

An Analysis of Code Mixing Used By Students at Madrasatul Quraniyah

Islamic Boarding School Batulayar West of Lombok.

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By

Muhammad Rifqi

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Jl. Majapahit No. 62 Telp. (0370) 623873 Fax. 634918 Mataram 83125

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By;

Muhammad Rifqi

E1D113105

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First advisor

Second advisor

Prof. Drs. Mahyuni, MA., Ph.D.

NIP. 196312311988031024

Arafiq, S.Pd., M.Hum

NIP.197904082008121001

**“ An Analysis of Code Mixing Used by Students at Madrasatul Qur’aniyah Batulayar
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1. Introduction

People need language for their communication tool in their daily life. By using language people express ideas, experiences, desires, hopes, feeling and so on to others. In this case, the function of language is the tool of communication. Noam chomsky (in wardani2011) states that language is the mirror of mind. It means that when people want to express or think about something , they will use language as the element to consider it.

The condition where there are some people who master more than one language is called bilingual or multilingual society. Weinreich (1968) says that “the practice of alternately using two languages will be called bilingualism” (Hoffmann, 1993:15). It is the process where people use two languages that consist of the first and second language. Bilingual development can also lead a person to renounce the cultural identity of this mother tongue group and adopt that of the second language group (Hamers and Blanc, 1986: 11).

In our daily life, people often use two languages in one utterance when communicate with other. Code-mixing happens in our daily life, The phenomenon of code mixing has become an interesting topic to be discussed, especially in code mixing used in students daily conversation at Madrasatul Quraniyah Batulayar Lombok Barat.

Madrasatul Quraniyah is the islamic boarding school whose students used four languages in daily activity. Since the students use more than one languages they often mix their Indonesian, English, Arabic and sasak language. Wardhaugh (2006; 101) suggests that

people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code-switching . Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentences (inter-sententially) or within a single sentence (intra-sententially). The students made the conversation using one of these phenomena as has been shown above, which is code-mixing. For examples: *Side* duluan *eat* lasingan, Eeeee ngak ngerti *ana*, Weee *tedok* you, Dari kemaren *ana* tunggu *antum* tapi *antum* gak pernah kelihatan.

2. Method

Through this study the writer attempts to analyze the types of code-mixing there are insertion, alternation, lexical, and the motives causes the use of code-mixing in students daily activities at Madrasatul Quraniyah Batulayar Lombok Barat.

This research aims to determine the types of code-mixing and the motives of using code-mixing in the students daily activities at Madrasatul Quraniyah Batulayar Lombok Barat. In answering the first problem, the researcher uses the theory of the type of code mixing According to Muysken (2000) states, "there are three types of code-mixing as follows: insertion, alternation, and congruent lexicalization"

The second problem is the reason of using code-mixing in the students daily communication at Madrasatul Quraniyah Batulayar Lombok Barat. In answering the second problem, the researcher uses the theory According to Hoffman (1991:116), there are a number of reasons for bilingual or multilingual person to switch or mix their languages. Those are: Talking about a particular topic, Quoting somebody else, Being emphatic about something (express solidarity), Interjection (inserting sentence fillers or sentence connectors).

3. Data Analysis Procedure

In this research, the researcher use a qualitative data analysis technique. In qualitative research, analyze the data is the activity after collecting all the data from respondents or other sources. Patton (as cited in Tanzeh, 2011: 95) says that the process to arrange the data, organized and categorized is data analysis. Data analysis in qualitative research is a time consuming and difficult process. It is the process whereby researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others.

After the data have been collected, the researcher apply some steps as follows:

1. Data transcription

After recording the verbal data, this study transcribe those recorded utterances into the written form then analysing those utterances which is in transcription form. Next, the writer translate them into English. The purpose of transcribing spoken data into written form is to help the writer in analyzing those data in which written form make the data easier to be analysis.

2. Data identification

After collecting the data from recording and note taking, the researcher identify the data collecting belong to code mixing.

3. Classification

After identifying the data collecting belong to code smixing, the writer classify the types and the reasons that motivaed code mixing.

4. Description

In this stage, the writer describe the data collecting belong to the types and the reasons that motivaed code mixing.

5. Conclusion

Finally, after identifying and describing the data, the writer conclude the types and the reasons that motivated code mixing use at Madrasatul Quraniyah Batulayar Lombok Barat islamic boarding school.

4. DATA DESCRIPTION AND ANALYSIS

a. Types of Code mixing

In this study, the researcher uses the theory of the type of code mixing. According to Muysken (2000) states, "there are three types of code-mixing as follows: insertion, alternation, and congruent lexicalization". The researcher found that there are three types of code mixing used by students at Madrasatul Quraniyah Batulayar Lombok Barat. Those are insertion, alternation, congruent lexicalization.

No	Utterance	Insertion	Alternation	Congruent Lexicalization
1	Eh tumben keliatan <i>antuna</i> kemana aja baru datang kah...	✓		
2	Aroooo <i>antum</i> yang jarang keliatan....	✓		
3	Yaa maklum lah <i>ana</i> kan busy dek....	✓		
4	Yaa maklum lah <i>ana</i> kan <i>busy</i> dek....	✓		
5	Alaaah <i>antum</i> ni.. bukanya antum itu go home kmarin	✓		
6	Alaaah antum ni.. bukanya antum itu <i>go home</i> kmarin	✓		

7	Ayo cepat <i>school</i> .. <i>school</i> .. jangan sampe ada yng telat	✓		
8	<i>Ngih</i> kak...kita ambil kitab dulu	✓		
9	<i>Ngih</i> kak...kita ambil <i>kitab</i> dulu	✓		
10	<i>Ila aina</i> dek udah telat gini mas keluyuran	✓		
11	<i>Ustaz</i> liat kelas satu eeeee..slow skali mereka...	✓		
12	<i>Ustaz</i> liat kelas satu eeeee.. <i>slow</i> skali mereka...	✓		
13	Kalo <i>ana</i> jadi anta....	✓		
14	Kalo ana jadi <i>anta</i>	✓		
15	Ia mau gimana lagi udah lah <i>forget it</i> ..	✓		
16	Ehhh tapi pokne kita sakit <i>angen</i> ...	✓		
17	Udah. udah <i>assobru</i> .. dah antum ini jangan begitu...	✓		
18	Udah. udah <i>assobru</i> .. dah <i>antum</i> ini jangan begitu...	✓		
19	Eeee <i>kasoan</i> anak itu...	✓		
20	Ia <i>holas</i> nati kita naeshatin anaknya...	✓		
21	Siapa punya <i>sohen</i> tu...	✓		
22	<i>Tolibah</i> yg punya mungkin ..saya dapet....	✓		
23	Tapi <i>huna</i> lo.....	✓		
24	Ooo ia dia yang bawa pas ke <i>mat'am</i> itu	✓		

25	Yang merasa kerja di <i>hamam asatiz</i> siapa		✓	
26	Gak tau ustaz.. mungkin tidur		✓	
27	dimana...cari dia		✓	
28	Ini ustaz mungkin di <i>scnd room</i> ustaz...		✓	
29	Emhh asli <i>abu naum</i> jamak ni jak.. jam segini masih tidur..		✓	
30	Dia <i>haris lail</i> katanya ustaz.. makanya <i>naum sobah..</i>		✓	
31	Dia <i>haris lail</i> katanya ustaz.. makanya <i>naum sobah..</i>		✓	
32	<i>Mafi domir</i> jam segini masih tidurr...		✓	
33	Ada yang liat <i>Kitab mufrodat</i> saya wee..		✓	
34	Ne atas lemari <i>Dengan gagah</i>		✓	
35	Bukan ...ini <i>kitab nahwu ..</i> lain pkoknya		✓	
36	Itu mungkin diatas <i>hizanah akhi..</i>		✓	
37	Eeee bukan... <i>paslul awal</i> punya itu.. kalo ana yang <i>juz sani</i> itu.. <i>kitab jadid</i> pokokya		✓	
38	Mungkin adib yang pake dia soalnya punya <i>dares mufrodat</i> sekarang di faslu robi' dia .. kalok gak di faslu salis kelasnya		✓	
39	Mungkin adib yang pake dia soalnya punya <i>dares mufrodat</i> sekarang di <i>faslu robi'</i> dia .. kalok gak di faslu salis kelasnya		✓	

40	Mungkin adib yang pake dia soalnya punya dares mufrodat sekarang di faslu robi' dia .. kalok gak di <i>faslu salis</i> kelasnya		✓	
41	Eee anak itu ana butuh gini <i>gosob daiman</i> ...		✓	
42	Ok <i>diattantion</i> dulu ..semua sekarang tanziful amm, ana bagi langsung tempatnya,			✓
43	yang Faslu robi bersih bersih di depan <i>hujrohnya</i> Trus Faslu khomis siram zahroh yang diepan diwan..			✓
Percentage		55,81%	39,53%	4,65%

Best on the data above, the whole sentences that mixed are 43 sentences which comprise 24 insetion, 17alternation, and 2 congruent lexicalization. The percentage of code mixing mix by students at Madrasatul Quraniyah Batulayar Lombok Barat are 55,81% insertion, 39,53% alternation, and 4,65% congruent lexicalization.

b. Reasons of Code Switching

In this study, the researcher uses the teoryAccording to Hoffman (1991:116), there are a number of reasons for bilingual or multilingual person to switch or mix their languages. Those are: Talking about a particular topic, Quoting somebody else, Being emphatic about something (express solidarity), Interjection (inserting sentence fillers or sentence connectors). The data was taken from the object during the research in two weeks, the researcher found the reasons for code mixingin five reasons. Those are talking about a particular topic, quoting

somebody else, being emphatic about something, using interjection (inserting sentence fillers or sentence connectors), and using repetition used for clarification.

Utterance	Quoting Somebody Else	Talking About A Particular Topic	Interjection	Showing Empathy About Something	Repetition Used For Clarification
Ia pastilah antum ornagnya,,, kan kata ustaz-ustaz juga antum <i>the best ever</i>	✓				
Ah gak gitu kok.. kan mami' bilang gak boleh <i>takabur</i>	✓				
Ustaz dimana antum beli hp ini?		✓			
Di jual beli online tapi hpsecond kenapa?		✓			
Gak ada masih..tapi bagus kok meskipun hp <i>second</i>		✓			
Ia lah kan barang <i>original</i>		✓			
Saya gak pernah nulis sebanyak itu ya <i>but</i> kullu syaiin labudda bil i'dad			✓		
Memang antum gak pernah bahkan melihat mungkin <i>laa'</i> but i feel that.. capek			✓		

ana					
Udah dijalani aja... take it easy dekk pasti bisa.. sedikit sedikit			✓		
Ngih kak syukron....			✓		
Ini kenapa nangis deek? <i>Limadza nii??</i>				✓	
Lmarinya dirusak ustaz.. tadi pagi tapi gak ada yg ngaku ustaz				✓	
Hmmm <i>kholas</i> gihh <i>assobru..</i> dek gak usah nagis lagi ntar kita cari tau siapa....				✓	
Ngih ustaz...				✓	
Kamu dah yang hilangin kitab saya meh.. <i>yes you</i> meh					✓
Eeee Ia beneran gak pernah saya.. lihat <i>haqqon</i> gak pernah					✓
Hmmm hilang dah dia					✓

The datas above are the whole sentences of the reasons for code mixing founded by researcher in five reasons.

5. Conclusion And Suggestions

a. Conclusion

This study demonstrates that many students of Madrasatul Quraniyah islamic boarding school at Batulayar Lombok Barat employed code mixing in their daily conversation at their boarding school. The researcher finds out that the students use code mixing when they communicate each other. There are three types of code mixing used by students of Madrasatul Quraniyah islamic boarding school at Batulayar Lombok Barat in academic year 2017/2018. Those types are insertion code mixing occurs 24 times (55,81%), followed by alternation code mixing in which occurs 17 times (39,53%), and Congruent lexicalization as the fewest type of code mixing in which occurs 2 times (4,65%). The study also showed that there are many reasons why students of Madrasatul Quraniyah code mixed, including quoting somebody else, talking about particular topic, using interjection (inserting sentence fillers or sentence connectors), showing empathy about something, and using repetition for clarification. Therefore, the study shows that code-mixing is a natural phenomenon that occurs in bilinguals' speech.

b. Suggestions

Based on this research's findings, it would be good to offer a number of suggestions as follow:

1. This thesis discusses only on code mixing on students' conversation of Madrasatul Quraniyah islamic boarding school at Batulayar Lombok Barat. It is hoped that the next researcher can explore and investigate other phenomenon of code mixing such as, the differences between written and oral code mixing and code mixing that occurs in students.

2. This unpretentious thesis is expected to be the reference in analyzing linguistics study at academic places especially for English Department Faculty of Teachers Training and Education, the University of Mataram.

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