

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the teacher's utterances and interviews in the previous chapter, the conclusions are as follows:

1. The teacher used three types of code-switching: inter-sentential, intra-sentential, and tag-sentential. Among these, intra-sentential code-switching was the most prevalent.
2. There were six types of code switching that used by the teacher. There were Referential, Directive, Expressive, Phatic, Metalinguistic, Poetic. Expressive is the most used by the teacher in the classroom.
3. Based on Chowdhury's theory, there are five reasons for code-switching. In this study, four of these reasons were found to be relevant for the teacher's code-switching in the English teaching process: managing class size and discipline, students' limited understanding of English, facilitating communication, and explaining or translating unfamiliar terms.

B. Suggestion

Based on the conclusions, the following suggestions are:

1. Since some types of code-switching were not covered in this study, it is recommended that education students conduct further research on different types of code-switching in the English teaching process.

2. As certain functions of code-switching were not explored in this study, it is suggested that education students investigate the functions of code-switching in the English teaching process in future studies.
3. English teachers should gain a deeper understanding of code-switching. This knowledge will help them use code-switching as a teaching strategy effectively, rather than as a way to compensate for limitations in English proficiency or vocabulary.

