



UNIVERSITAS ISLAM NEGERI  
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**CHAPTER V**  
**CONCLUSION AND SUGGESTION**

**A. Conclusion**

The purpose of this study is to investigate the phenomenon of code mixing and code switching in teachers' classroom interactions. The goal of this research, according to Nawawi and Martini (1994) concerning descriptive qualitative approach, is to gain a better understanding of the background of personal individuals, particularly their use of language in communication. Following this research, the researcher came to the following conclusions:

In conclusion, the study on the use of code-switching and code-mixing in teaching English as a Foreign Language (EFL) at SMAN 1 Aceh provides valuable insights into language pedagogy and practice in a multicultural educational setting. Through an examination of the strategies employed by teachers and their implications for language instruction, several key findings have emerged.

Firstly, the study revealed that code-switching and code-mixing are prevalent practices among EFL teachers at SMAN 1 Aceh, reflecting the linguistic diversity of students and the need for flexible instructional approaches. Various types of code-switching and code-mixing were observed, ranging from inter-sentential switches to intra-sentential mixing, each serving specific communicative functions in the classroom.

Furthermore, the strategic integration of code-switching and code-mixing into language instruction was found to have significant pedagogical implications. These language strategies were employed to facilitate comprehension, scaffold learning experiences, and create a supportive learning environment where students feel valued and empowered to participate actively in language learning activities.

However, it is important to acknowledge the potential challenges associated with the use of code-switching and code-mixing in the classroom, such as overreliance on the native language or confusion among students. Teachers must exercise discretion and provide guidance on effective language use to optimize the benefits of these language practices while mitigating potential drawbacks.

Moving forward, future research endeavors should aim to further explore the longitudinal effects of code-switching and code-mixing on students' language proficiency and communicative competence. Additionally, research focusing on teacher professional development and training initiatives could offer valuable insights into effective strategies for integrating code-switching and code-mixing into language curriculum design and implementation.

Overall, the findings of this study contribute to a deeper understanding of language pedagogy and practice in a multicultural educational context, highlighting the importance of embracing linguistic diversity and fostering inclusive learning environments where all students can thrive academically and linguistically.

## **B. Suggestion**

Based on the conclusion you provided, here are some potential research topic suggestions:

1. **Longitudinal Effects of Code-Switching and Code-Mixing on Language Proficiency:** Explore the long-term impact of code-switching and code-mixing on students' language proficiency and communicative competence. This could involve a longitudinal study tracking students' language development over time in classrooms where these language practices are employed.
2. **Effective Strategies for Integrating Code-Switching and Code-Mixing into Language Curriculum Design:** Investigate effective methods for integrating code-switching and code-mixing into language curriculum design and implementation. This research could involve identifying best practices and developing guidelines for teachers to incorporate these strategies into their lesson plans effectively.

3. **Teacher Professional Development and Training Initiatives for Code-Switching and Code-Mixing:** Examine teacher professional development and training initiatives aimed at enhancing teachers' abilities to effectively use code-switching and code-mixing in the classroom. This could involve designing and implementing training programs and evaluating their effectiveness in improving teachers' instructional practices.
4. **The Role of Code-Switching and Code-Mixing in Fostering Inclusive Learning Environments:** Investigate how the strategic use of code-switching and code-mixing contributes to creating inclusive learning environments where all students feel valued and empowered to participate actively in language learning activities. This research could involve examining the perceptions and experiences of students from diverse linguistic backgrounds.
5. **Comparative Analysis of Code-Switching and Code-Mixing Practices Across Different Educational Settings:** Compare code-switching and code-mixing practices in teaching English as a Foreign Language (EFL) across different educational settings (e.g., urban vs. rural schools, public vs. private schools) to identify variations in instructional approaches and their implications for language pedagogy.

These are just a few potential research directions based on the conclusions of the study you provided. Depending on your interests and available resources, you can further refine these topics or explore related areas within the broader context of language pedagogy and practice in multicultural educational settings.