

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer concluded this study and presented some suggestions that hopefully will be useful.

5.1 Conclusion

Here, the writer comes to the conclusion after analyzing the data that code switch obviously happened in daily conversation, also in English Course classrooms as the reason stated on this study.

Code switching used in teaching English is an interesting topic for the writer to make an observation. The writer thinks that code switching is the important means to teachers in teaching English to young learners as a target language in the classroom. And this becomes the writer's research statement that she wants to observe. The writer wants to know the reasons why the teachers use code switch in teaching English at I 2 C Children English Course.

The teachers at I 2 C Children English Course are not monolingual people, they are multilingual people. So, they are able to speak more than one language. Teachers have tendency to use code switch in teaching

English to young learners in order to make the students understand the lesson and because English is not their first language.

The writer has two questions that comes up to her mind, her research are the pattern of the code switching used by the teachers in teaching English in I 2 C Children English Course, and the tendency why the teachers use code switching.

The writer took three participants in her research to get the data. To get data, the writer was doing the observation, recording, and questionnaire. She observed, recorded, and study the result of the questionnaire that given to the teachers outside the classrooms.

The results of the data show that:

1. the pattern used by teachers to teach English at I 2 C Children English Course was English-Indonesian and Indonesian-English. Teacher F and teacher K preferred to use Indonesian-English code while teaching English in the classroom with the respective percentage of 65% and 55%. Otherwise, teacher E preferred to use the English-Indonesian code, with percentage of 68.2%.
2. the reasons why the teachers used code switch while teaching in the classroom were classified into the functions: focusing on the material, making them used to English sentence, warning, facilitating the understanding, helping them to recall, solving students problem, refreshing the students, speeding up the lesson,

eliciting answers, telling the condition, controlling students' behavior, supporting the students, and checking students progress.

5.2 Suggestion

This study is far from being perfect. The following suggestions deal with theory and practice. The writer expects that the suggestions given would be useful for the readers.

From the theoretical point of view, the writer suggests to the students of Widya Mandala Catholic University Surabaya who want to conduct similar research using different techniques in analyzing the data.

And the suggestion from the practical point of view deals with the English teacher. The English teachers are suggested to know the use of code switching when teaching English to young learners in the classroom in order to make their students comprehend the lesson and the aim of teaching learning process can be achieved.

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