

BAB 5

Kesimpulan

5.1 Kesimpulan

Berdasarkan hasil penelitian mengenai fenomena alih kode dan campur kode yang terjadi di lingkungan Pondok Pesantren Daar El-Qolam, dapat disimpulkan bahwa praktik kebahasaan para santri memperlihatkan dinamika bilingualisme dan bahkan multilingualisme dalam konteks pendidikan pesantren. Santri secara aktif dan tidak jarang secara tidak sadar memadukan bahasa Indonesia, Inggris, Arab, dan bahkan bahasa daerah atau bahasa asal mereka dalam interaksi sehari-hari.

Fenomena alih kode yang ditemukan meliputi *intra-sentential switching*, *inter-sentential switching*, dan *tag switching*, yang menunjukkan fleksibilitas berbahasa santri tergantung pada lawan bicara, situasi sosial, dan tingkat penguasaan kosakata. Sementara itu, campur kode sering terjadi dalam bentuk *insertion* dan *congruent lexicalization*, termasuk dalam bentuk morfologis seperti penggunaan afiks lokal (“nge-”, “di-”, “-in”) pada kata-kata bahasa Inggris, yang menandakan proses kreatif dalam berbahasa sekaligus proses transisi penguasaan L2.

Kesalahan dalam struktur kalimat dan grammar yang menunjukkan bahwa para santri masih berada dalam tahap *interlanguage*, di mana pengaruh bahasa pertama (L1) masih sangat kuat. Namun, dari fenomena ini pula terlihat bahwa alih dan campur kode menjadi strategi adaptif yang memudahkan pemahaman dan komunikasi, serta mendukung proses pembelajaran bahasa Inggris di lingkungan pondok pesantren. Beberapa saran yang ditujukan untuk Lembaga (pondok pesantren), guru (pengajar), dan untuk peneliti selanjutnya. Disarankan untuk

terus mendorong penggunaan bahasa Inggris secara aktif untuk lembaga pondok pesantren, namun juga memberikan ruang pemahaman terhadap proses alih dan campur kode sebagai bagian dari tahapan belajar santri. Pendekatan toleran terhadap kesalahan dapat membantu meningkatkan rasa percaya diri dan kelancaran berbahasa asing. Untuk Guru atau Pengajar Bahasa Inggris disarankan untuk menjadikan fenomena alih dan campur kode sebagai data reflektif dalam evaluasi pembelajaran. Guru dapat menggunakan temuan ini untuk merancang metode pembelajaran yang lebih komunikatif dan kontekstual, serta membimbing santri dalam membedakan penggunaan formal dan informal. Kemudian yang terakhir untuk Peneliti Selanjutnya diharapkan dapat melakukan penelitian lebih lanjut dengan jumlah partisipan yang lebih banyak dan fokus pada perbandingan alih dan campur kode antar gender, asal daerah, atau tingkat kelas, untuk mendapatkan pemahaman yang lebih menyeluruh terhadap dinamika kebahasaan santri di pesantren.

Research Summary

Language is a part of everyday interaction and serves as a medium for expressing ideas and connecting socially. In multilingual settings such as Islamic boarding schools in Indonesia, particularly Daar El-Qolam, students are required to speak English and Arabic as part of their daily communication. However, due to the diverse linguistic backgrounds of the students, who come from various regions of Indonesia and even from abroad, phenomena such as code-switching and code-mixing frequently emerge in their spoken English. These phenomena occur as students shift between English, Indonesian, Arabic, and their local dialects, either consciously or unconsciously, to express themselves more effectively or due to linguistic limitations. The use of affixes from Indonesian or local languages in English utterances also reflects morphological blending shaped by bilingual or multilingual environments. Understanding these dynamics is crucial for improving English learning in pesantren contexts.

This study aims to explore how code-switching and code-mixing occur in students' everyday English communication and to examine the linguistic structures involved. It also investigates how these phenomena are influenced by sociolinguistic and morphological factors, especially considering the varied first language backgrounds of the students. The research seeks to answer the following questions:

1. What types of code-switching and code-mixing are used by students in their daily English communication?
2. How do sociolinguistic and morphological factors influence these code-switching and code-mixing practices?

The objectives of this study are to analyze the linguistic forms and motivations behind the use of code-switching and code-mixing among Daar El-Qolam students in their English usage and to understand how their diverse language backgrounds impact second language acquisition.

This research draws on several linguistic theories. Wardhaugh (1986) describes code-mixing as the blending of words, phrases, or clauses from two languages in one utterance, while Haugen (1954) defines code-switching as the ability to shift from one language or dialect to another. Gumperz (1982) emphasizes the sociolinguistic functions of code-switching, noting its role in signaling identity, solidarity, and conversational meaning. Hoffmann (1991) identifies types of code-switching such as inter-sentential, intra-sentential, and tag-switching, while Pieter Muysken (2000) distinguishes three main types of code-mixing: insertion, alternation, and congruent lexicalization.

From a morphological perspective, this study uses Bauer's (1983) framework to analyze affixation and word formation in mixed utterances, particularly how Indonesian prefixes or suffixes are attached to English words. This theoretical foundation allows the study to explore the intersection of structure and function in multilingual practices. The research adopts a descriptive qualitative design with an ethnographic approach to capture authentic language use in a natural setting. Five female students, aged 13 to 16, from different regions of Indonesia were selected as participants. They were chosen to represent the diversity of linguistic backgrounds in the pesantren. Data collection techniques included direct observation, structured interviews, and audio recordings of daily

interactions. Interview questions were designed to probe language background, perceptions of English learning, and experiences with code-switching and code-mixing. The data were transcribed and categorized into types of code-switching (inter-sentential, intra-sentential, tag-switching) and code-mixing (insertion, alternation, congruent lexicalization). Morphological features, especially affixation and blending, were also identified and analyzed.

The findings reveal that students regularly perform both code-switching and code-mixing. For instance, Putri frequently inserted Arabic terms such as “ustadzah” into English sentences, while Titiz displayed congruent lexicalization by mixing Indonesian structures into English utterances. Zulfa often switched between Arabic and English, producing utterances such as “Ana forget,” while Ayumi incorporated Japanese words into her English speech, reflecting her unique multilingual background. Audrey, another participant, was found to use Indonesian suffixes like “-nya” on English verbs, producing forms such as “explain-nya.” These examples illustrate the diversity of linguistic practices and how students’ first languages influence their English use.

In addition to structural aspects, grammar errors and morphologically mixed words appeared frequently, reflecting interlanguage stages in second language acquisition. Affixation was particularly prominent, with students adding Indonesian prefixes (di-, nge-, ke-) or suffixes (-in, -nya) to English base words, producing hybrid forms such as “di-check,” “nge-keep,” and “learning-an.” These forms demonstrate how students adapt English to fit familiar morphological patterns from their first language. Sociolinguistic factors also played a significant

role. Students often switched codes for pragmatic reasons such as expressing emotions, emphasizing points, clarifying meaning, or aligning with peer group identity. Limited vocabulary, spontaneous reflexes, and environmental influence, such as the absence of supervisors were also identified as key motivations. The pesantren environment, which enforces English and Arabic in daily interactions, paradoxically encourages code-switching and code-mixing, as students negotiate between linguistic rules and social realities. The results suggest that code-switching and code-mixing are not merely signs of linguistic deficiency but are instead strategic tools for effective communication in multilingual contexts. By switching codes, students manage gaps in their knowledge, maintain conversational flow, and express cultural identity. Morphological blending shows how linguistic systems interact, with L1 structures shaping the acquisition and use of L2.

From a sociolinguistic perspective, the findings support Gumperz's view that code-switching carries symbolic meaning, reflecting solidarity, hierarchy, and identity within the pesantren. From a morphological standpoint, the adaptation of English through Indonesian affixes reveals cognitive strategies of learners in processing and producing L2 forms. Conclusion and Implications This research concludes that code-switching and code-mixing among Daar El-Qolam students represent both linguistic and sociolinguistic adaptation. The phenomena highlight how multilingual learners creatively integrate linguistic resources to overcome challenges and meet communicative needs. While these practices support English learning by facilitating expression and comprehension, they also indicate areas

where more focused instruction is needed to strengthen students' command of English grammar and vocabulary.

The study contributes to a deeper understanding of bilingual communication in pesantren settings and suggests pedagogical implications: teachers should recognize the positive functions of code-switching and code-mixing, while also guiding students toward greater accuracy in English usage. Future research could expand this study by including more participants, exploring male students' practices, or comparing different pesantren contexts to further illuminate the role of multilingualism in language acquisition.