

CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the use of code-switching and code-mixing by EFL students in classroom presentations was a deliberate and purposeful communication strategy. The analysis revealed three types of code-switching inter-sentential, intra-sentential, and tag-switching and two types of code-mixing, namely insertion and alternation. Congruent lexicalization was not found, as it usually occurs in informal daily interactions among active bilinguals. Inter-sentential switching emerged as the most dominant type since students had prepared their presentation scripts beforehand, allowing natural language shifts between sentences. Meanwhile, insertion mixing appeared frequently because certain English terms were already familiar and commonly used in academic contexts, making them sound natural and efficient. Furthermore, six communicative functions were identified referential, directive, expressive, phatic, metalinguistic, and poetic based on Appel and Muysken's framework. The referential function was the most frequent, as students often switched or mixed languages to explain academic concepts and theories for better audience understanding.

Interview findings also revealed that students used these strategies to enhance clarity, reduce nervousness, increase confidence, and create a more interactive presentation atmosphere. Therefore, both research questions were successfully addressed: the study identified the types and communicative functions of code-switching and code-mixing used by students, and further explained how these bilingual strategies contributed to their communicative goals by improving clarity, confidence, and audience engagement during academic presentations.

B. Suggestion

Based on the findings of this research, several suggestions are proposed as follows:

1. For EFL Students

The use of code-switching and code-mixing should be done wisely and purposefully, not merely as a habit. Students are encouraged to use language alternation to support academic communication goals, such as clarifying meaning, maintaining fluency, and engaging the audience effectively during presentations.

2. For English Lecturers

The results of this study can be utilized to help students understand the strategic role of code-switching and code-mixing as part of academic speaking competence. Lecturers are expected to guide students in using these strategies appropriately and to encourage them to view code-switching and code-mixing as communicative strengths rather than weaknesses.

3. For Future Researchers

Future studies are recommended to expand the scope of research by including other communicative contexts such as class discussions, debates, or online learning interactions. It is also suggested to explore the relationship between students' language proficiency and their patterns or functions of code-switching and code-mixing to gain a deeper understanding of bilingual competence in EFL academic settings.