CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions

5.1 Conclusions

The data gained from observation and interview were analyzed by using thematic analysis showed that the first research problem was to find out the types of code switching used by the English teacher when teaching English at SD IT Auladi found by the researcher. The data revealed that there were three types of code switching that teacher used namely; tag-switching, inter-sentential switching and intra-sentential switching, which are used and spread in all stages of learning activities by the teacher namely, in pre-, whilst- and post activities when teaching and learning process.

In addition, in order to figure it out the factors that make English teacher switch the language, all the data was obtained from interviewing and observation during the research. The researcher found that there were five factors that make English teacher switch into Indonesian, as follows: first, lack of students' English competency, this was because the the teacher tried to interact and ask in English but they were more just silent and did not give response towards teacher. Second, lack of teacher's English competency, it was because the teacher forgot and confused about to arrange English word when teaching English, so then immediately switch to Indonesian. Third, ease of giving instruction and communication, it was because all instructional assignments communicated by the teacher were easily and quickly to be captured by students by switching to

Indonesian. Fourth, ease of maintaining students' discipline in the classroom, it was because the students were silent when the teacher overcomes the noise in the class by reprimanding by switching to Indonesian. Lastly, ease of expressing teacher's feeling, it was because the teacher expressed his responsibility, his caring and his desire to blend with the students when the teacher switched to the first language.

5.2 Suggestions

According to the conclusion described above, the researcher would like to convey some suggestions that it is important to criticize and pay much attention in order to the know deeply about the types of code switching and the factors that influence in doing code switching faced by every teachers in teaching English to young students. In this context, the suggestions are oriented to the students, the teachers, and other next future researchers.

Based on the research findings, it is expected that this research can give the student knowledge about the types of code switching and the factors affecting the English teacher to do code switching when teaching and learning process. The researcher hope by understanding the types and the factors commonly affect the teacher to do code switching, the students can avoid misunderstanding and miscommunication in interpreting the English and Indonesian teachers' intended messages because of doing code switching.

Secondly, the researcher expect that the present study can give the teachers some beneficial knowledge and information, so that the teachers know and understand when she/he switch the language when teaching English what kind of

types code switching that she/he used among tag, inter-sentential or intra-sentential switching. It is advisable also for other English teachers in order to know more about the possible factors that makes she/he switched the language while teaching English, whether it is due to lack of teacher's English competence, students' English competence, giving instruction and communication, maintaining students' discipline, expressing teacher's feeling or even another factor.

Lastly, the researcher suggests to the next researcher who will conduct a study related to the use of code switching for young learners. Since the present study is focused on the types of code switching and as well as the factors affect an English teacher switched the language, so that the next researchers are expected to dig deeper into the problems in teaching English especially to young learners. The next researchers may find the benefits of using code switching when teaching English, the disadvantages of using code-switching when teaching English, or even the function of using code switching in the class. Thus, this study is expected can be as the one of useful references for the next researchers who are interested to excavate more information about the use of code switching for English young learners.

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