CHAPTER V

CONCLUSSION AND SUGGESTIONS

In the last chapter, the researcher present two section, namely conclusion and suggestion. This is according to findings and discussion above.

5.2. Conclussion

The phenomenon of code-mixing happens among TikTok users, especially content creators who insert English words into their video content particularly Oza Rangkuti. On the other hand this research found three types of code-mixing that used by Oza Rangkuti namely insertion, alternation, congruent lexicalization. Insertion occurs when TikTok users have difficulty finding equivalent English utterances or phrases so they use English utterances in Indonesian sentences. Meanwhile, alternation is dealing with TikTok users who find it difficult to find equivalent English utterance that has a structure with Indonesian, so they use code-mixing in their video content. The last congruent lexicalization is about the condition where the beginner English learner uses English which is still influenced by the lexical influences of the mother tongue which is experienced by most TikTok users, especially content creators.

Furthermore, this Research found three factors that trigger Oza Rangkuti to use code-mixing namely, talking about a particular topic, quoting someone, and expressing group identity. These factors are widely applicable to other TikTok users and are often influenced by viral topics or quotes on the social media platform. The implications of these findings are significant, as they enrich the understanding and usage of language, particularly in the context of code-mixing

among TikTok's predominantly millennial user base. Understanding these factors is crucial for TikTok users to effectively convey meaning and connect with their audience.

5.2. Suggestions

Based on the findings and conclusions, several suggestions can be made for teachers, students, and further researchers.

5.2.1. To the Lecturers

For lecturers, it is important to apply the concept of code-mixing into their language teaching curriculum. This helps students understand how and why code-mixing occurs, enhancing their proficiency as bilingual or multilingual speakers. Teachers should also encourage practical use of code-mixing in appropriate contexts, such as informal conversations or discussions about pop culture and social media, making language learning more relevant and engaging. Utilizing social media content, like analyzing TikTok videos from creators such as Oza Rangkuti, can provide real-life examples of code-mixing, thereby making lessons more relatable and practical.

5.2.2. To the Students

For students, embracing code-mixing as a learning tool can be beneficial. Students should not shy away from using code-mixing in their language practice, as it can be a natural and effective way to communicate in a multilingual environment. Actively analyzing instances of code-mixing in everyday life, particularly on social media, can enhance their understanding and language skills.

Engaging in conversations with classmates that involve code-mixing will help students become more comfortable and capable in switching between languages.

5.2.3. To Further Researcher

For further researchers, the suggestion for the new research is to investigate deeply the phenomenon of code-mixing in social media, particulary on TikTok by using more data to get a more exclusive phenomenon. The further researcher can collect the data from a wide range of TikTok users, including different age groups, regions, and language backgrounds. Additionally, analyzing the impact of specific viral trends or challenges on language mixing behavior can provide valuable insights.