CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents two parts, namely the research conclusions and recommendations of this study. The conclusions part presents the answers to the research questions. Meanwhile, the recommendations part is presented for the English teacher and the future researchers.

5.1 Conclusions

This part is presented based on the questions formulated in Chapter I namely the type and reason of code switching that is employed by the teacher in Enlish teaching-learning procces in eleventh grade students of SMAN 1 Amarasi Selatan.

5.1.1 Types of Code Switching

Based on the result of this study, there were three types of code switching employed by an English teacher in teaching English to the eleventh grade students of SMAN 1 Amarasi Selatan, namely tag switching, inter-sentential code switching, and intra-sentential code switching. From the data analysis, it can be concluded that inter-sentential code switching is the most frequently code switching employed by the English teacher in teaching English rather than intra sentential code switching and tag switching type. Inter sentential code switching applied by the teacher for 79 times (42.93 %). It is followed by intra sentential code switching where the teacher applied it for 72 times (39.13 %) Besides, tag

switching is the types of code switching which is rarely used by the English teacher in teaching English. It applied by the teacher 33 times (17.93 %).

5.1.2 The Reasons of Code Switching

According to the reason of code switching that the researcher proposed to discuss in this study, there were ten of code switching. In fact, there was eight reasons of code switching that was employed by the teacher in English teaching-learning process in eleventh grade students of SMAN 1 Amarasi Selatan and there was two reasonsof code switching was not found during the English teaching and learning process in the eleventh grade students of SMAN 1 Amarasi Selatan namelyexpressing group identity and to exclude other people when a command is intended for a limited audience. The result of this study showed that the reason of code switching which occurred the dominant frequently employed by the teacher is intention of clarifying the speech content for the interlocutor .The total occurrence of intention of clarifying the speech content for the interlocutor was 37 times (21.38 %).In the second position was to repetition for clarification wherein the teacher applied 37 times (18.22 %). The third position interjection. It was applied 35 times (17.24%) by the teacher. The fourth position was because of real lexical needwherein it was applied 20 times (9.85 %) by the teacher. The fifth position was talking about a particular topic wherein the teacher applied it for 16 times (7.88 %). The sixth position was to soften and strengthen request or command wherein it was applied by the teacher for 12 times (5.91 %). The seventh was showing empathy about something. The teacher did it for 10 times (4.92 %). The last position was quoting somebody else wherein the teacher applied it for 5 times (2.46 %). Expressing group identity and to exclude other

people when a command is intended for a limited audience were not found by the researcher in this observation.

5.2 Recommendations

Based on the discussions and findings of this study, the researcher would like to propose some recommendations.

1. This recommendation was proposed for all English teachers in EFL classroom. The teacher's code switching is needed to be used in English teaching and learning process since it is able to facilitate students' understanding towards English learning. However, the use of code switching should be matched with students' English proficiency. The higher level of the students' English proficiency is, the less it would be for the teachers to use code switching in English teaching and learning process.

2. For future researchers, this study was limited to discuss code switching used by an English teacher in teaching at the eleventh grade students of SMAN 1 Amarasi Selatan. It is suggested that the future research can be extended to discuss the code switching used by the English teachers in classroom.

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