

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The globalization era demands people to communicate with other people from other countries. Therefore, English as an International language becomes very popular throughout the world. Many countries have tried to teach English through formal and informal education.

Since mastery of English is becoming a major necessity, English is learned and taught in Indonesia as a school subject. According to Keputusan Kepala Kantor Wilayah Depdikbud 1994, English can be taught to the students in elementary School starting from the fourth grade.

Knowing the fact that many people like to study English with the main purpose of gaining communicative ability, many foreign language institutions invite some native speakers besides the non-native speakers to teach English. It is also done with the belief that their presence can encourage learners to converse and participate more in a real situation with natives.

As teachers, both natives and non-natives should realize that their roles are not only significant but also influential to encourage and build the interest especially for young learners. As claimed by Helaly (1987:49), the teacher has to provide challenging task of finding ways to motivate the children to learn English. Besides, Jarrolimek (1981:41) also claims that the Elementary School teacher's performance is important in the setting of the situation to motivate the children in teaching learning process.

The teachers should also realize that the most important condition to develop a good language acquisition is by using interaction in the classroom. As stated by Krashen (1989:8) people's ability to use the second language comes mostly from what they have acquired, not from what they have learned.

The verbal input provided by the teacher should be understandable enough to generate an interaction. As Krashen (1982:21) claims that language input which is simple and modified is easy to be understood by the acquirers acquiring language naturally. Moreover, Amy Tsui Bik-May (1985:10) states that the kind of language input that has been made available to the learners along with the kind of interaction that they have been involved affects their second language acquisition. This input will encourage the acquirer to participate in verbal interaction.

When the writer had her teaching practice in Ciputra Elementary School, she found that the teachers there, both natives and non-natives can interact well with the students in the classroom. Since she is interested to know further about the verbal input they provide and how they conduct an interaction in the classroom, the writer would like to observe it further.

1.2 Statement of the Problem

This study is intended to answer the following question:

What is the difference between native speaker and non-native speaker in providing verbal input and interacting with the students in the classroom?

In order to answer the major problem, the following sub-problems are generated:

1. Is there a difference between native and non-native teachers in giving pupils a chance to respond to their questions, instructions and comments?
2. Is there a difference between native and non-native teachers in modifying their language input to their pupils?
3. Is there a difference between language input provided by native and non-native teachers in order to affect the immediate output of the pupils?
4. Do the pupils interact actively with the teachers in both classes?

1.3 Objective of the Study

Based on the statement of the problem above, the objective of this study is to find out the difference between native speaker and non-native speaker in giving a chance to the pupils to interact actively, modifying their verbal input, affecting the immediate output of the pupils. In addition, this study would also like to find out about the activeness of the pupils in interacting with the teachers in both native speaker and non native speaker classes.

1.4 Significance of the study

The writer hopes that this study will give a little contribution concerning to the teaching and learning of English as a foreign language in Indonesia. In addition, this study is also expected to provide English teachers with some information about what usually happens in the classroom interactions and how to provide comprehensible

input for the students. Hopefully the teachers can improve their teaching techniques in order to help the students to acquire English.

1.5 Assumptions

This study is based on the following assumptions:

1. The native teacher has to demonstrate meaning by means of pictures or gestures, or give explanations in simple English that the learner can understand, because they cannot speak the students' mother tongue.
2. Comprehensible verbal input will create verbal interaction and promote language learning.
3. Questions can be used to provide opportunities for the students to use the target language.
4. Since in a foreign language situation the students do not have a chance to get verbal input from the society, the school is the only place where the students can get comprehensible input. Therefore, classroom interaction is important for the students to acquire the target language.

1.6 Theoretical Framework

This study is based on the following theories:

1. Seventeen-categories system proposed by Amy Tsui Bik-May to analyze classroom verbal interaction.
2. Krashen's input hypothesis which discusses comprehensible verbal input, how to provide it and how it affects the students' language.

1.7 Scope and Limitation

Considering the limited time and fund, the writer chose grade 3b of Ciputra Elementary School as the place to do her observation. The things analyzed in this study are:

1. The pattern of verbal interaction used by natives and non-natives.
2. The way they provide comprehensible input.
3. The effects of verbal input to the students' output.
4. Modified input and interaction and their effectiveness in providing comprehensible input and enhancing interaction.

1.8 Definition of Key Terms

To make the discussion in the following chapter clear, the writer would like to give the definitions of some key terms used in this study. The key terms are:

1. Verbal input

According to Krashen (1982:21-24), verbal input is the language that exposed orally to the students by a teacher in a classroom in order that the students participate in the classroom interaction.

2. Classroom Interaction

Tsui Bik-May (1987) identifies three different types of classroom interaction. (1) Negotiating: "...in exchanges where the value of the utterance depends on here-and-now interpretation of the hearer and the negotiation between the speaker and the hearer, the interaction is

‘negotiating’.” (2) Non-negotiating: matching:”...those in which the student’s response is matched against what the teacher considers to be appropriate can be labeled ‘matching’ exchanges.” (3) Non-negotiating: direct verbal: “... those in which solicit verbal production from the student can be labeled ‘direct-verbal’ exchanges.”

3. Native speaker

In this study the writer discusses the native speaker of English. According to Oxford Advanced Learner’s dictionary, those whose first language is English are called native speakers of English.

4. Non-native speaker

In contrast with native speaker, non-native speaker means those whose first language is not English are called non-native speaker of English.

1.9 Organization of the Study

This study consists of five chapters. The first chapter is the introduction consists of eight nine subtopics, which explain about background of the study, research questions, research objectives, the significance of the study, assumptions, theoretical framework, scope and limitation, definition of the key terms and the last one is the organization of the study. The second chapter discusses about the reviews of related literature, which presents the basic theories used in this study. It covers teaching English to young children, children language learning, nature of communication, classroom interaction and also previous related study. The third chapter is about the research methodology. It is divided into six subtopics, namely

the nature of the study and research design, population and sample, sources of the data, instruments, procedure of data collection and data analysis. The fourth chapter is about the findings and the discussion of the findings. The last chapter presents the summary, conclusion and some suggestions related to the topic under this study.