

CHAPTER V CONCLUSION

A. Conclusion

Based on the discussion in the previous chapter, it can be concluded that:

1. In English teaching learning process within 2x45 minutes, there are 111 utterances in the classroom which contains 72 utterances of code-switching functions (64.86%) which pronounced by the English teacher.
2. The 72 utterances contain of code-switching function; there are six functions are analyzed, they are insufficient vocabulary resources, affective function, emphasis, elaboration, addressee specification and clarification. In the English teaching learning process, insufficient vocabulary resources appeared one time (1.40%), affective function appeared one time (1.40%), emphasis appeared 37 times (51.40%), elaboration appeared eight times (11.10%), addressee specification appeared four times (5.50%) and clarification appeared 21 times (29.20%). From all functions, emphasis function is the dominant function that appeared 37 times (51.40%).
3. There are three possible factors causing the use of code-switching by an English teacher in the classroom.
 - a) English, as a foreign language is not an easy subject for the students. It means that teacher has responsibility to engage students mastering should try the best. It's a natural phenomenon to switch English into Indonesian.
 - b) In teaching learning process some conflict such as misconception or misunderstanding among teacher and students will occasionally happen.
 - c) Teacher underscores explanation what the students' lack in receiving the material, as the previous chapter shows that emphasis is the

dominant function of code-switching in English teaching learning process.

- d) Teacher sometimes use emphasis function as a technique in explaining the material without any problem which is occurred by teacher's habit.

B. Recommendation

Based on the problems above, the writer would like to offer some recommendation to be considered as in teaching English as a foreign language in the classroom as follow:

1. The teacher should improve the ability in speaking English and should accustom the students to speak and listen to English language in order to reduce the usage of Indonesian language as the first language in English teaching learning.
2. The teacher should try harder to build the students' motivation, desire and willingness to learn English much better.

Finally, the researcher realizes that this thesis is far from being perfect, but he hopes this will be useful for the readers and another researcher of similar discourse.