

CHAPTER V

CONCLUSION

A. Conclusion

In this chapter, the researcher would like to draw some conclusion of what have been written in the previous chapter. In addition, some suggestions are also given in the hope that it will be useful and helpful for the English learners to overcome their difficulties in second language acquisition. From the result of the analysis of the English-Indonesian code switching and code mixing of Indonesian television advertisements, several types of code switching and code mixing and the following reasons were found.

The researcher used Hoffman's and Scotton's theory to analyze the types of English-Indonesian code switching and code mixing of Indonesian television advertisement. Then the researcher analyzed the following reasons why code switching and code mixing used in the advertisements. After analyzing the types and the following reasons, the researcher can take some conclusions as in the following:

1. There were 63 kinds of English Indonesian television advertisements and there were 74 utterances of code switching and code mixing and there were three kinds of code switching. The found types of code switching were (27) types. They were tag switching (3), inter sentential switching (9), and intra sentential switching (15). There were three types of code mixing, they were intra sentential mixing (45), intra lexical mixing (1), and involving a change of pronunciation (1).
2. From ten reasons which are used to analyze why the speaker switched and mixed their language from Indonesian into English, only seven reasons that were found in this study. There were seven reasons why code switching and code mixing used. Those were talking about topic (3) being emphatic about something/ express solidarity (2), interjection

(6), repetition (19), intention of clarifying the speech of content (10), expressing group identity (4), to soften or strengthen request or command (7), and real lexical need (27).

3. There were some contributions of this study to English language teaching. Generally, this study can extend the bilingualism theories understanding that can be applied in language teaching. It is also as communicative strategy for learners with insufficient vocabulary resources and thus as a source of concern, important competence in itself in the way the speaker is able to alternate between the two languages and employ each language for specific purposes.

From the findings, it was known that the actor of advertisements did code switching and code mixing because they mostly needed real lexical and due to the lack of equivalent lexicon in Indonesian language. If the word or sentence put into Indonesian, the meaning will be hazy/ vague, and sometime it would not be used.

The other reasons were expressing group identity or the product namely talking about particular topics, and they are intended to “show off” their group identity who were able to code switch and code mix from Indonesian into English in their advertisements. It proves Wardaugh’s suggestion that the language in Indonesia is in a diglossic situation, in which Indonesian language is considered higher than local languages and English is considered higher than Indonesian language. Inserting a sentence fillers or sentence connectors is the least reason why the Indonesian pop song composer code switches her language from Indonesian into English because sentence fillers or sentence connectors sometimes are used in conversation which occurs intentionally or unintentionally. Besides, usually, bilingual or multilingual uses them because s/he has been familiar with them.

Although it is not favoured by many educators, one should have at least an understanding of the functions of switching between the native language and the target language. Therefore, the teachers must pay special attention to research in using code switching and code mixing in the classroom especially in teaching bilingual.

B. Suggestion

From the analysis of this study, shows that there were various types of English-Indonesian code switching and code mixing and the following reasons why they employed them in Indonesian television advertisements. Because of the complex problems of multilingualism and multiculturalism, using bilingual in classroom activities and social communities, the research thinks that code switching and code mixing can still be included in the process of learning and teaching English.

Based on the whole result of the study, the researcher had some suggestions for English teachers, students, and also the next researchers as follows:

1. The Teachers

- The teachers have to do spend much time preparing their lesson, studying code switching and code mixing theories, and practicing code switching and code mixing themselves in the classroom teaching. In a sense, bilingual teaching makes teachers do more-hard working than the teachers of unilingual teaching.
- The teachers should improve their quality and quantity in translation.

2. The Students

- The students must study more about code switching and code mixing theories.
- The students should apply the code switching and code mixing theories which have been got in the language teaching.

- In the case of English-Indonesian code switching and code mixing of Indonesian television advertisements, the researcher suggests that students of English department should consider about it.

3. The Next Researchers

- This study can be a reference to conduct the next researcher on the same field.
- Hopefully, other researchers will study about code switching and code mixing on other language features.
- They are also expected to cover the limitation of this study.

C. Closure

Finally, the researcher realizes that this paper is far from being perfect, because of that; constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amin.