



THE INPUT, INTAKE, AND INTERACTION PROCESS IN LANGUAGE LEARNING

1st Marina Pakaya

Tarbiyah and Teaching Training Faculty

IAIN Sultan Amai Gorontalo

marinapakaya212@gmail.com

2nd Diana S. Rahman

Applied Linguistic Department

Universitas Negeri Yogyakarta

dianarahman009@gmail.com

Article history:

Received: 12th October 2021
Accepted: 12th November 2021
Published: 22th December 2021

Abstract:

The process of input, intake, and interaction in the English learning has the important role. They can support the learners to mastery the English well. The English teacher should present or do them in the classroom consistently and continuously. The aim of this study is to explore the frequency of input process, the frequency of intake process, and the frequency of interaction process in the English classroom. A qualitative approach was used to conduct this study that involved 10 English teachers who have the same educational background. A questionnaire was used to collect the data of input, intake, and interaction that have done by language teachers during learning. The study showed that the input process frequency is 2.6 by the middle category, the intake process frequency is 2.2 by the middle category, and the interaction process frequency is 2.8 by the middle category. Thus, the input, intake, and interaction process have been done by teachers in the English learning, but it is still on the middle category. Through the study results, the English teachers are able to improve the input, intake, and interaction process in the English learning to support the student's achievement.

Keywords: Input, Intake, Interaction, English learning

I. INTRODUCTION

The English has been taught in Elementary school, Junior High School, Senior High School and University. In the fact, the most of the learners are still difficult to use the English language either written or oral. That is influenced by some factors like teacher. It can be seen on teachers' competence, teachers' way to teach that is depend on the book text, and teachers' way to select the learning media (Sudarajat, 2015). Even, from the learners them self. For instance, the learners were having less-chance to practice the English, having less-endorsement of their environment either in class or out of class, and low mastery on the basic intake (Hermawati, 2010).

Based on those research studies, can be concluded if the difficulty of learners to mastery the English language is affected by many factors like teachers' competence, learners' motivation, and teachers' activities. In classroom, teachers are demand to facilitate the students in learning English. Applying some interaction strategies in classroom are more facilitate to learner in learning language (Suryati, 2015). Additional, to incorporate input in learning is the key to development language (Sun, 2018) and it must be considered by students in second language acquisition (Muho and Kurani, 2011). So, those are very important in English classroom and those depend on the English teacher. Because, lacking effective input process and output can make students failed to learn English like failed to speak fluency (Zhang, 2009). Thus, the English teacher should present or do the input and interaction process in English learning consistently and continuously.

VanPatten cited in Gass & Selinker (2008: 374) state that there are three basic of processing instruction. They are the learners need the input for acquisition; A major problem in acquisition the language might be the way in which learners process input; and how to understand the learners process input, it might be able to devise effective input improvement or focus on form to help acquisition on formal features of language. Shortly, Corder (1967) argue that input refers to what is available for the learners either text, audio, picture or the other (Susan, 2008). Therefore, the input is needed in the English learning as the exposure for the learners.

Nevertheless, the input process is not sufficient to run the English learning process. Corder cited in Gass & Selinker (2008) state that input can be seen on what is actually internalized, it is called intake. It can be given by teacher through the feedback and etc. (Jeremy, 2011). Additionally, Gass & Selinker (2008) also states that intake is

the process of assimilating linguistic material. It refers to the mental activity that mediates between input and grammar. Therefore, intake process will help the input be useful in the English learning process. They are each complete other but these components will not achieve the aim of English learning, particularly for mastering the English written or oral. According to Fahriany (2018), the import of recognition or production is that in various conversational of other task related with interaction. So, the interaction is the one of important components after input and intake. It is as concrete manifestation of input and intake. The interaction is viewed as the significant way to complete the input and intake process, for instance, through interaction the learners can decompose the target language structures and derive the meaning from the class situation and interaction give learners the opportunities to make their own speech (Allwright, 1984; Breen, 1985, cited in Fahriany, 2018). Therefore, this study will explore the process of input, intake, and interaction that were taken place in classroom. Then, it will focus on the frequency of input, intake, and interaction in classroom that were done or presented by the English teachers in order to support the students in the English learning process.

II. THEORITICAL REVIEW

A. Input

One of the crucial or main factors in language acquisition process is input or second language input (Nizegorodcew, 2007: Krashen, 1982) because it to support the process of second learning. According to Corder (cited in Gass & Selinker, 2008), input refers to what is available sources for the learners in learning a language. The input process in learning is facilitated by tools or sources. Gass & Selinker (2008) divided it on three sources; teacher, materials, and other learners. In classroom, teacher is not only a source of input but also a facilitator of input for learner. They have role to treat instruction during learning whether meaning-focused, form-focused, or shifting focused from form to meaning. Nizegorodcew (2007) explains that meaning focused refers to communicate properties; the learners are afforded an opportunity to listen and to perform a greater range of linguistic function and it encourages the learners to reflect semantic process. Difference with form focused, it lead the learner to study on the formal features of the language. When it concerns with instruction that means related to material as the one of input sources, and it influences to learners activities in classroom. Thus, the input has the important role in second language acquisition. It can be identified through four kinds; comprehensible, simplified, modified, and enhanced (VanPattern, 2008 Cited in Rast, 2008).

B. Intake

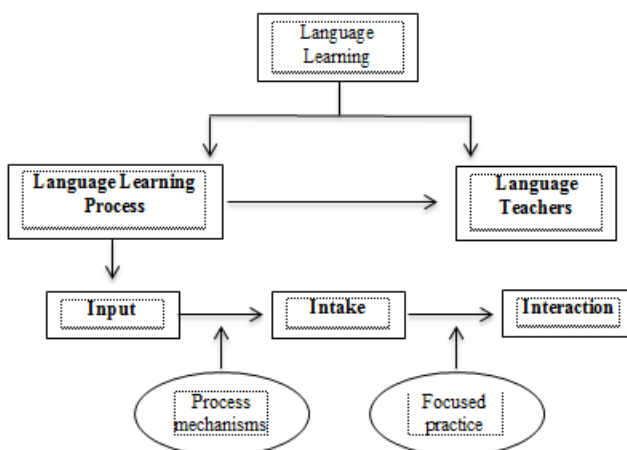
There are some definitions of intake according to VanPatten (2000, Cited in Rast, 2008) intake as incorporated data; intake as a process, intake is process of successively assimilating grammatical features into linguistic system; and intake as a filtered subset of input before incorporation, for these, intake is the product of input processing. That means, those take places in psycholinguistic processing because refers to mental activity. Therefore, the intake in second language can become a process to corporate or assimilate of data what available through the input and a product of data from the input process. So, there are some of the mayor processes that take place in the intake component such as hypothesis formation, testing, rejection, and confirmation (Gass, & Selinker, 2008). Thus, the intake process successes the input process in learning the second language.

C. Interaction

Interaction in classroom is an activity to make a conversation with other learners. It can be done by greeting, asking, answering, suggesting during learning. This process can facilitate the input and intake process in language learning. Because other learners is the one of input sources (Gass & Selinker, 2008). Besides, the interaction process completes both of the processes to gain and to practice the input/intake. For instance, Ellis (1984) said that conversational interaction is a second language form the basis for developing the language than only a forum for practicing of language features (Cited in Gass & Selinker, 2008).

Thus, language learning process in this study will be focused on language learning in classroom. It concludes the input, intake, and interaction process that had been done by the English teachers. This study investigates teacher's activities during learning for maximizing those language processes. It can be illustrated as follow:

Figure Language Process



III. METHOD

This study used the qualitative descriptive. Because aims of this study are to explore the language process specifically the frequency of input process, intake process, and interaction process in the English learning. Those processes were focused on teacher’s activities in classroom to facilitate those language processes. According to Ibrahim (2015) qualitative approach is a work mechanism of research that rely on the descriptive coverage of words or sentences, that were arranged accurately and systematically begin from collecting the data until interpreting and reporting the result of research. Therefore, the qualitative approach was used to conduct this study. The subjects of this study are the English teachers who have the same educational background. The total of the subjects are ten (10) English teachers.

A. Instrument

To collect the data, the author used the questionnaire. It consists of three main indicators and each indicator has the some items. *The first indicator* is about the input process in the English learning and it consists of seven items. They are 1) text book/material that used to learn in English language, 4) I explain the material to learners by using English, 7) I play English audio that related with the learning, 10) I play the English video that related with material, 13) I used the English orally start from the learning beginning until the end, 16) I used the English language to write the material in board, 18) I give the ask for learners to look for the English text/news/event in the internet. *Second*, the indicator of intake process in the English earning and it consists of five items. They are 2) the learners comment the material that delivered by teacher, 5) the learners make clear what the explanation by teacher, 8) the learners argue their opinion by English for the material that delivered by teacher, 11) learners say the result of group discussion by English, and 14) learners comment and argue the material by using English. Then, *the last indicator* is about the interaction process between teacher and learner in the English classroom, its items consists of seven items like the first indicator. They are 3) I accost the learners in the class by English, 6) the learners answer the greeting from teacher by using English, 9) I give the question to learners in English, 12) learners answer the question from teacher by using English, 15) I ensure that the learners understand or don’t understand about the material that teaching by using English, 17) teacher discuss with learners by using the English language, and 19) learners discuss in the group by using English. Those items of questionnaire refer to the input, intake, and interaction theories.

B. Data Analysis

The author analyzed the data by step by step according to Patton cited in Ibrahim (2015) that analysis of qualitative data were a process to order the data, to organize into a pattern or category, until to interpret the data. Thus, the analysis of data in this study was did by data collecting, data ordering, data organizing (categories), data interpreting

IV. FINDINGS AND DISCUSSIONS

A. Findings

The study indicated that the input, intake, and interaction process in the English learning was in the middle category. To explore the frequency of input, intake, and interaction process the English teacher fill the questionnaire of those process. The following table showed the frequency of input, intake, and interaction in the English classroom.

Table 1. The Frequency of Input, Intake, and Interaction Process

Item Numbe	Participants No.										Total	Ave. value	Adv.
	1	2	3	4	5	6	7	8	9	10			
1	4	4	4	4	2	4	4	1	2	3	32	3.2	H
2	3	3	3	3	2	3	2	3	2	4	28	2.8	M
3	4	4	3	4	4	3	4	3	2	3	34	3.4	H
4	2	3	3	3	3	3	4	2	2	2	27	2.7	M
5	3	2	2	2	2	3	2	1	3	4	24	2.4	M
6	4	3	3	4	2	4	4	4	2	3	33	3.3	H
7	1	2	2	3	3	3	3	1	3	2	20	2	M
8	1	2	2	3	2	3	2	2	2	2	23	2.3	M
9	3	2	3	2	3	3	3	1	3	3	26	2.6	M
10	1	2	1	2	1	3	4	1	2	1	18	1.8	L
11	1	2	2	2	1	2	2	2	2	2	18	1.8	L
12	2	2	3	3	2	2	3	1	2	2	22	2.2	M
13	1	3	2	1	3	3	3	1	1	2	20	2.	M
14	1	2	2	2	1	3	3	1	2	2	19	1.9	L
15	4	4	4	4	3	4	4	4	3	4	38	3.8	H
16	4	4	4	4	3	3	4	4	3	3	36	3.6	H
17	2	3	3	3	2	3	3	1	2	2	23	2.3	M
18	3	4	4	2	1	3	4	3	3	4	31	3.1	H

19	1	2	3	2	1	2	3	2	2	2	2	20	2.	M
Tot	4	5	5	5	4	5	6	3	4	5	495	49.	2	S
al	5	3	3	3	1	7	1	8	3	1				
Adv	M	M	M	M	M	M	H	L	M	M				

B. Discussion

The Input Process Frequency

Based on the data that shown above, it can be classified that the first indicator as the middle category. Because the score averages of seven items are 18.4, it is detailed below; Table 2. The Frequency of Input Process

Item number	total Score	Average Score	Adv.
1	32	3.2	H
4	27	2.7	M
7	20	2	M
10	18	1.8	L
13	20	2	M
16	36	3.6	H
18	31	3.1	H
Average		18.4	

Based on the table above, the first indicator consists of seven items number and three categories of input process. They are low, middle, and high category. One item is low category, three items are middle category, and three items are high category. Then, the score average (18.4) divided seven items (1, 4, 7, 10, 13, 16, and 18) equals 2.6 that mean the first indicator classifies as the middle category. Therefore, the frequency of input process in the English learning is middle averagely 2.6

The Intake Process Frequency

Based on the data that shown above, it can be classified that second indicator as the middle category. Because the score averages of seven items are 11.2, it is detailed below:

Item number	Total Score	Average Score	Adv.
2	28	2.8	M
5	24	2.4	M
8	23	2.3	M
11	18	1.8	L
14	19	1.9	L
Average		11.2	

Based on the table above, the second indicator consists of five items number and two categories of intake process. They are low and middle category. Two items were low category, and three items are middle category. Then, the score average (11.2) divided seven items (2, 5, 8, 11, and 14) equals 2.2 that mean the second indicator classifies as the middle category. Therefore, the frequency of intake process in the English learning is middle averagely 2.2.

The Interaction Process Frequency

Based on the data that shown above, it can be classified that third indicator as the middle category. Because the score averages of seven items are 19.6, it is detailed below:

Table 4. The Frequency of Interaction Process

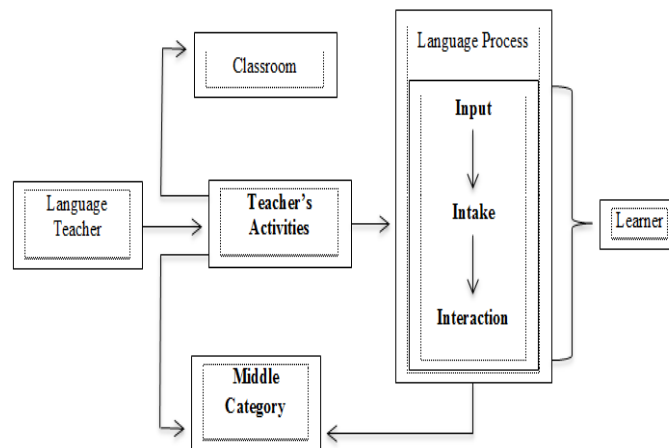
Item number	Total Score	Average Score	Adv.
3	34	3.4	H
6	33	3.3	H
9	26	2.6	M
12	22	2.2	M
15	38	3.8	H
17	23	2.3	M
19	20	2	M
Average		19.6	

Based on the table above, the third indicator consists of seven items number and two categories of interaction process. They are middle and high categories. Four items were middle category, and three items are high category. Then, the score average (19.6) divided seven items (3, 6, 9, 12, 15, 17, and 19) equals 2.8 that mean the third indicator classifies as the middle category. Therefore, the frequency of interaction process in the English learning is middle averagely 2.8

Thus, the score total of ten respondents is 495. Then, four hundred and ninety five divide ten equals forty nine point five (49.5). It classifies as the middle category. Therefore, the frequencies of input, intake and interaction (31) in English learning process are middle category. This result is shown that the learning process in the classroom or

English teacher in the classroom present or do the input, intake and interaction the English material on the middle level. The result of this study can be illustrated as follow:

Figure 2. The Frequency of input, intake, and interaction process



V. CONCLUSION

Based on the coverage above, it can be concluded the frequencies of input, intake, and interaction on the English learning process are middle category. It is shown by three indicators and its items. The first indicator is about input. It consists of seven items and they are divided on three categories. The low category is one item, the middle category is three items, and the high category is two items. The last score average of input is 2.6 and it means that the input process frequency is 2.6 in the middle category. The second indicator is about intake. It consists of five items and they are divided on two categories. The low category is two items and the middle category is three items. The last score average of intake is 2.2 and it means that the intake process frequency is 2.2 in the middle category. The last indicator is about interaction. It consists of seven items and they are divided on two categories. The middle category is four items and the high category is three items. The last score average of interaction is 2.8 and it means that the interaction process frequency is 2.8 in the middle category. Thus, the frequency of input, intake and interaction process in the English learning is in the middle category.

REFERENCES

1. Suryati, Nunung (2015) Classroom Interaction Employed by English Teachers AT Lower Secondary Schools. Vol. 26. No.2 p. 248-262. Teflin Journal
2. Sun, Yuyun Anny (2018). "Second Language Acquisition: A discussion of Four Input and Processing Models," Working Paper in Tesol and Applied Linguistics, vol.8, p. 1-10
3. Muho, Anita and Aida Kurani (2011) The Role of Interaction in The Second Language Acquisition, vol.6, European Scientific Journal
4. Zhang, Shumei (2009) The Role of Input, Interaction and Output in the Development, vol. 2, no.4, p. 91-100 English Language Teaching.
5. Gass, Susan & Larry, Selinker. (2008). *Second Language Acquisition: An Introduction Course*. New York: Taylor & Francis e-Library.
6. Harmer, Jeremy. (2011). *The Practice of English Language Teaching*. Longman Pearson.
7. Fahriany. (2018). *Second Language Acquisition*. Jakarta: Prenadamedia Grup
8. Nizegorodce, Anna. (2007). *Input for Instructed L2 Learners: The Relevance of Relevance*. Canada: MPG Book.
9. Krashen, Stephen. (1982) *Principles and Practice in Second Language Acquisition*. California: Pergamon Press
10. Rast, Rebekah. (2008). *Foreign Language Input: Initial Processing*. Canada: The Cromwell Press.
11. Ibrahim. (2015). *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.