

## **CHAPTER V**

## **CONCLUSION**

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This chapter presents the summary of the important things which have been discussed in the earlier chapters and the writer's conclusion about this study. Besides, this chapter also presents some suggestions that the writer hopes will be useful for the parents in Indonesia who want to teach their children English.

#### 5.1 The Summary and the Conclusion

The study under report was on the Indonesian-English code-switching and code-mixing as demonstrated by a young Indonesian child. As such this study was intended to identify: (1) the patterns of the Indonesian-English code-switching demonstrated by a young Indonesian child in his daily conversations, and (2) the patterns of the Indonesian-English code-mixing demonstrated by a young Indonesian child in his daily conversations, and (3) the possible factors that cause a young Indonesian child to demonstrate Indonesian-English code-switching and/or code-mixing in his utterances.

The data of this study which had been collected by using a note book and a walkman equipped with a recorder were transcribed and analyzed based on the underlying theory proposed by Krashen (1987: 32-45), that is, the causative variables in second language acquisition, namely: language teaching, exposure variable, and age variable. The results of the data analysis were:

1. The patterns of the Indonesian-English code-switching demonstrated by a young Indonesian child in his daily conversations with his parents are:
  - a. Word switching (3 times)
  - b. Phrase switching (1 time)
  - c. Sentence switching (2 times)
2. The patterns of the Indonesian-English code-mixing demonstrated by a young Indonesian child in his daily conversations with his parents are:
  - a. Word or vocabulary mixing (67 times)
  - b. Phrase mixing (8 times)
  - c. Sentence mixing (12 times)
3. The possible factors that cause a young Indonesian child to demonstrate Indonesian-English code-switching and/or code-mixing in his utterances are:
  - a. The second language teaching factor

During the second language teaching, both the parents and the teacher also demonstrated code-switching or code-mixing between the first and second languages. This caused the subject to unconsciously imitate the way that his parents and teacher did in performing the second language.

- b. The exposure factor

Since time for learning English at school was so limited, the English teaching was not done intensively at home, and the language environment did not encourage the subject in learning the second language, the subject of this study did not have a lot of chances to use the second language. Thus, he could not acquire the second language more. As a result, his competence in the

second language was far below his competence in the first language. This caused the subject to switch and/or mix the first and second languages.

c. The age factor

The subject's low affective filter, the subject's cognitive capacity and first language that had not developed much, and the similarity between the process of acquiring the first and second languages due to the subject's young age caused him to switch and/or mix the first and second languages.

After presenting the summary of this study, the writer would like to make some conclusions about this study. First, the writer concludes that both the Indonesian-English code-switching and code-mixing demonstrated by the subject can be classified into the same patterns (*word* switching or mixing, *phrase* switching or mixing, and *sentence* switching or mixing) because these patterns are in accordance with the patterns of the English input that he could internalize. Furthermore, the total number of the Indonesian-English word switching and mixing surpasses the total number of the Indonesian-English phrase and sentence switching and mixing. This implies that it was easier for Kevin to demonstrate Indonesia-English word switching and/or mixing than the Indonesian-English sentence and phrase switching and/or mixing. This happened because a word is the easiest part of a language that a child can acquire and words usually have objects or can be explained through demonstrations or by using expression so that children generally can acquire them easily. Besides, it happened because Kevin was still in the first stages of acquiring the second language, and also in teaching English, his parents tended to teach word by word at a time.

In addition, in relation with the two characteristics of code-mixing proposed by Yael Maschler (1998:137), the writer also concludes that the first characteristic of code-mixing, that is, there is a recurring pattern if the ad hoc switch repeats itself in a statistically significant way, suits the findings that the writer found from the data. However, the second characteristic of code-mixing, that is, the switches must result in some *structural* pattern which can be seen in the new code, does not appear to happen in this study since the new code uttered by the subject does not have its own particular grammar or structure. In other word, from the code-mixing data the writer found a recurring pattern but it is not a structural pattern. The recurring pattern that was found by the writer is more like the recurring of certain words, phrases, or sentences without any relation with a *fixed* structural pattern of the new code. So, the recurring pattern just happened if the subject wanted it to happen.

Second, the writer concludes that the major factors that caused the subject to demonstrate code-switching or code-mixing between first and second languages are the second language teaching factor, the exposure factor, and the age factor. However, it is also necessary to take into consideration the subject's language environment in discussing the exposure factor. Moreover, in discussing the age factor, it is important to consider the subject's cognitive and first language development, the similarities between the process of first and second language acquisition in young children, and the role of first language in second language acquisition as well.

Furthermore, the writer would like to conclude that those three major factors are interrelated with one another in determining the causes of the existence of the Indonesian-English code-switching and code-mixing in the subject's utterances. In

other words, they altogether determine the causes that make the subject demonstrate Indonesian-English code-switching and/or code-mixing.

## 5.2 Suggestions

The writer indeed realizes that her study is far from perfect. There are likely several drawbacks in terms of its scope, instruments, procedure of analyzing the data and many others. Hence, she suggests that the prospective studies on Indonesian-English code-switching and code-mixing demonstrated by young Indonesian children be emphasized on several subjects of the study and on a longer observation time. These can help make the finding of the study more accurate so that the finding can be generalized more to many young children in Indonesia who are learning English at an early age. The writer also suggests that the prospective studies on Indonesian-English code-switching and code-mixing demonstrated by young Indonesian children use more sophisticated instrument, such as a video camera. This instrument, that can be used during the observation, can help the researchers obtain the additional information that can be used for analyzing the data of this study.

In addition, the writer suggests that the parents, teachers, siblings, friends, etc. must not blame the children if they demonstrate code-switching and/or code-mixing between the first and the second languages in performing their achievement in the second language since this can discourage them to use the second language more and they may even become reluctant in learning the second language. We should realize that the existence of the Indonesian-English code-switching and/or code-

mixing in the utterances of young Indonesian children who start learning English at an early age is something that obviously can happen.

Besides that, in teaching English to young children in Indonesia, the writer suggests that the parents, first of all, should know the reason of making their children learn English. If they do it because, perhaps, their children are going to continue their study in another country which uses this language, then it will be very helpful if they teach them English intensively as early as possible. However, if they do it because they want their children to 'know' the language just as an introductory to it, then it is better if they teach them English at later ages. Jakobovits (1971:17) writes some of the advantages of teaching children English at later ages:

Assuming second language acquisition which takes place after the age of four, one may point out the following: (a) the individual's cognitive development is at a later and more advanced stage; (b) he is already in possession of the grammatical structure of a language which may serve to facilitate the acquisition of a second one through transfer; (c) he already possess concepts and meanings, the problem now being one of expressing them through a new vocabulary.

Krashen et al. in Krashen (1985:12) also states that older children acquire faster than younger children do. According to him, they progress more quickly in early stages because they can obtain more comprehensible input. They can obtain more comprehensible input because they have greater experience and knowledge of the world that can help make the input that they hear and read more comprehensible. Moreover, children at later ages may not go through, in the new language, the stages of sentence construction and production that are the characteristics of the early stages of first language acquisition, but may go straight to the sentence types equivalent to those used in the first language.

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