

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As a conclusion to the entire research, this section presents conclusions on the findings that have been analyzed previously. Based on the research findings and discussion, it can be concluded that the phenomenon of code-switching and code-mixing is actively and intentionally employed by the lecturer in the fourth-semester Public Speaking class at the English Education Department of UIN SMH Banten. These bilingual practices are used not merely as casual habits but serve as strategic pedagogical tools to support students' comprehension and engagement in classroom interaction.

In this study, the researcher identified three types of code-switching based on Poplack's theory: tag switching, inter-sentential switching, and intra-sentential switching. The most dominant type found was inter-sentential switching with 21 instances. Meanwhile, code-mixing was categorized using Hoffman's framework into three types: intra-sentential mixing, intra-lexical mixing, and involving a change of pronunciation. The most frequent form was intra-sentential mixing with 40 data identified.

The research also discovered that several sociolinguistic factors influence the lecturer's use of code-switching and code-mixing. These include the intention to clarify speech content, repetition used for clarification, being emphatic about something, interjection, and the need to add authority, and others. These findings are supported by interview data, where the lecturer stated that switching and mixing languages were deliberate actions aimed at simplifying explanations, attracting attention, and strengthening academic delivery.

Overall, the use of bilingual elements such as code-switching and code-mixing was found to improve communication effectiveness, enhance

comprehension, and create a dynamic and relatable classroom atmosphere. This study affirms that bilingual teaching strategies play an important role in higher education, especially in language-based courses such as Public Speaking.

B. Suggestion

As the end of this research, the researcher would like to provide some suggestions that may be useful for lecturers, students, and further researchers:

1. For the students, to improve English language skills, students are also advised to often practice speaking using two different languages so that they slowly become accustomed to the second language and this increases student's vocabulary mastery, especially when speaking in public to look attractive.
2. For lecturer, the researcher suggests to continue to utilize code switching and code mixing strategies effectively in the learning process, especially in courses related to English language skills. The use of two languages can help bridge students' understanding of complex materials, but it is necessary to pay attention and to motivate student for balance so that students remain accustomed to and trained to use English actively.
3. For other researcher, this study still has limitations in terms of scope and research subjects. Therefore, further researchers are advised to develop this study with broader objects. The future studies are recommended to involve more than one lecturer and a larger sample of classes in order to obtain more generalizable results. Including students' perspectives through interviews or questionnaires would also provide a more comprehensive understanding of the impact and perception of code-switching and code-mixing in bilingual classrooms. This study also can be a reference to guide further research.