

SKRIPSI
DESCRIPTIVE ANALYSIS OF USING CODE SWITCHING AND
CODE MIXING IN ENGLISH-ARABIC DAILY CONVERSATION
OF STUDENTS MADRASAH ALIYAH PONDOK PESANTREN
DDI UJUNG LARE PAREPARE



By

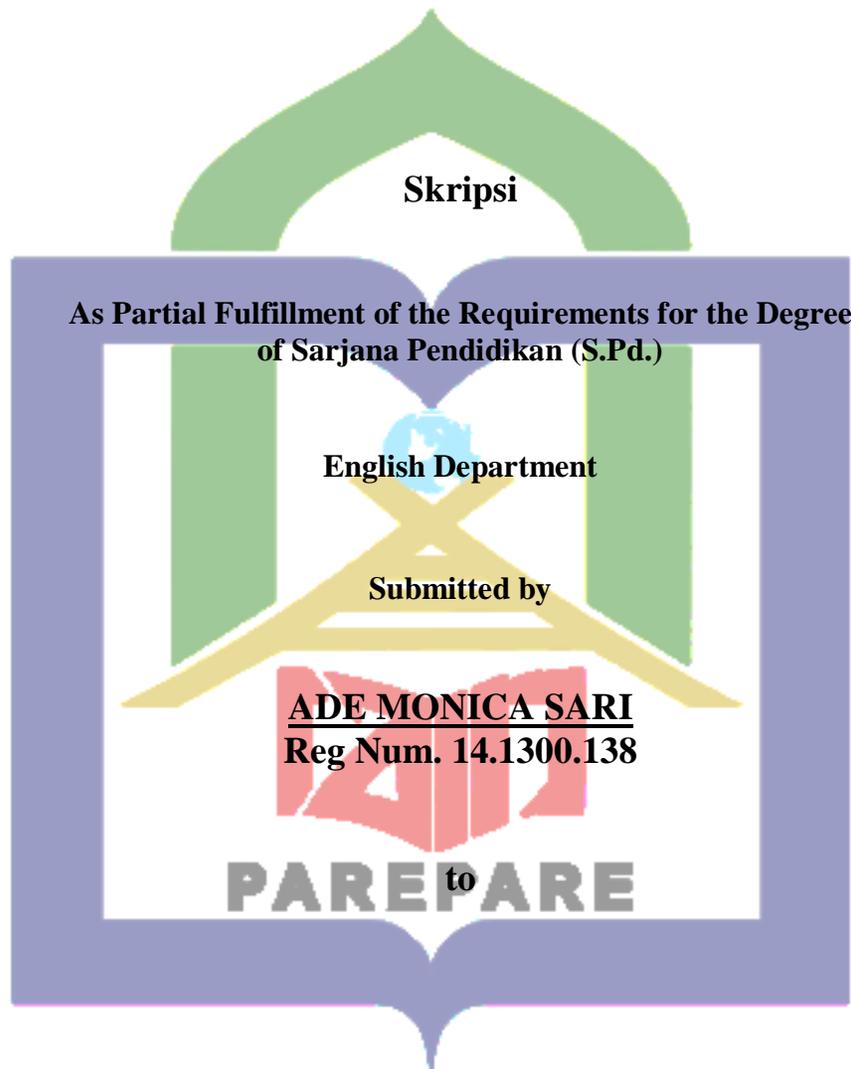
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Submitted to the English Department of Tarbiyah and Adab Faculty of State Islamic
Institute of Parepare in Partial Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

ENGLISH DEPARTMENT
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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**ENGLISH DEPARTMENT
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2019**

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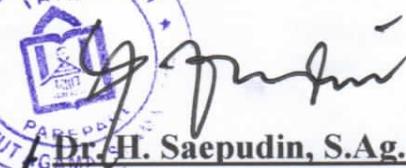


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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, lets thanks to Allah SWT, praise be on him the beneficent the merciful lord of the universe. The master of the judgment day. For he has given the mercy and blessing. He always gives, health, strong and favor in completing this “Skripsi” by the title Descriptive Analysis of Using Code-Switching in English-Arabic Daily Conversation of Students MA DDI Ujung Lare Parepare.

Shalawat and Salam to our beloved prophet Muhammad saw (peace be upon him), the last messenger of Allah SWT. He has already spread the Islamic teaching to all human being in this world.

The researcher realizes that this skripsi has never been possible to be finished without assistance of the people. Therefore the researcher wishes to express a lot of thanks to:

1. Specially thanks the researcher addressed to her beloved parents Muh. Amin and Sarpa Rauf. For their incredible patient, for their endless love, amazing motivation and support, her brothers Ilham Baim Ahmadjie, her young sister Afifah Istiqomah Ratifah and all of her family.
2. Dr. Ahmad Sultra Rustan, M.Si. The Rector of State Islamic Institute (IAIN) Parepare, the lecturer of English department and Tarbiyah and all of staff of IAIN Parepare for their motivation and help during her study.
3. Dr. H. Saepuddin, M.Pd. as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare who has given the researcher a guideline in finishing this skripsi.

4. Mujahidah, M.Pd, as the Chairman of English Department for the fabulous serving to the students.
5. Dr. Abu Bakar Djuddah, M.Pd, as the first consultant, who has patiently guided and given their constructive suggestion, motivated and corrected to the writer for finishing this skripsi.
6. Drs. Amzah, M.Pd, the second consultant, who has given her much motivation guidance and suggestion to complete this skripsi.
7. Hervina S.Pd.I, as the headmaster of MA DDI Ujung Lare Parepare who has allowed the researcher to conduct and observe the research at the school.
8. Her Special brother, Mr. Abi who has supported, motivated, advised, and force her to finish this skripsi, Riska Awalia Rahman, Husnul Khatimah A, Hardiyanti Patanggari as well as Nurhusna who always faithful to accompany her. They are important to the writer's life.
9. Her special sister Masriani, S. Pd, who has guided and helped her to finish this research. And for all best friends, they are all the students in English Department Tarbiyah Faculty 2014, members of Respect and all people who have given their help in writing this "Skripsi" that the researcher could not mention it one by on. Thanks for giving support and sharing their time and being good friends.

The words are not enough to appreciate for their help and contribution in writing this "Skripsi", may Allah SWT bless them all. Finally, researcher realizes that this research "Skripsi" is not perfect yet. Therefore, the researcher would like to accept critics and suggestion from everyone who reads this research.

Finally, the researcher expects this "Skripsi" will give valuable information for development of education and become the inspiration for people who read it.

Parepare, 8th February 2019

The Researcher



Ade Monica Sari

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

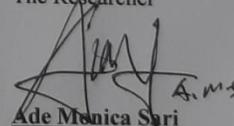
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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

Ade Monica Sari *Descriptive Analysis of Using Code Switching and Code Mixing in English-Arabic Daily Conversation of Students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare,,English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare (Supervised by Abu Bakar Djuddah and Amzah).*

The purpose of this study is to analyze the use of switching codes and mixing codes English-Arabic daily conversation students Madrasah Aliyah. The results of this study are beneficial for teachers and students because they will get an effective new strategy to be used in the process of developing two languages at once namely English and Arabic students especially in everyday conversation.

The subject of this study was randomly selected from students of Aliyah madrasahs consisting of 16 students. The design in this study is descriptive qualitative. The researcher directly observed the phenomenon of using the switching code and the English-Arabic mixing code in student conversations.

The results in this study indicate that some students use switching codes and mixing codes in everyday conversations and there are several types of code switching and code mixing. Based on data analysis, found 1 data that uses the type switching code for inter-sentential switching in 32 mixed code data which consists of 3 types of insertions, 21 types of alternations and 6 types of congruent lexicalization. It can be concluded that students are more often use code mixing instead of code switching.

Keywords: *Code Switching, Code Mixing, Conversation*



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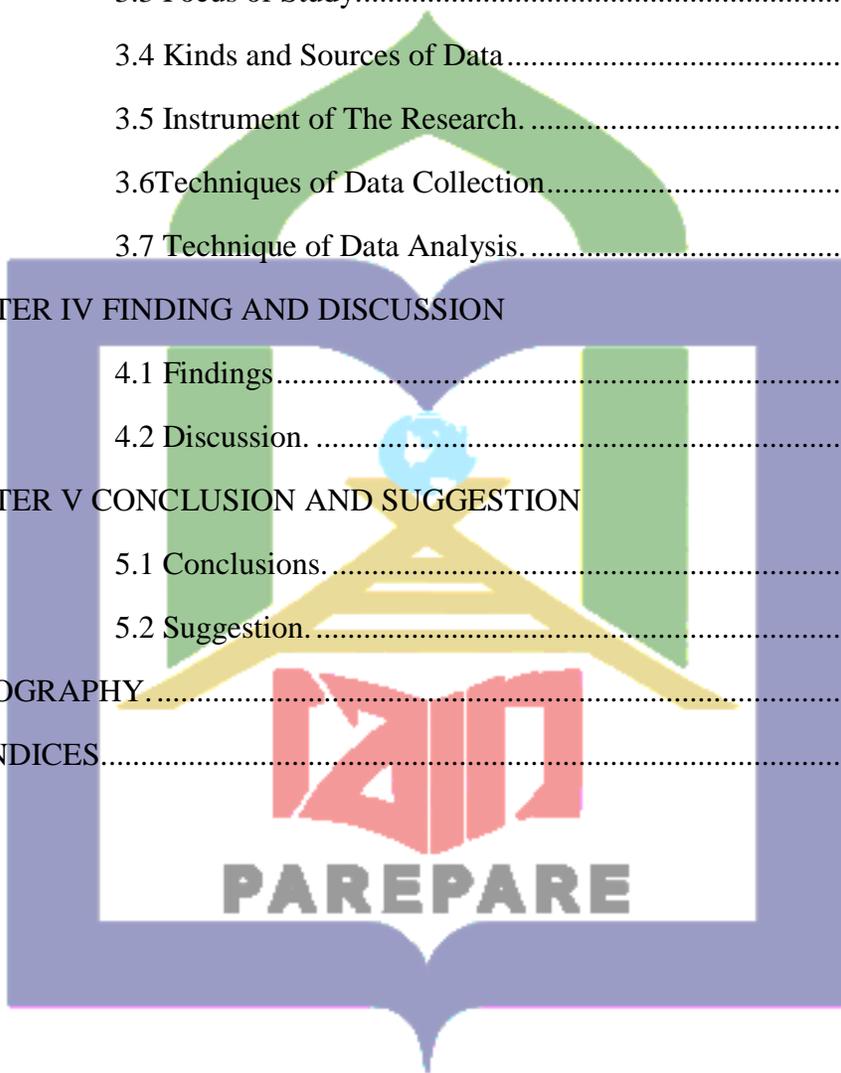
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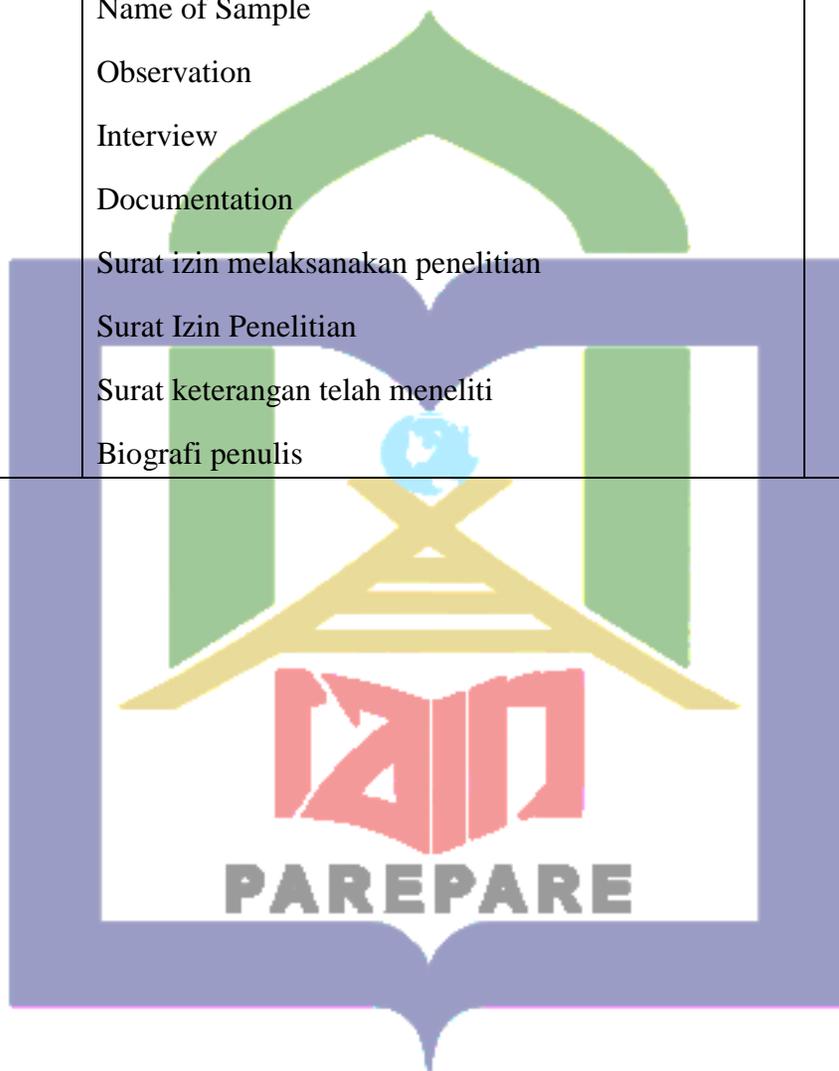
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CHAPTER I

INTRODUCTION

1.1 Background

Conversation is a form of communication carried out by two or more people who talk about something. As social beings, a person generally requires communication between each other therefore, language is used as a communication tool in interacting in everyday life because the language is a tool to connect people with other human beings. The language used in each country is different, because each country has its own language but does not rule out the possibility of a country in a country using language that is not its country. as in Indonesia, which has the native language of Indonesian and other local languages, but many people in Indonesia who also use foreign languages including English, Arabic, Japanese and sometimes the two foreign languages in a conversation.

In social activities, the use of language is very important role in human social life. Concern for the "human communication" aspect within the definition of language implies attention to the way language is played out societies in its full range. Language is not just denotation, a term which refers to the process of conveying meaning referring to ideas, events or entities that exist outside language. Language is accordingly said to be indexical of one's social class, status region of origin, gender, age group and so on.¹

Language in Indonesia has been around for a long time, and is still in Indonesian language. However in this modern era many people started to use foreign languages, especially English and Arabic in their communication, Indonesians were

¹Rajend Mesthrie, et al., eds., *Introducing Sociolinguistics* (Endinburgh: Endinburgh University Press, 2000), h. 6.

initiated to use English or Arabic and then spread it to others. Therefore, Indonesian has also been influenced by English and Arabic. Because of this phenomenon, we can now see how many languages are spoken and also using code-switching and code-mixing in daily conversation.

To communicate widely, people now tend to increase their ability to use and understand other languages. Sometimes people use language switching codes and code-mixing in the process of communication or daily conversation. Conversations always occur every day even when meeting someone or talking on the telephone. In talking sometimes someone says the wrong words; between mispronounce or divert many languages. One thing that happened at Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare is the language used by students and teachers are English and Arabic students taking a break in the canteen, in front of the class or in class Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare have rules that require students to use Arabic and English on certain days, namely Arabic on Mondays and Tuesdays, then English on Wednesdays and Thursdays where students are required to use a predetermined foreign language while doing activities during recess until school time. at school time, sometimes some students use switching codes and code mixing in their conversations.

While on Saturdays and Sundays students are free to use the language either Indonesian, English or Arabic so that some students on Saturday and Sunday students sometimes use code switching and mix English and Arabic into their conversations. The use of predominant language in talking and conversation every day. Sometimes in informal conversations, there are many uses of switching codes and mixing codes that often occur in students' daily conversations with many students. As an illustration,

the writer present a little conversation between two students which describes the reality of the language use between them can be categorized as code switching. The conversation is as follows:

Student (A): عَلَيْنَا السَّلَامُ. My name is Ulwan. What's your name?

Student (B): وَعَلَيْكُمْ السَّلَامُ. My name is Riska. Nice to meet you.

Student (A): **Nice to meet you to.**

The conversation above indicates the using of code switching. Because the speakers switch two languages, those are English and Arabic and the type of code switching who is using the students is inter-sentential switching.

This phenomenon of code switching is referred to as code switching and code mixing. It has been known that Code Switching and Code Mixing of several foreign languages including English and Arabic have occurred in the communication process and have become a common sign in our country Indonesia, people not only use Indonesian but also foreign languages where when they use two languages at once they indirectly used codeswitching and code mixing. This is especially the case with Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare where students sometimes use codeswitching and code mixing for English and Arabic in their daily conversations. In this project, the authors were interested in analyzing English and Arabic in everyday conversations at the Ujung Lare Islamic Boarding School Islamic Boarding School. To find out the facts, the researcher decided on his research "Descriptive Analysis Using Switching Code in English-Arabic Conversation Daily Students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. To find out the facts, the researcher decided on his research "Descriptive Analysis of Using Code

Switching in English-Arabic Daily Conversation of Students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare ".

1.2 Problem Statement

In relation with the background above, the problem of the research can be stated as follow:

1.2.1 How is the students ability in using code-switching and code-mixing in English-Arabic daily conversation at Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare?

1.2.2 What are the types of code-switching and code-mixing used in English-Arabic daily conversation of students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare?

1.3 Objective of the Research

The following are objectives of the research:

1.3.1 To know the students ability in using code-switching and code-mixing in English-Arabic daily conversation at Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare.

1.3.2 To know the types of code-switching and code-mixing used in English-Arabic daily conversation of students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare.

1.4 Significance of the Research

The result of the study is expected to be used theoretically and practically:

1.4.1 Theoretically:

1.4.1.1 The researcher can use this graduating paper as an additional source to develop sociolinguistic study especially in code switching topic.

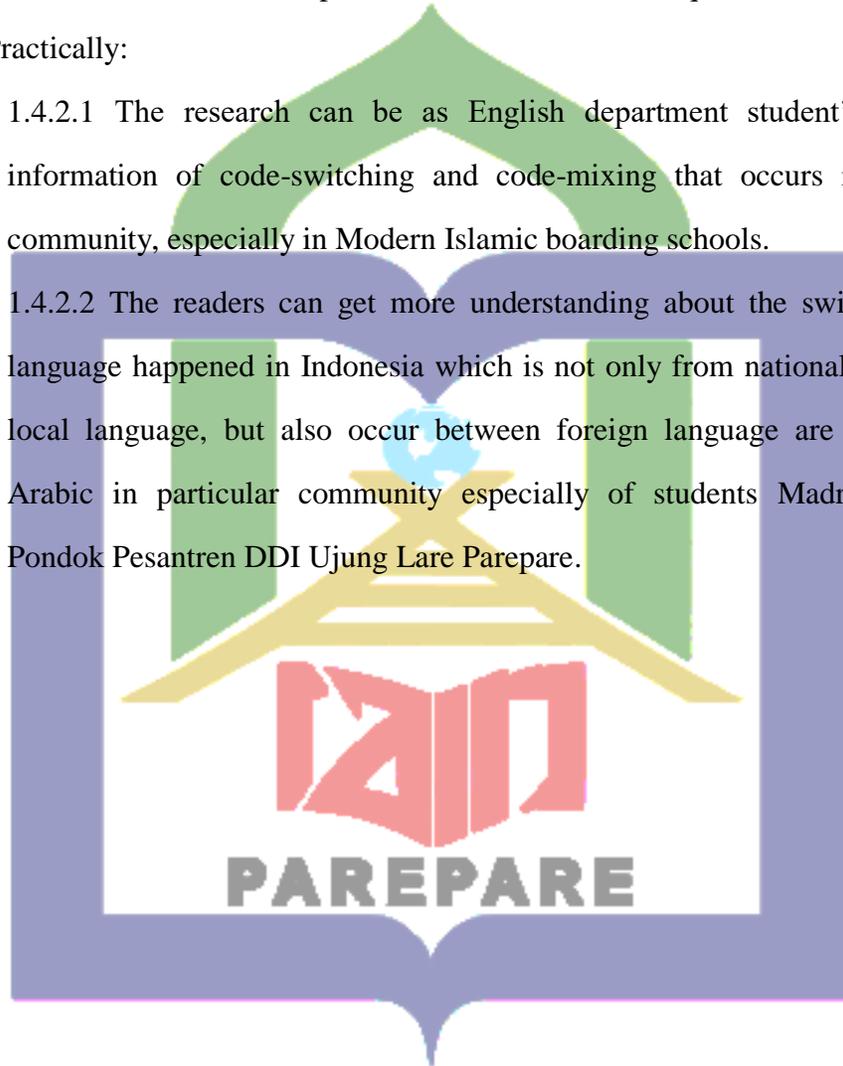
1.4.1.2 The readers are able to understand the types of code-switching and code-mixing.

1.4.1.2 It hopes that this research will help other researchers to do the some related researches in deeper, further and better techniques.

1.4.2 Practically:

1.4.2.1 The research can be as English department student's additional information of code-switching and code-mixing that occurs in bilinguals community, especially in Modern Islamic boarding schools.

1.4.2.2 The readers can get more understanding about the switch and mix language happened in Indonesia which is not only from national language to local language, but also occur between foreign language are English and Arabic in particular community especially of students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Research Finding

A couple of researchers have performed studies in accordance with the researchers are as follow:

A research “*Code-Mixing and Code Switching in The Process of Learning*” by Diyah Atiek Mustikawati, she found that Based on the analysis and discussion that has been stated in this research that the form of code mixing and code switching, the learning activities in Al Mawaddah Boarding School is the use of language switching either language Javanese, Arabic, English or Indonesian, on the use of the insertion of words, phrases, idioms, the use of nouns, adjectives, clauses, and sentences. The determinants of code mixing in the learning process including: Identification of the role, the desire to explain and interpret, sourced from the native language and it variations, sourced from foreign languages. On the other hands, the determinants of code switching in the learning process including: speaker and listener, the presence of third person, the topic of conversation, stimulating the sense of humor and just for prestige.²

Namaskhara Gilang Ramadhanin his research concluded that After analyzing the *Code Mixing and Code Switching phenomena in Ranah 3 Warna novel written by Ahmad Fuadi*, the writer concludes that After analyzing the Code Mixing and Code Switching phenomena in Ranah 3 Warna novel written by Ahmad Fuadi, the writer concludes that there are two types of Code Mixing phenomenon in the novel, Inner Code Mixing and Outer Code Mixing.

²Diyah Atiek Mustikawati, “Code-Mixing and Code Switching in The Process of Learning” (Skripsi; Fakultas Keguruan dan Ilmu Pendidikan: Ponorogo, 2014), h. 76.

The Inner Code Mixing phenomenon mixes Minang and Sundanese, while the Outer Code Mixing mixes English, French, Arabic, and Indian. In addition, there are two types of Code Switching phenomenon, Internal Code Switching and External Code Switching. The Internal Code Switching switches Minang into Indonesian, while the External Code Switching switches Indonesian to English, French and Arabic. The factors that influence speakers to mix and switch code are speaker's purpose (speaker want to show something like language competence), speaker's background (speaker want to show his identity or educational level), speaker's partner background (speaker want to show solidarity or identity) and Speaker's want to quote something.³

The third previous study is research was written by Henny Widhi Astuti, the students of English Department and Education Faculty State Islamic Studies Institute (IAIN) Cirebon in 2010 entitled *A descriptive study of code mixing and code switching used in Andrea Hirata's novel entitled Maryamah Karpov*. Concluded that Code switching is a mixed up language together in realm of conversations. It means the speaker says more than one language in one expression. Code switching has many types. The types in this discussion are taken three types; inter-sentential code-switching, intra-sentential code switching and tag switching. Inter sentential code switching is code occurred between sentences. The switch is from one sentence changed into other sentence in different language. The changing is from English sentence into Indonesian sentence. Intra-sentential code-switching is code occurred in a single word or phrase. So it is only word or phrase, not full sentence.

³Ahmad Fuadi, "Code Mixing and Code Switching phenomena in Ranah 3 Warna novel" (skripsi; Faculty of Humanities : Diponorogo,2015), h. 24.

The changing is from English sentence, added by Indonesian phrase, added again by English sentence. Tag switching is code occurred in a simple interjection. In this case, the researcher takes code switching in case of English and Arabic conversation in Miftahul ‘Ulum Islamic Boarding School - Terisi – Indramayu. This boarding school obligates the students to always speak foreign language; Arabic and English in their daily life. One mistake they speak in another language, they will be punished based on the mistakes they made.⁴

While the researcher will descriptive analyze of code switching in English-Arabic daily conversations of students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. The author analyzes switching English to Arabic. While both previews research, Namaskhara Gilang Ramadhan analyzes the novel and Henny Widhi Astuti discusses conversation function and reasons for using code switching.

2.2 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

2.2.1 Code Switching

In this part, there are three points of code switching that should be explained, they are definition, types and factor using code switching.

2.2.1.1 Definition of Code Switching

In linguistics, code-switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation. Multilingual, speakers of more than one language, sometimes use elements of

⁴Ahmad Fajar Sidik, “A Descriptive Analysis code switching In English Arabic Daily Conversation Of Students Islamic Boarding School (Case Study at Pesantren Miftahul ‘Ulum Indramayu)” (skripsi; Tarbiyah and Teacher Training: Cirebon,2015), h. 88.

multiple languages when conversing with each other. Thus, code-switching is the use of more than one linguistic variety in a manner consistent with the syntax and phonology of each variety and There is no transfer of all clauses.

Davy Crystal (1987) views the concept as a code switch when an individual who is bilingual alternates between two languages during his or her speech engagement with another bilingual. All these definitions infer that the speaker in a code-switching situation must have communicative competency in two languages for them to be able to switch from one language to another; it may be the mother tongue [MT] and a second language (L2), in the same discourse. According to Skiba (1997) In normal conversation between two bilinguals, code - switching consists of eighty-four percent single word switches, ten percent phrase switches and one percent clause switching.

Code- switching perform various functions in its naturally occurring context. It is also used to build intimate interpersonal relationships among people who share the same code. It can be said to be a tool for creating linguistic solidarity especially between individuals who share the same ethno- cultural identity. And in some situations, it is used deliberately to exclude a person from a conversation. It is seen as a sign of solidarity within a group. Other reasons may be the inability of a speaker to express himself / herself in one language so switches to the other to compensate for the deficient.⁵

Command of only a single variety language, whether it be a dialect, style, or register, would appear to be an extremely rare phenomenon, one likely to occasion

⁵Olagunju Robert Modupeola, "Code- Switching as a teaching strategy: Implication for English Language teaching and learning in a multilingual society," *IOSR-JHSS*14, no. 3, (Jul. - Aug. 2013), h. 92-93.

comment. Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than monolingualism. People then are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as *code-switching*. Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentence (inter-sententially) or within a single sentence (intra-sententially). Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits. According to As Gal, code-switching is a conversational strategy used to establish, cross destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations.' We will now look more closely at this phenomenon.⁶

2.2.1.2 Types of Code Switching

This section present the general classification of code-switching, and the disagreements among experts regarding its classification. The classification of code-switching used in the present study follows the view that code-switching can be classified into three types: tag-switching, inter-sentential code-switching and intra-sentential code-switching, Poplack said code switching consists of three types, namely, tag switching, inter-sentential, and intra(sentential. Tag switching is a type that is classified as a free element contained in a language in a sentence or statement that is usually located at the beginning or end of a sentence. Intra-sentential

⁶ Ronald Wardhaugh, *An Introduction to Sociolinguistic* (Australia: Blackweel, 2006), h. 101.

Switching according to Appel & Muysken states that the inter-sentential switching occurs within a sentence or a clause. The intra-sentential code occurs in a sentence or a clause. Usually found in the form of words or phrases. Inter-sentential Switching according to Poplack in Yunita's Hendar and Tina Fault language at once in a more complex form, namely in the form of clauses or sentences. Regarding this code switching, Chaer and Agustina explained that code switching is the substitution of language or variety of languages by a speaker in a certain situation consciously. According to Poplack, code switching consists of three types, namely, tag switching, intersentential, and intra-sentential. The switching tag is a type classified as a free element contained in a language in a sentence or statement. Examples of switching tags that are included in discourse markers are you know, I mean, by the way, hi, okay, and others. Intrasentential Switching according to Appel & Muysken states that Intra-sentential switching occurs within a sentence or a clause "Inter-sentential occurs in a sentence or a clause." Usually found in the form of words or phrases. Inter-sentential Switching according to Poplack says "this is the most complex type of code switching because the speaker has to control two linguistic systems simultaneously" this is the most complex type of code switching because speakers must control two language systems simultaneously. Intersentential switching is a type of code switching that requires flexibility for the speaker to be able to speak in two languages at once in a more complex form in 92 clauses or sentences.⁷ In short there were 3 types of Code switching :

⁷Khodiyo Thesa, Penggunaan "Alih Kode Dalam Percakapan Pada Jaringan Whatsapp Oleh Mahasiswa KNB Yang Berkuliah di Universitas Sebelas Maret, vol. 2 no.1 (April 2017), h, 91. <https://jurnal.uns.ac.id/pjl/article/view/1720> (accessed 21 January 2019)

2.2.1.2.1 Tag-switching is subject to minimal syntactic restrictions; therefore, tags may be easily inserted at a number of points in monolingual utterance without violating syntactic rules, Tag switching involves the insertion of a tag from one language into an utterance which is otherwise entirely in the other language, for example, You know, I'm disappointed بِسَبَبِ كَلَامِكَ الْبَارِحَةَ .

2.2.1.2.2 Inter-sentential switching, according to Romaine, greater fluency in both languages than, say, has the ability to switch tags, because the main part of the speech must be in accordance with the rules of the two languages, described analysing Indonesian / Bugis code switching or English and Arabic language. Example, “أَلْحَمْدُ لِلَّهِ بِخَيْرِ اللَّهِ, and now I'm watching tv.

2.2.1.2.3 Intra-sentential switching. Intra-sentential CS according to Romaine discusses language alternation that occurs within sentence or a clause boundary. The shift is done in the middle of a sentence with no interruptions, hesitations, or pause to indicate a shift. Sometimes it includes mixing within word boundaries. Because this type of CS involves the greatest syntactic risk, a less competent bilingual may avoid using it.⁸ Example, ”you are sleepy مَعْظَمُ الْوَقْتِ , because you spend a lot of now your bed.”

2.2.1.3 Factor of Using Code-Switching

There are several factors that cause the occurrence of code switching events, such as the background. Chaer and Agustina states that the causative factors occur including: Speakers, Speech partners, The presence of third speakers, Change of situation, Topics of discussion. Suandi states that code switching is the use of language or code that still supports its own function in accordance with the content

⁸H. Djoko Susanto, Code Switching in Indonesian Islamic Religious Discourse A Sociolinguistic Perspective (Malang: UIN Malang Press, 2008), h. 47-50.

(context) that it holds. Meanwhile, Ritchie and Bhatia classify the function of code switching into several types, namely; Quotation, Opposition Specifications (addressee specification), Interjection or complementary sentence (interjection or sentence filler), Repetition of statements (reiteration), Message clarification (message qualification).

2.2.2 Code-Mixing

In this part, there are three points of code-mixing that should be explained, they are definition, and types

2.2.2.1 Definition of Code-Mixing

The phenomenon of code mixing is further evidence that creative language comes from many new codes and new language registers that result from the use of Code-Mixing in two languages. As previously observed, several language usage registers are included. Given these facts like Code-Mixing, it can be considered as one of the concrete cases of bilingual external knowledge or competence of language. If this is accepted, then Code-Mixing and other multilingual data variants present challenges for current grammar theory. This is because these theories are built on the basis of performance data drawn from ideal homogeneous language communities, while multilingual contexts and data such as mixed code speeches have been excluded from theoretical considerations.

However, interestingly, Chomsky acknowledges that homogeneous language communities do not exist in the real world, and that every individual has acquired language during complex social interactions with people who are different in the way they speak and interpret what they hear and in internal representation underlying their language. language use. In addition, two people can share knowledge of the exact

same language but are very different in their ability to use this knowledge. Therefore, by abstracting from facts like this in the construction of linguistic theory and by maintaining language-I excellence rather than E-language, current linguistic theory fails to provide an appropriate explanation for human knowledge. The question, then, is the principle that language is creative, which is one of the principles underlying core grammar, in linguistic theory. And if so, how is this principle related to the use of language in multilingual communities in general, and CM. Current linguistic theory cannot provide satisfactory answers to these questions, given the narrow scope of the investigation. It seems that if the main purpose of linguistic theory is to provide language characterization I, how it is formed, how it is obtained, and how it is used according to Riemsdijk Williams, then there is no better indicator of this.

Knowledge than multilingual data in general, and mixed code data in particular. This is because mixed code data exemplifies one of the most creative aspects of language knowledge not only by integrating lexicons and grammar rules from various languages in sentence construction, but also by expanding linguistic lists of multilingual speaker languages with new codes and new registers for language use not available for single speakers.⁹

2.2.2.2. Types of Code-Mixing

Types of code-mixing based on Muysken there are :

2.2.2.2.1 Insertion

The concept of insertion is defined as insertion of material such as lexical items or entire constituents from one language into a structure from the other language. According to Muysken, approaches that depart from the notion of insertion

⁹Kamwangamalu Nkonko Mudiparu, Code-Mixing Across Languages Structure, Function, and Constraints (University of Illinois, Urbana-Champaign, 1989), h.122

view the constraints in terms of the structural properties of some base or matrix structure. Here the process of code-mixing is conceived as something akin to borrowing: the insertion of an alien lexical or phrasal. Example “أَدْرُسُ sport, and أنت?”.

2.2.2.2.2 Alternation

Approaches departing from alternation view the constraints on mixing in terms of the compatibility or equivalence of the languages involved at the switch point. Conjunctions and appositions are incorporated through adjunction rather than insertion. Verbs are often incorporated through adjunction to a helping verb. Language alternation is a normal, common, and important aspect of bilingualism. Example, “نَعَمْ sister, let’s go sister!”.

2.2.2.2.3 Congruent Lexicalization

The notion of congruent lexicalization underlies the study of style shifting and dialect/standard variation, as in the work of Labov and Trudgill. rather than bilingual language use proper. Congruent lexicalization is akin to language variation and style shifting: switching is grammatically unconstrained and can be characterized in terms of alternative lexical insertions. Linguistic convergence feeds into congruent lexicalization and the two processes may reinforce each other. Some cases of word-internal mixing can be viewed as congruent lexicalization. Example “إلى where أنت with her?”.¹⁰

2.2.3 Conversation

¹⁰Humaira, “Code Switching And Code Mixing In English Classroom”, <http://humairahbima.blogspot.com/2012/05/code-switching-and-code-mixing-in.html>. (Accessed on December 28th 2018).

In this part, there are three points of conversation that should be explained, they are definition of conversation and types of conversation.

2.2.3.1 Definition of Conversation

Human beings spend a large part of their lives engaging in conversation and for most of them conversation is among their most significant and engrossing activities. Similarly, researchers from a great many academic disciplines have looked at conversation as an object of inquiry, and none have failed to be fascinated. Our understanding of how people conduct conversations has been enriched by observations by psychologists and linguists (generally working under the banner of ‘discourse analysis’), among others. There is a widely used model for the analysis of conversation which involves coding conversational material into categories such as ‘shows tension’, ‘shows solidarity’, ‘shows antagonism’ for the study of small group behavior.¹¹ Conversation is interactive communication between two or more people. The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and learning. Conversation analysis is a branch of sociology which studies the structure and organization of human interaction, with a more specific focus on conversational interaction. Many conversations can be divided into four categories according to their major subject content:

2.2.3.1.1 Subjective ideas, which often serve to extend understanding and awareness.

Objective facts, which may serve to consolidate a widely held view.

2.2.3.1.2 Other people (usually absent), which may be either critical, competitive, or supportive. This includes gossip.

¹¹Noel Burton and Roberts, *Analysing Sentences An Introduction to English Syntax* (New York: Longman Inc, 1989), h. 6.

2.2.3.1.3 Oneself, which sometimes indicate attention-seeking behavior or can provide relevant information about oneself to participants in the conversation.

2.2.3.1.4 Practically, few conversations fall exclusively into one category.

2.2.3.1.5 Nevertheless, the proportional distribution of any given conversation between the categories can offer useful psychological insights into the mindset of the participants. This is the reason that the majority of conversations are difficult to categorize.

2.2.3.2 Types of Conversation

Most conversations may be classified by their goal. Conversational ends may, however, shift over the life of the conversation.

2.2.3.2.1 Functional conversation is designed to convey information in order to help achieve an individual or group goal.

2.2.3.2.2 Small talk is a type of conversation where the topic is less important than the social purpose of achieving bonding between people or managing personal distance, such as 'how is the weather' might be portrayed as an example, which conveys no practicality whatsoever. Derber observed that the social support system in America is relatively weak, and this leads people to compete mightily for attention. In social situations, they tend to steer the conversation away from others and toward themselves.

2.2.3.2.3 Conversational narcissism is the key manifestation of the dominant attention-getting psychology in America," he wrote. "It occurs in informal conversations among friends, family and coworkers. The profusion of popular

literature about listening and the etiquette of managing those who talk constantly about themselves suggest its pervasiveness in everyday life.¹²

2.3 Conceptual Review

Conceptual review in research is the relationship between concept one and other concepts of the problem to be studied. In addition, conceptual information in various languages can be used to explain the topics to be examined. Including the conceptual in this study as follows:

2.3.1 Code Switching can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentence (inter-sententially) or within a single sentence (intra-sententially). Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits. As Gal said, code-switching is a conversation strategy used to build, cross destroying group boundaries; to create, arouse or change interpersonal relationships with their rights and obligations.

2.3.2 Code Mixing is mixing of mostly words, but also phrases, clauses or even complete sentences of two languages or varieties in daily conversation.

2.3.3 Conversation are interactive communication between two or more people. The development of skills and the ethics of conversation are an important part of socialization. The development of conversation skills in new languages is often the focus of language teaching and learning. Today's daily conversation does not only use one language but more than one, especially for those who have the ability of two

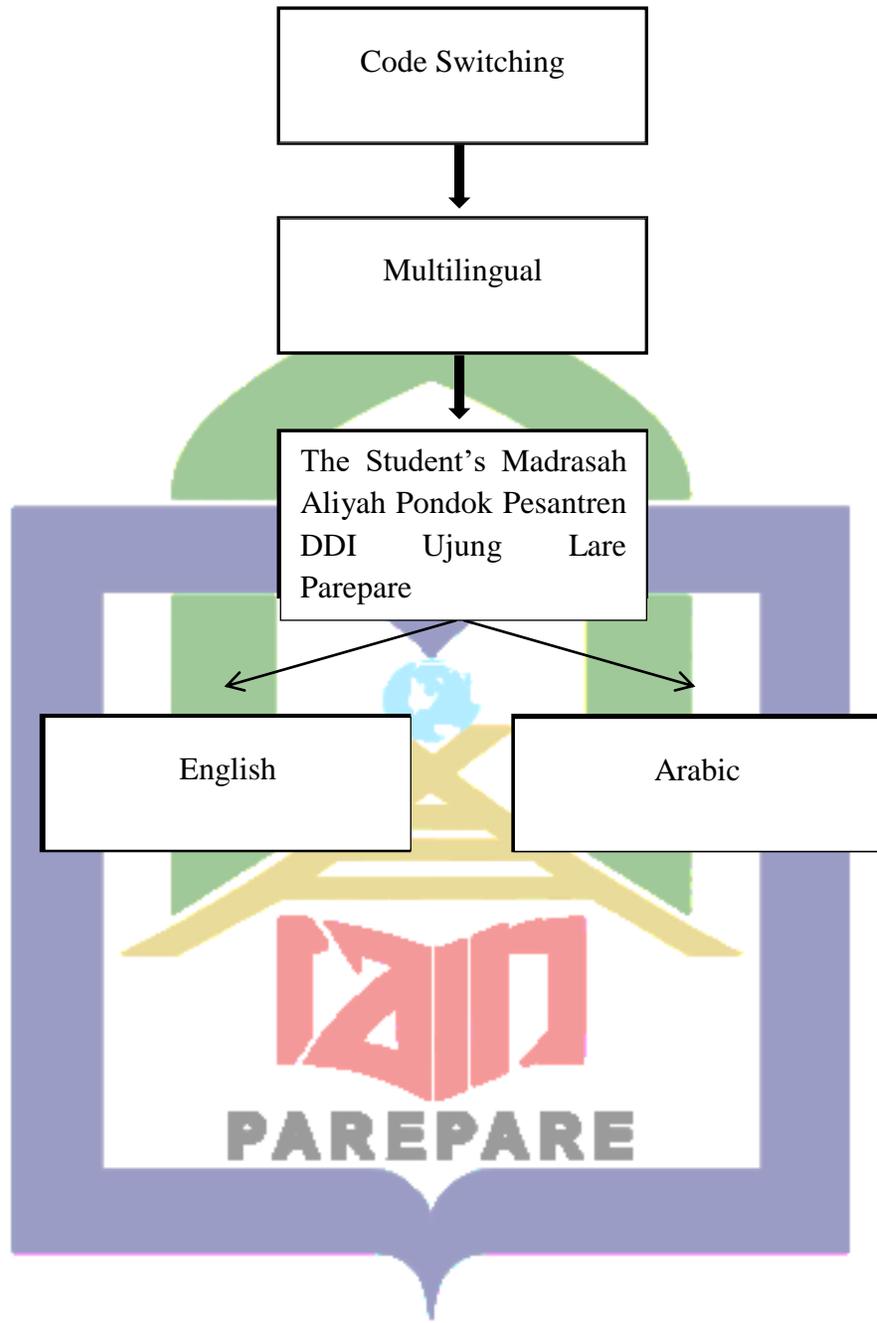
¹²“Conversation,” *Wikipedia the Free Encyclopedia* <https://en.wikipedia.org/wiki/Conversation> (23 October 2018).

languages or more. they tend to mix the language or using code switching for the two-language in daily conversation.

2.4 Conceptual Framework

In this conceptual framework, researcher will discuss everything to do with the research. Framework concept explain at length about a topic will be discussed. In addition, this section will discuss the meaning of the code, code switching, this type of code switching and rules of the English-Arabic speaking at the Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. Basically, the talk is direct communication that person does to others and is one of the most important skills in language learning. As a productive skills; talk became important to human beings so that people can give their goals easily. Activities can speak in everyday conversation, presentations, speeches, and others.

One of the mistakes that often occur in the talk is always pronounced wrong words; mispronouncing or switch languages. One thing that is different in Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare is the use of the language among students who are one with the other students. English and Arabic language is mainly used in school as a student assignment. Using language that dominated in everyday conversation and talk. Sometimes in informal conversations, switching languages is often the case for many students. Switch the language is said to be a code switching. So you can understand that the concept of code switching is the process of occurrence of same language mixing in conversation. as for the most common images in code switching is that it involves the use of two alternative language or linguistic varieties in the same speech or during the same conversation, it can be seen in the picture below of the concept framework.



CHAPTER III

RESEARCH METHOD

This part describes about the description of the research design location duration of the research, Focus of Study, instrument of the research, technic of collecting data, and technique of data analysis.

3.1 Research Design

Every research conducted has different types of research according to the title to be studied and the approach that becomes a conclusion in determining the results of the study. This type of research is one that must be known by prospective researchers, it aims to be easier to determine the answer to the formulation of the problem raised. Therefore it is necessary to determine the type of research.

The title of the prospective adoptive researcher is Descriptive Analysis of Using Code Switching in English-Arabic Daily Conversation of Students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare, then the type of research used is a type of qualitative descriptive research. Explanation about qualitative descriptive can be explained from STAIN Parepare scientific guidebook. Descriptive qualitative research procedure is descriptive data in the form of speech or action from the subject being observed, the data is described to provide a general description of the subject under study.¹³

Based on the explanation above, it can be explained that qualitative research is a study whose results are explained descriptively about the results obtained from the field based on the formulation of the problem under study so that it becomes a

¹³Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Makalah dan Skripsi), (Parepare: STAIN, 2013), h. 30

scientific study that can be held accountable for its validity and can be used as a guideline.

3.2 Location and Duration of the Research

The location of the research took a place at Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. The researcher will do the research more than one month for collecting data.

3.3 Focus of the Study

The researcher made focus of the study in analyzing code switching that occurs in Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. The researcher got the data Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. The school is Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare which is located at Abu Bakar Lambogo street-Ujung Lare. The researcher select that school because there are many data in Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare that the researcher wants to. Researchers analyze the code switching used by students in everyday conversation, because students sometimes use English and Arabic there. For time in observing, researchers spend time when students take a rest in the school. The population of this research Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare are 135, There are six class and The students of sample are 16 students. However the researchers only took some students for the study, which amounted to 16 students on the other hand researchers only focused 16 students because students more active than students from other students. Therefore, researchers only observe in the area of school. Actually there are 6 class in Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. Below are the names of students who will be examined by the researcher.

Table 3.1 Number of Population

Class	Total
X MIA	27
X IIS	26
XI IPS	16
XI IPA	17
XII MIPA	25
XII IPS	24
Total of Number	135

(Source: data of MA Pondok Pesantren DDI Ujung Lare Parepare)

Table 3.2 Name of Sampel

No	Name	Class
1	Annisa Zalsabilah	X IIS
2	Rezky Amalia	X IIS
3	Azhariah Nur	X MIA
4	Ni'matul Izzah	X MIA
5	Husnul Mutmainnah	X MIA
6	Nurul Apriliana	X MIA
7	Khairunnisa	XI IPA
8	Sukmawati	XI IPS
9	Andi Indah	XI IPS
10	Nurfadillah	XI IPS
11	Anggi Firiani	XII MIPA

12	Iltizam Amin	XIIMIPA
13	Afnalia Milam Fadhillah	XIIMIPA
14	Gina Mulyati. M	XII IPS
15	Arundina	XII IPS
16	Rustrinasih	XII MIPA

(Source: data of MA Pondok Pesantren DDI Ujung Lare Parepare)

3.4 Kinds and Source of Data

Based on the source, research data can be grouped into two types of data, namely primary and secondary data.

3.4.1 Primary data is data that is disseminated by researchers directly from the data. Primary data also called original data or the most recent new data for dates to obtain primary data, which must be collected directly. Primary data was obtained directly from the original source, namely students of Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare.

3.4.2 Secondary data is data that is collected directly, data obtained from existing data and has a relationship with the information to be studied. Secondary data can be obtained from various kinds of books, newspapers, school documents, internet, journals, and other data that can be used as supplementary data.

3.5 Instrument of the Research

The instrument used the following researchers are as follow:

3.5.1 The Researcher

The researcher himself as the main research instrument. The researcher observed the ability of students and analyzed the use of code switching and code mixing in the English-Arabic daily conversation of the Madrasah Aliyah students

directly in place to be investigated. The researcher also directly interviewed several students to find out the reasons and benefits of using two foreign languages in daily conversation.

3.5.2 Interview Guide

This research involved researchers during interviews because data collection techniques generally require interview guidelines. The interview guide was prepared before the researchers took to the field and met directly with the speaker. the structure of the interview guide is highly dependent on research needs and answers questions and convenience in the interview process so that the interview guidelines are useful in facilitating researchers to be interviewed by structured interviewers. The points asked by researchers in the interview were the reasons for the use of code switching and code mixing in English Arabic daily conversation of Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare as a complement to the content of the research.

3.5.3 Notebook or diary

The researcher uses a research notebook or diary to write what is interesting and related to the focus of the study. In certain periods of time, often ideas or events occur unexpectedly or beyond the control of the researcher. Note pad is useful for documenting important momentum that we don't know of coming. The benefits of a diary as a research instrument are usually felt at a new stage of data analysis. This analysis phase involves a screening process to assess how the quality of the data has been collected. Determining the quality of data is not easy, because researchers sometimes forget how the social context occurs when the data appears. At that time, notes in the diary can help researchers remember the underlying social context as well as the use of code switching and code mixing in English Arabic daily conversations

of students at the Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare, where researchers observed data from the conversation written in a notebook then analyzed by the researcher.

3.5.4 Record tools

The record tool can consist of a camera, video, or sound recording. in this study researchers used research instruments, record instruments to make it easier for researchers to collect data are a photo when students have a conversation, when the interview and other photos are needed by the researcher.

3.6 Techniques of Data Collection

One factor in a study is the technique used. In accordance with the type of research used, namely qualitative descriptive, qualitative descriptive studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. Thus, there is no pre-selection of study variables, no manipulation of variables, and no prior commitment to any one theoretical view of a target phenomenon. Although qualitative descriptive studies are different from the other qualitative research designs, qualitative descriptive studies may have some of the overtones of the other approaches. In other words, a qualitative descriptive study may have grounded theory overtones, because it used constant comparative analysis when examining the data.¹⁴

3.6.1 The research techniques used are as follows.

3.6.1.1 Observation

¹⁴Vickie A and Clinton E, "Qualitative Descriptive Research: An Acceptable Design," *Pacific Rim Int J Nurs Res* 16, no 4, (October-December 2012), h.255.

Explanation of observation can be explained by Syaodih N Saying that "observation (observation) or observation is a technique or a way of collecting data by making observations on ongoing activities."¹⁵

The essence of observation is the presence of visible behavior and the objectives to be achieved by the researcher. Behaviors that appear to be behaviors that can be seen directly with the eyes, can be calculated, heard and can be measured. In addition, basically observation must have a specific purpose. The purpose of the observation is to describe the observed environment, ongoing activities, and phonemes that occur now.¹⁶ Observing natural phenomena, aided by systematic classification and measurement, led to the development of theories and laws of nature's forces, observation continues to characterize all research; Experimental, descriptive, and historical.¹⁷

Based on the above explanation regarding observations, it can be explained that observation is a tool to collect data needed to support the success of concluding the results of the study. Observation can be done by observing something that happened at the location of the study and then recording it systematically with the problem to be studied. The researcher as the main instrument as an observer in this study at the Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare, which observed students' abilities and also investigated the use of foreign languages namely English and Arabic. After the conversational data has been collected according to the sample that has been determined, the researcher directly analyzes the descriptive

¹⁵Djam'an Satori dan Aan Komariah, *Metodologi Penelitian Kualitatif* (Bandung: Alfabeta, 2017), h. 105.

¹⁶Haris Herdiansyah, *Wawancara, Observasi, dan Focus Groups Sebagai Instrumen Penggalan Data Kualitatif* (Cet. I; Jakarta: 2013), h. 132

¹⁷Jhon W. Best, *Research in Education* (America: Prentice Hall Inc, 1981), h. 158

using code switching and code mixing in daily English-Arabic conversations using notebooks and notes to simplify data collection.

3.6.1.2 Interview

Interview method, covers the method used by a person, for the purpose of a particular task, trying to obtain information or establishment verbally from a respondent, by conversing face to face with that person. In this case, a conversation asks for information that is not for the purpose of a task, but which is only for the purpose of being friendly, just to know, or just to chat, not called an interview. Also if there is a child asking his parents about various colors, it is usually not called an interview.¹⁸

In Qualitative research, interviews are one of the techniques of collecting data by searching for information through question and answer that is done directly to the respondent. In accordance with the type of research used, qualitative descriptive is one of the most appropriate techniques used in this study is interview to obtain data according to research needs, while the object of this interview the factors of using code-switching and code-mixing in daily conversation of students based on interview guide.

3.6.1.3 Documentation

Documentation in data collection techniques aims to collect data in the form of School profiles, and also in the form of descriptions of how the atmosphere in the School and the learning process. In the technique of collecting data using the documentation method is no less important when compared to other data collection techniques. Documentation method, which is looking for variable data in the form of

¹⁸ Koentjaraningrat, *Metode-Metode Penelitian Masyarakat* (Jakarta: PT Gramedia Pustaka Utama, 1997), h.129.

notes, transcripts, books, newspapers, magazines, agendas and so on. The documentation method is not so difficult, if there is a mistake the data source still remains, has not changed. With the method of documentation observed it is not a living thing but rather an object.¹⁹ The documentation retrieval technique in this study intends to explain the location of the study in Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare which includes photos when English-Arabic conversations are used by students and when there is an interview process between researchers, other photos researchers need in completing the contents of the study and other things that can support the results in this research.

3.6.2 Procedure of Collecting Data

There are several steps that the researcher to collecting data. The first step, the researchers will go to the research site, the Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare to analyze the daily conversations of students by using techniques of collecting data are observation, interview and documentation, then collect the data. After the data is collected, the researcher analyze data with the right method and report it in the research proposal.

As for specifically in this research, the researcher classified the types of code switching in the place of research. Then the speaker gave the speaker who spoke up during the observation. Not only is there a conversation between friends but also between teacher and people who stayed in that area. Then the researcher makes description of the data. The researcher gives explanation about the conversation which is code switching, whether it is inter-sentential, intra-sentential, tag-switching, situational, or metaphorical switching in order to the reader feel clearly. The

¹⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Cet. XV; Jakarta : PT Rineka Cipta , 2013), h. 274

researcher will observation on place in Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare and the researcher write down the process on filed note. The research data from was obtained by listening the conversation of Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. The researcher makes a note of the conversation that was made then analyzed data with the right method and report it in the research.

3.7 Techniques of Data Analysis

A study did not mean if the results of the study have no value. Research is said to have benefits if the results of these studies can be accounted for by using data analysis that is appropriate for the purpose of the study using scientific procedures. Data analysis in research is an activity that is very important and requires precision and criticality from the researcher.

The form of analysis used in qualitative research is nonstatistic analysis. This is done on qualitative data. In this case qualitative research invites researchers to study a problem that wants to be studied fundamentally and deeply to the roots. The data collected is not random or mechanical. Data analysis can also be said as a process for recording what can be in the field when researching, collecting and classifying and thinking by making data by having meaning related to what is studied.

3.7.1 Step by step of analyzing qualitative research data are as follows:

1. Organizing the data
2. Sorting data into units that can be managed
3. Synthesizing
4. Seeking and finding the patterns
5. Discovering what is important and what is learned, and

6. Deciding what can be told to others.

The steps of analyzing data above are done by the researcher. Firstly, the researcher is collected from the field. Secondly, the researcher sorted the data. Data that the researcher got is, it sorted. It conducted because the researcher just took the data which code switching. After finding the data, the researcher synthesized the data into some units.

Then the researcher made a description of the data. The researcher provides an explanation of conversations which are code transfers, whether they are inter-sentential, intra-sentential, tag, situational, or metaphoric transition so that the reader feels clear. Below, how the researcher is one of the data that has been obtained. This is an example of analyzing data.

Data: Saenab: ياأخت، are you serious?"

The data above is one type of code switching. Data includes types of alternation code mixing. Students enter Arabic words in their English sentences. He uses Arabic "ياأخت" to call the sister. Then he asked in English "are you serious?" Club when the teacher explains the information. Students asked the sister that sister was really serious in exploring information. In asking for another language in language. He is a mixed language simultaneously. To explain above, the researcher tried to analyze the data clearly. Data obtained during the study. Then the researcher gave an explanation of the data in detail. Like the example above like, who, what, how, and where, and why.

The data analysis technique in this research uses domain analysis techniques, namely efforts to look for information data to answer the focus of research by determining domains or domains, so that they get a general and overall picture of the

object of research or the situation in the study. The domain referred to in this data analysis technique is a direction or statement that is often expressed by respondents regarding what is the focus of this research, so that each answer expressed by the respondent is analyzed data to look for domains or domains in each item statement. In order for data in qualitative research to be accounted for as scientific research, it is necessary to test the validity of the data. Validity or validity of data is data that does not differ between the data obtained by the researcher and the data that actually occurs in the research object so that the validity of the data presented can be accounted for.

3.7.2 Validity of The Data

The test of the validity of the data carried out in this study is Triangulation, triangulation in credibility testing is interpreted as checking data from various different sources based using three technique of collecting data are Observation, Interview and Documentation. Test the validity of the data is done to test the validity of the collected data and test results of the analysis. There are four types of triangulation techniques used in qualitative research namely source triangulation, method triangulation, theory triangulation and research triangulation. In this study two techniques were used in triangulation, namely source triangulation and method triangulation. Triangulation Data sources are techniques for providing varied data sources. Data sources in this study can be used, namely documents and informants. From documents, data sources can be obtained such as conversations from Madrasah Aliyah students. From informants, data sources can be used namely Madrasah Aliyah Students too. Triangulation method is a technique of collecting data. In this study collecting data through two data, namely data from documents and data from

informants. Document data can be obtained by using document analysis techniques or observing notes. Data from documents in this study are in the form of daily student conversations. Data from informants was obtained by interviewing several students. The validity test of data in qualitative research includes:

1. Test credibility (credibility) or test confidence in the results data research presented by researchers so that the results of the research are carried out no doubt as a scientific work is done, transferability (external validity),
2. Transferability of research cannot be measured by the researcher himself but can be seen from the high understanding of the reader who gets a picture and understanding of the research that has been done by the researcher so that the transferability of research researchers is considered high.
3. Dependability (reliability) or dependence is done to overcome mistakes in the conceptualization of research plans, data collection, findings findings, and reporting of research results. For auditor dependent requirements. As the dependent auditor in this study are the supervisors
4. Confirmability (objectivity) auditing in this study was carried out together with auditing dependability. The difference, confirmability auditing is used to assess the results (product) of research, while dependability auditing is used to assess the process (process) passed by researchers in the field. The core question in confirmation is: whether the relationship between data, information, and interpretation as outlined in the reporting organization is supported by the material available or used in the audit trail.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Students Ability in Using Code-Switching in English-Arabic Daily Conversation of MA DDI Ujung Lare Parepare

English and Arabic are two foreign languages that are also widely used in Indonesian, one of them is the Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. Arabic is a necessity that must be and has been applied by the Islamic boarding school. Mastery of the Arabic language is a vital entry point for the deepening and mastery of Islamic science originating from the Qur'an and al-Hadith as many have learned in Islamic boarding schools. However, reinforcement in English language competence is also needed by students so that there are many schools or Islamic boarding schools that provide English learning not only in permanent classes but also in extracurricular activities, namely English language guidance. English language guidance is not only sourced from schools but can also come from available course institutions. Speaking of foreign language skills, both English and Arabic, students at Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare have good foreign language skills, this can be seen from some students who consciously or unconsciously use foreign languages, not just one language but more than one as from the results of research researchers during the research process took place.

This is based not only on the existence of formal and non-formal guidance, namely in class learning and guidance in the course, also due to the regulation of the madrasa which requires students to use Arabic on Mondays and Tuesdays, English on

Wednesday and Thursday where this regulation applies to at rest or outside of student learning time. As a result of the obligation to use foreign bases, students begin to become accustomed to foreign languages so that on language free on Saturday and Sunday students tend to use switching codes and English Arabic mixing codes in students' daily conversations. Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare tend to have two language skills because students of the Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare learn more than two languages, for example students learn English and Arabic not only in class but also in other activities such as morning apples and when getting picket assignments where when students announce the names of students who arrive family students who picket used English as well as Arabic in accordance with the arranged day.

In addition to the recitation and study of the books or hadith and the holy Qur'an of the Islamic boarding schools every morning and after the evening prayer also played an important role in improving the two-language conversation skills, especially Arabic students because at the time of reading, students study books that use Arabic as a whole, and studied together by the ustadz and ustadzah concerned and occasionally appoint students to read books that cover hadith and translate the meaning of hadith. So some students tend to be younger using both languages in conversation because of several factors one of which is because students have been trained and used to using these two languages in several school activities and recitation so indirectly the foreign language vocabulary of students increases as stated by Azharia Nur, a studentone grade of Madrasah Aliyah:

"The obligation to use English and Arabic on certain days as well as when morning ceremony and picket assignments is able to train, familiarize me in

speaking English even though it is not fully but quite helpful in adding my English vocabulary, as well as recitation of the book is also able to develop abilities Arabic in particular in terms of pronunciation and understanding the meaning of each Arabic vocabulary"

As stated by the students, it can be understood that the role of some student activities involving the use of English and Arabic can improve the ability of two foreign languages at the same time, this is one factor so students sometimes use foreign languages in good everyday conversation because the students always remember and add vocabulary both Arabic and English simultaneously, as expressed by Gina, class XII Madrasah Aliyah:

"The reason I use two foreign languages at the same time when speaking is to maintain a foreign vocabulary or language that I already know and also so that I always remember the foreign language and sometimes in reply if my friend spontaneously uses two languages then I will reply with these two languages".

As for the benefits of using English-Arabic language code-switching and code-mixing in students 'daily conversations such as habituation for students so that when students meet with strangers students will easily interact with them, other than that other benefits are to increase students' vocabulary and improve students' memory of the vocabulary that has been known as stated by Nurfadillah, grade XI IPS student of Madrasah Aliyah:

"The benefits of using English and Arabic language code-switching and code-mixing for me are first becoming a habit for me, the two can add to my vocabulary in both English and Arabic and the latter can be my support when going to college or work"

But almost all students at the Madrasah Aliyah do not know about What is the switching code and mixing code especially the types as stated by Tri :

“Actually I don't really know about what is code switching and code mixing”

In each language code switching and code mixing that students say in their conversations are classified into several types of code-switching and code mixing, this can be seen from the results of the analysis of code-switching usage and mixing code in English-Arabic daily conversation of Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. From the results of observations of researchers, found 8 conversations from sixteen students that use code switching and code mixing analyzed by researchers:

4.1.1.1 Data analysis

Situation: Annisa and Resky were chatting in class at rest, they both looked very absorbed in conversation.

Annisa : How **حَالِك** Rezky ?

Rezky : **إِنِّمُ فَيَ.** I'm fine.

Annisa: **أَيْنَ هَوَالِي.** will holiday. holiday?

Rezky : hmm maybe I just **فِي الْبَيْتِ** how **أَنْتِ** ?

Annisa : **أَعِيْلَتِي** will holiday Makassar city.

Rezky : **طَيِّبٌ** if like that.

The conversation between Annisa and Resky. Annisa and Resky are class X students of IIS Madrasah Aliyah. In this data, which is used by the two students, code mixing and code switching can be seen with the used of mixed language and switched language. The used of code mixing events in the above conversation is marked by Annisa's expression, where all the expressions use the first mixed code Annisa's

expression is "How **حَا لِكْ** Rezky?" In this expression Annisa uses dominant English then mixes it with Arabic, namely the word **حَا لِكْ** Which means the situation, this type of code mixing is insertion. Because Arabic is in the middle between English which dominates expressions. The second Annisa's expression "we will holiday. **أَيْنَ** holiday?" In this expression Annisa used dominant English also then mixes it with Arabic, namely the word **أَيْنَ** Which means where, this type of code mixing is insertion. Because Arabic is in the middle between English which dominates expressions and the last includes the type of insertion code because Annisa's expression "will holiday Makassar city" **أَنَا وَأَعِيَّتِي** in this expressions English and Arabic dominate each other which means Arabic language is my family and I, this type of code switching is inter-sentential. Because English and Arabic in this expressions dominate each other where Annisa speaks Arabic first and then switch it into English. Then Rezky's first use of code mixing in his expression "I'm fine" **أَلْحَمْدُ لِلَّهِ** including the alternation because she used Arabic first then English, the second one "hmm maybe I just **أَيْتِ فِي الْبَيْتِ** how **أَيْتِ**? type of Congruent Lexicalization. After using Arabic, Rizki used English and after that he repeated the mixture of the two languages and then in the expressions "if like that" **طَيِّبٌ** Resky uses type mixed code is alternation that starts with Arabic then English which Arabic means all right. So in this conversation there is only 1 code switching then the types of code switching is inter-sentential and code mixing consisting of 2 type of insertion, 2 types of alternation and 1 types of Congruent Lexicalization.

4.1.1.2 Data Analysis 2

Situation: Afnalia and Gina were chatting in front of their class at rest.

Afnalia : sister **كَيْفَ حَالُكَ** ?

Gina : بِخَيْرِ الْحَمْدُ اللهُ, thanks and you?

Afnalia : I'm fine to, thanks

Gina : Where are you going ?

Afnalia : أُرِيدُ إِلَى مُقْصَفٍ and you?

Gina : أَنَا أَيْضًا , together please !

Afnalia : sister, let's go sister !

The conversation between Afnalia and Gina. Afnalia is a class XII MIPA student and Gina is a class XII IPS student, both are Madrasah Aliyah students. In this data, which is used by both students, code mixing can be seen with the emergence of a mixture of English and Arabic. The use of code mixing in the above conversation is marked by an Afnalia expression first “sister كَيْفَ حَالُكَ?” uses English first, then Arabic, which means how are you ?this is expression include type alternation, the third expression “أُرِيدُ إِلَى مُقْصَفٍ and you?” also include type alternation which Arabic means I want to canteen. Furthermore, the use of mixed code by Gina used in each speech includes the type of alternation in his expression and the first expression is “بِخَيْرِ الْحَمْدُ اللهُ, thanks and you?” the Arabic language mean I'm fine and the second Gina's expression : أَنَا أَيْضًا , together please ! means me too, together please. So in this conversation there is only code mixing consisting of 4 types of alternation.

4.1.1.3 Data Analysis 3

Situation: Tini and Anggi are on the road to the canteen at school.

Tini : إِلَى where أَنْتِ with her?

Anggi : I wanna go to مُقْصَفٍ

Tini : oh أُرِيدُ follow مَعِ you?

Anggi : okey, يَلَّ !

The conversation between Tini and Anggi. Tini and Anggi are both Madrasah Aliyah students. In this data, which is used by both students, code mixing can be seen with the emergence of a mixture of English and Arabic. Events using code mixing in the above conversation are marked with the expression Tini, which all expressions use mixed code and are a type of Congruent Lexicalization. As in the first Tini's expression "أنتِ where أنتِ with her?" used Arabic first and then English after that he repeated the mixture of the two language shame with the second expression "oh أرِيدُ follow مع you?". Furthermore, the use of mixed code by Anggi, the first expression "I wanna go to مُقْصَفٌ" the meaning of مُقْصَفٌ is canteen, this expression include type alternation shame with second Anggi expression "okey, يَلَّ !" because the expressions begin English and then Arabic language which is used in each expressions includes the type of alternation. So in this conversation there is only code mixing consisting of 2 types of alternation and 2 types of Congruent Lexicalization.

4.1.1.4 Data Analysis 4

Situation: Izzah and Azhariah were in front of the seller of meatballs at the learning break.

Izzah : hi sister. what do you wanna هُنَا كَ تَأْ كَلِينَا ?

Azharia : hmm.. أرِيدُ eat meatball. And أَنْتِ ?

Izzah : Me, أَيضًا

The conversation between Izzah and Azhariah. Izzah and Azhariah are both students of class X Madrasah Aliyah. In this data, which is used by both students, code mixing can be seen with the emergence of a mixture of English and Arabic. The use of mixed code events in the above conversation is marked by the expression Izzah

whose entire expression uses mixed code and is a type of alternation. The first Izzah's Expression "hi sister.what do you wanna كُلِّينَا" and the second expression "Me, أَيضًا," These two expression begin with Arabic and then English so the expressions include type alternation. Furthermore, the use of mixed code by Azhariah "hmm..أريدُ eat meatball. And أَنْتِ ?" which was used in his speech included the type of Congruent Lexicalization. So in this conversation there is only code mixing consisting of 2 types of alternation and 1 type of Congruent Lexicalization.

4.1.1.5 Data Analysis 5

Situation: Nurul and Inna were sitting and chatting in class at break time.

Nurul : كَيْفَ حَالُكَ today?

Inna : I'm fine , وَأَنْتِ ?

Nurul : I am glad to hear it. أَلْحَمْدُ لِلَّهِ. I'm fine too. Where are you going on vacation ?

Inna : I'm going to beach, would you like me?

Nurul : No, because I'm busy.

The conversation between Nurul and Inna. Nurul and Inna are both students of class X MIA Madrasah Aliyah. In this data that is used by both students is code switching and mixing English and Arabic language codes. Code switching can be seen in Nurul's second expression, "I am glad to hear it. أَلْحَمْدُ لِلَّهِ. I'm fine too. Where are you going on vacation?" This code switching is an inter-sentential type of switching where speakers speak English because of situations and conditions and this sentence consists of perfect clauses. While in the first expression " كَيْفَ حَالُكَ today? " Nurul is included in the mixed code type alternation because his expression begin Arabic and then English But it doesn't have a perfect clause. Furthermore, the use of mixed code by Inna is only in the first expression " I'm fine , وَأَنْتِ ? " and includes the

type of alternation. So in this conversation there is code switching consisting of 1 type of inter-sentential switching and code mixing consisting of 2 types of alternation.

4.1.1.6 Data Analysis 6

Situation: Arundina and Tri were chatting in class at rest.

Arundina : كَيْفَ your condition ?

Tri : اَلْحَمْدُ لِلّٰهِ 'm fine. And أَنْتِ ?

Arundina : اَلْحَمْدُ لِلّٰهِ 'm fine أَيضًا. What is your دَرَسَ الآن ?

Tri : أَنْتِ sport, and اَدْرُسُ ?

Arundina : I learn عَنِ الْعِلْمِ جُغْرَفِيَّةِ

Tri : مَنْ Your teacher ?

Arundina : My teacher is اُسْتَاذَةٌ Fika, oh i have go لِأَنَّ جَاءَ اَلْاُسْتَاذُ

The conversation took place between Arundina and Tri. Arundina and Tri are both class XII students but differ in Arundina class in class XII IPS while Tri are in class XII MIPA in Madrasah Aliyah. In this data, which is used by both students is to mix English and Arabic language codes. Code mixing can be seen in Arundina's first expression “ كَيْفَ your condition ? ” began Arabic and then mix English language including Alternation types and second expressions “ اَلْحَمْدُ لِلّٰهِ 'm fine أَيضًا. What is your دَرَسَ الآن ? ” began Arabic and then mix with English language after that repeat again two mix language so this is expression include type of congruent lexicalization. While the fourth expressions also Congruent Lexicalization as the fourth expression “ My teacher is اُسْتَاذَةٌ Fika, oh i have go لِأَنَّ جَاءَ اَلْاُسْتَاذُ ”. The third expression “ I learn عَنِ الْعِلْمِ جُغْرَفِيَّةِ ” began English and then mix with Arabic language is alternation types. Furthermore, the use of code mixing by Tri in the first “ اَلْحَمْدُ لِلّٰهِ 'm fine. And أَنْتِ ? ” and second expressions “ أَنْتِ sport, and اَدْرُسُ ? ” includes the type

of insertion because the mix of two language happened repeatedly, and the third expression “: مَنْ Your teacher ?” includes the type of alternation because began Arabic and then English dominated this is expression. So in this conversation there is a code mixing consisting of 3 types of alternation, 2 types of insertions and 2 type of congruent lexicalization.

4.1.1.7 Data Analysis 7

Situation: Nurfadillah approached Khairunnisa who was seen studying in class at rest.

Nurfadillah : What is your تَدْرُسُ ?

Khairunnisa : I أُدْرُسُ English Language.

The conversation took place between Nurfadillah and Khairunnisa, both of whom were grade XI students at the Madrasah Aliyah. In this data, which is used by both students is to mix English and Arabic language codes. Nurfadillah’s expression “What is your تَدْرُسُ ?” the expression include type alternation because Beginning with dominating English then ending in Arabic and then Khairunnisa’s expression “I أُدْرُسُ English Language ” include type congruent lexicalization. So in this conversation there is code mixing consisting of 1 type of alternation and 1 type congruent lexicalization..

4.1.1.8 Data Analysis 8

Situation: Andi Indah approached Sukmawati who was seen studying in front of the class at rest.

Andi Indah : لِمَاذَا تَدْرُسُ Mathematics?

Sukmawati : Because I like to learn it.

The conversation took place between Andi Indah and Sukmawati, both of whom were XI IPS students at the Aliyah Madrasah. In this data used by one of the

students, Andi Indah, expression “لِمَاذَا تَدْرُسُ Mathematics?” is a mixture of English and Arabic types of alternation language codes. So in this conversation there is code mixing consisting of 1 type of alternation.

4.2.2 Types of Code Switching and Code Mixing Used in English-Arabic Daily Conversation of Students MA DDI Ujung Lare Parepare

Code switching into three types of daily conversations, inter-sentential code-switching and intra-sentential code-switching. Based on data analysis, identification and classification, these are the form of code-switching in English-Arabic daily conversations of students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. While code-mixing is further evidence of language comes from insertion, alternation and congruent lexicalization. From the results of the analysis, found 1 data that uses code switching in students' daily conversations and 32 mixed code data which consists of 3 types of insertions, 21 types of alternation and 6 types of congruent lexicalization.

In addition to the type of code switching found several factors causing the occurrence of code switching and code mixing caused by student activities involving the use of English and Arabic can increase the ability of two foreign languages of students at once, this is one factor so students sometimes use foreign languages in everyday conversation is good because so that students can always remember and add vocabulary both Arabic and English simultaneously. Each code switching and code mix are used by each speaker when interacting to explain what is to be achieved from the utterances that have been spoken by each speaker whose utterance has its own meaning and purpose.

4.2. Discussion

Before explaining the results of the study, researchers first describe the variables in this study where, switching code and code mixing are almost the same terms, where code switching only occurs when someone uses code switching in a fairly long sentence and has an emphasis and expression that has several sentences consisting of two different languages, English and Arabic, according to the provisions of the switching code itself and have several types, namely Tag-switching, Inter-sentential switching, Intra-sentential switching. The code mixing is a mixture of two different languages in one sentence consisting of 3 types of Insertion, Alternation, and Congruent Lexicalization. whereas conversation is a form of communication between two or more people by using certain languages that make it easier for someone to interact with one another.

Use of code switching and mix English-Arabic code daily conversations of students of Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare. This phenomenon occurs in some students who have been accustomed to using two foreign languages on a particular day which is a rule applied by Madrasah Aliyah so when the language is free consciously or unconsciously students use code switching and code mixing in daily conversation. The research conducted in one Islamic school, precisely the Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare, involving Madrasah Aliyah students as a research sample. The techniques and instruments in this study use observation techniques to observe during the conversation process of Madrasah Aliyah students and the state of the environment around the location of the research, and use documentation techniques to collect data that can complement the results of this study, and use interview techniques as one of data collection a conclusion in this study. The conclusion technique in this study uses

domain data analysis where the data that has been obtained is then analyzed by looking at the respondents' answers which are the most domains or most often expressed by respondents as conclusions on the formulation of the problem under study. Based on the results of data analysis using domain analysis techniques, it can be summarized as follows.

Using code-switching and English and Arabic language mixing codes in daily conversation students from Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare is a phenomenon that has occurred in many communities, both in society in general and in particular among boarding schools. Where many Islamic boarding schools involve several languages in learning especially Arabic in the study and study of books every morning and after maghrib. Likewise with English where at the Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare, especially the level of Madrasah Aliyah has rules regarding the use of Arabic and English in the school environment, where on Monday and Tuesday students must use Arabic while the use of English is done on Wednesday and Thursday. On Saturdays and Sundays students are free to use language but due to the habit of using Arabic and English so that on Saturdays and Sundays some students consciously or unconsciously use English and Arabic in their conversations as a result of research findings by researchers.

In the daily conversation of the Madrasah Aliyah students both in the classroom, in the classroom or on the way to the canteen, researchers found several students who used code switching and code mixing. However, code mixing is more used by students as a result of research findings where there are 28 mixed use codes consist of 4 insertion, 17 alternation and 7 Congruent Lexicalization from the overall sample of 16 students and there is only 2 use of code switching consist 2 types inter-

sentential. This happened because all students who became the study sample did not know or had learned about code switching and code mixing as the results of in-depth interviews conducted by researchers against several students. They only use shorter two-language conversations and almost the English-Arabic two-language conversations that students use are included in Code Mixing. The factors that cause students to use two languages in one conversation is the rule that accustoms students to use English-Arabic in everyday conversation, then as a form of reply if someone uses two foreign languages, many benefit from using code switching and code mixing English-Arabic daily conversation and for students to joke.



BAB V PENUTUP

5.1 Kesimpulan

Berdasarkan pembahasan dan analisis temuan penelitian tentang sinergitas antara lembaga pendidikan Islam, wali murid, dan masyarakat dalam tanggung jawab pendidikan Islam dapat disimpulkan sebagai berikut:

5.1.1. Tripusat pendidikan memiliki peranan untuk mengatasi kesulitan dalam kegiatan baca tulis al-Qur'an siswa dimana sebagai bentuk tanggung jawabnya dalam melaksanakan peran tersendiri dalam mengatasi kesulitan siswa banyak upaya yang dilakukan oleh guru al-Qur'an Hadist ataupun guru mengaji serta orangtua siswa MAN 2 Parepare dalam mengatasi kesulitan baca tulis al-Qur'an siswa MAN 2 Parepare seperti memberikan bimbingan secara khusus, penerapan berbagai metode dan pendekatan, memberikan perhatian lebih terhadap anak dan terciptanya keharmonisan di dalam masing-masing lingkungan pendidikan karena semua hal itu mempengaruhi siswa dalam mengatasi kesulitan belajar mereka. Di samping itu, arahan, motivasi, dan nasehat serta pengawasan dalam hal belajar juga menjadi perhatian yang diutamakan dalam mendidik anak. Dalam proses mengatasi kesulitan baca tulis al-Qur'an siswa di lingkungan tempat tinggalnya, masyarakat sangat berperan dalam menciptakan situasi di mana belajar agama itu menjadi suatu keharusan khususnya pengajian rutin baik untuk anak-anak maupun mereka yang telah berada pada usia remaja seperti siswa MAN 2 Parepare yang mengalami kesulitan baca tulis al-Qur'an, guru mengaji siap untuk membimbing siswa tersebut dalam mengatasi kesulitan baca tulis al-Qur'annya

5.1.2 Faktor penghambat dalam mengatasi kesulitan baca tulis al-Qur'an siswa diantaranya adanya siswa yang kebanyakan bermain daripada belajar (kesukaran belajar), faktor intelegensi siswa karena siswa yang memiliki kesulitan dalam pembelajaran cenderung memiliki intelegensi dibawah rata-rata, durasi waktu pembelajaran yang kurang memadai bagi guru khususnya, keharmonisan antara lingkungan pendidikan dan masih banyak lagi. Selain faktor penghambat adapula faktor pendukung dalam mengatasi kesulitan baca tulis al-Qur'an siswa diantaranya keharmonisan keluarga dan lingkungan pendidikan, motivasi, perhatian dari orang-orang di sekitar siswa yang bersangkutan, media dan fasilitas di sekolah serta startegi dalam membimbing siswa dalam baca tulis al-Qur'an.

5.1.3 Sinergitas Tripusat Pendidikan untuk mengatasi kesulitan siswa dalam kegiatan baca tulis al-Qur'an yakni tripusat pendidikan masing-masing bertanggungjawab dalam mengatasi kesulitan siswa untuk mencapai tujuan pendidikan yang seutuhnya. Orang tua yang memberikan pengawasan dalam proses pendidikan BTQ di lingkungan keluarga, masyarakat yang memberikan pengawasan dan pengajaran dalam lingkungan masyarakat, maksudnya adalah orang dewasa yang memberikan pengajaran, kemudian guru di sekolah dan di tempat mengaji yang memberikan bimbingan masukan arahan dan ajaran kepada peserta didik untuk dapat dipahami dan diajarkan, oleh karena itu jika hubungan kerja sama dilakukan dalam proses pendidikan maka tujuan pembelajaran akan dicapai dengan baik, salah satunya adalah mengatasi kesulitan baca tulis al-Qur'an siswa sehingga mampu mengembangkan kemampuan baca tulis al-Qur'an.

5.2 Saran-saran

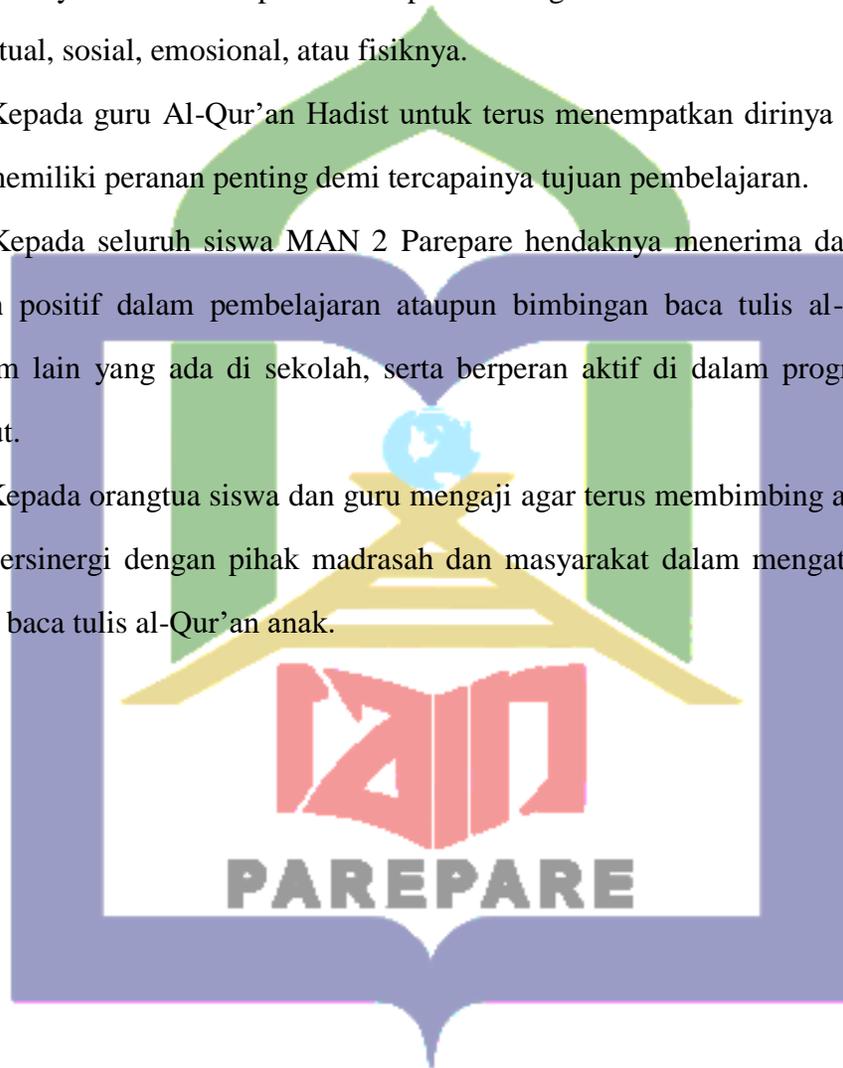
Beberapa saran diantaranya yaitu:

5.2.1 Kepada MAN 2 Parepare untuk terus melakukan peningkatan dan pengembangan terhadap program sekolah yang telah ada khususnya program yang berkaitan dengan bimbingan baca tulis al-Qur'an dan terus dipertahankan komitmennya dalam memperhatikan perkembangan siswa baik dari segi spiritual, intelektual, sosial, emosional, atau fisiknya.

5.2.2 Kepada guru Al-Qur'an Hadist untuk terus menempatkan dirinya sebagai guru yang memiliki peranan penting demi tercapainya tujuan pembelajaran.

5.2.3 Kepada seluruh siswa MAN 2 Parepare hendaknya menerima dan merespons dengan positif dalam pembelajaran ataupun bimbingan baca tulis al-Qur'an serta program lain yang ada di sekolah, serta berperan aktif di dalam program-program tersebut.

5.2.4 Kepada orangtua siswa dan guru mengaji agar terus membimbing anak-anaknya serta bersinergi dengan pihak madrasah dan masyarakat dalam mengatasi kesulitan belajar baca tulis al-Qur'an anak.



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Appendix 1 Name of Sample

No	Name	Class
1	Annisa Zalsabilah	X IIS
2	Rezky Amalia	X IIS
3	Azhariah Nur	X MIA
4	Ni'matul Izzah	X MIA
5	Husnul Mutmainnah	X MIA
6	Nurul Apriliana	X MIA
7	Khairunnisa	XI IPA
8	Sukmawati	XI IPS
9	Andi Indah	XI IPS
10	Nurfadillah	XI IPS
11	Anggi Firiani	XII MIPA
12	Iltizam Amin	XIIMIPA
13	Afnalia Milam Fadhillah	XIIMIPA
14	Gina Mulyati. M	XII IPS
15	Arundina	XII IPS
16	Rustrinasih	XII MIPA

Appendix 2 Observation

In observations made is observing the use of code switching and code mixing in English-Arabic daily conversations of students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare.

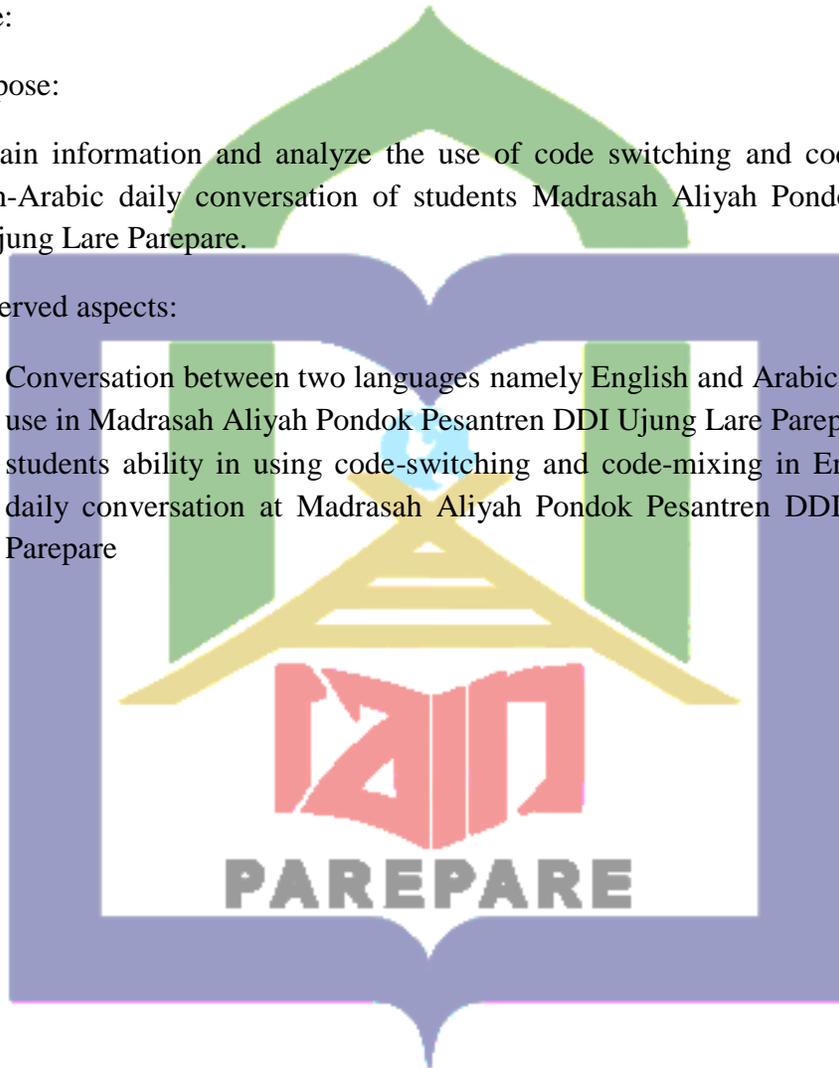
include:

A. Purpose:

To obtain information and analyze the use of code switching and code mixing in English-Arabic daily conversation of students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare.

B. Observed aspects:

- Conversation between two languages namely English and Arabic that students use in Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare.
- students ability in using code-switching and code-mixing in English-Arabic daily conversation at Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare



Appendix 3 Interview

Name :Azhariah Nur

Class :X MIA

Researcher : What is your name?

Student : My name is Azhariah Nur.

Researcher : Ok Nuzul, please explain to me Why you use Code-Switching and Code Mixing in daily conversations.

Student : The obligation to use English and Arabic on certain days as well as when morning ceremony and picket assignments is able to train, familiarize me in speaking English even though it is not fully but quite helpful in adding my English vocabulary, as well as recitation of the book is also able to develop abilities Arabic in particular in terms of pronunciation and understanding the meaning of each Arabic vocabulary.

Researcher : Thank you.

Name :Gina Mulyati. M

Class : XII IPS

Researcher : What is your name?

Student : My name is Gina.

Researcher : Ok Gina, please explain to me Why do students use Code-Switching and Code Mixing in daily conversations.

Student : The reason I use two foreign languages at the same time when speaking is to maintain a foreign vocabulary or language that I

already know and also so that I always remember the foreign language and sometimes in reply if my friend spontaneously uses two languages then I will reply with these two languages

Researcher : Thank you.

Name :Nurfadillah

Class : XI IPS

Researcher : What is your name?

Student : My name is Dillah.

Researcher : Ok Dillah, please explain to me What benefits do students get when using two foreign languages at the same time in conversation.

Student : The benefits of using English and Arabic language code-switching and code-mixing for me are first becoming a habit for me, the two can add to my vocabulary in both English and Arabic and the latter can be my support when going to college or work.

Researcher : Thank you.

Name :Rustrinasih

Class : XII. MIPA

Researcher : What is your name?

Student : My name is Rustrinasiyou can call me Tri.

Researcher : Ok Tri, please explain to me Why do students tend to use certain Code-Switching and Code Mixing types in their conversations?

Student : Actually I don't really know about what is code switching and code mixing.

Researcher : Thank you.

Appendix 4 Documentation



CURRICULUM VITAE

The writer, **Ade Monica Sari** was born in Parepare on October 20th, 1995.



She is the first child from three siblings, she has a brother and a sister from the couple Muh.Amin and Sarpa Rauf. The writer began her education at SDN 39 Parepare and graduated on 2008. Then, she decided to continue her study at MTS DDI Lil-Banat Parepare and finished on 2011. After that, she registered as a student MA DDI Lil-Banat Parepare and graduated on 2014.

The following year, she enrolled at State Islamic College (STAIN) Parepare but now it is changed become State Islamic Institute (IAIN) Parepare. During her studying at IAIN Parepare, she ever joined in some of organizations namely *Lintasan Imajinasi Bahasa Mahasiswa (LIBAM)*, *Stain Study Club Mahasiswa Parepare (SSC MIPA)* and *Ikatan Mahasiswa DDI (IMDI)*. On 2018, she completed her skripsi with the title “**Descriptive Analysis of Using Code Switching and Code Mixng in English-Arabic Daily Conversation of Students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare**”.