

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

In the current study, the writer focused to identify the utterances of L1 in EFL learners' conversation and to find out the most common use L1 functions used by the EFL learners in classroom conversation. The L1 in this study refers to Indonesian language. The writer identified thirteen functions of L1 adopted from Vázquez & Ramos (2018) theories. Through conversational excerpts that contain L1, in which a part of conversational transcription.

The study shows the results of a qualitative descriptive study which has investigated the use of L1 in facilitating interaction in EFL classroom. The data analysis shows that: (1) All the students have contributed their Indonesian language as L1 in their conversation; (2) in each pair, there was different L1 functions were appear; (3) They were aware about their identity as an EFL learners, so they were struggling to use English as much as they can produce to speak; (4) based on the L1 functions, not all the functions appeared in the students' conversation.

Furthermore, according to the classification of each function, the greatest number of excerpts that appear in the conversation was the sentence-internal code switching. The L1 was used by the students to help them finishing the task. the functions of L1 used by EFL learners the most was sorted from the greatest number of L1 utterances as follows: sentence-internal code switching, which was followed by translation, giving instructions to the other classmates, direct appeal for help (to classmate), confirmation, asking for instructions, calling attention, asking for confirmation, personal petition, and repetition.

Finally, the use of L1 in the conversation with different functions hel the conversations not to cease. However, this study still has some limitations in some terms, such as the number of participants, perhaps the next research may add more

participant to find out more L1 function in the conversation. The other maybe need to be more specific about students' language proficiency and the first language (L1) used. Perhaps, the researchers could investigate about physical gestures or the other response in conversation.

5.2 SUGGESTION

Based on the results of the description carried out in this study, the writer sees that there are several suggestions that can be considered. The following are some of the suggestions offered:

1. For the beginner learners of English, you should pay more attention and learn more English vocabularies. This will really help students in an effort to communicate using correct and good English. Because based on the results of research conducted by researchers, it was found that there were still many English students are lack of vocabularies.
2. The following is still for novice English learners. The learners are still need first language (L1) for practicing English, because the first language can help them in an effort to be fluent in English.
3. For further research, in this study, the problem discussed is only for the specific L1 which is Indonesian. If it is reviewed further, there are still many aspects that can be explore more. For instance, the researchers may use the mother tongue as the L1 and get more participants for more a greater finding. Therefore, suggestions for future researchers are that aspects that have not been explained can be explained in the next research.

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