CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion and suggestion of the study based on the result on the previous discussion. In the other hand the conclusion deal with the result of the students' and teachers' on the use of code alternation in English language classrooms. The suggestions contain some recommendations for the students, for the teachers, and for the next researchers.

A. Conclusion

As educators, we are constantly trying to reach our students. That the use of code alternation does not only have an impact on main and foreign language but it also has an effect on students' affective support, and learning succes. Based on two research problems on the previous chapter, the researcher conclude the answers based on the findings and discussion. The first research problem investigates of the students' perception on the use of code alternation. According to findings, the students have positif responses on the use of code alternation in the classrooms. It does not affect to their main or foreign language, even they more comfortable of the use it. Additionally, the second research problem investigates of the teachers' perception on the use of code alternation. Based on the findings and discussion, the teachers have many reasons in the use of code alternation, and they are mostly agree that code alternate in the classrooms have contribution toward the learning success in the classrooms.

These findings support the finding of previous study by providing evidence that the students have a strong preference in the use of code alternation than using one language in the classrooms. The majority of the students agree that using code alternation is beneficial, they find it more desirable to use code alternation as believed that it makes a subject easier to understand and it is a means of strengthening their comprehension.

While, what was particularly interesting was the 'free choice' of language use by the teachers in her class. This decision ensured that both teachers and students were at one to use their L1, L2 or English according to their own needs and desires. The results of this study suggest that code alternation is not as directly related to the target language proficiency as some might expect. This of course was triggered by a variety of reasons that have been approved by the teachers in particular. Rather, the employment of code alternation has motivational underpinnings. In other words, teachers and students in this study perceived that code alternation is a type of teaching and learning strategy that positively affects the learning of content knowledge as well as the target language.

One of the important unanswered questions is whether teachers use code alternation for different purposes in different domains with different people. It is necessary to investigate the actual uses of code alternation with different people in various situations. They might use code alternation more often at ease with certain people in certain situations, not just in the classroom. In other words, it might be context-specific. Furthermore, code

alternation may display clear language preference for certain topics with a certain emotional status. This study suggests future research on the use of code alternation in ways that are not commonly recognized in various contexts.

B. Suggestion

Regarding to the above conclusion, the researcher wants to give some suggestions to the students,teachers, and the next researchers.

1. Students

    Students in English as a foreign language classrooms are mandated to use English as a medium of Communication. While English is the medium of textbooks, examinations, assignments and lectures reality tells based from the result of the study that Indonesian-English is still the dominant preference of students as a medium of communication in the classroom. Therefore, decision makers should revise the policy in order to reach the desirable goal of learning, in which code alternation can be included in the writing of the syllabi.

2. Teachers

    The teachers must consider the language preferences of the students as a instruction of communication, so the teachers should be encouraged to make adequate use of code alternation in classrooms when explaining concepts to students so that they will be able to actively participate in the activities and discussions.

3. The Next Researchers

    The researchers should help identify the correct level of utilising code alternation in classrooms to promote the advancement of classroom teaching and learning.