

AN UNDERGRADUATE THESIS

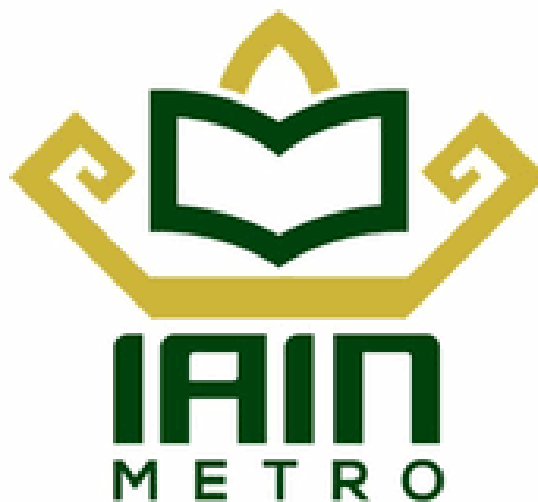
**IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH
CODE MIXING (ENGLISH-INDONESIAN) AT THE EIGHTH GRADERS
OF SMP TARBIYATUL MU'ALLIMIEN AL-ISLAMIYAH (TMI)
ROUHLATUL QUR'AN METRO**

Written By:

USWATUN HASANAH

Student Number: 14122337

**Tarbiyah and Teacher Training Faculty
English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF
METRO**

1440 H/2019 M

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OF SMP TARBIYATUL MU'ALLIMIEN AL-ISLAMIYAH (TMI)
ROUDLATUL QUR'AN METRO**

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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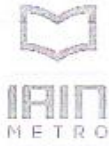
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APPROVAL PAGE

Title : **IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH CODE MIXING (ENGLISH-INDONESIAN) AT THE EIGHTH GRADERS OF SMP TARBIYATUL MU'ALLIMIEN AL-ISLAMIYAH (TMI) ROUDLATUL QUR'AN METRO**

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NOTIFICATION LETTER

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Assalamu'alaikum Wr.Wb

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THE EIGHTH GRADERS OF SMP TARBIYATUL
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QUR'AN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher
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Assalamualaikum Wr.Wb

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Uswatun Hasanah

NPM : 14122337

Judul Skripsi : IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH
CODE MIXING (ENGLISH-INDONESIAN) AT THE EIGHTH
GRADERS OF SMP TARBIYATUL MU'ALLIMIEN AL-
ISLAMIYAH (TMI) ROUDLATUL QUR'AN METRO

Sudah kami dapat setuju dan dapat dimunaqosahkan. Demikian harapan kami atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

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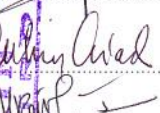


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RATIFICATION PAGE

No: *B - 2529 /In - 28-1/0 /PP-00-9/07/2019*

An Undergraduate thesis entitled : IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH CODE MIXING (ENGLISH-INDONESIAN) AT THE EIGHTH GRADERS OF SMP TARBİYATUL MU'ALLIMIEN AL-ISLAMİYAH (TMI) ROUDLOTUL QUR'AN METRO, written by Uswatun Hasanah, student number 14122337, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Thursday July 25th, 2019 at 15.00-17.00.

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**MENINGKATKAN KETERAMPILAN BICARA SISWA MELALUI
CAMPUR KODE (BAHASA INGGRIS- BAHASA INDONESIA) KELAS
DELAPAN (VII) SMP TARBIYATUL MU'ALLIMIEN AL-ISLAMİYAH
(TMI) ROUDLATUL QUR'AN METRO**

ABSTRAK

Oleh:

USWATUN HASANAH

Berbicara adalah salah satu dari empat keterampilan yang sangat penting untuk dipelajari. Berbicara sebagai aspek produktif dipengaruhi oleh beberapa elemen seperti kelancaran, pengucapan, kosakata, ketepatan tata bahasa dan strategi interaksional. Berbicara bahasa Inggris adalah salah satu keterampilan yang harus dikuasai oleh siswa-siswi SMP TMI Roudlatul Qur'an Metro. Namun, ada banyak siswa yang memiliki kesulitan dalam berbicara. Situasi ini menyebabkan skor berbicara siswa masih rendah. Berdasarkan situasinya, untuk meningkatkan kemampuan berbicara siswa, peneliti menggunakan campur kode dalam proses pembelajaran. Campur kode adalah salah satu cara yang mudah dan efektif untuk diterapkan dalam proses belajar mengajar di kelas.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan campur kode dapat meningkatkan kemampuan siswa dalam berbicara dalam pembelajaran bahasa Inggris. Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus, dan setiap siklus terdiri dari perencanaan, akting, pengamatan, dan refleksi. Objek penelitian ini adalah keterampilan berbicara siswa. Dalam mengumpulkan data, peneliti menggunakan observasi, tes, dan dokumentasi.

Hasil penelitian menunjukkan bahwa campur kode memiliki peran positif dalam meningkatkan keterampilan berbicara siswa di antara delapan siswa SMP TMI Roudlatul Qur'an Metro. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre-test hingga post-test. Skor rata-rata dalam pre-test adalah 63,5 dan pada posttest adalah 67,6 menjadi 76,11. Dapat disimpulkan bahwa menggunakan campur kode dapat meningkatkan keterampilan berbicara di antara para siswa.

Kata Kunci : Berbicara, Campur Kode, Penelitian Tindakan Kelas (PTK)

**IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH
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ROUDLATUL QUR'AN METRO**

**ABSTRACT
BY
USWATUN HASANAH**

Speaking is one of the four skills that are very important to be learned. Speaking as a productive aspect is influenced by some elements such as fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies. Speaking English is one of the skill that should be mastered by the students of SMP TMI Roudlatul Qur'an Metro. However, there are many students who have some difficulties in speaking. This situation results to the students' speaking score are still low. Based on the situation, to improve students' speaking performance, the researcher used code mixing in learning process. Code Mixing is one of the way that easy and effective to be applied in teaching and learning process in the class.

This research aimed to know whether the use of Code Mixing can improve students' skill in English learning. The kind of this research is a classroom action research (CAR). The research is conducted in two cycles, and each cycle consists of planning, acting, observing, and reflecting. Object of this research was the students speaking skill. In collecting the data, the researcher used observation, test, and documentation.

The result of this research showed that Code Mixing had positive role in improving the students' speaking skill at the eighth graders of SMP TMI Roudlatul Metro. It can be proved by the students' average score from pre-test to post-test. The average score in pre-test was 63,5 and in post-test was 67,6 became 76,11. It can be inferred that using Code Mixing can improve speaking skill of the students.

Key words : Speaking, Code-Mixing, Classroom Action Research (CAR)

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Student Number : 14122337
Study Program : English Department
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It is believed that is undergraduate thesis is original, except certain parts of it quoted from the bibliography mentioned.

Metro, July 2019
The writer



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6000
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Program Study : Tadris Bahasa Inggris
Jurusan : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian terkecuali bagian-bagian tertentu yang di rujuk dari sumber nya dan di sebutkan dalam daftar pustaka.

Metro, Juli 2019



Uswatun Hasanah

NPM.14122337

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

So verily, with the hardship, there is relief. Verily, with the hardship, there is relief.

(Qs Al-Insyirah 5-6)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

1. My beloved family, especially my father (Mr. Dinham) and my mother in Jannah (Mrs. Rusmiyati), my brothers and sisters who always pray and support in their endless love.
2. My sponsor and Co-sponsor, thanks for guiding.
3. My beloved family in Ayam Geprek Abang Ireng who always pray and support me.
4. My beloved and inspiring friends who never stopped encouraging me.
5. My beloved Almamater State Institute of Islamic Studies (IAIN) of Metro.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the writer can accomplish this proposal entitles “IMPROVING THE STUDENTS’ SPEAKING SKILL THROUGH CODE MIXING (ENGLISH-INDONESIAN) AT THE EIGHTH GRADERS OF SMP TARBIYATUL MU’ALLIMIEN AL-ISLAMIAH (TMI) ROUDLATUL QUR’AN METRO”.

Regarding to the undergraduate thesis, the writer offers her big thank to the Ahmad Subhan Roza, M.Pd as the sponsor and to Syahreni Siregar, M.Hum as the co-sponsor. May allah SWT give them His better reward for their spending time to support and guide during the writing process.

The researcher do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, July 2019
The Writer,

Uswatun Hasanah
St. Number: 14122337

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CHAPTER I

INTRODUCTION

A. Background of the Study

In this era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English properly has been one essential benchmark skills in the professional world.

Beside, Indonesia is one of the developing countries that set educational curriculum to include English as a foreign Language, which is studying from junior high school up to the university level. Language has many functions, it means for the students to develop science, technology, culture, and art, and the final objective of teaching and learning process is the students are expecting to master the four skills of language: listening, speaking, reading, and writing.

Moreover, one of major skills in English learning is speaking. Speaking is one of the most important parts of learning English. Many students have difficulty in mastering speaking because English is a foreign language that is not used in everyday life to communicate. Speaking is included in productive aspect to conceptualize data in the brain then produce it as oral information. The ability to speak fluently presupposes not only

knowledge of language features, but also the ability to process information and language on the spot.

In spoken English, speaking is the primary performance to develop. to acquire speaking performance, students must have many aspects of speaking such as pronunciation, structure, articulate, content and fluency. Therefore, the students have to improve their speaking skill using code mixing. code-mixing is incorporation language in accordance with the rules by which to be heard and understood by the users of these languages and this occurs because speakers of other languages and speak with a language that is not his native language so that mixing occurs naturally. The writer assumes that using code mixing in teaching speaking will help the students in their learning process. It will motivate and facilitate the students to practice their speaking.

Based on the pre-survey data that the writer had done on April 20th 2018, the writer found that most of the eight grade students of TMI Roudlatul Qur'an Metro Junior School have difficult in their speaking. It can be seen from the average score of the students' daily test that was less than 75. The data can be known as follow:

Table 1

**The Pre-survey Data at the Eighth Grade of TMI Roudlatul Qur'an
Metro Junior High School**

No.	Name	Score	Criteria
1	AID	65	Incompleted
2	AA	66,3	Incompleted
3	AZN	70	Incompleted
4	A ZA	77,5	Completed

5	ASY	71,5	Incompleted
6	ANR	70	Incompleted
7	DNK	65	Incompleted
8	DNA	71,5	Incompleted
9	DKN	72,5	Incompleted
10	DUM	67,5	Incompleted
11	FZ	72,5	Incompleted
12	GUM	72,5	Incompleted
13	MIH	72,5	Incompleted
14	MTM	70	Incompleted
15	MFR	71,5	Incompleted
16	MRD	70	Incompleted
17	MFZ	70	Incompleted
18	MIM	72,5	Incompleted
19	MKA	68,5	Incompleted
20	MRMH	71,5	Incompleted
21	MRH	71,5	Incompleted
22	NPS	77,5	Completed
23	PF	72,7	Incompleted
24	PE	72	Completed
25	SIF	70,5	Incompleted
26	TS	72,5	Incompleted
27	ZAQ	80	Completed

Table 2

Pre-survey Data of Student's Speaking Skill

No.	Score	Category	Frequency	Percentage
1	≥ 70	Completed	3	11,11 %
2	< 70	Incompleted	24	88,89 %
Total			27	100 %

Source: Document of English Speaking Score among the Eighth Graders of

TMI Roudlatul Qur'an Metro Junior High School

Based on the data above, it can be seen that from 27 students at the eighth grade of TMI Roudlatul Qur'an Metro Junior High School, the level of the students speaking were low. The total subject of the research were 27 students, only 3 students with percentage 11,11 % were passed, and 24 students with percentage 88,89 % were failed.

Furthermore, the researcher found problems at the eighth of TMI Roudlatul Qur'an Metro Junior High School. The problems are: first, it relates to the condition of the students who are lack of vocabulary. Second, the students have low pronunciation. Third, the students are afraid to speak English in front of the class. Consequently the students feel not confident when speak English. Beside that the students would not to be motived to participate in the classroom when they are not interested the topic.

Therefore, the teacher should be able to make teacher speaking interested. The teacher should be able to invite the students' participation in the learning activity. Through choosing an interesting topic is correlated with their real life make the students are motived to participate in learning activity. Besides that, the teachers should be applied the suitable technique for each goal.

Based explanation above, the researcher will use code mixing (English-Indonesian) in the class. Hopefully, by Code Mixing (English-Indonesian), the researcher is easier to control the students' behavior and pronunciation. The researcher choose interesting topic, give the motivation, and provide the language reinforcement to the stimulate presented. The

researcher wants to know the students' speaking skill at the eighth grade of TMI Roudlatul Qur'an Metro Junior High School and hopes the students can learn by using code mixing (English-Indonesia).

B. Problem Identification

Based on the background above, the identification of the problem such as:

1. The students have lack of vocabulary.
2. The students have low pronunciation.
3. The students feel not confident when speak English.
4. The students have Low of motivation to participate in learning activity.
5. The students have low scores.

C. Problem Limitation

Considering that they are many problems related to speaking as described above, and in this research the writer will limit the discussing study about the students' speaking skill. The problem related to speaking learning technique where in this research the writer will raise the theme of research with the title "Improving The Students' Speaking Skill through Code Mixing at the Eighth Graders of SMP Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Roudlatul Qur'an Metro".

D. Problem Formulation

The formulation of the problem as follow: “Can code mixing improve the students’ speaking skill at eighth graders of SMP Tarbiyatul Mu’allimien Al-Islamiyah (TMI) Roudlatul Qur’an Metro?”

E. Objective and Benefits of the Study

1. Objective of the Study

The objective of this research is to know whether the use of code mixing (English-Indonesian) can improve the students’ speaking skill at the eighth graders of Tarbiyatul Mu’allimien Al-Islamiyah (TMI) Roudlatul Qur’an Metro.

2. Benefits of the Study

a. For Students

The result of the research is expected as positive contribution and motivation for the students in their speaking by using code mixing in studying English in the classroom.

b. For Teachers

The result of the research is expected as positive contribution and information for the teachers in their speaking teaching and learning process by using code mixing in studying English in the classroom.

c. For Headmaster

The result of the research is effective as the consideration material for facilitate teaching and learning process especially in English subject.

F. Prior Research

Prior research is important to discuss as a guidance and comparison of the research. There are two researches those the researcher took related to this study. The first is Dede Irawan, under the title “The Influence of Code Mixing and Code Switching to Improve Students Speaking Skill in English Education Department Wiralodra University”.¹ The data of this research was taken 40 respondents of all students English education department of Wiralodra University.

Based on the result, it can be concluded that code mixing and code switching together has given effect to improve students speaking skill, it is shown on the correlation coefficient between code mixing and code switching together with speaking skill, This is evident from the results of hypothesis testing through multiple regression analysis $\text{sig} = 0,000$ and $F_h = 31,319$ and $F_{\text{table}} = 5,25$ so $\text{sig} < 0,05$ and $F_h > F_{\text{table}}$, It is conclude that the use of code mixing and code switching in daily conversation can improve the students speaking skill.²

The second is Rana Irshad Ahmad, Rana Saeed Ahmed, Mian Abdul Rauf, and Ghulam Murtaza Seemab on the title “Concept of The Code Switching and Code Mixing as Facilitators in Urdu EFL Class”³ This research was an attempt to investigate Urdu EFL students’ concepts towards code

¹ Dede Irawan, *The Influence of Code Mixing and Code Switching to Improve Stidents Speaking Skill in English Education Departemnt Wiralodra University*, (Jawa Barat, 2016), Vol. VII, No. 4

² Ibid p 25

³ Rana Irshad Ahmad, Rana Saeed Ahmed, Mian Abdul Rauf, Ghulam Murtaza Seemab, *Concept of The Code Switching and Code Mixing as Facilitators in Urdu EFL Class*, (Pakistan) Journal of Policy Research, 1(2), 62-66.

switching and code mixing among 60 Urdu EFL college students in Districts Okara and Chishtian of Punjab Pakistan.

Based on the data of the research, the score is 1.85 with Standard Deviation 1.12 which reveals that most of the students in Urdu EFL class prefer code switching and code mixing to be used in the class. The second score is 2.02 with standard deviation 1.11 which reveals that most of the students in Urdu EFL class consider it an excellent tool for the English Teachers. The third score is 2.12 with Standard Deviation .99 which clearly shows that students get satisfaction by the use of code switching and code mixing in Urdu EFL class. The fourth score is 1.75 with 1.00 Standard Deviation that clearly shows that most of the students think that code mixing is a good source of transferring information from one language to another. The fifth score is 1.82 with 1.08 standard deviation, shows that majority of the students are in favor of code switching and code mixing to be used by the teacher is interesting method of teaching English. The sixth score is 2.23 with 1.32 Standard Deviation strongly approves that code switching and code mixing fills the need of language in language filled environment. The seventh is 2.15 with 1.40 Standard Deviation also reveals that the students agree with the point of view that Code Switching and Code mixing create effective linguistic impression . For the last and final score is 2.55 with standard deviation 1.29 which shows that most of the students agree that Code mixing

creates self confidence among the students to inspire learning English as language.⁴

From scores data above, the researcher concluded that code switching and code mixing plays a very important role in teaching and learning English. In the light of students' analysis, we can say that use of this technique in Urdu EFL class makes the teaching and learning of English effective and successful. From the students' point of view, they can achieve learning outcomes easily by using this technique. So according to the opinion of majority of the sixty students, code switching and code mixing in Urdu EFL class can be used as a facilitator.⁵

Based on both of the study above, Code mixing had applied successfully in teaching-learning English in the classroom.

In this study, the writer focus on studying code mixing (English-Indonesian) to improve the students' speaking skill. It is related to the problem that the problem that the teacher and the students faced in teaching-learning speaking at TMI Roudlatul Qur'an Metro Junior High School. By applying code mixing, the writer hopes that it is as an effective technique to reach the students achievement in speaking and make the classroom's atmosphere alive.

⁴Ibid p 65

⁵Ibid p 65

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking Skill

1. The Definition of Speaking Skill

There are so many definitions of speaking. Speaking derives from the word “Speak”. According to Oxford dictionary, “Speak” means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc. Speaking is a crucial part of second language learning and teaching, it is an art of communications and one of four productive skills that must master in learning foreign language.⁶ Thus, good speaking skills are the act of generating words that can be understood by listeners.

Beside that, Scott Thornbury states that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability until, that is, they have to learn how to do it all over again in a

⁶Maryam Bahadorfar and Reza Omidvar, “*Technology In Teaching Speaking Skill*”, Acme International Journal of Multidisciplinary Research, (India: University of Mysore, 2014), Vol. 2/Issue IV, p. 9

foreign language.⁷ Speaking involves a process of building and sharing meaning through the use of the language orally.⁸

Furthermore, by speaking people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. It is the process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts.⁹

Moreover, Burns and Joyce defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.¹⁰

Cockburn suggest that skill consists of at least three things; the skill that resides in person himself, accumulated over time, each new experience adding to a total ability”, skill demanded by the job- which may or may not match the skill in the worker and the political definition of skill. Payne goes futher, arguing that skill has expanded almost exponentially to include a veritable galaxy of “soft”, “generic”, “transferable”, “social” and “interactional” skills, frequently

⁷ Scott Thornbury, *How to Teach Speaking*, (Pearson Longman, 2005), p.1

⁸ Nasution, Dina Syarifah, et all, *Improving Students' Speaking Skill of Descriptive Texts Through STAT Mapping at Grade X-1 Computer and Network Technic Program (TKJ) of SMK N 1 Panyabungan*, (State University of Padang, 2013), Vol. 1, No. 2, p. 1

⁹ Emma Rosana, *Teaching Speaking of English As A Foreign Language: Problems and Solutions*, (Banjarasin: Universitas Lambung Mangkurat), p. 1

¹⁰ Shiamaa Abd El Fattah Torky, *The Effectiveness of a Task-Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*, (Ain Shams university, 2006), p. 30

indistinguishable from personal characteristics, behaviours and attitudes'.¹¹

From the definition above, the writer concludes that speaking skill is ability of personal about saying and sharing the idea from our mind orally and necessary for effective communication in daily activities in any language as basic practicing in our life.

2. Elements of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process the information and language directly on the spot. Here are some elements of speaking¹²:

a. Language Feature

Among the elements necessary for spoken production, are follow:

1) Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. Here, the connected speech can be omitted and added. The use of expressive contribute to the ability to convey the meaning. They use the extra expression of emotion and intensity.

¹¹ Keith W. Glaister, Romy H, and Peter J, *Strategic Business Alliances an Examination of the Core Dimensions*.(Edward Elgar: USA.2014). P 120

¹² Jeremy Harmer, *The Practice of English Language Teaching Third edition*, (Cambridge: Longman, 2003), p. 269-271

2) Expressive devices

Native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.

3) Lexis and grammar

Speech is marked by the use of lexical phrases, especially in the performance of certain language function. Here, the teacher give some phrases for different function such as expressing surprise, agree, disagree, etc.

4) Negotiation language

Effective speaking will give benefits from the negotiation language we use to seek clarification and to show the structure of what we are saying.

b. Mental/Social Processing

The success of speaker depends on the processing skill like:

1) Language processing

A good speaker is a speaker who able to process the language in their own head and can conveys the meaning of language.

2) Interacting with other

Most of speaking involved interaction with one or more participant. This means that effective speaking involves a good deal of listening and knowledge.

3) (On-the-Spot) Information processing

Here, we need to be able to process the information about something that they tell to us at the moment we get it. The longer it takes, the less we are as instant communicators.

3. Characteristics of Speaking

There are some problems in speaking faced by the students. According to Brown, there are some characteristics of speaking, which are explained below¹³:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

¹³ Brown, H Douglas, *Teaching by Principles: An Interactive Approach To Language Pedagogy*, (San Fransisco: Longman, 2001), p. 270-271

c. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a still bookish quality of speaking that in turn stigmatizes them.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “fillers” such as uh, um, well, you know, I mean, like, etc. One of the most salient different between native and nonnative speaker of language is in their hesitation phenomenon.

e. Colloquial language

Make sure that the students are reasonably well acquainted with the word idioms, and phrases of colloquial language and they get practice in producing these forms.

f. Rate of delivery

Another salient of characteristic of fluently is rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attribute of fluently.

g. Stress, rhythm, and intonation

This is the most important characteristic. The stress timed rhythm of spoken English and its intonation pattern convey important message.

h. Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its rich component the creativity of conversational negotiation. Interaction has large role in spoken language. In interaction consist of negotiation, clarification, attending signaled. It means that in interaction learn to respond the conversation.

Based on the characteristics of speaking above the writer assumed that speaking has some characteristics those have to be concerned. If all of characteristics above are fulfilled, it will produce a good speaking.

4. The Function of Speaking Skill

The Mastery of speaking skill in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking.”...three parts version of Brown and Yule’s framework: Talks as interaction; talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.¹⁴

¹⁴ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 21-27

a. Talk as interactions

Talks as interaction refers to what we mean by conversation and describe interaction that serves primarily social function. When the people meet, they do greeting, engage in small talk, recount recent experiences and other that make them comfortable when interaction with other. It focuses on the speaker and how they present themselves to each other.

b. Talk as transaction

Talk as transaction refers to situation where the focus is on what is said or done. Talk as transaction focus on the information of the message. The message and making oneself understood clearly and accurately is the central focus, rather than the participant.

c. Talk as performance

This refers to public talk. Here, the speaker transfers the information to the audience, such as classroom presentations, public announcements, and speeches. It tends to be in the form of monolog rather than dialog.

Based on the functions of speaking above the writer conclude that function of speaking have important role in speaking. Such as tools of interaction with all people, to make a transaction and as a performance when we are talking in public speaking.

5. The Measurement of Speaking skill

To test speaking, there are some indicators that should be scored, according to Weir, he classified five analytic speaking criteria as follow¹⁵:

Table 3
Analytic Speaking Criteria

Aspect	Score	Indicators
Fluency	Excellent	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	Good	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompt.
	Adequate	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	Fair	The students speak so little that no

¹⁵ Cyril J. Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005), p. 195-196

		'fluent' speech can be said to occur.
Pronunciation	Excellent	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	Good	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	Adequate	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	Fair	Words are unintelligible.
Vocabulary	Excellent	Effective use of vocabulary for the task with few in appropriacies.
	Good	For the most part, effective use of vocabulary for the task with some examples of in appropriacy.

	Adequate	Limited use of vocabulary with frequent in appropriacies.
	Fair	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	Excellent	Very few grammatical errors evident.
	Good	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	Adequate	Speech is broken and distorted by frequent errors.
	Fair	Unable to connect comprehensible sentences.
Interactional Strategies	Excellent	Interacts effectively and readily participates and follows the discussion.

	Good	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	Adequate	Interaction ineffective. Can seldom develop an interaction.
	Fair	Understanding and interaction minimal.

B. Concept of Code Mixing

1. The Definition of Code Mixing

Monica and Neny state code mixing also called intra-sentential code switching or intra-sentential code-alternation occurs when speakers use two or more languages below clause level within one social situation.¹⁶ Code mixing as the process whereby speakers indulge in code-switching between language of such rapidity and density, even within sentences and phrases that are not possible to say at any given time which language they are speaking.¹⁷

¹⁶ Monica. Nely, *Jaltcalljournal, Code switching and code mixing in internet chatting: between 'yes', 'ya', and 'si' a case study*, Vol 5, No 3, P 69

¹⁷ Eda Ustunel, *EFL Classroom Code-Switching*, (Turkey: Palgrave Macmillan, 2016) p 29

Beside that Wardhaugh cited by Lingga states that code mixing occurs when conversant uses both languages together to the extent that they change from one language to the other in the course of a single utterances.¹⁸ Ricards indicates that code mixing is a mixing of two codes or languages, usually without a change of topic. It is quite common in bilingual or multilingual communities and is often a mark of solidarity, e.g. between bilingual friends or colleagues in an informal situation. It can involve various levels of language: phonology, morphology, grammatical structures, or lexical items for something they want to express in a particular situation and they incorporate these into the grammatical structure of the other language.¹⁹

In addition, Ruan specifically adds that code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity of the participants, in order to infer what is intended, the participants must reconcile what they hear with what they understand.²⁰ People use code-mixing because they want to explore the language difference to another and when a speaker is momentarily unable to remember a term, but is able to recall it in a different language. However, nowadays people mostly use code mixing in magazine because they want to tell that they are educated, up to date and good knowledge.

¹⁸ Lingga Agustina, *Jurnal Holistics*, "Code Switching and Code Mixing Done By Teachers of SMA Kusuma Bangsa Palembang", Vol.4 No.7, 2012, p 2

¹⁹ Abbas Deygan, *EFL Context: One world or defferent world?* (Germany: Anchor Academic Publishing, 2017) p 67

²⁰ *Ibid* p 29

Based on definitions above, it can be concluded that Code mixing refers to adding or mixing some parts of other languages such as words or phrases into one language in a certain topic without break the grammatical rules of the language.

2. The Functions of Code-Mixing

Appel and Muysken in Janusz distinguish the following functions of code-switching (code-mixing):²¹

a. Referential

When speakers mix the languages due to ‘lack of one language or facility in that language on a certain subject’.²² The example of this function is when someone talks to other people and lack of knowledge of one language.

- aku nge-*fan* sama Justin Bieber.

(I am fan of Justin Bieber)

The word of “fan” is not Indonesian language. Based Oxford dictionary, the word of “fan” has two meaning. The first is object for making a current of air, to cool a room. The second is a person who has a strong interest in or admiration for a particular person or thing.

Based on the example above, the second meaning that is suitable with the “fan” the speaker means.

²¹ Janusz Arabski, *Cross-linguistic Influences in the Second Language Lexicon*, (England : MULTILINGUAL MATTERS LTD, 2006) P 179

²² Ibid p 179

b. Directive

When speakers switch to a different language to exclude certain persons out of the conversation.²³ This function of mixing is often involves the speaker and the hearer directly. The example of directive function is when someone is attempted to do something by other people directly.

- setelah ini kita *continue* ke soal yang kedua.

The word of “continue” indicates the hearer to do the next plan.

The speaker switches / mixes to English with the intention to give an order to the hearer, and also involves the hearer directly.

c. Expressive

When speakers want to emphasize a mixed identity by using two languages.²⁴ Usually, the speaker uses this function to express their emotional feeling, such as happiness, anger, sadness, disappointed, or other feelings. The example is when someone gets a beautiful gift from her/his lover.

- “*oh My God!* Cantik banget, aku suka sekali kado ini”

(Oh My God! It’s so beautiful, I love this gift so much)

The words of “Oh my god” shows his/her happiness.

²³ Ibid p 179

²⁴ Ibid p 179

d. Phatic

When speakers want to indicate a change in tone of the conversation.²⁵ It is used to maintain the conversation by creating a channel of communication. The speakers make use of conventionalized openings, closings, and ways to signal turn taking, and if necessary, also of language forms that identify the in-group within which interaction is taking place. This function is also known as metaphorical switching.

- Speaker A : Gaun ini bagus yah, what do you think?

(This dress is beautiful, what do you think?)

Speaker B : setuju!

(agree)

The example above, the speaker A switches from Indonesian to English in “What do you think?”. The purpose of the switching is to maintain the conversation. The speaker wants the interlocutor to comment or replies her.

e. Metalinguistic

When the speakers want to impress other interlocutors with a show of their linguistic skills.²⁶ Many examples of this function can be found in the public domain such as presenter, circus directors, market sales people, etc. The example below by student that does presentation in front of the class.

²⁵ Ibid p 179

²⁶ Ibid p 179

- Student: Jadi metode ini di kombinasikan dengan metode sebelumnya. Hasil nya bias dilihat di kolom di bawah ini.

(So this method is combined with the previous method. The result can be seen in the box below.)

Lecturer: *Perfect!*

The explanation of the student is spoken in Indonesian while the lecturer replies in English. In this case, the lecturer wants to show his/her linguistic skills. It can also be used to impress the hearer.

f. Poetic

To create puns, jokes, etc.²⁷We often find some people code switch in order to tell jokes or stories. Moreover, when the origin of the jokes or the stories are in other languages. It creates different atmosphere when the jokes or the stories are not delivered in their origin, sometimes it even creates other meaning and does not deliver the fun things in a right way.

Based on the functions above, code mixing can be used in all situation in society.

3. The Form of Code Mixing

According to Warsiman, the forms of code mixing as follow:²⁸

²⁷ Ibid P 179

²⁸ Warsiman. 2014. *Sosiolinguistik: Teori dan Aplikasi dalam Pembelajaran*, (Malang: Universitas Brawijaya Press). P 97

a. Code mixing in the form of word

According to Victoria Bull in Oxford dictionary, Word is written or spoken unit of language. Word is sound or a letter that has particular meaning, the example of this code mixing is “Saya happy ketika bertemu dengan saudara saya”. The mixed language of this example is the word “happy”.

b. Code mixing in the form of phrase

Phrase is a group of words that are often used together and that have a special meaning. The example is “Kalau begitu sampai ketemu besok ya... see you”. The “see you” in the example above is code mixing in form of phrase.

4. The Types of Code Mixing

Muysken describes that code-mixing is typically divided into three main types – insertion (word or phrase), alternation (clause) and congruent lexicalization (dialect).²⁹

- a. Insertion is insertion of material (lexical items or entire constituents) from one language into a structure of the other language.³⁰In this type, code-mixing occurs within a phrase, a clause, or a sentence boundary. It is the process of code-mixing which is conceived as something akin to borrowing: the insertion of an alien lexical or phrasal category into a given structure.

²⁹Peter Muysken, *Bilingual Speech a Typology of Code Mixing* (UK:Cambridge University Press, 2000) p 3

³⁰Ibid p 3

- b. Alternation means the alternation between structures from languages.³¹ It occurs between clauses meaning that alternation is used when speaker mixes his or her language with a phrase.
- c. Congruent lexicalization of material from different lexical inventories into a shared grammatical structure.³² It is the influence of dialect within language use.

Regarding to types of code mixing above, the writer focuses on improving the students' speaking skill by using alternation of code mixing.

5. The Reasons of Using Code Mixing

Hoffman cited by Hilman and Kisno add some reasons for bilinguals to switch or mix their language, they are:³³

- a. Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another sometimes, a speaker feels free and more comfortable to express their emotional feelings in a language.

- b. Quoting somebody else

People sometimes like to quote a famous expression or saying of some well-known figures. In Indonesia, those well-known figure

³¹ Ibid P 3

³² Ibid p 3

³³ Hilman Pardede. Kisno, INTRODUCTION TO SOCIOLINGUISTICS: FROM GENERAL TO LOCAL PRSPECTIVES (Jakarta-Batam:Halaman Mocka, 2012), p.131-133

are mostly from some English-speaking countries. Then, because many of the Indonesian people nowadays are good at English, those famous expression or sayings can be quoted in fact in their original language.

c. Being emphatic about something

Usually, when someone who is talking using a language that is not his native tongue suddenly wants to emphatic about something, she/he, either intentionally or unintentionally, will switch from his second language to his first language. Or, on the other hand, there are some cases where people feel more convenient to be emphatic in their second language rather than in their first language.³⁴

Example:

- Asrofi : Congratulation Desi! (looking at the baby) imut
nya [**so cute!**]

Asrofi is visiting Desi who just gave birth and he congratulates Desi. She changes from English to Indonesian to show the solidarity between Desi and him that they have the same ethnicity.

d. Interjection (inserting sentence fillers or sentence connectors)

Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or

³⁴ Ibid 132

intentionally.³⁵ Interjection is a short exclamation like: Darn!, Hey!, Well!, Look!, Wow!, etc. They have no grammatical value, but speaker uses them quite often, usually more in speaking than in writing.

e. Repetition used for clarification

When a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).³⁶ It can be said that the message contains a repetition of the same meaning but in a different language. Besides to clarify or emphasize, sometimes the repetition is used to avoid mishearing of the listener.

f. Expressing group identity

Code switching and code mixing can also be used to express group identity. As it has been mentioned previously, the way of communication of academic people in their disciplinary groupings, are obviously different from other groups, in other words, the way of communication of one community is different from the people who are out of the community.³⁷

Example :

Dedy : I think everyone's here except Maya.

³⁵ Ibid p 132

³⁶ Ibid p 132

³⁷ ibid p.133

Gege : She said she might be a bit late but actually I think
that's her arriving now.

Dedy : You're right. *Hey Maya. Sini Masuk. Bagaimana
kabar mu?*

[Hi maya. Come in. How are you?]

Maya : Hi ded, Aku baik. Have you started yet?

[Hi ded. I'm fine]

According to the example above, Maya is Indonesian and although the rest of the meeting will be conducted in English, Dedy switches to Indonesian to greet her. There is an obvious change, such as the arrival of a new person, it leads the switch. Like in the example above, Dedy switches to Indonesian to greet Maya, to show the expression of solidarity. So a code switching may be related to a particular participant or addressee.

6. Differences between code mixing and code switching

Several scholars have attempted to define code switching and code mixing. Among them are Amuda, Atoye, and Belly. For instance, Hymes defines only code switching as "a common term for alternative use of two or more languages, varieties of a language or even speech styles. "while bokamba defines both concept thus: "code switching is the mixing of words, phrases and sentences from two

distinct grammatical (sub) systems across sentence boundaries within the same speech event... code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morpheme), phrases and clauses from a cooperative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand.”

Code switching is not display of deficient language knowledge: a grammarless mixing of two languages. Instead it is a phenomenon through which its users express a range of meanings. By code switching, which occurs mostly in conversations, the choice of speech alerts the participants to the interaction of the context and social dimension within which the conversation is taking place. The phenomenon of code mixing is examined from a conversational analysis perspective, and as is viewed as interactive exchanges between members of a bilingual speech community.

Very often of expression code mixing is used synonymously with code switching. However, recent research has given new meaning to this term. Maschler defines code mixing or a mixed code as “using two languages such that a third, new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern” in other words, the code mixing hypothesis states

that when two code switched languages constitute the appearance of a third code it has structural characteristics special to that new code.³⁸

C. Action Hypothesis

Based on the literature review above, the writer formulates the hypothesis as follow:

“By using Code Mixing (English-Indonesia), it can improve the students’ speaking skill at the Eighth Grade of TMI Roudlotul Qur’an Metro Junior High School in academic year 2018/2019”

³⁸ Ping liu, *Code-Switching and Code-Mixing* (GRIN Verlag:German.2006) P. 4

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variable

1. Variable of Research

This research consists of two variables. The independent variable is the one believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it. The two variables can be explained as follow:

a. Independent Variable (X)

The independent variable in this research is simulation technique. Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the writer. Independent variable of this research is using Code Mixing as the way to help students' easier to improve their speaking skill.

Moreover, indicator of this variable is the students of Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Roudlatul Qur'an Junior High School can perform their speaking spontaneously and structured without reading any text to improve their speaking skill.

b. Dependent Variable (Y)

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent

variable. Speaking as the dependent variable defined as built from the speaking skill of someone that has develop or practiced on a daily basis.

The indicators of speaking are:³⁹

Aspect	Score	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The students hesitate and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no 'fluent' speech can be said to occur.

³⁹Cyril J. Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005), p. 195-196

Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2	Limited use of vocabulary with

	(adequate)	frequent inappropriacies.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to connect comprehensible sentences.
Interactional Strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3	Use of interactive strategies is

	(good)	generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

B. Research Location

This research conducts at the eighth graders of TMI Roudlatul Qur'an Metro Junior High School which located at Jl. Mukti Praja 16 B Mulyojati Metro Barat in academic year 2018/2019. Action research is concerned with a social practice, aimed towards improvement, a cyclical process, participative, determined by practitioners.

C. Subject and Object of Study

This research is the Classroom Action Research (CAR) type, and the subjects of this research are the students of the eight graders of Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Roudlatul Qur'an Metro Junior High School. This class consists of 27 students. The writer has choose this class

because most of the students were low ability especially in speaking. They also have low interest in learning English.

The writer asks the English teacher as the collaborator in this research that is factious as the controller in teaching learning process. So, the writer is easy to know the development of the students who are the students' active in teaching learning process.

Table 4

The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	VIII A	12	15	27
Total		12	15	27

D. Action Plan

1. Classroom Action Research

The research is aimed to improve students' speaking skill by using Code Mixing, so the writer using classroom action research. According to Tomal, action research is a systematic process of solving educational problems and making improvements.⁴⁰ Action research is different from quantitative and qualitative research, but has characteristics of both.

⁴⁰ Tomal, Daniel R., *Action Research For Educator*, (United States of America: Scarecrow Press, Inc, 2003), p. 5

Wallace explains that classroom action research is basically a way of reflecting on your teaching in the class by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be.⁴¹

From the definition above, the writer concludes that classroom action research is a research in teaching and learning in the class which the aim is to increase the students' ability and to solve problem in the learning process.

Concerning about the type of action research, writer will use collaborative action research so that it needs the collaborator or another participants which is English teacher to assist the writer in this research. Therefore the writer will be assisted by Ms. Lena Herdiana, S.Pd. She is an English teacher of Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Roudlatul Qur'an Metro Junior High School, especially in the eighth grade. According to Kemmis and McTaggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.⁴²

In the classroom action research, the writer would like to hold the research in two cycles, Cycle 1 and Cycle II. Each cycle is consisting of four activities, they are: planning, acting, observing and reflecting.

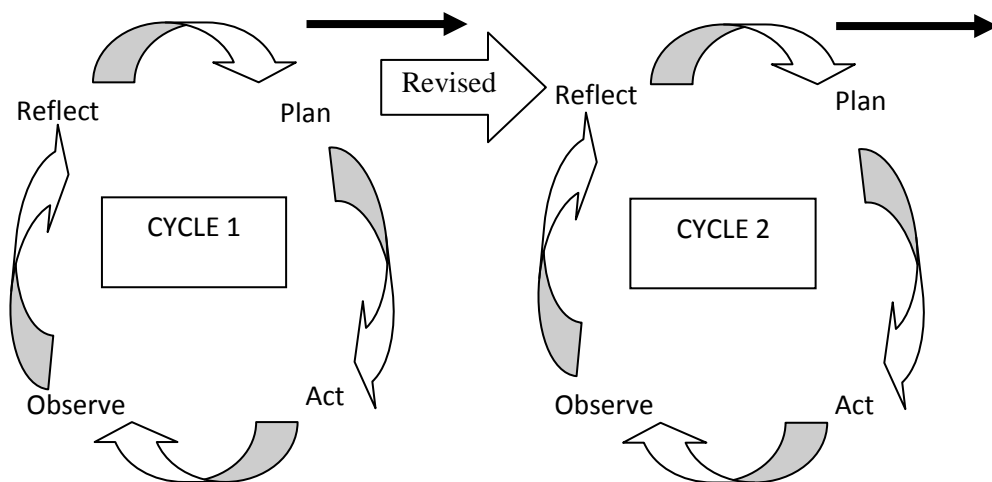
⁴¹ Alison Mackey, *Second Language Research*, (USA: Lawrence Erlbaum Associates, 2005), p.216

⁴² Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), p.32

Here is the Classroom Action Research (CAR) design proposed by McNiff Jean, and Whitehead Jack:⁴³

Figure 1

Spiral Classroom Action Research



2. Action Plan

Based on McNiff Jean, and Whitehead Jack research design, the steps of the research cover four phases in each cycle. They are the following:

a. Cycle 1

There are the four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

1) Planning

⁴³ McNiff Jean, and Whitehead Jack, *Action Research: Principles and Practice Second Edition*, (New York: Routledge Falmer Taylor & Francis Group, 2002), p.41.

Planning is the first steps in each activity. Without planning the activity that the writer does will not be focus. The planning will be reference in doing action.

Here are steps that the researcher can make in planning:

- a) Identifying the problem and finds the problem solving.
- b) Preparing the material and technique of teaching.
- c) Preparing the source of learning.
- d) Preparing the observation sheet.
- e) Preparing the evaluation form to evaluate the students' activities after teaching learning process.

2) Acting

The second step in the acting research is action. It is the realization from the planning which will be made by the writer. Without the action, the planning is just imagination that never is real. There were some steps that the researcher does in the action:

- a) The researcher applies the lesson plan.
- b) The researcher teaches by using Code Mixing Technique.
- c) The researcher guides the students to memorize the speaking task based on the lesson plan.

3) Observing

The observing is the activity of recording the even and action. In this research the observing will do in a learning process related as the schedule. The observing in teaching learning process is

recorded by using note. The writer asks the English teacher become observ. The collaborator observes the student activities, in this research the writer acts as a teacher who implements the code mixing Technique in treatment. This is to know how far the students speaking skill using code mixing. In this step, the writer observes the process of teaching learning by using observation sheet.

4) Reflecting

The reflecting is the fourth step that would be done. Reflection is an activity to analyze and make conclusions based on test result and observations. The researcher will know the strength and weakness from action by reflecting. Reflection is used to analyze the results of observation and tests that are used as the basis for the next cycle of improvement.

b. Cycle 2

Based on cycle 1 evaluation of the weakness that felt, and then the second cycle of action is developed and so on. The cycle will be successful if the indicators of success have been achieved. If from cycle I, there are some students not successful, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research is two cycle. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

E. Data Collection Technique

In this research is intended to know code mixing (English-Indonesian) can be used to improve the students' speaking skill. The writer will minister test, observation, documentation, and field notes in data collection technique.

In teaching learning process the writer explains about a speaking material and then the writer will use code mixing (English-Indonesian) to help the students' easier to memorize their speaking task. The writer will take the students' score in each meeting and then compare it. If the students' score can increase from the first meeting to the next meeting it means that code mixing can be used to improve the students' speaking skill at the eighth grade of TMI Roudlatul Qur'an Metro Junior High School.

To collect the data, the researcher uses the data collection method as follow:

1. Test

In the research, the writer will give the students two test, that is pre-test and post-test. The tests will give to know the students achievement before and after the learning process. The speaking test was taken from the exercise. In this test the students have to come in front of the class to give their speaking performance. The test would be divided into two parts as follows:

a. Pre-test

The pre-test would give in the first meeting in order to find out the difference between the individual who have similar level. The pre-

test employed in this research is in the form of speaking performance test. In order to know the students' speaking skill the researcher employ oral task.

b. Post-test

The post-test would give in the last meeting after doing the treatments to find out whether the treatment gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of post-test was higher than pre-test. This step would be done after the treatment to know the influence of code mixing (English-Indonesian) whether it was able to improve the students' speaking skill.

2. Observation

Observation was a kind of data collection method by observing directly to the object that examined. In the observation, the researcher made some notes and check-list to recheck the data. It means to know about the location sketch of TMI Roudlatul Qur'an Metro Junior High School, and the process of students' learning activities in the classroom.

3. Documentation

During the process of the research, the writer would be collected some documents. In this research, the writer uses the data from the documentation of school such as the total of students, teachers, school history and the condition of the school at SMP TMI Roudlatul Qur'an Metro Junior High School in academic year 2018/2019.

4. Field Note

To collect the data more accurately, the writer used field note to make easy when analyze the data. This is to know students activities during teaching process. It would be done after finishing teaching and learning process.

F. Data Collecting Instrument

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.⁴⁴ In this research, the research instrument will be designed by the writer. There are 3 kinds of instrument they are observation sheet, documentation guidance, and test guidance. Farther more, the three kinds of instrument can be explained as a follow:

1. Observation Guidance
 - a) The students learning activity
 - b) Teacher performance in the classroom
2. Documentation Guidance
 - a) The history of the school
 - b) The condition of teachers and official employee
 - c) The condition of students
 - d) Learning facilities
 - e) Organization structure and

⁴⁴David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p. 5

f) Location sketch at SMP TMI Roudlatul Qur'an Metro

3. The Test Guidance

The test is oral test which has some indicators as follows: the indicator of Code Mixing (English-Indonesian) is the students are able to memorize their speaking task and they can use it in their speaking performance. The last, the indicator of Students' speaking skill is the students can improve their skill based on their fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies.

The writer will use content validity in order the instrument has a good quality and the instrument will be relevant to the focus of the research. Therefore, the researcher uses content validity based on the syllabus and materials at the eighth grade of TMI Roudlatul Qur'an Metro.

G. Data Analysis Technique

The data would be analyzed step by step to take the average score of the pre-test and post-test in cycle I and cycle II. The formula to get the average of pre-test and post-test can be seen as follow:

$$\bar{X} = \frac{\sum XN}{N}$$

Notes:

\bar{X} : Mean

Σ : Sum of

X : Raw score

N : The total number of subject⁴⁵

Furthermore, to know the result the writer will compare the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the writer will use the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

H. Indicator of Success

To know the gain the data will be conducted in each test by taking the average score of pre-test and post-test. After the result is suitable by the minimum standard of speaking skill in this class at least 75, this research will be success or finish if 70% of students got minimum score 75, and there is significant improvement in the students learning activity which occur until the last cycle.

⁴⁵Ary Donald, et all, *Intoduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p. 108-109

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Description of Research Location

a. The History of SMP TMI Roudlatul Qur'an Metro

SMP TMI Roudlatul Quran Metro is one of the private junior high schools under the Roudlatul Qur'an Islamic Boarding School in Metro City Lampung, Indonesia. Unlike the junior high school in general, including a mix of two curricula, the curriculum is from the Education Office and Tarbiyyatul Muallimin al-Islamiyyah (TMI) which was adopted from the education system in PREDUAN AL-Amien Islamic Boarding School and Darusalam Gontor. The period of school education at SMP TMI Roudlatul Quran Metro is received within six years, starting from Class VII to Class XII High School.

SMP TMI Roudlatul Quran Metro was established on July 1, 2004, which was the first Islamic boarding school based in Lampung and located on Jl. Pratama Praja, 16 c Mulyojati West Metro of Metro City. Furthermore in 2016 the TMI Roudhatul Quran Metro Junior High School had 16 classes and the number of teaching staff was 56 people supported by 5 education staff (Administration and worker).

TMI Roudlatul Qur'an Metro Junior High School has experienced the replacement principal, as follows:

1. Dra Siti Nurjannah, M.A from 2004 to 2006
2. Dra PF Ellany from 2006 to 2009
3. Drs Supardi from 2009 to 2017
4. M. Iqbal Beni Saputra, M.Pd.I 2017 until now

b. The Condition of Teacher and Official Employees

Table 5

List of the Teacher of SMP TMI Roudlatul Qur'an Metro

No	Teacher's Name	Status	Position
1	Muhammad Iqbal M.Pd.I	GTY	Headmaster/Religion Teacher
2	Laila Rismadiati,S.Pd,I	DPK	Religion Teacher
3	Siti Jubaidah S.Pd.I	GTY	Religion Teacher
4	H. Ahmad Surahman S.Pd.I	GTY	Religion Teacher
5	Millatun Yuniati S.Ag	GTY	Civic Education Teacher
6	Sukirno S.Pd	GTY	Indonesian Teacher
7	Leny Wydyastuti, S.Pd.I	GTY	Indonesian Teacher
8	Lena Hendiyana S.Pd	GTY	English Teacher
9	Feri Anggi Irawan, S.Pd	GTY	English Teacher
10	Fajar Lutfi,S.Pd.	GTY	English Teacher
11	Restu Kumalasari S.Pd	GTY	Mathematics Teacher
12	Dra. Irmis Hasni	DPK	Mathematics Teacher

13	Lusiana	GTY	Mathematics Teacher
14	Mohamad Komarudin S.Pd.I	GTY	Mulok
15	Heni Lidiyanti S.Pd	GTY	Sciences Teacher
16	Eka Oktaviana Sari,S.Pd.	GTY	Sciences Teacher
17	Winda Pratiwi S.Pd	GTY	Social Sciences Teacher
18	Dra. Nurhayati	GTY	Social Sciences Teacher
19	Eddy Priyatno Z	DPK	Olah Raga
20	Deni Endri Saputra	GTY	PSH Teacher
21	Nur Fadilah	GTY	Art and Culture Teacher
22	Siti Anjarwati.S.Pd.I	GTY	Art and Culture Teacher
23	Uswatun Hasanah	GTY	Art and Culture Teacher
24	Faridatul alaq	GTY	Art and Culture Teacher
25	Dewi Solikhah	GTY	Art and Culture Teacher
26	Rahmat Hidayat	GTY	Tecnology Computer Teacher
27	Juariyah S.Kom	GTY	Tecnology Computer Teacher
28	M.Pahrul Rozi	GTY	Counseling Teacher
29	Willy Perdana Putri,S.pd.	GTY	Counseling Teacher
30	Aji Mubarok	GTY	Counseling Teacher

c. The Number of Student's SMP TMI Roudlatul Qur'an Metro

The number of students in SMP TMI Roudlatul Qur'an Metro at each level is different. For class IX consists of 5 (five classes), while for class VIII and class VII each consists of 7 (seven classes). The learning activities for all the students in SMP TMI Roudlatul Qur'an Metro from class IX, VIII, and VII begin at 07.15 until 02.00 pm.

Table 6
The Number of Students at SMP TMI Roudlatul Qur'an Metro
In the academic year 2018/2019

No	Class	Sex		Total
		Male	female	
1	VII	97	77	174
2	VIII	97	92	189
3	IX	120	108	228
Total		314	277	591

d. The Condition of Building

From the results of observations that researchers have done, facilities and infrastructure that support in the learning process of students in SMP TMI Roudlatul Qur'an Metro is the permanent building and not terraced, with the number of buildings in the school are 26 buildings including offices, libraries, administrative room, classroom, UKS room, teacher room, Lab. Language, Lab. Science, Lab. Computer, Counseling room, school guard house, Server ICT and Free Hotspot Area (Wi-Fi), Pramuka and Drum band room,

TOGA, Lab. Multimedia, and Calligraphy room, and as well as the toilet for teachers and students. The condition of the building in SMP TMI Roudlatul Qur'an Metro are all in good condition and comfortable to be used in the process of teaching and learning activities.

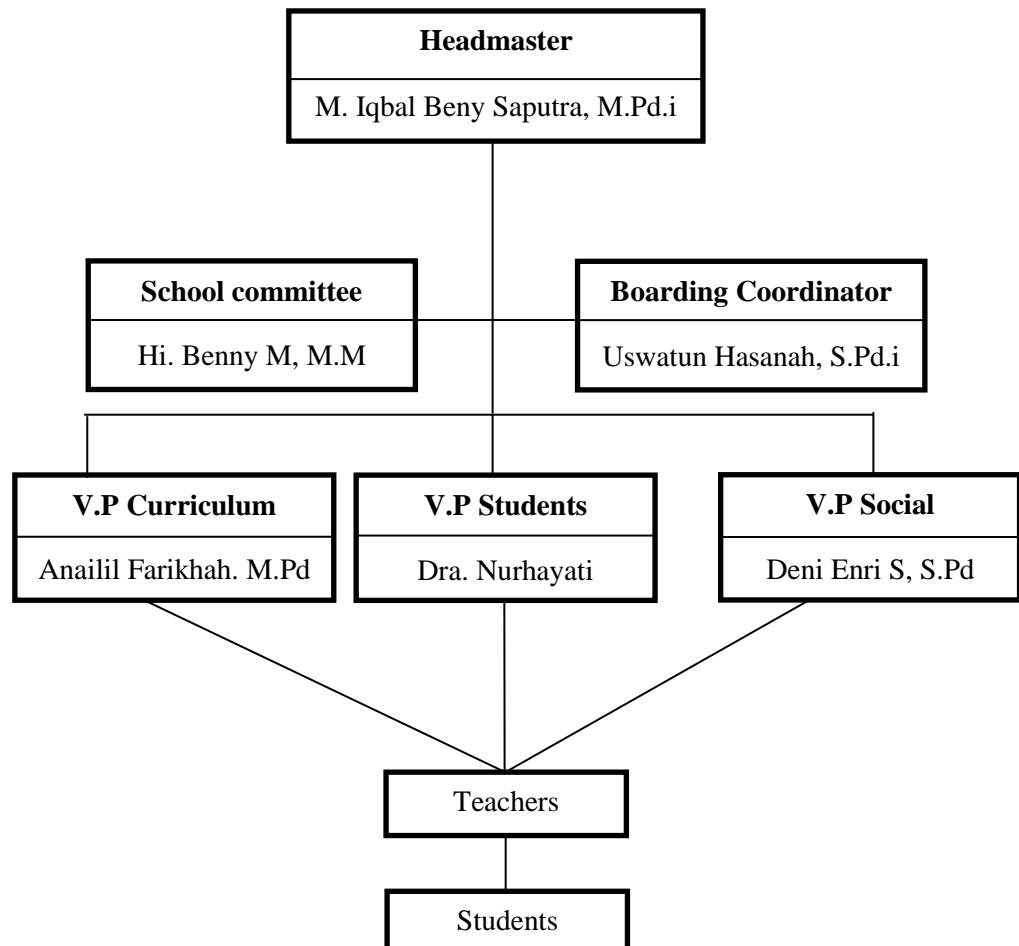
Since the establishment until now SMP TMI Roudlatul Metro is 15 years old and experiencing various physical development of facilities and infrastructure such as:

Table 7
List of Buildings in SMP TMI Roudlatul Qur'an Metro

No	Name	Number	Condition
1	Study room	17 Local	Good
2	Headmaster's room	1 Local	Good
3	Teacher's room	1 Local	Good
4	Laboratory	2 Local	Good
5	Physical, sport and Health room	1 Local	Good
6	Counseling Room	1 Local	Good
7	Library	1 Local	Good
8	Student's Organisation room	1 Local	Good
9	Student's toilet	1 Local	Good

e. The Organization Structure of SMP TMI Roudlatul Qur'an Metro

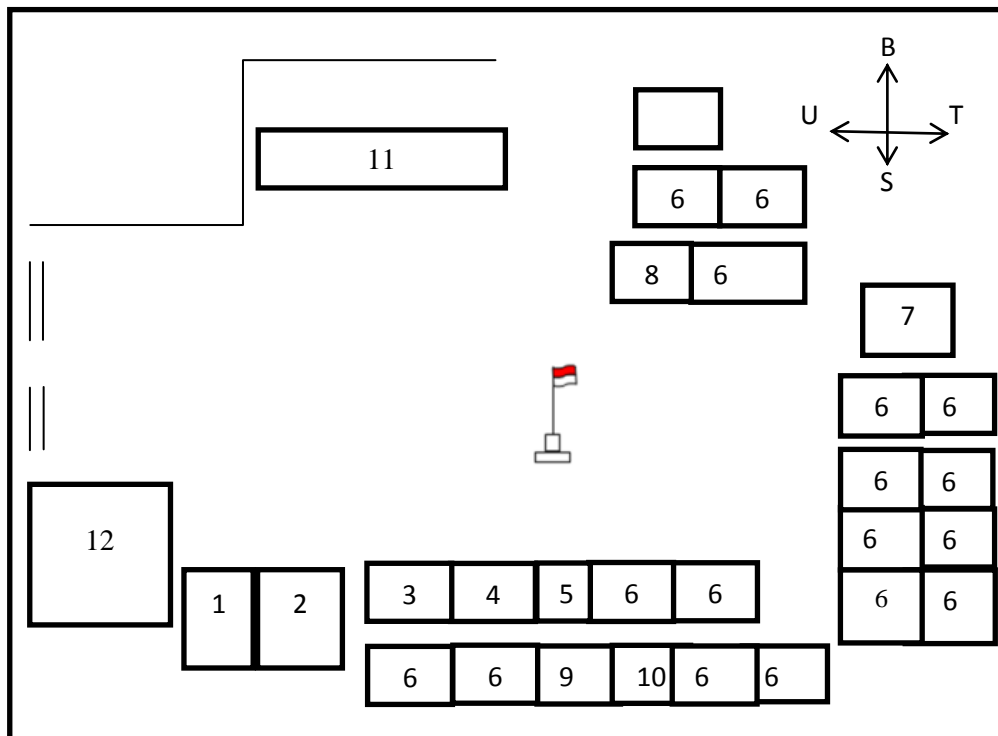
Figure 2
The personnel of the organization in SMP TMI Roudlatul Qur'an Metro



f. The Site Sketch of SMP TMI Roudlatul Qur'an Metro

Figure 3

The School Map of SMP TMI Roudlatul Qur'an Metro



Notes :

1. Headmaster room
2. Staff and teachers room
3. Lab 2
4. Lab 1
5. Sport room
6. Classrooms
7. Student's toilet
8. Osis room

9. Counseling room

10. Library

11. Parking Area

12. Garden Area

2. **Description of Research Result**

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in each cycle and each meeting in these cycles took 2 x 45 minutes. As it was mentioned before, each cycle consists of planning, acting, observing and reflecting. In planning the researcher makes lesson plan and the researcher would teach the students by using the lesson plan. The material of this research was about speaking by code mixing. The researcher also prepared observation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' speaking skill before giving treatment and it used as the comparison score with post-test. The material that was given in pre-test was Introducing Yourself. The students have to tell about themselves in front of the class one by one. The result score of students' pre-test can be seen in the following table:

Table 8
The Result Score of Students' Speaking
Pre-test

No	Name	Score	Criteria
1	A I D	50	Incomplete
2	A A	60	Incomplete
3	A Z N	65	Incomplete
4	A Z A	75	Complete
5	A S Y	70	Incomplete
6	A N R	60	Incomplete
7	D N K	50	Incomplete
8	D N A	65	Incomplete
9	D K N	65	Incomplete
10	D U M	65	Incomplete
11	F Z	65	Incomplete
12	G U M	65	Incomplete
13	M H	65	Incomplete
14	M T M	60	Incomplete
15	M F R	65	Incomplete
16	M R D	60	Incomplete
17	M. F Z	60	Incomplete
18	M I M	65	Incomplete
19	M K A	60	Incomplete
20	M R M H	65	Incomplete
21	M R H	65	Incomplete
22	N P S	60	Incomplete
23	P F D	65	Incomplete
24	P E L	80	Complete
25	S I F	75	Complete
26	T S K	65	Incomplete

27	Z A Q	50	Incomplete
Total Score		1715	
Highest Score		80	
Average Score		63,5	
Lowest Score		50	

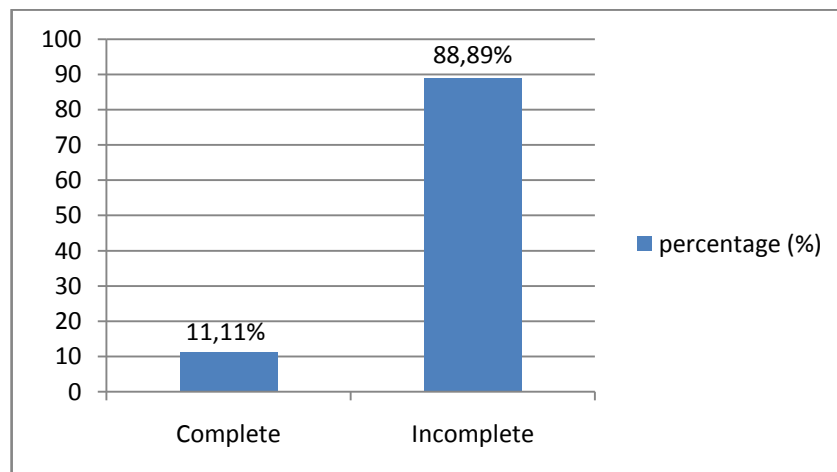
Based on the data above, the researcher measured the frequency of students' speaking score at the pre-test could be seen as follow:

Table 9
Frequency Distribution of Students' Speaking Score
in Pre-test

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	3	11,11%
2	< 75	Incomplete	24	88,89 %
Total			27	100 %

Then, the graph of percentage students' speaking pre-test score could be seen as follow

Figure 4
Percentage of the Result Score of Students' Speaking
in Pre-test



Based on the result, it could be analyzed that the level of the students speaking performance were low. The students did not fulfill the minimum standard at SMP TMI Roudlatul Qur'an Metro. The total subject of the research were 27 students, only 3 students with percentage 11,11 % were passed, and 24 students with percentage 88,89 % were failed. So, it was the reason why the researcher used Code Mixing to improve the students' speaking skill.

1) Planning

The first meeting was done on Tuesday, May 14th 2019. It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet and evaluation for the second meeting.

2) Acting

The second meeting was conducted on Thursday, May 16th 2019. The researcher started this meeting by praying, greeting, checking the students attendance list and asking the condition of the students.

Firstly, the researcher gave the material about Asking and Giving Permission by using Code Mixing. The researcher explained how to express to ask and give permission in conversation. The researcher explained about the definition of Code Mixing and how to apply it within the material.

In the end of meeting, the researcher gave a feedback to the students, gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the meeting by praying together.

After did a treatment, the researcher gave post-test 1 to the students. The post-test was conducted on Sunday, May 19th 2019. The post test was done to know how the students' speaking

performance after a treatment. The researcher gave them some topics to be presented in front of the class.

The result of post-test in cycle 1 could be seen on the table, as follow:

Table 10
The Result Score of Students' Speaking
Post-test 1 in Cycle 1

No	Name	Score	Criteria
1	A I D	50	Incomplete
2	A A	65	Incomplete
3	A Z N	65	Incomplete
4	A Z A	85	Complete
5	A S Y	75	Complete
6	A N R	60	Incomplete
7	D N K	55	Incomplete
8	D N A	65	Incomplete
9	D K N	70	Incomplete
10	D U M	75	Complete
11	F Z	65	Incomplete
12	G U M	65	Incomplete
13	M H	75	Complete
14	M T M	60	Incomplete
15	M F R	65	Incomplete
16	M R D	65	Incomplete
17	M. F Z	70	Incomplete
18	M I M	70	Incomplete
19	M K A	60	Incomplete
20	M R M H	75	Complete

21	M R H	65	Incomplete
22	N P S	70	Incomplete
23	P F D	70	Incomplete
24	P E L	85	Complete
25	S I F	80	Complete
26	T S K	65	Incomplete
27	Z A Q	55	Incomplete
Total Score		1825	
Highest Score		85	
Average Score		67,6	
Lowest Score		55	

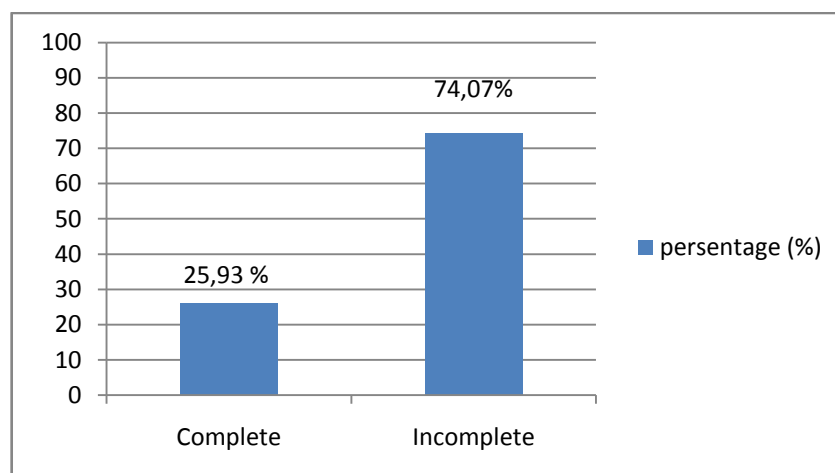
From the table above, it could be analyzed that the students' average score was 67,6. The highest score was 85 and the lowest score was 55. Based on the minimum mastery criteria (KKM), there were 7 students that had complete on post-test 1 or got score ≥ 75 . It means that in cycle 1 the students' skill could improve enough, but it was not successful yet.

Table 11
Frequency Distribution of Students' Speaking Score
in Post-test 1

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	7	25,93%
2	< 75	Incomplete	20	74,07 %
Total			27	100 %

Then, the graph of percentage students' speaking post-test score could be seen as follow:

Figure 5
Percentage of the Result Score of Students' Speaking
in Post-test 1



According to the table 8 and figure 4, the students' score had improved than the pre-test before. There were 7 students who passed the test that before only 3 students. But, the improving in post-test 1 was not successful because the percentage of students that passed the test only 25,93 % of 70 % as the minimum standard percentage.

3) Observing

In observation of the researcher has done, the collaborator observed the students' activities. The researcher as a teacher who gave the material by using code mixing.

In the learning process, there were five activities that used to know the students' activity in the class. Every student who was active in learning process got a tick in their observation sheet. Then, the students were not active in learning process let their observation sheet empty. The indicators of the students' activities were:

- a) The students pay attention to the explanation from teacher
- b) Giving respond
- c) Active in class
- d) Making note
- e) Doing the task

The result of the students' learning activities could be seen as follow:

Table 12
The Students' Activities in Cycle 1

No	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	19	70,37%
2	Giving respond	11	40,74%
3	Active in class	15	55,56%
4	Making note	17	62,96%
5	Doing the task	22	81,48%
Total		84	311,11%
Average		17	62,22%

Based on the result above, it could be inferred that the learning process of cycle 1 was not successful because there are not got percentage more than 70 %.

4) Reflecting

Based on the result of cycle 1, it could be seen that most of students got difficulty when they perform in front of the class. It happened because the students still afraid and did not confidence in speaking English. Furthermore, the result of the learning process in cycle 1 before and after doing the treatment could be analyzed in the following table:

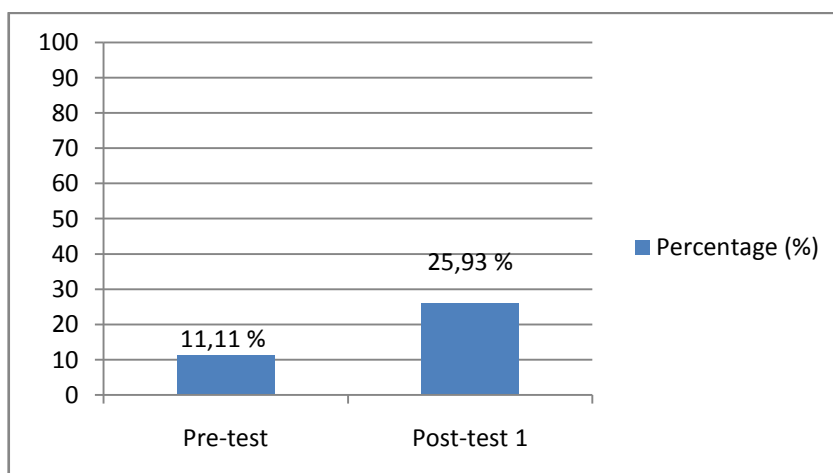
Table 13
The Comparison of Students' Speaking Score
in Pre-test and Post-test 1

No	Name	Post-test	Post-test 1	Criteria
1	A I D	50	50	Constant
2	A A	60	65	Increased
3	A Z N	65	65	Constant
4	A Z A	75	85	Increased
5	A S Y	70	75	Increased
6	A N R	60	60	Constant
7	D N K	50	55	Increased
8	D N A	65	65	Incomplete
9	D K N	65	70	Increased
10	D U M	65	75	Increased
11	F Z	65	65	Constant
12	G U M	65	65	Constant
13	M H	65	75	Increased
14	M T M	60	60	Constant
15	M F R	65	65	Constant

16	MRD	60	65	Increased
17	M. F Z	60	70	Increased
18	M I M	65	70	Increased
19	M K A	60	60	Constant
20	M R M H	65	75	Increased
21	M R H	65	65	Constant
22	N P S	60	70	Increased
23	P F D	65	70	Increased
24	P E L	80	85	Increased
25	S I F	75	80	Increased
26	T S K	65	65	Constant
27	Z A Q	50	55	Increased
Total Score		1715	1825	
Average		63,5	67,6	

Then, the graph of percentage students' speaking performance score in pre-test and post-test 1 could be seen as follow:

Figure 6
Percentage of the Result Score of Students' Speaking
in Pre-test and Post-test 1



In this research, pre test had done individually. It was aimed to know the students' speaking performance before and after the treatment. From the result of pre-test and post-test 1, we knew that there was an improvement from the students' result score. It could be seen from the average score in pre-test 63,5 and post-test 1 67,6. Although there was an improvement from the students' speaking performance, cycle 1 was not successful yet because only 7 students (25,93%) who passed in post-test 1. It can be concluded that cycle 1 was not successful because the indicator of success was not reached and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in cycle 2.

b. Cycle 2

The cycle 2 was similar with cycle 1. It divided into planning, acting, observing and reflecting. It would be explained more as follow:

1) Planning

Based on the observation and reflection in cycle 1, the researcher and collaborator tried to revise the several problems that appeared in cycle 1 and arranged the planning for continuing in cycle 2. The researcher prepared the lesson plan, material, media, observation sheet and the task.

2) Acting

The description of teaching and learning process of cycle 2 was not different from previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings.

The treatment in cycle 2 was conducted on Monday, June 17th 2019. It was started by praying, checking the students attendance list and asking about the students condition. The researcher as a teacher explained the material about Invitation to the students. The teacher gave more explanation about Code Mixing and how to apply Code Mixing in the material. The teacher gave them an example of Invitation by using Code Mixing as well so the material could be more understood by the students.

In the end of meeting, the teacher closed the meeting by gave motivation to the students to study hard so they could got good score especially in English subject.

After giving the treatment in cycle 2, the researcher conducted the post-test 2 on Sunday, June 22nd 2019. It was the same type with the first cycle but had different levels of difficulty. The result of post-test 2 could be seen on the table below:

Table 14
The Result Score of Students' Speaking
Post-test 2 in Cycle 2

No	Name	Score	Criteria
1	A I D	65	Incomplete
2	A A	80	Incomplete
3	A Z N	75	Incomplete
4	A Z A	85	Complete
5	A S Y	80	Complete
6	A N R	75	Incomplete
7	D N K	65	Incomplete
8	D N A	75	Incomplete
9	D K N	80	Incomplete
10	D U M	80	Complete
11	F Z	75	Incomplete
12	G U M	75	Incomplete
13	M H	70	Complete
14	M T M	75	Incomplete
15	M F R	75	Incomplete
16	M R D	75	Incomplete
17	M. F Z	80	Incomplete
18	M I M	75	Incomplete
19	M K A	70	Incomplete
20	M R M H	85	Complete
21	M R H	75	Incomplete
22	N P S	80	Incomplete
23	P F D	75	Incomplete
24	P E L	90	Complete
25	S I F	80	Complete

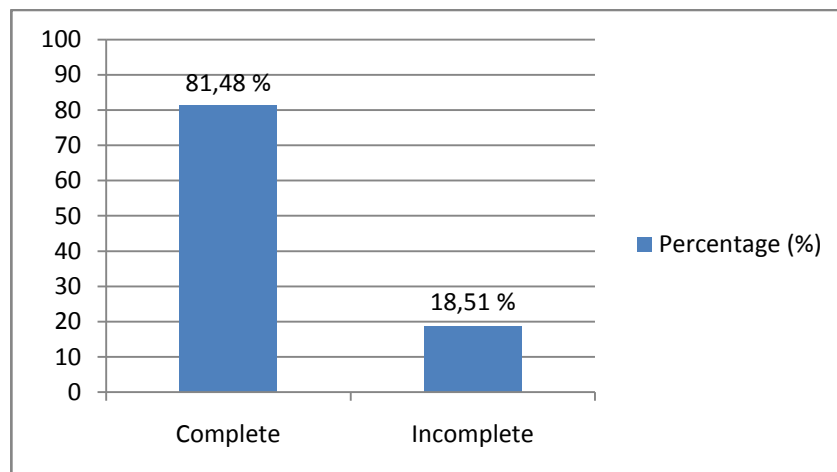
26	T SK	75	Incomplete
27	Z A Q	60	Incomplete
Total Score		2055	
Highest Score		90	
Average Score		76,11	
Lowest Score		60	

Based on the table above, it could be seen that the students' average score in post-test 2 was 76,11. The highest score was 90 and the lowest score was 60. It means that there were increasing score in post-test 2.

Table 15
Frequency Distribution of Students' Speaking Score
in Post-test 2

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	22	81,48%
2	< 75	Incomplete	5	18,52 %
Total			27	100 %

Figure 7
Percentage of the Result Score of Students' Speaking
in Post-test 2



From the table and figure above, it can be seen that there was an increasing score from post-test 1 and post-test 2. There were 81,48 % or 22 students who passed the minimum mastery score. It means that post-test 2 was successful because the indicator of success was achieved.

3) Observing

In this step, the researcher presented the material by using Code Mixing. In learning process, there were also five indicators used to know the students' activities like in the learning process previously.

Based on the result of the observation sheet in cycle 2, the researcher indicated that learning process in cycle 2 was successful. The result of students' learning activities observation as follow:

Table 16
The Students' Activities in Cycle 2

No	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	24	88,89 %
2	Giving respond	19	70,37 %
3	Active in class	19	70,37 %
4	Making note	20	74,07 %
5	Doing the task	24	88,89 %
Total		106	392,59 %
Average		21	78,52 %

Based on the result of the research in cycle 2, it could be inferred that cycle 2 was successful. The researcher felt satisfied about the result of the research. There were >70 % of students passed the test and active in learning process.

4) Reflecting

At the end of this cycle, it could be analyzed the comparison score between students post-test 1 and post-test 2 that could be seen on the following table:

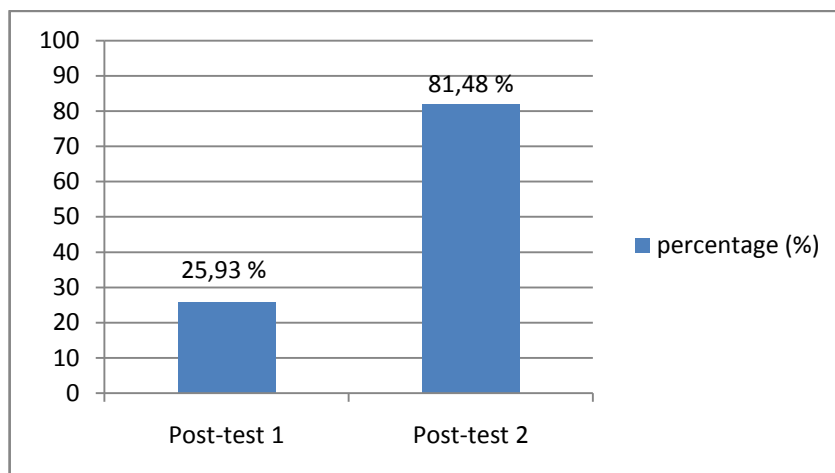
Table 17
The Comparison of Students' Speaking Score
in Post-test 1 and Post-test 2

No	Name	Post-test 1	Post-test 2	Category
1	A I D	50	65	Increased
2	A A	65	80	Increased

3	A Z N	65	75	Increased
4	A Z A	85	85	Increased
5	A S Y	75	80	Increased
6	A N R	60	75	Increased
7	D N K	55	65	Increased
8	D N A	65	75	Increased
9	D K N	70	80	Increased
10	D U M	75	80	Increased
11	F Z	65	75	Increased
12	G U M	65	80	Increased
13	M H	75	75	Constant
14	M T M	60	70	Increased
15	M F R	65	75	Increased
16	M R D	65	75	Increased
17	M. F Z	70	80	Increased
18	M I M	70	75	Increased
19	M K A	60	70	Increased
20	M R M H	75	85	Increased
21	M R H	65	75	Increased
22	N P S	70	80	Increased
23	P F D	70	75	Increased
24	P E L	85	90	Increased
25	S I F	80	80	Constant
26	T S K	65	75	Increased
27	Z A Q	55	60	Increased
Total Score		1825	2055	
Average		67,6	76,1	

Then, the graph of percentage students' speaking score in pre-test and post-test 1 could be seen as follow:

Figure 8
Percentage of the Result Score of Students' Speaking
in Post-test 1 and Post-test 2



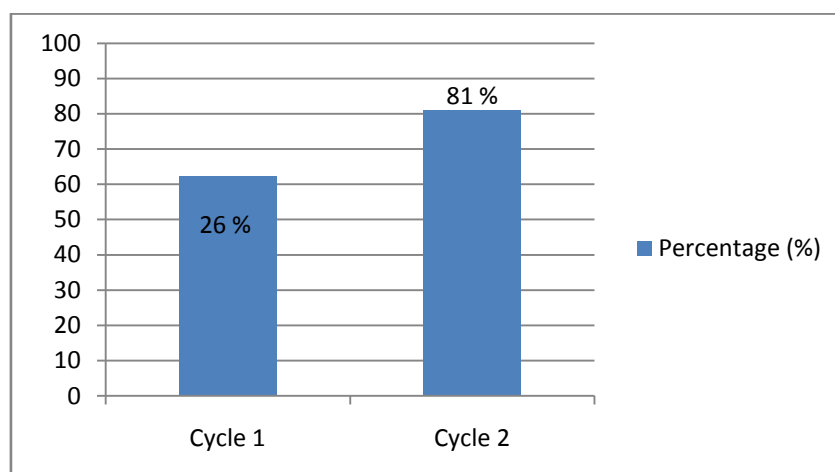
The result score of cycle 2 was better than cycle 1. There was improvement in this cycle from post-test 1 25,93 % to post-test 2 81,48 %. The average score in the post-test 1 was increased as well from 67,6 became 76,1 in the post-test 2.

Table 18
The Comparison of Students Activities in Cycle 1 and Cycle 2

No	Students' Activities	Cycle 1		Cycle 2		Category
		F	Percentage	F	Percentage	
1	The students pay attention to the explanation from teacher	19	70,37%	19	70,37 %	Increased
2	Giving respond	11	40,74%	11	40,74 %	Increased

3	Active in class	15	55,56%	15	55,56 %	Increased
4	Making note	17	62,96%	17	62,96 %	Increased
5	Doing the task	22	81,48%	22	81,48 %	Increased
Total		84	311,11 %	106		
Average		17	62,22 %	21		

Figure 9
Percentage of the Result of Students' Activities
in Cycle 1 and Cycle 2



From the table 17 and figure 7, it could be seen that there was an increasing frequency and percentage of the student's activities from the cycle 1 and cycle 2. The condition of the class was getting better than before and the students became more active in the class during the teaching learning process.

c. Interpretation

1) The Learning Result Cycle 1

In this research, a researcher gave the students pre-test individually for the purpose to know the students' speaking skill before giving a treatment. In the pre-test, there were only 3 students (11,11 %) who passed the pre-test and 24 students (88,89 %) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 50 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle 1. The treatment was conducted by teaching the students using Code Mixing. Then, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

Afterwards, by analyzing the result of post-test 1, the researcher concluded that there were 7 students (25,93 %) who passed the post-test 1. The lowest score was 55, the highest score was 85 and the average score was 67,6.

From the result of students' score in pre-test and post-test 1, there was an improving from the students' result score. It could be seen from the average score in pre-test 63,5 and post-test 1 67,6. Although there was improving for the students achievement, cycle 1 was not successful yet because only 7

students (25,93 %) who passed the post-test 1. It means that in the cycle 1, the students' achievement could increase but the indicator of success was not reached.

2) The Learning Result Cycle 2

After analyzing the students' score in the post test of cycle 1, the researcher had to conduct the next cycle. In the next cycle, the researcher gave post-test 2. Furthermore, the researcher analyzed the result of posttest 2 and concluded that there were 22 students (81,48 %) who passed the test. In this post-test, the lowest score was 60, the highest score was 90 and the average score was 76,1.

From the result of the students' score from post-test 2, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in post-test 1 was 67,6 then increased to 76,1 in the post-test 2. In the pre-test, post-test 1 and post-test 2 the total students who got score ≥ 75 were 3, 7 and 22 students. Because the achievement of students had increased and the indicator of success was reached, the researcher was successful and could be stopped in cycle 2.

3) The Comparison of Students' Score in Pre-test, Post-test 1 and Post-test 2

English learning process was successful in cycle 1 but the students' average score was low. While, the score of the students in post-test 1 was higher than pre-test. Moreover, in cycle 2 students' average score was higher than cycle 1. The following score in cycle 1 and cycle 2 was illustrated as follow:

Table 19
The Comparison of Students' Speaking Score
in Pre-test, Post-test 1 and Post-test 2

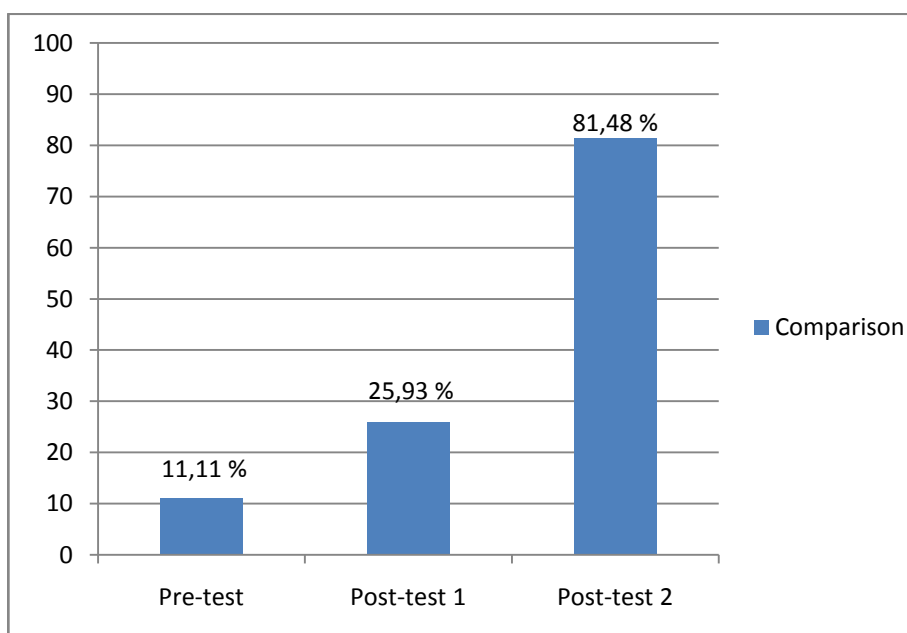
No	Name	Pre-test	Post-test 1	Post-test 2	Category
1	A I D	50	50	65	Increased
2	A A	60	65	80	Increased
3	A Z N	65	65	75	Increased
4	A Z A	75	85	85	Increased
5	A S Y	70	75	80	Increased
6	A N R	60	60	75	Increased
7	D N K	50	55	65	Increased
8	D N A	65	65	75	Increased
9	D K N	65	70	80	Increased
10	D U M	65	75	80	Increased

11	F Z	65	65	75	Increased
12	G U M	65	65	80	Increased
13	M H	65	75	75	Increased
14	M T M	60	60	70	Increased
15	M F R	65	65	75	Increased
16	MRD	60	65	75	Increased
17	M. F Z	60	70	80	Increased
18	M I M	65	70	75	Increased
19	M K A	60	60	70	Increased
20	M R M	65	75	85	Increased
21	M R H	65	65	75	Increased
22	N P S	60	70	80	Increased
23	P F D	65	70	75	Increased
24	P E L	80	85	90	Increased
25	S I F	75	80	80	Increased
26	T S K	65	65	75	Increased
27	Z A Q	50	55	60	Increased
Total Score			1825	2055	
Average			67,6	76,1	

Based on the result, the researcher found that the students' scores in pre-test, post-test 1 and post-test 2 were showed improvement. It could be seen from the average

score 63,5 to 67,6 became 76,1. Therefore, the researcher concluded that the research was successful because the indicator of success whether the students' score and the activeness of the students in learning process of this research had been achieved.

Figure 10
Percentage of the Result Score of Students' Speaking
in Pre-test, Post-test 1 and Post-test 2



Based on the figure above, it can be inferred that Code Mixing could improve the students' speaking skill. It is supported by improving score of the students from pre-test to post-test 1 and form post-test 1 to post-test 2.

B. Discussion

Researcher observed about the studying of students in class VIII at the SMP TMI Roudlatul Qur'an Metro especially in teaching learning English. Researcher found some problems faced by the students in learning process one of them was speak English. Researcher observed why the students find it difficult to learn to speak because most students could not express their idea and it was difficult to remember what they want to say in English. Furthermore, researcher improves the students' speaking skill through Code Mixing. The researcher used this way to help the students with their speaking and made them more active and creative in learning process.

Based on the result of the research in cycle 1 and cycle 2, it could be concluded that the use of Code Mixing can improve the students' speaking skill. As mentioned before, Code Mixing has advantages to make the students' more confident in speaking and express their idea, make the students' more creative and make the learning process more interesting. There were improving of the students 74 who passed the minimum score from pre-test that was 3 students, post-test 1 that was 7 students and post-test 2 that was 22 students.

As a solution in teaching English especially in speaking subject, the teacher have to give some techniques to make the students interest and pay attention in order they did not bored to catch the material. After the students were interested, the material that given by the teacher would be understand by the students more easily.

Based on the discussion above, we could take a conclusion that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when Code Mixing was applied in the learning process from cycle 1 up to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

SMP TMI Roudlatul Qur'an Metro which located on on Jl. Pratama Praja, 16 c Mulyojati West Metro of Metro City has a building with good conditions and a comfortable school atmosphere. It was a school that wants to continue to improve its quality from the academic field to the facilities and infrastructure that support the teaching and learning process.

Moreover, based on the explanation of cycle 1 and cycle 2, it could be inferred that the use of code mixing could improve the students' speaking skill. There was a progress average score from pre-test 63,5, post-test 1 was 67,6 and become 76,11 in post-test in cycle 2. We could be seen that there was an improvement on the average score and total of the students who passed the minimum score from pre-test: 3 students, post-test 1: 7 students and post-test 2: 22 students.

In improving the students' speaking skill, the researcher used Code Mixing to train the students' speaking and make the students interested in learning English speaking. The students' score improve because the students' had trained with code mixing as a way. As mentioned before, code mixing has advantages to make the students' more confident in speaking and express their idea, make the students more creative and make the learning process more interesting.

It could be a solution in teaching English especially in speaking subject, when the teacher have to give some techniques to make the students interest and pay attention in order they did not bored to catch the material so it would be understand by the students more easily.

In addition, the researcher used code mixing which could be improved the students' speaking skill. The researcher gave a topic to the students then they made their conversation and present it in front of the class. This activity was until the end of the meeting. After did the cycle 1 and cycle 2 the students' speaking skill improve because the researcher used code mixing.

B. Suggestions

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in speaking English.
2. The English teachers are suggested to use code mixing in order this technique is effective to improve the students' speaking skill in learning process.
3. The principle is supposed to give more motivation to the English teacher and students in order to make the students more excite in English learning.

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SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan	Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini <i>Fungsi sosial</i> Menjelaskan, memberi alasan, memberi contoh	Mengamati Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang	KRITERIA PENILAIAN Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadia	8 JP	Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

<p>tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>tindakan, dsb..</p> <p>Struktur teks</p> <p><i>What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping.</i> , dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.</p> <p>Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>Kata kerja untuk keadaan: <i>be, have,</i></p>	<p>sesuai dengan fungsi sosialnya.</p> <p>Mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <p>Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris</p>	<p>n yang sedang dilakukan/berlangsung saat ini.</p> <p>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <p>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri</p>		<p>interpersonal/transaksional dengan benar dan akurat</p> <p>Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</p> <p>Contoh interaksi tertulis</p> <p>Contoh teks tertulis</p> <p>Sumber dari internet, seperti: www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files</p>
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	<p>dalam Present Continuous Tense. Adverbia: <i>now</i> Kata ganti obyek: <i>me, you, him, her, us, dst.</i> Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal Ucapan, tekanan kata, intonasi, Ejaan dan tanda baca Tulisan tangan.</p> <p>Topik Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>dari film, kaset, buku teks, dsb. Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play,</i> dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi Membandingkan ungkapan</p>	<p>yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>CARA PENILAIAN: SIKAP Observasi Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan</p>		<p>http://learnenglish.britishcouncil.org/en/</p>
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		<p>menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p>Membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <p>Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p>Mengomunikasikan</p> <p>Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang</p>	<p>komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya</p>		
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		<p>sesuai dengan fungsi sosialnya. Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	<p>termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>KETERAMPILAN</p> <p>Unjuk kerja</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>Observasi terhadap tindakan</p>		
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			siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan /kejadian yang sedang dilakukan /berlangsung saat ini, ketika muncul kesempatan, di dalam dan di luar kelas.		
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Metro, Mei 2019

Mengetahui,

Kepala SMP TMI Roudlatul Qur'an Metro

M IQBAL BENY SAPUTRA, M.Pd.I

Guru Mata Pelajaran

Lena Herdiana, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Satuan Pendidikan	: SMP TMI Roudlatul Qur'an Metro
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 1
Topik	: Transaksional/ Interpersonal
Alokasi Waktu	: 4 x 2 JP

A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR (KD)

- 3.7 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjutan (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur :

membujuk, mendorong semangat, mengkritik, mengungkapkan harapan, dan mencegah.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.7.1 Mengidentifikasi makna tindak tutur membujuk/mendorong semangat
- 3.7.2 Merespon tindak tutur membujuk /mendorong semangat
- 3.7.3 Mengidentifikasi makna tindak tutur mengkritik
- 3.7.4 Merespon tindak tutur mengkritik
- 3.7.5 Mengidentifikasi makna tindak tutur mengungkapkan harapan
- 3.7.6 Merespon makna tindak tutur mengungkapkan harapan.

D. MATERI PEMBELAJARAN

- **Fungsi Sosial dari ungkapan**
 - Menjaga hubungan interpersonal dengan guru dan teman
- **Struktur Teks**

Teks lisan dan tulis untuk ungkapan Transaksional dan Interpersonal

To ask for someone's help	To give help to someone	Expression to reject items
<ul style="list-style-type: none"> • <i>can you help me....?</i> • <i>please, help me.</i> • <i>Can you do me a favour, please?</i> • <i>Would you be so kind as to...?</i> 	<ul style="list-style-type: none"> • Let me give you a hand. • Here, I'll do it for you. • May I help you with....., sir/mom? 	<ul style="list-style-type: none"> • No, thank you • Not for me, thanks. • Not for this time, thanks

• **Unsur Kebahasaan dari , yaitu:**

- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca
- Tulisan tangan
- Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran didalam maupun di luar kelas, dengan

memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri dan bertanggung jawab.

E. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat

- Laptop
- Lcd
- Marker
- White Board

2) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014
- Buku Researcher, Warsiman. *Sosiolinguistik: Teori dan Aplikasi dalam Pembelajaran*. Malang: Universitas Brawijaya Press : 2014
- Internet, youtube
- Kamus Bahasa Inggris

E. METODE PEMBELAJARAN

1. Metode Scientific

F. LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN KE-1

a. Kegiatan Pendahuluan

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

2. Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
3. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

1. Siswa menyimak tayangan dari video, gambar atau ungkapan yang diberikan oleh guru tentang kalimat – kalimat instruksi.

Tahapan:

- a. Siswa menemukan kalimat – kalimat transaksional/ interpersonal.
- b. Siswa menirukan ungkapan kalimat – kalimat transaksional/ interpersonal..
- c. Dengan bimbingan dan arahan guru, siswa mempelajari kalimat – kalimat transaksional/ interpersonal ke dalam kalimat (fungsi sosial, struktur teks, dan unsur kebahasaan).

Menanya

1. Siswa membuat pertanyaan berkaitan dengan contoh ungkapan kalimat – kalimat transaksional/ interpersonal yang disimak.
2. Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang kalimat – kalimat transaksional/ interpersonal secara kontekstual.

Mengeksplor

1. Siswa mengungkapkan kalimat – kalimat transaksional/ interpersonal dengan menggunakan campur code (bahasa Inggris-bahasa Indonesia).

Mengasosiasi

1. Siswa membandingkan ungkapan kalimat – kalimat transaksional/ interpersonal dalam bahasa ibu atau bahasa Indonesia.

Mengomunikasikan

1. Siswa menggunakan ungkapan kalimat – kalimat instruksi yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas.
2. melakukan evaluasi diri dengan menulis kendala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

c. Kegiatan Penutup

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
3. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes Lisan percakapan

Rubrik Penilaian Aspek Keterampilan Berbicara

No	Aspek yang Dinilai	Kriteria	Score
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1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap	3
			2

		santun Pernah menunjukkan sikap santun Tidak pernah menunjukkan sikap santun	1
2	Bertanggung jawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab Sering menunjukkan sikap bertanggung jawab Beberapa kali menunjukkan sikap bertanggung jawab Pernah menunjukkan sikap bertanggung jawab Tidak pernah menunjukkan sikap bertanggung jawab	5 4 3 2 1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerjasama Sering menunjukkan sikap kerjasama Beberapa kali menunjukkan sikap kerjasama Pernah menunjukkan sikap kerjasama Tidak pernah menunjukkan sikap kerjasama	5 4 3 2 1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin Sering menunjukkan sikap disiplin Beberapa kali menunjukkan sikap disiplin Pernah menunjukkan sikap disiplin Tidak pernah menunjukkan sikap disiplin	5 4 3 2 1

5	Percayadiri (confidence)	Sangat sering menunjukkan sikap percayadiri	5
		Sering menunjukkan sikap percayadiri	4
		Beberapa kali menunjukkan sikap percayadiri	3
		Pernah menunjukkan sikap percayadiri	2
		Tidak pernah menunjukkan sikap percayadiri	1

Metro, Mei 2019

Collaborator

Researcher

Lena Herdiana, S.Pd

Uswatun Hasanah

NPM: 14122337

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Satuan Pendidikan	: SMP TMI Roudlatul Qur'an Metro
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 1
Topik	: Invitation
Alokasi Waktu	: 4 x 2 JP

A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR (KD)

3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial instruksi, mengajak, melarang, meminta ijin, serta cara responnya sesuai dengan konteks.

3.8 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.7.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari teks undangan.

3.7.2 Memahami bahasa varietas (pencampuran bahasa) dalam masyarakat mereka sendiri serta orang lain 'dan untuk mengembangkan kemampuan siswa dalam menafsirkan ucapan orang lain

3.7.3 Merespon ungkapan menyatakan dan menanyakan tentang undangan.

4.8.1 Menunjukkan sikap perilaku santun dan peduli

D. MATERI PEMBELAJARAN

- **Fungsi Sosial dari ungkapan**
 - Menjaga hubungan interpersonal dengan guru dan teman

- **Struktur Teks**

Teks lisan dan tulis untuk ungkapan mengajak/mengundang

Expression to invite someone	Expression to accept invitation	Expressioon to decline invitation
<ul style="list-style-type: none"> • <i>Will you join us for....?</i> • <i>Can you come to my party?</i> • <i>Could you come to my bithday party tomorrow?</i> • <i>Would you like to come to my party?</i> • <i>Shall we have a party?</i> 	<ul style="list-style-type: none"> • <i>Yes certainly, I will come</i> • <i>Absolutely, count me in</i> • <i>I would very much</i> • <i>Yes, I'd love to come. terimakasih</i> • <i>Thanks!, it sounds fun</i> • <i>sure, Thank you for the invitation</i> 	<ul style="list-style-type: none"> • <i>I'm sorry, I don't think I can</i> • <i><u>I am sorry.</u> I can't</i> • <i>Thank you very much, <u>but</u> I have to....</i> <p>The Reason</p> <ul style="list-style-type: none"> - <i>saya must go to the hospital</i> - <i>I have another appoinment</i>

- **Unsur Kebahasaan dari , yaitu:**

- Vocabulary : invite, come, party, dinner, lunch, tonight, tomorrow, birthday, must, have,
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca
- Tulisan tangan
- Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran didalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri dan bertanggung jawab.

E. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat

- Laptop
- Lcd
- Marker
- White Board

2) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014
- Buku Researcher, Warsiman. *Sosiolinguistik: Teori dan Aplikasi dalam Pembelajaran*. Malang: Universitas Brawijaya Press : 2014
- Internet, youtube
- Kamus Bahasa Inggris

F. METODE PEMBELAJARAN

2. Metode Scientific

F. LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN KE-2

a. Kegiatan Pendahuluan

5. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
6. Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
7. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
8. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

2. Siswa menyimak tayangan dari video, gambar atau ungkapan yang diberikan oleh guru tentang kalimat – kalimat instruksi.

Tahapan:

- d. Siswa menemukan kalimat – kalimat mengajak/mengundang.
- e. Siswa menirukan ungkapan kalimat – kalimat mengajak/mengundang.
- f. Dengan bimbingan dan arahan guru, siswa mempelajari kalimat – kalimat mengajak/mengundang ke dalam kalimat (fungsi sosial, struktur teks, dan unsur kebahasaan).

Menanya

3. Siswa membuat pertanyaan berkaitan dengan contoh ungkapan kalimat – kalimat mengajak/mengundang yang disimak.

4. Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang kalimat – kalimat mengajak/mengundang secara kontekstual.

Mengeksplor

2. Siswa mengungkapkan kalimat – kalimat mengajak/mengundang dengan menggunakan campur code (bahasa inggris-bahasa indonesia).

Mengasosiasi

2. Siswa membandingkan ungkapan kalimat – kalimat mengajak/mengundang dalam bahasa ibu atau bahasa Indonesia.

Mengomunikasikan

3. Siswa menggunakan ungkapan kalimat – kalimat instruksi yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas.
4. melakukan evaluasi diri dengan menulis kendala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

c. Kegiatan Penutup

5. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
6. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
7. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja

2. Bentuk : Tes Lisan percakapan

Rubrik Penilaian Aspek Keterampilan Berbicara

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukkan sikap santun Sering menunjukkan sikap santun Beberapa kali menunjukkan sikap santun Pernah menunjukkan sikap santun Tidak pernah menunjukkan sikap santun	5 4 3 2 1
2	Bertanggung jawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab Sering menunjukkan sikap bertanggung jawab Beberapa kali menunjukkan sikap bertanggung jawab Pernah menunjukkan sikap bertanggung jawab Tidak pernah menunjukkan sikap bertanggung	5 4 3 2 1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerjasama Sering menunjukkan sikap kerjasama Beberapa kali menunjukkan sikap kerjasama Pernah menunjukkan sikap kerjasama Tidak pernah menunjukkan sikap kerjasama	5 4 3 2 1

4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin Sering menunjukkan sikap disiplin Beberapa kali menunjukkan sikap disiplin Pernah menunjukkan sikap disiplin Tidak pernah menunjukkan sikap disiplin	5 4 3 2 1
5	Percayadiri (confidence)	Sangat sering menunjukkan sikap percayadiri Sering menunjukkan sikap percayadiri Beberapa kali menunjukkan sikap percayadiri Pernah menunjukkan sikap percayadiri Tidak pernah menunjukkan sikap percayadiri	5 4 3 2 1

Metro, Mei 2019

Collaborator

Researcher

Lena Herdiana, S.Pd

Uswatun Hasanah

NPM: 14122337

Instrument of Pre-test

- Please introduce your self

Instrument of Post-test I

- Please make conversation with your friends
- Theme :

Invitation

Instrument of Post-test II

- Please make conversation with your friends
- Theme :

Asking and Giving Permission

Field Notes

Cycle		Note Students' Attitude
Cycle I	1 st Meeting (may 14 th 2019)	<ol style="list-style-type: none"> 1. Most of the students still confused in learning English process. 2. Most of the students were not confidence about their answer when the teacher give a question. 3. Most of the students were not confidence to show up their ideas while teaching-learning in process. 4. Some of the students did not giving attention while giving the treatment.
	2 nd Meeting (May 16 th 2019)	<ol style="list-style-type: none"> 1. Some of the students began interested in learning English but still less enthusiastic. 2. Some of the studens were explained about their answer. 3. Some of the students were confidence in sharing ideas while the teaching-learning process. 4. Some of the students could give the attention while giving the treatment.
Cycle 2	1 st Meeting (June 17 th 2019)	<ol style="list-style-type: none"> 1. Some of the students were enjoyed in learning English process and active in the classroom. 2. Most of the studens were explained about their answer. 3. The students could be more confidence in sharing ideas while the teaching-learning process. 4. Most of the students could give the attention and enthusiastic about the technique that the reseracher used.
	2 nd Meeting (June 22 nd 2019)	<ol style="list-style-type: none"> 1. Most of the students were active in learning English process individually. 2. Most of the students enjoyed the new learning technique. 3. Most of the studens could be more express about their answer. 4. Most of the students were confidence in sharing ideas while the teaching-learning process to the other. 5. Most of the students enthusiastic to applied technique in learning speaking.

Measurement of Students' Speaking Skill

Aspect	Category	Indicators
Fuency	4 (Excellent)	Generally natural delivery, only occasional halting when searching for appropriate words or expressions.
	3 (Good)	The students hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (Fair)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (Poor)	The students speaks so little that no "fluent" speech can be said occur.
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of rythm, intonation and pronunciation but comprehension is not impeded.
	3 (Good)	Rythm, intonation and pronunciation require more careful listening ; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (Fair)	Comprehension suffers due to frequent errors in rythm, intonation and pronunciation.
	1 (Poor)	Words are unintelligible
Vocabulary	4 (Excellent)	Effective use of vocabulary for the task with few inappropriacies.
	3 (Good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2	Limited use of vocabulary with frequent

	(Fair)	inappropriacies.
	1 (Poor)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (Excellent)	Very few grammatical errors evident.
	3 (Good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (Fair)	Speech is broken and distorted by frequent errors.
	1 (Poor)	Unable to construct comprehensible sentences.
Interactional strategies/ Comprehension	4 (Excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (Good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (Fair)	Interaction ineffective. Can seldom develop an interaction.
	1 (Poor)	Understanding and interaction minimal.

Observation Sheet of Students' Activities Cycle 1

Day/Date :

School : SMP TMI Roudlatul Qur'an Metro

Class : VIII

No.	Name	Students Activities				
		1	2	3	4	5
1	Aldi Iqbal D	√	√			√
2	Alva Amalia	√		√	√	√
3	Alya Zulfatun N			√	√	√
4	Amanda Zaskia A	√	√		√	
5	Asri Susi Yanti	√		√	√	√
6	Azka Najwa R	√		√	√	√
7	Dewi Nurul K	√				√
8	Dian Nur Aulia		√	√		√
9	Dwi Khusnatun N	√				√
10	Difa Udin M		√	√	√	
11	Fatihatus Z					√
12	Ghaida Ulul M	√		√		√
13	M. Ichwanul H	√	√	√	√	√
14	M. Tholib M	√	√	√		√
15	Mahfud Farhan R		√		√	√
16	Marendra			√	√	√
17	M. Fizai Zakaria	√	√		√	
18	M Ikhsan Maliki	√		√	√	
19	M Khoirul Anam	√	√			√
20	M Risky MH	√			√	√
21	M Rofiq H			√		√
22	Nadila Puspita S	√		√	√	√
23	Putra Ferdiansyah		√			√
24	Putri Emiliana	√		√	√	√
25	Shela Intan F	√		√	√	√
26	Tiara Sakina	√	√		√	√
27	Zahra Aulia Q	√			√	
	Total	19	11	15	17	22
	Percentage	70,37 %	40,74 %	55,56 %	62,96 %	81,48 %

Notes:

- Tick (√) for each positive activity
- The students' activities that observed are:
 1. The students attention to the explanation from teacher
 2. Giving respond
 3. Active in class
 4. Making note
 5. Doing the task

Metro, May 2019

Collaborator

Researcher

Lena Herdiana, S.Pd

Uswatun hasanah
NPM: 14122337

Observation Sheet of Students' Activities Cycle 2

Day/Date :

School : SMP TMI Roudlatul Qur'an Metro

Class : VIII

No.	Name	Students Activities				
		1	2	3	4	5
1	Aldi Iqbal D	√		√	√	√
2	Alva Amalia	√	√	√	√	√
3	Alya Zulfatun N	√	√		√	√
4	Amanda Zaskia A	√	√	√	√	√
5	Asri Susi Yanti	√	√	√		√
6	Azka Najwa R	√		√	√	√
7	Dewi Nurul K	√	√		√	√
8	Dian Nur Aulia	√	√	√		√
9	Dwi Khusnatun N	√		√	√	√
10	Difa Udin M	√	√	√	√	
11	Fatihatus Z		√	√	√	√
12	Ghaida Ulul M	√	√	√		√
13	M. Ichwanul H	√	√		√	√
14	M. Tholib M	√	√	√		√
15	Mahfud Farhan R	√			√	√
16	Marendra			√	√	√
17	M. Fizai Zakaria	√	√		√	
18	M Ikhsan Maliki	√		√	√	
19	M Khoirul Anam	√	√	√	√	√
20	M Risky MH	√	√			√
21	M Rofiq H	√	√		√	√
22	Nadila Puspita S	√	√	√		√
23	Putra Ferdiansyah		√	√	√	√
24	Putri Emiliana	√		√	√	√
25	Shela Intan F	√	√	√		√
26	Tiara Sakina	√	√	√	√	√
27	Zahra Aulia Q	√			√	√
	Total	24	19	19	20	24
	Percentage	88,89 %	70,37 %	70,37 %	74,07 %	88,89 %

Notes:

- Tick (√) for each positive activity
- The students' activities that observed are:
 1. The students attention to the explanation from teacher
 2. Giving respond
 3. Active in class
 4. Making note
 5. Doing the task

Metro, June 2019

Collaborator

Researcher

Lena Herdiana, S.Pd

Uswatun hasanah
NPM: 14122337

Observation Sheet of Teacher Activities Cycle 1

Day/Date :

School : SMP TMI Roudlatul Qur'an Metro

Class : VIII

Teacher Activity	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process	√		
2. While teaching a. Inform the objective of learning b. Explain the material chronologically c. Guide the students to follow the lesson d. Motivate the students to ask e. Practice the students to answer the question about the material		√	
3. Post teaching a. Conclude the result of learning process b. Close the learning activity	√		

Metro, May 2019

Collaborator

Researcher

Lena Herdiana, S.Pd

Uswatun hasanah
NPM: 14122337

Observation Sheet of Teacher Activities Cycle 2

Day/Date :
School : SMP TMI Roudlatul Qur'an
Class : VIII

Teacher Activity	Good	Enough	Less
4. Pre teaching d. Prepare the lesson plan e. Prepare the media that will be used f. Ability in opening the learning process	√		
5. While teaching f. Inform the objective of learning g. Explain the material chronologically h. Guide the students to follow the lesson i. Motivate the students to ask j. Practice the students to answer the question about the material	√		
6. Post teaching c. Conclude the result of learning process d. Close the learning activity	√		

Metro, June 2019

Collaborator

Researcher

Lena Herdiana, S.Pd

Uswatun hasanah
NPM: 14122337

The Students Speaking Score of Pre-test

No.	Name	F	P	V	G	I	Total Point	Total Score	Category
1.	Aldi Iqbal D	3	2	2	1	2	10	50	Incomplete
2.	Alva Amalia	2	2	3	2	3	12	60	Incomplete
3.	Alya Zulfatun N	3	1	3	2	4	13	65	Incomplete
4.	Amanda Zaskia A	4	2	4	2	3	15	75	Complete
5.	Asri Susi Yanti	3	4	2	2	3	14	70	Incomplete
6.	Azka Najwa R	2	2	3	3	2	12	60	Incomplete
7.	Dewi Nurul K	3	1	3	1	2	10	50	Incomplete
8.	Dian Nur Aulia	2	3	2	3	3	13	65	Incomplete
9.	Dwi Khusnatun N	3	3	2	3	2	13	65	Incomplete
10.	Difa Udin M	3	2	3	2	3	13	65	Incomplete
11.	Fatihatus Z	3	3	2	3	2	13	65	Incomplete
12.	Ghaida Ulul M	3	3	4	1	2	13	65	Incomplete
13.	M. Ichwanul H	2	3	3	2	3	13	65	Incomplete
14.	M. Tholib M	2	1	3	2	4	12	60	Incomplete
15.	Mahfud Farhan R	2	3	3	3	2	13	65	Incomplete
16.	Marendra	2	2	3	2	3	12	60	Incomplete
17.	M. Fizai Zakaria	1	3	2	2	4	12	60	Incomplete
18.	M Ikhsan Maliki	2	3	3	2	3	13	65	Incomplete
19.	M Khoirul Anam	3	1	4	2	2	12	60	Incomplete
20.	M Risky MH	4	3	3	2	1	13	65	Incomplete
21.	M Rofiq H	3	3	3	2	2	13	65	Incomplete
22.	Nadila Puspita S	2	2	2	3	3	12	60	Incomplete
23.	Putra Ferdiansyah	3	2	3	1	4	13	65	Incomplete
24.	Putri Emiliana	3	4	4	3	2	16	80	Complete
25.	Shela Intan F	4	2	4	3	2	15	75	Complete
26.	Tiara Sakina	3	2	3	2	3	13	65	Incomplete
27.	Zahra Aulia Q	2	1	2	2	3	10	50	Incomplete
Total								1715	
Highest Score								80	
Average								63,5	
Low Score								50	

The Students Speaking Score of the Post-test in Cycle 1

No.	Name	F	P	V	G	I	Total Point	Total Score	Category
1.	Aldi Iqbal D	3	2	2	1	2	11	55	Incomplete
2.	Alva Amalia	3	2	3	2	3	13	65	Incomplete
3.	Alya Zulfatun N	3	1	3	3	4	14	70	Incomplete
4.	Amanda Zaskia A	4	3	4	3	3	15	75	Complete
5.	Asri Susi Yanti	4	4	2	2	3	13	65	Complete
6.	Azka Najwa R	2	2	3	3	2	13	65	Incomplete
7.	Dewi Nurul K	3	2	3	1	2	14	70	Incomplete
8.	Dian Nur Aulia	2	3	2	3	3	12	60	Incomplete
9.	Dwi Khusnatun N	3	2	4	2	3	13	65	Incomplete
10.	Difa Udin M	3	3	3	2	4	13	65	Complete
11.	Fatihatus Z	3	3	2	3	2	14	70	Incomplete
12.	Ghaida Ulul M	3	3	4	1	2	14	70	Incomplete
13.	M. Ichwanul H	4	4	1	2	3	12	60	Complete
14.	M. Tholib M	2	1	3	2	4	15	75	Incomplete
15.	Mahfud Farhan R	2	3	3	3	2	13	65	Incomplete
16.	Marendra	3	2	3	2	3	14	70	Incomplete
17.	M. Fizai Zakaria	3	4	3	2	2	14	70	Incomplete
18.	M Ikhsan Maliki	2	4	3	2	3	17	85	Incomplete
19.	M Khoirul Anam	3	1	4	2	2	16	80	Incomplete
20.	M Risky MH	4	4	3	3	1	13	65	Complete
21.	M Rofiq H	3	3	3	2	2	11	55	Incomplete
22.	Nadila Puspita S	3	4	2	2	3	11	55	Incomplete
23.	Putra Ferdiansyah	4	2	3	1	4	13	65	Incomplete
24.	Putri Emiliana	3	4	4	3	3	14	70	Complete
25.	Shela Intan F	4	3	4	3	2	15	75	Complete
26.	Tiara Sakina	3	2	3	2	3	13	65	Incomplete
27.	Zahra Aulia Q	3	1	2	2	3	13	65	Incomplete
Total								1825	
Highest Score								85	
Average								67,6	
Low Score								55	

The Students Speaking Score of the Post-test in Cycle 2

No.	Name	F	P	V	G	I	Total Point	Total Score	Category
1.	Aldi Iqbal D	4	4	2	1	2	13	65	Incomplete
2.	Alva Amalia	2	3	4	3	4	16	80	Complete
3.	Alya Zulfatun N	3	2	4	2	4	15	75	Complete
4.	Amanda Zaskia A	4	4	4	2	3	17	85	Complete
5.	Asri Susi Yanti	3	4	4	2	3	16	80	Complete
6.	Azka Najwa R	3	2	4	3	3	15	75	Complete
7.	Dewi Nurul K	3	3	3	2	2	13	65	Incomplete
8.	Dian Nur Aulia	4	3	2	3	3	15	75	Complete
9.	Dwi Khusnatun N	3	4	4	2	3	16	80	Complete
10.	Difa Udin M	3	3	3	3	4	16	80	Complete
11.	Fatihatus Z	4	3	3	3	2	15	75	Complete
12.	Ghaida Ulul M	3	4	4	2	3	16	80	Complete
13.	M. Ichwanul H	4	4	2	2	3	15	75	Complete
14.	M. Tholib M	3	2	3	2	4	14	70	Incomplete
15.	Mahfud Farhan R	3	4	3	3	2	15	75	Complete
16.	Marendra	3	2	4	2	4	15	75	Complete
17.	M. Fizai Zakaria	4	3	3	2	4	16	80	Complete
18.	M Ikhsan Maliki	3	4	3	2	3	15	75	Complete
19.	M Khoirul Anam	3	3	4	2	2	14	70	Incomplete
20.	M Risky MH	4	4	3	3	3	17	85	Complete
21.	M Rofiq H	4	4	3	2	2	15	75	Complete
22.	Nadila Puspita S	3	4	4	2	3	16	80	Complete
23.	Putra Ferdiansyah	4	2	3	2	4	15	75	Complete
24.	Putri Emiliana	3	4	4	3	4	18	90	Complete
25.	Shela Intan F	4	3	4	3	2	16	80	Complete
26.	Tiara Sakina	3	4	3	2	3	15	75	Complete
27.	Zahra Aulia Q	3	1	2	3	3	12	60	Incomplete
Total								2055	
Highest Score								90	
Average								76,11	
Low Score								60	

Pre test

The teacher gave the material for the students



The students introduced themselves



Post Test I

The teacher gave the material for the students



The students did conversation



Post Test II

The teacher gave the material



The students did conversation





**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-1185 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

03 Mei 2019

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
 2. Syahreni Siregar, M.Hum (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 : Uswatun Hasanah
NPM : 14122337
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving The Students' Speaking Skill Through Code Mixing (English-Indonesian) At The Eighth Graders Of Tarbiyatul Mu'alimien Al-Islamiah (TMI) Roudhalatul Qur'an Metro

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. 8750610 2008011014



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

Jalan Ki Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouiniv.ac.id, e-mail: tarbiyah_ain@metrouiniv.ac.id

Nomor : B-1284/In.28.1/J/TL.00/04/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP TMI ROUDHLOTUL QUR'AN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

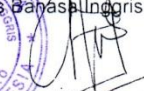
Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **USWATUN HASANAH**
NPM : 14122337
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH
CODE MIXING (ENGLISH-INDONESIAN) AT THE EIGHT
GRADERS OF TMI ROUDHLOTUL QUR'AN METRO JUNIOR
HIGH SCHOOL ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di SMP TMI ROUDHLOTUL QUR'AN 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, 16 April 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 0141





تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN: 10809699 NSS: 202126103024 TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro ☎ (0725) 41442 Kode Pos.34125
email: smpmimetro@gmail.com website: www.smpmimetro.sch.id, www.pprq.or.id

Nomor : 114/SMP-TMI RQ/III/2018
Lampiran : -
Prihal : Izin Pra Survey

Yang bertanda tangan dibawah ini kepala SMP TMI Roudlatul Qur'an Metro
Menerangkan Bahwa :

Nama : USWATUN HASANAH
NPM : 14122337
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Telah kami setuju untuk melaksanakan Pra Survey pada sekolah kami SMP TMI Roudlatul Qur'an metro sebagai dalam rangka penulisan proposal dengan judul: "IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH CODE MIXING (ENGLISH - INDONESIAN) AT THE EIGHTH GRADERS OF TMI ROUDLATUL QUR'AN METRO JUNIOR HIGH SCHOOL ACADEMIC YEAR 2018/2019"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Metro, 20 APRIL 2018.
Kepala Sekolah.



M. IOBAL BENY SAPUTRA, M.Pd.I



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111

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

SURAT TUGAS

Nomor: B-1397/In.28/D.1/TL 01/05/2019

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

Nama : USWATUN HASANAH
NPM : 14122337
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP TARBIYATUL MU'ALLIMIEN AL-ISLAMIAH (TMI), guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH CODE MIXING (ENGLISH-INDONESIAN) AT THE EIGHTH GRADERS OF SMP TARBIYATUL MU'ALLIMIEN AL-ISLAMIAH (TMI) ROUDLATUL QUR'AN METRO".
 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 : 13 Mei 2019

Mengetahui,
Pejabat Setempat



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**

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.iaim@metrouniv.ac.id

Nomor : B-1398/In.28/D.1/TL.00/05/2019
Lampiran :-
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP TARBIYATUL
MU'ALLIMIEN AL-ISLAMIYAH (TMI)
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1397/In.28/D.1/TL.01/05/2019, tanggal 13 Mei 2019 atas nama saudara:

Nama : **USWATUN HASANAH**
NPM : 14122337
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TARBIYATUL MU'ALLIMIEN AL-ISLAMIYAH (TMI), dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH CODE MIXING (ENGLISH-INDONESIAN) AT THE EIGHTH GRADERS OF SMP TARBIYATUL MU'ALLIMIEN AL-ISLAMIYAH (TMI) ROUDLATUL QUR'AN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 Mei 2019
Wakil Dekan I,

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



تربية المعلمين والمعلمات الإسلامية
معهد روضة القرآن الإسلامي
SMP TMI ROUDLATUL QUR'AN METRO
(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)
NPSN: 10809699 NSS: 202126103024 TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro ☎ (0725) 41442 Kode Pos.34125
email: smpmimetro@gmail.com website: www.smpmimetro.sch.id www.pprq.or.id

Nomor : 124/SMP-TMI RQ/VI/2019
Lampiran : -
Prihal : Telah Melaksanakan Penelitian

Yang bertanda tangan dibawah ini kepala SMP TMI Roudlatul Qur'an Metro
Menerangkan Bahwa :

Nama : Uswatun Hasanah
NPM : 14122337
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan Pelaksanakan pada sekolah kami SMP TMI Roudlatul Qur'an metro sebagai syarat penyelesaian Skripsi dengan judul :
“ IMPROVING THE STUDENT SPEAKING SKILL THROUGH CODE MIXING (ENGLISH-INDONESIAN) AT THE EIGHTH GRADERS OF SMP TARBIYYATUL MU'ALIMIEN AL-ISLAMIYYAH (TMI) ROUDLATUL QUR'AN”.

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Metro, 20 Juni 2019
Kepala Sekolah.


M. Iqbal Beni Saputra M.Pd.I



**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.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-528/In.28/S/OT.01/06/2019**

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

Nama : Uswatun Hasanah

NPM : 14122337

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14122337.

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, 01 Juli 2019
Kepala Perpustakaan

Drs. Mokhammad Sudin, M.Pd.
NIP. 195808311981031001 7

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Uswatun Hasanah

NPM : 19122337

Fakultas : Tarbiyah

Angkatan : 2019

Telah menyerahkan buku berjudul : *Spoken English, TESOL and Applied Linguistics*

Metro,
Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

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NPM : 19122337


Fakultas : Tarbiyah

Angkatan : 2019

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Uswatun Hasanah
NPM : 14122337

Jurusan/Prodi : Tarbiyah/TBI
Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Tuesday 31/07/18	✓	- Revise chapter I - III - Show the prove of your data	
2	Thursday 13/11/18	✓	- Revise again - Show Reference	
3	Thursday 03/01/19	✓	Acc and continue to the first sponsor	

Diketahui,
Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing II

Svahreni Siregar, M.Hum
NIP. 197608142009122004



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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Uswatun Hasanah
NPM : 14122337

Jurusan/Prodi : Tarbiyah/TBI
Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
		✓		
		✓		
	Friday 25/09 /1	✓	As Seminar	

Diketahui
Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



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: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Uswatun Hasanah

Jurusan/Prodi : Tarbiyah/TBI

NPM : 14122337

Semester : X

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 09/05/2019		✓	Ace Research Instrument	

Mengetahui,

Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing II

Svahreni Siregar,
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nama : Uswatun Hasanah
NPM : 14122337

Jurusan/Prodi : Tarbiyah/TBI
Semester : X

No	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	I	II		
		✓	<i>Ah Subhan Roza</i>	

Mengetahui,
Ketua Jurusan Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing I


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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Uswatun Hasanah
NPM : 14122337

Jurusan/Prodi : Tarbiyah/TBI
Semester/TA : X/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Monday 1/07/2019		✓	Revise your abstract ✓ Revise chapters ✓ Revise your typing ✓ Revise chapter ✓	
2	Thursday 08/07/2019		✓	Acc and continue to the first sponsor	

Diketahui
Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing II

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Uswatun Hasanah
NPM : 14122337

Jurusan/Prodi : Tarbiyah/TBI
Semester/TA : X/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 18/07/2019	✓		Revise Abstrak Revise page	
	Friday 19/07/2019	✓		Revise Table chapter V	
		✓		Ma mungosen	

Diketahui
Ketua Jurusan Tadris Bahasa Inggris

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NIP. 197506102008011014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
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BIOGRAPHY



The name of the researcher is Uswatun Hasanah. She was born on October, 19th 1994 at Gunung Meraksa, Tanggamus, Lampung. She is the youngest child of Mr. Dinham and Mrs. Rusmiyati. She has three sisters and 2 brothers.

She was enrolled her study at SD Negeri 2 Sinar Semendo, Talang padang, Tanggamus on 2001 untill 2007. In line with her focus on the study, she continued her study at SMP Negeri 2 Talang Padang on 2007 and graduated on 2010. She decided to continue her study at SMA Muhammadiyah Gisting, Tanggamus and took Science Program on 2010 until 2013. Then, at the next year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.