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# LANGUAGE CHOICE: THE TEACHING AND LEARNING PROCESS OF ENGLISH IN INDONESIA

(A Case Study at One of Elementary School in Cirebon)

A THESIS

Submitted to English Language Department,  
Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon  
In Partial Fulfillment of The Requirements of Undergraduate Degree



Arranged by:

**NURDIANSYAH**

Reg. Number: 59430642

ENGLISH LANGUAGE DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
SYEKH NURJATI STATE ISLAMIC INSTITUTE  
CIREBON  
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## ABSTRACT

**NURDIANSYAH : LANGUAGE CHOICE: THE TEACHING AND LEARNING PROCESS OF ENGLISH IN INDONESIA (A Case Study at One of Elementary School in Cirebon)**

In Indonesia, the teachers have combine mother tongue (*first language*) and Indonesia language (*second language*) to teach foreign language. Language choices: In speaking to monolinguals the children use one language, and in speaking to bilinguals they mix the two languages (Fromkin, at al, 2011: 359). An alternative interpretation of the patterns of language choice in classrooms arises if we examine the interpersonal motivations that may lie behind any instance of language choice). According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*". It means that speaking as the way of communication influences our individual life strongly.

The objective of the research is to analyze the use of language choice EFL teacher's when teaching and learning process at the fifth grade students of SDN 2 Kalipasung. In this research is applies qualitative method. The researcher uses qualitative method in order to have better understanding about the topic of the research. Qualitative method is the best method in studying social reality and it presents the relation between the researchers and the object of the research directly. And then is more sensitive and more adaptive to the psychology of the object.

The result of the research the language choice that the writer focused in his research. He founds that alignment in from the teacher's spoken is about 30%, the emphasis is about 60% and evaluation is 10%. So, the teacher use language choice to drill the explanation about the material to make students understood well. The language choice that used in the process of teaching and learning English in Indonesia that the researcher found at one of Elementary School in Cirebon is ***Emphasis***.



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## RATIFICATION

This thesis entitled **"LANGUAGE CHOICE: THE TEACHING AND LEARNING PROCESS OF ENGLISH IN INDONESIA (A Case Study at One of Elementary School in Cirebon)"**, written by Nurdiansyah, student number 59430642 has been examined on August, 28<sup>th</sup>2015. It has been accepted by the board of examiner. It has been recognized as one of requirements for the Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	<u>10. 09 - 2015</u>	
The Secretary of English Language Teaching Department <u>Wakhid Nashruddin, M.Pd</u> NIP. 19810308 201101 1 003	<u>10. 09 - 2015</u>	
Examiner I <u>Dr. Tedi Rohadi, M.Pd, SE, Dipl. TEFL</u> NIP. 19680309 200801 1 017	<u>09-09-2015</u>	
Examiner 2 <u>Nur Antoni, ET, SS, M.Hum</u> NIP. 19720717 200912 1 001	<u>09-09-2015</u>	
Supervisor I <u>Sumadi, SS, M.Hum</u> NIP. 19701005 200003 1 002	<u>09-09-2015</u>	
Supervisor 2 <u>Drs. Tohidin, M.Pd</u> NIP.19650308 199903 1 002	<u>09-09-2015</u>	

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty  
*Syekh Nurjati* State Islamic Institute Cirebon



Dr. Ilman Nafi'a, M.Ag

NIP. 19721220 199803 1 004





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## CHAPTER I INTRODUCTION

Chapter one outlines research background, formulation of problem, research questions, limitation of research, aims of research, usefulness of research, theoretical foundation, previous research, and research methodology. Research methodology consists of objective of research, place and time, method of research, source and type of data, instrument, technique of collecting data and technique of data analysis. This chapter is orientation from next chapter especially theoretical foundation. Introduction is like an opening of this research consists all things relate to this research before discussing result.

### 1.1 The Background of the Problem

Many languages in the world which are used as communication media for people to communicate each other. Language is a tool we use to communicate with other people (Lindsay and Knight, 2006: 27). In addition, language is the source of human life and power (Fromkin, et al 2011: 284). In addition, Language is the most important instrument of human consciousness (Halliday, 2007: 60). In addition, Human language is just one way in which people communicate with each other, or gather information about the world around them (Bauer, 2007: 11). Therefore, the function of language is absolutely important for people's social life, because people always make interaction with others.

Language must have function, rules, and advantage. From function, rules, and advantage of language, we can learn and understand a language. The main purpose of language is as a communication media, and the ability to use language for communication can mean acceptance of self and acceptance by others. According to Lindsay and Knight (2006: 36) we interact with different people for different reasons in different situations in different ways. Meanwhile, the inability to use language to communicate fully can cause self denial as well as rejection by others. Language is a major means (some would say the chief means) of showing where we belong, and of distinguishing one social group from another (Crystal, 2003: 22).

Language which exists in the world perhaps can reach one billion languages, because each race around the world which has a particular attitude, they exactly has the special language also. However, there is a language, which is often used by people around the world as a communication media and this language also often use in official moment, the language is English. Since English as international language has already become one of the compulsory subjects of both senior and junior high school and beside for elementary school in many countries including in Indonesia, it cannot be denied again, that the importance of English has gained a lot of attention from many people all over the world. Above factors, entail us to master English, especially speaking ability successfully, so we can communicate with the peoples all over the world fluently.

Human are social creatures, the human life put another human being as an advocate for their life. Which occurs in all aspects of human life is always involves interaction with others, and language is a process to express something by saying Suhartono (2005: 12) in his book: "Man in his life is inseparable from language. Language used as communication tools, with their language they will be easy to get along and adapted to its environment. Everyone have a language because human beings need social contact and cooperation with other human beings. Relationships with other human beings, among others, in the form of conveying the thinking and feeling, convey any information, ideas or opinions or thought and ideas with a purpose. Language is one of way in life to communicate to get sciences, knowledge, and social. According to Preveen (2008: 28) state that Language is undoubtedly a kind of means of communication among human beings. It consists primarily of vocal sounds. It is articulators, systematic and arbitrary." Language is a fully developed means of communication. Language has changed the thinking and knowledge of human relations and made it possible for human beings to grow into a human community on this world.

English is one of foreign language in our country and as international language; therefore it becomes one of school subject at junior high school until university even at elementary school. More over there are so many books of sciences, technologies, and social cultures, religions, and some others not to mention here are written in English. Because of these reasons English has to





be studied for Indonesia students to improve their knowledge and science to face their future life in globalization era.

As a developing country, Indonesia really needs English because Indonesia government is trying to improve all aspects which are usually faced by all countries especially in education. English is important subject in education of Indonesia, because many books are written by English. In order to be able reads books, it is necessary for students to learnt English well. In learning English students are not only required to master the four skills are speaking, listening, reading and writing but also to master language components, covering grammar, vocabulary and pronunciation. Reading is an important part of learning English. This guide to how to improve your reading skills will help you improve reading by using skills you use in your own language. In other words, one of the best tips on improving reading is to think about how you read in your own language.

In Indonesia English is learnt and thought to elementary schools, Junior High School, Senior High School up to University students. And now the English language has been introduced to students of elementary school. But, there are so many problems in learning English. One of them is the difficulties to mastering vocabulary. The basic course outlines of the 2004 curriculum states that English teaching focuses on four language skills ( Listening, speaking, Reading, and Writing ). Vocabulary is one of the language components it cannot be separated from the four skills in language teaching it is important not only in reading but also in communicative activity. Vocabulary is too important because 1) comprehension improves when we know what the words mean; 2) words are the currency of communication.

With learning vocabulary the students can know the new words on foreign language, and the students can memorize the new words and vocabulary. But unfortunately, there are so many factors as handicap of how people can master speaking ability successfully, such as they never practice to speak English with their friends formally or informally, afraid of making mistakes, or afraid to be laughed at by others and do not feel confident, or sometime they seem do not to have ideas in their mind if they are asked to practice their speaking.





One of the language skills that have to be mastered by students in learning a foreign language is speaking. Speaking is one of the types of composing in language, the type that is swift, complicated, frequent and primary, because the language itself is a symbolic to use by communicators to construct and convey information. Many students told the student's problem in speaking such as never do communicative, passive, and not able to giving answer, etc. they want immediate results and even after their first lesson, they want to show other student in the school or members of their family that they can speak some English.

Therefore, teachers should help the students overcome this problem by motivating them to speak. For this reason, teacher should use effective teaching methods that encourage students to take part actively in the class; the teaching learning process has to involve not only teacher and students, but also the students and students. To help students solve these problems, the teacher should motivate them and create the most effective way to stimulate them, so they will be interested in practicing their speaking. On other hand, the teacher or lecturer should use certain technique to stimulate students to practice their speaking, because good method will support them in achieving skill including English skill. Teacher have to teach the material by using good method, good method and organize teaching learning process as good as possible, so teaching learning process can run well, that can make student master English skill, especially in this case speaking skill successfully, because one of the teaching failures is caused by unsuitable method.

There are many ways to make a fun activity in teaching speaking in the classroom. Using pictures, cards, and other visual aids usually add a great joy to the class. Language teachers use them as meaningful teaching aids in order to attract students' attention and facilitate them to understand the lesson better. The use of music or recorded conversation also can be a good idea. Music makes students feel relaxed, and if it is well designed, music can be an interesting resource for listening practices as well as recorded conversation of native speakers.

The other ways are doing groups discussion, conducting role play, games and using storytelling, however storytelling has not been fully explored or developed by school in Indonesia. English as the international language is



really important to be mastered. Especially in this day which called as Globalization Era where in everywhere should use English as the tool of interact each other. Most people in the world, particularly when they had an International meeting use English as the language to interact. Broughton (1978:1) states that :“Of the 4000 to 5000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other had the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. Finally, if we add those areas where decisions affecting life and welfare are made and announced in English, we cover one-sixth of the world’s population.”

It means that English not only the language of American or England but also the language of every people in the world. And the number of people who speak English is increase time to time. English in Indonesia is still considered as a foreign language. But in the rest of the world, English is a foreign language (Broughton et al, 1980: 6). Therefore we often find the difficulties when we learn and understand English. Although, we feel difficult to learn English, English has become the important language after Indonesian language. Nowadays English lesson in Indonesia not begin from Elementary School, but its begin from Junior High School. This is happened because English language not included in Curriculum of Elementary School.

However, some location in Indonesia to become English as local language in Elementary School. This is regulated by Decree of the Ministry of Education and Culture no.81A /2013, The government of Indonesia assumed English language not begin from elementary school because it can be distrubed the first language is Indonesia language. Its contrast with many theory about Teaching English for Children.

Teaching English for Children means teaching children between ages 6 and 11 is not the same as teaching English to adults or even teenagers. According to Scott and Ytreberg (2001:1), they have divided the children into two main groups. "the five to seven years olds and the eight to ten year olds. We are assuming that the five to seven year olds are all at level one, the



beginner stage. The eight to ten years olds may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age group." In addition, in some contexts, primary school lasts from five to eleven years of age, while in other contexts children start school later, at the age of six or seven and state primary school can carry on until children are 14 years of age (Pinter, 2006:1). In addition, 'young learners' means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Phillips, 1993:5). In addition, it widely believed that young children learn a second language more easily than older children or adults (Lindsay and Knight, 2006:7)

Young children can learn second language particularly effectively before puberty because their brains are still able to use the mechanisms that assisted first language acquisition (Cameron, 2001:13). The children can be amazing in ability received and practice if we use and we give them appropriate process teaching and learning. According to Lindsay and Knight (2006: 11), the language learning process can be divided into five stages: (1) Input, (2) Noticing, (3) Recognizing patterns and rule making, (4) Use and making modification, (5) Automating. This Argument make realize us about how should be our children learn second language.

Teaching English is not only taught in adulthood, but importantly taught in childhood, it is commonly believed that teaching children is much more complicated than teaching adults. According to Cameron (2001: xii) Children do have a less complicated view of the world than older children and adults, but this fact does not imply that teaching children is simple or straightforward. In addition, to successfully teach children a foreign language requires specific skills and intuitions that differ from those appropriate for adult teaching (Brown, 2001: 87). Almost all of the cases actually have been researched by people. When we do a research, we have to look at or get the point of the previous studies from the research in the same area with ours. The writer also do the same thing, look at the previous studies to be a comparison.

The result of Nasruloh (2013: 93) the results showed that the students successfully developed eight out of nine speaking strategies. It indicated that Project-Based Learning gave a space for students to perform better during the



classroom interaction. The result of Mardiana (2013:61) research, the teachers more confidently taught English using more appropriate strategies with various media. The teachers also produced more appropriate English use to give more exposure to the children. Some of the research above, conducted when English language to be one of the Curriculum of Elementary School. Nowadays English education not included in Curriculum of Elementary School. Based on the background above, the writer want to conducted this research which is entitle “LANGUAGE CHOICE: THE TEACHING AND LEARNING PROCESS OF ENGLISH IN INDONESIA (A Case Study at One of Elementary School in Cirebon)”

## 1.2 The Formulation of The Problem

### 1.2.1 The Field of the Research

The field of this research is Teaching English for children. The researcher wants to conduct the research in curriculum area. Because english is very important thing in educational system.

### 1.2.2 The Kinds of the Problem

The kind of the problem is needed to give clarification about the problem that will be investigated. The writer arranged the kind of the problem refer to the background above are: This study entitled “LANGUAGE CHOICE: THE TEACHING AND LEARNING PROCESS OF ENGLISH IN INDONESIA (A Case Study at One of Elementary School in Cirebon)”. This research focus on the, the field of the study is Teaching English for Children.

From the title of the thesis and background of problem in which have explained, the researcher finds out and lists several problem to be identified in this study, they are :

- Teaching English for Children is the basic skill to build english competency
- Young learners are difficult to master in English
- Teacher spoke mixxed with first and second language acquisition to teach english lesson





### 1.2.3 The Main Problem of the Research

The main problem in this research is all of the speaking data which is used by the teacher when teaching and learning English in SDN 2 Kalipasung.

### 1.3 The Limitation of the Problem

The research focuses on the spoken of English teacher which is used when teaching and learning english.

### 1.4 The Questions of the Research

In accordance with the statements of the background of the problem and the identification of the research above, the researcher tries to put some questions as the problem of this research. The questions of the research are:

1. How is the process of teaching and learning when the English teacher teaches the English lesson at the fifth grade students of SDN 2 Kalipasung?
2. How is the language choice used by the English teacher when teaching and learning process at the fifth grade students of SDN 2 Kalipasung?

### 1.5 The Aims of the Research

In accordance with the research problems formulated above, the objectives of the study are drawn. It expected that the finding of this study will disclose the following:

1. To describe how the condition of teaching and learning process is the English teacher teaches the English lesson at the fifth grade students of SDN 2 Kalipasung.
2. To describe how the language choice used by the English teacher when teaching and learning process at the fifth grade students of SDN 2 Kalipasung.

### 1.6 The Usefulness of the Research

The result of the research hopefully provides a practical and theoretical contribution to English students, English teachers, and language researchers.



1. Theoretically; the result of the study can give larger knowledge about teaching English language speaking skill to elementary school students for writers, readers, and teachers.
2. Pedagogically; the result of the study is expected to be as follows:
  - a. Motivator for the teacher to improve the quality of English language teaching for young learners.
  - b. Reference in English language teaching for young learners not only for the teachers but also for the writers and the readers.
  - c. Reflection of SDN 2 Kalipasung, which at least, it can examine the instructional practice at the SDN 2 Kalipasung classroom. It will become consideration not only for SDN 2 Kalipasung itself, but also for elementary schools in making instructions such as teaching materials, methods, and learning assessments.

## 1.7 The Theoretical Foundation

In this chapter the researcher presents some theories concerning the problems. Discussion of this chapter will involve the use of language choice at the fifth grade students of SDN 2 Kalipasung

### 1.7.1 Language Choice

Everyone or student especially in this case has his/her own experience in learning. Firstly learning activities however start early in childhood. Someone tries to recognize his environment. Moreover, he begins to do more actives, one of them is learning. This is why learning is regarded as an important activity of human life then can create learning experience. Student as a object of education, even can be as a subject nowadays in education, absolutely has experience when he has learnt something at school. In many situations, teachers are required to use only the foreign language in their language lessons, or they feel that they ought to. In practice, research and anecdotal evidence suggests that most teachers who share their pupils' mother tongue, use a mixture of the foreign language and the mother tongue. Language choices: In speaking to monolinguals the children use one language, and in speaking to bilinguals they mix the two languages (Fromkin et al, 2011: 359). In



Indonesia, the teachers have combine mother tongue (*first language*) and Indonesia language (*second language*) to teach foreign language. Language choices: In speaking to monolinguals the children use one language, and in speaking to bilinguals they mix the two languages (Fromkin et al, 2011: 359).

An alternative interpretation of the patterns of language choice in classrooms arises if we examine the interpersonal motivations that may lie behind any instance of language choice. In doing this, we move to focus on how a particular choice of first or foreign language affects the particular group of teachers and pupils. The choice of which language to use will be influenced by previous choices and by the wider context.

At the same time, the choice of language adds to and creates a context in which language is to be learnt. This, learning context includes the attitudes, and values that pupils are encouraged to take to learning the foreign language. According to Graumann cited by Camerone (2001: 203) one way to think of interpersonal factors is as a combination of three sub-factors: alignment, emphasis, and evaluation:

- 1) *Alignment*: The choice of first or foreign language for particular functions can convey to pupils a sense of how much their teacher is on their side or, alternatively, wishes to distance him or her from the pupils' concerns. If the teacher uses the first language in the foreign language classroom, she or he may thereby create a feeling of being aligned with the pupils.
- 2) *Emphasis*: The choice of first or foreign language may serve to emphasize the importance of what is being said. The use of first language to control and discipline may underline the seriousness of the offence, while using the foreign language may de-emphasize the importance, and thus work only for less serious problems.
- 3) *Evaluation*: The choice of language also carries attitudes and values to foreign language learning. A teacher, who uses the foreign language only for content of a lesson, and not for other purposes, reinforces the idea that the foreign language is a 'subject of study' rather than a means of communication.



### 1.7.2 Teaching and Learning Process

According to Hornby (1995: 37), teaching means giving the instruction to (a person): give a person (knowledge skill .etc). In Addition, teaching is never simply a matter of transferring an idea from teacher or textbook or activity into a pupil's mind. It is about creating opportunities for pupils to work on their understandings, to engage with new information or interpretations in a way that supplements or challenges their existing concepts or frameworks (Brindley, 1994: 49). In addition, the teacher's job is to help learners learn. This relates both to the formal classroom process and learning outside the classroom (Lindsay and Knight, 2006: 3). Based on the definition above it can be concluded that teaching is guiding and facilitating learning, enabling learner to learn, setting the condition for learning.

Learning is an activity to gain knowledge or skill (Manser, 1995: 237). Breaking down the components of the definition of learning, we can extract domains of research inquiry.

1. Learning is acquisition or "getting".
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on, and acting upon events outside or inside organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

These concepts can also give way to a number of subfields within the discipline of psychology: acquisition processes, perception, memory (storage) systems, recall, conscious and subconscious learning styles and strategies, theories of for getting, reinforcement, and the role of practice (Brown, 2000: 7). While process means series of action carried out in order to do or achieve something. In this thesis, teaching-learning process means series of activities that tries to help the students to acquire, develop knowledge and skill and the students' activities to gain them.





The process of teaching and learning includes teaching materials, teaching methods, and learning assessments used by the teacher.

### 1) Teaching Materials

To make teaching learning process more successful, the material must be selected appropriately. Tomlinson has defined material as anything which is used to help teaching language. The form of teaching material is anything which presentator informs about the language to be learned (Tomlinson, 2012: 1). Teaching material has important roles of teaching.

The English teaching materials for young learner must be interesting and fun, the form of material support for language teaching comes from textbook. According to Brewster et al, there are some reasons why the textbooks used in teaching learning; it is useful learning aid for the students, it can identify what should be taught or learned, it can indicate what methodology should be used, it can provide attractively and economically, all or most materials needed (2003: 152). With interesting and fun learning atmosphere, the students will be more motivated to study.

There are so many textbooks available so teachers should be able to choose the most appropriate one. Teacher should look at any course book to use with critical eye and check over each unit to see whether it suits your students' goals. If so, teacher can go ahead with it. If not, teacher might want to choose a different book or still with the same book and find other material that can fulfill the lack of material. This can be applied to whole themes or parts of the book. There might be parts of the book that are too difficult or too easy for the students; teacher may consider omitting those parts out or supplementing them (Pollard, 2008: 17). It's important to look at these aspects before using the book. Omitting some parts of the book which is too difficult and giving addition to the lacking material or too easy parts are necessary.

Although textbook provide the majority of materials, teacher can also use other materials in order to provide variety. The numbers of supplementary materials can be chosen are storybook, songs, rhyme,



chants, game, posters, flashcards, worksheet, video, CDs, the internet, and other CALL program, etc. For selecting supplementary materials, the teacher can also use games that children play in L1 can be played in L2, or make collection of children's comics, toys, poster, etc. (Brewster et al, 2003: 156). The teacher can produce his or her own material if the textbook does not provide enough practice; exercises, activities, or visual aids (Brewster et al, 2003: 156). The visual are such as, making worksheet, flashcards, pictures, etc.

## 2) Teaching Methods

Method is a generalized set of classroom specifications for accomplishing linguistic objective. Method tends to be concerned primarily with teacher and students roles and behavior and secondarily with such features as linguistic and subject matter objectives, sequencing, and material. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts (Brown, 2001: 88). Method is the practical realization of an approach. There are some popular methods in English language teaching learning which are going to be discussed below.

### a. The Grammar Translation Method

The Grammar Translation method is studying the grammar in detail and translating texts from the original into the learner's language (Lindsay and Knight, 2006: 15). The fundamental purpose of Grammar Translation method is to make the students able to read literature written in target language. The method consists of studying written texts, translating them into the students' own language and carrying out a study of grammar (Pollard, 2008: 19). There is little attention give into the use of the spoken language.

### b. Direct Method

According to Lindsay and Knight (2006: 16) The Direct Method is moved away from translation and introduced the idea of lessons being conducted only in target language. The meaning of words and structures was communicated 'directly' through mime and gestures and practiced in question and answer exchanges between the teacher



and learners. It is stated by Larsen in *Techniques and Principles in Language Teaching* as follows (2000: 23).

*As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. The Direct Method has one basic rule: no translation is allowed.... In fact, Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids with no recourse to the students' native language.*

It means that the teaching and learning process is conveyed in English.

c. Audio-lingual

This method uses the stimulus response reinforcement model. In this method, the grammatical rules are introduced in the dialog which is reinforced. Audio-Lingual Method drills the students in the use of grammatical sentence patterns (Larsen, 2000: 23). Learners were expected to learn the grammar of the new language not by learning rules but by producing the language accurately by responding to stimuli (Lindsay and Knight, 2006: 18). This method can be done by playing a recording of a conversation in the target language; the students listen and rehearse what they've heard.

d. The Communicative Language Teaching (CLT)

The Communicative approach or Communicative Language Teaching (CLT) is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. The 'what to teach' aspect of the communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in a variety of context and for a variety of purposes (Harmer, 2007: 85).

e. Task Based Learning

In this method, the students are given a task to perform and only when the task is completed, the teacher discuss the language that was



used, making correction and adjustment which the students' performance of the task has shown to be desirable (Harmer, 2007: 86). Task Based Learning (TBL) focuses on the 'process' of communicating by setting learners tasks to complete using the target language. In other words, students are presented with a task they have to perform or a problem they have to solve.

### 3) Learning Assessment

Assessment is described as an attempt to analyze the learning which the students have achieved over a period of time as a result of teaching learning (Brewster et al, 2003: 244). There are some purposes of assessment. First, assessment is to increase in continuous learning process (formative). Second, it is to give feedback for the students on their progress or achievement (summative) and inform it to teacher and parents (informative). Third, it is to identify students' need to be supported (diagnostic). And forth, it is also to check the effectiveness of teaching method and learning material (evaluative). (Many states have developed their own formal assessment tool for English learners.

This type of standardized test is typically given on a yearly basis by someone who has received special training on administering it. According to Zuniga and Marino (2007: 52) English language assessments are important because they do the following:

1. screen and identify students who need English language instruction
2. establish appropriate placement for level of instruction
3. reclassify students to move to a different level or exit the English learner program
4. monitor English language development
5. provide information on evaluation
6. establish instructional and student accountability

According to Brown (2000: 402), there are two kinds of assessment, formal and informal assessment:





### 1) Informal Assessment

Informal assessment is assessment which is incidental and unplanned. It is involved evaluative coaching and feedback on task designed which shows students' language performance. It is not for recording result and making judgment about students' language competence (Brown, 2000: 402). It is done to see the students comprehension of the material taught, then teacher can determine whether the learning objective is reached or not and give the response.

Informal assessment is also called formative evaluation; assessing students in the process of forming students' competencies and skills in order to help them continue that growth process. The teacher can give assessment through his or her subjective opinion of students' attitude, participation, or cognitive development. For example, when the students respond to the teacher's question, offers comment, tries out new words or structure, the teacher can make assessment by giving feedback or correction (Brown, 2000: 402). It can be done when students make mistakes whether the mistake are slips, errors, or attempts. Slips are mistakes which the students can correct themselves when the mistakes are pointed out to them. Errors are mistakes which the students cannot correct themselves; they need the teacher's explanation (Jeremy Harmer, 2007: 99). Attempts are the mistakes occurred when the student try to say something but they do not yet know the correct way of saying it.

There are two techniques of giving corrective feedback of accuracy activities; showing incorrectness and getting it right. For showing incorrectness, there are some alternative techniques. First, repeating, the teacher asks the students to repeat what the students said which indicate it is not clear or wrong. Second, echoing, the teacher repeats the students' wrong utterances. Third, statement and question, the teacher says "that is not quite right or "is it right". Fourth, expression, the teacher uses facial expression or gestures to show students' mistakes. Fifth, the teacher gives quiet hint to show the students' mistakes. Sixth, reformulating, the teacher repeat what the



students said correctly but not detail as same as the students' said, just reformulate (Harmer, 2007: 106). The way of getting it right is repeating what the students' mistake correctly in detail, not only reformulate that mistake.

## 2) Formal Assessment

Formal assessment is assessment which is for recording result and making judgment about students' language competence by exercises or experience specifically designed. Formal assessment usually is called summative evaluation. It can occur at the end a lesson, unit, or course. It can be done through test. And test is an instrument or procedure designed to elicit students' language performance with the purpose to measure the students' ability or knowledge (Brown, 2000: 401). It is important to have good formal assessment to check the development of the students' competence.

There are some ways for assessing students' work. First, the teacher can do it by comments, marks, grades, or writing reports to inform the students' achievement for students themselves, the school, and the parents (Jeremy Harmer, 2007: 101). Commonly the formal assessment is done in written form in the end of chapter, semester or the end of academic year.

## 1.8 The Methodology of the Research

The purposes of the research are drawn. The objective of the research is to analyze the use of language choice teacher's when teaching and learning process at the fifth grade students of SDN 2 Kalipasung.

### 1.8.1 The Place and Time of the Research

The time The place of the research is SDN 2 Kalipasung Kec. Gebang Kab. Cirebon. It located on JL Kalipasung-Babakan Desa Kalipasung Kec. Gebang Kab.Cirebon . The researcher choose at the fifth class students of SDN 2 Kalipasung Kec. Gebang Kab. Cirebon. Researcher will begin to do the research on June 16<sup>th</sup> until July 16<sup>th</sup> 2015.

The researcher only has two months to observation and interviews the objects. Information collection may last a few hours, a few days, a few



months, or as long as is necessary to adequately “define” the case (Hancock, 2006: 10). The school was chosen for two reasons, firstly because the school have active in teaching and learning of English and secondly because the school is one of several schools in east Cirebon which English included to their Local Content. Mason (2000) states that to know students’ personal belief, attitude towards something, we can take the data at school, language course, campus, home, etc.

### 1.8.2 The Method of the Research

In this research is applies qualitative method. The researcher uses qualitative method in order to have better understanding about the topic of the research. Qualitative method is the best method in studying social reality and it presents the relation between the researchers and the object of the research directly. And then is more sensitive and more adaptive to the psychology of the object.

According to Sugiyono (2012: 15) stated that "qualitative research method is a method that is based on the philosophy post positifisme, used to examine the condition of natural objects, (as his opponent is doing some experiments) in which the researcher is the key instrument, sampling the data source triangulation (combined), data analysis is inductive or qualitative, and the results of the study more generalized than pressuring meaning".

It means that qualitative research that the human investigation the primary instrument for the gathering and analyzing of data and the meaning is very important to the result of data more than generalization.

### 1.8.3 The Source and Type of Data

In this research, the researcher uses both primary and secondary data.

#### 1.8.3.1 Primary data source

Primary data source of this research is to analyzed of the teacher’s perception of the implementation new curriculum 2013. Primary sources are original documents (Correspondence, diaries, report, etc ).



### 1.8.3.2 Secondary data source

The researcher also uses another data source to get deeper understanding that dealing with the field of the research. It related to the field of literature and theory of Communication. The secondary data source are acquired in the form of book, journals, internet, article and so on.

The respondent of this research is the group on which is the information is obtained. The researcher uses the Content analysis and purposive sampling as the sampling technique in this research. Both of them used to gain the data that believed by the researcher related to the study.

### 1.8.4 The Instrument of the Research

The instrument of the research of this qualitative research is the researcher himself. The researcher is a key in this qualitative research who analyze the investigation data by using own words and connecting with the relate theory. According to Moleong (2007:34) The instrument of this study is the researcher herself with her knowledge and other references which is related to the study. The instrument of this research is the writer his self. According to Thomson (2003:453) said that qualitative studies is the human investigation the primary instrument for gathering and analyzing of data.

### 1.8.5 The Technique of Collecting Data

The researcher uses three kinds of technique of collecting data involved in this research namely observation, and interview.

#### 1.8.5.1 Observation

The observation conducted in twice of each class when students learn listening in a language laboratory. Lodico et. al (2006 : 119) point out that observation as a tool of research requires systematic and careful examination of the phenomena being studied. The researcher used descriptive field notes and reflective field notes to observe teaching and learning process.





The researcher followed the form of recording observation, namely: (1) setting, (2) participants, (3) activities observed, (4) observations, and (6) OC. He adds that in observation we have to prepare foreshadowed question, that list of questions for guiding the researcher in observing (Lodico, et. al, 2006 : 119 - 122). In this research, there are six foreshadowed questions as guideline in observing in a class. (see Appendix B.1)

#### 1.8.5.2 Interview

The researcher used semi-structured interview, that researcher usually prepare a list of the questions to be asked but allow themselves the opportunity to probe beyond the protocol (Lodico et. al, 2006 : 124). The interview is needed because the researcher wants to gather information from the teacher deeply about his teaching listening using a language laboratory and if the researcher interview students, a number of them is too much to be interviewed and the researcher has gained the students' comment or opinions about the language laboratory using questionnaire.

The researcher interviewed him in the last meeting in a language laboratory in second semester on May 2014. Interview questions are adopted from Lodico et. al (2006 : 123), but not at all. The researcher made and matched the list of interview questions with the topic that the researcher wants to know, namely: teacher's role in teaching and learning process, the interaction between teacher and students, between student and the other students, the enthusiasm of students, and the contribution when learning listening using a language laboratory not only in listening skill but also in other language skills and students' behavior. The question of this interview consists of 15 questions that related to the topic and the researcher asked other questions to the teacher if needed.

#### 1.8.6 The Technique of Analysis Data

Below were the stages of how the data gained from the observation and the interviews in the present research were analyzed:



1. Transcribing the data: In this first stage of data analysis, the result of field notes from the observation and the result from interview were transcribed.
2. Analyzing the data: After all of the data were completely transcribed, the transcript was then analyzed to find out the contribution of the utilization of the implementation new curriculum 2013.
3. Reducing the data: After analyzing the data, the transcript was then reduced. Only the data which were in line with the problem being researched would be kept and included in further stages of data analysis.
4. Interpreting the data: The next stage which was also the last stage of the present research data analysis process was making interpretation. This step involved the way how the researcher could create meaning of the data.

The result of the questionnaire are presented in two ways. Firstly the researcher try to give an interpretation of those percentages result of each closed questions of questionnaire. Secondly, some of the comments given by the subjects will be included in the analysis of the questionnaire results, then the researcher synthesizes some of comments in different categories according to the types of statements; later on, those statements were grouped according to general topic about a English material based on the language choice when teaching and learning proces.

## 1.9 Previous Study

Previous research which is relevant is the description of the relationship between the problems examined in the theoretic framework used and in relation to the relevant previous research.

In composing this thesis, the writer considered some previous researches related to this study, those are:

- 1) Muhammad Ilyas Nasruloh, a student of faculty of language and fine arts education of Indonesia University of Education (UPI) Bandung, in his thesis *Teacher-Student Interaction in a Project-Based Learning Classroom (A Case Study in A Private Elementary School in Bandung)* This study uses qualitative approach, because a case study research was conducted in this research. The



researcher investigated how teachers-student interaction is realized during the implementation of Project-Based Learning approach in a young learner classroom. The result of research is showed that the students successfully developed eight out of nine speaking strategies. It indicated that Project-Based Learning gave a space for students to perform better during the classroom interaction.

- 2) The other research was done by Primasari Nurul Mardina under the title *Language Assessment for Young Learners (Lesson Study and The Improvements of Teachers' Pedagogic Competence in Teaching English to Young Learners)*. This study uses qualitative approach because a case study research was conducted in this research. It was conducted at Early Childhood Education (ECE) center in Bandung. The researcher investigated the value of lesson study in the process of improving teachers' pedagogic competence in teaching English to young learners. The result of research is the teachers more confidently taught English using more appropriate strategies with various media. The teachers also produced more appropriate English use to give more exposure to the children.
- 3) There is a correlative research come from Putra Ari Januar (2010) with the title *The Analysis of Language Choice by English Department Students in Sumatera University. (A Case Study in First Class Student at PBI-A of Sumatera University)*. His research is focused on the spoken language by the students in daily activity at class and around the campus. He found the case about how the students used code-mixing, tag-switching and kind of language choice. And finally, the intersentential code-mixing is the most kind of language choice used by the English department students of University of Sumatera.

The similarities between their research and the writer's were on use a case study method and same area research, that is Teaching English to Young Learners/Teaching English for Children. The differences were on their research not conducted in formal education but in informal education and focus are on the Project-Based Learning Classroom and the Language Assessment.





## CHAPTER IV

### CONCLUSIONS AND SUGGESTIONS

This chapter outlines the use of language choice of teacher's when teaching and learning process, the writer would like to make a conclusion and suggestion, because there's no perfectly word that can the writer designed.

#### 1.1 Conclusions

So, we can look up from the observation in *SDN 2 Kalipasung* in the teaching and learning process, the teacher do the teaching and learning English based on the lesson plan. The first step is apperception. In the apperception, the teacher ask the students condition, check attendance list, ask the material that have been discussed in the previous meeting, praying, making some brainstorming to build students spirit. After that in the second activity, the students do like the learning instruction start from exploration activity, elaboration and confirmation activity. And the third activity is closing. In the closing activity, the teacher conclude the material that have been discussed together with the students. Give the students motivation to study hard and close by praying. Talking about the method, the teacher use picture series to delivered material as suitable as the topic. In this case, the material that have been taught by the teacher was memorized the vocabulary and the topic is about animals.

The researcher conclude that the English teacher use language choice in order to make students understand well about the learning proses and the goal of learning can be achieved well. In this case, there are three language choice used by the english teacher. (1) Alignment, (2) Emphasis and (3) Evaluation. This kind of language choice is used by of of many English teacher as usual. Because when teach and learn English as foreign language, the teacher should be use an appropriate technique and method in delivered the material. English as foreign language, Country language is mother language and bahasa Indonesia is the first language. So, in this subject, English teacher trough more than one language in delivered the material, firstly in country language (mother language) next into first language (bahasa



Indonesia) and finally in English. So the students trogh some steps to understand the material. In this study, the researcher conclude that the dominant language choice is Alignment with 60%, Emphasis is 30% and the last is Evaluation 10%. So, Alignment is the most dominant language choice used by the English teacher in *SDN 2 Kalipasung*.

## 1.2 Suggestions

The changes of curriculum are the crucial issues for now, and surely it will be gain next term. So, the writer hopes for this thesis are:

- 1) For the lecturer, this research can be useful to give the example references to update the educational problems in teaching English and language choice.
- 2) For the students of English department, they can be learnt more knowledge about the language choices.
- 3) For the reader, its more interesting to improve their english speaking skill and subject about language choices.
- 4) For the next researcher to continue the research to compare study, this thesis can be references for them to accomplish their thesis.



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