

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion in the previous chapter, the following conclusions are drawn:

1. There are three types of code-switching according to Jendra (2010: 75), namely Intra-sentential code-switching, Inter-sentential code-switching, and Tag switching. From the data analysis, it was found that 114 code-switching were used by teacher in English classroom at seventh grade of SMP Swasta An Nizam Medan during 3 meetings. The number of code-switching that appeared in English classroom was Intra-sentential code-switching 61 (53.51%), Inter-sentential code-switching 42 (36.84%), and Tag code-switching 11 (9.65%).
2. From the results of interviews conducted by researcher and teacher, it can be concluded that code-switching as an important strategy for improving student comprehension by using both the L1 and English. This method helps students with varying English proficiency levels, especially when full English causes confusion. Initially, full English is used to assess students, but the teacher switches to a mixed-language approach when needed. Code-switching enhances understanding, vocabulary development, and confidence, while keeping students engaged with familiar terms. The teacher also uses peer collaboration to address vocabulary and pronunciation challenges. Overall, code-switching ensures better

communication and participation, helping students become more comfortable with English. In addition, the teacher used code-switching because there were factors that trigger the appearance of the use of code-switching in English classroom interaction. The reasons that make the teacher to switch codes found by researcher are four general reasons based on Chaer and Agustina (2014). The reasons were found during research and data analysis based on the theory namely speaker's motivation, interlocutors' ability, change of formality, and change in topic.

B. Suggestions

Based on the research results, suggestions are given on several matters.

1. For teachers, English is often taught as a foreign language. Code-switching as an important component in the teaching and learning process must be studied by teachers so that interactions in the classroom become more effective. However, it should be used strategically to support student learning rather than becoming a must. Teachers have to introduce new vocabulary and grammar rules to bring students to the language target. In addition, teachers use simple language, visuals, or body language to make meaning clear, and switch to L1 if students still don't understand after explanation.
2. For students, in the learning process in English classes, students should focus their attention on the learning process so that learning objectives can be achieved. Code-switching can be used as a stepping stone to gradually learn

and retain new words. Students can write new vocabulary in both English and Bahasa, along with example sentences from both. This can strengthen student's understanding and help with recall.

3. For other researchers who have the intention of conducting the same research, they should be careful in determining the type of code-switching given by the teacher. Then, this research was carried out in 3 meetings so that the data obtained was the result of research during 3 meetings. Other researchers intend to conduct research in more than 3 meetings so that more data is obtained and the results are more accurate.

