

CHAPTER V

CLOSURE

This chapter synthesizes the findings from Chapter 4, directly addressing the two research questions of the study of (1) What kind of code-mixing is used by students in Instagram comment sections? and (2) How can code-mixing engagement enrich students' vocabulary? Conclusions are drawn from participant responses across the interview questions, integrating narrative insights from narrative inquiry methodology. Implications for theory and practice follow, alongside recommendations for educators, students, and future research

A. Conclusion

This section discuss the overall conclusion of chapter five regarding this research. Furthermore, the conclusion are given to answer both research question. This section divided into two section according to the research question of this research.

1. What Kind of Code Mixing Used in Instagram

Based on the participants answer, it can be concluded that the majority of the participant are engaging code mixing in the form of Insertion.

The participants answer altogether reveal that participants demonstrate sufficient metalinguistic awareness to identify and report systematic code-mixing patterns.

Participants predominantly use insertion type of code-mixing in Instagram comments, strategically incorporating English terminology within Indonesian syntactic frames for precision, while demonstrating capacity for alternational and congruent patterns in domain-appropriate contexts. This systematicity provides structured vocabulary exposure opportunities.

2. How Can Code Mixing Engagement Enrich Student's Vocabulary

Code-mixing enriches students' English vocabulary through a synergistic interaction of sociolinguistic exposure, communicative necessity, and cognitive reinforcement. Enrichment occurs practically when learners encounter or produce code-mixed content to fill lexical gaps or achieve semantic precision unavailable in the students first language, facilitating contextualized acquisition that perceive as more effective and memorable than formal textbook-based learning.

Code-mixing engagement in Instagram comment sections enriches students' English vocabulary through an integrated, multifactorial mechanism involving sociolinguistic motivations (trends, peers, and goals), interactional drive, contextual efficacy, strategic deployment, dual acquisition modalities (passive breadth and interactive depth), and conditional affective engagement.

Thus, this process is most effective for intermediate-proficiency learners in informal, bilingual-competent contexts, where code-mixing creates

authentic opportunities for incidental exposure, retrieval practice, and social validation.

B. Suggestion

This section offers practical suggestions derived from the conclusions of the study. The suggestions are directed to students as language learners and to future researchers working on code-mixing and vocabulary development.

1. Students

Based on the study's conclusions that code-mixing engagement enriches vocabulary through strategic, contextually-sensitive participation in bilingual Instagram communities, students are recommended to actively participate in Instagram comment sections rather than remaining passive observers.

Students with at least intermediate English proficiency should actively engage in Instagram comment sections where Indonesian to English code-mixing is common, because such environments provide frequent, contextual exposure to new vocabulary through insertional mixing. When encountering unfamiliar English words in mixed comments, students are advised to follow up by checking meanings (via dictionaries or context search) and then reusing these words in their own comments to strengthen retention through retrieval and production.

Students should pay attention to audience and context, using code-

mixing primarily in informal, peer-oriented spaces and switching to full Indonesian or full English in more formal or monolingual settings to avoid misunderstanding and to maintain appropriate register. Students are encouraged to reflect on their own language balance, while code-mixing can help strengthen English vocabulary, they should also consciously practice equivalent expressions in Indonesian to avoid over-reliance on English terms and potential weakening of the first language lexical resources.

2. For Future Researchers

Future studies can deepen and extend the present findings by refining the research design, broadening the sample, and incorporating additional methods of data collection and analysis.

Future researchers should consider using larger and more diverse samples (e.g., from different regions, proficiency levels, or platforms) to test whether the dominance of insertional code-mixing and the conditional vocabulary benefits observed here also appear across broader populations.

Subsequent studies could compare different social media platforms (e.g., Facebook, TikTok, Twitter, Discord) to examine whether specific features such as character limits, video focus, or community norms influence the types of code-mixing and the strength of vocabulary learning effects.

Given the conditional nature of engagement versus confusion found in this study, future researchers are encouraged to investigate proficiency thresholds more precisely, for example by stratifying participants into beginning, intermediate, and advanced groups to identify for whom code-mixing is most beneficial to.