The Level of Code Switching Employed by English Education Department Students : A Study at Proposal Seminar Presentation

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Abstract

This study aims to analyze the level of code-switching employed by English education students based on how often code-switching employs in proposal seminar discussions. This research also finds out the type of code-switching students employ most often. The researcher observed and analyzed video recordings by students through zoom meeting recordings during the proposal seminar discussion session. The researcher uses descriptive-quantitative to determine and measure the frequency level of how often students use code-switching. The research subjects in this study were English education students who recorded videos starting from the proposal seminar discussion session. The results showed that students who conducted a proposal seminar in April employed code switching during discussion sessions. The most frequently employed types are intra-sentential, inter-sentential, and extra-sentential. The level of student code-switching is at low and very low levels, but students often use Indonesian during the proposal seminar discussion session instead of using English. It shows that the students' speaking ability is still very limited using English.

INTRODUCTION

Code-switching is the occasion of switching from one code to another or moving from one language to another in the form of sentences or phrases. It appears because of the ability of someone who can use more than one language in conversation in his or her daily life. Code-switching in linguistics refers to using more than one language or variations in speech (Ansar, 2017). Trousdale in Mujiono (2013) says that code-switching is the situation of linguistics where a speaker will change his/her language if someone who talks with him/her has equal ability in another language that they use in interaction. So, based on the previous explanation about code switching, it can be concluded that code-switching is a phenomenon in which bilingual or multilingual

changes speech from one language to another where a condition and situation cause this case.

A seminar is a form of academic instruction in which a small group of people discuss a topic with the help of an instructor. The discussion might take the form of a debate or presenting solutions to the issue of discussion. Seminars typically have fewer students per professor than regular classes and are more focused on their topic of study. Students must present their research proposals during the seminar and respond to questions from the instructor and other participants. The instructor will evaluate the proposal's feasibility at the conclusion. If the proposal is inappropriate, the student must create a new one. If the proposal is feasible but needs improvements, the student must make the necessary changes. Many information, questions, and solutions can be gathered from the seminar and discussions. Seminars might take the shape of discussions about papers, exams, presentations, or theses, among other things. For university graduation, almost all universities require it.

As students majoring in English, students are expected to be able to conduct proposal seminars or thesis final exams using full English or in teaching and learning activities in class. However, based on observations made through proposal seminars that have been carried out, there are still many students who use Indonesian when explaining and answering questions during discussion sessions during the proposal seminar. They use code-switching from English to Indonesian or vice versa because of many factors. Students frequently employ code-switching to interpret words, phrases, or sentences from Indonesian to English or the opposite. The phenomenon of code-switching should not be a problem in everyday life, but it will be a problem when it is introduced into the EFL students' learning setting. If code-switching is used repeatedly, it may suggest that the student's ability to speak English is of low quality, causing the learning objectives to be ignored. The constant use of code-switching will be a significant issue for the existing speaking class. As a result, it is necessary to determine what type and level of code-switching students employ throughout proposal seminar discussion sessions.

The results of this study are anticipated to be concrete evidence about the ability of students' speaking skills, which will later be able to make lecturers improve the quality of teaching in the speaking class—finding out how frequently and what code-switching is essential because seminar proposals are a crucial component of the academic curriculum. English education students should be able to communicate more effectively in English. Each level shows the quality of a student's speaking abilities. Therefore, this research is needed and very beneficial to determine the quality of students' speaking during proposal seminars. Additionally, this research enables close a gap left by earlier studies that did not look at the frequency level. So that English lecturers, particularly those who teach speaking classes, will benefit from and become more aware of the research in this way. Wihin the aims, the following research questions are going to be investigated: 1) What types of code-switching employed by English Education Department students of Universitas Negeri Padang? 2) What is the level of code-switching employed by English Education Department students of Universitas Negeri Padang in Discussion session of Proposal seminar presentation ?

METHOD

This research used the descriptive-quantitative method because numerical data is calculated. The choice of descriptive-quantitative in this study is based on research that wanted to determine and measure the frequency level of how often English Education Department students at Universitas Negeri Padang employed code-switching during the discussion of proposal seminar presentations. The subjects in this study were all undergraduate students registered in the Department of English Education, Universitas Negeri Padang, which conducted a proposal seminar in April 2022. Because the proposal seminar had a limited amount of time and schedule, the researcher only watched the proposal seminar discussion through Zoom recordings that he or she got from students. The criteria for video recording proposal seminars for research subjects were videos that were recorded starting from the second session, namely a question and answer discussion session with students who attended the proposal seminar, and the third session, which was a question and answers session with contributors.

The instruments that were used to collect data were video recorders and field notes. Video recorders and field notes were the devices utilized to collect data. Furthermore, the video recorder was used to record discussion sessions in the proposal seminar, which focused on student utterances when observing the proposal seminar. The researcher took field notes on all of the student's utterances recorded with the video recorder. This section explains the rationale for the application of specific approaches, methods, procedures or techniques used to identify, select, and analyze information applied to understand the research problem/project, thereby, allowing the readers to critically evaluate your project's/study's overall validity and reliability.

The researcher determine the level of code-switching by calculating the percentage of code-switching employed in order to see the ability of speaking of English Education Department students.The researcher used the table data that was adapted based on the statistics book below to find out the frequency scale level of code-switching.

Tabel 1. The Range of Score of Code Switching

Level	Range of Percentage (%)
Very high	81% - 100%
High	61% - 80%
Med	41% - 60%
Low	21% - 40%
Very low	< 21 %

* Note : Adapted based on "*Kategori kelayakan menurut Arikunto (2018)*"

RESULT AND DISCUSSION
Research Finding
Finding 1.

The researcher analyzed the types of code-switching based on the Poplack and Hoffman type theory, namely, intra-sentential code-switching (switching between sentences or clauses), inter-sentential code switching (switching within a sentence can

be in the form of phrases, words, or clauses), and extra-sentential code switching (switching involving tag words or phrases into sentences). These are the three categories of table types shown below.

Table 2. The Frequency level of types of code switching

Student	Types of Code-Switching		
	Intra-sentential	Inter-sentential	Extra-sentential
S_1	40 (87%)	3 (6.5%)	3 (6.5%)
S_2	4 (100%)	0 (0%)	0 (0%)
S_3	0 (0%)	1 (100%)	0 (0%)
S_4	13 (72.22%)	3 (16.67%)	2 (11.11%)
S_5	22 (88%)	1 (4%)	2 (8%)
S_6	13 (65%)	3 (15%)	4 (20%)
S_7	6 (60%)	0 (0%)	4 (40%)
S_8	17 (94.44%)	1 (5.56%)	0 (0%)
S_9	6 (66.67%)	0 (0%)	3 (33.33%)
S_{10}	18 (81.81%)	3 (13.64%)	1 (4.55%)
S_{11}	36 (85.71%)	2 (4.77%)	4 (9.52%)
Σ (%)	72.80%	15.10%	12.09%

Based on the table above, it can be seen that the type of code switching that is most often employed by students during the proposal seminar discussion session is the intra-sentential type, as much as 72.80%, followed by inter-sentential as much as 15.10%, and extra-sentential as much as 12.09%. That way, students often make language switching in the form of phrases, words, or clauses in one sentence during a proposal seminar discussion session, especially in discussion session 3, and it is rare to insert tag words in speaking.

Finding 2.

Based on the analysis, the level of code switching usage of English education students during the proposal seminar discussion session was at low and very low levels. The table below show s the total students who are at that level.

Tabel 3. The level of code switching employed by English education students

Level	Total students
Low	6
Very low	5

As many as 11 students are the subjects of this study. There are 5 students at the very low level and 6 students at the low level. This level shows that students who are at a low level employ a little code switching during the proposal seminar discussion session. The level of code switching range at this level is 21–40%, so it can be said that students at this level have good English skills. Then, at the very low level, it shows that very few students do code switching during the proposal seminar discussion session, which is < 21%, so it can be said that students at this level have very good speaking skills.

However, the percentage of the frequency of the student's code switching level is also influenced by how much and what dominant language they used more when answering and explaining the questions given by the audience and lecturers. Usually, students tend to be quieter when asked by the lecturer during the third session when what is being asked cannot be answered. They either use full Indonesian when explaining it, so it can be said that students' English speaking ability is also influenced by how much the student speaks. The results of this study show that only a small number of students employ code switching during proposal seminar sessions. However, many students switch from English to full Indonesian during these sessions.

Discussion

Discussion 1.

Based on the analysis, students often employ intra-sentential type code switching, followed by inter-sentential and extra-sentential switching. The type employed in analyzing the type employed by students is the type of code switching owned by Poplack and Hoffman. The intra-sentential code switching type is the most dominant type used by students. Then, followed by the inter-sentential type and the extra-sentential type. The result of this study is in line with the result of Rakhmat and Tri's (2018) research, which also examined the types of code switching that students often use in proposal seminars. They found that the intra-sentential type was the type most frequently used by STKIP students. There are 42 utterances of intra-sentential type, followed by 26 utterances of inter-sentential type, and 19 utterances of extra-sentential type. In addition, Amamah et al. (2021) found that students used these types of code switching to ensure that the discussion session during their proposal seminar ran smoothly and the audience could understand what was being said and what message was being conveyed. Intra-sentential is also the type that is often found during proposal seminars at UNG.

In contrast to the results of Rahmat's research (2018), which also looked for the types that were often used by Syiah Kuala university students during seminars, he found that the inter-sentential type was the most frequently used by students, followed by intra-sentential as the second most frequent type, and the least used extra-sentential type. He said that students use code-switching because of their limited ability to use English or lack of vocabulary, nervousness, and also a desire to avoid misunderstanding.

Furthermore, the intra-sentential type is employed by students when they want to explain what they want to convey so that the audience understands it better. Students will usually use Indonesian and then use a few phrases or words from English so that the intent of the topic being discussed can be followed by the audience. As for the

inter-sentential type, students usually use this type to check if their speech in another language can be understood or not. For example, when answering using English, they explain again in Indonesian so that the audience can understand what the speaker means, and the extra-sentential type is usually employed unconsciously by students because they are used to saying these words in their daily communication.

Discussion 2.

Based on the results of the analysis, the frequency level of how often students employed code switching is at the very low and low levels. The very low level, which is in the range of 21%–40%, indicates that the quality of their speaking ability is at the level that they have good English skills. While the low level is in the range of <21%, it can be said that the students have very good quality in speaking English. The assumption is made based on four components of speaking skill. In addition, according to Yarahmadi (2016) that code-switching is significantly influenced by language dominance, or the language that is spoken more frequently.

In conclusion, it is true that students are at a very low level in using code switching, but they often use Indonesian dominantly when answering questions in the discussion session of the proposal seminar. The results of this study are contrary with the level' interpretations because in the low and very low levels, students' speaking ability can be said to be good if they use a little code switching and use English as the dominant language, but in this study it was found that students use code switching little and rarely but English is not the dominant language in the code switching but Indonesian. One of the students also even said that she has limitations in using English, so she prefer to use Indonesian when asked by the examiner to answer the questions using English. The result of this study is in line with the findings of belonging to Bhatti, M. Safdar (1988) who also investigated the use of code switching that was too frequent when speaking. Thus, the evidence shows that students' speaking ability in using English is still very limited.

The percentage of the total student utterances during the proposal seminar showed that as many as 33.54% of students used Indonesian, then 26.09% used English, and 19.54% used code switching. This percentage shows that students prefer to use Indonesian when explaining, while for English, they tend to only answer simple things that are very common to be answered in English. On the other hand, the weakness of this thesis is the weakness of the theory that strengthens the level made based on logic, thus, it is hoped that future researchers can find out more or find ways to strengthen the level theory of code switching that is made.

CONCLUSION

Through in-depth analysis of code-switching employed by English education students during discussion sessions, the researcher found that students employed code-switching in proposal seminar in April. The most frequently employed type of code-switching is the intra-sentential type, then the inter-sentential type and the extra-sentential type. Then, the level of student code-switching as measured by the frequency of how often students employ code-switching shows that students are at 'low' and 'very low levels, where it is shown that students only employ code-switching a little when discussing. However, it is also found that students use Indonesian very often in responding to answers—given by the lecturer.

Based on the analysis of the types and levels of student code-switching, it can be concluded that the proposal seminar cannot be used as an assessment of student's speaking skill in English because the proposal seminar should only be used to test students' understanding of related to their chosen research topic. Students prefer to answer in Indonesian because they feel that the message and intent to be conveyed can be easily understood by using that language. In addition, the language used by the contributors is also one factor that influences students in using English or Indonesian.

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