

**CODE SWITCHING AND CODE MIXING AS A BRIDGE IN SPEAKING
AMONG FIRST YEAR STUDENTS AT MTS AL-AMIN MOJOKERTO**

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of

Sarjana Pendidikan Islam (S.Pd.I.) in Teaching English



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SUNAN AMPEL
SURABAYA
2012**

APPROVAL SHEET

This thesis by Naila Falahiya entitled Code Switching and Code Mixing as a Bridge in Speaking Among First Year Students at MTs Al-Amin Mojokerto has been approved by the thesis advisors and could be proposed to fulfill the requirement of graduated degree in English Teaching of Tarbiyah Faculty State of Islamic Studies Surabaya.

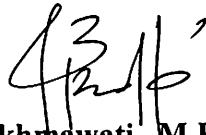
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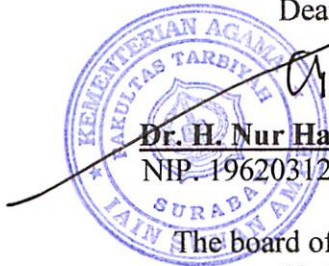



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APPROVAL SHEET


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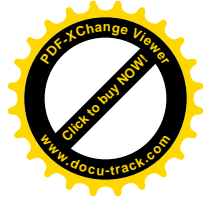
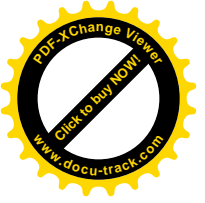


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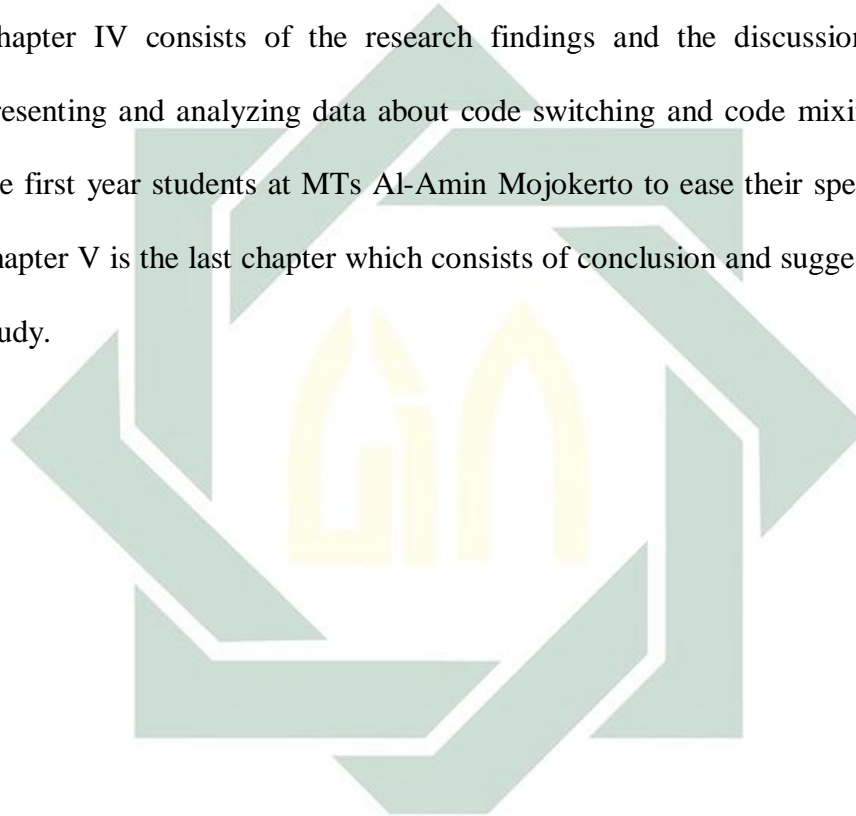
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Chapter II consists of various theories based on the topic to help to answer the statements of the problems such as Speaking Ability, Bilingualism and Multilingualism, Code Switching and Code Mixing and Previous Studies. The method and technique to collection the data are stated in chapter III. Chapter IV consists of the research findings and the discussion includes: presenting and analyzing data about code switching and code mixing used by the first year students at MTs Al-Amin Mojokerto to ease their speaking. And chapter V is the last chapter which consists of conclusion and suggestion of the study.



multilingual because they have more one language. They also have ability to speak more than one language.

Indonesia is one of the countries in the world that have many bilingual and multilingual people. This happens because of there are various ethnics and language in Indonesia. Most of Indonesian people have ability either to speak and understand two languages, or even more. They understand one language of their ethnic as their mother language (native language or first language) and also Indonesian language as their second language. Moreover, there are people that can speak and understand more than two languages though there are some Indonesian people who have ability to speak and understand one language only because they are closed society. Because they never been touched by others.

In the bilingual and multilingual community, they use more than one language to communicate with their community. Arthur says that “all societies are multilingual on an interaction basis as the members of the society use more than one language in their day to day interaction”²³.

1. Definition of Bilingualism

Mackey in Beardsmore as cited by Azizah gives definition of bilingualism as “the alternate use of two or more languages by the same individual. While another experts give definitions of bilingualism as follow:

²³ Arthur Yap, *Language Eduaction in Multilingual Societies*, (Singapore: Singapore University Press), 29.

- a. Fishman says that bilingualism is the ability to engage in communication in more than one language.
- b. Weinreich defines bilingualism as can use two languages alternatively.
- c. Haugen gives definition of bilingualism as can produce meaningful sentences in L2²⁴”.

Nababan says that bilingualism is the habitual action of using two languages to interact with others²⁵. It means that the using of two languages to communicate with others at daily life can be called bilingualism. This ability of using of two languages usually occurs because of someone' habitual and his surrounding that using more than one language.

Spolsky defines bilingual as “a person who has some functional ability in a second language”²⁶. Further, Skutnabb-Kangas in Azizah gives definition as follow:

“A bilingual speaker is someone who is able to function in two (or more) languages, either in monolingual or bilingual communities, in accordance with the social cultural made of an individual's communicative and cognitive competence by these communities or by the individual herself, at the same level as native speakers, and who is

²⁴ Siti Azizah, “Okara, *Jurnal Bahasa dan Sastra: Bilingualism and Its Implications for Language Teaching and Learning*”, Okara, Vol. I, 4th Year, May 2009, 128.

²⁵ P.W.J. Nababan, *Sosiolinguistik: Suatu Pengantar...* 27.

²⁶ Bernard Spolsky - H.G. Widdowson (Ed), *Sociolinguistics..* 121.

best novels of the year is

Mira: That's right. It is decidedly one of the best novel of the year

Although the second clause of Vinod's saying (which means this is one of the best novels of the year is) almost consist of English words, but that caluse is a clause of Hindi because that clause is started with pronoun *yah*, and there is word *mai* in the last clause (even though that word is in the front of clause, but that word in grammatical Hindi as a last clause). So, code switching occurs when Mira said. This can be called code switching because it occurs in the one discourse, even though the speaker is different⁵⁴.

Fasold in Chaer and Agustina also give example which is cited from Labov (1971: 457):

Y cuando estoy con gonte me borrocha porque me siento

(and when I am with someone I drunk because I feel)

Mas happy, mas free, you know, pero si yo estoy con mucha

(happier, more free, you know, but I am with many)

Gente yo no estoy, you know, high, more or less

(someone I am not, you know, high, more or less)

I *couldn't* get along with anybody⁵⁵.

⁵⁴ Abdul Chaer – Leonie Agustina, *Sosiolinguistik: Perkenalan Awal...* 151.

⁵⁵ Abdul Chaer – Leonie Agustina, *Sosiolinguistik: Perkenalan Awal...* 151.

describes what types of code switching and what are the reasons why the composers switch the language in their songs.

The similarity between her study and the writer's study is both of them want to describe the benefits of using code switching. The differences are in her study, she describes types of code switching, and the writer's study does not include that. In her study, she analyzes code switching only, but in the writer's study, she wants to analyze both of code switching and code mixing.

From previous studies above, the writer finds that code switching and code mixing are the common phenomenon which occurs in our environment. After she reads some previous studies above, she wants to know the interesting things if code switching and code mixing are used by English students because speaking English for some beginners occasionally is a scary thing even though they are suggested to speak English more than other language.

From the writer's experience, code switching and code mixing almost cannot be avoided. For example, when she does PPL II in second year students of MA Bilingual Krian, the students sometime still need code switching and code mixing to transfer their intended message. Moreover, as long as she studies in Education English Department of IAIN Sunan Ampel Surabaya, she often find that there are either some students or lecturer that still use code switching and code mixing during lecturing process.

So, in this research, she wants to analyze code switching and code mixing which are used by the first year students of MTs Al-Amin Mojokerto

2. Classifying

The next step was classifying. The writer classified the utterances which consist of code switching and code mixing into forms of code switching and code mixing. She made table which consists of: 1)form of code switching, 2)form of code mixing. (See appendix 1 and 2).

3. Analyzing

Analyzing was the last step. The writer analyzed the data that have gotten from previous steps to answer the statements of the problem. They were forms of code switching and code mixing, and the students' response toward using code switching and code mixing to ease (as a bridge) their speaking. She analyzed the data either from observation or questionnaire descriptively. She used the formula as stated below to know the result of questionnaire⁶⁸:

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

P= The percentage of students' response

F= The number of frequency of the respondents answer

N= The number of respondents

⁶⁸ Prof. Dr. Nasution, M.A., *Metode Research: Penelitian Ilmiah...* 134.

The format and the table can be seen below:

Table 2: Table of Questionnaire Result (Percentage)

No.	Items of Questions	Answer			
		A	B	C	D

Explanation of answer:

A: Like so much, excited (fun), pay attention so much, very extremely capable, wish so much, very active, so confident, most over.

B: Like, so so, pay attention, wish, capable, active, confident, often.

C: Less like, bored, less pay attention, less wish, less active, less confident, ever.

D: Dislike, scary, do not pay attention, incapable, do not wish, not confident, never, not active.

After collecting the data from questionnaire, the writer analyzed them by concluding the most answers which were chosen by students.

word please and not. She does not use full English at her asking but using one clause of native language. It is switching two clauses of Indonesian language into English.

(ii) Code Switching in the Form of Sentence

In this study, the writer found 15 cases of using code switching in the form of sentence. Sentence is “a group of words that usually contains a subject and a verb, expresses a complete idea, or ask a question, and that, when written in English, begins with a capital letter and ends with a period”⁶⁹. The examples are as follow:

T: Ok. Let me introduce myself. My name is Saiful Bahri. You may call me Mr. Saiful. I live in Mojosari.

(1) S: Mr. Sai? *Dipanggil begitu saja, mister? Cool.*

(Mr. Sai? May I just call you like that, mister. Cool)

This dialogue occurred at the first meeting. The teacher introduced herself to the students. One of the students wanted to show her greeting. This student’s utterance was one of the examples of code switching in the form of sentence. Although the sentence was separated by comma, but this was not a clause because it had already had last intonation.

S: In Indonesia, mister ya?

T: Ok

(3) S: *Kalau saya di MI saya dulu diajar bahasa Inggris yang sering hanya diterangkan atau disuruh mengerjakan.*

(When I’m on the Elementary school, I just taught English by giving explanation or asking to do assignment)

⁶⁹ Longman, *Advanced American Dictionary*... 1438.

ever switch their language in the form of tag in their speaking (51,3%). The 7,7% of students who never use code switching in the form of tag. Besides that, they most over do code switching in the form of clause (43,6%). 46,15% often use code switching in the form of clause. There is no students who never use code switching in this form.

According to Chaer and Agustina, there are two forms of code mixing. They are code mixing in the form of word and phrase. And the first year students of MTs Al-Amin Mojokerto also mixed their speaking into other language in the form of word. There were 53,8% students most over mix their speaking in the form of word. 41,02% students often did this code mixing. only 5,1% students ever mix their speaking in the word, and there is no students who never use this code mixing.

From the research, the writer also found that 30,8% students most over mixed their speaking into another language in the form of phrase. 20,51% often, 58,7% students used code mixing in the form of phrase. And no students never use code mixing in this form.

They also often use code switching in the form of exclamation in their speaking (35,9%). They often switch their language into another language in the form of sentence (48,7%). There is no students who never switches their language with other language in the form of sentence.

The last indicator of questions number 21 to 24 was dealing with the functions of code switching and code mixing which often used by students.

are used by the first year students at MTs Al-Amin Mojokerto at their speaking during English learning. There were 28 cases of using code mixing in the form of word, and 23 cases of using code mixing in the form of phrase.

Beside code switching, the students also use some code mixing in their English speaking. Code mixing is the phenomenon which happens more in the English learning at the first year students of MTs Al-Amin Mojokerto than code switching (see appendix 2). Because their most interaction to the teacher is answering question. They mix their language when they answer the question from teacher. And most of them need short answer. So, code mixing more happens than code switching.

2. Students' Response of Using Code Switching and Code Mixing

From the theory on chapter II, the writer knew that code switching and code mixing cannot be avoided in the English learning. Code switching and code mixing are needed by people who want to communicate or interact with others during English learning. It is not only needed by English teacher, but also English learner or students because they are still beginner in learning English.

From the result of questionnaire above, the writer found that students like English as a compulsory subject. They like speaking skill even though they do not have good speaking ability. They feel easier to speak English when the students are allowed to do some code switching or code mixing. They believe that they will be more active when they can use some code switching and code

mixing at their speaking. It can be seen from the result of questionnaire. (See appendix 4).

The bilingual schools that require their students to speak English are reputed by the students as away to increase their speaking skill. They can get a challenge to be active speaker of English language. Not only in the written text, but also in the oral action. The school can give students an advantage. It is to practice English little by little by their interaction with teacher or students.

The students aware that they need code switching and code mixing at their speaking to interact with their teacher. They often use code switching in the form of clause, sentence, tag, and exclamation. They also often using code mixing in the form of word and phrase (See appendix 4).

The using of code switching and code mixing are needed by them to ease their speaking. They like if the students are allowed to use some code switching and code mixing at their speaking because they are beginner of English learner. They still have limited vocabularies. They want to become more active in the class if their teacher admits them to use code switching and code mixing.

From the research findings above, the writer found that each student has her/his own reason to use some code switching and code mixing. The functions of students' code switching and code mixing are:

