CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter depicts the conclusions of the study and suggestions for further study. It covers two sections. The first section is the conclusions which contain the focus of the study regarding the research questions which had been stated in the first chapter of this research paper. The second section performs the suggestions for the further study, particularly related to the field of code switching in the classroom.

5.1   Conclusions

The three types of code switching which are proposed by Poplack take place in this study. Intersentential switching (52.10%) becomes the most frequent type that takes place in teacher's switching to L1. It is followed by intrasentential switching (26.05%) and the least, tag switching (21.85%).

Based on the teacher's answer on the questionnaire, it is figured out that the code switching to L1 occurrences are mostly caused by the need of the student. These are "translating unknown vocabulary", "students' facial expression", "helping the students when they are having difficulty in understanding", "managing the class", and "students' English proficiency". Then, the second most affecting cause is lesson variable, which includes "lesson contents and objectives" and also "explaining the grammar". Furthermore, the occurrence of code switching to L1 is also caused by the teacher, which points to

"teacher's English proficiency". Also, language policy (department policy on TL English use) is stated as the least cause which makes her/ him switch to L1.

In addition, in accordance to the occurrence of code switching to L1 in the actual classroom, it is found that "lesson contents and objectives" becomes the most affecting cause in teacher's switching to L1. Therefore, "translating unknown vocabulary" takes the second place as the cause in delivering the code switching to L1. Moreover, this code switching to L1 is also caused by "managing class" need. Additionally, the teacher reveals that she has positive attitude towards the use of code switching to L1 because it gives advantage in carrying the material or topic in teaching English speaking skill. Despite of that, it is also found that the teacher switches language from English to Indonesian even in saying something very simple, where the switching to L1 is not really needed. This practice of code switching is said as 'misguided' by Ellis (1988, as cited in Canh, 2014).

Furthermore, the results of data analysis show that students hold positive attitude towards the code switching to L1 as well as the teacher. They also inform that "to translate unknown vocabulary items" as the most affecting cause which triggers the teacher in switching to L1. This response is matching to the teacher's response in the questionnaire and it has a large portion in influencing the teacher to do switching to L1 in the real classroom. Thus, they state that code switching to L1 is "greatly beneficial" for them, but still want the teacher not to always do the switching. They prefer the teacher to do it "sometimes" or "occasionally" based on their need. Likewise, they do not agree if the teacher uses much more Indonesian than English in the teaching and learning process.

5.2   Suggestions

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There are three suggestions for further study related to the field of code switching, especially classroom code switching in EFL context as in Indonesia.

First, the participants of this present study are relatively small, where it is conducted in a school, involving an English teacher and 98 students. For that reason, it could not entirely represent the whole population of EFL teachers and students. For further study, it is suggested to involve more teachers and students.

Second, the present study focuses on the occurrence of code switching in English speaking skill only, it is suggested for the next study to investigate the occurrence of code switching in other skills of English, such as reading, writing, or listening.

Lastly, it is suggested to conduct investigation in naturalistic and classroom code switching. It is hoped that the next study can give more insights about those naturalistic and classroom code switching.