

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the result of data and data discussion, the following conclusions are obtained:

First, among the five types of code mixing, word insertion code mixing is often used by teacher and students at Darul Haitam Islamic Boarding School. Then others, because it depends on how dominant they are in mastering the two languages, because they are dominant in their first language (Indonesian), they have some problems to pronounce in English too, student forget about the word/vocabulary to be spoken. Then, phrase insertion, it happens because when they speak English, their mother tongue is the most problem to produce sentences, so when they speak it will affect their speech in English. Then, among the three types of code switching, intrasentential switching is often used by teacher and students at Darul Haitam Islamic Boarding School. Then the others, because it depends on how dominant they are in mastering both languages, because ther are dominant towards their first language, the teacher also wants students to understand what is being said. Then, inetrsentential switching, it happens because when they speak English,

sometimes they don't know what is being explained or talked about, so when they speak it will affect their speech.

Second, there are several factors that cause teacher and students to use code mixing in classroom discussions. First, because the language habit factor will be the most reason why students mix their languages. Second, they use code mixing based on spontaneity and intentional use of language in the classroom, besides that learning material also a factor in the occurrence of code mixing by teacher and students, and finally, language mastery is also a factor in using code mixing, in this case they often use code mixing depending on what they are talking about. There are also several factors that cause teacher and students to use code switching in classroom discussion. First, because the speaker factor will be the most reason why teacher and students mix their languages. Second, they use code switching based on speech partner and the presence of a third person in the use of language in class, besides that, changing situations is also a factor in the occurrence of the switching by teacher and students, and finally, the topic of conversation is also a factor in using code switching, in this case they often use code switching depending on what they are talking about.

B. Suggestion

For teacher, by knowing student's problems in learning English why they often mix their languages, the teacher can reduce this mixture of languages by providing material that involves expression in the context of everyday life for beginners, especially in English classes.

For students, they need to get more English input, not only get vocabulary from seniors or teacher, but they also need to learn English by making sentences and using word in context.

For the senior of the Darul Haitam Islamic Boarding School, from this study it is known that members have problems using vocabulary in social contexts. So, when seniors provide vocabulary in their activities, it is not word for word, but how to use these words in a social context.