INDONESIAN AND ENGLISH CODE MIXING IN DAILY CONVERSATIONS BY MALE AND FEMALE STUDENTS AT MAHAD MUHAMMAD SAMAN ISLAMIC BOARDING SCHOOL

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ABSTRACT

This research was aimed at comparing the use of code mixing in relation to the pattern of code mixing used by male and female students at Mahad Muhammad Saman Islamic Boarding School Medan**.** The data of the study were 10 male students and 10 female students' utterances which contain Indonesian-English code mixing. The research was conducted by using qualitative descriptive design. The instrument used for this study were questionnaire and interview. The data were analyzed by Miles and Huberman and Saldana data analysis. (1) The research findings showed in the pattern of insertion, females are more frequent used it than males. Females are used it 53% and males used it 38%. In the pattern of alternation, males are more frequent used it than females. Males used it 38% but females used it 21%. In the pattern of congruent lexicalization, females are more frequent used it than males. Females used it 26% but males used it 24%.male students tend to use noun or verb, while female students tend to use the word *lah, kan, ya.*

Keywords:Pattern of code mixing, insertion, alternation and congruent lexicalization.

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INTRODUCTION

Most of Islamic boarding schools in Indonesia require their students to live in the dormitory, including in Mahad Muhammad Saman Islamic Boarding School. In this Islamic boarding school, male and female students are receipied in a seperated location. Therefore, almost all their conversations are conducted among their friends with the same sex. In such condition the possibilty of male and female differences in language use might be bigger since they just interact with their friends with the same sex in most of their times. So, it might be easier to find male and female differences in language use in such situation.

In addition, the students of Mah'ad Muhammad Saman Islamic Boarding School must use English or Arabic in their daily conversation, unless they will get punishment if they speak in other language such as Indonesian language or vernacular. The use of English or Arabic in this schoool is conducted by dividing the use of English in one week and Arabic will be used in another week. So, the students have English week in which they must speak English in this week. They may not speak in other languages including Arabic, and they also have . Arabic week in which they must speak Arabic in this week, and they may not speak in other languages including English.

However, since English in Indonesia is as a foreign language, it is possible that the students code mixing English with their the first or second language such as Indonesian language, Bataknese, Acehnese, Malay, Javanese,or Minang Language. When they are speaking in English. For Instance, I think the food this morning is not delicious, *ya kan*? Another Example is *Wong* his father *kan* work in this boarding school. Besides, it is also possible that the students code mix Arabic while they are speaking in English, For instance, Do you have *Tho'am*? According to Musyken (2000) there are three patterns of code mixing as follows:insertion,alternation,and congruent lexicalization.The number of using code mixing in Indonesia is increasing. People are easy to mix their languages depend on their needs and wants. Sometimes people use code mixing because they would like to show their background and to attract other people.

The Findings of study are expected to be benefical and give contributions theoritically and pratically. Theoretically, the findings of the study are expected to be additional resources for lecturers inteaching sociolinguistics, especially on gender differences in the use of code mixing.

Pratically, it is expected that the findings are useful to be the guides for Language Advisory Council of Mahad Muhammad Saman Islamic Boarding School Medan to overcome the problem of code mixing found in male and female students' found in male and female students' daily conversation. Besides, the finding are expected to be the guides for those who are interested in language borrowing and gender differences in language use especially in gender differences in code mixing.

These are the conversation of male and female students with their classmate. The conversation was recorded during break time as the preliminary data as follows:

A. The Pattern of code-mixing by Male students

   a. Insertion Pattern used by Male Students in Code-mixing

      1. Nothing *kan* ?

      2. After that *langsung* I put here.

      3. *Ternyata* in my Drawer.

   b. Alternation Pattern used by Male students in Code-mixing

   c. Congruent Lexicalization Pattern used by Male students in Code-mixing

      1. *Tinggal* One mount again loh.

      2. *Udah lama* we don't eat *es lilin*

      3. *Ala* main-mainnya just now *tu*

B. The Pattern of code-mixing by Female students

   a. Insertion Pattern used by Male Students in Code-mixing

   1. Just Seventy six *lah*.

   2. Go to Canteen *yuk*!

   3. You cheat my answer *aja*.

   b. Alternation Pattern used by Female students in Code-mixing

   1. So Difficult *kan yang ini*?

   2. Today kan Lauknya Tahu.

   c. Congruent Lexicalization Pattern used by female students in Code-mixing.

Based on the phenomena explained above, the writer is intended to investigate in depth male and female's code mixing among students of Mah'ad Muhammad Saman Islamic Boarding School.Having conducting this research, the writer expected that it can help the teacher to overcome the problem of code mixing used by male and female's students in their daily conversations by considering male and female' differences in Indonesian – English code mixing related to the patterns of code mixing,how is the code mixing patterned used by male and female students when they are having conversation with their friends in daily conversation being used as the guide to solve the problem of code mixing.

In some boarding schools, especially in Islamic boarding school, male and female students live in a seperated location. In such condition the possibility of gender differences in language use will be

bigger since they just interact and communicate with their friends with the same sex. Then it is possible that we can easily find male and female differences in language use.

Many linguists have found that man and woman have differences in language use, whether it is in linguistic devices, grammar, topic of conversation, conversation styles, and etc. While in male and female 's differences in code mixing, we can use the theory related to gender differences in linguistic devices and grammar. Since this study is intended to find out the differences between male and female students in doing Indonesia- English code mixing, Then the theory about gender differences in linguistics device and grammar is used. This study will try to find out if gender differences in the pattern of code mixing which are found in English are also happened in Indonesian language when some of the features of Indonesian Language are inserted into an English sentence when male and female students do indonesia-English code mixing.

Besides, there are three different patterns of code mixing those are insertion, alternation and congruent lexicalization. Insertion is the insertion of material such as lexical items or entire constituents from one language into a structure from the other language. In alternation structures from different languages are used alternately. In congruent lexicalization, lexical items from different languages are used in shared sturctures. These three patterns of code mixing is used to find out gender differences in code mixing . this study analyzed male and female differences in the use of these three patterns of code mixing.

RESEARCH METHOD

This study is conducted by using descriptive qualitative design, which has the natural setting as the direct source of the data (Bogdan, R. 1992). Thus interpretation on the collected data are the primary concern of the study. Creswell (1994) also asserts that the idea of qualitative research is to purposefully select informants (people, documents, or visual materials) that will be best answer to the research questions. Qualitative research is frequently called naturalistic because the researcher frequents places where the events he or she is interested in naturally occurs. (Bogdan and Biklen, 1982). The choice of descriptive qualitative design was due to the fact that study deals with code mixing used by participants in communicative even. The source the research data is natural setting which means researcher did not do anything with the object of study. The researcher just found out how the phenomena happens. In English and Indonesian code mixing, male and female students usually use insertion pattern, in using of congruent Lexicalization, female students also are 3 times more frequently and male students use congruent lexicalization are 3 times more frequently. Besides, Congruent Lexicalization was not found in female students' utterance while alternation was not found in male students' utterances.

The data of this study are students' utterances which contain Indonesian-English code mixing. The data are the clauses used by the students in the conversation. In order to get the data, the writer took the third grade students of Mahad Muhammad Saman Islamic Boarding Schoolas the sources of data. There are two classes at third grade, one class for male students and one class for female students, and every class consists of twenty five students. For this study the writer chose ten male students from class IX B and ten female students from class IX A as the data source.

The researcher only took the conversations which are conducted are by male and female students when they have informal conversation in the dormitory and in the canteen or when they have break time.

FINDINGS AND DISCUSSIONS

There are some finding of this research as follows: All the pattern of code mixing,insertion,alternation, and congruent lexicalization are used by all males and females in daily conversations. Both of males and females used all pattern of code mixing in daily conversations. Females are more frequent used the pattern of code mixing in daily conversations than males. In the pattern of insertion, females are more frequent used it than males. females are used it 53% and males used it 38%. In the pattern of alternation, males are more frequent used it than females. Males used it 38% but females used it 21%. In the pattern of congruant lexicalization, females are more frequent used it than males. Females used it 26% but males used it 24%.

From the data analysis, male and female's code mixing in this case of English and Indonesian code mixing are different in some ways. First, althought male and female students tended to use the same kind of insertion that is insertion of word, but the category of word used is different in which male students tend to use noun, verb, adjective or conjunction, while female students tend use intensifier ot taq questions like lah, kan and ya.

Female students tend to use more intensifier and taq question of Indonesian language in English-Indonesian code mixing compared to male students. In case of lexical hedge, female students also tended to use it more than male students, but they preferred to use it in English. Male students also tended to use crude expeletive in Indonesian language. Therefore, the features of male and female language in English is the same with the features of male and female language in English –Indonesian code mixing in relation to use of intensifier and taq questions.

Male and Female students tended to use the same pattern of code mixing insertion, alternation and congruent lexicalization. But the category of words used is different in which male students tend to use noun, verb, adjective or conjuction, while female students tend use intensifier or taq question

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like lah, kan and ya.because female students are negotiations for closeness in which people try to seek and give confirmation and support, and to reach consensus.

After analyzing the data and referring to the research findings, there are some points that are considered to be discussed as the important ones. Those are as the followings:

As proposed by Muysken (2000:1) states that code-mixing from two languages cases where lexical items and grammatical features from two languages appear in one sentence. In terms of the definition from Bthatia and Ritchie (2004), code –mixing refers to the mixing of various linguistic units-morphems ,words, modifiers, phrases, clauses and sentences – primarily from two participating grammatical systems within a sentence, then the students of billingual Islamic school also use code-mixing. In this study, there are found some pattern of code- mixing, process of code-mixing and also the reasons why the students use code-mixing in their daily conversations.

The pattern by Muysken (2000) included in code mixing realized by male and female students were: (1) the Insertion Pattern, (2) the Alternation Pattern, (3) The Congruent Lexicalization Pattern. In insertion, male and female students mix a word, phrase and clause in a sentence but the category of word used is different in which male students tend to use noun, verb, adjective or conjunction, while female students tend use intensifier or taq questions like lah, kan and ya. In alternation code mixing in the first or last sentence start by English language in form of word, phrase, and clause followed by Indonesian. In congruent lexicalization male and female used phrase in a sentence.

When the findings of this research were compared to another relevant research finding as in Wong (2012) had conducted the research about differences in code mixing behavior between Hong Kong male and female. In this research, he tried to find out the different pattern of code mixing employed by male and female.the finding of his research found that Female is higher using congruent lexicalization and insertion meanwhile male is more use alternation and insertion.

CONCLUSION

After analyzing code-mixing, conclusions are drawn as the following: From the data analysis and the findings. male and female's code mixing in the case of Indonesian – English code mixing are different in some ways. First, in this case of pattern of code mixing, the most commonly pattern which is used by male and female students are different in insertion pattern, however female students used of insertion is higher than male students. the next dominant patterns are different in which commonly used alternation pattern, male is more frequency used it than female. And the last common patterns are different used congruent lexicalization in which female is more frequency used it than male. Male and Female students tended to use the same pattern of code mixing insertion, alternation and congruent lexicalization. But the category of words used is different in which male students tend to

use noun, verb, adjective or conjuction, while female students tend use intensifier or taq question like lah, kan and ya because female students are negotiations for closeness in which people try to seek and give confirmation and support, and to reach consensus.

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