CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the findings of this study entitled "An Analysis on the Use of Code Switching for International Students at the Faculty of Teacher Training and Education, Universitas Jambi", it can be concluded that code-switching is frequently and inevitably used by international students as a communicative strategy in multilingual classroom settings. This research involved seven international students from the 2021 international scholarship who actively participated in classroom interactions and were observed and interviewed regarding their language use.

The study revealed that the participants used three types of code-switching, as classified by Hoffman (1991): intra-sentential switching, inter-sentential switching, and tag switching. Among these, intra-sentential code-switching was found to be the most dominantly used type, as students often switched languages within a single sentence to express themselves more naturally and fluently. This pattern reflects the multilingual competence of the participants and their ability to navigate between languages in academic communication.

Although the language combinations differed—ranging from English, Indonesian, Malay, Burmese, to Thai—the underlying reasons for code-switching were found to be similar across participants. Based on the theoretical frameworks

of Hoffman (1991), Holmes (2013), and Mattson & Burenhult (1999), the main functions of code-switching identified in this study include Topic and Context function, Overcoming limitations in vocabulary, and Expressing solidarity and group identity.

This research confirms that code-switching plays a crucial role in supporting multilingual communication among international students in the Faculty of Teacher and Training Universitas Jambi. It enables students to participate more effectively in academic discussions, facilitates understanding, and fosters social connection in a linguistically diverse learning environment.

5.2. Suggestion

1) For Language Educators:
Teachers and lecturers should acknowledge the positive role of code-switching in facilitating comprehension, especially in multilingual classrooms. Rather than discouraging it, code-switching can be used strategically to bridge understanding, clarify difficult concepts, and accommodate students from different linguistic backgrounds.

2) For International Students:
International students are encouraged to view code-switching as a valuable communicative tool rather than a linguistic deficiency. They should be aware of the contexts in which switching languages can enhance communication and mutual understanding with their peers and instructors.

3) For Future Researchers:

It is recommended that future researchers conduct broader investigations by including more participants from diverse linguistic backgrounds and different academic fields. Furthermore, future studies may also explore the impact of code-switching on academic performance or language acquisition among international students.