

**THE LEVEL OF CODE SWITCHING EMPLOYED BY ENGLISH  
EDUCATION DEPARTMENT STUDENTS : A Study at Proposal Seminar  
Presentation**

**THESIS**

*Submitted as Partial Fulfillment of the requirements to Obtain Bachelor of  
Education (B.Ed.) in English Language Education*



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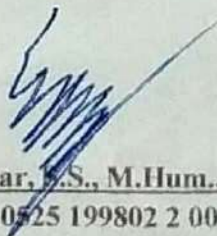
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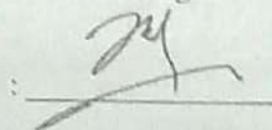
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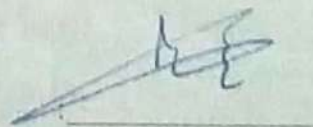
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## ABSTRACT

**Salsabila, Finessa (2022). The Level of Code Switching Employed by English Education Department Students: A Studyat Proposal seminar Presentation. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.**

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 11 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 as dominant language during the proposal seminar discussion session instead of using English. It shows that the students' speaking ability is still very limited using English.

***Keywords:*** *code switching, frequency level of code switching , English education students , speaking skill , proposal seminar presentation*

## ABSTRAK

**Salsabila, Finessa (2022). Tingkatan Alih Kode yang Digunakan oleh Mahasiswa Jurusan Pendidikan Bahasa Inggris: Studi pada Presentasi Seminar Proposal. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Penelitian ini bertujuan untuk menganalisis tingkat alih kode yang digunakan oleh mahasiswa pendidikan bahasa Inggris berdasarkan frekuensi seberapa sering terjadi alih kode saat diskusi proposal seminar. Penelitian ini juga mencari tahu tentang tipe alih kode yang paling sering digunakan oleh siswa. Peneliti mengamati dan menganalisis rekaman video mahasiswa melalui rekaman zoom meeting saat sesi diskusi seminar proposal. Peneliti menggunakan deskriptif-kuantitatif untuk menentukan dan mengukur tingkat frekuensi seberapa sering siswa menggunakan alih kode. Subjek penelitian dalam penelitian ini adalah 11 mahasiswa pendidikan bahasa Inggris yang merekam video dimulai dari sesi diskusi seminar proposal. Hasil penelitian menunjukkan bahwa mahasiswa yang melakukan seminar proposal pada bulan April menggunakan alih kode selama sesi diskusi. Tipe alih kode yang paling sering digunakan adalah *intra-sentential*, *inter-sentential*, dan *extra-sentential*. Tingkat alih kode mahasiswa tergolong rendah dan sangat rendah, namun mahasiswa sering menggunakan bahasa Indonesia sebagai bahasa yang dominan pada saat sesi diskusi seminar proposal daripada menggunakan bahasa Inggris. Hal ini menunjukkan bahwa kemampuan berbicara siswa masih sangat terbatas menggunakan bahasa Inggris.

***Kata kunci: alih kode, tingkat frekuensi alih kode, mahasiswa pendidikan bahasa Inggris, keterampilan berbicara, presentasi seminar proposal***

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Padang, September 2022

The researcher



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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

A *language* is a form that cannot be separated from human survival because a layer of society uses language as an arbitrary sound symbol system to cooperate, interact, and identify themselves. It is also a tool that everyone uses in their daily lives to communicate information and arguments to others (Rabiah, 2018). Not only that but language can also be used to show an identity and reflect culture. Language and culture are strongly intertwined because language represents a nation and is closely linked to the attitudes and behaviours of groups of language speakers. Some language speakers can master multiple languages, which means they can speak two or more languages well. This ability is often referred to as bilingualism.

Bilingualism is the ability to speak two languages well. People who have this ability are called bilingual. Bilingual, according to Hutauruk (2016), is someone who can speak more than one language in addition to their language. The background that encourages bilingualism is due to language contact in the brain. Language contact happens as a result of population movement for causes such as education, politics, economics, religion, and natural disasters, resulting in contact with the languages of other speakers (Wahyudin, 2012). In Indonesia, bilingual cases are cases that are almost experienced by more than half of Indonesians. People in Indonesia use bilingualism because the country is divided into many tribes, each speaks a different regional language. Indonesian people, on

average, master their local languages and Indonesian, especially the variety of speech. When they communicate later, because of their situation or condition, they switch languages, stop speaking one language and start speaking another, or incorporate unadjusted patterns from one language into the patterns of another. This language switching is known as code-switching.

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 et al., 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. At the same time, Richard and Schmid describe code-mixing in (Umami & Ghasani, 2021) as mixing two codes or languages without changing the topic. When a speaker's habit is to mix two or more languages in a speech or a discourse without obligation, the speaker's relaxed state or habit is concerned with the circumstance (Dewi, 2021). Jendra in (Sumarsih et al., 2014) writes that code-mixing is the language usage in which "a mixing of different variations within the same clause.". Thus, code-mixing is the mix of language that inserts another language into the dominant language they use in the speech community without changing the topic. So, based on the previous explanation about code switching and code mixing, 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.

Several studies on code-switching have been conducted. In order to deal with this research, the researcher looks at some relevant studies that have been conducted. Amamah et al., (2021) did a previous "Code Switching in EFL Students' Proposal Seminar Presentation" study. This study was carried out to clarify the causes of code-switching in proposal seminar presentations among students. Similar to the study conducted by Sagala et.al., (2018), which also described the code-switching phenomenon that took place during the proposal seminar for the English Language Education Study Program of the Binjai Cultivation Teacher and Education College (STKIP), as well as the type of code-switching that are employed and the causes of code-switching. On the other hand, Ramasari & Kumalasari (2018) were curious to understand more about the uses and reasons for using code-switching in interactive discussions of proposal seminars. Hanafiah et al. (2021) focused on finding the types of code-switching and their function in the interaction between students and lecturers during thesis examination, in contrast to previous researchers who focused on proposal seminars. Additionally, to fill any gaps in previous research, the researcher will determine how frequently students employ types of code-switching and what level of code-switching is during 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.

## **B. Identification of the Problem**

In the context of EFL, code switching is very essential. Students, as one of the classroom components, should be aware that excessive code-switching use can deviate from the learning objective, as students will be distracted from their second language achievements. Meanwhile, if it is not used properly and positively, it will cause three problems. The first is when conducting seminar proposal discussion sessions, students employ code switching too much when the purpose of the seminar is to to help student in the preparation of their thesis in order for the research direction to be proper and test students' speaking skills. The second problem is that students frequently employ code switching to conduct discussion session, despite the Department's intention that students in the English

education study program be able to conduct seminar proposals in full English. The last problem is that students are unaware of the level and type of code switching that occurs during discussion session of proposal seminar presentation.

### **C. Limitation of the Problem**

Based on the identification of research problems, the limitation of the problem is the frequency level and types of code-switching employed by English Education Department students in discussion sessions in proposal seminar presentations at Padang State University.

### **D. Formulation of the Problem**

In relation to the limitation of the problem above, the research problem can be formulated as follows: What is the level and types of code-switching employed by English Education Department students at Universitas Negeri Padang in the discussion session of Proposal seminar presentation ?

### **E. Research Questions**

The formulation of the problem above is further elaborated in the following research questions :

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 ?

## **F. Purposes of the Research**

The purposes of this research are :

1. To find out the types of code-switching employed by the English Education Department students in discussion session of proposal seminar presentation.
2. To find out the level of code-switching employed by English Education Department students.

## **G. Significance of the Research**

This study may provide additional insight and information about the level of code-switching employed by English Education Department students of Universitas Negeri Padang. Secondly, this study could be beneficial to lecturers and students in the classroom when it comes to teaching and learning. For lecturers, it can be an evaluation for improving the quality of speaking classes as well as a source of inspiration for future study on bilingualism in educational discourses and language contact in a variety of contexts. For students, this research is useful to help them to evaluate and improve their ability in using full English when discussing proposal seminar presentation. Lastly, it is anticipated that the study's findings would help in the teaching and learning of English as a second language.

## **H. Definition of the Key Terms**

1. Frequency Level of Code-Switching : A measure of how often students employ code switching during proposal seminar discussion sessions. This level determines the quality of students' speaking ability in English.

2. Code-Switching : Alterations in language that take place in a single utterance within a single sentence or phrase due to the circumstances, the audience, and the conversation topic. Bilinguals usually engage in this phenomena.
3. English Education Department Students : Students who enter college to learn more about teaching and learning English/language arts and the preparation of English teachers.
4. Speaking Skill : The skills that enable students to communicate information orally and in a way that the listener can understand.
5. Proposal Seminar Presentation : Part of the advanced level to present a thesis plan that has been completed by students with the guidance of an instructor who help organize the discussion, which can take the form of a debate or the presentation of a solution to the topic of discussion.