

CHAPTER V CONCLUSION & SUGGESTION

5.1 Conclusion

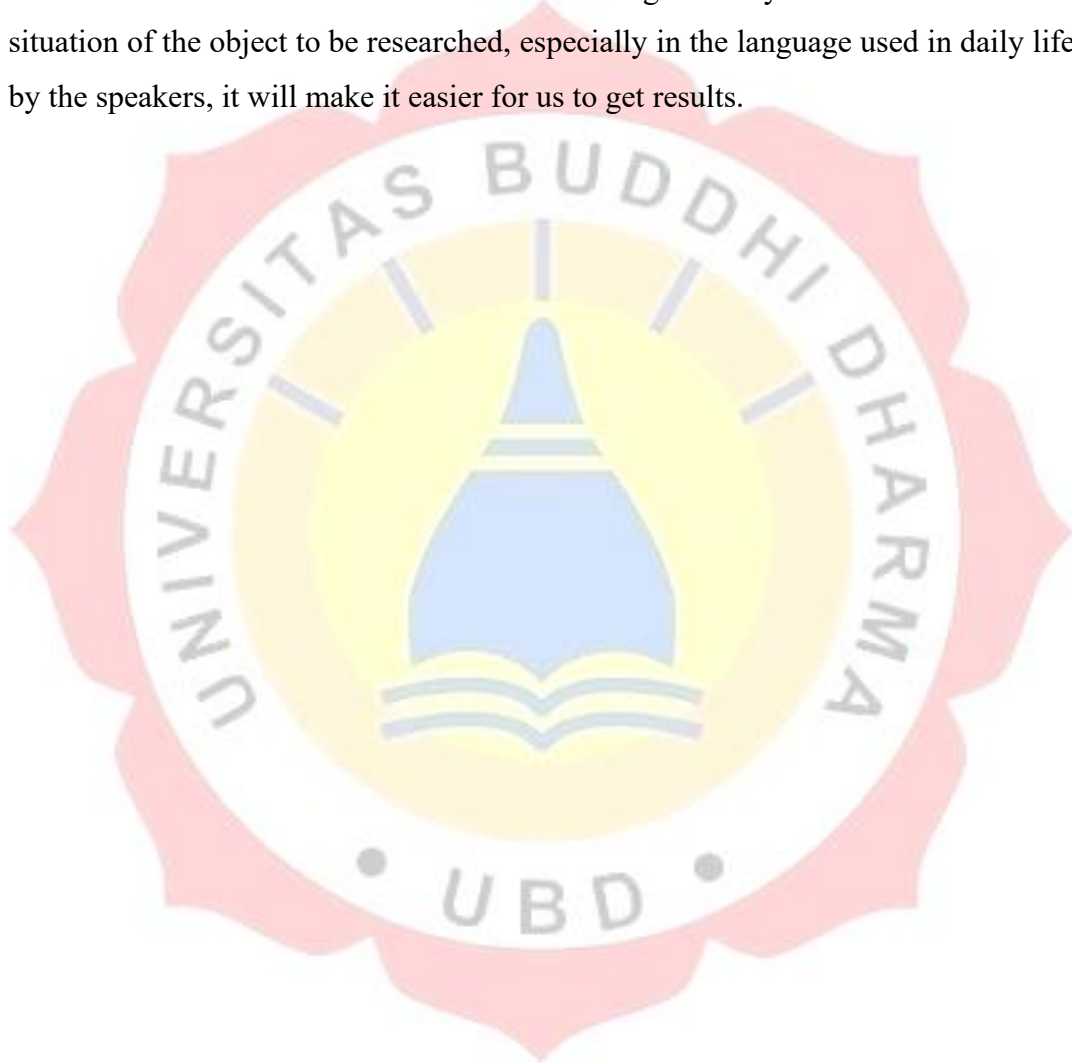
The conclusions found from the results of searching for the types and reasons for code mixing Arabic English used of students found that the most dominant types is insertion. Where many Arabic and English are inserted by speakers, this shows that students tend to insert a word, phrase, in the sentence of the target language. This happens because of a habit, or wanting to clarify something. then the second type is Alternation alternates, where speakers alternate using the first and second languages. And the least is congruent lexicalization with the mixing of the same grammatical structure. And the reasons why the students mixed Arabic and English were also answered in this study

There is also the main reasons why students mix Arabic and English in daily communication, based on the findings of the researcher, the most dominant reason is the emphasis of a certain meaning of students who choose the reason why they mix Arabic and English. Then the second reason is the lack of vocabulary of students who choose this reason because students who lack vocabulary sometimes mix Arabic and English with the language they know. The third reason is that the specific topic is also the reason why the students mix Arabic and English of students who choose this reason and the last reason is being trendy which is the reason that few choose because indeed the background and regulations of the Islamic boarding school of Daarul Muttaqien 1 that limit internet access for students, therefore the students do not update the language that is going viral on social media.

With that types and also the reasons for mixing English and Arabic is researched at Islamic boarding school Daarul Muttaqien 1 is not a form of language deviation, but a strategy to apply bilingual communication that can be adapted, creative, and also efficient to make students more active in interacting. This linguistic phenomenon that occurs shows that students not only live in a religious culture but also have an interest in globalization that can be expressed through various languages practiced in daily .

5.2 Suggestion

For code mixing researchers in the future, try to find more interesting ideas than Arabic English in Islamic boarding school code mixing which is also used in other places that have never been researched, it will be more interesting to be able to understand the bilinguals in the research context. In addition, as a researcher, you can have to know the background of the research object being researched so that it is easier to understand and future researcher must go directly into the field to see the situation of the object to be researched, especially in the language used in daily life by the speakers, it will make it easier for us to get results.



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Scientific Works

- “Translation Shifting on Mahfudzot Subject in Islamic Boarding School”,
Published in E-LinguaTera, Buddhi Dharma University, 2024
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This Curriculum Vitae is made to complement thesis writing with real data.

APPENDICES Here link Google Drive the documentation related to data collection

1. Profile of Respondent
2. Picture of Respondent
3. Picture of Researcher with Management of School
4. Answer of Respondent

https://drive.google.com/drive/folders/1diz4mMbO0b-xnV3ZFE5XC_Rj4stIvh9T

APPENDIX I

No	Sentences	Types Of Code Mixing		
		Insertion	Alternation Alternates	Congruent Lexicalization
1	Broo, it's already 9 AM. Wake up lah!	√		
2	Hah\? Is it Already صباح (Subh)?			√
3	يا الل يا (ya Allah ya) Ali صباح is way over. Now is الضحى (dhuha) already		√	
4	I heard the أذان (azan), then I blink, now it's morning. My alarm betray me	√		
5	I use النية (niat) as alarm... but my النية (niat) not that strong.	√		
6	Hey have you done the task from أستاذ (Ustadz) Taufik?	√		
7	أدب المتعلم (Adab muta'lim) The deadline is today		√	

8	أستغفر الل نسيت (<i>Astagfirullah nasitu</i>) , I thought tomorrow. I even plan to start it Someday.		√	
9	Hadeh, someday is not in the calendar	√		
10	يَمَكُن , I do it later. After I eat. After I nap.		√	
11	After the القيامة (<i>qiyamah</i>) maybe	√		
12	Wahhhh So delicious, This mie ayam is from جنة (<i>Jannah</i>) I think.			√
13	Because you're starving, bro. Everything taste good when you الصبر (<i>sabr</i>)			√
14	Eh, Why?	√		
15	I say أَسْلَامُ عَلَيْكُمْ (<i>Assalamu'alaikum</i>) to that الاخوات, (<i>akhwat</i>) she look at me like I'm invisible.	√		
16	Maybe she do غضّ البصر (<i>ghaddul bashar</i>) lah	√		
17	Bro, توكل (<i>tawakal</i>). Maybe الل (<i>Allah</i>) save you from heartbreak	√		

18	Yeah, حسبنا هالآن ونعم الوكيل (<i>Hasnunallah wani'mal wakeel</i>)		√	
19	This sun too hot. Is this test from هالآن (<i>Allah</i>) or punishment?	√		

20	This دهنيا (<i>Dunya</i>) my friend. No comfort zone here			√
21	I wanna go back to my room. Sleep is الرزق (<i>rizq</i>) too.	√		
22	But today is فقه (<i>fiqh</i>) class. And quiz			√
23	يا سلام (<i>ya salam</i>), I feel weak suddenly.		√	
24	My soul allergic to جدول (<i>jadwal</i>)	√		
25	Okay, serious now. Let's open our كتنب (<i>kitab</i>)			√
26	Read slowly. Page by page المبادئ العشرة (<i>Mabadi' Asharah</i>) is not rocket science			√
27	I open my كتنب (<i>kitab</i>), but my brain still loading			√

28	It is العربية (<i>Arabiyah</i>), bro.			√
29	You need tea. Strong tea. For strong همّة (<i>himmah</i>)	√		
30	هيا اليوم (<i>haya Alyauma</i>), we do nothing productive, but still tired.		√	
31	Now انتم (<i>antum</i>) can answer	√		
32	شاء الله (Masya Allah), hati hati yah		√	
33	Tinggal hafal قاعدة (<i>qo'idah</i>) vocabulary, practice	√		
34	انتم (<i>antum</i>) sekarang sudah tau قاعدة (<i>qoidah</i>) ini	√		
35	Bisa difahami? ياالأصح فهمتم? (<i>Fahimna ya Ashah</i>)		√	
36	فهمنا (<i>fahimna</i>) yah, ok god	√		
37	Gausah yang pro, yang sederhana saja	√		

38	إِنْ شَاءَ اللَّهُ أَنْتُمْ (in sya Allah antum) bisa hafal		√	
39	فهمنا الحمد لله (Alhamdulillah fahimna) akhirnya		√	
40	Yang relate sama kehidupan انتم (antum)			√
41	فهمنا (fahimna) yang انا jelasin			√
42	إِنْ شَاءَ اللَّهُ (in sya Allah), you can say it		√	
43	there is a word لِمَاتِ الْجَدِيدَةِ			√
44	Iya, الصحيح (shohih) you can practice it	√		
45	jika انتم (antum) sudah menguasai قاعدة (qi'idah) ini	√		
46	إِنْ شَاءَ اللَّهُ أَنْتُمْ (in sya Allah antum) can talk with Arabic language		√	
47	أَسْرَبَتْ (asroita) or can used هل أسربت (hal saraita) in the form of questions	√		

Types of Code Mixing

1. Insertion

: 22 Sentences

- 2. Alternation Alternates : 13 Sentences
- 3. Congruent lexicalization : 12 Sentences

APPENDIX II

Participants of Questioner	Gender
Students of 3 rd Junior high school	72 Female
	59 Male
Total	131 Students

