AN ANALYSIS OF USING CODE SWITCHING IN ENGLISH-ARABIC
DAILY CONVERSATION OF DORMITORY STUDENTS
AT MAN KOTO BARU PADANG PANJANG

THESIS

BY

ANESSY YARMA PUTRI
NIM. 14178003

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ABSTRAK

Putri, Anessy Yarma. 2016. Analisis Penggunaaan Alih Kode Bahasa Inggris-Arab Didalam Percakapan Sehari-hari Siswa Asrama MAN Koto Baru Padang Panjang. Tesis. Program Pasca Sarjana Universitas Negeri Padang.

Penelitian ini dilakukan untuk mengkaji fenomena alih kode dalam percakapan siswa di asrama putri keagamaan. Penelitian ini juga berfokus kepada pengidentifikasian tipe-tipe, fungsi-fungsi, dan alasan-alasan siswa menggunakan alih kode di dalam percakapan sehari-hari. Jenis penelitian ini ialah deskriptif. Data pertama didalam penelitian ini adalah ujaran-ujaran siswa yang mengandung alih kode didalam percakapan sehari-hari untuk menemukan tipe-tipe dan fungsi-fungsi alih kode yang digunakan siswa didalam percakapan sehari-hari. Data kedua adalah hasil wawancara siswa yang digunakan untuk menemukan alasan-alasan siswa menggunakan alih kode didalam percakapan. Pengumpulan data dilakukan dengan merekam dan wawancara. Hasil temuan menunjukkan terdapat lima jenis alih kode yang digunakan siswa didalam percakapan sehari-hari, yaitu *metaphorical switching, situational switching, intra-sentential switching, inter-sentential switching, and tag switching*. Selanjutnya ditemukan 10 fungsi alih kode yang digunakan siswa dalam percakapan sehari-hari, yaitu *quotation, addressee specification, interjection, reiteration, message qualification, personification versus objectivization, clarification, checking as another guide, and specific features of Islamic English.* Kemudian terdapat tujuh alasan siswa menggunakan alih kode didalam percakapan sehari-hari, yaitu untuk menunjukkan solidaritas, untuk membuat percakapan menjadi lebih mudah, untuk memberikan penekanan, untuk meyakinkan atau memotivasi lawan bicara dengan mengutip sesuatu, untuk menghindari kurangnya kosakata, untuk menunjukkan status, dan untuk menjaga rahasia.

ABSTRACT

Putri, Anessy Yarma. 2016. An Analysis of Using Code Switching in English-Arabic Daily Conversation of Dormitory Students at MAN Koto Baru Padang Panjang. Thesis. Graduate Program of Universitas Negeri Padang.
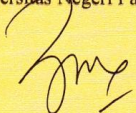
This research was conducted to analyze the phenomena of code switching in students' conversation of female *keagamaan* dormitory. It was focused on identifying the types, functions, and reasons of students use code switching in daily conversation. This research was classified into descriptive research. The first data in this research were students' utterances containing code switching to find out the types and functions of code switching used by students. The second data were students' interview result to find out the reasons of students use code switching in conversation. Data collection was done by using recording and interview. The finding shows that there are five types of code switching used by students in daily conversation. They were metaphorical switching, situational switching, intra-sentential switching, inter-sentential switching, and tag switching. Furthermore, there are ten functions of code switching used by students in daily conversation. They were quotation, addressee specification, interjection, reiteration, message qualification, personification versus objectivization, clarification, checking as another guide, and specific features of Islamic English. Then, there are seven reasons of students use code switching in daily conversation, they were to show solidarity, to make conversation easier, to give emphasis, to convince or motivate interlocutor by quoting something, to avoid lacking of vocabularies, to show status, and to keep secret.
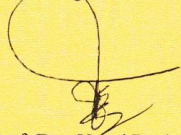
PERSETUJUAN AKHIR TESIS

Mahasiswa   : **Anessy Yarma Putri**
NIM   : 14178003
Program Studi   : Pendidikan Bahasa Inggris

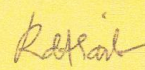| Nama	Tanda Tangan	Tanggal
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
Dekan Fakultas Bahasa dan Seni
Universitas Negeri Padang

Prof. Dr. M. Zaim, M.Hum.
NIP. 19610321.198602.1.001

Ketua Program Studi

Prof. Dra. Yenni Rozimela, M.Ed., Ph.D.
NIP. 19620919.198602.1.001

PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN

No.	Nama	Tanda Tangan
1.	Prof. Dr. Jufrizal, M.Hum. (Ketua)	
2.	Dr. Zul Amri, M.Ed. (Sekretaris)	
3.	Dr. Hamzah, M.A., M.M. (Anggota)	
4.	Prof. Drs. Rusdi, M.A., Ph.D. (Anggota)	
5.	Dr. Ridwan, M.Sc., Ed. (Anggota)	

Mahasiswa

Mahasiswa : **Anessy Yarma Putri**
NIM : 14178003
Program Studi : Pendidikan Bahasa Inggris
Tanggal Ujian : 18 - 8 - 2016

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Padang, November 2016
Yang menyatakan

Anessy Yarma Putri
NIM. 14178003

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Humans use language to convey something in the process of socialization within the community, either formally or informally. **Language** is a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences (Thompson, 2008). It shows that language is the most fundamental thing in the process of communication. Without language, human can not communicate and interact well.

In the process of communication, most people use more than one language. In general, they use two languages (bilingualism), even more, also called multilingualism. Myers-Scotton (2006: 2) says that a person can be said to be bilingual if he can use more than one language in communication. The practice of using two or more languages alternately by the same individual is called as multilingualism. However, he says that bilingualism is also used as a cover term for multilingualism.

In multilingual community, speakers tend to distract one language to another in different sentences. Sometimes the speakers speak by using one language on one sentence and different language in other sentence, which is commonly called as code switching. As stated by Trudgill (2000:105), speakers switch to manipulate, influence or define the situation as they wish and to convey nuances of meaning and personal intention. It may be assumed that

code switching can be used for self-expression and is a way of modifying language for the sake of personal intentions.

Code switching has become an attractive phenomenon to be studied by observers of language. The research of code switching will produce a special variety of switching two or more languages in bilingual or multilingual community. Holmes (2013: 37) states that one of the causes of code switching is the fact that reveals the bilingual speaks to other bilingual to discuss particular topic. Therefore, bilingual and multilingual is a natural thing in society. Under these conditions, the speakers can choose the code to be used in the communication, even switch from one code to another code or incorporate some code. Moreover, no limits on how many languages that people can use in communication.

Commonly, code switching occurs between mother tongue and foreign language. In this context, mother tongue is Bahasa Indonesia or vernacular language and the foreign language is English. As seen in preliminary research in dormitories at MAN Koto Baru Padang Panjang, students are required to use English in daily conversation. In communication, most students are not able to speak English well because they are still lack of vocabulary. Therefore, the students switch English into Indonesian or vernacular language. However, the different situation happens at *keagamaan* dormitories where students are not allowed to use Indonesian or vernacular language in dormitory. They are only allowed to use English or Arabic in daily conversation.

The phenomenon that happened in *keagamaan* dormitories is that most students switch English into Arabic in daily conversation. However, based on the context, the specific reasons why students employ code switching could not be found yet, as seen in the conversation below.

Student (A): O my God.. What time is it now? Come on Fit, get up.
Yajibu 'alaina annushal
(We must pray)

Student (B): *Astaghfirullaah*.. you are right.
But, *limaadza kunti muakhira litaquumanii?*
(Why are you late to wake me up?)

Student (A): Hmm.. I did nothing, I don't know why.
Maa sami'tu adzaana shubh.
(I don't listen adzan shubuh)

Student (B): It's okay, *hayya natawadha'.*
(let's take ablution)

Student (A): Hmm.. Look! That waterscoop.
Ihmilal ilal hamam.
(bring it to bathroom)

Student (B): Okay.. I'll bring two waterscoop.
Lii walakii
(for me and for you)

Student (A): Thank you

The examples above indicated that both of them could communicate well. When student (A) asked question in English, interlocutor (student B) could answer it in English, so do the student asked question in Arabic, interlocutor could answer it in Arabic. It means that, the students of *keagamaan* department could understand and use two languages in communication. Nevertheless, in fact, the students still employed code switching. It can be seen that students used code switching in the sentence (intra-sentential switching) and between sentences (inter-sentential switching) in communication.

Dealing with phenomena above, it was revealed that code switching occurred not only among vernacular languages, Bahasa Indonesia and foreign

language but also between foreign language and other foreign language. Most phenomena could be found at dormitories which had required the students to communicate in foreign language. However, code switching should not be allowed in foreign language learning, as it may hinder learning process. This is based on the argument that students may depend too much on interlocutors' code switching. They may lose their eagerness to learn and the ability to guess and infer in new linguistic environments of the foreign language. Secondly, it might cause confusion, fossilization, and internalization of errors in students. Frequent use of code switching might influence the way learners communicate in the foreign language in the future. Thus, the researcher was challenged to find out the use of code switching in English-Arabic daily conversation on the scope of the dormitory.

B. Identification of the Problem

Based on the preliminary research in dormitories at MAN Koto Baru Padang Panjang, the students of *keagamaan* department could understand and used two languages in communication, but they still employed code switching in sentence (intra-sentential switching) and between the sentences (inter-sentential switching). The researcher could not find yet any specific reasons why students employ code switching in communication. Therefore, it was interesting to analyze the use of code switching in English-Arabic daily conversation in *keagamaan* dormitories.

C. Limitation of the Problem

Since the researcher was not allowed to come into male dormitories, the research was conducted in female dormitory. Thus, the problem was limited on (1) the types of code switching used by female students of *keagamaan* dormitory in English-Arabic daily conversation, (2) the functions of code switching used by female students of *keagamaan* dormitory in English-Arabic daily conversation, and (3) the reasons of using code switching by female students of *keagamaan* dormitory in English-Arabic daily conversation. This limitation was done to avoid the misunderstanding and to reach the target of the research effectively.

D. Formulation of the Problem

In accordance with limitation of the problem, the formulation of the problem in this research was "How is the use code switching in English-Arabic daily conversation by female students of *keagamaan* dormitory at MAN Koto Baru Padang Panjang?"

Dealing with formulation of the problem, the research questions could be stated as follow:

1. What types of code switching are used by female students of *keagamaan* dormitory in English-Arabic daily conversation at MAN Koto Baru Padang Panjang?

2. What functions of code switching are used by female students of *keagamaan* dormitory in English-Arabic daily conversation at MAN Koto Baru Padang Panjang?

3. Why do female students of *keagamaan* dormitory use code switching in English-Arabic daily conversation at MAN Koto Baru Padang Panjang?

E. Purpose of the Research

The main purpose of this research is to analyze the use of code switching in English-Arabic daily conversation by female students of *keagamaan* dormitory at MAN Koto Baru Padang Panjang. Specifically, this research aims

1. To find out types of code switching used by female students of *keagamaan* dormitory in English-Arabic daily conversation at MAN Koto Baru Padang Panjang

2. To find out functions of code switching used by female students of *keagamaan* dormitory in English-Arabic daily conversation at MAN Koto Baru Padang Panjang

3. To find out reasons why female students of *keagamaan* dormitory do code switching in English-Arabic daily conversation at MAN Koto Baru Padang Panjang

F. Significance of the Research

The findings about the use of code switching in English-Arabic daily conversation are expected to give contribution to linguistics and sociolinguistics related with social phenomena in language variation. It is hoped that the finding can be an additional source to develop sociolinguistic study especially in code switching topic. Secondly, this study will be interesting for second language researchers and teachers because it describes language use outside of the classroom among bilingual or multilingual people.

By understanding the links between language and society, the researchers and teachers will comprehend participants' concepts of identity boundaries better. Furthermore, the readers will get more understanding about the switch language happened in Indonesia which is not only among vernacular languages, Bahasa Indonesia and foreign language but also between foreign language and other foreign language in particular community especially in MAN Koto Baru Padang Panjang. Finally, for researcher herself, it is expected to extend the researcher's knowledge about other language and know the types, functions, and reasons of using code switching in English-Arabic daily conversation.

G. Definition of the Key Terms

To avoid different perception and understanding between writer and readers toward the meaning of the terms used in this study, the researcher emphasized the four operational key terms which were commonly stated in each chapter.

1. Using code switching: The alternate use of two or more languages in same utterance between students in their conversation

2. English-Arabic code switching: The alternate use of English and Arabic in same utterance between students in their conversation

3. Daily conversation: An informal talk in daily life involving two students or a small group of students in dormitory

4. Dormitory students: Students who live in a building on a school with their friends and a coach who use English and Arabic as their language in conversation

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the finding and discussion, it can be concluded that the female students of *keagamaan* dormitory used code switching in English-Arabic daily conversation. The students applied code switching within a single sentence and between sentences. The students also disposed to change language because the new topic and situation occur in conversation. In addition, the students inserted a tag in daily conversation, which is called by tag switching. In English-Arabic daily conversation, most students employed code switching between sentences.

Furthermore, dealing with function of code switching used by female students of *keagamaan* dormitory, the students did code switching in daily conversation as quotation. It means students disposed to quote utterance in another language in conversation. Besides, the students switched language into another when they wanted to speak with particular person. The students used different language to different people in communication. In addition, the students used code switching as interjection. The students also changed language when they wanted to repeat utterance as clarification. In conversation, the students switch to other code to make message better understood and to check, especially when they want the listener's opinion or approval. The last, the students used some Islamic terms in daily conversation when they were speaking in English. The most function used by students in

conversation was message qualification. Students used code switching to make message better understood.

Moreover, there were several reasons why female students of *keagamaan* dormitory did code switching in daily conversation. Most students disposed to switch language because they want to show solidarity to interlocutor who considered did not understand what they said. The students used code switching to make conversation easier. In addition, the students also employed code switching to give emphasis to interlocutor, to convince or motivate interlocutor by quoting something. Furthermore, students disposed to change language because they want to avoid lacking of vocabularies. The students also show status as female student of *keagamaan* dormitory by switching the language used. The last, the students did code switching to keep conversation secret from other dormitories' students.

B. Implication

There are some implications related to the use of code switching in English-Arabic daily conversation. There is a need to apply code switching in view of the fact that there are students who cannot readily do conversation in one language because lack of vocabularies. They are lazy to look for the unknown vocabularies in dictionary. Moreover, there are also students who cannot understand the words in English because they do not know its equivalent or translation of the words. Thus, speaker switches language into Arabic, vice versa.

Dealing with the types of code switching used by female students of *keagamaan* dormitory in daily conversation, it is implied that the students have been used all types of code switching in their communication. Furthermore, dealing with the functions of code switching used by female students of *keagamaan* dormitory in daily conversation, it is implied that the students also have been used all functions of code switching in their communication even they also have used a specific features of Islamic as functions of code switching in communication. Third, dealing with the reasons of female students of *keagamaan* dormitory used code switching in daily conversation, it is implied that the code switching happened in immediate situation. Interlocutor can be a cause of students switch language. Moreover, lacking of vocabulary also be a reason of students used code switching in daily conversation.

C. Suggestion

Based on conclusion and implication of the research above, there are some suggestions that can be identified. First, the students are suggested to enrich their knowledge on the vocabularies in English and Arabic in order to make them avoid the use of code switching too much. The students also may depend too much, on interlocutors' code switching. They may lose their eagerness to learn, the ability to guess and infer in new linguistic environments of the foreign language. Thus, the students have to minimize the switching language in communication. Second, the English teachers or lecturers are suggested to enrich their knowledge on code switching and application in the field. This research can be an additional sources in teaching

related with sociolinguistic. English teachers or lectures can give the real sample about code switching in community, especially code switching between foreign languages.

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