

## CHAPTER VI

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion concerning with the results of study. Based on the findings and discussion as presented in the previous chapter the researcher gets conclusion as follows :

#### A. Conclusion

The study is done to describe the reason of code switching used by the English teacher in teaching and learning English in second grade of Mtsn 3 Tulungagung. The aims of this study is to find out the types of code switching used by the English teacher and the reason why the English teacher uses code switching. Based on the findings gained from the observation and interview, some conclusion can be drawn as follows :

First, according to the result of observation, the English teacher used code switching in teaching and learning English in second grade of Mtsn 3 Tulungagung. From the presented findings, it can be conclude that the English teacher used four types of code switching. The first is intra-sentential switches, this type of code switching of code switching that mostly often used by the teacher . He switched his language from English to Indonesia within in a single sentence. Second is inter-sentential switches, this type of code switching that often used by the teacher. He switched his language from English to Indonesia but not in a single sentence, it is in different sentences. Third is emblematic switches, this type of code switching, tags, exclamation, and certain set phrases in one language are inserted into an utterance

otherwise in another. This type of code switching often happened in tag switching or in question sentences. The last is establishing continuity switches, this type of code switching occurs to continue the utterance of the previous speaker. The teacher spoke or asked to the students in English and the students responded it in English also. So, the first conclusion is drawn that the teacher uses four types of code switching, those are : (1) Intra-sentential switches (2) Inter-sentential switches (3) Emblematic switches (4) Establishing continuity.

Second, according to the result of analyzing the context of the dialouge, there are nine reason why the teacher used code switching in teaching and learning English in second grade of Mtsn 3 Tulungagung. Those are : (1) Talking about particular topic (2) Quoting somebody else (3) Being emphatic to something (express solidarity) (4) Interjection (inserting sentence filler or sentence connectors) (5) Repetition used for clarification (6) Intention of clarifying the speech for interlocutors (7) To soften or strengthen request or command (8) Expressing group identity (9) the need real lexical

Furthermore, related to the reason of code switching by the English teacher, the researcher conducted an interview with English teacher to find out further reason why the English teacher use code switching in teaching and learning in second grade of Mtsn 3 Tulungagung, those are (1) to make the students undertstands with the material deeply (2) to help the students master English well (3) spontaninity (4) to make the students familiar with utterances in English (5) to make the students can differenciate the kind of sentences.

## **B. Suggestion**

Based on the result of the research findings the researcher would like to give some suggestion for the following people :

For the teacher, switching the language can be used by the teacher to teach their students easily. The teacher can teach more effectively and easily by applying code switching in the classroom. The teacher can explain the material maximally also. Additionally, the teacher gives good achievement about the material he explains to the students.

For the students, because the students have problems like lack of vocabularies, switching the language is an alternative way. Switching the language can make the students add more vocabularies and make the students master English well. They can also apply code switching in the classroom and it can make the students easier to understand the material that is given by the teacher.

For the next researcher, this study contributes to other researchers in conducting further research of similar topics by being one step to explore more about language used in the classroom such as code switching in the schools in all levels of schools. So, it can be additional reference information about code switching in the classroom for them. Because this research has much leakage, the next researcher can input more kind/type/factor/reason why code switching is used in teaching and learning English class environment. This study is not perfect without the complement for the other researcher.