

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The main purpose of this study is to investigate the phenomenon of classroom interaction, teachers' code choice in the interaction, and the social reasons behind the code choice as part of the teacher's goal to fulfil the teaching outcome. Then, based on Nawawi and Martini (1994) on descriptive qualitative methods, the purpose of conducting this research is as an understanding of the personal background of individuals, especially about the use of language in their communication. After conducting this research, the researcher found some conclusions as follows;

Based on the findings of this study, it can be concluded that classroom interaction in class IX 5 of SMPN 1 Batang Anai follows three main interaction patterns. Teachers play a dominant role in maintaining classroom engagement by using structured teaching materials, multimedia, and interactive questioning techniques. However, students' involvement in classroom interaction is different, female students are more active during learning than male students. Teachers often use code-switching and code-mixing to facilitate classroom interaction. The types of code switching found include tag switching, intra-sentence switching, and inter-sentence switching, while the types of code mixing include inner, outer, and hybrid code mixing. These language switches are strategically used to ensure students' comprehension while gradually increasing the use of English as the main medium of instruction. The social

reasons behind teachers' code choices are based on referential functions to clarify complex concepts, students' backgrounds considering their familiarity with Minang and Indonesian, and classroom dynamics maintaining engagement and participation.

B. Suggestion

Given the social reasons behind code choice, teachers should continue to use code-switching and code-mixing as effective pedagogical strategies, but in a structured and deliberate way. Gradually increasing the use of English in classroom interactions can help students become more familiar with the language while maintaining comprehension of the material being taught.

Further research could explore students' perceptions of code-switching and code-mixing in classroom interactions and how it affects their motivation and learning outcomes. Understanding how students adapt to different language options in the classroom will be beneficial in designing more effective bilingual or multilingual education approaches.

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