

AN UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF CODE SWITCHING & CODE
MIXING TO INCREASE STUDENTS SPEAKING ABILITY
AT THE ELEVENTH GRADE OF SMA DARUL ARAFAH
BUMIRATU NUBAN CENTRAL LAMPUNG**

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Student Number : 1501070043**

**Tarbiyah Faculty
English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M**

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

By :
DWI AGUS SAPUTRI
Student Number : 1501070043

Tarbiyah Faculty
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M

APPROVAL PAGE

Title : THE IMPLEMENTATION OF CODE SWITCHING & CODE MIXING TO INCREASE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA DARUL ARAFAH BUMIRATU NUBAN CENTRAL LAMPUNG

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Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

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ARAFAH BUMIRATU NUBAN CENTRAL LAMPUNG

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

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Sebelum kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas
penerimaannya kami ucapkan terimakasih.

Bassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE IMPLEMENTATION OF CODE SWITCHING & CODE MIXING TO INCREASE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA DARUL ARAFAH BUMIRATU NUBAN CENTRAL LAMPUNG, written by Dwi Agus Saputri, student number 1501070043, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on , Wednesday, 09th October 2019 at 14.00 – 16.00 am.

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ABSTRACT

THE IMPLEMENTATION OF CODE SWITCHING & CODE MIXING TO INCREASE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA DARUL ARAFAH BUMIRATU NUBAN

**By:
DWI AGUS SAPUTRI**

This aim of this research to know whether the use of code switching & code mixing Method can increase The Students' speaking ability in English learning.

The kind of this research was a classroom action research (CAR). The research was conducted in two cycles, and each cycle consisted of planning, acting, observing, and reflecting. The object of this research was the students' increase speaking ability. In collecting the data, the researcher used observation, test, and documentation. This research was conducted with one of the English Teachers of SMA Darul Arafah Bumiratu Nuban.

The result of this research shows that code switching & code mixing Method had a positive role in increasing the speaking ability among the eleventh graders of SMA Darul Arafah Bumiratu Nuban. It can be proved by the students' average score from pretest to post-test. The average score in pre-test was 57,25, post-test I was 69,25 and become 77,25 in post-test II. It can be inferred that using of code switching & code mixing Method can increase speaking ability of the eleventh graders of SMA Darul Arafah Bumiratu Nuban.

Keywords : (*switching & code mixing Method, speaking ability, classroom action research*)

ABSTRAK

PENERAPAN METODE CODE SWITCHING & CODE MIXING UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS SEBELAS DI SMA DARUL ARAFAH BUMIRATU NUBAN

**Oleh :
DWI AGUS SAPUTRI**

Penelitian ini bertujuan untuk mengetahui apakah penggunaan code switching & code mixing dapat meningkatkan kemampuan siswa dalam berbicara di dalam pembelajaran Bahasa Inggris.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus, dan setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek penelitian ini adalah kemampuan menulis deskriptif siswa. Dalam mengumpulkan data, peneliti menggunakan observasi, tes, dan dokumentasi. Penelitian ini dilakukan dengan sebagai salah satu Guru Bahasa Inggris SMA Darul Arafah Bumiratu Nuban.

Hasil penelitian menunjukkan bahwa Metode code switching & code mixing memiliki peran positif dalam meningkatkan kemampuan berbicara siswa kelas sebelas SMA Darul Arafah Bumiratu Nuban. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre test hingga post test. Skor rata-rata dalam pre test adalah 57,25, dan dalam post test adalah 69,25 menjadi 77,25. Ini dapat disimpulkan bahwa menggunakan Metode code switching & code mixing dapat meningkatkan kemampuan berbicara siswa.

Kata kunci : *(Metode code switching & code mixing, kemampuan berbicara, penelitian tindakan kelas)*

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian – bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

وَاللَّهُ مَعَ الصَّابِرِينَ

“and god with the people patient.”

(Al-Anfal ayat 66)

“You have to endure caterpillars if you want to see butterflies.”

(Evan D. Saint)

DEDICATION PAGE

This piece of work is dedicated to:

1. My lord Allah SWT, who always give me powerful guidance in every problems until able to finish this scrip.
2. My beloved family, especially my parent (Mr. Sukirno and Mrs. Surati), my sister (Dewi Aprilliana W) who always pray and support in their endless love.
3. My sponsor and Co-sponsor, Drs. Kuryani, M. Pd and Trisna Dinillah Harya, M.Pd thanks for guiding me.
4. Chairman of English Education Department Mr. Ahmad Subhan Roza M.pd thanks for guiding and support me.
5. My beloved friends Aji Mandhala Nugroho, Evi Nia S, Yoana K, Radiah M, Raenita Aw, Monica Widi U, Aneke Dela R, Girl's Squad, Conference of the cats, TBI A Class, etc, who always pray and support me.
6. My beloved Almamater of State Institute for Islamic Studies (IAIN) Metro.

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Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greeting always give to prophet Muhammad SAW who has brought us from the darkness era into bright era.

This an undergraduate thesis is presented as a Partial Fulfillment of the Requirements of the Degree of Sarjana Pendidikan (S.Pd.) in English Education Departement entitled:

THE IMPLEMENTATION OF CODE SWITCHING & CODE MIXING TO INCREASE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA DARUL ARAFAH BUMIRATU NUBAN IN THE ACADEMIC YEAR 2018/2019

The writer would like to express his gratitude to the sponsor, Drs Kuryani, M.Pd. and the co-sponsor, Trisna Dinilah Harya, M.Pd. who have sincerely guided the writer to accomplish this proposal in time.

Finally, the writer realizes that her an undergraduate thesis is far from perfect. At last, the writer hopes that the result of the research will give significant contribution teaching learning English in IAIN METRO.

Metro, October 09th 2019
The Researcher



Dwi Agus Saputri
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CHAPTER 1 INTRODUCTION

A. Background of The Study

Language is very important in human life it is used to communicate each other. Language also has central character to be success supporting in study all studies area. There are intellectual social, emotional, and developments. Study language can helps student to know self, the culture, and another person culture. Besides, it can also help student can propose brainchild and feeling. Participate in society, and even finds with use analytical ability and imagination existing in self.

Then speaking ability is one of the important competences in learning English. It shows that the acquiring of speaking ability plays an important role in our life. People need to learn to speak English for occupational or academic purpose that can support their career in the future. For communication speakers have more than one way to say more or less the same thing, therefore every society has linguistic codes acceptable. The study of social and cultural effects on language is discussed in sociolinguistic.

Whereas sociolinguistics is an effort to find correlations between social structure and linguistic structure and to observe any changes that occur. Sociolinguistic is the study of language variation that purpose to find out what kind of language variation and speakers knowledge about the language and sociolinguistics has to do with language use and a society's response to it. It is clear that sociolinguistics is a discipline that relation between sociology with linguistics.

Therefore sociolinguistics has aspect namely bilingualism, that is somebody who regularly uses two or more languages in alternation. Bilingualism causing of code mixing and code switching. Code mixing and code switching occurred because of behavior from society between the speakers but also someone's desire to transfer or explain some ideas to other who more understand with code mixing and code switching.

Then this research therefore aims to find out the use of code mixing and code switching on speaking class among the students, specific for eleventh grade in SMA Darul Arafah Bumiratu Nuban. SMA Darul Arafah Bumiratu Nuban as bilingual school not also uses code mixing and code switching in the learning process.

Finally utilization of code mixing and code switching in the classroom cause there is direct contact between teacher and students. Generally, learning process in the class of SMA Darul Arafah the teacher just uses one language it is Indonesian language. That is make the student understand about the material but they can't speak English, because the student didn't have lots of vocabulary and they were not used to speak English.

Tabel 1
The Data Of English Lesson at eleventh grade students of SMA Darul Arafah Bumiratu Nuban

No	Name	Speaking performance	
		Score	Category
1	AI	30	Incomplete
2	AA	60	Incomplete
3	AY	80	Complete
4	DP	60	Incomplete
5	DW	60	Incomplete
6	EF	60	Incomplete
7	IY	80	Complete
8	NA	60	Incomplete
9	PT	30	Incomplete
10	RY	60	Incomplete
11	WW	60	Incomplete
12	AS	30	Incomplete
13	AK	30	Incomplete
14	AH	60	Incomplete
15	EV	60	Incomplete
16	PP	80	Complete
17	RA	30	Incomplete
18	SW	60	Incomplete
19	TE	60	Incomplete
20	YA	90	Complete
Total		1140	
Average		57	

Source. Mrs. Tjitra Puspita Sari S.pd as the teacher in SMA darul arafah Bumiratu Nuban

Tabel 2
Recapitulation of score

No	Grade	Frequensy	Presentage	Explanation
1	≥ 75	4	20%	Complete
2	< 75	16	80%	Incomplete
Total		20	100%	Incomplete

From the explanation above, we know that the students speaking ability is categorized into low level. 80% students are still incomplete in speaking ability. The implementation of code mixing and code switching to increase the students speaking ability, the writer hopes can increase students speaking ability.

Based on discussion above, the writer would like to conduct a researcher “ The implementation of code switching & code mixing to increase

students speaking ability at the eleventh grade of SMA Darul Arafah Bumiratu Nuban”.

B. Problem identification

By that very fact which is face, the writer identifies the problems as follows:

1. They students have lack vocabulary;
2. Most of student get low ability in speaking subject material;
3. The student’s have low attention to study english because they think it is hard;
4. The poor of teaching code switching & code mixing to teaching and learning activity;
5. The students fear wrong when they speak english.

C. Problem Limitation

From the identification above, the writer would like to limitation this research on the poor of teaching code switching & code mixing to teaching and learning activity and students speaking ability is very low.

D. Problem Formulation

Building on the baground of the study above, the writer formulates of the problem is “Can the implementation of code switching & code mixing in learning English language process increase speaking ability and learning activity at the eleventh grade of SMA Darul Arafah Bumiratu Nuban?”

E. Objectives of the study

The research is aimed to increase speaking ability and know whether learning activity by using code switching & code mixing at the eleventh grade

SMA Darul Arafah Bumiratu Nuban.

F. Benefit of the study

The writer expects that this research will be beneficial later. Among the benefits of this research are :

- a. For teacher, the teacher get information how teaching speaking ability on teaching activities and will increase his performance in teaching program.
- b. For students, as motivate for the students learning English vocabulary the writer hope that they can easy in learning, and it hoped that the student can increase their speaking ability through learning using code switching & code mixing and develop their study in order be successful.
- c. For other researcher, as reference to other research about teach English better in the future, and we can know that advantage the using code switching & code mixing in teaching and learning English.

CHAPTER II REVIEW OF THE RELATED THEORY

A. The Concept of Speaking Ability

1. The concept of speaking

a. Definition of Speaking

Speaking is productive skill in oral word.¹ According David Nunan, mastering art of speaking means the single most important dimension of studying a second language and succes in term of the competence to carry out a conversation in the language.²

Base on the statement above, it can be concluded the speaking is the activity to perform productive skill used oral word to communicate. Mastering of speaking must considered everything that is involved our ability, how we used grammar, vocabulary, comprehension, fluency, and pronunciation.

b. Functions of Speaking

According Brown and Yule's in Jack C. Richards, there are three part verson of function of speaking, such as :

1) Talk as Interaction

According, Born and Yule in Jack C. Richards, in this situation, people used either casual or more formal language on the circumstance and their nature has been well describe. For example:

¹ Marriam Bashir,et.al, “*Factor Effecting Students' English Speaking Skill British Journal of art and sciences*”, ISSN: 2046-9578, Volume 2, (Pakistan : British Journal Publishing, 2011) p. 38

² David Nunan, *Language Teaching Methodology A taxt for teachers*, (Sydney : Prentice Hall, 1991), P. 39

when people meet with other people, there are conversation or interaction with other.

2) Talk as transaction

In this type, situation focus on what is said or done. The situation to give information or message to making people understood and how they respect or interact social with other people.

3) Talk as Performance

There are three type of talk or speaking as performance, such as:

a) Public Talk

Public Talk is the process or art of performing a presentation focused around and individual directly speaking to alive audience in a structure, deliberated manner in order to inform, influence, or enteratin them.

b) Public announcement

Public announcement is the process of performing to giving information about someting in fround of audience.

c) Speeches

Speech is the vocalized form human communication. According, Fransella in Christopher Turk, If we are to improve speaking in speech, we must first become more aware of ourselves, our motivations, behaviour patterns and likely mistake. Second, we must be aware of the audience's psychology, and their reactions to the speaker faults and

omissions.¹

c. Speaking Situation

There are three kinds of speaking situations in which we find ourselves.²

1) Interactive

Usually interactive speaking situation can do such as: face-to-face conversation or telephone call. So that, we are can alternately listening and speaking moment with conversation partner.

2) Partially Interactive

In this situation, we can speak use few interaction with conversation partner, such as when we giving a speech to audience. When we speech in front of audience. We can know if the audience understood or not from the expression on their face, or their body language.

3) Non-Interactive

In non-interactive situation, do not interaction between speaker and audience, for example: speaker speech or radio broadcast.

d. Purpose of Speaking

There are some purpose of speaking, such as:

1) Informative

It is goal is that the listeners understand something that the same

¹ Christopher Turk, *Effective Speaking Communication in Speech*, (British: Spon press, 2003), p. 5

² Marriam Bashir et. al, "*Factor Effecting...*", p. 38

way that the speaker understand the subject.

2) Invitational

The invitational element is hence an invitation to listeners in agreement or evaluation of some sort.

3) Dispotional

Dispositional speaking is more persuasive in intent than invitational in that it seek to agreement on an attitude, value or believe.

4) Actuation

Actuation seeks to get people to act, to perform in some way.

2. The Conceot of Speaking Ability

a. The definition of speaking ability

Speaking Ability Speaking is the most common communicative activity in daily life. Speaking is a part of daily life to communicate information to a listener with building and sharing meaning. Lines states that when children begin speaking, they experiment and play with the utterance that are made to form words and phrases such as bye-bye, or go bye-bye. As they grow, children integrate these words and structures into real and imaginary play.³

Speaking ability is very important that we have learn. Speaking ability is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those are risk-takers unafraid of making mistake

³ Caroline T.Linse, *Practical English Language Teacing : Young Learner*, (New York : McGraw-Hill, 2005), p.46

will generally be more talk active, but with many errors that could become hard to break habits. Students may take a long time to speak confidently their English often contain fewer errors and they will be proud of their speaking ability.

Speaking ability is not only based on the time where the students have died about speaking for long time but also it is based on their habitat to speak English. They must practice in their daily activities because speaking ability is verbal intelligence.

Based on the explanation above, the writer concludes that the speaking ability is verbal intelligence in producing language naturally to achieve the communicative competence measured by five criteria: grammar, vocabulary, comprehension, fluency, and pronunciation.

b. The Measurement of Speaking Ability

Speaking ability is important at a student should be able to produce naturally the language which has been presented to him and which he has practiced in various more or situation. It means that speaking ability is a form of productive skill verbally which the students can practice the speaking English naturally based on the context. There are five criteria of speaking scales. They are fluency, pronunciation, vocabulary, grammar, interactional strategies.,⁴

⁴ H.Douglas Brown, *Language Assesment Priciples and Classroom Practice*, (USA : Longman, 2003) p.172

Tabel 3
The measurement of speaking ability⁵

No	Criteria	Rating Score	Indicator
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although he may need an occasional prompt.
		2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
		1	The student speaks so little that no "fluent" speech can be said to occur.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few in appropriacies.
		3	For the most part effective use of vocabulary for the task with some examples of in appropriacy.
		2	Limited use of vocabulary with frequent in appropriacies.
		1	In appropriate and inadequate vocabulary.
4	Grammatical Accuracy	4	Very few grammatical errors evident.

⁵ Cyril J. Weir, *Language Testing and Validation*, (United States : Palgrave Macmillan, 2005), p.195-196

		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.
5	Interactional Strategies	4	Interact effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective. Can seldom develop an interaction.
		1	Understanding and interaction minimal.

B. The Concept of Code Switching & Code Mixing

While people speak, they face the reality to choose which code that they should to use. As a beginner, young children add in exceptions (for a while at least). Generally, you should choose a particular language, dialect, style, register, or variety though when you open your mouth. You cannot avoid doing so Moreover, you can and will shift, if need occur, from one code to another. Within each code there is the possibility to choose different import, it means that it will be significant. The variety of choices will have not the same social meanings.⁶

Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout

⁶ Ronald Wardaugh, *"An Introduction of sociolinguistics fifth Edition"*, Blackwell. UK, 2016, p.88

world rather than unilingual. People, usually forced to select a particular code whenever they choose to speak and they may also decide to switch from one code to another or to mix code.

In bilingual and multilingual situations, we will find mainly of the phenomenon of code-switching. Following some types of bilingual situations, we will deem code-switching as a phenomenon that requires serious explanation.

1. The Definition of Code Switching

For many linguists, code switching provides a unique window on the structural outcomes of language contact, which can be shown to be systematic rather than aberrant.⁷ Further, the act of code switching can be studied as a sign of social constructs and of the cognitive mechanisms that organize language switching.

Hymes defines code switching as an ordinary term for alternative use of two or more languages, varieties of a language or even speech styles. Bokamba views it as the mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech event.

Clyne employs the term code-switching in the sense of the alternative use of two languages either within a sentence or between sentences. Clyne uses the term of code switching to refer the speaker's process to moves from one language to another.

⁷ Barbara E. Bullock. "*Linguistic-Code Switching*". (New York: Cambridge, 2009), p.8

Groups of bilinguals who speak two same languages one causes of code switching occurs. Furthermore, code switching occurs in specific social situations, elevating the repertoire of the speakers.⁸

Based on definition above code switching is **when a speaker alternates between two or more languages (or dialects or varieties of language) in one conversation.**

2. The Definition of Code Mixing

The other phenomenon closely related to code switching is code mixing. Code mixing occurs when conversant use both language to the extent that they change from one language to the other in the course of a single utterance. It means that the conversant just change some of the elements in their utterance. Code mixing takes place without a change of topic and can involves various levels of language, e g, morphology and lexical items.

Code mixing, like code-switching, is a language-contact communication strategy. In code mixing, there is needed a base language and it should be possible to differentiate in a term monolingual in the base language which alternate with calling upon the rules of both languages. In which case code mixing can be embedded in code switching, but not the reverse.⁹

Annamalia interpretation that “switching” and “mixing” are

⁸ Victoria Fromkin, Robert and Nina Hyams. “*An Introduction to Language*,”(Canada:Wadsworth,2009), p.462

⁹ Harmers F. Josiane, , *Bilinguality and Bilingualism.*, New York : Cambridge University, 2004, p.270

marked by characteristics that no new grammar is created beyond the grammars of two languages involved. The difference between switching and mixing is that in mixing, the speech event is stable, with no variation in participants or topic, and all participants have knowledge of both languages. Mixing is a linguistic strategy that discusses the discourse functions mainly in social meanings and switching is a discourse strategy for linguistic (verbal) communication reflecting language proficiency of the speaker.

The difference between code mixing and code switching can be estimated. First, in code mixing, bilingual speakers apply some foreign words or phrases (pieces of one language smaller than a clause) while the other language (code) functions as the base. Second, when there is no topic that changes or the situation, bilingual speakers are said to mix codes (but not switch one to another).

Based on the definition above, code mixing is the mixing of two or more languages or language varieties in speech.

3. Types of Code mixing and code switching

Poplack in Harmer's book explains that they classify three types of code switching, they are: tag switching, intersentential switching, and intrasentential switching.

- a. Extra-sentential code switching, or the insertion of a tag, e.g. 'you know', 'I mean', from one language into an utterance which is completely in another language;

- b. Intra-sentential code-switching, or switch at clause/sentence in limit, one clause being in one language, the other clause in the other, *Karna mereka menghabiskan waktu enam sampai tujuh jam di sekolah*, they are speaking English all the time (Because they spend six or seven hours a day at school they are speaking English all the time).¹⁰
- c. Inter-sentential code-switching, where switches of different types occur within the clause boundary, including within the word boundary. The following is an example of intrasentential code switching: e.g. “Sometimes I’ll start a sentence in English *dan melanjutkannya dengan Bahasa*” (‘Sometimes I’ll start a sentence in English and finish it in Bahasa).

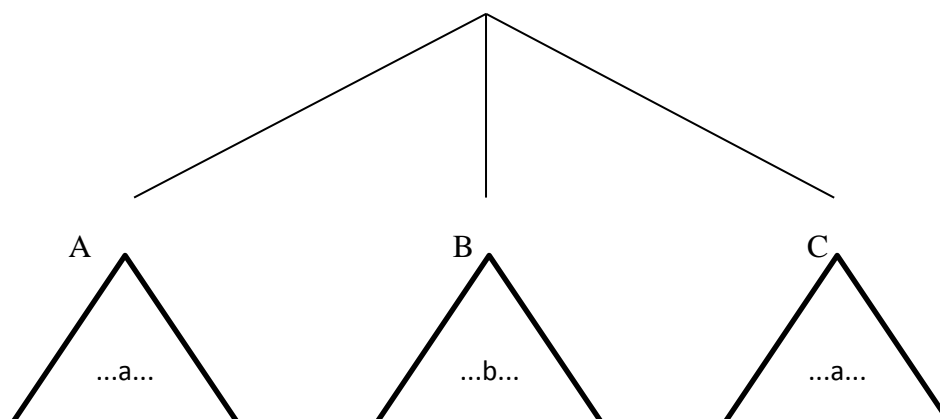
Musyken classify code mixing into three types, there are: insertion, alternation, and congruent lexicalization.¹¹ Musyken explains that, insertion occurs when lexical items from one language are incorporated into another.

a. The illustration of insertion

In the illustration of insertion one language determines the overall structure into which constituents from the other language are inserted.

¹⁰ *Ibid*

¹¹ Pieter Muysken, *Bilingual Speech : A topology of Code Mixing*, (UK : Cambridge University Press, 2001), p. 1



Picture 1. Example of insertion in code mixing code switching.¹²

Example of insertion (Indonesian/English)

Ayo datang, dan *join* di *event* ini (Lets come and join in this event)

In the diagram “a” represents lexical item of the first language and “b” arise for the lexical item of the second language that has been inserted in the utterance by the speaker or the reader.

In this example word order is as in Indonesian, including the phrase **join** and **event** 'two plates', and all the inflectional morphology is from Indonesian. The asymmetry between the two languages involved in the insertion pattern is captured in the Matrix Language Frame (MLF) by labeling the main language the "matrix" language and the other the "embedded" language.

b. The illustration of alternation

¹² Cardenas MS-Carlos & Isharyanti Neni, “ *Code Mixing and Cod Switching in Internet chat*”. (@JALT Call Sig. 2009), Vol.15, No 3, p. 69-71

The second category proposed by Musyken, the illustration of alternation occurs when structures of two languages are alternated undistinguished both at the grammatical and lexical level.¹³

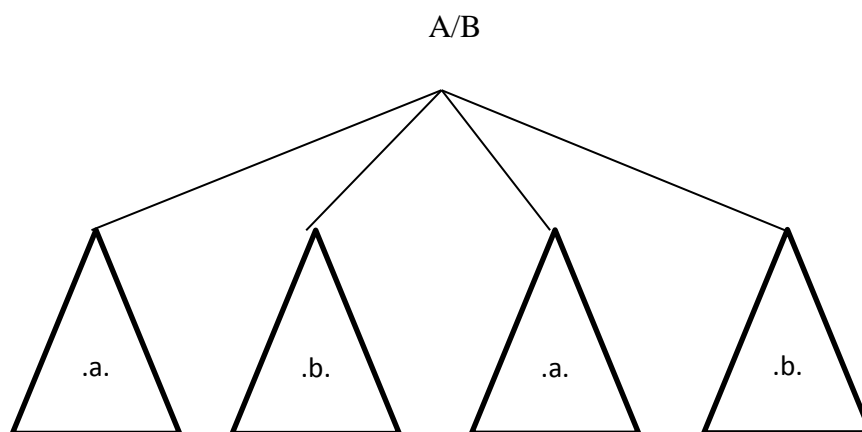
In the simplest definition, both of languages occur alternately, each with their own structure. The Example of alternation (English/Indonesia) : I mean, ganti dengan makanan lain (I men, change it to another food).

c. The illustration of congruent lexicalization

The third and the last category of code mixing is the illustration of congruent lexicalization, which refers to the situation where two languages share the grammatical structures which can be filled lexically with elements from either language.¹⁴

In the illustration of congruent lexicalization. "the grammatical structure is shared by language A and B, and words from both languages a and b are inserted more or less randomly.

Picture 3 illustrates this phenomenon



¹³ *Ibid*

¹⁴ *Ibid*

Picture 2. Example of congruent lexicalization in code mixing & code switching.¹⁵

Example Congruent lexicalization (Indonesian/English) : Datanya aku save di komputer ku (I save the data in my computer).

The example of congruent lexicalization arise when someone describe the way he save the data in his computer. In this example the fragments from each variety apparently have no internal grammatical cohesion as is expected in this type of code mixing.

4. Factors of Code mixing and code switching

There are 7 (seven) factors of why bilinguals switch or mix languages.¹⁶ There are :

a. Particular Topic

Sometimes, people not only talk about a particular topic in one language, but also sometimes they feel more comfortable to express their emotional feelings in a language that is not their daily language.

b. Quoting Sombody Else

Sometimes people quote saying or expression from famous figure. Those famous figures are mostly use code mixing and code switching. Then,

¹⁵ *Ibid*

¹⁶ Puguh Triestari, *Real Research in English and Applied Linguistics*, (Jakarta : Halaman Moeka, 2012), p. 428

nowadays Indonesian people are good at English, those saying or quotes from famous figures can be quoted intact in their original language.

c. Being Emphatic about Something

Usually, people who want to be emphatic about something, they will use language that is not their native tongue. They intentionally or unintentionally will switch from their first language to their second language.¹⁷

d. Interjection

Intentionally or unintentionally, language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector.

e. Repetition used for Clarification

Sometimes, to clarify or make listener more understand about bilingual's speech they can use both of the languages that they master saying in same utterance.

f. Intention of Clarifying the Speech Content for Interlocutor

When bilingual make conversation with another bilingual, there will be lot of code mixing and code switching occur. It means, the content of their speech run smoothly can be understood by the listener.

g. Expressing Group Identity

¹⁷ *Ibid*

Code mixing and code switching can also be used to express group identity. According to Barnett in Puguh, the way of communication of one community is different from other communities or people who are out of the community.¹⁸

There are many partly cover and inter-relations between the sets of factors, and some understanding of all those are necessary in order to understand why particular code switching patterns arise. The classification above provides a semblance of order within the huge range of factors that attach neither to the varieties themselves as linguistic entities, nor to cognitive/psycholinguistic factors that affect the individual. For example, the individual's competence in the relevant varieties is a product of their (reasonably permanent) psycholinguistic make-up: at the same time, it has sociolinguistic implications, as it is closely connected with factors such as age, network and identity.

5. Implementation Code Mixing and Code Switching in The Classroom

In English as Second Language (ESL) classrooms, the target language (TL) becomes both the goal and the means of competence. However, the existence of another language in the classroom example learners' and teachers' first language could significantly influence the verbal behavior of both groups leading to situations in which codes are switched and mixed.

¹⁸ *Ibid*

code mixing and code switching is available only to bilinguals and is a natural aspect of bilingual classroom interaction. Although in general, each is expected to manage class using English, teachers sometimes go back to first language to handle classroom issues.

Despite their effort to avoid it, both the teachers and the students appealed for a number of reasons". Illustrating this, Turnbull and Amett identify three macro-functional categories of code mixing and code switching in the second language (L2) classroom. According to them, teachers use the learners' mother tongue (L1) for pedagogical purposes, to keep social interaction with the students and to manage the classroom.

Supporting some of their functional categories, the learners LI (English) was used by teachers for classroom administrative / management purposes, to show solidarity or empathy, to help comprehension, to suggest a translation of a word or phrase and for grammar instruction. Teachers switch to first language when their knowledge is not enough to convey the proposed message and as a time saving device.

Code mixing and code switching as a pedagogical tool in the classroom, notices that teachers switch languages to help learners compare and contrast the two linguistic systems. Thus, it is evident that code mixing and code switching serves a number of purposes in the classroom.

6. Steps of the implementation Code switching & code mixing

There are steps of the implementation Code switching & code mixing as follows:

- a. The researcher ask the students to Pray before learning process
- b. The researcher Check the attendant list
- c. The researcher Ask the students condition
- d. The researcher Choose the appropriate with the material going to be taught.
- e. The researcher explaining about the material with Code switching & code mixing language.
- f. The researcher make some group in the class &give the topic in the group.
- g. The researcher dicussion about the topic with code switching & code mixing language.
- h. The researcher looking the cooperation in the group and help the studens if the students needed, and every group get different topic.
- i. All of member group presentation in front of the class wihitout book but the students can speak with code switching & code mixing.
- j. The students and the teacher make answer and question time.
- k. The studens and the teacher make conclusion and solution about the material.
- l. The researcher giving evaluation and closing the class.

7. Advantages & Disadvantage of Code Switching & Code Mixing

a. Advantages of Code Switching & Code Mixing

- 1) code switching & code mixing helps to improve class participation by inducing a relaxed class atmosphere that allows students to perform much better.
- 2) To get meaning of words and meaning of paragraph.
- 3) Students who are allowed to code switching & code mixing in the classroom are better able to convey their knowledge of subject matter to their classmates and teachers.
- 4) Code switching & code mixing as language transfer.
- 5) Code switching & code mixing as specifically regarding accuracy
- 6) Code switching & code mixing as flow of conversation
- 7) Code switching & code mixing as Language variation.¹⁹

b. Disadvantages of Code Switching & Code Mixing

- 1) If Code switching & code mixing is used too much, language learners may come to rely on Code switching & code mixing and “reduce the sense of necessity to speak (the target language).
- 2) Code switching & code mixing can have an adverse effect on a speaker’s accent in a language.
- 3) Tend to follow the dominant phonology of the language they speak.²⁰

¹⁹ Aimee K. Spice, *The Effects of Code-Mixing on Second Language Development*, (Cedarville University : DigitalCommons, 2018) p. 8 & 19

²⁰ *ibid*

C. Action Hypothesis

Based on the frame of theory, the writer formulates the action hypothesis as follow:

By the implementation of code switching & code mixing in English learning proces it can increase students speaking ability at eleventh grade of SMA Darul Arafah Bumiratu Nuban.

CHAPTER III RESEARCH METHOD

A. The Variable & Operational Definition of Variable

The object in this researcher include 2 variables, they are independent variable and dependent variable. Independent is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using clustering as a technique which can be defined as cluster, design or plan used for explaining or illustrating something in a general way. The two variables can be explained as follow:

1. Independent Variable (X)

The independent variable in this research is simulation method. 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 switching & code mixing as a method which can be defined as a tool to help students' speaking ability and their learning activity.

2. Dependent variable (Y)

The dependent variable of this research is the variable which is observe to determine the effect of the independent variable. Speaking ability as the dependent variable of someone that has to develop or practiced in a classroom. The indicators of speaking ability are:

Tabel 4
The indicator of speaking ability

Criteria	Rating Score	Indicator
Fluency	4	Generally natural delivery, only

		occasional halting when searching for appropriate words/expressions.
	3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The student speaks so little that no “fluent” speech can be said to occur.
Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
Vocabulary	4	Effective use of vocabulary for the task with few in appropriacies.
	3	For the most part effective use of vocabulary for the task with some examples of in appropriacy.
	2	Limited use of vocabulary with frequent in appropriacies.
	1	In appropriate and inadequate vocabulary.
Grammatical accuracy	4	Very few grammatical errors evident.
	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken and distorted by frequent errors.
	1	Unable to construct comprehensible sentences.
Interactional strategies	4	Interact effectively and readily participates and follows the discussion.
	3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.

	2	Interaction ineffective. Can seldom develop an interaction.
	1	Understanding and interaction minimal.

B. The Research Setting

This research is classroom action research (CAR) Classroom action research is one of the efforts to improve the teaching program quality. This research was conducted at the eleventh grade of SMA Darul Arafah Bumiratu Nuban, which is located in Bumiratu Nuban, Center Lampung. The writer chooses in eleventh class there are 20 students.

C. The Subject of the Research

This research is the Classroom Action Research (CAR) type, and the subjects of this research are the students of the eleventh grade SMA Darul Arafah Bumiratu Nuban. This class consists of 20 students.

The teacher taken one of her classes in which the students had a lower average score. Based on the teacher's experience during teaching and learning process in speaking subject, the teacher found problems such as incapability of the students in students speaking ability, well code switching & code mixing is the problem solution.

Table 5
Total Students of the Eleventh Grade
SMA Darul Arafah Bumiratu Nuban

No	Class	Gender		Total
		Male	Female	
1	XI	10	10	20

D. Research procedure

1. Classroom Action Research

The research is aimed to increase students speaking ability by Code switching & code mixing, so the writer using classroom action research. According to Anne Burns action research is part of broad movement that has been going on in education generally for some time.²¹ Action research involves taking a self reflective, critical, and systematic approach to exploring teaching context of teacher.

According to Yogesh Kumar Singh action research is a method to improving and modifying the working system of a classroom in school.²² It means that classroom action research is the action research which the aim is to solve the problem in teaching learning process in the class.

Based on the explanation above, it can be inferred that classroom action research is research or approach that is done together, with the instruction from the teacher in learning process and it can increase the quality of learning process. In the action research, the writer is concerned with using a systematic process in solving educational problems and making improvement.

In the Classroom Action Research, the writer would like to hold the research in two cycle. There are four steps in:

- a. Planning
- b. Acting

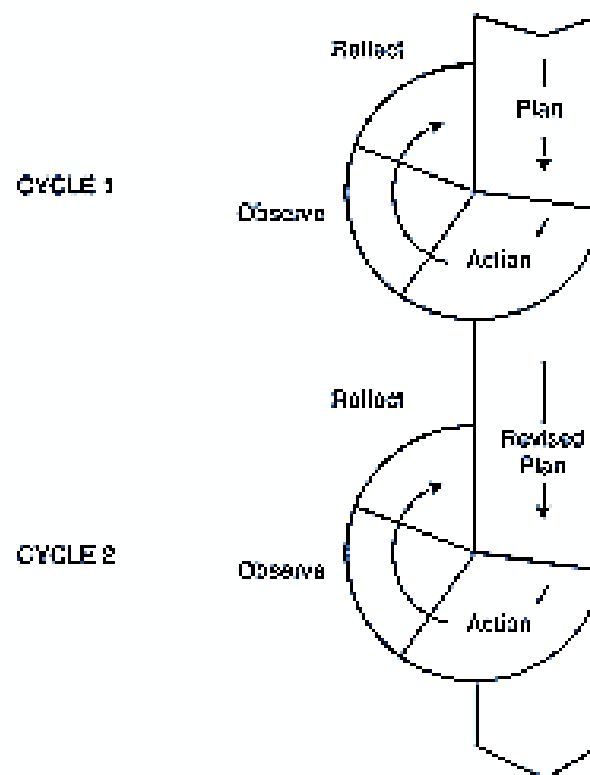
²¹ Anne Burns, *Doing Action Research in English Language : a guide for practitioners*, (New York : Routledge, 2009), p.2

²² Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi : New Age International, 2006), p. 261

- c. Observing
- d. reflecting.²³

Picture 3

The steps of classroom action research



Picture 1. The steps of classroom action research by Anne Burn model²⁴

2. Action plan

Based on Anne Burn, the steps of the research cover four phases in each cycle. They are the following :

a. Cycle I

1) Planning

²³ Anne Burn, *Doing Action Research...*, p. 4

²⁴ *ibid*

A planning is developed for taking action for gathering information and data in order to observe.²⁵ With the planning the step will run well. There are some steps that the writer for planning :

- 1) The researcher identifies the problem and find the problem solving.
- 2) The researcher make the material and teaching media that need in the teaching learning process, such as text book, laptop, etc.
- 3) The student learn English based on lesson plan.
- 4) The researcher making evaluate the students activity after teaching learning process.

2) Acting

The second step in the action research is acting. It is the implementation of the planning.²⁶ Without the action the planning just imagination that never can be real. In this step the writer as follows:

- 1) The researcher applies the lesson plan.
- 2) The researcher teach by using Code switching & Code mixing method.
- 3) The researcher explaind about the material with Code switching & code mixing language.
- 4) The researcher make some group in the class.
- 5) The researcher give the topic in the group.

²⁵ Donald Ary, Lucy Cheser Jacobs, et.al, *Introduction to Research in Education 8th edition*, (USA : Wadsworth, 2010), p. 519

²⁶ *Ibid.*

- 6) The students discussion about the topic with code switching & code mixing language.
- 7) Every group get different topic.
- 8) All of member group presentation in front of the class without book but the students can speak with code switching & code mixing.
- 9) The students and the teacher make question and answer time.
- 10) The students and the teacher make conclusion and solution about the material.
- 11) The researcher closing the class.

3) Observing

In this step, the writer analyze the data. Observing is the activity of write and action. In this research, the writer do in a learning process related to the schedule. The writer in teaching learning process is recorded by using note. The writer asking the English teacher become collaborator. The collaborator observes the student activities, in this researcher the writer act as a teacher who implemented the Code switching & code mixing Method in treatment. This is to know how far the students speaking ability using the Code switching & code mixing Method.

4) Reflecting

Reflecting is the last step in this process. The writers will analyze

and observe the test result during teaching learning process.²⁷ The researcher know the strength and weakness of action by reflecting. Reflection is used to analyze the results of observation and tests that are the basis for the next cycle of improvement.

b. Cycle 2

1) Planning

In the first step, before conducting the action in the next step, the writer will repair the problem found in cycle one. It will be explained as follow :

- a) The researcher analyze the reflection result to obtain the solving problem.
- b) The researcher revise and prepare the lesson plan based on the problem appears to the previous cycle including teaching procedure, media, and relevant material to be applied in acting step.
- c) The researcher rearrange observation format and also reforms the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

²⁷ Anne Bums, *Doing Action Research...*, p.8

2) Acting

The second step in action research. The implementation of the planning, In this step the writer acts as follows:

a) Pre-Activity

- (1) The teacher starts the lesson by greeting to the student.
- (2) The teacher and the student pray together
- (3) The teacher checks students' attendance
- (4) The teacher informs to the student about the competence, the indicator and the objectives that should be achieved.

b) While Teaching Process

- (1) The researcher apply the lesson plan
- (2) The researcher give explanation to the student to the material
- (3) The researcher use Code switching & Code mixing Method
- (4) The researcher explained about the material with Code switching & code mixing language.
- (5) The researcher make some group in the class.
- (6) The researcher give the topic in the group.
- (7) The students dicussion about the topic with code switching & code mixing language.
- (8) Every group get different topic.

(9) All of member group presentation in front of the class without book but the students can speak with code switching & code mixing.

(10) The students and the teacher make answer and question time.

(11) The students and the teacher make conclusion and solution about the material.

(12) The teacher closing the class.

c) Post activity

(1) The teacher does the treatment to the student.

(2) The researcher give the post test

(3) The researcher summaries the post test

(4) The researcher closes meeting.

3) Observing

The collaborator observe and collect the data when the learning process would be going In this step the collaborator observed the process of teaching leaning by using format observation, and the outline of observation in this step such as, student speaking ability in Code switching & code mixing Method, the teacher's participant and student's errors. The important things in teaching learning process were noted by observer.

4) Reflecting

The writer and collaborator correct and analyze the result of the action. By reflecting, the writer would know the strength and weakness of the action. The improvement can be seen if the average score of the post-test is higher than pre-test. Code switching & code mixing Method to improve the students' speaking ability in their learning activities.

E. Data Collection Method

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

1. Tests

Test is the sequence of questions or statement that is used to measurement skill, knowledge, intelligence, ability that have by individual or group. The material in pre-test or pos-test are different but have same difficulties. The type of the test is oral test. The test consists of pre-test and post-test.

a. Pre-test

Pre-test is given in the first meeting before doing treatment in order to know ability of the students before doing the action research.

b. Post-test

Post-test is given in the last meeting after doing treatments to find out whether the treatments give any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test.

2. Observation

Observation is the election modification, registration, and coding combination in behavior on organism situation that suitable with empires goals. The researcher used observation sheet. Observation sheet observed the students activities. The purpose of the observation is to explain the situation being investigated, activities, people, or individual are involved in data collecting strategy in wich the activities of subjects are visually examined.

3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others. The researcher use the method to get the data about the history of the school, total of teachers, offical employed and students at SMA Bumiratu Nuban.

4. Field Note

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

F. Research Instrument

1. Speaking Test

To student speaking ability of the eleventh grade of SMA Bumiratu Nuban, the researcher will apply some speaking tests that consist of pre-

test and pos-test. Both of the test are in form of asking the students to discuss and present about the topic on speaking subject.

Clue of the test :

- a. *hope and wish*
- b. *expression suggestion*
- c. *offering help or thing*
- d. *expression Opinion and response*

2. **Observation Sheet**

In order to observe their learning activity and each cycle, the researcher will use observation sheet. It deal whit learning activity such as:

- a. Interaction with classmate.
- b. Reaction to particular students, optimal productive pairs and group of the classroom are more vocal.
- c. Frequency of the student-initiated responses.
- d. Quality of teacher-elicited responses.

3. **Documentation**

Documentation a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes. The writer documentation to obtain the data about condition of students, the history of SMA Darul arafah Bumiratu Nuban, condition of the environment, the condition of teachers, staff and organizational stucture, and geographical condition school.

4. Field Note

Field note observation instrument in the form narration in which the observer provides the paper and record the activity related to practice in the classroom before and after doing the action. In this research, the wruter will use field note to record the student's activity during the learning process in narration form.

G. Data Analysis Method

Data analysis will be conducted by taking the average score of the pre-test and post-test. The writer chooses these scoring criteria since it is suitable to score speaking abiity. Then, to provide the students overall score.

To analysis of the study result the writer use the formula as follow²⁸:

$$M = \frac{\sum X}{N}$$

Note :

M : The average score

$\sum X$: Total of the score every cycle

N : Total of the students that follow the test.

Then the average score of the pre-test and post-test will compare to know whether the students get any progress the writer used the following formula:

²⁸ Donald, Ary. *Introduction to...* p.108

$$\mathbf{I} = \mathbf{M}_2 - \mathbf{M}_1$$

Note :

I : The increasing of students ability

M₂ : Oral of the average score of post- test

M₁ : The average score of pre-tes

Furthermore, to know the students achievement after the test, the writer will compare between pre test and post test. If 70% all of the students get score at least 75 in the post test, it means the implementation of code switching and code mixing can increase the student speaking ability. Then the result is matched by Minimum Standard Criteria (MSC) at the school at least 75. If the cycle 1, there are some students are not succesful so writer conduct cycle 2. The formula to figure out the presentage of the students who pass the MSC in each cycle as follow :

$$\mathbf{P} = \frac{\mathbf{F}}{\mathbf{N}} \times \mathbf{100\%}$$

P = Class presentage

F = Frequency

N = Number of student

H. Indicator of Success

The writer will compare between pre-test and post-test to know the result. The the writer using minimum standard criteria (MSC) at the school at least 75 as the filter of the result. If from the cycle 1, the reseacher find some students who have the score under minimum standard, the reseacher conducted cycle 2. The reseacher don't need continue to the next cycle if all of the students pass through the minimum standard criteria.

This research is called success if 70% of students who get 75 as minimums score and 70% students active in learning proces.

CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The Recount of Research Location

a. Brief History about the Establishment of SMA Darul Arafah Bumiratu Nuban

This research was conducted at SMA Darul Arafah Bumiratu Nuban, which was located at the Jl. Lintas Sumatera Bumi Ratu Nuban, central Lampung. SMA Darul Arafah Bumiratu Nuban was established on 2000 and has wide about 21.000m².

b. Profile of SMA Darul Arafah Bumiratu Nuban

School	: SMA Darul Arafah Bumiratu Nuban Batanghari
NPSN	: 10802002
Address	: Jl. Lintas Sumatera Bumi Ratu Nuban, central Lampung
Postal Code	: 34161
Email/ Website	: smadarularafah@yahoo.co.id
Wide	: 21.000 m ²
Telephone/HP/Fax	: 0813 – 6941 - 1013
Status	: Country
School Accreditation	: B

c. Vision and Mission of SMA Darul Arafah Bumiratu Nuban

1) Vision of SMA Darul Arafah Bumiratu Nuban

“Achieving in the academic and non-academic fields based on faith and piety”.

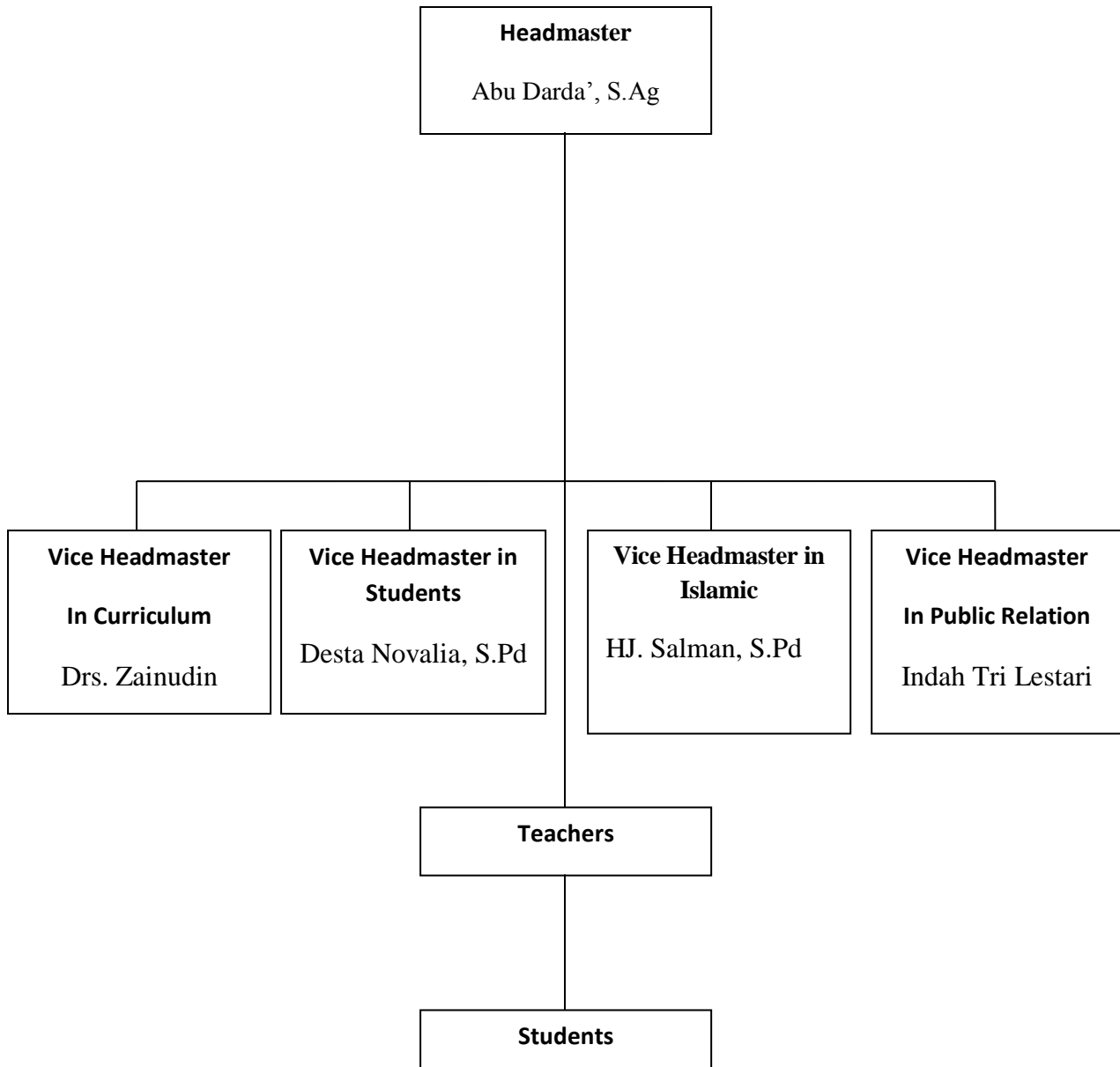
2) Mission of SMA Darul Arafah Bumiratu Nuban

- a) Carry out learning and guidance on a schedule, effective, and efficient.
- b) Increasing the professionalism of teachers and employees.
- c) Increasing the acquisition of national exam scores, national standard madrasah final exams and madrasah final exams every year.
- d) Improving the quality and quantity of facilities and infrastructure.
- e) Fostering the sense of pride from teacher, employees and students toward SMA Darul Arafah Bumiratu Nuban.
- f) Making students have a strong and obedient faith in worship.
- g) Helping students behave in Islamic ways.
- h) Growing confidence in students to behave in a discipline, honest and have noble character in accordance with the character of the nation’s culture.

d. Organization Structure of SMA Darul Arafah Bumiratu Nuban

Picture 4

The Organization Structure of SMA Darul Arafah Bumiratu Nuban



Source: Documentation of SMA Darul Arafah Bumiratu Nuban East Lampung in Academic Year 2019/2020

e. Condition of Teachers and Official Employees at SMA Darul Arafah Bumiratu

Nuban

The total of teachers and official employees in SMA Darul Arafah Bumiratu Nuban in academic year 2019/2020 that can be identified as followed:

Table 6
Condition of Teachers and Official Employees
in SMA Darul Arafah Bumiratu Nuban

No.	Name	Subject
1.	Abu Darda', S.Ag	Headmaster
2.	Desta Novalia, S.Pd	Vice Headmaster in Students
3.	HJ. Salman, S.Pd	Vice Headmaster in Islamic
4.	Indah Tri Lestari	Vice Headmaster in Public Relation
5.	Drs. Zainudin	Vice Headmaster in Curriculum
6.	Murbawan Sidiq	Biology Teacher
7.	Mutamar	Civics Teacher
8.	Nanang Irfanto	Physics Teacher
9.	Nur Ayuni	English Teacher
10.	Nurul Aini	Mathematics Teacher
11.	Purwati	Indonesian Language Teacher
12.	Sahman	History Teacher
13.	Siti Marfiah	Islamic Teacher
14.	Siti Zakiyah	Physics Teacher
15.	Sri Endah Cahyani	Fiqh Teacher
16.	Sri Lestari	Indonesian Language Teacher
17.	Dewi Aprilliana Wati	Art Teacher
18.	Tjitra Puspita Sari	English Teacher
19.	Yustikasari	Biology Teacher
20.	Zainuddin	Counselor Teacher

Source: Documentation of Data in SMA Darul Arafah Bumiratu Nuban 2019/2020

f. Facilities in SMA Darul Arafah Bumiratu Nuban

The facilities of SMA Darul Arafah Bumiratu Nuban have rooms division and building, there were:

Table 7
The Facilities in SMA Darul Arafah Bumiratu Nuban

No.	Facilities	Quantity	Condition
1.	Headmaster Room	1	Good
2.	Teacher Room	1	Good
3.	Administration Room	1	Good
4.	Classrooms	8	Good
5.	Computer Laboratory	1	Good
6.	Science Laboratory	1	Not Bad
7.	Language Laboratory	1	Good
8.	Multipurpose Hall	1	Good
9.	Mosque	1	Good
10.	Students' Toilet	3	Not Bad
11.	Teachers' Toilet	2	Good
12.	Library	1	Good

Source: Documentation of Data in SMA Darul Arafah Bumiratu Nuban 2019/2020.

g. Condition of Students in SMA Darul Arafah Bumiratu Nuban

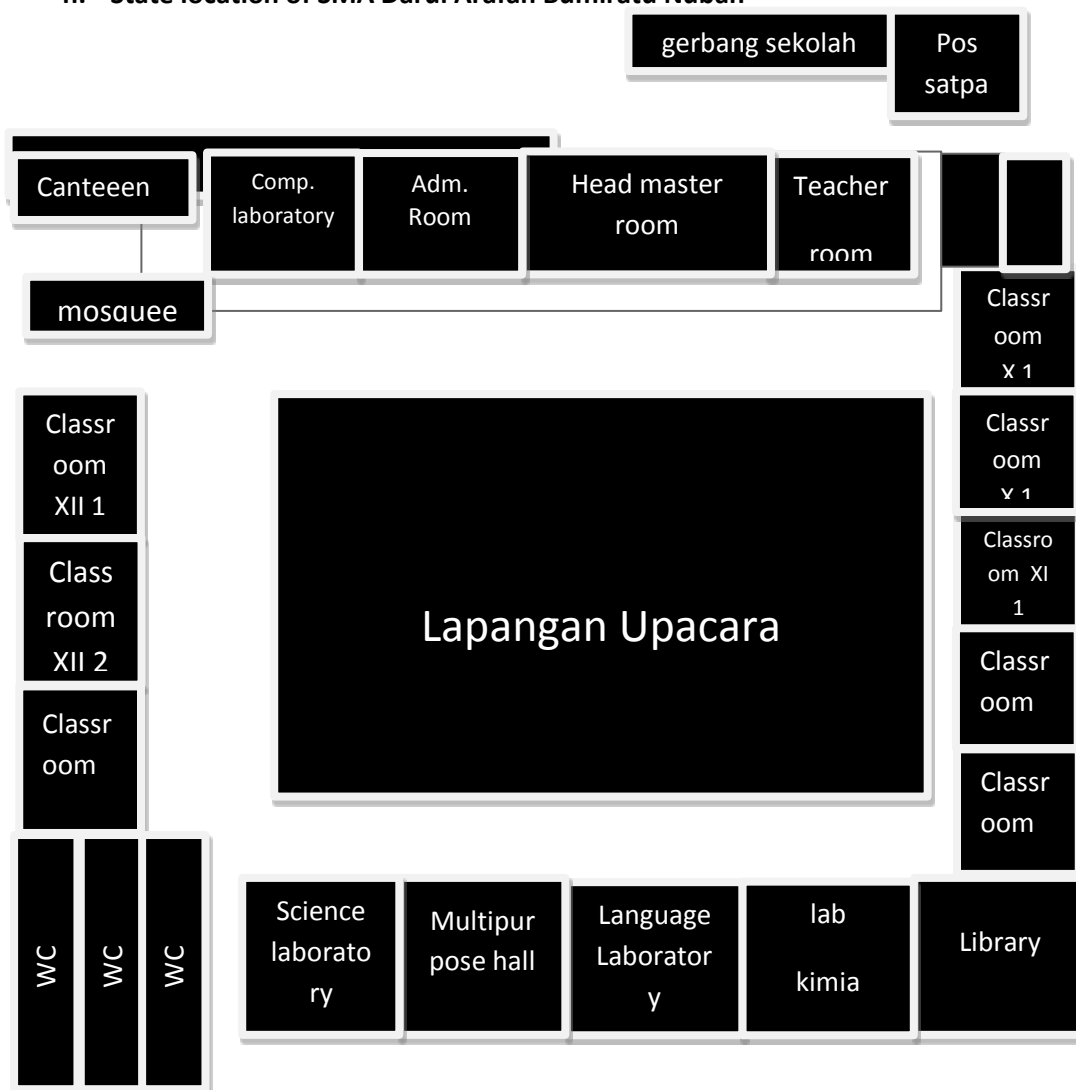
SMA Darul Arafah Bumiratu Nuban in academic year 2019/2020 consist of 104 person. There were X class consist of 44 students, XI class consist of 20 students, and XII class consist of 40 students.

Table 8
Condition of the Students in SMA Darul Arafah Bumiratu Nuban
in Academic Year 2019/2020

No.	Class	Sex		Total
		Male	Female	
1.	X	20	24	44
2.	XI	10	10	20
3.	XII	30	10	40
Total				104

Source: Documentation of Data in SMA Darul Arafah Bumiratu Nuban 2019/2020.

h. State location of SMA Darul Arafah Bumiratu Nuban



B. The Recount of Research Data

1. Action and Learning at Pre-Test

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in SMA Darul Arafah Bumiratu Nuban. It was conducted in two cycles. The researcher used Code mixing & Code switching to improve the students speaking ability.

In this research before the process of cycle one, the research conducted the pre test on Saturday, July 27th 2019. The researcher gave a pre-test for the students to see how far the students' speaking ability before the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the theme to the students describe. Then the result of pre-test could be seen on the table below:

Table 9

The Students' Pre-test Result of Speaking ability

No	Name	Score	Note
1	AI	60	Incomplete
2	AA	75	Complete
3	AY	55	Incomplete
4	DP	55	Incomplete
5	DW	60	Incomplete
6	EF	60	Incomplete
7	IY	75	Complete
8	NA	60	Incomplete
9	PT	50	Incomplete
10	RY	50	Incomplete
11	WW	65	Incomplete
12	AS	50	Incomplete
13	AK	55	Incomplete
14	AH	50	Incomplete
15	EV	60	Incomplete
16	PP	55	Incomplete
17	RA	55	Incomplete
18	SW	45	Incomplete
19	TE	60	Incomplete
20	YA	50	Incomplete
Total		1145	
Average		57,25	
High Score		75	
Low Score		45	

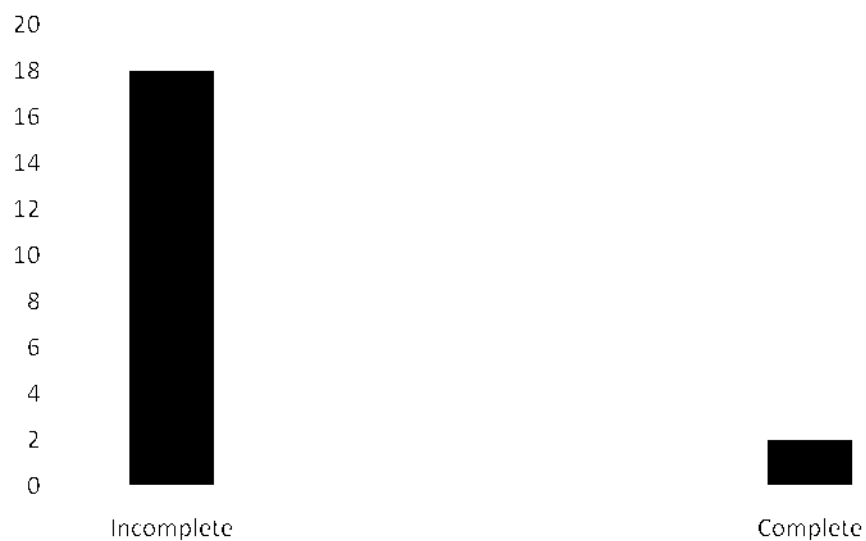
Source: The Result of Pre-test on July 27th 2019

Table 10
Percentage Students' Score of Pre-test of Speaking ability

No	Score	Frequency	Percentages	Category
1	>75	2	10%	Complete
2	<75	18	90%	Incomplete
Total		20	100%	

Source: *The Result of Pre-test on July 27th 2019*

Graphic 1
The Comparison of Students' Activity in Pre Test



Source: *The Result of Pre Test*

Based on table above, it can be seen just only 2 students were complete and 18 students were incomplete. while standard minimum for English lesson in SMA Darul Arafah Bumiratu Nuban is least 75. It was the reason why the researcher implemented the Code mixing & code switching to improve their speaking ability.

2. Action and Learning Activity in Cycle 1

a. The First Meeting

The first meeting was conducted on July 29th 2019, for 2x45 minutes.

The steps of learning activity at the first meeting as follows:

1) Planning

In this step, the researcher prepared the lesson plan, Smaterial and methode that would be used in teaching learning process. The material is hope & wish. The material included description and the example of hope & wish. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 11
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	July, 29 th 2019	09.30 – 1 0.55 a.m
2 nd	July, 30 th 2019	09.30 – 10.55 a.m

The first meeting was conducted on July 29th 2019, for 2x45 minutes. The meeting was started by praying, At the beginning of

teaching learning process, the researcher greeted students by saying “Assalamualaikum wr.wb and good afternoon” and all of students answered by saying “Walaikumsalam wr. Wb and good afternoon miss” . Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students’ effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students’ daily activity. After that, the researcher explained material about hope & wish with code mixing & code switching method .

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them “do you understand about hope & wish? Is there any question?” there was no comment of question from the students. Yes miss, the students answered. Then, the researcher asked students to discuss make dialog about hope & wish in pair and practice in front of the class.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when

learning process and some student difficult to make dialog and the student just have a little vocabulary.

After 2 x 45 minutes the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

3) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

b. The Second Meeting

The second meeting was conducted Monday, July, 30th 2019, for 2x45 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

- a) Preparing the material of suggestion.
- b) Preparing the lesson plan.
- c) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities

2) Acting

The second meeting was done on Monday, July, 30th 2019. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about suggestion. The

researcher asked the students to make dialog about suggestion in the pair. The students did it seriously and the student practice in front of the class. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 12
The Students' Post-test 1 Result of
Speaking ability in Cycle 1

No	Name	Score	Note
1	AI	65	Incomplete
2	AA	80	Complete
3	AY	75	Complete
4	DP	60	Incomplete
5	DW	65	Incomplete
6	EF	65	Incomplete
7	IY	80	Complete
8	NA	75	Complete
9	PT	75	Complete
10	RY	60	Incomplete
11	WW	70	Incomplete
12	AS	65	Incomplete
13	AK	75	Complete
14	AH	60	Incomplete
15	EV	75	Complete
16	PP	75	Complete
17	RA	65	Incomplete
18	SW	65	Incomplete
19	TE	75	Complete
20	YA	60	Incomplete
Total		1385	
Average		69,25	
High Score		80	
Low Score		60	

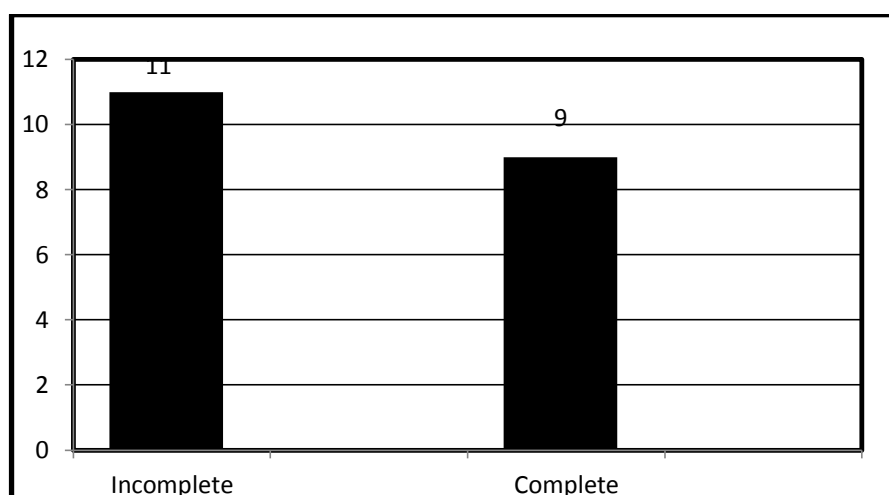
Source: The Result of Post-test on August, 5th 2019

Table 13
Frequency of Students' Score of Post test I of
Speaking ability

No	Score	Frequency	Percentages	Category
1	>75	9	45%	Complete
2	<75	11	55%	Incomplete
Total		20	100%	

Source: The Result of Post-test1 on August, 5th 2019

Graphic 2
The Comparision of Students' Complete in Post Test I



Source: The Result of Post Test I

Based on the data above, it can be seen that 9 students' got complete and 11 students' got incomplete. It was higher than the result of pre-test. The criterion of students' who got minimum score 75. Learning process is said success, when 70% got score above 75 and 70% students active in learning proces. The fact showed that the result was unsatisfactory.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 14
The Result of Students Activity in Cycle 1

No	Aspect Of The Research	Frequency	Percentage
1	Pay attention of the teacher's explanation	16	80%
2	Ask/answer the question from the teacher	4	20%
3	The students able do the task	20	100%
4	The students perform in front of the class	20	100%
5.	Active in teaching learning	4	20%
Total students		20	
Total			320%
Average			64%

From table above, it was revealed that there were 16 students (80%) who paid attention to the teacher explanation, 4 students (20%) ask/answer question from the teacher, 20 students (100%) doing the task ,20 students(100%) perform in front of the class,and 4 studens (20%) active in teaching learning. The average from the cycle 1 was 64%.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some student made noisy and still confuse with the material was given and the students just have a little vocabulary.

4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

After the researchers held a pre-test and post-test 1 researchers get students who have not met the indicator, therefore researchers will continue to cycle 2.

Table 15

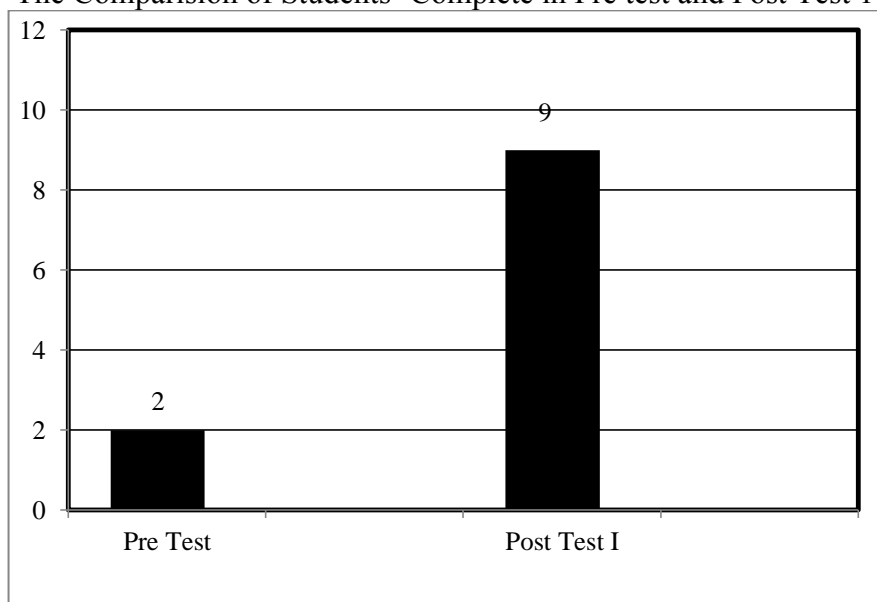
The Comparision of Students' Complete in Pre test and Post Test 1

No	Score	Frequency	Percentages	Category
1	Pre test	2	10%	Complete
2	Post test 1	9	45%	Complete

Source: The Result of pre test and Post-test1

Graphic 3

The Comparision of Students' Complete in Pre test and Post Test 1



Source: The result Complete of Pre test and Post Test 1

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

3. Action and Learning Activity in Cycle 2

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. The First Meeting

1) Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and methode that would be used in teaching learning process. The material was offering help. The teacher will be explain about the material with code mixing & code switching to make student understand about materi and have lot of vocabulary to make students easy while the teacher ask students to make dialog in their pair.

2) Acting

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on August 6th 2019. At the beginning of the class,

the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were is low vocabulary and confused to imagination. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again about the materi. Then, the researcher gave an example of offering help.

The students looked very enthusiastic in the class. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 45 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about offering help with code mixing & code switching method.

b. The Second Meeting

1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

2) Acting

The second meeting was done on August, 12th 2019. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list.

The researcher reviewed explanations the material about opinion with code mixing & code switching.

After that, the researcher gave pos-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 16
Table of the Result Score of Students' Speaking ability Cycle II

No	Name	Score	Note
1	AI	75	Complete
2	AA	85	Complete
3	AY	80	Complete
4	DP	75	Complete
5	DW	70	Incomplete
6	EF	75	Complete
7	IY	80	Complete
8	NA	80	Complete
9	PT	80	Complete
10	RY	75	Complete
11	WW	75	Complete
12	AS	75	Complete
13	AK	80	Complete
14	AH	75	Complete
15	EV	75	Complete
16	PP	75	Complete
17	RA	80	Complete
18	SW	75	Complete
19	TE	80	Complete
20	YA	80	Complete
Total		1545	
Average		77,25	
High Score		85	
Low Score		70	

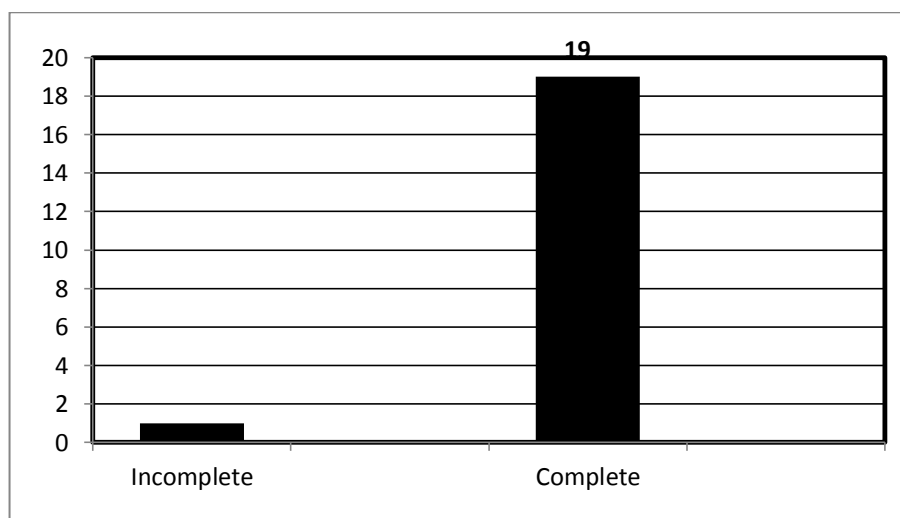
Source: The Result of Post test on August, 13th 2019

Table 17
Percentage Students' Score of Pos-test in Cycle II

No	Score	Frequency	Percentages	Category
4	>75	19	95%	Complete
5	<75	1	5%	Incomplete
Total		20	100%	

Source: The Result of Post-test on August, 13th 2019

Graphic 4
The Comparison of Students' Complete in Post Test II



Source: The Result of Post Test II

The table above is the result of students' score at post test 2. It can be seen that there was an improving from the score of post test 1 and post test 2. There were 5% got incomplete score and 95% got complete score. The lowest score was 70 and the highest score was 85 and the average score was 77,25. The average on post-test 1 was 68,75. It means that there was an improving from post-test 1 and post-test 2.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 18
The Result of Students Activity in Cycle II

No	Aspect Of The Research	Frequency	Percentage
1	Pay attention of the teacher's explanation	18	90%
2	Ask/answer the question from the teacher	15	75%
3	The students able do the task	20	100%
4	The students perform in front of the class	20	100%
5	Active in teaching learning	19	95%
Total			460%
Average			92%

From table above, it was revealed that there were 18 students (9%) who paid attention to the teacher explanation, 15 students (75%) ask/answer question from the teacher, 20 students (100%) doing the task , 20 students(100%) students perform in front of the class, and 19 students (95%) active in teaching learning. The average from the cycle 2 was 88%.

Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 64% to be 88%, it could be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Reflecting

The result of cycle II is better than cycle I, it happened because the student was easy to think aloud in their mind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I in the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Code Mixing & Code switching. The teacher more explain about the materi it makes the student understand about it. And their speaking ability were increasing.

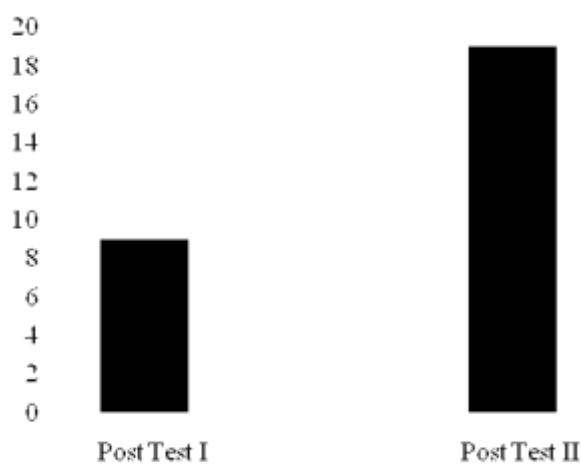
Table 19
The Comparison of Students' Complete in post tes I & post test II

No	Score	Frequency	Percentages	Category
1	Post test 1	9	45%	Complete
2	Post test 2	19	95%	Complete

Source: The Result of Post-test 1 and post test 2.

Graphic 5

The Comparison of Students' Complete in post test I and post test II



Source: The Result of Cycle I and Cycle II

Because the students already meet the indicators of cycle I and cycle II. So researcher did not proceed to Cycle III.

C. Interpretation

1. The Result of Pre Test

To see the students' speaking ability before implementing the treatment, the researcher conducted the pre-test. It carried out on Friday, July, 29th 2019

Based on the result of the students' pre-test, just 2 (10%) students passed The Standard Minimum Criteria that was 75. In pre-test, the researcher found the students' problem such as they still confused to write down the idea. The problem could be seen by the students' score in pre-test. There were 20 students who got score less than 75. It showed that the result of students' speaking ability was still low. So, it needs improvement by using Code Mixing & Code switching method .

2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average score is low. Nevertheless, there was an improvement score of the students post test 1 than pre-test score. This is the illustration score in cycle I.

Table 20
The Result Score of Students' Pre-test and Post-test cycle 1

No	Student's Code	Students Result			Category
		Pre test	Post test 1	Increase	
1	AI	60	65	5	Increase
2	AA	75	80	5	Increase

3	AY	55	75	20	Increase
4	DP	55	60	10	Increase
5	DW	60	65	10	Increase
6	EF	60	65	5	Increase
7	IY	75	80	5	Increase
8	NA	60	75	15	Increase
9	PT	50	75	25	Increase
10	RY	50	60	10	Increase
11	WW	65	70	5	Increase
12	AS	50	65	15	Increase
13	AK	55	75	20	Increase
14	AH	50	60	10	Increase
15	EV	60	75	15	Increase
16	PP	55	75	20	Increase
17	RA	55	65	10	Increase
18	SW	45	65	20	Increase
19	TE	60	75	15	Increase
20	YA	50	60	10	Increase
Total		1145	1385		
Average		57,25	69,25		

Table 21
Comparison of Pre-test and Post-test

Score	Pre-Test	Post Test 1	Implementation
>75	2	9	Complete
<75	18	11	Incomplete

Source: The Result of Students Complete in Pre test and Post test

In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average score of pre-test and post-test 1 above, it can be seen that there was an improving of students' Speaking ability. The average score in pre-test is 57,25 improved to 69,25 in post test 1, so there is an improving 12 points.

3. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students score was improve significantly and the condition in the class conducive.

Table 22
The Result Score of Students' Post test 1 and Post-test II

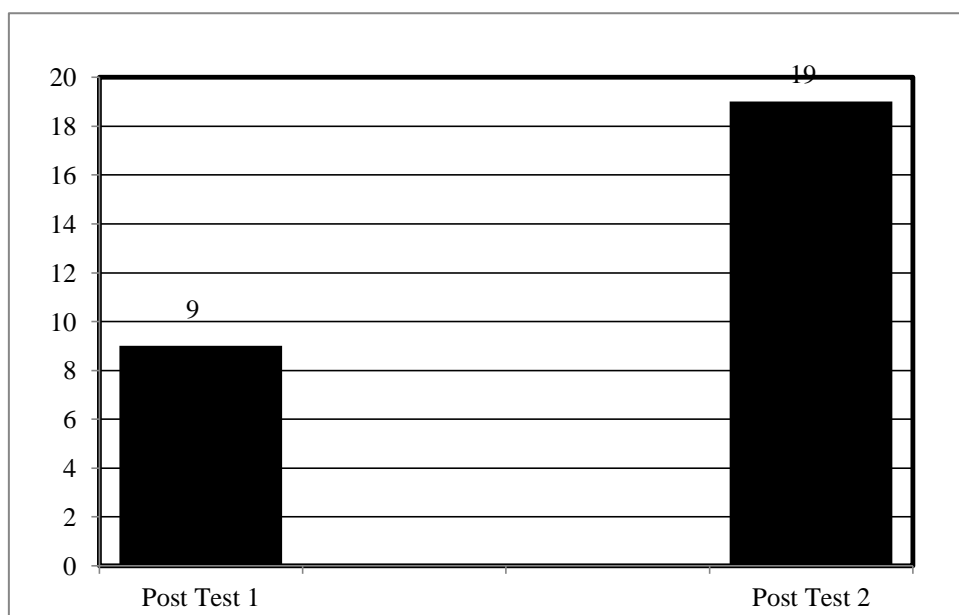
No	Student's Code	Students Result			Category
		Post test 1	Post test 2	Increase	
1	AI	65	75	10	Increase
2	AA	80	85	5	Increase
3	AY	75	80	5	Increase
4	DP	60	75	15	Increase
5	DW	65	70	5	Increase
6	EF	65	75	10	Increase
7	IY	80	80	10	Increase
8	NA	75	80	5	Increase
9	PT	75	80	5	Increase
10	RY	60	75	10	Increase
11	WW	70	75	5	Increase
12	AS	65	75	10	Increase
13	AK	75	80	5	Increase
14	AH	60	75	15	Increase
15	EV	75	75	0	Constant
16	PP	75	75	0	Constant
17	RA	65	80	15	Increase
18	SW	65	75	10	Increase
19	TE	75	80	5	Increase
20	YA	60	80	10	Increase
Total		1385	1545		
Average		69,25	77,25		

Source: The Result of Post test 1 and Post test 2

Table 23
Comparison of Post-test 1 and Post-test 2

Score	Post Test 1	Post Test 2	Implementation
>75	9	19	Complete
<75	11	1	Incomplete

Graphic 6
The Quantity of Students' Complete on Post-test I and Post-test II



Source: The Result of Post test I and Post test I

a. The Result of Students' Score Pre-test, Pos test I and Post test II

Never Thales, there is an improvescore of the students' post test I than pre-test. At the cycle II, the improve of post test II better than post test I. This is the illusion score of them.

Table 24
The Result Score of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	AI	60	65	75	Increase
2	AA	75	80	85	Increase
3	AY	55	75	80	Increase
4	DP	55	60	75	Increase
5	DW	60	65	70	Increase
6	EF	60	65	75	Increase
7	IY	75	80	80	Increase
8	NA	60	75	80	Increase
9	PT	50	75	80	Increase
10	RY	50	60	75	Increase

11	WW	65	70	75	Increase
12	AS	50	65	75	Increase
13	AK	55	75	80	Increase
14	AH	50	60	75	Increase
15	EV	60	75	75	Increase
16	PP	55	75	75	Increase
17	RA	55	65	80	Increase
18	SW	45	65	75	Increase
19	TE	60	75	80	Increase
20	YA	50	60	80	Increase
Total		1145	1385	1545	1545
Average		57,25	69,25	77,25	77,25

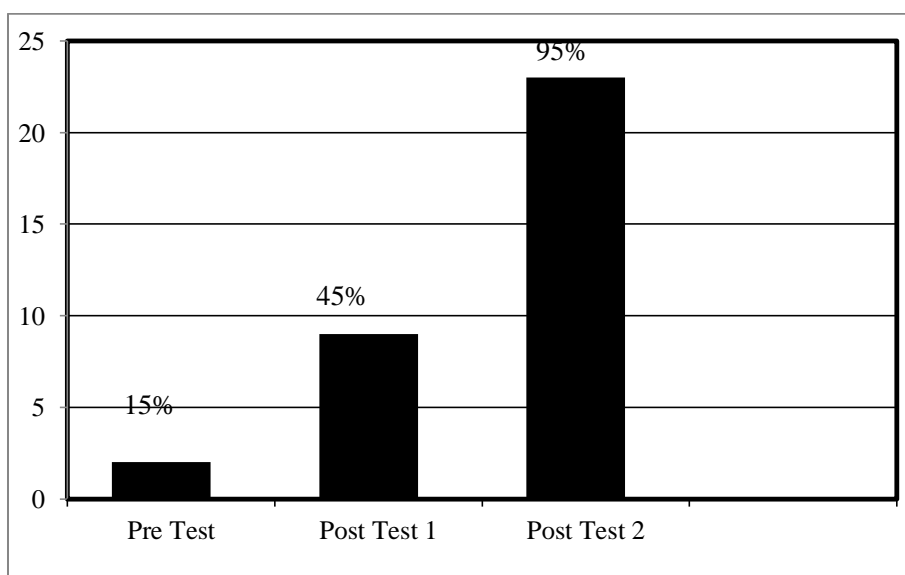
Source: The Result of Pre test, Post test I and Post test II

Table 25
Comparison of Pre-test and Post-test 1 and Post test 2

Score	Pre-Test	Post Test 1	Post Test 2	Implementation
>75	2	9	23	Complete
<75	18	11	1	Incomplete

Graphic 7

The Quantity of the Complete of The Students' Score at Pre test Post test Cycle I and Post test Cycle II



Source: The Result of Pretest, Post test I and Post test II

4. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

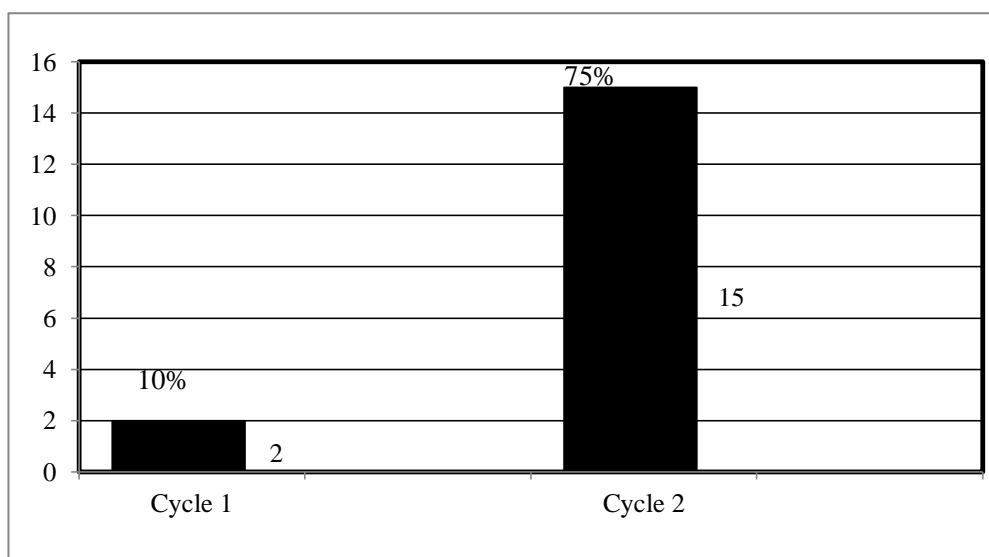
Table 26
The Result of The Students' Activity in Cycle I & II

No	Name	Cycle 1	Cycle II	Category
1	AI	4	5	Increase
2	AA	3	5	Increase
3	AY	3	5	Increase
4	DP	3	5	Increase
5	DW	3	5	Increase
6	EF	2	5	Increase
7	IY	5	5	Constant
8	NA	3	4	Increase
9	PT	3	5	Increase
10	RY	4	5	Increase
11	WW	3	4	Increase
12	AS	3	5	Increase
13	AK	5	5	Constant
14	AH	2	4	Increase
15	EV	3	3	Constant
16	PP	3	5	Increase
17	RA	3	5	Increase
18	SW	2	5	Increase
19	TE	3	5	Increase
20	YA	3	4	Increase
Total		63	94	
Average		3,15	4,7	

Table 27
Percentage Students' Activity in Cycle I & II

Score	Cycle 1	Cycle 2	Implementation
5	2	15	Active
<5	18	5	Inactive

Graphic 8
The Comparison of Percentage Students' Activity in Cycle I and Cycle II



Source: The Result of the Students' Activity in Cycle I & II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using the method. It means that Code mixing & code switching had positive effect to improve the teaching learning process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum score 75. Based on the result of this research was known that more than 70% from the students got minimum score 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Discussion

There were some problems based on pre survey in teaching speaking at the eleventh grade of SMA Darul Arafah Bumiratu Nuban, such as some students' difficulties to put the ideas down. Then researcher chose Code mixing & code switching to improve the students' speaking ability.

Based on the explanation of cycle I and cycle II, it could be inferential that the use of Code mixing & code switching could increase the students' speaking ability. There was a progress in average score from pre-test was 57,25, post-test I was 69,25 and become 77,25 in post-test II. It could be seen that there was an increase on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

The researcher chose this method because are the effective to increasing students speaking ability. Using this method made students felt that studying is more interesting and the result is that their score increased and make student understand about the material. Based on the discussion above, it can be concluded that by using code mixing & code switching method, the student felt more attracted to study and to understand about the material. It is shown in their learning result which are increase well while using Code mixing & code switching in the learning process from cycle 1 up to cycle 2 and the teacher can make this method in teaching and learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

Using Code mixing & code switching as the method especially in English subject was very effective to increase the student speaking ability of eleventh graders in SMA Darul Arafah Bumiratu Nuban. Even though in cycle 1 the students' got enough score but the cycle 2 most of student could achieve the target of succes in this research.

Based on the explanation of cycle 1 and cycle 2, it could be concluded that the use of Code mixing & code switching could increase students' speaking ability. There was a progress based on their average score in the pre test until post test in cycle II. It could be seen that there was an effective progress from pre tset, post test 1, and post test 2. The amount of score improvement from post test 1 to post test 2 was 8 point.

In increasing the students' speaking ability, the researcher used Code mixing & code switching as method to train the students' speaking ability and made the students more understand with the material in speaking also interested in learning english. Because Code mixing & code switching made students more attracted to study and understand about the material.

Furthermore, it can be inferred from the discussion above that by using code mixing & code switching, the students had an improvement in speaking

ability. The students felt easier better than before. It is proven in their learning result, which was showed a significant improvement from pre test until cycle 2.

B. Suggestion

Based on the results of research conducted and conclusions obtained, the researcher would like to suggest as follow:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result.
2. The English Teacher are suggested to use Code mixing & code switching in order to improve the students speaking ability in learning process.
3. The principle is supposed to give more motivation to the students in order to the students can be more excite in English learning.

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SILABUS

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Menyukai kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak/mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan 	2 x 2jp	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran / majalah berbahasa Inggris Sumber dari internet:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>an dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks pengguna</p>	<p>interpersonal dengan guru, teman, dan orang lain</p> <ul style="list-style-type: none"> • Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya <p><i>Ungkapan</i></p> <p>Saran dan tawaran:</p> <p><i>Why don't you...</i></p> <p><i>What about ...?</i></p> <p><i>You should ...</i></p> <p><i>You can ...</i></p> <p><i>Do you</i></p>	<ul style="list-style-type: none"> • Siswa belajar mengambil giliran dalam melakukan tindak komunikasi <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> - Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan untuk 	<p>tawaran dan responnya</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan 		<ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>aannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>need</i>?</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi,</p> <p>(2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<p>menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan.</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan 	<p>tawaran serta responnya</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. <ul style="list-style-type: none"> • Siswa membuat 'learning journal' 			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional 2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi	Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya <i>Fungsi Sosial</i> <ul style="list-style-type: none"> • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <i>Ungkapan</i> menyatakan	Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian 	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran / majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/file/ae/resource/files - http://earne

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>si transaksi onal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan</p>	<p>n pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose.</i></p> <p>..</p> <p><i>In my opinion</i></p> <p>...</p> <p>Unsur Kebahasaan</p> <p>Ucapan, tekanan kata, intonasi</p>	<p>bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). 	<p>n</p> <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyak 		<p>english.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.			<p>an pendapat atau pikiran ketika muncul kesempatan.</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris	Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya	Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa • Siswa mengikuti interaksi harapan dan 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan 	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran / majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sebagai bahasa pengantar komunikasi Internasional</p> <p>2.1. Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks</p>	<p><i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p><i>Ungkapan:</i> harapan dan doa</p> <p>- <i>I hope</i></p> <p>- <i>I wish you all the best. Thank you.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>doa</p> <ul style="list-style-type: none"> Siswa menirukan model interaksi harapan dan doa Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. 	<p>doa</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa 		<p>hasa Inggris</p> <ul style="list-style-type: none"> Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/file/ae/resources/files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya</p> <p>4.3</p> <p>Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>		<ul style="list-style-type: none"> Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>). 	<p>bersayap</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			melaksanakan komunikasi		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p><i>Fungsi Sosial</i></p> <p>Menjagah ubungan transaksi sosial dengan orang lain</p> <p><i>Struktur</i></p> <p><i>Salutation</i></p> <ul style="list-style-type: none"> - <i>Will/ Could you come with me to the exhibition?</i> - <i>Is it possible for you to attend my birthday party?</i> <p><i>Closing</i></p> <p>Unsur</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). • Siswa berlatih menentukan gagasan utama, dan informasi rinci • Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi • Ketepatan dan kesesuaian 	3 x 2 JP	<ul style="list-style-type: none"> • Berbagai undangan dalam bahasa Inggris • CD/ Audio/ VCD • Koran / majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resources/ce_files - http://earneenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>I</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar</p>	<p>kebahasaan:</p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(4) Layout</p> <p>(5) Rujukan kata</p>	<ul style="list-style-type: none"> Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. Siswa menyunting undang yang diambil dari berbagai sumber Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok 	<p>menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi</p> <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. 		<p>british council.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan sesuai konteks.</p> <p>4.6 Menyusun teks tulisan undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat klipring undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan teman sejawat 	<ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam penyampaian dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			dan latihan. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta	<i>suggestion</i> Fungsi Sosial Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis Memberi informasi kepada teman Struktur Date <i>Salutation:</i> <i>Dear</i> <i>Opening paragraph:</i> <i>Greetings dan mengabarkan keadaan</i>	Mengamati <ul style="list-style-type: none"> Siswa yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Siswa berlatih menentukan gagasan utama, dan informasi rinci Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan 	Kriteria penilaian: <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi Tingkat kelengkapan dan keruntutan struktur teks surat Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian Cara Penilaian:	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_file - http://earneenglish.british

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks pengunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur</p>	<p><i>sekarang dan apa yang sedang dilakukan</i></p> <p><i>Content:</i> Mengabarkan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i> Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempres 	<ul style="list-style-type: none"> - Fungsi Sosial; - Struktur - Unsur kebahasaan yang digunakan dalam surat pribadi. <ul style="list-style-type: none"> • Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial 	<p>Pengamatan (observasi)</p> <ul style="list-style-type: none"> • Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang 		<p>council.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks, dan unsur kebahasaan yang benar dan sesuai konteks	entasikan secara lisan <ul style="list-style-type: none"> • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	dan unsur kebahasaan yang disampaikan dalam surat pribadi Komunikasi <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru 	mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang	teks prosedur berbentuk manual dan kiat-kiat (tips) <i>Tujuan komunikasi</i> : menyelesaikan pekerjaan, secara lengkap dan urut. <i>Struktur</i> menyebutkan	Mengamati <ul style="list-style-type: none"> • Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan Mempertanyakan <ul style="list-style-type: none"> • Dengan pertanyaan 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, 	4 x 2 JP	<ul style="list-style-type: none"> • Manual dari berbagai produk • CD/ Audio/ VCD • Koran / majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks pengguna</p>	<p>teks bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> • simple present tense • imperative, • Nomor yang menyatakan urutan • kata keterangan • ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang 	<p>pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari 	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/penyampaian <p>Pengamatan (observations) Tujuan untuk memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman 		<ul style="list-style-type: none"> • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/file/ae/resource_file_s - http://earneenglish.council.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>aannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>jelas dan rapi.</p>	<p>guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>monolog teks prosedur berbentuk manual dan tips</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Menyukuri kesempatan</p>	<p>Tindakan/kegiatan/kejadian tanpa</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat Passive, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi 	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio / VCD • Koran /

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>an dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi</p>	<p>perlu menyebutkan pelaku (Passive Voice) <i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya</p> <p><i>Struktur Teks</i> Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur kebahasaan</i></p>	<p>dalam berbagai konteks.</p> <ul style="list-style-type: none"> Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p>	<p>sosial</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung 		<p>majalah berbahasa Inggris</p> <ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources/files http://earneenglish.britishecouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa</p>	<p><i>n</i></p> <ul style="list-style-type: none"> • Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. • tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <p><i>Topik</i></p> <p>Berbagai hal terkait dengan kejadian/kegiatan/tindakan ilmiah yang tanpa perlu melibatkan</p>	<p>a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.</p> <p>MENGASOSIASI</p> <ul style="list-style-type: none"> • Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. • Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. <p>KOMUNIKASI</p> <ul style="list-style-type: none"> • Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive • Siswa menuliskan permasalahan dalam menggunakan bahasa 	<p>ng jawab dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perlu menyebutkan pelaku yang dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>n pelaku</p>	<p>Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.</p>	<p>lainnya</p>		
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat</p>	<p>Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Conditional Sentence <i>Fungsi Sosial</i> Menyatakan dan menanyakan tentang</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/</p>	<p>pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <ul style="list-style-type: none"> - <i>If teenagers eat too much fast food, they can easily become overweight.</i> - <i>If you exercise regularly, you will get the benefit physically and mentally</i> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> - <i>If</i> Clauses dalam simple 	<ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ 	<ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If</i> 		<p>americanenglish.state.gov/files/ae/resource/files</p> <p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kejadian/ peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12</p> <p>Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasa</p>	<p>present</p> <p>- Main Clause dengan modals can/ will</p> <p><i>Topik:</i> Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa di waktu yang akan datang</p>	<p>peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. 	<p><i>clause</i></p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
an yang benar dan sesuai konteks					
<p>1.1 Menyukai kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</p>	<p>Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam,</p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> - Mengamati alam - Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam <p><i>Struktur</i></p> <ul style="list-style-type: none"> - Klasifik 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan,</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p>	4 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio / VCD • Koran / majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource/files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan</p>	<p>asi Umum tentang binatang/ benda yang ditulis, e.g. Slowloris is a mammal. It is found in ... It is a nocturnal animal. It is very small with</p> <p>- Penggambaran mengenai bagian, sifat dan tingkah lakunya</p> <p><i>Unsur kebahasaan</i></p> <p>- Simple Present</p>	<p>struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. 	<ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman 		

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konteks pembelajaran di pelajaran lain di Kelas XI 4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulisan, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	<ul style="list-style-type: none"> - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata 	<ul style="list-style-type: none"> • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Menyukuri kesempatan	3.1 Mener	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan 	Kriteria penilaian:	4 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio / VCD

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<p>an dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>apka n fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatk an tindakan mem berid an mem inta infor masi terkait sara n dan tawa</p>	<p>guru, teman, dan orang lain.</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.</p> 	<ul style="list-style-type: none"> • Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi saran dan tawaran dengan ucapan dan tekanan kata yang benar • Menanyakan hal-hal yang tidak diketahui atau yang berbeda • Menentukan modal yang tepat untuk 		<ul style="list-style-type: none"> • Koran / majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource/files - http://learnenglishbritishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>an dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>ran, SUGGESTION sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)</p>		<p>diisikan ke dalam kalimat-kalimat rumpang</p> <ul style="list-style-type: none"> • Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas • Melakukan pengamatan di lingkungan sekolah dan sekita 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>nyau untuk membuat serangkaian saran dan tawaran untuk memperbaiki</p> <ul style="list-style-type: none"> Melakukan refleksi tentang proses dan hasil belajarnya membaca 		
<p>3.1</p> <p>Men erapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi</p>	<p>4.1</p> <p>M enyusun teks interaksi trans aksional, lisan dan tulis, pendek</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari teks biografi yang 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari intern

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<p>si interpretasi lisan dan tulisan yang melibatkan tindakan menawarkan jasa, serta menanggapi, sesuai dengan konteks penggunaan. (Perhatikan unsur kebahasaan <i>May I help you?</i>, <i>What can I do for you?</i> <i>What if...?</i>)</p>	<p>dan sederhana, yang melibatkan tindakan memberikan dan meminta saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>dipelajari.</p> <ul style="list-style-type: none"> Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text biografi dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks biografi sederhana Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi 	<p>kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan 		<p>et:</p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources http://earneenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	yang benar dan sesuai konteks	<p>sosial, struktur, dan unsur kebahasaan dengan runtut</p> <ul style="list-style-type: none"> Siswa membacakan teks biografi kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari 	<p>kesesuaian menggunakan strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa membuat 'learning journal' 			
<p>4.1</p> <p>Menyusun teks interaksi interpersonal lisan dan tulisan sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ejaan dan tulisan tangan dan cetak yang jelas dan 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan lagu yang diperdengarkan Siswa menirukan model secara terbimbing. Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari Siswa membacakan teks lagu dengan 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan Perilaku tanggung jawab, peduli, kerjasama dan cinta damai Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian dalam 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio / VCD Koran /Majalah berbahasa Inggris Buku lagu bahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailylenglish.com http://americanenglish.state.gov/files/aresource_file

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan yang benar dan sesuai konteks</p>	<p>rapi.</p> <ul style="list-style-type: none"> • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>pengucapan dan tekanan kata yang tepat</p> <ul style="list-style-type: none"> • Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin • Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. • Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>pengucapan dan penyalinan lirik lagu</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan • penilaian sejawat, berupa komentar atau cara penilaian lainnya 		<p>es</p>

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA DARUL ARAFAH BUMIRATU NUBAN
 Mata Pelajaran : Bahasa Inggris / *hope & wish*
 Kelas/Semester : XI (Eleventh)
 Aspek/Skill : Speaking (Berbicara)
 Alokasi Waktu : Pertemuan (2 JP)

A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, 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.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai	1.1 Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya 1.2 Tingkat kelengkapan dan keruntutan struktur teks

dengan konteks penggunaannya	memberi saran dan tawaran dan responnya 1.3 Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi
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C. Tujuan Pembelajaran

1. Peserta didik dapat berbicara di depan kelas menggunakan code mixing or code switching.
2. Peserta didik dapat melakukan berbagai tindakan tutur wacana lisan interpersonal/ transaksional.
3. Peserta didik dapat mengucapkan kalimat berbahasa inggris dengan percaya diri tanpa takut salah.

D. Materi pembelajaran

Fungsi sosial :

Menjaga hubungan interpersonal dengan guru dan teman.

Struktur teks :

Ungkapan kalimat – kalimat dengan pencampuran dua bahasa yaitu bahasa inggris dan bahasa Indonesia.

Unsur kebahasaan :

1. Kosa kata dan tata bahasa kamus
2. Ucapan, tekanan kata dan intonasi
3. Ejaan dan tata baca
4. Tulisan tangan

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran.

E. Metode pembelajaran

1. Code Mixing & Code switching

F. Media, Alat dan Sumber pembelajaran

1. Media
buku ajar.
2. Alat
Realita benda, spidol, papan tulis.

G. Langkah-langkah kegiatan pembelajaran

PERTEMUAN

Pendahuluan (10 Menit) :

1. Guru memasuki kelas dan memberikan salam (greeting)
2. Berdoa untuk mengawali pembelajaran.(Nilai yang ditanamkan: santun dan peduli)
3. Guru Mengecek kehadiran siswa. (Nilai yang ditanamkan disiplin dan rajin)
4. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.
5. Guru memberikan motivasi kepada siswa tentang penting nya belajar bahasa inggris.

Kegiatan inti (40 menit)

1. Guru memberikan penjelasan tentang ungkapan harapan dan doa (hope & wish) dengan menggunakan pencampuran dua bahasa (Code mixing & Code switching).
2. Guru memberikan contoh tentang ungkapan harapan dan doa (hope & wish).
3. Guru meminta siswa untuk membuat beberapa grup dan siswa melakukan diskusi membuat percakapan yang berkaitan dengan ungkapan harapan dan doa (hope & wish).
4. Guru meminta setiap grup untuk mempresentasikan hasil diskusinya dengan menggunakan bahasa inggris atau menggunakan pencampuran dua bahasa (Code mixing & Code switching).
5. Setelah semua presentasi guru dan siswa melaksanakan kegiatan tanya jawab berkaitan dengan materi yang di bahas menggunakan pencampuran dua bahasa (Code mixing & Code switching).

- Guru dan siswa membuat kesimpulan dari materi yang d bahas.

Penutup (10 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran (ice Breaking)
- Guru dan siswa melaksanakan evaluasi tentang pembelajaran di kelas.
- Siswa memperhatikan informasi tentang penugasan dan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Siswa dan guru berdoa dan mengucapkan salam perpisahan.

Instrument Penilaian

- Standard of Assessment:

Score	Explanation
≥ 75	Complete
< 75	Incomplete

- Oral english rating scale

No	Criteria	Rating Score	Indicator
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although he may need an occasional prompt.
		2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
		1	The student speaks so little that no "fluent" speech can be said to occur.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful

			listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
		3	For the most part effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary.
4	Grammatical Accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA DARUL ARAFAH BUMIRATU NUBAN
 Mata Pelajaran : Bahasa Inggris / suggestion
 Kelas/Semester : XI (Eleventh)
 Aspek/Skill : Speaking (Berbicara)
 Alokasi Waktu : Pertemuan (2 JP)

H. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, 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.

I. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran,	2.1 Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya 2.2 Tingkat kelengkapan dan

serta responnya, sesuai dengan konteks penggunaannya	keruntutan struktur teks memberi saran dan tawaran dan responnya 2.3 Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi
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J. Tujuan Pembelajaran

4. Peserta didik dapat berbicara di depan kelas menggunakan code mixing or code switching.
5. Peserta didik dapat melakukan berbagai tindakan tutur wacana lisan interpersonal/ transaksional.
6. Peserta didik dapat mengucapkan kalimat berbahasa inggris dengan percaya diri tanpa takut salah.

K. Materi pembelajaran

Fungsi sosial :

Menjaga hubungan interpersonal dengan guru dan teman.

Struktur teks :

Ungkapan kalimat – kalimat dengan pencampuran dua bahasa yaitu bahasa inggris dan bahasa Indonesia.

Unsur kebahasaan :

5. Kosa kata dan tata bahasa kamus
6. Ucapan, tekanan kata dan intonasi
7. Ejaan dan tata baca
8. Tulisan tangan

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran.

L. Metode pembelajaran

2. Code Mixing & Code switching

M. Media, Alat dan Sumber pembelajaran

3. Media
buku ajar.
4. Alat
Realita benda, spidol, papan tulis.

N. Langkah-langkah kegiatan pembelajaran

PERTEMUAN

Pendahuluan (10 Menit) :

6. Guru memasuki kelas dan memberikan salam (greeting)
7. Berdoa untuk mengawali pembelajaran. (Nilai yang ditanamkan: santun dan peduli)
8. Guru Mengecek kehadiran siswa. (Nilai yang ditanamkan disiplin dan rajin)
9. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.
10. Guru memberikan motivasi kepada siswa tentang penting nya belajar bahasa inggris.

Kegiatan inti (40 menit)

7. Guru memberikan penjelasan tentang suggestion dengan menggunakan pencampuran dua bahasa (Code mixing & Code switching).
8. Guru memberikan contoh tentang suggestion
9. Guru meminta siswa untuk membuat beberapa grup dan siswa melakukan diskusi membuat percakapan yang berkaitan dengan suggestion.
10. Guru meminta setiap grup untuk mempresentasikan hasil diskusinya dengan menggunakan bahasa inggris atau menggunakan pencampuran dua bahasa (Code mixing & Code switching).
11. Setelah semua presentasi guru dan siswa melaksanakan kegiatan tanya jawab berkaitan dengan materi yang di bahas menggunakan pencampuran dua bahasa (Code mixing & Code switching).
12. Guru dan siswa membuat kesimpulan dari materi yang d bahas.

Penutup (10 menit)

5. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran (ice Breaking)
6. Guru dan siswa melaksanakan evaluasi tentang pembelajaran di kelas.
7. Siswa memperhatikan informasi tentang penugasan dan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
8. Siswa dan guru berdoa dan mengucapkan salam perpisahan.

Instrument Penilaian

3. Standard of Assessment:

Score	Explanation
≥ 75	Complete
< 75	Incomplete

4. Oral english rating scale

No	Criteria	Rating Score	Indicator
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although he may need an occasional prompt.
		2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
		1	The student speaks so little that no "fluent" speech can be said to occur.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may

			occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm,intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few in appropriacies.
		3	For the most part effective use of vocabulary for the task with some examples of in appropriacy.
		2	Limited use of vocabulary with frequent in appropriacies.
		1	In appropriate and inadequate vocabulary.
4	Grammatical Accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA DARUL ARAFAH BUMIRATU NUBAN
 Mata Pelajaran : Bahasa Inggris / offering help
 Kelas/Semester : XI (Eleventh)
 Aspek/Skill : Speaking (Berbicara)S
 Alokasi Waktu : Pertemuan (2 JP)

O. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, 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.

P. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran,	3.1 Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya 3.2 Tingkat kelengkapan dan

serta responnya, sesuai dengan konteks penggunaannya	keruntutan struktur teks memberi saran dan tawaran dan responnya 3.3 Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi
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Q. Tujuan Pembelajaran

7. Peserta didik dapat berbicara di depan kelas menggunakan code mixing or code switching.
8. Peserta didik dapat melakukan berbagai tindakan tutur wacana lisan interpersonal/ transaksional.
9. Peserta didik dapat mengucapkan kalimat berbahasa inggris dengan percaya diri tanpa takut salah.

R. Materi pembelajaran

Fungsi sosial :

Menjaga hubungan interpersonal dengan guru dan teman.

Struktur teks :

Ungkapan kalimat – kalimat dengan pencampuran dua bahasa yaitu bahasa inggris dan bahasa Indonesia.

Unsur kebahasaan :

9. Kosa kata dan tata bahasa kamus
10. Ucapan, tekanan kata dan intonasi
11. Ejaan dan tata baca
12. Tulisan tangan

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran.

S. Metode pembelajaran

3. Code Mixing & Code switching

T. Media, Alat dan Sumber pembelajaran

5. Media
buku ajar.
6. Alat
Realita benda, spidol, papan tulis.

U. Langkah-langkah kegiatan pembelajaran

PERTEMUAN

Pendahuluan (10 Menit) :

11. Guru memasuki kelas dan memberikan salam (greeting)
12. Berdoa untuk mengawali pembelajaran. (Nilai yang ditanamkan: santun dan peduli)
13. Guru Mengecek kehadiran siswa. (Nilai yang ditanamkan disiplin dan rajin)
14. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.
15. Guru memberikan motivasi kepada siswa tentang penting nya belajar bahasa inggris.

Kegiatan inti (40 menit)

13. Guru memberikan penjelasan tentang offering help dengan menggunakan pencampuran dua bahasa (Code mixing & Code switching).
14. Guru memberikan contoh tentang Greeting
15. Guru meminta siswa untuk membuat beberapa grup dan siswa melakukan diskusi membuat percakapan yang berkaitan dengan offering help.
16. Guru meminta setiap grup untuk mempresentasikan hasil diskusinya dengan menggunakan bahasa inggris atau menggunakan pencampuran dua bahasa (Code mixing & Code switching).
17. Setelah semua presentasi guru dan siswa melaksanakan kegiatan tanya jawab berkaitan dengan materi yang di bahas menggunakan pencampuran dua bahasa (Code mixing & Code switching).

18. Guru dan siswa membuat kesimpulan dari materi yang d bahas.

Penutup (10 menit)

9. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran (ice Breaking)
10. Guru dan siswa melaksanakan evaluasi tentang pembelajaran di kelas.
11. Siswa memperhatikan informasi tentang penugasan dan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
12. Siswa dan guru berdoa dan mengucapkan salam perpisahan.

Instrument Penilaian

5. Standard of Assessment:

Score	Explanation
≥ 75	Complete
< 75	Incomplete

6. Oral english rating scale

No	Criteria	Rating Score	Indicator
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although he may need an occasional prompt.
		2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
		1	The student speaks so little that no "fluent" speech can be said to occur.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful

			listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
		3	For the most part effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary.
4	Grammatical Accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.
5	Interactional Strategies	4	Interact effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective. Can seldom develop an interaction.
		1	Understanding and interaction minimal.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA DARUL ARAFAH BUMIRATU NUBAN
 Mata Pelajaran : Bahasa Inggris/opinion
 Kelas/Semester : XI (Eleventh)
 Aspek/Skill : Speaking (Berbicara)
 Alokasi Waktu : Pertemuan (2 JP)

V. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, 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.

W. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai	4.1 Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya 4.2 Tingkat kelengkapan dan keruntutan struktur teks

dengan konteks penggunaannya	memberi saran dan tawaran dan responnya 4.3 Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi
------------------------------	---

X. Tujuan Pembelajaran

10. Peserta didik dapat berbicara di depan kelas menggunakan code mixing or code switching.
11. Peserta didik dapat melakukan berbagai tindakan tutur wacana lisan interpersonal/ transaksional.
12. Peserta didik dapat mengucapkan kalimat berbahasa inggris dengan percaya diri tanpa takut salah.

Y. Materi pembelajaran

Fungsi sosial :

Menjaga hubungan interpersonal dengan guru dan teman.

Struktur teks :

Ungkapan kalimat – kalimat dengan pencampuran dua bahasa yaitu bahasa inggris dan bahasa Indonesia.

Unsur kebahasaan :

13. Kosa kata dan tata bahasa kamus
14. Ucapan, tekanan kata dan intonasi
15. Ejaan dan tata baca
16. Tulisan tangan

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran.

Z. Metode pembelajaran

4. Code Mixing & Code switching

AA. Media, Alat dan Sumber pembelajaran

7. Media
buku ajar.
8. Alat
Realita benda, spidol, papan tulis.

BB. Langkah-langkah kegiatan pembelajaran**PERTEMUAN****Pendahuluan (10 Menit) :**

16. Guru memasuki kelas dan memberikan salam (greeting)
17. Berdoa untuk mengawali pembelajaran.(Nilai yang ditanamkan: santun dan peduli)
18. Guru Mengecek kehadiran siswa. (Nilai yang ditanamkan disiplin dan rajin)
19. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.
20. Guru memberikan motivasi kepada siswa tentang penting nya belajar bahasa inggris.

Kegiatan inti (40 menit)

19. Guru memberikan penjelasan tentang opinion dengan menggunakan pencampuran dua bahasa (Code mixing & Code switching).
20. Guru memberikan contoh tentang opinion
21. Guru meminta siswa untuk membuat beberapa grup dan siswa melakukan diskusi membuat percakapan yang berkaitan dengan opinion.
22. Guru meminta setiap grup untuk mempresentasikan hasil diskusinya dengan menggunakan bahasa inggris atau menggunakan pencampuran dua bahasa (Code mixing & Code switching).
23. Setelah semua presentasi guru dan siswa melaksanakan kegiatan tanya jawab berkaitan dengan materi yang di bahas menggunakan pencampuran dua bahasa (Code mixing & Code switching).
24. Guru dan siswa membuat kesimpulan dari materi yang d bahas.

Penutup (10 menit)

13. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran (ice Breaking)
14. Guru dan siswa melaksanakan evaluasi tentang pembelajaran di kelas.
15. Siswa memperhatikan informasi tentang penugasan dan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
16. Siswa dan guru berdoa dan mengucapkan salam perpisahan.

Instrument Penilaian

7. Standard of Assessment:

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		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.

		2	Comprehension suffers due to frequent errors in rhythm,intonation and pronunciation.
		1	Words are unintelligible.
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		3	For the most part effective use of vocabulary for the task with some examples of in appropriacy.
		2	Limited use of vocabulary with frequent in appropriacies.
		1	In appropriate and inadequate vocabulary.
4	Grammatical Accuracy	4	Very few grammatical errors evident.
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		1	Unable to construct comprehensible sentences.
5	Interactional Strategies	4	Interact effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective. Can seldom develop an interaction.
		1	Understanding and interaction minimal.

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	AI	✓	✓	✓	✓	✓	4
2.	AA	✓		✓	✓		3
3.	AY	✓		✓	✓		3
4.	DP	✓		✓	✓		3
5.	DW	✓		✓	✓		3
6.	EF			✓	✓		2
7.	IY	✓	✓	✓	✓	✓	5
8.	NA	✓		✓	✓		3
9.	PT	✓		✓	✓		3
10.	RY		✓	✓	✓	✓	4
11.	WW	✓		✓	✓		3
12.	AS	✓		✓	✓		3
13.	AK	✓	✓	✓	✓	✓	5
14.	AH			✓	✓		2
15.	EV	✓		✓	✓		3
16.	PP	✓		✓	✓		3
17.	RA	✓		✓	✓		3
18.	SW			✓	✓		2
19.	TE	✓		✓	✓		3
20.	YA	✓		✓	✓		3
TOTAL							63

Note:

1. The students pay attention of teacher's explanation
2. The students ask/answer the question
3. The students able do the task
4. The students perform in front of the class
5. Active in teaching learning

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1.	AI	✓	✓	✓	✓	✓	5
2.	AA	✓	✓	✓	✓	✓	5
3.	AY	✓	✓	✓	✓	✓	5
4.	DP	✓	✓	✓	✓	✓	5
5.	DW	✓	✓	✓	✓	✓	5
6.	EF	✓	✓	✓	✓	✓	5
7.	IY	✓	✓	✓	✓	✓	5
8.	NA	✓		✓	✓	✓	4
9.	PT	✓	✓	✓	✓	✓	5
10.	RY	✓	✓	✓	✓	✓	5
11.	WW	✓		✓	✓	✓	4
12.	AS	✓	✓	✓	✓	✓	5
13.	AK	✓	✓	✓	✓	✓	5
14.	AH		✓	✓	✓	✓	4
15.	EV	✓			✓		3
16.	PP	✓	✓	✓	✓	✓	5
17.	RA	✓	✓	✓	✓	✓	5
18.	SW	✓	✓	✓	✓	✓	5
19.	TE	✓	✓	✓	✓	✓	5
20.	YA			✓	✓	✓	4
TOTAL							94

Note:

6. The students pay attention of teacher's explanation
7. The students ask/answer the question
8. The students able do the task
9. The students perform in front of the class
10. Active in teaching learning

OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 1
CYCLE I

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching			✓	
5	Informing the objective of learning	✓			
6	Explaining the material uses Direct Feedback		✓		
7	Choose the appropriate with the material going to be taught	✓			
8	Explaining about the material with Code switching & code mixing language.		✓		
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation		✓		
12	Concluding the result of learning		✓		
13	Class closing ability	✓			

OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 2
CYCLE I

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching		✓		
5	Informing the objective of learning		✓		
6	Explaining the material uses Direct Feedback		✓		
7	Choose the appropriate with the material going to be taught	✓			
8	Explaining about the material with Code switching & code mixing language	✓			
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation		✓		
12	Concluding the result of learning		✓		
13	Class closing ability	✓			

**OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 1
CYCLE II**

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching		✓		
5	Informing the objective of learning	✓			
6	Explaining the material uses Direct Feedback	✓			
7	Choose the appropriate with the material going to be taught.		✓		
8	Explaining about the material with Code switching & code mixing language	✓			
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation		✓		
12	Concluding the result of learning	✓			
13	Class closing ability	✓			

OBSERVATION SHEET OF TEACHER'S ACTIVITIES MEETING 2
CYCLE II

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Preparing the lesson	✓			
2	Preparing the material	✓			
3	Class opening ability	✓			
4	Give motivation While-teaching	✓			
5	Informing the objective of learning	✓			
6	Explaining the material uses Direct Feedback	✓			
7	Choose the appropriate with the material going to be taught.		✓		
8	Explaining about the material with Code switching & code mixing language	✓			
9	Guiding the students to follow the lesson	✓			
10	the teacher make answer and question time.	✓			
11	giving evaluation	✓			
12	Concluding the result of learning	✓			
13	Class closing ability	✓			

PRE-TEST I CYCLE I

Instructions :

1. Using dictionary!
2. Mention the names of member in your pair!
3. Please read the explanation!
4. Please discuss and make dialogue about *hope & wish*!
5. Please practice your discussion in group in front of the class!

Code Mixing and Code switching in Speaking Ability Pre-Test Score About *hope and wish*

hope and *wish* have very similar meaning. *Hope* mainly expresses a desire that is **possible** or **likely** to happen. *Wish* usually expresses a desire that is **impossible** or **unlikely**.

Example of dialogue :

A : What's going on? You look sad.

B : Nothing.

A : Tell me, I know that you are having a trouble.

B : Would you like to listen?

A : Always be here

B : My father has a debt, a very big debt, and we must pay it next week.

A : Oh my god. I wish your family can fix this soon.

B : Thank you.

A : No problem.

INSTRUCTION!

Please make conversation about *hope and wish* in your pair and practice in front of the class.

POST-TEST I CYCLE I

Instructions :

1. Using dictionary!
 2. Mention the names of member in your pair!
 3. Please read the explanation!
 4. Please discuss and make dialogue about *expression suggestion*!
 5. Please practice your discussion in group in front of the class!
-

Code Mixing and Code switching in Speaking Ability Post-Test Score About *expression suggestion*

Suggestion is process by which one person guides the thoughts, feelings, or behavior of another person.

Example of dialogue :

A : I do not think so, it hanya will make something worse.

B : You can lend money from someone.

A : That's good idea

INSTRUCTION!

Please make dialogue about *expression suggestion* in your pair and practice in front of the class.

PRE-TEST II CYCLE II**Instructions :**

- 1. Using dictionary!**
 - 2. Mention the names of member in your pair!**
 - 3. Please read the explanation!**
 - 4. Please discuss and make dialogue about *offering help or thing*!**
 - 5. Please practice your discussion in group in front of the class!**
-

Code Mixing and Code switching in Speaking Ability Pre-Test Score
offering help or thing

Offering help is in expression that use to offer help to someone.

Example of dialogue :

A : Hi Mer. How are you?

B : Hi hen . I'm fine, and you ?

A : I'm fine too. By the way, can you accompany me go to the market tomorrow?

B : i'm sorry, I can't accompany you go to market tomorrow, because I will go to my grandmother with my family tomorrow.

INSTRUCTION!

Please make conversation about *offering help or thing* in your pair and practice in front of the class.

THE STUDENTS' SCORE IN PRE-TEST I

No	Name	Score	Note
1	AI	56	Incomplete
2	AA	75	Complete
3	AY	63	Incomplete
4	DP	56	Incomplete
5	DW	60	Incomplete
6	EF	61	Incomplete
7	IY	76	Complete
8	NA	59	Incomplete
9	PT	66	Incomplete
10	RY	63	Incomplete
11	WW	62	Incomplete
12	AS	58	Incomplete
13	AK	67	Incomplete
14	AH	61	Incomplete
15	EV	70	Incomplete
16	PP	60	Incomplete
17	RA	57	Incomplete
18	SW	40	Incomplete
19	TE	68	Incomplete
20	YA	59	Incomplete
Total		1237	
Average		61,85	
High Score		76	
Low Score		40	

THE STUDENTS' SCORE IN POST-TEST I

No	Name	Score	Note
1	AI	58	Incomplete
2	AA	80	Complete
3	AY	75	Complete
4	DP	68	Incomplete
5	DW	70	Incomplete
6	EF	70	Incomplete
7	IY	80	Complete
8	NA	75	Complete
9	PT	75	Complete
10	RY	70	Incomplete
11	WW	75	Incomplete
12	AS	58	Incomplete
13	AK	77	Complete
14	AH	70	Incomplete
15	EV	73	Complete
16	PP	75	Complete
17	RA	67	Incomplete
18	SW	58	Incomplete
19	TE	75	Complete
20	YA	65	Incomplete
Total		1414	
Average		70,7	
High Score		80	
Low Score		58	

THE STUDENTS' SCORE IN POST-TEST II

No	Name	Score	Note
1	AI	75	Complete
2	AA	82	Complete
3	AY	79	Complete
4	DP	75	Complete
5	DW	70	Incomplete
6	EF	75	Complete
7	IY	84	Complete
8	NA	78	Complete
9	PT	77	Complete
10	RY	76	Complete
11	WW	77	Complete
12	AS	75	Complete
13	AK	80	Complete
14	AH	75	Complete
15	EV	75	Complete
16	PP	78	Complete
17	RA	75	Complete
18	SW	75	Complete
19	TE	80	Complete
20	YA	81	Complete
Total		1542	
Average		77,10	
High Score		84	
Low Score		70	

Pre test

Explain the material with code switching & code mixing



Practice in Front of the Class



Post Test

Handling Class Using code switching & code mixing Method



Make dialog Based on code switching & code mixing Method



Pre Test**Conditioning Class in Pre Test****The teacher and Students question and answer****Post Test**

practice in front of the class





**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

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

Nomor : B-3377/In.28.1/J/TL.00/10/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMA DARUL ARAFAH BUMI RATU NUBAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: DWI AGUS SAPUTRI
NPM	: 1501070043
Semester	: 7 (Tujuh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE IMPLEMENTATION OF CODE SWITCHING & CODE MIXING TO INCREASE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA DARUL ARAFAH BUMI RATU NUBAN IN THE ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di SMA DARUL ARAFAH BUMI RATU NUBAN.

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, 29 Oktober 2018

Ketua Jurusan
Tadris Bahasa Inggris

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





**YAYASAN PENDIDIKAN DARUL ARAFAH WAL HARAMAIN
SEKOLAH MENENGAH ATAS (SMA) DARUL ARAFAH
NSS : 302120214037 / NPSN : 10802002**

Jl.Drs.H.Herman Sanusi Sukajawa Kec.Bumiratu Nuban Kab.Lampung Tengah Kode Pos 34161

**SURAT KETERANGAN IZIN PRA SURVEY
420/410/SMA DA/C.14/D.1/2018**

Assalamualaikum. Wr. Wb

Berdasarkan surat dari IAIN Metro nomor B-3377/In.28.1/J/TL.00/10/2018 tanggal 29 oktober 2018 tentang izin prasurvey maka di berikan izin kepada :

Nama : **Dwi Agus Saputri**
NPM : 1501070043
Semester : 7 (tujuh)
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Pendidikan Bahasa Inggris

Kepada nama tersebut yang telah melaksanakan Pra survey di SMA Darul Arafah Bumiratu Nuban dalam rangka penyelesaian tugas akhir/skripsi dengan judul "THE IMPLEMENTATION OF CODESWITCHING & CODE MIXING TO INCREASE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA DARUL ARAFAH BUMIRATU NUBAN IN THE ACADEMIC YEAR 2018/2019".

Demikian surat keterangan izin prasurvey ini di berikan untuk dipergunakan sebagaimana semestinya.

Wassalamu'alaikum Wr.Wb

Bumiratu nuban, 30 Oktober 2018

Kepala SMA Darul Arafah Bumiratu Nuban





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

Jl. Kl. 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: iain@metrouniv.ac.id

Nomor : B-1184 /In.28.1/J/PP.00.9/5/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

03 Mei 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Dwi Agus Saputri
 NPM : 1501070043
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : The Implementation Of Code Switching & Code Mixing To Increase Students Speaking Ability At The Eleventh Grade Of SMA Darul Arafah Bumiratu Nuban Central Lampung

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-2510/In.28/D.1/TL.00/07/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA DARUL ARAFAH
BUMIRATU NUBAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2509/In.28/D.1/TL.01/07/2019, tanggal 26 Juli 2019 atas nama saudara:

Nama : **DWI AGUS SAPUTRI**
NPM : 1501070043
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA DARUL ARAFAH BUMIRATU NUBAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF CODE SWITCHING & CODE MIXING TO INCREASE STUDENTS SPEAKING ABILITY AT ELEVENTH GRADE OF SMA DARUL ARAFAH BUMIRATU NUBAN".

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

Wassalamu'alaikum Wr. Wb.



no, 26 Juli 2019

Dekan !,

Esti Fatonah MA

19670531 199303 2 003



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

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SURAT TUGAS

Nomor: B-2509/In.28/D.1/TL.01/07/2019

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

Nama : **DWI AGUS SAPUTRI**
NPM : 1501070043
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA DARUL ARAFAH BUMIRATU NUBAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF CODE SWITCHING & CODE MIXING TO INCREASE STUDENTS SPEAKING ABILITY AT ELEVENTH GRADE OF SMA DARUL ARAFAH BUMIRATU NUBAN".
 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 : 26 Juli 2019





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAS DARUL ARAFAH BUMIRATU NUBAN

Jl. Drs.H.Herman Sanusi Sukajawa Kec.Bumiratu Nuban Kab.Lampung Tengah Kode Pos 34161
Email : smadarularafah@yahoo.co.id



SURAT KETERANGAN

Nomor : 420/ 433 /SMA DA/C.14/D.1/2019

Kepala Sekolah SMA Darul Arafah Bumiratu Nuban Lampung Tengah menerangkan bahwa :

Nama : DWI AGUS SAPUTRI

NPM : 1501070043

Semester : 9 (Sembilan)

Jurusan : Tadris Bahasa Inggris

Telah mengadakan Riset/penelitian di SMA Darul Arafah Bumiratu Nuban dalam rangka menyelesaikan tugasakhir / skripsi yang berjudul **THE IMPLEMENTATION OF CODESWITCHING & CODE MIXING TO INCREASE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA DARUL ARAFAH BUMIRATU NUBAN** yang di laksanakan mulai dari tanggal 26 juli 2019 sampai 15 agustus 2019.

Demikian keterangan ini di buat agar di digunakan sebagaimana mestinya.

Bumiratu Nuban, 15 Agustus 2019

Kepala Sekolah
SMA Darul Arafah Bumiratu Nuban



ABUDARDA', S.Ag
NUPTK. 2058753655200013



**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-780/In.28/S/OT.01/09/2019**

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

Nama : DWI AGUS SAPUTRI
NPM : 1501070043
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris
Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070043.

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, 24 September 2019
Kepala Perpustakaan

Drs. Mubandari Sudin, M.Pd.
150107004311981031001



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

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

Nama : Dwi Agus Saputri
NPM : 1501070043

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	8/03 2019	✓		Revisi Footnote & Bibliography	Dwi
2	15/03 2019	✓		Kata Persepsi orang awitan	Dwi
3	20/03 2019	✓		Revisi Bab I - Variabel X (SA). the maximum of SA - Variasi X (step of code nixia switay - Advantage & Disadvantage of EXACTS	Dwi
4	22/03 2019	✓		Revisi Chapter II	Dwi
5	27/03 2019	✓		Revisi Chapter III	Dwi
6	29/03 2019	✓		Acc Seminar	Dwi

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd.
NIP. 19620215 199503 1 001



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

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

Nama : Dwi Agus Saputri
 NPM : 1501070043

Jurusan : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 14/8-18		✓	Revise space - Revise the capital letter!	
	Selasa 23/10-18		✓	Please focus the Problem on your Prob Background of the problem.	
	Selasa 30/10-18		✓	Acc ch. I Continue to ch. II.	
	Selasa 30/10-18		✓	Revise ch. II.	

Mengetahui
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
 NIP. 19830511 200912 2 004



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

Nama : Dwi Agus Saputri Jurusan/ Fakultas : TBI
 NPM : 1501070043 Semester/TA : VII / 2018

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Selasa 6/11-18		✓	Acc ch. 1) Continue to ch-11)	
	Selasa 13/11-18		✓	Revise grammar.	
	Selasa 27/11-18		✓	Revise font size.	
	Selasa 3/12-18		✓	Please check all your grammar. Please pay attention my correction !!	

Mengetahui
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd
 NIP.19830511 200912 2 004



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

Nama : Dwi Agus Saputri Jurusan/ Fakultas : TBI
 NPM : 1501070043 Semester/TA : VII / 2018

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Selasa 8/19		✓	Revise the technique of writing! - Please attention the sentence in your written language!	
	Rabu 6/3-19		✓	Ace Ch. (13)	

Mengesah
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
 NIP.19830511 200912 2 004



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MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Agus Saputri Jurusan/ Fakultas : TBI
NPM : 1501070043 Semester/TA : VIII / 2019

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	17/7 2019	✓		- Lembar pengantar kinerja guru. - Lembar penilaian spesial Ibtid'iyah - Babak Edukasi	
2	15/7 2019			Ace IPD.	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing I

Drs. Kurvani, M.Pd
NIP. 19620215 199503 1 001



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KARTU KONSULTASI BIMBINGAN SKRIPSI
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 IAIN METRO

Nama : Dwi Agus Saputri Jurusan/ Fakultas : TBI
 NPM : 1501070043 Semester/TA : VIII / 2019

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Rabu 15/5-19	i	v ii	Revise observation sheet! Write the indicators. OF every items.	Daf
				Revise Ch. <u>IV</u> .	Daf
	Rabu 3/7-19		✓	Insert the measurement about code mixing and code switching!	Daf

Mengetahui
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing II

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

Nama : DWI AGUS SAPUTRI

Fakultas/Jurusan : TBI

NPM : 1501070043

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 9/ 2019 17		✓	- Acc ch. 10 - ACC IPD	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing II

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 IAIN METRO

Nama : Dwi Agus Saputri Jurusan/ Fakultas : TBI
 NPM : 1501070043 Semester/TA : VIII / 2019

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1-	Kamis 6/8 2019	i	✓	Acc ch. 16 20	DI

Mengetahui
 Ketua Jurusan TBI

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Dosen Pembimbing II

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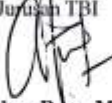
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KARTU KONSULTASI BIMBINGAN SKRIPSI
 MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

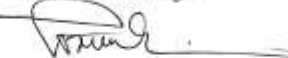
Nama : Dwi Agus Saputri Jurusan/ Fakultas : TBI
 NPM : 1501070043 Semester/TA : IX / 2019

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	22/8/2019	-		Rakam layang - Rubrik, pantheria. Spalang	Dt
2	5/9/2019	-		Daftar Ekspor Uvuv	Dt
3	12/9/2019			Ace Munggi	Dt

Mengetahui
 Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing I



Drs. Kurvani, M.Pd
 NIP. 19620215 199503 1 001

CURRICULUM VITAE



The name of the researcher is Dwi Agus Saputri. She was born on August, 06th 1996 at Gunung Sugih. She is the second daughter of Mr. Sukirno and Mrs. Surati. She has a older sisters, her name

is Dewi Aprilliana Wati.

The researcher was enrolled at SD Negeri 03 Gunung Sugih, on 2003 until 2009. In line with her focus on the study, she continued her study at SMP Negeri 01 Gunung Sugih 2009 and graduated on 2012. She decided to continue her study at SMK Negeri 1 Terbanggi Besar on 2012 until 2015. Then, at the same year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.