

**CODE MIXING IN
ENGLISH LEARNING PROCESS
(A STUDY AT SEVENTH GRADE STUDENTS OF
SMP KY AGENG GIRI DEMAK
IN THE ACADEMIC YEAR OF 2018/2019)**

THESIS

Submitted in fulfillment of the Requirement
For Degree of Bachelor of Education
In English Education



By:

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Is definitely my work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

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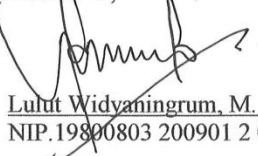

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Title : **AN ANALYSIS OF CODE MIXING USED IN ENGLISH LEARNING
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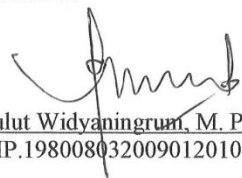
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Sesungguhnya, sesudah kesulitan itu ada kemudahan." – (QS.94:6)¹

¹ Departemen Agama RI, , *Al Qur'an Dan Terjemah Special for Women*, (Bogor: Sygma Grafika 2007)

DEDICATION

This research is dedicated to:

1. My beloved father Mohtar and mother Siti Mianah who always support me emotionally and materially with prayer, love, and patience. Without you are, I am nothing.
2. My lovely family members, Bapak Mustadhi, Ibu Ngatmini, Husaini Fathur Rozzaq, Agus Septiawan, Zaidun niam alfaqih, and big family Bani Madsuyudi who always support and love me

Thanks a lot, there is no words can express my gratitude but pray may Allah multiply the best rewards for all your kindness

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Thanks to Allah, the most Gracious and most Merciful, who blesses the writer in completing this thesis. Sholawat and Salam are also delivered to our beloved Prophet, Muhammad SAW, who has guided us from the darkness era to the brightness era and brought us to the truth way of life. By the grace of Allah, this thesis entitled *“An Analysis of Code Mixing Used in English Learning Process (a study at VII grade students of SMP Ky Ageng Giri in the academic year 2018/2019)”* was able to completing the requirement for gaining the Degree of Bachelor of English Language Education at Walisongo State Islamic University Semarang. This thesis also hoped to be the one of materials to learning English Education.

With all sincerities of the writer’s deepest heart, she realized that if there were no supports and motivations from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and her appreciations to:

1. Dr. Lift Anis Ma’shumah, M.Ag as the dean of Education and Teacher Training Faculty
2. Sayyidatul Fadlilah, M. Pd. as the chairman of English Education Department
3. Nuna Mustikawati, M. Pd. As the secretary of English Education Department
4. Daviq Rizal, M. Pd. (as my first advisor) and Lulut Widyaningrum, M. Pd. (as my second advisor) who always give their valuable time, guidance, correction and some suggestions during arranging and completing this thesis.
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7. The writer’s parents, Mohtar and Siti Mianah. This thesis is dedicated to them who have given her the big opportunity to experience the study from kindergarten until university and support her life, their moral support, prayer and guidance to their beautiful daughter

8. The writer's family members, Bapak Mustadhi, Ibu Ngatmini, Husaini Fathur Rozzaq, Agus Septiawan, Zaidun niam alfaqih, and big family Bani Madsuyudi who always support and love each other
9. My lovely best friends Lina, Nanda, Suci, Anita, Maimunah, Zaidah, Annisa (Gem), and all of member KPT beta Semarang thanks for your support and prayer
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11. Last but not least, those who cannot be mentioned one by one, who has supported the writer to finish this thesis.

Finally, the writer realizes that this thesis is far from being perfect. Therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to anyone.

Semarang, 27 Desember 2019
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ABSTRACT

Title : Code Mixing in English Learning Process (a study at VII grade students of SMP Ky Ageng Giri Demak in the academic year 2018/2019)

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There are several languages In Indonesia so that can be called a country of bilingualism. This study aims to analyze what are code-mixing types in the English learning process in Junior High School for the seventh-grade students of Ky Ageng Giri in the academic year 2018/2019, and explain how does the teacher mix language in the English learning process in Junior High School for seven grade students of Ky Ageng Giri in the academic year 2018/2019. Therefore code mixing is a solution in that phenomenon. This research was carried out in seventh grade Junior High School of Ky Ageng Giri, located in Girikesumo, Banyumeneng, Mranggen, Demak. Researcher used descriptive analysis methods, where researchers analyzed the type of code mixing using Muysken theory. Based on the data that has been obtained through the observation in the data, code mixing actually takes place in a conversation between the teacher and students in the language learning process. After collecting data, the researcher was found 26 (twenty-six) data contained in the observation, 7 (seventeen) including insertion, 3 (three) alternations, and 6 (six) congruent lexical. Then the reasons for using code mixing are also found in the data including attitudinal type and linguistic type.

Keywords: Code mixing, Language, Sociolinguistic.

TABLE OF CONTENTS

TITLE	i
A THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR APPROVAL	iv
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGMENT	viii
ABSTRACT	x
TABLE OF CONTENTS	xi
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER I: INTRODUCTION	
A. Research Background.....	1
B. Question of the research	6
C. Objective of the research.....	7
D. Significance of the research	7
CHAPTER II: THEORETICAL REVIEW	
A. Previous Research	9
B. Literature Review	
1. Sociolinguistic	16
2. Bilingualism	20
3. Code Mixing	24
4. Learning Process	30
CHAPTER III: RESEARCH METHODE	
A. Research Design	34
B. Setting of the Research.....	35
C. Data Collection Technique	35

D. Data Analysis Technique.....	36
E. Instrument of The Research	37
CHAPTER IV: RESULT AND DISCUSSION	
A. Result	41
B. Discussion	46
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	61
B. Suggestion	62
REFERENCES	
APPENDICES	
CURRICULUM VITAE	

LIST OF APPENDICES

<i>Appendix 1</i>	Transcripts of data
<i>Appendix 2</i>	Lesson plan
<i>Appendix 3</i>	Learning material
<i>Appendix 4</i>	List of Students
<i>Appendix 5</i>	Documentation

CHAPTER I

INTRODUCTION

This chapter dealt with introduction of study that consist of baground of the study, question of the research, objective of the research, and significance of the research.

A. Background of The Study

An intimate part of social characteristics is language. To connecting with others, we need language as the main tool². Language has many variations, so it is not possible to separate the relationship between daily live to learn and practice. The study of language variation and language change is called sociolinguistics. This description gives priority to language's essential characteristics: cultures vary from one another and change over time and language is related to these

² Sandra Lee Mc Kay and Nancy H. Hornberger., *Sociolinguistics and Language Teaching*, (New York: Cambridge University Press, 2012).

processes³. It illustrates if Communication is important in our daily life⁴.

The importance to social and educational of a particular language in a global or societal sense, for example in an additive linguistic environment, can also the development of a second language and the learning experience itself⁵. In Indonesia, they refer to speak more than one language, because of the many languages found in Indonesia. The phenomenon is called bilingualism or multilingualism. Mackay defines bilingualism as the use of two or more languages by a speaker according to his level of ability⁶.

As Allah stated in Surah Ar-rum Ayah 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَالاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَاوِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

³ Norbert Schmitt, *An Introduction to Applied Linguistics*, (New York: University of Nottingham, 2002),.

⁴ Farid Noor Romadlon, 'Communication Strategies in the Conversations between Indonesian University Students and A Native Speaker', *Vision journal*.

⁵ Amy Lyne, 'Code-Mixing in the Bilingual Preschool Child: Understanding the Communicative Purpose, a thesis Mount Saint Vincent University: Canada, 2016, p.19'.

⁶ Achmad and Alek Abdullah, *Linguistik Umum*, (Jakarta: Erlangga, 2012), p.167.

“And of His signs is the creation of the sky and the earth and the diversity of your language and your colors. Indeed in that are signs for those of knowledge⁷” (Ar-Rum: 22)

From the verse above, one sign of his power can be concluded that Allah has created a diversity of languages, which have indicated each of them has knowledge. So, Allah also commands us to respect each other's differences in language.

Language is not only a sign of nationalism, but also a significant symbol of nationality, the roots of race, and family⁸. Indonesia has a united language, namely Indonesian. However, each region has its own language to show where they come from. In addition to the Indonesian language and regional language, in the school, they are also introduced to foreign languages namely English. In the current development, the language has an influence in a community, so they tend

⁷ Departemen Agama RI, , *Al Qur'an Dan Terjemah Special for Women*, (Bogor: Sygma Grafika 2007), p. 406.

⁸ Mercy Ugot, ‘, Language Code Choice, Code-Switching, Code-Mixing in Biase, *Www.Globaljournalseries.Com*’, p.28.

to use a variety of languages or provide inserts when speaking in daily life.

They have some reasons to use more than one language, for example, sometime we can't find a word or an appropriate expression apart from their own languages. As the researcher found in the conversation between teacher and students in the class during English lessons. When they are at home they will use the language their family uses. Suppose a family from Java, they are more likely to use Javanese. Then when at school they change the language into Indonesian, which can be easily understood with whom they are speaking.

From the above phenomena, the code-mixing process often occurs. Code-mixing is a language use symptom in which "a mix or mixture of distinct variants within the same section"⁹. Based on experience, researchers often see English subject teachers using more than one language because they study a language that is not their own language. The phenomenon of code-

⁹ Masitowarni Siregar, Syamsul Bahri, and Dedi Sanjaya, 'Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics', 4.1 (2014), 77–92 <<https://doi.org/10.5539/ells.v4n1p77>>.

mixing is often used by bilingual peoples. This also often occurs in communication with speakers who are learning languages¹⁰.

The focus of this research is languages used by the teacher and students in seventh-grade students Junior High School of Ky Ageng Giri during English lessons. According to researchers, seventh-grade students are very minimal vocabulary in English, because English is not their language of interaction. Junior High School of Ky Ageng Giri School located in the Banyumeneng village. the main language used is Javanese, if in class most students speak Indonesian, however in that situation, they are learning English, so they usually mix Indonesian into English. This problem makes the teacher have to use alternative languages. They take code-mixing as a way to make students understand and practice foreign languages.

Based on the explanation above, the researcher is interested in researching language in conversations between teachers and students in class during English

¹⁰ Achmad and Alek Abdullah, '*Linguistik Umum*, (Jakarta: Erlangga, 2012), p.163.

lessons. The researcher is interest to examine conversations between teachers and students because in these conversations the teacher must find languages with the reason the teacher is easier give understand to the students. This is supported by the phenomenon of the language used, the phenomenon of the language is code-mixing. This study focuses on analyzed according to the type of code-mixing using a theoretical framework of Muysken: insertion, alternation and congruent lexicalization, and then what the reason the subject used code-mixing. The subject of this study is the students' seventh grade Junior High School of Ky Ageng Giri in the academic year 2018/2019.

B. Question of The Research

This study is guided by the following questions:

1. What are code-mixing types in the English learning process in Junior High School of Ky Ageng Giri for the seventh-grade students in the academic year 2018/2019?
2. How does the teacher mix language in the English learning process in Junior High School of Ky Ageng

Giri for the seventh-grade students in the academic year 2018/2019?

C. Objective of The Research

According to the research questions, the objectives of this research can be stated as follows:

1. To analyze code-mixing types in the English learning process in Junior High School of Ky Ageng Giri for the seventh-grade students in the academic year 2018/2019?
2. To explain the teacher mix language in the English learning process in Junior High of Ky Ageng Giri for the seventh-grade students in the academic year 2018/2019?

D. Significance of The Research

This study will be carried out not only theoretically, but also practically by implementing some communicative activities. The theoretical result is intended for English teachers, the students, and the next researcher.

1. For the teachers

The result of this research is to use this study as the reference to comprehend a good understanding for the teacher about the needed to use easy language when explaining or giving instructions to students.

2. For the students

The writer hopes that Code-mixing can be used to make it easier understood by whom they are speaking in communication.

3. For the next researchers

This study can be used as additional knowledge and reference for the next researchers who want to do a similar study with different skills and participants.

4. Readers

The result of this research is expected to add facilitate to gain a better understanding related to Code-mixing.

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter presented two main points. Those were review of previous research, and literature review.

A. Previous Research

Relating to this research, the researcher will choose some literature about previous researches which are relevant to the research:

1. Alkasim Haruna, Anne Althea Christophe, and Rohizah bt. Halim (2016), “Code-Mixing As a Sociolinguistic Device in Hausa Contemporary Literature”, Universiti Utara Malaysia¹¹

This research focused on code-mixing in some chosen Hausa novels from Hausa contemporary literature writers, also survey some research works that appear into the influence of code-mixing in literary writing. The aim of this study is to show the role of code-mixing as one of the literary and

¹¹ Alkasim Haruna, Anne Althea Christopher, Rohizah bt. Halim, *Code-Mixing As a Sociolinguistic Device in Hausa Contemporary Literature*, (Journal of Applied Linguistics and Language Research ; 2016)

sociolinguistics devices used by the Hausa contemporary researcher to make the novel more interesting and to get the attention of the readers.

This research used qualitative research methodology. The method of this research is the descriptive approach. Data was found through a selection of samples of conversation from the 3 novels. In this study, the researcher expresses that code-mixing is one of the linguistic devices used for communicative purposes among the characters in the Hausa literary texts. Hausa is the designation given to groups of people in the northern part of Nigeria. Hausa is their language of communication in their daily life activities.

Every research had definite strengths and weaknesses. The results in this study state one might agree that using code-mixing in the Hausa contemporary literature is one of the primary strategies employed by the characters for delivering their messages among themselves. The present study suggested that there is a need to select more novels that can give more concepts about language mixing

either in African literature or other contemporary literature.

The researcher of this research that this study related to my research. Because this study had a similar subject and research method. The difference with this study on a research object.

2. Astri Indriana Octavita (2016), “Code Mixing and Code-Switching in Novel *The Devil Wears Prada* By Lauren Weisberger: A Sociolinguistic Study” *Journal of English Language Teaching* (p-ISSN: 2541-0326) Volume 01, Number 01¹².

The method of study used in this research is content analysis. In this analysis, a qualitative-quantitative approach is used to collect and analyze information. The data is taken from Lauren Weisberger's novel *The Devil Wears Prada*. According to researchers, Such research findings

¹² Astri Indriana Octavita, *Code Mixing and Code-Switching in Novel The Devil Wears Prada By Lauren Weisberger: A Sociolinguistic Study*, (*Journal of English Language Teaching* (p-ISSN: 2541-0326) Volume 01, Number 01)

would support any teaching practitioners of linguistics and relevant field decision-makers.

The results of the research show that code-mixing occurring in the novel is divided into two types: internal code-mixing and external code-mixing. While the code-switching in the data collection is divided into three categories or types. The researcher used the theory of Poplack they are tag-switches, inter-sentential switches, and intra-sentential switches.

The second previous research has similar to my own research on research object and research subject. The research object in this study is code-mixing. Both of the research has a different method, this research study used content analysis and my own research used qualitative descriptive. The research subject in this research is Novel *The Devil Wears Prada* By Lauren Weisberger and my own research is *Junior High School*.

3. Ary Iswanto Wibowo, Idah Yuniasih, Fera Nelfianti (2017), “Analysis of Types Code Switching and Code Mixing by The Sixth President of Republic

Indonesia's Speech at The National of Independence Day" PROGRESSIVE Vol. XII (ISSN: 1979-4975)¹³

The research was carried out using qualitative research. This work aimed to explain the use in the speech of the spoken language of code-switching and code-mixing. In order to carry out several forms of code-switching and code-mixing, data were gathered from script recorded and grounded hypotheses. In gathering research data, the writer took a few steps such as analyzing and evaluating the expression and selecting the sentences that involve code-mixing and code-switching.

The researcher is interested in this research because when the writer reads SBY's discourses carefully, some insertions of English can be found in SBY's discourses that essentially use Bahasa. The researcher was interested to be studied what types of code-switching and code-mixing in those speeches.

¹³ Ary Iswanto Wibowo, Idah Yuniasih, Fera Nelfianti, *Analysis of Types Code Switching and Code Mixing by The Sixth President of Republic Indonesia's Speech at The National of Independence Day*, (PROGRESSIVE Vol. XII (ISSN: 1979-4975) ; 2017)

The researcher was drawn to examine his message at the commemoration of 65th Independence Day. As a result of this research, the speech has been classified as code-switching and code-mixing types. There were three forms of code-switching; mark, inter-criminal, and intra-criminal. Furthermore, in this study, there were also three types of code-mixing found. They are an insertion, alternation, and congruent lexicalization.

The study was similar to my own research in having a research object. The research object is code-mixing. Both of the research uses qualitative descriptive as the research method. The differences with my own research on the research subject. My research subject is Seventh-grade student of Junior High School and the research subject with this study is President of Republic Indonesia's Speech

4. Risky Amelia (2017), Alih Kode dan Campur Kode dalam Acara Gelar Wicara Mata Najwa dan

Implikasinya dalam Pembelajaran Bahasa Indonesia di SMP, Universitas Lampung, Bandar Lampung¹⁴

The third study entitled “*alih kode dan campur kode dalam acara gelar wicara Mata Najwa dan Implikasinya dalam pembelajaran Bahasa Indonesia di SMP*” by Rizky Amelia. The problem discussed in this study is code-switching and code-mixing in the Mata Najwa speech event and its implications for learning Indonesian in Junior High School.

This research aims to describe the form and the cause of code-switching and code-mixing in the Mata Najwa speech event and its implications for Indonesian language learning in junior high school. This study used a qualitative descriptive method. The source of the data in this study is a video in the Mata Najwa speech event. Data collection techniques used in this study are skillful free-seeing techniques and

¹⁴ Risky Amelia, 1213041075, *Alih Kode dan Campur Kode dalam Acara Gelar Wicara Mata Najwa dan Implikasinya dalam Pembelajaran Bahasa Indonesia di SMP*, Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung, Bandar Lampung ; 2017

note-taking techniques. Code switching and code mixed in this study include the form and causal factors. The results of the research that has been carried out are an external form of code switching. Code switch External runs from Indonesian to English and language Indonesia to Arabic which is caused by speakers and opponents.

The fourth previous study has similar to my own research on research object and research subject. The research object in this study is code-mixing. Both of the research uses qualitative descriptive as the method. The research subject in this research is video in the Mata Najwa speech event and my own research is Junior High School.

B. Literature Review

a. Sociolinguistics

Sociolinguistics is a very broad area, and it can be used to describe many different ways of studying the language. A lot of linguists might explain themselves as sociolinguists, but the people who call themselves sociolinguists may have exactly different

interests from each other, and they may use other methods for collecting and analyzing data¹⁵. Hudson has described the difference as follows: sociolinguistics is ‘the study of language in relation to society,’ while the sociology of language is ‘the study of society in relation to language.’ In other words, in sociolinguistics, we study language and society to know as much as possible about what language is and in the sociology of language, we reverse the direction of our interest¹⁶.

Sociolinguistics may be thought of as linguistics plus sociology. Ten years ago the term "sociolinguistics" is fairly new and was first used. The older term being "sociology of language" or "language in society". The last name suggests that the area of analysis will take character. This includes all facets of language in terms of social meaning or interaction, social class, education, immigration and

¹⁵ Meriam Meyerhoff, ‘Introducing Sociolinguistics Miriam Meyerhoff’, *Language*, 77 (2001), 1–352
<<https://doi.org/10.1353/lan.2001.0241>>.

¹⁶ Ronald Wardhaugh and Janet M. Fuller, , *An Introduction to Sociolinguistics - Seventh Edition*, (Blackwell Publishers : 2015), p.15

bilingualism, nationalism, language planning, language varieties, and so on¹⁷. In short, sociolinguistics is not a study of truth (e.g., men call each other nicknames) but the study of ideas about how societal norms are related to our language application (e.g., what it means to be a male or female member of a particular society may influence the terms we use to address each other)¹⁸.

The influence of sociolinguistics is a theoretical and methodological perspective on language use that is based on linguistics, sociology, and anthropology. Because of these disciplinary roots, it shares the concerns of all three fields with language, society, culture¹⁹. Sociolinguistics learn the connection between language and society. They are interested in define why we speak differently in different social contexts, and they are worried about recognizing the social functions of language and the

¹⁷ Lim Kiat Boey, , *An Introduction to Linguistics for The Language Teacher*, (Singapore University Press : Singapore, 1975), p.110.

¹⁸ Ronald Wardhaugh and Janet M. Fuller. p. 2

¹⁹ Sandra Lee Mc Kay and Nancy H. Hornberger., *Sociolinguistics and Language Teaching*, (New York: Cambridge University Press, 2012).p.3

ways it is used to submit social meaning. Observe the way people used language in different social contexts supply a wealth of information about the way language works, as well as about the social relationships in a community, and the way people submit and build aspects of their social identity through their language²⁰

The equivalent purpose in the sociology of language is trying to find how social structure can be better understood through the study of language, for example, how certain linguistic features serve to describe specific social arrangements²¹. Sociolinguistics should involve everything from considering who speaks (or writes) what language (or what language variety) to whom and when and to what²².

Human is not an individual but as a social society. Language is identity in social life, as we know the language in a place varies. Sociolinguistic

²⁰ Janet Holmes., *An Introduction Sociolinguistic* (Fourth Edition),(USA: Routledge)'.
²¹ Ronald Wardhaugh and Janet M. Fuller.p.15.
²² Ronald Wardhaugh and Janet M. Fuller.p.17.

is a study of language, daily languages, community languages, indigenous languages, and others. Sociolinguistic needs to be studied, it is to present information or opinions to others, we can found that science in sociolinguistics. The purpose of learning this knowledge is to be able to know and understand a variety of languages, so we as humans can appreciate the diversity of languages in social life.

b. Bilingualism

In the literature, the term bilingualism and multilingualism have been used interchangeably to refer to the knowledge or use of more than one language by an individual or a community. Bilingualism is a worldwide phenomenon. Majority nations have speakers of more than one language. Routinely hundreds of people in the world make use of two or three or four languages in their daily lives²³. Bilinguals may establish a different language group as a majority or a minority. Bilinguals and

²³ Sandra Lee Mc Kay and Nancy H. Hornberger.p.47.

multilingual within a country may be analyzed as a distinct group²⁴.

Bilingualism and multilingualism have the fact existence and important places in psychological, political and social debates that define social groups and ethnicities, communities and regions. A very broad phenomenon arises for a number of reasons that are well understood; however, in essence, they are also ordinary phenomena, driven by the need to, but rarely exceed, the level of competence that is appropriately useful. They imply increasing and diminishing opportunities for interpersonal and intercultural exchanges: multilingual capacity at the individual level can clearly expand possibilities, but the world with many languages is also one in which there are communicative problems²⁵.

Many are bilingual and multilingual whose competencies are more profound and their abilities

²⁴ Manuel Fernández-Ferreiro, *Colin Baker Foundations of Bilingual Education and Bilingualism , Language Problems and Language Planning*, 1997, XXI <<https://doi.org/10.1075/lplp.21.3.11fer>>.

²⁵ Tej K. Bhatia and William C. Ritchie, *The Handbook of Bilingualism and Multilingualism* - Second Edition, (Blackwell Publishing, 2013), p.5'.

go beyond the usual instrumentalities that form interest categories when considering the relationship between bilingualism and identity. It is certain that the more linguistic and cultural burrowing into other communities the greater the impact on identity. This, in turn, shows that those who have bilingual competence are nurtured from an early age, other things being equal, have stronger legs in two (or more) camps. One camp usually has psychological and emotional superiority. But there are some cases where the capacity for bilingual or multilingual, related to some of their cultural bases, develops so early and/or is so deep that a major alliance is difficult to find²⁶

Bilingual and monolingual are almost as an authority, but the difference lies in its development and production. Bilingual language development can be described in several ways, the most numerous and simply states that "bilingual explain an individual who has developed or is developing two languages mind of the level of command in each language".

²⁶ Tej K. Bhatia and William C. Ritchie.p.21

Related with bilingualism, the step of code-mixing involves the combining or mixing of substance from two separate languages within the same speech act²⁷.

Bilingual children are found to vary their rates and patterns of code-mixing between interlocutors, with frequencies of code-mixing increasing in conversations or interactions with their own peers while remaining more restricted with adult interlocutors²⁸.

Bilingual is about the use or mastery of two languages. This often occurs in communication between groups or even two people. We know that there are not only thousands of languages in Indonesia, so there is often bilingualism in everyday conversation. Especially in this study describes bilingual use in the learning process, communication between teachers and students in a lesson where using several languages that are mastered by teachers

²⁷ Amy Lyne, 'Code-Mixing in the Bilingual Preschool Child: Understanding the Communicative Purpose, a thesis Mount Saint Vincent University: Canada, 2016, p.10'.

²⁸ Amy Lyne. p,17

and students. This phenomenon will indirectly occur in these circumstances.

c. **Code Mixing**

Mixing code, on the other hand, is a random chance of two languages in a sentence²⁹. Code mixing takes place without a change of topic and can involve various levels of language such as phonology, morphology, grammatical structures or lexical items³⁰ Code-mixing is the show of language confusion. This important aspect of bilingualism is indicative of their level of control over in considering the bilingual language learner and their use of code-mixing, a child's documented ability to successfully discriminate between languages based on communicative needed³¹.

Code mixing is a case where parts of the word fall into a different language. It seldom occurs in a

²⁹ Mercy Ugot, Language Code Choice, Code-Switching, Code-Mixing in Biase, www.globaljournalseries.com, p.29

³⁰ Fithrah Auliya Ansar, ‘, Code Switching and Code Mixing in Teaching-Learning Process, English Education: *Jurnal Tadris Bahasa Inggris*, Vol 10 (1), 2017. p.34’.

³¹ Amy Lyne. p.25-26.

formal situation. Nevertheless, if it occurs, the language being used is simply caused by no proper grammar. Therefore, another language should be used³². amCode mixing implicates a number of meanings in L2 vocabulary teaching. One is that when vocabulary items are served to students through code-mixing, they will be able to rely on existing morphosyntactic knowledge to use new vocabulary for other syntactic functions³³

Muysken defines code-mixing as all matter where lexical items and grammatical features from two languages appear in one sentence without changing the topic of conversation. He said Code mixing is the use of lexical and or grammatical features from more than one language within a

³² Amsal, ‘, An Analysis of Code Mixing in Conversation of The Students at State Junior High School (SMPN) 3 XIII Koto Kampar, Thesis Universitas Sultan Syarif Pekan Baru : 2011, p.2-3’.

³³ Hajieh Rahimi, The Effect of Method of Vocabulary Presentation (Code-Mixing, Thematic Clustering, and Contextualization) on L2 Vocabulary Recognition and Production, *Humanities Faculty, Islamic Azad University (East of Tehran Branch), Tehran, Iran.* ; 2014 www.sciencedirect.com

sentence or a clause³⁴. He defines three types of code-mixing:

1) Insertion

Insertion implicated the compounding of lexical items or entire constituents from one language into a structure of different languages.

Example:

“*Sejak kapan **Loudspeaker** jadi bel zi*”

2) Alternation

Alternation is describing as the transfer between structures from separate languages. The boundary of the transfer may be a clause or some surrounding element such as a discourse marker or tag form.

Example:

“*Tugas kemaren? Siapa yang tidak bawa? Yang belum tau artinya mana aja? **Ok lets check together. Repeat after me!***”

3) Congruent lexicalization

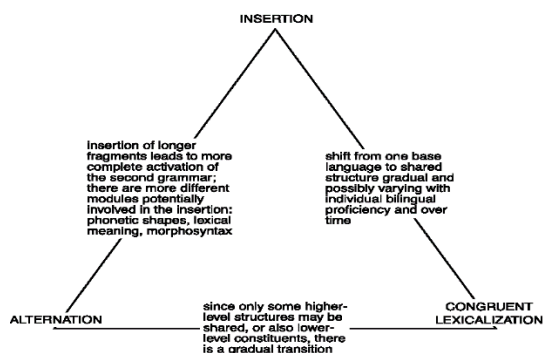
³⁴ . Mujiono, et al, ‘Code Mixing as a Communication Strategy Performed by Outbound Call (OBC), *International Journal of Social Sciences & Educational Studies* ISSN 2520-0968 (Online), ISSN 2409-1294 (Print), March 2017, Vol.3, No.3’.

Congruent Lexicalization is the third category of code mixing that are distinguished. This is defined at the level of pure observation as a combination of items from different lexical inventories into a shared grammatical structure³⁵.

Example:

“Okay finish ya, next aja. Sekarang guess the name of thing, halaman berikutnya. Yang piket clean the whiteboard please!”

Muysken add schematic representation of the three main styles of code-mixing and transition between them:



³⁵ Melissa G. Moyer, ‘Reviewed “Bilingual Speech a Typology of Code-Mixing by Pieter Muysken”’, Universitat Autònoma de Barcelona, p.3’.

The term code-mixing refers to the use of one or more languages to transfer linguistic units that are consistent from one language to another, and with a mixture of languages such as developing new barriers or codes of interaction for linguistic interactions³⁶. Hoffman describes that there are seven reasons that motivate people to mix and/ or switch their languages; talking a particular topic, quoting somebody else's famous expressions, proverbs, or saying, appearance empathy and/ or solidarity in another language than the first language, to include sentence contents (interjection), and/ or connectors (conjunctures), to explain something by repetition, explain the speech content for the interlocutor, to express group identity³⁷.

The background of interfering code according to Suwito is categorized into two types, namely: First, Types that are background in attitudinal type, the type that has a background in the attitude of

³⁶ John Gibbons, *'Code-Mixing and Code Choice : A Hong Kong Case Study Multilingual Matters (Series ; 27) Clevedon Philadelphia ; 1987, p.78'*.

³⁷ Mujiono, et al.

speakers includes: to refine the expression, to demonstrate its ability, development, and introduction to new cultures. Second, a type with a background in linguistics (type) the type with background in language include: easier to remember, does not cause worship, word limitations, the desired result or result³⁸.

In the modern area, words or even sentences are used that often in colloquial. From appears, in the teaching and learning process in school, it is a good thing to have formal language, but it does not close the possibility that another language will appear too. Code mixing is the process of mixing languages, whether the source language is Indonesian and then mixing it with English or more. According to the author, this phenomenon often occurs in everyday life can even occur in the conveying of teachers in front of the class. Therefore researchers want to examine languages that focus on code-mixing.

³⁸ Christanty Indah Noor Valentine, 'Alih Kode Dan Campur Kode Dalam Instagram Selebriti Indonesia, Universitas Dian Nuswantoro : *Prosiding SENDI_U* 2018, Page 440'.

d. Learning Process

In essence, learning is a process of searching for knowledge that is nothing but to obtain practical values, science, and skills in an effort to become a perfect human being³⁹. Learning strategies are steps taken by students to add their learning. Active use of language learning is strategies to support students in control of their own learning by developing language ability increasing confidence and motivation in the learning process⁴⁰. Learning strategy is an activity that seeks to teach students in an integrated manner by taking into account learning environment factors, student characteristics, characteristics of the study area and learning strategies, delivery, management, and organization of learning⁴¹.

All of us realize that learning that is not systematically designed cannot get maximum results.

³⁹ Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran Disesuaikan Dengan Kurikulum 2013*, (Jakarta: Kencana, 2016), p.27.

⁴⁰ Hong Shi, 'Learning Strategies and Classification in Education, China: University of Petroleum-Beijing: 2017 Vol.1, *Institute for Learning Styles Journal*, p.24'.

⁴¹ Hamzah B. Uno, *Model Pembelajaran (Menciptakan Proses Belajar Mengajar Yang Kreatif Dan Efektif)*, (Jakarta: Bumi Aksara, 2009).

Conversely, the success of the implementation of learning depends largely on the extent to which learning is designed or planned⁴². In the teaching process, the element of the learning process part a vital role. In the previous description, it has been emphasized, that teaching is the process of guiding learning activities, that teaching activities are only meaningful when there are student learning activities. Therefore, it is very important for each teacher to understand well about the student learning process, so that he can provide guidance and provide an appropriate and harmonious learning environment for students. Learning is defined as the modification or strengthening of behavior through experience. Learning is not a goal but is a process to achieve goals. So, are the steps or procedures taken⁴³.

Learning theory tries to formulate ways to make students learn well. He is not as pure the application of the theory or principles of learning,

⁴² Muhammad Yaumi.p.3.

⁴³ Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara 2001), p.27-29.

although it relates to the learning process. In theory, learning is discussed about the principles used to solve practical problems inside learning and how to solve problems in everyday learning. Learning theory not only talking about how humans learn but also consider another thing that affects humans psychologically, biographically, anthropologically and sociologically.

The main pressure of this theory is a procedure that has proven successful improved the quality of learning, namely: that events that occur in learning that affect the process learning can be grouped into general categories, without pay attention to expected learning outcomes. But each learning outcomes there are special events to be formed⁴⁴

Learning is an obligation for students in the learning process students are closely associated with communication with the teacher. There was feedback or can also be called a question and answer as a form

⁴⁴ Siti maesaroh, 'Peranan Metode Pembelajaran Terhadap Minat Dan Prestasi Belajar Pendidikan Agama Islam, (Purwokerto: 2013), *Jurnal Kependidikan*, Vol. 1 No. 1, p.156-157'.

of good communication. In the teaching and learning process in the class, there is the main factor that influences the process of student progress, namely language. Language as the center for good communications. Teaching and learning processes is an important role in how students understand.

CHAPTER III

RESEARCH METHOD

This chapter discussed some methods of research. It consisted of research design, setting of the research, data collection technique, data analysis technique, and instrument of the research.

A. Research Design

Research is an effort to investigated a specific problem that needs a solution as systematic and organized⁴⁵. Based on the problem and the objectives above, it is considered that the research design that will be suitable for applying in this research is descriptive qualitative. Qualitative research aims to get a general understanding of social reality from a participant's perspective⁴⁶. Qualitative methodology as a research procedure that produced descriptive data in the form of written or oral words from people and observable behavior⁴⁷. Qualitative research is research methods that are based on the philosophy of postpositivism, used to

⁴⁵ Muhammad, *'Metode Penelitian Bahasa*, (Jogjakarta: Ar-Ruzz Media, 2011), p.27'.

⁴⁶ Sugeng D. Triswanto, *'Trik Menulis Skripsi & Menghadapi Presentasi Bebas Stress*, (Yogyakarta: Tugu Publisher, 2010), p.34'.

⁴⁷ Muhammad.p.30.

analyze natural object conditions⁴⁸. One of the phenomena that can be the object of qualitative research is communication or language events because these events involve utterances, speech semantics, people who are speaking, meanings, speech situations, speech events, speech acts, and speech settings⁴⁹. In this research, the researcher focused on analyzing conversations between the teacher and students during the teaching-learning process in seventh grade students class.

B. Setting of Research

The research was conducted in the Seventh Grade students Junior High School of Ky Ageng Giri, Banyumeneng Mranggen Demak. The source of the data teachers and students in seventh-grade students. This research was conducted on Monday, 26 November 2018.

C. Data Collection Technique

To gain the data in this research, the researcher used three ways of data collection technique. They are

⁴⁸ Sugiyono, *'Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, RD)*, (Bandung: Alfabeta, 2010), p.15'.

⁴⁹ Muhammad.p.31.

observation, recording, and documentation. The first step of data collection technique was observation. The researcher observe situation in the class, and noted some data needed by researchers. While researchers have a friends to record from the beginning of the opening lesson to the end of the lesson, in order to strengthen the data that has been written by researchers. That is the second data collection technique. The latest data collection technique is documentation. in the middle of the study, researchers documented the teacher when teaching in the classroom as more concrete data.

D. Data Analysis Technique

The method of data analysis is a method of describing and classifying lingual units according to patterns, themes of categories, rules, and research problems⁵⁰. The technique of data analysis comes from data collection. In this research, the researcher collected some information use the instrument through documentation or video recording using a Cellular Phone. The second way the researcher transcripts the conversation teacher and students during the

⁵⁰ Muhammad.p.233.

teaching learning process. The last way researcher collects and lists all of the conversations include code-mixing in writing form, then the researcher analyzes the data that has been found, she sort out the type of code-mixing and the reasons for using code-mixing

E. Instruments of the Research

In this study the researchers observed, by also asked for a friend's help to record the class situation during an English lesson. While researchers observed and recorded things that are needed by researchers, especially sentences coming out of the teacher or students in the form of code-mixing, in order to facilitated researchers to get data. When the observation took place the researcher also took documentation as proof of his research. After completing the observation, the researcher listens to the recordings that have been obtained and formed in a transcript table (The table can be seen in Appendix I). After completion in transcript form, researchers look for data that contains code-mixing, then group them according to type (grouping according to type can be seen in Chapter IV), after grouping and then researchers analyze it. Example of analysis

a. Insertion

Teacher	Ok lanjut, book kemaren sudah ya!
Students	<i>buku bu...</i>

Analysis:

In the conversation above there is a process of forming insertion codes, that is by inserting concrete English words. Code Mixing in the word **Ok and Book**, it called words because they are free units. In its lexical meaning, Ok is an agreement sentence, while book means the meaning of the word from the Indonesian. The purpose of the sentence is the teacher to reassure the last material.

b. Alternation

Teacher	<i>Yang namanya repeat after me ki sama di lihat tulisannya to, sudah? Yang belum tau artinya mana?</i>
---------	---

Analysis :

The process of interfering code-mixing in the conversation above has alternation. Alternation is

indicated by the use of a phrase in the form of English. The code-mixing is **repeated after me**, it is a form of alternation due to the form of phrases that are inserted. The form of the phrase is a group unit consisting of three words, **repeat after me** into the structure of the first language sentence is the Indonesian language. The purpose of the sentence is the teacher emphasizes the command sentence to students that if ordered to imitate, they should also look at the book.

c. Congruent lexicalization

Teacher	<i>Sudah, open your book! Halaman Seventy berapa?</i>
Students	Seventy-three <i>bu</i>

Analysis :

The process of interfering with the code in the conversation above is congruent lexicalization. This is a congruent lexicalization type code because there are elements from two languages namely English and Indonesian where both languages contribute to the grammatical structure of sentences and are evenly

divided by the two languages involved. The sentence **“Open your book”** is used the teacher intended to the student, because the sentence that is easy to remember and the word **seventy** is the teacher said to provoke the students to answer what page they learned.

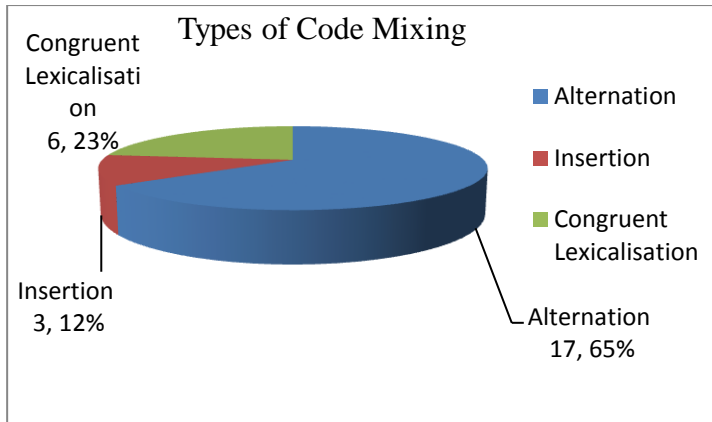
CHAPTER IV

RESEARCH FINDING

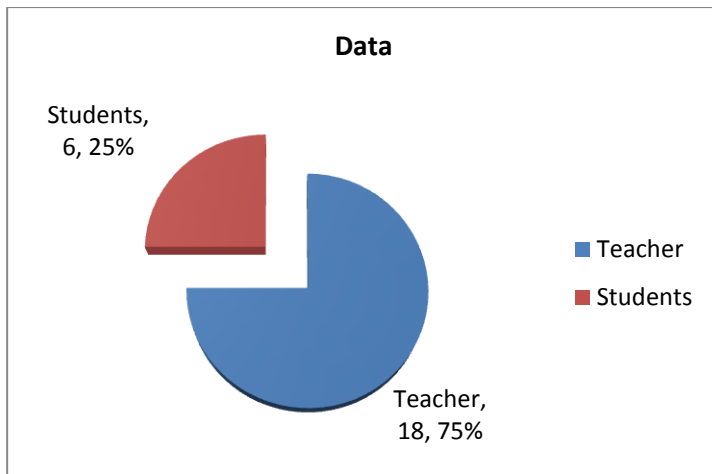
In this chapter, the researcher would like to analyzed the data gathered from the research. The data was obtained from teaching and learning process in the seventh grade students of Junior High School of Ky Ageng Giri. It consisted of result and discussion.

A. Code mixing types in the English learning process in Junior High School of KY AGENG GIRI for the seventh-grade students in the academic year 2018/2019

To analyze this type, I used Musyken theory. There is a type of code-mixing used to analyze the data, namely insertion, alternation, and congruent lexicalization. I found several forms of code-mixing insertions in the data. To analyze the factors causing the code-mixing, I use Suwito theory, in the example being emphatic about something (express solidarity), to make the utterance clearer and does not find a word that has no representation in another language except the language itself.



1.1 Diagram Data Research



1.2 Teacher and Students

The analysis presents (26) twenty-six data code-mixing. There are (17) seventeen-word insertion, (3)

three-word alternation, (6) six words of congruent lexical. Twenty-six (26) data that have been found in this study, most of them occur in teachers if the percentage of teachers has a number of 18.75% and students only 6.25%. The following is the data found:

Table 1
Classification of Data

Turn	Speakers	Data	Type
1	Teacher	<i>Sejak kapan Loudspeaker jadi bel zi?</i>	Insertion
2	Teacher	<i>Next! Nomor selanjutnya</i>	
3	Teacher	<i>Yaa fan! Apa lagi?</i>	
4	Fauzi	<i>Dictionary bu</i>	
5	Fauzi	<i>Some apa dulu bu?</i>	
6	Teacher	<i>Some itu beberapa</i>	
7	Fauzi	<i>A sharpener, rautan bu?</i>	
8	Alfat	<i>Assalamualaikum miss sorry terlambat</i>	
9	Students	<i>Gambar bu, pictures</i>	
10	Teacher	<i>Kalau bendanya banyak silahkan pakai some</i>	

11	Fauzi	<i>Oh no bu, enggak jadi</i>	
12	Iqlima	<i>Yang tugas four itu bu?</i>	
13	Teacher	<i>Oke di lanjutkan lagi yang associating itu, satu kelompok 4 orang ya, pas itu</i>	
14	Teacher	<i>Sekarang ayo artinya number one apa</i>	
15	Risat	<i>White board bu</i>	
16	Teacher	<i>Ya benar. Next artikan bersama sama yang kalian belum tahu. Some book artinya apa?</i>	
17	Teacher	<i>Yasudah homework besok di bawa ya!</i>	
18	Teacher	<i>Tugas kemaren? Siapa yang tidak bawa? Yang belum tau artinya mana aja? Ok lets check together. Repeat after me!</i>	Alternation
19	Teacher	<i>Ya, and so on. Next thing in the school bag. Yang tidak bawa buku silahkan gabung ketemannya</i>	
20	Teacher	<i>Now, collecting information. Write 10 things yang ada di</i>	

		<i>dalam kelasmu, tapi tidak ada di buku. Silahkan!</i>	
21	Teacher	Okay finish ya, <i>next</i> aja. <i>Sekarang</i> guess the name of thing, <i>halaman berikutnya</i> . Yang <i>piket</i> clean the whiteboard please!	Congruent Lexicalisation
22	Teacher	Ya itu laptop ya, bukan computer Sudah? Any question?	
23	Teacher	Ya, umbrella <i>tetap</i> pakai an. Okay next <i>tak kasih contoh yang kebalikannya</i> . Maksudnya yang hurufnya <i>vocal</i> tapi di <i>baca konsonan</i> . *sambil menulis (uniform) Bacanya apa?	
24	Teacher	Membuat dialog yang sesuai benda yang kalian bawa, <i>ojo ngarang!</i> Misalkan: I have two pencil begitu, <i>kmudian ada yang bertanya lagi : what about you?</i>	
25	Teacher	Di batasi saja bendanya book-pen-	

		text book-pencil. <i>Paham ya? Silahkan kerjakan</i>
26	Teacher	<i>Okay</i> terima kasih, the last I say wassalamualaikum wr wb

A. Discussion

1. Types of Code Mixing

A. Insertion

Code mixing in this type occurs when one sentence structure contains the insertion of a word. The type of insertion can be seen in the following data:

1. *Sejak kapan* Loudspeaker *jadi bel* zi?

(zi, Since when did the loudspeaker become bell?)

Analysis: In the first data there is a process of forming insertion codes that are by inserting concrete English words. The word that code mix is a **loudspeaker**. The meaning of the “loudspeaker” in this dialog is the speaker unit.

2. Next! Nomor selanjutnya

(next number is?)

Analysis: In the second data include word insertion as code-mixing markers. Code Mixing in the word **next**. The word “next” gives orders to continue the next student's work.

3. *Yaa fan! Apa lagi?*

(yes fan! What else?)

Analysis: In the third data include word insertion as code-mixing markers. The addition of the word “fan” in the dialogue was because students and teachers were discussing the meaning of fan in their textbooks. So the teacher asks what they don't know about other than the fan.

4. Dictionary bu

(dictionary mom!)

Analysis: In the fourth data there is the word "bu", bu is the Indonesian ‘mom’ in which

the speaker in the dialect is calling mom in Indonesian.

5. Some apa dulu bu?

(what is the 'some' mom?)

Analysis: in the fifth data the word "some" becomes an insert because the teacher and student are interpreting English into Indonesian, so students ask the teacher what is the meaning of some in Indonesian.

6. Some itu beberapa

(some in Indonesian is *beberapa*)

Analysis: in the sixth data this dialog is a continuation of the 5th data, in which the teacher answers student questions about the meaning of some.

7. A sharpener, *rautan bu*?

(a sharpener in Indonesia is *rautan* mom?)

Analysis: in the seventh data the word "a sharpener" in the Indonesian is *rautan*, in the dialogue the students confirm their own answers and ask the teacher.

8. *Assalamualaikum* miss sorry *terlambat*

(Assalamualaikum miss sorry it's too late)

Analysis: in the eight data there was one student who was late, then he said hello in Arabic, then apologized to the teacher using the English sentence "I am sorry mom", then gave his teacher a statement that "he was late" in Indonesian.

9. Gambar bu, pictures

(picture mom?)

Analysis: in the ninth data in the dialogue students answer the teacher's questions about the original word and the meaning of the word so that inserting English into Indonesian

10. Kalau bendanya banyak silahkan pakai some

(If there are many objects, please use some)

Analysis: in the tenth data, the dialog the teacher enters the word "some" because they are learning when to use the word some.

11. *Oh no bu, enggak jadi*

(Oh no ma'am, it doesn't)

Analysis: in the eleventh data the word "no" in the dialog is filed by the student because the student is joking with the teacher so reflexes mix the word no.

12. Yang tugas four itu bu?

(is it task four mam?)

Analysis: in the twelfth data there is the word "four" in the dialog above because students ask the teacher the assignment to be done in the textbook written assignment 'four'.

13. Ok di lanjutkan lagi yang associating itu, satu kelompok 4 orang ya, pas itu

(ok the next is associating, one group for four people!)

Analysis: in this thirteenth data the reason is almost the same as data eleventh, wherein the textbook being studied shows there is writing "associating" so that the teacher seems to insert a sentence in the English language.

14. *Sekarang ayo artinya* number one *apa*

(Ok now, what are the meaning number one?)

Analysis: in the fourteen data the teacher asks students what is number one means. The teacher says in English "number one"

15. Whiteboard *bu*

(whiteboard mom)

Analysis: in the fifteen data there is the word "bu" in English which means mom, one of the students answered the teacher's question and mixed it with the word mom, because of their habit of using Indonesian to call the teacher as "bu".

16. *Ya benar. Next artikan bersama sama yang kalian belum tahu. Some book artinya apa?*

(Yes, right. Next, define together that you don't know yet. What does some book mean?)

Analysis: in the sixteen data there is the word "next" which has been mixed by the teacher to give orders to students. Then in the word "some book" the teacher moves to English from Indonesian because they are giving meaning to the English lesson.

17. *Yasudah homework besok di bawa ya!*

(ok homework, please brought tomorrow!)

Analysis: in the seventeen data there is the word "homework" which means the task that must be done at home, the teacher orders the task to be brought home to be done at home and brought tomorrow.

B. Alternation

Code mixing in this type occurs when one sentence structure contains the insertion of the sentence. The type of alternation can be seen in the following data:

1. *Tugas kemaren? Siapa yang tidak bawa?*

Yang belum tau artinya mana aja? Ok lets check together. Repeat after me!

(Yesterday's assignment? Who didn't bring it? Who doesn't know what that means? Ok let's check together. Repeat after me!)

Analysis: In the first data in this type there is the sentence "Ok let's check together. Repeat after me! ". Where the teacher invites

students to check the assignment that the teacher gave yesterday for homework. The teacher initially uses Indonesian and then mixes with English sentences because these sentences are often used by the teacher or used to be used by the teacher when teaching.

2. *Ya, and so on. Next, thing in the school bag. Yang tidak bawa buku silahkan gabung ketemannya*

(Yes, and so on. Next thing in the school bag. Those who don't have books, please join your friend)

Analysis: in the second data in this type there is the sentence "Next, things in the school bag" the teacher says the sentence because "things in the school bag" are the material in the book to be studied.

Now, collecting information. Write 10 things *yang ada di dalam kelasmu, tapi tidak ada di buku. Silahkan!*

(Now, collecting information. Write 10 things that are in your class, but not in books. Please!)

Analysis: in the third data in this type there is the sentence "Now, collecting information. Write 10 things, ". in the sentence the teacher instructs students to write 10 objects that are in their class. teacher mixes with the sentence because in the book there is an order.

C. Congruent Lexical

In this type of code-mixing, the difference is the sentence structure used in several languages in one dialog. The type of congruent lexical can be seen in the following data:

1. Okay finish *ya, next aja. Sekarang* guess the name of thing, *halaman berikutnya. Yang piket* clean the whiteboard please!

(Okay finish, just next. Now guess the name of the thing, next page. Who picks clean the whiteboard please!)

Analysis: In the first data in this type, it is the process of creating congruent lexicalization.

This is a congruent lexicalization of the code mix form because there are elements of two languages, namely English and Indonesian, where both languages contribute to the grammatical structure of sentences and are divided equally by the two languages involved.

The situation from the utterance in this sentence the teacher mix language from Indonesian to English. Seen in the initial word "Ok, finish" move to Indonesian "*Ya*" than the English word mixed with Indonesian "*next-aja*". Then in the sentence "*Sekarang - guess the name of thing*" the teacher mixes the language because in the sentence 'guess the name of thing' is a command sentence contained in their module book. In the last sentence "*Yang piket, clean the whiteboard please!*" The teacher directs students who are picket using English sentences.

2. *Ya itu laptop ya, bukan computer Sudah?*
Any question?

(Yes it's a laptop, isn't it a computer? Any question?"

Analysis: the second data in this type, it is the process of creating congruent lexicalization. From the utterance, in this sentence the teacher mix language from Indonesian to English "Ya itu laptop ya, bukan computer, sudah?" the code mix occurs because the **laptop and computer**, in fact, are not Indonesian, but English.

3. Ya, umbrella *tetap pakai* an. Okay next *tak kasih contoh yang kebalikannya. Maksudnya yang hurufnya vocal tapi di baca konsonan.* (sambil menulis uniform) Bacanya apa?

(Yes, umbrella stays an. Okay, next I give the opposite example. It means that are vocal but read consonants. (while writing uniform) What is the reading?

Analysis: in the three data in this type, it is the process of creating congruent lexicalization. There is a mixing of "an" code. and there the teacher explains about

mater article, then connects "Okay, next" then goes back to Indonesian "*tak kasih contoh yang kebalikannya*" still in the explanation about the article.

4. *Membuat dialog yang sesuai benda yang kalian bawa, ojo ngarang! Misalkan: I have two pencil begitu, kemudian ada yang bertanya lagi : what about you?*

(Make a dialogue that matches the object you brought, Ojo fabricated! For example, I have two pencils like that, and then someone asks again: what about you)

Analysis: in the fourth data in this type, it is the process of creating congruent lexicalization. There is a code-mixing in the first sentence using Indonesian, then English "I have two pencils" because the sentence is an example in their material book. It also occurs in the next sentence "what about you?"

5. *Di batasi saja bendanya book-pen-text book-pencil. Pahami ya? Silahkan kerjakan*

(It is limited to the book-pen-textbook-pencil object. Understand huh? Please do it)

Analysis: in the fifth data in this type, it is the process of creating congruent lexicalization. Code mixing is found in the middle of the sentence "book-pen-textbook-pencil" where the teacher gives assignments, or instructions to students using English.

6. *Okay terimakasih, the last I say wassalamualaikum wr wb*

(okay thank you, the last I say wassalamualaikum wr.wb)

Analysis: in the sixth data in this type, it is the process of creating congruent lexicalization. This data is almost similar to the previous data, code-mixing is found in the middle of the sentence " the last I say " where the teacher happens to the teacher when saying the closing greeting

B. The reason the teacher use code-mixing in the English learning process in Junior High School of KY AGENG GIRI for seven grade students in the academic year 2018/2019?

There were several reasons why the teacher and students used code mixing during the learning process. Base on the result of the analysis the researcher connected all of the answers with Suwito's theory about the reason for using code-mixing.

- a. The first reason for the code-mixing phenomenon happens in the course of teaching and learning process is because they are bilingual beings with multiple languages they use in their daily lives by their voice, they demonstrate their skill and growth. This is like a Suwito said about the attitudinal form in code-mixing in his theory. On the second background data for using this code-mixing are found in the data 1, 3, 4, 5, 6, 7, 9, 10, 12, 13, 15, 19, 20, 21,23, 24, 25
- b. The second background is when they are talking sometimes they automatically chose words or

sentences that they can easily remember. The second reason is often the case when the teacher teaches in front of the class because teachers must use language that is easily accepted by their students. The second background is as suggested by Suwito in Types that have a linguistic type, or more to the language. On the second background data for using this code-mixing are found in data 2, 8, 11, 14, 16, 17, 18, 22 and 26.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapters the researcher already explains the finding of the research. It consist conclusion and suggestion.

A. CONCLUSION

Based on the analysis of research data regarding code-mixing in the teaching and learning process in Junior High school of Ky Ageng Giri, it can be concluded as follows:

1. There are three types of code-mixing in conversations between teachers and students in the teaching and learning process of English namely insertion, alternation, and congruent lexical. In the data that has been taken, there are seventeen types of insertion, three types of alternations, and six types of congruent lexical.
2. Based on the data that has been studied by the author of the teaching and learning process in junior high school Ageng Giri authors conclude that the dominant type of code-mixing used in this research is Insertion type. This phenomenon of code-mixing

is more common in teacher dialogue when explaining lessons.

3. The reason why use code-mixing the dominant in linguistic type, with the reason easier to remember also word limitations.

B. SUGGESTION

In this occasion, the researcher would like to give some suggestion that might be useful for the teachers, the next researcher, and the readers:

1. Teachers

For teachers to practice wisely in class because the use of code-mixing can help them in teaching English. The teachers must practice English more than other languages such as Indonesian and local languages in teaching English, namely accustoming students to use English as a communication tool.

2. Next Researchers

For the next researchers who want to research about code-mixing can use different objects and also different theories of socio experts.

3. Readers

For the readers are hoped to get some references or perspectives about code mixing include the meaning, type, and the reason why used code-mixing.

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Appendix 1
Transcripts Data

**CODE MIXING IN ENGLISH LEARNING
PROCESS (a Study at VII Grade Students of
SMP KY AGENG GIRI in The Academic
year 2018/2019)**

Participant : Seventh grade students (F)
Time : Monday
Date : 26 November 2018
Place : SMP KY AGENG GIRI
Banyumeneng Mranggen
Demak
Duration : 45 minutes

Turn	Speakers	Expression
1	A	Assalamualaikum wr wb
2	B	Waalaikumsalam wr wb
3	A	Good afternoon students
4	B	Good afternoon miss
5	A	Siapa yang tidak masuk hari ini?
6	C	Kohar bu
7	A	Bolos?
8	B	Ya bu
9	A	Tugas kemaren? Siapa yang tidak bawa? Yang belum tau artinya mana aja? Oke lets check together. Repeat after me
10	C	Apa bu?
11	A	Ulangi setelah saya! Teachers read text in imitation of students Page.64
12	A	“Teacher”
13	B	Teacher
14	A	Teacher’s aide

15	B	Teacher's aide
16	A	Students
17	B	Students
18	A	Seat
19	B	Seat
20	A	Pen
21	B	Pen
22	A	Pencil
23	B	Pencil
24	A	Eraser
25	B	Eraser
26	A	Desk
27	B	Desk
28	A	Teachers desk
29	B	Teachers desk
30	A	Textbook
31	B	Textbook
32	A	Notebook
33	B	Notebook
34	A	Notebook paper
35	B	Notebook paper
36	A	Graph paper
37	B	Graph paper
38	A	Ruler
39	B	Ruler
40	A	Calculator
41	B	Calculator
41	A	Clock
42	B	Clock
43	A	Flag
44	B	Flag
45	A	Board
46	B	Board
47	A	Chalk
48	B	Chalk
49	A	Chalk tray

50	B	Chalk tray
51	A	Eraser
52	B	Eraser
53	A	Loudspeaker
54	B	Loudspeaker
55	A	Bulletin board
56	B	Bulletin board
57	A	Thumbtack
58	B	Thumbtack
59	A	Map
60	B	Map
61	A	Pencil sharpener
62	B	Pencil sharpener
63	A	Globe
64	B	Globe
65	A	Bookshelf
66	B	Bookshelf
67	A	Overhead projector
68	B	Overhead projector
69	A	TV
70	B	TV
71	A	Movie screen
72	B	Movie screen
73	A	Slide projector
74	B	Slide projector
75	A	Computer
76	B	Computer
77	A	Projector
78	B	Projector
79	A	Sekarang ayo artinya number one
80	B	apa?
81	A	Teacher, guru bu...
82	B	Teacher's aide
83	A	Ajudan guru
84	B	Students
85	A	Murid

86	B	Seat
87	A	Tempat duduk
88	B	Pen
89	A	Bolpoin
90	B	Pencil
91	A	Pensil
92	B	Eraser
93	A	Penghapus
94	B	Desk
95	A	Meja tulis
96	B	Teachers desk
97	A	Meja guru
98	B	Textbook
99	A	Buku paket bu...
100	B	Notebook
101	A	Buku catatan
102	B	Notebook paper
103	A	Kertas catatan
104	B	Graph paper
105	A	Kertas grafik
106	B	Ruler
107	A	Penggaris bu
108	B	Calculator
109	A	Kalkulator
110	B	Clock
111	A	Jam
112	B	Flag
113	A	Bendera
114	B	Board
115	A	Papan tulis
116	B	Chalk
117	A	Kapur
118	B	Chalk tray
119	A	Tempat kapur
120	B	Eraser
121	A	Penghapus

122	C	Loudspeaker
123	B	Bel bu...
124	A	Pengeras suara bu...
125	B	Pengeras suara, sejak kapan
126	A	Loudspeaker jadi bel zi?
127	B	Hahahaha
128	A	Next! Nomor selanjutnya
129	B	Thumbtack bu, paku payung
130	A	Ya benar, selanjutnya Map
131	B	Peta
132	A	Pencil sharpener
133	B	Peraut pencil
134	A	Globe?
135	B	Peta dunia bu...
136	C	Bookshelf
137	A	Tempat buku
138	B	Rak buku bu?
139	A	Yaa Overhead projector?
140	B	Tempat proyektor
141	A	TV
142	B	TV bu...
143	A	Movie screen
144	B	layar bu?
145	A	yaa layar
146	B	Slide projector bu
147	A	Apa artinya?
148	B	Alat untuk menampilkan
149	A	proyektor bu?
150	B	Oke lanjut Computer
151	A	Computer bu
152	B	Projector
153	A	Proyektor
154	B	Oke yang kita bahas ini tentang
155	A	apa? Things in the?
156	C	In the class...
157	A	Yang ada di kelasmu, tapi tidak

158	D	ada di buku. Coba apa sebutkan!
159	A	Kipas bu Ya, bahasa inggrisnya kipas apa? Fan bu?
160	A	Ya fan! Apa lagi?
161	B	White board bu
162	A	Ya, and so on. Next thing in the
163	C	school bag. Yang tidak bawa
164	A	buku silahkan gabung
165	E	ketemannya.
166	A	Teachers read and students follow Yang belum ada artinya yang mana? Kamus dan pensil warna Ya, apa bahasa inggrisnya? Dictionary bu Ya benar, kalau pensil warna? Colour pencil Ya benar. Next artikan bersama
167	C	sama yang kalian belum tahu.
168	A	Some book artinya apa? Some apa dulu bu?
169	B	Some itu beberapa
170	A	Beberapa buku
171	C	Ya, apa lagi?
172	A	A sharpener, rautan bu?
173	B	A itu apa? A itu sebuah, jasi?
174	F	Sebuah rautan
175	A	Assalamualaikum Miss sorry
176	A	terlambat (siswa terlambat) Waalaikumsalam, minta ijin!
177	C	Now, collecting information.
178	A	Write 10 things yang ada di dalam kelasmu, tapi tidak ada di
179	G	buku. Silahkan!

180	A	Apa saja bu? Apa saja yang penting 10, banyak! okay lets check together!
181	B	Bu kalo bendanya banyak pakai S bu?
182	A	Ya benar, apa saja? Gambar bu, pictures Kalau bendanya banyak silahkan pakai some
183	B	“Some pictures” Next! Windows, cupboard
184	A	Next!
185	B	Book self bu, book juga...
186	A	A dictionary bu An atau a hayo? A bu
187	B	Next!
188	A	Clock
189	C	Okay finish ya, next aja.
190	B	Sekarang guess the name of
191	A	thing, halaman berikutnya. Yang
192	B	piket clean the whiteboard
193	A	please!
194	B	Yang piket woi
195	A	Any question? Yes bu Apa? Oh no bu, enggak jadi Yang pertama gambar apa itu?
196	C	A bag
197	A	Okay next!
198	C	Shoes...
199	A	Lanjut
200	C	Fan

201	A	Fan atau fans? Fans bu
202	B	Next!
203	A	Sock
204	B	Oke lanjut
205	A	Computer
206	B	Laptop bu?
207	A	Ya itu laptop ya, bukan computer
208	B	Sudah? Any question?
209	A	No
210	B	Yang piket silahkan!
211	A	Yang piket yang piket
212	B	Tentang an dan a. ada yang tau?
213	D	Artikel ini bu?
214	A	Ya! Apa bedanya? Kalo a itu bendanya kecil bu Berarti kamu pakai an gitu?
215	B	Hahahaha
216	A	Benda yang memakai a adalah
217	B	benda yang bersuara konsonan,
218	A	apa itu konsonan? Tidak tahu bu
220	E	Pelajaran SD ki ra reti?
221	A	Huruf kecil bu ? opo huruf latin?
222	C	Kalau huruf vocal?
223	A	A-I-U-E-O bu
224	B	Ya benar! Berarti kalau
225	A	konsonan? B-C-D-E-F-G etc ... Pokoknya selain a-i-u-e-o ya!
226	B	Berarti konsonan menunjukan
227	A	apa?
228	C	Pakai A bu Ya benar, contohnya?
229	A	A book, a pen, a door
230	H	Kalau an berarti untuk benda

231	A	bersuara? Vokal bu
232	B	Contohnya?
233	A	An eraser Ya benar, tulisanya pakai E tapi bacanya pakai?
234	B	I
235	A	Umbrella bu?
236	B	Ya, umbrella tetap pakai an
237	A	Okay next tak kasih contoh yang kebalikannya. Maksudnya yang
238	B	hurufnya vocal tapi di baca
239	A	konsonan.*write (uniform)
240	B	Bacanya apa?
241	A	Uniform bu Pakai huruf apa bacanya?
242	B	Y bu
243	C	*write 'hour* kalau ini bacanya
244	A	apa? Bacanya pakai o bu? Ya benar! Faham? Faham bu Understand? Yes bu Silahkan tulis dulu. Setelah itu di
245	B	lanjutkan tugas selajutnya
246	A	Yang tugas four itu bu?
247	B	Ya
248	A	* students work Are you finish?
249	C	Bentar bu
250	A	Ayo number one!
251	B	A pencil bu?
252	A	Next!
253	B	An eraser bu
254	A	Benar, lanjut...

		A dictionary Next!
255	G	A white board
256	A	Next! An apple
257	A	Oke ada yang salah semua?
258	B	Tidak ada bu
259	A	Oke di lanjutkan lagi yang
260	B	associating itu, satu kelompok 4
261	A	orang ya, pas itu
262	B	Trus bu?
263	A	Membuat dialog yang sesuai
264	B	benda yang kalian bawa, ojo
265	A	ngarang! Misalkan : I have two
266	B	pencil begitu, kemudian ada
267	A	yang bertanya lagi : what about
268	B	you? Faham?
270	A	Ya bu
271	B	Di batasi saja bendanya book-
272	A	pen-text book-pencil. Paham ya? Silahkan kerjakan *Bell rings*
273	B	Yey!!!!
274	A	Yasudah homework besok di bawa ya! Ya bu Okay terimakasih, the last I say wassalamualaikum wr wb Waalaikumsalam wr wb
275	B A	
276	B	
277	A	

278	B	
279	A	
280	B	

Explanation :

A : Teacher
 B : Students
 C : Student C (Fauzi)
 D : Student D (Risat)
 E : Student E (Agha)
 F : Student F (Alfat)
 G : Student G (Iqlima)

Appendix 2

Lesson Plan

Rencana Pelaksanaan Pembelajaran (KD 3.4.1/4.4.1) ✓

Sekolah	: SMP
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: 7/1
Materi Pokok	: Nama dan Jumlah Benda
Alokasi Waktu	: 4 x (2 x 40) menit /4 pertemuan

A. Kompetensi Inti (KI)

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

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the</i> , <i>plural</i> dan <i>singular</i>)	3.4.1.1 Mengidentifikasi fungsi sosial tentang benda yang dekat dengan kehidupan siswa sehari-hari
	3.4.1.2 Mengidentifikasi struktur teks tentang benda yang dekat dengan kehidupan siswa sehari-hari
	3.4.1.3 Mengidentifikasi unsur kebahasaan tentang benda yang dekat dengan kehidupan siswa sehari-hari
4.4.1 Menyusun teks interaksi transaksional lisan dan tulis singkat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.4.1.1 Menyebutkan benda yang dekat dengan kehidupan siswa sehari-hari
	4.4.1.2 Menyusun teks tulis pendek dan sederhana tentang benda yang dekat dengan kehidupan siswa sehari-hari

C. Tujuan Pembelajaran

Setelah melakukan serangkaian pembelajaran, siswa dapat:

Sikap

- Siswa terbiasa berperilaku dengan cinta tanah air, tanggung jawab, percaya diri, sopan santun,

Pengetahuan

Siswa mampu;

- Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari
- Mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari
- Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari

Keterampilan

Siswa terampil dalam ;

- Menyebutkan benda yang dekat dengan kehidupan siswa sehari-hari
- Menyusun teks tulis pendek dan sederhana tentang benda yang dekat dengan kehidupan siswa sehari-hari

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

a. Teks tentang nama-nama benda di lingkungan sekitar siswa

- Things at school (Benda-benda di sekolah)

Classroom	Blackboard, duster, chair, desk, calender, etc
School bag	Books, ruler, pencils, eraser, etc

- Thing in the house (Benda-benda di rumah)

Living room	Television, sofa, curtain, etc
Bedroom	Wardrobe, pillow, blanket, etc
Kitchen	Microwave, sink, kettle, cooker, etc
Bathroom	Taps, tub, sink, toilet, etc
Garage	Car, lamp, motor oil, etc
Garden	Gardener, rake, flower, tree, etc
Diningroom	Tray, teapot, fork, spoon, etc

b. Fungsi Sosial:

Mengidentifikasi dan menyebutkan nama-nama benda di lingkungan sekitar.

c. Struktur Teks

- Memulai
What is this?
What is that?
What are these?
What are those?
- Menanggapi (diharapkan diluar dugaan)
This is an eraser.
That is a whiteboard.
These are two pencils.
Those are three pictures.

d. Unsur Kebahasaan

- Pernyataan dan pertanyaan terkait benda
What is this? -This is an eraser.
What is that? -That is a whiteboard.
What are these? -These are two pencils.
What are those? -Those are three pictures.
- Penyebutan benda dengan *a, the, bentuk jamak (-s)* (buku Acting hal 66 dan 70)
- Penggunaan kata penunjuk *this, that, these, those ...* (buku Acting hal: 67)
- Preposisi untuk *in, on, under* untuk menyatakan tempat (buku Acting hal: 78)
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

2. Materi Pembelajaran Pengayaan

a. Teks tentang nama-nama benda di lingkungan sekitar siswa

- Things at school (Benda-benda di sekolah)

Classroom	Blackboard, duster, chair, desk, calender, etc
School bag	Books, ruler, pencils, eraser, etc

- Thing in the house (Benda-benda di rumah)

Living room	Television, sofa, curtain, etc
Bedroom	Wardrobe, pillow, blanket, etc
Kitchen	Microwave, sink, kettle, cooker, etc
Bathroom	Taps, tub, sink, toilet, etc
Garage	Car, lamp, motor oil, etc
Garden	Gardener, rake, flower, tree, etc
Diningroom	Tray, teapot, fork, spoon, etc

b. Fungsi Sosial:

Mengidentifikasi dan menyebutkan nama-nama benda di lingkungan sekitar.

c. Struktur Teks

- Memulai
What is this?
What is that?
What are these?
What are those?
- Menanggapi (diharapkan diluar dugaan)
This is a television.
That is a wardrobe.
These are two pillows.
Those are three spoons.

d. Unsur Kebahasaan

- Pernyataan dan pertanyaan terkait benda
What is this? -This is a television.
What is that? -That is a wardrobe.
What are these? -These are two pillows.
What are those? -Those are three spoons.
- Penyebutan benda dengan *a, the, bentuk jamak (-s)* (buku Acting hal: 66 dan 70)
- Penggunaan kata penunjuk *this, that, these, those ...* (buku Acting hal: 67)
- Preposisi untuk *in, on, under* untuk menyatakan tempat (buku Acting hal: 78)
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

3. Materi Pembelajaran Remedial

- a. Penyebutan benda dengan *a, the, bentuk jamak*
- b. Penggunaan kata penunjuk *this, that, these, those*

E. Metode Pembelajaran
Scientific Learning

F. Media dan Bahan

1. Media : Gambar benda
2. Alat/Bahan : LCD, pensil warna, realia benda-benda

G. Sumber Belajar

1. Rahani Y, dkk. 2016. *When English Rings the Bell*. Jakarta: Kementerian Pendidikan dan Kebudayaan. Hal 63-68
2. Fatmawati Ida, dkk. 2017. *Attractive English Teaching and Learning*. 2017. Pati: Fire Publisher. Hal: 63-78
3. Saddily Hasan. *Kamus Bahasa Inggris*.

H. Kegiatan Pembelajaran

Pertemuan I

PENDAHULUAN

1. Guru mengecek kesiapan belajar siswa baik secara fisik maupun psikologis dengan memberi salam dan/atau meminta siswa untuk berdoa terlebih dahulu sebelum pembelajaran sesuai dengan agama masing-masing. (spiritual)

2. Guru menanyakan kabar/keadaan siswa dengan menggunakan Bahasa Inggris serta mengecek kehadiran siswa (disiplin).
3. Guru meminta siswa mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran dengan menyenangkan.
4. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

KEGIATAN INTI

- **Observing**
 - a. Siswa mengamati gambar dengan cermat terkait *benda-benda di dalam kelas* dalam buku Acting halaman 64-65.
 - b. Siswa mendengarkan model bagaimana cara mengucapkan nama benda di dalam kelas.
 - c. Siswa menirukan model dalam mengucapkan kata-kata terkait *benda-benda di dalam kelas* dengan lantang dan benar.
- **Questioning**
Dengan bimbingan dan arahan guru, siswa menanyakan berbagai informasi tentang *benda-benda di dalam kelas dan tas* (lihat buku Acting halaman 64-65).
- **Collecting Information**
 - a. Guru membagi kelas menjadi beberapa kelompok yang terdiri minimal 4 kelompok. (gender)
 - b. Masing-masing kelompok berdiskusi untuk mencari 10 benda di dalam kelas.
 - c. Masing-masing anggota kelompok menuliskan hasil diskusi dan menggambarinya di buku catatan.
 - d. Wakil masing-masing kelompok menunjukkan hasil kerja dan mengucapkannya di depan kelas.
 - e. Masing-masing kelompok berdiskusi untuk menebak nama benda di dalam buku Acting latihan 2 halaman 66 dan latihan 3 halaman 67.
 - f. Dengan bimbingan dan arahan guru, seluruh kelompok berhenti sejenak untuk menemukan informasi tentang artikel *a/an, the* dalam buku Acting halaman 66-67.
 - g. Seluruh kelompok berdiskusi untuk menentukan artikel yang tepat untuk melengkapi kalimat di dalam buku Acting latihan 4 halaman 67

PENUTUP

1. Setelah mengikuti kegiatan pembelajaran, peserta didik mengungkapkan kesannya.
2. Guru bersama peserta didik membuat rangkuman/simpulan tentang materi nama dan jumlah benda.
3. Guru bersama peserta didik melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.
4. Peserta didik diberi tugas baik individual maupun kelompok sesuai dengan hasil belajar peserta didik.
5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan II

PENDAHULUAN

1. Guru mengecek kesiapan belajar siswa baik secara fisik maupun psikologis dengan memberi salam dan/atau meminta siswa untuk berdoa terlebih dahulu sebelum pembelajaran sesuai dengan agama masing-masing. (spiritual)
2. Guru menanyakan kabar/keadaan siswa dengan menggunakan Bahasa Inggris serta mengecek kehadiran siswa (disiplin).
3. Guru meminta siswa mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran dengan menyenangkan.
4. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

KEGIATAN INTI

- **Associating**
 - a. Guru membagi kelas menjadi beberapa kelompok yang terdiri minimal 4 kelompok. (gender)
 - b. Masing-masing anggota kelompok saling menunjukkan isi tasnya satu sama lain.
 - c. Masing-masing anggota kelompok menyebutkan nama benda di dalam tasnya dan meminta temanya untuk melakukan hal yang sama.

- d. Masing-masing anggota kelompok menuliskan hasil temuan berupa nama benda di dalam tasnya sendiri dan milik temannya. (buku Acting halaman 69)
- e. Dengan bimbingan dan arahan guru seluruh kelompok berhenti sejenak untuk memperoleh informasi tentang plural dan singular berupa demonstrative *this- that - these -those*
- **Communicating**
 - a. Siswa belajar secara individu.
 - b. Siswa menulis teks pendek dan sederhana berdasarkan informasi yang diperoleh di latihan 5 halaman 69 buku Acting.
 - c. Siswa dengan bimbingan dan arahan guru belajar tentang bentuk plural dan singular dengan penambahan akhiran *-s/-es* di buku Acting halaman 70-71.
 - d. Siswa kembali membentuk kelompok untuk bermain bersama *hidden treasure*. (lihat buku Acting halaman 71)

PENUTUP

1. Setelah mengikuti kegiatan pembelajaran, peserta didik mengungkapkan kesannya.
2. Guru bersama peserta didik membuat rangkuman/simpulan tentang materi nama dan jumlah benda.
3. Guru bersama peserta didik melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.
4. Peserta didik diberi tugas baik individual maupun kelompok sesuai dengan hasil belajar peserta didik.
5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan III

PENDAHULUAN

1. Guru mengecek kesiapan belajar siswa baik secara fisik maupun psikologis dengan memberi salam dan/atau meminta siswa untuk berdoa terlebih dahulu sebelum pembelajaran sesuai dengan agama masing-masing.
2. Guru menanyakan kabar/keadaan siswa dengan menggunakan Bahasa Inggris serta mengecek kehadiran siswa.
3. Guru meminta siswa mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran dengan menyenangkan.
4. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

KEGIATAN INTI

- **Observing**
 - a. Siswa mengamati gambar dengan cermat terkait *benda-benda di dalam rumah dan sekitarnya* dalam buku Acting halaman 72-76.
 - b. Siswa mendengarkan model bagaimana cara mengucapkan nama-nama benda di dalam rumah.
 - c. Siswa menirukan model dalam mengucapkan kata-kata terkait *benda-benda di dalam rumah* dengan lantang dan benar.
- **Questioning**
Dengan bimbingan dan arahan guru, siswa menanyakan berbagai informasi tentang *benda-benda di dalam rumah dan sekitarnya* (lihat buku Acting halaman 72-76).
- **Collecting Information**
 - a. Siswa menghitung jumlah benda di dalam gambar di buku Acting halaman 76.
 - b. Siswa menyalin table di buku Acting halaman 77 ke dalam buku catatan.
 - c. Siswa menulis nama dan jumlah benda di dalam gambar tersebut dengan rapi di dalam buku catatan.
 - d. Siswa menulis teks pendek dan sederhana sesuai contoh di bawah gambar di dalam buku catatan.
 - e. Siswa mencari arti kata di dalam kamus.

PENUTUP

1. Setelah mengikuti kegiatan pembelajaran, peserta didik mengungkapkan kesannya.
2. Guru bersama peserta didik membuat rangkuman/simpulan tentang materi nama dan jumlah benda.
3. Guru bersama peserta didik melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.

4. Peserta didik diberi tugas baik individual maupun kelompok sesuai dengan hasil belajar peserta didik.
5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan memberikan tugas untuk mengamati dan mendata jumlah benda-benda yang terdapat di rumah masing-masing.

Pertemuan IV

PENDAHULUAN

1. Guru mengecek kesiapan belajar siswa baik secara fisik maupun psikologis dengan memberi salam dan/atau meminta siswa untuk berdoa terlebih dahulu sebelum pembelajaran sesuai dengan agama masing-masing. (spiritual)
2. Guru menanyakan kabar/keadaan siswa dengan menggunakan Bahasa Inggris serta mengecek kehadiran siswa (disiplin).
3. Guru meminta siswa mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran dengan menyenangkan.
4. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

KEGIATAN INTI

- **Associating**
 - a. Siswa mendengarkan model dalam mengucapkan kata-kata terkait dengan benda-benda di ruang makan dan dapur. (lihat buku *Acting* halaman 77)
 - b. Siswa melafalkan kata-kata terkait dengan benda-benda di ruang makan dan dapur dengan lantang, jelas, dan benar
 - c. Siswa berkonsentrasi pada gambar benda di ruang makan, kemudian mendata benda-benda yang ada di dalamnya.
 - d. Siswa menjumlah benda-benda di ruang tamu dan menuliskannya di dalam table (lihat buku *Acting* halaman 77)
- **Communicating**
 - a. Siswa secara individu, menunjukkan hasil pengamatan terkait benda-benda di rumah masing-masing (merupakan PR pada pertemuan sebelumnya).
 - b. Siswa menyebutkan benda-benda yang terdapat di tiap ruangan di dalam rumahnya.
 - c. Siswa menghitung jumlah masing-masing benda dan menuliskannya untuk di laporkan dalam bentuk teks tulis sederhana dengan memperhatikan preposisi, *on*, *under* dan *in*. (lihat buku *Acting* tentang *on*, *under* dan *in* halaman 78)
 - d. Siswa kembali membentuk kelompok untuk bermain bersama *hidden treasure*. (lihat buku *Acting* halaman 71)

PENUTUP

1. Setelah mengikuti kegiatan pembelajaran, peserta didik mengungkapkan kesannya.
2. Guru bersama peserta didik membuat rangkuman/simpulan tentang materi nama dan jumlah benda.
3. Guru bersama peserta didik melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.
4. Peserta didik diberi tugas baik individual maupun kelompok sesuai dengan hasil belajar peserta didik.
5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

I. Penilaian Pembelajaran, Remedial dan Pengayaan

1. Teknik Penilaian

A. Pengetahuan :

- Tertulis

B. Keterampilan :

- Tertulis

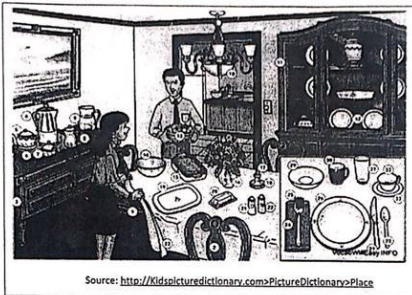
2. Instrumen Penilaian

A. Penilaian Sikap

Penilaian sikap berupa penilaian oleh guru menggunakan jurnal catatan guru dengan mencatat perilaku peserta didik yang menonjol, baik positif maupun negatif selama pembelajaran, atau di luar pembelajaran.

Berikut format jurnal catatan guru:

2. Write down the name of 25 things in the dining room in the following picture in the exercise book



Source: <http://Kidspicturedictionary.com>PictureDictionary>Place>

Kunci jawaban :

1.

- | | | | |
|-------------------|--------------------|----------------------|------------------------|
| 1. teacher | 10. book/textbook | 19. chalk | 27. globe |
| 2. teacher's aide | 11. notebook | 20. chalk tray | 28. bookshelf |
| 3. student | 12. notecook paper | 21. eraser | 29. overhead projector |
| 4. seat/chair | 13. graph paper | 22. F.A. system/ | 30. TV |
| 5. pen | 14. ruler | loudspeaker | 31. (movie) screen |
| 6. pencil | 15. calculator | 23. bulletin board | 32. slide projector |
| 7. eraser | 16. clock | 24. thumbtack | 33. computer |
| 8. desk | 17. flag | 25. map | 34. (movie) projector |
| 9. teacher's desk | 18. board | 26. pencil sharpener | |

2.

- 1 (dining room) table 2 (dining room) chair 3 buffet 4 tray 5 teapot
6 coffee pot 7 sugar bowl 8 creamer 9 pitcher 10 chandelier 11 china cabinet
12 china 13 salad bowl 14 serving bowl 15 serving dish
16 vase 17 candle 18 candlestick 19 platter 20 butter dish 21 salt shaker
22 pepper shaker 23 tablecloth 24 napkin 25 fork
26 plate 27 knife 28 spoon 29 bowl 30 mug 31 glass 32 cup 33 saucer

B. Penilaian Ketrampilan

- a. Teknik : Tulis
b. Bentuk instrumen : Menyusun kata menjadi kalimat
c. Instrumen :

No.	Indikator Soal	Butir Soal
1.	Diberikan kata acak siswa dapat menyusun menjadi kalimat yang benar.	5 butir soal

Butir soal :

Arrange these words into a good sentence

1. pencil - the - a - this - on - is - table
2. wall - clock - a - the - on - is - that
3. these - bag - three - my - in - books - are
4. students - are - class - those - in front of - the - five
5. those - wall - three - on - hanging - pictures - the - are

Kunci jawaban :

1. This is a pencil on the table.
2. That is a clock on the wall.
3. These are three books in my bag.
4. Those are five students in front of the class.
5. Those are three pictures hanging on the wall.

Pedoman penskoran & rubrik penilaian :

Pedoman penilaian untuk penilaian pengetahuan:

$$\begin{aligned} \text{Skor maksimal untuk nomor 1} &= 2 \longrightarrow 2 \times 25 \\ \text{Skor maksimal untuk nomor 2} &= 2 \longrightarrow 2 \times 25 \\ &100 \end{aligned}$$

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Pedoman penilaian untuk penilaian keterampilan:

$$\begin{aligned} \text{Jawaban benar} &= 4 \\ \text{Skor maksimal} &= 4 \times 5 \\ \text{Nilai} &= \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 \end{aligned}$$

Rubrik untuk penilaian pengetahuan

No	Kriteria	Skor
1	Jawaban tepat	2
3	Jawaban tidak tepat	1
4	Tidak menjawab	0

Rubrik untuk penilaian keterampilan menulis.

No	Aspek yang Dinilai	Kriteria	Skor
1	Grammar	Urutan kata benar penulisan kata benar	4
2		Urutan kata benar penulisan kata ada kesalahan	3
3		Urutan kata mendekati benar penulisan kata benar	2
4		Urutan kata salah penulisan kata salah	1
5		Siswa tidak menjawab	0

PEMBELAJARAN REMEDIAL DAN PENGAYAAN

Kegiatan Remedial dan Pengayaan

1. Alokasi waktu kegiatan remedi dan pengayaan ada dalam promes (waktu cadangan)
2. Kegiatan Remedi berupa pembelajaran ulang dengan tutor sebaya.
3. Kegiatan Pengayaan berupa mengerjakan tugas yang diberikan guru.

Mengetahui,
Kepala Sekolah SMP

Demak, Juli 2017
Guru bahasa Inggris

Appendix 3

Learning Material

Chapter 4

My Wonderful World

We will learn how to state:

- Things around us
 - Public Places
- Animals around us



Social Function	Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.
Generic Structure	<ul style="list-style-type: none"> - Memulai. - Menanggapi (diharapkan/di luar dugaan).
Grammatical Features	<ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a, the</i>, bentuk jamak (<i>-s</i>) - Penggunaan kata penunjuk <i>this, that, these, those</i> - Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

1. THINGS AROUND US

1.1 THINGS IN THE CLASSROOM

Achievement indicators of this section are :

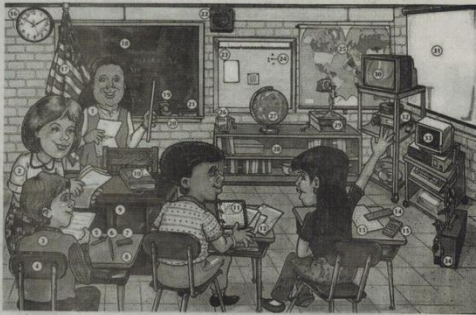
3.4 Students are able to state things in the classroom.

4.9 students are able to express and respond in stating things in the classroom.



1.1.1 Observing and Questioning

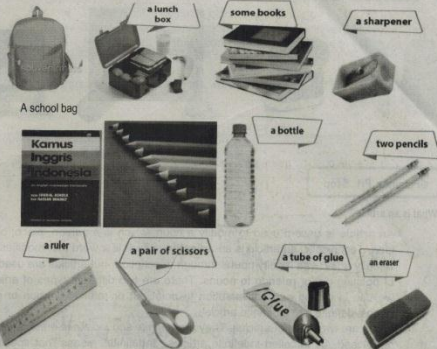
- There are several things in the classroom. First, listen to the teacher how to say the names of the things. Then, repeat after him or her saying the words one by one. Say the words loudly, clearly, and correctly.



Source: <https://www.esapace.com/ell-lessons/learning-english-level-1/1006-inside-a-classroom-vocabulary-learning>

- | | | | |
|-------------------|--------------------|----------------------|------------------------|
| 1. teacher | 10. book/textbook | 19. chalk | 27. globe |
| 2. teacher's aide | 11. notebook | 20. chalk tray | 28. bookshelf |
| 3. student | 12. notebook paper | 21. eraser | 29. overhead projector |
| 4. seat/chair | 13. graph paper | 22. P.A. system/ | 30. TV |
| 5. pen | 14. ruler | loudspeaker | 31. (movie) screen |
| 6. pencil | 15. calculator | 23. bulletin board | 32. slide projector |
| 7. eraser | 16. clock | 24. thumbtack | 33. computer |
| 8. desk | 17. flag | 25. map | 34. (movie) projector |
| 9. teacher's desk | 18. board | 26. pencil sharpener | |

Things in the school bag



1.1.2. Collecting Informations

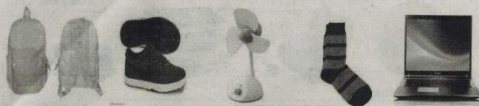
- Work in pair. Make a group of four.
- What are the things in your classroom? Discuss and decide them with your group to find out ten things in your classroom. Each member, draw and name them in the notebook. Then show and say them in front of the class.

Task 1

- Write 10 things around your class. Number 1 has been done for you.
- | | |
|------------|----------|
| 1. windows | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Task 2

➤ Guess the name of things.



Grammar Pit Stop

What is an article?

An **article** is a word used to modify a noun, which is a person, place, object, or idea. Technically, an article is an **adjective**, which is a word that modifies a noun. Usually adjectives modify nouns through description, but articles are used instead of pointing out or referring to nouns. There are two different types of articles that we use in writing and conversation to point out or refer to a noun or group of nouns: definite and indefinite articles.

There are two kinds of articles. They are *definite* and *indefinite* articles.

a. A and AN is called indefinite articles. "Indefinite" means "not specific". Use A(AN) when you are talking about a thing in general, NOT a specific thing. Examples:

- I need **a** phone. *Not a specific phone, any phones.*
- Mark wants **a** bicycle. *Not a particular bicycle, a bicycle in general.*
- Do you have **a** driver's license? *In general.*

Use A (AN) when talking about a thing which is new, unknown, or introduced to a listener for the first time. Also use A(AN) when you are asking about the existence of something. Examples:

- I have **a** car. *The car is being introduced for the first time.*
- Tom is **a** teacher. *This is new information to the listener.*
- Is there **a** dictionary in your backpack? *Asking about the existence of the dictionary.*

Similarly, use A(AN) to introduce what type of thing we are talking about. Examples:

- That is **a**n excellent book. *Describing the kind of book.*
- Do you live in **a** big house? *Asking about the kind of house.*
- I ate **a** thick, juicy steak. *Describing the kind of steak.*

REMEMBER: You cannot use A(AN) with plural nouns because A(AN) means "one" or "a single".

Examples:

- I saw **a** bears in Yellowstone National Park. *Not Correct*
- I saw bears in Yellowstone National Park. *Correct*






b. *THE* is called a definite article. "Definite" means "specific". Use *THE* when talking about something which is already known to the listener or which has been previously mentioned, introduced, or discussed.

Examples:

- I have a cat. **The** cat is black.
- There is a book in my backpack. **The** book is very heavy.
- Nobody lives on **the** Moon. *The Moon is known to everyone.*

Task 3

➤ Match the pictures in column A with the words in column B by drawing some arrows

No	Picture (A)	Name (B)
1		teacher
2		chair
3		Book
4		bag
5		Pencil case

Task 4

➤ Complete these sentences by using articles *a* or *an*.

- This ispencil case.
- It is.....eraser.
- That is.... dictionary.
- It is.....white board.
- This is ...apple.
- There is...envelope on the table.
- I have....bag.
- Mr. Johan buys ...car.
- That is....umbrella.
- Andy is...student.

Grammar Pit Stop

This - That - These -Those

This, That, These, Those are called **demonstratives** and they are used to show the relative distance between the speaker and the noun.

Demonstrative Pronouns

We use **this** (singular) and **these** (plural) to refer to something that is **here / near**.

Examples:

- **This** is my car. (singular)

- **These** are our children. (plural)

We use **that** (singular) and **those** (plural) to refer to something that is **there / far**.

Examples:

- **That** is our house. (singular)

- **Those** are my shoes. (plural)

Note that the verb changes (i.e. singular / plural) depending on the pronoun that you use.

You can also use Demonstrative Pronouns by themselves:

- Did you do **that**?
- I'd like to buy **these**?
- Which of **those** would you like?

Demonstrative Adjectives

You can also use demonstratives before a noun. These are called demonstrative adjectives.

The Demonstrative Adjective needs to agree (= be the same form) as the noun.

Examples of demonstrative adjectives:

- **This** party is boring. (singular)
- **That** city is busy. (singular)
- **These** mangoes are delicious. (plural)
- **Those** flowers are beautiful. (plural)



This book is expensive.



These books are cheap.

This - That - These - Those

Demonstratives

English Grammar	singular	plural
here	this	these
there	that	those

this book
(here / close)

that book
(there / not close)

these books
(here / close)

those books
(there / not close)

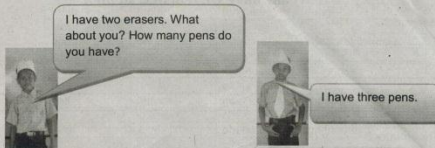
Demonstrative Pronouns singular: This is a red pen. plural: These are blue pens.
Demonstrative Pronoun + Verb * or by itself. - e.g. Do you want **this**?
Demonstrative Adjectives singular: This pen is red. plural: These pens are blue.
Demonstrative Adjective + Noun

www.grammar.cl
www.spokenwordenglish.com
www.vocabulary.cl



1.1.3. Associating

- > Work in pair and do these activities.
- > First, show the things in your own bag to each other. Then, say the names of them and ask your partner about his or hers. After that, write down your finding. Do like the example:



Task 5

➤ Write down the information from the conversation into the table.

NO	NAME OF THINGS	NUMBERS OF THINGS IN MY BAG	NUMBERS OF THINGS IN MY FRIEND'S BAG
	An eraser	2	3
1		
2		
3		
4		
5		



1.1.4 Communicating

- Work individually.
- Make some statements based on the information on the table of task 5.
- First, copy the example on your notebook. Then, write down the statements on your notebook. Finally, say your statements in front of the class.

I have two erasers and my friend has three erasers

1.
2.
3.
4.
5.

Appendix 4

List of Students

KELAS		: VIIIF			
Wali Kelas		: Rof'ah, S.Pd.			
NO	NIS	L/P	NAMA SISWA	TANGGAL	
1	184651	L	AGHOS MAMUN AHMAD		
2	184652	L	AGHA SEPTIA RAMADHANI		
3	184653	L	AHMAD BUSRO		
4	184654	L	AHMAD CHOERUL MUNFASIR		
5	184655	L	AHMAD FAIQ MAALI		
6	184656	L	ANA LAILATUL HIDAYAH		
7	184657	P	ANGELINA RAHMADANI		
8	184658	L	ARAFI WALIYANNUR		
9	184659	L	ARSIL ALMADANI ROZKIN		
10	184660	P	AZKYA DWI MUKHAYATU ZAHRA		
11	184661	P	DHITA ANINDITA PUTRI		
12	184662	P	ERIKA SHOLEHATUZ SURURIYAH		
13	184663	L	FAHREZA FAESAL		
14	184664	P	FIJIA-NABILA-ZAHIR		
15	184665	L	GHUFRON RAVLY MUBHAROK		
16	184666	P	INTAN KRISTIANA		
17	184667	P	IQUMA ISMAIL		
18	184668	P	JAHNATUL ULYA		
19	184669	L	MH. FACHRY GOENAWAN		
20	184670	L	MUHAMMAD RISYAD FATTAHILLAH		
21	184671	L	MUHAMMAD TEGAR ADI SAPUTRA		
22	184672	L	MUHAMMAD BAZARRURROHMAN		
23	184673	L	MUHAMMAD RENO PRANGGODANI		
24	184674	L	MUHAMMAD ALFATH MAULANA		
25	184675	L	MUHAMMAD ALI SUKRON		
26	184676	L	MUHAMMAD FAUZI		
27	184677	L	MUHAMMAD MINHAJ		
28	184678	L	MUHAMMAD RAAFI PRIMASYAH		
29	184679	L	MUHAMMAD RAFI AKBAR		
30	184680	L	MUHAMMAD SYAFTUL ANAM		
31	184681	P	MUZZATUL AINI		
32	184682	P	NADZIFAMIRA SYAHDA		
33	184683	L	NAUFAL SAUKY		
34	184684	P	PUTRI SALSABILA		
35	184685	P	QONITATUN CHAFIDZOH		
36	184686	P	QUBAILIATUL FAJRIYAH		
37	184687	P	REKHA AMALIA		
38	184688	L	SAHAL AHMAD KHAFID		
39	184689	P	SALIMATUS SARIROH		
40	184690	P	SALMA TRI RAHMAWATI		
41	184691	L	SATRIYA BISMA LUHUR PANUNTUN		
42	184692	P	SHOLIHATUL ULiyAH		
43	184693	L	SURKA-YUSUF-AFRI ZAL		
44	184694	L	TEGAR MUR CHOMAI DI		
45	184695	P	WINDA FAUZIATUL ULA		
46	184696	P	YUNTA BINTA NOR CAHYANTI		
47	184697	L	ZACHARAL FARUQ		
48	184698	L	ZALBIRIAN SAPUTERA		

Appendix 5

Documentation

The teacher explains in front of the class about material “thing around us”, and the students pay attention.







KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp/Fax (024) 7601295, 7615387 www.walisongo.ac.id

Hal : Nilai Bimbingan Skripsi

Kepada
Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri (UIN) Walisongo
di Semarang

Assalamualaikum Wr. Wb

Dengan hormat kami beritahukan bahwa setelah kami selesai membimbing skripsi saudara:

Nama : Munafiah
NIM : 1403046060
Judul : AN ANALYSIS OF CODE MIXING USED IN ENGLISH
LEARNING PROCESS (A STUDY AT SEVENTH GRADE
STUDENTS OF SMP KY AGENG GIRI IN THE ACADEMIC YEAR
OF 2018/2019)

Maka nilai naskah skripsinya adalah

Pembimbing I : 3,2 (saya karna dua...)
Pembimbing II : 3,4 (saya karna empat...)
Total Nilai : $\frac{\text{Nilai Pembimbing I} + \text{Nilai Pembimbing II}}{2} = \dots\dots\dots$

Dengan catatan
khusus.....

Demikian agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum wr. wb.

Semarang, 12 Desember 2019

Advisor I


Daviq Rizal, M.Pd.
NIP. 19771025 200701 1 015

Advisor II


Lulut Widyaningrum, M.Pd.
NIP. 1980083 200901 2 010



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
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Nomor: B -5309/Un.10.3/D.1/TL.00./11/2018

22 November 2018

Lamp : -

Hal : Mohon Izin Riset

a.n. : Munafiah

NIM : 1403046060

Yth.

Kepala SMP KY AGENG GIRI
di Demak

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Munafiah

NIM : 1403046060

Alamat : Blambangan RT 08/03 Kendaldoyong Wonosalam Demak

Judul skripsi : An Analysis of Code Mixing Used in English Learning Process (A study at VII Grade Students of SMP KY AGENG GIRI in the Academic Year 2017/2018)

Pembimbing :

1. Daviq Rizal, M. Pd
2. Lulut Widyaningrum, M. Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 6 (enam) hari, mulai tanggal 23 November 2018 sampai dengan tanggal 28 November 2018.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Dekan,
Fakultas Ilmu Tarbiyah dan Keguruan

Dr. H. Fatah Syukur, M.Ag

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**YAYASAN KYAI AGENG GIRI
SEKOLAH MENENGAH PERTAMA (SMP)
“ KY AGENG GIRI “
(TERAKREDITASI A)**

NPSN : 20319376, NSS : 202032101061

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SURAT KETERANGAN

Nomor : 200/A/SMP-KAG/XII/2019

Yang bertanda tangan dibawah ini :

Nama : HAYYIN FUAD, S.Ag

Jabatan : Kepala Sekolah

Lembaga : SMP Ky Ageng Giri

Alamat : Girikusumo Rt.02/ III Banyumeneng Mranggen Demak 59567.

Menerangkan dengan sesungguhnya bahwa:

Nama Lengkap : MUNAFIAH

NIM : 1403046060

Alamat : Blambangan Rt.04 Rw.06 Wonosalam Demak

Progdi : Pendidikan Bahasa Inggris

Perguruan Tinggi : UIN Wali Songo Semarang.

Benar-benar telah melaksanakan Penelitian di SMP Ky Ageng Giri Mranggen pada tanggal 23 November 2018 - 28 November 2018 dengan judul : “ **An Analysis of Code Mixing Used in English Learning Process (A study at VII Grade Students of SMP KY AGENG GIRI in the Academic Year 2017/2018)** ”

Demikian Surat Keterangan ini kami buat agar digunakan sebagaimana mestinya.

Mranggen, 30 Desember 2019
Kepala Sekolah

HAYYIN FUAD, S.Ag

CURRICULUM VITAE

Nama : Munafiah
Place and Date of Birthday : Demak, 19 Oktober 1996
Original Address : Blambangan Rt/Rw 04/06 Kendaldoyong Wonosalam Demak
Dormitory Adress : jl. Segaran 3 No.19 Tambakaji Ngaliyan Semarang
Phone number : 085640954297

Formal Education :

1. 2002-2008 SD NEGERI BINTORO 08 DEMAK
2. 2009-2010 SMP KY AGENG GIRI
3. 2011-2014 SMK KY AGENG GIRI

Semarang, 20 Desember 2019
The Researcher

Munafiah
1403046060