

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn regarding the teacher's code mixing in English classroom interaction at MTsN 3 Padang Pariaman.

First, the analysis of the teacher's code mixing revealed two types based on Muysken's (2000) framework, namely insertion and alternation, which were consistently found throughout the classroom interaction. The 21 instances of code mixing found during classroom observation, 12 were classified as insertion and 9 as alternation. This shows that the teacher more frequently inserted single English words or phrases into Indonesian utterances, particularly technical terms, than she switched between complete clauses from different languages, although both types occurred at a fairly close frequency throughout the teaching and learning process.

Second, the teacher's code mixing served two broad socio-functions, namely referential and affective functions, in line with Holmes (2013). The referential function was identified in three data, reflecting the teacher's effort to make the material and her questions more comprehensible to students, whether by retaining certain English terms that the students had already become familiar with or by repeating information in Indonesian after students showed signs of confusion. The affective function was also identified in three data, comprising two sub-functions: the teacher's background and habit, found once, in which the teacher's use of Minangkabau surfaced spontaneously due

to her own linguistic background and the students' habitual use of the local language; and improving classroom dynamic, found twice, in which the teacher deliberately allowed a mixture of languages so that students would not feel pressured or awkward about using full, formal English. This indicates that the teacher's code mixing was not only a practical strategy to support students' comprehension of the lesson, but also a way of expressing her personal linguistic identity and shaping a more relaxed and comfortable classroom atmosphere.

Third, the teacher's code mixing had a positive influence on classroom interaction. The choice of language was closely related to the pedagogical purpose behind each utterance: Minangkabau was mainly used to manage the affective and relational side of interaction, particularly in moments of clarification or rapport-building; Indonesian was mainly used to ensure students' comprehension of the material; and English was mainly used to maintain students' exposure to the target language and to preserve the accuracy of instructional and technical wording. This patterned alternation between the three codes kept the interaction between the teacher and the students dynamic and responsive, rather than allowing the learning process to become monotonous.

Overall, it can be concluded that the teacher's code mixing functioned as a purposeful communicative and pedagogical strategy that supported students' comprehension, eased moments of clarification and rapport-building,

and maintained meaningful exposure to English, thereby contributing positively to the quality of classroom interaction.

B. Suggestion

Based on the conclusions above, the researcher would like to offer the following suggestions:

1. For English teachers, it is suggested that code mixing be used consciously as a teaching strategy, particularly to explain difficult material and to build rapport with students. However, teachers also need to maintain a balance so that the use of Indonesian and the local language does not reduce students' opportunities to be exposed to English. It is suggested that they gradually increase the use of English in classroom talk, so that English becomes the main language of instruction rather than an element embedded in Indonesian utterances
2. For students, it is suggested that they take advantage of the teacher's code mixing to bridge their understanding of the material, while continuously practicing the use of English to improve their language proficiency.
3. For future researchers, it is suggested that they examine English-based code mixing, in which English is the base language of classroom talk and Indonesian elements are mixed into it, since the code mixing in this study was mostly Indonesian-based. Future studies may also compare both directions and see how each one influences students' understanding and participation in the classroom.

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