

**VERBAL INPUT AND CLASSROOM INTERACTION
IN TEACHING ENGLISH AT SD KATOLIK XAVERIUS II
(AN OBSERVATIONAL STUDY)**

A THESIS

**In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching**



by :
Saniawati Keler
1213090011

No. INDUK	
TGL TERIMA	T. 4. 95
P. F. T. T. A. L. I. H	
No. BUKU	FK-19 kel v-1
KCP. KE	1 (SATU)

**Universitas Katolik Widya Mandala Surabaya
Fakultas Keguruan dan Ilmu Pendidikan
Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris
February, 1995**

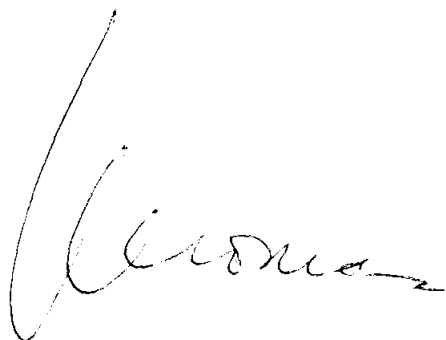
APPROVAL SHEET

(1)

This thesis entitled VERBAL INPUT AND CLASSROOM INTERACTION IN TEACHING ENGLISH AT SD KATOLIK XAVERIUS II (AN OBSERVATIONAL STUDY)

and prepared and submitted by Saniawati Keler

has been approved and accepted as partial fulfilment of the requirements for Sarjana Pendidikan degree in English Language Teaching by the following advisor.



DR. Veronica L. Diptoadi, M.Sc
Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the committee on Oral Examination with a grade of **B** on February 20, 1995.

DR. D. Wagiman Adisutrisno, MA
Chairman

DR. Veronica L. Diptoadi, M.Sc
Member

Dra. Siti Mina Tamah
Member

Dra. Agnes Santi Widiati, M.Pd
Member

Dra. Susana Teopilus, M.Pd
Member

Approved by



Drs. Antonius Gurito
Dean of the Teacher Training College



Dra. Magdalena I. Kartio, M.A
Head of the English Department

ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for His grace and blessing to the writer during her process of thesis writing so that she was able to complete this thesis and finish her study. The writer also extends her gratitude and appreciations to:

1. DR. Veronica L. Diptoadi, M.Sc, her advisor who gives valuable guidance, courage, comments and suggestions for the completion of this thesis.
2. Drs. Stefanus Laga Tukan, M.Pd, for lending the writer a valuable book about verbal input and interaction and giving courage and suggestions.
3. Drs. V. Luluk Prijambodo, her academic advisor who has spent his valuable time on advising and encouraging the writer patiently.
4. Mr. Erdjono, the Headmaster of SD KATOLIK XAVERIUS II, who has allowed the writer to do her research there.
5. The English teacher of SD KATOLIK XAVERIUS II whose name is kept secret for giving the writer a chance to observe his English classes.
6. The subjects of this study, the fourth and sixth grade students of the English classes of 1994-1995 academic year who without their knowing, have made this study possible.
7. All the librarians of Widya Mandala Catholic University, who have allowed the writer to borrow books as the references to the accomplishment of this thesis.

8. Mrs. Tjentuti Sutandi and Ir. Tjietto, my mother and brother who have encouraged the writer in completing her thesis and study.
9. Ir. Sugeng Diono, my husband-to-be who gives great helps and courages in completing the writer's thesis and study.
10. Anybody else who has given assistance during the writing of this thesis.

The writer is quite sure without their help, this thesis would have never been accomplished as it is.

TABLE OF CONTENTS

Title Sheet	i
Approval Sheet	ii
Acknowledgement	iv
Table of Contents	vi
List of Tables	x
List of Figures	xii
Abstract	xiii
Chapter 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Significance of the Study	3
1.5 Assumptions	4
1.6 Scope and Limitation	4
1.7 Definition of the Key Terms	5
1.8 Organization of the Thesis	6

Chapter II REVIEW OF THE RELATED LITERATURE	7
2.1 Comprehensible Verbal Input	7
2.2 Verbal Classroom Interaction	9
2.2.1 Teacher-Initiate	13
2.2.1.1 Elicit	13
2.2.1.1.1 Display Questions	13
2.2.1.1.2 Genuine Questions	14
2.2.1.1.3 Restating Elicit	14
2.2.1.2 Direct	15
2.2.1.3 Nominate	15
2.2.1.4 Inform	15
2.2.1.5 Recapitulate	15
2.2.1.6 Frame	15
2.2.1.7 Starter	16
2.2.1.8 Check	16
2.2.2 Teacher-Respond	16
2.2.2.1 Evaluate	16
2.2.2.2 Accept	17
2.2.2.3 Comment	17
2.2.2.4 Clue	17
2.2.3 Pupil-Respond	18

2.2.3.1 Reply	18
2.2.3.2 Apologize	19
2.2.4 Pupil-Initiate	19
2.2.4.1 Request	19
2.2.4.2 Elicit	19
2.2.4.3 Interrupt	19
2.3 Teaching English to Elementary School Students	23
2.3.1 Social Characteristic	25
2.3.2 Emotional Characteristic	26
2.3.3 Mental Characteristic	27
Chapter III METHODOLOGY	28
3.1 Subject	28
3.2 Instruments	30
3.3 Procedures of Collecting the Data	30
3.4 Techniques of Data Analysis	31
Chapter IV THE FINDINGS AND THE INTERPRETATION OF THE FINDINGS	38
4.1 The Findings	38
4.2 Interpretation of the Findings	52

Chapter V	CONCLUSION	57
	5.1 Summary	57
	5.2 Suggestions	59
	Bibliography	60
Appendix 1	The Transscript of the Classroom Discourse of Sample A	62
Appendix 2	The Transscript of the Classroom Discourse of Sample B	73

LIST OF TABLES

Table 3.1 The Talk Percentage of Each of the Seventeen-Category System	33
Table 3.2 The Percentage of Initiate and Respond of the Teacher and Pupils	34
Table 3.3 The Rank Order of the Percentage of Teacher Talk and Pupil Talk in English or in Indonesian	34
Table 3.4 The Percentage of Each Type of Elicitation	36
Table 3.5 The Percentage of Reply	37
Table 3.6 The Percentage of Each Type of Modification	37
Table 4.1 The Talk Percentage of Each Category in Sample A	39
Table 4.2 The Talk Percentage of Each Category in Sample B	40
Table 4.3 The Percentage of Initiate and Respond of the Teacher and Pupils in Sample A	41
Table 4.4 The Percentage of Initiate and Respond of the Teacher and Pupils in Sample B	41
Table 4.5 The Rank Order of the Percentage of Teacher Talk and Pupil Talk in English in Sample A	43
Table 4.6 The Rank Order of the Percentage of Teacher Talk and Pupil Talk in English in Sample B	44
Table 4.7 The Rank Order of the Percentage of Teacher Talk and Pupil Talk in Indonesian in Sample A	45

Table 4.8 The Rank Order of the Percentage of Teacher Talk and Pupil Talk in Indonesian in Sample B	46
Table 4.9 The Percentage of Each Type of Elicitation in Sample A	48
Table 4.10 The Percentage of Each Type of Elicitation in Sample B	49
Table 4.11 The Percentage of Reply	50
Table 4.12 The Percentage of Each Type of Modification in Sample A	51
Table 4.13 The Percentage of Each Type of Modification in Sample B	52

LIST OF FIGURES

Figure 1 The Seventeen-Category System	21
Figure 2 The Flanders' Categories for Interaction Analysis	22

ABSTRACT

Amy Tsui Bik-may claims 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 effects on the second language acquisition while Krashen claims that classroom can serve as a place where verbal input and interaction are available. Moreover, the more they acquire take part in the interaction, the more they acquire the language. In fact, what happened in the writer's own experience is different from what is expected.

Attempting to analyze what has actually gone on in the English classes at SD KATOLIK XAVERIUS II in particular, the writer conducted this study. This study aimed at knowing whether the verbal input and interaction in the classes were comprehensible as well as varied or not.

This study was a replication of Amy Tsui Bik-may's, Lanawati Widjojo's and Rahayu Setiawan's studies in a different place for different subject. The subjects of this study consisted of the fourth grade students and the sixth grade students along with their teacher. The former was labeled as sample A and the latter as sample B. Their verbal input and interaction were recorded at different times and in two different cassettes. The data in the cassettes were transcribed and analyzed using the Seventeen-Category System proposed by Amy Tsui Bik-may with a slight modification as proposed by Lanawati Widjojo.

After analyzing the data, the writer found that the teacher in sample B used more comprehensible verbal input than in sample A. In both samples, the interaction did not vary because the teacher dominated the classroom talk. The data also show that the classroom talk was predominantly in the form of the teacher asking questions and the students answering them.

It is suggested that the teacher in sample A should provide more comprehensible input which enrich the interaction taking place in the classroom, a starting point towards students' target language acquisition and the teacher in both samples should vary the interaction model so that the class would not be monotonous. The results of this study cannot be generalized and applied to a larger population as it was an observational study that only concerned with a particular subject under study.

The writer