

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion dealing with the data findings of the research.

5.1 Conclusions

Based on the analysis done in the research, the researcher concludes the result of her research in this chapter. In this study the subjects of the study are the one English teacher who is doing code switching while they are teaching in bilingual class. This research shows that the one English teacher for bilingual class grade 8A and 8B use three type of the code switching. The three types proposed by Romain in susanto (2008:47) occur in this study are inter sentential switching, intra sentential code switching and tag switching The teacher switched from both English into Indonesian and Indonesian into English in intra sentential code switching which were (63,2 %), inter sentential code switching(21,1%) and Tag switching (15,7%)

From this evidence, the researcher concludes that intra sentential code switching is the most frequent finding because it is teacher strategy to make the students understand the lesson. The teacher used inter sentential code switching when she gave the example of the topic that explained, for example, explaining about how to giving advice and the last tag switching was rarely used by the

teacher. It is used to make sure that her opinion “gitu ya”, to get attention, to make sure that the students understand what the teacher mean.

In this study, there are three function of code switching used by the teacher for bilingual class. Those three by Matton and Burenhult (1999:61) in Sert (2005:2). The researcher found that there are three function of code switching in bilingual class. It was found the teacher mostly had repetitive function (58,4%) in teaching the students. Next, the teacher switched because of the topic of the material (20,8%) the last , she had affective function(20,8%) while doing code switching.

It could assume that repetitive function is used in order the function the accessory knowledge for the students for clarity because the English frequency of the students is less, it is very important to emphasize a message, so the switching to the mother tongue of her students in dealing with the topic especially word particular grammar points. The less frequent is affective function which is only used for solidarity and expression of emotions with the students. It is used to being the students in feeling more comfortable with the lesson.

In this study the research found the reasons of code switching used English teacher, three are repetition used for clarification (50%) interjection (25%) and clarifying the speech content for the interlocutor (25%). In addition the reasons of code switching is quotation but the researcher not find using English teacher in bilingual class grade 8A and 8B, code switching also can reason as an interjection this found occurred because of natural and when utterance who was teaching with

spontaneous. The reason of code switching as an interjection also makes the teacher switch their language in order to make the students understand.

Overall, the results indicate that the students have a positive perception of teacher code switching in the class. Furthermore, the researcher would assume that code switching can be a useful strategy in bilingual class instruction. If the aim is to make meaning clear and to transfer the knowledge to the students in an affection way. This research can give input and contribution for the readers when will do the same research to analysis the use code switching that is seen from not only the teacher perspective but also the students perfective.

5.2 Suggestion

The conclusion shows that there are several types, functions, and the reasons found in English teachers utterances while they are teaching their students in the bilingual class. The researcher found also some probable reasons of switching used by English teacher. For that reason, there are some suggestions that are given the researcher.

The begin with, to English department students is expected they should think more critically about the other interesting phenomenon in other context. From this study, it is found code switching can also be done in the teaching learning process in the classroom. Thus, the English department students, they have to improve the research about code switching not only in formal situation like at school but also in informal one.

In addition, based on the data found, the research suggest to the next researcher to conduct a research in more various situations. Hopefully, the next researcher can explore more various type, function and the reasons for the use of code switching that occur in some other situations. Besides, the result of this study will also expect to give more information about code switching.