

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections. The first section is the conclusion of the conducted study regarding to the research questions which were elaborated in the preceding section. The second section is the suggestion of other researchers who have an interest in the field of code switching.

#### 5.1 Conclusions

The present study aims to find out the types of code switching found in the EFL classroom, analyze the reason of the teacher for using code switching in the EFL classroom and to investigate the students' perception toward teacher's switching in the EFL classroom.

Concerning the types of code switching found in the EFL classroom, the data reveal that three types of code switching; *tag switching*, *inter-sentential switching* and *intra-sentential switching* found in the EFL classroom. The findings adopted the theory proposed by Poplack (2012).

Regarding the data gathered by interview to the teacher and classroom observation, there are several reasons for the teacher utilizes code switching in the EFL classroom. It was found that students' background and mixed ability, ease of communication, explaining and translating the unknown term, students' facial expression, explaining grammar and vocabulary, habitual usage, managing class and repetition for clarification become the reason for the teacher utilized code switching in the classroom.

Based on the data gathered from the interview and questionnaire to the students, it revealed that the students have positive perception toward teacher's switching in the classroom. The data showed that most students agreed that code switching has a great benefit in term of increasing their vocabulary and one of the ways to help them understand the lesson.

## 5.2 Suggestions

Related to the findings, discussion and conclusion of this study, some suggestions are offered in the following section.

The first suggestion is that the present study focuses on the use of code switching utilized by one teacher in junior high school. It is suggested that further studies may focus on the use of code switching utilized by more than one teacher in a public school to compare the occurrence of code switching in the EFL classroom.

The second suggestion is that the present study focuses on the students' perception toward teacher's switching in the classroom. Further studies may focus on the students' perception and teacher's perception toward code switching in the classroom. Thus, teacher's perception can contribute to the findings of the study.