AN UNDERGRADUATE THESIS

THE CODE MIXING USED BY HOSPITALITY STUDENTS IN THE LEARNING PROCESS AT SMKN 1 METRO

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STATE ISLAMIC INSTITUTE OF METRO

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THE CODE MIXING USED BY HOSPITALITY STUDENTS IN THE LEARNING PROCESS AT SMKN 1 METRO

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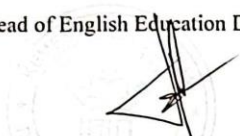
APPROVAL PAGE

Title	:	THE CODE MIXING USED BY HOSPITALITY STUDENTS IN THE LEARNING PROCESS AT SMKN 1 METRO
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APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education Departement

Metro, June 19, 2025
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NOTIFICATION LETTER

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Appendix   :
Matter   : **In order to hold the munaqosyah**
of Putri Novita Sari

To :
The Honorable of the Dean of Faculty of
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State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

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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.

Wassalamu'alaikum Wr. Wb

Head of English Education Departement

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NOTA DINAS

Nomor   :
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             Saudari Putri Novita Sari

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

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

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Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi   : THE CODE MIXING USED BY HOSPITALITY STUDENTS IN THE LEARNING PROCESS AT SMKN 1 METRO

      Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

      Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,	Metro, 19 Juni 2025
Ketua Program Studi TBI	pembimbing
Dr. Much Deiniatur, M.Pd.B.I	**Prof. Dr. Dedi Irwansyah, M.Hum**
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An Undergraduated thesis entitled: "THE CODE MIXING USED BY HOSPITALITY STUDENTS IN THE LEARNING PROCESS AT SMKN 1 METRO", written by Putri Novita Sari, Student Number 2101052016, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 26th, 2025 at 09.00 - 11.00 WIB.

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ABSTRACT

THE CODE MIXING USED BY HOSPITALITY STTUDENTS IN THE LEARNING PROCESS AT SMKN 1 METRO

BY:

PUTRI NOVITA SARI

This research focuses on analyzing the types and functions of code-mixing used by hospitality students in the learning process at SMKN 1 Metro. The purpose of this study is to identify the types of code-mixing that appear in classroom interactions and to describe the functions behind their usage. The types of code-mixing are categorized into three: insertion, alternation, and congruent lexicalization, based on Muysken's theory. The functions are classified into referential, directive, phatic, and metalinguistic, based on the theory of Muysken.

This research used a qualitative descriptive method. The data were collected through observations and interviews with students of class XI-3 Hospitality. The students' utterances were transcribed, identified, and then analyzed based on the type and function of code-mixing used during the learning process.

The results show that insertion is the most dominant type used by students, followed by alternation and congruent lexicalization. In terms of function, referential function is most frequently found, as students tend to mix languages when they lack vocabulary in English. Overall, code-mixing is seen as a helpful communication strategy used by students to express their thoughts and understand learning material more easily.

Keywords: *Code-Mixing, Hospitality Students, Learning Process, Qualitative Research.*

ABSTRAK

THE CODE MIXING USED BY HOSPITALITY STTUDENTS IN THE LEARNING PROCESS AT SMKN 1 METRO

Oleh:

PUTRI NOVITA SARI

Penelitian ini berfokus pada analisis jenis dan fungsi campur kode yang digunakan oleh siswa perhotelan dalam proses pembelajaran di SMKN 1 Metro. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis-jenis campur kode yang muncul dalam interaksi di kelas dan mendeskripsikan fungsi-fungsi di balik penggunaannya. Jenis-jenis campur kode dikategorikan menjadi tiga: penyisipan, pergantian, dan leksikalisasi kongruen, berdasarkan teori Muysken. Fungsi-fungsi diklasifikasikan menjadi referensial, direktif, fatis, dan metalinguistik, berdasarkan teori Muysken.

Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui observasi dan wawancara dengan siswa kelas XI-3 Perhotelan. Ujaran siswa ditranskrip, diidentifikasi, dan kemudian dianalisis berdasarkan jenis dan fungsi campur kode yang digunakan selama proses pembelajaran.

Hasil penelitian menunjukkan bahwa penyisipan adalah jenis yang paling dominan digunakan oleh siswa, diikuti oleh alternasi dan leksikalisasi kongruen. Dalam hal fungsi, fungsi referensial paling sering ditemukan, karena siswa cenderung mencampurkan bahasa ketika mereka kekurangan kosakata dalam bahasa Inggris. Secara keseluruhan, campur kode dipandang sebagai strategi komunikasi yang bermanfaat yang digunakan oleh siswa untuk mengekspresikan pikiran mereka dan memahami materi pembelajaran dengan lebih mudah.

Keywords: *Campur Kode, Proses Pembelajaran, Penelitian Kualiitatif. Siswa Perhotelan*

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Nama   : Putri Novita Sari

NPM   : 2101052016

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

States that this undergraduate thesis is originally the result of the research's, in expection certain parts which are excepted from the bibliography mentioned.

Metro, 19 June 2025

Reseacher

PUTRI NOVITA SARI

NPM. 2101052016

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: Putri Novita Sari	
NPM	: 2101052016	
Jurusan	: Tadris Bahasa Inggris	
Fakultas	: Tarbiyah dan Ilmu Keguruan	

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

Metro, 19 Juni 2025

Peneliti

PUTRI NOVITA SARI
NPM. 2101052016

x

MOTO

"Allah selalu punya rencana yang lebih indah dari yang kamu bayangkan."

"Like a flower in the middle of an uncertain season, I bloom in the thesis process with perseverance and sincerity. This thesis is a reflection of how I dare to walk slowly, learn from mistakes, and grow into a stronger version."

DEDICATION PAGE

First, my beloved parents, Mr. Ruyadi and Mrs. Dewi Ernawati who have been an inspiration in my life, always praying and supporting me for my success with unending love. In addition, thank you to my extended family who always pray and support me, for my grandmother Sumiati and grandfather Sumadi thank you for your support.

Secondly, thank you to my supervisor Mrs. Prof. Dr. Dedi Irwansyah, M.Hum who has sincerely guided the author to complete this thesis on time. Not only that, thank you for the lecturers of Tadris English, and my great campus IAIN Metro.

Third, I would also like to express my deepest gratitude to my great friend Rangga Saputra and also little sister, and also do not forget my friends Jihan Dwi Setyaningrum, Dwi Arneta Putri, Ndari Sukmawati and also Bela Rahma Dani, thank you for helping and supporting me in completing this thesis.

ACKNOWLEDGMENT

Alhamdulillah Robbil'Alamin, first of all, I would like to express my gratitude to Allah SWT, because with His grace we were able to complete the undergraduate thesis entitled The Code Mixing Used by Hospitality Students in the Learning Process at SMKN 1 Metro.

In the effort to complete this undergraduate thesis, the researcher encountered many obstacles, so the researcher realized that this undergraduate thesis still has many errors and shortcomings. To perfect it, the researcher received a lot of help and guidance from various parties.

1. Prof. Dr. Ida Umami, M.Pd.Kons. as the Chancellor of the Metro State Islamic Institute.

2. Dr. Siti Annisah, M.Pd. as Dean of the Faculty of Tarbiyah and Teaching.

3. Dr. Much Deiniatur, M.Pd, B.I as the Head of the English Language Education Study Program, Metro State Islamic Institute who always provides support and direction so that the researcher can complete this proposal.

4. Prof. Dr. Dedi Irwansyah, M.Hum as the supervisor would like to express his gratitude for the invaluable guidance that has been given and assistance with the difficulties faced by the researcher during the process of compiling this proposal.

5. Mr. Ruyadi and Mrs. Dewi Ernawati S.Pd who always provide support and motivation to the researcher, then this dedication is specifically addressed to my parents who have fought hard for my education at the college level. Thank you

for your prayers and priceless struggles, may all the tiredness felt be rewarded beautifully by Allah SWT.

6. I would like to express my deepest gratitude to Rangga Saputra who has accompanied me in completing this undergraduate thesis and not to forget my friends who are like family in this city, thank you for your presence and support Jihan Setya, Ndari Sukmawati, Dwi Arneta Putri and Bela Rahma Dani.

Finally, the researcher realizes that this undergraduate thesis is still not perfect and still needs a lot of input and criticism. Therefore, improvements to this undergraduate thesis are needed. Hopefully this undergraduate thesis will be useful for many parties who need it.

May Allah SWT bless us all, now and forever, Amen.

Metro, 19 June 2025

Researcher

Putri Novita Sari
_____
NPM.2101052016

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CHAPTER I

INTRODUCTION

A. Background of the Study

The learning process is very important in the educational environment. The learning process is an activity in which there is a reciprocal relationship between teachers and students. In this process, both teachers and students play an active role, where the teacher not only acts as a conveyor of information, but also as a facilitator that supports students' exploration, understanding, and application of knowledge.[1] That is what is meant by a reciprocal relationship in the learning process.

The learning process also plays an important role for hospitality students. Likewise, students who are involved in the hospitality sector must have good communication skills and use two languages, namely Indonesian as the main language and English as an international language.[2] Therefore, one of the important courses for hospitality students is English so that in the learning process they can take important points that they can apply in their hospitality majors.

In learning English, hospitality students do Code Mixing. In the learning process, there is usually the use of more than one language, especially in English courses. In linguistics, the activity of using two languages is called bilingualism.[3]

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[1] Kintan Saraswati et al., "Analysis of Teaching and Learning Process in English Class at SMP Mekar Bakti Sekolah Alam Tangerang," *Globish: English-Indonesian Journal for English, Education, and Culture* 11, no. 2 (2022): 96, https://doi.org/10.31000/globish.v11i2.5684.

[2] Budhi Prihartono, Fika Endah Monika, and Ilham Reza Prasetyo, "Development of Switching Intention Model in Hotel Industry in Bandung" 2, no. 1 (2022): 96–103.

[3] Ahmad Fanani and Jean Antunes Rudolf Zico Ma'u, "Code Switching and Code Mixing in English Learning Process," *LingTera* 5, no. 1 (2018): 68–77, https://doi.org/10.21831/lt.v5i1.14438.

Code mixing can occur spontaneously without being realised by hospitality students with the aim of having a conversation or emphasising certain points to the teacher about something that is not understood.[4]

This phenomenon not only reflects students' language skills, but also affects how they absorb and apply the knowledge they have acquired. Although Code Mixing can facilitate smoother interactions and reduce language barriers, there are some potential problems that may arise, such as confusion in understanding the material, decreased target language skills, and impact on students' self-confidence.

Research on Code Mixing is important because based on a pra-survey conducted in the hospitality department of SMKN 1 Metro, it was found that students majoring in hospitality still have difficulty memorizing vocabulary, and lack confidence in speaking English. So it turns out that there are still many students who experience obstacles in speaking English, so they often do language Code Mixing. Therefore, this study aims to analyze the use of Code Mixing by students of SMKN 1 Metro, especially in the context of English learning for hospitality students, to explore more deeply the types and functions of Code Mixing used by students in the learning process.

Based on these problems, researchers are interested in conducting research on 'The Code Mixing Used by Hospitality Students at SMKN 1 Metro '. To overcome these problems, several appropriate strategies are needed. Therefore, from the

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[4] Rika Novianti and Mashadi Said, "The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process," *Deiksis* 13, no. 1 (2021): 82, https://doi.org/10.30998/deiksis.v13i1.8491.

phenomena found, researchers are inspired to conduct research and analyze Code Mixing in the learning process at SMKN 1 Metro.

B. Research Questions

Based on the background above, the researcher formulates the following questions:

1. What types of Code Mixing do hospitality students use in the learning process at SMKN 1 Metro?

2. What Code Mixing functions are used by hospitality students in the learning process at SMKN 1 Metro?

C. Objectives and Benefits of Research

1. Research Purposes

Based on the research questions above, the researcher knows the objectives of this research:

   a) To analyze the types of Code Mixing used by hospitality students in the learning process at SMKN 1 Metro.

   b) To investigate the Code Mixing function used by Hospitality Department students in the learning process at SMKN 1 Metro.

2. Benefits of Research

Hopefully this research will be useful for students, lecturers, and other researchers. Some of the benefits are as follows:

   a) For Teachers

This research will be useful for teachers who want to know information or want to understand about Code Mixing used by students in the learning process.

b)   For Students

Students can learn the reasons and functions of why they use Code Mixing in learning.

c)   For Other Researchers

For other researchers, this thesis can be used as a reference for developing research.

D.   Prior Research

Three previous studies are related to this thesis research. The first study conducted by Samsi stated that the Asian Economic Community (AEC) has a significant impact on everyone around the world. More and more foreigners will travel to, live in, and work in Indonesia as a result of this agreement. As a result, individuals in multilingual cultures must be able to communicate in multiple languages. To understand the purpose and impact of Code Switching and code mixing in the Karawang tourism industry on everyday discourse, this sociolinguistic study attempts to determine the types of Code Mixing and code mixing used by individuals. Delonix Hotel in Karawang provided the data, which were evaluated using Holmes's Code Swicthing and code mixing theory through observations and interviews with Japanese, English, Indonesian, and Sundanese individuals. Based on the data analysis, they engaged in code Switching and Code Mixing during conversations at Delonix Hotel in Karawang. The results of the

interpretation indicate that social, cultural, and personal factors influence code switching and Code Mixing.[5]

The next study was conducted by Rostan. This study aimed to find out how students felt about the use of Communicative Language Teaching (CLT) to improve their speaking skills. Students from the hospitality program of SMK N 5 Barru in grade twelve (XII) participated in this study. This study used a descriptive qualitative methodology, and field notes and interviews were used to collect data through observation. The data were analyzed using data reduction, data presentation, and conclusion drawing. Although they found it difficult to incorporate it into their learning process, the majority of hospitality students agreed that the use of CLT in classroom activities could help in developing their language proficiency and confidence. As a result, they continued to ask their teachers to use Code Mixing during classroom activities. In addition, students worked in groups or pairs by concentrating on their subject areas while using other resources, such as online platforms and applications, to make their learning experience more interesting. They also tended to enjoy active discussion activities. The findings of the study showed that hospitality students had a good opinion about the use of CLT by English teachers because it improved their language learning process and gradually improved their speaking ability in the target language.[6]

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[5] Yogi Setia Samsi, "Code-Switching and Code-Mixing in Tourism Industry," *Script Journal* 1, no. 2 (2016): 144–51.

[6] Rafidah Binti Rostan, Nasmilah, and Abidin Pammu, "Teacher'S Communicative Language Teaching (Clt) Strategies in Improving the Speaking Ability of the Hospitality Students (a Case Study At Smkn 5 Barru)," *Journal of Namibian Studies : History Politics Culture* 33, no. 01 (2023): 1348–62, https://doi.org/10.59670/jns.v33i.907.

And the last research from Rimadhani, Arifin and Setyowati. And the last research discusses code mixing as one part of multilingualism is one of the interesting topics to discuss today because it is often encountered by anyone and anywhere in the present. Code mixing occurs in real life because linguistic studies are not only limited to literary works, but in real life the phenomenon of code mixing can also be found, one of which is in the YouTube Video of Pita Life Account. The YouTube video of Akun Kehidupan Pita contains code mixing from three different languages, namely English, Indonesian, and Manado. The focus of this research is to understand the types and reasons for code-mixing contained in Pita's Life Account YouTube Videos. This research is a qualitative study using the Code Mixing research method which aims to identify the types and reasons for code mixing contained in the YouTube videos of Pita's Life account. The theories used in this research are the code-mixing theories of Holmes (2013), Muysken (2000), and Hockett (1958). The researcher conducted the research through library research, and descriptive approach while making observations to collect data. The results showed that the code-mix analysis in this study found some data from the types of phrase and word insertion, alternation and congruent lexicalisation. Then the researcher also found some data from the reasons of need filling motive and prestige filling.[7]

Based on the three studies, the researcher intends to analyze Code Mixing that occurs in hospitality students at SMKN 1 Metro. This analysis aims to find out what types and functions of Code Mixing are used in the learning process. This is related to the problems faced at SMKN 1 Metro. In addition, after knowing the

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[7] Novia Rizky Rimadhani, M Bahri Arifin, and Ririn Setyowati, "Code Mixing Phenomenon in Youtube Video a Case Study of Pita's Life Account," *Ilmu Budaya; Jurnal Bahasa, Sastra, Seni, Dan Budaya* 6, no. 2 (2022): 579–88.

problems, the researcher will look for the right solution to overcome these problems.

CHAPTER II

TEORITICAL REVIEW

A. Code Mixing

In society or education, where communication by individuals who can speak more than one language can code switch and use their language as a resource to find a better way to convey meaning. This means that Code Mixing is not just something that can happen in society, but can also be a communication necessity.[8] In many situations, a speaker can switch from one language to another, from one dialect to another, or from one style to another for various reasons.

Muysken argues that code-mixing refers to all cases where lexical items and grammatical features from two languages appear in one sentence. Thus, code-mixing can be defined as a term when a speaker uses various linguistic units of one language in a sentence of another language written or spoken in a speech event.[9]

To simplify, code-mixing can be defined as the change from one language to another within the same utterance or sentence. This linguistic behaviour is very prevalent in multilingual communities where speakers often use different languages in daily interactions. The use of code-mixing can serve a variety of communicative purposes, such as emphasising a point, expressing a concept that may not have a direct translation, or building rapport with listeners who share a common language

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[8] A Fitriani and Dewi Nandita Ramadhani, "Code Mixing as a Communication Style Among South Jakarta Teenagers in Social Media," *Palakka : Media and Islamic Communication* 3, no. 1 (2022): 13–22, https://doi.org/10.30863/palakka.v3i1.2458.

[9] Pieter Muysken, "A Typology of Code- Mixing," *Journal of Linguistics* 39, no. 3 (2003): 678–83, https://doi.org/10.1017/s0022226703272297.

background. Ultimately, code-mixing enriches the communicative experience, allowing speakers to draw from a wider linguistic repertoire to convey their thoughts and emotions effectively.[10]

Hakim and Novitasari claims that the phenomenon of code-mixing in Indonesia does not only occur in everyday conversations between one person and another. Code mixing usually occurs in the fields of computing, business, food, fashion, film and music. And formal genres such as in classroom conversations at universities or colleges between teachers and students, lecturers and students or between students and other students. Code mixing occurs in the classroom because each student has different ethnic, social and cultural backgrounds and each ethnicity has its own language. In addition, they use Indonesian, they also learn English. That is, each of them has three languages namely local language (mother tongue), national language (Indonesian), and English. So, they are referred to as bilingual and multilingual people.[11] This is in line with the fact that code-mixing usually occurs in bilingual or multilingual communities or societies and the functions (meanings) of these languages cannot be clearly separated.

Indrahayu et.al, states that code mixing is the use of language from one language to another to expand language styles as mixing two or more languages at once in one sentence. The interaction that uses code-mixing is not new to Indonesian

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[10] Tri Wulandari, Nita Maya Valiantien, and Chris Asanti, "Code Mixing in Seleb English Video Content on YouTube," *Ilmu Budaya; Jurnal Bahasa, Sastra, Seni, Dan Budaya* 5, no. 3 (2021): 503–17.

[11] Rohima Nur Aziza Al Hakim and Irda Novitasari, "An Investigative Study of Code Mixing Among the EFL University Students in Universitas Sembilanbelas November Kolaka," *Tamaddun* 19, no. 2 (2020): 108–17, https://doi.org/10.33096/tamaddun.v19i2.82.

society, especially for teacher and students.[12] The phenomenon often occurs without realizing it when interacting using two languages, namely Indonesian and English. Code-mixing can be seen in spoken and written language. Code mixing in written language can be found in newspapers, magazines, novels, etc. code-mixing can also be found in a spoken such as radio program, television program, teaching and learning process. Students and the teacher often use code-mixing in the teaching and learning process in class, because the teachers and students are Indonesian people while English is a new or foreign language.[13]

Based on some of the definitions above, it can be concluded that code mixing is a linguistic phenomenon in which speakers combine elements from two or more languages in one sentence or phrase. This process can involve the use of words, phrases, or grammatical structures from one language into sentences that predominantly use another language. Code mixing often occurs in the context of communication in multilingual societies, where speakers have a good command of both languages. In other words, to communicate. Code-mixing also has several main types and functions that describe and classify into groups why someone code-mixes.

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[12] Indrahayu, Mardiana, and Nur Asik, "CODE MIXING USED BY THE TEACHER AND THE STUDENTS IN CLASSROOM INTERACTION AT MTs MODERN TARBIYAH TAKALAR ISLAMIC BOARDING SCHOOL," *English Language Teaching for EFL Learners* 4, no. 1 (2022): 12–24, https://doi.org/10.24252/elties.v4i1.23548.

[13] Melansari et al., "Code Mixing Used by the Teacher in Teaching English at Smp Negeri 14 Baubau," *International Journal of Education, Language, Literature, Arts, Culture, and Social Humanities* 1, no. 1 (2023): 14–28.

Muysken divides this phenomenon into three main types based on how and where language change occurs in conversation. He categorises code-mixing into the following three types: Insertion, alternation and congruent lexicalisation[14].

a) Insertion

This type involves the insertion of elements from one language into a sentence that is mostly in the other language. In this type, words or phrases from the second language are inserted into the sentence structure of the first language. For example, code mixing between Indonesian and English:

"Jangan suka nge-*judge* gitu dong. Setiap orang kan beda-beda"

The speaker starts with Indonesian, then mixes into English on the phrase '*judge*' to convey information that is more specific or easier to understand in English.

b) Alternation

In alternational code-mixing, the speaker alternates between languages within a single sentence or discourse. This usually involves mixing between languages at the level of clauses or sentences, and the change of languages is typically governed by certain pragmatic or syntactic rules.[15] For example, code mixing between Indonesian and English:

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[14] Muysken, "A Typology of Code- Mixing."
[15] Suhardianto Suhardianto and Afriana Afriana, "The Types and Factors of Code Switching in 'English Time' Course," *IdeBahasa* 4, no. 1 (2022): 53–62, https://doi.org/10.37296/idebahasa.v4i1.85.

"Semua orang memiliki masalah, *you are not the only one who have problem*"

The speaker uses Indonesian to deliver most of the sentences, but then uses other English terms.

c) Congruent Lexicalization

This type occurs when speakers use elements from two languages in one sentence, but the grammatical structure remains consistent with one of the languages. In this case, the speaker combines vocabulary from both languages while maintaining the same grammatical structure.[16] For example, code mixing between Indonesian and English:

"*Meeting* hari ini akan membahas tentang *urgent agenda* yang akan dilakukan *within this week*"

In the sentence above there are several language mixtures from English to Indonesian and then switch again until the end of the sentence. The sentence that should have happened in English is

"*Today's meeting will discuss the urgent agenda that will be carried out within this week*".

Appel and Muysken divide several categories of code-mixing functions, namely as follows: referential, directive, expressive, phatic, metalinguistic, and poetic[17].

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[16] Amdini Pratama, Nine Febire, and Sufil Lailiyah, "Types And Reasons For Code-Mixing In Whatssapp Group Communication Among University Efl Lecturers And Students," *Journal of English Language, Literature, and Teaching* 7, no. 1 (2023): 1–6.

[17] René Appel and Pieter Muysken, *Language Contact and Bilingualism*, *Language Contact and Bilingualism* (Cambridge University, 2006), https://doi.org/10.5117/9789053568576.

a) Referential

The first function is Referential, when speakers mix languages due to the lack of one language or facility in that language on a particular subject.[18] An example of this function is when someone is talking to another person and lacks knowledge of one language.

Aku *nge-fan* sama Justin Bieber
(I'am a fan of Justin Bieber).

The word 'fan' is not Indonesian. According to the English dictionary, the word 'fan' has two meanings. The first is an object used to circulate air, to cool a room. The second is a person who has a strong interest or admiration for someone or something. Based on the example above, the second meaning matches the 'fan' that the speaker is referring to.

b) Directive

The next function to be introduced is Directive, when a speaker switches to a different language to exclude a particular person from the conversation. This blending function often involves the speaker and listener directly.[19] An example of

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[18] Lambok Hermanto Sihombing and Susvita Dwi Rani, "The Use of Code-Switching and Code-Mixing in English Learning for Children:," *Lingua Cultura* 16, no. 2 (2023): 249–56, https://doi.org/10.21512/lc.v16i2.8403.

[19] Sulianur Sulianur, Imam Qalyubi, and Sabarun Sabarun, "The Use of Code-Switching and Code-Mixing in Public Speaking Class At Higher Education Islamic," *PROJECT (Professional Journal of English Education)* 5, no. 4 (2022): 806–16.

a directive function is when someone tries to ask for something to be done by another person directly.

Setelah ini kita continue ke soal kedua.

The word 'continue' indicates to the listener to carry out the next plan. The speaker switches/mixes to English with the intention of giving orders to the listener, and also engages the listener directly.

c) Expressive

The third consideration in Code Mixing is Expressive, when the speaker wants to emphasise a mixed identity by using two languages. Usually, speakers use this function to express their emotional feelings, such as happiness, anger, sadness, disappointment, or other feelings.[20] An example is when someone gets a beautiful gift from his boyfriend.

"*Oh my god*! Cantik sekali, aku suka sekali kado ini"

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

The words 'Oh my God' show her feelings of happiness.

d) Phatic

The fourth function is phatic, when the speaker wants to indicate a change in the tone of the conversation. It is used to maintain the conversation by creating

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[20] Abdul Haris Sunubi Jasmi Ilmiana, Amzah Selle, "THE USE OF CODE-MIXING AND CODE-SWITCHING ON INSTAGRAM BY STUDENTS OF ENGLISH PROGRAM AT Inspiring : English Education Journal," *Inspiring: English Education Journal* 5, no. 1 (2022).

channels of communication. Speakers use opening, closing, and conventional ways of signalling turn-taking, and if necessary, also forms of language that identify the group in which the interaction takes place. This function is also known as metaphorical switching.[21] The example:

Rangga : Sepatu ini bagus ya, what do you think?

(This hat is good, what do you think?)

Miguel : Setuju!

(Agree!)

In the example above, Rangga switches from Indonesian to English in the sentence 'What do you think?'. The purpose of this switch is to maintain the conversation. The speaker wants the interlocutor to make a comment or answer him/her

e) Metalinguistics

Metalingusitic is the fifth part of the code-mixing function. When speakers want to impress the other speaker by showing their linguistic ability. Many examples of this function can be found in the public sector such as presenters, circus directors, market salespeople, etc.[22] The example below is done by a student who is presenting in front of the class.

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[21] Indra Susanti, Ratna; Haryanto, Hryanto; Pranawukir, Iswahyu; Safar, Muh; Tjahyadai, "The Use of Code-Mixing and Code-Switching: Challenge Identification in Language Online Mass Media," *Ijotl-Tl* 9, no. 1 (2024): 32–43, https://doi.org/10.30957/ijoltl.v9i1.773.

[22] Erwin Ginting Dwi Suci Amaniarsih, Juliana, "The Function of Code Mixing and Code Switching Uttered by Cinta Laura at Curhat Bang Denny Sumargo Youtube Channel,"

Student   : Jadi metode ini digabungkan dengan metode sebelumnya.

Hasilnya dapat dilihat pada kolom di bawah ini.

(So this method is combined with the previous method. The

result can be seen in the box below.)

Lecture   : *Perfect!*

The student's explanation was spoken in Indonesian, while the lecturer answered in English. In this case, the lecturer wants to show his linguistic ability. This can also be used to impress the listener.

f) Phoetic

The last function is phoetic which is to make puns, jokes, etc. We often find some people code-switching to tell jokes or stories. Moreover, if the origin of the joke or story is from another language. This creates a different atmosphere when the joke or story is not told in the language it comes from, sometimes even giving rise to other meanings and not conveying fun things in the right way.[23]

Based on Muysken's opinion above, code mixing can be divided into three categories, namely insertion, substitution, and congruent lexicalization. And the function of code mixing can be used in all situations in society, namely there are referential, directive, expressive, phatic, metalinguistic and phoetic.

EXCELLENNCE Journal of English and English Education 4, no. 1 (2024), https://doi.org/10.36057/jips.v6i3.563.
[23] Arweni Reska Julia, "Analysis of Code Mixing Used by English Teacher in Classroom Intereaction at Second Grade Students of SMA N 1 Lengayang," *JOURNAL CERDAS MAHASISWA* 4, no. 2 (2022): 227.

B. Bilingualism and Multilingualism

Baker claims bilingualism as the ability to use two languages in a variety of communication situations and explains that bilingualism is complex and involves many dimensions, both individual and social. It is emphasized the importance of context and environment in the learning and development of bilingualism, including factors such as language policy and family support. In this sense, bilingualism is not only concerned with the ability to speak two languages, but also with the ability to function in two languages in a variety of social, educational, or occupational situations.[24]

Astuti et.al, state that multilingualism is the ability to use three or more languages in everyday life. They emphasize that multilingualism occurs in a broader social context, where individuals can speak multiple languages depending on the situation or interaction with different social groups.[25]

Bilingualism and multilingualism in the context of education refer to the ability of students to master and use more than one language in the teaching and learning process.[26] In many countries, bilingual or multilingual education is considered an important skill that not only supports language acquisition but also

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[24] Colin Baker, *Foundations of Bilingual Education and Bilingualism*, *Language Problems and Language Planning*, vol. 21 (United Kingdom: University of Pennsylvania, 2001), https://doi.org/10.1075/lplp.21.3.11fer.

[25] Risa Astuti, Lucky Rahayu Nurjamin, and Amir Hamzah, "Does Multilingualism Endanger Learners' Identity? A Narrative Case Study of English Education Program Students," *English Education and Applied Linguistics Journal (EEAL Journal)* 7, no. 1 (2024): 1–12, https://doi.org/10.31980/eeal.v7i1.223.

[26] Dilsuz Ziyadullayeva, Sarvinoz Ungalova, and Zaynab Shermamatova, "Bilingualism and Multilingualism in Education : Impacts on Learning Methodologies," *Journal of Language Pedagogy and Innovative Applied Linguistics* 1, no. 4 (2023): 235–39, https://doi.org/10.1997/s55sw092.

enhances students' cognitive abilities and social interactions. Bilingualism generally teaches two languages of instruction, allowing students to develop in two languages alternately, which enriches thinking skills and facilitates communication between different ethnic groups.[27] However, although bilingualism and multilingualism offer many advantages, such as improved cognitive skills and greater social opportunities, they also have their own challenges. For bilingual or multilingual hospitality students, it may be difficult to maintain balance between their languages, especially if they frequently speak one language. This challenge may be a lack of vocabulary in one language or difficulty in choosing the right language in a particular communication situation, known as code-switching.[28]

C. Learning Process as a Foreign Language

Today, humans live in an era of changes and many people realize that many changes are taking place in the world, including the use of language. Along with the development of the times, English is considered a language that provides access to the world.[29] Therefore, Hesti and Rizki argue that people should learning English. Learning English in a country where English is a foreign language may be different from learning English in a country where English is a second language,

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[27] B Lumindong, "Linguistics Classes Students' Perception on English-Indonesian Bilingualism," *Jpbii* 12, no. 1 (2024), https://doi.org/10.23887/jpbi.v12i1.3325.

[28] Mlamli Diko, "Code-Switching as a Bilingual and Multilingual Linguistic Strategy in the Construction of Amathaf'entandabuzo," *Southern African Linguistics and Applied Language Studies*, 2023, https://doi.org/10.2989/16073614.2023.2237081.

[29] Erlangga Putra, "THE IMPORTANCE OF LEARNING ENGLISH," *Sepuluh Nopember Institute of Technology (ITS), Surabaya, Indonesia*, no. November (2020): 6.

and also different from the way English is taught in a country where English is a native language.[30]

Kachru proposed World Englishes, which divides the use of English into three main circles: the Inner Circle, the Outer Circle, and the Expanding Circle. Each of these circles represents the level of importance and role of English in different countries. The Inner Circle indicates countries where English is used as a mother tongue and as a first language among the people (the United States, the United Kingdom, Canada, Australia, and New Zealand). The Outer Circle includes countries that have historically had British colonial ties and where English is commonly used in social life or government sectors. Most of the countries included in this circle are former colonies of the British Empire. The use of English in these countries is similar to what is known as English as a second language (India, Malaysia, Singapore, Ghana, Kenya, Bangladesh, Singapore, and others). The third circle, the Expanding Circle, includes countries that have introduced English as a foreign language in schools and universities, mostly to communicate in English with the Inner Circle and Outer Circle (Turkey, Saudi Arabia, the United Arab Emirates, Japan, China, Korea, and Indonesia).[31]

In the context of countries in the Expanding Circle, which refers to countries where English is not the native language but is widely used as a foreign language, English plays an important role in social, educational and economic life. Countries

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[30] Hesty Widiastuty Rizki Novia Darma, "The Importance of Learning English At School," *Interling : International Journal of English Language Teaching, Literature and Linguistics* 1, no. 1 (2024): 53–57, https://doi.org/10.55210/interling.v2i2.1793.

Braj B. Kachru, "World Englishes and Applied Linguistics," *Learning, Keeping and Using Language* 9, no. 1 (1990): 3–20, https://doi.org/10.1075/z.lkul2.19kac.

such as Indonesia, Japan and Brazil learn English primarily for the purpose of international communication.[32] In an increasingly connected world, English is an essential tool for accessing global information, expanding career opportunities and participating in cross-cultural interactions. In countries in the World Economic Circle, English is taught in schools and universities as an essential part of the curriculum. Although the mother tongue remains dominant in everyday life, mastery of English opens up opportunities to communicate with people from English-speaking countries and with fellow native speakers.[33]

English is also a primary language in sectors such as international business, technology, science and tourism, which have a major impact on the economies of these countries. In the hospitality sector, English proficiency is essential, especially with the growth of the global tourism industry.[34] Mastery of English enables hospitality workers to provide better service to international guests. Therefore, many Expanding Circle countries focus on teaching English for Specific Purposes (ESP), such as English for Tourism, to prepare hospitality workers to communicate with guests from different backgrounds.[35]

D. Hospitality Context

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[32] Mohammad A. Al-Mutairi, "Kachru's Three Concentric Circles Model of English Language: An Overview of Criticism & the Place of Kuwait in It," *English Language Teaching* 13, no. 1 (2020): 85, https://doi.org/10.5539/elt.v13n1p85.

[33] Zia Tajeddin and Maryam Pakzadian, "Representation of Inner, Outer and Expanding Circle Varieties and Cultures in Global ELT Textbooks," *Asian-Pacific Journal of Second and Foreign Language Education* 5, no. 1 (2020), https://doi.org/10.1186/s40862-020-00089-9.

[34] Andy Kirkpatrick, "Englishes in the Expanding Circle: Focus on Asia," *Russian Journal of Linguistics* 24, no. 3 (2020): 551–68, https://doi.org/10.22363/2687-0088-2020-24-3-551-568.

[35] Kingsley Bolton and Christopher Jenks, "World Englishes and English for Specific Purposes (ESP)," *World Englishes* 41, no. 4 (2022): 495–511, https://doi.org/10.1111/weng.12604.

In the hospitality context, English as a foreign language (EFL) is essential because the industry involves interacting with guests from all over the world. English is often used as a liaison language between hotel staff and international guests, who may not speak the local language.[36]

For hospitality students, English language proficiency is key in communicating with international guests. Therefore, learning English for hospitality students is very important because the hospitality industry is international and involves interaction with guests from various countries. English proficiency allows students to communicate with guests, explain facilities, and handle requests or complaints effectively.[37] In addition, learning English for hospitality students needs to focus on practical communication skills used in everyday situations in the hospitality world. This includes speaking skills to serve guests, listening skills to understand guest requests, and writing skills to respond to emails or make reports in a professional context. Vocabulary related to hotel facilities, customer service, and operational procedures is essential for students to master so that they can communicate effectively and professionally.

In conclusion, English as a foreign language for hospitality students is essential to support communication skills in this global industry. Mastery of English allows students to interact with international guests, understand hotel procedures, and write professional communications effectively. English learning for hospitality students

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[36] Garda Arif Wicaksono, "Developing English Learning Material for the Hospitality Students," *Journal Corner of Education, Linguistics, and Literature* 3, no. 1 (2023): 27–39, https://doi.org/10.54012/jcell.v3i1.169.

[37] Silvi Nabila Zayanti, Evi Rosmiyati, and Dewi Kartikasari, "The Necessity of Speaking English in Hospitality," *Esteem Journal of English Education Study Programme* 6, no. 2 (2023), https://doi.org/10.31851/esteem.v6i2.12286.

should focus on relevant vocabulary, speaking, listening, and writing skills, and understanding intercultural communication etiquette. Thus, students will be ready to provide friendly, professional, and high-quality service in the hospitality world.

CHAPTER III

RESEARCH METHODS

A. Research Design

This research used descriptive with qualitative approach. Qualitative research used text as empirical material (not numbers), started from the idea of social construction of the reality being studied, interested in the perspective of participants, in everyday practices and everyday knowledge that referred to the problems being studied. In addition, qualitative is a study that sought to reveal phenomena holistically by describing them through non-numerical language in a scientific context and paradigm.

The characteristics of this study focused on descriptive qualitative research. Researchers used a variety of flexible and emerging data collect methods, such as interviews, focus groups, observations, and document analysis, to collect rich and detailed data.

Based on the description above, the researcher conducted this research at SMKN 1 Metro. In this study, the researcher investigated and analyzed the types and functions of Code Mixing used by hospitality students in the learning process at SMKN 1 Metro in the 2023/2024 academic year.

B. Data source

Basically there were two types of data sources. First, there were primary sources which provided direct information. Then, second, there were secondary sources which provided indirect information. In this study, the primary sources were students and interview results. The interview results were taken from several

students. The data from this study consisted of information about the types and functions of Code Mixingused used by students.

This research was conducted at SMKN 1 Metro. While interviews were conducted on students of class XI-3 majoring in hospitality. This was done to find out the types and functions used by students in learning English. Then secondary sources were obtained from books, articles, English dictionaries, encyclopedias and documentation related to the research.

C. Data collection technique

In this study, the researcher used observation and interviews to collect data. Data collection was carried out by observing English classes to obtain appropriate information to achieve the research objectives. Data were collected from conversations of hospitality students in the English learning process. Then, the data were interpreted and poured into an observation sheet. To support the completeness of the data, a video recorder was used as a complement to the observation method. This tool is used as an authentic document. The researcher also conducted interviews on the prepared guideline questions to collect data from students regarding their perspectives on Code Mixing using a voice recorder as an instrument to store data to be analyzed. Interviews were needed to ensure the validity of the data.

1. Observation

Observation is a method of data collection that involves watching and documenting how individuals, objects, or phenomena behave, act, or occur in a

controlled or natural environment. In addition, observation was used to find patterns, opportunities, or problems that other data sources might have miss.

Researchers used video recordings or photographs to record observations or experiments. With video recordings and still images, researchers were able to replay or review events repeatedly to analyze behaviors, interactions, or events in greater detail. This was especially useful for identifying events that might not have been apparent in direct observation.

2. Interview

The type of interview used in this study is a semi-structured interview, where the researcher had a plan or list of questions that have been prepared, but still provided the freedom to dig deeper into the answers or the researcher modifies and asks additional questions based on the answers given by the respondents.

When collecting data through interviews, researchers will recorded it through a voice recorder. Because voice recording was very accurate data collection tool and makes it easier for researchers to analyze and copy the results of the interview answers that have been conducted.

D. Data Analysis Techniques

The information to be collected by the researcher came from the results of observations and interviews. The data were analyzed using qualitative descriptive methods. After being converted into written transcripts, the data were identified, selected, and classified. According to Miles and Huberman, there are three main phases of data analysis: data reduction, data display, and drawing of conclusions or verification. There are three main phases of data analysis:

1. Data Reduction

Data reduction is the process of reducing or simplifying large and complex volumes of data to improve efficiency in data processing, analysis, and storage. The main goal of data reduction is to eliminate redundancy and noise, while retaining relevant and important information. This technique was especially important in situations where the available data is too large to be processed directly, or where data storage and processing systems have capacity limitations. Thus, data reduction helped optimize the time and resources required in data analysis.

Then selected and summarized relevant documents and then coded the data, here the researcher compiled a list of initial codes based on the researcher's theoretical orientation and then checked the data or is called pattern coding. Data reduction also included steps to make reflective notes, researchers can wrote down their thoughts and clarified them related to the object. In this case, the observation data were transcribed into a written transcript. Then, the transcripts were identified to determine utterances that are considered Code Mixing phenomena and utterances that do not contain Code Mixing.

2. Data Display

Miles assumed that in general, a display was an organized assembly that provided the possibility of drawing conclusions and taking action. The increasingly collected data were not able to provide a comprehensive picture. Therefore, data display was needed. After the code mixing usage data were reduced, the next step is to sort and present it into the right categories as determined, after being

determined then the results could be displayed in table form. Then for the interview results, the data were presented in the form of narrative text.

3. Drawing of Conclusions

Conclusion is an activity that described the entire object of research or the configuration of the object of research completely. The conclusions put forward were supported by valid and consistent evidence when researchers go into the field to collect data, so the conclusions put forward are credible conclusions. Data conclusions were made from the results of interviews and observations. Data presentation used descriptive evaluation.[38]
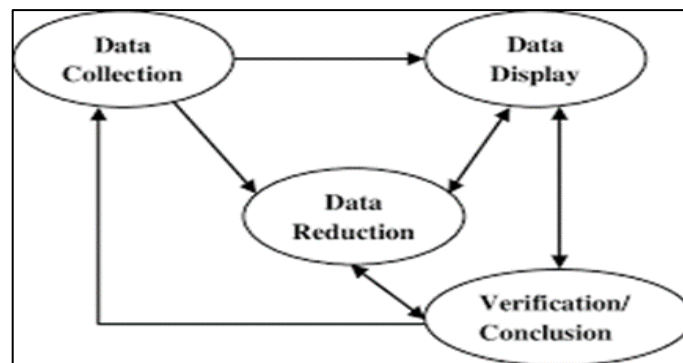
Figure 1. Miles and Huberman's (1994) methodology

E. Research Approach

This research focused on analyzing the mixing problems used by hospitality students in the learning process at SMKN 1 Metro. Based on the title, the research approach that could be used is a case study. This approach is appropriate because

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[38] A. Michael Huberman Matthew B. Miles, *Qualitative Data Analysis*, *SAGE Publication* (Thousand Oaks, California, 1994).

the purpose of this study is to analyze the types and functions of code switching used by hospitality students during learning in depth.

In addition, researchers could explore the strategies used by students to overcome these problems, and their effectiveness. A case study in research is a qualitative research method that involves an in-depth, detailed examination of a single subject, such as an individual, group, organization, event, or community, within its real-life context.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of Research Setting

1. A brief history of SMK Negeri 1 Metro

SMK Negeri 1 Metro is a vocational high school located on Jalan Kemiri 15A Iringmulyo, East Metro District, Metro City with the boundaries: The north is bordered by residential areas, the south is bordered by Kemiri road and also the west is bordered by SMKN 3 Metro. SMK Negeri 1 Metro was originally named SMEA Persiapan, and was established on August 1, 1965, supported by the committee of SMEA Negeri 1 Metro. Students began studying on August 1, 1965 with a place of study at SMEP Negeri Metro which is now SMPN 3 Metro. Then the Preparatory SMEA was inaugurated as SMEA Negeri 1 Metro on August 1, 1965. In 1970 the place of study moved to SMEA Negeri 1 Metro which was located on Jalan Kemiri 15a Metro Central Lampung and the school was in an unfinished state. Then in 1999 SMEA Negeri 1 Metro was changed to SMK Negeri 1 Metro.

For a school, the preparation of a good vision and mission is very important to inspire and motivate the future of the school in providing services, the values to be developed, and the ideals of the school in the future. The vision of SMK Negeri 1 Metro is to be an excellent school with noble character and environmental awareness.

In order for the vision to be realized, it is necessary to have a school mission, the mission of SMKN 1 Metro school is: to implement school management and administration in a professional, accountable and democratic manner by applying

appropriate technology based on the principles of school-based management, organizing the learning process and counseling guidance services in a professional, quality and responsible manner, in accordance with the established curriculum by utilizing the latest technology. Compile and develop the school curriculum on a regular basis by integrating noble ethical values, environmental preservation, technological development, and regional needs and potentials by involving all stakeholders.

Integrating noble character values in the curriculum and daily life. Integrate environmental conservation knowledge and techniques in the curriculum and daily life to create a school environment free from air pollution, noise pollution and odor pollution so as to provide comfort in the implementation of the educational process. Organizing extracurricular activities, self-development, and other non-academic activities and facilitating these activities with adequate facilities and competent tutors. Involving the business world, the industrial world, partner institutions and the community in the education and training process in accordance with the principles of dual system education.

As well as carrying out the educational process by prioritizing discipline, order and responsibility of all parties in the educational process based on established academic guidelines. Preserve, protect and manage the environment optimally. Prioritizing the use of recycling through 3R (Reuse, Reduse, and Recycle).

2. Teacher Data of SMK Negeri 1 Metro

Based on the data obtained, the school has a total of 104 teachers, consisting of 27 male teachers and 77 female teachers. Most of the teachers 89, have completed at least a Bachelor's degree, while 13 teachers have a Master's degree. In addition, there is 1 teacher who is an Associate Expert (D3) graduate, and 1 teacher does not yet have a bachelor's degree. The number mentioned above includes teachers who teach from various departments in the school such as the Finance Study Program with Accounting Expertise Competencies, the Commerce Study Program with Marketing Expertise Competencies, the Administration Study Program with Office Administration Expertise Competencies, the Tourism Study Program with Expertise Competencies: hotel accommodation, catering services and travel business.

3. The Condition of Facilities SMK Negeri 1 Metro

The school has various facilities that support academic and non-academic activities. Among them are the Principal's Room and Vice Principal's Room, each of which has one unit. There are six Teacher's Rooms, while the Classrooms consist of 35 units to support the learning process. Information technology facilities are provided through six units of Computer Room, and there are three units of Practice Room and four units of Laboratory for practicum activities. To support student development, there are 2 units of Counseling Room and 17 units of Student Room. Sports facilities include one unit of Basketball Court, as well as one unit of Student Council Room. The school also provides a parking area, a mosque, a canteen, and one unit of medical room each, as well as one unit of Multipurpose Building for various activities. With these complete

facilities, the school is committed to creating an environment that supports students' all-round development.

4. Student Data SMK Negeri 1 Metro
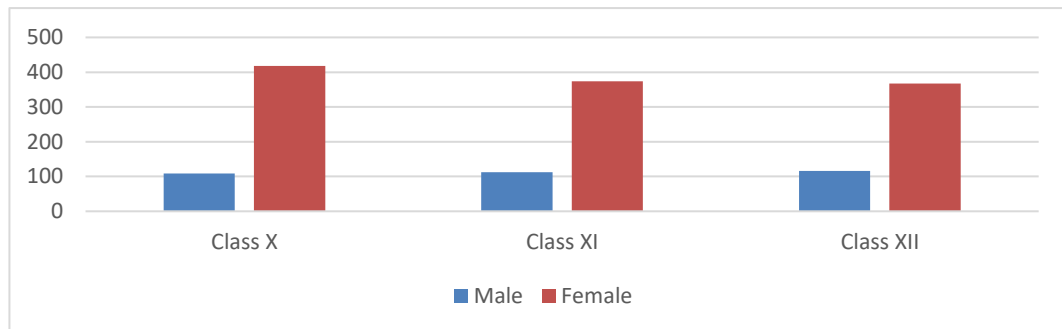
Figure 2 Data of the Student of SMK Negeri Metro

Based on data obtained by researchers in the 2024/2025 academic year at SMK Negeri 1 Metro, it could be concluded that the total number of students per class at each level of education in this school showed significant variations. In Class X, the number of male students was recorded at 109 people, while female students totaled 418 people, so the total number of students in this class reached 527 people. Continuing to Class XI, the number of male students increased to 112, while the number of female students totaled 374, for a total of 486 students. In Class XII, the number of male students was recorded at 116, and the number of female students was 367, bringing the total number of students in this class to 483. Thus, the total number of students from Class X, XI, and XII is 1,496.

B. The Types of Code Mixing Used by Hospitality Studenst in the Learning Process

The use of code mixing by hospitality students was important, as it reflected adaptability in a multicultural work environment. In the hospitality industry, interaction with guests from different cultural and linguistic backgrounds were common. The ability to switch between Indonesian and a foreign language, such as English, allowed students to communicate more effectively and efficiently. There are three types of code-mixing utterances made by students in the learning process with the teacher, namely insertion, alternation, and congruent lexicalization.
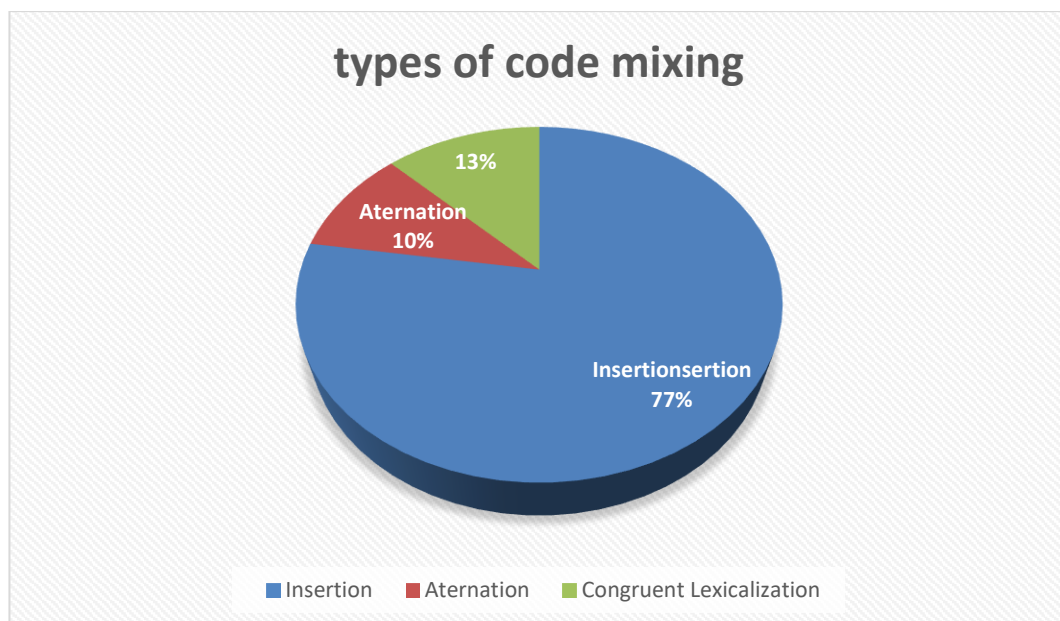
Figure 3 Data of types code mixing

The diagram showed the types of code mixing that hospitality students used during the learning process. The most dominant type was insertion, which made up 77% of the total code mixing. This meant that students mostly inserted single English

words or phrases into their Indonesian sentences. The second most common type was congruent lexicalization, which accounted for 13%. This type involved mixing parts of sentences from both languages together. The least used type was alternation, with only 10%, where students switched languages between clauses or sentences. Overall, the chart showed that students preferred simpler and shorter forms of mixing English in their speech.

1) Insertion

The first type of code mix revealed in the learning process is insertion. The insertion code mix was uttered by the students by inserting phrases and words (such as nouns, adjectives, verbs, and the like). In this study, the researcher on the first day of observation found thirteen types of insertion in students' conversations during the learning process, two of which are as follows:

"Sudah, eh belum sir" (NIP/F/April,2025)

"My little sister played in the kids area eee… playground pak last evening"(CDK/FApril,2025)

In this situation, the above conversation is the student's attempt to answer the question given by the teacher. Then on the second day of observation, the researcher found six types of insertion during the learning process, one of which is below:

"Sering telat sir"(S/F/ April,2025)

And during the last day of the meeting, the third day of observation, researchers found twelve types of insertion during the learning process, two of which are below:

"Translate yang mana pak"(AAGP/M/May,2025)

"Ganti ini aja pak assist"(ERR/M/May,2025)

On the second day and third day situations are students' efforts in answering a question from the teacher. From the students' conversations above, the researcher found the process of code mixing was insertion.

2) Alternation

The second type of code mix revealed in the classroom learning process was alternation. The alternation code-mix conversations conducted by the students were limited by the constraints of code-mixing in terms of the compatibility or equivalence of the languages involved at the point of mix, and clauses. On the first day the researcher found three types of alternation in students' conversations in the learning process, two of which are as follows:

"Saya sir, today I go to coffe to order americano coffe"(NGPS/M/April,2025)

"Halo I'm naufal from pineapple group I think this facility is apa ya pak lupa sabar pak"(MN/M/April,2025)

On the second day of observation, the researcher also found one types of alternation in the vocational learning process, namely Front Office, such as:

"Eee… the porter is a staff can eh apa ya" (NIP/F/April,2025)

In this situation illustrates that students are trying to speak English from a question and task that students get from the teacher, in explaining what they say they mix codes in the learning process. In the excerpt of the sentence spoken by the student above, the researcher found that the code mix used was an alternation.

3) Congruent Lexicalization

The last type of code-mix in the classroom learning process is congruent lexicalization. Congruent lexicalization code mix is spoken by students to combine

vocabulary from both languages while maintaining the same grammatical structure. The researcher found one type of congruent lexicalization that occurred in students' conversations on the first day of observation, as follows:

"kaya tempat buat para eksekutif atau hunian eksekutif kaya exclusive room kaya tamu buat VIP itu lo pak" (NIP/F/April,2025)

On the second day of observation, the researcher again found two types of congruent lexicalization that occurred to students in the learning process, as follows:

"Kalo follow me boleh"(CDK/F/April,2025)

"Akan membantu anda dalam check-in proses dalam proses check-in saya akan menunggu disini untuk membantu kamu selesai check-in setelah anda menyelesaikan proses check-in" (AAGP/M/April,2025)

And on the third day of observation, the researcher found two types of congruent lexicalization types found in student conversations in the learning process, two of which are below:

"Ohh I see membantu menyapa" (AAGP/M/May,2025)

"Bring membawa carry juga membawa escort mengantar mengantar" (AAGP/M/May,2025)

In this situation on the first day, the students were trying to explain the meaning of the utterances they had made from the teacher's translation task. From the students' conversation above, the researcher found a type of code mix that is congruent lexicalization.

4) Interview

In the interviews conducted, hospitality students expressed their experiences and views regarding the use of code mixing in the learning process. The results of these interviews provide a deeper insight into how code mixing applies to hospitality students. In the first interview, the researcher found that students often used two or more languages in one sentence when speaking in learning activities or the learning process. Some of the students mention that:

"Well, permission to answer, I quite often, eee... interfere with the language but with terms like that, for example a mattress becomes a bed or something like that, quite often, sis." (MN)

"Yes, often sis" (NIP)

"Often sis because if we study, we might have some things that we think are unfamiliar, so we wonder what English is so we look for it" (ADGP)

From the results of interviews with several informants, it was found that the phenomenon of code mixing often occurs in daily communication during the learning process. One of the informants, MN, revealed that he quite often mixes languages when speaking, especially in the use of different terms in the hospitality department. For example, the word mattress is changed to bed, which according to him is often done. From the interview, it can be concluded that code mixing is a communication strategy used to facilitate the delivery of messages from teachers and even students, especially in the context of using unfamiliar vocabulary or not finding its equivalent in the learning process. Some students also mentioned that the language they use to code mixing is English, one of the mentions is below:

"English" (CDK)

"I often speak English, especially in hospitality sis." (DF)

"Eee... for example, for practice, we use more English" (FFLD)

Student (DF) mentioned that they often use English in hospitality vocational subjects so that in practice they use English as a mixed language in addition to Indonesian. However, there are some students who mentioned that they do not code mixing because they have difficulty in speaking English, so they still code mixing but not often because they are still fixated on the text and lack of mastery of English.

Some students may also have difficulty finding the right word or term equivalent in the language being used, so there are times when they spontaneously switch to another language that is more familiar or appropriate. So they mentioned any time they needed to use code-mixing:

"Usually when practicing Front Office and Food and Baverage Service, it is usually FBS" (FFLD)

"When it is needed, for example in hospitality, there are words that are not quite standard or not quite right in Indonesian, so I change the English language" (JA)

"Yes sis, there is a need for practice and learning" (SDA)

"At the time of practice sis, yes, practice because if we practice our hotel majors, we really prioritize English" (AAGP)

Based on the results of interviews with hospitality students, the use of code mixing, which is the mixing of two or more languages in one sentence, is seen as an effective communication strategy in the learning process. This phenomenon allows students to overcome vocabulary limitations in Indonesian by shifting to English, especially in the context of hospitality technical terms that may not have direct equivalents. For example, students mentioned that they often replace the word "mattress" with "bed" because it is more familiar in the hospitality context. In addition, the use of English in daily communication in a hospitality environment

is considered important to familiarize oneself with terms that are often used in practice. Some students stated that they use English more often, especially when practicing in Front Office and Food and Beverage Service, because the terms are more commonly used in those contexts.

However, there are also challenges in using code mixing, such as difficulties in remembering foreign terms or limited mastery of English. Some students admitted that they still feel difficulties in speaking English, so they use code mixing in a limited way and rely more on text as a reference. Overall, the use of code mixing by hospitality students reflects practical needs and adaptive communication strategies in dealing with language challenges in the context of learning and practice in the hospitality industry. This shows that code mixing is not only a linguistic phenomenon, but also an effective tool in the learning process and the development of students' communication skills.

C. The function of Coode Mixing Used by Hopitality Students in the Learning process

After finishing with the type of code mixing, the researchers moved on to analyze the function of code mixing. There are six kinds of code mixing functions according to Muysken but in the observations that have been made for three days or three meetings, the researchers only found four kinds of code mixing functions used by hospitality students at SMKN 1 Metro.
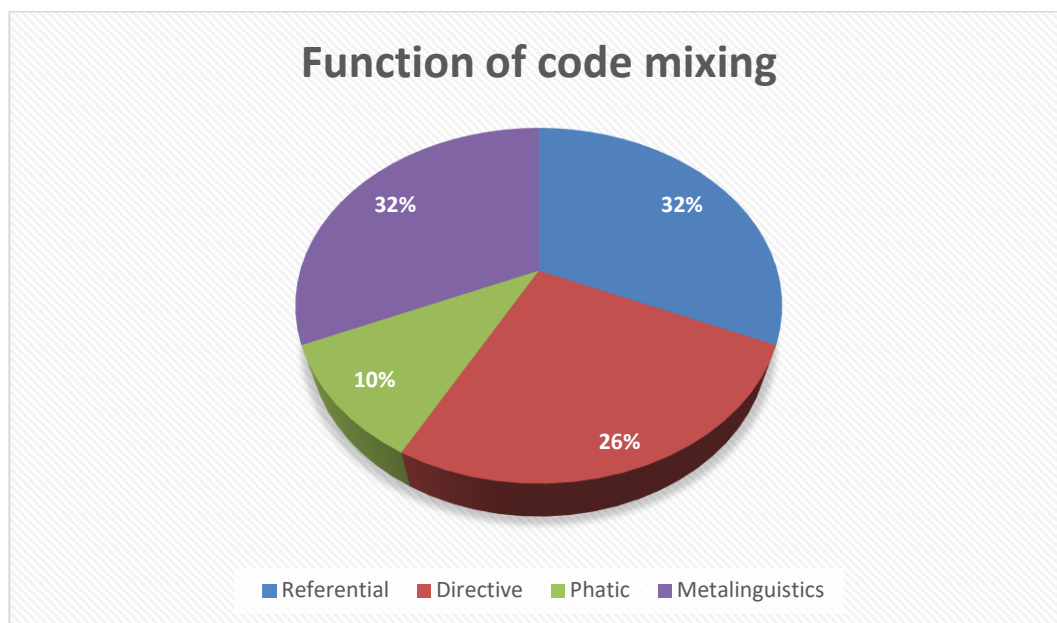
Figure 4 Data of function code mixing

The diagram showed the functions of code mixing used by hospitality students during the learning process. The most common functions were referential and metalinguistic, each made up 32% of the total. Referential function meant students used code mixing to give clear information. Metalinguistic function meant students used code mixing to talk about language itself, like asking or explaining words. The next function was directive, which made up 26%, where students used code mixing to give instructions or requests. The least used function was phatic, with 10%, which helped students keep conversations going or make social interaction. Overall, the chart showed that students used code mixing mostly to share information and learn language.

1) Referential

The first function that is often used by students in the learning process is a referential function, because the function is used when students talk to friends or teachers and are less mastered or not used to one language so they do code mixing.

On the first day of observation, researchers found thirteen kinds of referential functions, two of which are below:

"Saya sir"(ANA/F/April,2025)

"Lanjut sir"(NIPF/April,2025)

On the second day of observation, researchers found two type of referential function that occurred in the learning process, the excerpt is below:

"Sering telat sir"(S/F/April,2025)

"The second one yang do you have any reservation before"(CDK/F/April,2025)

And on the third day of observation, researchers again found four types of referential functions, two of which are as follows:

"saya mister"(SA/F/May,2025)

"Ngga sir" (RP/M/May,2025)

In this situation, it can be seen in the conversation that students have tried to answer in English but they still use Indonesian because of their lack of English. From the student conversation above, the researcher can find the function of the code mixing used is refential code mixing.

2) Directive

The second function is directive where students can use this function to ask for something to be done. During the observation, the researcher found one kind

of function of this code mix on the first day in the learning process, on the first day the researcher found one directive functions, which are below:

"Saya akan merencanakan ulangtahun di ballroom" (DRR/M/April,2025)

The example sentences above are sentences that contain something that would be done either by the person themselves or someone else. From the observation of the sentence above, researchers can found that the sentence were included in the directive function.

On the second day of observation, the researcher again found three directive functions that occurred to students in the learning process, namely as follows:

"Memperbaiki score yang lama"(NIP/F/April,2025)

"New score aja sir" (AAGP/M/April,2025)

In the situation above, it could be noticed that the student spoke as if the teacher could receive information and do what the student said about the score that the teacher would give to the student.

And on the third day researchers found six directive functions of mixing codes that had occurred in the learning process, two of them are as follows:

"Eee… yang travel bag pak"(KA/F/May,2025)

"Yang careful pak" (DP/M/May,2025)

In this situation, students spoke by indicating the choices they would make so that the teacher could direct the information into the powerpoint that had been created. In the conversation from the student above, the researcher found the function they used were directive.

3) Phatic

The fourth function was phatic, students used this to maintain conversation by creating communication channels or speaking turns. In this phatic function, researchers only found on the third day of observation during the learning process, researchers found two phatic functions of mixing codes, which are below:

"Translate yang mana pak ?"(AAGP/M/May,2025)

"Yang totebag ada ngga" (CDK/F/May,2025)

The situation of the student conversation above is as if the student asked a question so that the student gets an answer, this is called phatic because after the student speaks, it is his turn to speak from the teacher. From the student conversation above, the researcher could find the code mix used is a function of phatic.

4) Metalinguistics

The last function that researchers found is metalinguistics, students mix codes with this function because students want to show their linguistic abilities. On the first day, the researcher found three metalinguistics functions during the learning process, two of which are as follows:

"kaya tempat buat para eksekutif atau hunian eksekutif kaya exclusive room kaya tamu buat VIP itu lo pak" (NIP/F/April,2025)

"Halo I'm naufal from pineapple group I think this facility is apa ya pak lupa sabar pak" (MN/M/April,2025)

In the students' conversation situation above, the drawing student tried to answer the task given by the teacher and the student tried to used two languages to answer the task. On the second day of observation, researchers found four functions of metalinguistics, namely:

"Eee… the porter is a staff can eh apa ya" (NIP/F/April,2025)

"Kalo follow me boleh" (CDK/F/April,2025)

In the second observation situation above, the students' conversation can be interpreted that students are trying to use their linguistic skills, namely English language skills. Then on the third day the researcher also rediscovered the existence of two metalinguistic functions used by students, two of which are below:

"Ohh I see membantu menyapa" (AAGP/M/May,2025)

"Bring membawa carry juga membawa escort mengantar mengantar" (AAGP/M/May,2025)

In conversation skills, the first student tried to add English as a sign that he had linguistic abilities and then the second student tried to answer the task from the teacher, namely translating a word and he tried to answer this using two languages. In student conversations from the results of observations for three days, researchers can find out the types that students use are metalinguistic.

5) Interview

Considering Muysken's definition, mentioned that there are six kinds of functions of code-mixing, in the observation, the researcher also did not fail to cover the students' perspectives on the functions of code-mixing itself. In interviews with students that have been passed, here are some of the students' opinions about the function of code mixing:

"In my opinion, the first thing is that it can improve our English skills and the second thing is that we can also train ourselves to be confident speaking English in front of other people." (ADF)

"To make it easier sis, so sometimes I'm confused about what to say in Indonesian because I've absorbed it, so using English is just natural" (JA)

"Add insight into the knowledge of the language used in language blends"
(ZYRL)

"eee... important sis because we let you understand eee.. what's his name eee.. understand vocabulary like that sis" (CDK)

Based on interviews with several students regarding the use of code mixing in English learning, they revealed various reasons for the function of the phenomenon. Many students mentioned that code mixing itself makes it easier to convey ideas in the lesson process and also broadens linguistic horizons as mentioned by CDK that it can add insight into new vocabulary.

Looking at the background in the hospitality department and the frequent occurrence of code mixing as has been said by students from the results of the interview above English has an important role in the world of hospitality because of the many terms and also facilities in English that they must memorize and also master, here are the results of interviews with hospitality students regarding how often English is used in hospitality:

"Very often, maybe 80-90% because we are still mixed up right, sometimes we don't understand sometimes we understand, like for example check-in, check-out bartender, public area and housekeeping, for example, if we mention what tools we use English so we understand better" (ANA)

"Often sis, because using English is necessary so that later when ee.. practice or what is not nervous sis" (MCL)

"Very often sis, almost every day, like booking a room is check-in, then if we want to leave the hotel, we have finished checking out, there are many more sis" (PR)

"Very often, 90% of them have started using English. There can be many but here I mention three, the first is Don't Disturb after that room service after that there is amanities" (SA)

From the results of the interview above, it can be seen that English is very often used in the hospitality department. Seeing the terms that have been mentioned almost all use English, that's why hospitality students must always use English.

With the frequent use of English in hospitality, researchers also want to know about English that is used because of the demands of hospitality or because as a preparation to serve international guests who cannot speak Indonesian. Some students mentioned that:

"The hotel demands sis that we must be able to speak English" (IFH)

"In my opinion, because hospitality is rich in serving foreign guests sis, so it is mandatory to be able to" (ERR)

"Hospitality demands because in the hotel the basic can speak English" (SDA)

"Because of the requirements of the hotel because the hotel will also meet foreigners and even international guests" (ISA)

"The demands in the world of hospitality and because we are what is it, what is the name ee... as what yes as offering services we should be able to communicate in foreign languages sis because not necessarily, yes, or in our hotel it is only local people, it could be from foreigners as well sis" (DRR)

Based on observations and interviews with hospitality students at SMKN 1 Metro, the use of code-mixing in the learning process shows that this phenomenon functions as an effective communication strategy. Students often combine Indonesian and English, especially when facing technical terms or practicum situations that require quick understanding. The functions of code-mixing found include referential, directive, phatic, and metalinguistic, which help students in getting their point across, giving instructions, keeping the conversation smooth, and demonstrating their language skills. In addition, the interviews revealed that code-

mixing is also used to increase confidence in communication, broaden linguistic horizons, and prepare for the demands of the hospitality industry that often interacts with international guests. Thus, code-mixing is not only a linguistic phenomenon, but also reflects students' adaptation to the needs of professional communication in the hospitality field.

D. Discussion

Based on the previous analysis of code mixing used by students of class XI 3 Hospitality at SMKN 1 Metro, it is found that there are three types of code mixing spoken by students in the learning process such as, insertion, alternation, and congruent lexicalization. These types were observed through student utterances during English class activities and interactions with the teacher.

The most dominant type of code mixing used by students was insertion, with a percentage of 77%. This indicates that students frequently inserted single words or short phrases—typically nouns, adjectives, or verbs—from English into Indonesian sentences. The dominance of insertion can be explained by several key factors. First, insertion is the simplest and most accessible form of code mixing, especially for students who are still in the process of acquiring a second language. By inserting familiar English terms into their native Indonesian sentences, students can express specific ideas—especially those related to hospitality—without needing to construct entire sentences in English. For example, words like "receptionist", "check-in", "guest", or "service" are

often used in English even in Indonesian conversations due to their relevance and frequent appearance in hospitality contexts.

This finding is in line with Muysken's theory as stated in the discussion chapter regarding insertion in code-mixing is that elements from one language can be inserted into the sentence structure of another language, provided that the inserted elements are in accordance with the syntactic structure of the main language. In conclusion, the dominance of insertion as the primary type of code mixing suggests that hospitality students are in the early to intermediate stages of English language acquisition, where vocabulary familiarity outweighs grammatical fluency. Nevertheless, their frequent use of English terms in relevant contexts indicates a positive step toward bilingual competence, which is essential in the hospitality industry where interaction with international guests is common.

The second type identified was congruent lexicalization, which appeared in 13% of the data. Although its occurrence was far below insertion (77%), it was still more prominent than alternation (10%), indicating that some students had begun to engage in more complex forms of code mixing. n this type of mixing, students use vocabulary from both languages in a way that blends seamlessly within a single sentence or clause, often following a similar syntactic pattern.

The presence of congruent lexicalization reflects a higher level of linguistic competence compared to simple insertion. It indicates that students are not only familiar with English vocabulary but are also beginning to understand and apply the structural compatibility between the two languages. Even though congruent

lexicalization was not the most common type, its presence shows that some students were already able to use more advanced forms of code mixing. This is a good sign that they are improving in English and are learning how to use it more naturally in real situations.

In summary, the presence of congruent lexicalization, though limited, reflects the students' growing confidence and familiarity with both languages. It also suggests that the classroom environment at SMKN 1 Metro supports bilingual development, allowing students to practice English in a natural and functional way within their learning process.

The least frequent type was alternation, found in only 10% of the total code mixing data. Alternation involves switching between entire phrases or clauses in different languages within a single utterance. The low percentage may suggest that students are less comfortable or less fluent in producing longer or more complex sentences in English. They may have known some English words, but they were still learning how to use full sentences. Also, building long English phrases can be difficult for students who are still developing their grammar and vocabulary.

Another reason why alternation was not common could be the classroom environment. Most of the time, students spoke in Indonesian during lessons. English was only used in certain parts, like when answering questions or repeating vocabulary. Because of this, students mostly used short English words (insertion) instead of full phrases (alternation).

Even though alternation was the least used type, it still showed that some students tried to speak in English more than just using one or two words. This is a good sign that they were starting to learn how to express full ideas in English, even if they still mixed it with Indonesian. In conclusion, the use of alternation was low because students were still learning how to make longer English sentences. But it showed that some students were trying to improve and use English more naturally in their conversations.

Overall, the dominance of insertion indicates that code mixing among hospitality students at SMKN 1 Metro is still at a basic level, focused on vocabulary substitution rather than full sentence construction. This finding is aligned with their status as learners who are still developing proficiency in English. However, the presence of alternation and congruent lexicalization, though less frequent, shows that some students have begun to use more complex forms of code mixing, which may reflect growing confidence and exposure to English in academic or vocational contexts.

These results support the idea that code mixing is not only a linguistic phenomenon but also a reflection of students' adaptive strategies in a bilingual learning environment. In hospitality education, where English plays a significant role, such linguistic flexibility can be viewed as a strength, enabling students to navigate real-life communication scenarios with international guests and professionals.

Based on classroom observation during three meetings, the researcher found several functions of code mixing used by hospitality students at SMKN 1 Metro. These functions appeared naturally during classroom interactions and were used for different communication purposes. The functions identified in this study were: referential, metalinguistic, directive, and phatic.

The referential function was the most commonly used, with 32% of the total data. This function showed that students used code mixing mainly to give or clarify information during the learning process. The use of this function helped students express specific meanings more clearly by choosing words from another language, usually English. It reflected the students' efforts to communicate accurately, especially in topics related to hospitality.

The metalinguistic function also appeared in 32% of the code-mixing instances. This function was used when students talked about language itself, such as asking for meanings, checking grammar, or discussing pronunciation. The high use of this function indicated that students were aware of their language learning process. It also showed that code mixing served as a useful tool for them to support their understanding and improvement in English.

The directive function made up 26% of the data. This function occurred when students used code mixing to give instructions, make requests, or guide actions during the learning process. It showed that students used language to influence others, such as asking the teacher or classmates to do something. This

function reflected the students' ability to communicate their needs and intentions in a polite or effective way.

The phatic function was the least used, with only 10% of the code mixing found. This function was related to maintaining social interaction, such as opening, continuing, or ending conversations. Even though it had the lowest percentage, the presence of this function still showed that students used language to build good communication habits and a positive atmosphere in the classroom.

In summary, the different functions of code mixing found in this study reflected how students used two languages to support both learning and social communication. The high use of referential and metalinguistic functions showed that students focused on understanding and using English correctly, while the directive and phatic functions showed their ability to interact and respond in real communication situations. These functions helped students become more confident and prepared for communication in the hospitality industry.

The findings of this research, titled "The Code Mixing Used by Hospitality Students in the Learning Process at SMKN 1 Metro," showed that the dominant type of code mixing was insertion (77%), and the most common functions were referential (32%) and metalinguistic (32%). These findings can be compared with a study by Rimadhani, Arifin and Setyowati, who also researched code mixing among students in an educational setting.

Both studies showed that insertion was the most used type of code mixing. this study showed 77%, while Rimadhani, Arifin, and Setyowati showed 75%. This meant that in both studies, students mostly inserted English words or phrases into Indonesian sentences. For congruent lexicalization, this study showed 13%, while their study showed 17%. It showed that some students used English and Indonesian words with similar structures in the same sentence. For alternation, this study found 10%, and they found 8%. This showed that only a few students switched between full sentences in English and Indonesian. The biggest difference appeared in alternation, but even here, the numbers were close. This study found 10% alternation, while Rimadhani et al. found 8%. The difference was only 2%, which showed that students rarely switched fully between English and Indonesian sentences. This means students preferred mixing words, not full grammar structures.

In conclusion, both studies had similar results. Insertion was the most dominant, while alternation and congruent lexicalization were used less. This showed that students preferred using single English words in Indonesian sentences during the learning process. These differences showed that code mixing depends on many factors, such as the students' language level, classroom goals, and subject being taught. In hospitality, students were more likely to use English terms related to their field, and this influenced the type and function of code mixing they used.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher drew the conclusion:

This study found three main types of code mixing used by students, namely insertion, alternation, and congruent lexicalization. Insertion type is most common, where students insert English vocabulary into Indonesian sentences, especially in the context of answering questions or hospitality practices.

There are four functions of code mixing found, namely referential, directive, phatic, and metalinguistic. Of the four functions, the referential function is the most frequently used by students. This function arises when students mix languages due to limited mastery of terms in English, so they combine Indonesian to convey their intentions more clearly. This shows that code mixing is a common and important communication strategy in the learning process in bilingual environments such as hospitality classes.

B. Suggestion

Based on the conclusion above, there are some suggestion given as follows:

1. To the Teachers. Teachers should understand that code-mixing is part of the learning process. Teachers can help students to slowly improve their English skills, for example by providing gradual assistance and making learning

activities more communicative and increasing vocabulary. In this way, students may become more confident and less likely to mix languages.

2. The Students. Students should continue to practice speaking in English, both inside and outside the classroom. Don't be afraid to make mistakes, because with frequent practice, language skills will improve and rely less on code-mixing.

3. For Other Researchers In this study, the researcher hopes that this research can be a reference for other studies that analyze the types and functions used by students in the learning process.

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APPENDIX 1

Roster of students in class XI 3 Hospitality

No	Nama
1	ADRIANUS ADITYA GALIH PRATAMA
2	AISYAH DWI FEBRIANTI
3	ALFIAN YUSUF
4	ANNISA NUR AZIIZAH
5	AYU ANJANI
6	BINTANG TRISTAN OKTAVIAN
7	CERELIE DINI KIRANA
8	DAFFA RIFQI RAMADHAN
9	DAMA NUR AYUBI
10	DEVITA FERIANTI
11	DIMAS PRATAMA
12	EGI RISKI RIANSYAH
13	FIFI FENTI LOVIANA DEWI
14	FLORESTA EGA SHABILLA
15	ISABEL SASTA ANGELITA
16	IYAS FARID HABIBI
17	JESICA AMELIA
18	KHEYLA AZZAHRA
19	MUHAMMAD NAUFAL
20	MUTIARA CITRA LESTARI
21	NAVIS GHALY PANJI SAPUTRA
22	NEZZA INDIRA PUTRI
23	PURNITA RINDIANI
24	RICKY PRATAMA
25	SALSABILA
26	SELVIYANA AGUSTIN
27	SHAZLYN ANTA RESYA
28	SYIFA DAVINKA ANNISAGESTYA
29	YUDA SUSILA
30	ZASQIA YULFIRA RAHMAN LUBIS

LEARNING PROCESS OBSERVATION RESULTS DAY 1

Subject   : English

Teacher   : Dahrul Ahmad Ahyarudin, S.Pd

Time   : 12:30 – 15:30

Teacher	:Assalamualaikum wr.wb
All Student	: Wa'alaikumsalam wr.wb
Teacher	: We will start the class please captain lead the prayer
Student	: before we starting the class, pray together, finish, greeting *(MN)*. Good afternoon, sir *(all students).*
Teacher	: Afternoon class, before we start learning I will check your attendance. Your attendance will be entered into the grading system on my laptop. and there is one student who has been absent three times in my class. is there any information about him?
All Student	: No sir
Teacher	: We have bintang and salsa who are not present today.
Teacher	: Just like other classes, I ask you to watch my videos on my YouTube channel, I ask you to watch a video about e... belboys service. So, all of you watch the video?
Student	:sudah, eh belum sir *(NIP)*
Teacher	: Not yet?
Student	: Not yet *(NIP)*
Teacher	: Okay..so… because no one is watch lets us practice e.. let me know pronounce and also i want to know that hotel every hotel facilities. Ya.. nanti waktu ukk bahkan you will even practice serving a guest. Just remember when you are technically a Porter, Belboy. Just imagine when you are looking in a hotel as a Poter or Belboys, what will you do if you are meeting the guest.

Student	: Greeting *(CDK)*
Teacher	: Greeting, what else?
Student	: Offering help *(NIP)*
Teacher	: Offering help, okey.
Student	: Escorting the guest *(AAGP)*
Teacher	: ehemm, so after escorting guest to the r eceptionist, before that before you are escorting the guest to receptionist, sebelum kalian menemani si tamu itu ke reception
Student	: Pick up luggage *(YS)*
Teacher	: Pick up luggage,you are helping with the guest luggage ya, kan tugas Porter kan membantu tamu dalam membawa barang bawaannya.
All Student	: yaaa…
Teacher	: So that the mean as a Porter, when you find the Porter in ae… Trainstations kalo kalian pernah bepergian dengan kereta api, ada yang pernah bepergian dengan kereta api? No one here? We have one in Bandar Lampung. If you have ever tavel using train ya you will see some Porters standing. Kalian akan melihat beberapa Porter kalo di Bandara dan stasiun kereta api mereka berdiri dan Ketika kereta datang they will be eee… enthusiasticor waiting to anyone any passengers to what is it to give them the luggage, for us their assistant to bring the luggage and jadi mereka itu kan menunggu dengan sabar ee.. ada setiap penumpang yang turun dari kereta api dan mereka menunggu kalian untuk memberikan bantuan and then ya because they are they they have your luggage and take care your luggage and ya they deserve to have some money for that ya mereka layak mendapat duit dari kalian ya kan?
Student	: ya pak (MN)
Teacher	: because ya at the someday happened in a hotel, when you looking some a Porter you will have some money as case on course, salah satu yang ee.. banyak tips dari tamu adalah Porter, I

	suggest you to choose Porter and if you are looking as a Porter one of the knowledge that you have is about hotel facilities, because better you have to talk the guest what facilities are available in hotel. Can you mention some of the hotel facilities?
Student	: swimming pool, meeting room, ballroom, playground, bar, coffe, spa and sauna, parking area *(all students answered in a row and took turns)*
Teacher	: Is there any playgroung in hotel? Emang ada playground di hotel?
All Student	: adaaa
Teacher	: yes many hotels in Bali at resort hotel you can trust your children to the staff at playground they will take care your children.
	okay class do you know 'lounge" so what is lounge ap aitu lounge? Kan ada executive lounge
Student	: kaya tempat buat para eksekutif atau hunian eksekutif kaya exclusive room kaya tamu buat VIP itu lo pak *(NIP)*
Teacher	So executive lounge is room waiting in, ruang yang digunakan untuk menunggu, example when you are VIP garuda passenger welcome to come inside the VIP lounge or executive lounge.
	Okay before we are going to the game i wanna ask you to being group and befor that i would like take some assessment spoken assessment from you saya mau ambil nilai speaking, so you can make a simple sentences from this hotel facilities pilih salah satu and create one simple sentence use your own words I appreciate more not google translate, just one simple sentence using one facilities and I will give u score
	Has anyone finished?
Student	: saya sir *(NIP)*
Teacher	: okay look at neza class
	Please Neza
Student	: I will escort Mr. Reza to the restaurant *(NIP)*

Teacher	: okay, good Neza
Student	: saya sir *(AAGP)*
Teacher	: oke adrian
Student	Today I get schedule with my friend in the meeting room. *(AAGP)*
Teacher	: okay good
Student	:saya sir *(CDK)*
Teacher	: lets go cerelie
Student	: my little sister played in the kids area eee.. playground pak last evening *(CDK)*
Teacher	Oke good Cerelie, past tense ya
Student	: iya pak *(CDK)*
Teacher	:okay thank you, please next
Student	: Saya sir *(ANA)*
Teacher	:Okey
Student	: Today I will go to spa at 4.30 pm *(ANA)*
Teacher	:okay good Anisa, next
Student	: saya sir, today I go to coffe to order americano coffe *(NGPS)*
Teacher	: Can you say one more time and clearly
Student	:Today I go to coffe to order americano coffe *(NGPS)*
Teacher	: Okay next please
Student	: saya sir *(AA)*
Teacher	: Okay Anjani
Student	: I want to go to the coffe tomorrow *(AA)*
Teacher	: no should say, I will go to the coffe tomorrow
Student	: I will go to the coffe tomorrow *(AA)*
Teacher	: okay, come on please
Student	: saya sir (ERR)
Teacher	: okay please
Student	: today i will go to the gym at 4 pm (ERR)
Teacher	: okay next please
Student	: saya sir selvi

Teacher	: okay selvi
Student	: yesterday my friend and I ate at the hotel restaurant *(SA)*
Teacher	: yes selvi, next please
Student	: saya sir *(MN)*
Teacher	: okay naufal
Student	: I will be a barista in a coffeshop *(MN)*
Teacher	: okay naufal I hope your dream comes true and you will be a barista and don't forget me I will come to your coffeshop . next please
Student	: saya sir *(DRR)*
Teacher	: Dafa please
Student	: I will schedule birthday party in ballroom *(DRR)*
Teacher	: please translate ke dalam Bahasa Indonesianya
Student	: saya akan merencanakan ulangtahun di ballroom *(DRR)*
Teacher	: okay dafa plan not schedule, schedule itu kan kata kerja jadi harusnya pakai plan. So say it again dafa
Student	: tonight I will plan birthday party in ballroom *(DRR)*
Teacher	: okay dafa thanks, okay next
Student	: saya sir, the meeting room is located at the second floor *(YS)*
Teacher	: okay good.

Actually we have another activity and those who haven't you can send me a voice message, yang belum nanti silahkan kalian voice note just send me. Oke kita move ke another activity dulu ya.

Okay im going divide 5 groups yang 2 isinya 5 yang tiga isinya 6. So I want you to count from one until six.

(students start counting)

So class group one is apple group satu apple, group two is banana, group three is pineapple, group four is cherry and group five is mango.silahkan yang grub satu bergabung menjadi group apple dan seterusnya.

So read the instruction you will describe the hotel fasilities based on the usefulness I don't read the task but I will ask you please come to me to read your worksheet and I will give you a score, kelompok akan mendapatkan fasilitas yang berbeda jadi nanti perwakilanya akan maju jangan keroyokan kalo keroyokan sama aja ketahuan kan ya, please come to me one by one dari apple maju ke saya nanti saya kasih tau and bring your paper I will ask you to write down tentang fasilitas apa yang akan saya berikan ke kalian nanti ditulis disitu and then after you know what facilities you have it make to discuss kamu harus mendiskusikan dengan temenmuya so the rule is you have to describe what facilities is but without mention the name kamu diskusikan apaitu tanpa menyebutkan jadi Cuma clue nya aja tanpa menyebutkan nama fasilitasnya apay a. so you need to fill out this blank with other describtion with other clue berikan dengan kata kata yg mudah dan simple but it should tke the general one ya rom the general one and then come to the specific, if you have six member you can make six clue jadi semakin kesini makin spesisik contohnya yang di swimming pool 'this facilities is available in hotel' jadi yang pertama ini masih general so we move the next one nah di the next one nya ini masih yang umum dulu yang kedua 'this facilities have relaxe after a long day' ini tu masih belum khusus. Dan nanti Ketika kalian akan menjawab ada password nya yaitu 'hello, I'm from …. I think the facilities is….' And the the grub will say yes or no dan nanti ada poin disini. Look at here for every group will be accepted to this rubric score you will mention your clue until other group can get what it is ya sampe bisa ketebak apa tapi in gat semakin banyak clue yang diberikan akan semakin spesifik jadi jangan langsung diberikan itu diawal awal. Okay I will check your group if I say halo you said hai oke

Halo banana

Student   :Hai (banana group)

Teacher   : halo pineapple

Student   :Hai (pineapple group)

Teacher   : halo mango

Student   : Hai (mango group)

Teacher   : halo cherry

Student   : hai (cherry group)

Teacher   : so butuh berapa untuk selesai I think fifteen minutes okay

Teacher   : are you ready for the game?

Student   : not yet

Teacher   : okay listen to me class, kamu Ketika temanmu lagi membacakan deskripsi berarti yang tidak membacakan clue melihat sekelilingnya siapa yang paling pertama mengangkat tangan okay kalian menjadi judge nya pilih siapa yang paling cepatn dan ingat Ketika kalian menjawab katakana password okay oke lets start Apple please stand up

Student   : clue number one this facilities is available at the hotel (apple group)

Teacher   : oke next to the next one clue say it louder

Student   : can be order by anyone (apple group)

Teacher   : so this facilities can be order by anyone or guest, please guess, I there is no one would like to guess move to the next clue, so apple say the clue until the rigth clue can be guess

Student   : can be used in various meeting (apple group)

Teacher   : So this place can be used various meeting

Student   : halo im from mango I think the facilities is ballroom

Teacher   :is it right apple?

Student   : yes sir

Teacher   : okay next banana please

Student   : this facilities is available at hotel (banana group)

Teacher   : okay move to the next one

Student   : this facility will help the guest fill their stomach

Teacher   : okay choose one your friend yang angkat tangan

Student   : adit sir (banana group)

Teacher   : okay adit

Student   : halo im adit from cherry group I think this facilities is restauran

Student   : no (banana group)

Teacher   : okay hands up please other

Student   : halo im neza from apple I think this facility is coffeshop

Teacher   : is it right

Student   : yes sir (banana group)

Teacher   : oke next group read the clue

Student   : this facility is available at a hotel

                Can be use man and women (pineapple group)

Teacher   : okay this facility can use both man and women, anyone wanna guess

Student   : lanjut sir *(NIP)*

Teacher   : okay next clue

Student   : can make you sweat and burn calories

Student   : navis pak (pineapple group)

Teacher   : okay navis

Student   : halo im navis from cherry I think the facility is Sauna

Student   : ya (pineapple group)

Teacher   : okay cherry group it's your turn read the clue

Student   : this facility is available at a hotel

                This facility is favourite place after to visit (cherry group)

Teacher   : favourite place to visit can you guess?

                Okay please next clue

Student   : this facility makes you sweaty

Student   : halo im vira from banana I think this facility is Gym

Student   : yes (cherry group)

Teacher   :okay mango last

Student   : this facility is available at a hotel

This place collect a paper and printer (mango group)

Teacher   : who want please guess or maybe next read the clue

Student   : this place can be acces by internet (mango group)

Student   : halo I'm naufal from pineapple group I think this facility is apa ya pak lupa sabar pak *(MN)*

Teacher   : maybe other wanna to try or ready to the next clue please

Student   : a place to submit important document (mango group)

Student   : halo im purnita from apple I think this facility is reception

Student   : salah (mango group)

Teacher   : so this is place not a position

Student   : halo I'm Naufal from pineapple group I think this facility is business center

Student   : yaa (mango group)

Teacher   : okay so every group submit the paper I will take the assessment. Okay cherry is the winner. Okay class so what do you get from this game

Student   : teamwork

Teacher   :okay teamwork what else, speaking ya you trying to speak up and also you tried to team mate to discuss thing together ya, you tried to make a simple sentences and you tried to be get sepak up people other and a tomorrow we will meet again and tomorrow I will ask you to perform role play tomorrow I will divide you into some group different group from today and I will ask you t perform a porter kalua ga beregu ya berpasang pasangan okay, I will ask you to perform a roleplay regarding porter. What time I will go tomorrow

Student   : sebelas *(NIP)*

Teacher   : eleven fifteen, how to say sebelas

All Student   : eleven

Teacher   : how to say limabelas

All Student   :fifteen

Teacher   : so we are going meet at eleven fifteen we will use the same room no other teacher in this room okay class now I want you to prepare ya we are going to closed this meeting and after this up end up I want the student cleaning this room today please clean up, okay get ready please one of you lead the prayer

Student   : before we go home let's pray together

              Start

              Finish

              Greeting *(MN)*

              Good afternoon sir (all student)

Teacher   : just say greet the teacher ya no greeting ya perintah, good afternoon class see you tomorrow thank you

All student   : thank you sir

LEARNING PROCESS OBSERVATION RESULTS DAY 2

	: Front Office
Subject	: Dahrul Ahmad Ahyarudin, S.Pd
Teacher	: 11:15-15:30
Time	

Teacher	: I will make sure that you already enough to start the class no gadget, let's start our teaching assalamualaikum, wr.wb
All Student	: waalaikumsalam wr.wb
Teacher	: okay I already ask you to watch the video so actually I warning class before we start game I want one of you to open this this meeting the prayer please lead the prayer
Student	: attention please, before we study lets pray together
	Done
	Greet the teacher *(MN)*
	Good afternoon sir *(all student)*
Teacher	: good afternoon class, okay actually ask you jadi yang piket hari ini tolong di kontrol disapu dulu and then dimatikan and ask you to watch the video you watch my video? Okay let me map your attendance
Student	: yes sir *(DRR)*
	(The teacher checks the students' attendance by calling the students' names one by one).
Teacher	: Andreanus alpa dua kali di English ya and then Bintang Tristan FO dua kali Bahasa Inggrisnya 3 kali 5 sudah tidak ada dipelajaran saya kamu, next Mutiara citra only one. Salsa three times being absent in English class and lima in front office class congratulation give a plus
Student	: sering telat sir *(S)*
Teacher	: sering telat, terus kalu telat tidak masuk sekalian, its better be late than your absent, lebih baik telat ya timbang tidak sama sekali, better to be late than absent ya salsa.

Okay class don't forget next month examinate for this semester so we have a short time. Oke lets check up your day result nilai harian apakah ada korelasinya antara dengan ngga masuk dengan nilai kalian.

Aisyah number one you are taking the assessment sama sekali ga pernah mengambil nilai ee… harian untuk Pelajaran fo nya untuk Bahasa inggrisnya juga sama, mana aisyah fo dan Bahasa inggrisnya sama sama ngga pernah ikuti ngga pernah mau mencoba what's up, there is something that you need to adakah sesuatu yang perlu kamu selesaikan? Score nya ada tapi ngga ada you still have three kamu masih punya tiga hutang sama saya,.

Ayu Anjani miss assessment

Bintang Tristan tadi never one you fill the assessment.

So now I would like to give you chance to improve your score ya saya kasih kesempatan so I give you chance to improve your score dari assessment.

Today I would like you to answer my question coba dijawab pertanyaan saya have you watch video that I share? You watch it? Tristan have you watch my video? Kamu gapunya gadget? Do you have gadget?

Student	: yes *(BTO)*
Teacher	: it is smartphone? very smart right? Have you joined a WhatsApp group?
Student	: join *(BTO)*
Teacher	: join WhatsApp group?
Student	: yes *(BTO)*
Teacher	: yes

Do you read the instruction that I ask you to watch the video?

Okay I will ask you related to the video if yu answer my question I will give you score kalo kamu berhasil menjawab nanti saya kasih nilai meskipun kamu gatau kamu ga melihat videonya sama sekali.

So what do you think about the bellboy service? Apa itu yang dimaksud dengan layanan bellboy service?

Apa Bintang you're star in the dark sky you are the light of this universe show me the light Bintang.

Anyone knows? Ada yang tau? What do you know what bellboy service? Bellboy service layanan service.

What do you know bellboys servive? Anyone knows? Tidak ada yang liat?

Bellboy diantara kan yang ada

Student   : jadi bellboy itu kaya tempat taruh barang tamu tempat penyimpanan barang *(NIP)*

Teacher   : neza do you watch the video?

Student   : not yet *(NIP)*

Teacher   : not yet, so yang sudah nonton video saya siapa? Prospective success in a hotelier harusnya sebagai hotelier yang kedepanya harusnya kedisiplinan dari sekarang.

Alrigth now I would like you okay ee.. kalian tau ap aitu porter?

Student   : tau *(NIP)*

Student   : yang membawa barang yang membantu membawa barang *(AAGP)*

Teacher   : orang yang membantu barang bawaan tamu now please speak in English ya seseorang yang membantu barang bawaan tamu how in English saya kasih nilai

Student   : saya saya *(NIP)*

Teacher   : so please Neza seseorang yang membawa barang bawaan tamu just translate in English

Student   : Eee… the porter is a staff can eh apa ya *(NIP)*

Teacher   : I believe that you know eee.. how to say mambantu in English

Student   : iya *(NIP)*

Teacher   : I know that you know how to say tamu in English you just need to read in one sentence

Student	: ya ya e… porter is staff can help you to bring your luggage *(NIP)*
Teacher	: please change you to be guest change you to be guest kamunya itu pronoun you kata ganti you kamu ganti menjadi guest
Student	: porter is staff can help guest bring luggage guest *(NIP)*
Teacher	: thanks for trying to speak up in English Neza so porter is staff who helps the guest ya helps the guest bringing their luggage or taking of their luggage or carrying their luggage someone who helps seserorang yang help apa help seseorang yang membantu guest tamu carrying their luggage bringing their luggage membantu barang bawaan tamu.
	I know that most of you here know ya how to say in English you know ee what is it you know some phrases but maybe you don't know how to say kan kalo dipisah pisah kalian tahu kamu Bahasa inggris nya apa membantu Bahasa inggrisnya apa barang bawaan sudah tau kalian Bahasa inggrisnya apa kenapa tidak dirangkai.
	Okay thanks Neza
Student	: okay *(NIP)*
Teacher	: next question nilai yang berikutnya.
	Neza ini memborong Neza do you want a the new score or you want to improve your previous score yang ini mau dikolom baru atau memperbaiki score yang lama
Student	: memperbaiki score yang lama *(NIP)*
Teacher	: memperbaiki score yang lama.
	Okay the next question there are many task of bellboy or porter please mention one of the task handle by porter mention one of the task mention one of the responsibility handle of bellboy or porter just one there are still many that you can mention but I want you to mention just one so many students here can get score kalau disebutkan ya bisa banyak yang bisa dapat score salah satunya
Student	: bringing luggage *(AAGP)*

Teacher	: itu tugas utamanya yang lain masih ada tugas utamanya emang itu ya carrying the guest luggage but there are many others
Student	: help to check-in check-out process *(DRR)*
Teacher	: help the guest to chek-in check-out process
	Yang membantu kan resepsionist tapi tugas bellboy itu apa coba kamu urutkan dari pertama kamu datang
Student	: ee… welcome the guest *(JA)*
Teacher	: welcome the guest?
Student	: ya *(JA)*
Teacher	: so what else itu masih welcome itu pasti semua petugas hotel
Student	: escorting the guest *(YS)*
Teacher	: escorting the guest
Student	: to front desk *(YS)*
Teacher	: to the front desk okay just imagine when you are become a porter imagine bayangkan kalian sudah menjadi porter kemudian ada tamu datang coba bayang dari satpam apa yang akan kalian lakukan say welcome udah pasti greeting sama welcome itu udah pasti tapi setelah itu yuda dan si adreanus ya bahwa selanjutnya dia akan escorting the guest to the receptionist desk okay good
	What else hands up hands up don't say just say just hands up and say your answer yok yang belum
	Ya please Egi
Student	: escorting the guest to room *(ERR)*
Teacher	: escorting the guest to the room ya escorting the guest to the room
	Okay start mengantar tamu ke reseption untuk dia bisa melanjutkan process chek-in selanjutnya escoring the guest to the room good what's your name egi ya
Student	: ya pak *(ERR)*
Teacher	: sebelum masuk ke pembelajaran ya mengingatkan kalian okay Egi

What else yang kecil kecil apa tugasnya what else come one use your imagination imagine you in a process all the prosedure how the porter or porter handle guest ya mengantar ke receptionist desk mengantar ke kamar okay please

Student : escorting the guest to the Taxi *(KA)*

Teacher : escorting the guest okay the last step okay langsung ditutup what's your name

Student : kheyla

Teacher : okay kheyla langsung ditutup sama dia belum selesai langsung dianter okay kheyla ya kheyla you want the new score or you want to improve the pervious score

Student : ee… new score *(KA)*

Teacher : okay thank you

Sebelum diantar ke taxi there are still many things that a porter can do apa yang kecil kecil dulu boleh hands up come on buat kawan kawan ini masih banyak yang bolong untuk menambah come on just try using you own word don't get afraid of making mistake and blame saya gapernah nyalahin kok mistake in learning is normal process come one please five four three ya

Student : ask the guest already check up *(CDK)*

Teacher : ask the guest already check up this is check up process luggage stuff kurang stuff sebenernya can you say in English with you are asking the guest ready for blablabla can say in English coba dibahasakan mungkin pas kamu ngetok pintu I give you one more chance ya okay please

Student : explain ee.. facilities eee.. in hotel *(CDK)*

Teacher : ya that's it don't miss this one of the task if you're becoming a bellboy please never forget to explain hotel facilities speaking the hotel facilities good good point ada lagi yang di explain sama dia selain itu saya kasih kesempatan come on you can explain the hotel

facilities class you may also explain other facilities come on I already give the clue ya if you know what I mean come on

Ya say in English the word that you say to the guest if you are porter and receptionist was asking you to pick up the guest luggage what will you say with the guest navis you did remember enough apa.

Five four three two one.

Bisa explain the hotel facilities you may also explain the room facilities.

Gampang kan clue nya sudah saya kasih .

Now I would like to give you ee… this one this is just example dialog I already share the example of there are but that's a long version so bow what I want it is to translate ya so you have your gadget your smartphone is over there so you can not open your google and ask google translate okay so I want you use your own word to translate.

I will make it bigger don't worry okay ya

Okay class get ready to translate this dari Bahasa inggris ke Bahasa Indonesia ready?

All Student	: ready
Teacher	: I know you know how to translate in English because ya all the words already familiar just hands up kamu angkat tangan dulu baru terjemahin now I just want you to translate one sentence satu kalimat aja yang penting angkat tangan dulu hands up setelah itu saya tunjuk who want gaada yang mau nilai?
	Neza kan udah kebanyakan do you want to be my judge? Just to be the judge
Student	: Judge? *(NIP)*
Teacher	: jadi judge yang menjudging temanmu siapa yang yang paling cepat and stand up okay I will ask to count ini kalimatnya masih di disini aja belum saya move ke next page ya jadi siapa yang mau

menjawab neza please look at your friend who raise their hand for the first time the fastest one choose her I will count saya hitung ya masih disini kalimatnya

Five no no one two three okay come on

Okay ready Habibi to translate this one

Student : sempurna pak, ohh baik pak mohon perhatianya *(IFH)*

Teacher : come on Habibi

Student : baik pak, saya akan bantu membawa anda ke meja resepsionis, sebelah sini *(IFH)*

Teacher : okay perfect sir itu bisa disampaikan dengan baik pak allow me so assist you to the receptionist desk, jadi perfect jangan diartikan sesuai dengan artinya allow me izinkan saya perkenankan saya ya perkenankan saya mengantar membantu anda ya atau membawa anda ke meja reception untuk process checkin this way please lewat sini pak sebelah sini okay iyas thank you

Iya do oyu want improve the previous score or the new one iyas mau nambah score baru atau yang kemaren diperbaiki

Student : yang kemaren diperbaiki *(IFH)*

Teacher : diperbaiki okay who ready for the next pertanyaan selanjutnya

Okay please come on this one

Student : semua pak *(AAGP)*

Teacher : iya

Student : ee… staff resepsionis kami akan membantu kamu *(AAGP)*

Teacher : anda

Student : akan membantu anda dalam chek-in prosess dalam proses check-in saya akan menunggu disini untuk membantu kamu selesai check-in setelah anda menyelesaikan proses check-in *(AAGP)*

Teacher : okay you can choose wether you are helping man or woman so instead berdasarkan gender nya apa apakah Mr ataukah Mrs atau Ms tergantung namanya siapa or front desk staff maksudnya si resepsionis kita will assist you will help you kan membantu proses

	check-in anda saya akan menunggu disini ya untuk membantu Ketika nanti proses check-in anda sudah….. selesai
Student	: selesai *(AAGP)*
Teacher	: so you translating the sentences ya don't translate the sentences ee… jangan menerjemahkan kata perkata mesti kamu ngga ngerti jadi sesuaikan dengan konteksnya oke thank you adreanus ya do you want to improve the previous one or the new score
Student	: new score *(AAGP)*
Teacher	: last last sebelum kita move to the next sebelum kita berganti ke ee… aktivitas berikutnya Nah ini Ketika sudah sampai dikamar tamu Hands up come on yang masih banyak bolong kaya sundel bolong itu nilainya
Student	: bolehkah saya bertanya eh bertanya kepada anda untuk menunggu beberapa waktu ketika saya saya sedang mengecek untuk posisi kamar untuk kamu untuk anda *(MN)*
Teacher	: repeat
Student	: bolehkan saya bertanya ehh bolehkah saya bertanya kepada dia untuk meminta waktu Ketika saya sedang mengecek kondisi kamar anda *(MN)*
Teacher	: can you please relate with the real conversation coba kalian bayangkan percakapan nyata Ketika kamu menangani tamu dan kamu sudah sampai di depan pintu kamar tamu kamu ngomong apa saat itu can you try to related.kalo may I ask ask itu tidak selalu bertanya rapi juga bisa meminta
Student	: bisakah saya meminta beberapa ehh *(MN)*
Teacher	: okay thanks jadi kalu diterjemahkan lebih… ee… lebih bebas ya ee… bisakah anda bisakah saya meminta anda untuk menunggu sebentar ya saya akan mengecek kondisi kamar…. anda
Student	: anda *(MN)*

Teacher : okay gapapa I will give the score tapi kalo kita menerjemahkan itu jangan lalu kata perkata plek but you have to related with the real condition coba kamu bayangkan kondisi sebenarnya bayangkan kamu ngomong atau Bahasa mudahnya inikan request ya bisakah anda menunggu sebentar pak sembari saya mengecek kamar anda kalua gamau bisa seperti ini mohon tunggu sebentar pak ya saya akan mengecek kamar anda jadi tolong bayangkan kondisi sebenernya coba kalian bisa praktekin ada yang mau parktekin nilainya 90 praktekan itu boleh dengan Bahasa sendiri

Student : alright sir I ask may I ask you to wait for a moment *(MN)*

Teacher : coba dibahasakan dengan Bahasa sendiri yang lebih gampang tunggu sebentar disini pak saya akan mengecek kamar anda tunggu sebentar apa please wait a moment please saya akan mengcek kamar anda gimana Bahasa inggrisnya

Student : I will check *(MN)*

Teacher : okay I will check kondisi kamar anda kalo kondisi kamar tadi apa

Student : room condition *(MN)*

Teacher : room condition kalo kamar anda ada anda nya

Student : you *(MN)*

Teacher : your room condition atau saya mau mengecek kamar anda oke this is Naufal kalau dipandu dia bisa ya oke come on

Student : please wait a moment I will check your room condition *(MN)*

Teacher : okay when you are knocking the door please don't make it fast ya jangan cepet cepet pelan pelan aja porter service porter service boleh pake porter service kemaren ada yang improve pake bellboy. The room is empty posisikan kan kamar kosong ya jadi harus diketuk dulu porter service porter service buka excuse me porter service okay get applause ninety Naufal.

Oke the next activities berangkat ke activitas berikutnya tad ikan emm … terkait translate sudah okay now I want you to write this okay ee.. just repet after me kalian tirukan saya tapi setelah itu nanti

akan saya tunjuk eee… akan saya minta dua orang aja untuk pengambilan nilai ya tapi membacanya harus benar

Student   : ya pak *(NIP)*

Teacher   : emm.. kalo ini kalian sudah tau

Student   : ngga keliatan pak

Teacher   : okay how to say saya tidak bisa melihak pak how to saya maaf pak saya tidak bisa melihat

Student   : I can't see *(NIP)*

Teacher   : maaf nya gimana

Student   : sorry *(NIP)*

Teacher   : kalau sorry itu kurang sopan sorry sir tapi kamu ngga salah

Student   : lahhh

Teacher   : excuse me, excuse me sir I can't see apa tulisanya

Student   : the word *(AAGP)*

Teacher   : word boleh I can't see the any word juga boleh ya actually you can speak up in English kamu bisa saja ngomong yak an sudah tau ya just to try okay repeat after good afternoon sir

All Student : good afternoon sir

Teacher   : welcome to EDotel SMKN 1 Metro

All Student : welcome to EDotel SMKN 1 Metro

Teacher   : may I help you with your luggage

All Student : may I help you with your luggage

Teacher   : may i

All Student : may i

Teacher   : help you

All Student : help you

Teacher   : with your luggage

All Student : with your luggage

Teacher   : please allow me

All Student : please allow me

Teacher   : to assist you

All Student :to assist you

Teacher   : to the to the receptionist desk

All Student : to the to the receptionist desk

Teacher   : please allow me to assist you to the receptionist desk

All Student : please allow me to assist you to the receptionist desk

Teacher   : Mr. Johnson

All Student : Mr. Johnson

Teacher   : our front desk staff

All Student : our front desk staff

Teacher   : will assist you

All Student : will assist you

Teacher   : with your checkin process

All Student : with your checkin process

Teacher   : may I carry

All Student : may I carry

Teacher   : your hand luggage

All Student : your hand luggage

Teacher   : ass well

All Student : ass well

Teacher   : may I carry your hand luggage as well

All Student : may I carry your hand luggage as well

Teacher   : here we are sir

All Student : here we are sir

Teacher   : room eight twelve

All Student : room eight twelve

Teacher   : may I ask you

All Student   : may I ask you

Teacher   : to wait a moment

All Student   : to wait a moment

Teacher   : while I check

All Student   : while I check

Teacher   : the room condition

All Student   : the room condition

Teacher   : may I ask you to wait a moment while I check the room condition

All Student   : may I ask you to wait a moment while I check the room condition

Teacher   : can you check

All Student   : can you check

Teacher   : with all your belongings

All Student   : with all your belongings

Teacher   : are complete

All Student   : are complete

Teacher   : may I know

All Student   : may I know

Teacher   : no no no buka know tapi now

All Student   : now

Teacher   : may I now

All Student   : may I now

Teacher   : hand you

All Student   : hand you

Teacher   : your room key sir

All Student   : your room key sir

Teacher   : bedakan know tahu dan now sekarang apa artinya ada yang tau? Hands up hands up yang belum hands up may I now hand you your room key sir hands up hands up come on please be gentle yang penting tu berani dulu masalah salah belakangan okay dafa ya dafa please

Student   : translate? *(DRR)*

Teacher	: ya
Student	: bolehkah saya meminta kunci kamar anda sekarang pak *(DRR)*
Teacher	: bolehkan saya meminta kunci kamar anda pak? Hand you itu adalah kebalikanya fa dafa sedikit lagi kebalikanya tadi sedikit lagi tad ikan kamu meminta
Student	: ya *(DRR)*
Teacher	: kebalikanya ulangi
Student	: boleh bolehkah anda memberikan kunci kamar anda sekarang pak *(DRR)*
Teacher	: jangan diganti anda saya
Student	: saya bolehkan saya meminta ehh memberi memberikan *(DRR)*
Teacher	: bisakah saya memberi kunci kamar anda okay ad acara yang lain apakah boleh saya berikan sekarang kuncinya pak apakah kunci kamarnya bisa saya berikan kan kamu mau meninggalkan guest nya biar dia bisa istirahat ya kan kunci masih sama kamu nih kunci masih kalian pegang dan kalian mau menyerahkan itu inikan cuma kata lainya aja okay thanks dafa ya
	Maukah atau apakah kuncinya sudah bisa saya serahkan sekarang tapi kata yang yang paling mudah ada apa hands up kata yang mudah cara gampang the easiest way or the easier way to say that cara gampang menyerahkan kunci ke tamu ngomong ap aini kunci kamar anda pak itu aja please
Student	: excuse me sir this is your key card *(NGPS)*
Teacher	: alright sir this is your?
Student	: key card *(NGPS)*
Teacher	: oh you can say here is your key card simple ya here is your key card thanks what's your name?
Student	: Navis *(NGPS)*
Teacher	: Navis do you want to improve or the new score
Student	: new score *(NGPS)*
Teacher	: hah new score okay navis

now the next yang berikutnya stand up I want you to choose your mate because I would like to give one paper of two jus choose your partner kamu pilih partner kamu sama siapa satu kertas untuk orang dua choose your partner okay who is your partner kamu sudah cocok dengan pasanganmu this one? Who is your partner neza mau sama dia dia sudah ada belum oke silahkan berpasangan and then how about you hwo is your partner navis dafa

just read that this work in pair and fill the blank in the following on the dialog discuss with your friend diskusikan mau diisi apa sesuaikan dengan konteksnya so bebas sesuai imaginasi kalian tapi maksudnya sama ya pasti kalian mungkin akan punya versi yang berbeda beda ya so you may use your imagination discuss with your couple discuss with your partner diskusikan mau diisi apa gaboleh sama dengan pasangan lain karna setiap pasangan pasti akan berbeda beda ya meskipun tujuannya sama mau ngisi apa okay so I will ask you to perform yan anti kita role play

just write down the fix one jadi yang ditulis yang dipaper ini yang sudah fix ya kalau belum fix use your book

you will perform this perform the role play without text ee… example like Cerel as a porter and Neza as a guest jadi bermain peran.

Class are you done with the part three sudah selesai dengan part three

Student	: sudah
Teacher	: kalua sudah selesai I will check later nanti akan saya check ya akan saya check bagaimana improvisasi kalian disitu but now what I want to do is to practice the role play perform ya practice the role play ya remember class it is just whole the early process ini role play nya baru tahap pertama
All Student	: iya pak

Teacher : so you are welcoming the guest ya and you are helping the guest luggage you are carrying the guest luggage and then class hey tugas kamu kamu berikutnya adalah role play kalian role play menjadi seorang porter salah satu pasangan menjadi ee salah satu teman kalian menjadi porter atau nanti kalian jadi porter dan nanti teman kalian jadi guestnya okay you need change the role this just an example ya example of the dialog ini cuma contoh dialognya aja ya just example for the dialog ini baru membantu tahap awal doang ya welcoming the guest ya dari muali dari taxi itu kamu narik barang bawaan dari situ trus kamunya dari kasir jemput dia kemudian sampe kamu bawa ke receptionist desk itu aja ya this just the early desk baru tahap-tahap awaal so what I want is perform that dialog but with no text ya you use your imagination use your own word boleh ngga make dialog yang saya berikan simple banget jadi nilainya masing masing adalah 90 apabila sempurna if you can role play good enough ya so be nice are you ready the guest only bring this one the luggage only one ya or maybe you can also use this backpack

Student : tas oke *(NIP)*

: ransel *(AAGP)*

: Boleh ngikutin ini pak? *(ANA)*

Teacher : haa oleh ngikutin itu you follow that dialog or may you use own version

Student : in English? *(ANA)*

Teacher : haa in English

Let's start pasangan mana yang siap

Student : ini diapalkan? *(CDK)*

Teacher : you need use your own version

Student : nanti ganti gantian pak? *(ANA)*

: pake Bahasa sendiri boleh? *(NIP)*

Teacher : ya that's good

If you want this feed you may use that you may practice with your partner but if you want dialog your own word ya I allow you no without text kalo mau pake text ini boleh silahkan lihat disitu coba pertama dibaca baca dulu setelah itu ditutup atau silahkan kembanhgkan pakai Bahasa sendiri ya you may you may use your own word your own sentences so please go get start to read script I already share

Come on class time is almost up waktu kita ngga banyak come on get ready you can introduce yourself but you can improve you can improve

Okay class look at your friends ya

Student : pak abis ini saya sama cerel *(NIP)*

Teacher : okay eee … your is the receptionist desk are you ready class pay attention to your friends performance you may get feedback ya how well they perform the dialog.

You ready

The first pair to come forward practiced a dialog/conversation between a porter and a guest student 1 (Annisa Nur Aziizah) student 2 (Purnita Rindiani)

Student 1 : good morning eee… welcome to EDotel SMKN 1 Metro may I help you with your luggage

Student 2 : yes please thank you

Student 1 : you're welcome

May I know your eee.. reservation

Student 2 : ee.. yes eee.. I have booking ee.. under Mrs. purnita rindiani

Student : eee.. please allow me eee… please allow me to assist to receptionist desk this way miss

Teacher : give applause okay class there are unclear pronounciation ya okay can you repeat with aloud voice coba diulangi gausah praktek performnya lagi cuman kalimatnya aja said loudly yang keras Annis coba yang jaddi yang peran yang keras ya

Student 1   : good morning welcome to EDotel SMKN 1 Metro may help you
                your with your luggage

Teacher   : may I help you

Student 1   : may I help you

Teacher   : with your luggage

Student 1   : with your luggage

Teacher   : ulangi

Student 1   : may I help you with you luggage

Teacher   : your luggage your your may I help you with your luggage

Student 1   : may I help you with your luggage

Teacher   : iya that's it your luggage next kamu bilang apa

Student 2   : yes please thank you

Teacher   : yes please okay next please

Student 1   : you're welcome eee… may I know your have a reservation

Teacher   : reservation ya tadi reservasi

Student 1   : yes

Teacher   : may I know

Student 1   : may I know

Teacher   : if you have

Student 1   : if you have

Teacher   : reservation

Student 1   : reservation

Teacher   : ya may I know if you have reservation okay jawabnya

Student 2   : yes I have a booking under Mrs. Purnita Rindiani

Teacher   : ya I have a booking nya bukan kata kerja ya I have a booking
                under Mrs. Purnita ya I have booking I have a reservation under
                Mrs. Purnita Rindiani

Student 1   : please allow me to assist to receptionist desk this way miss

Teacher   : allow me to assist you to receptionist desk okay thank you give
                applause.
                Whats your name Purnita ya Purnita and Annisa.

Okay next please next perfomer lebih pede lagi lebih keras lagi

Okay class listen to their voice ready three two one action

The second pair to come forward practiced a dialog/conversation between a porter and a guest student 3 (Nezza Indira Putri) student 4 (Cerelie Dini Kirana)

Student 3 : good morning welcome to EDotel SMKN 1 Metro my name is Neza as a porter may I help you with your luggage please

Student 4 : yes please thank you

Student 3 : alright do you have any reservation before?

Student 4 : yes I have under name Mrs. Cerelie

Student 3 : alright Mrs. Cerelie please allow me to escort you to reception desk this way please

Teacher : give applause

You want to change the role?

Student 3 : oke gapapa kaya tadi

Student 4 : kalo follow me boleh

Teacher : ya

Student 3 : boleh

Student 4 : follow me to eee… eh follow me to receptionis desk

Teacher : Ini nya dibawa

Teacher : okay ready roll action

Student 4 : good afternoon madam welcome to EDotel SMKN 1 Metro eee… my name is Cerelie as a porter eee.. may I help you bring your luggage please

Student 3 : yes please

Student 4 : do you have any reservation before?

Student 3 : yes under name Neza

Student 4 : please follow me to the front desk

Teacher : give applause

ee… there are bit different between Neza and Cerel, Neza can you say your first sentence

Student 3 : dari awal tadi

Teacher	: ya
Student 3	: good afternoon welcome to EDotel SMKN 1 Metro my name is Neza as a porter may I help you with your luggage please
Teacher	: how about you
Student	: ini perkenalan juga
Teacher	: yang pertama kali tadi apa yang diomongin
Student 4	: good afternoon madam welcome to EDotel SMKN 1 Metro my name is Cerelie as a porter
Teacher	: I am Cerelie
Student 4	: I am Cerelie as a porter eee… may I help you eee… may I help you bring your luggage
Teacher	: may I help you bring your luggage kalo tadi versi Neza apa atau sama ada yang beda sedikit tadi the second one
Student	: the second one yang do you have any reservation before
Teacher	: do you have any reservation before sama ya?
Student 3&4	: sama
Teacher	: the last one

Student 3	: alright miss Cerelie ee miss Cerelie please please allow me to escort you to the reception desk
Teacher	: alright miss Cerelie ee miss Cerelie please please allow me to escort you to the reception desk how about you
Student 4	: eee… please follow me
Teacher	: okay versinya si Cerel please follow me to the front desk the same ya still the same meaning but with different sentences so you can explore other sentences jaddi kamu bisa mengeksplorasikan dengan kalimat kalimat lain ga harus terpaku dengan text okay thank Cerel and Neza give applause Oke the next boleh berikutnya

Okay ready say more loudly

The next pair to come forward practiced a dialog/conversation between a porter and a guest student 5 (Muhammad Naufal) student 6 (Adrianus Aditya Galih Pratama)

Student 5   : good afternoon sir welcome to EDotel SMKN 1 Metro I am Naufal eee… I am porter may I help you with your luggage

Student 6   : yes please

Student 5   : do yo have any reservation before ?

Student 6   : yes I have reservation before

Student 5   : may I know your name please

Student 6   : my name is Adit

Student 5   : alright sir eee.. may I help you with your luggage
     please allow me to to to receptionist desk this way

Teacher   : okay give applause do you want change the role

Student 5   : ngga pak

Teacher   : okay what's your name Naufal please repeat your sentence loudly coba di ulangi dari pertama coba ngga usah diperagakan di omongin aja

Student 5   : eee… good afternoon sir welcome to EDotel SMKN 1 Metro eee… I am Naufal as a porter

Teacher   : I am Naufal as a porter

Student 5   : porter eee… do you do you have any reception before

Teacher   : resevation

Student 5   : reservation before

Teacher   : do you have any reservation before okay jawabanya tadi apa

Student 6   : yes I have

Teacher   : yes I have terus

Student 5   : alright sir eee.. may I know your name please

Teacher   : alright ya pake T ya belakangnya bekan alrigh berakhiran dengan suara T bukan suara G Alright

All student   : alright

Teacher	: ya T , G nya ngga usah dibaca it should be silent alrigth sir coba everybody alright
All student	: alrigth
Teacher	: alrigth
Student	: alrigth
Teacher	: alrigth
Student	: alrigth
Teacher	: alrigth
Student	: alrigth
Teacher	: ya inget jangan alrigh lagi bukan G tapi T belakangnya may I know your name please trus apa
Student 5	: alright mr adit may I help you with your luggage
Teacher	alright mr adit may I help you with your luggage okay thank you antar help sama have tolong bedakan Naufal
Student 5	: ya pak
Teacher	: have ingin mempunyai help membantu ya have dan help coba class everybody sssttt please different here between this two word bedakan antara dua bunyi ini different between this sound ya have
All student	: have
Teacher	: have
All student	: have
Teacher	: now help
All student	: help
Teacher	: help
All student	: help
Teacher	: membantu have itu mulutnya ngga mingkem tapi kalo help mulutmu mingkem have yang artinya memiliki itu have ngga mingkem mulut tapi kalo membantu mulutmu rapet oke jadi have and help next please oke thank you Naufal and Adit give applause class.
	Adit do you want improve your previous score or jus the new one

Student 6   : new score aja sir

Teacher   : terlanjur saya improve.

Oke class anyone anymore pair ada lagi come on please bar empat ayo Dama come on

Class watch Alfian and Navis

Halo if I say halo you say hai ya helo

All student   : hai

Teacher   : Halo

All student   : hai

Teacher   : please pay attention to you friends performance don't make a noise you just distract their voice.

Okay say more loudly

The next pair to come forward practiced a dialog/conversation between a porter and a guest student 7 (Alfian Yusuf) student 8 (Navis Ghaly Panji Saputra)

Student 7   : good afternoon sir welcome to EDotel SMKN 1 Metro I Alfian as a bellboy how may I assist you your luggage

Student 8   : yes please thank you

Student 7   : may I know your reservation

Student 8   : yes I have reservation under name Navis

Student 7   : alright sir please allow to reception desk to your check-in process this way please

Teacher   : okay class look at here halo class

All student   : haiii

Teacher   : halo

All student   : haiii

Teacher   : if you are handly guest luggage make sure that you are taking care carefully you may put here you may put this backpack over here and then ya you just handly like this one jadi ngga beribet satunya dipegang begini no you just make sure that you can reach the luggage carefully ya this one okay and can you repeat your first sentence jadi kalimat pertamanya apa tadi yang keras

Student 7 : good afternoon sir welcome to EDotel SMKN 1 Metro I Alfian as a bellboy how may I assist you your luggage

teacher : ooo you can say kalo how may I assist you itu berarti bisakah saya membantumu tapi kalo kamu langsung ke luggage nya berarti ungkapanya bukan how may lagi langsung ke may aja ya may I assist you with your luggage ya Alfian jawabnya

Student 8 : yes please

Teacher : oke next

Student 7 : eee.. may I know you your reservation

Teacher : may I know if you bukan your may I know if you have reservation ya okay jawabanya

Student 8 : yes I have reservation under name Navis

Teacher : yes I have reservation under name Mr. Navis oke the next

Student : alright sir please allow to reception desk to your check-in process

Teacher : alright sir please allow to reception desk to your check-in process oke for your check-in process do you want change the role

Student 8 : iya pak

Teacher : lebih keras lagi biar kedengeran three two one action

Student 8 : good morning sir welcome to EDotel SMKN 1 Metro I am Navis as a Bellboy may I help you with your luggage

Student 7 : yes please

Student 8 : please allow me I would like to escort you to the front desk for check-in process this way please

Teacher : okay thank you give applause for Alfian and Navis.
Navis the new score or improving previous one

Student 8 : the new score

Student : saya pak

Teacher : tadi sudah maju ya

Student : belum

Teacher : you ready come on

The next pair to come forward practiced a dialog/conversation between a porter and a guest student 9 (Egi Risky Riansyah) student 10 (Dimas Pratama)

Student 9	: good afternoon sir I am Egi as Porter do you have reservation before
Student 10	: yes I have
Student 9	: may I know your name please
Student 10:	My name is Dimas
Student 9	: alright mister may I help you with your luggage
Student 10	: yes please
Student 9	: please follow me to the reception desk
Teacher	: may I help you with your luggage tapi luggage nya ga dibawa, mau change role play ngga
Student 9	: ngga usah pak
Teacher	: coba can you repeat your sentence repeat your sentence yang pertama good afternoon
Student 9	: good afternoon sir I am Egi as Porter do you have reservation before
Teacher	: good afternoon sir I am Egi as Porter do you have reservation before jawabanya
Student 10	: yes I have
Teacher	: yes I have terus
Student 9	: may I know your name please
Teacher	: may I know your name please jawabanya
Student 10	: my name is Dimas
Teacher	: may name is atau I am Dimas juga boleh terus
Student 9	: alright mister may I help you with your luggage
Teacher	: alright mister Dimas may I help you with your luggage terus
Student 9	: please follow me to the reception desk
Teacher	: please follow me to the reception desk terus
Student 9	: udah
Teacher	: udah oke simple thanks Egi and

Student 10   : Dimas

Teacher   : Dimas give applause.

                 Please don't clap your hand jangan tepuk tepuk

The next pair to come forward practiced a dialog/conversation between a porter
and a guest student 11 (Daffa Rifqi Ramadhan) student 12 (Ricky Pratama)

Student 11   : good afternoon welcome to EDotel SMKN 1 Metro may I help
                 you with your luggage

Student 12   : yes thank you

Student 11   : your welcome may I know if you have a reservation

Student 12   : yes I have

Student 11   : alright sir please the follow me the to reservation for check-in
                 this way please

Teacher   : coba ulangi yang terakhir coba ulangi

Student 11   : eee..

Teacher   : please terakhir

Student 11   : please to please to eee… please to

Teacher   : okay please the follow me please follow me aja ya ngga ada the
                 nya ya

Student 11   : to the reservation eh reception desk for check-in

Teacher   : ya receptionist ya bukan reservation

Student 11   : reception

Teacher   : class don't forget the different between reservation and reception
                 ya so we should say reception kalo yang kasus ini karena dia mau
                 check-in bukan reservasi lagi okay.

                 Allow me apatadi follow me ya tadi ya itu ngga ada the just follow
                 me to the reception desk ya oke thanks oo what's your name

Student 11   : Daffa and Ricky

Teacher   : Daffa and Ricky ya.

                 Okay good lancar semua sssttt suaranya ngga kedengeran karna
                 kalian ribut what's your name?

Student   : kheyla

Teacher   : kheyla and?

Student   : Zasqia

Teacher   : satu lagi ya satu lagi boleh ya one more couple kheyla and zasqia
                   one more couple ya terakhir ini please

The last pair to come forward practiced a dialog/conversation between a porter
and a guest student 13 (Kheyla Azzahra) student 14 (Zasqia Yulfira Rahman
Lubis)

Student 13   : good afternoon welcome to EDotel SMKN 1 Metro may I help
                   you with your luggage

Student 14   : yes please thank you

Student 13   : do you have reservation before?

Student 14   : yes I have

Student 13   : alright … ee… please allow me to escort you to the receptionis
                   desk

Teacher   : okay the last the rest of the couple should be performing next
                   week

Student   : ya pak

Teacher   : sisanya minggu depan ya pas hari selasa

All Student   : ya pak

Teacher   : apa Namanya Yuda dan Habibi ya anyone any couple hasn't
                   submit this if your'e make hey hey class so for the next week I
                   want you perform the long the one now you are just escorting the
                   guest to the reception desk next one you are escorting the guest to
                   the guest room ya so you will be along and next time ya next week
                   you should will also fill out the form ya for the bellboy ya because
                   we have many form you should need to fill so next week will give
                   you the form you are going into practice all to fill the form minggu
                   depan kita praktek mengisi formular yang dibutuhkan semuanya
                   yang ee.. yang dibutuhkan seorang bellboy dari mulai bellboy air
                   and cut kemudian bellboy control sheet dan sebagainya.

	And when the process already perform already practice I want everyone wear ya everyone here please wear you uniform we are going to practice
All Student	: ya pak
Teacher	: with good condition kalua semua sudah kita praktekan dari mulai menyambut tamu ya from the early process to the guest to you until you say your magic word in the final step sampe nanti kamu terakhir nya mengucapkan magic word meninggalkan tamu for the rest Ketika semuanya sudah praktekin sampe mengisi formular juga sudah please wear your uniform nanti kita praktek sebenarnya dengan uniform mu itu ya with your coat with your tie yang praktek tamu juga mungkin boleh melepas coat nya sebentar yang menjadi porter kamu boleh menggunkan your coat your tie dengan performance seperti ini kita praktek sebenarnya pakai ruang sebelah ya so before we rae closing this meeting what did you learn from today lesson what did you learn apa yang kalian pelajari dari materi hari ini ya
Student	: handling guest *(NIP)*
Student	: partner *(DRR)*
Teacher	: handling guest handling guest luggage
Student	: ya *(DRR)*
Teacher	: and also eee… apalagi tadi sebelum ini tadi kalian apa
Student	: speaking *(AAGP)*
Teacher	: speaking ya try to translate ya try to translate from Bahasa English or from English to Bahasa Indonesia okay so what think what do you think our learning process should be improve apa yang harus diimprovisasi dari pembelajaran kita menurut kalian
Student	: kebisingan *(NIP)*
Teacher	: kebisingan ya that's it yang perlu di perlu di perhatikan lagi Ketika praktek didepan perform role play but still most of you eee.. making some noise you are ya you don't pay attention to

	your friend performance ngobrol sendiri akhirnya ngga kedengeran suaranya padahal disini ya miss putri is still recording but you making so much noise ya jadi kalian ribut jadi ngga kedengeran so I don't think that the recording to be good because ya I don't know ya the performers has the loud voice than you ya okay that should be ee.. evaluated itu yang kita evaluasi lagi oke now I want some of you ya cleaning your class today to stay here please clean up all the room here make sure that you swipe the floor ya you turn off the air conditioner you turn off the lamps and you close the door please take the key and bring the key to the office
All Student	: ya pak
Teacher	: yang piket hari ini siapa jangan kaya kemaren lagi ya yang piket untuk hari rabu siapa.
	Class pastikan tidak kaya kemaren lagi remotnya ada dibawah ya you can take the remot control from the office to turn off the air conditioner turn off the lamps ya rapikan semuanya seperti posisi semula swipe the floor ya okay now you may prepare to go home silahkan siap siap pulang dan please eee.. Naufal lead the prayer Naufal silahkan pimpin doa pulang
Student	: attention please before we go home let's pray together pray start. Finish.
	Greeting the teacher *(MN)*
All student	: good afternoon sir
Teacher	: good afternoon sir
Student	: good afternoon sir
Teacher	: good afternoon class see you next week
All student	: see you sir

LEARNING PROCESS OBSERVATION RESULTS DAY 3

Subject   : Englis

Teacher   : Dahrul Ahmad Ahyarudin, S.Pd

Time   : 12:30 – 15:30

Teacher   : Assalamualaikum warahmatullahi wabarakatuh

All   : wa'alaikumsalam warahmatullahi wabarakatuh

Student

Teacher   : okay class before we start learning today let's pray please lead the captain's prayer.

Student   : before we study let's pray together pray start

Finish, greet the teacher *(MN)*

All   : good afternoon sir

student

Teacher   : good afternoon class.

Okay last week I ask you eemmm guest ya eemm hotel staff ya hotel facilities

Student   : ya *(AAGP)*

Teacher   : so I reach sampe finish that you are guesting the hotel staff and for your information that all of you next week on the same day on the same day next week perform but absolutely next week there is no class you know why? Because there is

Student   : waisak mister *(NIP)*

Teacher   : waisak so next week will have a national holiday because we have what is it waisak waisak celebration and you know that eee… I just want inform you reminded that this month is also our plan to examination ya final examination before you are moving up to the next level ya the next level ya I hope you can go to the next level semoga bisa kalian naik level ya

ALL   : amin

Student

Teacher : so this month we will have the very last examination ya very last examination and then we need about a week for the final examination kan kalo mulai dari tanggal 22 jadi sekitar semingguan ujian.

Tanggal 22 it means that kalo minggu depan itu ujian kalo minggu depan di hari senin dan minggu depanya lagi kalian sudah persiapan untuk ujian it means that we only have this meet ya we only have this meet class for our English ya sisanya Cuma minggu ini so I want you to maximalist your effort ya maximalist your effort di optimalisasi lagi usahanya because as you can see here there are still many blank many blank spot here coba lah kamu perhatikan nilai nilai kalian you may need to refill ya kan harusnya nilai-nilaimu yang bolong ini harus direful lagi diisi lagi ya harus di tambal kalian harus patching nyatanya kan engga ya nyatanya kan engga so today eh hari ini hari ini okay we have English we have English today but it doesn't mean that for today we only have westudy English but it possible that ee.. we also learn front office jadi kalo mulai dipadatkan kita padatkan karna Bahasa inggrisnya hanya menyesuaikan materi kalian di FO ya so kita padatkan boleh ya atau ya besok itu FO nya tetep tapi dengan pembelajaran yang lain

Student : ya pak *(NIP)*

Teacher : so you can see here that how many student still need complete ya the assessment coba liat sini kalian liat nilai-nilai kalian yang masih bolong ya let's see this blank you need to maximalist this Aisyah ada disini Aisyah I don't know today you are going to fill this assessment or not you are going take part in my assessment or not now you let this blank so I don't know about your score later nanti kalua dirapotnya seperti apa score nya kalau tidak ditambal tambal ini dikasih kesempatan untuk maju gak maju dikasih kesempatan penilaian lisan tidak ada tidak ada yang angkat tangan okay just see your own score

here see ya how serious that you need to do in order to complete this coba lah kalian lihat sendiri nilai kalian okay now I'm marking your attendant Galih Tama (Adrianus Aditya Galih Pratama) yes sir

Student : yes sir

Teacher : Febrianti (Aisyah Dwi Febrianti) yes sir say yes sir

Student : yes sir

Teacher : yusuf (Alfian Yusuf)

Student : yes sir

Teacher : Azizah Nur

Student : yes sir

Teacher : Anjani (Ayu Anjani)

Student : yes sir

Teacher : Tristan absent?

Student : sick

Teacher : sick?

Student : yes

Teacher : three times absent and this time sick ya tiga kali tidak hadir hari ini sick very good very good attitude ya.

Cerel (Cerelie Dini Kirana)

Student : yes sir

Teacher : Rifqi (Daffa Rifqi Ramadhan)

Student : yes sir

Teacher : Ayubi (Dama Nur Ayubi)

Student : yes sir

Teacher : Ferianti (Devita Ferianti)

Student : yes sir

Teacher : Dimas Pratama

Student : yes sir

Teacher : Rian Rian (Egi Riski Riansyah)

Student : yes sir

Teacher : Loviana (Fifi Fenti Loviana Dewi)

Student   : yes sir

Teacher   : Ega Shabil (Floresta Ega Shabilla) ya ega ya ayo ega Floresta Ega Shabilla

Student   : yes sir

Teacher   : oh ya.

Sasta (Isabel Sasta Angelita)

Student   : yes sir

Teacher   : Habibi (Iyas Farid Habibi) come to Dubay

Student   : yes sir

Teacher   : Amelia

Student   : yes sir

Teacher   : Zahra

Student   : yes sir

Teacher   : Naufal ya you're sleep saya bilangnya Naufal gaada lagi

Student   : yes sir

Teacher   : Citra Lestari

Student   : yes sir

Teacher   : galih panji

Student   : yes sir

Teacher   : Indira (Nezza Indira Putri)

Student   : yes sir

Teacher   : rindi (Purnita Rindiani)

Student   : yes sir

Teacher   : Ricky Pratama

Student   : yes sir

Teacher   : Sabilla

Student   : yes sir

Teacher   : oh you're here thank you thank you being present today you're absent last week why minggu kemarin kenapa ngga hadir.

Hah I can't hear what you say

Student   : sering telat *(S)*

Teacher   : sering telat sering telat apa ini

Student   : telat bangun*(S)*

Teacher   : telat bangun kamu tidur jam berapa what time do you sleep at time
what time do you usually sleep jam berapa biasa tidur atau ngga pernah
tidur you never sleep ngga pernah tidur? Tidur tidurnya pas denger
adzan subuh tidur ya tidurnya jam berapa kenapa sering telat.

I don't know there are many ee.. possibility you may have your parents
working at home maybe because your busy habbits someone but I
don't know kan bisa aja maksudnya mungkin telat karena membantu
bantu yak an kita ngga tau

Teacher   : Agustin (Selvyana Agustin)

Student   : yes sir

Teacher   : Anta (Shazlyn Anta Resya)

Student   : yes sir

Teacher   : Anisa (Syifa Davinka Annisagestya)

Student   : yes sir

Teacher   : Susila (Yuda Susila)

Student   : yes sir

Teacher   : Yulfira (Zasqia Yulfira Rahman Lubis)

Student   : yes sir

Teacher   : oh Lubis horas Lubis

Student   : Horas

Teacher   : oke I would like to give some activities today in the score as
scavenger hunt have you ever heard this kind of activity sudah pernah
denger activitas ini? So the name of this activity is scavenger hunt hunt
mencari scavenger?

Student   : avenger *(NIP)*

Teacher   : ohhh avenger ya

Student   : ya *(NIP)*

Teacher   : ya scavenger hunt ya jadi mencari avenger

Student   : iya *(ERR)*

Student   : mencari penyelamat *(NIP)*

Teacher   : mencari penyelamat bumi okay

Student   : iya *(AAGP)*

Teacher   : ya that's cool scavenger ya let see the definition by oxford ya oxford learners dictionaries scavenger and also lets hear for the pronounciation oh sorry lets haer how pronoun this

Oxford sound   : /ˈskævɪndʒə(r)/

All Student   : scavenger

Oxford sound   : /ˈskævɪndʒər/

All Student   : scavenger

Teacher   : tapi kalo American lebih ke scavenger ya.

Now let see emm the definition ya an animal, a bird or a person that scavenges ya entah itu burung burung entah itu orang entah itu Binatang yang scavenges ya scavenges jadi entah itu orang entah itu burung entah itu Binatang yang sedang mengais-ngais sampah

Student   : mengorek-ngorek *(AAGP)*

Teacher   : ya apa namanya

Student   : mengorek sampah *(AAGP)*

Teacher   : mengorek-ngorek sampah siapa tau ada yang bisa dimakan scavenger itu berarti

Student   : memulung *(AAGP)*

Teacher   : memulung bisa scavenger hunt mean that I will ask you to hunt or something but its not question that you are going to hunt but I will ask you to hunt for the word ya nanati akan saya minta kalian untuk mencari kata

Student   : kata apa pak *(DRR)*

Student   : kata apa (MN)

Teacher : look at here so I will make you into every group of five or maybe six ya how many student here

Student : dua puluh Sembilan pak

Teacher : twenty nine for today

All Student : ya mister

Teacher : ya I think it would be six ya six group so each group consist of five student except for one group only consist of four student ya kalua kita buat enam rata rata lima kecuali satu grup isinya 4 ya.

Okay classs look at here before I'm going to devided you into some group so eee.. I would make it bigger look at here so later you have to named your own group or maybe I will named your group just like previously apple banana ya and also you please write down the name of groups the name of the member ya the name of you groups tulis nama nya masing -masing saama siapa misal satu siapa dua siapa oke

Student : iya pak (DRR)

Teacher : nad objective as I see to your explore and collect vocabulary related to porter service you will explore kamu akan mencari and collect vocabulary dan mencari kosakata terkait porter service yang akan tersembunyi disekitar luar sana samp eke ruangan 202 yang kemarin dipake untuk ujian but ya you may not touch you may not take that papers ya I will put the words ya on this sticky notes nanti akan saya letakan dalam sticky note ini tugas kalian hanya melihat dan mencatat ya melihat dan mencatat kita kasih nanti kesempatan waktu beberapa menit misalkan 10 menit dalam waktu 10 menit kita lihat siapa grup yang yang paling banyak mengumpulkan kosakata dan benar sesuai kategorinya so you may not you are not alone to take this papers just see and then write down on your book ya see and write down on your book and you have to be careful in searching at this papers because I will maybe on the wall maybe eemm.. behind ee.. something I don't know maybe ya on the table ya I don't know you just need to be careful

to finding this to finding the words ya and then others all the member go find out search and come for this paper you have to go paper you group so make sure that is one student from each group ya who is sitting down to write down the word that your friends are trying to submit ya jadi nanti tugasnya satu orang silahkan dia nunggu aja disitu untuk menerima transferan kosakata dari temen kamu ya menerima transferan kotakata dari temen temen yang satu grup tugas kamu hanya write down the word and categorize kategorikan kalo kata ini termasuknya apakah read ini ya apakah verb apakah noun apakah adjective apakah dia termasuk expression gampang lah ya expression lah ya

All Student : itu verb 1

Teacher : jadi kalo misalkan kosakata eat ya it for example ini for example kategorikan kata yang kamu temukan eat misal ya which category that are going you choose verb noun adjective expression

All Student : verb

Teacher : verb berarti nanti ceklis disini verb nya

All Student : ya

Teacher : kemudian artinya apa kira kira indonesian meaning

All Student : makan

Teacher : misal kaya gitu kamu semua dan contoh kalimatnya kalo kamu membuat satu kalimat sederhana dengan kata eat seperti apa okay jadi tugas satu orang itu so one student from each group ya should sit nicely on the chair overthere maybe boleh duduk di kursi itu boleh untuk menerima transferan kata pastikan make sure that you ae not cheating you are not cheating ya tidak boleh mencontek tidak boleh curang

All
Student

: iya pak

Teacher : ngga boleh ngambil dari kosakata group lain dan kategorinya juga tidak boleh ngga mungkin kalian itu gini cara mengkategorikanya itu kan harus bisik bisik jangan sampe ketauhan sama temen temen yang lain okay kalua expression tau lah ya ngga mungkin dia berupa satu kata begini expression dia agak panjang dikit ya

Student : maksudnya gimana pak *(MN)*

Teacher : expression misalkan agak Panjang misalkan ee..

Student : katanya agak lebih Panjang *(NIP)*

All
Student

: oalahh

Teacher : pasti lah udah tau semua expression the long the one ya oaky and then the last thing you need to do use at least three word ya you found then you are collecting from this ee.. table gunakan tiga kata tiga kata yang kamu temukan misalkan verb noun adjective yang kalian temukan dari sini ni

All
Student

: ya

Teacher : minimal tiga aja ya

All
Student

: ya

Teacher : untuk menjadi sebuah dialog sederhana antara porter dan guest

All
Student

: oohhh

Teacher : terakhir dari tugas kalian adalah itu okay jadi untuk membentuk dialog ini terakhir after all the member written from hunting down the scavenger on the words membentuk dialog nya inikan agak sulit jadi biarkan semua member pulang dulu biarkan semua berpulang kampung dulu baru nanti kalian diskusikan lagi ini mau kata apa yang kita pakai untuk dialog singkatnya okay that's the rule and now let me

divide you into some groups kita bagi dalam beberapa kelompok you ready yang jelas kalo berdekatan itu ngga akan bisa satu kelompok okay you ready lets start from one to six kita hitung dari satu sampai dengaan enam ya one to six

students start counting

Teacher : okay number lets go number one

after students have finished discussing in the scavenger hunt game and collect their result papers

Teacher : nah ini ini nilai tambahan nilai tambahan yang pribadi P3 nilai tambahan pribadi ya nanti akan saya I will assess this ya ya the group of letter and hasil dari kerja kelompok akan saya bagi rata sedapetnya kamu enam puluh enam puluh semua but this one is for individual score it is for your individual score yang ini untuk menambah nilai pribadi kalian

Student : ya pak *(MN)*

Teacher : ready?

All : ready

Student

Teacher : now I want you to hands up angkat tangan I want it to hands up I want you translate this word one by one hands up the verb ya please

Student : translate yang mana pak *(AAGP)*

Teacher : this belong the verb semua yang ada di kolong pertama ini

Student : ohh I see membantu menyapa *(AAGP)*

Teacher : greet menyapa

Student : bring membawa carry juga membawa escort mengantar mengantar *(AAGP)*

Teacher : okay Adrianus ya dapet tambal.

Now I want you to give te example just one example in a simple sentences from of this word dari satu diantara lima ini pilih salah satunya untuk membentuk satu kalimat sederhana

Student : pak pak *(YS)*

Student   : saya pak *(ERR)*

Teacher : ini kan ada lima ya so one of your friend already mention the word you shoul use another word kalo kata sudah digunakan teman kamu langsung ganti oke ada Neza Egi Habibi Navis satu dua tiga empat only four? Only four ya there are five sentences here onlu four? Ada lima disini katanya masa Cuma empat okay Neza please

Student   : bring *(NIP)*

Teacher : bring

Student   : can I bring your luggage *(NIP)*

Teacher : okay nice bring already taken bring sudah diambil ya

Student   : pak pak saya dulu pak *(ERR)*

Teacher : ya Egi

Student   : tadi katanya lupa pak *(ERR)*

Teacher : bring is eliminated

Student   : may I assist you *(ERR)*

Teacher : may I assist you ee.. make it little bit longer may assist you apa may I assist you apa nya yang di assist

Student   : ganti ini aja pak assist *(ERR)*

Teacher : no assist

Student   : may I assist you to bring your luggage *(ERR)*

Teacher : may I assist you to bring your luggage ngga ada madam nya

Student   : may I assist you to bring your luggage madame *(ERR)*

Teacher : okay siapa lagi Navis

Student   : greet pak *(NGPS)*

Teacher : great oh greet ya maaf greet bukan great ya come on please Navis

Student   : good morning welcome to EDotel SMKN 1 Metro sir *(NGPS)*

Teacher : ah that's greeting it is greet so greet should be may in a sentence jadi ini harus ada kata greet dalam kalimat

Student   : apa ya pak *(NGPS)*

Teacher : you know what is greet in Bahasa

Student   : menyapa *(NGPS)*

Teacher : menyapa so say in English saya menyapa dia setiap hari saya selalu menyapa ayam ayam dikandang setiap hari you can say something now

Student : I'm greeting to the teacher every morning *(NGPS)*

Teacher : I'm greeting to the teacher every morning can you eee.. boleh ngga ing nya itu dibuang aja ngga usah pake ing

Student : I'm greet *(NGPS)*

Teacher : I greet the teacher

Student : I greet the teacher every morning *(NGPS)*

Teacher : ya this is this sentence shows regulative or is something that you do everything ya I greet the teacher every morning okay nice satu lagi yang tadi ya eee… Habibi ya escort

Student : I will escort you to the front desk *(IFH)*

Teacher : I will escort you to the front desk untuk check-in process jadi please add little bit more I will escort you to the front desk untuk check-in proses

Student : for your check-in process *(IFH)*

Teacher : okay nice.

You you are the last

Student : ya *(ANA)*

Teacher : so you got here please

Student : I will carry you to the reservation with us *(ANA)*

Teacher : I will carry you to the reservation reservation or reception?

Student : reception *(ANA)*

Teacher : reception? Eee… it can something that you're carry so something that you're bring maybe not the man that you're carry but something is bringing so change bit more

Student : I will carry you *(ANA)*

Teacher : no no not you but something is bringing something is bringing to the hotel

Student   : eee.. I will carry you to ehh *(ANA)*

Teacher   : do you know that a guest must bring something this bringing a backpack so it's not your backpack

Student   : I will carry your backpack to the front desk *(ANA)*

Teacher   : I will ya

Student   : ya *(ANA)*

Teacher   : I will ccarry your backpack to the front desk nice wait wait I forget to bring your score ya the second one is

Student   : Neza *(NIP)*

Teacher   : Neza ya Neza do you want to get the new score or you want you to improve Neza

Student   : new score *(NIP)*

Teacher   : new score

Student   : ya

Teacher   : saya buat adil dulu ya tadi kan saya belum kasih Adrianus harusnya eighty five ya so that is fair and the next one number three

Student   : Egi

Teacher   : Egi Egi and

Student   : Navis

Teacher   : Navis and the last

Student   : Habibi pak

Teacher   : Habibi and

Student   : Annisa pak

Teacher   : Annisa Pohan?

Student   : hehe

Teacher   : Annisa Nur Aziza ya Annisa memanen memanen nilai okay good now let's go to the next ya okay this one

Student   : itu artinya apa bikin kalimatnya pak *(MN)*

Teacher   : nooo I want you to make a sentence from from this words so this word take suitcase blablabla categorize as noun semua di kategorikan sebagai noun

All   : noun

Student

Teacher : do you know totebag

Student   : tau *(NIP)*

Student   : tas selempang *(NIP)*

Teacher : tas selempang okay please who want to try to make a simple sentence

Student   : semua itu pak *(SAR)*

Teacher : up to you okay

Student   : ee… suitcase pak *(SAR)*

Teacher : suitcase okay please

Student   : can I help you bring your suitcase *(SAR)*

Teacher : can I help you bring your suitcase okay what's your name

Student   : Shazlyn

Teacher : Shazlyn okay Shazlyn next please

Student   : saya mister *(SA)*

Teacher : please tell me what word

Student   : key card *(SA)*

Teacher : key card come on

Student   : alright sir this is your key card *(SA)*

Teacher : can you repeat say more loudly

Student   : alright sir this is your key card *(SA)*

Teacher : alright sir this is your key card what's your name?

Student   : Selvi

Teacher : selvi okay next please what word

Student   : luggage tag *(PR)*

Teacher : luggage tag ya

Student   : ya *(PR)*

Teacher : okay please

Student   : alright sir this is your luggage tag *(PR)*

Teacher : so simple ya because alright is already use before eemm.. can you ask the luggage tag from the guest karena here is alright sir itukan tinggal mengganti aja

Student : ya *(PR)*

Teacher : so I want you to change the sentence into asking something so you are not requesting something but you are asking something you are asking the guest if you the luggage tag pak bolehkah saya minta luggage tag anda say

Student : your eemm.. *(PR)*

Teacher : this is the same case when you are asking the guest in the same thing kalo kita nanya nama kamu kan sama ya kata kata itu bisa kita pakai tinggal kita ganti objectnya come on no no no lt's say something how to ask the guest name kalo menanyakan kabar gimana

Student : how's your may your name *(PR)*

Teacher : kalau menyakan temen

Student : bingung pak *(PR)*

Teacher : I mean I need you to change this sectences not the same like the previous one bolehkah saya meminta kartu luggage tag anda meminta how to say that I will call you meminta itu ask that's the clue meminta itu ask tinggal dipakai meminta itu ask bolehkah saya meminta how to say

Student : may I ask your luggage *(PR)*

Teacher : tag ya may I have your luggage tag please bisakah saya minta luggage tag anda ya what's your name

Student : Purnita Rindiani

Teacher : Purnita okay ee.. because you listening to someone whispering come to you jadi agak dikurangi now eighty delapan puluh next please

Student : eee… yang travel bag pak *(KA)*

Teacher : travel bag okay please

Student : may I bring your paper bag to your room sir *(KA)*

Teacher : okay goog very long may I bring your paper bag to your sir okay what's your name

Student : kheyla sir

Teacher : okay Keyla nice sentence kheyla thank you very good next please Navis

Student : ya pak *(NGPS)*

Teacher : but you already ee.. many yang lain dulu

Student : ini pak *(YS)*

Teacher : Yuda

Student : pak saya pak pak *(MN)*

Teacher : oh ya Naufal

Student : eee.. yang luggage pak *(MN)*

Teacher : luggage tag

Student : luggage luggage *(MN)*

Teacher : okay please luggage

Student : alright sir ee.. your luggage is just one suitcase *(MN)*

Teacher : alright sir your luggage is just one suitcase Naufal ya next please ya

Student : yang totebag ada ngga *(CDK)*

Teacher : this one totebag okay please

Student : may I bring your totebag to the front desk *(CDK)*

Teacher : may I bring your totebag to the front desk you can use carry

Student : okay carry your   *(CDK)*

Teacher : may I carry your totebag to the reception desk Cerel

Student : iya pak *(CDK)*

Teacher : next please enough? okay class look at this one friendly careful like heavy polite this all adjective

Student : ini lagi boleh ga si *(NIP)*

Student : saya saya *(DNA)*

Student : lagi boleh ngga pak *(NIP)*

Teacher : no for others yang kaya Aisyah febrianti okay Aisyah maybe should hotel staff or maybe hotel you can say hotel staff not just hotel but hotel staff for human

Student : this hotel staff is friendly *(ADF)*

Teacher : this hotel staff is pretty ya Aisyah kepada tamu kepada tamu coba this hotel staff is friendly kepada tamu come on

Student : this hotel is friendly to the guest *(ADF)*

Teacher : this hotel is friendly to the guest ya okay Aisyah okay next please what's your name

Student : ini pak *(DP)*

Teacher : Dimas

Student : yang careful pak *(DP)*

Teacher : careful

Student : ya

: be careful by yourself *(DP)*

Teacher : be careful by yourself ? please be careful on your step or you can say mind your step that's the simple one mind your step it is be careful on your step what's your name

Student : Dimas

Teacher : Dimas next please ya

Student : heavy sir *(DNA)*

Teacher : heavy please

Student : this bag is very heavy *(DNA)*

Teacher : this bag is very heavy you know heavy

Student : berat *(DNA)*

Teacher : berat oke simple sentence what's your name

Student : Dama

Teacher : next please

Student : dama pak bukan daffa *(DNA)*

Teacher : ohh sorry dama oh dama okay next please

Student : kata kata hari ini pak *(YS)*

Teacher : kata kata hari ini okay maybe you can say something the words ya of today in English I will give you score the words of today yang bisa buat kata kata hari ini please

Student : polite *(FES)*

Teacher : polite

Student : this person very polite *(FES)*

Teacher : this person is very polite kepada saya tambahkan kepada saya kepada saya polite means attitude gesture lawanya polite impolite polite itu sopan orang ini sopan banget kepada saya what's your name

Student : Flores

Teacher : Flores jungle yap you want to try

Student : ngga sir *(RP)*

Teacher : oh Cuma garuk garuk aja

Student : iya *(RP)*

Teacher :please be careful on reading so I can hear well and hear your sentence pelan pelan aja

Student : I will write your luggage tag so please …. *(AY)*

Teacher : I will write on your luggage tag so please … what's your name

Student : Alfian *(AY)*

Teacher : ya okay we go home yes we go home buti will check you work and tomorrow we are going practice the lasts meeting ya before we are having your final examination ya tomorrow is the last and please the file I already share with you read the file learn the file tomorrow I'm going to ask you

Student : okay *(AY)*

Teacher : okay prepare your stuffs prepare all your staff make sure there is no waste left here there is no waste or garbage here left behind here ngga ada yang boleh ketinggalan sampah sampahnya yang piket siapa

Student : daffa piket *(MN)*

Teacher   : okay daffa make sure swipe the floor ee.. turn on the air conditions turn off the lamp and bring this to the office alright lead the prayer Naufal

Student   : before we go home let's pray.

: finish

: greet the teacher *(MN)*

All student   : good afternoon sir

Teacher   : good afternoon okay thank you see you tomorrow

APPENDIX 2

Catatan lapangan hasil observasi hari Pertama types of code mixing

Setting   : Meeting Room (Practice Room)

Name   : Dahrul Ahmad Ahyarudin, S.Pd

Date & Time   : 28 April 2025 (12:30 – 15:30)

Subject   : English

No	Students Utterence	Types of Code Mixing		
		insertion	alternation	Congruent lexicalisation
1	Sudah, eh belum sir	✓		
2	kaya tempat buat para eksekutif atau hunian eksekutif kaya exclusive room kaya tamu buat VIP itu lo pak			✓
3	saya sir	✓		
4	saya sir	✓		
5	saya sir	✓		
6	my little sister played in the kids area eee… playground pak last evening	✓		
7	Saya sir	✓		
8	Saya sir, today I go to coffe to order americano coffe		✓	
9	Saya sir	✓		
10	Saya sir	✓		
11	Saya sir selvi	✓		
12	Saya sir	✓		
13	Saya sir	✓		
14	Saya akan merencanakan ulangtahun di ballroom	✓		
15	Saya sir, the meeting room is located at the second floor		✓	

16	Lanjut sir	✓		
17	Halo I'm naufal from pineapple group I think this facility is apa ya pak lupa sabar pak		✓	

Catatan lapangan hasil observasi hari Ke-dua types of code mixing

Setting   : Meeting Room (Practice Room)

Name   : Dahrul Ahmad Ahyarudin, S.Pd

Date & Time   : 29 April 2025 (11:15-15:30)

Subject   : Front Office

No	Students Utterence	Types of Code Mixing		
		insertion	alternation	Congruent lexicalisation
1	Sering telat sir	✓		
2	Jadi bellboy itu kaya tempat taruh barang tamu tempat penyimpanan barang	✓		
3	Eee… the porter is a staff can eh apa ya		✓	
4	Memperbaiki score yang lama	✓		
5	Eee… staff resepsionis kami akan membantu kamu	✓		
6	Akan membantu anda dalam check-in proses dalam proses check-in saya akan menunggu disini untuk membantu kamu selesai check-in setelah anda menyelesaikan proses check-in			✓
8	Kalo follow me boleh			✓

9	The second one yang do you have any reservation before	✓		
9	New score aja sir	✓		

Catatan lapangan hasil observasi hari Ke-tiga types of code mixing

Setting   : Meeting Room (Practice Room)

Name   : Dahrul Ahmad Ahyarudin, S.Pd

Date & Time   : 05 Mei 2025 (12:30 – 15:30)

Subject   : English

No	Students Utterence	Types of Code Mixing		
		insertion	alternation	Congruent lexicalisation
1	Ya mister	✓		
2	Itu verb satu	✓		
3	Translate yang mana pak	✓		
4	Ohh I see membantu menyapa			✓
5	Bring membawa carry juga membawa escort mengantar mengantar			✓
6	Ganti ini aja pak assist	✓		
7	Greet pak	✓		
8	Eee… suitcase pak	✓		
9	Saya mister	✓		
10	Eee… yang travel bag pak	✓		
11	Eee.. yang luggage pak	✓		
12	Yang totebag ada ngga	✓		
13	Yang careful pak	✓		
14	Ngga sir	✓		

APPENDIX 3

Catatan lapangan hasil observasi hari Pertama

Setting   : Meeting Room (Practice Room)

Name   : Dahrul Ahmad Ahyarudin, S.Pd

Date & Time   : 28 April 2025 (12:30 – 15:30)

Subject   : English

No	Students Utterence	Types of Code Mixing		
		insertion	alternation	Congruent lexicalisation
1	Sudah, eh belum sir	✓		
2	kaya tempat buat para eksekutif atau hunian eksekutif kaya exclusive room kaya tamu buat VIP itu lo pak			✓
3	saya sir	✓		
4	saya sir	✓		
5	saya sir	✓		
6	my little sister played in the kids area eee… playground pak last evening	✓		
7	Saya sir	✓		
8	Saya sir, today I go to coffe to order americano coffe		✓	
9	Saya sir	✓		
10	Saya sir	✓		
11	Saya sir selvi	✓		
12	Saya sir	✓		
13	Saya sir	✓		
14	Saya akan merencanakan ulangtahun di ballroom	✓		
15	Saya sir, the meeting room is located at the second floor		✓	

| 16 | Lanjut sir | ✓ | | |
| 17 | Halo I'm naufal from pineapple group I think this facility is apa ya pak lupa sabar pak | | ✓ | |

Catatan lapangan hasil observasi hari Ke-dua

Setting   : Meeting Room (Practice Room)

Name   : Dahrul Ahmad Ahyarudin, S.Pd

Date & Time   : 29 April 2025 (11:15-15:30)

Subject   : Front Office

No	Students Utterence	Types of Code Mixing		
		insertion	alternation	Congruent lexicalisation
1	Sering telat sir	✓		
2	Jadi bellboy itu kaya tempat taruh barang tamu tempat penyimpanan barang	✓		
3	Eee… the porter is a staff can eh apa ya		✓	
4	Memperbaiki score yang lama	✓		
5	Eee… staff resepsionis kami akan membantu kamu	✓		
6	Akan membantu anda dalam check-in proses dalam proses check-in saya akan menunggu disini untuk membantu kamu selesai check-in setelah anda menyelesaikan proses check-in			✓
8	Kalo follow me boleh			✓

9	The second one yang do you have any reservation before	✓		
9	New score aja sir	✓		

Catatan lapangan hasil observasi hari Ke-tiga

Setting   : Meeting Room (Practice Room)

Name   : Dahrul Ahmad Ahyarudin, S.Pd

Date & Time   : 05 Mei 2025 (12:30 – 15:30)

Subject   : English

No	Students Utterence	Types of Code Mixing		
		insertion	alternation	Congruent lexicalisation
1	Ya mister	✓		
2	Itu verb satu	✓		
3	Translate yang mana pak	✓		
4	Ohh I see membantu menyapa			✓
5	Bring membawa carry juga membawa escort mengantar mengantar			✓
6	Ganti ini aja pak assist	✓		
7	Greet pak	✓		
8	Eee… suitcase pak	✓		
9	Saya mister	✓		
10	Eee… yang travel bag pak	✓		
11	Eee.. yang luggage pak	✓		
12	Yang totebag ada ngga	✓		
13	Yang careful pak	✓		
14	Ngga sir	✓		

APPENDIX 4

List Of Interview Sheets

Name   :

Direction   :   Please answer the question based on your opinion Please answer
the question clearly!

1. Do you change or mix languages in the learning process? What languages
    do you often use besides Indonesian?
2. When do you need to use code-mixing from one language to another?
3. What are the functions of language mixing in the learning process for
    students?
4. How often is English used in hospitality department? What examples of
    hospitality terms in English have you learnt?
5. For hospitality, English is used because of the demand or because the
    guests who come use English/international guest?

List of Interview Students

Name   : AAGP

Date   : 28 April 2025

Direction   : Please answer the question based on your opinion

                      Please answer the question clearly!

I   : thanks for your time, please introduce yourself

N   : Saya dengan Adit kak Adrianus Aditya Galih Pratama

I   : Do you change or mix languages in the learning process?

N   : Sering kak soalnya kalau kita belajar itu kan kita mungkin ada beberapa yang menurut kita asing gitu kan kita kepo nih Bahasa Inggrisnya apa jadi kita cari.

I   : What languages do you often use besides Indonesian?

N   : ee.. Bahasa Inggris sih kak

I   : When do you need to use code-mixing from one language to another?

N   : Pada saat praktek sih kak ya praktek soalnya kan kalo praktek kita kan jurusanya Hotel nih kita mengutamakan banget ya Bahasa Inggris

I   : What are the functions of language mixing in the learning process for students?

N   : Fungsinya sebenernya untuk membiasakan diri aja si kak

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?

N   : Sering banget kak sering, ya kaya check-in check-out ee… terus DND Don't Disturb juga udah itu aja kak

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N   : Ya kita belajar Bahasa Inggris karena Hotel ini kan tamunya ga Cuma dari Indonesia kak bahkan kita kalo umpama kita bisa lebih dari dua Bahasa itu itu lebih bagus jadi karena tamu orang asing

List of Interview Students

Name : ADF

Date : 28 April 2025

Direction : Please answer the question based on your opinion

Please answer the question clearly!

I : Thanks for your time, please introduce yourself

N : ya kak halo terimakasih ee.. baik ee.. izinkan saya perkenalkan diri nama saya Aisyah Dwi Febrianti dari XI Perhotelan 3

I : Do you change or mix languages in the learning process? What languages do you often use besides Indonesian?

N : Ya kak kalo disekolah saya itu kita kan eee… saya juga kan eee… ikutan jurusan perhotelan nih jadi kita tuh sering campur campur Bahasa termasuk Bahasa Inggris

I : When do you need to use code-mixing from one language to another?

N : Eeee… menurut saya itu ya ya kaya itu sih kak perlu Dimana ajasih kak kalo menurut aku Dimana aja

I : What are the functions of language mixing in the learning process for students?

N : kalo menurut saya itu yang pertama bisa meningkatin skill berbahasa Inggris kita terus yang kedua itu kita juga bisa ngelatih diri kita buat kaya pede ngomong Bahasa Inggris didepan orang lain gitu

I : How often is English used in hospitality department?

N : Sering banget sih kaka palagi kita bentar lagi PKL nih y aitu ya pembelajaran semua dipake Bahasa Inggris jadi tu sering sih kak kalo kita

I : What examples of hospitality terms in English have you learnt?

N : Ya kalo istilah istilah gitu kan kalo misalnya kita eee… dirumah ni biasanya ngomongnya kaya sendok garpu kalo disini kita beda kak jadi kita kaya cutleries itu kaya alat alat hiding buat makan misalnya nih kalo buat sendok diperhotelan kita ngomongnya spone terus kalo abis itu dirumah biasanya kita bilang sapu kita bilangnya broom jadi kita kaya punya istilah istilah sendiri kan didalam perhotelan itu itu juga kadang kalo misalnya kita ngomong pake Bahasa Indonesia nih di dalam ruang praktek itu kita malah dimarahin jadi kita semua tu harus pake Bahasa Inggris ya menurut aku Bahasa Inggris diperhotelan ini 90% lah kak

I : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N : ee.. menurut aku itu ee.. tuntutan dari perhotelan nya sih kak karena semua pekerjaan tu kalo enak tu pake Bahasa Inggris sih kak kalo menurut aku jadi

kaya dimanapun kita berada kita pake Bahasa Inggris tu udah penting hal penting gitu kak

List of Interview Students

Name : AY

Date : 28 April 2025

Direction : Please answer the question based on your opinion

Please answer the question clearly!

I : Thanks for your time, please introduce yourself

N : eee.. salam kenal nama saya Alfian dari SMK Negeri 1 Metro saya dari kelas XI Perhotelan 3

I : Do you change or mix languages in the learning process?

N : Mungkin waktu kenaikan kelas XI sih soalnya kan apa untuk persiapan buat magang PKL juga jadi biar lancar aja

I : What languages do you often use besides Indonesian?

N : Bahasa local aja si iya Bahasa local Bahasa Inggris si jarang ada kata yang sering lah kalo dicampur ke Bahasa Inggris

I : When do you need to use code-mixing from one language to another?

N : Diwaktu Pelajaran mungkin atau iya pembelajaran

I : What are the functions of language mixing in the learning process for students?

N : eee… memperlancar cara kita ngomong Bahasa Inggris nya untuk berkomunikasi

I : How often is English used in hospitality department?

N : Cukup sering ya soalnya karena tuntutan juga kan jadinya harus memakai Bahasa Inggris

I : What examples of hospitality terms in English have you learnt?

N : ee… seperti buat department HK (House Keeping) kaya cloth linen ee.. floor mesin atau chemical dan lain lain lah

I : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N : Buat saya ee.. tuntutan tapi ya ngga gimana yay a ya ngga terlalu dituntut juga untuk bisa Bahasa Inggris cuman takutnya kan ada yang tamu pake Bahasa Inggris dia ngga ngerti Bahasa kita nah buat biar paham lah gitu

List of Interview Students

Name   : ANA

Date   : 29 April 2025

Direction   : Please answer the question based on your opinion

     Please answer the question clearly!

I : Thanks for your time, please introduce yourself

N : Perkenalkan nama saya Annisa Nur Aziizah dari jurusan Perhotelan

I : Do you change or mix languages in the learning process?

N : iya si kak kalo misalkan sering si kalo diperhotelan itu penting banget

I Bahasa Inggris

N : What languages do you often use besides Indonesian?

  : Ya kan kadang kita kan disini tu banyak sih kaka da yang suku Jawa Indonesia kadang aku campur campur ngomonya sama temen-temen tu kaya kadang Indonesia kadang Jawa kadang Bahasa Inggris juga

I : When do you need to use code-mixing from one language to another?

N : yaaa jalo menurut aku sih ee.. tergantung kita Dimana nya sih kak kaya misal disekolah tu ya kita lagi praktek itu kita juga bisa mecampur campur Bahasa kalo misal lagi diluar misal kit ani di ya misal di Bali lah ya ketemu orang luar mesti kita juga campur Bahasa ya kan ya gitu

I : What are the functions of language mixing in the learning process for students?

N : kalo menurut aku tuh ee.. biar kita tu lebih lancar juga Bahasa Inggrisnya lebih paham jadi kalo misal ketemu orang asing dimanapun kita tu udah paham udah ngerti mereka yang mereka omongin gitu

I : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?

N : Sering banget sih kak ya mungkin 80-90 % karna kita kan masih campur campur kan ya kadang ngga ngerti kadang ngerti gitu ya kaya misal kaya check-in, check -out bartender, public area terus housekeeping gitu gitulah pokoknya kalo misalnya kita nyebutin alat alat apa itu kita pake Bahasa Inggris jadi kita lebih paham gitu.

I : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N : ee kalo buat saya sih lebih ke tuntutan ya kak karena pasti kita nanti diperhotelan gitu kan ketemu bule gitu

List of Interview Students

Name   : AA

Date   : 05 Mei 2025

Direction   : Please answer the question based on your opinion Please answer the question clearly!

I   : Thanks for your time, please introduce yourself
N   : Nama saya Ayu Anjani kelas XI Perhotelan 3

I   : Do you change or mix languages in the learning process?
N   : Pernah

I   : What languages do you often use besides Indonesian?
N   : Bahasa Inggris tapi kek jarang aja

I   : When do you need to use code-mixing from one language to another?
N   : Kaya kaya dikelas si kak karena Bahasa Inggris juga diperlukan buat nanti kita di hotel

I   : What are the functions of language mixing in the learning process for students?
N   : Ya penting karena biar kita juga terbiasa berbahasa Inggris abis itu kaya nanti pas kita interview itu ngga gugup juga

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
N   : Sering dibilang sering banget juga ya ngga tapi ya jarang jarang gitulah pokoknya 70 sampe 80%
: eee.. apasi ini kaya lobby abis itu iya meeting room iya gitu

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?
N   : Tuntutan juga karena kalo misalkan ada tamu luar negeri gitu kita kan pasti makenya Bahasa Inggris

List of Interview Students

Name   : CDK

Date   : 03 Mei 2025

Direction   : Please answer the question based on your opinion

                Please answer the question clearly!

I   : Thanks for your time, please introduce yourself

N   : Halo izin menjawab nama saya Cerelie Dini Kirana dari kelas XI Perhotelan 3 dari sekolah SMK Negeri 1 Metro

I   : Do you change or mix languages in the learning process?

N   : eee… dicampur kak kalo pembelajaran

I   : What languages do you often use besides Indonesian?

N   : Bahasa Inggris

I   : When do you need to use code-mixing from one language to another?

N   : Ini dalam Pelajaran gitu kak? Dalam Pelajaran sih biasanya dicampur eee.. Bahasa Inggris gitu eee… Front Office terus itu eee… di kejuruan

I   : What are the functions of language mixing in the learning process for students?

N   : eee… penting si kak karena kan kita biarin ngerti ee.. apa Namanya ee.. ngerti kosakata gitu kak

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?

N   : Lumayan sering sih kak karena kita udah mulai mendekati PKL juga jadi hamper rata-rata yaa Inggris kak 80% sih kak.
     : ee.. ada reservation terus ada check-in check-out terus booking

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N   : Karena ya tuntutan juga kak karena tamunya ngga dari Indonesia aja dari orang luar luar juga negara lain

List of Interview Students

Name   : DRR

Date   : 28 April 2025

Direction : Please answer the question based on your opinion

      Please answer the question clearly!

I : Thanks for your time, please introduce yourself

N : Baik izin memperkanalkan diri nama saya Daffa Rifqi Ramadhan dari XI Perhotelan 3

I : Do you change or mix languages in the learning process?

N : Ada si cuman ngga sering kak

I : What languages do you often use besides Indonesian?

N : Ohh Bahasa Inggris aja

I : When do you need to use code-mixing from one language to another?

N : Saat sedang praktek Front Office dengan guru terus saat belajar Bahasa Inggris sendiri dan saat interview kak

I : What are the functions of language mixing in the learning process for students?

N : Percamburan Bahasa itu menurut saya sendiri tu agar kita lebih memahami kak memahami dan tidak apa ya tidak salah mengucapkan itu saat bertemu dengan orang

I : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?

N : Sering kak sering sering 85%
  : istilah check-in check-out terus ya

I : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N : Tuntutan dalam dunia perhotelan dan karena kita kan sebagai apa itu ya apa namanya ee.. sebagai apa ya sebagai menawarkan jasa harusnya kita bisa berkomunikasi dengan Bahasa asing kak karena belum tentu kan ya gatau di hotel kita tersebut itu orang lokal aja bisa jadi dari orang asing mancanegara juga kak

List of Interview Students

Name   : DF

Date   : 19 Mei 2025

Direction   : Please answer the question based on your opinion

              Please answer the question clearly!

I   : Thanks for your time, please introduce yourself
N   : Nama aku Devita Febrianti dari XI Perhotelan 3 kak

I   : Do you change or mix languages in the learning process?
N   : Ketika pembelajaran iya sih kak biasanya ada yang ee.. beberapa Bahasa yang diubah gitu si kak

I   : What languages do you often use besides Indonesian?
N   : Kalo aku seringnya Bahasa Inggris sih kak apalagi diperhotelan ya kak

I   : When do you need to use code-mixing from one language to another?
N   : Ketika memang diperlukan kak karena kan diperhotelan itu suka bingung mencari perumpamaan atau tata Bahasa dalam Bahasa Indonesia nya gitu lo kak jadi lebih seringnya pake Bahasa Inggris gitu jadi lebih nyaman dan karena bingung mau ngomong Bahasa Indonesia nya tu kaya gimana gitu sih kak

I   : What are the functions of language mixing in the learning process for students?
N   : ee.. yang pertama memudahkan terus juga bisa prepare ya kak kalo misal nanti dapet guest nya orang luar negeri kan kita udah ada persiapan gitu kak

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
N   : ee.. sangat lumayan sering sih kak lumayan sering biasanya ketika praktek ketika belajar dan juga kan kalo kita itu ada praktek di EDotel itu ya kak itu biasanya juga pake Bahasa Inggris
     : eee.. yang paling umum itu kan kaya check-in ya kak check-out terus juga guest tamu itu terus ada juga yang dinner breakfast lunch itu sih kak yang umum banget

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N : kalo menurut aku sih kak itu semuanya ya kak karena ee.. kita perlu mempersiapkan jikalau memang nanti ada guest yang dari luar negeri kita ngga bingung sih kak walaupun memang sebenernya kalua kita lagi dimetro ini ya kurang banyak yang dari luar negeri tap ikan kita gatau ya kak nanti karir kita nya gimana sampe dimana jadi menurut aku penting juga dua duanya jadi bisa mempersiapkan dan juga keperluan sih kak

List of Interview Students

Name : ERR

Date : 29 Mei 2025

Direction : Please answer the question based on your opinion

Please answer the question clearly!

I : Thanks for your time, please introduce yourself

N : Halo nama saya Egi Riski Riansyah dari SMK Negeri Metro Jurusan Perhotelan

I : Do you change or mix languages in the learning process?

N : Iya beberapa kali mungkin kalau emang pembelajaran nya Bahasa Inggris gitu kadang make kosakata Bahasa Inggris beberapa lah

I : What languages do you often use besides Indonesian?

N : Bahasa daerah mungkin

I : When do you need to use code-mixing from one language to another?

N : Kalo itu kadang spontan sih kak kalo kita mau ngomong sesuatu Cuma kosakatanya abis tapi adanya Bahasa lain jadi kadang spontan aja keluar

I : What are the functions of language mixing in the learning process for students?

N : Mungkin biar kosakata nya lebih bagus kak

I : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?

N : ohh sering kak Ketika proses pembelajaran itu 80%
: Kaya service terus ada apalagi ya greeting apalagi ya hospitality receptionist

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N : kalau menurut saya karena emang perhotelan itu kan kaya melayani tamu tamu dari mancangera gitu kak jadi ya wajib aja bisa

List of Interview Students

Name   : FFLD

Date   : 15 Mei 2025

Direction   : Please answer the question based on your opinion

                Please answer the question clearly!

I   : Thanks for your time, please introduce yourself

N : Halo perkenalkan nama saya Fifi Fenti Loviana Dewi dari kelas XI Perhotelan 3

I   : Do you change or mix languages in the learning process?

N : Iya kak

I   : What languages do you often use besides Indonesian?

N : Eee.. misalnya kalo buat praktek itu kita lebih banyak pakai Bahasa Inggris

I   : When do you need to use code-mixing from one language to another?

N : Biasanya saat Praktek Front Office dan Food and Baverage Service itu biasanya FBS

I   : What are the functions of language mixing in the learning process for students?

N : Menurut saya sih kak biar kita tu lebih paham apa pengertian dari suatu istilah yang pake Bahasa Inggris gitu jadi kita lebih paham dan kita ngerti

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?

N : Sering banget kak kayanya 99% deh
     : Ya boleh pertama tu ada Sequence of service abistu mise en place terus table set up terus making bed itu kak

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N   : Kalo diperhotelan itu bener bener tuntutan kak jadi dari awal udah harus Inggris

List of Interview Students

Name   : FES

Date   : 05 Mei 2025

Direction   : Please answer the question based on your opinion

                Please answer the question clearly!

I   : Thanks for your time, please introduce yourself
N   : Perkenalkan kak nama saya Billa XI Perhotelan 3

I   : Do you change or mix languages in the learning process? What languages do you often use besides Indonesian?
N   : Iya kadang kita dikelas juga ee.. dipembelajaran juga ee.. sering mencampur Bahasa termasuk Bahasa Inggris

I   : When do you need to use code-mixing from one language to another?
N   : Ya ee.. menurut aku sih kaya gimana ya misalnya ketemu kalo aku sih perlu sering sih kak kaya ketemu orang kalo ngga kenal gitu apalagi apalagi kalo misal bertemu ya mungkin bule gitu meski kan harus

I   : What are the functions of language mixing in the learning process for students?
N   : Yang pertama tu kita bisa memahami juga sih kak apa ee.. yang dimaksud dalam Bahasa Inggris itu kita melatih diri kita buat kita bisa ee.. berbahasa Inggris terus apalagi kalo misalnya ketemu orang gitu kan terus dia pake Bahasa Inggris terus kita ngga ngerti gimana

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
N   : Sangat sering
    : Ya kaya emm.. room attendance housekeeping ee.. service terus abis itu public area terus bellboy yang lain kaya gitu

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?
N   : Tuntutan dari hotelnya sih kak

List of Interview Students

Name   : ISA

Date   : 15 Mei 2025

Direction   : Please answer the question based on your opinion

                        Please answer the question clearly!

I   : Thanks for your time, please introduce yourself
N   : Boleh kak nama saya Isabel Sasta Angelita

I   : Do you change or mix languages in the learning process?
N   : Iya

I   : What languages do you often use besides Indonesian?
N   : Bahasa Inggris

I   : When do you need to use code-mixing from one language to another?
N   : Eee.. dalam proses pembelajaran dan praktek

I   : What are the functions of language mixing in the learning process for students?
N   : Eeee… fungsinya biar bisa memahami lebih Bahasa Inggris karena di tamu bakal ketemu tamu internasional

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
N   : Sering bahkan hampir setiap hari 90%
       : check-in check-out greeting the guest mengucap thank you dan magic word

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?
N   : Karena tututan dari hotel karena kan dihotel juga bakal ketemu orang asing bahkan tamu internasional

List of Interview Students

Name   : IFH

Date   : 05 Mei 2025

Direction   : Please answer the question based on your opinion

              Please answer the question clearly!

I   : Thanks for your time, please introduce yourself
N   : Nama saya Iyas Farid Habibi kak dari XI Perhotelan 3

I   : Do you change or mix languages in the learning process? What languages do you often use besides Indonesian?
N   : Kalo pas lagi pembelajaran Bahasa Inggris atau FO sih itu sih kak biasanya pake Bahasa Inggris sama Bahasa Indonesia selain itu ngga ada

I   : When do you need to use code-mixing from one language to another?
N   : Mungkin perlu pas kalo Bahasa Inggris kita ngga seberapa lancar kitab oleh mencampur ke Bahasa Indonesia gitu kak

I   : What are the functions of language mixing in the learning process for students?
N   : Untuk memudahkan kita aja sih kak biar ee.. orang yang kita ajak bicara itu paham

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
N   : Sering kaka palagi department Front Office
     : Front Office pantry gitu kak lobby

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?
N   : Tuntutan hotel sih kak kita harus bisa Bahasa Inggris

List of Interview Students

Name   : JA

Date   : 30 April 2025

Direction   : Please answer the question based on your opinion

Please answer the question clearly!

I   : Thanks for your time, please introduce yourself
N   : Nama aku Jesica Amelia kak dari kelas XI Perhotelan 3

I   : Do you change or mix languages in the learning process?
N   : emm.. sering sih kak lumayan

I   : What languages do you often use besides Indonesian?
N   : ee.. kalo dari aku sih ya kak itu kebanyakan Bahasa Inggris sih kak

I   : When do you need to use code-mixing from one language to another?
N   : Ketika memang dibutuhkan gitu kan kalo misal diperhotelan itu kan ada kata kata yang memang kurang kurang gimana ya kak kurang baku atau kurang tepat di Bahasa Indonesia jadi aku ubah Bahasa Inggris itu kak Bahasanya

I   : What are the functions of language mixing in the learning process for students?
N   : Untuk mempermudah kak jadi kadang bingung mau ngomongnya gimana nih dalam Bahasa Indonesia gimana karena udah terserap ya kak ya jadi pake Bahasa Inggris tu kaya natural aja gitu kak

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
N   : Lumayan sering kak terbilang sering lah mungkin hampir 80%
     : Misalkan ya kak ya yang familiar banget tu kaya check-in check-out terus juga misalkan kaya breakfast terus lunch dinner itu kita udah ngga pake yang kaya sarapan makan siang udah udah gitu kita langsung kaya ngomong breakfast lunch dinner gitu sih kak

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?
N   : Sebenernya menyesuaikan kak jadi kita bisa Ketika nanti ada tamu asing yang datang tu kita sudah ready dan bisa untuk melayani gitu kak selain sercive lah intinya

List of Interview Students

Name   : MN

Date   : 02 Mei 2025

Direction   : Please answer the question based on your opinion

                    Please answer the question clearly!

I   : Thanks for your time, please introduce yourself

N   : Oken ama saya Naufal kak dari SMK 1 jurusan Perhotelan di kelas XI Perhotelan 3

I   : Do you change or mix languages in the learning process?

N   : Baik izin menjawab kak saya lumayan sering kak ee.. mencampuri Bahasa tapi dengan istilah gitu kak misalnya Kasur jadi bed gitu atau yang sebagainya lumayan sering kak

I

N

    : What languages do you often use besides Indonesian?

    : iya bahaasa Inggris kak

I   : When do you need to use code-mixing from one language to another?

N   : eee.. saya menggunakan Bahasa pencampuran Bahasa itu di praktek doang sih kak di housekeeping kalo dirumah aku Bahasa sehari hari aja

I   : What are the functions of language mixing in the learning process for students?

N   : Agar bisa ee.. Bahasa Inggrisnya kak eee.. agar memperlancar Bahasa Inggris soalnya kan kita sudah tau ee.. kata kata yang dicampur dari situ kak jadi mempermudahkan kita memikirkan kata kata itu di Bahasa Inggris itu kak

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?

N   : Sebenernya Bahasa basic doang sih kak yang harus dipahami di perhotelan kalo ee.. untuk HK sih kalo untuk FO harus lancar wajib lancar sih kak tergantung di hotelnya gitu tergantung di prosedur hotelnya

      : Oke satu bantal jadi pillow eee.. handuk jadi towel bed cover ee.. apalagi ya suite move ee.. window duvet ee.. plate bowel toilet dan lain lain kak di housekeeping banyak kak istilah kaya gitu kak di housekeeping di FO lebih banyak istilah istilah Bahasa Inggris kak yang di gunain di FO

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N : Eee.. diwajibkan untuk bisa Bahasa basic aja sih kak untuk tamu internasional biasanya soalnya kan unutk jaga jaga kan dihotel kan kadang ngga cuman orang orang lokal doang gitu

List of Interview Students

Name : MCL

Date : 05 Mei 2025

Direction : Please answer the question based on your opinion

Please answer the question clearly!

I : Thanks for your time, please introduce yourself
N : Eeee.. nama saya Mutiara Citra Lestari dari kelas Perhotelan 3

I : Do you change or mix languages in the learning process?
N : Pernah kak

I : What languages do you often use besides Indonesian?
N : Bahasa Inggris sih kak

I : When do you need to use code-mixing from one language to another?
N : eee.. pernah kaya menggunakan Bahasa Inggris waktu presentasi ee.. waktu kaya ada pelajaranya gitu lo kak ya kejuruan

I : What are the functions of language mixing in the learning process for students?
N : Biar meningkatkan

I : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
N : Sering sih kak karena menggunakan Bahasa Inggris tu butuh biar entar kalo waktu ee.. praktek atau apa tidak gugup kak
  : eeee… lobby terus eee. Apa ya kak housekeeping iya

I : For hospitality, English is used because of the demand or because the guests who come use English/international guest?
N : Karena itu sih kak menggunakan Bahasa Inggris karena biar pas ke hotel gitu ada tamu yang pake Bahasa Inggris jadi kita ngga ya biar prepare

List of Interview Students

Name   : NIP

Date   : 29 April 2025

Direction   : Please answer the question based on your opinion

                    Please answer the question clearly!

I   : Thanks for your time, please introduce yourself
N   : Eee. Perkenalkan nama saya Nezza Indira Putri dari kelas XI Perhotelan 3

I   : Do you change or mix languages in the learning process?
N   : Iya kak sering

I   : What languages do you often use besides Indonesian?
N   : Eee… Kalo biasanya sih Bahasa Inggris rata rata

I   : When do you need to use code-mixing from one language to another?
N   : Saat presentasi Bahasa Inggris dan Pelajaran FO dan FnB service

I   : What are the functions of language mixing in the learning process for students?
N   : Kalo menurut saya proses itu penting biar kita jadi lebih paham sama apa yang di pelajarin

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
N   : Sering banget kak setiap hari pake Bahasa Inggris kayanya
       : eee… yang pertama tu ada greeting kaya good morning good afternoon ada grooming and kalo di housekeeping ada room attendant dan lain lain

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?
N   : Kalo bahasa Inggris di hotel sendiri emang tuntutan nya harus kaya gitu kak

List of Interview Students

Name   : PR

Date   : 28 April 2025

Direction : Please answer the question based on your opinion

Please answer the question clearly!

I : Thanks for your time, please introduce yourself
N : Perkenalkan nama saya Purnita Rindiani dari XI Perhotelan 3

I : Do you change or mix languages in the learning process? What languages do you often use besides Indonesian?
N : Iya kak sering kalo waktu pembelajaran Bahasa Inggris atau Pelajaran Pelajaran yang lain

I : When do you need to use code-mixing from one language to another?
N : Ya tergantung mata jurusanya kak kalo kita disuruh buat mencampur Bahasa ya kita ngikutin terus lebih ke sering di mata pembelajaran di kejurusan sih kak

I : What are the functions of language mixing in the learning process for students?
N : Karena agar kita bisa sedikit demi sedikit tau Bahasa asing kaya Bahasa Inggris gitu

I : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
N : Sering banget kak hamper tiap hari
: Kaya memesan kamar tu check-in terus kalo kita udah mau keluar dari hotel udah sekesai tu check-out banyak lagi sih kak

I : For hospitality, English is used because of the demand or because the guests who come use English/international guest?
N : Eeee… Tuntutan dari tamunya itu sih kalo dari luar negeri kan kebanyakan menggunakan Bahasa Inggris jadi anak anak hotel disuruh memepelajari Bahasa Inggris

List of Interview Students

Name : RP

Date : 18 Mei 2025

Direction : Please answer the question based on your opinion

Please answer the question clearly!

I   : Thanks for your time, please introduce yourself
N   : Nama saya Ricky Pratama dari XI Perhotelan 3

I   : Do you change or mix languages in the learning process?
N   : Ngga kak oh iya ya pernah pernah

I   : What languages do you often use besides Indonesian?
N   : Bahasa Inggris

I   : When do you need to use code-mixing from one language to another?
N   : Pelajaran Pak Dahrul

I   : What are the functions of language mixing in the learning process for students?
N   : Ya kita bisa ngerti Bahasa Inggris itu bisa ngerti

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
N   : Ya Pelajaran Pak Dahrul aja yang sering sama Buk Rahma
    : Apa ya penyusunan kamar kakhousekeeping laundry abis itu apa itu ya ngga inget lagi saya kak

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?
N   : Tuntutan hotelnya

List of Interview Students

Name   : S

Date   : 05 Mei 2025

Direction   : Please answer the question based on your opinion

             Please answer the question clearly!

I   : Thanks for your time, please introduce yourself
N   : Nama saya Salsabila dari kelas XI Perhotelan 3

I   : Do you change or mix languages in the learning process?
N   : Iya kak

I   : What languages do you often use besides Indonesian?
N : Bhasa Inggris

I   : When do you need to use code-mixing from one language to another?
N : Waktu Pelajaran misalnya da Pelajaran housekeeping atau FnB

I   : What are the functions of language mixing in the learning process for students?
N : Untuk meningkatkan supaya kita bisa lebih belajar apa lancar Bahasa Inggris

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
N : Sering sih lumayan sering kalo lagi presentasi gitu
    : Apa ya kya meeting room gitu gitu eee… bellboy

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?
N : Iya karena tamunya juga sis ama tuntutan hotelnya juga

List of Interview Students

Name   : SA

Date   : 10 Mei 2025

Direction   : Please answer the question based on your opinion

              Please answer the question clearly!

I   : Thanks for your time, please introduce yourself
N : Baik perkenalkan nama saya Selvyana Agustin dari kelas XI perhotelan 3 dari SMK Negeri 1 Metro

I   : Do you change or mix languages in the learning process?
N : Kalo dalam proses pembelajaran di berubah berubah sih kak jadi ya mencampur
I
N : What languages do you often use besides Indonesian?
    : Inggris kak
I   : When do you need to use code-mixing from one language to another?

N : Eeee… dalam proses pembelajaran dalam proses pembelajaran itu kaya pas lagi praktek itu mencampur Bahasa dari Indonesia ke Inggris terus juga palan itu juga dicampur kak

I : What are the functions of language mixing in the learning process for students?

N : Supaya tau istilah istilahnya sih kak kaya Bahasa ya Bahasa istilahnya gitu dalam Indonesia tu apa Inggrisnya tu apa gitu

I : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?

N : Sering banget sih kak kaya 90% nya itu tu udah mulai pake Inggris
: Boleh ada banyak sih tapi disini saya nyebutin tiga itu yang pertama itu Don't Disturb abis itu room service setelah itu ada amanities

I : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N : Dua duanya sih kak soalnya tuntutan dari pihak hotel dikarenakan tamunya kan engga Cuma dari satu negara doang

List of Interview Students

Name   : SAR

Date   : 05 Mei 2025

Direction   : Please answer the question based on your opinion

              Please answer the question clearly!

 I   : Thanks for your time, please introduce yourself
 N   : Perkenalkan nama saya Shazlyn Anta Resya saya dari XI Perhotelan 3

 I   : Do you change or mix languages in the learning process?
 N   : Iya

 I   : What languages do you often use besides Indonesian?
 N   : Bahasa Inggris sih kak

 I   : When do you need to use code-mixing from one language to another?
 N   : Setiap hari ngga sih seharusnya kan sambil belajar entar biasanya juga untuk kerja juga kan pasti ada istilah istilah biasanya kan

 I   : What are the functions of language mixing in the learning process for students?
 N   : Eeee… fungsinya fungsinya apa ya pokoknya kalo kita engga engga ini engga belajar Bahasa Inggris tu kaya gimana gitu

 I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?
 N   : Sering banget setiap hari
      : Apa ya single room standart room apa ya banyak si

 I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?
 N   : Emm... gimana ya ya kaya tuntutan ya tuntutan engga karena itu

List of Interview Students

Name   : SDA

Date   : 15 Mei 2025

Direction   : Please answer the question based on your opinion

Please answer the question clearly!

I   : Thanks for your time, please introduce yourself

N   : Nama saya Syifaa Davinka dari XI Perhotelan 3

I   : Do you change or mix languages in the learning process?

N   : Ya kak saya selalu mengubah bahasa setiap proses pembelajaran

I   : What languages do you often use besides Indonesian?

N   : Bahasa Inggris

I   : When do you need to use code-mixing from one language to another?

N   : Iya kak perlu sekali praktek dan pembelajaran

I   : What are the functions of language mixing in the learning process for students?

N   : Karena itu salah satu basic yang ada di hotel untuk kita bertemu tamu internasional

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?

N   : Sangat sering bahkan hampir setiap hari

     : Eee.. seperti sapaan good morning terus terimakasih thank you sama kaa kata frasa yang menyenangkan seperti magic word

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N   : Tuntutan perhotelan karena di hotelnya basic nya bisa Bahasa Inggris

List of Interview Students

Name   : YS

Date   : 30 April 2025

Direction   : Please answer the question based on your opinion

              Please answer the question clearly!

I   : Thanks for your time, please introduce yourself

N   : My name is Yuda Susila you can call me Yuda saya dari SMKN 1 Metro saya dari XI Perhotelan 3

I : Do you change or mix languages in the learning process?

N : Iya sering kak

I : What languages do you often use besides Indonesian?

N : Bahasa Inggris sama Jepang ya kaya waktu berterimakasih gitu pake Jepang Arrigatou

I : When do you need to use code-mixing from one language to another?

N : Itu kadang reflek sih kak

I : What are the functions of language mixing in the learning process for students?

N : Fungsinya biar kita lebih bisa memahami Bahasa kaya lebih mudah dipahami gitu

I : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?

N : Sering kak
  : Check-in check-out ee.. aduh lupa lagi FnB laundry terus pantry

I : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N : Tuntutan kak harus kak

List of Interview Students

Name   : ZYRL

Date   : 05 Mei 2025

Direction   : Please answer the question based on your opinion

                Please answer the question clearly!

I : Thanks for your time, please introduce yourself

N : Perkenalkan nama saya Zasqia Yulfira Rahman Lubis dari kelas XI Perhotelan 3

I : Do you change or mix languages in the learning process?

N : Engga engga terlalu iya kadang kadang

I : What languages do you often use besides Indonesian?

N : Bhasa Inggris

I   : When do you need to use code-mixing from one language to another?

N : Pembelajaran sih praktek mungkin dan presentasi juga

I   : What are the functions of language mixing in the learning process for students?

N : Menambah wawasan pengetahuan dari Bahasa yang digunakan campuran bahasa

I   : How often is English used in hospitality department? What examples of hospitality terms in English have you learnt?

N : Sering harus

    : Cutleries tray terus linen sama apa ya banyak sih kak

I   : For hospitality, English is used because of the demand or because the guests who come use English/international guest?

N : Tuntutan dari perhotelan dari hotel

The Documentation of Interview and Observation

1. Prasurvey and Interview

On Thursday, 07 November 2024 at 8.45 - 11.15 WIB

2. Observation

DAY 1

On Monday, 28 April 2025 at 12.30 – 15.30 WIB

DAY 2

On Tuesday, 29 April 2025 at 11.15 – 15.30 WIB

DAY 3

On Monday 05 May 2025 at 12.30 – 15.30 WIB

3. Interview

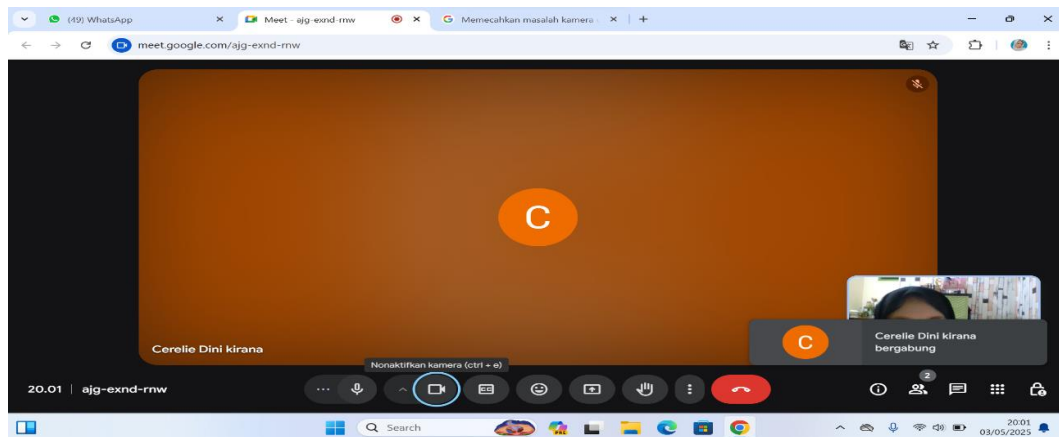**On Monday, 28 April 2025**   **On Tuesday, 29 April 2025**
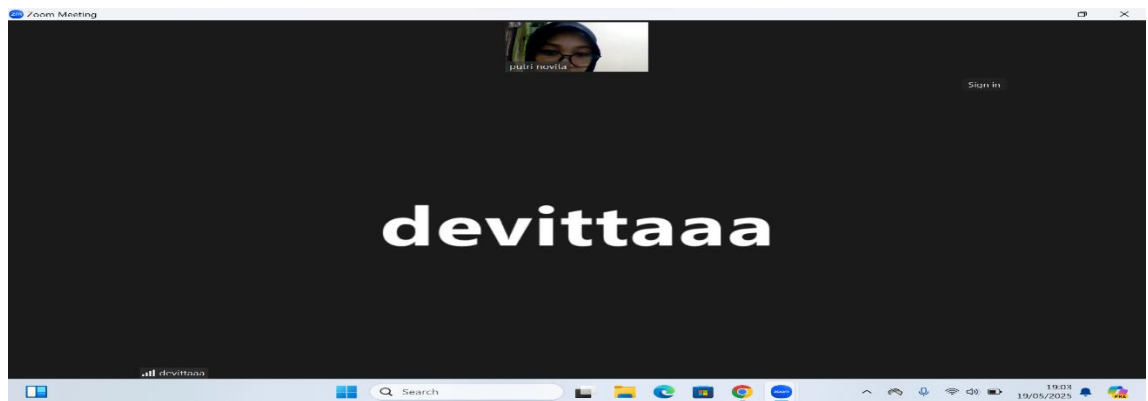
On Tuesday, 02 May 2025
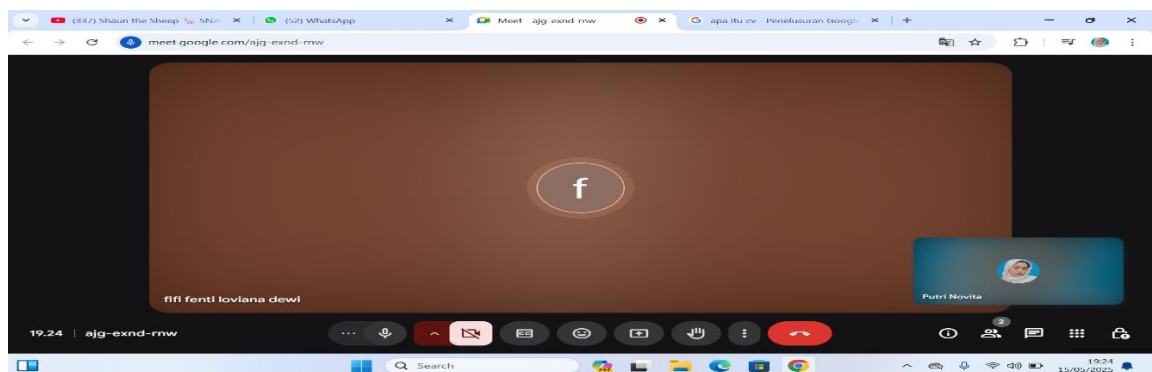

On Monday 05 May 2025

On Sunday, 18 Mei 2025

On Saturday, 03 May 2025

On Monday, 19 May 2025

On Thursday, 15 May 2025

APPENDIX 5

Surat Izin research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website www.tarbiyah.metrouniv.ac.id, e-mail tarbiyah.iain@metrouniv.ac.id

Nomor   : B-0843/In.28/D.1/TL.00/03/2025
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
KEPALA SMKN 1 METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0842/In.28/D.1/TL.01/03/2025, tanggal 05 Maret 2025 atas nama saudara:

Nama	:	PUTRI NOVITA SARI
NPM	:	2101052016
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMKN 1 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMKN 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CODE MIXING USED BY HOSPITALITY STUDENTS IN THE LEARNING PROCESS AT SMKN 1 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 05 Maret 2025
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Surat Balasan Reseach

PEMERINTAH PROVINSI LAMPUNG
SMK NEGERI 1 METRO
Jl. Kemiri No.4 15A Iringmulyo Kec. Metro Timur Kota Metro Kode Pos: 34112
Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN: 10807612 NSS: 401126104001
e-mail: smkn1metro@gmail.com website: smkn1metro.sch.id

Metro, 15 Mei 2025

Nomor : 070/162//V.01/SMKN.1/2025
Lampiran : -
Perihal : Izin Research

Kepada Yth.
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro
Di Tempat

Sehubungan dengan surat saudara Nomor : 4705/In.28.1/J/TL.01/10/2024 tanggal 23 Oktober 2024 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan Izin Prasurvey kepada:

Nama : Putri Novita Sari
NPM : 2101052016
Jurusan : Tadris Bahasa Inggris

Judul : An Analysis Of Code Switching Used By Hospitality Studensts In The Learning Process At SMKN 1 Metro.

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.

2. Segala sesuatu yang timbul akibat research menjadi tanggung jawab mahasiswi yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.

Kepala Sekolah,

FAHRISYA, S.Pd
NIP. 19820221 200604 1 005

Surat Tugas Reseach

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-0842/In.28/D.1/TL.01/03/2025

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

Nama	:	PUTRI NOVITA SARI
NPM	:	2101052016
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMKN 1 METRO, guna mengumpulkan data
(bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi
mahasiswa yang bersangkutan dengan judul "THE CODE MIXING USED BY
HOSPITALITY STUDENTS IN THE LEARNING PROCESS AT SMKN 1 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan
selesai.

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

Dikeluarkan di   : Metro
Pada Tanggal   : 05 Maret 2025

Mengetahui,
Pejabat Setempat

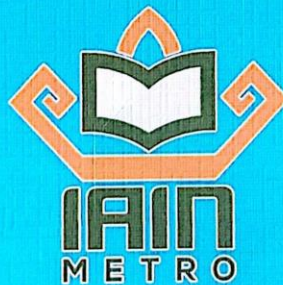BEKTI SATRIADI

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Buku Bimbingan Skripsi

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

Nama : Putri Novita Sari   Program Studi : TBI
NPM : 2101052016   Semester   : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
10.	25/2/2025		Research Instrument Please make a blue print with resources	
11	27/2/2025		Research Instrument Acc.	
12	26/05/2025		Chapter IV. Research data. Please compose Chapter IV	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

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

Nama : Putri Novita Sari
NPM : 2101052016

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
13.	16/06 2025		Research Setting .5-6 paragraphs - melebar ke Samping • What = nama sekolah berdiri kapan, lokasi (where) (when) • Visi-misi • Guru (berapa) male/female, S1 - S2 • Infrastruktur Gedung berapa, gedung apa saja • Student Berapa	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

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

Nama : Putri Novita Sari Program Studi : TBI
NPM : 2101052016 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			A. Research Settig B. The Type of Code Mixig the Students use ✓ - Pengantar - Data 4 1. observasi 2. wawancara ✓ Interpretasi C. The Function of Code Mixip - Pengantar - Data - Interpretasi D. Discussion	

Mengetahui,
Ketua Program Studi TBI

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NIP. 198803082015031006

Dosen Pembimbing

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NIP. 19791223 200604 1 001

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

Nama : Putri Novita Sari   Program Studi : TBI
NPM : 2101052016   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
14	14/06 2025		Chapter IV needs revision in terms of layout	
15	17/06 2025		- Chapter IV Acc - Chapter	
16	19/06/2025.		Chapter V. Abstract ok. please understand every single word! ACC for Munaqosah	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : 0822/In.28.1/J/TL.00/03/2025
Lampiran : -
Perihal : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**PUTRI NOVITA SARI**
NPM	:	2101052016
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE CODE MIXING USED BY HOSPITALITY STUDENTS IN THE LEARNING PROCESS AT SMKN 1 METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Maret 2025
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: dIgilib.metrouniv.ac.id; perpustakaan@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-240/In.28/S/U.1/OT.01/05/2025

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

Nama	: PUTRI NOVITA SARI
NPM	: 2101052016
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101052016

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Mei 2025
Kepala Perpustakaan,

Aan Qufroni, S.I.Pust.
NIP. 19920428 201903 1 009

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Putri Novita Sari
NPM   : 2101052016
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 19 Juni 2025
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

AN UNDERGRADUATE THESIS

by Cek Turnitin

METRO, ...
KETUA PRODI TBI

Dr. MUCH DEINIATUR, M.Pd.B.I.
NIP. 19880308 201503 1 006

Submission date: 19-Jun-2025 01:12AM (UTC-0500)
Submission ID: 2702175488
File name: AN_UNDERGRADUATE_THESIS.docx (3.07M)
Word count: 36044
Character count: 175777

AN UNDERGRADUATE THESIS
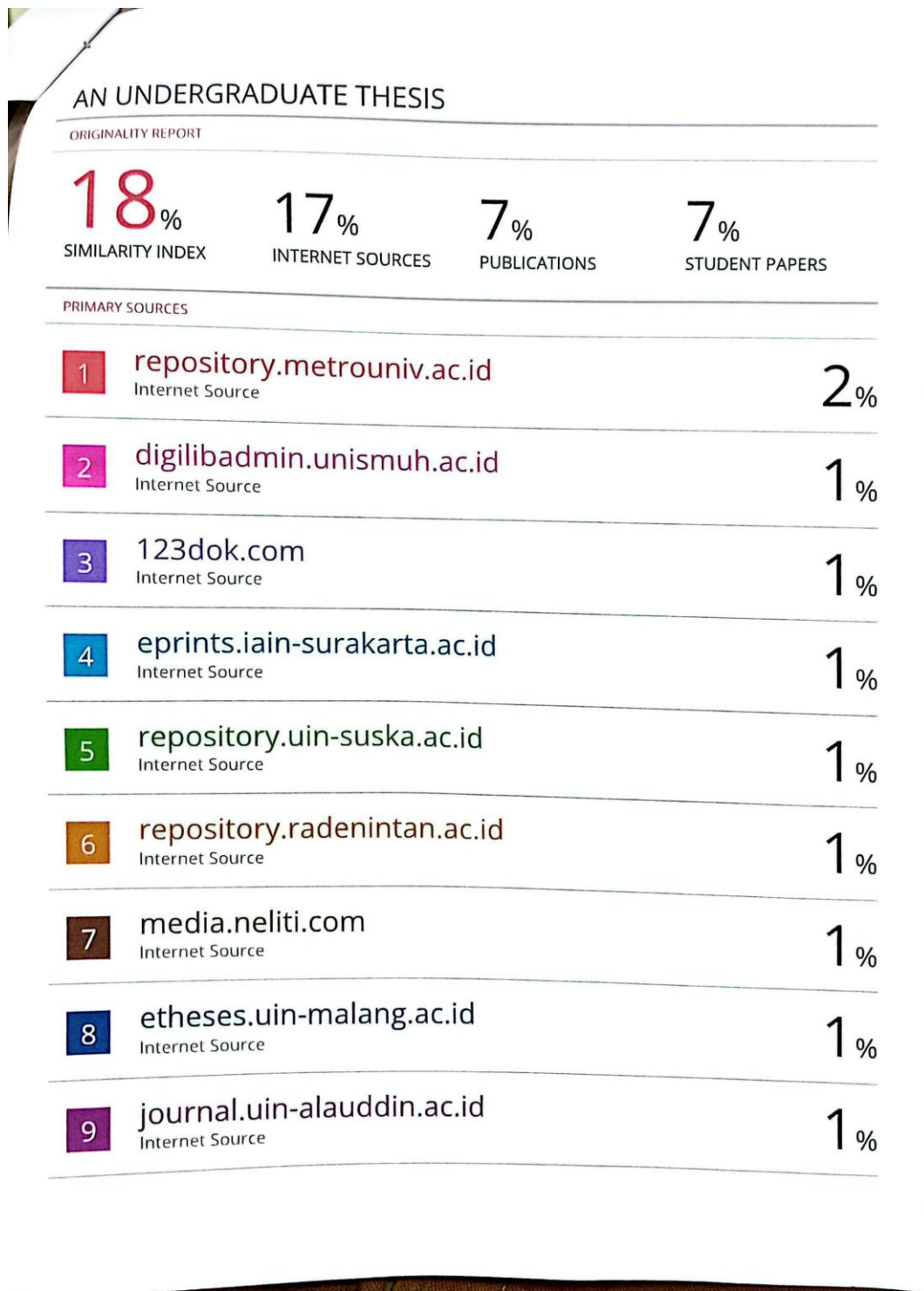
Curriculum Vitae

The researcher was born in Girimulyo Village, Lampung Province on May 06, 2003, the first daughter of Mr. Ruyadi and Mrs. Dewi Ernawati. The researcher has a younger brother named Bima Chandra Saputra. The researcher took the first education at PGRI 1 Girimulyo Kindergarten and completed it in 2009, then attended elementary school at SDN 2 Girimulyo and graduated in 2015, then took junior high school education at SMP N 1 Sekampung Udik and completed education in 2018, after that the researcher took high school education at MAN 1 Metro located in Metro completed in 2021. After that, the researcher continued his studies at the State Islamic Institute (IAIN) Metro, Faculty of Tarbiyah and Teacher Science, Department of English Education (TBI) stratum 1 in semester 1 in 2021 to obtain a bachelor's degree.