

CHAPTER V

CONCLUSION AND SUGGESTION

This section consists of two main parts: conclusions and suggestions. The conclusions are drawn from the research findings previously described, while the suggestions are aimed at supporting future research in the same field.

A. Conclusion

Based on the analysis of the videos on Sacha Stevenson's YouTube channel, it is found that there are several types of code switching used. The most dominant type is intra-sentential code switching at 47%, followed by inter-sentential at 38%, and tag switching at 15%. This finding shows that Sacha Stevenson switches languages more often within a sentence structure than between sentences or through the insertion of short words/expressions. The dominant use of intra-sentential code switching reflects an effort to convey meaning more precisely and naturally, and avoid misunderstandings in communication with a bilingual audience.

In addition, the analysis of the three videos on the YouTube channel shows that Sacha Stevenson also consistently uses code mixing in various forms of speech. Referring to Muysken's (2000) classification, three types of code mixing were found, namely insertion, alternation, and congruent lexicalization. Of the 42 data analyzed, insertion is the most dominant type (50%), where words or phrases from foreign languages are inserted into sentences

without changing the grammatical structure. Alternation appears at 43% and occurs when there is an alternation between clauses from two different languages. Meanwhile, congruent lexicalization is only found at 7%, which is characterized by the mixing of lexical elements from two languages in the same sentence structure.

The results show that Sacha Stevenson's use of code switching and code mixing is not only a language variation, but reasons to convey social and pragmatic according to Hoffman's theory. The seven main reasons found are Quoting somebody else, interjection, Talking about a particular topic, Repetition used for clarification, Intention of clarifying the speech content for interlocutor, Being emphatic about something and expressing group identity. The most dominant reason is Talking about a particular topic, which helps clarify or emphasize the message to fit the context. Other reasons support the expression of emotion, repetition to clarify meaning, and customization of the message to a specific audience.

The most frequently used type of code switching is intra sentential switching, while code mixing is insertion. Both types show the speakers' ability to mix two languages in one sentence, which is useful for clarifying messages and improving comprehension in English language learning. Thus, code switching and code mixing can be effective and relevant communication strategies in the EFL learning context.

From a language learning perspective, the use of code switching and code mixing aligns with several important theories.

Behaviorism theory views them as a form of repetition that can reinforce the learning process through positive responses, as students get used to hearing and repeating certain vocabulary or structures in two languages. Meanwhile, the cognitive theory developed by Chomsky sees this phenomenon as a natural process in language acquisition, where students actively form and understand language patterns through the combination of two linguistic systems without having to rely on memorizing formal grammar rules. In addition, Krashen's theory of language acquisition states that code switching can provide comprehensible input in a non-stressful learning atmosphere. This allows students to absorb the target language more effectively and naturally. Overall, code switching and code mixing function not only as communication aids, but also as learning strategies that support concept understanding, increase student participation, and create an inclusive and communicative learning environment, especially in the context of bilingual learning.

B. Suggestion

Based on the research results and conclusions that have been obtained, the following suggestions can be submitted:

1. For English Language Teachers

This research is expected to be an additional source of information for English teachers or tutors regarding sociolinguistics, especially about code switching and code mixing, its types, and its functions in communication. With this understanding, teachers will be more aware of the

appropriate use of language during the learning process. Teachers can consider the use of code switching and code mixing in learning to help students understand the material better and support the creation of effective conversations in the classroom.

2. For the Viewer or Language Learner

It is recommended that the audience or language learners do not hesitate to use code switching and code mixing in daily communication, as long as they pay attention to the context and interlocutors. The use of these two techniques can help improve speaking fluency and enrich vocabulary in both languages effectively.

3. To Other Researcher

Future research could look at more videos or other creators to get a broader picture of how code switching and code mixing are used on social media. In addition, research could also focus on how the use of these methods can help improve the language skills of the audience or learners.

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