CHAPTER V
CONCLUSION AND SUGGESTION

The present chapter is structured into two distinct sections. The text involves both a conclusion and a suggestion. The conclusion is derived from the problem statement, while suggestions are provided for future researchers interested in pursuing similar research.

5.1 Conclusion

According to Amanda Margareth's YouTube TEDx Talks, the researcher identified three types of code-switching based on an analysis of code-switching, code-mixing, and their uses. Based on the findings, the speaker used intra-sentential, inter-sentential, and tag/emblematic switching. Within the dataset are 15 intra-sentential, 29 inter-sentential, and 4 tag-switching instances. Due to the limited use of tag/emblematic switching in only four lists of data, the usage of it is minimally found.

Researchers also found 25 intra-sentential code-mixing cases. The 17 word-level and 8 phrase-level code-mixing cases were further divided. Also, 5 lexical and 4 pronunciation-related code-mixing were found. Four reasons for speaker code-switching were also found. Topic-focused, being firm (expresses solidarity), interjection, and clarification speech are found by researcher.

5.2 Suggestion

The results of this study show that code-switching and code-mixing can be used successfully in speech-video-based learning media development. The use of code-switching and code-mixing in learning media could make learning more interesting and successful for bilingual learners. But it's important to keep in mind that code-switching and code-mixing should be used carefully when creating learning media. For example, the target group should determine how often and what kind of code-switching and code-mixing are used. Code-switching and code-mixing should also be looked at in the environment in which they are used.

One way to make learning media more interesting and useful for bilingual students is to add code-mixing and code-switching tools to the transcript. Adding words or sentences from the target language into the transcript is one way to do this. For example, if the goal language is English, some Indonesian words or phrases could be added to the transcript. This would help people who want to learn two languages see how they are linked and make it easier for them to learn.

Another way to make audio and video files more interesting and useful for bilingual learners is to use code-switching and code-mixing. This can be done by having the person mix or switch between different ways of speaking. This would help bilingual learners hear how the two languages are used together and learn how to code-switch and code-mix themselves.

Using code-switching and code-mixing in learning media is a complicated problem that needs to be thought about carefully. But the possible benefits of code-switching and code-mixing mean that learning media makers should think about it.