CHAPTER I

INTRODUCTION

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In this chapter, the writer will describe the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, theoretical framework, definition of key terms and organization of the study.

1.1. Background of the study

English is one of the international languages as it becomes more important in any field in the world. For example Education, Job, Communication etc, so people should learn English as early as they can. It is also said by Finnocchiaro (1964: 4) that children are the ideal period of learning a foreign language. They like to imitate the adult's language

Moreover, according to Brumfit, Moon and Tongue (1984: vi), children have more opportunities than adults. They are learning all the time without having to worry about their responsibilities. Their parents, friends and teachers all help them in learning. Furthermore, they have a strong personal need to learn if they are surrounded by people speaking the target language, and there are strong social pressure to do what their elders expect. In other words, children have more time to concentrate on their study than adults because the people around them are willing to help.

English as a foreign language is learned and taught in Indonesia as a school subject. As stated in the Lampiran II Keputusan Menteri Pendidikan dan Kebudayaan Tanggal 25 Februari 1994 (1994: 1) "English is a tool to express ideas, arguments, opinions, and feelings". English is the first foreign language in Indonesia which is important for the absorbent and the development of science, technology, culture and the establishment of relationship with other countries.

The objective of teaching English at Junior High School is to provide and give the students the skills in reading, listening, speaking and writing in the simple patterns on the basis of the students development steps and interest by the mastery of vocabulary for about 1000 words. From four skills, the first order is reading so reading is the main objective of teaching English at Junior High School, therefore the writer will observe the teaching of reading to Junior High School because in Junior High School English is taught specifically but in Elementary School is not.

To achieve one of the objectives of teaching English at the Junior High School, especially in teaching reading, the teacher should be able to explain the reading passage to the students easily (by using simple language). To do this, the verbal input given should be understood by the students. It means that the teacher's input should be in the form of oral explanations and questions (hence for the Qs). In order to make the students understand reading passages, the teacher must give simple, modified, and interesting explanations and questions. This input should in turn encourage verbal interaction between teacher-student and student-student (Krashen and Terrell 1983; 130). In other words, verbal input and

interaction are important to help the students learning target language and make the teaching-learning activity go smoothly.

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

Considering the importance of verbal input and interaction, the writer decided to make a qualitative research in the form of an observational study to obtain a better picture about how to teach reading passages at the Junior High School of Margie Surabaya.

1.2. Statement of the problem

Based on the background of the study, the research question raised in this study is formulated as follows: "What kinds of verbal input and verbal interaction occur between the teacher and the students in reading comprehension classes at Junior High School?"

The sub problems from the major problem are as follows:

1. Does the teacher simplify the input to promote interaction with the students?

2. Are the students given the opportunity to initiate the classroom discourse and respond to her initiation?

1.3. The objective of the study

Derived directly from the previous formulated statement, the objective of this study is to see what the verbal input and the verbal interaction occur between the teacher and the students in reading comprehension classes at Junior High School of Margie.

1.4. Significance of the study

This study is necessary to carry out because of the following reasons:

1. The result of this study will give a clear picture of what actually is going on in the English class at the Junior High School.

2. This study will support the current theories, which claim that verbal input, and modified interaction best facilitate second language acquisition.

3. The result of this study will give input about the teaching quality of the present teachers.

1.5. Assumptions

This study is based on the following assumptions:

1. The teachers take the important role in the class. It means that usually the teacher dominates the class in teaching.

2. Comprehensible verbal input will create verbal interaction and can promote language acquisition.

3. Interaction is very important for the students to acquire the target language.

4. Reading comprehension classes are the source of comprehensible input and interaction, in the sense that the teacher bases his explanations and questions on the given reading passages to which the students react, hence verbal interaction is created.

1.6. Scope and Limitation

To limit this study, the writer focuses on the teaching of reading to Junior High School students to do research on verbal input and classroom interaction.

The subjects used in this study is the first grade students, class 1A and class 1B of which the writer chose those students to see the difference between the interaction in the poor class (1B) and the interaction in the good class (1A).

1.7. Theoretical Framework

This study is based on the following theories :

1. Krashen's input hypothesis which discusses comprehensible verbal input of how to provide it and the effect of it on the students language.

2. Verbal interaction systems proposed by Flanders and Amy Tsui Bik-may to analyze classroom verbal interaction.

1.8. Definition of the key terms.

It is very important to give definition of the terms in this study to avoid misinterpretation and misunderstanding. They are :

a. *Verbal Input*, according to Krashen Stephen D (1982; 21-24), means the language that is exposed orally to the students by a teacher in a classroom in order that the students participate in the classroom interaction.

b. *Classroom Interaction*, Thomas, Ann Malamah (1987:6-7) said that classroom interaction means the relationship between teacher and students in the classroom in terms of the teacher's giving or transferring the knowledge to the students.

c. *Teaching*, as quoted by keller, Brown, 1987:6 said that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

d. *Reading*, Nuttal (1982:10) states that reading is not just linguistic exercises but it also involves getting the meaning from the text.

1.9. The organization of the study.

This study consists of five chapters. Chapter 1 is about introduction. It deals with the background of the study, statement of the study, objective of the study, significance of the study, assumption, the scope and limitation of the study, theoretical framework, definition of key terms and organization of the study. Chapter II is the review of related literature. Chapter III is about research methodology which discusses the research design, subject, research instrument, data collection procedure and techniques of data analysis. The findings and the

interpretation of the findings are presented in chapter IV. Chapter V is the conclusion and the suggestion of the study.