

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusions drawn from the findings and discussion outlined in the previous chapter. It also elaborates on the implications of the study for English language teaching and learning, and provides several recommendations addressed to lecturers, students, and future researchers.

5.1 Conclusion

Based on the research findings and discussion, it can be concluded that code-switching is a phenomenon that naturally emerges in the speaking interactions of third-semester students in the English Education Study Program. The findings of this study address two main focuses: how code-switching occurs and in what interactional situations code-switching tends to appear.

First, regarding how code-switching occurs, the results indicate that language alternation emerges spontaneously during the process of English utterance production. The most dominant pattern is intra-sentential switching occurring in the middle of sentences and frequently preceded by hesitation markers. This pattern suggests that switching is closely related to real-time lexical search and utterance planning processes. Therefore, in this context, code-switching functions as a compensatory strategy used by students to overcome linguistic constraints particularly limited vocabulary and difficulty in explaining ideas while simultaneously maintaining communication fluency. Second, in terms of interactional situations, the findings show that students use code-switching more frequently in informal situations when interacting with peers. However, switching also appears in formal academic contexts such as presentations and classroom discussions, especially when students experience linguistic pressure or need to ensure audience comprehension. This indicates that the use of code-switching is contextual and responsive to communicative demands.

Overall, the findings confirm that code-switching among third-semester students should not be viewed as an indicator of weak English proficiency. Instead, it represents a strategic, adaptive, and communication-oriented bilingual practice within the context of EFL speaking interaction.

5.2 Implications

Based on the research findings, several theoretical and practical implications can be drawn. From a theoretical perspective, this study strengthens sociolinguistic and second language acquisition perspectives that view code-switching as a systematic and functional bilingual practice rather than a language error. The dominance of intra-sentential switching preceded by hesitation markers supports the view that code-switching is closely related to online speech production and lexical retrieval processes in EFL contexts. Thus, this study provides empirical evidence that connects the structural, interactional, and strategic dimensions of code-switching in students' speaking interactions.

From a practical perspective, the findings suggest important implications for English lecturers and language instructors. The occurrence of code-switching in speaking activities does not necessarily need to be strictly suppressed, particularly during the stage of developing speaking fluency. Code-switching can be understood as a temporary strategy that helps students maintain participation and communicative flow. Nevertheless, instructors still need to provide appropriate scaffolding so that students can gradually improve their ability to use English more consistently.

For students, these findings may raise awareness that code-switching should be used strategically and proportionally. Students are encouraged to continuously enrich their vocabulary and build confidence in using English so that reliance on the first language can gradually decrease as their proficiency develops.

5.3 Suggestions

Considering the limitations of this study and the findings obtained, several recommendations are proposed. For future researchers, it is recommended to

expand the number of participants and interactional contexts in order to obtain a more comprehensive picture of code-switching dynamics across various EFL situations. Future studies may also combine qualitative analysis with more in-depth quantitative approaches, such as larger-scale frequency analysis or the use of more diverse interactional recordings.

In addition, future research could explore other dimensions of code-switching, such as the influence of language proficiency levels, differences in speaking tasks, or more detailed micro-interactional analysis of switching moments. Future studies may also investigate the occurrence of code-switching in specific classroom speaking activities, such as speaking argument sessions and other speaking activities conducted in the classroom, in order to understand how different speaking tasks may influence students' language choice during interaction. Such investigations would be valuable in enriching the understanding of the role of code-switching in the development of EFL students' speaking competence.

For educational practitioners, particularly lecturers teaching speaking courses, it is recommended to use these findings as a basis for designing balanced instructional strategies that both encourage English use and acknowledge the strategic function of code-switching. An adaptive pedagogical approach is expected to support the development of both fluency and accuracy in students' language performance.