

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consist of the conclution and the suggestion regarding to the findings of research.

A. Conclusion

This study aimed to investigate the types of code mixing utilized by EFL lecturers at the Christian University of Indonesia Toraja and to assess the impact of these practices on various aspects of student learning, behavior, cognitive abilities, and affective responses. The findings revealed that the lecturers predominantly employed four types of code mixing:

- a. Insertion
- b. Alternation
- c. congruent lexicalization
- d. involving a changes in pronunciation.

The findings show that the impact of using code mixing is found in various aspects:

- a. On Learning
- b. On Student Behavior
- c. On Cognitive Ability
- d. On Affective Aspects

The findings show that code mixing significantly enhances students' learning by deepening their understanding of complex material and allowing them to connect new vocabulary with existing knowledge. It creates a more interactive and inclusive classroom environment, encouraging active participation. In addition, code-mixing has a positive impact on students' cognitive abilities, helping them understand challenging concepts. However, the study also raised concerns about students' dependence on lecturers for translation, which may reduce their motivation to explore the language independently. Overall, the findings emphasize the importance of code-mixing as a valuable pedagogical tool that supports learning and influences student motivation and engagement.

B. Suggestion

Based on the findings and conclusions of this study, several suggestions can be made for EFL lecturers, students, and future research:

1. For EFL Lecturers

To enhance language acquisition, lecturers should strategically use code-mixing while assessing students' language proficiency and gradually reduce its use as students become more proficient. Encouraging independent engagement with English is essential, and incorporating interactive teaching methods such as group discussions and role plays can maximize student

participation. A suggestion from a student expressed that frequent use of code-mixing can facilitate collaborative learning, allowing us to transition from code-mixing to English more effectively. Lecturers, especially those who primarily use English, should consider using more code-mixing to ensure that the material is easier to understand.

2. For Students

As students, it is essential to embrace the language learning opportunities that code mixing provides to enhance your understanding of the material. Actively participate in class discussions and don't hesitate to seek clarification when needed, as this will deepen your comprehension. Additionally, practice your English skills outside the classroom by engaging in activities such as reading, writing, and conversing in English. This independent practice will help build your confidence and proficiency, allowing you to become more comfortable using the language in various contexts. By combining these strategies, you can significantly improve your language skills and overall learning experience.

3. For Future Research

To enhance our understanding of code mixing as a teaching strategy, it is important to explore its long-term effects on language acquisition and student engagement over time, providing insights into its sustainability. Additionally, gathering extensive student perspectives on their preferences and experiences

with code mixing in different learning contexts can offer valuable feedback. Furthermore, examining code mixing practices in other educational settings or disciplines will allow for a comparison of findings and the identification of best practices across various contexts, ultimately enriching the pedagogical approach to language teaching.