

CHAPTER V

CLOSING

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. Conclusion

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 in Islamic Junior High School Thoriqul Huda are: inter-sentential code-switching is 15% occurred; intra-sentential code-switching (translation or word/phrase substitution within a sentence) is 20% occurred; and tag-switching (interactional fillers code-switching) is 50% occurred.
2. The teachers in Islamic Junior High School do code-switching mostly triggered by two factors, they are: rhetoric reason, and lack of vocabulary. And other factors by the teachers do code-switching in classroom are the students' ability in English are not the same, and to helping the students to share their ideas.

3. The functions commonly used by the English teachers in the foreign language classroom in Islamic Junior High School Thoriqul Huda purposed also for two motives, these functions are: affective function, and repetitive function.

B. Suggestion

1. Teacher should not deny 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. Code-switching can be applied when the teacher explain the materials or give an instruction to the students.
2. Teachers can use code-switching to motivate the communication with their students in order to maintain the classroom's situation. And as the result, it is expected that the students will be able to be accustomed to communication in the classroom.

For further research, it is interesting 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.