

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter comes as the last part of this research, which consists of conclusion and suggestion. The conclusion is drawn according to the result of this research, while suggestion is intended to give information for future researchers who interested in similar study.

#### A. Conclusions

Based on the result of data analysis and finding in the previous chapter, the researcher puts forward the following conclusion:

1. The types of code-switching occurred by the English teachers in the foreign language classroom setting are mainly in three types, where the types of code switching purposed by Poplack (1980). These types are: (a) inter-sentential code-switching 45,08%, (b) intra-sentential code-switching (translation or word/phrase substitution within a sentence) 29.57%, and (c) tag-switching (interactional fillers code-switching) 25.35%. In English teaching learning process, there are 71 utterances in the classroom. The types of codeswitching analyzed are tag code-switching appeared eighteen times. inter sentential code-switching appeared thirty two times, and intra sentential code-switching appeared twenty one times. From all types, Inter-sentential code-switching type is the dominant code-switching type.

2. The teachers do code-switching generally triggered by some factors, the factors proposed by Holmes (2013), they are: (a) rhetoric reason, (b) differences of status and formalities, and (c) lack of vocabulary. And another the factors also gather from the result of onterview are: (a) the students ability in English are not the same, and (b) helping the students to share their ideas.

### **B. Suggestions**

#### **1. For the teacher**

This research is expected to give English teacher an insight about the types and the reason of code switching should be used when they are teaching English. Teacher should not evade the existence of code-switching in teaching English in the classroom as it has many advantages in helping the students to comprehend most of the teaching materials in the classroom. Teacher can using code switching as a one of strategy when deliver the material to the students in the classroom.

#### **2. For the Students**

Although the students can code switch freely and were best able to convey information to their peers and teacher about English materials, the students still need to try to practice their English in order to increase their English skills.

3. For further research

It may be of interest to investigate further analysis of code-switching in the students attitude toward the use of code-switching by English teachers in the foreign language classroom.

