CHAPTER V

CONCLUSION AND SUGGESTION

This chapter includes conclusion and suggestion based on the research results and discussion presented in the previous chapter summarizing the types of code mixing used by the Bekasi teenagers, and the reasons why they used those types of code mixing.

5.1 Conclusions

Based on the findings that were divided into two period of time categories, the teenagers are more active doing interaction on WhatsApp Group during PAT Schedule, mainly because they are more intensively discussed about the courses and lessons of the specific school subject which was listed on their PAT Schedule. It can be concluded that the use of code mixing on the WhatsApp Group helps the teenagers to do the discussion about their school subject more easier. The use of code mixing may help them to be more active in learning about their some specific school subjects, especially in this case is English subject. The data shown that there are 54 data of "intra-sentential code mixing", 5 data of "intra-lexical code mixing", and 13 data of "involving a change of pronunciation" during PAT Schedule. Meanwhile, during daily casual period of time, the data only shown there are 23 data of "intra-sentential code mixing", 3 data of "intra-lexical code mixing", and 6 data of "involving a change of pronunciation". It is also can be seen that the most frequently used

of type of code mixing is "intra-sentential code mixing", which with the total 77 data.

There are seven functions of code mixing according to Marasigan, i.e. "quotation", "addressee specification", "repetition", "interjection", "message qualification", "personalization and objectivization", and "facility of expression". These functions are related to the teenagers' reason behind their use of code mixing. Based on the findings, during the PAT period of time, there are 1 data of quotation function, 12 of addressee specification, 23 of repetition, 3 of interjection, 1 of personalization and objectivization, and 32 of facility of expression. Meanwhile, during the daily period of time, there are 1 data of quotation, 5 of addressee specification, 9 of repetition, 1 of interjection, and 16 of facility of expression. As a result, facility of expression is the function that happens most frequently in teenagers' speech. It generally happens to help them who were having trouble finding the correct term in another language express themselves.

5.2 Suggestions

Based on the conclusion above, the researcher offered some suggestions for the English teachers, language learners, and other researchers.

1. For English Teachers

The researcher advises the teacher to encourage learners to speak English more frequently because it will help them develop their vocabulary and English proficiency. It will also help the students to be more aware of the vocabulary and grammar of some common English words and slangs,

especially when the phenomenon of code mixing as *Jaksel* language trend arises on these days.

2. For Language Learners

   The researcher suggests to the students to be more aware of practicing english and improving the English skill, or use code mixing to get more vocabulary, anytime and anywhere especially it can be done not only in formal education, but also in informal education such as in social media.

3. For Another Researcher

   The researcher expected that this study would serve as a further resource for other researchers who wished to do similar research in related areas, such as the use of code mixing, or the phenomenon of *Jaksel* language.