

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

According to the previous chapter, the result of this research can answer the research question in the previous chapter. For the first question is to find the types of Code Switching and Code Mixing that used in Narrative Story during speaking class. The researcher found the types of Code Switching and Code Mixing are Inter-Sentential Code Switching, Intra-Sentential Code Switching, Tag Switching, Insertion Code Mixing, Alternation Code Mixing, and also Congruent Lexicalization Code Mixing. The researcher also found some benefits of using Code Switching and Code Mixing to answer the second question of this research, the benefits are the English teachers can more easily to convey and provide the students understanding of the material as well as the introduction of new pronunciation and vocabulary delivered directly to the students by practicing them using Code Switching and Code Mixing in their teaching and learning process. For the students, they are also have more understanding of the material of the teacher, they are also have to courage their speaking in public based on their ability.

The purpose of this research is to know what is the type of Code Switching and Code Mixing that used in Narrative Story during speaking class, and also to investigate what is the benefit of used Code Switching and Code Mixing in Narrative Story during speaking class in classroom activity. According to Nawawi & Martini (1996) stated about descriptive qualitative method, the purpose of this method is as a understanding about the background of personal individual, especially about the using of language in communication. After doing of this research, the researcher found some conclusion as follows;

After doing this research, the researcher also found the percentage of frequently used of Code Switching and Code Mixing. There are Inter-Sentential Code Switching (35%), Intra-Sentential Code Switching (23%),

Tag Switching (41%), Insertion Code Mixing (41%), Alternation Code Mixing (17%) and also Congruent Lexicalization Code Mixing (41%). According to the result of the percentage, the researcher found that the use of the types of Code Switching and Code Mixing that is often used in Narrative Story during speaking class are Tag Switching with a percentage 41%, Insertion with a percentage 41% and also Congruent Lexicalization with the same percentage is 41%.

In the last part, the researcher hopes that this research can be reference to the study about Code Switching and Code Mixing, well for the English teacher or for the other researcher that want to learn about of this phenomenon in language or communication. For the English teachers, this research can provide some useful information to give the teachers about Bilingualism in terms of Code Switching and Code Mixing theory. The researcher hopes that this offers of practical data for assessing the development of the teacher's English performance in the classroom and that it will increase the students, awareness the importance of engaging in class discussion and achieving lesson objectives, particularly for the Narrative story lesson in speaking class. Next, for the students, the researcher hopes that this research can helps the students to learn and understand more about bilingualism in terms of Code Switching and Code Mixing. The last for the other researcher or for the readers, the result of this research can increase the knowledge about Code Switching and Code Mixing and also the result of this research can be used to reference to conduct a further research.

5.2 Suggestion

1. Teachers become the spearhead in the process of delivering information to the students. In order for communication to be more effective, teachers must use language that is communicative and simple for the students to understand. The use of two language or more languages and variations during the teaching and learning process in the classroom is not impossible since the teacher can communicate with the students in turn using the languages they have mastered. The researcher hopes that this

research will help English teachers, especially those teaching English to be better communicate the subject in the classroom.

2. This research aims to illustrate the languages used in the teaching and learning process. Further research on Code Switching and Code Mixing as well as other aspects of the teaching and learning process, particularly in English Classes, will be beneficial. According to the researcher, teachers should place a greater emphasis on using English than Indonesian during the teaching and learning processes in English classes. So that the students can speak English in the classroom on a regular basic.
3. For the Students: it helps the students to learn and understand more about bilingual, Code Switching, and Code Mixing theory.
4. For the further research: After getting the positive result about using Code Switching and Code Mixing in the speaking class, the researcher suggest for reliable research. the future research can examine the weaknesses regarding the use of Code Switching and Code Ming in the classroom activity, maybe the teachers can use full of English language and it can provide more benefits in classroom activity. The future research can also compare Code Switching and Code Mixing methods with other methods in learning activity in the classroom. The world education actually has a very broad reach.

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