Indonesian in group presentation affect your ability to understand the result of your friends presentation?

Students1 : does not affect but makes it easier to understand the material

Students2 : does not affect

Students3 : influence in understanding the material

Students4 : influence

Students5 : does not affect

5. Why in your group presentation also use some Indonesian language?

Students1 : confused

Students2 : lack of vocabulary

Students3 : do not know the next sentences

Students4 : because I am confused to continue

Students5 : forgot

1. Apakah anda selalu menggunakan bahasa Inggris dalam kelas bahasa Inggris?

Students1 : saya menggunakan bahasa Inggris ketika saya ingin bertanya pada guru tentang materi yang tidak mengerti

Students2 : tidak pernah menggunakan bahasa Inggris

Students3 : saya hanya menggunakan disaat tertentu

Students4 : tidak pernah

Students5 : saya menggunakan bahasa Inggris ketika bertanya

Students6 : tidak pernah

2. Ketika teman teman anda mempresentasikan materi dalam bahasa Inggris dan anda tidak mengerti apa yang teman anda biarkan, apa yang akan anda lakukan?

Students1 : meminta teman untuk menjelaskan secara singkat dalam bahasa Indonesia.

Students2 : menggunakan translate

Students3 : meminta teman untuk membacakan ulang materi

Students4 : meminta bahan presentasi teman untuk dibaca sendiri

Students5 : meminta teman menjelaskan poin poin penting dalam presentasi

Students6 : meminta untuk presentasi poin poin penting.

3. Menurut anda, jika ada teman kelompok anda selalu menggunakan bahasa Inggris ketika membahas materi presentasi bagaimana tanggapan anda?

Students1 : mendengar dan memahami materi

Students2 : menggunakan translate

Students3 : mendengar

Students4 : meminta teman untuk mengulang menggunakan bahasa Indonesia

Students5 : meminta teman untuk menjelaskan secara singkat materi tersebut.

Students6 : mendengar dan memahami

4. Apakah pengalihan bahasa Inggris ke bahasa Indonesia dalam presentasi kelompok mempengaruhi kemampuan anda dalam memahami hasil presentasi teman anda?

Students1 : sangat mempengaruhi

Students2 : tidak mempengaruhi tetapi mempermudah dalam memahami materi.

Students3 : mempengaruhi dalam memahami materi karena saya hanya mengerti materi dalam bahasa Indonesia

Students4 : mempengaruhi

Students5 : tidak

Students6 : tidak

5. Mengapa dalam presentasi kelompok anda juga menggunakan sebagian bahasa Indonesia?

Students1 : karena saya tidak mengetahui kalimat selanjutnya yang harus saya bicarakan.

Students2 : saya tidak tahu kosakata dalam bahasa Inggris maka saya melanjutkan presentasi menggunakan bahasa Indonesia.

Students3 : saya tidak tahu kalimat selanjutnya

Students4 : karena saya lupa kalimat bahasa Inggris

Students5 : saya lupa

Students6 : karena kosakata saya sedikit jadi saya tidak tahu apa kalimat selanjutnya.

Group 2

1. Apakah anda selalu berbahasa Inggris dalam kelas Bahasa Inggris?

Students1 : tidak selalu

Students2 : tidak

Students3 : kadang kadang

Students4 : hanya disaat tertentu

Students5 : saya menggunakan bahasa Inggris ketika bertanya pada guru

Students6 : tidak selalu

2. Ketika teman-teman anda mempresentasikan materi dalam bahasa Inggris dan anda tidak mengerti apa yang teman anda bicarakan, apa yang akan anda lakukan?

Students1 : meminta mereka mengulang menggunakan Bahasa Indonesia

Students2 : menterjemahkan dalam bahasa Indonesia.

Students3 : meminta mereka untuk mempresentasi poin poin penting saja

Students4 : memahami dan membuat terjemahan sendiri

Students5 : memminta mereka untuk menjelaska seara singkat menggunakan Bahasa Indonesia

Students6 : translate

3. Menurut anda, jika ada teman anda selalu menggunakan bahasa Inggris ketika membahas materi presentasi bagaimana tanggapan anda?

Students1 : mendengarkan dan mencatat poin poin penting

Students2 : meminta menjelaskan secara singkat menggunakan Bahasa Indonesia

Students3 : metranslate ke Bahasa Indonesia

Students4 : meminta cukup menjelaskan poin poin penting

Students5 : mendengarkan dan memahami

Students6 : memahami dan menuliskan poin poin penting

4. Apakah pengalihan bahasa Inggris ke bahasa Indonesia dalam presentasi kelompok mempengaruhi kemampuan anda dalam memahami hasil presentasi teman anda?

Students1 : sangat mempengaruhi dalam memahami materi

Students2 : mempengaruhi

Students3 : mempengaruhi dan membuat saya sulit untuk mengerti materi

Students4 : tidak mempengaruhi

Students5 : itu sangat membantu dalam memahami materi

Students6 : tidak mempengaruhi tetapi sangat membantu saya memahami materi

5. Mengapa dalam presentasi kelompok anda juga menggunakan sebagian bahasa indonesia?

Students1 : karena saya lupa apa yang akan saya bicarakan selanjutnya

Students2 : karena saya tidak memiliki banyak kosa kata

Studenta3 : karena menggunakan sebagian bahasa Indonesia dapat membantu teman teman dalam memahami materi presentasi

Students4 : karena sya tidak tahu apa yang harus bicarakan

Students5 : karena tidak banyak kosa kata yang saya miliki

Students6 : karena saya lupa

Group 3

1. Apakah anda selalu berbahasa Inggris dalam kelas bahasa Inggris?

Students1 : tidak selalu

Students2 : hanya disaat tertentu

Students3 : tidak

Students4 : ketika ingin pertanyaan

Students5 : hanya kadang kadang

2. Ketika teman teman anda mempresentasikan materi dalam bahasa Inggris dan anda tidk mengrti apa yang teman anda bicarakan, apa yang akan anda lakukan?

Students1 : menterjemahkan dalam bahasa Indonesia

Students2 : meminta penjelasan secara singkat

Students3 : meminta mereka menggunakan sebagian bahasa Indonesia

Students4 : memahami dan mencatat hal hal penting

Students5 : meminta penjelasan secara singkat

3. Menurut anda, jika ada teman anda selalu menggunakan bahasa Inggris ketika membahas materi presentasi bagaimana tanggapan anda?

Students1 : memintanya menggunakan bahasa Indonesia

Students2 : meminta penjelasan secara singkat

Students3 : menterjemahkan kedalam bahasa Indonesia

Students4 : mendengar dan memahami

Students5 : memahami dan mencatat hal hal penting

4. Apakah pengalihan bahasa Inggris ke bahasa Indonesia dalam presentasi kelompok mempengaruhi kemampuan anda dalam memahami hasil presentasi teman anda?

Students1 : tidak mempengaruhi tetapi mempermudah dalam memahami materi

Students2 : tidak mempengaruhi

Students3 : mempengaruhi dalam memahami materi

Students4 : mempengaruhi

Students5 : tidak mempengaruhi

5. Mengapa dalam presentasi kelompok anda juga menggunakan sebagian bahasa indonesia?

Students1 : bingung

Students2 : kekurangan kosakata

Students3 : tidak mengetahui kalimat selanjutnya

Students4 : karena saya bingung untuk melanjutkan

Students5 : lupa