



**THE REALIZATION
OF CODE SWITCHING AND CODE MIXING
(A CASE STUDY OF PRE-SERVICE TEACHERS
AT MA NU DEMAK IN THE ACADEMIC YEAR
OF 2015/2016)**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Master's Degree
in English Language Education**

by

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APPROVAL

This draft thesis entitled “THE REALIZATION OF CODE SWITCHING AND CODE MIXING (A Case Study of Pre –Service Teachers at Ma Nu Demak in Academic Year 2015/ 2016)” has been approved by the board of examiners of thesis draft examination to be submitted to board of examiners of master’s thesis examination.

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DECLARATION OF ORIGINALITY

I declare that this thesis draft entitled “THE REALIZATION OF CODE SWITCHING AND CODE MIXING (A Case Study of Pre –Service Teachers at Ma Nu Demak in Academic Year 2015/ 2016)” is definitely my own work. I am completely responsible for the contents of this thesis. Other writers’ opinions or findings included in this thesis are quoted or cited in accordance with the academic writing standards.

Semarang, February 2016

The writer,

S.THORIQUL HUDA

MOTTO AND DEDICATION

... God will raise up to suitable ranks and degree those of you who believe and who have been granted knowledge. (Mujadila : 11)

To:

My beloved mother

My beloved father

My beloved wife

My beloved daughter

My beloved lectures of PPs UNNES

My beloved friends of English students of '13 PPs UNNES

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I am are aware that in this thesis there may still be shortages, both in the content and the writing. Therefore, criticism and constructive suggestions from all sides are quite welcome. Hopefully the results of this study will be useful and contribute to the development of education.

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S.THORIQUL HUDA

ABSTRACT

S.Thoriqul Huda. 2016. "The Realization of Code Switching and Code Mixing (A Case Study of Pre –Service Teachers at Ma Nu Demak in Academic Year 2015/ 2016)". Thesis. English Department. Graduate School. Semarang State University. Supervisor 1 Prof. Dr. Warsono, Dip. TEFL, M.A.Supervisor 2 Dr. Abdurrochman Faridi, M.Pd.

Keywords: code-switching, code-mixing, Pre-service teachers, language variety(in the teaching and learning process)

The study concern about code-switching and code-mixing. The study was based on the analysis of code-switching and code-mixing utterances made by nine Pre-service teachers called novices. The setting of this research was English classes at Private Islamic senior high school of Nahdlotul Ulama (Ma Nu Demak). This study was conducted to describe novices code-switch in teaching learning process at Ma Nu Demak, to explain novices code-mix in teaching learning process at Ma Nu Demak, to explain what language varieties which are selected by the students to initiate the English teaching learning process, to argue why novices code-switch and code-mix at Ma Nu Demak, to explain how they solves the problems.

The study used qualitative approach. The data were supported by simply quantification and recorded from nine novices of MA NU Demak. Further, there were nine discourses of utterances of recorded data that I analyzed. The data were collected through two ways; they were recording and conducting interview with three of nine novices. The analysis comprised two parts, i.e. categorizing the forms of the utterances and analyzing the function and also the condition of utterances

The result shows that: (1) There are two ways in which the novices code-switch in teaching and learning process, including form (word, phrase, and sentence) and function and condition was 155 utterances of code-switching (2) There are two ways in which the novices code-mixing in teaching and learning process, including form (word, phrase, and sentence) and function and condition there are 125 utterances of code-mixing (3) The novices code-switch and code-mix in the form of English-Indonesian utterances are more dominant than English - *Ngoko* variety 25 utterances English-*kromo* variety 16 utterances. (4) The novices' reasons to code-switch and code-mix are: a) code-switching and code-mixing were their ways to explain the lesson, b) novices code-switch and code-mix because they want to convey more exact meaning of English difficult words, phrases or sentences, c) novices code-switch and code-mix because they want to help students to understand the lesson. (d) The novices code-switch and code-mix because of their skill to make their students easier to understand what they are learning.(5) It can be carried out through applying attractive teaching methods that can make students enjoy the class and they engage more actively.

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LIST OF LIST OF ABBREVIATIONS

CS : Code-Switching

CM : Code-Mixing

I : INGGAR

LMN :LELYTA MERDEKA ARIANI

LRW :LUCI RAHAYU WULANDARI

GH :GUSTI HARLIATI

YP :YAN PRATAMA

NSP :NURTETA SUSANTO PUTRI

NN : NAILUN NAJAH

NLF : NUR LAILATUL FATMAWATI

NF : NURUL FITRIYATI

IR : Interviewer

IE : Interviewee

A1 The function of utterance is to appeal to the illiterate

A2 The function of utterance is to convey more exact meaning

A3 The function of utterance is to ease communication

A4 The function of utterance is to reiterate the point

A5 The function of utterance is to communicate mote effectively

B1 means lack of one word in either language

B2 means some concepts are easier to express in one of the language

B3 means one wishes to create a certain communication effect

B4 means one wants to make a point

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CHAPTER I

INTRODUCTION

The introduction of the study covers the background of the study, the reasons for choosing the topic, the statements of the problems, the objectives of the study, the significance of the study, the scope of the study, the definition of key terms, and the outline of the thesis.

1.1 Background of the Study

English is an important means of communication, which is used by many countries in the world. English is used in international communication, so it is called an international language. It is used in most of various fields, international relation, trade, economy, education, technology and so on.

Linguists, especially sociolinguists and psycholinguists, are interested in code-switching and code-mixing. The linguist is usually concerned with the rules for the formation of particular structures that are different in two or more languages, while the sociolinguist sees code-switching and code-mixing as ways of realizing conversational strategies.

Llmas et al. (2007) state that anyone who has ever noticed an accent, or puzzled over a dialect phrase, or wondered why road signs are in several languages; anyone who adjusts their speech or writing in different situations, or cannot imitate the way that older people or younger people talk, or feels excluded by the way another group speaks; anyone who has ever tried to create an impression of themselves in an interview or e-mail, anyone who has ever

made a snap decision on the basis of someone's voice, anyone who has ever been in an argument in all these situations. It have been involved in the field of sociolinguistics.

Mesthrie et al. (2009) stated on code-switching: Code switching occurs in conditions *of change*, where group boundaries are diffuse, norms and standards of evaluation vary, and where speakers' ethnic identities and social backgrounds are not matters of common agreement. So a code-switch may be related to a particular participant or addressee Mesthrie et al. (2009).

Mesthrie et al. (2009) stated that Code-switching styles serve as functioning communicative systems, if members can agree on interpretations of switching in context and on categorizing others on the basis of their switching. Code mixing is different from code-switching. They add "code-mixing is the deliberate mixing of two languages without an associated topic change". Conversational code-mixing is also used by bilinguals as a solidarity marker.

Llimas (2007) stated that:

Conversational code-mixing is not just a haphazard mixing of two languages or brought about by laziness or ignorance or some combination of these. Rather, it requires conversant to have a sophisticated knowledge of both languages and to be acutely aware of community norms.

These norms require that both languages be used in this way so that conversant can show their familiarity or solidarity. A speaker may similarly switch to another language or mix languages (code-mixed) as a signal of group membership and shared ethnicity with an addressee, (Sighn, 1996) cited in Sedlatschake (2009).

There are some disagreements among language scientists about code-switching and code-mixing. The first is the question about to what extent the

length of juxtaposition of elements from one or more languages, such as words, phrases, clauses, or sentences.

The second problem is concerning with psycholinguistic and sociolinguistic aspects. For example, to what extent do novices code-switch and code-mix in the classroom? What are the reasons of speakers to code-switch? How do code-switching and code-mixing reflect novices skill? People who believe that code-switching is a deficit, they see it as a result of incompetence. As for people who believe that code-switching is a skill, they regarded it as a manifestation of bilingualism and it is valued as a part of speakers' communication competence.

Code-switching and code-mixing are common phenomena in our life. Many people, especially students, novices, teachers, executives change over words, phrases, clauses, or sentences of English and Indonesian in their utterances. Interestingly the habit of code-switching and code-mixing do not only occur in an informal talk in some places but also in formal places, for example, in the school, in the offices, in the court, etc.

Nababan (1980:209) says "Indonesia is a multilingual country. Many languages are spoken within the country, and many people in the country use more than one language". Bilingualism and multilingualism are common in Indonesia.

The use of different varieties of language in one community is a common practice. This reflects the efforts of the community members to make communication among them keep running. This practice occurs in open

communities, where the members do not live exclusively from other communities. In this situation, it is very likely that their cultures, including their languages, touch and influence one another, with a consequence that a new 'contaminated' culture will emerge. For open communities this condition will be readily accepted (or at least it can't be avoided or rejected). Whether or not the members of a community will readily accept this condition is not the case. The real problem lies on the process where the members of the community struggle against the difficulty in understanding and using the new variety; the more distinct and complicated the new variety is, the more difficult the process will be.

The use of more than one variety of language is known as bilingualism (for two varieties) and multilingualism (for more than two varieties). The mastery of the new variety or varieties will influence the fluency of the speech and the dignity of the speaker(s). This refers to the ease of production of the expressions in the new variety or varieties. To reach this, a speaker has to work hard because learning a second language, moreover a third, fourth, etc. languages, is not an easy thing for common people to do.

The degree of mastery of the new variety or varieties must also be taken into account. The mastery of the new variety might be the same as that of the mother tongue, or it could be just up to the minimum level. To reach the same mastery as the mother tongue is often very difficult to do. This means that a bilingual speaker need not master the second variety actively and productively in

the same way as the mastery of the mother tongue, but it is enough if he/she can understand (receptively) what other people speak to him/her.

Another important aspect to discuss is the frequency of the use of more than one variety. This frequency depends very much on the condition which influences a speaker to use another variety or other varieties. The more often he/she faces such a condition, the higher frequency will result.

Novice is a person who is new and has little experience in a job or situation (Oxford, 1995:792). Pre-service teachers trained doing teaching practice at Private Islamic Senior High School of *Nahdlotul Ulama* in Demak are Called Novices in this research. Thus realization of code-switching and code-mixing refers to the ones done by those novices when they taught in the classroom.

The researcher assumes that novices in this case: for pre-service teachers' code-switch and code-mix when they taught the students of Private Islamic Senior High School of *Nahdlotul Ulama* in Demak in the classroom. Some of the most common ways for the effects of language contact to be manifested in speech are through phenomena such as inference, transference, and code-switching or code-mixing.

The researcher analyzes the effects of language contact that it are caused by code-switching or code-mixing. To clarify the terms utterances, transference, code-switching or code-mixing, then he describe each term. The first is the term of utterances. It usually occurs with people who are just beginning to learn a foreign language and also even with children who are being raised in a bilingual

setting, but it can continue to occur up to the point when the speaker becomes fully fluent in his or her second language. Furthermore, it also happens when a person tries to apply the rules of the language, with which he or she is more familiar, which he or she is trying to learn.

Sign (1996) cited in Sedlatschake (2009) stated that transference is very similar to interference, and again it occurs often in the course of learning a second language. Sign defined it as "the adoption of any elements or features from the other languages". In other words, "just like interference, transference occurs when one tries to apply previous knowledge to a new situation. However, unlike interference, which has a supremely negative connotation, transference can often be positive" (Sign, 1996 cited in Sedlatschake, 2009)

Further, code-switching is defined as changing from the use of one language to that of another within a single speech event. Code switching involves the movement, whether psychologically or sociologically motivated, from one discrete code (language or dialect) to another within a communicative event Fishman, 1989:181 cited in Sedlatschake (2009). On the other hand code-mixing means "the blending of two separate linguistic systems into one linguistic system" (Field, 1994:87)

A very helpful analogy to clarify the differences between code switching and code mixing comes from chemistry. "Code-switching is similar to the phenomena of suspension where the material is mixed into a suspended medium where in the parts eventually separate and settle out of the mixture" (Field, 1994:87). On the other hand "code mixing is comparable to the phenomena of a

solution where a type of bonding occurs that prevents the mixed elements from separating” (Field, 1994:87).

Code-switching is just what seems to be the act of switching between codes (languages) in a discourse. On the basic level, interference, transference, and code-switching or code-mixing could be defined in the same way. Again one must recall that a high degree of fluency is necessary for code-switching.

The switches are made without effort, without hesitation, and often without extensive thought. Inference, on the other hand, arises from a lack of fluency and usually includes some hesitation and confusion, Though the level of fluency may be somewhat higher for transference.

Code-switching is regarded as an intricate and complex mode of discourse, one with several rules that govern its use. These rules are not only grammatical but social, and linguistic theorists have only begun to study the depths of mode of communication and its implication not only for the study of bilingualism, but also for study of social and communicative interactions among various sets of people (Rodriguez, 1997).

Code switching has become an integral element to the modes of communication available to the bilingual community. According to Hudson (1996:51),“Code switching is the inevitable consequence of bilingualism or more generally, multilingualism”. Anyone who speaks more than one language chooses between them according to circumstances. The first consideration is which “language will be comprehensible to the person addressed; speakers choose a language which the other person can understand” (Hudson, 1996:51).

In some other cases, a speaker does not completely change to the new variety. Instead, he/she tries to use a mixture: in speaking the mother tongue he/she, once in a while, utters words from the new variety. This occurs in a condition called Linguistic Prejudice (Hudson, 1996), where people use the language in order to locate themselves in a multi-dimensional social space, such as the condition when some Indonesian bureaucrats give addresses or speeches, or when a Moslem leader gives a lecture. In some special cases, the speaker might have his own reasons to do that.

Sukiyat & Soetardjo (1985:81-112), cited in Ujianto in his thesis stated that In Javanese communication, the speakers involved locate themselves in an appropriate social position before starting with their utterances. This position will influence the selection of variety they will use in the conversation.

Ujianto in his Thesis (2005) entitled *code switching and code mixing in a conversation of Pesantren students: A Case Study in Pesantren Darul Qur'an Kebumen* stated there are five varieties from which the speakers will select one appropriate with their selected position, namely the *Ngoko* variety, the *Madya* variety, the *Krama* variety, the *Kedhaton* variety and the *Kasar* variety. The *Ngoko* variety is usually used by (grand)parents to their (grand)children, teachers to students, elder brothers/ sisters to the younger, and between close friends. The *Madya* variety is mostly used by those who lack of language courtesy. The *Krama* variety is almost the opposite of the *Ngoko* variety; this is used by children to parents, students to teachers, among strangers, and workers to supervisors. The *Kedhaton* variety is used in a very limited area, in the Javanese

kingdoms, i.e. in *Keraton* Solo and Yogya. And the last is the *Kasar* variety, which is used mostly by people who do not know language courtesy at all.

Islamic boarding school is considered as the first Islamic educational institution in Indonesia. In this educational institution such *naqliyah* knowledge as *Al-qur'n* and *hadis*, *Nahwu-shorof*, and *Tarikh* are learned traditionally. Here, memorizing texts, especially texts of *al-Qur'an*, *sunnah*, and the works of *'ulama*—was the most common method in the learning process.

Traditional Muslims refer to themselves as *Ahlu sunnah wal Jama'ah* (abbreviated to *Aswaja*), 'people of the *sunnah* and the (orthodox) community'. This term explicitly excludes rationalists (who depend on reason rather than the *sunnah*) and all sorts of sectarians, but the traditionalists most commonly use the term to distinguish themselves from modernist and reformist Muslims, whom they also see as deviating from the *sunnah*.

An Islamic institution usually teaches all the knowledge of the religion which includes the knowledge of the Qur'an and *Sunnah*, the values found in the holy book, the history of Islam, and also the language and literature. However, not all *pesantrens* could teach all of the aspects of Islam in a similarly good way. Some *pesantrens* teach only a specific aspect of Islam: the knowledge of the Qur'an; the teaching of the *Sunnah*; the interpretation of the Qur'an; or even the art of reading the Qur'an.

Secular education system is rooted in the tradition of modern education brought to Indonesia by the Dutch colonial rule, which gradually introduced schools to indigenous people, especially aristocrat groups. The positive impact

of the dualism of education is that both national and Islamic educational systems have been competing to each other.

1.2 Reasons for Choosing the Topic

Students believe that students of *Madrasah* have should provide its generation to complete and establishment of bodies to promote trade, industry and agriculture run along Islamic lines in accordance with the *shari'a*. The variety of Islamic educational institutions illustrates the dynamic of Islam in Indonesia.

Teaching in *Madrasah Aliyah Nahdlotul Ulama* (MA NU) Demak combined with Secular education system gave an evident that pre- service teachers in college of education do alternate their codes in communication. What are their reasons for alternating codes? Is it because they are lazy, inadvertent speech act or is it because they are linguistically incompetent? Do they code- mix or code switch because of factors like participant roles and relationship, situational factors, language attitudes, dominance, and security? Since code alternation is a common feature of pre-service teachers in college of education, it becomes imperative therefore to examine the motivational factors or reasons for their code alternation in the school.

1.3 Statement of Problems

Based on the description of background of the study, the researcher tried to answer the following research questions.

1. How do they code-switch in teaching learning process at the school?

2. How do they code-mix in teaching learning process at the school?
3. What language varieties are selected to initiate the English Teaching Learning Process?
4. Why do they code switch and code mix in teaching learning process at the school?
5. How do they solve the problems?

1.4 Objectives of the Study

1. To explain the way in which they code-switch in teaching learning process at the school
2. To describe the way in which they code-mix in teaching learning process at the school
3. To explain what varieties are selected to initiate the English Teaching Learning Process.
4. To argue why they code-switch and code-mix at the school.
5. To explain how they solve the problems.

1.5 Significance of the Study

1. Theoretical Significance

It is established that the norm in those conversations is language alternative itself. The alternative account the researcher have proposed is to rely on speakers' own analysis of their talk. In the conversations in my data, speakers themselves see language alternative as a mixing of code and variety in its own. The possibility of using two languages as the medium accounted for two

positions were observed: in the literature, some account for this use of two languages in the same conversations as a mixing of codes while some others see it as a “variety in its own right”. As none of these two positions was found to be satisfactory, an alternative account was called for.

2. Practical Significance

The writer investigates the facts of code-switching and code-mixing made by novices in the classroom in the conversation class. The research explained (about) to what extent do novices code-switch and code mix in the classroom. Those descriptions would give the novices advantages to improve their ability to avoid doing code-switching and code-mixing in the classroom. The contribution is to the qualitative research, especially for those studying the Javanese language. In addition, the findings of this research hopefully would be valuable resource for other researchers.

3. Pedagogical Significance

The researcher investigates some implications for allowing students to use Code switching in their written work meaningfully. These implications can be applied as a generic framework in the classrooms as following:

1. The teachers should use authentic materials to set standards for Code switching in the students’ work. Showing examples from the newspapers and the published fiction work can be one good way to start. Other forms of publication can then be set as examples as the requirements of the kind of writing under discussion.

2. Instructing students about the situations that might motivate code switching, can help achieving uniformity in the assessment procedures. This can clearly standardize the code switching patterns in students' work who will know the criteria when their work is evaluated.

1.6 Scope of the Study

A limitation of the problem in this study was applied in order to simplify the case study and make it more effective and deeper in the discussion. Besides, the writer can focus the study on the right object. Consequently, he can overcome the problem that appears during the study and afford to get the description clearly with reliable proofs.

1.7 Definition of Key Terms

Horberger and McKey (2010) Code switching is the intersentential alternating use of two or more languages or varieties of a language in the same speech situation, has been one of the most researched topics in sociolinguistics over the past 30 years.

“Code-mixing refers to the combining of elements from two languages in a single utterances” (Hoffman, 1991:105).

Poplack (2004) Code-switching (CS) is but one of a number of the linguistic manifestations of language contact and mixing, which variously include borrowing on the lexical and syntactic levels, language transfer, linguistic convergence, interference, among others. In short, code-switching is the mixing of the words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech event.

Hoffmann (1991) adds the kind of mixes reported n may involve the insertion of a single element, or of a particular or entire phrase, from one language into an utterance in another, and they can be of a phonological, morphological, syntactic, lexico-semantic, phrasal or pragmatic kind. Hoffmann (1991) said that code mixing is defined as the child's using words or sentences in the action. From some point of view about code mixing, there is an opinion, that code mixing is not only done by child, but also by adults.

Nababan (1978. cited in Marasigan, 1983) defines “code-mixing is the use of more than one language or code in a discourse according to patterns that are not very clear yet”. So, Code-mixing is interfering and transferring linguistic elements from one language to another in the course of a single utterance

Pre Service Teacher is student training teacher studying at a university before they have undertaken any teaching. The pre-service teacher is a college student involved in a school-based field experience. Under the supervision of a cooperating teacher, the pre-service teacher gradually takes on more classroom management and instructional responsibilities. Novice is a person who is new and has little experience in a job or situation (Oxford, 1995:792). The Pre Service Teacher in this case is called Novice in this research.

MA NU Stands for *Madrasah Aliyah Nahdlatul Ulama* (A Private Islamic Senior High school of Nahdlatul Ulama in Demak) MA stands for Madrasah Aliyah – Islamic Senior High School. The novices had a train teacher at MA NU Demak, they were analyzed the realization of code-mix and code-switch based on their utterances in teaching practice at the school.

1.8 Organization of the Thesis

This study is divided into five chapters. They are displayed as follows.

Chapter I is the introduction. The introduction covers the background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, scope of the study, and definition of key terms.

Chapter II is Review of Related Literature. Theoretical Framework, Language Varieties, Dialects and Sociolects, Bilingualism and multilingualism, Code Choice, Code Switching and Code Mixing, Type of Code-Switching, Reasons for Code-Switching, Type of Code-Mixing, Reasons and Factors to Code-Mixing

Chapter III is Method of the Study Consist of The Design of the Research, Setting of the Research, Researcher's role, Instrument, Observation and Recording, Interview, Procedure of Collecting the Data, Technique of Collecting the Data, Observation and Recording, Classifying the Data, Technique of Collecting the Data, Procedure of Analyzing the Data, Transcribing The Recorded Data, Classifying the Data, Reducing the Data, Interpreting the Data, Analyzing the data, Triangulation, Reliability, Validity, Practical Relevance, Techniques for presenting the research results

Chapter IV is the result and the discussion of the study, General Description of the Research Site, Description of the Research Site, Collecting the Data, Collecting the Primary Data, interviewing the Subject, Interviews the Principle, The Result of the Study, The way Novices Code-Switch in Teaching

and Learning Process at MA NU Demak, The Way Novices Code-Mix in Teaching and Learning, Process at MA NU Demak, Language Variety Selected by Nine Novices to Initiate, The English Teaching and Learning Process, The Reasons of Code-switching and Code-mixing, Made by Nine Novices, Discussion, The way Novices Code-Switch in Teaching and Learning, Process at MA NU Demak, The Way Novices Code-Mix in Teaching and Learning, Process at MA NU Demak, Language Variety Selected by Nine Novices to Initiate, The English Teaching and Learning Process, The Reasons of Code-switching and Code-mixing Made by Nine Novices

Chapter V is the conclusions and suggestions. In this chapter, the researcher provides the conclusions the way in which they code switch and code mix in teaching learning process at the school, what varieties are selected to initiate the English Teaching Learning Process, their arguing on code-switch and code-mix at the school, how they solve the problems and the suggestions of the study based on the result of the study.