

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Since English is an International language and being more and more important in any field in the world, it is good to learn English as early as possible. In Surabaya, some of the Elementary Schools provide English in the fourth grade as one of the subjects. The writer thinks it is a good start to provide English at Elementary School as Finocchiaro said that childhood is the ideal period of learning a foreign language (Finocchiaro, 1964:4).

Moreover, the Indonesia government provides "Kurikulum Pendidikan Dasar 1994" to raise the quality of the citizen. Elementary School and Junior High School is combined as one that is "Pendidikan Dasar Sembilan Tahun" which should be joined by the citizen.

In the teaching program at the "Kurikulum Pendidikan Dasar 1994", it is said that English becomes one of the subjects if English is needed in that area, and the subject can be given from the fourth grade. As Surabaya is a big city which considers English as an important subject to be learned at school, English is being available in any schools. Since English is considered as an important subject, it should be prepared and taught well. In order that the teaching-learning activity can

go smoothly, there are two factors which should be considered. The factors are verbal input and classroom interaction. The reason in choosing these factors is that those factors are important factors which help the students in gaining the English subject.

Krashen (1982:72) claims that in a second language environment, classroom can serve as a place where verbal input and interaction are available. However, in reality, according to Ward, many teachers dominate the class; they seem to be unaware of the important roles played by interaction in facilitating learners' second language acquisition.

Interested in seeing the importance of the factors in achieving the English ability for the students, the writer decided to make the qualitative research in the form of observational study to give a clearer picture about how English is presented at SD KATOLIK XAVERIUS II SURABAYA.

## **1.2 Statement of the Problem**

This study is intended to answer the following question:

How is the interaction between the teacher and the students in the English classes of SD KATOLIK XAVERIUS II SURABAYA ?

The sub-problems are generated:

1. Does the verbal input given by the teacher affect immediate output from the students?

2. Does the teacher modify his verbal input to promote interaction with the students?
3. Does the teacher vary his verbal input and verbal interaction?

### **1.3 Objective of the Study**

Derived directly from the previous formulated statements, the objective of this study is: To know how the verbal input and verbal interaction between the teacher and the students in the English classes of SD KATOLIK XAVERIUS II SURABAYA is.

Based on the major objective, this study intended to determine whether:

1. The verbal input given by the teacher affects immediate output from the students.
2. The teacher modifies his verbal input to promote verbal interaction with the students.
3. The teacher varies his verbal input and verbal interaction.

### **1.4. Significance of the Study**

Since classroom is one of the places where the interaction is made available, the data and information obtained from this study are expected to present a clear picture of what actually has gone on in the English class at

Elementary school, in this case SD KATOLIK XAVERIUS II SURABAYA. This picture is, then, expected to be a basis in making decisions for the improvement of the modifications of the interaction in teaching English at Elementary School. The findings of this study will support the current theories which claim that verbal input and modified interaction best facilitate second language acquisition.

## **1.5 Assumptions**

This study is based on the following assumption:

1. The teachers take the important role in class. It means that usually the teacher dominates the class in teaching.
2. Interaction is very important for the students to acquire the target language.

## **1.6 Scope and Limitation**

Considering the limited time and expense available to do the research, the verbal input and classroom interaction discussed in this study was done in the English classes of SD KATOLIK XAVERIUS II SURABAYA.

The subject used in this study was the fourth grade and sixth grade English class of SD KATOLIK XAVERIUS II SURABAYA. English is given to the fourth grade and the sixth grade students in the school; the writer chose those

grades to see the difference between the interaction in the lower class and the interaction in the upper class.

## **1.7 Definition of the Key Terms**

To avoid misinterpretation or misunderstanding, it is necessary to define the following key terms:

### 1. Teaching

"Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand". (Brown 1987:6)

### 2. Classroom interaction.

In line with Lukmansyah (1988:6), what the writer means by classroom interaction is the relationship between teacher and students in the classroom in terms of the teacher's giving or transferring the knowledge to the students and in terms of the teacher's responding to the intended information. In short, classroom interaction means a positive relationship between teacher and students in the learning process.

### 3. Verbal input

What is meant by verbal input is all kind of talks provided by the teacher in order to facilitate the students to understand the material (Lukmansyah 1988:6).

#### 4. Modified interaction

Any utterance in the form of discourse in which the students and their teacher or the students and their friends participate and which is altered in some way, either linguistically or conversationally as to facilitate the intended message meaning (Setiawan,1989:18).

### **1.8 Organization of the Thesis**

This thesis consists of five chapters. Chapter I presents background of the study, statement of the problem, objectives of the study, significance of the study, assumptions, scope and limitation, and definition of the key terms. Chapter II deals with review of the related literature. Chapter III discusses the subject, instruments, procedures of collecting the data, and techniques of data analysis. Chapter IV presents the findings and interpretation of the findings. In Chapter V the writer presents the summary and suggestions.