CHAPTER V
CONCLUSION AND SUGESTION

5.1 Conclusion

This study was conducted in junior high schools and aims to explore the use of code switching by teachers in English speaking skill classes. There are three types of code switching found in the study, the type is adapted from the cantone theory, and various functions of code switching are found which are adapted from the gumperz theory. The findings show that teachers consistently and consciously use code switching, teachers switch languages, in this case the teacher uses Indonesian and English alternately either in the form of repetition or insertion based on the situation, but even so the teacher still consciously keeps students exposed to the target language. Based on the explanation above, it can be concluded that code switching is a pedagogical strategy used by teachers to help students understand the material, explain instructions, create an interactive learning atmosphere, and maintain class interaction. Code switching contributes greatly to students' understanding of learning. In the findings, students and teachers have the same perspective on the use of code switching, namely students feel they understand and like it better if the teacher uses code switching and the teacher says that the use of code switching makes students understand and be more interactive.

5.2 Suggestions

The findings of the research that has been done by researchers resulted to the following recommendations. It's advised that teachers use code switching carefully, tat is, only when it's necessary to explain difficult ideas, provide important instructions, or build strong bonds with students. For example, teachers should give students more opportunities to speak English before

providing support with code switching or translation in order to help them become independent speakers of the language. It is intended that readers will come away with some references or viewpoints regarding code switching including its types, functions, and applications.