

TEACHER'S USE OF CODE SWITCHING IN THE CLASSROOM AND ITS IMPLICATIONS ON STUDENTS' SCORE

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ABSTRACT

Code switching is usually done by people who have mastered two languages well. Among the people who can fulfill these criteria are Indonesians who teach English. In teaching English to Indonesian students, English teachers do not always use English as the medium of instruction, they usually code switch to Indonesian. Research focuses on the teachers as the subjects who apply code switching in the classroom. The respondents are eight lecturers in Bina Nusantara University who teach English to non-English department students. This research analyses the speech of the teachers to find out the percentage of code switching and the uses of code switching in the classroom. Finally, the relation between code switching and the students' scores is calculated using independent samples T-test.

Keywords: *code switching, foreign language, native language, classroom, student*

ABSTRAK

Alih kode biasanya digunakan oleh orang yang menguasai dua bahasa dengan baik. Di antara beberapa orang yang memenuhi kriteria tersebut adalah orang Indonesia yang mengajar bahasa Inggris. Ketika mengajar bahasa Inggris kepada mahasiswa, pengajar tidak selalu menggunakan bahasa Inggris sebagai media, pengajar biasanya beralih kode menggunakan bahasa Indonesia juga. Penelitian memfokuskan pada pengajar sebagai subjek yang menggunakan alih kode di dalam kelas. Responden penelitian adalah delapan pengajar Universitas Bina Nusantara yang mengajar bahasa Inggris kepada mahasiswa bukan dari jurusan Sastra Inggris. Penelitian menganalisis penuturan pengajar untuk mencari persentase alih kode dan penggunaan alih kode di dalam kelas. Akhirnya, hubungan antara alih kode dan skor mahasiswa dikalkulasikan menggunakan independent samples T-test.

Kata kunci: *alih kode, bahasa asing, bahasa asal, ruang kelas, mahasiswa*

INTRODUCTION

Nowadays, code switching has become a common phenomenon that can be found everywhere in everyday interactions. Indonesian people, especially youngsters in big cities, often insert English words/phrases in their speech. They consider inserting some foreign language as a symbol of modernization and globalization. Moreover, the technology and media also accelerate this kind of 'new habit'. However, in my previous research, I came into an interesting finding. The students of Bina Nusantara University who were exposed to media such as TV or internet, in fact were not influenced by the media itself. Even though they were code switching like the presenters on TV, the reason was not for modernity. Rather, they code switched because of academic reason. In other words, they code switched because they were forced to do it by their teachers, especially English teachers.

Therefore, English teachers play a very important role in encouraging students to use English. For the students, code switching between English and Indonesian can be a bridge toward the fluency in English. For the teachers, code switching can be a useful tool in transforming knowledge to the students. It is still debatable whether English should be taught entirely in English or in both languages, i.e. English and the native language (NL) of the students. Some linguists such as John Hubbard (1983), Jeremy Harmer (1983), and Barbara Gower and Donald Walters (1983) ignore the use of NL entirely, while David Atkinson (1987) and John Harbord (1992) encourage it.

Therefore, it is interesting to find out whether English teachers in Bina Nusantara University are applying code switching in their classroom or not and in and how effective are their ways of teaching. The goal of this research is to gain a deeper understanding on code-switching as one medium of English instruction. The result of this research will show how much English and how much Indonesian are used in teaching English to Indonesian students; Which parts of the instructions are using English and vice versa; What are the functions of code switching in the classroom; And to find out the correlation between the teachers' use of code switching and the students' understanding.

DISCUSSION

The results of the research will be discussed in two ways, qualitatively and quantitatively. In the first part, the transcripts of the eight-teacher participants will be categorized according to the coding scheme proposed by Ianzity and Brownlie (2002). They propose a coding scheme for the use of native language in the classroom which consists of three main uses: Translation (switching to make input comprehensible); Metalinguistic use (switching from talking in FL to talking in NL about FL); Communicative uses (switching from talking in FL to talking in NL for communicative purpose): Managing the class; Teacher reaction to student request; Teacher expressing state of mind.

On the other hand, the functions of teacher's code switch are taken from Mattson-Burenhult (1999) which mentions that there are four functions of code switching in the classroom; They are linguistic insecurity, topic switch, affective function, and socializing function. These are considered enough to represent the uses and functions of code switching in the classroom. The second part will discuss the use of code switch done by the eight teachers and its relation to the students' scores of each teacher. The relationship will be calculated using statistical means to find out how much code switch will give the best result.

Teachers' Code Switch

As has been assumed before, most teachers do not speak English all the time when they are teaching the English subject to their students. They also use their students' Native Language (NL), i.e.

Indonesian to supply the gap. For this research, the writer took 8 teachers who teach English to non-English department students as the participants. These teachers are taken because they have been teaching for more than five years in Bina Nusantara University. From informal interview, they admitted that they did not use English one hundred percent while teaching; instead they use a certain amount of NL in the classroom. However the amount of NL used by these teachers varies, as can be seen in the following table, which is taken from the writer's research.

Table 1 Percentage of Teachers' Code Switch

Teachers	Number of Words	English words	Indonesian	Code Switch
T1	500	482	18	3.6 %
T2	880	428	457	52 %
T3	163	163	0	0 %
T4	1739	1583	156	9 %
T5	780	545	235	30 %
T6	1864	1857	7	0.4 %
T7	373	310	63	16.9 %
T8	995	957	38	4 %

The number of words refers to all words spoken by the teacher in one session (100 minutes). The writer excludes the reading of texts from textbooks and the students' speech because the focus of this research is on teachers' speech. The variability of numbers in the second column shows that teachers do not say the same number of words in the same amount of time. This is due to the different ways of teaching, different class methodologies, and different activities in class. A clear example is shown by T3 and T6. T3 says 163 words while T6 says 1864 words. There are several explanations for this discrepancy.

When the writer came to T3's class, she said she wouldn't teach that day because it was the time for her students to give a presentation. So at that time, she only began the class and checked students' homework together. She only spoke for at least 15 minutes and the rest was given to the students. I didn't record the students' speech. So, I couldn't get a complete picture of how she taught her students. However, this was still taken as a data because of the limited time and there was a tendency that some teachers would teach in the same way. That also happened in T1's class. She only used half of the session to explain the lesson, and used the other half for students to do the exercises to be collected.

There was also a teacher (T7) who only asked several of his students to give their opinions in front of the class. So, the students did most of the talking. And since the point of this research is about teacher's language, I missed some valuable data here. Moreover, this teacher also did not speak clearly. Nevertheless, two teachers (T4 and T6) gave good presentations. They present the lesson from the beginning to the end. Fortunately, they also spoke clearly so I can record all their words.

The percentage of code switch is calculated by counting the ratio of Indonesian words against the total words spoken by the teacher. This column shows the range from 0% to 52%. T3 once again shows the lowest percentage that means she didn't use Indonesian at all when she was teaching. This may be questionable since the data is incomplete (see the explanation above). On the whole, there are five teachers who code switch below 10% (T1, T3, T4, T6, T8), the two teachers who perform a code switch are between 10 to 30 % (T5, T7) and the one who codes switch more than 30% is T2. This table shows that most teachers only allow a small amount of code switch when they are teaching. In other words, they still use some native language in their presentations. The reasons for the use of native language will be explained in the following subchapter.

The Uses and Functions of Teachers' Code Switch

Teachers code switch between English and Indonesian in different parts of the session. Some teachers code switch when they are explaining new lessons, the other code switches when giving instructions, etc. In other words, each teacher uses code switch differently according to his/her own discretion. There is no particular pattern of the point where teachers code switch. Therefore, the functions of their code switch may be different from each other.

There are several reasons why teachers still code switch to the native language when they are teaching a foreign language. Some teachers say that code switch is a learner-preferred strategy (Atkinson, 1987). It means that the students want their teachers to use some NL in their instruction, rather than speaking fully in FL. Some others say that it is a time saving strategy (Atkinson, 1987). Teachers do not have to repeat and explain the lesson over and over again, so it saves time to do other activities. Harbord (1992) says that code switching facilitates teacher-student relationship. Teachers and students will become more intimate if they are using the same language. But, Sert (2005) points out that some teacher's code switch because of their linguistic insecurity. It means, when teachers have some difficulty to explain something in FL, they will switch to NL. However, there are similar items/activities where these teachers code switch. I use the coding scheme proposed by Ianzity and Brownlie about the use of code switch in the classroom.

Table 2 Uses of Teachers' Code Switch

Activities	T1	T2	T3	T4	T5	T6	T7	T8	Total
Translation of items from lessons				3	1			1	5
Translation of instructions				2					2
Commenting on FL		3		3					6
Contrasting FL with NL	1	1				3			5
Giving instructions					1			1	2
Motivating students		1					1		2
Planning activities					3		1		4
Giving lessons objectives					1		1		2
Giving feedback					2				2
Checking comprehension				1	1				2
Joking		1			1			1	3
Showing emotion					1			1	2
Total occurrence of code switch	1	6	0	9	11	3	3	4	37

The table above shows the occurrence of code switching done by each teacher. The calculation is not based on how many words are spoken by the teachers, but how many times the teachers switch code (exchange) from English to Indonesian and vice versa. This table can be interpreted in two ways. First, is the comparison of the occurrence of code switching done by each teacher and secondly, is the comparison of the uses of code switching which will be described in details with examples from the transcripts.

If we look vertically, the table shows the number of occurrences of code switching done by each teacher. The range is between 0 to 11 times. T3 shows no instance of code switching since she does not use NL at all. On the other hand, T5, whose total code switching is 30%, code switches in 11 occasions. She provides almost all category of code switching. Surprisingly, T2 whose total code switching is 52% only does that in 6 occasions. He mostly spends his code switching on giving motivational story to the students. This story is given fully in Indonesian and this is considered as one type only.

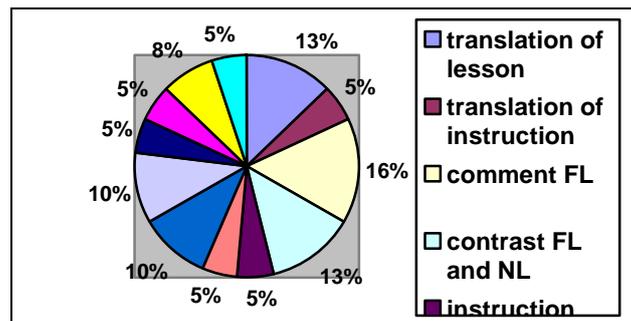


Figure 1 Percentage of Code Switching Uses

The above chart shows that code switching is mostly used for commenting on FL (16%), followed by contrasting FL and NL and translation of items from lesson (each 15%). The others get 10% and 5%. The examples for each type are explained below.

Translation of Items from Lesson

In this category, a teacher translates words or phrases from the lessons. The teacher explains the lessons in English then he/she repeats the same explanation in Indonesian. This might be done to clarify the explanation or to draw students' attention to the specific point being discussed.

Ex.1 (T4)

“Early 1970s. What does it mean? Early 1970s? *Awal tujuh puluhan*. What great idea? *Idenya apa?*”

Ex.2 (T4)

“Who else agree with this? *Siapa lagi yang setuju dengan ini?*”

Translations of Instruction

In this category, the teacher gives the instructions, first in English and then translates them into Indonesian. Again this is done to clarify the instruction. Sometimes, students still do not understand if the instruction is only given in English, which will result in the error in doing the assigned tasks. Or, students still do not take any action until the teacher repeats the instruction in the native language.

Ex.3 (T4)

“After we read about Mr. Fry, put this information in this table. *Dari yang sudah kita baca sekarang kita tuliskan di tabel ini ya.*”

Ex. 4 (T5)

” OK. Let’s see your book, page. I don’t know the page, actually unit 10. *Buka bukunya.*”

Comment on FL form and Culture

This category is most commonly used by teachers. When explaining about the language being learned for example about the grammar, the teacher sometimes gives comments about the FL form. These comments are usually given in NL to make students understand more.

Ex. 5 (T2)

“*Perhatikan preposition. Ini udah tertulis, jadi kelihatan gampang sekali. Perhatikan prepositionnya. Sounds a good idea to me, bukan for me, bukan with me. Karena kan seperti itu. Untuk saya itu bagus banget. Untuk diterjemahkan jadi for. Ya, hati hati.*”

Contrast of FL and NL Forms and Culture

Besides commenting on FL forms and culture, the teacher can also teach grammar by contrasting the form or the usage in English and Indonesian. By showing the difference between the FL and NL, the teacher can relate the previous knowledge of the students with the new knowledge. Therefore, this is also done to increase students’ understanding and retention of the new materials.

Ex. 6 (T2)

“As long as we agree on price, quality, etc. So play for time, attention and try to think about it. *Maksudnya disini, play for time, membunuh waktu.*”

Ex. 7 (T1)

“First the real preposition, means the real meaning of preposition, *jadi apa artinya. Menurut kamu, jadi run up, berarti naik ke atas.* And then, went in, *jadi masuk ke dalam,* the literal meaning or the literal use of preposition.”

Giving Instructions

Unlike category number 2, here the teacher does not translate her/his instructions into Indonesian, but he/she says the instructions directly in Indonesian. The previous or the following sentences are not the same. This may be done as a time saving strategy. As has been mentioned in category b above, students sometimes only do the task after the teacher repeats the instruction in NL. By saying the instruction directly in NL, teacher can save the time for repetition so that they can directly begin the activity.

Ex. 8 (T5)

“*Cari kata yang sama artinya dengan konflik. Kemudian, war, trouble, problem, OK, this is the synonym with the word conflict.*”

Motivating Students

Relating to the lesson, one teacher adds some comments that can be regarded as a motivation. He encourages his students to have positive thinking. But since this is a rather long speech, he uses mostly Indonesian, as can be seen in the following example.

Ex. 9 (T2)

“There’s nothing in this world impossible. *Tidak ada di dalam dunia ini yang tidak mungkin. Kamu harus perhatikan ini. Dalam negosiasi pun seperti itu. Kalau kamu pikir nggak mungkin deh, mana mungkin terjadi. Kalau kamu melakukan itu, harus yakin. Jangan takut, mau awalnya sedikit. Dalam negosiasi juga, pastikan bahwa saya bisa.* So you have to have clear thought, positive thinking.”

The second sentence above is the translation of the first one, but the rest of the sentences are some kind of advises from the teacher to his students. The teacher may think that advises are better given in NL because they will be more understandable rather than in FL. Another teacher (T7) motivates the students by promising to give a good score.

Ex. 10 (T7)

“Please make a good sentence. *Siapa bisa Bantu dia menjawab, biar dapat nilai B.*”

Planning Activities

This category involves giving explanation on classroom management (sitting arrangement, teaching learning activities, and methodologies). There is only one teacher who code switches into Indonesian when planning activities. This is also a time saving strategy.

Ex.11 (T5)

“OK, this is the synonym with the word conflict. *Langsung datang, langsung bikin setengah lingkaran kumpul dengan teman kamu satu kelompok. Kasih saya space buat jalan.*”

Giving Lesson Objectives

In this category, the teacher gives the objectives/goals of the lesson for that day, which is the reason why the students have to do certain activities /exercises.

Ex. 12 (T7)

“Just give your comment. For your grade, *ini ada banyak nilai yang belum pas sekali. According to this quiz, I...my score is...kedua, I give you an opportunity to ask her some questions. Yang tepat sesuai dengan pembicaraan, you get B. nyerempet sedikit C, Cuma garuk garuk kepala D.*”

Giving Feedback

Giving feedback means commenting on students’ questions, giving solution or further discussion questions.

Ex. 13 (T5)

“*Saya mau tanya sama kalian, have you had a problem? You say yes. Kalau yang ringan, face to face, what do you want, discuss your problem, ya OK.*”

Checking Comprehension

Sometimes teachers check students’ comprehension in students’ native language, some others do it in English, by asking: “Do you understand?” or “Do you have any questions?” As can be predicted, students will not answer to these kinds of question, so the teachers will assume that all the students have understood. So, it is sometimes necessary to check their understanding in NL.

Ex. 14 (T5)

“A title for noble woman in England. Try, Come on. OK. *Udah tahu dong, apa langsung?*”

Joking

Several teachers insert jokes in their teaching. Since jokes are culture bound, teachers usually tell jokes in their native language because it will be more understandable. It will not be funny at all if the teacher is the only one who understands the joke or worse if the students do not know that the

teacher is trying to tell a joke in English. The jokes can be in the form of funny phrases or a recount of something funny.

Ex. 15 (T5)

“It consists about two vowels, two vowels, the rests are consonants. Ya, A, no, O, ya, I, ya L, *malah saya lupa nih, saking panjangnya*, T, F, S, Spiderman dong kalo S.”

In this example the teacher is joking about her own forgetfulness.

Ex. 16 (T8)

”Hallo, you don’t have the book with you? *Bengang bengong aja tuh ke sana kemari. Cape deh.*”

This teacher uses the popular phrase ‘*cape deh*’ (literally means I’m tired) to comment on her students behavior (*bengang bengong = doing nothing at all, daydreaming*).

Showing Emotion

The last category is showing emotion. Emotion can include sadness, anger, happiness, hatred, etc. Most teachers do not show their emotion (i.e. anger) openly by scolding the students, gestures, or any other physical actions. They just show their dislike using words, by teasing allusion (*sindiran*), or teasing threat (*ancaman*).

Ex. 17 (T8)

“*Halo, halo, aduh masih ngobrol aja. Di sana tuh bandel bandel, ntar dikurangi lho nilai TM nya. Lihat bukunya, jangan lihat saya. Everybody, nyimak.*”

This teacher is threatening her students who do not pay attention to the lesson to discount their individual task score.

Ex. 18 (T5)

”*Wah sudah saya kasih waktu, masih saja ribut. Gimana arisannya mau diselesaikan dulu? Saya hitung satu kali ya. OK, So, sudah siap?*”

This teacher teases her students by associating the students’ commotion as ‘*arisan*’.

From the above examples, we can see that code switching in the classroom serves for different functions. The first one is *repetitive function*. The teacher code switches to the native language in order to clarify the meaning. Some teachers have the tendency to repeat anything they say in native language. The second is *topic switch function*. This is mostly observed in grammar instruction, that the teacher shifts his language to the mother tongue of the students in dealing with particular grammar points.

In these cases, the students’ attention is directed to the new knowledge by making use of code switching. The next one is *affective function*. Code switching is used by the teachers to show his/her emotion towards the students. They can convey their feeling (anger, empathy or sympathy) in the students’ native language because it will be more understandable. The last one is *socializing function*. Here the teachers use code switching to build solidarity and relationship with their students, for example by joking or giving motivations.

Relation between Teachers’ Code Switching and Students’ Scores

To find out how much native language /code switching in the classroom will give the best result; the writer will compare the percentage of code switching with the students’ scores. The scores are taken from the mid semester test. The mid semester test covered the materials from meeting one until meeting seven. It consists of reading, vocabulary, and structure parts. While it is true that one

session of lesson is not enough to get an actual picture of the teachers' ways of teaching, the writer assumes that this one session can be a representative of their teaching methods since most people could not easily change their habits. In other words, these teachers will tend to teach the same way in other times. These mid tests scores are taken to measure the effectiveness of the teachers' way of teaching related to their use of native language in the classroom.

Table 3 Students' Mid Test Scores

	T1		T2		T3		T4		T5		T6		T7		T8
E	26	E	14	E	31	E	31	D	49	D	61	D	56	E	36
E	27	E	28	E	37	E	35	D	50	C	70	D	58	E	36
E	28	E	28	E	39	E	40	D	51	C	71	D	58	E	39
E	31	E	30	E	40	E	40	D	51	C	71	D	60	E	40
E	33	E	30	E	42	E	43	D	52	C	73	D	60	E	43
E	37	E	30	D	46	E	44	D	52	B	77	D	64	D	45
E	39	E	33	D	46	D	45	D	52	B	77	C	68	D	46
D	47	E	37	D	47	D	45	D	52	B	77	C	68	D	47
D	49	E	38	D	48	D	46	D	53	B	78	C	68	D	48
D	50	E	39	D	49	D	47	D	54	B	78	C	68	D	48
D	51	E	40	D	51	D	48	D	55	B	81	C	70	D	48
D	52	E	41	D	52	D	48	D	55	B	81	C	70	D	50
D	53	E	41	D	54	D	50	D	56	B	82	C	70	D	51
D	56	E	42	D	54	D	50	D	57	A	85	C	70	D	51
D	56	D	46	D	55	D	50	D	57	A	87	C	70	D	54
D	57	D	47	D	56	D	50	D	57	A	89	C	70	D	55
D	63	D	53	D	56	D	51	D	57	A	89	C	74	D	55
D	63	D	54	D	56	D	52	D	60	A	90	B	76	D	56
C	65	D	58	D	57	D	53	D	60	A	95	B	76	D	57
C	65	C	65	D	58	D	53	D	60			B	76	D	60
C	67	C	69	D	58	D	54	D	60			B	76	D	60
C	67	C	69	D	59	D	54	D	60			B	76	D	60
C	69	C	71	D	59	D	55	D	61			B	78	D	60
C	69	C	71	D	61	D	55	D	62			B	78	D	60
C	71	B	75	D	61	D	56	D	62			B	78	D	60
C	73	B	75	D	63	D	56	D	62			B	80	D	62
B	77	B	75	D	63	D	57	D	62			B	80	D	62
B	78	B	77	D	63	D	58	D	62			B	82	D	63
B	78	B	77	D	63	D	58	D	62			B	82	D	63
		B	80	D	63	D	60	D	62			B	82	D	63
				D	64	D	61	C	65			B	82	D	64
				D	64	D	62	C	65			B	82	C	66
				C	66	D	62	C	65			B	84	C	66
				C	66	D	63	C	65			B	84	C	66
				C	66	D	64	C	65			B	84	C	66
				C	67	D	64	C	66			B	84	C	67
				C	68	C	66	C	66			B	84	C	68
				C	68	C	67	C	68			A	86	C	69
				C	69	C	67	C	69			A	86	C	69
				C	69	C	67	C	71			A	86	C	70
				C	69	C	67	C	71			A	88	C	71

Table 3 Students' Mid Test Scores (continue)

T1	T2	T3	T4	T5	T6	T7	T8				
		C	69	C	68	C	72	A	88	C	71
		C	71	C	68	C	72	A	88	C	72
		C	71	C	68	B	75	A	88	C	72
		C	73	C	68	B	75	A	88	C	73
		B	76	C	69	B	75	A	88	B	75
		B	79	C	70	B	75	A	88	B	76
		B	79	C	72	B	75	A	90	B	77
		B	79	C	72	B	76	A	90	B	77
		B	84	C	72	B	78	A	90	B	78
		A	87	C	73	B	78	A	90	B	79
		A	93	C	74	B	79	A	90	B	80
				B	75	B	80	A	92	A	86
				B	75	B	80	A	94		
				C	75	B	81	A	94		
				B	76	B	81	A	94		
				B	76	B	81	A	96		
				B	78	B	82	A	96		
				C	95	B	82				
55.07	51.1	61.23	59.63	65.05	79.58	79.58	61.06				

The above table shows that each teacher has different numbers of students, ranging from 19 to 59 students. The total number of students is 354. The figures on the lowest row are the means (average scores) of the students. These figures will be used in the following statistical calculation. If we compare the number of students with the average scores, we get the following table.

Table 4 The Scores and Number of Students

	T1	T2	T3	T4	T5	T6	T7	T8
Number	29	30	52	59	59	19	58	48
Score	55.07	51.10	61.23	59.63	65.05	79.58	79.58	61.06

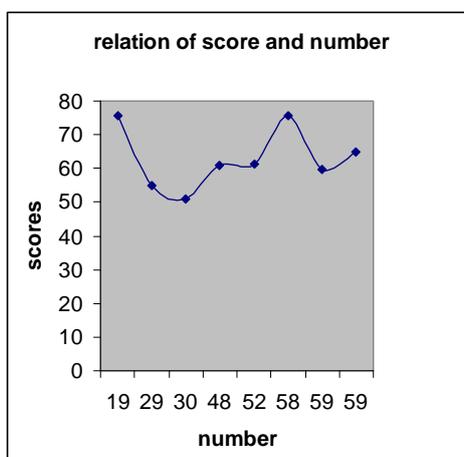


Figure 2 Relations between Score and Number of Students

From the table and diagram above, we can see that there is no significant correlation between the number of students and the scores of the students. In other words, we can say that the number of students does not guarantee the result of the test. Either big or small number of students can produce high or low scores. T6 who has 19 students, can achieve the score of 75.58, similar to T 7 who has 58 students. T5 who has 59 students can get 65.05. From the table we can also see that in general, only those three teachers (T5, T6, T7) whose students are able to reach the passing grade of 65 (C), which is in accordance with Bina Nusantara University's grading system. The students of the other five teachers do not reach the passing grade of 65. The number of students for these teachers ranges from 29 to 59, which can be considered as big number. However, the curve also shows a declining trend (with a few exceptions) in which the bigger number of students give a lower score. The following table and chart show the comparison between means (students' scores) and the percentage of teachers' code switching. This is to show whether there is any relationship between the use of code switching and the result of the students.

Table 5 Comparison of Means and Percentage

	T1	T2	T3	T4	T5	T6	T7	T8
% CS	3.6	52	0	9	30	0.4	16.9	4
means	55.07	51.1	61.23	59.63	65.05	79.58	79.58	61.06

The teachers' code switching is ranges from 0% to 52%. These percentages are taken from the number of Indonesian words/phrases used by teachers in teaching English subject.

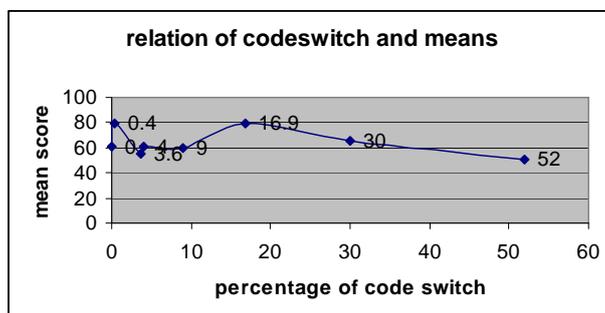


Figure 3 Comparisons of Means and Percentage of Code Switching

The chart shows that the highest scores (79.58) are made by teachers who code switch 0.4 and 16.9%. The lowest score is made by teachers who code switches by 52%. Interestingly, there is one teacher who does not code switch at all but her score is only 61.23. The other teachers who code switch below 10% get the score between 55 to 61. T5 teacher who code switches 30% got the score of 65.05. However, in general we can see a declining trend, in which the bigger percentage of code switching gives the lower scores of students.

To further analyze these findings, the writer calculates the above data using SPSS program. The respondents are divided into two groups. First group is for teachers who code switch less than 15% and the second group is for teachers who code switch more than 15%. There are three teachers who code switch above 15 %, i.e. T2 (52%), T5 (30%) and T7 (16.9%). This division is made to facilitate the calculation. Therefore, based on this grouping, the writer then does the independent sample T- test on the data to find out how much code switching can produce better result of students' scores.

Table 6 Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
Means 1	5	63.3140	9.42791	4.21629
2	3	65.2433	14.24098	8.22204

Table 7 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
mean	Equal variances assumed	.380	.560	-.235	6	.822	-1.92933	8.22545	-22.056	18.19	
	Equal variances not assumed			-.209	3.08	.848	-1.92933	9.24007	-30.889	27.03	

The independent sample t- test for the hypothesis $H_0: \mu_1 = \mu_2$ against $H_1: \mu_1 < \mu_2$ gives a p-value of 0.822. Since the p-value is for 2 tailed, we have to divide it by 2, therefore we get the p-value of 0.411. This p-value is bigger than $\alpha = 0.05$ (with 95% of confidence), therefore H_0 is accepted. That means the test does not show a significant difference between group one and group two. In other words, the average student scores of teachers who code switch below 15 % and above 15% are statistically the same. Or, we can also say that there is no direct correlation between the amount of teachers' code switching and the students' scores.

Yet, the writer assumes that 15% is the appropriate amount of code switch for the teachers that can give a better result. There are several reasons for this. First, zero percent or too little code switching will bring students at lost. Most students only have a limited amount of exposure to English, especially those in the first and second semester. Relating the new lesson to their previous knowledge (in their own native language) can contribute to their comprehension of the materials.

Second, too much code switching, on the other hand, will be a disadvantage for both the teachers and the students. Teachers will tend to roam aimlessly when they share their stories in the students' native language. Moreover, teachers as well as students begin to feel that they have not 'really' understood any item of language until it has been translated into the native language. Therefore, a 15% code switching is preferable because English is used as the main language (85%) of instruction. The code switching may be used in giving instruction, commenting on FL, contrasting between FL and NL, checking comprehension and sometimes showing emotion or joking.

CONCLUSION

Code Switching has been widely used in foreign language classroom. It is usually done in the lower level of education with the assumption that students are not ready enough to get the instruction fully in the foreign language. Yet, in higher level education, such as university, teachers still code switch to the native language to facilitate students' understanding.

In this research, the writer records the speech of eight Indonesian teachers who teach English to non-English department students of Bina Nusantara University. After being transcribed, the writer calculates the percentage of code switch. The result of code switching done by these teachers ranges from 0% to 52%. To categorize the uses of code switching, the writer uses the coding scheme proposed by Siobhan Brownlie (2002). The results are: Translation of items from lessons (5); Translation of instruction (2); Commenting on FL (6); Contrasting FL with NL (5); Giving instruction (2); Motivating students (2); Planning activities (4); Giving lessons objectives (2); Giving feedback (2); Checking comprehension (2); Joking (3) and showing emotion (2). The number between brackets refers to the occurrence.

When comparing the number of students to the students' score, the writer does not find any specific correlation. In other words, the number of students does not influence the students' score. It means high scores can be achieved by either big or small classes, and vice versa. Yet, there is a declining trend of scores for bigger classes, which means bigger classes tend to have lower scores than smaller classes. The comparison between the percentage of teachers' code switch and the students' scores also does not show a significant relationship. Teachers who does not code switch at all get a similar result with those who code switch between 9% and 4 %. On the other hand, teachers who code switch between 0.4% and 16.9% get a similar result of almost 80 points. Yet, the diagram (Figure 3) shows a declining curve which means that the bigger percentage of code switch have resulted in the lower students' scores.

The statistical calculation using independent samples t-test also confirms the above findings. The p-value of 0.411 is bigger than $\alpha = 0.05$ therefore $H_0: \mu_1 = \mu_2$ can't be denied. In other words, the mean score of students whose teachers code switch below 15 % is similar to that whose teachers code switch above 15%.

However, the writer considers 15% code switch is the best allowable amount for teachers to code switch or use NL in their classrooms. There are several reasons for this. First, as they are teaching English, therefore English should be given prominence in the classroom to familiarize the students in the foreign language. Secondly, a little allowance of NL will enable teachers to explain and express themselves better. Finally, code switch also aids students understanding of difficult materials.

Relating to the abovementioned conclusions, the writer would like to offer some suggestions: It is useful to ask the respondents first about what they are going to do in the classroom. This is important because some respondents in this research did not perform complete teaching learning activities so that the writer could not get sufficient data of their teaching methods; The number of students in one classroom should be limited to get better students' scores. With a fewer number of students teachers will be able to manage the class better and transfer their knowledge more effectively. In a big university like Bina Nusantara, a number of 30 – 40 students are sufficient in one class, especially for English classes; For teachers of English, a 15% code switch is appropriate in the classroom. This can be done to explain about FL, to give instruction and to make a joke or to show emotion. For the other criteria, it is better if the language of instruction is done in English; For further research, it might be interesting to analyze the teaching methods of all teachers in Bina Nusantara University to find out the best method that can yield the best result.

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APPENDICES

Checklist

Checklist for teacher's code switch

Checklist items		
Translation: <ul style="list-style-type: none"> • items • instructions 		
Metalinguistic: <ul style="list-style-type: none"> • comment • contrast 		
Managing the class:		
Giving instructions		
Motivating students		
Planning activities		
Giving lesson objectives		
Giving feedback		
Checking comprehension		
Dealing with classroom equipment		
Teachers state of mind:		
Joking		
Emotion		
Teacher reaction to student request		
Answering student question in NL		
Translation upon student request.		