AN ANALYSIS OF ARABIC-ENGLISH CODE MIXING IN DAILY CONVERSATIONS LEVELS AT ISLAMIC BOARDING SCHOOL DARUL ARQAM GOMBARA

(A Descriptive Qualitative Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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MOTTO AND DEDICATION

MOTTO

"Kegagalan juga menyenangkan, hiduplah dengan kepercayaan bahwa cobaan
itu berguna untuk menempa diri"
-Jiraiya Sensei-

DEDICATION

I dedicate this thesis for my beloved mom, my dad in afterlife, my families

and my friends, big thanks and much respect for your sincerities and lots of

prayers in supporting this research and in making him dream comes true.

ABSTRACT

Muhammad Rafli Syahrul, 2023. *An Analysis of Arabic-English Code-Mixing in Daily Conversations Levels at Islamic Boarding School Darul Arqam Muhammadiyah Gombara*. Guided by Muhammad Zia Ul Haq as the first consultant and Dzur Rifa'ah Mahmudah as the second consultant.

This study goes through many types of code-mixing. The goal of this thesis is to examine the type of code-mixing utilized by pupils at Islamic Boarding School Darul Arqam Muhammadiyah Gombara in regular discussions. It divides code-mixing utterances into three categories: intra Sentensial, intra Lexical, and adjustment pronounciation on daily discussions in two languages, Arabic and English, and also this study focusing on finding reason student using code mixing

The qualitative technique was employed in this study to examine the various forms of code-mixing. This study's techniques are as follows: the data (the students' conversations organized by two languages are categorised into three forms of code-mixing based on Hoffman Theories.

The findings of this study revealed that 5 people utilized intra sentensial code-mixing, 4 people used intra lexical code-mixing, and 11 people used change pronounciation. As a result, in classroom discussions, students' pronounciation is changing, and some activity that becomes reason that students using code mixing

keyword: *Code-Mixing, daily conversations, Boarding School, Bilingualism*

ABSTRAK

Muhammad Rafli Syahrul, 2023. *An Analysis of Arabic-English Code-Mixing in Daily Conversations Levels at Islamic Boarding School Darul Arqam Muhammadiyah Gombara*. Dibimbing oleh Muhammad Zia Ul Haq sebagai konsultan pertama dan Dzur Rifa'ah Mahmudah sebagai konsultan kedua.

Studi ini mengalami banyak jenis campur kode. Tesis ini bertujuan untuk mengkaji jenis campur kode yang digunakan santri di Pesantren Darul Arqam Muhammadiyah Gombara dalam diskusi rutin. Ini membagi ucapan campur kode menjadi tiga kategori: intra Sentensial, intra Leksikal, dan penyesuaian pengucapan pada diskusi sehari-hari dalam dua bahasa, Arab dan Inggris, dan juga penelitian mencari alasan atau penyebab siswa menggunakan code mixing

Teknik kualitatif digunakan dalam penelitian ini untuk mengkaji berbagai bentuk campur kode. Teknik penelitian ini adalah sebagai berikut: data (percakapan siswa yang diselenggarakan oleh dua bahasa dikategorikan ke dalam tiga bentuk campur kode berdasarkan Teori Hoffman.

Temuan penelitian ini mengungkapkan bahwa 5 orang menggunakan campur kode intra sentensial, 4 orang menggunakan campur kode intra leksikal, dan 11 orang menggunakan perubahan pengucapan. Akibatnya, dalam percakapan sehari-hari, perubahan kosakata lebih banyak digunakan dan juga ada beberapa aktivitas yang menyebab siswa menggunakan code mixing

Kata kunci: *Code Mixing, percakapan sehari-hari, Pondok Pesantren*

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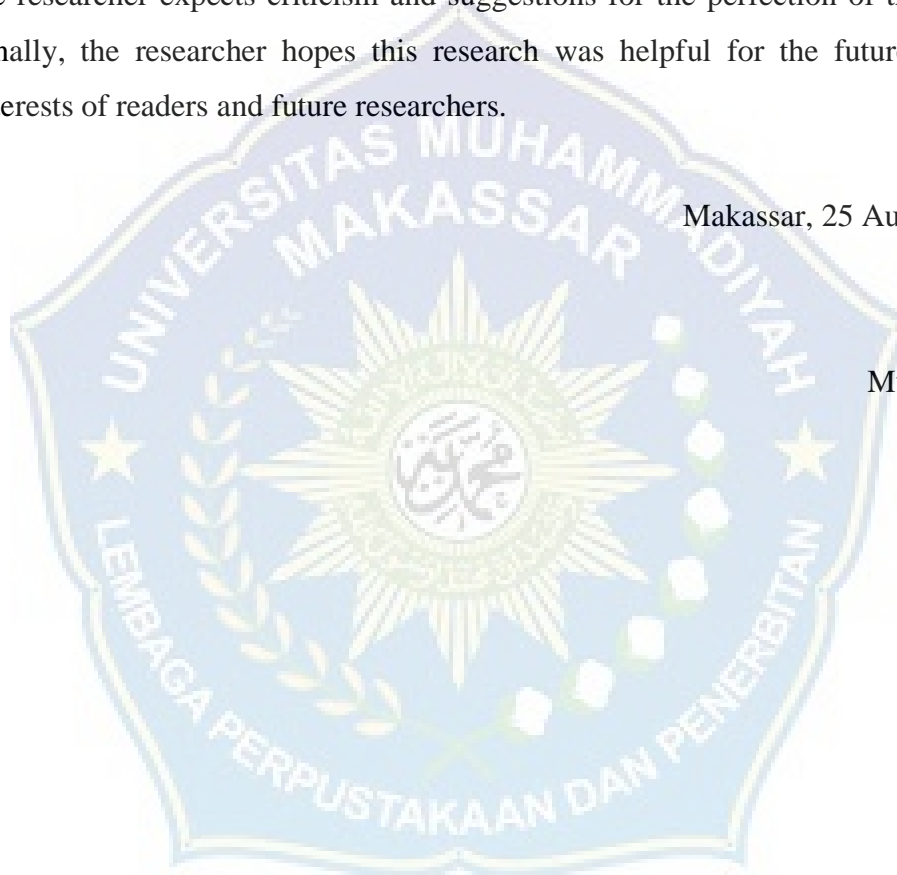
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The researcher knows that this thesis was still far from perfect. Therefore, the researcher expects criticism and suggestions for the perfection of this thesis. Finally, the researcher hopes this research was helpful for the future and the interests of readers and future researchers.

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Muh.Rafli.S

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CHAPTER 1

INTRODUCTION

A. Background of Study

Communication is one way to live life, because as social beings humans need to communicate with other humans. However, humans have their own uniqueness in communicating using the language they have in communication because as we know there are many languages that people have in communication. According to Sukrisna (2019) Language is the most important aspect of a person's life. Language's presentation is highly useful in society. They may convey their emotions, thoughts, intentions, and so on.

Therefore, it is important for us to study sociolinguistics, because sociolinguistics discusses how to use language and also discusses how to use language from a certain social or background perspective. And also in sociolinguistic we can learn and understand about the people culture in communication context. Because of that sociolinguistics is a part of the way to learn people speaking culture.

Everyone had a background and uniqueness in speaking every region, tribe, city and country because language is one of the uniqueness of every country in the world including Arabic and English. In Islamic Boarding School Darul Arqam Muhammadiyah Gombara where are both foreign languages studied as the part of their curriculum. And also, sometimes they combine Arabic-English when they speak to each other.

In the Islamic boarding school they used Arabic and English as a foreign language as their means of communication at the time determined by the leadership. They use code mixing as a method for them to learn these 2 foreign languages as a method of learning these 2 foreign languages. Then, they have own day to speak their languages.

Sofie (2021) states that the mingling or modification of bilinguals is described called code mixing. That is quite simple to find mostly in people among you. The use of lexical words and grammatical traits between two languages in a single speech or phrase is referred to as code mixing. So, code mixing is a way to combine 2 languages at the same times. All of them happened at Islamic Boarding School Darul Arqam Muhammadiyah Gombara Makassar when their Student learning Arabic & English language as their foreign language.

The following example shows how code-mixing happens in their daily communication as a result of the contact between Arabic and English.

Student 1: Everybody *kum!* And the go to prayer dawn.

Student 2: Okay, *Jami'ān* lets go to the mosque!

That are some following example that happened in Islamic boarding school where they using code-mixing in using 2 languages Arabic and English, Student 1 said *Kum* means wake up in English languages, and also Student 2 said *Jami'ān* means everybody/everyone in English languages. At Islamic boarding school, they like to mix 2 languages in order learn new languages processes. And also, it can help them to learn 2 languages at the same time. Arabic-English language is a part from their daily communication or conversation to each other

Hanafiah (2018) states that the practice of code mixing is an intriguing topic to explore, particularly among Students at an Islamic boarding school in North Sumatera. This occurrence is extremely beneficial to their Arabic and English skills. As a result, the amounts of code mixing that happens in Students' regular conversations must be found. And also, in code mixing is tool to communicate and can be a brige on language barrier, there some group that using code mixing as tool for educational purpose, humanity purpose and many other.

According to the background above, Theres a thing to identify and analyze in this research especially to find out the types of code mixing according by Hoffman theory and to find out the reason why they using code mixing in Islamic boarding school. Because of that, researcher make a title "**AN ANALYSIS OF ARABIC-ENGLISH CODE MIXING IN DAILY CONVERSATIONS LEVELS AT ISLAMIC BOARDING SCHOOL DARUL ARQAM GOMBARA**".

B. Problem Statement

Based on background above, the researcher wants to analyze:

1) What types of code mixing used by the students in their daily conversations at Islamic boarding school?

2) What are the students reasons of using code mixing in daily conversation?

C. Objective of The Research

According to problem statement above the objective of purpose from this research to find out the types of code mixing for using 2 languages (Arabic-English)

in their daily conversations and the causes students using code mixing.

D. Significance of The Research

1. Theoretically

    This research can be had a theory, guidance to increase the knowledge about the sociolinguistics material especially in code-mixing aspect and also this research giving a lot of theory that explain about sociolinguistic especially the code-mixing.

2. Practical

    The practical from to this research is to help Student at Islamic boarding school can understand the using of code-mixing in improve in learning language especially Arabic-English language, Student can use code-mixing to help improve their vocabulary easily in learning new languages. And also, the writers hope this paper can be a guidelines or reference to teacher for applying and understand the benefit code-mixing to help Student/Students learning new languages like Arabic-English.

    The final result from this research can be a guide for researcher to more understand about code-mixing and apply to himself and other in order to help people in learning new languages.

E. Scope of The Research

    In this research, the researcher focuses to this research is about what type of code mixing that according by Hoffman, Students use in their daily conversations in using Arabic-English in their daily conversations at Islamic

Boarding School Darul Arqam Muhammadiyah Gombara Makassar and the reason why they use code mixing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

Previous research are a study that has been done before by other researchers either in the same field or on the same research topic Timmermans & Tavory (2022). The presence of previous research helps new researchers collect data and information that is important for research Ahmad et al (2019). Several previous studies discussing the phenomenon of code-mixing before.

Zetri (2018) in her paper an Analysis of Code Mixing in a Debate Activity As Part of English Club Programs At Sman 2 Bengkulu City, she finds out that There are two types of code mixing applied by Students in debating activities with a total of 56.6% word insertion and 43.3% phrase insertion, and she using mix method in this research.

Another research from Hanafiah (2018) in her paper The Levels of Arabic-English Code-Mixing in Islamic Boarding School Students' Daily Conversation, she finds out that the Student used code-mixing in their conversations but only a few times, she using qualitative as her method.

Jimmy & Davistasya (2019) in their research which the title is Code-Mixing in Language Style of South Jakarta Community Indonesia, they find out that People in South Jakarta always use mixed languages daily, and this activity indirectly adds to their English vocabulary most of these events occur among young generation and the method they used is qualitative.

Like Asrifan (2021) in his paper which the title is Code-Mixing and Code-Switching in the English foreign language Classroom Interaction, he finds out that In one class, Students and teachers have varied language interactions and in method he was use in

this research is mix method.

Fitria (2021) in her research An Analysis of Code Mixing of an Australian Youtuber "Dave Jephcott" in His Instagram "Londo Kampung", she finds out that the results showed that out of 182 Instagram posts, 114 words consisted of nouns and adjectives, 36 data included the insertion of Indonesian and Javanese suffixes, 14 data indicated the presence of noun and adjective phrases, 12 data and 6 data consisted of independent clauses, and she using qualitative as her method.

Meliani (2021) in her research Code Mixing as Language Style in Communication Through Social media Twitter, she finds out that Twitter users use insert code-mixing with the forms of words, phrases, and clauses that are influenced by the environment, she using qualitative in her research as the method.

Fauzana (2022) which the title is Code Mixing and Code Switching in Movie Murder on the Orient Express by Kenneth Branagh written, she finds out that the results of the study show that the code mixing used in the film is a metaphor and the code switching used is outer code mixing and she using quantitative as the method.

And the last one is from Hadinata (2022) in his paper which the title is Code Mixing Used in Instagram Account's Vj. Daniel, he finds out that the Students used code-mixing in their conversations but only a few times, and the method from this research is qualitative.

B. Some Partinent Idea

1. Sociolinguistics

Sociolinguistics was first introduced by Trudgill in 1995. At that time, sociolinguistics became one of the sub-disciplines under linguistics. It is because sociolinguistics was considered to have a strong relationship with linguistic studies (2020). Since its development, many linguists have differed about whether language should be studied as a closed or open system.

The term of sociolinguistics also began to be popularly used about ten years ago. Many well-known studies have started using sociolinguistics to write papers, books or journals Hymes (2020). When talking about sociolinguistics, there are two concerns that are always become interest, something related to society or something related to language by Nisa (2019). Usually, ordinary people think of sociolinguistics as something pertaining to language and community life. But technically, sociolinguistics is a branch of linguistics that seeks to study the relationship between language that is always used by society. Experts always liken language and community to a hand and a glove. The two are interrelated because society cannot exist without language. Most linguists also mention that sociolinguistics is an essential part of the hazard field because it can explain a contextual and pragmatic situation states by Sankar (2022).

Agung (2019) state that English is an essential component of human life; without it, there is nothing to say. As language is a means for conveying and delivering human feelings, ideas, thoughts, and perspectives. It also serves to create and sustain social relationships. Humans utilize language in an assortment of ways, including observing, speaking, reading, and writing. Human and language cannot be separated because they share a relationship in which everything the human does is related to language. Sociolinguistics is a discipline of linguistics that studies the links between humans and their languages. From Agung statement, the researcher wants to observing the sociolinguistic that happen at Islamic Boarding School Darul Arqam Muhammadiyah Gombara Makassar because they're Student using 3 languages as their tool to communicating with each other including 2 foreign languages (Arabic-English).

2. **Bilingualism**

Language is a mechanism in human life. Usually, each individual has different language abilities. This ability allows humans to send a message or knowledge as well as the development of human language development. According to linguists, the presence of language theory shows an effort to create a revolution in the world of education (Djumabaeva & Kengboyeva, 2021). Thus, each individual can receive and create information that is formed directly in their minds to shape human thinking to identify sounds and similar forms of words or phrases spoken by the interlocutor.

Currently, many children have bilingual abilities from an early age. Bilingualism is a piece of knowledge about an individual who can master two specific languages and uses particular dialects. It happens because of social demands or specific reasons. It also occurs because two or more people live around them and have the same bilingual abilities (Abiyeva, 2021). The human brain has a significant advantage in learning languages and is generally called bilingual. Using many languages in everyday situations can increase brain activation, which makes the brain grow. Research related to bilingualism also always produces an achievement related to language learning, such as what can be applied in building networks and controlling language in individuals themselves (Torres et al., 2021).

Amalia (2017) in her statement also said that bilingualism is a person who speak 2 languages or even more. So in this research, the researcher like to find out and analysis the languages at Islamic Boading School Darul Arqam Muhammadiyah Gombara Makassar, Futhuremore theyre Student/Student using 2 different foreign language as their tool in daily communication. The researcher wants to find out the problem and solution in they obstacle in using or learning 2 languages.

1) **Element of Bilingualism**

Baker (Sutrisna, 2019) argues that there are five dimensions of bilingualism:

a. Age (concurrent/sequential);

b. Ability (incipient/receptive/productive);

  a) Incipient: An incipient is someone who only knows a few words in another language.

  b) Receptive: A receptive person is someone who can just listen and read. It suggests they comprehend what those around them are saying but are unable to apply it.

  c) Productive: Someone who is only able to speak and write the language that they have recently learned is considered productive.

 c. They must balance both languages they know;

 d. Development (ascendant - the additional language developing; weak - one language declining); and

 e. Contexts in which each language is learnt and utilized (e.g., home, school).

2. Kind of Bilingualism

Sutrisna (2019) Loveday discusses four forms of bilingualism in his book: compound bilingualism, balanced bilingualism, negative bilingualism, and positive bilingualism. These varieties of bilingualism are defined here.

a. Compound Bilingualism

The definition of compound bilingualism is that as children receive instruction in an additional language, their knowledge of the new language grows. If one of the two languages is dominant, it may be stated that they

will prefer to use the language that is often used in their surroundings, and other languages are used merely at the level of comprehension.

b.   Bilingualism in Balance

Stability bilingualism implies that the speaker has equal skill when speaking in two languages. For example, A is from Indonesia and can speak Arabic; nevertheless, he is learning English. A's ability to communicate in both Arabic and English must be balanced, or A must understand both.

c.   Negative Bilingualism

Someone with bilingualism that is subtractive already has the capacity to speak two distinct languages, however since their surroundings employs different languages, they will adjust and eventually lose any of their linguistic abilities.

d.   Positive Bilingualism

Positive bilingualism is defined as someone learning a new language when the languages they learn is advantageous to them while they maintain their native language called for several sorts of bilingualism.

Every style of bilingualism had a unique role in attracting bilingual persons. To recap, bilingual persons are those who have the capacity to speak and understand two languages. While conversing with other individuals, a person who understands several different languages is likely to employ their skill to mix one language and others. It is referred to as

code in the sociolinguistic discipline.

C. Code

In interactions with others, they often use difference code in divergent fettle. A code is a dialect or a specific language that is used whenever more than one individual are in need of interaction. The state of Agung (2019) Code is a speaking method in which parts of language are used which possess varying properties depending on the backdrop, speaker, and relationship in communication among both the speaker and the listener.

In general, the usage of code during a discussion is typical in a multilingual culture. They can use some code in their speech. bilingual individuals should think about who speaks to them. People refuse to use an additional language if the persons speaking to them are unable to understand the first. This implies that code is a linguistic choice that the speaker may choose based on a variety of conditions and language skill.

They must have a purpose for changing their language when they speak to one other. It most likely depends on the scenario and condition. As a result, changing is one of the options for a bilingual to interact with others surreptitiously, because occasionally individuals do not want others to know what they are talking about. Shifting from a single language to a different one is prevalent in society, particularly among young people who believe that by changing the way they speak, they would appear more distinguished. They will find it simpler to switch languages since they can engage in an additional

language.

Basically, there are only two types of code: code switching and code mixing. The similarities between code switching as well as code mixing is that both occur in multilingual societies when two or more languages are used. At the same time, the contrast between code switching and code mixing is that code mixing occurs when speakers mix or introduce unfamiliar phrases (other code) within the dominant language spoken, including the usage of intellectual unfamiliar ideas. While code switching is the process of changing the language spoken to a different code (including diversity), for example, the existence of three speakers develops a sense of humor and increases status.

D.   Code Mixing

Code-mixing has become a trend or style of speaking for many people. It is usually characterized by bilingualism, in which people mix their daily conversations using two languages. This phenomenom is increasingly spreading everywhere and entering the realm of human life, starting from political, economic, social, and educational life (Herman et al., 2022). Code mixing is also known as a situation where humans use another language or mix two languages, or it is also known as language mixing. It happened simultaneously with the same clause on several mixed events. The elements in code-mixing are divided into word insertion, phrase insertion, and clause insertion. Code mixing is usually also marked by combining one language into another to expand sentence styles (Ningsih & Setiawan, 2020) for examples

from Ningsih and Setiawan statemen, we sometimes using code mixing to explain somethings in other language more detailed In linguistics, code-mixing occurs because of the reciprocal relationship between the listener and the form and function of the language itself. Another factor code-mixing is usually mixed with the use of popular terms.

The use of code-mixing is almost the same as the use of pidgin language. A *pidgin language* is used by people from different backgrounds and languages. Code mixing is social-linguistic because it occurs in various phenomena of multilingual situations used in social interaction. Some people mix their languages in order to fit in and get something. Another perspective says that code-mixing is often included as an action on something that the speaker cannot naturally manifest.

No norm guides the level of use of code mixing (Syafaat & Setiawan, 2019). Furthermore, code-mixing is usually found when someone speaks with other people using two different languages but still refers to one utterance. Another perspective also reveals that code-mixing intentionally mixes two languages without changing the topic.

According to the various definitions of code mixing provided by experts previously, code mixing is the capacity of an individual to mix the language over doing interaction to each other, while the discussion remains in an identical situation; it is just the syntax that changes. On the other hand, there are several elements that impact how people combine languages, such as their

educational background, society, cultural, socioeconomic standing, and so on. There is kind of code mixing:

1. Types of Code Mixing

According to Hoffman (in Sukrisna, 2019), three forms of code mixing based on syntactical patterns exist:

a. Code mixing throughout sentences (Intra-Sentential)

Intra-sentential code mixing is defined as the occurrence of a phrase, clause, or sentence border in an oral or written dialogue, such as Arabic – English that usually they use in Islamic Boarding School:

A: Antum Jami'an Yazhabu ilā *Final Examination*

B: Sure sir

b. Intra-Lexical Code Mixing

When people connect a phrase to a boundaries in their speech, for example, Arabic-English integration-lexical code mixing occurs

Enzo: Ana uridu ila *Canten*, hayya ya fariq!

Fariq: Na'am, urid 'an akhadh *Handphone* Awwalan!

According to the example given above, it can be stated that the dialogue among each of the two speakers involves intra-lexical code mixing since the first speaker adds the term "Final Examination" with "Syukron" and the subsequent speaker adds "Handphone." As a result, it may be determined that both first and second speakers mix the language between English and Arabic at the level of the word, which is known as intra lexical

code mixing.

c. Requiring an adjustment in pronunciation

At the phonological level, this form of code mixing happens. It implies that when Student speak English, the words they utter are adjusted to Arabic phonetic structure. And they usually mixing Arabic in English languages.

At that point, Suwito (Sukrisna, 2019) splits code mixing into two forms in his book: inner code mixing and outward code mixing.

1) Code mixing Inner

Inner code mixing is the process of combining a person's native language with their native language. It is common in Darul Arqam Gombara since the boarding has various own languages they make. As a result, they combine the Arabic language with their own language by incorporating components of their own language or features of variety and style into their dialect.

For the example:

Enzo: Can I borrow your money?

Anggi: Sure, here we go.

Enzo: I will return it when I got my pack, labas?

Anggi: Sure! Labas!

According to example above, There are some various language whos made by Student itself. Student make it to made Arabic more

simple to say and more flexible to used. In example above enzo says labas, the original word for labas is *la' bas a* means "it doesn't matter" or in Bahasa Indonesia its "Tidak apa-apa". In Darul Arqam Gombara they like to make Vocabulary shorter in simple to use, and then it's become a new word for new generations from that school.

2) Code mixing Outer

Outer code mixing is the process of combining languages that are derived by a foreign language. This signifies that the speakers combine their own language with an additional language. English is such a widespread foreign language that many individuals blend it together with their own tongue.

Furthermore, Muysken (Sukrisna, 2019) distinguishes three forms of code mixing: insertion, alternation, and congruent lexicalization. This is a clarification:

a) Insertion

Insertion is a sort of code mixing that occurs when a word is inserted into a spoken or written exchange. People commonly employ code mixing with this kind because they do not know the meaning of the term in their native language, therefore they combine it with the meaning of a foreign language.

For the example:

Enzo: There was your *Abi,* Rafly

Agus: Are you sure, *Aina*?

Enzo: Hmm oke!

The speakers in the dialogue, for example, utilize Arabic language or inject an English word in the center of their statement. They use the words "Abi" and "Aina." It is clear from recognizing the illustration of the dialogue before which the kind for code mixing that shows up in the discussion is the variety of inserting code mixing.

b) Alternation

Alternatives happens within sentences, which means that it is utilized if a speaker combines his or her words to create a phrase.

Examples:

Gavi: Why didn't clean your dish *yā Habibi?*

Rafa: Later, *Ba'da* prayer juma'ah

The preceding chat is about 2 Student people. The first speaker requested the second speaker whether he had clean a dishes in English, however the first speaker mingled Arabic and English in his speech by stating to clean dishes. The second speaker then answered to the first speaker's inquiry by saying, " Why didn't clean your dish *yaa Habibi?*" According to the second speaker's response, he mingled and English, and the English term that identifies the language mixing is " Later, *Ba'da* prayer jumaah." Due

to they're mixed in phrase, the first and second speakers' code mixing falls under the category of shift code mixing.

c) Cohensive Lexicalization

The effect of language throughout the use of language is referred to as cohesive lexicalization. It implies that when the speaker talks, the words that come out of his or her lips are like a foreign language. For example, the Arabic language of state contains various dialects that use English words. It usually occurs in spoken form.

Example:

Agus: Rafly, Ana uridu yadzhabu ilā baituka, ana uridu Yal albu *videogame* .

Rafly: Na'am, il'l wait!

Because the words that define as cohensive lexicalization emerge in their discussion like a game, the example of the dialogue reveals that the first and second speakers conducted congruent lexicalization. Congruent lexicalization is the term used to describe these terms.

The researcher used Hoffman's theory to seek for the sorts of code mixing that are used at the Islamic boarding school darul arqam gombara. Essentially, a few of them are identically formed, and each hypothesis serves a different role in identifying the word, indicating code mixing. The researcher just proposes three specialists because it

has previously expressed all the theories that support concerning the sorts of code mixing.

2. Code Mixing Stages/Level

Suwito (in Sukrisna, 2019) describes code mixing as having distinct levels of difference in the syntax of word, sentence, baster, word duplicating, and clause. To make each level of code mixings simpler to grasp, the explanation is presented in the table below.

No	Code mixing Stages	Definition from code mixing stages
1	Words level	A word is the smallest unit of language which is composed of a morphology or multiples of one morpheme.
2	Sentences level	A sentence are a set of words that lacks a subject and a verb.
3	Baster level	Baster is made up of two distinct elements that combine to provide a single meaning.
4	Word Duplicating	Word Duplicating is one that is generated as a result of phrase repetition.
5	Idioms level	Idioms are collections of words that each have their unique meaning. It indicates that idioms are unable to understood as single words considering the idiom has acquired a new

		meaning.
6	Clause level	A clause generally a set of words that includes verbs as well as subjects but is less of a sentence. There are a total of two types of clauses: independent sentences and dependent clauses. An independent clause constitutes a thing that is capable of standing on its own. While a dependent clause is unable to stand by itself as a clause, it requires yet another independent clause to complete that.

Table 2.1: Word Levels

The contrast amongst kinds and degrees of code mixing might have been seen in the previous a rational explanation: Stages of code mixing are more particular than various kinds of code mixing. That is, the stages of code mixing indicate individually the types of words that are included in code mixing

E. Code Switching

Code-switching is switching between two or more languages in a conversation or event (Ningsih & Setiawan, 2020). This phenomenon is usually observed in multilingual communities where individuals have mastery of several languages and can use the language according to the language used by their surroundings (Syafaat & Setiawan, 2019). Code-

switching usually occurs at different levels, starting from lexical, syntactic, and phonological.

At the lexical level, code-switching is using words or phrases from one language. For example, "I need to buy some groceries in Toko Kelontong" (Herman et al., 2022). This example shows that there is a language switch from Indonesian to English. At the phonological level, code-switching involves using intonation patterns from one language to another. This can be seen when one of the speakers has an Arabic accent when pronouncing English words. Meanwhile, at the syntactic level, code-switching involves several uses of grammatical rules involving one or more languages.

The use of code-switching seeks to build communicative communication to express various identities or a group in conveying meaning (Herman et al., 2022). However, the existence of code-switching can be viewed negatively by some communities because it is considered a cultural inferiority. In general, code-switching is a phenomenon of linguistic diversity in a multilingual society

F. Theoritical Framework

1. Language Variant

Humans have different languages based on the background they have such as ethnicity, origin, country. According Pooria Barzan (2019) Linguistic variation (or simply variation) refers to

geographical, social, or contextual variances in how a language is utilized. Interspeaker variance refers to differences between linguistic, accents, and speakers. Intraspeaker variance refers to diversity inside a single presenter's language. Variation occurs in all parts of language (including phonemes, morphemes, grammatical structures, and connotations).

2. Code Mixing

   a. Definition

   Ahmad (2012) State that the second phenomena that is deeply linked the code-switching is code-mixing. It typically occurs whenever conversant utilize both languages simultaneously, switching between them until the point where they transition from one tongue to the other in the course of a single phrase. Without modifying the topic, code mixing occurs and can involve many levels of language such as phonological, morphological, grammar forms, or lexical items. From the Ahmad state, the researcher wants to find out the problem on code mixing in Islamic Boarding School Darul Arqam Muhammadiyah Gombara where the Student or Student using 2 languages as a tool in their daily conversations.

b. The Variant of Code-Mixing

Renhard (2020) said there are 3 variant of code mixing, it is: 1) Implementing word and also pharase, occurred when there is an insertion to limit structural features of particular base in matrix organizational structure. For example: nanti kita *gathering* di Mall Panakukkang guys!!, 2) Alternation refers to mixing in the context of linguistic competence or similarity at a changeover point. This is the example: *ente* sudah makan siang?.3) Coherent make a lexical occurs when there is a combination of style, changing, dialect, or standard variation rather than genuine bilingualism usage. Like this example: "Allow me to introducing myself, im Muhammad Rafly, semoga kita semua dapat berkejasama dalam melakukan proyek ini."

G. Conceptual Framework

```
┌─────────────────┐      ┌─────────────────┐
│     Daily       │ ───▶ │ English & Arabic│
│  Conversations  │      │    Language     │
└─────────────────┘      └─────────────────┘
                                  │
                                  ▼
┌─────────────────┐      ┌─────────────────┐
│ The types of code│ ◀── │   Code Mixing   │
│ mixing and reason│     │                 │
│ using code mixing│     │                 │
└─────────────────┘      └─────────────────┘
```
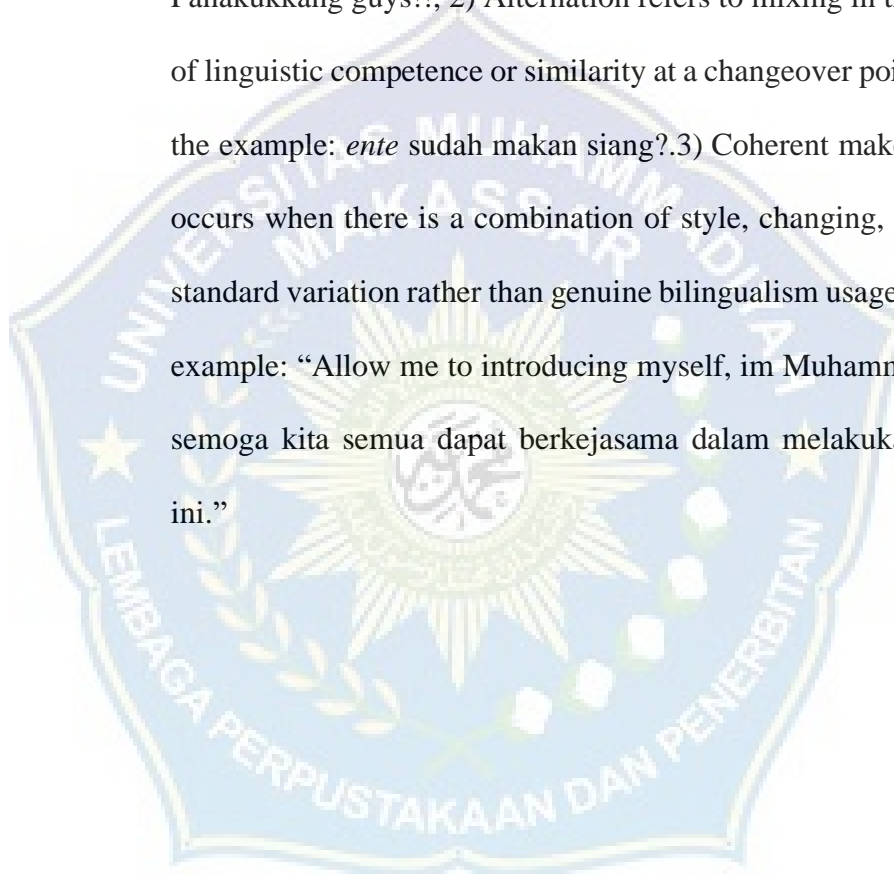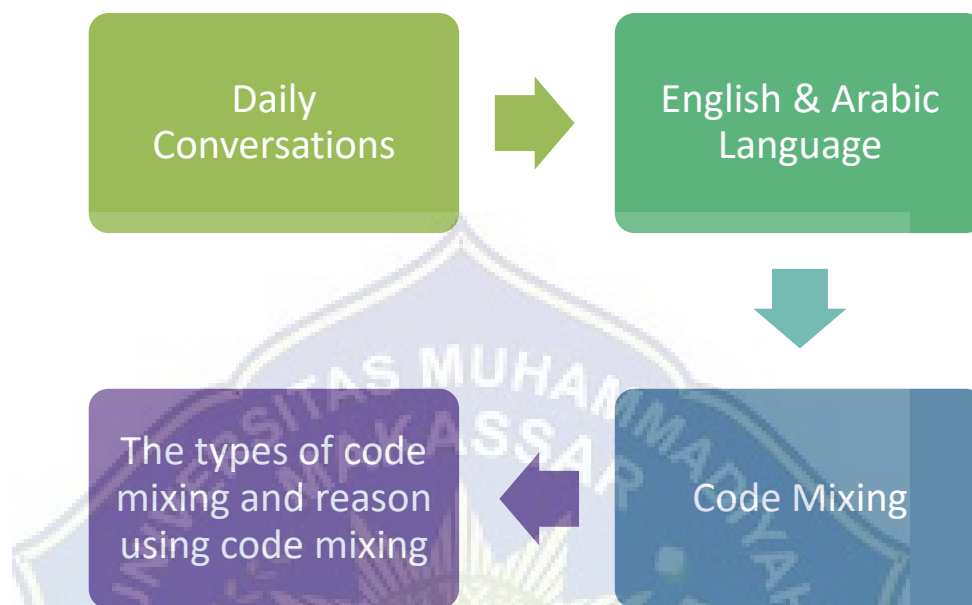
Figure 2.1: Conceptual Framework

At this time, many people used two languages in conversation. It is none other than because the more the world develops, the more people's language skills develop. The development of direct globalization also follows this phenomenon. What is more, at this time, people are required to be able to speak more than two languages because they need to keep up with the current era to be included by others. This study seeks to discuss a bilingualism phenomenon that occurs in people's lives which is included in social phenomena or sociolinguistic phenomena. The research comes from daily conversations that are built among Students from the Islamic Boarding School Darul Arqam Muhammadiyah Gombara. At that school, there are lots of children who use English and Arabic in their daily lives.

This event shows the existence of code-mixing in their school lives. This code-mixing phenomenon also enters into linguistic events in the educational environment. Through code-mixing, researchers was conduct further research on the effectiveness of speaking when using two languages. This effectiveness tries to see whether the information can be adequately conveyed between the speaker and the listener. The final result is that the researcher tries to see what code-mixing indicators Students use in their daily lives.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a qualitative research design. Qualitative research discusses a social phenomenon that develops realistically and is structured through an arrangement of meanings and experiences of all relevant informants. This study discusses a social phenomenon related to using two languages among Students at the Islamic Boarding School Darul Arqam Muhammadiyah Gombara. While the type of research that was be used in this research is descriptive. A descriptive research study seeks to explain a social phenomenon in more detail through a research report. The researcher's purpose is to used a descriptive research type, namely that the researcher gets a complete picture regarding the use of code-mixing in the research subject.

B. Research Variable and Indicators

Research requires judgment in obtaining explanations or measurements to ensure research used (Tracy, 2020). The factors in this study are called research variables. Variables are the most critical aspect of finding a study because they contain the focus of research studies (Timmermans & Tavory, 2022). Research usually consists of the relationship between one variable and another. This variable also changes the characteristics or type of research directly controlled by the researcher to get a research result.

This research used descriptive research type. Descriptive research seeks to explain a social phenomenon in more detail through a research report (Ahmad et al., 2019). The purpose of this study is to used a descriptive research type, namely to get a broader and more complete picture regarding the use of code-mixing on the research subjects to be discussed. Furthermore, the indicators in this study can be seen directly in the following table:

Domains	*Indicators*
Background	Explain the bilingual phenomenon that occurs in society
Research Purposes	Trying to see what type of code-mixing is used by research subjects when exchanging information with each other and then matching it with the appropriate indicators in Code Mixing theory
Aim of The Research	Providing kind of Code Mixing theory in the form of qualitative research with Student research subjects
Theoritical Study	Using code mixing theory to see the phenomenon of the use of two languages in showing the existence of bilingualism and sociolinguistic situations
Research Methodology	This research uses descriptive qualitative research to obtain detailed research results in the form of complete and easy-to-understand explanations regarding the phenomena discussed

Table 3.1 Variable Indicator

C. Population and Sample

This research was conducted in Makassar to see the phenomenon of using two languages. More precisely, the research was conducted at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School, which is located in Biringkanaya District. The population of this study is the Students at the school because of the phenomenon of trying to capture the incident of using two languages at the Islamic Boarding Darul Arqam Muhammadiyah Gombara. While the research sample used purposive sampling, namely taking non-random informants and taking informants who were indeed suitable for the research. Informants in this study consisted of 10 Students for ten grade and 10 Students from seventh grade.

D. Research Instrument

1. Observation

   The results of these observations are then formed into an idea that can complement the research. Observations was be made directly at the Darul Arqam Muhammadiyah Gombara Islamic Boarding when conducting interviews. The researcher used Nur'aini (2020) observation technique and step from Nur'aini is making observation list, in her research she used participant observation which is she takes the role of joining together with object of her researches.

2. Interview

   The researcher must be able to direct the research on the prepared interview guidelines and clarify if there are ambiguous answers. Interviews in this study were conducted within 15-20 minutes with a direct interview

system. The goal is that researchers get accurate information in answering research questions. The researcher technique used technique by Nur'aini (2020), which is she using deep interview which is she collected the data after observation and then interviewing face to face with research sample.

3. Documents

Researchers collected all documents obtained through online sites and data obtained in the field. The online site used by researchers to obtain previous journals is elicit.org, Google Scholar, and ResearchGate. Meanwhile, field data was generated through joint interviews with relevant informants.

E. Data Collection

Various kinds of data collection, namely primary data and secondary data. These two data have also been explained in the document sub-chapter. However, more details can be found as follows:

1. Primary Data

Primary data is all data obtained by researchers through interviews. Data is also obtained from the results of observations in the form of observation reports which was later help provide a more detailed explanation in conducting data validation.

Here is how technique from collection the data:

a) First movement the researcher do are observes the Islamic boarding school to find the activeness from Student that using 2 languages.

b)   After observing, the researcher was choosing 20 first year Student, 10 Student from Junior High School & 10 Student Senior High School to get interviewed by researcher.

c)   Then, the researcher was submitted the data from interview to written form.

d)   Finally, from interviewed data's, the researcher was analyzed the data.

2.   Secondary Data

Secondary data supports data from primary data. Secondary data is in the form of previous journals, which are used as the basis for this research in finding new findings. Some keywords in finding the above data are Code-Mixing, Bilingualism, Sociolinguistics, Code Mixing Analysis, and Linguistics.

G. Data Analysis

The data analysis technique is a process of systematically collecting data used by researchers in conclusions. Conclusions will be straightforward if there are excellent and correct data analysis techniques. According to Miles & Huberman (2018), there are three techniques for conducting data analysis, namely:

1.   Data Reduction

Data reduction focuses on research discussion to simplify research more efficiently. In this case, data reduction was carried out by writing the results of interview transcripts and making field notes as a report. This technique is one part of the analysis that can remove unimportant parts and

draw a conclusion that can be verified.

2. Data Display

Views are a more organized collection of related information that allows for quick conclusions to be drawn. Valid data can be formed as a matrix, graph, or chart. The whole is used to form systematic and coherent information. That way, researchers can see what is happening, draw conclusions correctly, and continue analysis according to the data presented.

3. Verification

The last analysis technique is verification or concluding. Concluding must be done promptly. The researcher must be able to see all the verified data. Verification is carried out so that the research is accountable.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this chapter are the results finding what types of code mixing Students use in their daily conversations at Islamic boarding school for using 2 languages Arabic-English, Research data from observation instruments where observations are supported by interview results.

1. The types of code mixing that student used in daily conversation

a. Students using Code Mixing

In daily conversation, students use three forms of code-mixing utterances: Intra Sentensial, Intra Lexical, and Tag Switching. Each sort of codemixing speech made by student in everyday interactions.

1) Intra-Sentensial

Intra-sentential code mixing is defined as the occurrence of a phrase, clause, or sentence border in an oral or written dialogue, such as Arabic – English that usually they use in Islamic Boarding School:

> *Extract 1:*
>
> *S1 (VII SMP): ...yup, sometimes I mixing English and Arabic likes, where is your qolam?...*

> *Extract 2:*
>
> *S4 (X MA): …Ehh example like Let play qurrāsatun…*

2) Intra Lexical

When people connect a phrase to a boundaries in their speech, such as Arabic – English that usually they use in Islamic Boarding School:

> *Extract 3:*
>
> *S5 (X MA): …Ehh for example like aina your house?...*

> *Extract 4:*
>
> *S4 (VII SMP): …Contohnya itu seperti, hey friend hayyā ila hamma li hastāhim…*

3) Change pronounciation

At the phonological level, this form of code mixing happens. It implies that when Student speak English, the words they utter are adjusted to Arabic phonetic structure. And they usually mixing Arabic in English languages and this type is the most using at Islamic boarding school.

> *Extract 5:*
>
> *S5 (VII SMP): … I read in maktabah…*

> *Extract 6:*
>
> *S5 (X MA): …aina benefit antum fi zālika…*

2. The reason and causes students using code mixing

a. Students at Islamic Boarding School using English Language

Students at the Darul Arqam Gombara Islamic Boarding School use English as their daily conversation, according to the results of the researcher's analysis, in contrast to Arabic, which is learned in class and also becomes an extracurricular focused on new students.

Extract 7:

S10 (VII SMP): …I studied English when I entered general subjects…

Extract 8:

S6 (X MA): … I just learn English just in Classroom…

b. Students using Arabic language

Students in addition to utilizing English as their primary language, also utilize Arabic in their everyday interactions. According to the findings of researcher interviews, pupils study Arabic during their introduction at Islamic boarding schools throughout the first three months

Extract 9:

S10 (X MA): … Yes, from the start, there was the igdad program there, there was a program for 3 months to learn Arabic language…

> *Extract 10:*
>
> *S8 (VII SMP): … Once when I just entered the cottage I followed*
>
> *i'dad, the book has 8 chapters and the book is only in Arabic …*

c. Students combine Arabic vocabulary when speaking English

According to the findings of the researchers' interviews with informants, pupils occasionally mixed Arabic and English when they forgot the terminology they were saying, while some did not mix languages at all or exclusively spoke in one language or unconsciously.

> *Extract 11:*
>
> *S8 (X MA): … I combined the two languages unconsciously…*

> *Extract 12:*
>
> *S9 (VII SMP): … When, when I don't know English vocabulary, I*
>
> *use Arabic to replace English vocabulary that I don't know…*

> *Extract 13:*
>
> *S1 (X MA): … I never combine Arabic and English when speaking…*

d. Students using code mixing in daily conversations

From the results of the researcher's interviews with the students, students sometimes use code mixing unconsciously, there are also students who use code mixing as a tool for learning 2 languages and there are also students who do not use code mixing.

> *Extract 14:*
>
> *S10 (VII SMP): … Almost everyday because its really help me to learn language…*

> *Extract 15:*
>
> *S9 (X MA): … I combine with words, one word of English one word of Arabic…*

B. Discussion

1. The types of student code mixing in daily conversation

a. Students Using Code mixing

According from findings at Islamic boarding school darul arqam Muhammadiyah gombara, the researcher found that students using 3 types of code mixing according to hoffman theories, its intra sentensial, intra lexical, adjustment pronounciation.

1. Intra Sentensial

The first kind is intra sentensial; based on the students' utterances

in extract 1, the researcher discovered that the process of code-mixing creation is intra sentensial. It was evident when student S1 used the term "qalam" in an English discourse. Because the English lexical class of phrase "qalam" was put in his Arabic speech, it was called insertion. Insertion refers to the placement of material (lexical items or complete components) from one language into the structure of another.

The researcher discovered that the process of code-mixing development is intrasentensial based on the students' utterances in extract 2. It may be noticed when S4 used the term "qurrasatun" in his Arabic talk with the closed group. It is referred to as intrasentensial because the English lexical class of phrase "qurrasatun" was introduced in his Arabic speech. This is supported by hofman theory (1991) as the occurrence of a phrase, clause, or sentence border in an oral or written dialogue.

2. Intra Lexical

The next types that use at Islamic Boarding School its Intra Lexical, from Extract S5 that researcher can identify code mixing intra Lexical when student mix Arabic-English "Aina your house" As seen by the speech in extract 3, the student combined two languages' classes of clauses in a sentence. In this case, an English element was succeeded by an Arabic constituent. As a result, the

researcher finds that it contains intra Lexical when the speaker mingled point or sentence in the discourse. This findings supported by hoffman (1991) statement that when people connect a phrase to a boundaries in their speech.

3. Change Pronounciation

The English words in an Arabic phrase that share grammatically structure can be filled lexically with English parts. As a result, the study finds that code-mixing is involved in altering pronunciation.

The researcher discovered Change pronounciation code-mixing in students' conversations in extract 5. The student added lexical terms to both the Arabic "Maktabah' " and the English utterance.

The researcher discovered the sort of code-mixing is changing pronounciation from the students' speech in extract 6. The student included lexical terms in both the English "benefit" and the Arabic speech. This findings has the same way with Hoffman Theory

2. **The reasons and causes students using code mixing in daily conversation level**

   a. **Student Learn English Language**

   From extract 7 & 8 the researcher found that students at the Darul Arqam Gombara Islamic Boarding School use English as their daily

conversation, according to the results of the researcher's analysis, in contrast to Arabic, which is learned in class and also becomes an extracurricular focused on new students.

b. Students Learn Arabic Languages

From extracts 9 and 10, the researcher found that students at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School knew and learned Arabic for the first time during their orientation at the pesantren, the pesantren conducted a program called igdad where students were given 8 chapters of books and in the book there is basic Arabic learning which is held for 3 months.

c. Students mixing English and Arabic languages

Based on data from extract 11, the researcher found that students at the Darul Arqam Gombara Islamic Boarding School unconsciously combined Arabic and English because such things helped them learn both languages.

Based on data from extract 12, the researcher found that students at the Darul Arqam Gombara Islamic Boarding School combined languages when they conversed using 1 language and in that conversation students forgot the vocabulary they wanted to say, so to replace the vocabulary that students forgot when speaking they replaced it with other language vocabulary, whether it's English or Arabic and from extract 13, the researcher found that some students also sometimes

did not combine languages at all when speaking on the grounds that they already fully understood the language or were more dominant in learning the language.

d. **Student using code mixing in daily conversations**

From extract 14, the researcher found that students used code mixing in their daily conversations because code mixing helped them learn two languages, English and Arabic. the researcher also found data from extract 15 that students used code mixing word for word.
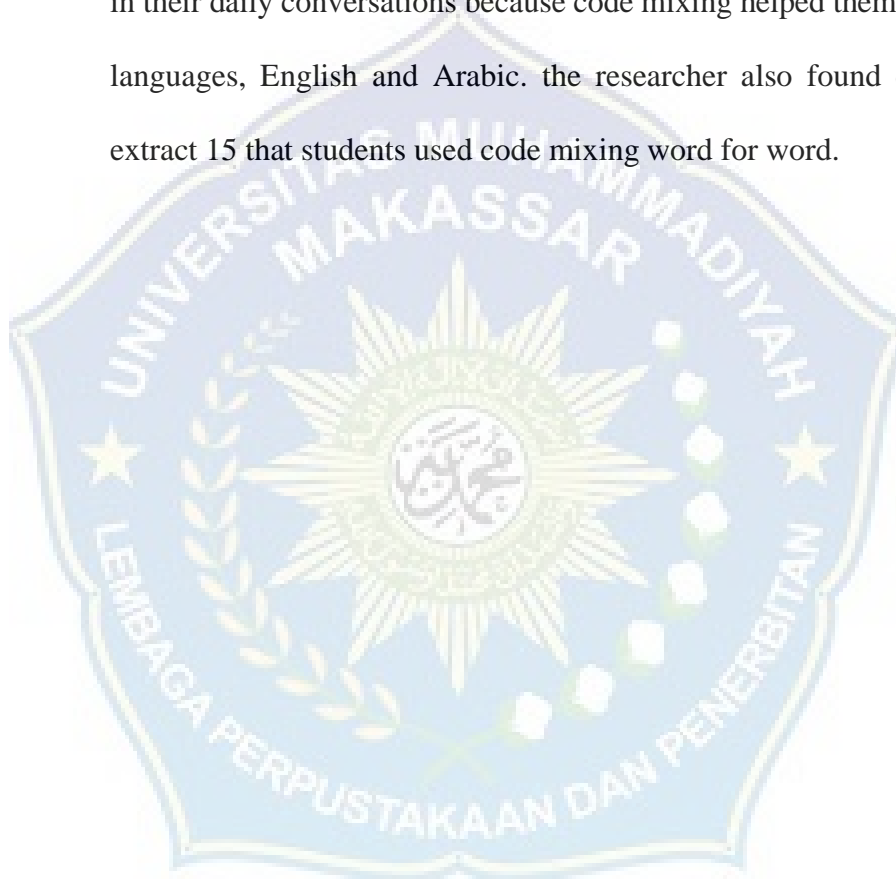
CHAPTER V

CONCLUSION & SUGGESTIONS

A. Conclusions

From findings and discussion on previous chapter, the researcher found that:

This study looked at several sorts of code-mixing, such as intra sentensial, intra lexical, and changing pronounciation. According to the researcher, the kind of Change pronounciation is prominent in the students' daily discussions, student at Islamic boarding school darul arqam gombara using 3 types of code mixing that can help them in learning new languages. The findings of this study revealed that 5 people utilized intrasentensial code-mixing, 4 people used intralexical code-mixing, and 11 people used change pronounciation. As a result, in classroom discussions, students' pronounciation is changing, and the many reason students used code mixing, like it can be a tool to learn two languages.

B. Suggestions

According from conclusion above, the some suggest:

1) For Researcher

Particularly linguistics students are encouraged to continue the investigation of code-mixing, not just at the Islamic boarding school, but also in the broader subject, because, in the researcher's opinion, code-mixing is a unique phenomenon that has emerged from people's social lives, this paper just focusing on code mixing, hopefully the next researcher can analyze more code.

2) For Students

   This study is meant to help readers better comprehend code-mixing, particularly the form of code-mixing based on Hoffman theory.

3) For Teachers

   This study hopefully can make understands about code mixing that can be applied at school

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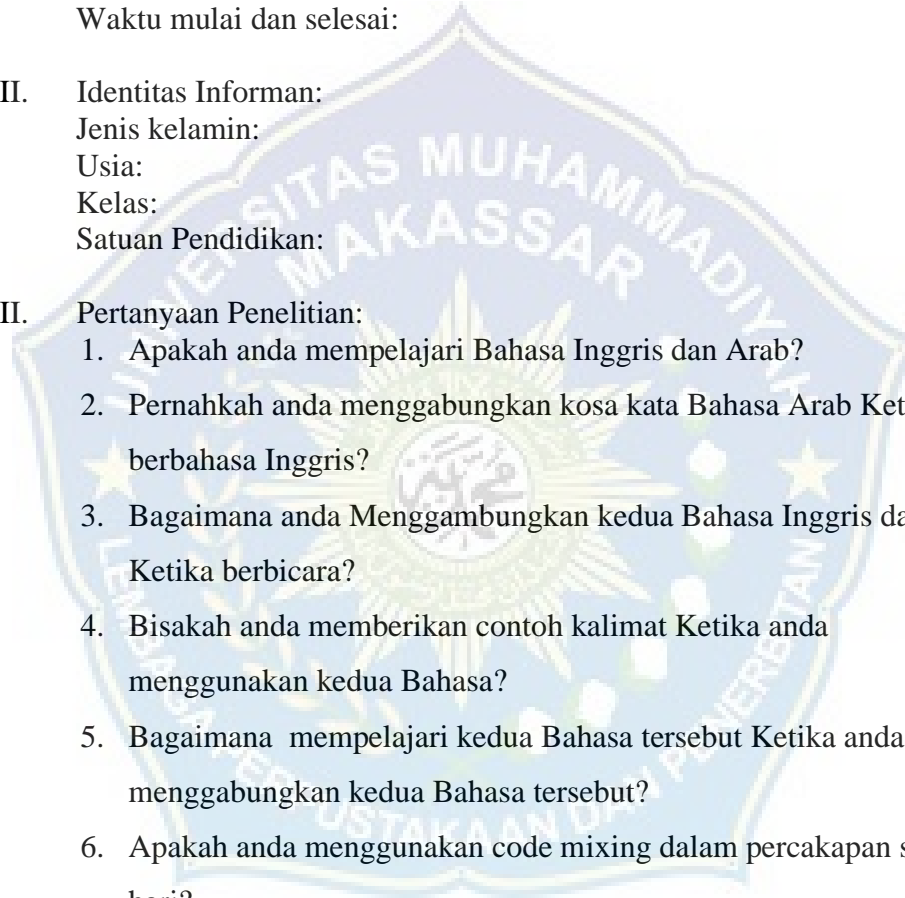
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APPENDICES

Appendix A

PEDOMAN WAWANCARA TIDAK TERSTRUKTUR

PEDOMAN WAWANCARA
ANALISIS PENGGUNAAN CODE MIXING PADA DAILY LIFE
STUDENT DARUL ARQAM GOMBARA

I. Jadwal Wawancara:
    Tanggal, hari:
    Waktu mulai dan selesai:

II. Identitas Informan:
     Jenis kelamin:
     Usia:
     Kelas:
     Satuan Pendidikan:

III. Pertanyaan Penelitian:
      1. Apakah anda mempelajari Bahasa Inggris dan Arab?

      2. Pernahkah anda menggabungkan kosa kata Bahasa Arab Ketika berbahasa Inggris?

      3. Bagaimana anda Menggambungkan kedua Bahasa Inggris dan Arab Ketika berbicara?

      4. Bisakah anda memberikan contoh kalimat Ketika anda menggunakan kedua Bahasa?

      5. Bagaimana mempelajari kedua Bahasa tersebut Ketika anda menggabungkan kedua Bahasa tersebut?

      6. Apakah anda menggunakan code mixing dalam percakapan sehari-hari?

      7. Tipe code mixing apakah yang anda gunakan dalam percakapan sehari-hari?

(Adopted and modified from Nur'aini, 2020)

Appendix B

Observation List

	Analysis Activity	Happens		Frequency		
		YES	NO	Very Often	Often	Seldom
	Daftar Observasi					
	1. Student Menggunakan code mixing (Student using code mixing)	V			V	
	2. Student Menggunakan Bahasa Inggris (Students using English Language)	V			V	
	3. Student Menggunakan Bahasa Arab (Student Using Arabic Language)	V		V		
	4. Student Menggabungkan Bahasa Inggris kedalam Bahasa Arab (Students mixing English in Arabic language)	V			V	
	5. Student menggunakan Code Mixing Inggris-Arab dalam percakapan sehari-hari (Students using code mixing in daily conversation)	V			V	

(Adopted and modified from Nur'aini, 2020)

Appendix C (Transcribe)

1) **Student 1 (SMP)**
   Name   : Alif Rizki Aulia
   Date, day   : 28 juni 2023
   Start time   :14.07
   Type gender   : Men
   Age   :13
   Class   : VII Junior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa, jadi kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	Waalaikumsalam warahmatullahi wabarakatuh, baik kak, Iya saya belajar Bahasa arab da Namanya program iddhad disitu kami belajar Bahasa arab dan diberikan buku yang ada kosa kata hingga tata bahasanya, dan setelah itu saya belajar Bahasa inggris dikelas.
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris	Iya pernah, kek misalnya itu ada kosa kata arab yang saya lupa, saya ganti ke Bahasa inggris.
3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Saya menggunakan Bahasa arab terlebih dahulu, atau inggris terlebih dahulu

4	Bisa berikan contohnya dari penggabungan Bahasa tersebut?	Seperti I wanna go ila madrasahti
5	Bagaimana cara anda mempelajari kedua Bahasa tersebut Ketika anda gabungkan?	Untuk Bahasa arab seperti tadi saya menggunakan buku al arabiyatuh bainal alaiq, dan Bahasa inggris itu setelah belajar Bahasa arab.
6	Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari?	Saya biasa menggunakannya dalam Bahasa sehari hari

2) Student 4 (SMP)

Name   : Muhamad Fathullah
Date, day   : 28 June 2023
Start time :14.35
Type gender : Men
Age   :13
Class   : VII Junior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa, jadi kita langsung menuju pertanyaan	Waalaikumsalam warahmatullahi wabarakatuh, oh hiya kak Iyye pernah, ehh pada saat saya awal masuk ada Namanya program idad yaitu idad lughoiyyah yang diajar itu tentang Bahasa arab dan fiqih, itu berjalan selama 3 bulan. Dan Bahasa

	pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	inggrisnya saya pelajari Ketika saya masuk pelajaran umum
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Ya pernah, saya itu Ketika saya gabungkan say itu merasa asik karena saya mau berbeda dengan yang lain.
3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Hmm cara saya itu Ketika saya dilarang Bahasa Indonesia, jadi saya gabungkan kata perkata.
4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan Bahasa tersebut?	Contohnya itu seperti, hey friend hayya ila hamma li hastahim
5	Terus bagaimana cara anda mempelajari kedua Bahasa tersebut Ketika anda gabungkan?	Saya belajar kedua tersebut dengan cara yang berbeda.
6	Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari?	Iya saya senang sekali menggunakan code mixing karena saya merasa asik.

3) **Student 5 (SMP)**

Name   : Fathurraman
Date, day   : 28 June 2023
Start time   :14.50
Type gender : Men
Age   :13
Class   : VII Junior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa, jadi kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	Waalaikumsalam warahmatullahi wabarakatuh, Pernah kalau Bahasa arab itu idgad 3 bulan, disitu ada buku 8 bab dan beberapa kosakata Bahasa arab, Bahasa inggris itu Cuma selesai igdad dan dikelas.
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Saya gabungkan kak kalau lupa kosakata Bahasa yang saya pakai kak
3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Perkata kak, atau kututupi kosakata yang nda kutau.
4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan bahasa tersebut?	I read in maktabah

| 5 | Terus bagaimana cara anda mempelajari kedua Bahasa tersebut ketika anda gabungkan? | Caranya itu kak kalau nda kutau kosa kata salah satu bahasa |
| 6 | Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari? | Jarang kak |

4) Student 8 (SMP)

Name   : Mafi
Date, day   : 28 June 2023
Start time   :15.00
Type gender   : Men
Age   :13
Class   : VII Junior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa, jadi kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	Waalaikumsalam warahmatullahi wabarakatuh, Pernah saat baru masuk dipondok saya mengikuti igdad, dibuku tersebut memiliki 8 bab dan didalm buku itu hanya Bahasa arab dan saya mempelajari Bahasa inggris Ketika saya memasuki mata pelajaran umum
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Pernah saat dalam kelas karena didalam kosakata tersebut saya belum mengetahui

3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Secara langsung kak, saya kasih gabung Bahasa inggris dalam Bahasa arab karena program idad
4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan bahasa tersebut?	Contohnya kak? Ana asrobul some water
5	Terus bagaimana cara anda mempelajari kedua Bahasa tersebut ketika anda gabungkan?	Saya mempelajarinya dengan cara membaca buku dan belajar disekolah
6	Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari?	Pernah saat belajar didalm kelas

5) **Student 9 (SMP)**

Name   : Hanun
Date, day   : 28 June 2023
Start time :15.15
Type gender : Men
Age   :13
Class   : VII Junior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan	Waalaikumsalam warahmatullahi wabarakatuh, Iyye semenjak awal masuk ada disitu program igdad, disitu ada programnnya selama 3 bulan dan Bahasa inggrinya kak ehhh, setelah

	lebih dari satu Bahasa, jadi kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	dipersekolahanji kak pas kamis dan sabtu.
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Iyye kak pernah Ketika saat saya mengucapkan kata ayah saya ganti ke abi
3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Disaat anu kak, pas nda kutauki kosa kata Bahasa inggris, saya pake Bahasa arab.
4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan bahasa tersebut?	This is my abi
5	Terus bagaimana cara anda mempelajari kedua Bahasa tersebut ketika anda gabungkan?	Berawal menghafal kosakatanya terus dipraktekkan dalam kehidupan sehari hari
6	Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari?	Hmm, tergantung juga kadang itu dipake pas hari berbahasa

6) **Student 10 (SMP)**

Name   : Ahnaf Naufal
Date, day   : 28 June 2023
Start time   :15.30
Type gender   : Men
Age   :13
Class   : VII Junior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing	Waalaikumsalam warahmatullahi wabarakatuh, kak, waktu Bahasa arab itu kaka da program disitu belajar

	yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa, jadi kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	Bahasa arab dan inggris baru belajar disini kak Pernah
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Pernah Ketika kalau tidak kutau kosakatanya, kuganti ke Bahasa arab ataukah Bahasa inggris.
3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Biasa itu kalau bosan ataukah kulupa salah satunya jadi kugabungkanki kak.
4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan bahasa tersebut?	Contohnya itu haza my father, hua teacher.
5	Terus bagaimana cara anda mempelajari kedua Bahasa tersebut ketika anda gabungkan?	Cara itu pertama itu kuhapal hapal sudah itu kupraktikkan
6	Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari?	Hampir setiap hari kak

7) Student 1 (MA)

Name   : Ahnaf Naufal
Date, day   : 2 June 2023
Start time   :13.50
Type gender : Men
Age   :16
Class   : X Senior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa yang dimana mungkin anda sering lakukan disini selaku senior yang telah lama belajar bahasa, jadi kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	Iya saya disini belajar Bahasa Arab dan Bahasa Inggris
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Ketika saya berbahasa arab, saya hanya berbahasa arab, jarang menggabungkannya.
3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Saya kadang diajar Bahasa gado-gado, yaitu mengganti kosakata Bahasa lain.

4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan bahasa tersebut?	Ya saya pernah menggabungkan Bahasa arab dan Bahasa inggris contohnya, where is your qolam?
5	Terus bagaimana cara anda mempelajari kedua Bahasa tersebut ketika anda gabungkan?	Saya disini diajar Bahasa Arab oleh ustad ustad begitupun Bahasa Inggris.
6	Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari?	Terkadang saya menggunakannya, terkadang juga tidak.

2) Student 4 (MA)

Name   : Fakhir Nur Abdilla
Date, day   : 27 June 2023
Start time   :14.10
Type gender : Men
Age   :16
Class   : X Senior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa yang dimana mungkin anda sering lakukan disini selaku senior yang telah lama belajar bahasa, jadi	Iya saya belajar Bahasa arab dan Bahasa inggris disini .

	kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Ketika saya berbahasa arab, saya hanya berbahasa arab, jarang menggabungkannya.
3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Saya menggunakan secara tidak sadar.
4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan bahasa tersebut?	Where is qomisi?
5	Terus bagaimana cara anda mempelajari kedua Bahasa tersebut ketika anda gabungkan?	Saya rasa belajar Bahasa arab dan inggris disini tidak amatlah susah, dimana setiap magrib kita diajarkan kosakata baru.
6	Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari?	Iya pernah Ketika saya berbicara Bahasa inggris, saya menggunakan kosakata Bahasa arab.

4) Student 5 (MA)

Name　　　　: Baital Rahmat
Date, day　　: 27 June 2023
Start time　　:14.24
Type gender　: Men
Age　　　　　:16
Class　　　　: X Senior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa yang dimana mungkin anda sering lakukan disini selaku senior yang telah lama belajar bahasa, jadi kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	Ya ehh saya disini berajar Bahasa inggris dijam persekolahan dan belajar Bahasa arab pada saat sudah magrib.
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Ya pernah Ketika bertanyaki teman.
3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Ehh cara saya seperti berbicara seperti biasanya.
4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan bahasa tersebut?	Ehh contohnya seperti aina your house?

| 5 | Terus bagaimana cara anda mempelajari kedua Bahasa tersebut ketika anda gabungkan? | Belajar Bahasa arab diwaktu sudah magrib dan inggris saat disekolah. |
| 6 | Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari? | Jarang |

5) Student 6 (MA)

Name : Riski Rifani
Date, day : 27 June 2023
Start time :14.40
Type gender : Men
Age :16
Class : X Senior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa yang dimana mungkin anda sering lakukan disini selaku senior yang telah lama belajar bahasa, jadi kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	Pernah pada saat dikelas jam Pelajaran.
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Pernah Ketika ngobrol dengan teman.

3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Saya menggabungkan kedua Bahasa tersebut dengan tidak sadar
4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan bahasa tersebut?	Contohnya, where is your fasli?
5	Terus bagaimana cara anda mempelajari kedua Bahasa tersebut ketika anda gabungkan?	Dengan memperbanyak menghafal mufrodat
6	Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari?	Sesekaliji kak.

6) Student 8 (MA)

Name   : Arta Aditya
Date, day   : 27 June 2023
Start time   :14.59
Type gender   : Men
Age   :16
Class   : X Senior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa yang dimana mungkin anda sering lakukan disini selaku senior yang telah lama belajar bahasa, jadi	Iya pernah kak.

	kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Iye pernah kak kalau ngobrol sama teman.
3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Saya menggabungkan kedua Bahasa tersebut secara tidak sadar.
4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan bahasa tersebut?	Seperti Aina your bag?
5	Terus bagaimana cara anda mempelajari kedua Bahasa tersebut ketika anda gabungkan?	Dengan memahami apa yang disampaikan guru mata pelajaran tersebut.
6	Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari?	Jarang kak, jarang kupake.

7) Student 9 (MA)

Name   : Arta Aditya
Date, day   : 27 June 2023
Start time   :14.59
Type gender   : Men
Age   :16
Class   : X Senior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam	Iyye pernah dari kelas 1 SMP sampai sekarang.

	percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa yang dimana mungkin anda sering lakukan disini selaku senior yang telah lama belajar bahasa, jadi kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Iyye pernah keknya kak kalua bicara sama teman kek lagi dikamar.
3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Saya menggabungkan dengan perkata, satu kata Bahasa inggris satu kata Bahasa arab.
4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan bahasa tersebut?	Seperti Where is my na'lun
5	Terus bagaimana cara anda mempelajari kedua Bahasa tersebut ketika anda gabungkan?	Kalau Bahasa inggris belajar dikelas kalau Bahasa arab sama IPM dan musrif.
6	Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari?	Terkadang kalau berbicara dengan teman.

8) Student 10 (MA)

Name   : Maula Assidiq
Date, day   : 27 June 2023
Start time   :15.18
Type gender   : Men
Age   :16
Class   : X Senior High School

NO	QUESTIONS	ANSWERS
1	Assalamualaikum warahmatullahi wabarakatuh, baik perkenalkan nama saya Muh.Rafli.S, dan saya akan melakukan penelitian yang dimana kita' sebagai narasumberku, jadi saya akan meneliti tentang code mixing yang anda pakai dalam percakapan sehari-hari, jadi code mixing adalah gaya berbicara Ketika anda mencampurkan lebih dari satu Bahasa yang dimana mungkin anda sering lakukan disini selaku senior yang telah lama belajar bahasa, jadi kita langsung menuju pertanyaan pertama, jadi apakah anda belajar Bahasa inggris dan Bahasa arab?	Pernah kak disini dipondok pernah diajar Bahasa arab daripada dasarnya begitupun Bahasa inggris kek simple past dan lain lain kak.
2	Baik, sekarang kita pindah ke pertanyaan kedua, apakah anda pernah mencampur kosakata Bahasa arab dan Bahasa Inggris?	Pernah waktu hari Bahasa karena tidak boleh pake Bahasa Indonesia, Bahasa arabji dengan Bahasa Inggris.
3	Oke kita pindah ke pertanyaan ke tiga, Bagaimana cara anda gabungkan kedua Bahasa tersebut?	Saya menggabungkan kedua Bahasa tersebut secara tidak sadar.
4	Baik selanjutnya bisakah anda berikan contohnya dari penggabungan bahasa tersebut?	Aina benefit antum fi zalika?

| 5 | Terus bagaimana cara anda mempelajari kedua Bahasa tersebut ketika anda gabungkan? | Caranya itu kak kek Bahasa arab mulai dari dasar kek hua huma hum dan cara menggunakan kosa katanya dan Bahasa inggris itu dari kosa kata dulu baru cara penggabungannya. |
| 6 | Baik, apakah anda menggunakan code mixing dalam kehidupan sehari-hari? | Sesekaliji kak. |

Appendix D (Documentation)

1. Discussed about Interviews.

2. Interview with students.

3. Picture with Students SMP & MA Darul Arqam Gombara

APPENDIX E (Surat Keterangan Bebas Plagiasi)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Muh.Rafli.S
Nim   : 105351103619
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	0 %	10 %
2	Bab 2	7 %	25 %
3	Bab 3	2 %	10 %
4	Bab 4	0 %	10 %
5	Bab 5	0 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 16 Agustus 2023
Mengetahui

Kepala UPT- Perpustakaan dan Pernerbitan,

Nur Isiah, S.Hum.,M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX F (Pengantar Penelitian Fakultas)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Nomor : 13838/FKIP/A.4-II/VI/1444/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
    Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	Muh. Rafli. S
Stambuk	:	105351103619
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir	:	Makassar / 01-06-2001
Alamat	:	Kompleks Mangasa Permai Blok Z5/3

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: An Analysis of English-Arabic Code Mixing in Daily Conversations Levels at Islamic Boarding School Darul Arqam Gombara

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum
Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
20 Juni 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

APPENDIX G (Surat Izin Peneltian)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0111)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 1799/05/C.4-VIII/VI/1444/2023   04 Dzulhijjah 1444 H
Lamp : 1 (satu) Rangkap Proposal   22 June 2023 M
Hal : Permohonan Izin Penelitian
Kepada Yth,
Bapak / Ibu Kepala Sekolah
Pondok Pesantren Darul Arqam Muhammadiyah Gombara
di –
    Makassar

السـلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13838/FKIP/A.4-II/VI/1444/2023 tanggal 20 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **MUH RAFLI S**
No. Stambuk : **10535 1103619**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF ENGLISH - ARABIC CODE MIXING IN DAILY CONVERSATIONS LEVELS AT ISLAMIC BOARDING SCHOOL DARUL ARQAM GOMBARA"

Yang akan dilaksanakan dari tanggal 27 Juni 2023 s/d 27 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السـلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

06-23

APPENDIX H (Surat Selesai Penelitian)

PIMPINAN WILAYAH MUHAMMADIYAH SULAWESI SELATAN
PONDOK PESANTREN
DARUL ARQAM MUHAMMADIYAH
GOMBARA - MAKASSAR
Jalan Prof. Dr. Ir. Sutami Kel. Pai, Kec. Biringkanaya Kota Makassar
Telp. (0411)554783 - 081342692380 - 085298891268. website:gombara.com

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN
Nomor : 162/II.14.AU/F/2023

Assalamu'alaikum warahmatullahi wabarakatuh.

Yang bertanda tangan di bawah ini:

Nama   : Drs. H. Muh Natsir, M.Si

Jabatan   : Wakil Direktur 1

Dengan ini menerangkan bahwa,

Nama   : Muh. Rafli S

No. Stanbuk : 105351103619

Universitas : Universitas Muhammadiyah Makassar

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

Telah melaksanakan penelitian di Pondok Pesantren Darul Arqam Muhamadiyah Gombara guna penyusunan Tugas Akhir Skripsi dengan judul "*An Analysis Of English – Arabic code Mixing In daily Conversations Levels at Islamic Boarding School Darul Arqam Gombara*".

Demikian surat ini dibuat dengan sebenar-benarnya, agar dapat digunakan sebagaimana mestinya.Teriring doa *Jazakumullahu khairan katsiran.*
Nasrun min Allah wa fathun qarib.
Wassalamu'alaikum warahmatullahi wabarakatuh.

13 Dzulhijjah 1444 H
02 Juli 2023 M

A.n. Mudir Pesantren
Wadir I

Drs. H. Muh Natsir, M.Si
NBM. 760254

Tembusan : *Yang terhormat.*

APPENDIX I (Berita Acara Perubahan Judul)

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259
Makassar
Telp :0411-860837/0812131732247
Email prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA
Perubahan Judul Penelitian Mahasiswa

Kepada Yang Terhormat, **Ketua Program Studi Pendidikan Bahasa Inggris**, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di tempat.

Assalamualaikum Warahmatullahi Wabarakatuh.
Semoga segala aktifitas kita senantiasa selalu bernilai ibadah di sisi Allah SWT. Amin.
Pada hari ini, tanggal 19 bulan Agustus, tahun 2023.. kami selaku pembimbing tugas akhir mahasiswa (Skripsi), dengan identitas:

Pembimbing 1 : Muhammad Zia Ul Haq,S.Pd.,M.TI
NIDN : 0916077703
Pembimbing 2 : Dzur Rifa'ah Mahmudah, S.Pd.,M.Pd
NIDN : 0914048601
Akan menyampaikan perubahan judul pada penelitian mahasiswa bersangkutan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:

Nama Mahasiswa : Muh.Rafli.S
Nomor Induk Mahasiswa : 105351103619
Judul lama: AN ANALYSIS OF ENGLISH-ARABIC CODE MIXING IN DAILY CONVERSATIONS LEVELS AT ISLAMIC BOARDING SCHOOL DARUL ARQAM GOMBARA

Berikut informasi perubahan judul yang dimaksudkan di bawah ini:

No.	Perubahan Judul	Alasan *(theoretical/practical)*	Paraf
	AN ANALYSIS OF ARABIC-ENGLISH CODE MIXING IN DAILY CONVERSATIONS LEVELS AT ISLAMIC BOARDING SCHOOL DARUL ARQAM GOMBARA	Adanya penyingkronan data yang tepat pada perubahan judul baru pada penelitian, dan juga data hasil penelitian lebih singkron dengan judul yang baru.	Pembimbing 1: \
Pembimbing 2:

(gunakan lembur tambahan jika tidak cukup)

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjuti dan dipergunakan sebagaimana maksud dan tujuannya.

Coret yang tidak sesuai

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

APPENDIX J (Kontrol Pelaksaan Penelitian)

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بســــم اللـه الرحمن الرحيــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	**Muh. Rafli. S**
NIM	:	**105351103619**
Judul Penelitian	:	***An Analysis of English-Arabic Code Mixing in Daily Conversations Level at Islamic Boarding School Darul Arqam Gombara***
Tanggal Ujian Proposal	:	**8-Juni-2023**
Tempat/Lokasi Penelitian	:	**Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Minggu/24-Juni-2023	Penyampaian Surat Penelitian dari kampus kepada wadir I dan kepala sekolah	Wadir I	
2	Senin/25 Juni-2023	Observasi	wadir I	
3	Selasa/26 Juni-2023	Wawancara kelas 1 Madrasah Aliyah	wadir I	
4	Rabu/27 Juni-2023	Sholat Idul Adha di lokasi penelitian & Dokumentasi	wadir I	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بســــم اللـه الرحمن الرحيــم

5	Kamis/28 Juni-2023	Wawancara kelas 1 SMP	wadir I	
6	Kamis/28 Juni-2023	Penelitian Selesai	wadir I	
7				
8				
9				
10				

............................, ...2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Wadir I Persekolahan,
Pondok Pesantren Darul Arqam Gombara

Drs. H. NATSIR. M.Si
NBM. 760 254

APPENDIX K: Letter of Acceptence

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســــــــم اللـه الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0830/BG-FKIP/LOA/B/VIII/1445/2023

Dear MUHAMMAD RAFLI SYAHRUL

It is our pleasure to inform you that, after reviewing your paper:
THE ANALYSIS OF ENGLISH-ARABIC CODE MIXING IN STUDENTS DAILY CONVERSATIONS
The manuscript ID: 1078
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Sociolinguistics**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *ijs@bg.unismuhmakassar.ac.id*

Makassar, 27 August 2023 M
10 Shafar 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
LAMDIK

APPENDIX L: Plagiarism Test

BAB I Muh.Rafli.S 05351103619

by Tahap Tutup

Submission date: 15-Aug-2023 05:45PM (UTC+0700)
Submission ID: 2146158362
File name: CHAPTER_I.docx (17.35K)
Word count: 889
Character count: 4734

BAB I Muh.Rafli.S 05351103619

ORIGINALITY REPORT

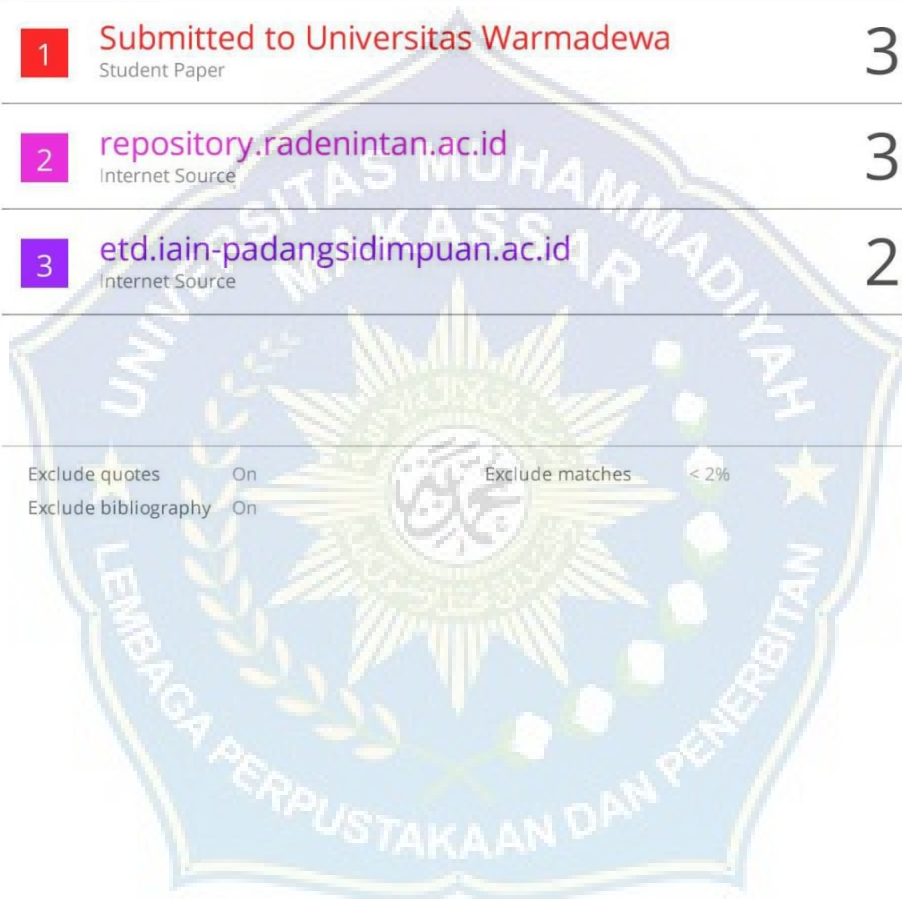| 0%	0%	0%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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Exclude bibliography	On		

BAB II Muh.Rafli.S 05351103619

by Tahap Tutup

BAB II Muh.Rafli.S 05351103619

ORIGINALITY REPORT

7% SIMILARITY INDEX

4% INTERNET SOURCES

2% PUBLICATIONS

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PRIMARY SOURCES

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2	repository.radenintan.ac.id Internet Source	**3**%
3	etd.iain-padangsidimpuan.ac.id Internet Source	**2**%

Exclude quotes   On
Exclude bibliography   On

Exclude matches   < 2%

BAB III Muh.Rafli.S 05351103619

by Tahap Tutup

BAB III Muh.Rafli.S 05351103619

2%	2%	0%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	dept.npru.ac.th Internet Source	2%

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Exclude bibliography	On		

BAB IV Muh.Rafli.S 05351103619

by Tahap Tutup

BAB IV Muh.Rafli.S 05351103619

ORIGINALITY REPORT

0%	0%	0%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

Exclude quotes	On	Exclude matches	< 2%
Exclude bibliography	On		

BAB V Muh.Rafli.S 05351103619

by Tahap Tutup

Submission date: 15-Aug-2023 05:49PM (UTC+0700)
Submission ID: 2146159097
File name: CHAPTER_V-2.docx (15.03K)
Word count: 214
Character count: 1239

BAB V Muh.Rafli.S 05351103619

ORIGINALITY REPORT

0%
SIMILARITY INDEX

0%
INTERNET SOURCES

0%
PUBLICATIONS

0%
STUDENT PAPERS

PRIMARY SOURCES

Exclude quotes   On
Exclude bibliography   On

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CURRICULUM VITAE

MUHAMMAD RAFLI SYAHRUL was born on June 1st 2001 in Makassar, he is the first child of Muhammad Syahrul Syamsuddin and Wahyuni Gaffar, he started his first education TK Aisyiyah Bustanul Athfal III, from there he continues his education at SD Negeri Perumnas and graduated in 2013. Then he prepared himself to go Islamic Boarding School Darul Arqam Muhammadiyah Gombara and studied from first year junior high school until graduated on senior high school in 2019. At the same time, he registered himself at Universitas Muhammadiyah Makassar, and took English education as major. At the end of his study, he could finish his thesis in 2023 entitle **"AN ANALYSIS OF ARABIC-ENGLISH CODE MIXING IN DAILY CONVERSATIONS LEVELS AT ISLAMIC BOARDING SCHOOL DARUL ARQAM GOMBARA"**