

C25. Untung Waluyo

by Untung Waluyo

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The Code-Mixing of English Arabic Between Teacher-Students in Daily Activities at Islamic Senior High School PK Shaykh Zainuddin NW Anjani

Muh. Khairi Khairurrahman*
Postgraduate English Department
Universitas Mataram
 Mataram, Indonesia
 mkhairikh@gmail.com

Untung Waluyo
Postgraduate English Department
Universitas Mataram
 Mataram, Indonesia

Henny Soepriyanti
Postgraduate English Department
Universitas Mataram
 Mataram, Indonesia

Abstract— This research aimed to examine the factors that cause code mixing and to describe the language forms used by teacher and students in daily communication. The method used in this research is descriptive qualitative design. The data are the sentences that contain code mixing in teacher and students' daily communication. Recording and documentation were used to collect the data. The researcher collected the data from the activities of teacher-students in boarding school. Interactive model (Miles and Huberman's technique) was used in data analysis. The findings show that there are three forms of the code mixing: Code mixing in the form of word, phrase and sentence. Further, the teachers and students did code mixing because they are able to use two languages, they want to practice the language that have learned, they don't know vocabularies, phrases or sentences in that language, to be sounded great and cool, they are accustomed to use code-mixing with friends, not to break the language rules of boarding school.

Keywords— code mixing, daily activity, boarding school

I. INTRODUCTION

As social beings, language has very important role in human life because its use as a communication tool for interacting with others. In the use of language as a medium of communication, speakers often use more than one language, it means that language speakers mix the languages used from one language to another.

Sudaryat stated that language is an arbitrary voice system used by the public for communication purposes [1]. As a system, language is systemic and systematic because language has certain rules and regulations. Language is systemic because language has subsystems such as phonological subsystems, grammatical subsystems, and lexical subsystems.

In the use of language, socio-cultural aspects also have an important role in determining the form of language, language development, the development of the use of vocabularies and the meaning changes. Halliday states that there are three related factors, namely: 1) Ideational is the content of the message to be delivered; 2) Interpersonal is the meaning contained in the speech program of the user;

3) Textual is the language and context that represents the meaning of utterance.

The focus of this research is the use of spoken language in communication. Furthermore, it was said by Sapir (1921) as cited by Sudaryat [1], that the word represented a concept or interconnected to form psychological unity. So, the words used by speakers represent the concept delivered by the user of those words. The process of compiling and understanding messages through language codes, mental elements such as mental awareness, thoughts, associations, and experiences cannot be ignored. In this case, as stated by Alston (1964) quoted by Sudaryat, the words can be interpreted as a marker of certain ideas because the language is a means of thinking refers to the condition of a certain reality [1].

Code mixing becomes very interesting phenomenon to learn because it is considered as useful strategy in class interactions, especially if the purpose of code mixing is to make the meaning clear and to transfer knowledge efficiently to other class members [2].

Code mixing has become an important research topic in order to understand the reasons of people mix two languages or language variations. It refers to "all cases in which the lexical items and grammatical features of the two languages appear in the same sentence" (Muysken, 2000: 1). This process can be characterized easily in the bilingual or multilingual speech that starts a sentence in one language and combine them consciously or unconsciously with other languages in daily conversation [3].

Some researchers, for example: Bautista [4], Mustafa and Al-Khatib [5] and Sridhar and Sridhar [6], mentioned many linguistic and social reasons for codes mixing, such as conveying the emphasis, role plays, technical and socio-cultural authenticity, determining or excluding one or more recipients of the conversation, or to provide the fastest, easiest, and most convenient way to say something with the least effort and resources. Code mixing can also happen when a speaker imitates someone using a second language in a process called role-playing, or when talking

about cultural or religious terms that do not exist in the first language; for example, some English terms in Western culture are used by many native speakers of Arabic because there is no equivalent for these terms in Arabic: slow dance, baby shower, kitchen tea, cowboy, Rock 'n Roll.

Islamic boarding school is Islamic-based school that provides dormitories for students. All student activities are under the supervision of a teacher. The students have learning activities at school in the morning, and then in the afternoon and evening the students do learning activities at the dormitory with certain subjects, such as English, Arabic, *ta'limul muta'allim*, some other Arabic books, the Qur'an, etc.

In Islamic boarding schools, English and Arabic are used as the language of daily communication. It means that all teachers and students are required to use both languages in their daily activities in boarding school environment. Teachers and students are expected to use languages, English or Arabic, regularly the whole day. However, in certain cases, they mix the English or Arabic with Indonesian language, and the phenomenon of mixing languages is defined as code mixing.

II. METHOD

The method used in this research is descriptive qualitative in order able to describe the phenomenon of code-mixing that occurs between teachers and students in their daily communication. The source of data of this research is the conversation conducted by teachers and students in Islamic boarding schools. The informants in this research were teachers and students.

III. RESULTS AND DISCUSSION

Referring to the research problems about the code-mixing in English or Arabic conducted by teachers and students, the researcher will discuss the form and the factors causing the code mixing done by teachers and students in their daily activities at Islamic Boarding School Shaykh Zainuddin NW Anjani.

A. The Form of Code Mixing

Based on data collected by the researchers, there are several forms of code mixing in conversations between teachers and students in daily activities.

1) Code-mixing in the Form of Words

Code-mixing language uttered by teachers and students in the form of words can be seen in the description of the following conversation:

Advisor : Assalaamu'alaikum ya awalad, hayya wake up

Student : Na'am Sir

Advisor : Please go to bath room for Wudhu'

Student : Na'am

Advisor : Hayyaa, all students wake up please, because it's 4 o'clock

The conversation above happened when the teacher woke up the students in the early morning and there was a code-mixing occurred. The first sentence was said by the teacher "Assalaamu 'alaikum yaa walad, hayya wake up" there is an English phrase "wake up" inserted into the Arabic sentence. The second sentence said by the teacher was "please go to the bathroom for Wudhu" the code-mixing process also happened. The difference between the first and second sentences said by the teacher is that in the first sentence, code-mixing occurred through the English words of "Wake up" into the Arabic sentence, whereas in the second sentence, code-mixing occurred through the Arabic word "Wudhu" inserted into the English sentence.

There are also some words often used by teachers and students in mixing code either in the form of English or Arabic, such as: sir, ok, what, friends, well, you, not, na'am, wudhu', Hayya, tahajjud, al-Qur'an, ustadz, ashri', books, aina, intazhir, etc.

2) Code-mixing in the Form of Phrases

The second form of code mixing is in the form of phrases. Code-mixing in the form of phrases can be seen in the description of the following conversation:

Advisor: Well, li jamii'ittullaab fi haadzalfashl. You must memorize hifzhoti 1 ilaahifzhoti 4 for today. Any question?

Students: maafii ustadz

Advisor: Ok, no question. So please keep spirit and do not give up.

Based on the conversation above, the teacher uttered English sentences and then inserted the Arabic phrases into the English sentences "Well, li jamii'ittullaab fi haadzal fashl. You have to memorize hifzhoti 1 ilaa hifzhoti 4 for today. Any question?". In the sentence above, there are two phrases in Arabic entered into the English. Besides in conversation, there are several phrases often spoken by teachers and students in daily communication, such as: *Ta'limul Muta'allim* books, madrosah books, *lii jamii'ittullab fii haadzal fashl, hifzhotil uula, ilaa hifzhotil arba'ah, ma 'a man, maa fii*, I forgot, for today, wait a moment etc.

3) Code-mixing in the Form of Sentences

The third form of code mixing is the form of sentences. This form can be seen from the conversation description below.

Student1: Quickly guys.

Student2: Wait a moment. Water used up.

Student1: Really???

Student2: Na'am

Student1: Ustadz, maafimaa' fi bath room for take bath

Advisor : You don't take bath for today, yakfi an tawaddo'uufilhammam after that get in to pray house.

Student1 : Nggih ustadz.

The process of code mixing in English and Arabic in the conversation occurred during activities in the dormitory. The sentences that contain code-mixing in the form of sentence uttered by the teacher, "You didn't take a shower today, *yakfi an tawaddo'uu fil hammam* after that enter the prayer house". In the sentence uttered by the teacher there is a sentence in the Arabic form "*yakfi an tawaddo'uu fil hammam*" inserted into the English sentence.

4) *The Causes of Code Mixing*

There are several reasons for choosing the use of certain language in communication. The factors mentioned below are among the causes of the code-mixing between teachers and students in their daily communications at Islamic Boarding School Shaykh Zainuddin NW Anjani:

- They are able to use two languages;
- They would like to put into practice what they have learned;
- They do not know the vocabularies, phrases or sentences in that language;
- In order to sound great or cool;
- They are accustomed to use code-mixing with friends;
- In order not to break the rules, since at Islamic boarding school Shaykh Zainuddin NW Anjani, if a student breaks the language rules, such as not using Arabic or English, he/she will be punished to pay a fine of Rp 2.000.

IV. CONCLUSION

The languages used in daily activities at Islamic Senior High School PK Shaykh Zainuddin NW Anjani are English and Arabic. There are three forms of the code mixing, Code mixing in the form of word, Code mixing in the form of phrase, and Code mixing in the form of sentence. The causes of teachers and students doing code mixing are: because they are able to use two languages, they want to practice the language that have learned, they don't know the vocabularies, phrases or sentences in that language, to sound great and cool, they are accustomed to use code-mixing with friends, in order not to break the language rules of the boarding school.

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