

**CODE SWITCHING AND CODE MIXING IN CONVERSATION
PROGRAM AT AL-MAWADDAH ISLAMIC BOARDING HOUSE**

PONOROGO

THESIS



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THESIS

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ABSTRACT

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Keywords: *Code Mixing, Code Switching, and Conversation Program.*

Code switching and code mixing occurs when the bilingual switch or mix the language in the utterance or conversation. The code switching and code mixing occurred in conversation since the students switch or mix one language to other language. Meanwhile, the conversation occurs when the people express their feelings through spoken language.

The purposes of this research were to find out the types of code switching and code mixing used by the students in English conversation program at Al-Mawaddah Islamic Boarding House, to find out the dominant type of code switching and code mixing used by the students in conversation program at Al-Mawaddah Islamic Boarding house.

The researcher applied Qualitative research design and used the descriptive research design. The technique of data collection were observation and documentation. Content analysis was applied in analyzing data because this method can be used for systematically analyzing written, verbal, or visual documentation.

The results of the research showed that the types of code switching found by researcher were tag code switching with 6 utterances (100%), inter-sentential and intra-sentential code switching was nothing (0%). Meanwhile, the code mixing were intra-sentential code mixing 31 utterances (58.19%), intra-lexical code mixing 18 utterances (32.72%), and involving a change of pronunciation 5 utterances (9.09%). The dominant types of code switching was tag code switching with 6 utterances (100%) and the most dominant type of code mixing was the intra-sentential code mixing with 32 utterances (58.19%).

In conclusion, there was only a type of code switching delivered by the students in English conversation program namely tag code switching. Meanwhile, three types of code mixing occurred on students' conversation namely intra-sentential, intra-lexical, and involving a change of pronunciation. Furthermore, tag code switching and intra-sentential code mixing become the dominant data in this research. Through this research, the students are able to improve their English speaking ability.

APPROVAL SHEET

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has been approved by the advisor and is recommended for approval and acceptance.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In daily life, people will be faced with different society who has the different languages. For instance, the students of Al-Mawaddah come from different region and as the consequence, they face problem of communication in different situation. To communicate with people among different regions, people use the bilingualism. Everyone needs to master more than one language to communicate and talk with other people for getting their goal.

In case of the bilingualism that happens in Al-Mawaddah boarding house, code switching is a terms in referring the bilingualism or variety in conversation. Sometimes, the bilingual speakers get problems when they have a conversation with another bilingual. As the result, they switch their language from one code to another in the construction of sentence to enrich understanding.

Code-switching is the use of variety language by communicants in the conversation or in speaking.¹ The people may also decide to switch from one language to another language in their utterance². The code switching occurs when someone have no good understanding of language and it also because of the limits vocabulary or in a member of bilingual society who able to master two languages or bilingualism conversation. For example, in a daily conversation the learners may hear someone say something like: *saya suka makan bakso pokoknya I love it so much*. The speaker switches Indonesian language at the beginning to English one.

The same case, in Al-Mawaddah boarding house during the researcher conducts a pre-observation, there were some cases about code switching in students conversation. The students sometimes switch their English into

¹ Ronald Wardhaugh, *An Introduction to Sociolinguistics Fifth Edition*, (Malden: Blackwell Publishing Ltd, 2006), 101.

² Ibid, 103.

Indonesian or Indonesian into English especially when they conduct a conversation. In fact, the students should use English in their communication. Thus, the reasons that make conversation program are not effective. This following example of cases in code switching used by the students in conversation when the students have a conversation with their roommate in front of their room by the topic in the kitchen.

Alfita: what is the side dish?

Itsna: this is the side dish of this day. *Ini kesukaanku loh*

Based on text conversation about, researcher found type of code switching used by students of Al-Mawaddah Boarding house. Type code switching that found by researcher is inter-sentential code switching. Inter-sentential switching is code switching occurs between sentences.³ In this case, a whole sentence is in one language, but the speaker switches to another language (English to Indonesian) for next sentence.

Risma: what is that?

Rara: that is the tool for taking rice. That is *centong*

Alfita: Alright. Let's take a plate of rice!

Type code switching that found by researcher is inter-sentential code switching because there are more than one language which are spoken by the students in one sentence.

Moreover, Code-mixing is the other phenomenon closely related to code-switching. In term of bilingualism, code mixing happens when people mix two languages (or more) languages in such speech act or discourse without any force to do mixing codes.³ It usually occurs when speakers use two languages or more, the bilinguals mix between two languages ore more without changing of topic. The researcher can see the reality in the conversation, when students say something in English, they

³ Ratna Puji Astutik, *Code Switching and Code Mixing Used by Expert in the Concerts of Rising Star Indonesia on RCTI*, (Thesis, State Institute of Islamic Studies of Ponorogo, 2018), 25. <http://etheses.iainponorogo.ac.id/2527/1/Ratna%20Puji%20Astutik.pdf>.

³ Amsal, *An Analysis of Code Mixing in Conversation of the Students at State Junior High School SMPN 3 XIII Koto Kampar*, (Thesis: UIN Riau, 2001), 19. http://repository.uin-suska.ac.id/265/1/2011_2011315-.pdf.

mix some language in the sentence because the students do not know how to say in English or the students have limited vocabularies in making statement clearer. For example when the conversation occurs in the field of boarding house by all students and the conversation is talking about “in the bathroom”.

Iffa: who is inside the bathroom?

Fidhiya: *hey*, I am *yang* inside *kamar mandi*

Iffa: *anti* still long *gak*?

From example above, type of code mixing that used by students is Intra-sentential mixing. Intra-sentential mixing is code mixing occurs within a phrase, a clause, and sentence boundary.⁴ In this case, the code mixing includes Intra-sentential mixing because the speaker uses two languages or more, it used to help the interlocutor understands what the speaker means because of not the expert speaker in using language or base language.

Based on the phenomena above, the researcher desires in doing research about code mixing and code switching in social environment such in Al-Mawaddah boarding house. Al-Mawaddah is chosen as the object of the research because Al-Mawaddah is one of Boarding School in Indonesia special for girls which has various activities such daily, weekly, or in yearly one, those are implemented neatly and scheduled. All of them are for education especially education for the women that will be further generation which is useful for the nation and religion.⁵ Al-mawaddah boarding house also has special program to improve the learners' speaking English well and correctly such daily conversation program. This program is conducted every Tuesday and Friday in the morning and belongs to all students except 3, 5, and 6 grade. In conversation program, the students should use English to communicate each other. In fact, the students not only switch the code from Indonesia to English or from English to

⁴ Ibid. 32-34.

⁵ Redaktur, Warta Al-Mawaddah Book, (2018), 52.

Indonesia but also mix the language. It occurs when the students do not know the meaning of some words, they unintentionally speak other language, or they don't remember the meaning of some words. Hence, based on the statements above the interesting phenomenon that observed are code switching and code mixing in conversation program.

B. Research Focus

This research focuses on the process of using code switching and code mixing in conversation program at Al-Mawaddah Islamic Boarding House Ponorogo from the class 1 (equivalent to grade VII), 2 (equivalent to grade VIII), and 4 (equivalent to grade X). They are chosen as the respondent of the research and the researcher does not choose whole students of class 1,2,4 because the students cannot be taken all as the respondents. Meanwhile, the researcher uses Poplack's theory about the form of code switching and Hoffman about the form of code mixing that used by students in conversation program at al-Mawaddah islamic Boarding House Ponorogo.

C. Statements of the problem

Based on the background above, the researcher formulates some researcher question as follows:

1. What types of code switching and code mixing used by the students in English conversation program at Al-Mawaddah Islamic Boarding House?
2. What is the dominant type of code switching and code mixing used by the students in conversation program at Al-Mawaddah Islamic Boarding house?

D. Objectives of the Study

Based on the statements of the problem, the objectives of this study are as follows:

1. To find out the types of code switching and code mixing used by the students in English conversation program at Al-Mawaddah Islamic Boarding House.

2. To find out the dominant type of code switching and code mixing used by the students in conversation program at Al-Mawaddah Islamic Boarding house.

E. Significances of the Study

The result of this research are expected to be helpful for giving contribution both theoretically and practically.

1. Theoretically
 - a. To describe of code switching and code mixing which used in conversation class.
 - b. Giving information the readers about the practice of code switching and code mixing in conversation class.
 - c. The researcher also hopes this research can be used as a reference for further researcher especially who are interested in code mixing and code switching study.
2. Practically
 - a. The researcher expected to be able give the students' knowledge to have better communication in English and improve the students' ability to speak English especially in conversation class.
 - b. The researcher expected to be able help the other researchers for doing further research related to the study of English Education Department whether same skill or different skill.
 - c. The teacher can help the students to have a better communication in English.

F. Organization of the Thesis

This part helps the readers in understanding the whole of the researcher. This is divided into six chapters and explained in the following description:

The first chapter is introduction. This chapter is to give general background of this present research. It includes background of the study, research focus, and statements of the problem, objectives of the study, significances of the study, and organization of the thesis.

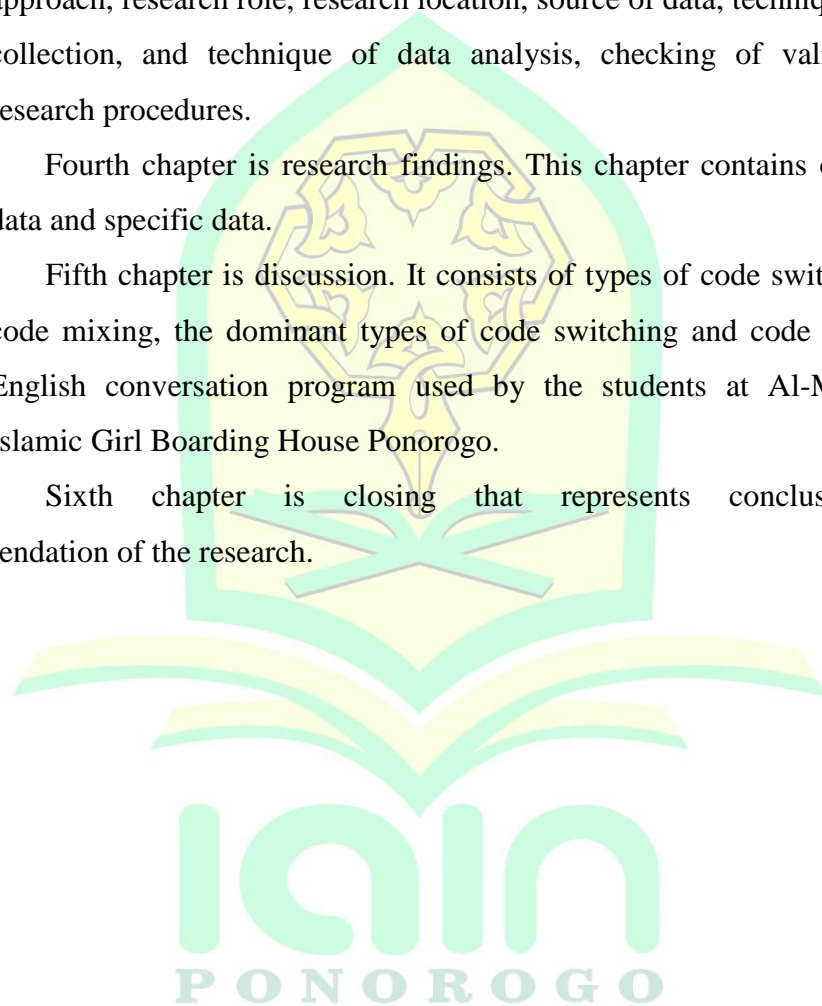
Second chapter is previous research findings and review of related literature. This chapter contains previous research findings and some theories about language variation, bilingualism, code, code switching, code mixing, types of code switching, types of code mixing, and conversation program.

Third chapter is research methodology. It includes of research approach, research role, research location, source of data, technique of data collection, and technique of data analysis, checking of validity, and research procedures.

Fourth chapter is research findings. This chapter contains of general data and specific data.

Fifth chapter is discussion. It consists of types of code switching and code mixing, the dominant types of code switching and code mixing in English conversation program used by the students at Al-Mawaddah Islamic Girl Boarding House Ponorogo.

Sixth chapter is closing that represents conclusion and recommendation of the research.



CHAPTER II

PREVIOUS RESEARCH FINDINGS AND REVIEW OF RELATED LITERATURE

To make this thesis clearly and easily understandable by the reader, the researcher explains some theories and previous research findings that related to the research problems. The theories that being explained are language variation, bilingualism, code, code switching, code mixing, and conversation program.

A. Previous Research Findings

In this research the researcher has found the previous research findings that give inspiration to observe code mixing and code switching in conversation class at Al-Mawaddah Islamic Boarding House. There are several studies that chosen as previous research findings which had contribution in researching this study.

The first is conducted by Naila Falahiya with title “Code Switching and Code Mixing as a Bridge in Speaking among First Year Students at Mts Al-Amin Mojokerto.” This studied consists of forms of code switching that includes clause, sentence, and exclamation. The researcher found the code switching and code mixing which were used by the first year students of MTs Al-Amin and found the responses toward using code mixing and code switching.

The researcher concluded that although there were some students disagree in using code switching and code mixing for them because of teacher’s anxiety that the students did not practice to speak English more. Besides it, the writer also concluded that first year of MTs Al-Amin Mojokerto had good response in using both code switching and code mixing because the students feel better in learning English especially speaking.

1

¹ Naila Falahiya, *Code Switching and Code Mixing as a Bridge in Speaking among First Year Students at Mts Al-Amin Mojokerto*, (Thesis: State Institute of Islamic Studies Sunan Ampel, 2012). 22. http://digilib.uinsby.ac.id/10323/13/Naila%Falahiya_D05208110.pdf.

Then, the different between Naila's study and this this study is Naila discussed about the forms and the response of students in using code switching and code mixing. Besides that, this study focuses on types of code switching and code mixing and also the dominant types in using code switching and code mixing.

The second is conducted by Ratna Puji Astutik with the title "Code Mixing and Code Switching Used by Expert in the Concerts of Rising Star Indonesia on RCTI." This study focused on types and function of code switching and code mixing used by Millane Fernandez as an expert of Rising Star Indonesia on RCTI. The researcher concluded there are 3 types of code switching and 2 types of code mixing used by Millane Fernandez. Meanwhile, the function of code switching that used by her are expressing solidarity, topic switch, covering inability in speaking certain language, reducing and avoiding face, and making amusing situation by using humor. So, the functions of code mixing are lexical need, incompetence, and expressing self-emotion.² Ratnas' study had different with this study. Ratnas' study discussed about types and function of code switching and code mixing. While, this study focused on types and dominant types of code switching and code mixing at conversation.

The third is conducted by Dara Rianda with the title "Code Switching and Code Mixing Used by Boy William in Breakout Music Program at Net TV." This study focused on type and the reason of Boy William used code switching and code mixing in his utterance. The researcher concluded there are three types of code mixing used by Boy William such insertion, alternation, and congruent lexicalization co mixing. Then, The types of code switching that used by Boy William was methaphorical code switching and the situational was zero.³ Dara's study had different with this study. Dara's study

² Ratna Puji Astutik, *Code Switching and Code Mixing Used by Expert in the Concerts of Rising Star Indonesia on RCTI*, (Thesis, State Institute of Islamic Studies of Ponorogo, 2018), 9. <http://etheses.iainponorogo.ac.id/2527/1/Ratna%20Puji%20Astutik.pdf>

³ Dara Rianda, *Code Switching and Code Mixing Used by Boy William in Breakout Music Program at Net TV*, (Thesis, State Islamic Institute of Palangkaraya, 2017), 94. <http://digilib.iain-palangkaraya.ac.id/1098/1/SKRIPSI%20DARA%20RIANDA.pdf>.

discussed the type and the reason of code switching and code mixing. Meanwhile, this study focused on the types and dominant types of code switching and code mixing at conversation program.

B. Review of Related Literature

1. Language Variation

Language variation gives people detailed descriptions of how linguistic details of regional and social accents and dialects are distributed.⁴ There are variations within one single language community. Variations have simply set itself other primary objectives, linked to understanding language systems and how they change, rather than understanding social action and interaction through language.⁵

Language variations occur in bilingual or multilingual societies in a particular region so there language deviation contains in it. This will only happen if there is interaction.⁶ The three variations of the language are language variations seen in terms of places, situations, and variations of language viewed in terms of time.⁷ Basically, the background of a language variation is determined by the situation and condition at the time the communication process takes place. The language variation occurred because of people's habit in using their mother language where the communication between each other happened.⁶ In addition, the geographical location, the speakers, the speech partners, also greatly influences the background explanation contained in a communication process that occurs.⁷

Based on those theories above, language variation occurs when the people have interaction with other in particular region and it also because of the people habit in applying their mother language. Besides it, the language

⁴ Nikolas Coupland, *Style: Language Variation and Identity* (Cambridge: Cambridge University Press, 2007), 5.

⁵ *Ibid*, 7.

⁶ Lutfiatun Latifah, et. al., Language Variation Background in Social Context of Community Utterances in Central Java-West Java, *Lingua Didaktika*, Vol. 11, No. 1, 2017, 96. <http://ejournal.unp.ac.id/index.php/linguadidaktika/article/view/7675>.

⁷ *Ibid* 102.

⁶ *Ibid*, 103.

⁷ *Ibid*, 109.

variations also can be specified of place where the people have communication process with other and with whom they have utterance.

2. Bilingualism

All people are bilingual and that means no one in the world both children and adults who do not know, at least a few words in the language other than mother variation.⁸ The terms bilingual and multilingual are widely used to refer to individuals who have obtained the ability to use more than one language. However, bilingualism is a complex psychological and socio-cultural linguistic behavior and has multi-dimensional aspects.⁹ Bilinguals also as individuals who are fluent in one language but who can produce complete meaningful utterances in the other language.

The simplest definition of a bilingual is a person who has functional ability in a second language. In many parts of the world, an ability to speak more than one language is not all remarkable. It is just a normal requirement of daily living that people speak several languages, in various contexts, under various situations, and for many purposes.

3. The definition of Code

In sociolinguistics, code refers to a language or a variety of language. A code is a system that is used by people to communicate. Sometime, people want to talk each other and they have to choose a particular code to express their feeling. It also a symbol that used by people to speak or communicate in a particular language, dialect, register, accent, or style on different occasions and for different purposes of communication.¹⁰ Code also can be defined as a system used for communication between two or more parties used on any occasions.¹¹ People usually choose different codes in different situation. The people may choose a particular code or variety because it makes them

⁸ Tej K. Bhatia and William C. Ritchie, *The Handbook of Bilingualism* (Malden: Blackwell Publishing, 2006), 19.

⁹ *Ibid* 110.

¹⁰ Trisna Dinillah Harya, Sociolinguistics (Code: Code Switching and Code Mixing), *LENTERA: Jurnal Ilmiah Kependidikan*, Vol. 11, 2018, 2. <http://jurnal.stkipgribl.ac.id/index.php/lentera/article/view/74>.

¹¹ *Ibid*, 3.

easier to discuss a particular topic, regardless where they are speaking. It likes system that is used by people to communicate with each other. When people want to talk each other, they have to choose a particular code to express their feeling. It is a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes of communication.¹² A code is a symbol of nationalism that is used by people to speak or communicate in a particular language – a dialect, a register, an accent or a style on different occasions and for different purposes. A code is divided into code-mixing and code-switching.¹³

4. Code Switching

a. Definition of Code Switching

According to Poplack in Tuti, Code switching is regarded as the seemingly random alternation of two languages between and within sentences.¹⁴ People can and should shift, as the need arises, from one code to another. A person is employing code switching if he or she is using two different languages or more while talking to other people during conversation without changing topics.¹⁵ These statements mean that code switching is a language switching that occurs in the conversation where the speakers switch their language to others in the form of word, phrase and sentence level or block of speech. In addition, Harding-Esch and Riley in Hidayaturrehman state that code switching is a phenomenon that is limited to bilingual situations, where bilinguals talk to other bilinguals and where they can call upon the full communicative resources of both

¹² Ary Iswanto Wibowo, et al., Analysis of Types Code Switching and Code Mixing by the Sixth President Of Republic Indonesia's Speech at the National of Independence Day, *PROGRESSIVE*, Vol. 12, No. 2, 2017), 15. <https://media.neliti.com/media/publications/227310-analysis-of-types-code-switching-and-cod-1287515d.pdf>.

¹³ Nana Yuliana, et al., Code-Mixing and Code-Switching of Indonesian Celebrities: A Comparative Study, *Jurnal LINGUA CULTURA*, Vol. 9, No. 1, 2015, 2. <https://media.neliti.com/media/publications/166662-EN-cod-mixing-and-code-switching-of-indone.pdf>.

¹⁴ Tuti Andayani, Code-Switching a Communication Strategy in Learning English, *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*, Vol. 4, No. 2, 2016, 1. <http://ejurnal.unp.ac.id/index.php/selt/article/view/7000/5534>.

¹⁵ *Ibid*, 1.

languages.¹⁶ Wooland in Indah Puspawati, code switching is an individual's use of two or more language varieties in the same speech event or exchange.¹⁷ This definition indicated that code switching only occurs among people who master two or more different languages, and their practice of the use of these languages is in communication. Code switching is defined as the use of more than one language, variety, or style by speaker within an utterance or discourse, or between different interlocutors or situations.¹⁸

Importantly, bilingual simply switches code with other bilinguals with whom the speakers share a bilingual identity. There is also a discursive function that motivates the presence of Code Switching in bilingual conversation and this relates to the communicative intention of the speaker.¹⁹ Speakers may often switch for emphasis; or because a word in another language may be more appropriate; or because of their perceptions of the speech situation, changes in content, the linguistic skills of their interlocutors, degrees of intimacy etc. The code switching is approved especially by those who do not understand language (L1) from speakers and other listeners.²⁰

Moreover, the code switching happened to make the speakers more confident in having short utterances or in communication and understandable to interlocutors about what they say. Thus, code switching is intended to make the communication clearly and understandable between the speaker and interlocutor because the speaker and interlocutor do not have same background.

¹⁶ Hidayaturohman, Code Switching in Bilingual Society: A Case of Bima Family, *International Journal of Multicultural and Multireligious Understanding*, Vol. 6, No. 2, 2019, 1. <https://ijmmu.com/index.php/ijmmu/article/view/767>.

¹⁷ Indah Puspawati, Teachers' Use of Code Switching in EFL Classroom and Its Functions, *Journal of Foreign Language Teaching & Learning*, Vol. 3, No. 1, 2018, 2. <https://journal.umy.ac.id/index.php/FTL/article/view/3535>.

¹⁸ *Ibid.*, 2.

¹⁹ *Ibid.* 28.

²⁰ Mercy Ugot, Language Choice: Code-Switching and Code-Mixing in Biase, *Global Journal of Humanities*, Vol. 8, No. 2, 3. <http://b-ok.org.convey.pro/l/eM9ypZp>.

b. Types of Code Switching

There have been many attempts to give a typological framework to the phenomenon of code-switching. One of the most frequently discussed is that given by Poplack in Jingxia that identified three different types of switching which occurred in her data, namely tag, inter-sentential and intra-sentential switching.²¹

1) Tag-switching

Poplack in Jingxia states that tag switching is the insertion of tag phrases from one language into utterance from another language.²² It seems that the fixed phrases of greeting or parting are quite often involved in switches. Since tags are subject to minimal syntactic retractions, they may be inserted easily at a number of points in monolingual utterance without violating syntactic.²³ These statements mean that the tag-switching occurs when people insert of tag phrases from one language into other language in an utterance and it can be short utterance or greeting by using different language at the utterance. For instance, “Goten morgen, Salma! What are you doing here?” This sample includes tag code switching because the speaker makes a greeting by using other language “*Goten morgen!*” in her short utterance.

2) Inter-sentential Code Switching

According to Poplack in Ni Made, Inter-sentential switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or another.²⁴ The inter-sentential switching also can be called inter-sentential code alternation and depends for the speaker or the writer uses more than one language. It

²¹ Liu Jingxia, Teachers' Code-Switching to the L1 in EFL Classroom, *The Open Applied Linguistics Journal*, Vol. 3, 2010, 2. <https://benthamopen.com/contents/pdf/TOALJ/TOALJ-3-10.pdf>.

²² *Ibid*, 2.

²³ *Ibid*, 2.

²⁴ Ni Made Verayanti U. et al. Code Switching Analysis in the Notes Made by the Sales Assistants in Ripcurl, *Lingual: Journal of Language and Culture*, Vol. 6, No. 2, 2018, 6. <https://ojs.unud.ac.id/index.php/language/article/view/43601>.

means that inter-sentential code switching happens when there is a complete sentence in foreign language uttered between two sentences in a base language²⁵. For instance, kalau liburan lama dirumah, *I would not like to be bored*. Makanya aku lebih suka di pondok. *I would not be bored* is the sample of inter-sentential because that sentence inserted English into Indonesian. Then, the sentences should be used is “having long holiday at home, I would not to be bored. Therefore, I prefer stay in boarding.”

3) Intra-sentential

Intra-sentential switching takes place within the clause or sentence and is considered to be the most complex form of switching. Intra-sentential switching occurs when words or phrases from another language are inserted into a sentence of the first language. Intra-sentential code-switching is also found when a word, a phrase, or a clause, of a foreign language is found within the sentence in a base language.²⁶ This theory means that intra-sentential switching can be occurred in a word, a phrase, or a clause. The people can see the intra-sentential switching frequently in conversation, it also occurs when words or phrases from other language are included in the first language sentence. For instance, your voice *sangat luar biasa*, it is really nice to be heard. *Sangat luar biasa* is the sample of intra-sentential because the sentences inserted from Indonesian into English. Then, the sentences should be used is “Your voice is extremely incredible, it is really nice to be heard.”

5. Code mixing

a. Definition of Code Mixing

There are many definitions that stated by linguists. According to Kachru in Indah Nurliana, code mixing is the use two or more by

²⁵ *Ibid*, 6.

²⁶ Lailina Zulfa, *Code-Switching in English Teaching Learning Process of English as a Foreign Language (EFL) Classroom*, (Thesis: Walisongo State Islamic University, 2016), 59.

putting elements of one language into another language consistently.²⁷ Wardhaugh in Titi Dewi defines that code-mixing occurs when conversant uses both of language together to extend that they change from single utterance. So. It means that conversant uses more language in a single utterance.²⁸ In addition, Jendra in Sumarsih states that code mixing is a symptom of language usage in which “a mixing or combination of different variations within the same clause.”²⁹

Code mixing occurs in bilingual or generally in multilingual situation. Code mixing occurs when a person uses a language speakers are dominant, supporting a speech interspersed with elements of other languages. It is usually associates with the characteristics of the speaker, such as social background, education level and religious sense.

Most of the people in the society mix their language with other language by borrowing or using pieces of foreign languages even sometimes they are still influenced by first language.³⁰ Based on the statements above, the speaker could not avoid that the first language is a big effect in second language. Interaction and mixing between languages result in various languages. Most of the people in the society mix their language with other language by borrowing or using pieces of foreign languages even sometimes they are still influenced by first language.³¹

²⁷ Indah Nurliana, *A Sociolinguistic Analysis of Code Mixing between English and Indonesian Used by Students in Bilingual Program*. (Thesis: The State Islamic Institute of Surakarta, 2017), 60. <http://eprints.iain-surakarta.ac.id/1234/1>.

²⁸ Titi Dewi Rohati, et. al., Code Mixing in Novel *Takbir Cinta Zahrana*, *Jurnal Wanastra*, Vol. 11, No. 2, 2019, 2. <https://ejournal.bsi.ac.id/ejournal/index.php/wanastra/article/view/6215>.

²⁹ Sumarsih, et al., Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics, *English Language and Literature Studies*, Vol. 4, No. 1, 2014, 3. <http://www.ccsenet.org/journal/index.php/ells/article/download/34566/19693>.

³⁰ Fithrah Auliya Ansar, Code Switching and Code Mixing in Teaching-Learning Process, *English Education: Jurnal Tadris Bahasa Inggris*, Vol. 10, No. 1, 2017, 9. <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/873>.

³¹ *Ibid.* 7.

From the definition above, it can be seen that almost of those definition have the same understanding of code mixing that it is uses two or more language or mix from one code to another even within sometimes very short utterances without any change at all situation. Code mixing usage depends on what language that the speakers master and what the aim of the speakers. It may occur because the speaker does not find suitable terms that can be used.

b. Types of Code Mixing

According Hoffman in Yogi shows that there are three types of code mixing such as intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation.³²

1) Intra-sentential code mixing

According to Hoffman in Yogi states this kind of code mixing occurs within a phrase, a clause or a sentence boundary, for example English-Indonesian:³³

A : *Never mind*, aku bisa paham kok (Never mind, I understand).

B : Hasilnya tergantung *team work* dan juga *lucky*.

In the example above, the speakers A and B mix the language between Indonesian and English, the mixing is called Intra-Sentential code mixing because they mix the languages in a sentence boundary where the speaker A mix “never mind” in the utterance, and speaker B says “team work” and “lucky” in the utterance.

2) Intra-lexical code mixing

According to Hoffman in Yogi, this kind of code mixing occurs within a word boundary. For example English-Indonesia:³⁴

³²Yogi Setia S, Code Switching and Code Mixing in Tourism Industry toward Multilingual, *Script Journal*, Vol. 1, No. 2, 2016, 2. <https://jurnal.fkip-uwgm.ac.id/index.php/Script/article/download/25/Yogi%20Setia%20Samsi>.

³³*Ibid*, 2.

A: Syarat pertama untuk dapat lauk ya harus nge- *queu up* dulu.

B: Kamu harus baca kitab *you*-lah setiap hari untuk meng-*update* pengetahuanmu tentang masalah-masalah dalam ibadah kita.

In the example above, the speakers A and B mix the language between English and Indonesian at the level of word, so it is called intra-lexical code mixing.

3) Involving a change of pronunciation

Hoffman in Yogi states this kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure.³⁵ For instance, the word “telephone” is said “telpon” or the word “television” is said “televisi” in Indonesia.

6. Conversation Program

People use language to communicate. They use many way to express their feelings. Sometimes, the people express them through written or spoken and they believe that languages are the first spoken then written. Firstly, human being communicate by using spoken language. They talk to others to negotiate, exchange meaning and express their feelings.

Guardian in Hidayatul states life is in many ways of a series of conversations, it makes sense to be as good as we possibly can at something we tend to take for granted'.³⁶ Many linguists and researchers agree that talking is something we tend to take for granted.³⁷

³⁴ *Ibid*, 2.

³⁵ *Ibid*, 2.

³⁶ Hidayatul Muthmainnah, et. al., Spoken Text Features of the Conversation in TV Talk Show of Talk Indonesia, *LANGUAGE CIRCLE: Journal of Language and Literature XI/1*, Vol. 11, No. 1, 2016, 2. <https://journal.unnes.ac.id/nju/index.php/LC/article/view/7847>.

³⁷ *Ibid*, 2.

CHAPTER III

RESEARCH METHOD

This chapter presents the method used to analyze the data. It includes research approach, researcher role, research location, source of the data, technique of data collection, technique of data analysis, checking of validity, and research procedures.

A. Research Approach

The researcher applied Qualitative research design because it relies on text and image data, have unique steps in data analysis, and draw on diverse designs. The main focus in qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people.¹ It can be concluded that qualitative means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

In this research, the researcher applied descriptive research design because it includes surveys and fact-finding enquiries of different kinds. The main purpose of descriptive research is description of the state of affairs as it exists at present.² The theory above explains that descriptive research design includes surveys fact-finding. The main purpose of descriptive research is a description of the current situation.

Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible. The word existing phenomena makes descriptive research contrary to experiment research which observes not only the existing phenomena, but also the phenomena after a certain period of treatment. The phenomena observed in descriptive research are already available. The necessary for a researcher to do is collecting the available data through the use of research instruments such

¹ Ranjit Kumar, *Research Methodology: A Step by Step Guide for Beginners*, (New Delhi: Sage Publications), 2011, 103.

² C. R. Kothari, *Research Methodology: Methods and Techniques*, (New Delhi: New age International, 2004), 3.

as test, questionnaire, interview, or even observation. The main goal of descriptive research is to describe systematically the existing phenomena under the study.³ It concludes that descriptive research describes existing phenomena accurately. It also uses the instrument such as test, questionnaire, interview, or observation for collecting data.

Based on the theories above, descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what something happened than how or why something happened. The researcher used the descriptive research because the researcher used instruments such as observation to collect the data. Therefore, observation tools of this research are often used to collect data.

The researcher concludes the descriptive research is the research method that focuses on real exist problems at the time of research and why that problems happen. This research method uses the instruments such as documentation and observation for collecting data.

B. Researcher Role

The researcher becomes key instrument of collecting and analyzing the data.⁴ In this research, the researcher becomes the key instrument, participant, and the data collector of the research in order to get accurate data that really happens. Therefore, the researcher becomes an important actor for completing this research. From a good object and the totality of participation of researcher would bring a good impact for researcher well.

C. Research Location

The research was conducted at Al-Mawaddah Boarding House. It is located at Mangga Street, Coper, Jetis, Ponorogo postal code is 63473. The researcher takes this place of research because the place is reachable; it

³ Haryanto Atmowardoyo, Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D, *Journal of Language Teaching and Research*, Vol. 9, No. 1, 2018, 2. https://www.researchgate.net/publication/322193576_Research_Method_in_TEFLL_Studies_Descriptive_Research_Case_Study_Error_Analysis_and_R_D.

⁴ John. W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fourth Edition*, (Thousand Oaks: SAGE Publication, 2014), 234.

enables to conduct the research. Al-Mawaddah is chosen as the object of the research because Al-Mawaddah is one of Boarding School in Indonesia special for girls which has various activities such daily, weekly, or in yearly one, those are implemented neatly and scheduled. All of them are for education especially education for the women that will be further generation which is useful for the nation and religion.⁵ Al-mawaddah boarding house also has special program, this program is used to improve the learners' speaking English well and correctly such daily conversation program. The program is held twice a week every Friday and Tuesday in the morning. All students or every graduation should join this program except class 3, 5 and 6. The researcher takes the research in early September because this program will be started again in September after getting the activity closure from the holiday last month.

D. Source of Data

There are two major approaches to gather information about a situation, person, problem or phenomenon when the researcher undertakes a research study. In most situations, the researcher needs to collect the required information.⁶ Data can be categorized as primary data and secondary data.⁷

1. Primary Data

Primary Data includes interviewing, observation and the use of questionnaires.⁸ Besides that, data that has been observed, experienced or recorded close to the event are the nearest one can get to the truth.⁹ The primary data of this research is transcriptions of code switching and code mixing in conversation program that used by students of Al-Mawaddah boarding house.

2. Secondary Data

⁵ *Ibid*, 52.

⁶ *Ibid*, 132.

⁷ *Ibid*, 132.

⁸ *Ibid*, 155.

⁹ *Ibid*, 70.

In secondary data, the information required is already available, such as government publications, reports, and previous research.¹⁰ In this research, the researcher used government publications that can be taken from internet, book, articles and journals.

Data collected from a source that has already been published in any form is called as secondary data. The review of literature in any research is based on secondary data. It is collected by someone else for some other purpose (but being utilized by the investigator for another purpose).¹¹ Sources of Secondary Data can be taken from books, records, biographies, newspaper, Published censuses or other statistical data, data archives, internet articles, research articles by other researchers (journals), databases and etc.¹² In this part of research, the researcher used the secondary data such journals, articles, thesis, e-books, and dictionary. Data is needed to support various arguments in the research findings.¹³

The researcher applied those theories above for collecting the information and valid data about the research. The researcher took data from some sources such as internet, journal, articles, book, records, and etc. Therefore, the secondary data was applied in this research. The theories above told about how to get the data for writing the research. In this research, the khotari's and Ranjit's theories were used by the researcher to analyze the data.

E. Technique of Data Collection

Writing a methods section for a proposal for qualitative research partly requires educating readers as to the intent of qualitative research, mentioning specific designs, carefully reflecting on the role the researcher

¹⁰ Ibid

¹¹ Syed Muhammad Sajjad Kabir, Methods of Data Collection, 2018, 3. [https://www.researchgate.net/publication/325528948 Method of Data Collection](https://www.researchgate.net/publication/325528948_Method_of_Data_Collection).

¹² Ibid, 98.

¹³ Ibid, 99.

plays in the study, drawing from an ever-expanding list of types of data sources, using specific protocols for recording data, analyzing the information through multiple steps of analysis, and mentioning approaches for documenting the accuracy—or validity—of the data collected.¹⁴

In this research, this research applies a qualitative approach. Therefore, technique of data collection includes observation and documentation.¹⁵ In this research, the researcher used some instruments to collect the data.

1. Observation

Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability.¹⁶ From the observation, the information is sought by researcher's own direct observation without asking from the respondent.

The researcher would observe the process of conversation program that used code switching and code mixing by students of Al-Mawaddah Islamic Boarding House.

2. Documentation

The data are in the form of text from documents, the researcher took the documentation from the interview transcripts, audio or videotapes, and image or photos.¹⁷ The researcher collected the documentation of students in conversation program that used the code switching and code mixing. The researcher also collected the picture and transcripts of conversation for being documentation in conversation program and observation at Al-Mawaddah Boarding House.

¹⁴ *Ibid*, 5.

¹⁵ Donald Ary, et. al., *Introduction to Research in Education Eighth edition*, (Wadsworth: Cengage Learning, 2010), 431.

¹⁶ *Ibid*, 96.

¹⁷ W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches Seventh Edition*, (Essex: Pearson Education, 2014), 477.

F. Technique of Data Analysis

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.¹⁸ The type of data analysis methods is content analysis. Content analysis is the procedure for the categorization of verbal or behavioral data for the purpose of classification, summarization and tabulation.¹⁹

From theory above, the type of data analysis methods that used by researcher was content analysis because this method can be used for qualitatively for systematically analyzing written, verbal, or visual documentation.²⁰ The content can come from a wide variety of sources: books, manuscripts, drawings, photographs, recorded conversations, videotaped events, messages on electronic mailings lists and online forums, blog posts, etc.²¹ In this research, the researcher observed the use of code switching and code mixing in conversation program. The researcher directly observed and analyzed the process of conversation program.

There are several steps that used in content analysis such as defining the units of analysis, paraphrasing the relevant passages of text, defining the level of abstraction required of the paraphrasing, data reduction and deletion, data reduction by combining and integrating paraphrases at the level of abstraction required, putting together the new statements into a category system, and reviewing the new category system against the

¹⁸ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic* (New Delhi: New Age International, 2006), 223.

¹⁹ Christopher E. Sunday, *Qualitative Data Analysis*, Monash University. 25. <https://www.coursehero.com/file/30283451/Qualitative-data-analysispdf/>.

²⁰ Virginia Wilson, *Research Methods: Content Analysis, Evidence Based Library and Information Practice*, (Canada: University of Saskatchewan, 2011), 1. https://www.researchgate.net/publication/277170267_Research_Methods_Content_Analysis.

²¹ *Ibid*, 2.

original data.²² One of steps that used in content analysis was data reduction.²³

More fully, the whole process of content analysis can follow several steps as follows:²⁴

- a. Define the research questions to be addressed by the content analysis.

This includes what researcher desires from the text to be content-analyzed and the research will be informed from the theory to be tested.

- b. Define the population from which units of text are to be sampled.

The population here means not only to people but also to text – the domains of the analysis. It could be newspapers and newspaper articles, programmes, interview transcripts, textbooks, conversations, public domain documents, journals, examination scripts, e-mails, online conversations etc. In this research, the population that applied by researcher are articles, conversation programmes, transcripts of conversation, and journals.

The researcher applied four grade levels that started from first grade till fourth grade. The researcher applied this grade levels for making easier to find the dominant types of code switching and code mixing at conversation program.

- c. Define the sample to be included.

Here the rules for sampling of people can apply equally great for documents. The researcher decides what to determine the sample of documents. The sample of this research based on the population, the researcher applies snowball sampling. In this part of research, the researcher gets into the field during the research and selects the people that will be considered to give the data. Based on this research, this

²² Louis Cohen, et al., *Research Methods in Education 8th edition* (Oxon: Routledge, 2018), 676.

²³ *Ibid.* 676.

²⁴ *Ibid.* 677.

sampling technique begins from the smallest group into the biggest group to get the data.

- d. Define the context of the generation of the document.

This tells about who involves, who presents, where the document comes from, how the material produces or records, the people desire, and it is able to tell the truth whether the data accurately reported and corroborated. The students involves in this research for collecting the data. The students will be recorded at the time of conversation and the researcher analyzes and transcript the conversation that includes code switching and code mixing.

- e. Define the units of analysis.

This step can be at very many levels, such as a word, phrase, sentence, paragraph, whole text, people and themes. Based on that theory, the unit analysis can be concluded that the unit analysis in this research is the students that use code switching and code mixing at conversation program. The students here divide into several groups to apply the conversation program.

- f. Decide the codes to be used in the analysis.

The first activity here is to read and re-read the data. This following code switching and code mixing that found by the researcher at conversation program:

A: I am sorry sister, what the meaning of interest?

B: Interest is *tertarik*.

The code switching occurs when the student inserts short expression at the end of the utterance by different language.

Besides it, the code mixing also occurs at the middle of conversation as follows:

A: What lesson your examination tomorrow?

B: Grammar lesson for tomorrow *ane tuh*.

The student mixes the language between English and Indonesian at the level of word.

- g. Construct the categories for analysis.

Categories can be at different levels of specificity and generality. Some categories are general and overarching; others are less so. Typically codes are much more specific than categories. This indicates the difference between nodes and codes. A code is a label for a piece of text; a node is a category into which data analysis and codes fall or are collected. A node can be a concept, idea, process, group of people, place, or indeed any other grouping that the researcher wishes it to be; it is an organizing category while the codes describe a particular textual moment.

- h. Conduct the coding and categorizing of the data.

Once the codes and categories have been decided, the analysis can be undertaken.

In this part of research, the researcher collects the data with various methods that compiled through coding such as direct observation of the research subject and documentation. The researcher applies some steps in analyzing data such as 1) getting into the field directly to find the problem that occurs 2) data analysis to find the information from data collection and compare it to be categorized.

In this research, the researcher applies open coding such as the process of describing, checking, comparing, conceptualizing and categorizing the data. Thus, based on the data that researcher found, the researcher applied the coding as follow:

1. T1U5/CST/2021

This coding means that tag code switching occurred at the first topic of conversation, in the 5th utterance (T1U5) and the data was taken in 2021.

2. T1U6/CST/2021

It means that the tag code switching occurred at the first topic of conversation, in the 6th utterance and the data was taken in 2021.

3. T1U14/CSINE/2021

The inter-sentential code switching occurred at the first topic of conversation, in the fourteenth utterance and the data was taken in 2021.

4. T1U16/CSINE/2021

The inter-sentential code switching occurred at the first topic of conversation and in the sixteenth utterance.

5. T1U47/CMINA/2021

The coding means that the intra-sentential code mixing occurred at the first topic of conversation and at the 47th utterance.

Those are the several data of code switching and code mixing used by students of Al-Mawaddah Islamic Boarding House.

i. Summarizing

The researcher can write a summary of the main features of the situation researched so far. The summary includes key factors, key issues, key concepts and key areas for subsequent investigation.

j. Making speculative inferences

This is the important step; therefore it encourages the research from description to conclusion. Here the researcher at the evidence base proposes several explanations situation and some key elements.

In this part or analysis, the researcher also totalized the amount of code mixing and code switching types. Then, modified into percentage by using formula of Sugana in Ramadhaniarti²⁵, as follows:

$$P = \frac{F}{n} \times 100\%$$

F = Frequency

n = Total of code switching/ code mixing

²⁵ Tri Ramadhaniarti, et.al., Code Mixing in English Classes of SMPN 14 Kota Bengkulu: Views From the Teachers, *Journal of Applied Linguistics and Literature* , Vol. 2, No. 1, 2017, 96. <https://ejournal.unib.ac.id/index.php/joall/article/view/5866>.

G. Checking of Validity

Validity describes the extent to which we measure what we purport to measure. An instrument is or is not intrinsically valid, as validity is a characteristic of the responses. Consequently, it is important to pretest the instrument to obtain preliminary data that can be used to assess validity.²⁶

The researcher needs to check for the accuracy of the findings in this research. Validity of data provided the researcher with the real research finding on conversation program that used code switching and code mixing at Al-Mawaddah Boarding House. The methods that applied in this research for checking of validity such as triangulate and use member checking.²⁷ Those methods were listed as follow:

1. Triangulate

Triangulate means the different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.²⁸ The researcher checks from the several data sources, then this process can be claimed as adding to the validity of the research.

2. Use Member Checking

This method to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to the participants and determining whether these participants feel that they are accurate.²⁹

H. Research Procedures

In this research, the procedures were done by researcher as follows:

1. Planning

This procedure consists of research plan arrangement, determining the place or the research location, organizing permission

²⁶ David Colton. Robert W. Covert., *Designing and Constructing Instruments for Social Research and Evaluation* (San Francisco: Jossey-Bass, 2007), 65.

²⁷ John. W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fourth Edition*, (Thousand Oaks: SAGE Publication, 2014), 201.

²⁸ *Ibid*, 201.

²⁹ *Ibid*, 202.

and approval from school or from the research location that it will be observed, observing, choosing and using information, preparing instrument, and something relates to research. The researcher determined the place of the research and asked the permission and approval from the boarding house or institute. Then, the researcher prepared the instruments and something related to research.

2. Application

In this research phase, the researcher collected the data by observation, questionnaire, and documentation by understanding the research preparation. Then, the researcher take a permission or an approval to the boarding and entered to the field for observing the code switching and code mixing in conversation program at Al-Mawaddah Boarding House.

3. The Procedure of Data Analysis

It consists of analyzing data; the researcher determined what information could be collected from the research during observation of code switching and code mixing in conversation program at Al-Mawaddah Boarding House.

4. Research Report

In this part of research, the first of researcher report possibly entitled introduction should be a general introduction to the study. This part covered all the preparatory tasks undertaken prior to conducting the study, such as the literature review, the theoretical framework, and the objectives of the study, study design, the sampling strategy and the measurement procedures. The researcher wrote a research report of thesis writing about code switching and code mixing in conversation program at Al-Mawaddah Boarding House.

CHAPTER IV

RESEARCH FINDING

This chapter consists of findings and presented all the data that have been found at conversation program of Al-Mawaddah Islamic Boarding House. In this part of research, the data were divided into two data namely general data and specific data. The general data consist of the support program especially for language program at Al-Mawaddah Islamic Boarding House. Then, the specific data consist of findings obtained from the statements of the problems.

A. General Data

Al-Mawaddah Islamic Boarding House has the support program especially for language program. To support the students in using language there are some programs at Al-Mawaddah Boarding as follows:

1. The training of speech

This program was conducted every Monday by Indonesian speech training, Tuesday by Arabic, and Saturday by English. The training of speech was held for improving the students' speaking skill and confidence to have a speech in front of people.¹

2. Vocabulary addition at every night

This program also one of the language programs that held for increasing the students' insight of vocabulary. The guider of language gives two vocabularies every night and the repetition in the morning. Besides that, this program aimed to improve the students' speaking skill foreign language. The more students memorize and know more vocabularies, they will speak foreign language easily especially for English.²

3. Composition

To improve the writing of students, composition program was organized at Al-Mawaddah Islamic Boarding House. This program was

¹ Appendix 2, number 04/O/20-II/2021.

² Appendix 2, number 05/O/20-II/2021.

conducted on Wednesday and the students must make the composition depend on the defined theme.³

4. Conversation Program

This is one of the language programs that the researcher observed and applied to fulfill the thesis. This program was conducted for improving the students' skill in speaking foreign language well especially English and it was divided into several group conversations. Besides that, there is other reason why this program conducted at Al-Mawaddah such as to tell the students how to practice and use a good speaking at conversation with others by correct sentences. Conversation program also for decreasing the code switching and code mixing use but there are still many students who switch or mix their language.⁴

B. Specific Data

The specific data consist of findings obtained from the observation and documentation related to the statement of the problem. The data present type of code switching and code mixing used by students of Al-Mawaddah Islamic Boarding House and the dominant type of code switching and code mixing used by students of Al-Mawaddah Islamic Boarding house as follows:

1. The Types Code Switching and Code Mixing Used by Students of Al-Mawaddah Islamic Boarding House.

In this analysis, the researcher took 3 topics of conversation such at the boarding, at the room, and daily activities. The first topic was at the boarding, the second was at the room, and the third was daily activities. Here, the students make a conversation within the themes were defined. Some students also speak as they want or sometimes beyond the theme because they directly confused what they want to say about that defined theme. In the first topic is 2 utterances, the second topic is 3 utterances, and the third there are 1 utterance of code

³ Appendix 2, number 06/O/24-II/2021.

⁴ Appendix 2, number 07/O/19-II/2021.

switching. The total of utterances represented code switching were 6 utterances. The tag code switching was the type of code switching that found by researcher. Meanwhile, the types of code mixing were 55 utterances. In the first topic there are 7 utterances, in the second topic there are 14 utterances, and in the third topic there are 33 utterances. They divided into three categories and those types whether code mixing and code switching were explained as follow:

a. The Types of Code Switching

The total of utterances represented code switching were 6 utterances. They divided into a category that explained as follow:

1) Tag Code Switching

This types of code switching was found on the topic of conversation 1, 2, and 3. The total utterances were 6 utterances of tag code switching. The data were listed in the following:

Table 4.1

The Utterances Used by Students on the Topic of Conversation 1

NO	CODE SWITCHING	DATUM NUMBER
1.	<i>Eh</i> , there is room work <i>loh</i> .	T1U34/CST/2020
2.	<i>Wow</i> , I am glad to hear that.	T1U18/CST/2020

Table 4.2

The Utterances Used by Students on the Topic of Conversation 2

NO	CODE SWITCHING	DATUM NUMBER
1.	<i>Wah</i> , it does not far from my house.	T2U34/CST/2020
2.	<i>Hi, Sherly!</i> What are you doing here?	T2U3/CST/2020
3.	<i>Hi, Sharla!</i> I am looking for the poster.	T2U3/CST/2020

Table 4.3

The Utterances Used by Students on the Topic of Conversation 3

NO	CODE SWITCHING	DATUM NUMBER
1.	<i>Hey</i> , how do you after meet the language division?	T3U132/CST/2021

b. Types of Code Mixing

The total utterances represented code mixing were 50 utterances and they were divided into 3 categories as follow:

1) Intra-sentential Code Mixing

This type of code mixing was found on the topic of conversation 1, 2 and 3. The total utterances were 32 utterances and they were listed in the following:

Table 4.4

The Utterances Used by Students on the Topic of Conversation 1

NO	CODE MIXING	DATUM NUMBER
1.	Punishment <i>yang mana lo?</i> I have three punishments	T1U2/CMINA/2020
2.	<i>Yaudah deh</i> , I think we can study and do together	T1U6/CMINA/2020
3.	<i>Masa iya?</i> Don't you ever feel bored?	T1U10/CMINA/2020
4.	<i>Masih banyak</i> who cleverer than me	T1U41/CMINA/2020
5.	I have not finished it well, <i>emang kamu udah? terakhir kapan?</i>	T1U4/CMINA/2020
6.	<i>Saling ngajarin aja ya.</i> Will you teach me?	T1U33/CMINA/2020

Table 4.5

The Utterances Used by Students on the Topic of Conversation 2

NO	CODE MIXING	DATUM NUMBER
1.	<i>Naqulu fil 'arabiyah khaufun</i> , alright, continue for the daily conversation about the introduction	T2U29/CMINA/2020

2.	<i>Idza naqulu fi lughoh 'arabiyah?</i> How about it, sister?	T2U44/CMINA/2020
3.	How about <i>juz amma?</i> You <i>udah belum?</i>	T2U56/CMINA/2020
4.	I come from Kediri, <i>kalau</i> you from?	T2U33/CMINA/2020

Table 4.6

The Utterances Used by Students on the Topic of Conversation 3

NO	CODE MIXING	DATUM NUMBER
1.	Enjoy <i>ajalah</i> . We must spirit	T3U8/CMINA/2021
2.	<i>Ijarang</i> eat breakfast	T3U11/CMINA/2021
3.	<i>Seperti biasanya</i> , I prepare everything for going to school	T3U136/CMINA/2021
4.	<i>Aku juga</i> . Then, what do you want to do after this?	T3U134/CMINA/2021
5.	<i>Pengen jadi</i> an incredible lecturer	T3U141/CMINA/2021
6.	<i>Luar biasa</i> as you can see now	T3U147/CMINA/2021
7.	It is <i>sangat gerah</i> you know	T3U149/CMINA/2021
8.	<i>oh yaudah</i> . Don't forget to look at the schedule today	T3U157/CMINA/ 2021
9.	<i>Apa ya?</i> I don't have any theme to discuss	T3U121/CMINA/2021
10.	<i>Iya lah</i> , of course	T3U129/CMINA/2021
11.	You must remember that <i>kesehatan itu berharga</i>	T3U14/CMINA/2021
12.	<i>Kalau kamu merasa sulit</i> do together with others	T3U16/CMINA/2021
13.	<i>Lihat sikon ajalah</i> . You can go first than wait me for many minutes	T3U154/CMINA/2021
14.	<i>Nggak, aku udah dapat antrian</i> . Thank you for your offering	T3U152/CMINA/2021
15.	<i>Yang penting gak menyusahkanmu</i> . You can buy everything you want	T3U91/CMINA/2021
16.	I want to wash my clothes. <i>Dah gak ada baju</i>	T3U97/CMINA/2021
17.	<i>Gak kepikiran sama sekali</i> . I think	T3U100/CMINA/2021

	the holiday is at the boarding	
18.	Actually, I don't brave enough to ask the language division. <i>Tapi ya gimana lagi</i>	T3U129/CMINA/2021
19.	Berarti <i>depend on</i> siapa yang beruntung ya	T3U48/CMINA/2021
20.	hih. Actually, you can <i>nge-queue up</i> before others	T3U82/CMINA/2021
21.	I take a bath at 5 a.m, but <i>biasanya</i> at 04.45 a.m	T3U5/CMINA/2021
22.	Yes, I want to ask you about the meaning of <i>makanya</i> in English, sister	T3U139/CMINA/2021

2) Intra-lexical Code Mixing

This type of code mixing was found on the topic of conversation 1, 2, 3. The total utterances were 18 utterances.

The data were listed as follow:

Table 4.7

The Utterances Used by Students on the Topic of Conversation 1

NO	CODE MIXING	DATUM NUMBER
1.	<i>Ya</i> study for tomorrow.	T1U3/CMILX/2020

Table 4.8

The Utterances Used by Students on the Topic of Conversation 2

NO	CODE MIXING	DATUM NUMBER
1.	Emmm. Afraid is <i>takut</i>	T2U28/CMILX/2020
2.	Confident in Arabic is <i>siqoh</i> .	T2U46/CMILX/2020
3.	<i>Pasti</i> I feel dizzy, I cannot do anything <i>pokoknya</i> .	T2U54/CMILX/2020
4.	The mean is <i>pendaftaran</i>	T2U12/CMILX/2020
5.	Good job <i>ya</i>	T2U41/CMILX/2020
6.	The mean is <i>kemampuan</i>	T2U24/CMILX/2020
7.	<i>Makanya</i> , you must prepare well	T2U126/CMILX/2020

Table 4.9

The Utterances Used by Students on the Topic of Conversation 3

NO	CODE MIXING	DATUM NUMBER
1.	Easy- <i>lah</i> . We can talk about our duties at class.	T3U63/CMILX/2021
2.	iya nanti kita atur <i>schedule-nya</i>	T3U72/CMILX/2021
3.	It is easy- <i>lah</i> . How about tonight?	T3U74/CMILX/2021
4.	Water- <i>nya</i> there is not <i>ya</i> .	T3U29/CMILX/2021
5.	<i>Sayangnya</i> , sometimes the internet unconnected.	T3U47/CMILX/2021
6.	Yes- <i>lah</i>	T3U46/CMILX/2021
7.	I am waiting only- <i>lah</i>	T3U57/CMILX/2021
8.	<i>Aduh</i> , I forgot that I must do my room work	T3U158/CMILX/2021
9.	The meaning is <i>peserta</i> .	T3U51/CMILX/2021
10.	Ya udah tunggu aja ada <i>announcement</i>	T3U56/CMILX/2021

3) Involving a Change of Pronunciation

This type of code mixing was found on the topic of conversation 3. The total utterances were 5 utterances. The data were listed in the following:

Table 4.10

The Utterances Used by Students on the Topic of Conversation 3

NO	CODE MIXING	DATUM NUMBER
1.	I lost my <i>sandal</i> yesterday in the kitchen.	T3U24/CMICP/2021
2.	Tomorrow my class goes to <i>computer</i> laboratory.	T3U46/CMICP/2021
3.	I want to ask you about the meaning of <i>participant</i> ?	T3U50/CMICP/2021
4.	<i>Prend</i> , when does the travel to hospital?	T3U53/CMICP/2021
5.	I want to go to the <i>doctor</i> .	T3U55/CMICP/2021

2. The Dominant Type of Code Switching and Code Mixing Used by Students in Conversation Program of Al-Mawaddah Islamic Boarding House.

These following are the list of dominant types of code switching and code mixing at conversation program of Al-Mawaddah Islamic Boarding House. The researcher calculated the types and found the dominant types of code switching and code mixing as follows:

- a. The dominant type of code switching.

Table 4.11

No	Types of Code Switching	Frequency	Percentage
1	Tag code switching	6	100%
2	Intra-sentential code switching	0	0%
3	Inter-sentential code switching	0	0%
Total		6	100%

- b. The dominant type of code mixing

Table 4.12

No	Types of Code Mixing	Frequency	Percentage
1	Intra-sentential code mixing	32	58.19%
2	Intra-lexical code mixing	18	32.72%
3	Involving a change of pronunciation	5	9.09%
Total		55	100%

Based on the analysis above, the researcher found the dominant type of code switching and code mixing that used by students at conversation. The dominant type of code switching was tag code switching and the dominant type of code mixing that used by students was intra-lexical code mixing.

CHAPTER V

RESEARCH DISCUSSION

In this part of research, the researcher analyzed data that has been collected from the observation in the research. Besides that, the researcher represents the analysis result by answering of two problem statements that had been observed and collected. The first question that analyzed by researcher is finding the types of code switching and code mixing used by the students in English conversation process at Al-Mawaddah boarding house. The second question is finding the dominant type of code switching and code mixing used by the students in English conversation process at Al-Mawaddah boarding house.

1. Types of Code Switching and Code Mixing Used by the Students of Al-Mawaddah Boarding House.

a. Types of Code Switching Used by Students of Al-Mawaddah Islamic Boarding House

The data of this research were analyzed by using Poplack's theory in Jingxia that determined code switching into three categories namely tag, inter-sentential and intra-sentential switching.¹ Those types were listed as follow:

1) Tag Code Switching

According to Poplack in Jingxia, tag switching is the insertion of tag phrases from one language into utterance from other language. It seems that the fixed phrases of greeting or parting are quite often involved in switches. Since tags are subject to minimal syntactic restrictions, they may be inserted easily at a number of points in a monolingual utterance without violating syntactic rules.² In addition, According to Poplack in Beverly,

¹ Liu Jingxia, Teachers' Code-Switching to the L1 in EFL Classroom, *The Open Applied Linguistics Journal*, Vol. 3, 2010, 2. <https://benthamopen.com/contents/pdf/TOALJ/TOALJ-3-10.pdf>.

² *Ibid*, 2.

tag switching shows a switch of a tag or interjection, freely moveable constituents which can be inserted almost anywhere in discourse without fear of violating a grammatical rule of either language.³ Referring to this statement, tag switching is simply insertion of tag in one language in utterance that is entirely in the other language. Besides that, tag code switching is simply the insertion of a tag in one language in an utterance which is entirely in the other language.⁴ It means that tag code switching is the simplest insertion in utterance, in a sentence or clause used other language. The researcher found 6 utterances of tag-code switching that students or members used in conversation program.

In this part, the researcher found some students who inserted short utterance in other language. The code switching happened when the students answered or asked anything to their interlocutor and it also happened when students immediately inserted the other language in short utterance. These following are the tag code switching that found by researcher at the topic of conversation:

1) T1U5/CST/2020

- ***Eh***, there is room work ***loh***.

The speaker switched “***eh***” in her utterance which is “***eh***” indicated as interjection and occurred in preceding utterance. This interjection showed that this utterance was tag code switching.

2) T1U18/CST/2020

- ***Wow***, I am glad to hear that.

This utterance was indicated tag code switching since the speaker uttered “***wow***” in her utterance and this switch occurred in preceding utterance. This expression showed that “***wow***” was indicated as an interjection.

³ Beverly Hartford. et. al. *Issues in International Bilingual Education*, (New York: Plenum Press, 1982), 14.

⁴ Ria saraswati, A Study of English Code Switching in Indonesian Teen Magazine, *DEIKSIS*, Vol. 8, No. 01, 2016, 3. <https://journal.lppmunindra.ac.id/index.php/Deiksis/article/download/667/820>.

3) T2U34/CST/2020

- **Wah**, it does not far from my house

The bold utterance “**wah**” was an interjection. In this utterance, the speaker made an interjection which is the insertion of interjection in the utterance was involved tag code switching.

4) T2U3/CST/2020

- **Hi, Sherly!** What are you doing here?

The utterance above was included tag code switching because the utterance “**hi, Sherly!**” showed the fixed phrase of greeting and this switch occurred in preceding utterance.

5) T2U3/CST/2020

- **Hello, Sharla!** I am looking the poster

This utterance “**Hello, Sharla!**” was the fixed phrase of greeting. In this switch, the fixed phrase of greeting that occurs in the utterance was involved tag code switching.

6) T3U132/CST/2021

- **Hey**, how do you feel after meeting the language division?

The insertion of greeting “**hey**” in preceding utterance showed tag code switching because the speaker made interjection in her utterance by using other language.

Based on those utterances, the tag code switching often happen since the speaker made a greeting or parting and the insertion of interjection in the utterance. The students often used this type code switching in their conversation or utterance and this switch occurred because the students or speakers inserted tag phrase of greeting or parting and interjection that used different language in utterance.

- b. Types of Code Mixing used by the students of Al-Mawaddah Boarding House.

There are 3 types of code switching based on Hoffman in Saldy, they are intra-sentential code mixing, intra-lexical code mixing, and involving change of pronunciation.⁵ Those types were listed as follow:

1) **Intra-sentential Code Mixing**

According to Hoffman in Saldy, this type of code mixing occurred within a phrase, a clause or a sentence boundary and when the speaker used two or more languages.⁶ In this analysis, the researcher found the intra-sentential code mixing that occurred within a phrase, a clause, or a sentence boundary. The utterances that found by researcher were listed as follow:

1) T1U2/CMINA/2020

- Punishment *yang mana lo?* I have three punishments.

The bold utterance was included intra-sentential code mixing that occurred within a sentence. The speaker mixed the Indonesian language “*yang mana lo*” within a sentence and continued in English. The mixed of two languages occurred in this utterance.

2) T1U6/CMINA/2020

- *Yaudah deh*, I think we can study and do together

The speaker mixed two languages such as Indonesian and English language. “*yaudah deh*” was indicated Indonesian language and the speaker continued in English language. Thus, this utterance was intra-sentential code mixing.

3) T1U10/CMINA/2020

- *Masa iya?* Don't you ever feel bored?

The speaker mixed two languages such as Indonesian language and English language. In preceding utterance, the

⁵ Saldy Ady Saleh, An Analysis of Code Mixing Used by Teachers of Zarindah House of Learning Process, (Thesis: Alauddin State Islamic University, 2017) 16. <http://repositori.uin-alauddin.ac.id/6903/1/Saldi%20Ady%20Saleh.pdf>.

⁶ *Ibid*, 18.

speaker used Indonesian and continued into English. Thus, this mix was intra-sentential code mixing.

4) T1U41/CMINA/2020

- ***Masih banyak*** who cleverer than me

The speaker mixed two languages in her utterance. The mix was Indonesian "***masih banyak***" and continued in English. This mix occurred within a clause and when the speaker mixed two language or more languages.

5) T1U4/CMINA/2020

- I have not finished it well, ***emang kamu udah? terakhir kapan?***

The intra-sentential code mixing occurred within sentence and used two languages. The speaker mixed English and Indonesian language in her utterance, this mix used English language and the other in Indonesian language "***emang kamu udah?***" and "***terakhir kapan?***".

6) T1U33/CMINA/2020

- ***Saling ngajarin aja ya***, will you teach me?

This mix occurred within a sentence and the speaker uttered Indonesian language "***saling ngajarin aja ya***" and English language in her utterance. The mix of English and Indonesian language in this utterance was included intra-sentential code mixing.

7) T2U29/CMINA/2020

- ***Naqulu fil 'arabiyah khaufun***, alright, continue for the daily conversation about the introduction

The bold character "***naqulu fil 'arabiyah khaufun***" was Arabic language. This utterance consisted of two languages within a sentence such Arabic and English language. Thus, this utterance above was intra-sentential code mixing.

8) T2U44/CMINA/2020

- ***Idza naqulu fi lughoh 'arabiyah?*** How about it, sister?

This utterance was consisted of two languages such as Arabic and English language in the utterance. The bold one "*idza naqulu fi lughoh 'arabiyah*" was Arabic language and continued in English language. Thus, this mix was indicated intra-sentential code mixing.

9) T2U56/CMINA/2020

- How about *juz amma*? You *udah belum*?

The bold character "*juz amma*" was Arabic language, and "*udah belum*?" was Indonesian language. In this utterance above, there were three languages in a sentence such as Arabic, English, and Indonesian languages. Thus, this mix was indicated intra-sentential code mixing.

10) T2U33/CMINA/2020

- I come from Kediri, *kalau* you from?

This utterance above was indicated intra-sentential code mixing because the mix of two languages occurred within a sentence. The speaker mixed Indonesian language "*kalau*" within a sentence and uttered English language.

11) T3U8/CMINA/2021

- Enjoy *ajalah*, we must spirit

The bold word "*ajalah*" was Indonesian language. In this utterance above, the code mixing occurred within a sentence when the speaker used Indonesian language and the other used English language in her utterance. The mix of two languages was indicated intra-sentential code mixing.

12) T3U11/CMINA/2021

- I *jarang* eat breakfast

This utterance was indicated intra-sentential code mixing because the speaker mixed two languages within a sentence. This mix was Indonesian language "*jarang*" and the other utterance in English.

13) T3U136/CMINA/2021

- ***Seperti biasanya***, I prepare everything for going to school

In this utterance above, the mix of two languages occurred when the speaker mixed Indonesian and Arabic language in her utterance. The Indonesian utterance “*seperti biasanya*” and the other utterance used English language. The mix of two languages was the cause of intra-sentential code mixing.

14) T3U139/CMINA/2021

- Yes, I want to ask you about the meaning of ***makanya*** in English, sister

The word “*makanya*” was Indonesian and occurred within a sentence. The speaker mixed two languages in the utterance. This mixed was intra-sentential code mixing.

15) T3U134/CMINA/2021

- ***Aku juga***. Then, what do you want to do after this?

The speaker mixed Indonesian language “*aku juga*” in her utterance and it occurred within a sentence. This utterance was consisted of Arabic and English language in the utterance and this mix was indicated intra-sentential code mixing.

16) T3U141/CMINA/2021

- ***Pengen jadi*** an incredible lecturer

The mix of two languages such as Indonesian and Arabic was indicated intra-sentential code mixing because the speaker mixed Indonesian utterance “*pengen jadi*” within a phrase and continued in English language.

17) T3U147/CMINA/2021

- ***Luar biasa*** as you can see now

The utterance above consisted of two languages such as Indonesian and English. The Indonesian utterance “*luar biasa*” occurred within a sentence and the other in English. This mix

showed that the languages mixing were the intra-sentential code mixing.

18) T3U149/CMINA/2021

- It is ***sangat gerah*** you know

The mix of English and Indonesian language occurred within a sentence. The bold character “***sangat gerah***” was Indonesian utterance and the other in English languages. Thus, this mix was included intra-sentential code mixing.

19) T3U157/CMINA/2021

- ***Oh yaudah***, don't forget to look at your schedule

This utterance was consisted of two languages such as Indonesian and English. The speaker mixed Indonesian within a sentence and the other English language. The bold utterance “***oh yaudah***” was Indonesian and the intra-sentential code mixing occurred when the speaker mixed two or more languages within a sentence, a phrase or a sentence boundary.

20) T3U121/CMINA/2021

- ***Apa ya?*** I don't have any theme to discuss

The mix of two languages occurred in this utterance. The speaker mixed Indonesian language “***apa ya***” and the other utterance in English. This mix occurred within a sentence and was namely intra-sentential code mixing.

21) T3U129/CMINA/2021

- ***Iya lah***, of course

The bold utterance “***iya lah***” was Indonesian and the other utterance in English. The mix of two languages happened in this utterance and it happened within a phrase. Thus, this mix was indicated intra-sentential code mixing.

22) T3U14/CMINA/2021

- You must remember that ***kesehatan itu berharga***

The mix of Indonesian language occurred when the speaker mixed two languages such as Arabic and Indonesian. The bold utterance **“kesehatan itu berharga”** was indicated intra-sentential code mixing because the speaker mixed Indonesian language in a sentence boundary and the other utterance was in English.

23) T3U16/CMINA/2021

- **Kalau kamu merasa sulit** do together with others

The utterance above was intra-sentential code mixing because the speaker mixed two languages in utterance such as English and Indonesian. The Indonesian utterance **“kalau kamu merasa sulit”** and the other language was English.

24) T3U154/CMINA/2021

- **Lihat sikon ajalah.** You can go first than wait me for many minutes

The bold utterance above was the mix by using Indonesian. The researcher mixed Indonesian language **“lihat sikon ajalah”** in preceding sentence. Thus, this utterance namely intra-sentential code mixing.

25) T3U154/CMINA/2021

- **Nggak, aku udah dapat antrian.** Thank you for your offering

The bold utterance **“nggak, aku udah dapat natrian”** was Indonesian and it occurred in this utterance. The speaker mixed two languages such as English and Indonesian languages. Thus, this mix was intra-sentential code mixing.

26) T3U91/CMINA/2021

- **Yang penting gak menyusahkanmu.** You can buy everything you want

The mix of two languages such as English and Indonesian that mixed by speaker within a sentence. The bold utterance **“yang penting gak menyusahkanmu”** was Indonesian utterance and the other utterance was in English. The mix of two

languages that occurred within a sentence was indicated intra-sentential code mixing.

27) T3U97/CMINA/2021

- I want to wash my clothes, ***dah gak ada baju***

In this utterance, there were two languages such as Indonesian and English. The speaker mixed these languages in her utterance and occurred within sentence boundary. The mix of this language was Indonesian “***dah gak ada baju***” and the other in English. Therefore, it was namely intra-sentential code mixing.

28) T3U100/CMINA/2021

- ***Gak kepikiran sama sekali***, I think the holiday is at the boarding

In this utterance consisted of two languages which is Indonesian and English language. The bold utterance “***gak kepikiran sama sekali***” was Indonesian and the other in English language. This mix occurred within a sentence and it was indicated intra-sentential code mixing.

29) T3U129/CMINA/2021

- Actually, I don't brave enough to ask the language division, ***tapi ya gimana lagi***

In this utterance above, the speaker mixed Indonesian and English language within sentence boundary. The bold character “***tapi ya gimana lagi***” was Indonesian and the other in English. This mix was indicated intra-sentential code mixing.

30) T3U48/CMINA/2021

- Berarti ***depend on*** siapa yang beruntung ya

The bold utterance “***depend on***” was Indonesian and the other in English. There were two languages in this utterance such as Indonesian and English language. This mix occurred within a clause and it was included intra-sentential code mixing.

31) T3U82/CMINA/2021

- Hih. Actually, you can *nge-queue up* before others.

There were two languages that occurred in this utterance such as Indonesian and English. The speaker mixed Indonesian “*nge-queue up*” and the other utterance in English and this mix occurred within a clause. Thus, this mix was indicated intra-sentential code mixing.

32) T3U5/CMINA/2021

- I take a bath at 5 a.m, but *biasanya* at 04.45 a.m

The speaker mixed two languages which is Indonesian and English language. The mix of Indonesian “*biasanya*” occurred within a sentence and the other utterance in English. The mix of two languages that occurred within a sentence was included intra-sentential code mixing.

From those utterances above, it could be concluded that intra-sentential code mixing occurred within a phrase, clause, or sentence boundary and since the speaker mixed two languages or more in the utterance. Thus, this mix was namely intra-sentential code mixing.

2) Intra-lexical Code Mixing

According to Hoffman in Saldy, this type of code mixing occurred within a word boundary.⁷ This mix happens when the speaker mixed the other language in preceding or ending the word. The researcher found utterances that includes intra-lexical code mixing and those utterances were listed as follow:

1) T1U3/CMILX/2021

- *Ya* study for tomorrow

This mix occurred in preceding the word and used Indonesian. The bold utterance “*ya*” was Indonesian and showed the mix of other language in preceding word. Thus, this mix was intra-sentential code mixing.

⁷ *Ibid*, 18.

2) T2U28/CMILX/2020

- Emmm. Afraid is *takut*

The mix of language in this utterance occurred when the speaker mixed Indonesian language “*takut*” in the end of the word. The mix of the other language that happened in the end of word was indicated intra-lexical code mixing.

3) T2U46/CMILX/2020

- Confident in Arabic is *siqoh*

The bold utterance used the Arabic language “*siqoh*” showed the intra-lexical code mixing. This mix occurred in ending the word and used the other language. It showed that this mix was intra-lexical code mixing.

4) T2U54/CMILX/2020

- *Pasti* I feel dizzy, I cannot do anything *pokoknya*

The mix of this utterance occurred in ending and preceding of word. The word “*pasti*” occurred in preceding the word and “*pokoknya*” in ending the word. Then, both these words showed that the type of this code mixing inter-lexical code mixing.

5) T2U12/CMILX/2020

- The mean is *pendaftaran*

The bold utterance “*pendaftaran*” was Indonesian. The speaker mixed Indonesian in the end of the word and the other utterance was in English. Then, the bold utterance that occurred in the end of the word was indicated intra-lexical code mixing.

6) T2U41/CMINA/2020

- Good job *ya*

The bold utterance “*ya*” was Indonesian. The speaker mixed Indonesian utterance in the end of the word and the other utterance in English. Then, the bold utterance that

occurred in the end of the word was included intra-sentential code mixing.

7) T2U24/CMILX/2020

- The mean is *kemampuan*

The speaker mixed Indonesian utterance “*kemampuan*” in the end of the word and the other in English utterance. The Indonesian utterance that occurred in the end of the word was included intra-lexical code mixing.

8) T2U126/CMILX/2020

- *Makanya*, you must prepare well

The bold utterance “*makanya*” occurred in preceding the word and the other in English language. The mix of the other language that occurred in preceding of the word was indicated intra-lexical code mixing.

9) T3U63/CMILX/2021

- Easy-*lah*. We can talk about our duties at class.

The speaker attached Indonesian suffix “*lah*” in the end of the English word “easy” and continued in the English sentence. This mix was included intra-lexical because the speaker mixed the language in the end of a word.

10) T3U72/CMILX/2021

- Iya nanti kita atur *schedule-nya*.

This bold utterance “*schedule-nya*” was English. The speaker mixed the language in her utterance and it occurred in the end of the word. The mix that occurred in the end of the word was indicated intra-lexical code mixing.

11) T3U74/CMILX/2021

- It is easy-*lah*. How about tonight?

This speaker mixed the Indonesian word “**lah**” in the end of English word “easy”. The mix that occurred in a word boundary was named intra-lexical code mixing.

12) T3U29/CMILX/2021

- Water-**nya** there is not **ya**

The intra-lexical code mixing happened when the speaker mixed suffix “-**nya**” after the English word “water” and the second mix in the end of a word “**ya**”. Then, this mix that occurred in the end of the word was indicated intra-lexical code mixing.

13) T3U47/CMILX/2021

- **Sayangnya**, sometimes the internet unconnected

The bold utterance above was Indonesian utterance “**sayangnya**”. This utterance showed that the speaker mixed the other language in her utterance at the end of the word. Thus, this mix was included intra-lexical code mixing.

14) T3U46/CMILX/2021

- Yes-**lah**

The speaker mixed an Indonesian utterance “**lah**” in the end of the word “Yes”. The bold utterance above showed that it was intra-lexical code mixing.

15) T3U57/CMILX/2021

- I am waiting only- **lah**

The utterance above was intra-lexical code mixing. The speaker mixed the other language in the end of the word “**lah**”. The bold utterance was Indonesian and it occurred in the end of the word. Therefore, this mix was intra-lexical code mixing.

16) **Aduh**, I forgot that I must do my room work

The bold utterance above showed that the speaker mixed the other language in the end of the word. The mix

was Indonesian “*aduh*” and the other English language. Thus, the mix that occurred in this utterance was intra-lexical code mixing.

17) T3U51/CMILX/2021

- The meaning is *peserta*

The speaker mixed the other language in her utterance and this mix occurred in the end of the word. The bold utterance “*peserta*” that occurred in the end of word was indicated intra-lexical code mixing.

18) T3U56/CMILX/2021

- Ya udah tunggu aja ada *announcement*

The bold utterance “*announcement*” showed that the speaker mixed the other language in her utterance. The mix that occurred in the end of the word was intra-lexical code mixing.

Based on the utterances above, it could be concluded that the code mixing often occurred in a boundary, even in preceding or in the end of a word. The researcher found 18 utterances of intra-lexical code mixing in the students’ utterances.

3) Involving a change of pronunciation

According to Hoffman in Saldy this type of code mixing occurred at phonological level,⁸ as when the students said an English word but modified it into Indonesian phonological structure. The researcher found this type of code mixing in the some utterances and those utterances were listed as follow:

1) T3U24/CMICP/2020

- I lost my *sandal* yesterday in the kitchen

The utterance above indicated involving a change of pronunciation since the word “*sandal*” showed distinctive

⁸ *Ibid*, 19.

pronunciation. In English pronunciation, the word “*sandal*” is transcribed into “/ˈSænd(ə)l/”⁹ but it delivered into different pronunciation and adopted into Indonesia version by changing the consonant “/æ/” into “/a/” at the utterance.

2) T3U46/CMICP/2021

- Tomorrow my class goes to *computer* laboratory

This utterance above included involving a change of pronunciation since the word “*computer*” showed the difference pronunciation. In English pronunciation, the word “*computer*” is transcribed into “/kəmˈpjʊ:tə(r)/”¹⁰ but it delivered into different pronunciation and adopted into Indonesia version by changing the consonant “/ˈpjʊ/” into “/u/” and delete the consonants “/pj/” at the end of the word.

3) T3U50/CMICP/2021

- I want to ask you about the meaning of *participant*.

The bold utterance above was indicated involving a change of pronunciation since the word “*participant*” is transcribed into “/pɑ:(r)ˈtɪsɪpənt/”¹¹ but it delivered into different pronunciation and adopted into Indonesian by changing the vowel “/ə/” into “/a/” and deleted the vowel “/ə/” at the utterance.

4) T3U53/CMICP/2021

- *Pren*, when does travel to hospital?

The utterance above indicated involving a change of pronunciation since the word “*pren*” showed distinctive pronunciation. In English pronunciation, the word “*pren*” is transcribed into “/frend/” but it delivered into different pronunciation and adopted into Indonesia version by

⁹ <https://www.macmillandictionary.com/pronunciation/british/sandal>. Accessed March 31, 2021.

¹⁰ *Ibid*, 22.

¹¹ *Ibid*, 24.

changing the consonant “/f/” into “/p/” and deleted the consonant “/d/” at the end of the word.

5) T3U55/CMICP/2021

- I want to go to the *doctor*.

The bold utterance above included involving a change of pronunciation since the word “*doctor*” showed distinctive pronunciation. In English pronunciation, the word “*doctor*” is transcribed into “/daktə(r)/”¹² but it delivered into different pronunciation and adopted into Indonesia version by changing the vowel “/a/” into “/o/” and deleted the vowel “/ə/” at the end of the word.

Based on the utterances above, it could be concluded that speaker changed the pronunciation of English language word into Indonesian was namely involving a changed of pronunciation. The researcher found 5 utterances of involving a change of pronunciation code mixing at conversation. This type of code mixing was uttered by the students in the conversation than the other type of code mixing.

2. The Dominant Type of Code Switching and Code Mixing Used by Students in Conversation Program of Al-Mawaddah Islamic Boarding House.

a. The dominant type of code switching

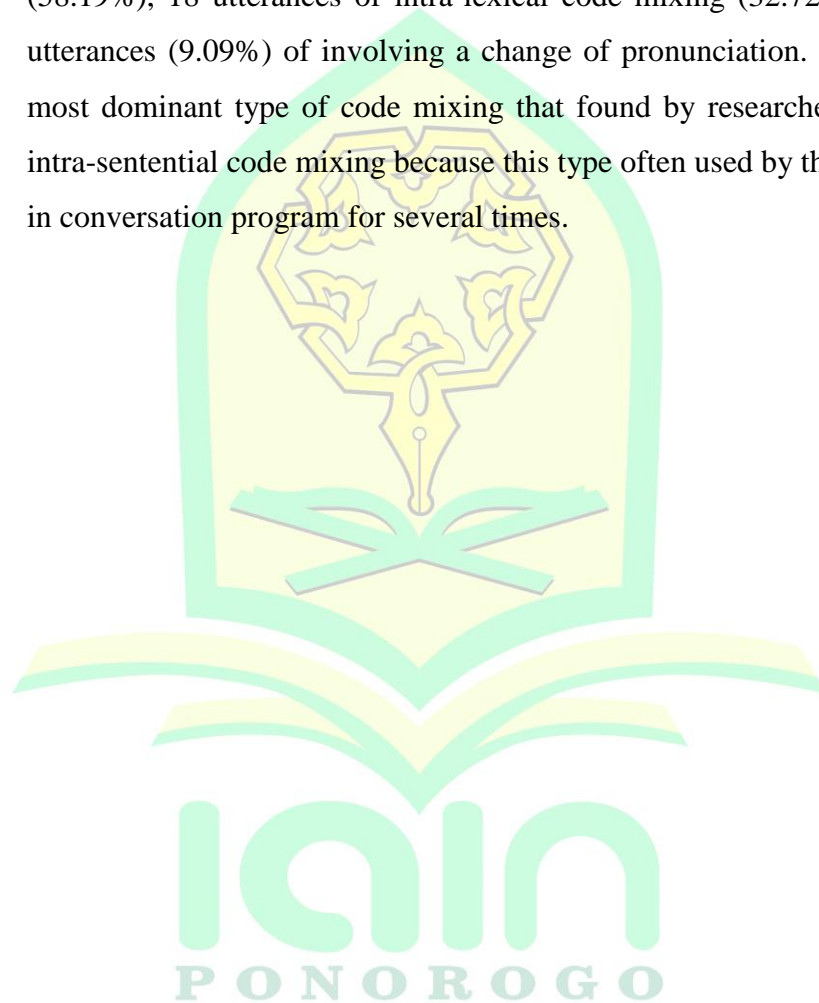
Based on the data that has been found by researcher, the result of the dominant type of code switching used by students in conversation program was tag code switching. The researcher found 6 tag code switching utterance (100%), the intra-sentential and inter-sentential was nothing (0%). It showed that nobody switched the intra-sentential and inter-sentential code switching in conversation program depends on the researcher’s analysis and the inter-sentential code switching was fewer

¹² *Ibid*, 29.

than tag code switching. Thus, the tag code switching was the most dominant type of code switching that used by students of Al-Mawaddah Islamic Boarding House.

b. The dominant type of code mixing

Based on the data that collected by researcher, all the data that have been collected such as the intra-sentential code mixing 32 utterances (58.19%), 18 utterances of intra-lexical code mixing (32.72%), and 5 utterances (9.09%) of involving a change of pronunciation. Thus, the most dominant type of code mixing that found by researcher was the intra-sentential code mixing because this type often used by the students in conversation program for several times.



CHAPTER VI

CLOSING

This chapter consists of the conclusion of the data analysis that had been collected by the researcher. Besides it, the researcher also gives the suggestion after making the conclusion.

A. Conclusion

Based on the data that collected and analysis, the researcher applies the conclusion of the code switching and code mixing used by the students at conversation program. Based on the analysis above, the researcher finds:

1. The type of code switching that found by researcher was tag code switching with 6 utterances (100%). Meanwhile, the types of code mixing that used by students were 32 utterances of intra-sentential code mixing (58.19%), 18 utterances of intra-lexical code mixing (32.72%), and 5 utterances of involving a change of pronunciation (9.09%).
2. The most dominant type of code switching used by students was tag code switching with 6 utterances (100%). This type was the most type used by students at conversation. Then, the most dominant type of code mixing was the intra-sentential code mixing with 32 utterances (58.19%).

B. Recommendation

Considering the conclusion above, the researcher gives the suggestions as follows:

1. For Al-Mawaddah Islamic Boarding House

The researcher expects the result of this research can be used as improvisation of the language use especially in speaking skill and minimize the code switching and code mixing use in speaking. Besides that, the researcher expect this research could help the minimization of the code switching and the code mixing used by students in order to

make the students used to speak English without switching or mixing the other language. Besides that, the researcher expects this research could realize the students to use good language and know how important to practice more for the language using.

2. The students

a. The general students

The researcher expects to students to practice more especially in speaking English language as they have known at boarding without switching or mixing the utterance with other language.

b. The students of Al-Mawaddah Islamic Boarding House

The result of this research can be used by students of Al-Mawaddah to improve the language program more. The existence of this program is to train the students of Al-Mawaddah to speak English well and confidently.

3. For further researcher

The result of this research could be developed more by further researcher. Then, the researcher expects to further researcher to develop this research better.



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