

CHAPTER IV

CONCLUSION

Code switching can be found in the bilingual society. For example in education, English teachers used code-switching to communicate with their students when in the process of learning and teaching in the classroom. This study find out the types of code-switching as proposed by Poplack (1980) and to describes its functions as proposed by Mattson and Barenhult (1999). The subject in this study are Three English Teachers at Senior High Schools in Tebing Tinggi. Based on the result of data analysis and finding in the previous chapter, this study discovers 57 code-switching containing 45 minutes of recording of the teachers's utterance when learning and teaching English in the classroom.

There are three types of code-switching based on Poplack's (1980) theory, these types are: (a) inter-sentential code-switching, (b) intra-sentential code-switching and (c) tag-switching. The presentage Intra Sentensial is 45,6% with 26 data, Inter Sentensial is 43,8% with 25 data and Tag Switching 10,5 % with 6 data. The most dominant types of code switching used by the three English Teachers is Intra Sentensial Switching. This type is occured in the middle of a sentence within a clause or sentence boundary.

There are three function of code-switching as proposed by Mattson and Barenhult (1999). They are: (a) Topic Switch, (b) Affective Function, (c) Repetitive Function. The presentage Topic Switch is 52,6% with 30 data, Affective Function 19,2 % with 11 data and Repetitive Function 28,0% with 16

data. The most dominant functions of code switching used by the three English Teachers is Topic Switch.

In short, the types of code-switching and its functions has a lot of advantages in teaching and learning process in the English classroom. It makes students easier to understand about the material that has been taught by the teacher because English is not their native language and it will certainly find difficulties in translating the language conveyed by the teacher. By doing the code switching the students not only understand how the English pronunciation through an explanation that has been given by the teacher but the students will understand what the meaning of the English language has been submitted by the teacher.

