

PROCEEDING INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION (ICIED)
 “INNOVATIONS, APPROACHES, CHALLENGES, AND THE FUTURE”
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG
 23-24 OF NOVEMBER, 2017
 e-ISSN 2613-9804 p-ISSN 2477-3638
 VOLUME: 2 YEAR 2017

**CODE-SWITCHING IN ENGLISH DEBATING CLASS: CASE STUDY AT
 UNIVERSITY OF MUSLIM NUSANTARA AL-WASLIYAH**

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Abstract. Debate is one of the lectures which encourage the learners to think critically and speak fluently in English. However, when the learners communicate their ideas in the debate classroom, many learners are find it difficult to express their ideas and use code-switching to explain their understanding. This paper presents the results of a single case study of an EFL learners' code switching in English debating class in term of types and reason of code switching occurs during debate. The result of the research indicated that all of learners' code switching are based on the intra-sentential type. Further, one of the reason why code-switching occurs in English debating classroom is due to the learners' falters during expressing their arguments. They felt nervous when expressing their arguments. The subject of the research are the learners from class IIIA and IIIB which consist of 75 learners majoring in English at Universitas Muslim Nusantara Al-wasliyah

Keywords: Code-switching; Debating Class; English Student

A. INTRODUCTION

1. Definition

a. Code-switching

Code-switching is the alternation of languages or its varieties in the same dialogue, Myers-Scotton in Jakobson & Henrik (2010). Brown in Jakobson & Henrik (2010) defines code switching is a phenomenon of language alternation that happens on a daily basis for widening contacts in communities. Poplack in Pollard (2002) defines code-switching as the alternation of two languages within a single discourse, sentence, or constituent.

b. Debate

Dale & James (2002) defines a debate as a speaking situation in which opposite points of view are presented and argued. A debate is about the real or simulated issue in which the learners shared knowledge about the issue and different opinions or interest to defend and vote for the issue or reach a concrete decision at the end of activity (Littlewood, 1981). In Jogja Debating Forum (2012), it defines that debating is a clash of arguments. Debating seeks to explore the reasons behind every side of every issue, make the convincing and understandable reason then deliver the arguments in a good communication.

2. Introduction

Teaching speaking to the university students especially for students majoring in English education at Muslim Nusantara Al-wasliyah university has become clear for the researcher that English is not the only language which is spoken in the classroom specifically in a debating class. The students still use Indonesian language while arguing in the debating class. As one of the compulsory lecture which is learned in the third semester, the students are encouraged to speak their ideas clearly and avoid monotone in order to persuade the judges

and audience. Krieger (2005) states that debate can be applied in EFL classes to encourage the students to practice their English skills in real-life settings. He explains that activities in debating activate cognitive varieties and linguistics skills the students has in form of argumentation. English debating as one of the compulsory lecture at university requires all English language skills, the skill in presenting and delivering. As explain in Jogja debating forum (2012), debating is a clash of arguments and it is not a discussion. To speak out and listen to different kinds of opinions and at the end respecting those differences becomes the point of having a debate.

However, there is a great deal of Indonesian language spoken in a debating class by students for different reasons. Strazny (2005) states that in *Encyclopedia of Language & Linguistics* lists of possible functions for the switching of code are often treated for the switching of code. In addition, Brown (2006) argues that the phenomena of code-switching is due to the internationalization of societies and the contact of communities all over the world. Furthermore, Myers-Scotton (2001) defines code-switching as alternating various languages to the same utterance or dialogue. This phenomena happens on a daily basis both in schools and outside of the school setting.

There are several researchers have conducted a research related on code-switching. One of them was a research conducted by Jinxia (2010) in China. She analyzed the use of code switching in the classroom as a strategy which enhance the students ability in learning English. She found that there wer six functions of code-switching and some factors of the code-switching which can influence positively in the process of learning English at school in China. Meanwhile, Macaro (1997) conducted a research of code-switching in the level of high school and examined the used of first language in learning the target language among students and teachers in the classroom. She found that teachers often use code-switching and clarify command in the classroom. She argued that many students do not able to study when they do not understand their teachers' language.

Although there has been several research done on code-switching and its effects on the education of learners, there is still not many research on university learners in specific lecture such as debating class. In this study, how the code switching among debaters in the level of university (when learners or debaters should speak fluently and effective communicate) affect the students' acquisition and performance. It is known that based on the preliminary research conducted by the researcher, the data showed that switching the codes happened in the debating class majoring in English education at the level of university. A multilingual in the aforementioned debating class are the students of third semester of English department at Muslim Nusantara Al-wasliyah university who use English and Indonesian in debating. The investigation of code switching which involves learners is still limited in Indonesia, since most of the studies are concerned with the teachers' code-switching. Thus, in order to expand the study about code switching in Indonesia, this research was aimed to investigate EFL learners' code-switching and the reasons of their code switching which involved during the debating class.

B. MATERIAL & METHODS

1. Code-Switching in English Debating Class: Case Study at Universitas Muslim Nusantara Al-wasliyah

Perhaps the majority of language lecturers today when asked to identify the strategy they apply in improving the learners' speaking ability identify debate as the strategy of choice. Hence, English department as the major which provides the debate class encourage the learners to think critically and speak fluently in English. However, when the learners communicate their ideas in the debate classroom, many learners are find it difficult to express their ideas and even they use code-switching to explain their understanding. An English language learner is encouraged to speak in English fluently and effective. The purpose of the research are to describe the types and the reasons of the code-switching in English debating class by the learners of English department in third semester at Universitas Muslim Nusantara

Al-wasliyah. The subject of the research are the learners from class IIIA and IIIB which consist of 75 learners. This research uses *qualitatif explanatif* by focusing on learners utterances during the debate.

Keywords: Code-switching, Debating Class, English Student

2. Material & Methods

The data used in this research was obtained through an investigation in two classes of English department at university of Muslim Nusantara Al-wasliyah in the city of Medan, Indonesia. The transcript of learners' utterances during debate were analyzed based on the theory of code-switching proposed by Poplack. The two classes has large size with the number of participating students was 75 from the total of the two classes. To obtain a good and sufficient information, the researcher used observations and learners' interviews. Interview and observations involved students at the concerned university majoring in English department.

This study used qualitative approach with case study design. The overall purposes of qualitative approach are to achieve an understanding of how people make sense out of their lives, delineate the process of meaning-making, and describe how people interpret what they experience (Merriam, 2009). The aforementioned purposes were in line with the purposes of this study where it was used to understand the actions and experiences of an EFL learners in using code switching in a debating classroom. This study only focused on the single case which was learners majoring in English code-switching.

C. RESULT & DISCUSSION

1. Types of Learners' Code-Switching in a Debating Class

Types of learners' code switching in this research were concluded from the analysis of video transcripts of debating process in the classroom observations which became the main source of data. The findings showed that the learners used code switching which involved English and Indonesian. The learners' different types of code switching were analyzed based on the theory of type classifications which had been proposed by Poplack (1980) including inter-sentential, intra-sentential, and tag switching. The result showed that among those three types, there was only one type found in the learners' code switching. More specifically, seven examples of intra-sentential code-switching were found within the English debating classroom.

Intra-Sentential Switching

Intra- Sentential switching is a type of code switching which occurs at the clause, phrase, or word level (Poplack, 1980). The findings from English debating classroom observations revealed that the use of intra-sentential switching could be found as the following debaters.

Example:

Student 1: *Online transportation should be ban eeeem online transportation **banyak menyebabkan** problem such as conflict if between online driver and public driver eeeem wih the killer driver of **penumpang** and then eeeem problem other eeeem **penipuan** mmmm between **penumpang** and driver eeeem then eeeem to our something in public transportation*

Student 1 was the first debater in her team and she was given two minutes to speak to express her ideas and thoughts. She knew the problems that could be happen because of the online transportation in Indonesia. Based on her speech, however, she was unable to effectively communicate her ideas fully in English the reasons of banning online transportation to the audiences. In one clause, she did intra-sentential switching when she said "*banyak menyebabkan*" (Translation: cause many) , "*penumpang*" (Translation:passenger), and "*penipuan*" (Translation: deception) in a sentence. This code switching was done when she tried to explain the problems of online transportation by presenting the exact equivalent of "banyak menyebabkan, penumpang, and penipuan" in an English clause.

Student 2: *What is that hate speech? Hate speech is inciting action, provocation, and insulting a group or people so we must give a punish for hate speech and hate speech which my recommend is punish **efek jera**, rehabilitation*

Student 2 was able to express her ideas by stating punishment of hate speech. In one clause she did intra-sentential switching when she switched by saying “*efek jera*” (Translation: deterrent sanction).

Example in Student 3 depicts a learner who tried to elaborate the reasons of her arguments in the debate and she switched several words in an English clause by stating “*kendaraan*” (Translation: vehicles), “*Kasus*” (Translation: Case) “*pelanggaran-pelanggaran lalu lintas*” (Translation: traffic rule violation).

Student 3: *So, the second problem is many.. Many perpetrators **kendaraan** make **apa sih? Kasus aaa** a case like **aa pelanggaran-pelanggaran lalu lintas** aaa cause that is cause many vehicles on the road will incresing make long jams.*

The students 4 in the following switched her argument freely between languages in order to convey meaning by stating “*curhatan*” (Translation: confide) in a clause.

Student 4: *More emotionally. When you upload a **curhatan** you are emotionally with someone or something. It could be the response that can be from friends in your social media is not fun but even make you more emotion*

Students 5 in the following tried to explain her arguments by switching the word “*angkot*” (Translation: public transportation) and “*berkurang*” (berkurang) in order to convey meaning in a clause.

Student 5: *.....without us knowing the public transportation will to be down and have a bad impact, so we would to be banned online transportation because public transportation gradually will not longer to operate a like driver **angkot** not operation again because the passanger has **berkurang**.*

The students 6 in the following switched his ideas about hate speech by stating “*pemberontakan PKI*” (Translation: insurgent of communist party) in order to convey meaning in a clause.

Student 6: *Why hate speech can happen? Because many reason people do the hate speech, like that: There are inciting action, bullying in school, genocide like in myanmar people Rohingya, and chaos among society like **pemberontakan PKI** and punishment for Ahok.*

Students 7 in the following tried to elaborate his argument by switching the word by stating “*penipuan*” (Translation: deception) in order to convey meaning in a clause.

Student 7: *Nowadays, e...to e...there is so much violence,so much violence for,for the driver of online transportation e... there are e... there are so many **penipuan** I mean e...e...there is there is the passangers which booking ,booking the online tranportation and then they are lie and then so the passangers kill.*

From all the examples in this discussion, the learners or debaters utterances during debate are categorized into one type of code-switching, it is Intra-Sentential Switching.

2. The Reason of Code-switching occurs

The learners as participants of the research showed no signs of reluctance when answering the interview questions and none of them complained about the questions that they were asked. The investigation into when and why code-switching occurs in English debating classroom showed that the main occurrence when learners’ switched codes during debate was when they falters during expressing their arguments, this occurred during the observations. Mostly all learners explained that they felt nervous when expressing their arguments because all participants focus on the debater. They argued that sometimes they lost their words or forgot the vocabularies because of nervous and then they directly do switching in order to keep the debating runs well. This is related to the findings confirmed by Simon (2001); Halmari (2004) who explain that to have a close relation to the speech situation and interpersonal, switching back to the native language would give the learner a natural opportunity to retreat to a secure zone of language use.

Besides the above given results, learners switch codes when they have lack of English vocabularies. The learners state that due to lack of background knowledge to certain motion, they do not have enough vocabularies to expand. This is shown both in the observations and during the interview. It is also related to Sert (2005) who states that do the code-switching and use the native lexical item is one of the learners' way when she/he do not capable to use the the target language explanation for a particular lexical item.

D. CONCLUSION

1. Code-switching takes place in situations when the learners feel lack of vocabulary in uttering certain words based on their ideas during the debat. Moreover, the learners also do switching when they feel nervous and they got blank while speaking in front of their peers.
2. The learners code-switching during the debating class is word, phrase, clause, or sentence and more specifically, they used Intra-Sentential Switching.
3. The research conducted is limited to two classrooms at two large-sized English class and one lecture which is debate class, thus the results can not be seen as universal but rather as an image of what the situation is at the represented English debating class in the university level. To portray a full picture of code-switching in English debating class in Indonesia, learners from the same lecture and from more universities need to be involved.

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