CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion and the suggestion of the research. The conclusion summarized the findings and that have been discussed in Chapter IV.

5.1 Conclusion

This research was conducted to investigate the types of code-switching and the language patterns used by Ritueli Daeli as an educational content creator on his English learning YouTube videos. The analysis was based on Poplack's (1980) theory of code-switching and a language pattern analysis derived from the direction of language alternation within utterances.

In Ritueli Daeli's videos, there are three types, which are tag switching, intra-sentential switching, and inter-sentential switching. Among these types, intra-sentential switching was found the most dominant, followed by inter-sentential switching, while tag switching occurred the least. The dominance of intra-sentential switching indicates that the speaker frequently integrates English elements into Indonesian sentences to explain grammatical concepts, provide examples, and emphasize important point. This suggests a high level of bilingual competence and a deliberate instructional strategy.

Inter-sentential switching was also frequently used, particularly when the speaker explained a concept in one language and then restated or clarified it in another. This type of switching functions as a pedagogical tool to reinforce learner's understanding and reduce potential misunderstanding. meanwhile,

tag switching appeared only occasionally and was mainly used as discourse markers or interactional cues, such as to gain attention or signal transitions in the explanation.

In terms of language patterns, five patterns were identified: Indonesian-English, Indonesian-English-Indonesian, English-Indonesian, English-Indonesian-English, English-French. The Indonesian-English-Indonesian pattern was the most dominant, indicating that Indonesian served as the main instructional language while English was inserted to introduce target-language material. This pattern reflects an effective scaffolding strategy in which learners are supported by their first language while being exposed to English. the Indonesian-English-Indonesian pattern further strengthened comprehension by providing immediate clarification after English explanations. Other patterns occurred less frequently and served complementary functions, while the English-French pattern appeared only once and reflected the speaker's multilingual background rather than a teaching focus.

In relation to student engagement, the findings indicate that code-switching is also used by Ritueli Daeli as strategy to maintain learners' attention during the teaching process. Language shifts from English to Indonesian to English frequently occur when he provides explanations, asks rhetorical questions, or emphasizes important points in the lesson, these shifts make the instructional delivery more interactive and help prevent monotony during explanation. The use of Indonesian at certain moments creates a sense

of familiarity and reduces the level of formality, which encourages learners to remain focused and involved throughout the lesson. Therefore, code-switching functions not only as a tool for clarifying instructional content but also as a pedagogical strategy to engage students in informal English learning through YouTube.

The findings from the content analysis of audience responses further support the effectiveness of this language use. Although most audience comments did not explicitly mention code-switching, they frequently highlighted clarity of explanation, ease of understanding, and increased motivation to learn English. Positive responses such as expressions of gratitude, perceived usefulness and appreciation of teaching style indicate that the instructional delivery was well received. This suggests that the code-switching strategies employed in the videos function pedagogically to support comprehension and learner engagement in an informal learning environment.

Overall, findings demonstrate that code-switching in Ritueli Daeli's YouTube videos is not random, but purposeful and pedagogically motivated. Code-switching is used as an instructional strategy to facilitate comprehension, maintain learner engagement, and support the English learning process in an informal digital learning environment.

5.2 Suggestions

Based on the conclusions of this study, several suggestions are proposed for future research, English teachers, and content creators. For future research, English teachers, and content creators.

5.2.1 For English Teachers

This research provides insights into how code-switching is used by educational content creators on YouTube during the English teaching process. It shows that code-switching can help explain difficult concepts and instructions, especially in bilingual learning contexts. English teachers may consider using code-switching as a supportive teaching strategy to improve students' understanding. The findings also suggest that YouTube can be used as an alternative medium for informal English learning. Therefore, teachers are encouraged to use digital platforms creatively while still guiding students' learning and teachers may consider using learners' first language strategically to explain complex concepts, clarify instructions, or reduce learning anxiety, especially for beginner and intermediate learners.

5.2.2 For Students

This research helps students understand that code-switching can support their comprehension in learning English. The use of code-switching in YouTube-based learning may make English materials easier to understand. It can also increase students' motivation and confidence, particularly in listening and speaking activities. The use of both Indonesian and English in instructional videos can help students better understand lesson content, especially at the beginner and pre-intermediate levels. By utilizing code-switched explanations, students can strengthen their understanding of grammar, vocabulary, and language use. However, students are also encouraged to gradually increase their use of English in communication and

practice in order to develop fluency and confidence in the target language. Students may also use educational YouTube content as an additional learning resource outside of the classroom. By doing so, students can become more active and independent in their English learning process.

5.2.3 For Future Researchers

This research can serve as a reference for future researchers who are interested in code-switching in digital learning contexts. It provides examples of how code-switching is applied in informal English teaching through YouTube. Future researchers may expand the scope by analyzing more videos or different educational content creators. They may also jhm other digital platforms to obtain broader findings. In addition, future studies may use different research methods to explore the effects of code-switching on language learning outcomes.