

**AN INVESTIGATION ON THE KINDS OF INPUT PROVIDED  
BY NATIVE SPEAKERS AND NON-NATIVE SPEAKERS  
AND ON THEIR STRATEGIES  
TO MAKE THE INPUT COMPREHENSIBLE**

**A THESIS**

**As Partial Fulfillment of The Requirements for  
The Sarjana Pendidikan Degree in  
English Language Teaching Faculty**



**By**

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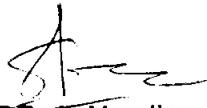
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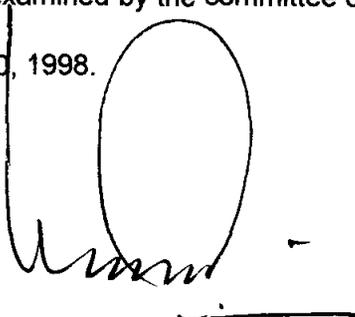
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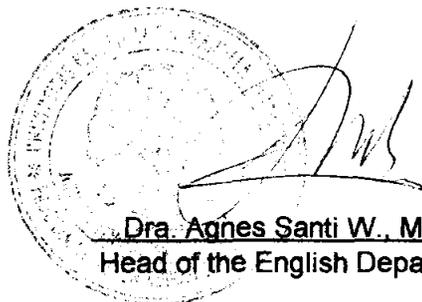


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## ABSTRACT

Widjaja, Shirley. An Investigation on the Kinds of Input Provided by Native Speakers and Non-Native Speakers and on Their Strategies to Make the Input Comprehensible. Thesis. Program Studi Pendidikan Bahasa dan Seni. FKIP. Universitas Katolik Widya Mandala Surabaya. Advisor : DR. A. Ngadiman.

Key Words : Comprehensible Input, Strategies, Native Speakers, Non-Native Speakers.

Second language teachers need to develop the appropriate condition to ease the second language acquisition process in the classroom. The most crucial condition to develop a good language acquisition is by providing the students with comprehensible input, which refers more to messages that are understandable. Due to this, teachers need to develop certain strategies that can enable the students to catch every message or input as clearly as possible.

Nowadays, many English courses or institutions like to invite native speakers beside non-native speakers to teach English. As teachers of second language, both native speakers and non-native speakers have to deliver comprehensible input in sufficient condition to the students. It means they have to develop some strategies especially strategies which are focussed to control the input by making them not to be too easy or too difficult for the students (in  $i+1$  level).

The writer was encouraged to investigate the kinds of input provided by the natives and non-natives and their strategies to make such input comprehensible since such investigation can give good contribution to the field of teaching strategies. She carried out her investigation on native speaker subjects at English First Surabaya and non-native speaker subjects at Friendship English Course Surabaya. She used the observation method of qualitative research and played her role as participant observer by joining the English classes as a real student.

The writer has spent 4 months to carry out the investigation. She investigated the first native speaker subject by joining his eight-week Easy English class and then continued to investigate the second native speaker subject during her four-week conversation class. After that, the writer investigated the non-native speaker subjects by joining their conversation class which was hold for 12 meeting hours in a month.

From the results of the investigation, the writer was able to find out the same kinds of input (visual, verbal, aural and written input) presented by all subjects to the students in the classroom. She also found four kinds of strategies used to make the input comprehensible and the responses given by the students during the presentation of each input. After that she found that the native speakers can make visual, verbal and aural input more comprehensible, while the non-native speakers can make the written input more comprehensible.

From all of this, the writer can conclude that there are some strategies that can really make the input comprehensible and also some that failed to make input comprehensible. Besides, such strategies can work well if the learner are categorized in the same level of competence.

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