

## CHAPTER V CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

Based on the findings, it was concluded that there were three types of code-switching used in the classroom, namely tag switching, inter-sentential switching, and intra-sentential switching. Tag switching appeared in utterances such as “**wow**, *literasi kalian sangat kurang.*” Inter-sentential switching occurred in sentences like “*kurang semangat. **How are you?***” Meanwhile, intra-sentential switching appeared in utterances such as “before we start, *ada yang mau pimpin doa untuk kita? One person please.*” Among these types, intra-sentential switching was the most dominantly used type, with 73 data (68.87%), followed by inter-sentential switching with 18 data (16.98%), and tag switching with 15 data (14.15%). The frequent use of intra-sentential switching indicated that both teacher and students tended to insert English words or phrases into Indonesian sentences to make the instruction and interaction more understandable and fluent.

In terms of functions, the study revealed that all six functions of code-switching were found in the classroom, namely message qualification, reiteration, interjection, addressee specification, quotation, and personalization or objectification. Examples of these functions included: message qualification such as “now I will read the text for you. *Mari perhatikan di slide*, this is part one of the story”; reiteration such as “so far any question? *Ada pertanyaan?*”; interjection such as “*sejauh ini*

*tidak ada yang mau ditanyakan, right?*”; addressee specification such as “*Pernah, Sir*”; quotation such as “*Kancil berkata ‘hello crocodiles’*”; and personalization or objectification such as “*itu hanya penyegaran kembali, hari ini kita akan belajar dari salah satu jenis dari narrative text yang namanya legend.*”. Message qualification was the most frequently used function with 54 data (50.94%), followed by reiteration with 31 data (29.25%), interjection with 9 data (8.45%), addressee specification with 8 data (7.55%), quotation with 2 data (1.89%), and personalization or objectification with 2 data (1.88%). These findings showed that the most function used by teacher and students was message qualification to clarify information, emphasize important points, create engagement, and facilitate student comprehension.

In conclusion, these three types and six functions of code-switching were used by the teacher to facilitate the students’ learning process.

## 5.2 Suggestions

### 1. For English teachers

Teachers are recommended to use code-switching wisely as a teaching strategy when necessary, especially in explaining new material, giving instructions, emphasizing important concepts, and checking students’ understanding. However, teachers should still encourage students to gradually increase their exposure to English and use code-switching in a controlled and purposeful way.

2. For students

Students should view code-switching not only as a habit but also as a meaningful strategy to help them understand lessons better. They should also practice using English expressions gradually so that their speaking confidence can improve without relying too much on their first language.

3. For future researchers

Future researchers are suggested to conduct longer periods of observation and involve more teachers and schools in order to gain a broader and more representative understanding of code-switching practices. Researchers may also combine classroom observation and interviews with questionnaires to explore the underlying reasons for code-switching and students' perceptions of it. Moreover, future studies may investigate the effects of code-switching on students' motivation, comprehension, or English proficiency level.