

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of conclusions and suggestions. The researcher concluded based on the findings and discussions and gave some suggestions to the reader.

#### **5.1 Conclusion**

A conclusion is drawn based on the research objective, which consists of two problems. The first refers to the purpose of code-switching most used by the teacher in secondary school. The second refers to the most significant advantages of code-switching for students in secondary school. The researcher will conclude by showing the results of observations and interviews based on the research findings. The researcher presents the conclusions of the study as follows:

##### **5.1.1 The Purpose of Code-Switching Most Used by the Teacher in Secondary School**

The purposes of code-switching used by the teacher in the English learning process were mainly seven purposes, where the purposes of code-switching proposed by Sert. Based on the observation data and the interview to the teacher, the purposes of code-switching which the teacher most used in secondary school are repetitive (46.60%), topic switch (36.19%), reiteration (9.95%), equivalence (2.71%), affective (1.80%), floor holding (1.80%), and conflict control (0.90%). In conclusion, code-switching occurred in English teaching and learning MTs Yaspira Ngambon, often used to improve the student's understanding of the material, create a relaxing and exciting education and teaching environment, and create good interaction between the class members.

##### **5.1.2 The Most Significant Advantages of Code-Switching for Students in Secondary School**

The advantages of code-switching for students in the English learning process were mainly seven, where Juni Fitri Pasaribu proposed the advantages of code-switching. Based on the interview data with students, the most significant

advantages of code-switching for students in secondary school is help understand complex concepts in learning English (23.33%), understand new words (20.00%), help enjoy English class (16.66%), help students learn more English (13.33%), students can efficiently work on the questions given by the teacher (13.33%), help understand the topics being taught (6.48%), achieve learning success following learning objectives (3.33%). In conclusion, code-switching provides an advantage in the teaching and learning process of English in MTs Yaspira Ngambon Class.

From the results of the purposes of code-switching most used by teachers and the most significant advantages for students, it can be concluded that the two have a relationship. Thus, it can be concluded that code-switching is truly used and more effectively applied to students in English classrooms. It is often used to improve the student's understanding of the material, create a relaxing and exciting learning and teaching environment, and create good interaction between the class members.

## 5.2 Suggestion

Based on the results of this study, researchers were considering some suggestions for teachers, students, and future researchers. The researchers' suggestions were as follows:

### 1. For the Teacher

From the results of this study, it is clear that teachers often use code-switching in learning English in class. Code-switching is a good way to learn English because the students can improve their English language ability. However, teachers should reduce code-switching in their classes and look for new learning methods so students do not get bored. So, teachers should limit code-switching in class and look for new learning methods.

### 2. For the Students

In English learning, it is better if students can speak English. They should try to speak English in class. Students with low English proficiency can still try speaking in English. If they really cannot find the vocabulary they want to say, they

can change the code in Indonesian to make communication easy and more fun with their friends, not only with friends but with teachers and other people.

### 3. For the Future Researcher

The results of this study can become a reference for conducting further research related to the use of code-switching in learning English. In addition, further research is also suggested to conduct and develop this research by expanding the research problems and participants for those interested in researching code-switching in learning English.



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