Chapter V

Conclusion and Suggestion

Conclusion

Based on analysis in previous chapter, it is found that code mixing and code switching become crucial phenomenon because about the half of participants for this study use code switching and code mixing. It can be seen, from 20 students as participants not at all use code switching and code mixing, there are 11 students use code swicthing,, 14 students use code mixing and 6 students are using both. It can be described that, the students not only switching languages but also mixing the languages in written.

Poplack (1980) provides some types of code switching occurences. There are tag switching, inter-sentetential switching and intra-sentential switching. Then, there are ten code switching factors given by Malik (1994), there are: lack of facility, lack of registral competence, mood of the speakers, semantic significance, to address different audience, to show identity with a group, to amplify and emphasize a point, habitual expressions, pragmatic reasons. As the highest factor of code switching is mood. Many students recognize that the factor for switching code because mood. It is similar with the mind situation of the person, whereas mood can influence the language produce at the word and sentence level. It can be seen, the students prefer to say *'thanks God',' feel so blessed today', 'welcome holiday'.* Those phrases are showing that the students feel happiness and grateful. Those phrase above are English phrase that to express their feel, it can be described that the student more expressive in English than Bahasa Indonesia.

Besides that, Musyken (2000) provides some types of code mixing occurences. There are insertion, alternation and conngruent lexicalization. Many data of code mixing are consider to insertion. It occurs when the student are putting word and phrase of another language in the utterance. Other types also occur but not really significance like insertion. For congruent lexicalization occurs when people put some words at the first, middle, the last of the sentence level. Mostly, those types are occur to give clarification, explanation about their statement. Then, the writer found that the code mixing occurrences because the student is lack of vocabulary. It is being interest because the student is mixing the code and repeating the word level at each clauses. It could not be classify into which types because the structure of clauses are contain repeating words.

Then, Muysken (2000) also provides seven factors of code switching. There are, competence, language mode, normativity, attitudes, age, habitual expression, style, and generation. As the highest factor for mixing code is competence because the students are bilingual, which is speak more than a language. It can be seen, the students tweet are not only contain Bahasa Indonesia and foreign language but also contain regional language.

In the conclusion, the writer finds several main factors as the students' reason for mixing and switching code. First is factor of code mixing. One of the participants give unexpected answer that the factor for mixing code because situational. Finally, it cannot classify into Muysken's theory because it is not appropriate with Muysken's (2000) theory about code mixing factors. However, situation can give factor for mixing code, such as talking with people who old,

greeting the guest. In the conclussion, the student switch and mix languages because several ranges factors, there are mood, competence, situation and the media. First is mood, many students recognize that mood as their factor for switching code on *twitter*. Second is the competence because the main thing to determine people for using more than one language. Whereas, the participants for this study as foreign language learners. Third is situation because the people switch and mix code depends on the situations such as the topic, place and interlocutors who speak. The last is media. Media can give right contribute to the people for mixing and switching code, especially *twitter. Twitter* is only provide the text character about 140 words or less, so that the people share the information and opinion as straight at the point. In fact, the students write well the information even mix and switch language for conveying the information. However, social media especially *twitter* nowadays, it is not only the media for searching information but also for giving information.

Suggestion

This study has some suggests. First, the students in English department should be improve the knowledge about the distinguished between code switching and code mixing. Because, the writer finds on observation many student getting hard to distinguish between code switching and code mixing. Second, the students in English department should be more polite to write into social media because the writer finds that many impolite words are occur in social media. Finally, the write expects that this study can give contribute to the linguistic especially sociolinguistic study in state university of Gorontalo. Then, the writer also hopes

that this study is being reference about sociolinguistic, especially the study case of code switching and code mixing in foreign languages learners especially the students in English department.

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