

AN OBSERVATION ON THE VERBAL INPUT  
AND CLASSROOM INTERACTION IN THE  
ENGLISH CLASS OF THE FOURTH GRADE  
OF SD KATOLIK SANTA THERESIA II SURABAYA

A THESIS

As Partial Fulfillment of the Requirements  
For the Sarjana Pendidikan Degree in  
English Language Teaching Faculty



By :

PAULA ANDRIANA SETYA HARTIWI

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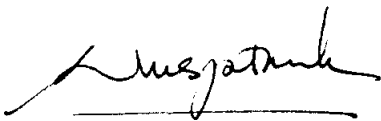
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## APPROVAL SHEET

(1)

This thesis entitled An Observation on the Verbal Input and Classroom Interaction in the English Class of the Fourth Grade of SD Katolik Santa Theresia II Surabaya which is prepared and submitted by Paula Andriana Setya Hartiwi has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English language Teaching Faculty by the following advisors.



Dr. Wuri Soedjatmiko  
First Advisor



Hady Sutris Winarlim, S.Pd  
Second Advisor

**APPROVAL SHEET**

(2)

This thesis has been examined by the committee of an oral examination  
with the grade of \_\_\_\_\_ on February 26, 2001.



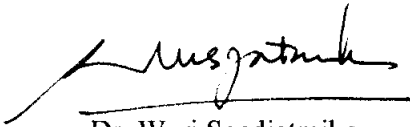
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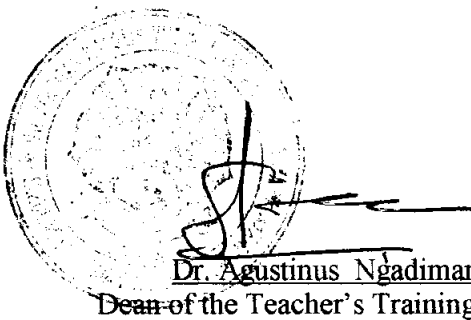
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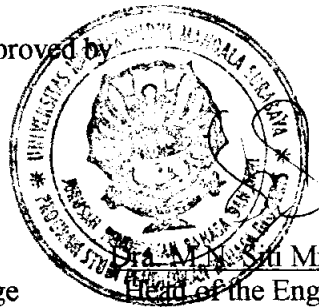


Hady Sutris Winarlim, S.Pd  
Member



Dr. Agustinus Ngadiman  
Dean of the Teacher's Training College

Approved by



Dra. M. Lili Mina Tamah, M.Pd  
Head of the English Department

*He hath made everything beautiful in his time:  
also he hath set the world in their heart,  
so that no man can find out the work  
that God maketh from the beginning to the end.*

*(Ecclesiastes 3 : 11)*

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## ABSTRACT

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Key words : Verbal Input, Target Language, Interaction, Classroom Interaction, Modified Interaction.

In terms of formal language learning, Krashen claims that language input which is simple and modified is easy to be understood, while Amy Tsui Bik-may 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 kind of input encourages the pupils to participate in the verbal interaction takes place between teacher and pupils. Lier claims that interaction comes in many shapes and fashions, for instance; repeating, answering question and drilling, however, what happens in reality is different from what is expected.

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

The subjects of this study was the fourth grade pupils of Group A of SD Katolik Santa Theresia II Surabaya along with their teacher. Their English interaction was recorded in a cassette. The data in the cassettes were then analyzed and transcribed by using the Seventeen – Category System proposed by Amy Tsui Bik-may that has slight modification with Indonesian utterance proposed by Lanawati Widjojo who did previously a similar study.

After analyzing the data, the writer found that the interaction in the classroom did not vary because the teacher in the class dominated the classroom talk in the form of the teacher asking questions, and the pupils directly answering them. The data showed that the pupils did not interact actively because the teacher mostly pointed out the pupils' name to answer the questions given.

It is suggested that the teaching to young learners should implement more

varitype language input and interaction so the teaching to young learners will not run monotonously. Besides that, the teacher should know and understand whether the comprehensively gain the input delivered by the teacher accepted or not when she gives some input. Moreover, the teacher should know the pupils' level proficiency.