

ENGLISH-INDONESIAN CODE MIXING IN THE STUDENTS' DAILY CONVERSATION AT AL ROSYID ISLAMIC BOARDING SCHOOL NGUMPAKDALEM, DANDER, BOJONEGORO

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Abstract

This study was aimed in analysis of code mixing English-Indonesia in learner daily activity at Al Rosyid Islamic Boarding School. Two research questions were formulated in this study. (1) What types of code mixing used by students in their daily activity; (2) What factors are influencing the students to use code mixing English- Indonesian in their daily conversation. This study was case study with qualitative approach. For the data collection, it was used the instruments such as documentation by using audio recorder, then it was transcribed to be analyzed, and having interview. To analyze the data, it was through the techniques: data collection, data display, data reduction, and conclusion/drawing. The result showed that there were three types of code mixing that used by English teachers in teaching learning process, namely intra sentential code mixing, intra lexical code mixing and involving change of pronunciation. While the reasons of students used code mixing in teaching learning process were situation and lack of vocabulary.

Keyword: Code Mixing, Conversation, Islamic Boarding School

Abstrak

Penelitian ini bertujuan untuk menganalisis campur kode bahasa Inggris-Indonesia dalam aktivitas sehari-hari peserta didik di Pondok Pesantren Al Rosyid. Dua pertanyaan yang dirumuskan dalam penelitian ini. (1) Jenis campur kode apa yang digunakan siswa dalam kegiatan sehari-hari; (2) Faktor-faktor apa saja yang mempengaruhi siswa menggunakan campur kode bahasa Inggris-Indonesia dalam percakapan sehari-hari. Penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Untuk pengumpulan data, instrument yang digunakan berupa dokumentasi dengan menggunakan perekam audio, kemudian ditranskrip untuk dianalisis, wawancara. Untuk menganalisis data dilakukan dengan teknik: pengumpulan data, penyajian data, reduksi data, dan penarikan kesimpulan/penarikan. Hasil penelitian menunjukkan bahwa ada tiga jenis campur kode yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar, yaitu campur kode intra sentential, campur kode intra leksikal dan melibatkan perubahan pengucapan. Sedangkan alasan murid menggunakan campur kode dalam proses belajar mengajar adalah situasi dan kekurangan kosakata.

Kata kunci: campur kode, percakapan, pondok pesantren.

BACKGROUND OF STUDY

Language and interpersonal communication are strongly intertwined. As a result, when we learn a language, we get connected to other people or society. It is referred to as sociolinguistics in linguistics. According to Jendra (2010), sociolinguistics is a subfield of linguistics

that studies language in a manner that is typically distinct of how syntax, semantics, morphology, and phonology do. Sociolinguistics, according to Hudson (2010) referenced in Putri (2010), is the study of the language in connection to society. This study looks at the uses and variations of language, interactions between

various tongues, societal perceptions of language usage and users, linguistic changes, and language-related plans.

As code must be understood by sociolinguists and others who study a language. Code is a method used for interaction or communication in any circumstance (Hanafiah, Rantika, & Yusuf, 2018). A code is a nationalism-related sign that individuals use to talk or write in a certain language. Language allows for two-way communication between sender and recipient. People occasionally speak in various languages when communicating. The interesting thing is many people now frequently use transitional (alternating) codes when communicating with others, such as code mixing and code switching.

According to Kridalaksana (2008) code switching is an adjustment method that utilizes language diversity in a speech event. The transition in context from formal to informal, issue substitution, and participant substitution frequently causes the speakers to intentionally switch from one language code to another. While code-mixing combines specific components, such as words and sentences from various languages. Code switching and code-mixing, according to Meyerhoff (2006), are distinct depending on the context; code switching occurs in formal contexts, and code-mixing occurs in informal contexts.

The accidental mixing of codes can happen when a person is fluent in more than one language. Code-mixing happens when a speaker combines two or more languages in an undemanding circumstance. Bilingualism leads to the mingling of codes. In bilingual or multilingual populations, it occurs frequently (Chughtai, Khan, & Khan, 2016). Radio chat, entertainment news, talk shows, and everyday conversation are all examples of informal settings where codes are mixed.

We would see the mix of other foreign languages at a boarding school that has a standard of foreign language. Therefore, many students may talk about code unintentionally. Hence, the writer is challenged to find out the use of code mixing when they tell about their activity on the scope of students who ever stayed at boarding school. Generally, many people speak in *Bahasa Indonesia*. However, the different situation happened in Al Rosyid Islamic boarding school where many students speak English mixed Indonesian. In this place all of the students required to speak with two languages. There are English language and Arabic language. Furthermore, when communicating with others, students mix the languages. They occasionally combine Indonesian with coded English, Arabic, and other languages. Based on the author's observations during her time as a student and *musyrifah* at Al Rosyid Islamic Boarding School, it is discovered that there are several cases of boarders mixing different languages. Meanwhile, as the policy it is a must that the students speak English. Thus, if they speak or mix their languages, they will get a punishment. In fact, they often mix of Al Rosyid Islamic Boarding School, their languages over time, so is not appropriate with the policy of boarding house.

From this phenomenon, the writer wants to research about this. How mix will occur naturally on the students' conversation and the writer wants to analyze code mixing toward English with Indonesian daily conversation of students Al Rosyid Islamic boarding school.

RESEARCH METHOD

In this study, a case study and data analysis were used in a descriptive qualitative research design. A case study is a qualitative investigation of a

single person, group, occasion, or establishment (Ary, 2010). As mentioned, case studies offer a comprehensive account of a single unit. Individuals, groups, sites, classes, policies, programs, processes, institutions, and communities can all be considered as units. The author is interested in investigating a single instance of something (Ary, 2010). The study's methodology was qualitative. It is qualitative since the analysis uses a natural context, verbal data, and authoritative, human tools. The data in this study were also analyzed using document analysis research. This study describes how pupils at an Islamic boarding school use code words in everyday speech. The language facts discovered in the data will be systematically and accurately described by the author. In this instance, the author will discuss the kinds of code mixing and the elements that affect it that happen in daily conversations of Islamic boarding school.

The object of this research is three female students of senior high school at Al Rosyid Islamic Boarding School Bojonegoro who are staying at dormitory. In this case, to determine informants in this research, the writer use simple random sampling. The writer select them, because reference from the teacher of boarding school and they have got the highest level in vocabulary class. The writer collects the data by observing and then recording the students' daily conversations. The utterances that produced by students will be recorded when they are talking in boarding house.

In this point, in order to get better in getting the result of this research, the

writer collected the source of data in qualitative research by observation, interview, documentation. The step of technique of data analysis is:

1. The writer determined the subject.
2. The data collected by documentation.
3. The writer analyzed the written form data to answer the first research question.
4. The writer collected data by interviewing.
5. The Writer analyzed the obtained data.
6. The Writer concluded the result of findings.

There are two research questions in this research which are the types of code mixing and also the reason of code mixing. In order to answer the first question, the writer applies the theory stated Hoffman quoted by Yogi (2016) there are three types of code mixing. Those are Intra-sentential code mixing, Intralexical code mixing and Involving change of pronunciation. The theories are applied to find out the occurrence of code mixing in the daily conversation and then it is used to classify the type of code mixing.

In order to answer the second question, the writer uses the theory stated by Nababan quoted by Erika (2013). The writer applies these theories after the discussion of the types of code mixing. After discussing the type of code mixing in the daily conversation, then, the writer tries to analyze the reasons of code mixing. For the reasons, there are four reasons why p people do code mixing, namely Bilingualism, situation, prestige, and vocabulary.

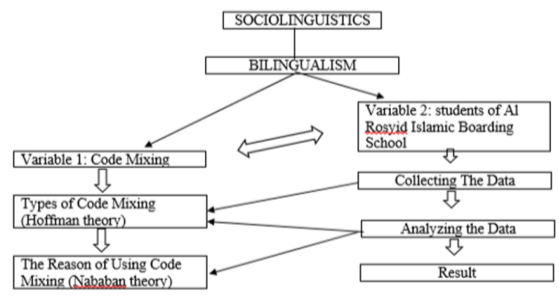


Figure 1. theoretical framework

FINDING AND DISSCUSSION

In findings, the writer presented the data to answer the research questions about the types and the factors influencing students to use code mixing in their daily conversation. This research used Hoffman’s theory about three types of code mixing, there were intra-sentential code mixing, intra-lexical code mixing and involving change of pronunciation. Meanwhile for the reason, this research used Nababan’s theory which included bilingual, situation, prestige and lack of vocabulary.

In getting the data, the writer used observation and interview. The observation

sessions were conducted in 1st - 3rd July 2022. In the observation, the writer used voice recorder to record the utterances of students’ daily conversation. The result of observation, it was used to find out the code mixing, types of code mixing. While In interview sessions, the writer interviewed the same students. The writer interviewed the students were to know the reasons of used code mixing in their daily conversation. The representative students are the sample taken by the writer to make sure that they used code mixing in their daily conversation. The writer presented the data to answer the research questions about the types and the factors influencing students to use code mixing in their daily conversation. This research used Hoffman’s theory about three types of code mixing, there were intra-sentential code mixing, intra-lexical code mixing and involving change of pronunciation. Meanwhile for the reason, this research used Nababan’s theory which included bilingual, situation, prestige and lack of vocabulary.

Table 1 data of student who will be observed

NO	Name of Students	Class	Ability	Topic	time
1	DKH	X	A2	Self-Introduction	5,23 minutes
2	SM	XI	B1	Entrusting food	3,40 minutes
3	IFU	XII	B2	Language management	4,00 minutes

1. Types of code mixing

The writer would analyze the types of code mixing that used by students. The utterances got after done the observation from 1st - 3rd July 2022. The writer come to boarding school and had a

conversation with three of students. The table below is the result of documentation.

Table 2 Types of Code Mixing Used by DKH

NO	UTTERANCES	TYPES OF CODE MIXING		
		ISCM	ILCM	ICP
1	I am the familsy of ustadzah Laila.	√		
2	Iyakah miss?	√		
3	You pernah go to Miss laila's home?	√		
4	Iya, I am the family and tetangganya	√		
5	I juga sering here dulu	√		
6	Kan I still child		√	
7	I sering here nyambang miss Laila	√		
8	Yes miss, betul	√		
9	she temani I if my mother in pasar	√		
10	When she masih in home	√		
11	Gantian dulu I yang sering nyambang	√		
12	Betul Miss	√		
13	because my mother gak ngizinkan	√		
14	because katanya my mother I masih kecil	√		
15	enjoy lah miss		√	
16	but terkadang I remember my parents	√		
17	we eat makrunah miss	√		
18	ada some toleransi for new students	√		
19	one room with sesama new student	√		
20	Apalagi ya miss	√		
21	we are not get same hukuman	√		
22	Because we masih adaptasi	√		
23	Of course lah miss		√	
24	I cannot krasan here	√		
25	Buanyak miss	√		
26	Apalagi junior high school	√		
27	Semoga ya miss	√		
28	But I ga ada alasan for go home	√		
29	but I afraid I ga mau kembali	√		
30	my parent kesini every week sekali	√		
31	But kalau I minta kapanpun they kesini	√		
32	iya miss	√		

Table 3 Types of Code Mixing Used by SM

NO	UTTERANCES	TYPES OF CODE MIXING		
		ISCM	ILCM	ICP
1	Halo ustadzah .	√		
2	thank you ustadzah	√		
3	of course seh ustadzah ,	√	√	
4	Fine ustadzah	√		
5	You ga pernah kesini miss	√		
6	Ustadzah	√		
7	Next month lagi ya	√		
8	no miss semejak I in senior high school dia jarang visit me	√		
9	but sebenarnya I like disambang	√		
10	dua dua nya	√		

11	yes us	√		
12	my parents keberatan if he is here	√		
13	luar biasa	√		
14	No us (ustadzah)	√		
15	I am not yakin	√		
16	because keduanya has many jobs	√		
17	iya miss	√		
18	yes ustadzah	√		
19	I really ikhlas .	√		
20	Thank you for the food us (ustadzah)	√		

Table 4 Types of Code Mixing Used by IFU

NO	UTTERANCES	TYPES OF CODE MIXING		
		ISCM	ILCM	ICP
1	ustadzah ,, ,, long time not see you	√		
2	it is masalalu	√		
3	no lah		√	
4	I have followed wisuda	√		
5	Iya, I am lebih rajin miss	√		
6	I juga sebangku with her	√		
7	ya not as much as security	√		
8	banyak deh	√		
9	I ditunjuk neng nifa	√		
10	every maskan and hujroh	√		
11	sekarang I merasakan how being a manager	√		
12	same with dulu miss	√		
13	tidak boleh misuh	√		
14	Pokoknya we should speak in english	√		
15	in english or Arabicalah		√	
16	Tergantung weeknya	√	√	
17	biasanya before holiday	√		
18	but I am still waiting my antrian	√		

Below is the conclusions of types of code mixing that occurs in the three students' daily conversation

Table 5 result of documentation

No	Name	Result			Total
		ISCM	ILCM	ICP	
1	DKH	29	3	0	32
2	SM	20	1	0	21
3	IFU	16	3	0	19

From the data above it can be concluded that types of code mixing used by the students are intrasentential code mixing and intra lexical code mixing, as long as the writer did the observation, the writer did not find involving change pronunciation.

2. The Reasons of Students used Code Mixing in Their Daily Conversation

Based on the students' interview, the writer would combine and conclude the result by using Nababan's theory.

- a. The students' inability to communicate in English fluently was the initial factor in their use of code mixing. They combine their language with Indonesian and occasionally Arabic because they speak English in the English time zone. On the basis of the
- b. aforementioned explanation, it can be determined that the situation was the reason why students mixed up their codes.
- c. The last justification for the students' use of code-mixing was that they discovered some terms that had no equivalent in other languages. It indicates that the kids mixed codes since they lacked vocabulary when speaking in English. Additionally, this cause included "lack of vocabulary," according to Nababan's theory.

CONCLUSSION

1. According to the study's findings, students at Al Rosyid Islamic Boarding School regularly combine three different types of codes into their conversations. There were Intra sentential code mixing, intra lexical code mixing and involving change of pronunciation.
2. Based on the result of interviewing, the writer has found the Students' reason of using code mixing. The reasons of the students used code mixing in their daily conversation were situation and lack of vocabulary

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