CHAPTER I

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1.1 Background of the Study

It has been a major necessity of Indonesian people to master the English language due to the escalating significance of the respective language. The recognition of the English language is observable from the teaching of the language to young learners starting from the fourth grade of Elementary School.

According to the Curriculum of Elementary Education 1994 or *Kurikulum Pendidikan Dasar 1994*, it is asserted that the English language is included in Local Content or *Muatan Lokal* which can be presented to the pupils starting from the fourth grade.

Finnochiaro (1964:4) claims that childhood is the most ideal period for initiating learning a foreign language; therefore the teaching of the English language in the fourth grade of elementary schools is an advantageous start for the language development of the pupils. In the early period of learning the new language, the role of the teacher is not only significant but also influential to encourage and build the interest of the young learners.

As claimed by Jarrolimek (1981:41) elementary school teachers have a unique opportunity to influence learners as the teacher's performance is extremely important in setting the situation to motivate the children in teaching learning process. Consequently, they should have adequate ability to pinpoint and

discover the characteristics of elementary school pupils as well as to promote a secure atmosphere in the classroom.

In order to execute this successfully, 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 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 enhance the acquirer's intake which in turn, will encourage them to participate in verbal interaction. Owing to the fact, teachers must base their verbal input according to the proficiency level of the language of the pupils.

Since the pupils' achievement of the target language heavily depends on the interaction in the classroom during the teaching learning process, the writer undergoes an observational study to reveal how the English Language is exposed to the pupils of the fourth grade of SD Katolik Santa Theresia II Surabaya.

1.2 Statement of the Problem

This study is intended to answer the following question:

How do the teacher and the pupils in the fourth grade of the respective elementary school interact in the classroom during the teaching learning process?

In order to answer the major problem, the following subproblems are generated:

1. does the teacher give opportunity to the pupils to response her questions, instructions and comments ?

2. does the teacher modify her language input to her pupils ?

3. does the language input provided by the teacher affect the immediate output of the pupils ?

4. do the pupils interact actively in the classroom ?

1.3. Objective of the Study.

Derived directly from the previous formulated statements, this study is projected specifically to perceive:

1. whether the teacher gives the opportunity to the pupils to response her questions, instructions, and comments

2. whether the teacher modifies her language input to her pupils.

3. whether the language input provided by the teacher affects the immediate output of the pupils, and finally

4. whether the pupils interact actively in the classroom.

1.4 Significance of the Study.

Considering the undividable correlation between the role of the teacher and the interaction during the teaching learning process in the classroom as one of the places in which language input and interaction are made available in

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determining the accomplishment of the young learners in mastering the target language, the data and information obtained from this study are expected to reflect a clear picture of what actually occurs in the teaching learning process.

The data gathered could be a basis in improving the modifications of the interaction in teaching English at elementary schools. In addition to that, the results of this study are expected to be able to give an advantegous contribution regarding the teaching and learning of English as the first foreign language.

1.5 Scope and Limitation

Realizing the possible broadness of the topic and due to the limited time, the writer limits her study to group A of the fourth grade of SD Katolik St. Theresia II Surabaya. This group consists of forty-five pupils, twenty-nine boys and sixteen girls.

This choice is due to the fact that the average age of fourth grade pupils is exactly within the most ideal age around ten and eleven years old, as proposed by Finnochiaro (1964:13).

As what has been done by Amy Tsui Bik-may (1985) and Widjojo (1988) and since this study is a replication of theirs, this study is limited to the following aspects:

1. the patterns of verbal interaction

2. the verbal language input provided by the teacher and its effects on the immediate output of the pupils

3. modified verbal input and interaction, and how effective they were as the facilitator of providing comprehensible input and enhancing interaction.

1.6 Theoretical Framework

By observing the characteristics of the behavior of the pupils in the classroom and utilizing the Seventeen - Categories System proposed by Amy Tsui Bik-may (1985:11), it is highly projected that teachers would be able to give rise to modified classroom interaction which is finally expected to lead to a better teaching-learning atmosphere in the classroom.

1.7 Definition of Key Terms

In order to eliminate any misinterpretation of the terms used in the study, the writer feels that it is necessary to define these following terms, namely:

1. Verbal Input

As stated by Krashen (1982:21-24), the input constitutes the language to which the learner is exposed; spoken or written. Input serves the data that the learners require to determine the rules of the target language.

In brief, verbal input is the language that is exposed orally by the teacher to encourage the participation of the pupils in the discussion.

2. Target language

The target language refered in this study is the English language.

3. Interaction

According to Lier (1990:74) the interaction or social model of language acquisition holds that language learning occurs in and through participation in speech events. For instance; talking to others.

4. Classroom Interaction

As quoted by Setiawan (1989:18), Lukmansyah (1988) claims that classroom interaction is the relationship between the teacher and pupils in the classroom in terms of the teacher's giving or transferring the knowledge to the pupils and in terms of the teacher's responding to the intended information. Shortly, there is a lively relationship between the teacher and pupils in the teaching learning process.

In this study, the term of classroom interaction is limited only to the verbal exchange between the teacher and the pupils.

5. Modified Interaction

According to Setiawan (1989:18) modified interaction is any utterances in the form of discourse in which the teacher and pupils actively participate in the discussion. It means the teacher is not supposed to fully dominate the classroom interaction, but gives them some

opportunities to initiate the classroom discourse or to respond the teacher's initiation as well.

1.8 Organization of the Study

This study consists of five chapters. The first chapter presents background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation, theoretical framework, definition of key terms, and organization of the study. Next, the second chapter deals with reviews of the related literature. The third chapter, then, concerns with the research methodology, which discusses research design, population and samples, instruments, procedures of collecting the data, and techniques of the data analysis. The findings and their interpretation are presented in the fourth chapter while the conclusion and summary of the study are presented in the fifth chapter followed by several suggestions.