CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two parts. The first part provides the conclusion of this study. The second part provides suggestions to other researchers who have the interests in the same field.

5.1. Conclusions

This present study concerning code switching in EFL classroom is aimed to investigate the types of code switching utilized by teacher in EFL classroom, find out the circumstances in which the teacher use code switching strategies in EFL classroom, and describe the students' perception towards code switching utilized by teacher in EFL classroom.

Previous researchers have conducted some studies regarding the use of code switching in Indonesia classroom context, the types of code switching occurred, the reasons behind it, functions of code switching conducted by both teacher and students, and students' positive perception towards the presence of L1 in L2 classroom. This present study confirms findings of the previous research that the types of code switching conducted by teacher were mostly inter-sentential and intra-sentential switching. Furthermore, it was found that tag-switching was also utilized by teacher during the teaching and learning process in EFL classroom. This present study also found that the teacher utilized code switching when she was delivering general knowledge, translating difficult words/technical terms, translating instructions, confirming students' answers, motivating/ encouraging students, giving examples, confirming students' understanding, trying to get students' attention, interacting personally with the students, and

making jokes. This study also confirms findings of the previous research on students' positive perception towards the use of code switching in EFL classroom. Students generally believed that code switching could help them understand the lesson more. However, despite their positive perception towards code switching, students also believed that the use of L1 should not be more than the use of L2.

5.2.   Recommendations

Based on the findings, discussions, and conclusions of this present study, recommendations can be drawn as follows.

First, it has been found that the three types of code switching were present during the teaching and learning process in EFL classroom and the code switching was done naturally by the teacher. In bilingual and multilingual context, code switching is natural and inevitable. Therefore, it should be noted that code switching is not something to avoid since it is very natural and can be helpful in creating conducive and natural learning environment.

Second, it has been found that teacher utilized code switching in certain circumstances. It is hoped that by knowing the circumstances in which code switching can be naturally utilized can help English teachers, especially in Indonesia, to use it as a teaching strategy and consider it as a learning tool rather than a distraction.

Third, it has also been found that students had positive perception towards the presence of code switching in EFL classroom. It should also be noted, however, that even though students' perception towards code switching was positive, they disfavor excessive use of L1 in EFL classroom. Therefore, it is important to maintain the proportion of L1 and L2 during the teaching and learning process.