

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 an important means for 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 a 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.

BIBLIOGRAPHY

- Ball, S. (1982). *Participant Observation as a method of research*. Rockhampton: Central Queensland University Press.
- Crystal, David. (1987). *The Cambridge Encyclopedia of Language*. New York: Cambridge University Press
- Debora, F. (1996). *Code Switching as Displayed by the Teachers in the classrooms of the English Departement of Widya Mandala Catholic University*. Surabaya: Unpublished Thesis, Widya Mandala Surabaya, FKIP.
- Fraenkel, R (1993). *How to design and evaluate research in education*. New York: Mc. Graw Hill Book Co
- Finochiaro, Mary. (1974). *English as second language: From Theory to Practice*. New York: Regent Publishing Company
- Hoffmann, C. (1991). *An Introduction to Bilingualism*. New York: Longman Press
- Holmes, J. (1992). *An Introduction to Sociolinguistics*. London: Longman Press
- Lier, Leo van. (1988). *The Classroom and the Language Learner*. New York: Longman Inc
- Malmkjaer, K. (1991). *The Linguistics Encyclopedia*. London and New York. Routledge Press
- Marasigan, E. (1983). *Code Switching and Code Mixing in Multilingual Societies*. Singapore: Singapore University Press
- Maya, N. (1998). *A study of Code Switching as Displayed by Part Time Lecturers of the English Departement of Widya Mandala Catholic University*. Surabaya: Unpublished Thesis, Widya Mandala Catholic University Surabaya, FKIP.
- Richards, Jack C, John and Heidi Platt. (1992). *Longman Dictionary of Language Teaching & Applied Linguistics*. UK: Longman Group.

- Sherman, R & Webb, R. (Eds.) (1990). *Qualitative Research in Education: Focus and Methods*. London: The Falmer Press
- Skiba, Richard. (1997). *Code Switching as a Countenance of Language Interference*. <http://iteslj.org/Articles/Skiba-CodeSwitching.html>
- Soltis, J. (1989). *The Ethics of Qualitative research*. Columbia: Columbia University Press.
- Trudgil, Peter. (1995). *An Introduction to Language and Society*. England: Clays Ltd.
- Tsui, Amy B. M. (1994). *English Conversation*. New York: Oxford University Press.
- Wati, Rika. (2002). *Language Choice of the Young Lecturers at the English Department of Widya Mandala Catholic University Surabaya*. Surabaya: Unpublished Thesis, Widya Mandala Catholic University, FKIP.

