

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter comprises two primary components, namely conclusions and suggestions. It is within the first section that the detailed overview of all the study findings obtained over the research period is displayed, it summarizes all the explanations provided within this research. Whereas, the second section presents suggestions that have emerged from this research in response to the significances of the research determined within the very first chapter of this inquiry, several advices are presented in such a section.

#### 5.1 Conclusions

This concluding section has the purpose to sum up the entirety of this very inquiry. To ascertain the students' perspectives regarding the implementation of code-switching, this study spanned the dates of January 15 to January 25, 2024. A number of techniques of data collection were employed to gather the essential data. The data were subsequently analysed and contested with the previous findings, directed to provide logical answers to the formulated research questions. Drawing from the research data collected via observation, questionnaire, and interviews, the researcher has formulated the subsequent summary:

##### 5.1.1 The Practice of Teacher Code-Switching in English Teaching

The occurrence of code-switching in English classrooms is a prevalent phenomenon. The primary switch is between English and Indonesian, or vice versa. According to the findings, the researcher concluded that the teacher consistently

employed code-switching during every session of the English class. It is evident when the teacher initiating the learning process, elucidating the subject, encouraging students' participation during class activities, during class management, and during closing the learning. Hence, the teacher should minimize the frequency of code-switching in the English class to avoid preventing the development of students' English proficiency.

### **5.1.2 The Students' Perception towards the Use of Code-Switching in English Teaching**

Based on the interview and questionnaire results, the researcher concluded that most students have a positive perception of teachers who use code-switching in the English learning process, and they proclaimed that it is necessary for English learning because not all students have good English proficiency. In addition, they also believed that code-switching has many uses for them and helps them make it easier to understand the materials delivered by the teacher. However, some of them also feel that using code-switching too frequently will interfere their English language skills. Therefore, teachers need to be wise in using code-switching so that it will not hinder students' language skills.

### **5.1.3 The Teacher's Reasons for Using Code-Switching during English Teaching.**

Based on the teacher interview results, there are four reasons why teacher used code-switching in the classroom. The first reason is to enhance student understanding. The next reason is that code-switching can make learning more

effective. Then, code-switching improves students' academic achievement. The last one is to manage the classroom. When it comes to teaching English, there are many reasons why teachers could choose to switch between different languages. The primary reason teachers use code-switching is to assist students in comprehending what the teacher is saying.

## **5.2 Suggestions**

Reflecting on what has been gained during the research period, some suggestions emanating from this research can be used to improve the future. These suggestions are listed as follows:

### **5.2.1 For Teacher**

Code-switching is inevitable when teaching English in an EFL classroom, particularly if students possess bilingual or multilingual abilities. Nevertheless, teachers must implement it wisely to use it effectively to enhance students' learning. It can be a helpful instrument for teaching and learning, improving students' comprehension and helping teachers be more effective when used correctly and responsibly. Moreover, code-switching is actively promoted in foreign language classes as it might facilitate students' language acquisition. Nevertheless, it is essential to perform caution while utilizing one's native language to prevent it from overshadowing the target language and impeding the optimal development of students' English language skills.

### **5.2.2 For Students**

Code-switching has many benefits for students. It can facilitate students' comprehension of information, serve as an effective technique for enhancing instructional clarity, and have a beneficial impact on their confidence in using English. Despite this, it is still necessary for students to actively engage in practicing their English to enhance their language proficiency. As English as a Foreign Language (EFL) students, it is essential for them to actively incorporate English into their everyday lives and engage in regular English practice to gain a more proficient mastery of the language.

### **5.2.3 For Other Researchers**

It is admitted that many things and improvements can be added to this research. With many new theories and ideas in the future, other researchers can develop this research in other areas of concern. Moreover, they can also explore code-switching in other subject areas to know whether the findings are in line or contradictory with the findings of this research. Thus, it is expected that there will be numerous new insights into the use of code-switching in EFL classrooms for the betterment of education in the future.