

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF USING CODE SWITCHING
ON LISTENING SUBJECT OF STUDENT'S ENGLISH
DEPARTMENT OF IAIN METRO IN
ACADEMIC YEAR OF 2018/2019**

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ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H/2019 M**

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AN ANALYSIS OF USING CODE SWITCHING ON LISTENING
SUBJECT OF STUDENT'S ENGLISH DEPARTMENT OF IAIN
METRO IN ACADEMIC YEAR OF 2018/2019

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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**AN ANALYSIS OF USING CODE SWITCHING ON LISTENING
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ABSTRACT

**BY
ANIS OKTAVIANI**

The primary goal of this research is to know whether the use of code switching contained used in listening subject, to upgrade and refine the learners use of the language through a subject analysis of language options in the correction of the learners' approximate texts. The researcher found the problem of the students' are uninterested in listening subject and have difficulties to subject the audio, identify the topic and main idea of the text.

The present research is qualitative in which the research collect the data in the form of word. The research collect the data use purposive sampling technique. The data analysis this research used by Mile.

This study shows that the students use code switching of listening subject in the learning process. The main reason of listening subject used code switching is as a communicative strategy, because code switching can facilitated learning and they get a better understanding by using listening subject. Moreover, their listening subject code switching is positive. It can be know that 50% positive, 33% between negative, and negative 17%. It can be inferred that listenin subject used code switching can help their learning process.

Keyword : *Listening Subject, Code Switching*

**ANALISIS DATA MENGGUNAKAN CODE SWITCHING DALAM
LISTENING SUBJECT PADA SISWA BAHASA INGGRIS DI IAIN
METRO PADA TAHUN AJARAN 2018/2019**

ABSTRAK

**OLEH
ANIS OKTAVIANI**

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan code switching dalam listening subject dapat meningkatkan pemahaman mendengarkan siswa, serta meningkatkan dan memahami penggunaan bahasa yang digunakan oleh siswa melalui analisis pemahaman pemilihan bahasa yang diperkirakan oleh siswa dalam text. Peneliti menemukan permasalahan yang dihadapi siswa yaitu adalah kurangnya minat atau ketertarikan siswa terhadap materi mendengarkan, dan kesulitan untuk memahami audio, serta kesulitan mengidentifikasi topic dan ide pokok.

Penelitian ini merupakan penelitian kualitatif dimana penelitian mengumpuk data dari kata. Penelitian dikumpul menggunakan data purposive yang mencontoh ilmu pengetahuan tentang teknik. Analisis data yang di pakai dalam penelitian ini oleh Mile.

Peneliti ini menunjukkan bahwa strategy code switching dalam listening subject pada proses pelajaran. Alasan utama dari listening subject dalam code switching adalah sebagai satu strategi komunikatif, karena code switching dapat memudahkan belajar dan mereka memperoleh satu pemahaman lebih baik dalam listening subject. Selainitu, code switching dalam listening subject adalah positif. Ini dapat diketahui dari 50% positif, 33% di antara negatif, dan negatif 17%. Ini dapat disimpulkan bahwa code switching dalam listening subject dapat membantu proses belajar mereka.

Keyword : *Listening Subject, Code Switching*



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To The Honorable,
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Assalamua'alaikum Warahmatullahi Wabarakatuh

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

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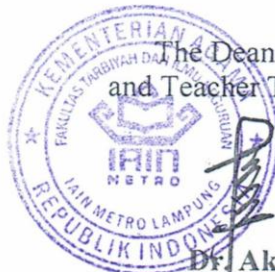
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Metro, July 2019
The writer,



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Metro, Juli 2019

Penulis,



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MOTTO

وَأَسَلِمُ عَلَى يَوْمٍ وُلِدْتُ وَيَوْمَ أَمُوتُ وَيَوْمَ أُبْعَثُ حَيًّا ﴿٣٣﴾

Artinya: “dan Kesejahteraan semoga dilimpahkan kepadaKu, pada hari aku dilahirkan, pada hari aku meninggal dan pada hari aku dibangkitkan hidup kembali”. (QS. Maryam: 33)

DEDICATION PAGE

I truly dedicate this undergraduate thesis to:

**My beloved parents, Mr. Giyatno and Mrs. Sumitri who always
support me by their endless love**

**My beloved alمامater of State Institute for Islamic Studies of
Metro**

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Praise is only to Allah SWT, the Lord of the Universe, the inspiration of his life, that the researcher finally could complete this thesis entitled An Analysis of Using Code Switching on Listening Subject of Student's English Department of IAIN Metro in Academic Year of 2018/2019.

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The researcher, still many mistakes in writing and presentation items. Therefore, the researcher apologize hopefully this thesis can be benefit to all of us properly.

Metro, June 2019

The Writer,



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TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
ABSTRACT	iii
ABSTRAK	iv
NOTIFICATION LETTER	v
NOTA DINAS.....	vi
APPROVAL PAGE	vii
RATIFICATION PAGE.....	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINALITAS PENELITIAN.....	x
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGMENT.....	xiii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xvii
LIST OF FIGURE.....	xviii
LIST OF APPENDIX	xix
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Focus of the Study.....	4
C. Problem Formulation	4
D. Objectives and Benefit of the Study.....	5
1. Objectives of the Study	5
2. Benefits of the Study.....	5
E. Prior Research.....	6
CHAPTER II THEORITICAL REVIEW.....	8
A. The Concept of Code Switching	8
1. Definition of Code Switching	9

2. Types of Code Switching	12
3. The Reason of Using Code Switching	17
4. Factorsthat of Code Switching	21
5. Code Switching in Language Learning	22
B. Concept of Listening Subject	22
1. Listening as a Foreign Language	22
2. The Definition of Listening Subject.....	25
3. Kind of Listening Subject	25
C. Concepts of Lecturer Code Switching in Listening Subject	28
D. Different Between Code Switching and Listening.....	29
CHAPTER III THEORICAL REVIEW	30
A. Kind and Characteristic of Research.....	30
B. Data Resource	31
1. Primary Resource	31
2. Secondary Resource	32
3. Data Collecting Technique.....	32
4. Observation	34
5. Documentation	33
6. Interview	33
C. Data AnalysisTechnique	48
D. Research Approach	53
1. Determine the Research and Formulate the Questions	35
2. Determine the Case, Collects and the Data.....	36
3. Supply Collecting Data Instrument.....	36
4. Valuate and Analyze the Data.....	36
5. Making Report	36
CHAPTER IV RESULT AND DISCUSSION.....	37
A. Description Of Research Setting	37
1. Profile of IAIN Metro	37
2. The Structural Organization of IAIN Metro.....	39

3. The Facilities of IAIN Metro	42
4. The Skatch of Location of IAIN Metro	43
5. The Condition of Lectures and Official Employers	45
6. The Students in IAIN Metro	45
7. English Education Study Program (TBI)	46
B. General Description of Data Research	48
C. Discussion of Finding.....	53
CHAPTER V CONCLUSSION	56
A. Conclusion	56
B. Suggestions	56

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

Table	Page
1. Facilities in State Institute for Islamic Studies of Metro	42
2. Total of Students State Institute for Islamic Studies of Metro	45
3. The Specific of the Students' Problem for Interview Data	50
4. The Specific of the Students' Problem from Questionnaire Data	51
5. Table Problem of Listening	53

LIST OF FIGURES

Figure	Page
1. Analysis Components of Miles and Huberman Model	34
2. The Organization Structure of IAIN Metro.....	40
3. The Location Sketch of IAIN Metro (Campus 2)	43
4. The Location Sketch of IAIN Metro (Campus 1)	44

LIST OF APPENDIX

1. SK Bimbingan Skripsi
2. Surat Izin Pra Survey
3. Surat Balasan Izin Pra Survey
4. Surat Tugas
5. Surat Izin Research
6. Suarat Balasan Permohonan Izin Research
7. Alat Pengumpul Data (APD)
8. Lembar Observasi
9. Kartu Konsultasi Bimbingan Skripsi
10. Surat Keterangan Bebas Pustaka
11. Surat Keterangan Bebas Jurusan
12. Dokumentasi

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a manner that is very important toward communication among people and a facility to build interacts in our society. It is impossible that people can live without socialization with other people. It can be divided language can survive and develop because people use it and teach to other people. Whoever, whenever and wherever they are, language always accompanies them. Even when someone is silent, basically he still uses language. It is a means used to form thought feeling and activity. Among many languages spoken in the world, one of the commonly used languages in the world is English.

English is an international language and one of the most popular languages. Many people using English as an language to communication and it is easier for people who come from different countries to make interactions and communication with other. This implies that in modern era there are no part of the world affairs know nothing about English. International affairs such as education, economic, science, medicine etc always involve English as the medium.

In Indonesia, English is used as the first foreign language. It is taught formally at almost all schools from Elementary School to University. There are four important skills that students have to master in English. They are listening, speaking, reading and writing.

Specifically, English in University is aimed at developing the four skills in order that the students can communicate in English language. Furthermore, speaking is one of the four skills that are very important to master. Speaking in English is one capability that should be had by the students. Speaking seems like a simple activities, but they have many complex problems to improve their speaking ability. In communication the speakers have more than one way to say more or less the same think, in another words every society has different linguistic codes acceptable. The study of social and cultural effects on language is discussed in sociolinguistic.

Furthermore, Gumperz defines that sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur.¹ Sociolinguistics is scientific displace developed from the cooperation of linguistics and sociology that investigates the social meaning of language system and of language use, and the common set of conditions of linguistic and social structure. Base on the statements, it be inferred that sociolinguistics is the way of understanding language include variant of language and society.

In sociolinguistics has aspect namely bilingualism. Bilingualism is the ability to use two languages or more. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual.

¹ Ronald Wardaugh, *An Introduction of SociolinguisticFifth Edition*. Blackwell. UK. 2006 . p.11

Based on explanation this research aims to find out use code switching on Listening Subject for academic purpose at the fourth semester in English Department of IAIN Metro. So, as an bilingual campus IAIN Metro is using code switching on Listening Subject.

e.g : Student A : I cant't continue my study anymore, I got bad points in all subject, it is all over.

Student B : Why not? You cant try to study harder. *Saya akan membantu mu.*

Both are Indonesian speakers, thus, we find that the speaker used english, and the other speaker also replied in english as the trigger effect from the first speaker even through he then finished his response in Indonesian.

Moreover, most of language learners especially in listening, they do not have sufficient of vocabulary. It is caused the students find difficulties and then can not clearly understand. They seldom bring out in the real communication and it's also less vocabulary. The vocabulary building is very important to increase listening. So the lecturer using code switching on Listening Subject of student's english departement of IAIN Metro. The researcher becomes interested in analyzing code switching on listening subject.

In this case, the researcher has conducted a pre survey on 3 May 2018 at the fourth semester in English Department of IAIN Metro. In fact the researcher fine the utilization of lingua franca called Bahasa Indonesia

in the learning process. It can be reported that, the lecturer still found several problems in teaching listening.

Dealing with this case, the writer would like to analyze of Code Switching on Listening Subject of English Department of IAIN Metro. Some problems on listening subject. (1) they have difficulties in expressing ideas and opinions orally. (2) the students' still confuse to understand what the lecturer say.

By analyzing the pre survey result above, it can be concluded a great deal the lecturer of English Educational Program used code switching in listening comprehension. In short the most difficulties of students to understanding the material are in the process of transferring the material and limited vocabulary.

B. Focus of the Study

In this research, the writer focuses using Code Switching on listening comprehension of English Department of lecturer at IAIN Metro in 2018/2019.

C. Research Questions

Dealing with the problem limitation above, the researcher would like to formulate the problems as follows:

1. What are code switching used by lecturer in listening subject that made by students' in English Departement of IAIN Metro?

2. Why code switching used by lecturer in listening subject that made by students at the first semester in English Departement of IAIN Metro?
3. How frequent are the error for each type of code switching used by lecturer in listening subject that made by students' in English Departement of IAIN Metro?

D. Objectives and Benefits of The Study

1. Objectives of the study are:
 - a. To invetigate the kind ofcode switching error in listening subject that made by students'.
 - b. To investigate why the lecture use code switching used by the students' listening subject.
2. Benefits of the study
3. Hopefully, this research may bring the following benefits:
 - a. For teachers, the research showed of the code switching problems that found in students listening subject. Therefore, teacher could help their learners to use devices to produce better their listening subject.
 - b. For students, this research showed them some errors that they made. Therefore, they are interested to improve their knowledge on code switching and be able to apply it in their listening subject.
 - c. For research futher, this research could be used as references in doing similar research in the same field in the future.

E. Prior Research

There has been the study that analyzes code switching in English instruction. The first prior research, the study that was conducted by Qorina al-Qonita Uswatun Hasanah Effendi in 2017 entitled “A Study of Code Mixing and Code Switching in Speaking Class at the Second Semester English Study Program of IAIN Metro Lampung”.² The study describes find out Code Mixing and Code Switching usage in the speaking class. The result of the study showed the student’s were using code mixing and code switching.

The second prior research was done by Dwi Febrianto at 2014 entitled “An Analysis of the Student’s Language Attitude Toward English-Indonesian Code-Switching in English Education Study Program of IAIN Metro Lampung”.³ In his research, he describes the study of language toward English-Indonesian code-switching plays an essential role in the language learning.

The third prior research was done by Mujiono and Soepomo Poedjosoedarmo at Sebelas Maret University of Surakarta, 2013 on their journal International entitled “Code Switching In English as Foreign Language Instruction Practiced by the English Lecturers at Universities”. They discuss the application of code switching, the result show that the

² Qorina Al-Qonita Uswatun Hasanahh Efendi, “A Study of Code Mixing and Code Switching in Speaking Class at the Third Semester English Study Program of IAIN Metro Lampung”, 2017.

³ Dwi Febryanto, “An Analysis of the Students’ Language Attitude Toward English-Indonesian Code-Switching in English Education Study Program at State Islamic College of Jurai Siwo Metro”, 2013.

English Lecturers employ English, Arabic and Indonesian languages during English as foreign language instruction. The main objective of this study is to findings in relation to above reasons for code switching, the use of code switching in English as Foreign language instruction by the English lecturers can assist the student in understanding English materials do their lack of English proficiency.⁴

From the prior research above, the researcher can finding the similarity and differences. The similarity are discussed about utilization code switching in teaching and learning in English class. This research has similarity with the research from Qorina al-Qonita Uswatun Hasanah Effendi, Mujiono and Soepomo Poedjosoedarmo, that is both of them discussed discussed about utilisation of code switching in the class room but the difference is this research discussed about code mixing. And the differences among this research with another research above are the Listening Comprehension and Learning as the approach. The first research discuss about Code Mixing and Code Switching usage in the speaking class. Objective of the second research is to describes the study of language toward English-Indonesian code-switching plays an essential role in the language learning. And the last of objective is to application of code switching during English as foreign language instruction.

⁴Mujiono and Soepomo Poedjosoedarmo, *“Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities”*, 2013.

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of Code Switching

A number of teaching language phenomena in EFL contexts have been explored in different societies and nationalities resulting in several sociological and psychological understanding of their contributions to either language development or educational program. Code mixing and switching have been considered as rule-governed behavior and as a communication strategy as well. They serve important communicative and cognitive functions. However, some social stigmas have been attributed to this mode of communication. For example, some ELT experts claim that speakers who use mixing and switching are actually not competent English speakers. This is actually not very true given that code mixing and switching are not only a matter of mixing of two particular languages, speakers are also required to acquire sophisticated knowledge of both languages and cross cultural communication norms.⁵

Therefore, those engaged in code mixing and switching are acquire both language and cross-cultural communication norms. Understanding cross cultural norms of certain communities is important to help one avoids misperception in producing certain expressions. This is because language is a system, by which people communicate to one another. Therefore, the ability to

⁵ Martin K, “*An Analysis of Code-Mixing and Code-Switching in EFL Teaching of Cross Cultural Communication Context*” <https://www.researchgate.net/publication/285055208>, Volume 21. 3 November 2014

engage in code-mixing and switching indicate that speakers acquire a high level of proficiency in two languages.

Using two or more languages within an utterance or what linguists call code switching, is fairly common especially between two of the most used languages in the country which is the national language (Indonesian) and the international language (English). Code switching is common in multilingual Asian countries such as Indonesia, where English as well as other foreign languages (EFL) are mixed in an utterance. In English Foreign Language (EFL) instruction, code switching comes into use either in the teachers' or the students' discourse.

1. Definition of Code Switching

As Gal says, 'code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations'.⁶

This capacity is truly remarkable and invites scientific and scholarly analysis from professionals, but, at the same time, generates a great deal of pointed discussion that reflects popular misperceptions of the nature of Code switching in particular and bilinguals more generally. While Code switching is viewed as an index of bilingual proficiency among linguists, it is more commonly perceived by the general public as indicative of language degeneration. This disparity can be best understood by reference to notions of grammar. Most lay people define grammar as a

⁶ Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (Australia: Blackwell Publishing, 2006, p. 101

set of statements about how we should correctly use our language. Such an understanding of grammar is properly called prescriptive, because it attempts to mandate or prescribe the way language should be used.

Although it is not favored by many teachers, one should have at least an understanding of the functions of switching between the native language and the foreign language and its underlying reasons. This understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language instruction.

In addition, McKay and Hornberger elaborate that code switching is when two or more languages exist in a community, speakers frequently switch from one language to another.⁷ That's why code switching phenomenon has attracted a great deal of research development. This case show us that the alteration of various language in one conversation relates with code switching. In other word it make the speaker to change another language when the third person appears.

Similarly with McKay and Hornberger's definition Misel in Katja F. Cantone strengthens that code switching is the ability to pick the appropriate language toward the person who takes part in conversation, the situational aspect, the conversation topic, the appearance, and the alternation the languages in the interaction based on sociolinguistic

⁷ Lee Sandra McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, Cambridge University Press, 2009), p. 56

regulation without contravene a grammatical aspect.⁸ So, to build interaction between speaker and interlocutor the speaker must choosing an appropriate language as the important aspect.

Based on the quotation above, the researcher can conclude Code switching as a strategy in this research will refer to a means of learning and teaching to ensure both the teacher and learner achieve their objectives, which are to learn with an understanding and ensure a good pass rate of the learners. Code switching is used by the lecturers in order to build solidarity and intimate relations with the students. In teaching code switching can be practiced by lecturers by integrating it into the activities used to teach a second language. By having students get in pairs and switch languages at pre-determined points in conversation, it helps them to learn each other's language. The lecturer can also begin a lesson in one language, then switch to another language, forcing the children to listen carefully and comprehend both languages.

2. Types of Code Switching

Bloom and Gumpers in McKay and Hornberger point out that the type of code switching is divided into two point of views, as follow;⁹

a. Situational Code Switching

Situational code switching occurs when distinct varieties are associated with changes in interlocutor context, or topic, and is

⁸ Katja F. Cantone, *Code Switching in Bilingual Children*, (Germany: Springer, 2007), p.57

⁹ Lee Sandra McKay, *Sociolinguistics and Language*, Cambridge University Press, 2009. p.56

therefore a direct consequence of a diglossic distribution of the varieties.¹⁰ Situational code-switching is associated with a change in the perception or definition of the social situation.¹¹ For example, when a new participant enters the scene, or to a change in the topic of conversation or the setting. A case in point would occur at the end of an official transaction, when a speaker might switch from the standard language to the local dialect to inquire about family matters.

The statement means that in short situational of code switching occurs when the languages used change according to the situations then the speaker speak one language in one situation and another in a different one.

b. Metaphorical Code Switching

Conversational code switching occurs when there are changes in variety without any such external prompting. Such switching is also termed metaphorical when the purpose of introducing a particular variety into the conversation is to evoke the connotations, the metaphorical “world” of that variety.¹² In the case of metaphorical code-switching there is no marked change in the definition of the social situation; rather, the switch responds to a change in the nature of the topic or subject matter. In studying a bilingual Spanish-English community of Puerto Ricans in New York, Ana Celia Zentella

¹⁰ Barbara E. Bullock and Almeida Jacqueline Toribio, “*The Cambridge Handbook of Linguistic Code Switching*”, (Cambridge University Press, 2009), p. 106-107

¹¹ Hebrert Schendel and Laura Wright, “*Code Switching in Early English*”, (Berlin; De Gruyter Mouton, 2011), p. 284

¹² *Ibid.*, h. 107

noticed, for example, that bilingual speakers will sometimes switch language when they come up against a taboo topic or term.¹³

Based on definitions above, it can be inferred that in metaphorical code switching, the switch has a stylistic or textual function. Some topics may be discussed in either code, but the choice of code adds a distinct flavor to what is said about the topic. The choice encodes certain social values. Linguists have found it very difficult to explain precisely when, linguistically and socially, code switching occurs.

In other that, Poplack defines another perspective about types of code switching. There are various of types of code switching, ass follow:

1) Tag-switching

Tag-switching may also occur among bilinguals with limited abilities in one language, as it is defined by the insertion of a formulaic expression from language B into an utterance in language A, primarily for pragmatic effect.¹⁴ For the example; The *konsep* of language learning strategy refers to Oxford's *theorykan.....*¹⁵

¹³ Hebrert Schendel and Laura Wright, "Code Switching in Early English", p. 284

¹⁴ Barbara E. Bullock and Almeida Jacqueline Toribio, *The Cambridge Handbook*, Cambridge University Press, 2009. p. 4

¹⁵ Martin K, "An Analysis of Code-Mixing and Code-Switching in EFL Teaching of Cross Cultural Communication Context." Volume 21 (2014): p.177

2) Inter-sentential switching

Inter-sentential switching requires an advanced level of bilingual proficiency as it often entails the production of full clauses in each language. However, the former, but not the latter, can offer insights into the ways in which the two grammars of the bilingual interact at the sentence level.¹⁶

Furthermore, this switching involves a switch at a clause or sentence boundary where each clause or sentence is in one language or another. It may also occur between speaker turns. Inter-sentential switching can be thought of as requiring greater fluency in both languages than tag switching since major portions of the utterance must conform to the rules of both languages. The Inter-sentential code switching is switching at the sentence level. It may serve to emphasize a point made in the other language, signal a switch in the participants conversation, indicate to whom the statement is addressed, or provide a direct quote from, or reference to, another conversation. Bilinguals use code-switching as a strategy to negotiate the development of the conversation, and therefore, to organize or structure their discourse. For the example; We try Miss...we only present the example of strategy in our daily life, **bukankah begitu yang harus dilakukan, Mr?.**¹⁷

¹⁶ *Ibid.*, p. 3

¹⁷ *Ibid.* p.177

3) Intera-sentential switching

Intera-sentential switching involves, arguably, the greatest syntactic risk, and may be avoided by all but the most fluent bilinguals. The intera-sentential code switching is switching at the clause, phrase or word level if no morphological adaptation occurs. It is the most complex type of code switching, requiring as it does that the speaker be able to control two linguistic systems simultaneously. It is the most complex type of code switching in which the speakers are able to control two linguistic systems simultaneously. He establishes two constraints on intera-sentential code switching including constraints of equivalence, word order immediately before and after a switch point must be grammatically possible in both languages, and free morpheme constraint, no switches are allowed between stem and affix, and few within idiomatic expressions and set phrases. For the example; I think '*Tidak mengereti itu bu!*', I have asked my friends"¹⁸

Clearly, code switching is not the random mixing of two languages, as is popularly assumed. Nevertheless, this misperception endures, as evidenced by the various metaphors and terms ascribed to bilingual speech varieties. For instance, metaphors whereby contact varieties are likened to a mix of

¹⁸ *Ibid.* p.176

grains are common. While these terms are playful they often carry pejorative connotations that the speech varieties they reference are nothing but a linguistic hodgepodge and that the speakers who use them are uneducated and incapable of expressing themselves in one or the other language.

Based on the types of code switching above, the researcher concerns on the third type by Poplack perspective. In other words this types usually occurs in teaching and learning process and it is used by the lecturer.

3. The reason of Using Code Switching

Code switching is related to and indicative of group membership in particular type of bilingual speech communities¹⁹. Beside that, code switching is bilingual ability which is owned by people to build the communication with another people by having the same bilingual proficiency. Furthermore, learning code switching it self it based on some reasons. Absolutely, there are the reason why, when and how people switch their language to another language. There are several possibilities of the reason of speaker's code switching, as follow:

a. Prestige

A speech from which allows for the expression of their membership two cultures is code switching : the dominant and the minority. With in some status of bilingual communities, code switching

¹⁹ Peter Aurer 1998, *Code Switching in Convercation*, (Londone: Routledge, 1998), p.5

conveys prestige brightly. For example, Kyuchukof explain that in Bulgaria, trilingual Mualim Roms who have the proficiency to utilize Romawi, Bulgaria, and Turkish will change into Turkish, as it has higher prestige than the other Language they master.²⁰

It means that, code switching is utilize as the point of the solidarity of group membership and it can be considered that code switching is used for building communication with the speaker's social solidarity in the communities, sustaining, and protecting the connection with the language groups. In this point of view prestige will point out the value of language in the social life.

b. Topic of the Conversation

In the second reason, topic in the conversation is very important. The speaker considers that the feeling that some topics are more suitable to an language that another; it is why the speaker switch has to another language. These connect to the speaker's communicative purposes. For example Mexican, Americans, when they want to talk about money, they prefer to say about money in English rather than in Spanish, 'la consult era (the visit cost) eight dollars.²¹ Moreover, Indonesian people most of the students also use English to describe their emotion or feeling to someone. Furthermore, they also express

²⁰ Barbara E. Bullock and Almeida Jacqueline Toribio, *The Cambridge Handbook*, Cambridge University Press, 2009. p.10

²¹ Vivian Cook, *Second Language Learning and Language Teaching*, (London: Hodden Education, 2008)., p.176

their feeling through they song. *'Hati kecilku berkata* (my little heart says), I am feeling in love.'

Based on the explanation before, Meitei emphasizes that code switching happens when a speaker after one language to another language based on the interlocutor, the context of the situation, the conversation topic, and so forth.²² In this sight, the function in this situation is to give information; it shows that code switching is purposed to specifically to the applying of language for transmitting the information.²³ Corresponding to the assertion above, the usage of code switching in classroom interactions regarded as a communicative strategy.

c. Reporting someone Else's Speech or Making a Quotation

In this reason, the function of code switching is to report or tell what someone has uttered. In this point, entertaining or imaginative function is has by code switching phenomenon. It show that a language vies used to maintain someone opinions, concept, and the feeling, even it is true or imaginative only. It can be happened from the work (poem, story, fairy tale, and joke) for the speaker's or the listener's delight. For example, when a girl from Papua new guinea who is telling a story switches from Tok Pisis to English to quote what the man said, 'lapun man ia cam na tok, "oh yu poor pussiket"' (the old man came and said,

²² Katja Fcantone, *Code Switching*, Germany:Springer, 2007. p. 57

²³ M.A.K Halliday, *On Language and Linguistics*, (London: Continuum, 2003), p. 309

“you poor pussycat”).²⁴ Whenever the speaker uses quotation from another language, it is called code switching. It occurs in English classroom interaction when the teachers import one language into another language as a quotation.

d. Highlighting Particular Information

Highlighting Particular Information is the next reason of code switching appearance. This reason is to utilize sight from one language to point something in another. For example, the Javanese or English ‘she watook her a month to come home ‘yu’ uses ‘wa’ to refer what is being discuss about, it function in Javanese. A Javanese English bilingual speak Javanese to introduce the discuss topic, ‘yano-san-wa (As For Mr. Yano, he was speaking all in English).²⁵ The functions which are explained before show that it is aimed to examine bilingual speech and attribute some special function to the particular language alternation. It also has heuristic function, which purposes that the language is utilized to express and inquire certain information.²⁶ It can be conclude that the lecturer who did English-Indonesian code switching in the class to emphasize and describe the particular information.

²⁴ Vivian Cook, *Seccond Language*, London: Hodden Education, 2008. p. 175

²⁵ Barbara E. Bullock and A,meida Jacqueline Toribio, *Code Switching* ,Cambridge University Press, 2009

²⁶ Ronald Wardhaugh, *An Introductio*, Blackwell. UK. 2006. p.250

e. **The Interlocutor's Language Competence**

Generally, one of the code switching reasons is that the speaker will choose what the language they desire through code choice. It explains that the switching phenomena is based on the listener's language competence, if the listener is monolingual, the bilingual should utilize the shared language. If the listener is bilingual, they are able to switch the languages. For example. A Kenyan man who helped his sibling in a shop begun in their Luyia dialect and then switched to Swahili for the last part of the conversation, to give a clue that he was treating her as an ordinary customer.²⁷ Furthermore, bilinguals ordinarily utilize fillers and tags from one language in another, as in the Spanish or English Exchange, 'Well I am glad to meet you,' 'Andeles pues and do come again' (ok swell). The main factor which is basis of these examples is the speaker's conception that the listener master in the two languages. Hence, it can be inferred that is reason depend on the listener's capability.

Based on the explanation above, the researcher concerns with highlighting particular information. Because the lecturer emphasize information in instruction to be delivered to the listener. So, based on this reason is English code switching in teaching and learning process.

²⁷ *Ibid.* p. 176

4. Factors of Code Switching

Wardaugh discusses the factors that determine the choice of codes in any given situation. According to him, factors such as solidarity, accommodation to listeners, choice of topic and perceived social and cultural distance may exercise an influence on the choice of a particular code. Huagen states that switching may occur as a response to some kind of triggering such as change in the topic, a new addressee or a new domain that demands one language rather than another or the internal needs of the speaker himself/herself. In a similar vein, Gumperz discusses the discourse function of CS, elaborating how a speaker may manipulate the connotation of the we-code to create a conversational effect which would result in effective communication and Interlingua unity.²⁸

5. Code Switching in language learning

The lecturer's used of code switching has being a subject of controversy. It is not always performed consciously as such it is regarded as an automatic and unconscious behavior. Nevertheless, it performs some basic functions. Teachers employ code switching strategy as a means of providing students with opportunities to communicate and enhance students understanding.²⁹

The use of code switching is also dependent on the type of learners involved in the learning. The study has explored low English proficient learners and the results indicated that these learners approved the teachers'

²⁸ Enoke Makulloluwa, "*Code Switching by Teachers in the Second Language Class Room*", (Canada: Brock University) p.3

²⁹ *Ibid.* p.93

code switching. This corroborates the findings of Lai et.al in Badrul, state that code switching might be a helpful strategy to use inflow proficient classrooms as well as the intermediate level classrooms.³⁰

B. Concept of Listening Subject

1. Listening as a Foreign Language

English as a foreign language in our country, Indonesia and as second or additional language in another country. English has achieved the status of a world language, it is important to define what one means by ‘ world language’ or ‘international language’ or ‘global language’.

According to Crystal maintains that English now is the language most widely taught as a foreign language in over 100 countries. so that we are as indonesian learner’s must learn English language for our communication with the foreigners or people from all of the world. And English language is not only using for communication with another people, but also used to get better job, to get opportunities of scholarship in local or foreign university and as digital age.

1) Your Brain is a Foreign Language Goldfish

When we listen ro someone talking, our brain starts processing the information by “segmeting” it into small chunks to store in our short term memory. It splits them up based on our knowledge of the “rules” for how the language is spoken. Instead of storing the actual

³⁰ Badrul Hisham A, “Teachers’ Code-Switching in Classroom Intrctions for Low English Proficient Learners.” *CCSE English Language Teaching* Volume 2 (2009):52

word “a green goldfish,” our brain would maybe convert those words into an image of a green goldfish for stronger. In a foreign language, we aren't familiar with the “segmentation rules” for how the language is spoken.³¹

Our short-term memory has to store all the words individually.³² Our reason why listening is so important in a foreign language is that it helps us become familiar with those segmentation rules. Not only will it boost your understanding, it will improve your speaking in the language. Learning segmentation rules is usually an unconscious process, so the easiest way to learn them is to get lots of listening practice.

2) Our Listening Strategies are Upside-down

In students learned a language in school, what listening strategy were students taught? Students take a listening exam went like this: listen to a tape (yes. It was all tapes in those days) and then translate what we're heard. The specifics were important, the difference between a pass and a fail. You would lose marks if you messed up the gender of a word, for example. As far as I can see, that's still how listening is still how listening is still taught in my home country. Language researchers this a bottom-up listening strategy. Bottom-up listening is an okay strategy to use in the classroom. It means carefully listening to each word, pronoun and sentence structure to work out

³¹ I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge 2009), p. 42

³² Larry Vandegrift and Christine Chuen Meng Goh, *Teaching and Learning*, p.20-21

what has been said.³³ Unfortunately, it's not a complete listening strategy for use in the real world.

In the real world, you can't spend all your listening energy focusing on specific grammar while people speak. They will keep talking and you'll be lost. Top-down listening, on the other hand, is a great strategy to add more understanding of what is being said.³⁴ Top-down listening strategies focus on concept. Bottom-up listening strategies focus on words. Both are necessary to be an effective listener.

3) The Gist is Only Half the Story (or Less)

Finally, one thing that we often neglect when listening in another language is to check exactly how much we have understood. Beyond a certain level of language ability, we often "get the gist" of what was said. However, sometimes we haven't understood as much as we think. Next time you listen to something in your target language, try these six short, easy exercises to prove to yourself that you have understood what was said: try drawing a picture of what was said, ask yourself some questions about it and try to answer them, provide a summary of what was said, suggest what might come next in the "story", Translate what was said into another language and "Talk back" to the speakers to engage in imaginary conversation (listening to the radio).

³³ I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL* p. 40

³⁴ Steven Brown, *Teaching Listening*, p.2

2. The Definition of Listening Subject

Listening is natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.³⁵

In addition, Anderson and Lynch, listening as understanding is not that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge and by applying what he knows to what he hears and trying to understand what the speaker means.³⁶ Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills.³⁷

Based on theoretical above, it is clear that listening is very important part of learning English and very important skill indeed in daily communication. Through listening people can understand the purposes of other speech, and it is hoped that the listeners can give responses properly.

3. Kind of Listening Subject

Brown stated that students must give special attention to such factors because they strongly influence the processing of speech and can even block comprehension if they are not attended to.³⁸ In other words, they can

³⁵ *Ibid.* p37

³⁶ Abbas Pourhossein Gilakjani, "A study of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement" *Journal of Language Teaching and Research*, (Finland: Academy Publisher) Vol 2, No. 5 September 2011, p. 978

³⁷ Vandergrift Larry and C. M. Goh Christine, *Teaching and Learning Second Language Listening: Metacognition in Action*, (New York, Routledge, 2012), p.4

³⁸ Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco State University: Longman, 2001), Second Edition, p.252

make the listening process is difficult if they do not really pay an extraordinary attention for these factors as follows:

4. Clustering

Because of in spoken language the memory limitations and our predisposition for “chunking” or clustering we break down speech into smaller groups of word. In listening comprehension the students need to be helped by the teacher to pick out manageable cluster of word.

5. Redundancy

Redundancy helps students to process meaning by offering more time and extra information. They can train themselves to profit by looking for the signals of it. The students initially get confused by this but with some training, they can learn to take advantage of it as well as other makes that provide more processing.

6. Reduce Forms

Reduce can be phonological (“Djeetyet?” for “Did you eat yet?”), morphological (constructions like “I’ll”) syntactic (elliptical forms like “when will you be back? “Tomorrow maybe”), or pragmatic (phone rings in a house, child answer and yells to another room, “Mom! Phone!”).

7. Performance Variables

Students have to train themselves to listen for meaning in the midst of distracting performance variable.

8. Colloquial Language

Learners who have been exposed to standard written English or “text book” language sometimes find it surprising and difficult to deal with colloquial language idioms, Slang, reduced form and shared cultural knowledge are all manifested at some point in conversations and colloquialisms appear in both monologues and dialogues.

9. Rate of Delivery

Initially the students think that the native speakers speak too fast but actually the number of and length of pauses used by speakers is more crucial to comprehension than sheer speed. Students will eventually need to be able to comprehend language delivered at varying rates of speed and at times, delivered with few pauses.

10. Stress, Rhythm, and Intonation

The prosodic features of the English language are very important for comprehension. Because English a stress-timed language, English speech can be a terror for some students as mouthfuls of syllables come spilling out between stress interpreting straight forward elements such as questions, statements, and emphasis but for understanding more subtle messages.

11. Interaction

Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning (to give feedback to ask for clarification, to maintain a topic) so that the process of

comprehending can be rather than being aborted by insufficient interaction.

From the explanation above, there are many aspects which can make listening is difficult. So these aspects have to be known well by the students if they want to comprehend what they listen clearly.

C. Concepts of Lecturer Code Switching in Listening Subject

In English as Second Language (ESL) classrooms, the target language (TL) becomes both the goal and the means of competence. However the existence of another language in the classroom example learners' and teachers' first language could significantly influence the verbal behavior of both groups leading to situation in which codes are switched and listening subject. According to Macaro in Makulolluwa, code switching is readily available as a practical matter for classrooms engaged in the second language teaching and learning process.³⁹ Beside that Nzwnga in Levine Claims that “ despite their effort to avoidit, both the teachers and the students appealed to CS for a number of reasons”⁴⁰ illustrating this, Turnbull and Arnett identify three marco-functional categories of code swicthing in the second language (L2) classroom. Base explanation before th writer conclude that analyse code switching on listening subject can improve the student listening because cod switching significantly influence the verbal behavior of both groups leading to situation in which codes are switched and listening subject.

³⁹ Ibid.,

⁴⁰ Enoke Makulloluwa, “code switching by teachers in the second language classroom” brock university, *Canada International Journal of Arts & sciences*, CD-Rom. ISSN: 1944-693 4 : 6(3):581-589(2013).

How to implementation code switching on listening subject as follows:

- a) The writer give students the song which include code switching
- b) The writer give a paper with blank questions from the song
- c) The writer switch on the audio and the students start do the task
- d) The strudents follow the writer or the teacher instruction
- e) The writer explain the answers after the students did the task.

D. Different Between Code Switching and Listening

1. Code Switching⁴¹

- a. Code switching is done in particular setting or for a particular purpose
- b. Code switching occurs when a speaker goes back and forth between two or more languages or language varieties within a single conversation.
- c. Code switching have been created to designate where they may occur.

2. Listening Subject

- a. Listening is when you receive the sound waves and understand it by paying full attention to the words and sentences of the speaker.
- b. Using background knowledge to predict and to confirm meaning and recalling important words and ideas.
- c. Identifying expressions and sets of utterances that act to create meaning.

⁴¹ Ayoemoni, *Code Switching and Code Mixing*, Obafemi Awolowo University, 2006.p.125

CHAPTER III

THEORICAL REVIEW

A. Kind and Characteristic of the Research

There are many researches method that can be applied in researching. Actually, all of the variety of methods is descriptive, either quantitative or qualitative. It depends on the purpose of the research.

In this research, the researches want to analyze the type, why and how the lecturer often using code switching on use of code switching on Listening Comprehension. It is surely more suitable using qualitative.

In the qualitative research, discussion about participations and site might include four aspects identified by Miles and Huberman setting (where the research will take place), the actors (who will be observed or interviewed), the events (what the actors will be observed or interviewed doing), and the process (the evolving nature of events undertaken by the actors within the setting).⁴² It means that the research make as interpretation of the data.

This research applied one of the research qualitative researchers named case study. As asserted by Creswell, case study is kind of qualitative research whereby the researchers analyze significantly an event, a process with one or more person.⁴³ Referring to this phenomenon, Soy in Setiyadi considers that the data due to case study research can be quantitative or qualitative. He emphasizes that neither term of sample or population is not familiar to be used

⁴²Jhon W.Creswell, *Research design : Qualitative, Quantitative, and mixed methods approaches* (2nd Ed),New Delhi, Sage Publications,2003,P.185

⁴³ Creswell, John W. "*Research Design: Qualitative, Quantitative, and Mixed Method Approachs Second Edition.*" (USA: Sage Publication, Inc. 2003), p.17.Print.

in case study research. Completely he states that nowadays a lot of writers explicitly graft qualitative aspect in case study research. Case study often becomes contravention whether it is categorized to a research methodology or parts of quantitative or qualitative methodology.

From the explanation above this research is directed to analyze using of code switching on Listening Comprehension. Focused on the type, why and how the code switching are mostly used on Listening Comprehension in Listening class at the fourth semester of the English Department of IAIN Metro.

B. Data Resource

In this research the source of the data would be based on two kinds of data. They are primary and secondary data. For gathering information, it is must to discover important and accurate data from qualified source. As it is explained by Sutanto Leo et.al that “there are basically two kinds of sources, namely primary sources and secondary sources is firsthand information. Then secondary sources provide secondhand information”.

1. Primary Source

In this research, the primary sources are students' listening and the interview result. The students listening result will take from some students. While the interview, the research will conduct to 10 students. It will to find out the students problem in listening subject.

2. Secondary source

Then, the secondary sources are from books, articles, English dictionary, encyclopedia and documentation that was related to the research was gained.

3. Data Collecting Technique

Research instrument is the equipment or facility used by the writer to collect the data so it will be better that is means accurate, complete, and easy to reproduce. Data will be collected through multiple sources to include observation, documentayion and interview.

Creswell said that “in many qualitative studies, inquires collect multiple forms of data and spend a considerable time in the natural setting gathering information”.⁴⁴ Therefore, the data will be gained through several techniques in triangulation as follows:

4. Observation

Observation are election, modification, and registration and coding of the behavior and ambience which is connected with the organism based on the empiric purpose. The purpose of observation is to describe about situations, events, individual, and the relationship between situations, events, and individual.

In this research, the researcher use observation non participant. Researcher as a observer without participate. In lecture observation the

⁴⁴ John . W. Creswell, *Research Design-Qualitative*, USA, Sage Publications, 2003, p.185

researcher record teaching and learning process in code switching English class to find out the use of Code Switching and get information of it.

5. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc.

So the researcher use notes as information in the form of documentation. The researcher used this method to get data about the college such as students, lecturers, staffs and also about the organization structure of IAIN Metro.

6. Interview

Interview is a purposeful dialogue. Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. According to W. Gulo, “interview is the direct communication between the researcher and the respondents”. The aim of interview is to gain something about the people, occurrence, activity, etc. Something on going based on the past experience.

The researcher conducts face to face interviews with participants, consist of the Lecturer and 10 students from 40 students. This interview is done to get information from the participants about about utilizing the lecturer of code switching are use in Listening Comprehension in English Department of IAIN Metro.

C. Data Analysis Technique

There are so many technique that can be used in data analysis technique. One of them is the model of Miles and Huberman Model.

The process of data analysis can make sense out text and image data. The researcher would apply Miles and Huberman Model to analyze his data.

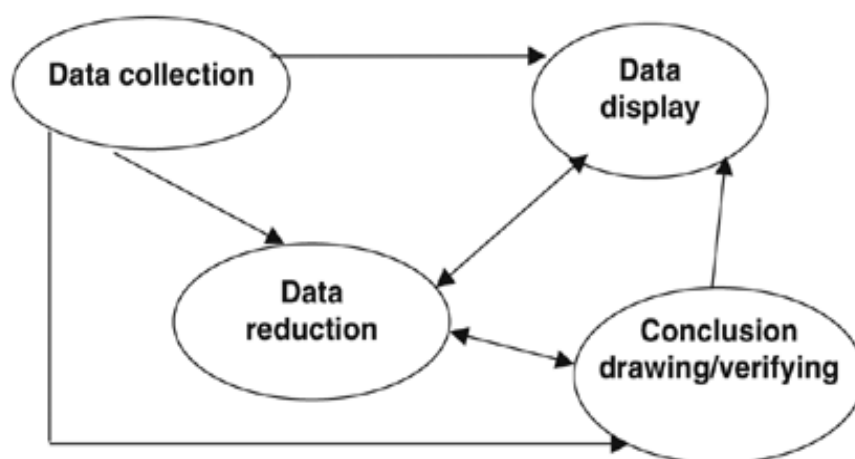


Figure I. *Analysis Components of Miles and Huberman Model*⁴⁵

Data analysis by Miles and Huberman model conducts the following steps:

1. Data collection is the step when the researcher gather all data which are used to complete the research.
2. The researcher reduces the data he had gotten by summarizing and choosing specific things.
3. To display the data, the researcher usually uses graphics, figures, or charts.

The display should be able to describe the content entire the data.

⁴⁵ Miles and Huberman, components of data analysis, (USA,1994), P.155

4. Lastly, the researcher verifies his research by making conclusion of data findings.

D. Research Approach

In this case the researcher will apply case study because the researcher wonder how the teaching performance of the lecturer English Education Study Program of State Islamic Institute of Metro (IAIN). In this research the researcher explores teaching and learning proces in the class. The case(s) are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake,).⁴⁶ In other words using various data to get the data based on different sources, can make the validity and reliability more describing the real of daily.

Based on the explanation above, the researcher apply the procedures in gaining the result of the research. This research concerned with the lecturer competence of using code switching in Listening Comprehension in the class.

Consequently, the researcher will use the procedures commonly as follows:

a. Determine the Research and Formulate the Questions

The researcher will focus to collect the data taken from English Department of IAIN Metro. And the researcher will formulate the questions which are related the variabels.

⁴⁶ *Ibid.* p. 15.

b. Determine the Case, Collects and Analysis the Data

After finishing acquiring the data, the researcher will determine the case that will be analyzed.

c. Supply Collecting Data Instrument

The researcher will plan to determine instrument to collect the data, format and document the data.

d. Evaluate and Analyze the Data

The researcher will evaluate the data first, before the researcher will analyze and interpret the data.

e. Making Report

The researcher will make the report to simply the data. The report can be summary and formal.⁴⁷

⁴⁷ *Ibid.* p.57

CHAPTER IV

RESULT AND DISCUSSION

A. Description Of Research Setting

1. Profile of IAIN Metro

a. Historical Background of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. It is the only one the State Institute for Islamic Studies in this city. As an Islamic institute which is one of favorite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic persons who are smart, competent, and have good moral.

Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN

Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27,1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". Of the year 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was

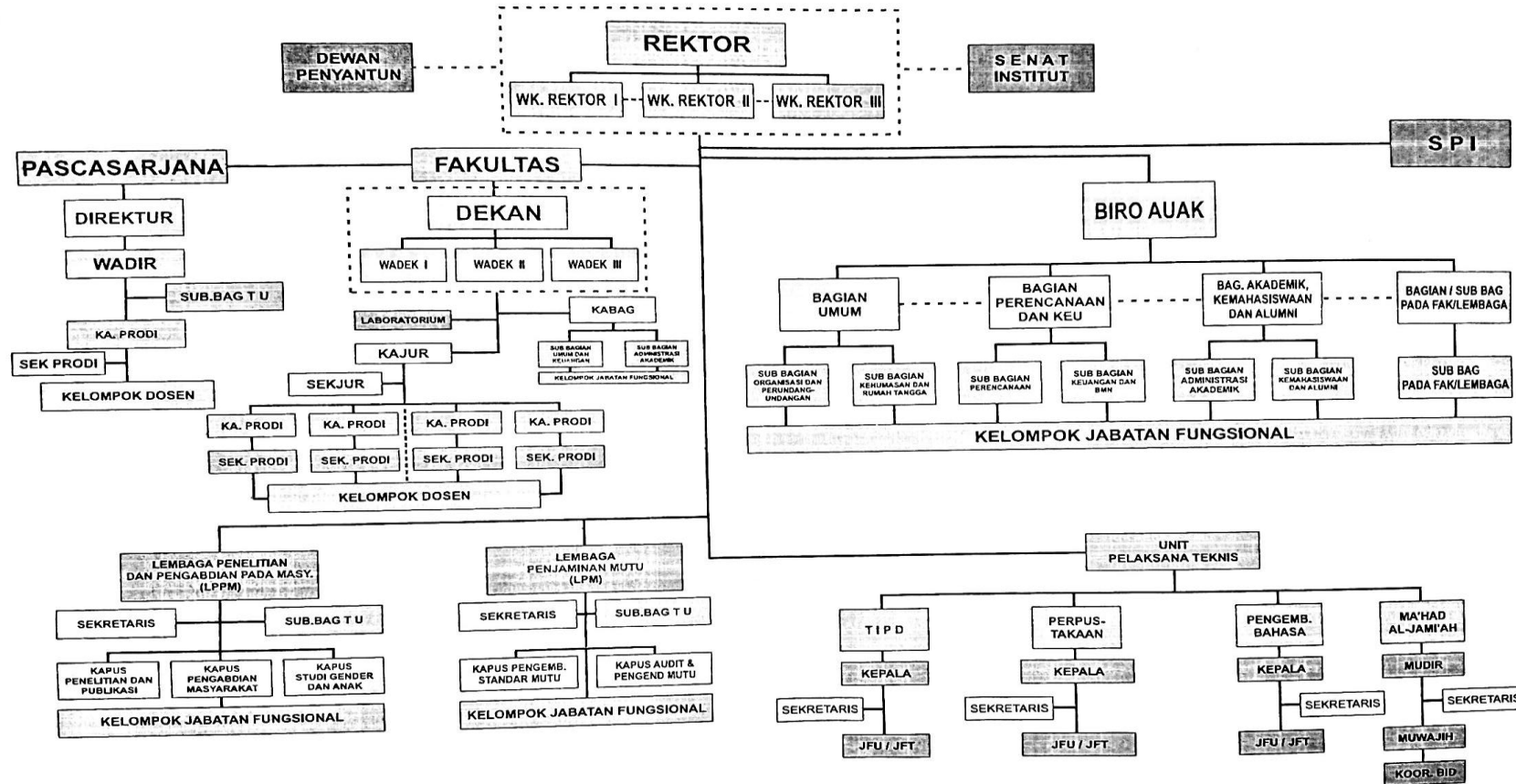
legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, IAIN Metro has four faculties namely tarbiya faculty, economy business faculty, syari'ah faculty and Islamic announcement and communication faculty. Firstly, tarbiyah and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program (PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS). In addition, Syari'ah faculty includes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business faculty comprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

2. The Structural Organization of IAIN Metro

The structural organization of State Institute for Islamic Studies of Metro in academic year 2017/2018 as follows:

Figure 1
The organization structure of IAIN Metro



Source: observation of state institute for islamic studies in academic year 2017/2018.

Explanation:

1. Prof. Dr. Enizar, M.Ag (Principal of IAIN Metro)
2. Dr. Suhairi, M.H (Vice Principal I)
3. Muhtar Hadi, M.S.I (Vice Principal II)
4. Dr. Ida Umami, M.Pd.Kons (Vice Principal III)
5. Drs. Zahdi Taher, M.H.I (The Head of Bereau)

Kabag

1. Drs. Miftakhul Abidin
2. Susi Yulianti, SH. MH.
3. Musri Hartini, M.M

Tarbiyah Faculty

Dr. Akla, M.Pd (Dean)

Drs. Isti Fatonah, MA (Vice Dean I)

Dr. Masykurillah, S.Ag.MA (Vice Dean II)

Dr. Yudiyanto, M.Si (Vice Dean III)

The Head of Department Tarbiyah

Muhammad Ali, M.Pd.I (PAI)

J. Sutarjo, M.Pd (PBA)

A. Subhan Roza, M.Pd (TBI)

Nurul Afifah, M.Pd.I (PGMI)

Dian Eka Priyantoro, M.Pd (PIAUD)

Yunita Widniyati, M.Pd (T-MTK)

Syahreni Siregar, M.Hum (T-Biologi)

Al Rochman P, M.Pd (T-IPS)

Islamic Economi and Bussiness Faculty

Dr. Widhiya Ninsiana, M.Hum (Dean)

Islamic Announcement and Communication faculty

Dr. Mat Jalil, M.Hum (Dean)

LPPM

DR. Zainal Abidin, M.Ag (the head of unit)

Imam Mustofa, M.S.I (Sekretary)

Sukmono, M.Pd.i (Sub Bag TU)

Dedy Irwansyah, M.Hum (the head of researcher and publication)

Drs. Zuhairi, M.Pd (the head of service community)

Elfa Murdiana, M.Hum (the head of gender and children)

LPM

Dr. Aguswan Kh. Umam, M.A (the Head of Unit)

Yuyun Yuniarti, M.S.I (Sekretary)

Buyung Syukron, M.A (The Head of Audit & Guaranteing Quality)

Basri, M.Ag (the head of center for the development of standard quality)

TPID

Umar, M.Pd.I (The Head of Unit)

Ma'ruf Sahibi, S.Kom, M.Pd.I (Sekretary)

Martono, S.Pd.I (Administration)

Syariah Faculty

Husnul Fatarib, Ph.D (Dean)

Pascasarjana

Dr. Tobibatussa'adah, M.Ag (Dir Pasca)

Dr. Mahrus As'ad, M.Ag (Vice Dir Pasca)

Library

Mokhtaridi Sudin, M.Pd (the head of library)

UPI

Nuryanto, S.Ag., M.Pd.I (The Head of Unit)

Ahmad Madkur (Sekretary)

3. The Facilities of IAIN Metro

In order to support lectures and students, there are some facilities in state institute for Islamic studies of metro, namely; lectures room, computer laboratory unit and baitul mal wa tanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basket ball field, wall climbing field, volley field, tennis field, auditorium, students activities unit (UKM) room, students committee office. For getting the details of facilities, it can be shown in the table bellow:

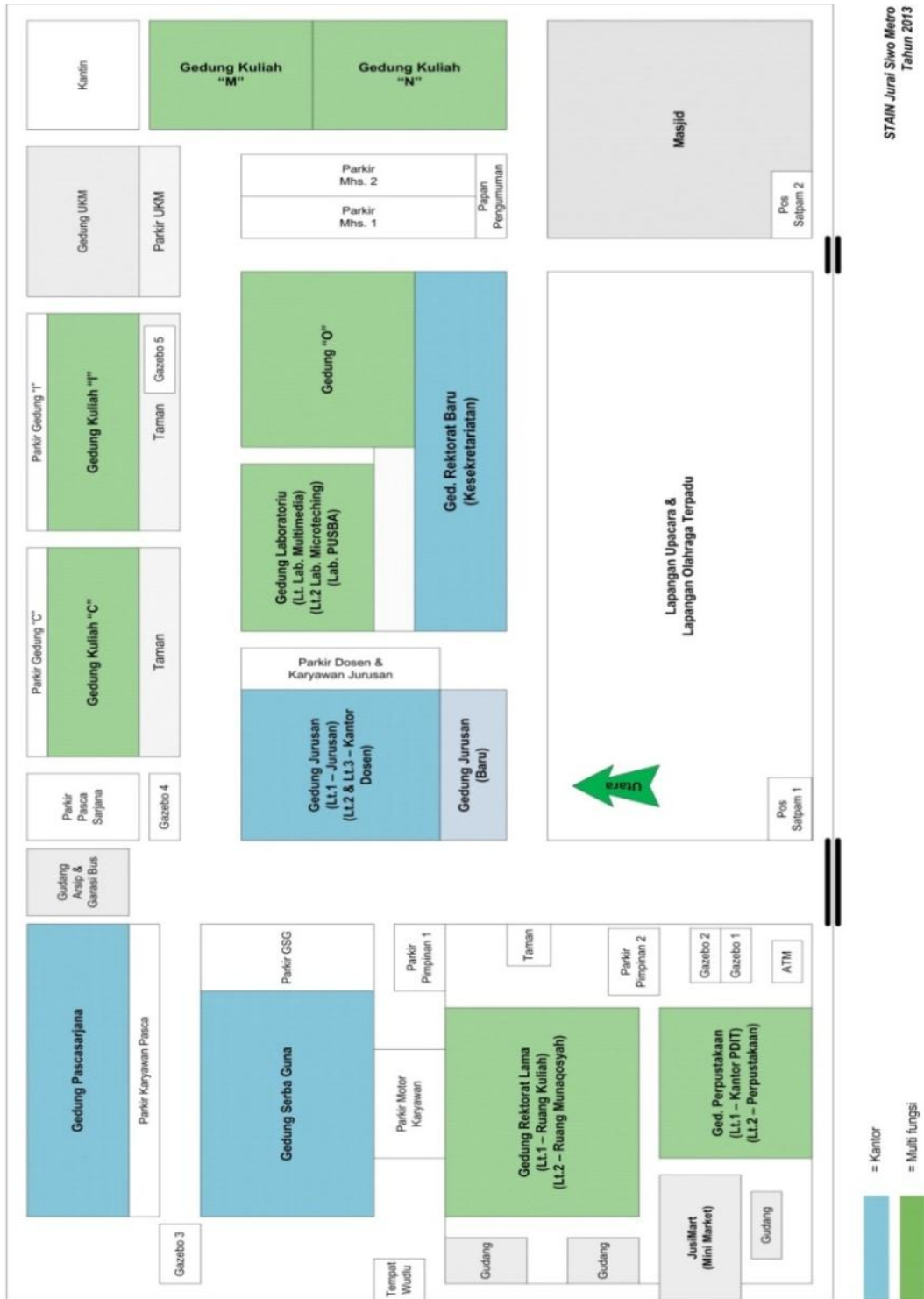
Table 1
Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of Unit	Large (m)
1	Lectures' room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source: Documentation of state institute for Islamic studies of metro

4. The Sketch of Location of IAIN Metro

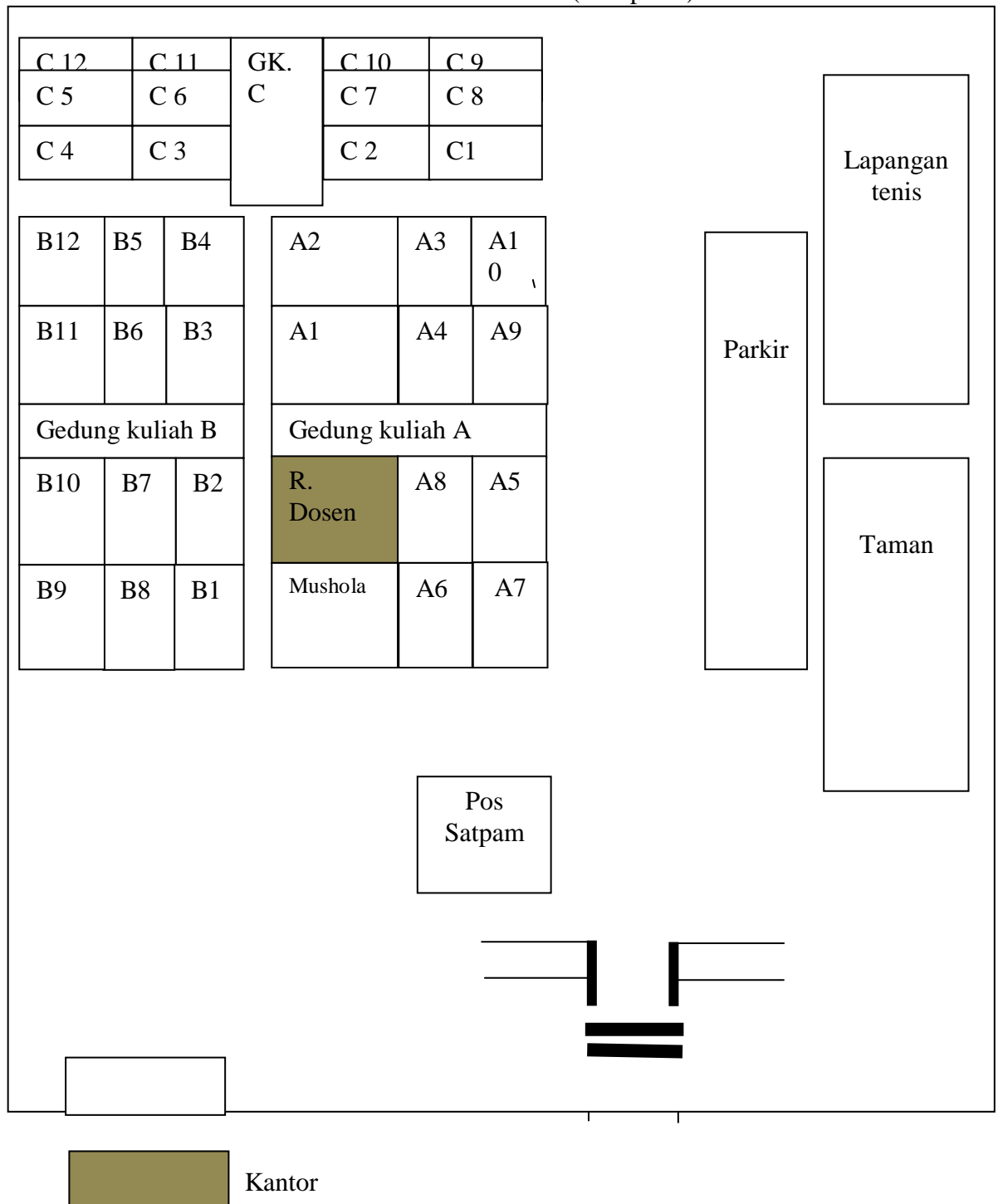
Figure 2
The location sketch of IAIN Metro (Campus 1)



STAIN Jural Sivo Metro
Tahun 2013

Figure 3

The location sketch of IAIN Metro (Campus 2)



5. The Condition of Lectures and Official Employers

The number of lectures and official employers at State Institute for Islamic Studies of Metro in academic year 2017/2018 are 152. Otherwise, there are 75 lectures non PNS and 19 honorary workers.

Consequently, the whole staff of State Institute for Islamic Studies of Metro in academic year 2017/2018 is 246.

6. The Students in IAIN Metro

The total of the students in State Institute for Islamic Studies of Metro is 7440 students.

Table 2
Total of Students State Institute for Islamic Studies of Metro

No	Departments	Program	Students
1	Tarbiyah Department	English education program (TBI)	1018
		Islamic education program (PAI)	1268
		Arabic education program (PBA)	401
		Islamic elementary school education program (PGMI)	464
		Mathematic education program (TPM)	43
		Biology education program (TPB)	44
		Science social education program	39
		Islamic childhood education program (PIAUD)	146

2	Economy business faculty	D3 Syari'ah banking program (D3 PBS)	307
		S1 Syari'ah banking program (S1 PBS)	924
		Islamic accountant (AKS)	45
		Islamic economy program (Esy)	1179
		Pilgrimage management (MHU)	37
3	Syaria'ah Department	Islamic law program (AS)	422
		Islamic economy law program (HeSy)	708
		Islamic constitutional law (HTNI)	33
4	Islamic announcement and communication Department	Islamic communication and broadcasting program (KPI)	288
		Language and Arabic literature program (BSA)	50
		Islamic extension guidance (BPI)	24

Source: observation on IAIN Metro in Academic year 2017/2018

7. English Education Study Program (TBI)

English education program (TBI) is one of strata 1 (S1) majors of Tarbiya faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies Of Metro came from diploma 3 (D3) English education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies Of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English education study program (TBI has a vision in implementing education, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission, those are:

Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

- a. Building and developing humanist, democratic, and modern academic atmosphere.
- b. Growing the professionalism ethic through theoretical knowledge basic mastery.
- c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- d. Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education study program (TBI) continuously tries to develop quality in learning and teaching

process. Actually, it will be create dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

B. General Description of Data Research

Listening is one of the part of English skill. The students always feel difficult in this subject. It's because in listening needed full concentration especially when they listen the native speaker on the recorder. In this part, the writer describes the problem of the student. The data that used as primary source they are interview data and questionnaire data. The writer found one types of code switching in the audio; they were situational code switching:

1. Situational code switching

The writer found many problem of situational code switching in students' listening comprehension. It was the highest problem types of code switching occurred in the audio listening. The subtypes of situational code switching occurred in the audio listening were personal situational code switching (personal word and vocabulary). The writer described the statistics of the problem on the use of situational code switching.

The writer took 10 (ten) as participants. In questionnaire, the material was four statements and put a tick in the appropriate columns. The interview includes 4 questions related to listening problems.

The observation held on May 07, 2019. The writer observed the students' activities in listening learning process. The writer makes a table and the students put a tick in the appropriate columns. They were not

focus on the question. This was one of factors that made them hard to subject well listening section.

In this process, the writer found the students' problem. They were quickly forget what is heard, do not recognize words they know, understand words but not the intended message, neglect the next part when thinking about meaning, unable to form a mental representation from code switching of words heard and the last long listening text. Those were the common error that found that day.

The interview held on May 08, 2019. The writer gave the participants 4 questions related to the listening. The first question was "what is the impact after you are use code switching in listening subject?". Lecture used code switching the students can't understand what the lecture say in english. So that Lecture change to the code swithching and the impact when the lecture do code switching, the students can understand with the lecture say.

The second question was "why the students unable to understand of listening subject, so you use code switching in listening subject?" basicly the lecture teaching firts the second semester, they have real vocabulary, when the lecture speak in full english some of them don't understand what the lecture say. So they have short vocabulary and than they don't have learn low listening experience, so they felt confused when the lecture say full speak in english.

The third question was “what is the impact after you are use code switching to listening subject, is good or not?”. Lecture answer is good, because when the lecture say full english they don’t understand what the lecture say, what should they do. students Instruction like to do something what sould they do in listening subject. When the lecture speak just in english some of them don’t know what should they do after I play the oudio or movie

The last question was “what is the benefit after use code switching?” the benefit use code switching, the students can understand about the intruction in listening subject.

It can be conclude that the participants have the impact in listening subject. They are they can’t hear well, didn’t understand every word, they didn’t understand what the speaker said and distracted by background noise. So, the students that got bad score in listening having bored to listen well, because it’s not their language so they can’t understand the meaning. Here the specific of the students’ problem:

Table 3
The specific of the Students’ Problem for Interview Data

No	Students’ Problem	Frequency	Percentage
1.	Trying to understand every word	5	16,13%
2	Don’t know the important word	10	32,26%
3	Can’t hear the word clearly	2	6,45%
4	Distracted by background noise	6	19,35%
5	Don’t know what the speaker said	8	25,9%
	Total	31	100%

The table above about the problem difficulties of the students in listening. It was computed by the total of one aspect divided by the total of all aspect, then time 100%. For example, to calculate the percentage of the problem can't hear the word clearly obstacle frequency that the faced 4 divided by 10, then times 100%. The average percentage frequency that faced by all participants was computed by total of ten participants divided by the number of the problem.

Based on the table above, it can be conclude that the frequency of the students problem as follow:

1. The frequency of the problem trying to understand every word was 16,13%
2. The frequency of the problem don't know the important word was 32,26%
3. The frequency of the problem can't hear the word clearly was 6,45%
4. The frequency of the problem distracted bybackground noise was 20%
5. The frequency of the problem don't know what the speaker said was 10%

As general they have the problem can't hear the word clearly in listening comprehension.

Table 4
The Specific of the Students' Problem from Questionnaire Data

No	Students' Problem	Frequency				Percentage
		N	S	O	A	
1	Quickly forget what is heard	1	2	4	0	100%

2	Don't recognize words they know	1	0	1	1	100%
3	Understand words but not the intended message	5	1	2	1	100%
4	Neglect the next part when thinking about meaning	0	3	0	1	100%
5	Unable to form a mental representation from words heard	0	0	1	1	100%
6	Long listening text	2	2	1	1	100%

Note :

N : Never

S : Sometimes

O : Often

A : Always

The writer conclude the table about six problem students in listening comprehension. The first, there were 9 students answered N, can be in conclude that answer N because only a few the students who controls a lot of vocabulary.

The second, there were 8 students answered S. Because the students know the familiar words and meaning, they were unable to process the message using those words.

The third, there were 9 students answered O, Because of the students forget vocabulary and meaning when listening subject in the study process.

The last, there were 5 students answered A because of students have never heard that word or audio before.

The table above is about the problems of the students in listening, they are: don't trying to understand every word, don't know the important word, can't hear the word clearly, distracted by background noise and don't know what the speaker said.

C. Discussion of Finding

1. Types of Listening Subject Problems Which are Situational Code Switching

Based on the the result of the study from this research, the writer concluded that the types of code switching on listening subject problem at the second semester students' of English Education Study Program of State Institute for Islamic Studies of Metro in Academic Year of 2019/2018 as follow:

No	Students' Problem	Frequency Score				Amount
		N	S	O	A	
		1	2	3	4	
1	Quikly forget what is heard	1	2	4	0	100%
2	Don't recognize words they know	1	0	1	1	100%

3	Understand words but not the intended message	5	1	2	1	100%
4	Neglect the next part when thinking about meaning	0	3	0	1	100%
5	Unable to form a mental representation from words heard	0	0	1	1	100%
6	Long listening text	2	2	1	1	100%

For number 1, there were 6 students answered often because the students often quickly forget than remember text that given although the students could understand what was said when they heard it, they would forget it as soon as they began listening to another part the message.

For number 2, there were 24 students answered sometimes because they didn't recognize the word. The students were unable to recall their meanings immediately although the words sounded familiar, consequently, they were unable to process the message using those words.

For number 3, there were students 18 students answered sometimes. Actually, the students known the word but they didn't know the meaning because the students were unable to get the full meaning of the message even though they had understood the literal meaning of the words.

For number 4, there were 14 students answered often and 11 students answered sometimes. Most of students answered often because

the students was missing the next part of a text when they stopped to think about unfamiliar words or the interpretation of a segment of text.

For number 5, there were 27 students answered sometimes and 3 students answered often. Most of students answered often because they failed to derive a reasonable mental representation of the input by connecting the words they heard.

For number 6, there were 13 students answered sometimes and 8 students answered often. The eighth students answered often because of the text and the students were not focus.

Based on explanation above the students' problem in listening subject there are some problems were the most dominant. But this factor can be overcome by some ways as the students must be carefully when they to listen to look for key word to understand the meaning what the speaker said. The students must be focus and full concentration when they listen the recorder in order that they can hear clearly. The teacher or lecturer must create the good situation in listening subject and the students don't be noise. The students must be more practice in their life to increase code switching in listening subject.

The major purpose of this study was to explore the effects of code switching on improvement of EFL learners' listening subject. The findings indicated the significance of employing this strategy in listening subject classes. Code-switching, according to these findings, could facilitate subject of difficult structures and vocabulary.

CHAPTER V

CONCLUSION

A. Conclusion

Code switching is one of the many strategies that teachers use for creating a stress-free and There were 6 problem in using code switching identified in 31 students' listening subject at IAIN of Metro. The types of code switching that occurred in students' listening subject were situational code switching. The dominant problem was situational code switching.

As the results of this study revealed, using Code-Switching strategy enhanced students' listening subject. Participants could cope with more complicated grammatical structures as well as difficult words to process for their meanings. Based on the findings of this study, teachers can take advantage of Code-Switching strategies to augment students' listening subject.

B. Suggestions

Based on the research, the researcher will give the suggestion to the side that related as the considered as follows:

1. For the Lecturer
 - a. The lecturer are suggested to give the guidance to the students in listening subject.

- b. The lecturer are suggested to teach listening subject, using code switching strategy. So, the students can understand listening subject easier and faster.
2. For the Students
- a. The students are suggested to study hard in analyzing the listening subject.
 - b. The students are suggested to be accustomed to listen the native speaker.
 - c. The students are suggested to try to listen the native speaker using code switching strategy

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APPENDICES



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-0 /In.28.1/J/PP.00.9/1/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

07 Januari 2019

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
 2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Anis Oktaviani
NPM : 14120977
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Of Using Code Switching On Listening Subject Of students' English Departement Of IAIN Metro In Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B-0974/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : ANIS OKTAVIANI
NPM : 14120977
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF USING CODE SWITCHING ON
COMMUNICATIVE LANGUAGE TEACHING AND LEARNING OF
STUDENT'S ENGLISH DEPARTMENT OF IAIN METRO

untuk melakukan *pra-survey* di IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 Maret 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
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Nomor : B-1539/In.28/R.1/TL.00/04/2017

23 April 2018

Lampiran : -

Perihal : Balasan Izin Pra Survey

Kepada Yth.

Anis Oktaviani

di

Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 20 April 2018 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

Nama : **ANIS OKTAVIANI**
NPM : 14120977
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul proposal : An Analysis of Using Code Switching on
Communicative Language Teaching and Learning of
Student's English Department of IAIN Metro

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

An. Rektor

Wakil Rektor Bidang Akademik dan
Kelembagaan



Dr. Suhairi, S.Ag. MH
NIP. 197210011999031003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac

SURAT TUGAS

Nomor: B-1137/In.28/D.1/TL.01/04/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:


Nama : ANIS OKTAVIANI
NPM : 14120977
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

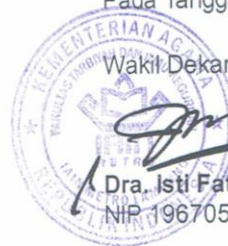
- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF USING CODE SWITCHING ON LISTENING SUBJECT OF STUDENT'S ENGLISH DEPARTMENT OF IAIN METRO IN ACADEMIC YEAR OF 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 30 April 2019

Mengetahui,
Pejabat Setempat


Ahmad Subhan Roza .M.Pd
NIP. 19750610 200801 1 014



Wakil Dekan I,


Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1138/In.28/D.1/TL.00/04/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1137/In.28/D.1/TL.01/04/2019, tanggal 30 April 2019 atas nama saudara:

Nama : **ANIS OKTAVIANI**
NPM : 14120977
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF USING CODE SWITCHING ON LISTENING SUBJECT OF STUDENT'S ENGLISH DEPARTMENT OF IAIN METRO IN ACADEMIC YEAR OF 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 30 April 2019
Wakil Dekan I,

Isti Fatonah
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

Nomor : B-1138/In.28/D.1/TL.00/04/2019 13 Mei 2019
Lampiran : -
Prihal : Balasan Permohonan Izin Research

Kepada Yth.
Anis Oktaviani
di-
Tempat

Assalammu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 11 Mei 2019 perihal permohonan izin research, maka dengan ini kami memberikan izin research kepada :

Nama : **ANIS OKTAVIANI**
NPM : 14120977
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : An Analysis Of Using Code Switching On Listening Subject
Of Student's English Department Of Iain Metro In Academic
Year Of 2018/2019.

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

RESEARCH INSTRUMENT

Interview :

1. What is the impact after you are use Code Switching in listening subject ?
2. Why the students unable to understand of listening comprehension, so you use Code Switching in listening subject ?
3. What is the impact after you are use Code Switching to listening subject, is good or not ?
4. What is the benefit after use Code Switching ?

PUT A TICK IN THE APPROPRIATE COLUMD OF THE STUDENTS' OBSERVATION SHEET :

Respondent :

Class :

Give the signal (X) on answer alternative already has been adjusted, according to condition which you experience.

No	Types	Never	Sometimes	Often	Always
1	Quickly forget what is conversation				
2	Do not recognize words they know				
3	Understand to code switching but not the intended context				
4	Neglect the next part when thinking about meaning				
5	Unable to form statemen to code switching of word heard				
6	Long listening text				

PUT A TICK IN THE APPROPRIATE COLUMD OF THE STUDENTS' OBSERVATION SHEET :

Respondent : Nur Hidayatulloh
Class : Tbl Semester 2^A

Give the signal (X) on answer alternative already has been adjusted, according to condition which you experience.

No	Types	Never	Sometimes	Often	Always
1	Quickly forget what is conversation				X
2	Do not recognize words they know				X
3	Understand to code switching but not the intended context			X	
4	Neglect the next part when thinking about meaning			X	
5	Unable to form statemen to code switching of word heard				X
6	Long listening text		X		

PUT A TICK IN THE APPROPRIATE COLUMD OF THE STUDENTS' OBSERVATION SHEET :

Respondent : HAANI PRADINI
Class : TBI (A)

Give the signal (X) on answer alternative already has been adjusted, according to condition which you experience.

No	Types	Never	Sometimes	Often	Always
1	Quickly forget what is conversation				X
2	Do not recognize words they know				X
3	Understand to code switching but not the intended context			X	
4	Neglect the next part when thinking about meaning			X	
5	Unable to form statemen to code switching of word heard				X
6	Long listening text		X		

**PUT A TICK IN THE APPROPRIATE COLUMD OF THE STUDENTS'
OBSERVATION SHEET :**

Respondent : Lulu Malleni

Class : A TBI

Give the signal (X) on answer alternative already has been adjusted, according to condition which you experience.

No	Types	Never	Sometimes	Often	Always
1	Quickly forget what is conversation			X	
2	Do not recognize words they know			X	
3	Understand to code switching but not the intended context		X		
4	Neglect the next part when thinking about meaning			X	
5	Unable to form statemen to code switching of word heard			X	
6	Long listening text		X		

PUT A TICK IN THE APPROPRIATE COLUMD OF THE STUDENTS' OBSERVATION SHEET :

Respondent : Jihan Efendi
Class : A TB1

Give the signal (X) on answer alternative already has been adjusted, according to condition which you experience.

No	Types	Never	Sometimes	Often	Always
1	Quickly forget what is conversation			X	
2	Do not recognize words they know		X		
3	Understand to code switching but not the intended context		X		
4	Neglect the next part when thinking about meaning		X		
5	Unable to form statemen to code switching of word heard			X	
6	Long listening text		X		

PUT A TICK IN THE APPROPRIATE COLUMD OF THE STUDENTS' OBSERVATION SHEET :

Respondent : Desmalara Syahdena

Class : TBI ~ A

Give the signal (X) on answer alternative already has been adjusted, according to condition which you experience.

No	Types	Never	Sometimes	Often	Always
1	Quickly forget what is conversation				X
2	Do not recognize words they know				X
3	Understand to code switching but not the intended context				X
4	Neglect the next part when thinking about meaning				X
5	Unable to form statemen to code switching of word heard				X
6	Long listening text		X		

**PUT A TICK IN THE APPROPRIATE COLUMD OF THE STUDENTS'
OBSERVATION SHEET :**

Respondent : Hijriah Al Mikromal

Class : EB1 A Sem 2

Give the signal (X) on answer alternative already has been adjusted, according to condition which you experience.

No	Types	Never	Sometimes	Often	Always
1	Quickly forget what is conversation			X	
2	Do not recognize words they know	f			
3	Understand to code switching but not the intended context	X			
4	Neglect the next part when thinking about meaning		X		
5	Unable to form statemen to code switching of word heard	X			
6	Long listening text	X			

**PUT A TICK IN THE APPROPRIATE COLUMD OF THE STUDENTS'
OBSERVATION SHEET :**

Respondent : Arley Yuliasih
Class : A

Give the signal (X) on answer alternative already has been adjusted, according to condition which you experience.

No	Types	Never	Sometimes	Often	Always
1	Quickly forget what is conversation		X		
2	Do not recognize words they know	X			
3	Understand to code switching but not the intended context	X			
4	Neglect the next part when thinking about meaning		X		
5	Unable to form statemen to code switching of word heard	X			
6	Long listening text	X			

**PUT A TICK IN THE APPROPRIATE COLUMD OF THE STUDENTS'
OBSERVATION SHEET :**

Respondent : Ahmad Syarifuddin

Class : TBI - A (2)

Give the signal (X) on answer alternative already has been adjusted, according to condition which you experience.

No	Types	Never	Sometimes	Often	Always
1	Quickly forget what is conversation		X		
2	Do not recognize words they know	X			
3	Understand to code switching but not the intended context	X			
4	Neglect the next part when thinking about meaning	X			
5	Unable to form statemen to code switching of word heard	X			
6	Long listening text	X			

**PUT A TICK IN THE APPROPRIATE COLUMD OF THE STUDENTS'
OBSERVATION SHEET :**

Respondent : M. Rizka Zulfikar
Class : TBI A

Give the signal (X) on answer alternative already has been adjusted, according to condition which you experience.

No	Types	Never	Sometimes	Often	Always
1	Quickly forget what is conversation			X	
2	Do not recognize words they know				X
3	Understand to code switching but not the intended context		X		
4	Neglect the next part when thinking about meaning			X	
5	Unable to form statemen to code switching of word heard				X
6	Long listening text		X		

PUT A TICK IN THE APPROPRIATE COLUMD OF THE STUDENTS' OBSERVATION SHEET :

Respondent : kurniawan Triyaya Saputra

Class : A/TBI

Give the signal (X) on answer alternative already has been adjusted, according to condition which you experience.

No	Types	Never	Sometimes	Often	Always
1	Quickly forget what is conversation	X			
2	Do not recognize words they know	X			
3	Understand to code switching but not the intended context	X			
4	Neglect the next part when thinking about meaning	X			
5	Unable to form statemen to code switching of word heard	X			
6	Long listening text	X			



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Anis Oktaviani
NPM : 14120977

Jurusan/Fakultas : TBI/FTIK
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin / 23-6-2018	✓		- Judul - Acknowledgement - Background of Study - Focus of study - Bibliography	
2.	Senin / 30-7-2018	✓		- Background of Study - Focus of Study - Objectives and benefit of the study	
3.	Jumat / 10-8-2018	✓		- Cover - Background of Study	
4	Jumat / 28-9-2018	✓		- Cover - Background of Study - Focus of the study - Problem limitation	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Anis Oktaviani

Jurusan : TBI

NPM : 14120977

Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	Kamis 1-11-2018	✓		- Cover - Background of Study - Problem Limitation - Problem Formulation - Data Resource	
6	Rabu 24/11/18	✓		Ace to seminar	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Anis Oktaviani

Jurusan : TBI

NPM : 14120977

Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	3 Maret 2019	✓		Revisi APD	
2	28 Maret 2019	✓		Revisi APD	
3	18 April 2019	✓		Acc APD	

Mengetahui;
Ketua Jurusan TBI


Ahmad SubhanRoza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I


Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Anis Oktaviani

Jurusan : TBI

NPM : 14120977


Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	2 July 2019	v		1. Cover 2. Abstract 3. Acknowledgment 4. Chapter IV - analysis the data 5. Chapter V - Conclusion	
2.	9 July 2019	v		1. Chapter IV - analysis the data 2. Chapter V - Conclusion	
3.	8 Jul 2019			Acc to Managemen	

Mengetahui:
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I


Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002




KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Anis Oktaviani
NPM : 14120977

Jurusan/Fakultas : TBI/FTIK
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat / 8 Juni 2018		✓	Chapter I Chapter II Chapter III	
2.	Senin / 3 Sep 2018		✓	Cover Acknowledgement Chapter I Chapter II Chapter III	
3.	Jumat / 21 Sep 2018		✓	Chapter II Chapter III	
4.	Jumat / 28 Sep 2018		✓		

Mengetahui,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Anis Oktaviani

Jurusan : TBI

NPM : 14120977

Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	15 Feb 2019		✓	Ala Anis Oktaviani	

Mengetahui:
Ketua Jurusan TBI


Ahmad SubhanRoza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II


Ahmad SubhanRoza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Anis Oktaviani

Jurusan : TBI

NPM : 14120977

Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	23 May 2019		✓	- Revisi Cover - Acknowledgment - Chapter 3 (Research Approach)	
2	24 June 2019		✓	- Revisi chapter 4 - Revisi chapter 5 Conclusion	
3	2 July 2019		✓	<i>Ahmad Subhan Roza</i> Seni 1 Al Quran	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.a

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-234/In.28/S/OT.01/04/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Anis Oktaviani
NPM : 14120977
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14120977.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 April 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ANIS OKTAVIANI

NPM : 14120077

Fakultas : TARBIYAH

Angkatan : 2014

Telah menyerahkan buku berjudul : *Analyzing Grammar An Introduction*

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ANIS OKTAVIANI

NPM : 14120077

Fakultas : TARBIYAH

Angkatan : 2014

Telah menyerahkan buku berjudul : *Analyzing Grammar An Introduction*

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

DOCUMENTATION

A. Observasion Sheet with the Students



B. Interview with the Lecturer



CURRICULUM VITAE



The name of the writer is Anis Oktaviani. She was born in Metro, in October 5, 1996. She is the second child of Mr. Giyatno and Mrs. Sumitri.

She enrolled her study at SDN 11 Metro Pusat in 2002-2008. Soon after that, she continued to Junior High School at SMP N 6 Metro Utara, in 2008-2011. She stood her study at SMAN 5 Metro Utara in 2011-2014. It was long journey for her to find out her dream. After graduating from senior high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.