

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Study

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 received 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 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 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. 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?*

Code mixing has become socially and communicatively essential. It helps us in developing and improving relationship and also enables us to adabt 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 users of code mixing in learning the target language ( Rebbeca, 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 give the name of the students who do not speak English or Arabic, along with the utterances they have uttered, to the Language Advicory 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 and Arabic.

Hence it will be more interesting and significant if the writer will relate the phenomena of male and female differences in language use with the phenomena of code mixing in students' differences in language use.

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.

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 generalization for gender-based linguistic differences at a global view of language. Many linguistic 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 told that man and woman have differences in language use, but Lakoff told the differences in lexicon , grammmar, and also the topic of speaking., While Tannen told the differences between man and woman langauge in conversation styles. Besides

these two linguistics, many researchers have also conducted the research on language and gender. For previous studies show by Norman(2006) and Pan(2012). Norman( 2006) tried to find out the factors contribute to male and female differences in English Language. 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 construction 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 language interact with each other are easily happen today.

The study of code mixing related to gender differences has ever been conducted by Rabbani (2012) entitled Gender Differences in Code-Switching and Code-Mixing in Text Messages of Undergraduate Students. Suryasa (2012) Code-mixing used in Black Canyon Coffee article from Emve Magazine, he found Most words to address a gender such as Ladies have been borrowed from English and their use has spread rapidly. Insertion of words, especially nouns, accounted the highest number of code-mixing. The possibilities for categories such as congruent lexicalization to occur are limited. Moreover, neither language shares marked grammatical structures with English. Code-Mixing occurred between genders and age group is needed to better understand these phenomena in

synchronous forms of communication. The last researcher is Radianysah (2013) Male and female student's code mixing in multilingual context, in his Journal, the researcher found out about the similarities and differences of male and female students' code mixing in Arabic, English and Indonesia, the researcher analyzed the kinds of code mixing, the pattern of code mixing and the linguistic Aspects in code mixing. The researcher found that the dominant pattern of code mixing used by female students are insertion, followed by alternation and congruent lexicalization. Alternation and congruent have the same percentage of usage in female student's code mixing. Meanwhile The next dominant pattern of male students are insertion and alternation pattern. It can be assumed that male students seldom used the pattern of lexicalization

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 analyzed the pattern of code mixing in Indonesia language which are inserted into English utterance based on male and female's differences in the pattern of code mixing

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.

This phenomenon often happens among male and female students when they are having conversation during daily conversations in Islamic boarding school *seimencirim*. They always mix their language between English and Indonesian language when doing the conversations. Beside, male and female students not only mix their language in conversation with their classmate and their friends but also with the teachers and staffs who work in that boarding school. When they mix the language in conversation with the teachers or staffs from different Subjects, it often emerges misunderstanding. And the goal of conversation becomes failed because the teachers with different tribe do not understand of English.

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.

C. The Pattern of Code - Mixing Used by Male and Female Students in code

Mixing

In order to find out the similarity or the difference of The Pattern of code-mixing used by male and female students in Indonesian and English code mixing. the table below about The Pattern of Code-Mixing used by male and female students in code mixing is displayed.

The Pattern of Code-Mixing	Male	Female
Insertion pattern	3	3
Lexicalization	-	3
Congruent Lexicalization	3	-
Total	6	6



The Preliminary data Showed in the pattern of code mixing used by male and female students in code mixing. This analysis is related to Radiansyah (2013) who proposed Male and female student's code mixing in multilingual context (Arabic, English and Indonesia)

The table above 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.

From the explanations about code mixing in particular context above, the researcher is interested in exploring code mixing in different context that is in daily conversations. The problem of this research is different from the previous study. And based on the preliminary data and the different findings of previous studies above, the researcher is interested in conducting a research about code mixing of Indonesian and English language in daily conversations. This research aims to find out what patterns of code mixing and how is the code mixing patterned used by male and female students when they are having conversation with their friends in daily conversation. Besides, the researcher also investigates why is the code-mixing by male and female students patterned is the way is it.

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.

## **1.2 The Problems of the Study**

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

1. What patterns of Indonesian and English code-mixing are commonly used by male and female students in their daily conversations?
2. How is the Indonesian and English code-mixing patterned in the male and female student's daily conversations?
3. Why is the Indonesian and English code-mixing by male and female

students patterned is the way it is?

### **1.3 The Objectives of Study**

In line with the problems of the study, the research objective are formulated as the following.

- 1 to describe patterns of code-mixing which are commonly code mixed by male and female students in their daily conversations
- 2 to derive process the pattern of code mixing used in male and female students' daily conversations
- 3 to elaborate reasons for the code-mixing by male and female students' daily conversations

### **1.4 The Scope of the Study**

The scope of the study are the utterances of Indonesian and English code mixing by male and female students in daily conversations at Mahad Muhammad Saman. There are 20 students are going to observed, 10 females and 10 males who are from the third grades. They must use English and Arabic language in boarding school.

This study deals with Indonesian and English code mixing. The theory of Musyken (2000) is used to analyzed the pattern and the process of code mixing.

the researcher used the theory proposed by Hoffman (1991) for describing the reason of students mix their language which are used in English – Indonesian code mixing by male and female students of Mahad Muhammad Saman In slamic Boarding School in daily conversation.

### **1.5 The Significances of Study**

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 in teaching 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.

