

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study focused on code switching used by Mathematics and Science teacher to the students in classroom interaction. It was aimed to find out the types of code switching and to explain the reasons why code switching used by the teacher. After analyzing data, conclusions are drawn as the following.

- 1) There were three types of code switching used by the teacher in the classroom interaction, namely 1) intersentential code switching, 2) intrasentential code switching, and 3) tag switching. Intersentential code switching was the most dominant type used by the teacher in the classroom interaction and the least type was tag switching.
- 2) The use of code switching in the classroom interaction have some reasons, they are 1) talking about particular topic, 2) interjection, 3) repeating for clarification, 4) clarifying the speech content for interlocutor, and 5) softening or strengthening request or command. Interjection was the most dominant reason used by Mathematics teacher and talking about particular topic was the most dominant reason used by Science teacher, then the least was clarifying the speech content for interlocutor. From the interview, the teachers pretext that if English is fully used, the students would not get the material that teachers explained.

5.2 Suggestions

Based on the conclusions stated above, this study has some suggestions as provided in the following items.

- 1) In relation with the findings in this study, it is suggested to the other learners to use the typology of code switching (Poplack: 1980) in classifying code switching since it can be found in any context.
- 2) In the classroom interactions where code switching is unavoidable it is suggested for teachers to paraphrase their explanations, instructions, requests or questions before they translate them into Bahasa Indonesia.