

CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter, writer will conclude the finding about the type of code switching, the functions and the form of teacher talk in classroom code switching.

A. Conclusion

The purpose of the present study was to find out which different functions code switching has in EFL classrooms in Islamic senior high school of Darussalam, to find the types of code switching which use both of the English teacher and the students, to elaborate the form of features teacher talk in teacher code switching. These topics were chosen due to the researcher's future profession as an English teacher and the fact that there is little code switching research in classrooms in Indonesia. The data came from Senior high school which the student fluently in speaking English. Method of analysis was Ary' theory (2010). The analysis was designed to be qualitative in nature; qualitative information to interpreting the finding was only used to report the research question.

The findings show that this topic is worth studying in EFL classrooms in Islamic senior high school of Darussalam. Code switching has three types; Inter-sentential that is used both teacher and student, intra-sentential that is used by teacher and tag-switching that is used both teacher and the students. Then the function of code switching that is done by the teacher is employed in classrooms for varied reasons, those functions was to explain to

students about the English material, to make correction about the students mistake and to give comment when students has been done. The form of teacher talk in present study was being presented in code switching shown that teacher code switching actually connected with teacher talk founded in form of explanation and feedback code switching. However, the students employ it mostly from English to Indonesian whereas the teachers employ it in both directions. The findings furthermore show that English is usually used in materials-dependent talk whereas Indonesian is reserved for student to student interaction, disciplinary talk or student initiation to teacher. The students' reasons for employing code switching range from not knowing the English vocabulary to helping other students. The teacher's uses of code switching are a result of getting the students' attention or making sure everyone understands her or the activity in the book.

B. Suggestion

The researcher believes that this study has brought new information to the field of codes witching research. As was pointed out above, code switching has not been studied widely in the foreign language classrooms; especially in Indonesia. Therefore, the present study offers new knowledge on how code switching is employed in the classrooms. However, due to a relatively small sample of data, the results cannot be generalized to apply to all foreign language classrooms. Only looked at two teachers and two groups of students; if the data had been different the results could have been different as well which means that other functions could have been found.

However, even though the researcher only analyzed two classrooms, the findings show certain tendencies and patterns in the use of code switching that indicate that it is a meaningful and strategically used phenomenon.

The researcher believes that this study helps other researchers and teachers to understand code switching as a phenomenon better. The study makes the teacher aware that code switching occurs in the classroom; furthermore, it shows that although there may be arguments against using the mother tongue, sometimes there is a good reason for using it. Therefore, teachers should not feel bad about employing code switching. The findings show that as most of the participants in the classroom share the mother tongue of Indonesian, sometimes it is useful to speak Indonesian instead of English. Furthermore, as the focus was on both the teacher and the students in the present study, it provides knowledge on how the students employ code switching. This knowledge may be useful for the teachers because they may insist that the students speak English all the time and when they do not, the teachers may reprimand them. However, this study has showed that the reason behind code switching to Indonesian is not always that the student does not know how to say something in English, but for instance, the student may want to keep apart the English activity (s)he is doing and the Indonesian question (s)he is asking. Besides helping the teachers, this study also provides information for teachers - to- be. When they are training to become teachers, they are faced with the issue of code switching many times. This study will hopefully give them confidence to trust themselves in

that there is not only one way to teach, and that both English and Indonesian can be used during the lessons. There is still a lot one can study in the field of code switching in language classrooms. The present study answered the how-question, how code switching is employed in foreign language classrooms. It would also be important to know first-hand from the teachers why code switching is employed. This would mean that besides observation, the teachers should be interviewed, and the basis for those interviews could be audio-recorded lessons of the teachers. Furthermore, the present study focused on the micro-functions of code switching; therefore, it would be fascinating to investigate which macro-functions of code switching there are in EFL classrooms, i.e. to take into account language practices in the surrounding society and how it is visible in the teaching of English in Indonesia. Yet another interesting area of research would be to study the phenomenon of borrowing in language classrooms, to make a detailed analysis on whether there is borrowing going on in classroom in addition to code switching. The present study indicated something of this sort in the form of hybrid forms; therefore, it would be fascinating to investigate it further. I think it is worthwhile to study code switching from different points of views in Indonesia since code switching is an everyday issue in most schools. However, it should not be randomly used since that will confuse the students, instead, the teachers should acknowledge their use of code switching and they should have a reason for employing it.