A DESCRIPTIVE ANALYSIS CODE SWITCHING IN ENGLISH-ARABIC DAILY CONVERSATION OF STUDENTS ISLAMIC BOARDING SCHOOL

(Case Study at Pesantren Miftahul 'Ulum Indramayu)

A THESIS

Submitted to the English Language teaching Department of Faculty of *Tarbiyah* and Teacher Training of IAIN *Syekh Nurjati* Cirebon in Partial fulfillment of the requirements of Undergraduate Degree in English Education Department (S.Pd.I)

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CIREBON

2015

ABSTRACT

AHMAD FAJAR SIDIK : "A Descriptive Code Switching In English-Arabic Daily Conversation Of Students Islamic Boarding School (Case Study at Peantren Miftahul 'Ulum Indramayu)**""**

The goals of this research are: (1) to know the code switching occurred at the students of *Miftahul 'Ulum* Islamic Boarding School, (2) to know the types of code switching in English daily conversation at the students of IAIN Syekh Nurjati Cirebon, (3) to know the students' reason in using code switching at *Miftahul 'Ulum* Islamic Boarding School.

The method of this research uses qualitative research, using descriptive qualitative research. The focus of data in this research is towards the daily conversation of the students at eleventh grade. The data is acquired from observation, interviewing and documentation. The technique of collecting data is observation the activities and recording the conversation in their activities. Besides observation, other technique is through interview. The data from interview is acquired from some students at eleventh grade. And the data from documentation is taken from institution documents like profile of institution, rules of students, etc. The data is analyzed with four steps; collecting, reducing, presenting and concluding.

The result shows that the code switching occurred more at bathroom with 27%. And the time the students always use code-switching is when they are bathing with 27%. In situation, the students always use code switching more in small talk with 64%. In topic, the students always use code switching when talking about common things with 52%.

The types of code switching occurred are divided three types; inter sentential code switching, intra sentential code switching and tag switching. The most type occurred at the students is inter sentential code switching with 66%; followed by intra-sentential code switching with 25% and tag switching with 9%.

The most happened reason they always use code switching is because of lacking of vocabulary. Meanwhile the effort for them to solve the problem is by enriching more English vocabulary.

Key words: code-switching and daily conversation

RATIFICATION

This thesis entitled **"A DESCRIPTIVE ANALYSIS CODE SWITCHING IN ENGLISH-ARABIC DAILY CONVERSATION OF STUDENTS ISLAMIC BOARDING SCHOOL (Case Study at Pesantren Miftahul 'Ulum Indramayu)** written by Ahmad Fajar Sidik, student number 1410130200, has been examined on 26th August 2015. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Institute Cirebon.

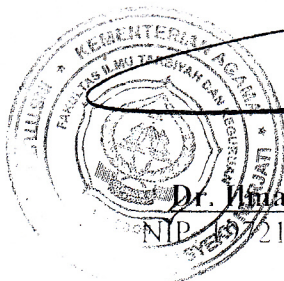|	Date	Signature
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CHAPTER I
INTRODUCTION

A. Background of the Problem

In the globalization and modernization era, language has an important part in human life, since it is mean of communication. Language is mediator used by people with they have in their mind to others. According to Wardhaugh (1992: 3), definition of language is a system of arbitrary vocal symbol used for human communication. Conversation between humans should be done, in Collin English dictionary (2003: 45). The meaning of conversation is the through speech of information, ideas, etc.; spoken communication. According to Chaer (2004: 14), view from sociolinguistic, language has a characteristic of social interaction and self identifying. In language, there was a communication between the sender and receiver. From here it can occur mixing and switching language from one language into another language. Mix and switch code is result of language culture development, and from there we can see the person ability to communicate.

People can choose one of many languages that he or she mastered in oral and written communication. The more languages they mastered, the more flexible they are in the communication. Besides, the people will get more pride from other people because they special capability in using many languages. In multilingual community, speakers tend to distract one language to another, in different sentences. Sometimes the speakers speak clearly using the one language on one sentence and different language in other sentence, which is called as code switching. According to Trudgill (2000: 105), "speakers switch to manipulate or influence or define the situation as they wish and to convey nuances of meaning and personal intention". It may be suggested that code switching can be used for self expression and is a way of modifying language for the sake of personal intentions. They mix and switch code on speak because some times the speaker will more understand with the word or sentence which they says.

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The phenomenon of code switching happens not only between local language and Indonesian (*Bahasa Indonesia*), but also among local languages, *Bahasa Indonesia* and English. There are also turns their language into the Chinese, Japanase, as well as Arabic language. On the phenomena's, occasionally we would see the switch of foreign languages or mixing with other foreign languages in a country. In Indonesia, we would often meet him once at a boarding school that has a standard of foreign language. So, many students can speak on code over unintentionally. Hence, the writer is challenged to find out the use of code switching in daily conversation on the scope of the boarding school.

Commonly, mixed and switched languages in Indonesia occur between mother tongue and foreign language. In this context, mother tongue is *Bahasa Indonesia* or local language, whereas the foreign language is English. Generally, many people speak in *Bahasa Indonesia*. However, the different situation happened in *Miftahul 'Ulum* boarding school where many students speak in English mixed and switched Arabic language.

Indeed, *Miftahul 'Ulum* Islamic boarding school is bilinguals and multilingual society. Because, on this place all of student required to speaks with two languages. There are English language and Arabic language. Furthermore, student mix and switch languages when they communicate with other. Sometimes they switch code English language with Arabic language. From this phenomenon, the writer wants to research about this. How switch will occurs naturally on the students conversation. Switch between the English with the Arabic language. Based from little explanation above, the writer wants to analyze code switching to ward in English daily conversation of Miftahul 'Ulum boarding school students. Because, the writer very interesting in their conversation.

As an illustration, the writer present a little conversation between two students which describes the reality of the language use between them can be categorized as code switching. The conversation is as follows:

Student (A): السلام عليكم أخى. *What do you do after dluhur prayer?*

Student (B): I prepare my afternoon lesson. و قد أغسل ملابسى.

So what do you do?

Student (A): I am going to kitchen for lunch. You don't lunch?

Student (B): No, Thanks. لأننى أصوم هذا اليوم

Student (A): Oh, I am sorry.

The conversation above indicates the using of language switching. Because the speakers switch two languages, those are English and Arabic. From this conversation, they can easily use the languages by turns. The example has been mentioned above can cause code switching. Wardaugh (1992: 106) reveal that code switching occurs when the language use change according to the situations in which the conversant find themselves.

Therefore, the writer tries to do study with the phenomenon, and really motivated to conduct a research entitled "A DESCRIPTIVE ANALYSIS CODE SWITCHING IN ENGLISH-ARABIC DAILY CONVERSATION OF STUDENTS ISLAMIC BOARDING SCHOOL (Case Study at Pesantren Miftahul 'Ulum Indramayu)".

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B. Focus of the Study

The researcher makes focus of the study in analyzing code switching that occurs in Miftahul 'Ulum Islamic Boarding School. The researcher gets the data from KMI (Kulliyyatul Mu'allimin Al Islamiyyah) of Miftahul 'Ulum Islamic Boarding School. The school is SMA Plus Miftahul 'Ulum Miftahul U'lum which is located at Sumurwatu Street Rajasinga –Terisi- Indramayu - West Java.

The researcher chooses that school because there are many data in SMA Plus Miftahul 'Ulum that the researcher wants to. The researcher analyzes code switching that students used in daily conversation, because the students are obligated to use English and Arabic there. For timing in conducting observation, the researcher took time when students stayed at dormitory. It

was around 03:00 pm- 06:00 am. Therefore, the researcher only observed in dormitory area, not in class.

In other hand, the researcher specifies the respondents of this study for male students of SMA Plus Miftahul 'Ulum. It is because of technical reason. Because dormitory between male students and female students is separated. And for the male is forbidden to enter female's dormitory. The total of male students are 88 students. 36 students of first grade, 22 students of second grade.and 28 students of third grade. The researcher took only the second grade for the research. The researcher did not investigate the third grade because they want to prepare for national examination. Male students of Senior High School stay at the third floors. Actually in that college there are two floors building for the teachers and three floors building for students. So that students get guidance from their teachers or guiders everyday. In this below names of students who are investigated by the researcher. The researcher writes coding for name of students, time of observation, date of observation and setting.

a. **Name of Respondents**

No	Name	Class	Address
1	AB	XI	Indramayu
2	AF	XI	Indramayu
3	AP	XI	Subang
4	CW	XI	Indramayu
5	DS	XI	Subang
6	FR	XI	Indramayu
7	IS	XI	Indramayu
8	MH	XI	Bekasih
9	MA	XI	Cikarang
10	MU	XI	Cikarang
11	MM	XI	Subang

12	MS	XI	Majalengka
13	SE	XI	Indramayu
14	SO	XI	Indramayu
15	AH	XI	Indramayu
16	AW	XI	Indramayu
17	FS	XI	Indramayu
18	HF	XI	Indramayu
19	IF	XI	Indramayu
20	IH	XI	Indramayu
21	KL	XI	Indramayu
22	MF	XI	Indramayu
23	MR	XI	Indramayu
24	SL	XI	Indramayu

b. Date of Research

Date	Coding
February, 4th 2015	D1
February, 5th 2015	D2
February, 6th 2015	D3
February, 9th 2015	D4
February,11th 2015	D5
February, 12nd 2015	D6
February, 13rd 2015	D7
February, 15th 2015	D8

c. Setting of the Research

Setting	Coding
Bathroom	BT
Canteen	CT
Mosque	MQ

Kitchen	KT
Dormitory	DM
Sport Square	SS

d. Time of Research

Time	Coding
03.30 PM – 05.00 PM	T
05.00 AM – 05.30 AM	L
10.00 PM – 10.30 PM	S
07.00 AM – 08.15 AM	D

C. Formulation of the Problem

1. The Identification of the Problem

a. Using code swithcing english-arabic at students of *Miftahul 'Ulum* Boarding school is common one.

b. Most of *Miftahul 'Ulum* islamic boarding school students use code switching English-Arabic on their daily conversation.

c. The teachers know that their students usualy use code switching English-Arabic on their daily conversation.

d. The teachers don't know about the characteristic and the types of code switching on their students in daily conversation.

2. The Limitation of the Problem

The thesis will be restricted of using code switching in English-Arabic daily conversation at students of *Miftahul 'Ulum* Islamic Boarding School, exactly in the Senior High-School. The researcher takes random sampling for respondents 6-8 students. This research is to describe types of code switching used in English daily conversation of students *Miftahul 'Ulum* Boarding School.

3. **The Questions of the Research**

Based on the background of the study, the writer is aimed at giving answere on the following problem:

1. How does the code switching occur in daily conversation at the students of *Miftahul 'Ulum* islamic boarding school?
2. What are the types of code switching used in English daily conversation at the students of *Miftahul 'Ulum* Islamic Boarding School?
3. Why do the students of *Miftahul 'Ulum* Islamic Boarding School like to do code switching?

D. **The Aims of the Research**

In according with the research question above, the writer aims the research "A DESCRIPTIVE ANALYSIS CODE SWITCHING IN ENGLISH-ARABIC DAILY CONVERSATION OF STUDENTS ISLAMIC BOARDING SCHOOL (Case Study at Pesantren Miftahul 'Ulum Indramayu)".

1. To know how the code switching occur in daily conversation at the students of Miftahul 'Ulum islamic boarding school.
2. To knows types of code switching used in English daily conversation at the students of Miftahul 'Ulum Islamic Boarding School.
3. To knows the reason the students of *Miftahul 'Ulum* Islamic Boarding School like to do code switching on their daily conversatuon.

E. **The Significance of the Research**

The result of the study is expected to be used theoretically and practically:

1. Theoretically:
   a. The researcher can use this graduating paper as an additional source to develop sociolinguistic study especially in code switching topic.

b. The readers are able to understand the types of code switching.

c. It hopes that this thesis will help other researchers to do the some related researches in deeper, further and better techniques.

2. Practically:

a. The research can be as English department student's additional information of code switching that occurs in bilinguals community, especially in Modern Islamic boarding schools.

b. The readers can get more understanding about the switch language happened in Indonesia which is not only from national language to local language, English, or Chinese; but also occur between English and Arabic in particular community especially in *Miftahul 'Ulum Islamic Boarding School*.

F. The Previous Study

The author reviews some reports of related researches to strengthen the data about code switching, and uses two graduating paper, they are "A descriptive study of code switching demonstrated by becak drivers in Malioboro Street Yogyakarta" by Sri Setyaningsih, the students of English Department and Education Faculty State Islamic Studies Institute (STAIN) Salatiga in 2005. She used the community of pedicab driver's communications in Malioboro Street. The most phenomenon code switching occurs, they shifted their language to English for talk to the tourists on the Malioboro street.

Another previews research was written by Henny Widhi Astuti, the students of English Department and Education Faculty State Islamic Studies Institute (IAIN) Cirebon in 2010 entitled A descriptive study of code mixing and code switching used in Andrea Hirata's novel entitled Maryamah Karpov. She identified the code mixing and code switching on the novels.

The third previous study is from Indah Royani's research with the title "The analysis of code switching in a Multilingual School environment in Cirebon". She identified the phenomenon of code switching in a multilingual school.

Whilst the author will analyze about the code switching in english daily conversation of student Miftahul 'Ulum Islamic boarding school. The writer analyzed of switching English to Arabic. While both previews research, Sri Setya Ningsih and Henny Widhi Astuti discuss the conversational functions and the reason of using code switching.

G. Frame of Thinking

In this part, the researcher will discuss all things related to the research. Of course, all that will be discussed by some experts strengthened, in which there are theories and their explanation related to this study. Furthermore, this part will discuss the meaning of code, code-switching, types of code switching and the rule of speaking English-Arabic in *Miftahul 'Ulum Islamic Boarding School.*

Basically, speaking is one of the most important skills in language learning. It can be always seemed because speaking activity always avoids someone else as the second speaker or as the listener. As one productive skill; speaking becomes important for human beings in order that people can deliver their purpose easily. The speaking activities can be in daily conversation, presentation, speech, etc.

One mistake in speaking is always pronounced wrong words; either mispronouncing or switching many languages. One different thing in *Miftahul 'Ulum Islamic Boarding School* is the language use among students and teachers. English and Arabic are mostly used in the school as one duty of students. The uses of language are dominated in speaking and daily conversation. Sometimes in informal conversation, switching many languages often happens for many students. With many reasons, this

language switching is usual for students. This language switching is said as code switching.

Wardhaugh (1992: 107) states that code switching is a conversational strategy used to establish cross or destroy group boundaries to create, evoke or change interpersonal relations with their rights and obligations. According to Hudson (1980: 56), code switching is a mixed up language together in realm of conversations. On the other hand Hoffman (1991: 111) says that the most general description of code switching is that it involves the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation.
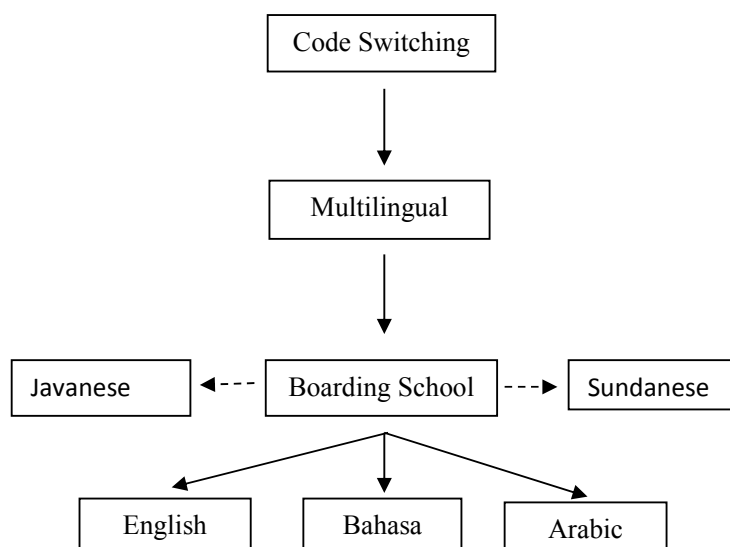
Figure 1. Diagram of Language Use

1. Code

Code is a system that is used by people to communicate each other. Using two codes or more is usually occurs in bilingual and multilingual societies. People will use codes that they use in communication, where in bilingual and multilingual has the ability in changing their language. As stated by Wardhaugh (2006: 101) that people are usually required to select a

particular code whenever they choose to speak and they may also decide to switch from one code to another code even within sometimes very short utterances. So, although people change a word in an utterance, it means they use two codes. Coding occurs through conversation process that conducted by speaker and partner. The codes which produced by the speaker can be understood by the partner. The important thing is if the partner understand what is the speaker talking about. So, the code that occur in speakers' utterances also can be understood.

According Wardhaugh (2006: 88) code is a language or a variety of a language. Code means different language or different varieties of a single language; style and register. In addition Stockwell (2002: 8-9) said that a code is a symbol of nationalism to speak or communicate in a certain language on different occasions and for different purposes that used by the people.

From those opinions above, it can be concluded that code is form of language variation that used by people in communication with another. It means that code occurs in a sentence or sentences that use two language or more in conversation. It usually occurs in bilingual and multilingual communities.

2. Code Switching

Code switching is switch from one language into another language. They can combine or switch with other languages. According to Wardhaugh (2006: 101) code switching is deciding to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create new code in a process. Most speaker command several varieties of any language they speak and it is usually occurs in bilingual and multilingual societies. Code switching in Bahasa Indonesia is called *alih kode*. While in Arabic, code switching is called *tawalub lughowi*, which has some definition that code switching is phenomenon that occurs in bilingual and multilingual communities.

In addition Mahootian S (2006: 511) also explain code switching is a linguistics phenomenon commonly occurring in bilingual and multilingual speech communities. Code switching can be defined as the alternate use of two or more languages in the utterance or conversation (Grosjean, 1982 in Hanna Yletyinen, 2004: 8). In addition, Myer-Scotton (in Hanna Yletyinen, 2004: 8) defined that code switching as the use of two or more language in the same conversation without a noticeable phonological assimilation from one variety to the other. Code switching is a juxtaposition of elements from two codes (Winford in Hanna Yletyinen, 2004: 8). From all the definition above, it can be concluded that code switching as the phenomenon that occurs in variety societies that use some languages as communication. So, the switching of language cannot be denied in that society.

3. **Code Switching and Code Mixing**

The phenomenon that occurs in bilingual or multilingual society not only code switching but also code mixing. Code mixing can happen when speaker use one language then speaker mix to another code. As stated of Wardhaugh (2006: 108) that a switch of codes within a simple utterance without any associated topic change called as code mixing. In addition, Mayerhoff (2006: 120) adds that code mixing generally refers to alternations between varieties, or codes, within a clause or phrase. So, code mixing occurs when the speakers use code in their simple utterance.

There are some researchers who stated that the term of 'code mixing' (also 'code mixing' and 'code switching') to refer specifically to intra-sentential switching (Mahootian, 2006: 512). Another Mahootian is Wardhaugh (2006: 108) said that sometimes code mixing called intra-sentential code switching. So, intra-sentential code switching (code mixing) is one of kinds of code switching. That is code mixing is code switching.

4. **Code Switching and Borrowing**

Having knowing about code switching, now is how is the distinction between code switching and borrowing. Borrowing means introducing single word items or idiomatic phrases from one language to another (Gumperz in Hanna, 2004: 10). Another Gumperz, Kamwangamulu (2010: 117) pointed out that borrowing as the introduction of single words or short, frozen, idiomatic phrases from one language into another. So, borrowing is introduce phrases or words from one language into another and usually one word items are borrowed from another language into bilingual speech or multilingual speech.

5. Types of Code Switching

Talking about types of code switching, Mahootian (2006: 512) explored there are three types of code switching. They are inter-sentential code switching, intra-sentential code switching and tag-switching. Those types have been explained by Poplack (in Romaine, 1995: 122-123).

a. Inter-sentential Code Switching

Inter-sentential code switching occurs when occur between sentences (Wardhaugh, 2006: 101). For Tatsioka (2008: 130) said that inter-sentential code switching is described as the switch between sentence boundaries, where one sentence is in one language and the other in another. In addition, Mahootian (2006: 512) adds that switching between languages at sentence or clause boundaries is called inter-sentential code switching. For example *Sometimes I'll start a sentence in English dan menyelesaikannya dengan Bahasa*. From the definitions previously, inter-sentential code switching is switching between languages within sentences or switching from one language into another language between sentences.

b. Intra-sentential Code Switching

Intra-sentential code switching is the second type of code switching after explaining about inter-sentential code switching. Inter-sentential code switching occurs when a single word or phrase inserts within in a sentence. As stated by Mahootian (2006: 512) intra-sentential code switching is switches within a clause involving a phrase, a single word or across morpheme boundaries are intra-sentential switches. Intra-sentential code switching occurs within a single sentences. For example *Buku ini is yours* (milikmu).

According to Tatsioka (2008: 130-131) intra-sentential code switching refers to the switching that occurs inside the same clause or sentence which then contains elements of both languages. So, speaker who speaks in a sentence or clause in one language, then she inserts phrase of another languages in her utterance. She is doing code switching, that is intra-sentential code switching.

c. Tag Switching

The third types of code switching is tag switching. According to Holmes (2001: 35) tag switching called emblematic switching where the switch is simply an interjection, sentence filler in other language that serves as an ethnic identity marker. Mahootian (2006: 512) said that tag switches involves the insertion of tag forms such as *I mean, you know, isn't it?, etc.*, from one language into an utterance of another language. For example, *Our party was happy, iya kan?* Tatsioka (2008: 130) added also that tag switching is simply the insertion of tag in one language in an utterance which is entirely in the other language, e.g. *you know, righ*t?. So, tag switching is switching that inserted in forming tag, it is short.

Explanation above was about the types of code switching. Another types of code switching have been explored by Wardhaugh (2006: 104),

Bois (2009: 2) that there are two kinds of code switching, they are situational code switching and metaphorical code switching.

a. Situational Code Switching

Situational code switching occurs when the languages used change according to the situations in which the conversants find themselves: they speak one language in one situation and another in a different one (Wardhaugh 2006: 104). No topic change is involved. In addition Shin (2009: 93) situational code switching related to a change in situation, for instance, when a new participant joins the activity, or a change in the setting. So, participant or setting can influence the changing of conversants' language in communication without change topic.

In addition, Situational code switching occurs due to situation and no topic change. Situational code switching refers to evoked by a change of the conversational context, such as the situation or the participant (Bois, 2009: 2).So, the topic does not change. It will change when the new conversant come to join the conversation.

b. Metaphorical Code Switching

Another type of code switching is metaphorical code switching. In contrast to the previous type of code switching, metaphorical code switching occurs when the topic of conversation changes, no situation influence. When a change of topic requires a change in the language used to have metaphorical code switching (Wardhaugh, 2006: 104). Wardhaugh (2006: 104) added that metaphorical code switching is a strategy to change the code as the speaker redefine formal to informal, official to personal, serious to humorous, and politeness to solidarity. According to Sridhar (1996: 56):

> *"In metaphorical code switching, the switch has a stylistic or textual function, for example, to signal a quotation, to mark emphasis, to indicate the punch line of a joke, or to signal a change in tone from the serious to the comic."*

Based on explanation above, metaphorical code switching is kind of code switching that occurs because of the topic of the conversation. The speaker will switch her language when the topic changed in another topic. Metaphorical code switching occurs when there is no situation change. In this below is the researcher's diagram concept about the types of code switching that explained previous.
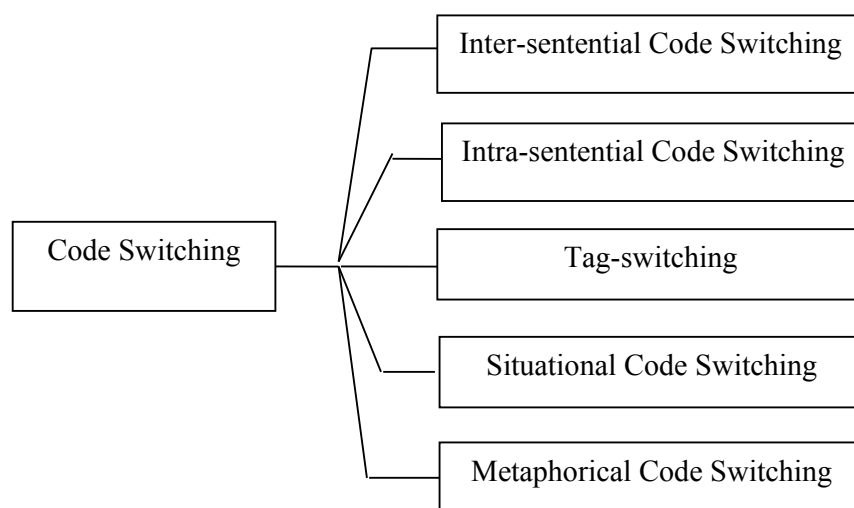
Figure 2. Diagram of Types of Code Switching

From the figure above, the researcher found five types of code switching in the dormitory during the research. It is gotten in bedroom, mosque, and Hall. Actually code switching difficult to be getting, because there are many activities that have to students do outdoor during the research such as competition in other school, Extracurricular, and traveling every weekend.

6. Function of Code Switching

Code switching has function in conversational. Gumperz (in Hanna Yletyinen, 2004: 17) pointed out there are six conversational function of code switching. They are as follows: quotations, addressee specification,

interjection, reiteration, message qualification, and personalization versus objectivization.

a. Quotations

Quotations has relevance in terms of direct and reported speech. Often the speech of another person which is being quotes in a conversation will be in a different language.

b. Addressee Specification

The second function of conversational code switching is addressee specification, which means that by employing code switching a person can direct his/her message to one of possible addressee. Addressee specification can be used with monolingual and bilingual.

c. Interjection

The third function of conversational code switching is interjection. Interjection occurs when code switching is used to mark an interjection or serve as sentence fillers.

d. Reiteration

The next function of code switching is reiteration. Reiteration occurs when a message is repeated in another language. This repletion may serve as a clarification of what has just been said. But it also carries additional or emphasizes the message.

e. Message Qualification

The fifth function of conversational code switching is message qualification. Message qualification means qualifying something that has been previously said.

f. Personalization Versus Objectivization

Gumperz (in Hana, 2004: 18) said that for the last function of conversational code switching more difficult to explain. This is contrast of personalization and objectivization relates to things

such as the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from, a message, whether a statement reflects personal opinion or knowledge. Whether it refers to specific instances or has the authority of generally known fact.

7. Profile of *Miftahul Ulum* Islamic Boarding School

According to Poerbakawatja (2004: 26-27)**,** *pesantren* or Islamic boarding school is an educational institution of Indonesia Islamic characteristic of "traditional" to explore the science and practice of Islam everyday. Boarding school is place for student to learn and explore all of about Islam. And at *Miftahul 'Ulum* islamic boarding school, the students are obligated to speak English and Arabic.

There are special terms to represent *pesantren* as an Islamic educational institution in Indonesia; for example *Kyai* as the head or the senior leader of *pesantren*, *Santri* as the students of *pesantren, Ngaji* as the learning activity of *pesantren*, etc. There are some kinds of pesantren in Indonesia. The most common *pesantren* is traditional (*salafi*) pesantren that still focus on learning of *kitab kuning* as the main sources all subjects. Besides that, the rules and the policy of traditional *pesantren* still use the old ones since it was built. It is used to respect the *Kyai* as the founder of the *pesantren*.

Other kind of pesantren is modern pesantren. It is getting favorite one lately because in modern pesantren, students not only can get learning activities from kitab kuning, but also other activity can be got in this pesantren; for example foreign language learning, computer leaning, Qur'an memorization (*Tahfidz*) learning etc. This combination of learning makes students to get other learning besides Islamic studies. Sometimes foreign language learning can be main focus in one pesantren, so the

students should use the foreign language in their daily activity such as conversation.

Miftahul Ulum is one Islamic Boarding School located in *Terisi Indramayu, West Java*. As one foundation that facilitates education, this foundation has schools such as Junior high school (*SMP*) and Senior high school (*SMA*). This pesantren uses combination of curriculum salafi, modern and curriculum of Indonesia Education Ministry. The curriculum of pesantren concentrates on *Nahwu* (Arabic grammar), *Shorof* (Arabic morphology), Fiqh (study of Islamic laws), Al-Qur'an, Hadits, and English-Arabic learning.

The official of this pesantren is English and Arabic. To combine those foreign languages, it is divided into two; one week for Arabic use, and two weeks for English use. All students and teachers must use the languages in communication, even in teaching. The exception is at general lessons such as math, geography, biology, Indonesian language, etc. The use of English and Arabic in those lessons is recommended, not obligated.

H. Research Method

The method of the research is discourse analysis. Discourse analysis is the method which study about message structure in communication. This method is qualitative method which has function to analyze language, text, speech, conversation, either verbal conversation or non-verbal conversation. By using this method, the researcher can see and analyze what is the meaning into word or sentence (text). By using this method also the researcher will know how and why the message of text or conversation be exist.

According to Tarigan (1993: 24 in Alex Sobur 2001: 15) discourse analysis is analysis language function. We use language in arranging discourse. Without context, without arranging discourse between sentences we will be difficult for doing communication appropriately.

There are some reasons of the researcher uses discourse analysis. Firstly, the researcher wants to analyze of students' conversation. Because analyzing conversation is one of function of discourse analysis. Secondly, the researcher analyzes the code switching in explaining form.

1. **The Objective of the Research**

    The objective of the research is to find out the types of code switching which occurred in daily conversation of male students during do the activity in the dormitory area, the function of code switching which commonly used by the students, and the issues of code switching that markedness realize in daily conversation at SMA Plus Miftahul 'Ulum Islamic Boarding School.

2. **The Object and Time of the Research**

    The object of this research is the whole conversation in daily activity that occurred among malestudents or among teachers who stay at the dormitory. The researcher chose the dormitory of SMA Plus Miftahul 'Ulum Boarding School because over there the students come from different region and also in the dormitory used Arabic and English week to make communication. The researcher conducted the research on 1st February until 30th April 2015 in dormitory of SMA plus Miftahul 'Ulum Islamic Boarding School.

    The dormitory of SMA Plus Miftahul 'Ulum Islamic Boarding School has three floors. The third floor for Senior High School. Between male and female students is separated and stay in different building. The researcher did the research in male students who second grade. They consists of 24 students. The researcher did not do the research in third grade because they were preparing for final examination.

3. **The Instrument of the Research**

    The instrument of this research is the researcher himself as the key of the instrument of the research. The researcher observed directly in

place that will be investigating. The researcher as the main instrument as observer, interviewer the types of code switching, function and issues that marked in the conversation in dormitory of SMA Plus Miftahul 'Ulum Islamic Boarding School

4. The Techniques of Data Collection

The researcher gets the data of the research in analyzing code switching from daily conversation of male students who stay at Miftahul 'Ulum Boarding School throughout observation and interview.

a. Observation

This research used observation as one of techniques of qualitative research. This technique for collecting data of code switching. According to Ary, Jacobs, Razavieh & Sorensen (2006:) Observation is the basic method for gaining the data in qualitative research. This technique is appropriate to conduct this research. Because observation has many benefit in doing qualitative research. As stated of Mackey & Gass (2005: 175-176) observation are useful in providing the researcher with the opportunity to collect large amounts of rich data on the participant's behavior and actions within a particular context. In the observation technique, the researcher can observe directly then from that the researcher can see the situation or condition that occurs in research place. In addition, Mackey & Gass (2005: 175) said that the qualitative research data by using observation are often collected through some combination of field notes and audio or visual recordings. So, to get the data of observation, the researcher can use audio or visual recording as the tool to get the data from conversation.

In conducting observation, the researcher observed code switching of male students of SMA Plus Miftahul 'Ulum Islamic Boarding School who stay at school dormitory. Code switching occurred in daily conversation. In observing, the researcher joined the activity of the students such as English week program, Arabic week program, and other

activities. The researcher also record the conversation of male student in dormitory like at bedroom. Over there, the researcher as guest came to record the student's conversation. In taking the data, researcher used recording of Samsung Ac 1 as the recorder of the students' conversation. The conversation took naturally. The researcher record their conversation without they were aware.

b. Interview

Another technique of this research is interview as the second technique after observing. Interview is the technique where the researcher give some question to the respondent to get the data. Mackey & Gass (2005: 173-174) pointed out that interview often associated with survey-based research, as well as being a technique used by many qualitative researchers. So, interview is one of ways to get the data in qualitative research. Interview conducted by the researcher to get data by giving some questions to the interviewer.

In this research, the researcher gave the question about the function of code switching to the respondent. The researcher chose 4 students of 21 as her interviewer. The researcher took 20% of the account of respondents. As stated by Stewart & Shamdani (in Moleong, 2012: 229) that the ideal sampling must be taken consists of 20% of the respondents. So, by interviewing 20% of the respondents, the data can be gotten by giving question.

c. Documentation Study

According to Sugiyono (2013: 225), documentation is one of data collection techniques of qualitative research. With documentation, the researcher can use this technique as secondary data. The data from documentation can help researcher to support the pimary data. The data can be from institution documents, magazines and letter. The researcher uses documentation by taking data from institution documents like the

data of students, the rules of *pesantren*, etc. The researcher also takes pictures of observation for supporting the data.

5. **The Technique of Data Analysis**

After collecting data, the researcher analyzes data. The method that is used in this research is discourse analysis where that method is part of qualitative research. According to Bogdan & Biklen (in Moleong, 2012: 248), steps of analyzing data of qualitative research are as follows:

1. Organizing the data
2. Sorting data into units that can be managed
3. Synthesizing
4. Seeking and finding the patterns
5. Discovering what is important and what is learned, and
6. Deciding what can be told to others.

The steps of analyzing data above are done by the researcher. Firstly, the researcher organized the data which are collected from the field. Secondly, the researcher sorted the data. Data that the researcher got is, it sorted. It conducted because the researcher just took the data which code switching. After finding the data, the researcher synthesized the data into some units. In this study, the researcher classified the types of code switching that occurred in the place of research. Then the researcher gave the code the speaker who speak up during the observation. Not only conversation between friends but also between teacher and people who stayed in that area.

Then the researcher make description of the data. The researcher giving the explanation about the conversation which is code switching, whether it is inter-sentential, intra-sentential, tag-switching, situational, or metaphorical switching in order to the reader feel clearly. In this below how the researcher analyzes one of data that had been gotten. In this below is the example of analyzing the data.

Data **:**

S$_{21}$: "*Pak*, **are you serious?"**

Data above is one of kinds of code switching. The data includes type of intra-sentential code switching. Students of the second grade inserted word Bahasa Indonesia in her English sentence. She used Bahasa Indonesia "Pak" to call the teacher. Then she asked in English "are you serious?". It occurred in the study club when the teacher explained the information.

In the data above, word of Bahasa Indonesia marked by italic word. Then for English words marked by bold words. The student asked the teacher that the teacher really serious in explaining information. In asking she used a code of another language in a language. She mixed language simultaneously.

For explaining above, the researcher tried to analyze the data clearly. The data got during the research. Then the researcher gives explanation about the data in detail. Like the example above such as, who, what, how, and where, and why.

I. Methodology of the Research

1. The approach of the Research

   The method of qualitative research usually using natural observation and documentation to obtain the require data. The natural observation was conducted the research and interacted directly to get the valid data. The research also takes documentations for strengthen data observations.

   According to Morse (1994: 1) "the process of doing qualitative research present a challenge because procedures of inference, insight, logic and luck, and eventually, with creativity and hard work the result emerge as a coherent whole".

   The research applies a qualitative method. The researcher use qualitative method in other to have better understanding about the topic of research. Qualitative has been chosen for this research regarding to

nature of qualitative to get an depth opinion from participants. In this case. The participants are all students of Miftahul 'Ulum Islamic boarding school.

The researcher makes this research using descriptive research method. Descriptive research method is a method used when the research wants to describe specific behavior as it occursin the environment.

2. The Object of the Research

The object of the research is code switching which are found or obtained in English daily conversation of Miftahul 'Ulum Islamic Boarding School students.

3. Source and Types of Data

In this research, the researcher collects the data in forms of primary source data and secondary source data. The primary data is the data of the research that the researcher takes directly in field. The primary data will be analyzed and discussed. While the secondary data is the source of data acquired in which support the researcher's idea regarding to the research problem. The secondary data can be taken from written source such as books, journals, etc.

Primary data is data which collected for the first time, and thus happen to be original in character. In the other hand, the second data is data which has been already collected by someone else and passed through the statistical process.

The primary data which the researcher gets is acquired from observation and interviewing. The two techniques used to acquire the first data will be analyzed and discussed. Meanwhile the secondary data which the researcher takes is from the books, interviewing students that support the theoretical view of the research and some previous studies relating to the research.

4. The Techniques of Collecting Data

       The technique of collecting data will be survey to Miftahul 'ulum Islamic boarding school. So the researcher take quotation from Ary, at al (2005: 473) there in this technique is qualitative research, the researcher write the document to gain an understanding of the phenomenon under study. The term documents here refer to a wide range of written, physical and visual material.

       The data which was used in this research is from students daily conversation in Miftahul 'Ulum Islamic Boarding School. After that, the researcher found the data which were recorded in the form students conversation, then analyzing it.

       The researcher got the data by taking note and recording the students daily conversations. In order to obtain the valid data, the researcherwill stay in boarding school for 15 days. He interacted directly with the students, in order to be easier for getting the data over there.

5. The Techniques of Data Analysis

       The technique of analyzing data has adopted by descriptive analysis technique. The researcher uses a technique of analyzing data, according to DonalAry, Lucy CheserJacors, AshgarRazavieh, Chis Sorensen (2005: 465) there are some steps, firstly, the researcher observation on place actually in *Miftahul 'Ulum* Islamic boarding school and the researcher write down the process on filed note.

       The research data from was obtained by listening the conversation of students Miftahul 'Ulum Boarding School. The writer made some notes and record from conversations that had been listened. The writer got the data when the students did the daily activities so it could be monitored by him as effective as possible.

       So the researcher makes some question for interviewing the students and the language section. The data of is question to make sure the research

in area. After collecting the data, the writer began to analyze the data based on type of code switching.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of this research. The core of this chapter is for giving answers to research questions of this research by simple statements. So the researcher concludes the chapter I and the answers from chapter II about the code-switching definition and the code switching occur, , chapter III about types of code-switching occurred in students, and chapter IV about the students' reasons in using code switching and the effort to solve code switching problem.

Besides giving conclusion, the researcher also giving suggestions for readers in relation to the probelms of this research.

5.1 Conclusion

Code switching is a mixed up language together in realm of conversations. It means the speaker says more than one language in one expression. Code switching has many types. The types in this discussion are taken three types; inter-sentential code-switching, intra-sentential code-switching and tag switching. Inter sentential code switching is code occurred between sentences. The switch is from one sentence changed into other sentence in different language. The changing is from English sentence into Indonesian sentence. Intra-sentential code-switching is code occurred in a single word or phrase. So it is only word or phrase, not full sentence. The changing is from English sentence, added by Indonesian phrase, added again by English sentence. Tag switching is code occurred in a simple interjection.

In this case, the researcher takes code switching in case of English and Arabic conversation in Miftahul 'Ulum Islamic Boarding School - Terisi – Indramayu. This boarding school obligates the students to always speak foreign language; Arabic and English in their daily life. One mistake they speak in another language, they will be punished based on the mistakes they made.

Taken from the observation, the researcher finds some code switching uses in daily conversation of students of 'Mifathul 'Ulum' Islamic Boarding School. The data is collected for eight meeting in the boarding school and watched about 24 students. The uses of code switching are taken from the places, times, subjects, situations, and topics. All the things happen as a process of code switching occurrence.

The places of code switching occur are at the bathroom with a 27% of percentage. Then the second place is at dormitory and mosque with 21% of percentage. The next places are at canteen with 12%, at kitchen with 11% and at sport square with 8%. The second time is when bathing time with 27% of percentage. The next times are when discussion time with 21%, eating time with 12% and having sport time with 8%. Based on the result, the code switching occurred more at bathroom. And the time the students always use code-switching is when they are bathing.

The situations of code switching occurrence are when they have small talk with a 64% of percentage. Then the second situation is in semi formal situation with 14% of percentage. The next situations are when they are in hurry with 16% and joking with 6%. Based on the result, the students always use code switching more in small talk.

The topics of code switching occurrence are when they talk about common things with a 52% of percentage. Then the second topic is about bathing conversation with 28% of percentage. The next topics are when they talk about buying something with 14% and lessons with 20%. Based on the result, the students always use code switching when talking about common things.

Then the next conclusion is taken from chapter III about the types of code switching occurred at students in *Mifathul 'Ulum* boarding school. There are three types of code switching in this discussion; Inter-sentential, intra sentential and Tag switching. Inter-sentential code switching becomes the most dominated type until it has 66% of percentage. The second dominated type is intra-sentential code switching with 25%. And the last type is tag-

switching with 9%. Based on the result, inter-sentential code switching is the most code happened in their daily conversation. Then followed by intra-sentential and tag switching.

The chapter IV is about students' reason and effort to solve code switching use.

The reason

1. Lack of vocabulary; students get little vocabulary so they are difficult to use vocabulary in practice.

2. Hurry; students get hurried so they do not focused on the vocabulary.

3. Joke; students use code switching in free situation, so they make a joke with it.

4. Give clarity; students are forced to speak native language to give clarity to their partners about the meaning.

The effort

1. Enrich vocabulary especially in daily vocabulary.

2. Practice more in daily conversation.

3. Hold language programs by the official of boarding school.

4. Give punishment for who speak beside Arabic and English.

Based on the result, the most used reason for the students to use code switching is because of lack of vocabulary. And the effort to solve it is with enriching many English vocabularies.

5.2 Suggestion

In this point, the researcher gives suggestion about the result from three chapters; chapter II, chapter III and chapter IV. From this research, the researcher gives some suggestions especially for further research. The researcher has expectation for being better in the next research, especially for speaking area.

Perhaps in this research, it will be not completely done, so it will be better if there is the similar research for the next time. Some weaknesses for

this research are like limit of time and material that can support this research. Besides that, the limit of sources and the researcher's knowledge also influence this research.

There are some points that the researcher gives in suggestion, like as follows.

1. There are still many ways to solve code switching use. Some ways have been discussed here. The other ways can be used by students according to their interest and will.

2. The method of this research is qualitative study, so it can be observed by quantitative study.

3. This research is focused on students in boarding school (*pondok pesantren)*. It probably can use other object for this same research, for example the focus on students out boarding school, teachers or college students.

4. This research is not too complete. So it may need the progress again to make the same research better.

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