

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

1.1 Conclusions

After analyzing the data measuredly, the conclusion can be drawn as follow:

1. The three types of code-switching, namely Intra-Sentential Switching, Inter-Sentential Switching, and Emblematic Switching are discovered in the process of teaching English in Yayasan Perguruan Sisingamangaraja, Tanjung Balai. Among these three type, the most frequent code-switching uttered by the teachers is Inter-Sentential Switching while the Emblematic Switching is infrequently uttered by them.
2. Inter-sentential switching was the dominant types occurred in teachers' code-switching.
3. The teacher of grade nine of junior high school switched their language to facilitate their understanding on the subject (English).

Since the target language (English) is rarely used in their daily life, to emphasize some points, to soften requests or command, to clarify the content of teaching materials, to fit to lexical need, to explain grammar, to translate unknown vocabulary items, soften or strengthen request or command, and express group identity.

1.2 Suggestions

In relation to the conclusion described above, this research suggest the teachers and other researchers to:

1. Analyze the students' prior knowledge before doing code- switching.

If the students have good competence in English, there is no need for the teachers to translate all explanations into the students' native language. Instead, the teachers paraphrase the teaching materials by using simple and perceivable words. This alternation will help them learn the target language meaningfully. Then, if the students have lack of competence in understanding, code-switching may be applied in the classroom. However, the sense of learning English as the subject is to make them understand it. In such condition, English may be functioned as the Matrix Language while students' native language is functioned as the Embedded language.

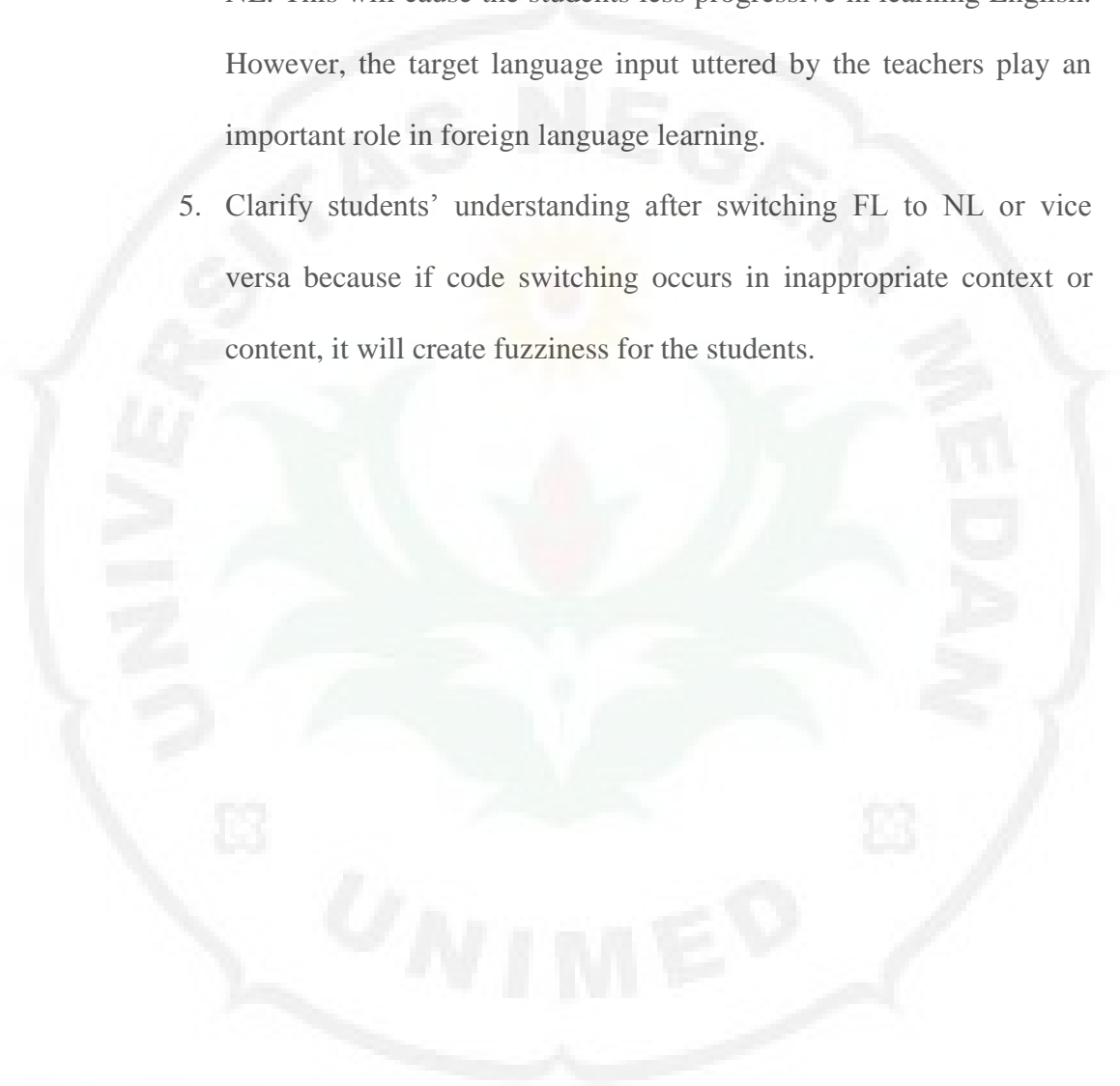
2. Avoid assuming that EFL students must have low proficiency in English since this assumption will encourage the teachers to switch English into students' native language more often. Such condition, of course, will make the students dependent to their teachers in learning process.

3. Investigate another classifications of code-switching since it is usually found in any context, content, situation, and motivation either in academic or non- academic circumstance.

4. Minimize the attitude towards native language when teaching English in the classroom for the more positive attitude the teachers have

towards their native language, the more frequent they switch FL to NL. This will cause the students less progressive in learning English. However, the target language input uttered by the teachers play an important role in foreign language learning.

5. Clarify students' understanding after switching FL to NL or vice versa because if code switching occurs in inappropriate context or content, it will create fuzziness for the students.



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