

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Most of Islamic boarding schools in Indonesia require their students to live in the dormitory, including in Ar-Raudlatul Hasanah Islamic Boarding School. In this Islamic boarding school, male and female students are located in a separated location. Therefore, almost all their conversations are conducted among their friends with the same sex. In such condition the possibility of male and female differences in language use might be higher 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 Ar-Raudlatul Hasanah Islamic boarding school must use English or Arabic in their daily conversation, unless they will get punishment if they speak in other languages such as Indonesian language or vernacular. The use of English or Arabic in this school 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, and 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 a foreign language, it is possible that the students code mix English with their first or second language -such as Indonesian language, Batakinese, Malay, Acehnese, Javanese, Minang Language, or Bugenese- 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?*

Code mixing has become socially and communicatively essential. It helps us in developing and improving relationships and also enables us to adapt to any environment we are in. However, in foreign or second language learning, the use of code mixing might have a long term negative effect to the users of code mixing in learning the target language (Rebecca, 2008:4). First, code mixing may lead to loss of fluency in the target language. Second, demotivation in learning English as the students use code mixing in most of their study years. Third, it might affect the solidarity and sense of belonging among students especially between those who are very proficient in English and those who are less proficient in English.

Therefore, in order to ensure that the students will always speak English or Arabic correctly in their daily communication, then Language Advicory

Council of this Islamic boarding school chose some students to be a language spy whose duty is to be a spy for the students who do not speak English or Arabic and then they give the name of the students who do not speak English or Arabic, along with the utterances they have uttered, to the Language Advisory Council of this Islamic boarding school. Later, Language Advisory Council will give punishment for those who do not speak English or Arabic and the punishment is depended on the frequency of using incorrect English or Arabic.

Hence it will be more interesting and significant if we relate the phenomena of male and female differences in language use with the phenomena of code mixing in students' daily conversation rather than just studying about male and female students' differences in language use.

A multitude of studies on language and gender have been devoted to identify and explain the differences in language use of men and women (Franch, 2003: 188). Most of the studies of gender and language have aimed at formulating generalizations for gender-based linguistic differences at a global view of language. Many linguists have found male and female's differences in language use. The most well known linguists who have theories on gender differences in language use are Lakoff (1973) and Tannen (1990). They found that man and woman have differences in language use, but Lakoff found the differences in lexicon, grammar, and also the topic of speaking, while Tannen found the differences between man and woman language in conversation styles. Besides these two linguists, many researchers have also conducted the research

on language and gender, for example Norman (2006) and Pan (2011). Norman (2006) tried to find out the factors contribute to male and female differences in English language, while Pan (2011) found out the features of female language in English which is used by Chinese women.

However, in recent years, some researchers have turned away from the quest for a universal interpretation for gender-based linguistic differences, and suggested that more attention should be paid to the social constructions of gender which may take different forms across cultures and through time. Some researchers have tried to relate gender differences to the issues of sociolinguistics, especially code mixing and code switching. The chance of using code mixing are increased recently due to the emergence of globalization era in which the chances of people from different cultures and speaking different languages interact with each other are easily happen today.

Some researchers found out the difference frequency of using code mixing or code switching by male and female. However only few of them tried to relate the phenomena of code mixing or code switching to the theory of male and female's differences in language use. For example, Wong (2006) 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. However, this research did not relate the theory of code mixing to the theory of linguistic differences between male and female. Hence, it is very interesting and significant if we try to relate

these two theories, and then we can see if male and female's differences in linguistic aspects at global view will be the same with male and female's differences in linguistic aspects when they are doing code mixing.

In addition, the theory on male and female's differences in language use is found in English native speaker. Hence, this theory might not the same with other languages since each language is influenced by different culture. Besides, male and female's differences in English language which are found in non native English might be different from those of the native English speaker one, since non native English speakers might be influenced by their own culture.

Further, this study is aimed at analyzing male and female's differences when they mix Indonesian language into English utterances. This study will analyze linguistic aspects of Indonesian language which are inserted into English utterance based on male and female's differences in linguistic aspects found in native English speaker. So, this study will find out the similarities and differences between male and female's differences in language use when they are doing English-Indonesian 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 Ar-Raudlatul Hasanah 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 conversation by considering male and female's differences in English-Indonesian code mixing

related to the linguistic aspects, kinds of insertion in code mixing and different pattern of code mixing being used as the guide to solve the problem of code mixing.

1.2 The Problems of the Study

Based on the background of study explained above, the problems are formulated as the following.

1. What kinds of insertion are commonly code mixed by male and female students in their daily conversation?
2. What is the pattern of code mixing used by male and female students' daily conversation?
3. What Indonesian linguistic aspects are dominantly used by male and female students in English-Indonesian code mixing?

1.3 The Objectives of Study

In line with the problems of the study, the research objectives are.

1. to describe kinds of insertion which are commonly code mixed by male and female students in their daily conversation,
2. to derive the pattern of code mixing used in male and female students' daily conversation and
3. to elaborate linguistic aspects of Indonesian language which are dominantly used by male and female students in English-Indonesian code mixing.

1.4 The Scope of Study

Code mixing is divided into two kinds, inner code mixing which refers to a mixing from the original language with all the variants (standard- nonstandard) and outer code mixing which refers to a mixing from another language (foreign language).

This study will focus only on the outer code mixing which include English-Indonesian code mixing. Furthermore, the writer will analyze the dominant kinds of insertion in code mixing, the pattern of code mixing and also the differences of Indonesian linguistic features related to intensifier, tag question, lexical hedge, and expletive which are used in English-Indonesian code mixing by male and female students of Ar-Raudlatul Hasanah Islamic Boarding School in daily conversation.

1.5 The Significances of Study

The findings of study are expected to be beneficial and give contributions theoretically and practically. Theoretically, the findings of the study are expected to be additional resources for lecturers in teaching sociolinguistics, especially on gender differences in the use of code mixing.

Practically, it is expected that the findings are useful to be the guides for Language Advisory Council of Ar-Raudlatul Hasanah Islamic Boarding School Medan to overcome the problem of code mixing found in male and female

students' daily conversation. Besides, the findings 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.

