CHAPTER V

CONCLUSION AND SUGGESTION

In this research, the writer is interested in determining the students' reasons that lead to the use of code switching and investigating their perceptions toward their incorporation of L1 (mother tongue) during an after-school program in EduHouse. In this chapter, the writer is going to draw some conclusions and give suggestions according to the analysis and interpretation of the data in the previous chapter.

4.1. Conclusion

In this research, the writer uses five reasons explained by Rose (as cited in Khutso, 2012). They are code switching for clarification, code switching for expansion, code switching to reprimand, code switching as a humor, and code switching for confirmation. After analyzing and interpreting the data in questionnaires and interviews' transcriptions, the writer found that most of the secondary students used code switching for expansion during the after-school program in EduHouse. Code switching for expansion was used in order to help them understood the teacher's explanation, especially in a longer explanation. Moreover, the writer has investigated the students' perceptions toward their incorporation of L1 (mother tongue) during the after-school program in EduHouse. Most of the students had a positive perception toward eight statements in four parts of

sub-heading 4.2 (the second domain) and there was only one statement in the last part of sub-heading 4.2 which had a negative perception.

Through these students' reasons and perceptions, the teachers may become more strategic to use code switching (with L1 incorporation) during the class in an after-school program. In bilingual studies, code switching is viewed as a skill and code switching may become a tool to maximize the students' learning when it applies in a learning strategy. Therefore, the results of this research can be a reference to face and teach bilingual students from the international schools in an after-school program such as in EduHouse.

5.2. Suggestion

The writer hopes that this research can help other teachers who teach bilingual students in an after-school program to be strategic to use code switching in the classroom. However, this research only used five reasons based on marked code choices explained by Rose to determine the students' reasons to use code switching and nine statements to investigate the students' perceptions toward their L1 (mother tongue) incorporation. Therefore, she would like to favor some suggestions for further research related to bilingual students' code switching (with L1 incorporation); their reasons and perceptions. She hopes there will be more other reasons that lead to the use of code switching and other perceptions toward the students' L1 (mother tongue) incorporation during an after-school program that can

be references to code switching as a learning strategy for bilingual students. Besides, other methodology can also be used to obtain more natural findings related to the students' reasons and perceptions to use code switching during the class, such as observation to get real life data.