CHAPTER V

CONCLUSION

A. Conclusion

Drawing from the results and analysis presented in this research, it is evident that code-mixing is a commonplace feature in the casual dialogues of English Tadris students on campus. This pattern reveals how these learners routinely blend Indonesian and English in peer interactions, underscoring their bilingual proficiency and the adaptable nature of language in routine exchanges.

The investigation pinpointed three primary forms of code-mixing, aligned with Pieter Muysken's framework: insertion, alternation, and congruent lexicalization. Insertion was the most prevalent, manifesting as English terms or phrases embedded within Indonesian syntactic frames during student chats. Alternation surfaced through shifts between Indonesian and English mid-discourse, often to convey concepts more precisely or resolve ambiguities. Congruent lexicalization, on the other hand, involved weaving elements from both languages into unified sentence structures, highlighting the students' ease in juggling the two tongues seamlessly.

Furthermore, the study uncovered key drivers behind this code-mixing tendency in informal settings, such as discussing specific subjects, repeating for emphasis or clarity, injecting exclamations, signaling group

belonging, seeking prestige, underscoring points, or compensating for lexical gaps. These elements suggest that code-mixing stems not just from linguistic competence but also from broader social and pragmatic demands in everyday talk. Ultimately, for English Tadris students, this practice emerges as a spontaneous and efficient tool for navigating bilingual communication.

B. Recommendation

In light of the study's outcomes, the author offers the following suggestions, intended to guide relevant parties in their approaches.

1. **For students**: Code-mixing should be tailored to the specific context and purpose of interaction. In formal environments like classroom presentations or academic papers students ought to favor standard linguistic norms to uphold scholarly rigor and professionalism,
2. **For lecturers and educators**: This code-mixing behavior offers valuable insights into language acquisition, especially for building bilingual skills. Instructors could leverage it to clarify complex ideas while gently encouraging students to discern and apply contextually suitable language forms with precision.
3. **For future researchers**: Expanding the inquiry with wider parameters would be beneficial, such as recruiting more participants, applying quantitative techniques to measure code-mixing frequencies by type, or contrasting its patterns in formal versus casual settings. Deeper sociolinguistic angles could further enrich such explorations.

This work aims to advance sociolinguistic scholarship, shedding light on code-mixing dynamics in university contexts. It is anticipated to foster a richer grasp of how students navigate language in higher education, providing a foundation for subsequent investigations in allied area