CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the entirety of the investigation is concluded. The arrangement of the writing of the conclusions will be ordered according to the formulated research questions. This particular arrangement has the purpose of providing answers to those questions. After that, suggestions related to this research will be presented. The presentation of these suggestions is addressed to all parties involved in and outside this research.

5.1. Conclusions

Code-mixing is a particular phenomenon in the field of English Language Teaching (ELT). It appears to be applied by an English practitioner at SMK Maarif NU 2 Ajibarang as well. A qualitative method, employing a case study design, was undertaken to investigate the practice of code-mixing by such an English practitioner who was purposively and voluntarily recruited. Observation and interview were employed to gather the data for this inquiry. The collected data were thematically analyzed. This analysis resulted in the discovery of (1) The types of code-mixing applied by the teacher, (2) The reasons for performing code-mixing, and (3) The factors influencing the teacher to apply the code-mixing. These results will be described further.

The first finding is related to the type of code-mixing. The code-mixing in this study included intra-sentential, and intra-lexical, as well as code-mixing that involves a change in pronunciation code-mixing. Code-mixing that involves a change in pronunciation is the least common type in this study, while

intra-sentential is the most common type and this is also confirmed by the participants' own confessions in their interviews. The usage of these types of code-mixing is indeed influenced by particular reasons.

Reasons for doing code-mixing are the next primary findings of this study. Based on the data, the reasons included to refer about particular topics, repetition used for clarification, as well as the intentions of clarifying the speech contents for the interlocutor. Furthermore, the participant also explained the reasons why she used code-mixing in her teaching. She admitted that the reason was so that students could more easily understand her explanation. Therefore, the participant seemed to have reasons for doing code-mixing. In addition, certain factors may contribute to the practice of code-mixing.

Factors contributing to the use of code-mixing constitute another findings of this study. The research participant seemed to do code-mixing owing to two factors. The factors include social roles and participant relationship factors, as well as situational factors. Her role as an English teacher in an EFL classroom situation facing her students truly engaged her in the practice of code-mixing. In addition, the research participant confessed that the lack of vocabulary mastery and enthusiasm for learning possessed by students were also factors that influenced the implementation of code mixing.

5.2 Suggestions

In the previous section, the conclusions of this investigation are provided. In response to the conclusion mentioned before, a number of suggestions are provided. These suggestions are intended for all the parties involved in this

study. Nevertheless, it is also expected that this inquiry is beneficial beyond the parties and to literature sources regarding the topic of code-mixing. Primarily, the suggestions are for EFL practitioners and prospective inquirers. The suggestions are explicated below.

Since an EFL practitioner is the main subject of this investigation, the first and primary suggestion is intended for English teachers, who are engaged in the practice of code-mixing. It is imperative for English teachers to reconsider the benefits or advantages of utilizing code-mixing in teaching processes. Therefore, to put the effective application of which is no less than essential. The practice of code-mixing ought to involve certain strategies in ways that it will benefit the learners in optimum ways as a substitute for blocking their process of learning. Therefore, it is truly important for English teachers to make use of code-mixing properly for effective outcomes.

Research is a continuous thing of advancing knowledge. It is suggested that the topic of this research–code-mixing will further explored. Admittedly, certain aspects of this current inquiry require further investigation. One of which is the drawbacks of code-mixing by English teachers. This prompted further research to investigate the issue. To sum up, it is suggested that English teachers consider strategies for effective uses of code-mixing. Further studies are recommended to investigate the drawbacks of code-mixing.