

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research. Furthermore, the researcher provides suggestions regarding the use of code-mixing in the teaching process for English teachers, as well as potential topics that should be explored in future research.

#### 5.1 Conclusions

Dealing with the objective of this research, which is to analyze the types and reasons of code-mixing used by the English teacher of SMKN 2 Purwokerto in the teaching process. The data were taken from March 5<sup>th</sup> 2025 until April 17<sup>th</sup> 2025. There were five recordings from the teacher's teaching session that had been transcribed and analyzed. These recordings provided real examples of the teacher's language use in various classroom situations. The analysis focused on identifying patterns that could reveal both the types of code-mixing and the underlying reasons for their occurrence.

The research used Muysken's theory (2000, as cited in Andre, 2018) to answer the first research question about the types of code-mixing. There were three types of code-mixing that occurred in the teacher's utterances during the teaching process. Those were insertion with 112 utterances, alternation with 82 utterances, and congruent lexicalization with 61 utterances. Insertion is the type of code-mixing that appeared the most in the teacher's utterance during the teaching process. So, there are 255 cases of code-mixing appeared.

To answer the second research question about the reasons teacher used code-mixing, the researcher used the theory by Hoffmann. Hoffmann (1991, as cited Fitria & Syarif, 2021) stated that there are several reasons for a bilingual or multilingual person to switch or mix their languages, including talking about a particular topic, emphasizing something, repetition used for clarification, and intention of clarifying speech. This theory was used to categorize the teacher's utterances according to the specific function she served in the classroom. By applying Hoffmann's theory, the researcher was able to identify which motivations appeared and supported the teaching process.

There were four reasons related to the teacher's use of code-mixing in the teaching process. The first and the most consistent was emphasizing something. The second was talking about particular topic. The next reason was repetition used for clarification. The last reason was intention of clarifying speech. These reasons appeared in different contexts, showing that the teacher used code-mixing with a clear and specific purpose. Overall, the findings indicate that the teacher's language choices were intentional and aimed at supporting the learning process.

The teacher also shared the contextual reasons for using code-mixing in the teaching process. During the interview, the teacher agreed with the observed reasons but the teacher desired to add personal reasons.

1. Students' low English comprehension level

The teacher said that during fifteen years being an English teacher, the teacher always found that majority students in SMKN 2 Purwokerto were lack of English comprehension, including lack of vocabulary, bad pronunciation, less

exposure to English use, etc. This is one of the reasons that made the teacher sure to mix languages, because it helped the teacher so much when the situation was not going well as the teacher expected. By using both English and the students' first language, the teacher could keep the lesson moving smoothly without leaving students behind. This approach also helped create a more comfortable classroom atmosphere, making students more willing to participate.

### 2. Students' different backgrounds

When the teacher then mixed English with Bahasa Indonesia, the teacher still noticed some students could not focus because the students were not really able to speak Bahasa Indonesia. Some of the students also came from non-Javanese areas, which made her decision to mix languages stronger. In these cases, the teacher sometimes incorporated Javanese to ensure the message was understood by the majority of the students. This multilingual approach allowed the teacher to adapt explanations depending on the students' backgrounds and language abilities. As a result, students felt more included and were able to engage better with the lesson content.

### 3. Feedback from the students

The teacher said that the teacher mainly used English in her teaching. Over time, the teacher received some feedback from students to not use English too much, which made students difficult to follow along. It influenced the teacher to use code-mixing when the students looked confused and showed difficulty, which helped her to clarify the lesson. By alternating between English and the students' native languages, the teacher could simplify complex points without losing the main

focus of the lesson. This approach also built students' confidence, as they were able to participate without feeling left behind.

#### 4. Code-mixing as a teaching strategy

The teacher stated that she needed to adapt to the current classroom conditions. The teacher noticed that many students frequently mixed languages in their daily communication, so the teacher decided to mix the language in her teaching rather than enforce the language that difficult for the students. The teacher said that code-mixing also supported students' understanding by understanding meaning through repetition, which had become a consistent strategy in her teaching. This shows that the way the teacher used language matched how students usually speak, and it was also meant to help them understand the lesson better and get better learning results.

### 5.2 Suggestions

Based on the findings of this research, there are some suggestions from the researcher as follows:

1. For Teacher
  - 1) Use code-mixing purposefully. The teacher should continue using code-mixing and ensure it delivers specific goals (e.g., emphasizing grammar, clarifying instructions,) not just randomly mix languages. This will make each switch between languages meaningful and aligned with the lesson objectives. It can also help students focus on the key points rather than being distracted by unnecessary language changes. By keeping the purpose clear,

code-mixing can remain a strong teaching strategy that supports comprehension and engagement.

- 2) Be mindful of student's different backgrounds. In case there are some students are not fluent in the local language, it is recommended to use Bahasa Indonesia or simple English instead. The teacher should adjust the code-mixing based on the class diversity. Therefore, all students can follow the lesson without feeling left out or confused. Being inclusive with language choice can create a more comfortable learning environment and help every student participate actively.

2. For Next Researcher

- 1) Explore the student's perception. The researcher suggests the future researcher to analyze how students perceive the use of code-mixing by the teacher in the classroom whether code-mixing helps or hinders their learning. Understanding students' point of view can give deeper insights into how effective code-mixing really is from the students' perspective. This could involve exploring their comfort level, engagement, and confidence when the teacher mixes languages. By gathering students' feedback, future research can help teachers refine their strategies to better meet students' needs.
- 2) Explore the long-term impact of code-mixing. The researcher suggests the future researcher to analyze whether code-mixing improves or delay English acquisition in the long run. Studying the effect over time can reveal if code-mixing builds a stronger language foundation or causes overreliance on the

first language. This kind of research could help determine the most effective balance between English use and code-mixing for sustainable language development.

