

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analysis of research data regarding code-mixing in the teaching and learning process of the second-grade students in SMP Maju Besitang, it can be concluded that:

1. There were three types of code-mixing in conversations between the teacher and students in the teaching and learning process of English namely insertion, alternation, and congruent lexical. In the data that has been taken, there were twenty-two types of insertion consisting of five verbs, thirteen nouns, and four prepositions. There were four types of alternation consisting of four types of clauses. There were fourteen types of congruent lexical.
2. Based on the data that has been studied by the author of the teaching and learning process of the second-grade students in SMP Maju Besitang author concluded that the dominant type of code-mixing used in this research is Insertion type. This phenomenon of code-mixing is more common in teacher dialogue when explaining lessons.
3. There were two reasons the teacher used code mixing in teaching English, the first was repetition used for clarification and the second was the Intention of Clarifying the Speech Content for the Interlocutor

## **B. Suggestion**

On this occasion, the researcher would like to give some suggestions that might be useful for the teachers, the next researchers, and the readers:

### 1. Teacher

The teacher needs to practice wisely in class because the use of code-mixing can help them teach English. The teachers must practice English more than other languages such as Indonesian and local languages in teaching English, namely accustoming students to use English as a communication tool.

### 2. Next Researchers

For the next researchers who want to research code-mixing can use different objects and also different theories of socio experts.

### 3. Readers

The readers hope to get some references or perspectives about code mixing including the meaning, type, and the reason why code-mixing is used.