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**THE STRATEGIES USED TO OVERCOME THE CODE MIXING PHENOMENON OF
MULTILINGUAL STUDENTS DAILY INTERACTION IN ISLAMIC GIRL BOARDING
SCHOOL OF AL-MAWADDAH**

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Abstrak

Penelitian ini bertujuan untuk mengetahui strategi yang digunakan untuk mengatasi *code-mixing* dalam interaksi sehari-hari santri di Pondok Pesantren Al-Mawaddah. Penelitian ini merupakan penelitian kualitatif deskriptif. Data dikumpulkan dari kuesioner lembar kertas dari 12 manajer bahasa CLI dan LAC yang aktif di Pesantren Al-Mawaddah. Penelitian dilakukan pada bulan November-Desember 2020. Setelah terkumpul, peneliti mengklasifikasikan strategi yang digunakan oleh manajer dan menampilkan datanya. Hasilnya menunjukkan lima strategi yang direncanakan oleh pengelola bahasa: meningkatkan kosakata harian tertulis dan ekspresi khas, menggunakan bahasa relevan yang benar, meningkatkan kosakata bahasa gaul untuk menggantikan fenomena *code-mixing*, dan memutar film atau kartun asli bahasa Inggris dan mengadakan kompetisi bahasa. Penelitian ini menunjukkan bahwa pengelola bahasa harus secara signifikan mengubah strategi yang tepat untuk mengatasi masalah *code-mixing*.

Kata Kunci: *code-mixing, strategi, kosa kata*

Abstract

This research aims to know the strategies used to overcome code-mixing in students daily interaction in the Islamic Girl Boarding School of Al-Mawaddah. This is a descriptive qualitative study. The data were collected from a paper sheet questionnaire from 12 language managers of CLI and LAC active in the Islamic Girl Boarding School of Al-Mawaddah. The research was done in November-December 2020. After being collected, the researchers classify the strategies used by the managers and show the data. The result shows five strategies planned by the language managers: increasing written daily vocabularies and typical expression, using the correct relevant language, increasing English slang vocabularies to replace the code-mixing phenomenon, and playing movies or cartoons native English and holding the language competition. This research showed that language managers should significantly alter the right strategies to overcome the code-mixing problem.

Keywords: *code-mixing, strategy, vocabulary*

INTRODUCTION

Language is an arbitrary voice system used by the public for communication purposes (Sudaryat, 2008). It builds in systemic and systematic as a framework because it follows specific laws and regulations. Language such as structural is divided into subsystems, including phonological, grammatical, and lexical subsystems. Language plays a vital role in human

life because it is a communication medium for communicating with others. Speakers who use language as a form of communication often use more than one language, meaning they mix the languages they use from one language to the next.

Most countries have been globalizing, and it will continue to happen (Eunhe Kim, 2006). It was easy to find the phenomenon of bilingual and

multilingual in such traditional monolingual in Indonesia due to this globalization. The appearance of many language varieties and the influence of globalization made people speak more than language in communication. It can be expected that Indonesian society speaks more than one language or even a foreign language besides their mother—the ability to speak more than one language to communicate is called multilingualism.

Multilingualism refers to using two languages or more by an individual or society (Carson, 2016). Li (2008) defined multilingual as "anyone who can communicate in more than one language, be active (through speaking and writing) or passive (through listening and reading). The term multilingual language aims to use language, individual competence, and language situation in a country or society. Aronin and Singleton (2012) present multilingualism as a unique human possession, tool and ability. The phenomenon of multilingual language proved the language variation used among the society.

One of the phenomena of multilingual language often occurs in boarding school students who speak more than one language as their daily interaction. An Islamic boarding school is an Islamic-based institution that houses students in dormitories. An instructor supervises all of the students' activities. Students have morning learning activities at school and then afternoon and evening learning activities at the

dormitory with specific English, Arabic, Ta'limul muta'allim, and other Arabic books. English and Arabic are the primary languages of contact in Islamic boarding schools. It means that both teachers and students must use both languages in their daily activities in a boarding school environment. Teachers and students are required to use English or Arabic daily during the day. In some instances, however, they combine English or Arabic with the Indonesian language as their daily communication and the phenomenon of mixing language defined as code-mixing

Code-mixing uses two or more languages or dialects in informal situations among intimate people (Subyakto and Nababan, 1992:106). Wardhaugh (1998:108) states that **code-mixing occurs when conversant uses both languages together to the extent that they change from one language to another in the course of a single utterance**. Also, Bhatia and Ritchie (2004) defined **code-mixing as mixing various linguistics units (morphemes, words, modifiers, phrases, clauses, and sentences) primarily from two participating grammatical systems within a sentence**. According to Mutschler in Grin (2006, 21), code-mixing or mix code using two languages such as third, new code emerges in which elements from two languages are incorporated into a definable structural pattern. It means mixing two languages or more in one language to communicate that create the third code or the new one.

Generally, code-mixing is mixing two languages or more in one sentence between intimate people in an informal situation when the conversation uses both mixed languages together. Code-mixing occurs in either bilingual or multilingual communities, and it happens because the conversant tend to use more than one language. Code-mixing and code-switching are widespread phenomena in bilingual communities where speakers use their native tongue (L1) and their second language (L2) in a different domain (Eunhee Kim, 2006). Code mixing is one of the phenomena of code choice. The code here means expressing something through the language using a particular dialect, style, register, or variety of language (Wibowo, 2017). Code mixing often occurs in daily life, such as in conversation, speech, seminars, or media events (mass media and electronic media).

The obligation to speak bilingual in English and the Arabic language in daily conversation made almost all the boarding school students assume that code-mixing is general. Islamic Girl Boarding School of Al-Mawaddah is the Islamic boarding school predominantly for girls located in Coper Jetis Ponorogo, which obligates all the students to speak in English and Arabic as a daily conversation. The implementation of it is one week, the students are compelled to use the English language, and one week next, the students are obligated to use the Arabic language. Therefore there are many code-

mixing that occurs in both conversations that are English and Arabic. The writer chooses to analyze English Indonesian code-mixing among the student of the Islamic Boarding of Al-Mawaddah.

The code-mixing phenomenon in the Islamic Girl Boarding School of Al-Mawaddah affects students' speaking ability. Most of the students who speak code-mixing often follow the code-mixing dialect. They follow dialect in the Indonesian language or the local language they use. The students were also unpopular and feeling weird when they tried to speak or receive the grammatical language. It is even worse when they often include the code-mixing in words, phrases or sentences when speaking in formal language events such as in speech, competition, presentation, etc.

To discuss the phenomenon of code-mixing, the researcher decided to identify the strategies used by the language managers to overcome the code-mixing problem. In the Islamic Girl Boarding School of Al-Mawaddah, two organizations respond to the usage of CLI (Central Language Improvement and LAC (Language Advisory Council). These two organizations consist of 20 students and teachers that manage the rules of language use. In this research, the researcher found six strategies use by the language managers to overcome the code-mixing problems. This study aims to found alternative strategies toward the code-mixing

problems between the students in the Islamic Boarding School of Al-Mawaddah. It also aims for the language managers to evaluate the strategies after the research was done.

METHOD

This is a descriptive qualitative study. The data were collected from a paper sheet questionnaire from 12 language managers of CLI and LAC active in the Islamic Girl Boarding School of Al-Mawaddah. The research was done in November-December 2020. After being collected, the researchers classify the strategies used by the managers and show the data.

A. FINDING AND DISCUSSION

Finding

The data finding of the strategies to overcome the code-mixing phenomenon faced by the language managers in Islamic Girl Boarding School of Al-Mawaddah include in 2 organizations are CLI (Central Language Improvement), LAC (Language Advisory Council), six strategies planned by the language managers. The data result will be shown in the following table:

Table 1: The Strategies to Overcome the Code Mixing

Increasing written daily vocabularies and common expression

Using the correct or relevant language properly
Increasing English slang language to replace the code-mixing
Playing movies or cartoon in native English
Holding the language competition

Discussion

Based on the data analyzed by the researcher shown that the language plans six strategies to overcome the code-mixing problem. The five strategies are increasing written daily vocabularies and typical expression, using the correct relevant language, increasing English slang vocabularies to replace the code-mixing phenomenon, playing movies or cartoons in native English and holding the language competition.

Increasing written daily vocabularies and common expression

In the Islamic Girl Boarding School of Al-Mawaddah, there are many written vocabularies in public places. The vocabularies are related to the place. For example, if in the bathroom, the vocabulary written will be related to the bathroom stuff. If the vocabularies written in the kitchen are related to the kitchen stuff or kind of food, it continues to the other general places. At this point, the language managers will increase the written vocabularies placed in a general area to memorize them and use them when speaking English with the correct vocabulary. The

vocabularies will be written in engaging visuals. Then the students enjoy reading and memorizing the vocabulary.

Not only the vocabularies but also common expressions will be written and placed in the general area. The common expression will also help the students to have a good sentence to express their mind. One of the main reasons why code-mixing happens in the daily interaction of the students is the students feel difficult to arrange the sentence with the proper vocabulary. It means that they still have limit vocabulary related to their daily activities. Hopefully, the strategies will decrease code-mixing among the students of the Islamic Girl Boarding School of Al-Mawaddah.

2. Using the correct or relevant language properly (avoid the code-mixing use)

At this point, it belongs to the language managers. The language managers should be a good role and example for the students. Therefore, language managers should use the correct and relevant language properly in their daily communication. Using language grammatically will avoid code-mixing use. If the language managers have a good sentence while speaking English, it can be an excellent example. The language managers can also play a good role and motivate the students to use appropriate language properly.

3. Increasing English slang vocabularies to replace the code-mixing use

Slang is a vocabulary used between people who belong to the same social group and know each other well. Slang is a very informal language. It can offend people if used about other people or outside a group of people who know each other well. Slang is used most in speaking rather than writing. It usually refers to particular words and meanings but can include more extended-expression and idioms.

Most students use code-mixing to avoid an awkward moment when they speak in formal language with their friends. The students use code-mixing mostly with their peer friends in an informal situation. If the language managers give the slang language vocabulary, it can be used by the students who feel weird and too formal when using grammatical language.

4. Playing movies or cartoons in native English

By playing movies or cartoons in native English, the students will know the new vocabulary and pronunciation. This activity usually holds on the week\days. It also can become refreshing and entertaining for the students.

5. Holding the language competition

In the Islamic Girl Boarding School of Al-mawaddah, the language competition was planned in a month, namely, a language fair, where the students can compete for their language skills. At this point, the language

managers will hold more language competition activities. It can be such as debate, speech or academic skill competition. Withholding the competition, hopefully, the students have a big motivation to increase their knowledge in the language.

CONCLUSION

The use of code-mixing in the Islamic Girl Boarding School of Al-Mawaddah has become a big problem to be fixed by the language managers (CLI and LAC). In this research, there are five strategies planned by the language managers that are increasing written daily vocabularies and typical expression, using the correct relevant language, increasing English lang vocabularies to replace the code-mixing phenomenon, playing movies or cartoon in native English and holding the language competition. This research showed that language managers should significantly alter the right strategies to overcome the code-mixing problem.

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