

Chapter V: Conclusion & Recommendation

This chapter presents conclusions of the research and recommendation based on the result of the research.

Conclusion

The objective of this research is to discover the students and lecturers' perceptions related to the use of code switching in English as foreign language classroom particularly on sixth semester students in English Department, Universitas Negeri Gorontalo. As the result, the students and lecturers agree to minimize the use of code switching in classroom especially for high level semester such as sixth semester students. It considered by the disadvantages of code switching that the students got. In instances, the students will more familiar with code switching than the English instruction. Additionally, the students cannot more expose the English language such as gained new vocabulary and train their listening skill. Therefore, the use of code switching for sixth semester students should be avoided and use more English as the instructions.

Nonetheless, based on interview there are some obstacles that make the code switching still appear in English as foreign language classroom. First, the students in every class have different language capacity. Thus, when the lecturer explains learning material, not all students who can understand well about material and the code switching become the alternative way for lecturer to make all the students understand. Second, there are some learning subjects in sixth semester that cannot deliver by English instruction only such as Statistics, Teaching Practice 1 and Profesi

Kependidikan. To overcome this obstacle, the lecturers can give simple explanation by simple words and example. In addition, the lecture also can create the learning environment by using interesting teaching technique method to minimize the use of code switching in classroom.

However, the lecturer can manage the rule in class to prohibit use switch language or even Indonesia in English as foreign language classroom. It will make the students force their self to able to speak or receive instruction in English. Furthermore, the students are asked to have well prepare about the learning material such as read the material before coming to class and provide dictionary in order to overcome the problem of misunderstanding when the lecturer use English instructions. As result the code switching will be minimized or even avoided in English as foreign language classroom especially for students in sixth semester in English Department, Universitas Negeri Gorontalo.

Recommendation

This research reveals recommendation both for the students and lecturers toward the use of code switching in classroom especially for English Department, Universitas Negeri Gorontalo. As the previous explanation, using code switching help students to understand the learning material, but if the code switching more occur on sixth semester students it will give the disadvantages for the students itself. Hence, the lecturer recommended to minimalize the use of code switching especially for sixth semester students in order to optimize the proses of target language learning of

the students. In addition, the lecturer also expected to become role model in increasing students' language awareness in classroom.

Furthermore, the students also recommended to push their self to expose more about English language in many ways, so they can habituate with the language. The students also have to prepare themselves such as read the material before class and provide dictionary to help them when they heard new vocabulary in instruction.

Finally, this study recommended to further researcher who interested with the same field, it will be excellent and challenging if there is a similar research that investigate the use of code switching in classroom for low semester. Therefore, it will show more rich perceptions of the use code switching in classroom.

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Department of Languages. University of Jyväskylä