

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter summarizes the conclusions of the study and offers suggestions for the application of code-switching in teaching process.

5.1 Conclusions

This study aimed to investigate the types of code-switching used by the teacher in the English For Everyone (EFE) online course and to explore the teacher's perceptions of the application of code-switching functions in teaching English to young learners.

The results of the first research question indicate that the teacher employed code-switching as a pedagogical tool to help achieve the learning goals. This research question aimed to identify the types of code-switching used by the teacher at English For Everyone (EFE) in teaching young learners. The data were obtained through classroom observation and were analyzed by classifying the teacher's utterances into three types of code-switching based on Poplack's (1980) classification, namely inter-sentential, intra-sentential, and tag-switching. The findings show that tag-switching was the least frequently used type, mainly occurring when the teacher asked for clarification or gave short encouragement. In contrast, intra-sentential and inter-sentential code-switching were used more frequently, with only slight differences in their occurrence. These two types were primarily used to explain learning materials and give instructions. Overall, these findings suggest that code-switching plays an important role in facilitating students'

understanding, especially in the context of online learning, where clear instructions and explanations are essential for young learners.

To answer the second research question, the data were obtained from the teacher's perceptions through an interview session. Based on the interview results, code-switching was viewed as a purposeful and effective teaching strategy rather than a reflection of the teacher's limited English proficiency. This finding contrasts with Lukito's study, which showed that teachers' use of code-switching may result from a lack of English competence. In this study, the teacher believed that code-switching is especially helpful in online classes for young learners, many of whom still have limited vocabulary knowledge. The teacher perceived that code-switching supports students' comprehension, maintains their engagement, and assists in achieving learning objectives despite time constraints and other limitations of online learning. To manage these limitations, the teacher used code-switching to reduce misunderstandings that could otherwise lead to ineffective instruction, time inefficiency, or failure to meet language targets for each lesson. This perception aligns with Ferguson's (2003) view that code-switching functions as a valuable pedagogical resource to support learning and classroom management in bilingual educational contexts.

5.2 Suggestions

Based on the findings of this research, there are some suggestions from the researcher as follows:

5.2.1 For English Teacher

English teachers, particularly those teaching young learners in online settings, are encouraged to use code-switching strategically and purposefully. Code-switching can be employed to clarify instructions, explain difficult vocabulary, and maintain students' engagement, especially at beginner levels. However, teachers should also maintain a balance to ensure sufficient exposure to the target language. By regulating its use, teachers can create a supportive learning environment while still maintaining linguistic objectives. Therefore, English teachers are expected to consider the appropriate use of code-switching.

5.2.2 For Future Researcher

Future researchers are encouraged to explore the use of code-switching in different learning contexts, such as offline classrooms, higher proficiency levels, or different age groups. Further studies may also employ mixed-method or experimental designs to examine the impact of code-switching on students' language achievement and motivation. In addition, comparative studies between monolingual and bilingual classroom environments can provide valuable findings. Thus, future research is expected to provide richer data regarding the effectiveness of code switching in various educational settings.