

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This is the last chapter of this research. This chapter presents the conclusion and suggestions of this research.

#### **5.1 Conclusions**

Based on the description presented in the previous chapter and data analysis, it can be concluded that code-switching in oral presentations has a positive impact because the majority of students give positive responses to its use. The average positive response rate was found to be 73.53% of the 18 statements analyzed. Code-switching serves as a kind of communication approach that assists students in overcoming any obstacles they may encounter when giving oral presentations. Results indicate that students' use of code-switching improves communication during oral presentations.

However, in contrast, students concur that code-switching demonstrates a lack of fluency and low ability in the target language, which is English, for the final two claims. This statement is not entirely accurate because students use code-switching as a communication strategy to overcome difficulties during presentations. Code-switching as a strategy is used by students for the following reasons. Reasons for code-switching include avoiding misunderstandings, understanding the message to be conveyed, drawing attention, quoting something, boosting confidence, discussing specific topics, using it as a filler sentence, making it easier for them to express themselves, habitual expression, feeling more at ease using more than one language, making learning easier, lowering anxiety, and assisting with oral presentation success. The findings of

this study align with Becker's (1997) study, linguistic, psycholinguistic, and social variables all have an impact on code-switching.

## **5.2 Suggestions**

Based on this study, the researcher recommends that future researchers consider using a mixed methods study approach that combines quantitative and qualitative data. Conducting interviews with respondents can yield rich and authentic data. Furthermore, further research should be conducted on the types of code-switching used by students and teachers. This will help in understanding the extent to which code-switching in an English or non-English language study program environment can either hinder or enhance student learning.