

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the result of the research and the data description, the researcher took the conclusion,

1. The students' code-mixing at English Club Senior High School 17 Jakarta, based on the interpretation of questionnaire scores, shows an average result of 72.6%. This means it falls into the good category. An average score of 72.6% indicates that students are effectively utilizing code-mixing in their communication, reflecting a solid understanding and application of both languages involved. This level of proficiency suggests that students are comfortable blending Indonesian and English in their interactions, which can enhance their overall language skills and confidence. Additionally, being in the "good" category implies that there is room for improvement, encouraging further practice and exploration of code-mixing strategies. This positive assessment highlights the potential of code-mixing as a valuable tool in language learning, fostering a more engaging and relatable environment for students to develop their English speaking abilities. Ultimately, such results can inform educators about the effectiveness of their teaching methods and the need for continued support in helping students navigate bilingual communication.

2. Students' self-confidence in speaking at English Club Senior High School 17 Jakarta, as indicated by the results of the questionnaire interpretation scores, shows an average result of 71.3%. This means that this score falls into the good category. An average score of 71.3% reflects a commendable level of self-confidence among students when engaging in spoken English, suggesting that they feel relatively assured in their ability to communicate effectively. This level of self-confidence is crucial, as it often correlates with a greater willingness to participate in discussions, take risks in language use, and engage more fully in the learning process. Being categorized as "good" also implies that while students demonstrate a solid foundation of confidence, there remains potential for further development. This presents an opportunity for educators to implement targeted strategies, such as interactive speaking exercises or supportive feedback sessions, to help boost student confidence even more. Overall, the positive assessment of self-confidence indicates that the English Club is fostering an encouraging environment conducive to language learning and personal growth.
3. The finding reveals that there is significant correlation between students' code-mixing and their self-confidence in speaking. It is indicated that the value of t_{count} is higher than the score of t_{table} at the level of significance 0.05 obtained respectively 1.685, in which $t_{count} = 2.118 > t_{table} = 1.685$.

Since t_{count} is higher than t_{table} , it means that the alternative hypothesis H_0 is rejected and H_a is accepted. In other words, there is a strong correlation between students' code-mixing and their self-confidence. Therefore, according to the result, there is a correlation coefficient r of 0.649, which means there is a strong correlation between students' code-mixing and their self-confidence.

B. Suggestion

From this research, the writer gives some suggestions as follows:

1. Teachers

Because the results show that there is a correlation, this is useful for teachers to create a more supportive classroom atmosphere where students can freely express themselves without fear of making mistakes. Apart from that, it can also be integrated with varied media such as videos and podcasts that use code-mixing to show its application in daily life.

2. Students

For students, especially as language learners, the suggestion is to students' so they can have more practice talking with their friends using code-mixing so they feel more comfortable and confident. Students can also listen to and imitate speakers who use code-mixing to improve their abilities.