CHAPTER V

CONCLUSION AND SUGGESTION

It is the last chapter from this thesis. In this chapter the writer presents the conclusion of the study and some suggestions to the English teacher.

5.1 Conclusion

Based on the data analysis at the fourth chapter, the writer would like to present some conclusion regarding this research, as follows:

1. The English teacher at SMK Pelayaran in the school year 2015/2016 applied various code switching in the teaching and learning process.

2. There were three grammatical aspects of code switching applied by the English teachers during the teaching and learning process at SMK Pelayaran Kupang: Inter sentential switching 56 times (58.33%), Intra sentential switching 34 times (35.42%) and tag switching 6 times (6.25%).

3. There were two sociolinguistic aspects of code switching applied by the English teacher at the teaching and learning process at SMK Pelayaran Kupang. Metaphorical Switching 9 times (11.39%) and Situational Switching 70 times (88.61%).

4. Regarding the functions of code switching, there were three functions applied by the teacher with the most dominant function was repetitive functions 51 times (68.0%), Topic switch 8 times (10.67%) and Affective functions 16 times (21.33%).

5.2 Suggestion

In this part, the writer would like to present some suggestions to the English teachers at SMK Pelayaran Kupang and the future researchers.

1. The English teachers at SMK Pelayaran Kupang, in their ongoing interaction during the teaching and learning process could apply code switching in order to build a good interaction with the students and improve the students' knowledge about the topic. However, the teacher should manage it well, mean when and where he/she should apply the code switching. If the teacher code switches too much, she will not help the students to improve their language skills especially vocabulary and grammar.

2. For the future researcher, it is a good idea if they do further research about the effect of teacher's code switching on students' English skills.

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