

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion presented in the previous chapter, this study draws the following conclusions:

1. Languages Used by the English Teacher in Teaching Grade VII at SMPN 41 Padang

The teacher at SMPN 41 Padang used three languages during the English teaching and learning process: English, Indonesian language, and Minang language. English was mainly used for greetings, giving praise, and introducing vocabulary to expose students to the target language. Indonesian language was more dominantly used for explaining the lesson, giving instructions, and clarifying vocabulary or grammatical concepts. Minang language was used in informal contexts to build emotional closeness and to manage student behavior in the classroom.

2. Reasons for the Teacher's Language Switching

The language switching performed by the teacher is influenced by four main factors. First, the learning topic encourages the teacher to use Indonesian language to explain difficult material so that it is easier for students to understand. Second, the affective function leads the teacher to choose Minang language to create a relaxed atmosphere and build closeness

with the students. Third, students' limited vocabulary in English causes the teacher to translate terms into Indonesian language. Fourth, linguistic constraints, such as students' understanding of sentence structures, lead the teacher to use Indonesian language to make explanations more effective.

3. The Benefits of Language Switching in Grade VII Classroom Learning

The teacher's use of three languages English, Indonesian language, and Minang language provides several benefits, including enhancing students' understanding, creating a comfortable learning atmosphere, and gradually familiarizing students with the use of English as the target language.

B. Suggestion

Based on the conclusions above, the researcher proposes the following suggestions:

1. For sources

The results of this study provide information about the language use practiced by teachers in English learning at SMPN 41 Padang. Therefore, it is recommended that teachers continue to adjust their language choices according to the students' conditions and needs in order to make the learning process more effective and maintain a conducive classroom environment.

2. For further researchers

It is advisable for future researchers to conduct similar studies with different subjects and locations to broaden the findings obtained. Further research should also focus on the impact of language use on students' skills, so that the results can serve as a practical reference for the development of English language teaching.



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