

CODE SWITCHING IN EFL STUDENTS' PROPOSAL SEMINAR PRESENTATION

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Abstract: In academic situations, especially in proposal seminar presentations, code switching is generally used by the presenter and the audience also by all elements in the presentation for the different activities and different purposes. It gives a chance to them to communicate with each other by using their first language and foreign language. This qualitative study aims to explain the types of code-switching and the factors causing the students to use code-switching in their proposal seminar presentations. The subjects were four EFL students who were presenting their research proposal. An observation technique was used to retrieve the main data, which is the students' proposal seminar presentation. Moreover, this study employed an interview technique to obtain the supporting data about factors affecting the students in utilizing code-switching. The theory about types and factors of code-switching was used in this research to analyze the data. The results find four types of code-switching. Those four types are Intra-sentential switching, inter-sentential switching, establishing continuity switches, and tag switching. The result also shows that several factors affect students using code-switching, such as the real lexical need, quoting somebody else, interjection or inserting sentence fillers or sentence connectors, being emphatic about something clarifying the speech content for the interlocutor. Based on the finding, all types of code-switching are found in this research, and there are only six out of ten factors found in this research.

Keywords: *code-switching; EFL students; proposal seminar presentation.*

INTRODUCTION

Code switching is a phenomenon when speakers use two languages including dialect, variation, style, and other language variations at the same time. For example, the speaker speaks English then switches it into Indonesian. Code switching is one of the language dependencies in a multilingual society, it is difficult for multilingual speakers to speak in one language because they already know and have another language. It makes them sometimes use more than one language in conversation. Code switching is therefore disposed to support each

of the functions and each function agrees with the context.

Code switching is a phenomenon of switching from one language to another in the same discourse (Nunan & Carter, 2001). The related definition also stated that code switching is a transliteration from one language to another language (Ohoiwutun, 1997). Generally, there are no big differences in the definition and explanation about code switching. Further, code switching is also defined as the situation in which two languages are used in the same

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utterance (Hoffman, 1991). In general, people use two languages or more because they would like to adapt to the situation or with the context orally. For example, when people would like to present something or tell something in English in a forum they will switch the language into the language that is mostly used by the participants inside the forum.

In academic situations, especially in proposal seminar presentations, both first language and foreign-language are generally used by the presenter, the audience, as well as all elements in the presentation for different activities and different purposes. Such a situation enables them to communicate with each other by using their first language and also foreign language, and therefore, practice code switching.

In English Department of *Universitas Negeri Gorontalo* (UNG), the students are required to conduct a series of seminars as a requirement for their study completion. One of them is a research proposal seminar. This seminar is conducted to examine whether or not their proposals are deemed as appropriate to proceed to the next step. This proposal seminar commonly consists of two sessions, research proposal presentations delivered by the students, and questions and suggestions given by the lecturers. The phenomenon of interchanging one language to another language often occurred in these sessions, since the students and the teacher are non-native speakers. Such a situation that commonly happens in a multilingual community makes the students to use more than one language in their presentation.

There are four types of code switching, which are, Intra-sentential switching, inter-sentential switching, establishing continuity switches, and tag switching (Hoffman, 1991). Hoffman also provides ten factors causing code switching. Those are talking about a particular topic, because of real lexical need, quoting somebody else, interjection (inserting sentence fillers or sentence connectors), expressing group identity, being emphatic about something, repetition used for clarification, the intention of clarifying the speech content for the

interlocutor, to soften or strengthen request or command and to exclude other people when a comment is intended for only a limited audience (Hoffman, 1991).

Several previous studies have highlighted the benefits of code switching in an academic situation especially for the learners of EFL and ESL. The first study is entitled “*Code switching used by English Language Teacher at SMA Negeri 1 Suwawa*”. In her study, the researcher wants to find out the types of code switching used by English language teachers in the teaching process. This research can be a one of reference about the types of code switching (Tina, 2019). Compared to the previous study, in the same university, a study entitled “*Students’ And Lecturers’ Perception toward the Use of Code Switching in English as Foreign Language Classroom*” has previously conducted. The result of this study shows that both the students and lecturers agreed that the use of code switching in the classroom can influence the students’ English language learning process. The result of this study can also be a reference to determine the factors of code switching on this research (Djailani, 2018). In another study entitled “*Code Switching and Code Mixing in Teaching-Learning Process*,” the study shows that the teacher sometimes consciously and unconsciously switches the language in providing knowledge (Ansar, 2017). From those previous studies, it is concluded that code switching in classroom situations has been a matter of discussion for some researchers. Those studies concluded that code-switching in the classroom can give some benefit for the teachers and students.

In conducting this study, a preliminary observation has been done to identify whether or not the participants of the research proposal seminar use code switching. The result of the preliminary observation shows that most of the students used two languages in their presentation, which are English and Indonesian. In case,

most of them switched their language from English to Indonesian during presentation.

Example:

Presenter: The wishing things that I want to put in my undergraduate thesis in the another reason like *alasan-alasan yang lain yang sebenarnya itu terjadi dan perlu ditaru didalam thesis ini*. [other reasons which occur and need to be included in this thesis]

One example is the code switching used by a student in the proposal seminar presentation in which he switches the language from English to Indonesian. In this situation, the student used code switching to stress his explanation of his research proposal. In the first utterance, he uttered the explanation in English by saying “The wishing things that I want to put in my undergraduate thesis for another reason like”. Then, he continues the utterances by switching the language in Indonesian by saying “*Alasan-alasan yang lain yang sebenarnya itu terjadi dan perlu ditaru didalam thesis ini*” [other reasons which occur and need to be included in this thesis]. In this case, the language switch occurs within the sentence boundaries. He also used code switching to give a clear explanation about his research proposal.

In the proposal seminar presentation, the student is obliged to use English as the appropriate language in presenting the research proposal. Nevertheless, some students still use their first language when they present their research proposal. Hence, they used code switching to help them to convey the point of the topic. In other words, code switching is seen as a beneficial tool that enables students to deliver the point of their research proposal. Further,, code switching is also defined as a common term for alternative use of two or more languages, varieties of language, or even speech style (Hymes as cited in Djailani, 2018). In line with this, it can be suggested that code switching is an alternative method for those who want to make the conversation run smoothly, so that the participants in an interaction can understand each other.

Based on the previous explanations, this study is considered beneficial to be conducted to find out the types and factors of code

switching used by EFL students of UNG in their proposal seminar presentation.

METHOD

The study employed a qualitative method. This qualitative method is deemed as appropriate because it can be used to analyze the phenomena that are closer with the social situation and human behavior. In addition, a qualitative method was chosen since this research aimed to explain the phenomena of code switching expressions uttered by an individual. On top of that, the study employed a data codification technique. First, a data code was applied to the participants by using number 1,2,3,4 as the sequence and amount of the participant. The next was to codify the type and factor by using alphabet that was related with the sequence and amount of type and factor of code switching. Further, the data were analyzed to determine the categorize of type and factor of code switching

The participants of this study were four EFL students that were conducting a proposal seminar presentation. The participants were chosen because they were accessible and they were willing to be observed and recorded to gain the data of this study.

An observation technique was employed to collect the main data. The students' proposal seminar presentation was recorded from the beginning of their proposal seminar presentation until the closing. The whole session consists of opening session by the moderator, presentation session by the students, question and answer session by the examiners and the students, and closing session by the moderator. Moreover, the data were transcribed in written form. All utterances were analyzed by looking to the indicators of code switching. In this part, an interview technique was employed to find out the factors of code switching. All of the data have been written and also provided with the information regarding to the time when the presenter used code switching.

Further, a semi-structured interview technique was also conducted in collecting the supporting data, the questions of interview consist of “When do you use code switching? And Why?” is the questions was adapted from the previous research as the indicators of code switching factors to find out the factors why they used code switching in their presentation. This interview was conducted directly to the participants by giving questions that related to the factors of code switching. Further, the participants’ answers were analyzed by juxtaposing their answer with the one of code switching factors.. . The data analysis phase involved listening to the audio recording, note taking, generating codes and themes, and interpreting the meaning of code (Cresswell, 2009; Holmes, 2013). Those steps were adapted and developed to fit this research instrument. The first step was listening to the audio recording of the proposal seminar presentation and interview. In this step, the audio was listened to get the information of the participants such as the utterances that contain code switching produced by the students, also the factors causing the participants used code switching. The second step was note taking. This step was the transcription process. The utterances and interview from the audio recording were transcribed into a written form. In this step, it was important to pay attention to the punctuation used by the participants in their presentation, to make sure that there would not be mistakes in classifying the types of code switching. The next step was generating codes and themes. The data codification phase was marked out as the process of organizing the material into chunks or segments of text before generating the meaningful information (Rossman & Rallis as cited in Cresswell, 2009). These segments were labeled with terms that describe the data on different levels of abstraction. The final step was interpreting the meaning of code. In this section, the types of code switching along with the factors causing code switching were explained as a result of data interpretation. The theory of types and factors of code switching proposed by Hoffman

was used in this step to answer the research question.

RESULTS AND DISCUSSION

Types of Code-Switching in EFL Students’ Proposal Seminar Presentation

Based on the data analysis, there are 14 utterances containing the types of code switching in EFL students’ proposal seminar presentation. Those data are included to the four types of code switching presented by Hoffman. Those are 8 data included in Intra-sentential switching, 4 data included in Inter-sentential switching, 1 data included in establishing continuity switches, and 1 data included in tag switching. Those data are acquired from the students’ presentation, as well as their response to the questions and comments given by the examiners.

As previously stated, in this study, the code switching produced by the students is categorized according to the types of code switching proposed by Hoffman. In his classification, there are four types of code switching, those are intra-sentential switching, inter-sentential switching, establishing continuity switching, and tag switching (Hoffman, 1991). According to Hoffman, intra-sentential switching is the switching that consists of switching between a clause or sentence boundary. This type of code switching involves different types that occur within clause or sentence boundaries. In addition, intra-sentential switching includes switching within (Rahmaniah, 2016). Based on the findings in this research, intra-sentential switching is used by the students when they switch several sentence/clause/word boundaries/phrases into Indonesian when they do not know the meaning in English. It means the student used intra-sentential switching to proceed through the presentation smoothly and the message can be delivered easier; so that the contents can be understood by the examiner and audience. The code switch occurs when the student explains the research proposal, answers the question, and responds for the statement like a suggestion, etc. There are 8

data containing this type of code switching. In other words, it can be said that this is the dominant type of code switching used by EFL students of UNG in their proposal seminar presentation.

The second type of code switching is inter-sentential switching. This type is almost the same with intra-sentential switching. Inter-sentential switching is the switching that occurs between clause or sentence boundaries (Hoffman, 1991). This type of switching occurs in each clause or sentence from one language into another language.

For example:

1.B.

“I cannot hear your voice ma’am. *Tidak jelas suara saya pakai headset*”

This type of switching changes the language in the clause and sentence boundaries. Likewise, when the student explains something in English and they feel unsatisfied with their explanation they can emphasize the content by switching into Indonesian as their native language. There are four data included in this type. In this case, the inter-sentential switching found in this research happens when the students used both two languages to emphasize their explanation. This inter-sentential switching occurs when the student explains the research proposal, answers the question, and responds to the statement or suggestion. They used Indonesian because it is their first language which can help them to make the examiner understand their explanation.

The third type of code switching is establishing continuity switches. This type of code switching occurs when the speaker would like to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then another speaker try to respond to it in English too, then they also can switch it into Indonesian as their native language (Hoffman, 1991). On top of that, this type of code switching is preferred because the interlocutors might think that the conversation will run smoothly and they will be able to communicate their message if they use the common language within the conversation. In

this study, the Establishing continuity switching only occurs once in students’ presentation.

The last type of code switching is tag switching. This code switching is the type of switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another (Hoffman, 1991). I, some people used this type in varieties of tags, exclamation and phrases form for a certain purpose. Likewise, when the student would like to clarify their statement by putting the exclamation word. In this study, the tag switching only occurs once and is performed in question sentences. The student also uses this type of code switching to help her in remembering the word or statements that were forgotten by her. Further,, based on the data interview, the students said they used code switching in the proposal seminar presentation is helpful for those who forgot or have a lack of vocabulary in English. In conclusion, it can be said that code switching is the situation in which two languages are used in the same utterance. Commonly, people use more than one language to adapt to the situation or with the context orally.

Causal Factors of Code-Switching in EFL Students’ Proposal Seminar Presentation

This study also explores the 10 factors causing the students to use code switching in their presentation. Those are talking about particular topic, real lexical need, quoting somebody else, interjection (Inserting sentence fillers or sentence connectors), expressing group identity, being emphatic about something, repetition used for clarification, the intention of clarifying the speech content for interlocutor, to soften or strengthen request or command, and to exclude other people when a comment is intended for only limited audience (Hoffman, 1991). However, based on the result, the study only discovers six types of factor. Those are, because of real lexical need, quoting somebody else, interjection (Inserting sentence fillers or sentence

connectors), being emphatic about something, repetition used for clarification, and intention of clarifying the speech content for the interlocutor.

Real lexical need is the factor that is used by the person as the common reason for bilingual and multilingual people to switch their language is because of lack of the equivalent lexicon in languages (Hoffman, 1991). Likewise, when an English-Indonesian bilingual is in conversation and has a lack of vocabulary in English they will say it in Indonesian. It is shown that there is a factor that is caused because of lack of vocabulary in the second language. This factor is also mostly found in students while they were presenting their proposal seminar. Based on the interview result, most of them said that they used code switching from English into Indonesian in their presentation because they have limited vocabulary in English as their foreign language. That is why they prefer to switch the conversation to Indonesian as their first language. It occurs when the student explains the research proposal, answers the question, and responds to the examiner's statement.

The second is being empathetic about something. Being empathetic about something is the factor that occurs when the speaker switches the language, intentionally or unintentionally, from their second language into the first language, if she/he is talking by using the language that is not their native language and suddenly wants to be empathetic about something (Hoffman, 1991). In other words, the person switches from the foreign language into the first language because of feeling more convenient to be empathetic in their first language than the first language. In this research, the factor occurs only three times and only used by student 1. This factor caused the student to switch their language because the student feels more convenient if she speaks in Indonesian. Beside on that, the result of the interview shows that this factor occurs only in several parts of the presentation. It is because there is no requirement for the examiners to use Indonesian fully while they are in presentation. Likewise the previous factor, this also happens

in opening, closing, as well as to respond to the statement or suggestion from the examiners.

The third factor is repetition used for clarification. Repetition used for clarification is the factor that caused the bilingual and multilingual speaker, when they want to clarify his speech can be understood clearly by the listener, he can sometimes use both of the language (code) that was mastered by them to deliver the same point or messages (Hoffman, 1991). Frequently, a message in one code is repeated in another code literally. A Repetition is not only to clarify what the speaker said but also to emphasize a message. In addition to that, this factor causes the speaker to speak twice in two languages in the same utterances with the purpose to make the listener understand the message. Moreover, in this research, this factor was found in students' proposal seminar presentation three times performed by student 1.G.g. and student 2.G.g. According to the interview with both students, they have used code switching because they would like to make the examiner satisfied with their explanation in addition to clarifying their prior statement.. In other words, this factor caused the student to use both the first language and foreign-language to emphasize the message that has been delivered. In this case, the student delivers the first statement in English and switches it into Indonesian. This data supported by the interview when the student says:

2.G

"Yes Ma'am when I was in the five semester, so I want to know eh yang maksudnya saya ingin mengetahui apakah teman-teman yang lain juga persepsi mereka tentang strategi book review ini"

The fourth factor found in this study is the Intention of clarifying the speech content for the interlocutor. This factor occurs three times and is only used by one student. According to Hoffman, the Intention of clarifying the speech content for the interlocutor is the factor that caused the speaker, especially the bilingual and

multilingual to switch their language because they realized that there was a lot of code switching. In this regard, they will repeat the code by switching it to ensure that the respondent understand the meaning of their contents. Besides, this factor occurs when the speaker using would like to clarify the speech content for the listener because there is a lot of code switching. Then they used it in order for the message of the explanation to be understood by the listener. Hence, the study argues that a student used code switching because one would like to clarify the content of speech. It occurs because he realized that the code switching sometimes makes the examiners confused with the content and also difficult to catch the point. Moreover, the student used code switching because commonly the examiners feel unsatisfied with his answer which is why to make it clear he used code switching.

The fifth factor of code switching is Interjection (Inserting sentence fillers or sentence connectors). This factor found in this research occurs once in students' proposal seminar presentation and only used by one student. Interjection (Inserting sentence fillers or sentence connectors) is the factor that caused the speaker to use code switching as the interjection (Hoffman, 1991). The Interjection is the word that expresses something, which is inserted into a sentence to convey surprise, strong emotion, or to get attention. The use of interjection is more found in speaking than in writing. It means that this factor caused the speaker to use code switching to express the situation that happens in their presentation or to show their feeling about something. In this regard, the study found out one example of this factor. According to the interview, the student used code switching because she would like to tell the examiners that she forgot what she would tell next by expressing it in interjection words. The interjection word occurs when she explains the background of the research, after she said several words in the first statement then she forgot what she would say which is why she used it. Besides, the student also said that this interjection word can give her time to remember the ideas that would be delivered by her.

However, this factor only occurs once and performed by one student in the proposal seminar presentation.

Further, the sixth factor of code switching is quoting somebody else. Quoting somebody else is the factor that occurs when the speaker switches the code to make a quotation about a famous expression, proverb or saying of some well-known figures (Hoffman, 1991). The switch is only about the words that the speaker is claiming the quotes that are said by another person. In addition, this switching occurs when the speaker would like to quote the statement of the other people. For example, when Indonesian people speak in English want to quote the statement of another person that stated in Indonesian, they will also use Indonesian, and therefore switch the code. Moreover, the researcher found the data that contained this factor in students' proposal seminar presentation. The code switching occurs when the students explain the research proposal and give an example about the data found in his research. In this case, the student used code switching because the examiners asked him to give a strong reason for his statement that is why he gives an example according to the data provided in Indonesian language.

Further, based on the analysis of types and the factors of code switching, the researchers found that most students used code switching to help them when they have a lack of vocabulary in English and when they forget the ideas that would be delivered. It is also supported by the interview, when all of the participants that consist of student 1, student 2, student 3, and student 4 said the use of code switching in students' proposal seminar presentation are helpful for them to deliver the message and point of explanation in order can be understood easily by the examiners and runs smoothly, especially for those who have limited English vocabulary. Moreover, they used code switching as the tools to ensure that the proposal seminar presentation runs well.

Based on the discussion, it can be suggested that code switching is a phenomenon that cannot be avoided in students' proposal seminar presentation. Even though they have already learned to speak a subject for more than three years, such cannot guarantee that they have already mastered English. In addition, there are many factors that influence them to use the first language. The use of code switching is therefore regarded as beneficial. In this regard, the use of code switching is appropriate in proposal seminar presentation as long as the students used this code switching wisely. Moreover, code switching can be the strategy of students in presenting their proposal seminar presentation.

CONCLUSION

Based on the findings, it is found that the students use four types of code switching in their proposal seminar presentation. Those four types are Intra-sentential switching, Inter-sentential switching, Establishing continuity switches, and tag switching. Intra-sentential switching is the most dominant type found in this study, followed by other three types of code switching. The students use those types of code switching to make their presentation running smoothly and the message can be delivered easier and can be understood by the examiner and audience.

Further, this study also reveals the factors causing students to use code switching in their proposal seminar presentation. This study finds six out of ten factors of code switching used by the students. Those are: real lexical needs, quoting somebody else, interjection, being empathetic about something, repetition used for clarification, and intention of clarifying the speech content for the interlocutor.

Based on the interpretation of data analysis, it can be suggested that code switching can be used as a tool in students' proposal seminar presentations as long as the students use it wisely. The use of code switching in presentations is really helpful for them to deliver the message and point of explanation in order that it can be understood easily by the examiners and runs smoothly, particularly for

those who have a limited vocabulary in English. Moreover, they used code switching as the tools to ensure the smooth flow of the presentation. During the research, the researcher found that the students use code switching according to the situations that happen to them. The factors become the strong reason why they should use code switching in the proposal seminar presentation. Most of them used code switching by switching the language within a word, clause, and sentence boundaries, and also most of them switched the language in clause and sentence boundaries. Then they switch the language to continue the utterance of the speaker who has the same background of language and also they switch the language by inserting the tags and exclamation. Further, the researcher found the factors of code switching were used by English Department students in their proposal seminar presentation. Those consist of: limited vocabulary, quotation of a statement, they are empathetic about something, they need to repeat for clarifying something and they need to clarify the speech content for the interlocutor.

Moreover, this code switching is an unavoidable phenomenon that occurs in speaking. Also, the use of code switching can be a strategy for those who will do the proposal seminar presentation, as long as they use it wisely.

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