

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After a thorough analysis of the data in Chapter IV—particularly focusing on the types and reasons for code switching used by Kureiji Ollie in her livestreams and YouTube videos—several important insights can be drawn. The data of types of code switching is categorized based on Hamers and Blanc’s theory. The theory stated that there are 3 types of code switching: inter-sentential type, intra-sentential and tag switching. Based on the calculation of the formula, the following is the percentage obtained from the data: inter-sentential type 70.83%, intra-sentential 26.39% and tag switching 2.78%. Inter-sentential code switching is the most dominant type, accounting for 70.83% of the utterances. This indicates that Ollie often switches languages at sentence boundaries, which helps maintain grammatical structure while adapting to different communicative needs.

The reasons for code switching are analyzed with Hoffman’s theory, which mentioned there are 10 reasons to do code switching. This study identified 9 different reasons for code switching, with their respective percentages as follows: talking about a particular topic 44.20%, repetition used for clarification 40.58%, quoting somebody else 4.35%, intention of clarifying the speech content for interlocutor 3.62%, real lexical need 2.90%, to soften or strengthen request or command 2.17%, being empathic about something 0.72%, interjection 0.72% and

express group identity 0.72%. The most common reason is talking about a particular topic (44.20%), showing that Ollie selects the language that best suits the context or content of what she's discussing.

B. Suggestion

Considering the result of the research, the researcher would like to provide some suggestions as follow:

1. For teachers

Teachers are encouraged to recognize code switching as useful tools in bilingual classrooms. The data shows that Ollie often switches languages to match specific topics (44.20%) and repeats information in both Indonesian and English (40.58%) to ensure clarity. Educators can apply similar strategies when teaching complex subjects or addressing diverse linguistic backgrounds. Instead of viewing code switching as a language error, teachers can use it as a communication bridge that helps learners process information more effectively.

2. For students

Students are encouraged to explore real-world content such as YouTube videos, livestreams, and social media as valuable sources for learning. This makes learning more engaging and helps connect theory with actual language use. If you are bilingual or have experience in multilingual settings, use that to your advantage. Your own background can help you understand the social and emotional reasons behind code switching, making your interpretations more insightful.

3. For future researchers

Future research should consider expanding the scope by analyzing more VTubers across different generations or platforms. It is also recommended to analyze a larger sample of videos across different streams and time periods to obtain a more comprehensive understanding of code switching patterns.