

**CODE MIXING: ENGLISH ARABIC USED IN
ISLAMIC BOARDING SCHOOL DAARUL
MUTTAQIEN 1**

THESIS By:

Siti Rohany

20210600030

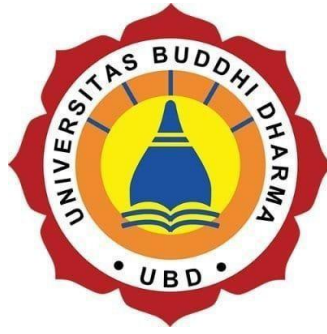
English Studies

Faculty of Social Sciences and Humanities

BUDDHI DHARMA UNIVERSITY

TANGERANG

2025



**CODE MIXING: ENGLISH ARABIC USED IN
ISLAMIC BOARDING SCHOOL DAARUL
MUTTAQIEN 1**

THESIS

**Submitted as one of the requirements to obtain the
Bachelor Degree in the English Studies Program Faculty
of Social Sciences and Humanities
Universitas Buddhi Dharma**

By :

Siti Rohany

20210600030

Faculty of Social Sciences and Humanities

BUDDHI DHARMA UNIVERSITY

TANGERANG

2025



FINAL PROJECT APPROVAL

Name : Siti Rohany
Student Number : 20210600030
Faculty : Faculty of Social Sciences and Humanities
Study Program : English Studies
Final Project Title : Code Mixing : English Arabic Used in Islamic Boarding School Daarul Muttaqien 1

The Final Project Proposal has been approved to examined as a partial fulfilment of the requirement for the Bachelor Degree

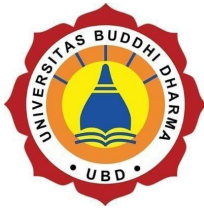
Tangerang. July 14th 2025

Approved by,
Supervisor

Acknowledged by,
Head of Department

Dr. Sonya Ayu Kumala, S.Hum., M.Hum.
NIDN: 0418128601

Riris Mutiara, P. S., S.Pd., M.Hum
NIDN: 0427068703



RECOMMENDATION FOR ELIGIBILITY OF FINAL PROJECT EXAMINATION

The Undersigned :

Name : Dr. Sonya Ayu Kumala, S.Hum., M.Hum.
Position : Supervisor

Certify :

Nama : Siti Rohany
Student Number : 20210600030
Faculty : Faculty of Social Sciences and Humanities
Study Program : English Studies
Title of Final Project : Code Mixing : English Arabic Used in Islamic
Boarding School Daarul Muttaqien 1

It has been eligible to take the final project examination.

Tangerang. July 14th 2025

Approved by,
Supervisor

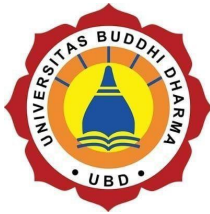
Acknowledged by,
Head of Department

Dr. Sonya Ayu Kumala, S.Hum., M.Hum.

Riris Mutiara.P. S, S.Pd., M.Hum

NIDN: 0418128601

NIDN: 0427068703



THE BOARD OF EXAMINERS

Name : Siti Rohany
Student Number : 20210600030
Faculty : Faculty of Social Sciences and Humanities
Study Program : English Studies
Title of Final Project : Code Mixing: English Arabic Used in Islamic Boarding
School Daarul Muttaqien 1

This thesis has been examined by the board of examiners on August 05th, 2025

Name of Examiners :

1. Chair : **Dr. Irpan Ali Rahman, S.S., M.Pd.**

NIDN: 0405027807

2. Examiners I : **Dr. FX. Rahyono, S.S., M.Hum.**

NIDN: 8919350022

3. Examiners II : **Hot Saut Halomoan, S.Pd., M.Hum.**

NIDN: 0320046101

Acknowledgement by



Dr. Sonya Ayu Kumala, S.Hum., M.Hum.

NIDN : 0418128601

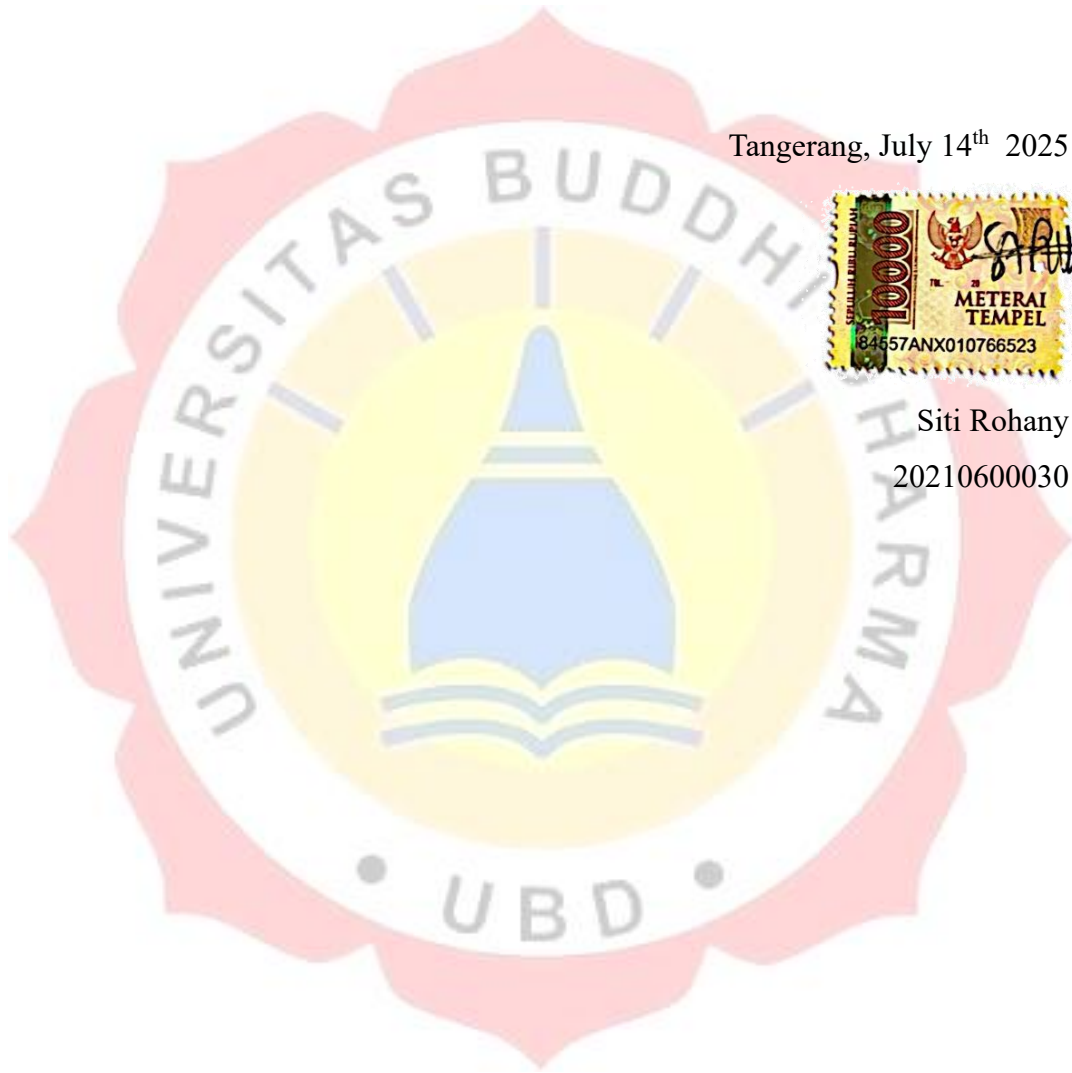
STATEMENT OF AUTHENTICITY

I honestly declare this final project in my own writing. This is true and correct that I do not take any scholar ideas or work from other honestly. All the cited works are quote in accordance with ethical code in academic writing.

Tangerang, July 14th 2025



Siti Rohany
20210600030



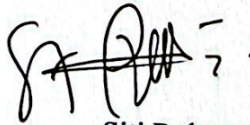
ACKNOWLEDGEMENTS

With full gratitude to Allah SWT as a creature of His creation who is given reason and knowledge to be able to write and compile this final project entitled Code Mixing: English Arabic used in Islamic boarding school Daarul Muttaqien 1 until completion. Thesis is prepared to fulfil one of the graduation requirements for the Bachelor's degree in the English Literature Program at the Faculty of Social Science and Humanities, Buddhi Dharma University Tangerang. The writer acknowledges that this thesis is still far from perfect. And also expressed his gratitude to those who indirectly provided motivational support in the process of preparing this thesis. This gratitude goes to

1. Dr. Limajatini, S.E., M.M., B.K.P. as Rector of Buddhi Dharma University Tangerang
2. Dr. Sonya Ayu Kumala, S.Hum., M.Hum. as the Dean of Faculty of Social and Humanities of Buddhi Dharma University.
3. Riris Mutiara Paulina Simamora, S.Pd., M.Hum as the Head of English Department of Buddhi Dharma University
4. Dr. Sonya Ayu Kumala, S.Hum., M.Hum. As a supervisor, the author has completed the thesis and patiently guided us throughout the process
5. Amas aka Alfian Hidayah as a life partner who from the beginning of college and until the thesis process is completed can always be relied on to help whatever happens

And also wanted to express gratitude to all those who have supported the writer along the way but the writer cannot mention one by one especially during the writing process of this thesis

Tangerang, July 14th 2025


Siti Rohany
20210600030

ABSTRACT

This study aims to examine a linguistic phenomenon of mixing Arabic and English used by students when communicating in the Islamic boarding school environment of Daarul Muttaqien 1, that focuses on types and reason of code mixing in 3rd graders Junior high. With a qualitative approach, which is taken directly from the sample of students' communication when talking to friends and also during the teaching and learning process is ongoing, This phenomenon arises because as part of the dynamics of language influenced by cultural, educational, religious backgrounds. Code Mixing it can reflect the dynamics of creative, active, and effective language. This is a form of identity linguistic yang developed in Islamic boarding schools with religious values and global values applied through language so that it became a linguistic form that can describe the modern Islamic tradition

Keywords ; *Code Mixing, English, Arabic*

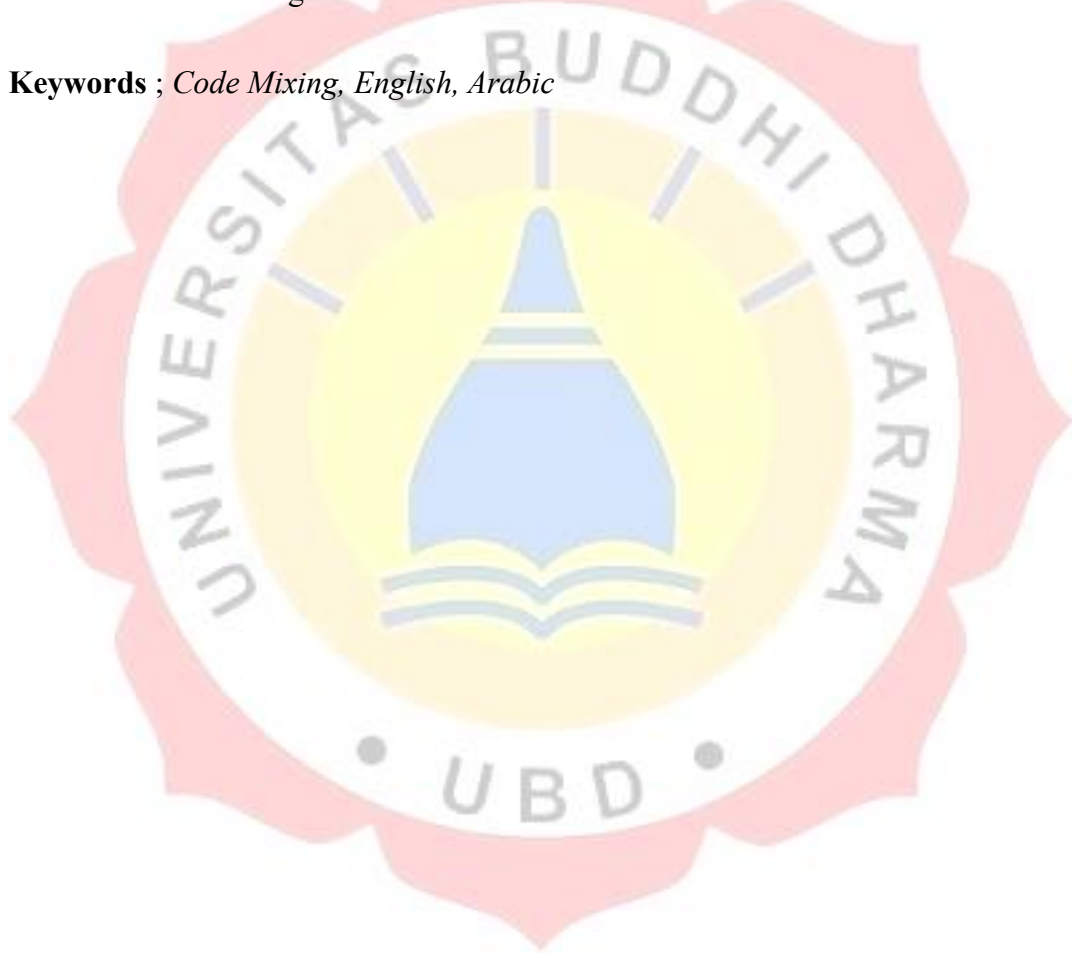


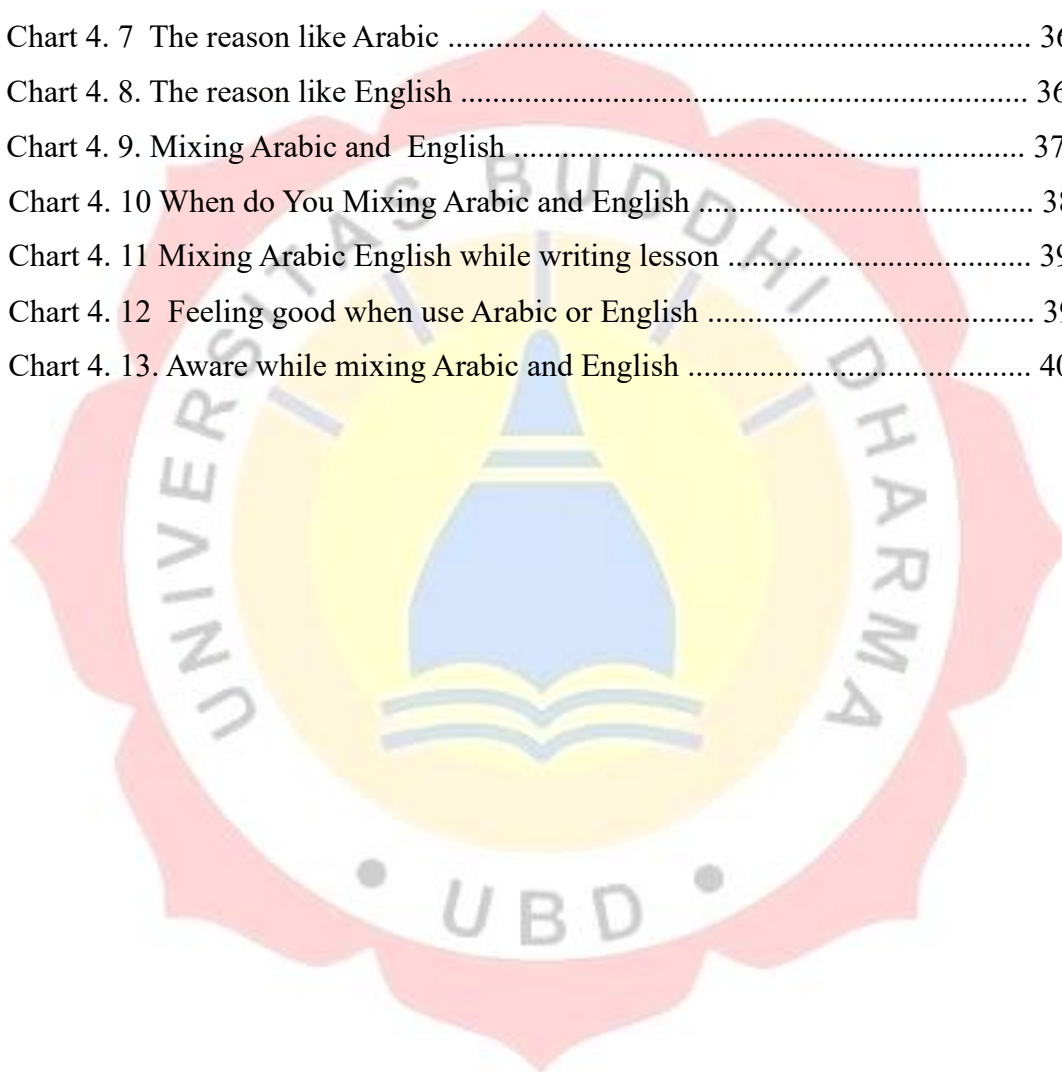
TABLE OF CONTENTS

| | |
|-----------------------------------------------|-----|
| FINAL PROJECT APPROVAL | i |
| RECOMMENDATION FOR ELIGIBILITY | ii |
| THE BOARD OF EXAMINERS | iii |
| STATEMENT OF AUTHENTICITY | iv |
| ACKNOWLEDGEMENTS | v |
| ABSTRACT | vi |
| TABLE OF CONTENTS | vii |
| LIST OF CHART | ix |
| CHAPTER I INTRODUCTION | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Statement of the Problem | 4 |
| 1.3 Research Question | 4 |
| 1.4 Goal and Function | 5 |
| 1.4.1 Goal | 5 |
| 1.4.2 Function..... | 5 |
| 1.5 Scope and Limitation of the Study | 5 |
| 1.6 Conceptual Framework..... | 6 |
| CHAPTER II THEORETICAL FRAMEWORK | 8 |
| 2.1 Previous Studies | 8 |
| 2.2 Theoretical Framework | 11 |
| 2.2.1 Sociolinguistics | 11 |
| 2.2.2 Multilingual | 11 |
| 2.2.3 Code Mixing | 12 |
| 2.2.3.1 Types of Code Mixing | 13 |
| 2.2.3.2 Reason of Code Mixing | 15 |

| | |
|----------------------------------------------------------|-----------|
| CHAPTER III RESEARCH METHODOLOGY | 17 |
| 3.1 Research Approach | 17 |
| 3.2 Data Types | 17 |
| 3.3 Data Source | 18 |
| 3.4 Techniques of Data Collection..... | 18 |
| 3.5 Techniques of Data Analysis | 20 |
| CHAPTER IV DATA ANALYSIS | 21 |
| 4.1 Result and Discussion of types code mixing | 21 |
| 4.1.1 Insertion..... | 22 |
| 4.1.2 Alternation..... | 25 |
| 4.1.3 Congruent Lexicalization | 28 |
| 4.2 Result and Discussion of reason of code mixing | 31 |
| CHAPTER V CONCLUSION & SUGGESTION..... | 41 |
| 5.1 Conclusion | 41 |
| 5.2 Suggestion | 42 |
| REFERENCES | 43 |
| CURRICULUM VITAE | |
| APPENDICES | |

LIST OF CHART

| | |
|--------------------------------------------------------------|----|
| Chart 4. 1 Types of code mixing | 21 |
| Chart 4. 2 The reason of code mixing | 31 |
| Chart 4. 3 Gender of student | 33 |
| Chart 4. 4 Preferred language..... | 33 |
| Chart 4. 5 Domain of Arabic | 34 |
| Chart 4. 6 Domain of English | 34 |
| Chart 4. 7 The reason like Arabic | 36 |
| Chart 4. 8. The reason like English | 36 |
| Chart 4. 9. Mixing Arabic and English | 37 |
| Chart 4. 10 When do You Mixing Arabic and English | 38 |
| Chart 4. 11 Mixing Arabic English while writing lesson | 39 |
| Chart 4. 12 Feeling good when use Arabic or English | 39 |
| Chart 4. 13. Aware while mixing Arabic and English | 40 |



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a study that can provide identity for someone who speaks it. Language is also a tool to communicate with others to convey messages or views on something. According to, symbolically the presence of a language indicates the representation or presence of a social community group in the public space. In our daily lives Kumala (2021), we sometimes encounter people who use different languages. In the study of Sociolinguistics, studying multilingualism in a scope is basic. Sociolinguistics is a form of socially relevant linguistic variation, to investigate matters relevant in the study of language in society.

Bilinguals make up the majority of half of the world's population Grosjean (2010) today's world globalization, there are many people who use multilingualism to communicate in social interactions, communities, learning, and worship. Currently, language has changed in accordance with world developments, no longer tied to certain groups. In that case, the use of language in one group is indeed different depending on the environment and a clearer social status. Because language continues to develop in one time to a more advanced future in a region.

Most countries in the world use multilingualism. Basically languages affect each other, languages develop, contract or die. It is also concerned with investigating the relationships between language and society with the goal of a better understanding of the structure of language used and how language function in communication Astri & Fian (2020). This shows the role of English in the world, not an ordinary thing. The view that English is now a universal language in today's world Bamgboe (2001). English is a universal language in the world that aims to communicate between countries. English is learned as a second language learned in school. In Indonesia, since elementary school, English lessons are a compulsory lesson that students follow. Therefore, it is not wrong when students are learning to practice English, sometimes using code mixing with Indonesian because not all things can be said at the same time in the learning period.

Code can be used as a necessary way to communicate between two people who have the ability to use more than one. In bilingual and multilingual people used multilingual in using daily interactions, people generally use code mixing and code switching in using more than one language to communicate. When two or more people communicate with each other in speech, we can call the system of communication that they employ a code Wardhaugh (1986) In the use of two languages in one sentence where the person understands the same because they understand the language used.

Understanding more than one language makes it easier for speakers and listeners to convey the intended intent in mixing a target language to another language. The phenomenon that occurs due to language contact is code mixing in communication. Based on Holmes (2013) any community the distinguishable varieties or code which are available for use in different social contexts form a kind of repertoire of available options. The language used in a community can form an identity for its speakers As for the language that is applied as the times develop, the community can bring to life the language learned. There are also abilities in one language to another language between two or more people. That makes language codes have a different role because of the situation or a person's understanding. That way code mixing is common all around us.

And related to the opinion of other experts Schiffrin & Gumperz (1984), code switching in relation to the context in which it is predicted into participants which related to code switching. And participants interaction with the language switch necessary to understand the two same languages between the people with whom it interacts. And there are several types in switching code. Poplack (2000) discusses three types of code switching: tag, inter-centric and intra-centric. And there are also other types of code, the type that can be found in a conversation if researched. It depends on the person involved in the conversation. Research on code mixing has been researched by researchers to examine the use of multilingualism in movies, novels, short stories, youtube and direct conversations in the scope of research. There are several previous studies that focus on the subject of code mixing , for example the title also Code mixing: A Challenge for Language Identification in the language of Social Media Barman et al. (2014) And there are also Code-Switching and Code- Mixing: A View of Language Process In daily Communication by Khan Khattak et al. (2022). As well as the research Code Mixing in College

Student's Presentation: A Case in an Intercultural Communication Class Helmie et al. (2020) Basically, what is being researched is multilingual that is used when communicating.

Now days, foreign language branding is very mandatory in learning in private schools in general. Because the school wants to develop the skills necessary to communicate in a foreign language. Not only that, language can also provide identity for its speakers In learning a foreign language at school can involve several languages used. For example, in schools that prioritize Chinese culture, they will require students to learn Chinese and English language to increase the knowledge of foreign languages. It can provide identity for students who have Chinese culture. And there are also schools that are based internationally where schools emphasize students in learning English and western culture. Learning at Islamic boarding School, which is identical to the eastern culture of Islamic, will focus on learning Arabic and English as universal languages in their daily use in the scope of Islamic boarding schools so that they are more fluent and accustomed to speaking it.

The concept of Islamic boarding school education is its focus on Islamic religious education. The Islamic boarding school function as an center that aims to educate students to have a deep understanding of the teaching of Islam The existence of modern Islamic boarding school -based education in Indonesia is one of the media for introducing the history of Muslims. Students who live in Islamic boarding school with different backgrounds with diverse cultures and languages. In modern boarding schools, it will be taught and emphasized in learning Arabic and English is the main language. In the use of language in public spaces such as the Islamic boarding environment, school in the field of linguistic is a very potential aspect that can develop in several decades as long as the language is applied Kumala (2021)

This study focuses types and reason of code mixing where using Arabic – English by students at the Daarul Muttaqien Islamic boarding school. Compared to previous research that has been discussed, which is context is required to speak the language of Arabic and English. In this study, the object used is not like the previous research because in this study, the use of language in Islamic boarding schools is more emphasized in its use to always use Arabic and English. There is an interesting thing in the habit of using Arabic and English, namely one week to focus on Arabic called 'Arabic week' and one week to focus on English called 'English week' where

students are required to speak Arabic and English every week once a week it always changes and will be applied to the application of everyday language. This is very helpful in the application of everyday language but in the process of language adjustment sometimes students use code mixing Arabic and English when they lack of vocabulary or emphasis of meaning.

1.2 Statement of the Problem

The process of interacting with each other using more than one language in school interaction is natural. The language used must be understood by each other so that the interlocutor can understand the meaning of our words. Many students generally use code mixing in their daily conversations. In the understanding of communication, it is natural to use more than one language. The language used in Islamic boarding school Daarul Muttaqien 1 is emphasized on the use of two languages, namely Arabic and English.

In the explanation above, researchers are interested in researching bilingual and multilingual language mixing in the process of interaction in conversations between students. In this study, researchers wanted to focus on the types, and reasons why they use code mixing in their daily speech, as well as what impact they have when they mix Arabic and English in one sentence of their conversation.

1.3 Research Question

Researchers have formulated questions that want to find answers in this study including the following ;

1. What are the types of code mixing used by students on Islamic boarding school Daarul Muttaqien 1 ?
2. What are the reasons of code mixing on Islamic boarding school Daarul Muttaqien 1?

1.4 Goal and Function

Through this study, the researcher wants to explore related about code mixing used by students at Islamic boarding school Daarul Muttaqien 1.

1.4.1 Goal

1. To identify the types of code mixing used in the Islamic boarding school

2. To find out the reasons behind the Arabic and English mixing code used by the students

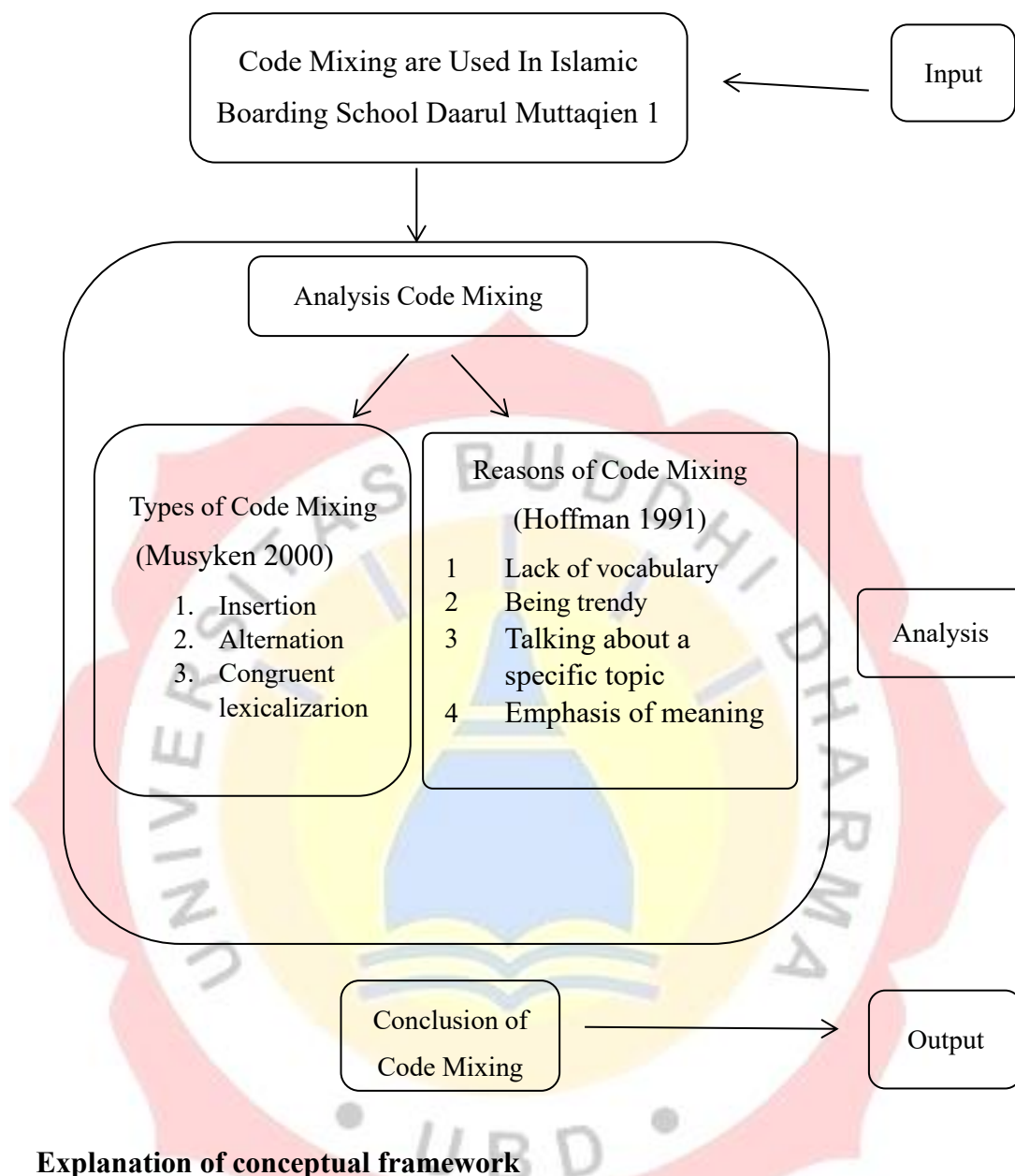
1.4.2 Function

1. The researcher hopes that the result of this study can be a learning material for learning sociolinguistics, especially in the science of code mixing and can be a reference if you want to research about code mixing with other objects
2. This research serves to be a reference material to understand and make readers able to understand the condition when two people interact by mixing two languages, focusing on Arabic and English
3. This Research is for schools that will apply a bilingual system in teaching more than one language in a case where they are required to understand two languages between Arabic, English or other languages.

1.5 Scope and Limitation of the Study

This is study of social linguistics which will focusing on code mixing. This research is limited to objects because the object used is the scope of the Islamic boarding school. The data used is a conversation that combines two languages. Where the language to be studied is only code mixing from Arabic and English used in the environment and just are Three Types of code mixing that are discussed in this study, namely intra-sentential, intra-lexical and involving a change and mixing a language. The scope of this study is on the reasons, types, and the impact of code mixing language are used in Islamic boarding school

1.6 Conceptual Framework



Explanation of conceptual framework

The chart above is illustrated, the language used by Islamic boarding school students is studied in sociolinguistics. In the process of analyzing Code Mixing by Muskien (2000), which examines the shape of the type and the reason, then in the type there are several types of types, namely; Insertion, Alternation alternates, Congruent lexicalization. Then in the reasons code mixing is used in the flow of conversation there are several reasons; Talking about a specific topic, Lack of vocabulary, Emphasis of meaning, Being trendy was taken on the type and reason of code mixing language used by students at Islamic boarding school Daarul Muttaqien 1.

CHAPTER II THEORETICAL FRAMEWORK

The study in chapter 2 uses theories that support the process of analysis code mixing. The theory used in this study an important role in analysis code mixing in the process of using language by students at Islamic boarding school Daarul Muttaqien 1. The theory related to code mixing will be explained directly below.

2.1 Previous Studies

In code mixing research, researchers have identified several previous studies related to Code mixing and Code Switching. The first article found was an article by Eka Putri et al. (2016) Titled "*A Study of Code Mixing in English Novel Entitled 'Crazy Rich Asian' by Kevin Kwan*", This study analyzed 46 sentences in the novel that contained Code mixing in it which was classified into 3 types, namely; Alternation, Insertation and Congruent lexicalization by using qualitative methods in finding results. Then the results were found with Muysken's theory (2000), with the results of 20% alternation, 76% of insertion, and 4% of congruent lexicalization. The reason for using code mixing in this novel is to reveal messages, situations, and emotions in the story so that the story is more expressive and original.

Code mixing that can be researched not only in novels, movies, or youtube channels, but in interactions at school with friends or teachers, sometimes using code mixing in the use of more than one language in a conversation may be because of getting used to using that language or because of the trend at that time. The code mixing research related to interaction objects in the classroom has been researched by Moetia et al. (2018) with the title "Code Mixing and Code Switching in The Classroom Interaction" in (2018). In this study, the researcher uses theories from Muysken (2000) and Poplack (2000) using qualitative methods. Then it was found that both teachers and students carried out 62% of code mixing, with types insertion 54% and alteration 8%. In code switching, it was found that 38% of the use of code switching by teachers and students consisted of 16% of inter-sentential, 9% of intrasentential and 13% of extra-sentential.

If we often watch television or youtube, sometimes we hear speakers using more than one language. There is also code mixing research with youtube channel objects, one of which is titled "The Sociolinguistics Study On The Use Of Code Mixing In Gita Savitri Devi's Youtube Channel Vidio" by Astri & Fian (2020) . This research is related to the types of code mixing used in Gita Savitri Devi's Youtube Channel with qualitative descriptive methodology and using the theory of Hoffman's where data containing code mixing was found to be Intra-sentential with a presentation of 88.46% and Intra-lexical with a percentage of 11.84%, the researcher did not find related to involving a change of pronunciation in the channel's youtube video.

Research on code mixing in advertising already exists with the research title "*Attracting Viewers Through Advertisement by Using Code Mixing*" : A Sociolinguistics Study" in by Herman et al. (2022) in her research researching the types of code mixing which are used in TV Advertisement in Indosiar television channel advertisement and the reasons why in advertising use code mixing related to trends, or advertising style in social life. Then in this research, it is researched by qualitative method which is to find out the reason used code mixing related to Hoffman's theory and types of code mixing based on Muysken's theory. Then the results were obtained that the researcher found two types from code mixing that is insertion and congruent lexicalization. And there are four reasons to used code mixing like ; talks on a particular topic, interjection, intention to clarify interlocutor speech content and identify expressing group.

Regarding research in the teaching and learning process between students and teachers, which in the process of learning foreign languages sometimes still use code mixing and code switching due to factors of lack of ability, or language trends. In the process of using code mixing, it is also possible found in international schools or Islamic boarding schools. Research related to code mixing in Islamic boarding schools already exists with the title "An Analysis of Code Switching on students conversation At A Multilingual Community Of Al-Iman

Islamic boarding School Way Jepara East Lampung by Kholisah (2022). The researcher wanted to know the type of switching code in the Islamic boarding school and the reason why the students used it. In this study, qualitative use Poplack

theory. The researchers found the results of types code switching 54 times intersentential, 38 times intra sentential, and 23 times tag switching in teacher utterances.

In the five examples of research above, all of which discuss social linguistics related to code mixing and code switching which uses qualitative and quantitative methods to be able to provide results from the research. What is being researched is also related to the types and reasons that are being researched in an object that uses a bilingual system in its case. This equates it with the focus of the object that will be raised in this study

Compared to previous research, the current research is very unique because in the use of language in the area of the Indonesian language in the Islamic boarding school Daarul Muttaqien 1 is highly discouraged when interacting with students and teachers, it is only said when talking in a private room such as a room or when visiting with family. Students are required to speak English and Arabic in their daily lives so that students will train themselves to improve their Arabic and English skills. In this case, sometimes students combine the code between Arabic and English in daily communication. Therefore, the management of Islamic boarding school Daarul Muttaqien made a rule in one week to learn Arabic, and the next week he learned English and always rotated every week.

There is also a habit every morning that is carried out by the student manager, which is to gather the students for the Arabic/English conversation of the week with the title that has been determined that day by bringing a dictionary. This trains their language skills and confidence in conversations using Arabic and English. If during the week a student is caught communicating using Indonesian with his friends, the student will get a punishment from the language discipline section for not being disciplined in Arabic or English. However, the administrator of the language discipline section allows students to be able to use code mixing or code switching in the use of Arabic and English. This will be easier for students to learn a foreign language.

2.2 Theoretical Framework

The theoretical theories contained in this chapter aim to understand the problems related to chapter 1,

2.2.1 Sociolinguistics

Sociolinguistic is a field of knowledge related to sociology and linguistics that distinguishes between the two, namely objective sociology related to humans who often regulate social problems that occur in the community. And linguistics that discuss language and relationships with language users in the language community is an important thing in communication. Sociolinguistics regulates the relationship between languages used in society. From Chambers (2003) stated that 'sociolinguistics is a branch of linguistics that studies the properties of language and language which required reference to social, including contextual, factor in their explanation. The concept of sociolinguistics is very interesting in analyzing the different of using language in a scope and providing information about how a language works in social relationships.

Language variation is a concept in the study of linguistics Crystal (1976) claims that although some countries have one dominant language such as Japanese and English, there is a significant group of speakers of other languages within it. The language used is a form of identity and culture for its speakers. This indicates that language variation is caused by several social, cultural, and political factors that affect the development of foreign languages in society and are adopted as everyday languages, understanding language variation not only includes linguistic language but also social interaction in society that is complex to be observed.

2.2.2 Multilingual

The language used in society is very diverse in a conversation, humans are more inclined to use two or more languages. Related to Holmes (2001) defines

multilingualism as being able to speak three or more languages. It can be concluded that multilingualism is a condition in which a person is able to use more than two languages when interacting with others. The factor that supports a person to become multilingual is due to the migration factor, which occurs because the speakers of a

language settle down and move to another area where the population speaks another different language. It becomes natural when the students use multilingualism because the language they can learn from childhood is Indonesian or the traditional language of culture, but when they start studying at the Islamic boarding school Daarul Muttaqien 1 they learn to be able to use Arabic and English in daily conversations.

Holmes (2013) book *An Introduction to sociolinguistics*, that multilingual communities are influenced by who you are talking to, the social context of the talk, the function and topic of the discussion it turns out to be important in the accounting for language choice in many different kinds of speech community. And there are several domains that can affect the use of language, namely family, friendship, religion, education, and also work. In this study, the domains used are religion and education in learning Arabic and also English is prioritized

There is also a second factor that supports multilingual worship because the community accepts forms of cultural assimilation such as literature or religion taught in the area. Therefore, it is customary when students in Islamic boarding schools who are taught Islam are fair in learning Arabic which reflects the history of Islam. And the third factor that causes multilingual in a community is annexation that occurs due to dependence in the technological, scientific or commercial fields. For example, in the use of sophisticated technology, China has released many very sophisticated technological machines, therefore the Chinese language is currently very necessary for the community to understand it. And English is also very necessary to interact with foreigners because English is a universal language in the world as a connecting language between one country and another.

2.2.3 Code Mixing

Code mixing is a study of sociolinguistic science where the use of two or more languages when in one sentence or phrase is used when communicating with the interlocutor who also understands the language. According to Wardhaugh (1986), which states that "code mixing occurs when fluent use of both languages simultaneously to the extent that they change from one language to another in the

course of a single speech". This means that when interacting, sometimes using code mixing in a sentence with two languages.

In society, using multilingual is very reflective of the local culture, for example in the target language learning media in elementary school, teachers will try to invite their students to learn English vocabulary slowly and to memorize and understand the meaning of a vocabulary. Teachers who teach English will prefer to use code mixing or code switching using Indonesian and English so that students will be able to easily understand the material delivered by the teacher. Based on Algarin-Ruiz (2014), Code mixing and code switching is useful to help the teacher and to know background knowledge of the students and facilitate them learn the target language in a less stressful and an efficient way for instance to translate, using the certain code, to understand the procedures and directions, to clarify, and to check for comprehending. There are several expert theories about code mixing to get an understanding of the types and reasons for code mixing There are several theories that research on the use of multilingual languages that have a code mixing context.

2.2.3.1 Types of Code Mixing

There are several theories about code mixing, the first is the theory of Muysken (2000) and Hoffman (1991) The following is an explanation of code mixing, including the types and reasons they put forward. Based on Hoffman (1991), code mixing occurs when elements from one language are inserted into another language without composing the main grammatical structure of the main language used, and emphasizes that code mixing often occurs in multilingual situations where the speaker is able to use more than one language.

Theory of Hoffman (1991) there are 3 types of code mixing forms, namely; intra-sentential which occurs when mixing two languages in the form of phrases, clauses or a sentence for example “*sudah saya follow yah*” In this phrase there is the word *follow* from English. The second type is Intralexical code mixing when the second language is attached, for example in the form of the first language affix, the example sentence “*kamu udah nge-follow dia ?*” (“do you have followed her?”) In the sentence above the word *nge-follow* followed by the compound *nge* from Indonesian, then in the third type, namely Involving a change of pronunciation,

namely a change in pronunciation phonologically like Indonesians speak English, examples of words *office* many Indonesians pronounce it with the word *opis*, and other words that occur because they adapt foreign words or phrases to the phonetics or intonation of the main language used.

Then another theory is Musyken's (2000) theory which identifies the types for using code mixing. This theory is used by researchers to research the type of code mixing that occurs in students in the Islamic boarding school Daarul Muttaqien 1 .

1. Insertion

Includes elements of the target language or second language into the grammatical structure of a language

example “*aku suka banget sama fashion style kamu*”. (“*I really like your fashion style*”) In the sentence there is an English insert, namely "fashion style" mixed with Indonesian, it does not change any element in the sentence. It's just that when using English in this mixing, the speaker must know that the interlocutor can already understand the word "*fashion style*" beforehand.

2. Alternation alternates

Between the grammatical structure of two languages in one sentence by displaying two languages in a clause or sentence but separate

example “*aku ga tau harus apa, but I'll face it*”. (“*I do not know what to do, but I'll face it*”) Alternation which alternates between the grammatical

structure of two languages in one sentence by displaying two languages in a clause or sentence but separate

3. Congruent lexicalization

A similar selector when two languages have a similar structure so that the lexical elements of both languages are mixed together, example “*kamu tau dia was really bad kemarin*” (“*You knew her was really bad yesterday*”) when speakers combine two languages with similar language structures between Indonesian and English, it can be seen that it is possible to mix this without composing sentence structures.

2.2.3.2 Reason of Code Mixing

The reason for code mixing in multilingual speakers is due to adjustment to several factors from the environment, people, learning or from several other factors. Therefore, there are some experts who put forward the reason why someone uses code mixing in the use of more than one language.

Related to the theory Musyken (2000), is the reason that occurs when speakers use code mixing in the use of two languages related to social and linguistic functions. There are 3 reasons such as, the first Efficiency in communication, the speaker conveys the goals and meanings at one time quickly and directly. And the second reason is context factors, this is filled with the social environment or situation of the speaker to mix the language, and the third is Dual identity, this reflects the identity of bilingual and multilingual speakers

The theory that puts forward the reason for the use of code mixing is a theory from Hoffman 1991 with 4 reasons, This theory is a developed by researchers to analysis the reasons behind the use of code mixing in multilingual for 4 reasons such as;

1. Talking about a specific topic, where using a related topic when a topic is the same dan Easy to explain

Examples “*banyak orang yang belajar tentang digital marketing*” (“*A lot of people are learning about digital marketing*”) Speaker use the word *digital marketing* because the language is very relevant to their scientific field and is easy to explain in English

2. Lack of vocabulary, this happens when speaker do not find the same vocabulary in the main language.

Examples “*kamu udah lihat berita viral hari ini ?*” (“*You've seen the viral news today*”). The word *viral* in the sentence is very familiar to the community compared to the Indonesian version, which means it is widely spread digitally.

3. Emphasis of meaning, occurs because it emphasizes a speaker's intention by using a second language.

Example “*actually, aku ga sabar lagi ketemu sama dia*” (“*Actually, I can't wait to meet him anymore*”) in the word *actually* spoken by the speaker can express and emphasize the speaker's impatience.

4. Being Trendy, This happens when the speaker wants to show the language that is happening among the people today who are popular and looks more modern and slang

examples “*suka vibe-nya kaya di Bali*” (“*Likes Vibe as in Bali*”). The words of the *vibe* spoken by the speaker give a modern and contemporary impression.

CHAPTER III RESEARCH METHODOLOGY

Through the discussion in chapter 3, the researcher aims to explain how this research data is collected. This discussion will discuss related to research approaches, types of data, data sources, data techniques, data sources, data collection method techniques, and data analysis techniques.

3.1 Research Approach

In qualitative research, it is an objective research method with related variables which involves numbers and statistics to be able to analyze which data is more dominant with a lot of information and the significance of the results obtained. Qualitative research. Based on Creswell (2013) the qualitative methods chapter reflect my recent examination of the topic. A method of approach to understanding a situation in a particular social group with research that has a more flexible structure.

In this study, the researcher uses a qualitative method in analyzing the use of a language using the element of numbers to see how dominant the type and reason students use code mixing when mixing Arabic, English or Indonesian in daily conversation. Thus, this qualitative method is used by the researcher to be able to draw conclusions.

3.2 Data Types

In retrieving data, there are 2 main types of data, namely primary data and secondary data. If the research uses primary data, which involves researchers, they must go to the field to look for data directly, either with a direct approach to certain groups. from Ajayi (2017), the data is factual and original, while the primary data was collected first by the researchers. In using primary data, several types of primary data collection tools include surveys, observations, experiments, questionnaires, transcript personal interviews Pardede & Herman (2020) The difference with secondary data is data that has been presented and can be directly processed by researchers such as data from digital media, youtube, novels or movie

In this study, the researcher wants to use a type of primary data where the researcher must go directly to the area of the Islamic boarding school Daarul Muttaqien 1 and approach the object to be studied. The researcher focused on objects taken from grade 3 junior high school so that the data taken could be balanced with the level of understanding of Arabic and English.

3.3 Data Source

The researcher wanted to examine the use of language at the Islamic boarding school Daarul Muttaqien 1 at Raya Cadas Mauk Street, Tangerang regency. Where the school has Islamic-based learning and focuses on Arabic and English as their target languages in the learning system and daily conversation, and the use of the Indonesian language during the teaching learning process is also often found in the Islamic boarding school environment by teachers to students to understand the material delivered by the teacher to students. Because Indonesian is their first language, which is easier to understand using Indonesian than other languages.

Then as the object of research, the 3rd grade junior high school both girls and boys were chosen as objects to explore a type and reason for using code mixing when using more than one language. The average age of 3rd grade students of this junior high school is between 14-15 years old. In the three years training from grade 1 to grade 3 junior high school, they must understand the language culture and learning system at the Islamic boarding school Daarul Muttaqien 1

3.4 Techniques of Data Collection

Data collection technique, the researcher made a direct visit to the 3rd grade of Junor High School. Before that, the researcher asked for permission to be given the opportunity to research in the class to the leader of the Islamic boarding school, Daarul Muttaqien Cadas. In the main data collection, the first research recorded conversations in grade 3 of Junior High School during the communication with duration 10 minutes and the second research recorded 7 minutes and will transcribe the conversation. So that the researcher knew what languages were often code-

mixed of Arabic and English, Indonesian language that can appear in conversation as an affix

The next process is the researchers distributed a paper containing questions related to the reasons behind using code mixing in two or more languages. This questioner process does not involve online media because the use of smartphones is prohibited in Islamic boarding school to asking several questions that have been prepared by the researcher to students related to what reasons when using two languages by means of code mixing.

Questioner for Students

1. What language do you prefer?
 - a. Arab b. English
2. Where do you use Arabic?
 - a. Class b. Room c. Public places
3. Where do you use English?
 - a. Room b. Class c. Public place
4. Why do you like Arabic?
 - a. All use Arabic
 - b. Easy to pronounce
 - c. Easy-to-implement grammar
 - d. Etc
5. Why do you like English?
 - a. All use Arabic
 - b. Easy to pronounce
 - c. Easy-to-implement grammar
 - d. Etc
6. Do you ever mix Arabic and English when speaking?
 - a. Yes b. No
7. When do you usually mix Arabic and English in communication?
 - a. Formal b. Informal,
8. Why do you mix Indonesian and Arabic? What is the reason?
 - a. Specific a topic

- b. Being trendy
- c. Emphasis of meaning
- d. Lack of vocabulary

10. Do you feel good or more confident when you speak Arabic or English?

- a. Yes b. No

11. Do you mix languages when writing lessons?

- a. Yes b. Not

15.. Are you aware when mixing Arabic and English? Or it happens without you Realize?

- a. Yes b. Not

The researcher took the Step by Step to collect the data and can be described below.

1. The researcher recorded the answers to his questions to the students
2. The researcher summarized the results of student answers

3.5 Techniques of Data Analysis

The researcher used theories Musyken (2000) and Hoffman (1991) in analysis the types and reasons for the use of code mixing in two languages at the Islamic boarding school Daarul Muttaqien 1 in daily communication

After receive data on the results of questions and interviews, The researcher read the results detail

1. Researchers Identify Types of Code Mixing using theory from (Musyken 2000) and the reasons for using code mixing with theory Hoffman (1991)
2. Then classify the type of code mixing with (Insertion, Alternation and Congruent lexicalization) accompanied by an example with a theory Muysken (2000)
3. Followed by the reason behind the use of code mixing through Theory Hoffman (1991) accompanied by the form of reason
4. Making Conclusions on the data