

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the data, in this chapter the researcher draws conclusions and makes suggestions. The conclusion is drawn based on the problem's formulation. Suggestions are provided for future researchers interested in the same learning field.

A. Conclusion

There are three types of code-switching used by teachers when teaching English. There are three categories of code-switching. The first is inter-sentence code-switching, which occurs between sentence or clause boundaries 56 times in two sessions; the second is intra-sentence code-switching, which involves translating or replacing words or phrases within a sentence 13 times in five sessions; and the last is tag code-switching, which occurs 2 times. Previous studies have also found types of code-switching based on Poplack's theory; this new study does the same.

In addition to the types of code-switching, the researchers found that the functions of teacher code-switching fulfil three functions. The following functions are: (a) topic switch 8 times in two sessions, (b) affective function 29 times in two sessions, and (c) repetitive function 34 times in two sessions, based on Mattson and Burenhult. Teachers use these types and functions to explain and translate difficult words, grammar, reading, and so on.

The factor of a teacher's code-switching in learning English is language anxiety, where this anxiety is caused by the student's limited vocabulary and pronunciation methods. Another factor that causes the use of code-switching is to motivate the students to learn. Because of students' lack of interest in foreign languages, to attract their attention to learning English, they use two languages alternately, which is done so that they do not feel bored. As a result, using code-switching in class can help students better understand the material. Additionally, it assists teachers in developing effective communication skills with their students. As a result, teachers' use of code-switching in the English learning process is beneficial because it helps students understand the material more easily.

B. Suggestion

Considering the research findings, the researcher would like to provide some recommendations as follows:

1. Teachers should continue to use code-switching; however, it would be more effective if teachers limit the use of code-switching in the classroom to increase students' motivation to learn English.
2. Students: Although students can use code-switching freely and share information with peers and teachers about English materials, students should still try to use it well.

3. For future researchers, researchers who are interested in code-switching can conduct further research. It may be interesting to study the analysis of code-switching in various situations using quantitative techniques.