

CHAPTER 1

INTRODUCTION

This chapter presents background of the study, statement of the problems, objectives of the study, significance of the study, theoretical frameworks, definition of key terms, scope and limitations of the study, and also organization of the thesis.

1.1 Background of the study

English is an international language and is the most popular language used by almost all the people in the world to communicate with others in so many fields, for example in education, travel, correspondence, and the internet. So, English becomes one of the essential languages that have to be studied to broader mind and knowledge about anything.

According to Putri (2002), there are so many English courses in this country which aim at making their students able to communicate actively in English because English education that is given in schools results in a low ability in using English communicatively. In fact, so many students who have already passed those grades are still unable to use and communicate in English well.

English in its development has so many kinds of sources to learn it well. One of the sources to learn it is in English Department of Widya Mandala Catholic University. Inside the English Department, there are so many exposures that help the students in learning something new. The exposures can be got from the teacher, student, or the environment.

An English education should be carried out using English and this design has found in this department because in the daily life of this department, English is used to communicate among the teachers and the students. The students of English Department have to study English well and learn deeper about it to teach our future students well. That also can be found in the aim of English Education Study Program (EESP) that is to produce qualified English teachers (Pedoman Akademik FKIP WM, 2007: 3). In this university, Intensive Course or also known as IC, is the foundation to prepare the students to participate in other higher subjects. All the students of English Department of Widya Mandala Catholic University Surabaya get the IC class in semester I (24 credits). They will get all the basics of four language skills (listening, speaking, reading, and writing) and also language components (grammar, vocabulary, and pronunciation).

Based on the standard competence of IC, it is said that students are able to use their survival English in oral and written communications (Pedoman Akademik FKIP WM, 2007: 101). It serves as a foundation to prepare students to participate actively in other subjects taught in English. From the statements above, it can be said that IC is the most important basic course that is learned by the beginners because in the basic competence of IC states that students are able to express ideas both in controlled and freer communicative practices on variety of topics and functions involving skills and components (Pedoman Akademik FKIP WM, 2007: 101). From those statements, it was said that Intensive course is an essential course that must be taken by the students in the first semester.

In teaching learning activity, so many interactions happen in the classroom, for example teacher – students, student – student, etc. Classroom is a

place where comprehensible input and modified interaction are available. What goes on inside the language classroom is very important (Krashen 1980, 1982 in Tsu Bik-may, 1985). It is simply said that classroom, for English Department students, is a place for them to absorb the knowledge to be applied in the real classroom and everything which is happened inside the classroom is really important for the students' development.

Since IC becomes the foundation of the English Department students, how the interaction should be conducted, especially the verbal interaction should get a high attention. Since IC was established, there has not been any research to acknowledge what actually happens in IC classrooms, even from the teacher talk, student talk, and also in the classroom interactions. Besides that, because the improvements in the materials were always done from time to time, so the writer decided to do a study in the interaction.

Finding those matters, it became more challenging to find what really happened in Intensive Course classes, especially in the interactions, by doing an umbrella research together with her two friends, Fransiska Lusiana (about Teacher Talk) and Welly Adinata (about Student Talk), which is conducted by one of the lecturers who got the I-MHERE Research Grant.

1.2 Statements of the Problem

- What forms of classroom verbal interactions were found in IC classes?
- Which form of classroom verbal interactions was most commonly used in IC classes?

- What patterns of classroom verbal interactions were found in IC classes?
- Which pattern of classroom verbal interactions was most commonly used in IC classes?

1.3 Objectives of the Study

- To find out kinds of forms of classroom verbal interactions in IC classes
- To find out a form of classroom verbal interactions in IC classes which is most commonly used
- To find out kinds of patterns of classroom verbal interactions in IC classes
- To find out a pattern of classroom verbal interactions in IC classes which is most commonly used

1.4 Significance of the Study

This study provides valuable information about what happens in the Intensive Course classes in terms of classroom interaction. Provided with these information, hopefully the lecturers and also the English Department can get an objective and beneficial input about the interactions in Intensive Course classrooms. Finally, the writer hopes necessary follow up can be taken so that the lecturers might reflect and improve on their teaching strategies, teaching learning activities, and English performance.

1.5 Theoretical Frameworks

1.5.1 Classroom verbal interaction

Brown (2001: 165) defines interaction as the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Interaction happens when there is understanding between two or more people then giving responds. In learning the second language, this is the most important aspect that must be achieved by the learners. While classroom verbal interaction is an interaction among the teacher and students in the classroom.

1.5.2 Teacher and student talk

Amy Tsu Bik-may (1985) suggested that ESL teachers analyze what actually has gone on their own language classroom. She made the Seventeen-Category System which was easy to be applied because the category identification is really simple and the category number is manageable.

1.5.3 Verbal input in second language classroom

Language input has an important effect on learner's acquisition of the target language (Tsu Bik-may, 1985). It is one of the important things in second language classroom. In line with it, Krashen (1982) says that the input hypothesis predicts that the classroom may be an excellent place for second language acquisition, at least up to the "intermediate" level.

1.6 Definition of Key Terms

The definition of each term is important in order to avoid misinterpretation.

1. Classroom verbal interaction: collaborative exchange of thoughts, feelings, or ideas which happened among teacher-student, teacher-students, student-student, and students-students.
2. Intensive Course: is a fundamental course which is given to the students in the first semester of EESP of WMCUS to serve as a foundation to prepare students to actively participate in other subjects taught in English. (Pedoman Akademik FKIP WM, 2007)
3. Teacher talk: special language uses when addressing language learner in the classroom (Ellis, 1985)
4. Student talk: the way the students initiate and respond to the teachers' questions and instructions.

1.7 Scope and limitations of the study

The scope of the study was IC classes 2010/2011. The study was limited in teacher-student verbal interaction in the classrooms. It investigated 3 classrooms of IC classes which were IC A, IC B, and IC C in 8 meetings with 4 different lecturers.

1.8 Organization of the thesis

This study consists of five chapters. Chapter I deals with the Introduction consisting of Background of the study, Statement of the problem, Objective of the

study, Significance of the study, Theoretical Framework, The definition of key terms, Scope and Limitation, and Organization of the thesis proposal. Chapter II deals with Review of Related Literature. Chapter III deals with Research Methodology. Chapter IV deals with The Findings and Discussion. Chapter V deals with Conclusion and Suggestion.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses more about the underlying theories, especially about classroom verbal interaction, teacher-student talk, verbal input in second language classroom, and as well as the previous study.

2.1 Underlying Theories

2.1.1 Classroom Verbal Interaction

Interaction is the way to get information. Verbal interaction especially, is the most important thing for the second language learners to get and learn language in order to communicate in the target language. Classroom is the place for the second language learners to enrich and absorb their knowledge about the target language, so the classroom verbal interaction becomes one of the important things in learning a new language as well as the first language.

Brown (2001: 165) defines interaction as the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Successful verbal interactions will occur when both the teacher and students could completely understand what each other means. It happens verbally among the teacher and students during the teaching learning activity.

According to Sinclair and Coulthard (1975) in Ur (1991), there was an earlier observation about classroom interaction that known as 'IRF – 'Initiation-Response-Feedback': the teacher initiates an exchange, usually in the form of a