

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter shows two main parts. They are conclusion and recommendation. The first part is about the conclusion of this research which means the summary of the result of the research, including background of the study, objective of the study, and the findings of the study. Then, the second part is about the recommendation for the lecturer and suggestions for some parties related to this research.

#### **Conclusion**

Code-Switching is one of the strategies that can be used in teaching and learning process. Code-switching tends to be used in conversation between the speaker and interlocutor. Furthermore, this research aimed to investigate the EFL students' perception of using code-switching as experienced by English Department students at one of private universities in Yogyakarta. There are three main purposes of this research. First, to describe the EFL students' reasons of using CS in conversation. Second, to identify the advantages of using CS in conversation. Third, to analyze the disadvantages of using CS in conversation as perceived by the students.

The results of the research show that the findings are as follows. The first finding is about the EFL students' reasons of using CS in conversation. The finding found that there were five EFL students' reasons of using CS in conversation as what mentioned by the three participants. The five reasons were discussing particular topics, clarifying something, quoting someone's word, expressing solidarity, and unintentionally using CS.

Moreover, the second finding is about the advantages of CS in conversation. The finding indicated that there were six advantages of CS in conversation perceived by EFL students. The six advantages of CS in conversation were floor-holding, conflict control, affective function, equivalence, explaining particular materials and repeating some information.

Futhermore, the third finding is about the disadvantages of CS in conversation. The finding explained that there were two disadvantages of CS in conversation perceived by EFL students. The two disadvantages of CS in conversation were using CS in multilingual context and lacking of vocabulary.

### **Recommendation**

Based on the findings of this research, the researcher stated some recommendations related to this research. The recommendations are intended for teachers or lecturers, students, and other researchers.

**For the students.** Regarding to the result of this research, the research recommends the students to use CS more in conversation because it has many advantages. Also, the reseacher recommends the students to read and comprehend this research carefully so they will get to know more about the advantages and disadvantages of using CS. The students can wisely use CS by not using it in multiliangual context because CS might confuse the interlocutor and not over using it because it can not enrich the target language. However, the students can maximaze the use of CS by using it to hold the floor while communicating, control conflict, give affective function, etc.

**For the teachers or lecturers.** In line with the result of the research, the teachers and lecturers can comprehend the EFL students' reasons of using CS, the advantages of using CS in

conversation and the disadvantages of using CS in conversation. By understanding it, the researcher recommends the teachers to minimize the disadvantages of using CS and make the full use of using CS. Moreover, the researcher recommends that the teacher to allow the students to use CS because it keeps them talking in target language without any gaps.

**For the other researcher.** From the result of the research, the researcher hopes that any findings of this research can be beneficial for the other researcher and can be contributed for further researchers to expand more about CS. Then, the researcher suggests the other researcher to use observation in order to conduct the data from the participants because the data gathered from observation will be more detail.