

**THE EFFECT OF APPLYING CODE-SWITCHING STRATEGIES'  
ON THE STUDENTS' LISTENING COMPREHENSION  
ACHIEVEMENT**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By :**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2017**



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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



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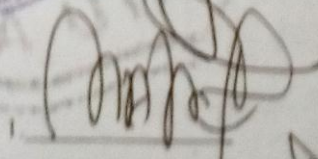
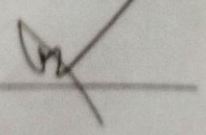
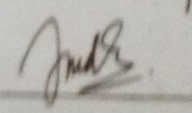
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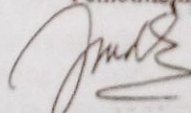
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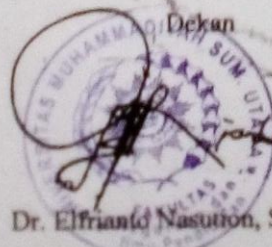
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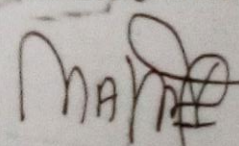
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
21/3/17	Raw data, analyss	A
23/3/17	data analyssi	A
24/3/17	findj & diskusi	A
30/3/17	students diffculti	A
04/4/17	Conclusion & Superti	A
06/4/17	abstract, acknowledgment, referensi	A
11/4/17	abstract	A
12/4/17	acc	A

Medan, April 2017

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## SURAT PERNYATAAN



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## ABSTRACT

**Tri Afriana Selvia: “The Effect of Applying Code-Switching Strategies on the Students’ Listening Comprehension Achievement,” Skripsi: English Education Program, Faculty of Teachers’ Training and Education, University of Muhammadiyah Sumatera Utara Medan, 2017.**

This study deals with the effect of applying Code-Switching Strategies’ on the students’ listening comprehension achievement. The objective of the research was to find out the significant effect of code-switching strategies’ on the students’ listening comprehension achievement. This is an experimental research which applied descriptive quantitative method in describe and analyze the data. This research was conducted at SMA Swasta Persiapan Stabat 2016-2017 academic year. The population of this research was the eleventh grade students’ which consist of 180 students that distributed in 5 classes. By using cluster random sampling two classes were choosen as the sample experimental group (XI-IA1) which was taught by using Code-Switching Strategies’, and the control group (XI-IS2) taught by using Traditional method. Multiple choice test was administrated to gain the data. By using t-test analysis the finding showed that  $t_o$  was higher than t-table ( $4,85 > 1,99$ ) at  $\alpha = 0,05$  ,and  $df = 68$ . It means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. As the conclusion, there were a significant effect of applying Code0Switching Strategies’ on the students’ listening comprehension achievement. There were no difficulties faced by the student’s in learning listening by using code-switching strategies’.

*Keyword: Code-Switching strategies’, Listening comprehension, Students’ Achievement*

## ACKNOWLEDGEMENTS

Firstly, the researcher would like to thank the Almighty God for the blessing health and happiness given to her. In writing this research, there were so many problems faced by the researcher. Without much help from the following person. It was impossible for her to complete this research. Therefore, the researcher would like to present many thanks to all people who has given her/his love, prayer, advices and support during her academic years in completing her study. Therefore, the researcher would like to express her gratitude to:

Her dearest parents Surya Mawardi and Almh. Suhartini thanks for everything that they have given to me. Thanks for support and motivation that has given to her. Her beloved parts of family Novita Wulandari, Aditya Nugraha and Dede setia Dharma for their prayer, morality, and support during her academic year in completing her study. Here, the reasearcher would like to express deep thanks to:

1. Dr. Agussani, MAP, the rector of University of Muhammadiyah Sumatera Utara.
2. Elfrianto Nst, S.Pd, M,Pd, the dean of FKIP UMSU who given her recommendation to carry out the research.
3. Mandra Saragih, S.Pd M.Hum, the head of English department and the secretary Pirman Ginting , S.Pd M.Hum
4. Imelda Darmayanti Manurung SS, Mhum, her professional supervisor. Thanks for her helped and spent precious time in giving valuable advice,

comments and some very valuable corrections during the writing process of this research.

5. All lectures of English Department for giving valuable knowledge during her academic year in FKIP
6. Irwan Amri, SP as the headmaster of SMA Swasta Persiapan Stabat, for allowing her conducted this research in his school.
7. Asri Astuti S.Pd as the English teacher of SMA Swasta Persiapan Stabat, who had given knowledge and motivation in finishing this study.
8. All her classmate in English Department of VIII B Afternoon for the sweet memories and cheerful.
9. Her lovely friends, Atika Sarah Siregar, Indah Arimbi Siregar, Devy Anggraini Harahap, Richa Anggri Amelia, and Maulita thanks for their motivation, help and suggestion.

Finally, she hopes constructive criticism and suggestion for the improvement of this research is still far from being perfect although she has tried to do the best.

Medan, April 2017

The Researcher

Tri Afriana Selvia



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# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

Listening comprehension refers to the understanding of the implications and explicit meanings of words and sentences of spoken language.

As a teacher should have be able to master listening comprehension because in this modern era, someone is already required to be able to understand English. Because of that, we can understand the English language of the child, for starters. Like watching movies and listening to music in English of course. Therefore, listening comprehension applied in the subjects of English, not only reading, writing, and speaking alone. Listening comprehension rather refers to listening to a discourse or dialogue through the media and direct sound. So that students can listen well, not only through writing alone, but students should be forced to be more to be able to understand oral form as well. So that students can be trained to focus more (powerful idea) and concentration in teaching listening comprehension of this.

Listening comprehension is done by broadcast to students via the media, which can be tape media or tape recorder that can produce sound or audio, and with this technique also to train students to better understand through voice signals. And not only understand through writing and reading alone. Listening is evidence strengthening the concentration of students in participating classes or test.

Problems encountered during the teaching listening comprehension, based on my experience, there are some problems. First, The students are very enthusiastic when learning about listening comprehension. It's just that, but most of all of students, often do not respond on learning and they are chatting away with her/his friends. And they are also lost concentration, when they are started mistaken to answer the questions provided by the teacher. They are wrong, by reason because they are less clear in listening. Then began to busy looking for answers to his/her friends, and the class was in uproar.

Second, for the teacher. The teacher issues is the ability of teachers to teach classes that fuss, and teachers are not able to discipline students for more silence and concentration, as a result the learning process becomes chaotic. Because as we know that listening comprehension should get a calm and orderly so that everything can be achieved. Third, for curriculum. During this time the students learn more about the English language, so as to produce the knowledge but not the skills.

To solve these problems it is needed to use a strategy that really makes the students should be able to control their mind to focus on the goal of listening. The strategy is code-switching. Code-switching is to temporary the mother tongue with a foreign language in a dialogue or a discourse. The reason for using this strategy because according to her experience, students learn English looks very bored and looks underestimate this lesson. Especially when learning their listening comprehension extremely lacking spirit and unmotivated. Therefore, the purpose of applying the code-switching strategy is to improve the spirit and



concentration to students. Code-switching can strengthen students' minds in order to remain focused on what is heard and what is to be done on their answer sheets provided by the teacher. This can increase their concentration in learning especially on this learning listening comprehension.

According to Simon (2001, p.339) invited teachers and students to reconsider the role that code switching plays in the classroom interaction and to "break with the methodologically imposed code constraints in order to use code switching strategically to achieve their pedagogical aims." It is Expected, this strategy may be useful for the future and can be used as an alternative strategy that is good for learning this listening comprehension.

Based on the consideration above, this study used code-switching strategies' on the students' listening comprehension achievements, because it can make them more focus when their learning of listening comprehension and it can resolve their problem in learning of listening comprehension.

Considering the reasons mentioned above, it is interesting to do the research entitled **"The Effect of Applying Code-Switching Strategies on the Students' Listening Comprehension Achievement"**

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

The problems identify based on the background were as following:

1. Many students have difficulties in listening, they are difficult to pay much attention, and concentrate

2. Students often do not respond, in the learning process, they are chatting away in their own language.

### **C. Scope and Limitation**

The scope of this study was focused in listening comprehension. The study would be limited on responding to the meaning content of short functional monologue text on the various context of everyday life.

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

The problems of the study were formulated as follows. Is there any significant effect of applying code-switching strategies on the students' listening comprehension achievement?

### **E. The Objectives of the Study**

The objectives of the study were as the following.

1. To investigate the significant effect of applying code-switching strategies on the students' listening comprehension achievement.

### **F. The Significance of the Study**

This study was hoping to be useful as,

1. Theoretically,

The research finding is expected to broaden the perception of the students' capability in particular and the readers in general.

2. Practically ,

- a. The result of this study is expected to give the English teacher a teaching strategy that may create communicative English class.
- b. It is expected to motivate the students in learning English and encourage them listening to English.
- c. It is hoped that every students in the English language education UMSU Medan can take a lot of advantage from the result of this study.
- d. For further research, the result of this research can be useful as information when they conduct similar observation and investigation in different place and time

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

The theoretical framework contain some theories from the experts and concepts applied in this research. These concepts made to a better analysis of the given theories because they help the researcher to limit the scope of the problem. In this part the researcher present some theories related to this study in order to strengthen this study. So that, the reader sure, understand and encourage them to read.

#### **1. Description of Listening**

##### **1.1. Listening**

Listening is one of important skill in learning English. Listening becomes important because listening is the basic skill that should be mastered by the students. In language learning, students listen firstly, and then they will speak, then read and write something. Listening skill means the ability to understand what the speaker said.

Listening is an active, purposeful of making sense of what we hear (Nunan, 2013). Language skills are often categorize as receptive and productive. Speaking and writing are productive skill, that requires a person to receive and understanding incoming information (input). Listening is receptive, we can listen to and understand things at higher level then we can produce. For this reason, people sometimes think of it as passive skill.

Nothing could be further from the truth listening is very active. Effective listening skills are the ability to actively understand information provided by the speaker, and display interest in the topic discussed. It can also include providing the speaker with feedback, such as the asking of pertinent questions; so the speaker knows the message is being understood.

In addition, according to Zancanaro (2010), listening is a fundamental skill that students must have. When he is still young, he cannot speak early although he can read and write. In the first time, he just hears someone when he speaks English and step by step we will try to say what he/she hears. So, listening is perceived as crucial for communication.

## **2.1. The Types of Listening**

According to Dr. Shailesh Thaker, there are fourteen types of listening, starting with basic discrimination of sounds and ending in deep communication.

### **2.1.1. Discriminative Listening**

Discriminative listening is the most basic type of listening, where by the difference in sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences. We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable to distinguish the subtle sounds that are required in that language.

Like wise, a person who cannot hear the subtiles of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing. Listening is a visual as well as auditory act, as we communicate much through body language. We thus also need to be able to discriminate between must clean skeletal movements that signify different meanings.

### **2.1.2. Biased Listening**

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other biases that they have. Such biased listening is often very evaluative in nature.

### **2.1.3. Evaluative listening**

In evaluative listening, or *critical listening*, we make judgements about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.

Evaluative listening is particularly pertinent when the other person is trying to persuade, perhaps to change our behavior and maybe even to change our beliefs. Within this, we also discriminate between subtiles of language and comprehend the inner meaning of what is said. Typically also weigh up the pros and cons of an argument, determining whether it makes sense logically as well as whether it is helpful to us. Evaluative listening is also called critical, judgmental or interpretive listening.

#### **2.1.4. Appreciative Listening**

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

#### **2.1.5. Sympathetic Listening**

In sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for the trials and happiness at their joys.

#### **2.1.6. Empathic Listening**

When we listen empathetically, we go beyond sympathy to seek a truer understanding of how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling. In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self disclosure.

#### **2.1.7. Therapeutic Listening**

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way. This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and

also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

#### **2.1.8. Relationship Listening**

Sometimes the most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring. Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you.

#### **2.1.9. False Listening**

False listening occurs where a person is pretending to listen but is not hearing anything that is being said. They may nod, smile and grunt in all the right places, but do not actually take in anything that is said. This is a skill that maybe finely honed by people who do a lot of in consequential listening, such as politicians and royalty. Their goal with their audience is to make a good impression in very short space of time before they move on, never to talk to that person again. It is also something practiced by couples, particularly where one side does most of the talking. However, the need for relationship here can lead to this being spotted ('You're not listening again!') and consequent conflict.



### **2.1.10. Initial Listening**

Sometimes when we listen we hear the first few words and then start to think about what we want to say in return. We then look for a point at which we can interrupt. We are also not listening then answer responding more time rehearsing what we are going to say about their initial point.

### **2.1.11. Selective Listening**

Selective listening involves listening for particular things and ignoring others. We thus hear what we want to hear and pay little attention to 'extraneous' detail.

### **2.1.12. Partial Listening**

Partial listening what most of us do most of the time. We listen to the other person with the best of intents and then become distracted, either by stray thoughts or by something that the other person has said. We consequently dip inside our own heads for a short while as we figure out what they really mean or formulate a question for them, before coming back into the room and starting to listen again. This can be problematic when the other person has move on and we are unable to pick up the threads of what is being said. We thus easily can fall into false listening, at least for a short while. This can be embarrassing, of course, if they suddenly ask your opinion. A tip here: own up, admitting that you had lost the thread of the conversation and asking them to repeat what was said.

### **2.1.13. Full Listening**

Full listening happens where the listener pays close and careful attention to what is being said, seeking carefully to understand the full content that the speaker is seeking to put across. This may be very active form of listening, with pauses for summaries and testing that understanding is complete. By the end of the conversation, the listener and the speaker still probably agree that the listener has fully understood what was said.

Full listening takes much more effort than partial listening, as it requires close concentration, possibly for a protracted period. It also requires skills of understanding and summary

### **2.1.14. Deep Listening**

Beyond the intensity of full listening, you can also reach into a form of listening that not only hears what is said but also seeks to understand the whole person behind the words. In deep listening, you listen between the lines of what is said, hearing the emotion, watching the body language, detecting needs and goals, identifying preferences and biases, perceiving beliefs and values, and soon.

## **3.1. Listening Difficulties**

In order to help students get improved with their listening skill. It is needed finding out their listening problems which cause difficulties to them. According to Yagang (1994) the problem in listening were accompanied with the four following factors: the message, the speaker, the listener, and the physical setting, assumed that the problem of the students were for the speed

of delivery, new terminology and concept, difficulty in focusing and the physical environment. Besides all factors above, second language (L2) listening comprehension strongly supports the importance of a number of factor. Students feel confuse of English because of they do not know the meaning of word. So that they are not interested to study English even to listen it. That is why they have difficulties in listen the explanation of their teacher and finally, they can not do the exercises which their teacher asked to.

Effective listening skills is one of the talents that a leader or manager must develop to be successful. Listening skills are also extremely importantsto an effective exchange between two individuals. Distractions can lead to the ineffective communication of information. Typical distractions include:

1. Daydreaming
2. Thinking about another topic
3. Lack of interest in the topic

Listed below are skills a leader can learn, and practice, to make them a move effective listener.

1. The first step to becoming a more effective listener to act like a good listener.
2. The second step to effective listening is to look at the speaker. Watching the speaker closely can often reveal the non-verbal signals sent out from the speaker.

3. Once eye contact is made with the speaker, nonverbal signals to the speaker should be sent, which allow him to understand that the listener is engaged in the conversation.
4. Use receptive language when listening, for example use phrases such as “yes” and “uh huh” it is impossible to listen when speaking.
5. Finally, concentrate on what the speaker is saying. Listen to their point of view, and do not mentally argue with the speaker.

The benefits of listening effectively are far reaching to the manager. This skill can foster trust, reduce conflict, and increase the level of commitment among followers.

#### **4.1. Listening Comprehension**

Listening comprehension is concerned with decoding of a speech, which involves continual mental processing, concentrated attention, and memory. In other word it represents a perceptive and mental mnemonic activity. Listening comprehension is as a means of instruction of enables the learners to acquire themselves with a new language and speech material, and serves to included habits and skills in all types of communication. According to Jack C. Richards, listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most of methodology manuals listening and listening comprehension are synonymous. This view of listening in based on the assumption that the main functions of listening in second language learning is to facilitate understanding of spoken discourse.

We will examine this view of listening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency.

Communication happens if there is an interaction between the speaker and the listener. Therefore, listening comprehension activities have a direct and important relationship to the amount and quality of speaking skill. Successful listening for language learners depends on many factors such as the knowledge of the language, background of knowledge, etc. To improve listening skill, students need to listen to various listening texts for different situations. For example, such as short dialog on the phone, announcement in the airport, instruction on how to operate a new machine, speeches, poems, songs, etc. The main objective of listening comprehension practice in high school level is that the students should learn to function successfully in real life situations.

In detail, the purpose of listening activity is that the students are able to do the instruction or to gain information from different kinds of listening texts or genres. (for example; monolog: speech, reports, instruction, poems, songs, etc and dialog: debate, discussion, movie, etc). Moreover, they are able to complete the information and respond to questions. To reach the goals, the teacher should consider several things, such as students' motivation, interest and learning style.

## **2. Description of Code-Switching Strategies'**

Code switching is regarded as a communicative phenomenon of constantly switching between two languages in a bilingual's speech repertoire. Code-switching perform various functions in its naturally occurring context. Speakers code switch to manipulate or influence or define situation as they wish, and to convey nuances of meaning and personal intention (Sert 2005).

Teachers employ code switching strategy as a means of providing students with opportunities to communicate and enhance students understanding. It further helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the learners or search for the simplest words to clarify any confusion that may arise. The teacher use code switching by starting the lesson in the English Language and may move into the second language and back. This ensures that the lesson is as communicative as possible. This approach allows teachers to balance the use of language within a given contact.

Sert (2005) further puts the phenomenon of code switching in context by introducing functions of code switching in various aspects. Firstly, its function in bilingual community setting will briefly be explained by giving a sample authentic conversation which will help the reader deduce ideas about its possible applications in educational contexts. Secondly, the functionality of code switching in teachers' classroom discourse will be introduced with its aspects as: topic switch, affective functions and repetitive functions. Thirdly, the learners' code switching with introduction of some basic functional perspective such

asequivalence, floor holding, reiteration and conflict control. In considering functions of code switching from teachers' and learners' perspective, Sert suggests that code switching can be used for self-expression and is a way of modifying language for the sake of personal intentions; furthermore, code switching may be used in order to build intimate interpersonal relationships among members of a bilingual community. This is a conversation between two strangers who have a language in common, the Sepedi words are in italics with the English sentences in brackets:

a. **Thuto:** My sister *le yenake Lebo, o tsene*Wits.

(My sister`s name is also Lebo, she studied at Wits).

b. **Lebo:** Oh, *ke a bona, lenna*I studied *ko*Wits.

(Oh, I see, I also studied at Wits).

As teachers switch between codes students attention are gradually drawn to the objective of the teaching. Situation of code switching in the classroom include topic switch, affective switch and repetitive switch (Sert 2005). Here a teacher can exploit students' previous L1 learning experience to increase their understanding of L2. In repetitive function, code switching is used to clarify the meaning of a word, and stress importance in the English language content for better comprehension. It also help student to become more competent in the language they are trying to learn. Here an instruction is given in English language and the teacher repeats same in the mother-tongue for the students. Teachers of

science, technology and other allied disciplines will find Code switching very useful in explaining complex scientific terms, thus making the teaching and learning easy and interesting.

Code switching also help learners to enjoy their learning due to their ability to comprehend the teachers input. The comprehensible input also allows them to feel less stressful and to become more comfortable to learn. Once they are comfortable with the environment, without any unnecessary anxiety the learners are able to focus and participate in classroom practice and activities more successfully. This psychological support makes learners feel more relaxed and comfortable to learn English language.

The marked code choices as explained by Rose (2006) are:

1. Code switching for Clarification

Rose (2006) found that learners practise code switching in order to translate a single word and this was often found to function for meaning clarification. This type of code switching therefore was found to constitute a way in which learners are able to clarify any misunderstanding.

2. Code switching for Expansion

Code switching for expansion is often used in a longer explanation where many code switches occur. This involves longer phrases whereby the teacher or learners further explain meaning, or when they translate certain concepts being taught in the lesson.



### 3. Code switching to Reprimand

The use of the marked code choice is seen as functional when wanting to display some form of emotion like anger or affection, therefore using the unmarked code choice to reprimand the learners, the teacher seems to reinforce the fact that she wants to be taken seriously and that she is feeling tense.

### 4. Humour

The teachers and the students use code switching as a way to get a positive and humorous response during formal context of teaching not in an informal conversation, whereby neither the teacher nor the student is intending to be social.

### 5. Social and Identity Functions

Code switching is often seen as functional when participants of a conversation are being social. A teacher will often code switch while having a social conversation with her students. It can be considered as a marked switch because the relationship and the socialising are relaxed, the teacher and the learners are still not in the same so-called “in group”, due to differences in age, first language (L1) and culture.

### 6. Code switching for Confirmation

This type of code switching is often used by teachers to confirm whether the learners understand the lesson.

Kieswetter (1995:114) states that the unmarked code choice occurs when the overall speech pattern carries the social meaning, rather than the individual switches.

#### 1. Code switching to Reprimand

This occurs by changing from one code choice to another as the situation changes, for example:

Teacher: Good morning, *kekgopeladibukatsamošomowagaewamaabane*.

(I am asking for yesterday`s homework books).

Learners: How about we submit after class?

Teacher: *Re swanelake go diradiphošollogonabjale*.

(We must do corrections now).

#### 2. Social

This is when the conversation changes from work related matters to the learner asking the teacher a random question, then the teacher decides on returning to work related matters and changes the code.

#### 3. Confirmation

Code switching for confirmation in this manner can function as a way of confirming with the learner what has just been said, usually by asking a question

#### 4. Exploratory

Rose (2006:27- 28) states that a speaker can use the exploratory code switching when an unmarked code choice is not clear and it usually occurs

when the speakers themselves are unsure of the expected or optimal communicative intention.

This research will attempt to explore the existence of code switching functions at different levels within a classroom learning environment as pointed out by Sert (2005) and Rose (2006), and furthermore seek to evaluate feelings of students on the teacher code switching and teachers' feelings on students code switching more especially where teachers are not native speakers of students' native language.

## **2.1. Procedures of Code-switching Strategies'**

### **2.1.1 Teaching Learning Process:**

#### **Opening Activity (Apperception)**

1. Greeting
2. Starting the lesson with a prayer
3. Checking attendance list
4. Apperception (Question answer about students conditions)
5. Give motivation reinforcement

#### **Main Activity**

##### **1. Eksploration**

1. Teacher give some explanation about Listening Comprehension (applying code-switching strategies') to learners

2. Learners also answered the questions from the teacher by applying code-switching

## **2. Elaboration**

1. Learners listen to a text and learners answered the multiple choice
2. Learners listen to text while providing the multiple choice test
3. With the guidance of teachers, learners ask the meaning of difficult words in a text

## **3. Confirmation**

1. Learners make conclusions about the material they have learned
2. Learners who have difficulties, will provide solutions

## **4. Closing Activity:**

In closing activity the researcher can:

1. The researcher gives conclusion using slide share.
2. The researcher gives the time to the students to ask.
3. The researcher closes the meeting and praying.

## **2.2. The Advantages and Disadvantages of Code-switching Strategies'**

### **2.2.1. The Advantages of Code-switching Strategies'**

Brock-Utne (2001) points out that reasons for code-switching may be expressed differently but; more importantly, teachers show concern for the understanding capability of the students. Brock-Utne (2001) recommends that using a language for learning, i.e. as a medium of instruction is different from learning a language. She recommends that it is better to have good instruction in a language per se (such as English in the Namibian situation) and the other

subjects should concentrate on content and teachers could code-switch in order for their students to understand the content.

MBESC (2003) emphasizes the fact that a person's identity is contained in his/her language and culture and they need to possess their cultural identity and traditional norms in order for them to be individuals in a multicultural society. In many Namibian schools, learners are encouraged to use English when they are on the school grounds and even more so when they are in class. Sometimes punitive action is taken against students who fail to obey this rule. This may have a negative effect on the way these learners see their home languages. Code switching may, hence, be viewed as a way of recognising the learners' cultural identities and a gesture of respect for the learners' mother tongues.

Mpofu (2006) suggested that teachers should encourage their students to formulate their thoughts and ideas in their home language and then translate them into English. Mpofu (2006), further, recommended that the teachers should use code-switching when in class in order for their students to understand better as well as for the learners to recognize that using their home language is not a sign of stupidity.

Rollnick and Rutherford (2002), emphasize that the use of learners' main language is a useful means for learners to explore their ideas. They argue that the use of code-switching exposes the learners' alternative ideas. Hence, code switching would allow learners to discuss the ideas that they cannot express in English and thereby exposing such ideas which would have,

otherwise, been concealed if they were to adhere to the exclusive English use in the classrooms.

### **2.2.2. The Disadvantages of Code-switching Strategies'**

The lack of some culturally equivalent terms between the home language and the target language may lead to a violation of the transference of the intended meaning of the subject content (Sert, 2005). This is especially true for scientific terminologies which usually have no equivalent expressions in our national languages.

Sert, supported by Gabusi (n.d), further, stated that code-switching may result in lack of fluency in the second language in the long run, especially if the learners know that they are allowed to fill the “stopgaps” with home language use. This means that proficiency of the students in the medium of instruction might not be developed strong enough when code-switching is practised in lessons.

As discussed earlier, in a multilingual nation such as Namibia, code-switching may not be so desirable if the students practice it when writing national examinations which are marked by teachers from different language backgrounds (MoE, 2004). The examination markers would expect the learners to answer in English and if any learner wrote some things in his/her home language then it would be a problem, especially if the examination marker did not understand that language and did not have the patience to find out from those that understand the language.

## **B. Previous Related Study**

### **1. Chidambaran (2000)**

In research for his dissertation, Chidambaram (2000) examines the code switching in Cochin Tamil community in India. In a study titled "A sociolinguistic Study of Code Switching Among the Cochin Tamils" were found: (1) over the code on society Cochin Tamil form of intermediate code from one language to another language, a dialect of into another dialect, and one variation register to variations register other; (2) mixed code is a mixture of two languages, mixing two or more languages, and mixing two or more variations of diglossia; and (3) the shift code is a shift from one language to another, one dialect into another dialect, and from one variation to another variation diglossia. Besides, Chidambaram also explained that during interact with the displacement information or subject, there is also a shift from one language to another, one dialect into another dialect, and from one variation to another variation, depending on the role and position of the speaker and partners said, as well as the situation of the occurrence of such utterances.

### **2. Fasya: (2009)**

Other research on the selection of languages on multilingual society made by Siregar (in Fasya: 2009). Respondents were Indonesian who lives in Melbourne and Sydney, Australia. Respondents consisted of several ethnicities and languages, namely Javanese, Sundanese, Minangkabau, Bali, Indonesia, Batak, Flores, and Bugis. The results were presented in a dissertation entitled "Language Choice, Mixing Language, and Language

Attitudes: Indonesian in Australia". He combines antarfaktor social situation, namely the role relationships antarpartisipan and factor of the situation said it describes seven circumstances: (1) denied, (2) persuaded, (3) praise, (4) ask for assistance, (5) request and provide information, (6) chatted casually, and (7) greeting. His analysis shows that the pattern of election of Indonesian and regional languages are functionally very dominantly influenced by the role antarpartisipan. In addition, factors explained the situation and the age factor also determines the selection of participants language.

### **3. Ruan (2003)**

Research on the usage behavior of code switching between Chinese and English by bilingual children performed by Ruan (2003). In the research entitled "Study of Bilingual Chinese / English Children's Code Switching Behavior", Ruan concluded that just as in bilingual adults, children who are bilingual Chinese also do over the code in their speech as a communication device. Children bilingual Chinese-English transferring the code in their conversations to discover the diverse functions, such as social functioning, pragmatic function, and the function of meta-linguistic.

### **C. Conceptual Framework**

Listening comprehension is a complex and active processes of interpretation in which listeners match that they hear with their prior knowledge. It is more than just perception of sounds, it also requires comprehension of meaning in a message. In listening process, successful listeners are good predictors. They predict what they hear by using the knowledge they already.



Teacher as guider in the class should prepare appropriate materials for the students, because the materials is very needed in listening to know what is discussed, it means the materials is the topic of discussion (narrative text). Materials should be arranged logically in order to the listener (student) can receive it correctly and comprehend the messages of the materials.

On the other hand, the researcher would find out some aspects which influence of mastering listening comprehension, they are hearing the sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents, using visual and aural environment clues. These aspects can be a problem for the listener if they do not master English well but the most important of them, the listener should master the listening and pronunciation in English because without mastering them the listener cannot interpret the message of the spoken language.

Some of teacher has not found appropriate strategy in teaching listening. They still use step to teach listening a narrative text to students. It will be comfortable if they teach listening by applying Code-switching strategies' and simple step which can make them enjoyed.

Lecturing strategies' is the oldest teaching method applied in educational institution. This teaching method is one way channel of communication of information. Students' involvement in this teaching method is just to listen and sometimes pen down some notes is necessary during the lecture, combine the information and organized it.

One of the problem in this method is to make them really to relax and not panic when their learning of Code-switching. Another big problem is that many students in the class cannot follow the theme. Learning has a strong influence on method of teaching.

#### **D. Hypothesis**

Based on the review of literature and framework related above in this study, alternative hypothesis (Ha) and Null hypothesis (Ho) was formulated as the following :

Ha : There is a significant effect of applying Code-switching Strategies' on the listening comprehension achievement

Ho : There is no significant effect of applying Code-switching Strategies' on the listening comprehension achievement

## CHAPTER III

### METHOD OF RESEARCH

#### A. Location of the Research

This research was conducted at SMA Swasta Persiapan Stabat from February until March 2017. This school was chosen because the researcher found the students' difficulties in learning listening there and found that the students' achievement in this school in learning English is still low, especially in listening comprehension. So it is necessary to find out the effect of applying Code-switching strategies' on the listening comprehension achievement. In addition, a similar had never been done in there.

#### B. Population and Sample

##### 1. Population

The population of this research was taken from the XI grade students of SMA Swasta Persiapan Stabat. There are five classes, there are class XI-IA1 up to XI-IS 2. The total number are 180 students

**Table 3.1**  
**Population**

No.	Class	Population
1.	XI-IA 1	35
2.	XI-IA 2	35
3.	XI-IA 3	40
4.	XI-IS 1	40
5.	XI-IS 2	35
Total		180

## 2. Sample

Class XI-IA1 and XI-IS2 was chosen as the sample. And cluster random sampling technique was used to choose the sample, because it can determine the extent or degree to which the enforceability or generalizations conclusion of the study. Thus, the quality of the sampling will determine the quality of the conclusions of the study.

**Table 3.2**  
**Sample**

No.	Class	Sample
1.	XI-IA1	35
2.	XI-IS 2	35
Total		70

## C. Research Design

This is an experimental research, which conducted by using descriptive quantitative method. This experimental is used to because the researcher dotreatment to know the result of the study before and after doing treatment and descriptive quantitative method is conducted to describe and to analyze the data

**Table 3.3**  
**The Research Design**

Group	Pre-test	Treatment	Post-test
XI-IA1	✓	Applying Code-switching strategies'	✓
XI-IA2	✓	Traditional Method	✓

Where:

XI-IA1 = Experimental Group

XI-IS 2 = Control Group

The XI-IA1 is the experimental group was taught by applying code-switching strategies in listening and XI-IS2 is control group by using lecturing technique in listening. Pre-test and post-test would taken for experimental and control class.

**Table 3.4**  
**Treatment in Experimental and Control Group**

No	Experimental Group	Control Group
1.1	Teacher greeted the students to open the class	1.1. Teacher greeted the students to open the class
2.	Starting the lesson with a prayer	2. Starting the lesson with a prayer
3.	Checking attendance list	3. Checking attendance list
4.	Apperception (Question answer about students conditions)	4. Apperception (Question answer about students conditions)
5.	Give motivation reinforcement	5 .Give motivation reinforcement
2.1	Teacher give some explanation about Listening Comprehension (applying code-switching strategies') to learners	2.1. Teacher give some explanation about Listening Comprehension to learners
2.	Learners also answered the questions from the teacher by applying code-switching	2. Learners also answered the questions from the teacher

3.1.	Learners listen to a text and learners answered the multiple choice.	3.1. Learners listen to a text and learners answered the multiple choice.
2.	Learners listen to text while providing the multiple choice test	2. Learners listen to text while providing the multiple choice test
3.	With the guidance of teachers, learners ask the meaning of difficult words in a text	3. With the guidance of teachers, learners ask the meaning of difficult words in a text
4.1.	Learners make conclusions about the material they have learned	4.1 Learners make conclusions about the material they have learned
2.	Learners who have difficulties, will provide solutions	2. Learners who have difficulties, will provide solutions

#### **D. Instrument of the Research**

Multiple choice test was used as the instrument in collecting the data. The test consisted of 20 items. Which taken from the Bank Soal of UN SMA from

2014 to 2015. The scoring system is:  $S = \frac{R}{N} \times 100$

S : Score

R : Right Answer

N : Number of items

#### **E. Technique for Analyzing Data**

After collecting the data from the test, the data would be calculated by using t-test. The following procedure is implemented to analyze the data:

1. Scoring the students' answer for correct answer is analyzed by using experimental technique. The steps were follows:

$$S = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

Note :

S = Score

Total Score = True item which students answer

Maximum Score = Highest Score that Students must to answer

2. Listing their scores in two scores tables; first for experimental group scores as X variable and second for control group scores as Y variable.
3. Calculating the mean of the students' score
4. Measuring Standard Deviation of variable X and variable Y
5. Finding out a standard error of mean of both variable
6. Finding out the Standard Error differential between  $M_x$  and  $M_y$
7. Testing the hypothesis by applying T-test:

$$T_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \quad (\text{Sudijono})$$

Note:

$SD_x$  : Standard Deviation of experimental group.

$SD_y$  : Standard Deviation of control group.

$X^2$  : Total score of  $(X_2 - X_1)^2$ .

$Y^2$  : Total score of  $(Y_2 - Y_1)^2$

$N_1$  : Total sample of experimental group.

$N_2$  : Total sample of control group.

$SE_{M1}$  : Standard Error of Mean in experimental group.

$SE_{M2}$  : Standard Error of Mean in control group.

$SE_{M1-M2}$  : Standard Error differential between  $M_x$  and  $M_y$ .

$t_o$  : Test observation.

8. In analyzing the students difficulties, it is needed to analyzes the students answer in each items of the test, and then categorized it into the index of difficulties.

#### **F. Statistical Hypotesis**

The value of t-observe must be bigger than the value of t-table so that  $H_o$  is rejected and  $H_a$  is accepted. In other hand, if value of t-observe less that t-table, so the  $H_a$  is rejected and  $H_o$  is accepted.

If  $t\text{-observe} > t\text{-table}$  =  $H_a$  is accepted and  $H_o$  is rejected

If  $t\text{-observe} < t\text{-table}$  =  $H_a$  is rejected and  $H_o$  is accepted

Where :

$H_a$ : There is a significant effect of applying code-switching strategies' on the listening comprehension achievement

$H_o$ : There is no significant effect of applying code-switching strategies on the listening comprehension achievement



## CHAPTER IV

### DATA AND ANALYSIS

#### A. The Description of Data

The data on this study were quantitative data since this study was conducted in an experimental and control research design, and there were totally 70 students students who were taken as sample of this study. The students in experimental group were taught by using Code-switching strategies' while the students in control group were taught by using Traditional method. The population of this study was the students of SMA Swasta Persiapan, Stabat. The experimental group was XI-IA1 and control group was XI-IS2. After applying pre-test and post-test in both of groups, the students' score were obtained. The students' score in each group can be seen on the table below.

**Table 4.1**  
**Table of the Result of Test**

No.	Content	Experimental Group		Control Group	
		Pre-test	Post-test	Pre-test	Post-test
1.	Total Scores	2185	2960	1965	2405
2.	Mean Scores	62,42	84,57	56,14	68,71
3.	Highest	80	95	75	80
4.	Lowest	50	75	40	60

Based on the table, it was found that the lowest and the highest pre-test score in the experimental class were 50 and 80 with the mean 62,42. While in the

post-test 75 and 95 with the mean 84,57. In control class, the lowest and the highest pre-test score were 40 and 75 with the mean 56,14. While in the post test 60 and 80 with the mean 68,71. Based on the data above, it proves that there are different score between two groups. The students' scores in experimental group are higher than that in control group. (Appendix 7 and 8 )

## **B. The Data Analysis**

### **1. The Effect of Applying Code-Switching Strategies' on the Students' Listening Comprehension Achievement**

Based on the data from the test, the score was analyzed in order to see the differences of pre-test and post-test of the experimental and control group, and to find out the effect of applying code-switching strategies' on the students' listening comprehension achievement. The different showed on the (Appendix 12 and 13)

After scoring and listing the students' pre-test and post-test scores, the next step was analyzed the data by measuring the mean score of the experimental and control group. It was found that t-observed was 4,85 on the level of significant 0,05 with the degree of freedom  $35 (n-2) = 35-2 = 33$ , t-table was 1,99. It shows that there was significant effect of applying Code-switching strategies' on the students' listening comprehension achievement

$$\text{Which : } t_{observed} > t_{table} = 4,85 > 1,99$$

**Table 4.2**  
**Providing the Hypothesis**

<b>Correlation Product Moment</b>	<b>T-test</b>	<b>Linear Regression</b>	<b>Significant Effect</b>
$t_{\text{observed}} = 4,85$	$t_{\text{table}} = 1,99$	$\alpha = 0,05$	df = 68

After containing the result, the classifications of result were applied to the table below.

**Table 4.3**  
**Criteria of Difficulties Item**

<b>Quantitative</b>	<b>Qualitative</b>
0.00 – 0.30	Difficult Items
0.31 – 0.70	Medium Items
0.71 – 1.00	Easy Items

According (Arikunto, 2003) the result of computing shows that no items were considered difficult, 8 items were considered medium and 12 items were considered easy.

### **C. Testing Hypothesis**

The hypothesis testing should be done in order to know whether the hypothesis is accepted or rejected. ( $H_a$ ) is accepted if the  $t_{\text{observed}} > t_{\text{table}}$ . In this research, the calculation of the scores by using t-test showed the degree of freedom (df) 35 at the level of significance 0,05. Based on the calculating of  $t_{\text{observed}}$ , it was found that  $t_{\text{observed}}$  4,85 and  $t_{\text{table}}$  1,99. Based on this, it is concluded that alternative of hypothesis ( $H_a$ ) is accepted. It means that there is significant effect of applying code-switching strategies' on the students' listening comprehension achievement.

### **D. Finding**

Based on the data analysis there are some findings can be presented follow:

After accounting the data previously by using t-test formula, it showed that t-observe value was 4,85 then after seeking the table of distribution of t-observe as basis of counting t-observe in certain degree of freedom (df). The calculation showed that df was 68 showed t-table was 1,99 for 0,05. Based on the data  $t_{\text{observe}} > t_{\text{table}}$  or  $4,85 > 1,99$ . It means that the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was a significant effect of applying code-switching strategies' on the students' listening comprehension achievement.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis, it can be conclude that there were no difficulties faced by the students' in learning listening by using code-switching strategies'

The lowest for pre-test of experimental group was 50 and highest 80 and post test was 75 and highest 95. The lowest for pre-test of control group was 40 and highest 75 and post-test was 60 and highest 80. It can be concluded that there are significant effect of applying code-switching strategies' on the students' listening comprehension achievement. It is also proven by the result of t-test calculation, the result shows that  $t_o$  was high that t-table ( $4,85 > 1,99$ ) at  $\alpha = 0,05$  and  $df = 68$ .

#### B. Suggestion

In relation to the conclusion above, suggestion are put below:

1. Teacher should invite the students to create collective product which can develop thinking, to create original solutions, to develop cooperative work, and giving students more responsibility for and control of their learning leads to increased motivation.

2. English teachers are advised to use the Code-switching Strategies', because this strategy is easier for students to remember what they would have mentioned to be practiced.
3. Teacher should be creative in choosing the teaching method until he/she success in teaching a subject.
4. The students are expected to use Code-Switching Strategies' in order to encourage their ability and improve their achievement in listening.

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