

**THE DIFFERENCES IN THE ROLES OF INPUT AND
INTERACTION IN COMMUNICATIVE COMPETENCE OF
SECOND LANGUAGE LEARNERS.**

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ABSTRACT

Input and interaction both have their own roles in the communicative competence of second language learners. However, the differences were seldom looked upon and both listening and speaking had been used in the syllabus without actually knowing the target area of the language that it best influences. Therefore, a study has been conducted to identify how listening and speaking aids in communicative competence, putting focus on the competency area that it targets. The study was conducted in two schools with the different in the amount of exposure to interaction. A total number of 50 students were used as the subject of the study with addition of 10 English teachers from various schools to further clarify the findings. The method applied for the study is questionnaire. The findings of the study proofs that both listening and speaking affects different aspects of language competency and there are aspects where both the method plays an equal part. The study also came out with recommendations in how the result of the study could benefit the education field and how further research should be carried out in order to make the study more contributing to the related field.

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CHAPTER ONE

INTRODUCTION

1.0 Background

Input and interaction are both important in second language acquisition (from now on as SLA). Input could be defined as the samples of oral and written language a learner is exposed to while learning or using a particular second language (L2) (Ellis, 1997). Interaction on the other hand, according to the Oxford Dictionary (2000) refers to the communication between two or more people. And in this context it specifically refers to the production of target language by the learner (Ellis, 1988). There are different types of inputs such as motherese, foreigner talk and teacher talk. The behaviorism believes that input is everything surrounding the learner and learning is determined by the environment. Interaction, as being defined by the dictionary could be further explained as the speech that learners are engaged in their daily life. For this particular research, the scope of both input and interaction is being narrowed. Input will be represented by the listening part that the L2 learners are engaged in while interaction would be focusing on the speaking aspect of them. The second language that is intended to be studied is English. SLA itself carries a wide range of areas so in this particular research, the aim would be the communicative aspects of the acquisition. So, the main purpose of this research is to study the