CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The researcher has completed the study based on the findings and results, which aimed to answer questions about the types of code-switching used by the teacher, how code-switching manifests in teaching narrative text, and the reasons why the teacher uses code-switching.

Classroom observation notes were used to answer the first and second research questions, while interviews with the teacher were conducted to answer the third one. The study found that English teachers use three types of code switching; solidarity, status, and topic-while teaching narrative text in class.

Code-switching occurs when students are unable to understand the topic or instruction given by the teacher in English, and the teacher uses it to help students better understand the topics and instructions given in class. Code-switching is a technique that involves switching between languages or dialects during communication. It is an effective tool that the teacher uses to help students understand instructions or topics delivered in English. When students find it challenging to comprehend English, code-switching can assist in promoting better learning outcomes.

This research highlights the crucial role of code-switching in the classroom and its potential to enhance the learning experience for students. It provides insights into the different forms of code-switching that teachers can use to support student learning. Overall, the study suggests that code-switching can be a useful

strategy to ensure that all students, regardless of their language background, can fully engage in the learning process without being constrained by language barriers.

B. Suggestions

Based on the investigation in the classroom and the analysis of the collected data, the researcher has provided some insightful suggestions. First, teachers should have a good understanding of their students' language abilities, especially in English subjects. This knowledge will help teachers consider using code-switching in the classroom to facilitate the teaching and learning process. Second, code-switching can make the study of English much easier for students and prevent any confusion between students and teachers. Third, the use of code-switching can help students improve their English language skills by allowing them to switch back to their native language if they are having difficulties expressing themselves. For researchers, this research can be used to investigate similar studies in the area of code switching in other theories.