

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATIONS**

#### **A. Conclusion**

Based on the analysis done in the research, the researcher concludes the result of his research in this chapter. From the result of the analysis of the English Indonesian code switching, several types of code switching and the following reasons were found in MOB English course Kampung Inggris, Pare Kediri. Based on the discussion in the previous chapter, it can be concluded that:

1. According to the grammatical classification, there are three types of code-switching appeared in English language teaching of speaking class of MOB English course Kampung Inggris, Pare Kediri. They are tag code-switching, inter-sentential code-switching, and intra-sentential code-switching.

In English teaching learning process within four meetings, there are 11 times of code switching which are classified as tag switching, 21 times of code switching which are classified as Inter-sentential, and 10 times of code switching are classified as Inter-sentential Code Switching. The dominant type of code-switching is inter-sentential code switching which occurred 21 times. It means that English language teaching process in speaking class of MOB English course Pare Kediri often use inter-sentential code switching.

2. According to classroom code switching function, there are fifteen functions are analysed. However there are only ten functions which are found in English teaching learning of speaking class of MOB English course Kampung Inggris Pare, Kediri. They are explanation function, requesting help function, self-correction function, moving from one activity to another function, clearing misunderstanding function, not knowing the English counterpart function, checking for understanding function, unofficial interaction function, teacher admonitions function and lapses function.

The dominant function of code switching is explanation function that is used by tutor which occurred 11 times in four classroom meetings. It means that English language teaching process in speaking class of MOB English course Pare Kediri, tutor often uses explanation function in code switching to make students understand.

## **B. Recommendation**

After giving the conclusion, then the researcher presents some recommendations as follow:

1. For the reader, the researcher hoped the result of this research can help the readers to get larger knowledge about code switching as sociolinguistics case.

2. For teacher, teacher should be aware of how to use code in English language teaching, especially in the use of code switching.
3. For students, students in learning language target should be aware of how to communicate well with people in different language.
4. For researcher, hopefully the next researcher can explore more various type, function and the reasons for the use of code switching that occur in some other situations.