

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. The first section provides the conclusions of the present study in line with the research question presented in the chapter one of this research. The second section is the suggestions for the future research, especially in the field of code switching in the EFL classrooms.

5.1 Conclusions

This section performs the conclusion of the present research to answer the research question, which include the most frequent types of code switching done by the three teachers, the motives of the teachers in using code switching in the EFL classrooms, and the students' attitudes towards the use of code switching in the EFL classrooms.

The first research question is concerned with the most frequent types of code switching done by the three teachers. The data presents based on types of code switching proposed by Poplack (1980). Those are tag switching, intersentential switching, and intrasentential switching. In the first meeting, the teachers used intrasentential switching with 111 times, intersentential switching 48 times and tag switching 6 times. In the second meeting, the teachers used intrasentential switching with 75 times, intersentential switching with 53 times and tag switching 10 times. From the two meetings of the observation, it was found that intrasentential switching appears as the most frequent types of code switching, followed by intersentential switching and tag switching. Furthermore, the Teacher S was actively using code switching in the classrooms than other teachers. It was because of some factors such as levels of the students, students' competency, teachers' competency and the discussion topic.

The second research question figures out the teachers' motives of using code switching in the EFL classrooms based on Canagarajah (1995). He said that there are 14 motives of teachers' of using code switching. However, out of 14

motives only 12 motives found, according to the observation. Those are 1) explaining difficult concepts, 2) explaining grammar explicitly, 3) checking for comprehension, 4) organizing classroom tasks, 5) introducing unfamiliar materials/ topic, 6) drawing students' attention to the correct pronunciation of sounds in English, 7) maintaining classroom discipline and structure of the lesson, 8) providing praise/feedback/personal remarks about students' performance, 9) encouraging students' participation in classroom activities, 10) building interpersonal relationships between the teacher and students, 11) reducing students' anxiety in learning English, 12) increasing students' motivation and confidence in learning English. Moreover from the interview with the teachers, there were 4 additional motives, they are 13) giving example, 14) joking with the students, 15) confirming something, and 16) strengthening students' comprehension. Thus from the observation, it was found 16 motives of code switching used by the teachers in the EFL classrooms.

The third question is about the students' attitudes. Based on 15 questions which divided into 5 statements, the students had a positive attitude towards the use of code switching done by the teachers in the classrooms. Although they are learning English but they still need an exposure of L1 in English course to make them understand the materials better. However, it is the teachers' job to make the students have a good portion of English and L1. Thus, the students still get an enough chance to expose their English.

5.2 Suggestions

Regarding the investigation on code switching, the present study gives three suggestions for further researchers, especially the use of code switching in the EFL classrooms as an example in Indonesia.

First, the teachers' meetings of this present study are two meetings for each teacher. For that reason, it is suggested for the future study to make the observation with more meetings to get a clear tendency of the types of code switching and the teachers' motives of using it.

Second, the way of collecting data regarding students' attitudes are based on questionnaires. It is suggested in the next research to involve an interview with the students to strengthen the discussion of the students' attitudes towards the use of code switching done by their teachers.

Finally, in the present study, there are still many aspects that have not been covered yet. Therefore, it is suggested for further study to focus on one English skill such as listening, speaking, reading or writing skill in investigating the occurrence of code switching in the EFL classrooms.