

AN UNDERGRADUATE THESIS

AN ANALYSIS OF USING CODE MIXING

IN ENGLISH WRITTEN BLACKBERRY MESSENGER

(BBM) COMMENTS AT THE EIGHT SEMESTER STUDENTS

OF ENGLISH DEPARTEMENT OF STATE ISLAMIC

INSTITUTE OF METRO

By:
FRESY FENTIARISCA
Student Number: 1291967

TARBIYAH FACULTY
ENGLISH EDUCATION DEPARTEMENT



STATE ISLAMIC INSTITUTE OF METRO

1438 H / 2017 H

CHAPTER I

INTRODUCTION

A. **Background of The Study**

Language is a means in communication. It is applied by everyone to help their interaction with other people. Language is used to show something that every thoughts, feels, and wants. Language can be formed in written and spoken. There are some varieties of written language such as message, magazine, letter, books and so on. Spoken language is served in several form like conversations, dialogues, speeches and so forth.

Language is a unique human inheritance that plays very important role in human's life, such as in working, communicating ideas, and negotiating with the others. It can be seen from people activities in the world of work. All professions cannot deny the existence of language. For example teacher, public speaking, and tour guide. Consequently, there are many languages in the world, one of them is English.

English is an international language that is used and learned by many people in the world. It is not only European countries who utilize English but also almost every non-European country applies English as foreign language, including Indonesia. Indonesia is one of the countries that determines English as a foreign language. As a result, it is largely learned to communicate one and another. In addition, English mastery is one of the requirements for an

Indonesian who wants to study abroad. This fact shows that English is very significant as an international language.

In Indonesia English becomes a compulsory learning subject in each level of education. It is learned from the elementary school until university. English student must be able to master English in order to face the development of science and technology. Learning English is focused on four skills namely listening, speaking, reading, and writing.

Writing is one of important skills. It has many functions in human activities, such as to get information in mass media, to get notice, to use internet, etc. Therefore, to get much information especially in English, the people have to know about English. In learning English the students must be able to write in English well. That is why writing known as the basic skill in English.

Writing is the last skill that mentioned on all the texts of language skills but it is not the least, because writing is the basic skill, just as important as listening, speaking, and reading. Moreover, writing is not only for communicating each others but also for expressing an idea.

Writing rules is one subject that is learned in each level in junior high school, senior high school or university. In getting the meaning of English language as foreign language, the students must know how to arrange the words, phrases, clauses, and sentences in the language so they can make a good paragraph.

The example screenshot of Blackberry Massanger



Based on the picture above that is taken by the researcher, it can be found that some of students in eighth semester at IAIN Metro have the lack of using proper code mixing when they make conversation through BBM.

In addition, from the picture above it can be seen that there are two people that used incorrect code mixing in sentences when writing conversation in blackberry messenger. To illustrate this point, the student 1 note the text “just pegangan”. In this sentence she combines English and Indonesia language. The word “pegangan” include code mixing. Meanwhile, student 2 made sentences “like lele” because of using word lele include mix language. This is code mixing sentence. Even though this error looks small, it will negatively affect the students’ writing quality if they continuously do this error in their sentences.

The phenomenon of the use of blackberry messenger (BBM) began to rage in the past years. This application is very popular in community, including among the students. Most of them did comment applying blackberry messenger (BBM) in English.

The writer chooses increasing writting mastery through blackberry messenger (BBM) because teaching in the university different from teaching English in junior high school or senior high school, the writer must grow their motivation in order to be happy to study. With BBM, students are supposed to be able to know the meaning of some comment on blackberry messenger (BBM)

Based on the problem above, the writer conducted a title of the research: “An Analysis of using code mixing in English written BBM comments at the eight semester students of English Departement at IAIN METRO in the Academic Year of 2015/2016.”

B. Focus of The Study

The writer conducts the research in the eighth semester. This semester is chosen because most of the in this semester poor English learning especially writing performance than the other grade. The research would like to focus on researching code mixing aspects on comment Blackberry messenger (BBM) at IAIN METRO in the academic year of 2015/2016, because a lot of students in the school especially in the eight semester get poor English writing in code mixing.

C. Problem Formulation

Referring to the problem above, the researcher formulated the problem in this research was “What are the kind of code mixing used in English written Blackberry Messenger (BBM) comments among the eighth semester students in the IAIN METRO?”

D. Objectives and Benefits of the Study

1. The Objectives of the Study

The research intends to :

To know the using of code mixing in English BBM comments among the eight semester students in the STAIN JURAI SIWO METRO.

2. Benefits of the Study

Overall, this research is expected to be helpful to give good information to increase the quality of English written comments on blackberry messenger (BBM) at the eight semester students of english study program of STAIN JURAI SIWO METRO. Specifically, it is expected to have the benefits as follows :

- a. Theoretically, It contributes an additional knowledge for the students and lecturers about English written comments on blackberry messenger (BBM).
- b. Practically, This research is hoped to deliver a persuasion to student who reguarly use social media in order they can utilize it as a usefull media particularly in learning English.

E. Prior Research

Extensive research has already been done in the area of code mixing.

1. The research conducted by Ari Saputro entitled *The analysis of Indonesia-English codes mixing used in "marmut merah jambu" novel graduating paper*. Result the analysis writer shows that there are some forms the use such as : word, phrase, hybrids, clause and

idiom. The implication of this graduating paper in English teaching is focused in vocabulary. ¹

2. The Internasional Journal conducted by Ashraf Atta M.S Salem PhD entitled *The impact of Technology (BBM and Whatsapp Applications) on English Linguistics in kuwait*. Result the Journal sheds light on the impact of the widespread of improvements happened in the fields of communication technology on English language use. This impact is described on the basis of interview conducted with participants. The sample of the study consists of (211) participants. The sample is devided into two age levels groups; the first group is the intermediate school students (93 participants their ages range from 16 to 18 years old). Data are discussed in relation to other studies. Also, the researcher has discussed the implication of the findings of the study.²

¹ Ari Saputro, *The analysis of Indonesia-English codees mixing used in marmut merah jambu novel*, STAIN Salatiga

² Ashraf Atta M.S.Salem, *The impact of Technology (BBM and Whatsapp Applications) on English Linguistics in kuwait*, Cairo University, Kuwait

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concept of Writing

a. Definition of Writing

If one asks when the language exists in the world, of course, the possible answer is the language has existed in the world since the human beings born in the world, particularly from Adam prophet until present humans. It means that language is important for human beings. There is human, there is language. That is actually the fact. Therefore, between human and language are tightly united.

Language is a set of rules that is used by its native speakers as the tool of their communication.¹ It's mean that language is very important role in human's life for communication.

Language is one of human's devices which have an important role. One communicates to each other by using language. Communication is defined as a process by using assign and conveys meaning, in an attempt to crate shared understanding. This process requires a vast repertoire of skills in interpersonal and interpersonal processing in listening, observing, spacing, questioning, analyzing,

¹ Sanggam Sihaan, *Issues In linguistics*, Graham Ilmu, Yogyakarta, p.214

and evaluating. language is what the members of a particular society speak.²

The writer productive language skill is called writing. It is a skill of a writer to communicate information to reader or group of readers. The writer skill is also realized by his or her ability to apply the rule of the language she is writing to transfer the information she has in her or his intelligence readers effectively. It means that writing is ability of the writer to explain his or her feeling or idea with easy language which hopefully the readers understand about his or her minds.

“Writing is a psychological activity of the language user to put information in the written text. Such writing is usually about a certain topic in which the writers as first collect the data, and then elaborates the topic based on certain idea in order to answer question, or proves a statement, or describes an object, or exposes a new fact of a certain fact an object, or convinces the readers to believe or disbelieve a statement, or persuades those readers to take a certain course of action related to the believe or disbelieve”.³ It means that writing is activities which used by the writer to show information by stages and has purpose which the reader can accept or refuse and believe or disbelieve the writer written.

² Ronald Wardhaugh. *An Introduction to sociolinguistics*, blackwell. P.1

³ Sanggam Sihaan, *Issues In*. p. 215

Moreover, Steve said that “Writing is the communication of content for a purpose to an audience”.⁴ It means that writing learning process needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic.

Also Douglas Brown said that there are five elements in writing, they are:

- a. Content : The substance of writing ideas express.
- b. Form : The contents or ideas organization.
- c. Syntax
- d. Vocabulary : The section of words that suitable with the content.
- e. Grammar : The employment of grammatical forms and syntactical pattern.
- f. Mechanic : The use graphic conventions of language.⁵

As one of four basic skill of language, writing is very important because it constitutes the clarification of someone’s through and feeling. Through this skill the students can explore their own thinking, various feeling, and also the concept by using word or

⁴ Steve Peha, *The Writing the Teacher’s Strategy guide*, p. 58

⁵ H Douglas Brown, *Teaching by Principles an Interrative Approach to language pedagogy*, Longman , p. 357

papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

b. Types of Writing Style

Academic writing tends to be precise, cautious, lengthy and even pedantic. It is a style of writing which most students will quickly become familiar with.

Formal writing style :

1. Complex it mean longer sentences are likely to be more prevalent in formal writing. You need to be as thorough as possible with your approach to each main point needs to be introduced, elaborated and concluded.
2. Objective it mean state main points confidently and offer full support arguments. A formal writing style shows a limited range of emosional and avoid emotive punctuation such as exclamation poins, ellipsis, etc., unless they are being cited from another source
3. Full word it mean no contractions should be used to simplify words (in other words use “it is” rather than “it’s”). Abbreviations must be spelt out in full when first used, the only exceptions being when the acronym is better known than the full name (BBC, ITV or NATO for example)
4. Third person it mean formal writing is not a personal writing style. The formal writer is disconnected from the topic and does not use the first person point of view (I or we) or second person (you).

Informal writing style :

1. Colloquial – informal writing is similar to a spoken conversation. Informal writing may include slang, figure of speech, broken syntax, asides and so on. Informal writing takes a personal tone as if you were speaking directly to your audience (the reader). You can use the first or third person point of view (I and we), and you are likely to address the reader using second person (you and your).
2. Simple – short sentences are acceptable and sometimes essential to making a point in informal writing. There may be incomplete sentences or ellipsis (..) to make points.
3. Contractions and abbreviations-words are likely to be simplified using contractions (for example, I'm, doesn't, couldn't, it's) and abbreviations (e.g. tv, photos) whenever possible.
4. Empathy and emotion-the author can show empathy towards the reader regarding the complexity of a thought and help them through that complexity.

c. Process of Writing

1) Planning

“Planning or prewriting is what the write does before he begins his frist draft.”⁶

The planning is as the beginning of writing, it has enabled to identify several subjects and encouraged to gendering information on those subjects from different perspectives.

When planning, the writer has to think about three main issues. The first is the mean the purpose of the writing, it includes the type of the text the writer wants to product, the language the writer use, and the information the writer choose. *The second* is the audience, who are the reader of the writing. So the writer must attend the choice of the language informal or formal writing. *The last* is the content structure that is how sequence the facts, ideas, or argumentation which the writer decided to included.

2) Drafting

“Drafting is making notes of ideas, planning the text and writing the text down initially.”⁷

The drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also it is

⁶James M. Mc , *Writing With A Purpose*, Florida state University, New York, 1950, p. 3

⁷ State Literacy and Numeracy Plan, *Focus on literacy writing, Department Education and Training 1999*, p. 22

finding the connection among those clusters and discovers the relationship that links the connection.

3) Revising

“Revising or rewriting is what he does when he is revising that draft into a finished essay.”⁸

After it has completed the preliminary draft, it needs to stand back of the text and decide what action would seem to be most productive. It has to begin upon global revision—a complete re-creation of the world of the writing.

Based on the explanations above, in this research the writer focus her research on the planning of the writing which identify the several topics and encourage gathering information on the topic from many perspectives in the writing activity by using the technique in descriptive writing.

Based on the statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader understand what he means.

Referring to the previous statement, in writing, a person puts down graphic symbols that have meaning and they should be in the right rules. And here the writer will more focus on code mixing.

2. Concept of Code Mixing.

⁸ James M. Mc. *Writing with*

a. Definition Code Mixing

Sociolinguistics is study of language as part as culture and society.⁹ It is interested in explaining why we speak differently in different social contexts, and sociolinguistic concerned with identifying the social functions of language and the ways it is used to convey social meaning.

One of the effect of using two or more languages or bilingualism is code mixing. That code mixing occurs when conversant uses two languages together to the extent that they change from one language to the other in the course of a single utterance.¹⁰

The phenomenon of code mixing happens not only between local language and Indonesian language, but also among local language, Indonesian language and English. The phenomenon of code mixing does not only occur in daily life situations.

Among bilingual speakers is a common phenomenon that can be viewed as performance interference. These phenomenon form the use of the elements of a particular language in one sentence or another language discourse, we call this phenomenon code mixing.

Code mixing is the use of two languages or more, or two variants of a language in a community. In code mixing there is main code or basic code that used and has the function and autonomy while other codes involved in the event it was only in the form of pieces without

⁹ Holmes, *An Introduction to Sociolinguistics*, p.1

¹⁰ Ronald wardhaugh, *An Introduction to Sociolinguistich*, fifty editor, p.101

function and autonomy. If someone uses a word or phrase from one language he has done code mixing

Background the happening of code mixing can be classified in two, that is (1) attitude (type attitudinal): attitude background of speaker, and (2) Language (linguistics of type): background limitation of Language, so that there is reason role identify, manner identify, and desire to explain or interpret.

b. Types of Code Mixing

Code mixing is typically divided into three main types – insertion (word or phrase), alternation (clause) and congruent lexicalization.¹¹ (dialect)- and the most common occurrence of code mixing variants in society is insertion code mixing. It mean that there are three main patterns of intra-sentential code mixing which may be found in bilingual speech community.

Classifiees code mixing into six kinds according to the linguistic element that involved in code mixing as follows :

1. The insertion of words

The insertion of words here means the language unit that stands on its own, it consist of free morphone sand bound morphone. One common definition of a word is the following ‘A

¹¹ Muysken, *Bilingual Speech: A Typology of Code-Mixing*. United Kingdom: Cambridge University Press. P.3

word is any unit of language that in writing, appears between spaces or between spaces a space and a hyphen". Instead words are sometimes constructed of smaller part. these part are called morpheme.

2. The insertion of phrases

A phrase is a group of two or more related words that does not function both as subject and a predicate.

3. The insertion of hybrids

Hornby states that hybrid is the composed part of words. it is a combination of word pieces, the combination pieces of Indonesian word and English word.

4. The insertion of word reduplication

Word reduplication is the repetition of some parts of the base (which maybe the entire base) more than one word. Reduplication is a morphological process by which the root or stem of a word, or part of it is repeated. Reduplication is used in inflections to convey grammatical function, such as plurality and intensification. Reduplication is found in a wide range of language and language groups, though its level of linguistic productivity varies.

5. The insertion of idiom

Idiom are an expression which has a meaning different from that, of the individual meaning of each of its component parts. The idiom cannot be translated literally from one language into another without some change in its meaning or connotation.

Idiom is phrase or sentence whose meaning is not clear from the meaning of its individual's words and which must be learnt as a whole unit. It means that idiom creates new meaning that is different from the real meaning of each word.

6. The insertion of clause

Clause is the part of sentence that consists of subject and finite/pradicate but has not expressed the complete idea.

Clause is a groups of word having a subject and predicate some clause are independents, so they can stand themselves as sentences or may apper within sentences as grammatically complete statement. Other clause are dependent (subordinate) they cannot stand themselves and therefore the meaning upon the sentences in which they appear. ¹²

¹² Ibid.

3. Concept of Blackberry Messenger.

a. Definition Blackberry

Social media are engaging, and students spend more time and effort on activities. Engagement is a measure of “time on task” and is more easily measurable than motivation which refers to attitudes towards learning. However, the two are closely related.

The media can be viewed as many times as the students want.

1. Students give a more mature in class performance if they know that it will be publicized on the internet.
2. It provides more chances for students to learn something in out of class.
3. It gives more time for students to practice the case studies out of class.
4. It provides a chance for them to review their presentation after class.
5. It provides an opportunity for students to practice what they have learnt in the lectures

BlackBerry Messenger is an instant messaging list which we can use to communicate with text messages in real time with other BlackBerry users.¹³ If people use the program it must be installed on the contact’s BlackBerry. And then we can use BlackBerry Messenger to quickly communicate with other BlackBerry users, there is no

¹³ Joli Ballew, *How to do everything blackberry storm2*, Mc Grow-Hill, New York, 2010, p 20

additional cost for sending those messages. Now Blackberry messenger famous both the old and young user. This application be favorite application to students. For example there is group to learning with use application blackberry.

According Mittal, BlackBerry Messenger is a free application; it allows for communication between any two BlackBerry devices from any part of the globe with the help of the BlackBerry PIN (Personal Identification Number).¹⁴ As we know, if there are will find friends in this application we must know about PIN (personal Identification Number) our friends and then we can add they to be our friends in contact blackberry.

b. The benefit of Blackberry Messenger

BlackBerry Messenger is an instant messenger program that is provided to the users of Blackberry devices. This application features or the ability to adopt a popular activity among users of mobile devices. Examples of features in the application Google Maps or Yahoo Messenger to activities with Face book or Twitter. Everything can be obtained by users of Blackberry devices in this application. BlackBerry Messenger is one of the advantages of the use of Blackberry devices in addition to the service Push Mail. The messenger service created specifically for owners of Blackberry and specifically designed for communication between users. How to use

¹⁴ Kunal Mittal and Shikha Gupta , *blackberry for work*, New York, 2010 p.245

Blackberry Messenger is by connecting a PIN number which is also exclusive of each Blackberry device.

The BlackBerry Messenger app (BBM) provides BlackBerry users BBM with the familiar look-and-feel of a desktop instant messaging program right on the device. This program enables BlackBerry users to communicate directly with other BlackBerry users through PIN messaging, so long as both parties have a BlackBerry data plan. Unlike SMS, there are no per message charges; such messages are sent through RIM's internal servers.¹⁵

Blackberry Messenger is like a space for virtual communities, where all the people involved can communicate with anyone who is in the community. Virtual communities can also be called a community that occurs in cyberspace and in which communication is done through the media so that it does not require direct personal communication or face-to-face and can be done anywhere and anytime over the Internet network connection is needed remains available for communication.

Blackberry included into virtual communication social aggregations that emerge from the Internet when enough people carry on public discussions long enough and with sufficient human feeling to form webs of personal relationships in cyberspace. Cyberspace is the total interconnectedness of human beings through computers and

¹⁵ Gary mazo et. al ,*Crackbery true tales of blackberry use and abuse*, the United States of America,2010.

telecommunication without regard to their geographical location.¹⁶ This mean Virtual com is the process of delivering a message that is sent over the internet or cyberspace. Virtual communication can be said to communicate through cyberspace. Virtual communication example is like chat, browsing, and e-mail via the Internet. The Internet is a very effective medium of communication to mankind in the world. It becomes evident from the use of Blackberry Messenger becoming increasingly popular and the need to boost the internet as a medium to communicate.

c. The advanteges and disadvantages of Blackberry Messenger

According Bellow there are the advantages to using BlackBerry messenger include:

1. Carrying on multiple conversations simultaneously with many contacts.
2. No-charge messaging to other BlackBerry users.
3. Knowing the status of your contacts, including if they're "busy," "available," or "on vacation."
4. Personalizing the application with your picture.
5. Creating groups of friends, family, or colleagues.

¹⁶ Subhasish Dasgupta, *Encyclopedi of virtual communities and techologies*, America, 2006, p.4

6. The ability to send “PIN” messages to contacts. PIN stands for personal identification number, and each BlackBerry has a unique one.
7. Access to a complete User Guide from BlackBerry with extensive instructions for performing any task with the application.¹⁷

Some of the disadvantages of BBM include:

1. To add a contact, a user must obtain the contact's Blackberry PIN code.
2. BBM messages also produce some security threats, mainly because of the comfort of delivering one-to-many messages instantly, and the difficulty in tracing the messages when compared with various other social media.

d. The Benefit of Using Social Media for the students

Motivation is certainly one of the noted advantages. Student creation and sharing of social media improves their motivation to learn. Participation in class is also enhanced when student work is recorded and shared.¹⁸

The Benefit of using social Media are:

1. It leads to high motivation to students in learning.
2. It leads to active participation in class.

¹⁷ Joli Ballew, *How to do*, p.20

¹⁸ Bebo write-Irwing king, *social Media tools and platforms in learning environment*, 2011, London, p.144

Social media enable the sharing of experience and ideas with a wider audience, perhaps involving experts or practitioners in the field. It was particularly true when open access was used, or when viewpoints and artifacts from people with various backgrounds were involved.

1. It is a convenient way for us to share our views, stories, and resources on the internet.
2. It facilitates professionals with similar interest to share their ideas and resources on social platforms.
3. Professionals and students could construct knowledge together.
4. It could gather a wide range of people interacting together.
5. It links up a group of people together.

CHAPTER III

RESEARCH METHODOLOGY

A. Background Description and Role of the Researcher

The writer will analyze written comment in Blackberry Messenger (BBM) to specifically study the code mixing. In this case, the writer considers the difficulties commonly made by students code mixing especially in written comment. Going from this statement, the writer decides to apply qualitative research to analyze the code mixing used in the students' English written comments on BBM.

This research is qualitative. Qualitative research is concerned with life as it is lived, things as they happen, situations as they are constructed in the day-to-day, moment-to-moment course of events. Qualitative takes place in the natural setting. This enables the researcher to develop a level of detail about individual or place and to be highly involved in actual experiences of the participants.¹ It can be said that by qualitative research, the writer will have more chance to do his research in many places he wants.

Qualitative research is procedure method that produces descriptive data in written form or oral form of human and their attitude that can be analyzed so the purpose of the research is the understanding of certain subject and the background totally. Qualitative research is fundamentally interpretive. It means that the researchers makes as interpretation of the data.

¹ Peter Woods, *Successful Writing for Qualitative Researchers*, London, the Routledge second edition, p 3

B. Data Resource

In order to make the analysis easier the writer needs to use the source of data. The source of data is ecology group. The writer choose this group because this is one of the group classes used for giving the information each other between and among the member group. The group's participants is ecology class. It is consisted of 22 students but the writer only takes 20 students because there are two uncertain students in a group.

The writer chooses of the eighth semester students of English Education Departement in State Islamic Institute of Metro in the academic year of 2015/2016 as the participants. The writer will take writen comments of BBM result from group BBM as data resource.

C. Data collection techniques

To collect the data for this research, the writer will use some following techniques :

1. Interview

The interview for this research will be open-ended interview involves a predetermined sequence and working of the same set of question to be asked of each respondent, in other to minimize the possibility of bias. This interview format is paticularly appropriate when a large number of people are to conduct interviews on the some topic and the researcher wishes to reduce the variation in responses due to the fact that, left to themselves, different interviewers will ask question on a single topic in

different ways. The data obtained are thus systematic and through, but the process reduces flexibility and spontaneity for both the interviewer and the respondent.

2. Observation

The writer will observe the activity of a BBM group consisting of the students of IAIN Metro. The writer will directly involve in the group to gain depth understanding on the group.

3. Documentation

This is done by reviewing the written sources related to the subject of the problems. The sources are books, internet, media that are relevant and pertinent to the subject matter. The documentation also includes pictures and archival on a range of data collection activities.

D. Data Analysis Technique.

The process of data analysis can make sense out text and image data. The generic steps involve the following steps: The researcher would employ Miles and Huberman Model to analyze the data. The components of this analysis model are pictured by this figure.

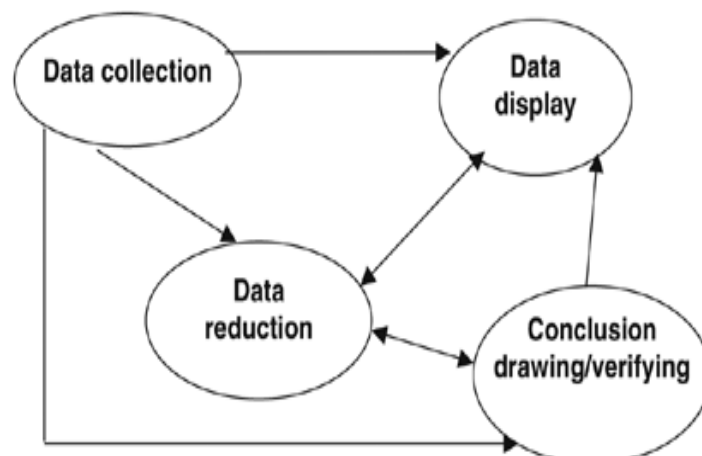


Figure I. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:

- 1) Data collection is the step when the writer all data which are used to complete the research.
- 2) The writer reduces the data by summarizing and choosing specific things.
- 3) The writer displays the data, uses graphics, figures, or charts.
- 4) Lastly, the researcher verifies his research by making conclusion of data findings.²

E. Approach

This research uses qualitative approach. This mean that research take place in the natural condition. This make possible to the writer to develop the level of detail about individual or place and to be extremely involved in real experiences the students.

This study uses a qualitative approach of phenomenology. There are many methods used in gathering data on the qualitative phenomenology, such as interviews, direct observation (observation) and documents.

² . Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, London, 1994, p. 12

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Profile of State Islamic Institute of Metro (IAIN) Metro

a. Historical Background of IAIN Metro

IAIN Metro is only one of the State Islamic Institute in Metro. IAIN Metro was established on April 23rd-25th, 1997 based on the explanation letter of President RI No. 11 in the year 1997. The establishment of IAIN Metro cannot be separated with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL). In the discussion of YKIL, it was dealt to find two faculties, Tarbiyah and Syari'ah faculty, which were domiciles in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Tarbiyah Faculty was changed from private to state.

Referring to the decision of President of Indonesia No. 27, 1963 which explained that to found Al Jami'ah, at least, it should have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domicile in Tanjung Karang in 1965. As an effort to realize the founding of IAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time.

Finally, it realized the dream of Lampung society to found IAIN Al'jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "Institute Agama Islam Negeri Raden Intan Tanjung Karang". In 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung, IAIN Raden Intan Tanjung Karang was also changed to IAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syari'ah department were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society. It was not far from the change of name IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 21, 1996 about Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of IAIN Metro Lampung.

IAIN Metro has three faculties, namely (1) Tarbiyah, (2) Syariah (3) Islamic Broadcasting and Communication. Tarbiyah faculty has four departments, they are: Islamic Education Department (PAI), Arabic Education Department (PBA), English Education Department (TBI), Islamic Elementary School Department (PGMI). Afterwards, Syari'ah faculty has five departments, they are; Syari'ah Economic (ESy), Ahwalusy Syakhsiyyah (AHS), Syari'ah Economic Law

(HESy), Islamic Banking (D3 PBS), Islamic Banking (S1 PBS). Then, Islamic Broadcasting and Communication Faculty has two departments, namely Islamic Broadcasting and Communication (KPI) and Language and Arabic Literature (BSA).

b. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2015/2016 as follows:

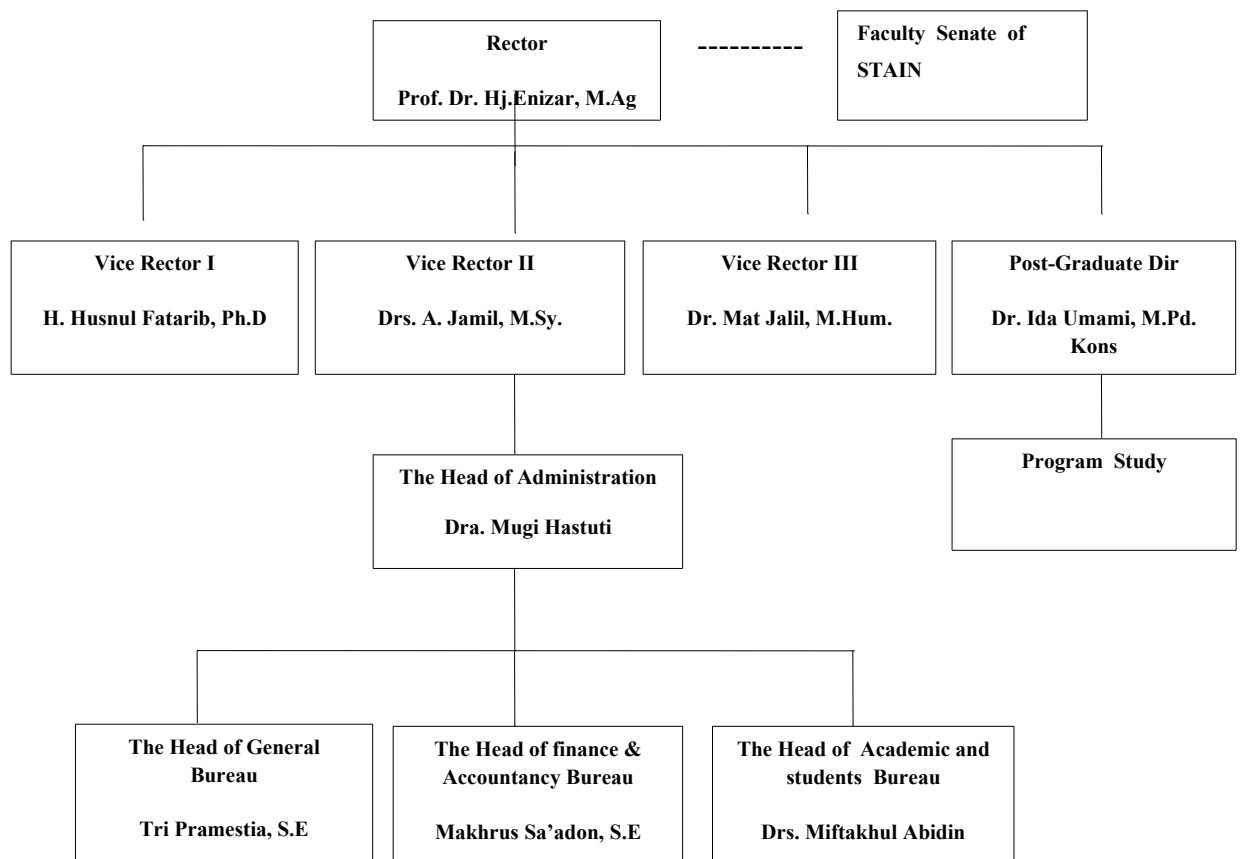


Figure 4.1 *The Organization Structure of IAIN Metro*

c. The Location Sketch of IAIN Metro

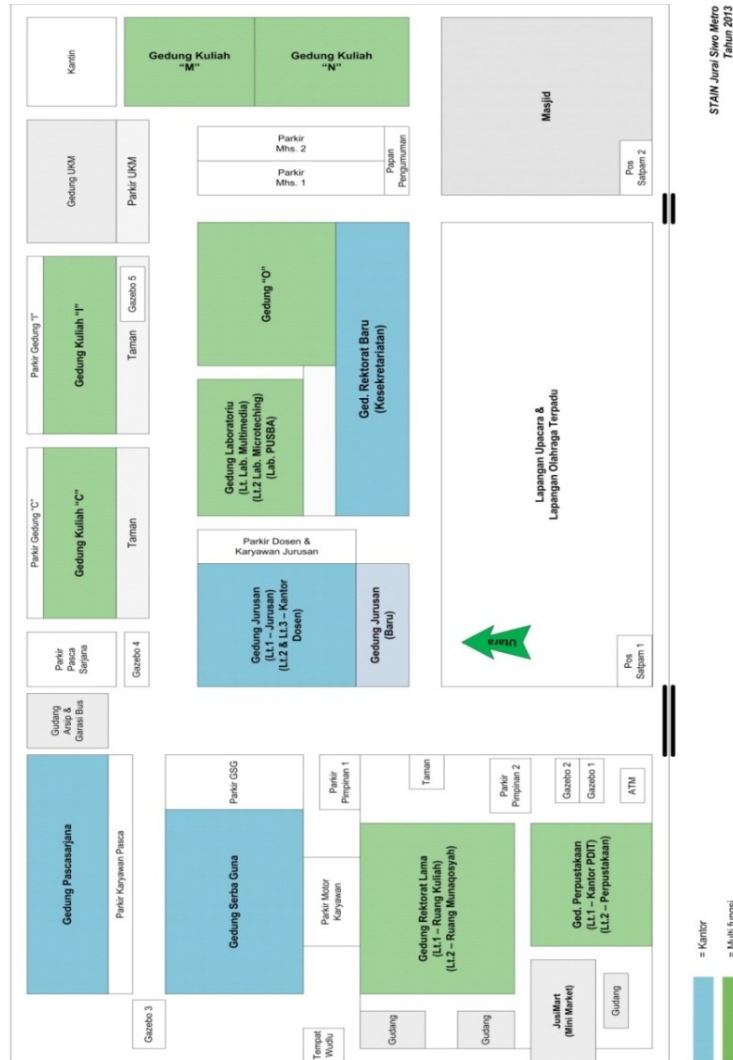


Figure 4.2 The Location Sketch of STAIN Jurai Siwo Metro

d. Facilities at IAIN Metro

In supporting the lecturers and students in conducting the learning process, there are several facilities in IAIN Metro namely: lecturer’s room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library

Unit, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table.1

Facilities at IAIN Metro

| No | Facilities | Total of unit | Large (m ²) |
|----|--------------------------------|---------------|-------------------------|
| 1 | Lecturers' room | 1 | 556 |
| 2 | Computer Laboratory Unit & BMT | 1 | 1000 |
| 3 | Library Unit | 1 | 1000 |
| 4 | Language Laboratory Unit | 1 | 180 |
| 5 | Micro-Teaching Laboratory | 1 | 106,8 |
| 6 | Islamic Development Unit | 1 | 30 |
| 7 | Classroom | 16 | 1248 |
| 8 | Mosque | 1 | 1000 |
| 9 | Futsal Field | 1 | 510 |
| 10 | Basketball Field | 1 | - |
| 11 | Wall Climbing Field | 1 | 92 |
| 12 | Volley Field | 1 | - |
| 13 | Tennis Field | 1 | 650 |
| 14 | Auditorium | 1 | - |
| 15 | Students Activities Unit | 1 | - |
| 16 | Students Committee Office | 1 | - |

Source: Observation of IAIN Metro in academic year 2015/2016.

e. The Condition of Lecturer and Official Employees in IAIN Metro

The number of lecturer and official employee at IAIN Metro in academic year 2015/2016 are 152. Otherwise, there are 32 lecturers non PNS and 19 honorary workers. Therefore, the whole staff of IAIN Metro in academic year 2015/2016 is 203.

f. Students at IAIN Metro

The total student at IAIN Metro is 6002 students.

Table 2
Total students at IAIN Metro

| No | The Academic years | Number of Students |
|-------------------|--------------------|--------------------|
| 1 | 2011 | 1205 |
| 2 | 2012 | 1509 |
| 3 | 2013 | 1146 |
| 4 | 2014 | 1143 |
| 5 | 2015 | 999 |
| Total of students | | 6002 |

Source: Observation of IAIN Metro in academic year 2014/2015

g. The Profile of English Education Department

English Education study program (TBI) strata 1 (S1) in IAIN Metro was established in 2007. It included Tarbiyah faculty in IAINMetro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the Decree No:DJ.1/220.C/2007 on May 28, 2007.

In implementing education, English Education Department stands on its vision, as follows: the establishment of professional students in the English education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than is enlarged in some missions, as follows:

- 1) Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in the Islamic culture values.
- 2) Building and developing an atmosphere of the academic which is humanist, democratic and modern.
- 3) Growing the professionalism ethic through theoretical knowledge basic.
- 4) Providing qualified education service to produce the candidate of educator which is smart and skillful who have good attitude;
- 5) Applying integrated educational system which is able to give a significant input to development of education.

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision and missions above, it is formulated be three purposes of English Education Department, as follows:

- 1) To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology, and art but also be able to be agents of change in the society.

2) To prepare the students be professional English teachers which can imply, develop and enlarge English education with spirit of English-Islamic.

In line with the above statement, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro, and total students from 2011-2015 of TBI are 1059 students.

Table 3

Total students of TBI 2011-2015

| Semester | Amounts |
|-----------------|----------------|
| I | 226 |
| III | 171 |
| V | 250 |
| VII | 276 |
| IX | 136 |
| Total | 1059 |

Source: Observation of IAIN Metro in Academic Year of 2015/2016.

B. Analysis of the Word Type Code Mixing in Writen BBM Comments

Code mixing is two languages use together by the conversant to extent that they change from one language into another the course of a single utterance Wardhaugh. It means that code mixing occur when pieces of one language are used the speaker is basically using another. The language pieces taken from another are often words. But they can also be phrases or larger units.

Muysken explained more that code mixing is typically divided into three main types – insertion (word or phrase), alternation (clause) and congruent lexicalization (dialect)- and the most common occurrence of code mixing variants in society is insertional code mixing. Muysken in Daucher suggested that there are three main patterns of intra-sentential code mixing which may be found in bilingual speech community – insertion, alternation, and congruent lexicalization. In another hand, the types of code mixing are:

1. Insertional Code Mixing, including word and phrase
2. Alternation code mixing, including clause
3. Congruent lexicalization code mixing including dialect

Based on the type of code mixing above, the writer then analyzed the utilize of code mixing in the group blackberry messenger (BBM) conversation. The data analysis obtained from 20 students as the subject in the study. There were 11 students who use code mixing in their conversation, 3 students who try completely using English in their communication and 6 students who being passive in this group without communicate in English or Indonesian. The common code mixing that were used to communicate are *semangat, mamam, cuma, pegangan, gedung etc.*

The writer analyzed the students' reasons of why they used code mixing and why another did not use code mixing. The list of interview is used of analysing this data which can be seen in the table below.

Table 4

The result of the students' interview

| No | Question | Answer |
|----|--|--|
| 1. | What your reasons use code mixing in communication | 12 students answer the lack of mastery vocabulary |
| 2. | How about just follow tren speaking style? | 7 students answer they use code mixing just follow trens speaking style. |
| 3. | How about sensation ? | 0 students anwer they use code mixing because sensation |

Based on the interview result above, the writer concluded that the reason why the students use code mixing, in general, are:

1. The lack of mastery vocabulary. Since the students have limitation vocabulary, meanwhile they have to give comment to the other students, they tend to give the indonesian word to substitute the word that they do not know in english.
2. Because most of them just follow trens speaking styles. In modern specially remaja many use trens which combine word between Indonesian word with English word. If they have use this styles, they include the follow trens.

The illustration of the utilization of code mixing in the BBM comment can be seen in the following table.

Table 5
Data Analysis code mixing

| No | Name | Date / Time | Code mixing |
|----|------------------|------------------------------|---------------------------------------|
| 1. | Arti ine coolina | August 23, 2016 at 13.32 p.m | <i>Semangat honey.</i> |
| 2. | Rindi Rismaya | May 15, 2016 at 08.08 p.m | Why you don't like <i>lele Rendi?</i> |

| | | | |
|----|---------------|------------------------------|---|
| | | May 15, 2016 at 08.50 p.m | Hadehh,, <i>curcol</i> Rendi |
| | | May 15, 2016 at 08.59 p.m | Stop it Rendi, what the meaning of <i>kere</i> ? <i>Kere</i> is meaning of left, right? |
| | | August 23, 2016 at 12.49 p.m | Go.go.go..Renita will be fight tomorrow. <i>Semangat</i> Ren ! |
| | | August 23, 2016 at 08.47 p.m | Seriously..gak ada yang coming Han? |
| | | August 23, 2016 at 08.52 p.m | From others class.. <i>banyak kan yang coming?</i> |
| 3. | Rahmad hanafi | August 24, 2016 at 08.44 p.m | <i>Cah,,</i> where is your solidarity? Seminar munaqosah <i>perdana kelas E</i> . But there is no one inside here. |
| 4. | Rani swastika | August 24, 2016 at 08.52 p.m | The first munaqosah of ecology <i>malah Cuma 6 orang yang ada</i> . |
| 5. | Rana wijaya | May 15, 2016 at 08. 10 p.m | My mom cooking pepes pindang but I just <i>mamam mie rebus + telur</i> . coz I don't like pepes patin |
| 6. | Nurul lutfiah | May 15, 2016 at 12. 04 p.m | By the way, do you have of profil <i>SMP5 Ranti</i> ? In my notebook nothing. please help. |
| | | May 15, 2016 at 12. 12 p.m | In <i>laporan PPL</i> in your notebook don't have? |
| | | May 15, 2016 at 12. 13 p.m | Just <i>pegangan</i> |
| 7. | Ranti Susanti | May 15, 2016 at 12. 13 p.m | What is <i>pegangan</i> beb? |
| 8. | Rendi Armanda | May 15, 2016 at 08. 10 p.m | Do you know where <i>lele</i> grow up? Iyuhhh |
| | | May 15, 2016 at 08. 58 p.m | <i>Sami-sami kere,,</i> maybe its time to finding job. |
| | | May 15, 2016 at 09. 00 p.m | It's <i>kiri</i> hadehh |
| 9. | Renita | August 24, 2016 at 11.36 p.m | Guys,, I invite you all to come to my munaqosah tomorrow morning at 8 am in <i>gedung</i> monaqosah (first floor) hope you all come and |

| | | | |
|--------|---------------------|---------------------------------|---|
| | | | give me much spirit. |
| 1 0 | Qorina A. | August 26, 2016 at 18.47 p.m | Woy guys, when we <i>nyusun</i> KRS nih ? give <i>info</i> dong. |
| 1 1 | Puji Rahayu | August 26, 2016 at 19.29 p.m | How about Monday <i>kita</i> <i>menyusun</i> KRS, guys? |
| 1 2 | Nur kholifatul | - | - |
| 1 3 | Elly puspita | May 14, 2016 at 21. 02 p.m | One way that students can do it, be patient. |
| 1 4 | Nuryasih | May 15, 2016 at 10. 15 p.m | Ahahaha..please..I want it |
| 1 5 | Nur sobari | May 14, 2016 at 21.32 p.m | That's great mbk Elly |
| 1 6 | Prabawati . S | - | - |
| 1 7 | Nurhidayah | - | - |
| 1 8 | Restu utami | - | - |
| 1 9 | Ratna novitasari | - | - |
| 2 0 | Nyanuar A | - | - |

Based on the data above, the writer then analyze the kind of code mixing that is used to communicate in blackberry messenger (BBM) group are *semangat, Pegangan, and lele*.

According to the theory of code mixing, the writer analyse this blackberry messenger (BBM) comment to the types of code mixing. The display of code mixing analysis can be seen in the table below.

Table 6
Data Analysis code mixing

| No | Type code mixing | Date / Time | Code mixing |
|----|------------------|--------------------------|------------------------|
| 1 | Word | August 23, 2016 at 13.32 | <i>Semangat</i> honey. |

| | | | |
|----|----------|------------------------------|--|
| | | p.m | |
| 2 | Word | May 15, 2016 at 08.08 p.m | Why you don't like <i>lele</i> Rendi? |
| 3 | Word | May 15, 2016 at 08.50 p.m | Hadehh,, <i>curcol</i> Rendi |
| 4 | Word | May 15, 2016 at 08.59 p.m | Stop it Rendi, what the meaning of <i>kere</i> ? <i>Kere</i> is meaning of left, right? |
| 5 | Word | August 23, 2016 at 12.49 p.m | Go.go.go..Renita will be fight tomorrow. <i>Semangat Ren !</i> |
| 6 | Phrase | August 23, 2016 at 08.47 p.m | Seriously.. <i>gak ada yang coming Han?</i> |
| 7 | Phrase | August 23, 2016 at 08.52 p.m | From others class.. <i>banyak kan yang coming?</i> |
| 8 | Phrase | August 24, 2016 at 08.44 p.m | <i>Cah,,</i> where is your solidarity? Seminar munaqosah <i>perdana kelas E</i> . But there is no one inside here. |
| 9 | Sentence | August 24, 2016 at 08.52 p.m | The first munaqosah of ecology <i>malah Cuma 6 orang yang ada.</i> |
| 10 | Phrase | May 15, 2016 at 08. 10 p.m | My mom cooking pepes pindang but I just <i>mamam mie rebus + telor.</i> coz I don't like pepes patin |
| 11 | Word | May 15, 2016 at 12. 04 p.m | By the way, do you have of profil <i>SMP5 Ranti</i> ? In my notebook nothing. please help. |
| 12 | Phrase | May 15, 2016 at 12. 12 p.m | In <i>laporan PPL</i> in your notebook don't have? |
| 13 | Word | May 15, 2016 at 12. 13 p.m | Just <i>pegangan</i> |
| 14 | Word | May 15, 2016 at 12. 13 p.m | What is <i>pegangan</i> beb? |
| 15 | Word | May 15, 2016 at 08. 10 p.m | Do you know where <i>lele</i> grow up? Iyuhhh |
| 16 | Phrase | May 15, 2016 at 08. 58 p.m | <i>Sami-sami kere,,</i> maybe its time to finding job. |

| | | | |
|----|--------|------------------------------|--|
| 17 | Word | May 15, 2016 at 09. 00 p.m | It's <i>kiri</i> hadehh |
| 18 | Word | August 24, 2016 at 11.36 p.m | Guys,, I invite you all to come to my munaqosah tomorrow morning at 8 am in <i>gedung</i> monaqosah (first floor) hope you all come and give me much spirit. |
| 19 | Phrase | August 26, 2016 at 18.47 p.m | Woy guys, when we <i>nyusun</i> KRS nih ? give <i>info</i> dong. |
| 20 | Phrase | August 26, 2016 at 19.29 p.m | How about Monday <i>kita</i> <i>menyusun</i> KRS, guys? |

C. DISCUSSION

The writer is going to analyze the data of code mixing, after identifying the Indonesia-English code mixing used in blackberry messenger (BBM). Firstly, the writer classafies the data based on the form e.g word, phrase, hybrids, reduplication word, clause and idiom. The last step the writer present what are the purpose of data.

1. Insertion of words

One of the types of code mixing is a word, sometimes it happens when indonesian utterances contain different word from the other language, especially english.From the analisis of students' code mixing above, the writer then calcute the amount of code mixing. There were :

1) *Semangat* honey

The italic word is including a noun, so the noun is as a single word of English.

2) Why you don't like *lele* Rendi?

The italic word is including a noun, so the noun is as a single word of English.

3) Hadehh,, *curcol* Rendi

The italic word is including a noun, so the noun is as a single word of English.

4) Go.go.go..Renita will be fight tomorrow. *Semangat* Ren !

The italic word is including a noun, so the noun is as a single word of English.

5) Just *pegangan*

The italic word is including a noun, so the noun is as a single word of English.

6) By the way, do you have of profil *SMP5* Ranti?.....

The italic word is including a noun, so the noun is as a single word of English.

7) Stop it Rendi, what the meaning of *kere*? *Kere* is meaning of left, right?

The italic word is including a noun, so the noun is as a single word of English.

2. The Insertion of Phrase

In grammar, phrase is a group of words without subject and predicated, functioning together within a sentence. There are types of phrase that found in the written English Blackberry messenger (BBM). The data are as follows :

1) Seriously..*gak ada yang* coming Han?

The writer inserts a phrase in the sentence. It consists of words, *gak ada yang*. short is relatively small in extent.

2) *Sami-sami kere*,, maybe its time to finding job.

The writer inserts a phrase in the sentence. It consists of words, *Sami-sami kere*. short is relatively small in extent.

3) *Cah*,, where is your solidarity? Seminar munaqosah *perdana kelas E*. But there is no one inside here.

The writer inserts a phrase in the sentence. It consists of words, *perdana kelas E*. short is relatively small in extent.

CHAPTER V

CONCLUSION

A. Conclusion

In this chapter the researcher wants to give the conclusion and suggestions of this research, before giving some suggestions, the researcher would like to present the conclusion. Code mixing may occur in every ways. When people can speak more than one language they tend to mix those languages. It does not only occur in spoken language but also in written language in blackberry messenger (BBM) comment. For the reason also, code mixing that used the students in blackberry messenger (BBM) comment is interesting to be analyzed, the researcher would like to the conclusion. Based on finding, the form of code mixing was divided into 6 form. The students using of code mixing are insertion of words. The reason of the students use code mixing are the lack of mastery vocabulary and Because most of them just follow tren speaking styles.

B. Suggestion

Based on the research that had been conducted by the writer, it is highly recommends that:

1. The students need to enlarge their knowledge about code mixing by learning more in order to able to create many new words through code mixing process but the result is still under the rules of code mixing.

2. The researcher suggests that the lecturer needs to use variant and interactive learning method so the students do not feel bored when learning the topic of code mixing that is basically difficult for the students.

BIBLIOGRAPHY

- Bebo write-Irwing king. 2011. *social Media tools and platforms in learning Environment*. London: Springer.
- H.Douglas Brown. *Teaching by principles an Interrative Approach to language Pedagogy*. Longman.
- Holmes, *An Introduction to Sociolinguistics*,
- James M.Mc Crimmon. 1950. *Writing with A purpose*. U.SA : Florida State University.
- Joli Ballew. *How to do everything blackberry storm2*. New York: Mc Grow-Hill, 2010.
- Kunal Mittal and Shikha Gupta. *Blackberry for work*. New York: Apress 2010.
- Matthew B Miles and A Michael Huberman. *Qualitative Data Analysis*. London: Sage Publication India, 1994.
- Mazo Gary et. al. 2010. *Crackbery true tales of blackberry use and abuse*. The United States of America: Apress.
- Muysken, *Bilingual Speech: A Typology of Code-Mixing*. United Kingdom: Cambridge University Press. P.3
- Peter Woods. *Successful writing for Qualitative Researchers*. London: The Routledge second edition, 1999.
- Ronald Wardhaugh. *An Introduction to sociolinguistics*, blackwell.2006
- Sanggam Siahaan. *Issues in Linguistics*. Yogyakarta: Graha Ilmu,, 2008.
- State Literacy and Numeracy Plan. *Focus on literacy writing*. Department education and Training, 1999.
- Steva Peha. *The Writing the teacher's Strategy guide*. 2003.
- Subhasish Dasgupta. *Encyclopedi of virtual communities and techologies*. America: Idea Group, 2006.
- Zuhairi, et.al. *pedoman penulisan karya ilmiah*. jakarta : Pt rajagrafindo persada, 2016

CURRICULUM VITAE

Name : FRESY FENTIARISCA

St. Number : 1291967



She was born in Metro on February 16, 1994. She lives in Metro, Banjarsari. Her parents' name is Muzaiyin Wijaya and Wati Anggrawiyana. She graduated from Elementary School 1(SD N 1) Nourth Metro finished on 2006. She continued to Junior High School 6 (SMP N 6) Metro finished on 2009. She continued to Senior High School (SMA 3) Metro finished on 2012. And she continued her study as an S1 student of English Education Departement at IAIN Metro.