

Code Switching in Interacting in Ulil Albaab Boarding School Environment (Sociolinguistics Study)

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Abstract

BAIQ YULIA KURNIA WAHIDAH. S111508023 (2017). Code switching In Interacting in Ulil Albaab Boarding School environment. Sociolinguistic Study. Thesis. Advisors 1: Prof. Dr. Djatmika, M.A. Advisor 2: Dr. Sri Marmanto, M.Hum. Linguistic Descriptive. Post graduate program of Linguistics of Sebelas Maret University (UNS) Surakarta. This research aims to find out and describe the usage of code switching in four domains and the code switching form is used in the Ulil Albaab boarding schools environment. This research also discuss about the factors that cause the code switching happened when interacts in the Ulil Albaab boarding school environment. The data provision in this study is linguistic data from visual or audiovisual recording by using taping and gathering method. The sources of the data are primary and secondary. Primary data is the result of visual or audio visual recording of the communicating interaction and the secondary data is the result of previous research review. In analysis, the data are utterances that contain three kind of code switching such as metaphorical, conversational, and situational. Thereby, the three data of utterance in form of code switching are the sign for the presence of code switching usage. The object of this study is interacting event that contains the types of code switching and the factor causes the switching code happened. The results of this research was the most usage of code switching founded in the domain of friendship was 138, the form of code switching most used in all domains was conversational that was 75, the factor that caused the code switching happened was the existence purpose of speaker to give better comprehension to listener. Due to these four domains, each of them was using language variation; the dominance usage of language was Sasak 79. So, it can be concluded that in interacting process, the usage of code switching in each domain was appropriated with language variation by speaker, in order that the interaction gone well.

Keywords: interaction, code switching kinds, language variation

A. Background

The fact is that in everyday life people use two or more languages (bilingual) to communicate due to participant, topic, and the situation. Phenomenon today many of them are bilingual and even more, the first language (mother language) and a second language. The language used by the people on the island of Lombok is Sasak. So, in Ulil Albab boarding school environment, students and teachers also cannot be separated from the use of the Sasak language as a mother tongue and Indonesian as the national language, and foreign languages either English or Arabic. Lombok speakers that still retain Sasak language as the mother tongue is the identity of the region and considers Sasak language has an important role in social and cultural life of the community. So, in a boarding school environment students and teachers do not omit the region identity by using Sasak language regularly. This phenomenon is often found when the teacher is talking with other teachers.

The use of code switching can be found when the process of interaction between two or more people in communicating. In a boarding school environment, the election code switching events can be found when the students and teachers perform a communication. Selection of code switching can be found in various places in the boarding school environment, from the residence of students, schools, mosques, the school canteen, hall cottage and so on. As for the events of code switching in the form of Indonesian and switch to the Sasak language or regional language can be found when two students are communicating. In the middle of their conversation, there was a third person or a teacher with them, and simultaneously they then use Sasak language.

Aside from the use of Indonesian and Sasak, the boarding school environment is also implementing two foreign languages to be mastered by the students and the teacher. The second foreign language used is English and Arabic. English and Arabic becomes their daily language also in the Ulil Albaab boarding school environment. So there was bilingualism community. Bilingualism communities occur because the user community uses many languages. This incident shows that the boarding school environment is a bilingualism society and being culture applied to students and teachers. Events that show the use of a language that uses code switching in Arabic and English can be seen from a conversation between two students who were eating in the school canteen. On the sidelines of their conversation, came a builder language (language bureau) then simultaneously they directly use English to communicate. This is one form of code switching in the Indonesian language into English by the students. This incident indicates a violation of the student because on that day they have to use English.

Studies on the use of sociolinguistics have done a lot, especially the assessment of the use of code switching, but is still limited to the use of such social media, speech, or discussion of artists. Therefore, the researcher got a gap to conduct research on the use of code switching in the boarding school environment that has not been observed from the use of four languages. Boarding schools that are meant in this study is Ulil Albaab that uses four languages in the election code switching.

Among the studies that are relevant to the research that the researchers studied, namely the studies that have been there and contained in the International Journal, papers and theses that have been completed. These relevant studies are meant to compare between the researchers themselves with studies that have been done.

The study that is meant is. Nuken Tazikiroh Lekso (2016) thesis entitled "Code switching In Speech of Community Leaders in the Swalayan tradition of cutting Lopis Giant in Pekalongan". This study examines the some choices over the code switching that aims to describe the causes of the election of code switching in the text of Swalayan community leader speech in Pekalongan. In this study extend over the election code switching in Indonesian with Javanese language of ngoko and krama levels, Arabic and English. So the researchers tried to get answers from the research goal is finding the factors that caused the election of code switching in the speech text. The use of four languages is the basis of this research, in which Indonesian bridging other languages. The result of this study is that the researchers found a variety of factors that led to the use of code switching in the text of a speech by community leader in the Swalayan tradition of cutting Lopis giant ceremony in Pekalongan. The factors that have been found gave a conclusion that there is a distinct goal of community leaders in using the code switching.

From study that has been done above, we can conclude that each object has its own research study. Earlier study associated with the use of code switching can be used as a comparison for this study. Related to the earlier study contains an equal namely the use of code switching with the same language of Indonesian, Arabic and English. The use of code switching found in many previous studies took the object of study in social media such as facebook. There was also a lecture from someone when speech, as well as from actress who often uses code switching. The comparison that shows the use of code switching in the classroom can also be seen from several previous studies, but the object of study is not in boarding school environment. The study which was taken more in public schools and social environment as a place to work as well as in the realm of the family. So, this study is one of the objects of the boarding schools in the use of code switching seen from communicating interaction either by students or teachers. This research looked at how students and teachers use four languages in communicating.

B. Theoretical

a. Sociolinguistic

Sociolinguistics is the science that studies the relationship between language and society (Holmes 2001: 1). Sociolinguistic explains why speakers use language differently in different social contexts. In addition, sociolinguistics also tries to identify the social functions of language. Social factors are the most important factors that underlie the relationship between language and society. Several social factors are associated with the language use, social, and functional interaction.

Holmes (2001: 8) suggested several components that affect the relationship between the language of the community;

- a. Participant is who and from whom they talk.
- b. Background or social context of an interaction is where they talk.
- c. Topic is what is discussed.
- d. Function is why they speak.

In addition, according to Richard (in Rahardi, 2002: 3) sociolinguistics can be understood as "the study of language in relation to social factors, that is, social class, educational level, and type of education, age, sex, ethnic origin, etc.". While Fishman (in Pateda, 1987) indicates that "sociolinguistics is the study of the characteristics of language varieties, the characteristics of reviews their functions, and the characteristics of reviews their speakers as reviews. These three constantly interact, change and change another within a speech community".

The other theories, Kridalaksana (in Rahardi, 2002) define sociolinguistics as a branch of linguistics that studies the relationship between language and social behavior. Some theories about sociolinguistics describes that sociolinguistics is one branch of linguistics that examines the use of language in society in the form of variations caused by several factors. Factors of language usage in general is influenced by social or cultural context of native speakers. Mastery of the language is being one field of study in sociolinguistics.

b. Use Code Mobile

The code switching is the use of more than one language by a bilingual speaking by selecting one language adapted to the situation, as expressed by Hudson "Any one who speaks more than one language chooses between them according to circumstance" (Hudson, 1996: 51). While Chaer, (1995: 141) code switching is code changing from relaxed into formal, or formal to relax. Apple, (in Suprijono, 1995: 141) defines the code as "transitional of language usage because the situation changes. Meanwhile, Scotton (1992: 2) code switching also occurs when someone connects or enter their second language into first language but each clause of the two languages keeps the each language function. Nababan (1991: 31) states that the concept of code switching also includes instances when we switch from one variety of languages to the others, for example from formal to informal.

A bilingual usually can explain their reasons in switching codes. The reason indicates that they do not have the means in one language when talks in one specific topic (Grosjean, 1982: 149). Meanwhile, according to Hudson (1996: 51) Anyone who speaks more than one language between them chooses according to circumstances. From these opinions, code switching is the use of two languages chosen by the user itself.

Code switching can appear because of particular situation. Situations that can bring code switching are:

- a. Lack of vocabulary in a particular language in expressing a concept
- b. Some activities can only be explained through specific languages
- c. Some concepts more easily described into a specific language
- d. Misunderstanding situation can be resolved with code switching usage
- e. There is meaning to be emphasized
- f. The need to build solidarity with speakers of other languages
- g. Does not engage a member of the communications group who speak other languages.

Hymes in (Wardhaugh, 1986: 238-239) formulating the elements forming the code in speaking.

- a. The setting and scene (background and atmosphere of speech), the elements related to the place and time of the conversation.
- b. The participant (participants said), is the people involved in the conversation, speaker, listener, and the people who are around conversation.
- c. End (purpose speech), is the goal and the result of conversation.
- d. Act sequence (speech topic), include the message content and form of the message.
- e. Key (style, atmosphere, or action), something that states the type of conversation; verbal and non verbal, tone and style, how to convey an ideas either seriously or not.
- f. Instrumentalities (instruments conversation), is means or tools used in communication, whether verbal, written, gestures, letters, phone calls, and others.
- g. Norm of interaction and interpretation (norms of interaction and interpretation), includes the norms of decency in communication attitudes.
- h. Genre (forms of language and its variations), referring to the category or variations is used or forms of communication activities which have certain features such as speeches, novels, poems and others.

C. Types of Transfer Code

Code switching can be classified into several types depended on the point of view is used. Hudson (in Suandi, 2014: 134) divides over the code into three kinds, namely methaphorical code switching, conversational code switching, and situational code switching.

a. Metaphorical Code Switching

Methaphorical code switching is a symptom of code that usually use one language variation in one range of situations, but the language variation is also used in other situations, as long as the conversation subject (topic) is same with the same situation. The purpose of Methaphorical code switching is to influence other speakers.

Blom and Gumperz in (Hudson, 1996: 52) but in some cases the situation is less clear, either Because it is ambiguous or Because The speaker decides to ignore the observable external situation and focus instead on less observable characteristics of the people concerned. Such cases, where it is the choice of language that derermines the situation, Methaphorical are called code-switching.

b. Conversational Code Switching

Conversational code switching is code used to describe the situation when a speaker may change the language variations within a single sentence to do the same and repetitive, Gumperz (in Suandi, 2014: 134). Hudson (1996: 53) There are other cases, however, where a fluent bilingual fluent bilingual talking another language changes without any change at all in the situation.

c. Situational Code Switching

Situational code switching is the code that occurs if someone always changes his language variations on any situation. In conversational code switching was no changes. Situational code switching occurs if there is a change of topic, the variation will also change so suggestive to metaphorical switching (Suandi, 2014: 131). Hudson (1996: 52) code switching is called situational code switching Because The switches between languages always coincide with changes from one external situation. The choice of language is controlled by rules, the which members of the community learn from their experience, so Reviews These rules are part of total linguistics Reviews their knowledge.

C. Research Methodology

This study used descriptive qualitative method that aimed to describe a form of language defined in research. According to Sutopo (2002:35) "in qualitative research, the data was collected I form of words, sentence or picture that have a more than one meaning then just the number or frequency". This research purposed to examine, describe, and explain the code switching usage when interacting communication happened in Ulil Albab boarding school environment based on the facts that were found in the usage. Analysis data by using sociolinguistics approach due to concept utterance component proposed by Soepomo Poedjasoedarma (in Rustiati, 2008:69). In this research, the code switching when interacting communication in Ulil Albab boarding school environment will be used three strategy stages. The first was providing data, analysis data, and presentation of data analysis outcomes. Providing data was done to get linguistic facts related with the code switching usage.

The source data of this research was teacher and student in Ulil Albab boarding school environment. The data was utterance of teacher and student that contained the code switching usage when interacting communication in Ulil Albab boarding school environment. The collecting data method used observations, recording, and interview. The data analysis technique used ethnography communication namely utterance component by Dell Hymes "SPEAKING". Source data from this study were teachers da students who are in boarding school environment UlilAlbaab. The research data is in the form of speech of students and teachers which contains the use of code at the time of interaction communicate at boarding school environment UlilAlbaa. The method of collecting data using observation techniques, tapping, records and interviews. Data were analyzed using ethnographic methods of communication that is a component of his speech Dell Hymes 'SPEAKING'.

D. Results

a. The use of code on multiple domains

Due to the research result that has been done, there were four domains found for the use of code switching when interacting communication toke place in Ulil Albaab boarding school.

The first domain was friendship. In this domain, researcher looked and took a data from student who was communicating. This domain was the most domains founded in the use of code switching. When they communicated with their friend, there were some languages used such as Indonesian, Arabic, English, and the most dominating was Sasak. The students communicated due to topic in discussing but they were not monotonous used one or two languages. They will be more use language that easiest they understood, so that the most form of code switching founded was sasak in the domain of friendship.

Table 1: Types of code switching in friendship domains

No	Friendship Variation	Code Type Rather						Σ	%
		M	%	C	%	S	%		
1.	Boarding	12	0,36 %	16	0,48 %	28	0,48 %	56	1,68 %
2.	Class	2	0,06 %	-	-	-	-	2	0,06 %
3.	Canteen	-	-	-	-	12	0,36 %	12	0,36 %
Total		14	0,42 %	16	0,48 %	40	1,2 %	70	100 %

From the table above, it can be seen that the use of code switching in the friendship domain which was divided into three namely dormitories, classrooms, and canteen. In dormitory, there was metaphorical type amounted to 12, or 0.36%, conversational 16 or 0.48%, and situational 28 or 0.48%. So the total was 56 or 1,68%. In class, there were metaphorical 2 types of code switching or 0.06%. At canteen, there was situational amounted to 12 or 0.36%. From the total was metaphorical amounted to 14 or 0.42%, conversational 16 or 0.48%, and situational 40 or 1.2%. So, the total of code switching in this domain was 70. The dominant type was situational. This type showed when student interacted with their friend they were frequently changing their language variation due to the existing situation.

While at the cafeteria there is a kind of situational ie 12 or 0.36%. Of the total is kind of metaphorical ie 14 or 0.42%, conversational 16, or 0.48%, and situational 40 or 1.2%. Thus, the amount of code contained in this realm is 70. The most dominant type or most commonly used in this aspect is situational. These types of shows when students interact with their friends often change the language variations in accordance with the existing situation. The second domain was education. In education domain was founded interaction either by teacher or student. When teaching and learning process, teacher would give their topic to the student with media of some languages and not only one language. So that it can make the code switching usage happened in this domain. When the teacher presented a subject in class, usually he will start by using Indonesian or standard language and followed by the other languages such as Arabic or even English. One of purposes of this language variation usage was to provide better comprehension to the student. When interaction happened between teacher and teacher, they used standard language variation such as Indonesian or Sasak (region language). Communication between them will perform regularly if they used these language variations. So, they created an atmosphere more conducive. The form of code switching was most founded when the teachers communicating was Sasak (regional language).

Table 2. Type Code Realm Transfer Education

No	Education sphere	Variations Instead Type Code						Σ	%
		M	%	C	%	S	%		
1.	Class	-	-	17	0,51 %	-	-	17	0,51 %
2.	Office	17	0,51 %	28	0,84 %	-	-	45	1,35 %
Total		17	0,51 %	45	1,35 %	-	-	57	100 %

From the table above, the use of the code switching in the education domain was divided into two namely classrooms and offices. In class, the code switching type used conversational amounted to 17 or 0.51%. In office was metaphorical amounted to 17 or 51%, conversational 28 or 0.84%. The total was in office 45 or 1.35%. So, the code switching usage type in this domain was metaphorical amounted to 17 or 0.51%, conversational 45 or 1.35%. The total of code switching was 57. From the table above can be concluded that the most type used in the education domain was conversational. It happened because, when a teacher presented a subject in the class, they often changed language variation by repetitions of single sentence to provide better comprehension to student about the lesson topic being discussed.

The third domain was of religion, religion was a container in Ulil Albaab boarding school environment to provide activities that contain teachings for all students to learn Islam. Religion domain was also found the use of code switching when diniah class ongoing between teacher and preacher who taught and students. The teacher will use language variation in some languages such as Arabic as opening, Indonesian as standard language, and sasak as an identity sasak society. In this domain, code switching usage was not only in the class but also when the teacher presented his speech on Friday for all students. He also often used language variation and opening by Arabic. The opening of activity by using Arabic was an identity of Muslim when started an activity. So, in the presenting about same topics was often doing repetition by using code switching. The purpose was to provide better comprehension to student about the topic being discussed.

Table 3: Type of code switching in religion domain

No	Religious Realm	variations in the type of code						Σ	%
		M	%	C	%	S	%		
1.	Class Diniah	-	-	12	0,36 %	-	-	12	0,36 %
2.	Morning study	-	-	18	0,54 %	-	-	18	0,54 %
Total		-	-	30	0,9 %	-	-	30	100 %

From the table above, it can be seen the use of code switching type divided into two classes namely Diniah and morning speech. In diniah class, there was conversational code switching amounted to 12 or 0.36% and morning speech 18 or 0.54%. The total of code switching type usage was 30. In this domain, the type of code switching used was conversational only. It meant that a teacher who presented his speech in front of student was often replaced the language variation purposed to provide stressing on single sentence to provide better explanation to student. The fourth domain was work. This kind of domain can be found in Ulil Albab boarding school. Work domain was a domain for employees. When the teacher or student communicated with employees was also founded code switching in form of sasak. The use of this code switching was purposed to keep their own language. In order hand, the use of Sasak was there a dialect viewed strata usage. This form aimed to respect a listener.

Table 4. Type of code switching in work domain

No	Public Sphere	Variations In The Type Of Code						Σ	%
		M	%	C	%	S	%		
1.	Office	4	0,12 %	5	0,15%	-	-	9	0,27 %
Total		4	0,12 %	5	0,15 %	-	-	9	100 %

From the table above, the use of code switching in this domain used metaphorical amounted to 4 or 0.12% and conversational 5 or 0.15%. So, the total was 9. The use above showed that this code switching type was the least in usage. It was caused by the intensity of interaction with employees not often if compared with student and teacher. Thereby, based on the four tables above, the dominant domain in using code switching was friendship domain. It happened because students were dominant interacted with their friend then teacher or even employees. To classify the code switching usage in four domains existence namely friendship, education, religion, and work, the overview about these four domains will be explained in the table below:

Table 11. The result of recapitulation and classification type of code switching

No	Sphere	Rather Type Code						Σ	%
		M	%	C	%	S	%		
1.	Friendship	14	0,42 %	16	0,48 %	40	1,6 %	70	2,8 %
2.	Education	17	0,68 %	45	1,8 %	-	-	57	2,48 %
3.	Religiuos	-	-	30	1,2 %	-	-	30	1,2 %
4.	Work	4	0,16 %	5	0,2 %	-	-	9	0,36 %
Total		35	1,4 %	96	3,84 %	40	1,6 %	166	100 %

Based on the table above, the metaphorical type of code switching in friendship domain was 14 or 0.42%, conversational 16 or 0.48%, and situational 40 or 1.6%. So, the total in this domain was 68 or 2.72%. In education domain, the metaphorical type was 17 or 0.68%, conversational 45 or 1.8%. The total in education domain was 62 or 2.48%. In religion domain was only found one type of code switching namely conversational amounted to 30 or 1.2% and showed the total number in this domain. As for the work domain, the metaphorical type was 4 or 0.16%, conversational 5 or 0.2%. So, the total number of code switching in this domain was 9 or 0.36%. After seeing the type of code switching usage in each domain, it can be concluded that total number of metaphorical type usage was 37 or 1.84%, conversational 96 or 3.84%, and situational 40 or 1.6%. Based on this recapitulation, it can be found the code switching usage in conversational type was dominant used when student, teacher, or even employees interacted in Ulil Albab boarding school environment.

b. Code switching type usage

To find the type of code switching used when interacting communication in Ulil Albab boarding school environment will be seen from some domains existence. The code switching type used was three types metaphorical, conversational, and situational. These three types will be detailed some data that showed the code switching usage of each types.

012 P1: *saas alukum al ibu ala asilati assalamualaikumwaalaikumussalam alyauma ha zal yaum* (untuk kalian semua saya akan mengucapkan salam assalamualaikum jawabannya adalah waalaikumussalam, mengenai hari, hari ini hari apa?) (PEN/BI/C/N012)

015 P2 : *alyaumal kamis* (hari ini adalah hari kamis)
(PEN/BA/C/N015)

016 P1: *summa al haqiqah nahnu ha zal yaum* (selanjutnya, untuk kalian semua hari ini hari?) (PEN/BA/C/N016)

016 P2: *al yaum ha zal yaum yaumul kamis* (hari ini adalah hari kamis)

016 P2: *al yaum ha zal yaum yaumul kamis* (hari ini adalah hari kamis)

017 P1: *sum ma alyaumil al as* (selanjutnya adalah hari setelah itu?) (PEN/BA/C/N017)

018 P2: *yaumul jumat* (hari jumat)

019P1: *yaumul jum ah, ma za yap halul muslimun yaumal jumah* (hari jumat, apa yang akan dikerjakan oleh kaum muslim pada hari jumat) (PEN/BA/C/N019)

020 P2 : *ussalli sunnatul jumah* (untuk menunaikan ibadah sholat jumat)

021 P1 : *pil mas kan lin nat tullab yazhabu na ilal masjid wa lil yussalun wa yas maun wa hutbatain ma za yap al littolibatan naum, wattakallum anis saiq, bil amsi yaumal kiyam al had al hafizal arqam* (untuk semua paras siswa pergi ke masjid untuk melaksanakan ibadah sholat jumat dan mendengarkan khutbah dan selain itu juga semua siswa akan membaca al-quran setelah sholat jumat selesai) *what you mind* (apa menurut kalian?) *al arqamhow ever about* (apa saja yang dibahas tentang) *al arqam apa al arqamso what do you say in* (jadi apa artinya dalam bahasa)Indonesia (PEN/BA,BIng/C/N021)

025 P2: nomor

026 P1 : *how we say in Indonesia how many kinds of numbers you know in English? How do you now* (bagaimana kalian mengatakan dalam bahasa Indoneisa mengenai beberapa banyak macam nomor yang kalian tahu di dalam bahasa Inggris) sekarang ini kalau kita lihat di strukturnya yang di bahas struktur itu mulai dari nomer atau angka jadi di assaah itu lebih banyak misalkan jam satu tepat *how we say in English in English* (bagaimana kita membahasakannya ke dalam bahasa Inggris) (PEN/BIng,BI/C/N026)

026 P2: *one oclock's* (jam satu tepat)

027 P1: *in Arabic assaatul wahidah bimakna assaatul wahidah tamama tamamma makna tamam* (di dalam bahasa Arab bermakna jam satu) kalau dibahas Inggris ya ada kata tapi itu bahasa orang ya bukan bahasa kita kalau tanggal satu apa tanggal satu berhubung hari ini *we have a special guest that's you can your response to and today I want to aks you your confersation do you now in arabic* (kita mempunyai seorang tamu dan saat ini kalian semua bisa menanggapi juga dan hari ini saya ingin menanyakan kepada kalian semua mengenai percakapan yang kalian ketahui di dalam bahasa Arab). (PEN/BA,BIng/C/N027)

028 P1: *seventen* (tujuh belas) *kam muhaddasah pil arabiah sabata asara hal ihfazu al muhaddasatal alwahidah* (berapa percakapan di dalam bahasa Arab yang sudah kalian hapal, dari percakapan yang pertama) (PEN/BA/C/N028)

032 P2 : *insya Allah* (bila Allah menghendaki)

033 P1: *assaniah* (dua)

034 P2 : *insya Allah* (bila Allah menghendaki)

035 P1: *assalisah* (tiga)

036 P2: *Insya Allah* (bila Allah menghendaki)

037 P1: *summa ihfazu al muhaddasat assalisah what is the taitem of the first conversation* (selanjutnya percakapan yang sudah kalian hapal pada percakapan nomor tiga, apa yang menjadi pembahasan pada percakapan pertama) (PEN/BA,BIng/C/N037)

010 Santri: *I am three years old* (saya berumur 13 tahun)

(PRT/BIng/C/N010)

011 Yul: *How old is your mother?* (berapa umur ibumu?)

012 Santri: *She is the thriteen year old* (di berumur 30 tahun) (PRT/BIng/C/N012)

013 Yul: Inget di sini apa artinya *thirty*?

014 Santri: E. . . *anuk* 13, 31, eeee

015 Yul: Hayo apa artinya *thirty*? (PRT/BIng/C/N015)

016 Santri: 13, 15, eeee *thirty* 30, to *endek ye* (bukan itu)

(PRT/BS/C/N016)

The data above showed teaching and learning process taking place in the class when teacher was explaining Arabic subject. The teacher often repeated some single languages in form of Arabic. At the time, the teacher was explaining about al yaum that meant day. When the teacher presented his subject, he changed his language variations by using Arabic. The goal was that students were better able to understand what was meant by the topic of the day in Arabic. As for the data that showed metaphorical type was as follows:

019 P2 Pak Mursidin: *Tiang gumene tiang beli lime, lime bedoente lime tesinggak, lime jeri telang* (saya sengaja saya membeli lima, lima yang kita punya lima yang dipinjam, lima jadinya yang hilang) (PEN/BS/M/N019)

020 P1 Pak Rajab: *Be. . ngendeng laguk sik tekene ngendeng ndekne semel* (itu tapi yang diminta yang dibbilang kalau minta dia akan malu)

021 P2 Pak Bilal: *Ye angkak* (itu makanya)

022 P1 Pak Mursidin: Sehingga orang-orang *ne demen ne doang* (dia si suka saja) (PEN/BS/M/N022)

001 Ita: Eh. . gak jadi kita puasa

002 Novi: *I am pasting* (saya puasa) lasingan (PRT/BIng/M/N002)

003 Ita: Gak jadi dah, ayo aja kita makan snack (PRT/BI/M/N003)

004 Novi: Eh. . ayo dah kita pergi

005 Ita: Gak jadi ini?

006 Novi: Tapi. . . ya ayo dah kita pergi

(PRT/BIng/M/N002)

013 P2: *nu kan nyiur ne no, makat ndekde demen kelepon nuk?* Itu kan kelapa parutnya itu, kenapa anda tidak suka makan jajan kelepon) (Mana temennya lagi yang perempuan?) (PKR/BS/M/N013)

014 P1: itu di kelas (PKR/BI/M/N014)

015 P2: Oooooo

016 P3: *melen tang bait jaje tiang oooo bape* Awan (mau sudah saya ambil jajan ooo saya) (PKR/BS/M/N016)

017 P1: *aro wah landengde baress*, (aduh nanti saya pukul nanti)

018 P2: kenapa? Ke pondok mungkin itu Sama pak II saya minta izin aaaa (PKR/BI/M/N018)

Based on the conversation above, it was showed the existence of goal of the first speaker to influence listener. The topic discussed was about the purchase of cable. The first speaker told that he always bought cable in order to not hard to find but it always missing. So, the listener can respond what the first told and realize there were always items missing there. From the first telling, it makes the second speaker not wanted to buy a cable because he was afraid a similar incident would happen to him. So, from this conversation, there was relation affecting between the speakers. The data that showed the code switching usage for situational was:

231 P1 : *Te jajah no malik* (D bohongi itu lagi)

232 P2: Yoh bisa jadi (PRT/BI/S/N232)

233 P1: *Aneh ye unin, aneh lime ratus ribu bayangkan yak saling gacek nu, lamun bani gacek jak, nu saling gacek nu. Bareh buk lawan polisi-polisi.* (itu yang dibilang, bayangkan ada 500.000 yang akan saling membunuh, kalau memang berani membunuh tapi, mereka akan saling membunuh nantinya, nanti mereka juga akan melawan polisi-polisi). (PRT/BS/S/N233)

234 P2: *Misal lamun langan gegeklah nane, tegacek langan perian, terus laun tegacek sik peseng, perang wah.* (Seandainya nanti dari Gegek, membunuh yang dari Perian, terus nanti yang dari Peseng, akan terjadi perang sudah). (PRT/BS/S/N234)

235 P1: *Lemak pokok Lombok ne yak malik perang kari sekali, ye prediksi.* (Besok pokoknya Lombok ini akan terjadi perang tinggal sekali, itu prediksinya).

236 P3: Kan itu wasiat bapak Maulana Syaikh (PRT/BI/S/N236)

The factors that caused the code switching usage happened.

After researcher conducted a study for a few months ago, there were several reasons for the code switching usage happened in Ulil Albab boarding school environment. One of them was the existence of conversation among student, teacher an even employees. As for the factors caused the code switching happened as follows:

1. There was a change of conversation topic when the first and second speaker communicated in order to the second speaker using other language variations.
2. When the first and second speaker made interacting communication, the existence of the third caused language variation being changed or the existence of code switching usage.
3. When the speaker presented lesson in the class, the existence of repetition of words in single sentence purposed to provide better comprehension to the students.
4. When the speaker made interacting communication, the existence of dialect variation change was caused by existence of the second speaker who was respected so that the first speaker would use polite dialect.
5. Students would use their language due to the situation they was in. one of this factors was also related with students` ability in mastering four languages in Ulil Albab boarding school environment.
6. In presenting linguistic lesson in Ulil Albab boarding school, teacher would use two or more languages because the teacher have well competent in mastering these four languages and purposed to train the student to comprehend the four languages.

D. Conclusion

a. Conclusion

Based on the analysis and discussion regarding to the use of code switching in interacting in Ulil Albaab boarding school environment of sociolinguistic studies that have been completed to analyze in chapter IV, it can be concluded that the three forms of code switching used by participants either students or teachers in the various domains that exist. It can be described as follows:

- a. As a boarding school that used four languages when communicating daily for students and teachers lead to the use of code switching by selecting appropriate language variations when interacted. The use of code switching was dominant in the realm of friendship that was 150 by the use of metaphorical kind of code switching was 12, conversational 16, and situational 40. The form language variation used was dominated by the Sasak language was 38, Arabic 1 English 19 and Indonesian 17.
- b. In Ulil Albaab boarding school environment found the use types of code switching were metaphorical, conversational and situational. Metaphorical type of code switching was found in all domains, as many as 35, while situational only in the realm of friendship which was 40 and conversational found in three domains: education, religious, and work 91 types. So, the most dominant types on the use of code switching when students and teachers interacted in Ulil Albaab boarding school environment was conversational. Conversational was the most founded because there was purpose of speaker to give a deeper understanding about what was delivered. So, the listener will be easier when accepted what was delivered.
- c. Some factors that indicated the cause of code switching happened in Ulil Albaab boarding school environment in interaction of the students, teachers, and employees were:
 1. Topic changes
 2. The presence of a third person
 3. Improving comprehension for Students

4. The existence of listener
5. The Ability of Teachers in speaking

6. Teachers` Competence in mastering Four Languages

b. Suggestion

The use of code switching in boarding school environment was purposed to get description about language aspects when communicating process took place by using more than two languages. Therefore, the researcher can give suggestions as follows:

1. This study was the first research on the use of code switching in boarding school in the form of four languages and saw the form of code switching so that there were many lacks and still require a more comprehensive follow-up. Therefore, it was expected for further researcher to conduct similar research about the use of code switching to enhance the result of next code switching research.
2. For researcher, the use of code switching can be conducted with many other reviews such as pragmatics, psycholinguistics, ethno-linguistic, even other language aspects. Therefore, it can clarify the context in electing the code switching variation used.
3. The analysis result of code switching usage in Ulil Albab boarding school environment was expected to be used to provide an overview of the four language usages and forms of code switching during process of interaction. Because of without communicating tool such as language usage, the interaction cannot happen properly and cannot be said as communication if not used the media as language.

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