

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the result of the analysis of teacher talk and communication strategies that teachers use in the teaching English in an inclusive class of SD Negeri 263 Gresik. The data provides a glimpse of daily teaching and learning from class V and class VI. The data were collected from classroom observation by using an audio recorder. The data transcription was then analyzed the way teachers talk during classroom interaction based on Flanders Interactions Analysis categories.

4.1 Findings

The findings of this study concerned to teacher talk and communication strategies used by teachers in teaching English in inclusive class of SD Negeri 263 Gresik. The data had been collected using observational research and documentation. The data were also analyzed using percentage especially in measuring percentage of the relevant categories of teacher talk. The data is just a sample of daily teaching activity from one of the classes taught by teacher that is class V and class VI. Data obtained from observing classroom teaching activities describe communication strategies and teacher talk used by teachers when teaching English in an inclusive classroom in SD Negeri 263 Gresik.

It was found that all categories of teachers' talk from Flanders Interaction Analysis Categories (FIAC) occurred in the classroom. The most dominant type of teachers' talk found in this study is giving direction which took up 25% of the whole talk done by teacher. This category occurred the most due to students require direction and facilitations on how to systematically demonstrate the entire knowledge base they understand.

According to the observations, the teacher always gives the students detailed instructions and ensures that they understood. Instructions are provided every time a student requests to participate in a group discussion, project, read a passage, and various other learning activity.

Here is the percentage table of teachers talk from Flanders Interaction Analysis Categories (FIAC):

Table 4.1 The percentage categories of teacher talk

No	Types of Teacher's Talk	Number of Utterances	Frequency
1	Accepting students feeling	13	10%
2	Praise or encouragement	20	16%
3	Using student perception	11	9%
4	Offering questions	24	19%
5	Lecturing	20	16%
6	Giving Direction	32	25%
7	Justifying Authority	9	7%

1. Types of teachers talk used by teacher while teaching English in inclusive class of SD Negeri 263 Gresik

a) Accepting feeling

This category occurred up to 10% in whole classroom interaction. This category is indicated by repeating the student's answer or ideas, draw conclusions from students' ideas or answers, use their ideas to solve problems.

Extract 11:

T: *Ada kesulitan?* (asking the group on the right)

Ss: *Adaa bu.*

T: **Okay, kita artikan bersama-sama dulu, let's start for number one**

Extract 20:

T: *Bagaimana anak-anak hasil kerja dari kelompok satu? Ada yang perlu dibenarkan? Atau sudah benar...?*

Ss: *Sudah benar...*

T: ***Sudah benar berarti? Bagaimana hasil kerja kelompok satu? Heee?***

Ss: *Hebaaat!*

T: *Hebattt! Tepuk tangan untuk kelompok satu (clap hands) terima kasih kelompok satu*

Extract 26:

T: *Bagaimana pembelajaran hari ini menyenangkan apa tidak?*

Ss: *Menyenangkan (very enthusiastic)*

T: ***Menyenangkan Alhamdulillah***

Extract 39:

S11: *Kurang banyak bu*

T: ***Okay okay tambahan waktu untuk latihan dulu sebelum maju 2 menit, jadi totalnya tujuh menit.***

Extract 41:

T: *Ada yang sudah selesai? Who have finish? (gesture indicates who has finished the task then raise hands)*

Ss: *Belum bu...*

T: ***lahh masih belum ayo ayooo! Three minutes left. Sisa tiga menit lagi.***

Extract 43:

T: *Nahhh kalau ndak bawa buku gimana? Ada yang setuju kalau ndak usah bawa buku kedepan? Sanggup anak-anak?*

S9: *Susah bu kalau ndak bawa buku*

T: ***Ohhh okay-okay gapapa. Untuk yang kesulitan, bawa buku tidak apa-apa dan kalau ingin tidak bawa buku juga tidak apa-apa***

Extract 83:

Ss: *They itu apa bu?*

T: ***They mereka***

Extract 84:

S: *Buuuu punyaku artinya di belakang*

T: ***Yes, it's okay no problem***

Extract 85:

S21: *For lunch itu apa bu?*

T: ***For lunch itu satu kesatuan. Jam 12 siang itu makan apa?***

Extract 94:

S18: *Halaman berapa bu?*

T: ***Halaman dua puluh lima***

Extract 106:

T: ***Bahasa inggrisnya berjalan apa?***

Ss: *Nggak tahu...*

T: Walking... (write on whiteboard)

Extract 108:

Ss: (confusing)

T: *Masih belum paham ya? Okey lagi... Perhatikan semuanya pay attention please!* Nayaaa... Churin... *Nomor satu.* A: How do you go to...?

Extract 112:

S22: *Bu ditulis dimana?*

T: *Di LKS nya saja nak. Okay yaaa dikerjakan sampai nomor delapan*

In the presented extract, the teacher's strategy is to provide opportunities for students, both regular students and students with special needs, to ask if there are difficulties they experience during learning. Then the teacher answer according to their needs. If they still need a more detailed explanation, the teacher kindly explain the material that has not been understood. Not only that, the teacher also gives other students the opportunity to give statements from the work of other groups of students who are presenting. The teacher action shows:

Extract 20:

T: *Bagaimana anak-anak hasil kerja dari kelompok satu? Ada yang perlu dibenarkan? Atau sudah benar...?*

Ss: *Sudah benar...*

T: *Sudah benar berarti? Bagaimana hasil kerja kelompok satu? Heee?*

Ss: *Hebaaat!*

T: *Hebattt! Tepuk tangan untuk kelompok satu (clap hands) terima kasih kelompok satu*

This shows that the teacher accepts and includes students' answers in assessing the work done by their friends. We also can see in the action

performed by the student in which student said to the teacher that the answer to the task being done is on the back of the paper.

Extract 84:

S: *Buuuuu punyaku artinya di belakang.*

T: **Yes, it's okay no problem.**

This indicates that the teacher considers and accepts the feelings of the students while taking action. The teacher's actions show that the teacher is aware of students' feelings that students want to use their own way. This kind of action makes students feel accepted.

b) Praise or encouragement

This category occurred up to 16% in whole classroom interaction. Praising is regarded as a positive affirmation that a teacher needs to provide to students. Teachers can express their appreciation for students' participation and efforts for contribute in classroom activities by praising them.

Extract 4:

T: Three, *hebat! Pintar! Tepuk tangan untuk kita semua.* (clap the hands)

Extract 8:

T: *Yeeey tepuk tangan untuk Yansa, Yansa sudah berhasil* (clap hands)

Extract 9:

T: *Ayo siapa? Atau ditunjuk bu Yuni... Anak SDN Mriyunan itu harus pintar, sudah pintar, cerdas, hebat, berani. Aye silahkan maju kedepan!*

Extract 10:

T: *Terima kasih. tepuk tangan untuk teman kita Aye! (clap hands) terima kasih Aye! Senang sekali anak-anak ya, belajar itu kita tidak boleh takut sa?... salah. Tapi kita harus percaya diri bahwa kita bisa. Oke?!*

Extract 12:

T: *Pagi ini. Pintar kelompok satu!*

Extract 15:

T: *Dengan teman-teman nya. hebat sekali! Sekarang number three.*

Extract 21:

T: *Hebaaat! Tepuk tangan untuk kelompok satu (clap hands) terima kasih kelompok satu*

Extract 24:

T: *Terima kasih untuk pembelajaran hari ini, kalian semua anak hebat.*

Extract 28:

T: *Semoga kita semua selalu sehat, semoga anak-anakku tetap menjadi anak yang baik, tetap menjadi anak yang hebat, tetap menjadi anak yang pintar. Jangan lupa tetap belajar, jangan lupa sholat dan jangan lupa mengaji.*

Extract 44:

T: *Okay give applause for kelompok satu! (clap hands)*

Extract 50:

T: *Pandai! (thumbs up) Aktivitas sehari-hari atau contohnya apa?*

Extract 65:

T: *Okay good! Mbak Naya hebat. Take a bath... Memasak....?*

Extract 66:

T: *Yaaa pintar Faris... kalau gosok gigi? What is gosok gigi in English?*

Extract 75:

T: *Mandi. Good! Fishing?*

Extract 76:

T: *Memancing. Pandai!*

Extract 77:

T: *Okay hebat!*

Extract 81:

T: *Menanam bunga. Okayyy give applause for us! (clap hands)*

Extract 88:

T: *Alhamdulillah terima kasih ya Allah atas ilmu yang engkau berikan hari ini semoga bermanfaat agar menjadi anak yang pandai. Okay see you tomorrow, don't forget to study!*

Extract 98:

T: *Okay good job! (clap hands)*

Extract 101:

T: *Okay good job pintar semuanya!*

The teacher strategy employs to express appreciation to the students is to always encourage and motivate them regardless they complete

exercises or questions correctly or incorrectly. If they make mistakes, however, they will still receive praise from the teacher along with suggestions for improvement. The teacher explained that, especially for students with special needs, receiving praise or appreciation for their work made them feel really joyful and pushed them to participate in further learning activities since the teacher is continuously encouraging and motivating them.

In the presented extract, the action shows that the teacher gives praise.

Extract 10:

T: *Terima kasih. tepuk tangan untuk teman kita Aye! (clap hands) terima kasih Aye! Senang sekali anak-anak ya, belajar itu kita tidak boleh takut sa?... salah. Tapi kita harus percaya diri bahwa kita bisa. Oke?!*

Extract 50:

T: **Pandai! (thumbs up)** *Aktivitas sehari-hari atau contohnya apa?*

Extract 65:

T: Okay good! **Mbak Naya hebat.** *Take a bath... Memasak....?*

The following action shows that the teacher examines the student's statement. When students properly answer the teacher's questions, the teacher responds with an assessment in the form of expression, sometimes known as a sign of appreciation. This strategy has been proved to have a highly positive impact on students by making them feel appreciated and motivated for their efforts.

c) Using student perception

This category occurred less often than the previous category. It takes up to 9% in whole classroom interaction. Accepting the ideas of students might be seen as using their ideas to solve the problem. Students are more eager to handle their ideas when they receive praise from teachers.

Extract 19:

T: *Bagaimana anak-anak hasil kerja dari kelompok satu? Ada yang perlu dibenarkan? Atau sudah benar...?*

Ss: *Sudah benar*

T: *Sudah benar* berarti? *Bagaimana hasil kerja kelompok satu? Heee?*

Ss: *Hebaaat!*

Extract 32:

T: *Mari kita buktikan! What do you usually do on holiday?*

S9: *Berenang... berenang! Swim!*

T: **Swimming.** *Okay* what else? *Apa lagi?*

Extract 35:

T: *Apa lagi yang kalian lakukan saat liburan?*

S13: *Bermain dengan kucing*

T: *Bermain dengan kucing. Playing with... kucing apa Bahasa inggrisnya?*

Extract 42:

T: *Nahhh kalau ndak bawa buku gimana? Ada yang setuju kalau ndak usah bawa buku kedepan? Sanggup anak-anak?*

S9: *Susah bu kalau ndak bawa buku*

T: *Ohhh okay-okay gapapa. Untuk yang kesulitan, bawa buku tidak apa-apa dan kalau ingin tidak bawa buku juga tidak apa-apa*

Extract 45:

T: *Next! Selanjutnyaaa dari kelompok mana ini?*

S13: *Saya bu!*

T: *Bolehhh silahkan maju ... yang keras ya*

Extract 60:

T: *Eat, ada S apa tidak ini? Eat nya pakai S apa tidak?*

Ss: *Pakai...*

T: *Iya pakai. Mie Bahasa inggrisnya apa?*

Extract 61:

T: *Apa lagi daily activity? What else?*

S5: *Berkebun*

T: **Berkebun okay Gardening.** Kalau tukang kebun apa Bahasa inggrisnya?

Extract 100:

T: Kalau plane itu transportasi darat laut atau udara?

Ss: Udaraaa

T: **Benar!!** Kalau motorcycle?

Extract 102:

T: Di udara... apalagi transportasi yang ada di laut?

S16: Kapaaaal!

T: **Apa Bahasa inggrisnya kapal???**

Extract 109:

T: Nah! yang B ada go to school. Berarti yang A ditulis A: How do you go to...?

Ss: School

T: **School, good!**

Extract 111:

Ss: OOOHHH berarti yang nomer A itu lihat yang B?

T: **Iyaaa benar lalu jawabanya lihat di gambar sampingnya**

For instance, in the presented extract, the teacher ask student “T: *Apa lagi daily activity? What else?*” and student answer “*Berkebun*” then tacher accepted students’ idea by saying “**Berkebun okay Gardening. Kalau tukang kebun apa Bahasa inggrisnya?**” (extract 61) The following action demonstrates the teacher's acceptance of the students' perspective. This might create the impression that students will enjoy learning in class because they feel they are participating and that the teacher appreciates their ideas.

d) Offering questions

This category occurred almost frequently in the classroom observed. This category occurred up to 19% in whole classroom interaction.

Extract 3:

T: **Dea!** (showing three fingers) *berapa sayang?*

S2: Three

Extract 5:

T: *Apa judulnya?* Listening. *Apa artinya listening?*

Ss: Mendengarkan

Extract 16:

T: *Daaaaan...* Dad. **Dad itu apa anak-anak?**

Ss: Ayaaaah

Extract 17:

T: **Coba sekarang kelompok tiga tadi number three artinya apa?**

Ss: Sarah dan ayah menanam bunga

Extract 22:

T: *Nah yesterday ayo apa yesterday?*

S14: *Malam...?*

Extract 31:

T: *Mari kita buktikan!* **What do you usually do on holiday?**

S9: *Berenang...* berenang! Swim!

Extract 34:

T: **Apa lagi yang kalian lakukan saat liburan?**

S13: *Bermain dengan kucing*

Extract 49:

T: Okay now we are study about Daily Activity. **What is daily activity,**

you know? Siapa yang tahu?

S18: *Kegiatan sehari-hari*

Extract 50:

T: **For example, aktivitas sehari hari itu? dalam Bahasa Indonesia dulu**

S21: *Menyapu*

Extract 51:

T: *Menyapu...* **Bahasa Inggris nya menyapu itu apa?**

S20: Pour

Extract 55:

T: Okay good! *Sekarang Faris.* **Bahasa Inggrisnya belajar apa Faris? "Belajar" apa?**

S5: Father

Extract 57:

T: *Saya,* **Bahasa Inggrisnya apa anak-anak?**

S23: My....

Extract 59:

T: Eat, **ada S apa tidak ini? Eat nya pakai S apa tidak?**

Extract 69:

T: **How do you speak English duduk?**

Extract 73:

T: Did you understand???

Ss: Yessss!

Extract 79:

T: Wash hand? What the meaning? Translate to Indonesia wash hand?

Extract 85:

T: For lunch *itu satu kesatuan. Jam 12 siang itu makan apa?*

Extract 91:

T: Irfan *pergi ke kamar tidur... ayo yang bisa langsung angkat tangan. Raise your hand! Dilan pray shubuh?*

S5: **Dilan sholat shubuh**

Extract 93:

T: Page twentyfive. *Ada gambar apa itu?*

Extract 95:

T: *Berarti itu semua termasuk Alat Trans...?*

T&Ss: Transportasi...

Extract 99:

T: *Kalau plane itu transportasi darat laut atau udara?*

Ss: *Udaraaaaa*

Extract 102:

T: *Di udara... apalagi transportasi yang ada di laut?*

S16: *Kapaaaal!*

Extract 103:

T: *Apa Bahasa inggrisnya kapal???*

Ss: Ship

Extract 110:

T: *Dilihat gambarnya nomor satu gambarnya apa?*

Ss: *Berjalan*

The teacher strategy is asking question to student. The teacher provides opportunities for all students to answer any questions given. For students with special needs, teachers sometimes ask questions by pointing directly and saying questions as slowly and clearly as possible so that students with special needs can easily catch what the teacher is asking. It suggests that the teacher actively conducts activities that include student participation in asking and questioning about the material learned.

Extract 55:

T: Okay good! *Sekarang* Faris. ***Bahasa Inggrisnya belajar apa Faris? “Belajar” apa?***

S5: Father

Extract 99:

T: ***Kalau plane itu transportasi darat laut atau udara?***

Ss: *Udaraaaaa*

According on the dialog in the presented extract, it appears that the teacher gives questions the students frequently. In fact, the teacher initiates to give question as the expecting to create more interaction with the students. Asking question strategy were made not only attempts to measure that student understood the topic but also provides an opportunity for discussions throughout lessons between teachers and students as well as between students themselves.

e) Lecturing

This category occurred up to 16% in whole classroom interaction. Lecturing is known as an important aspect of teaching and learning since it is where all knowledge is transmitted to students. This category is include lecturing, information or facts, expressing opinions and so on.

Extract 2:

T: ***Anak-anak sebelum mulai ke pelajaran sekarang di absen bu Yuni terlebih dahulu*** (calling the name of all students)

Extract 8:

T: ***Sekarang gilirannya Yansa. Yansa ini punya keterbatasan dalam berbi...? Berbicara.*** (remind other students and explain that Yansa is a student special need who has speech disability)

Extract 25:

T: *Pembelajaran kita pagi ini adalah tentang kegiatan sehari-hari yang telah kita lakukan dirumah maupun di sekolah. Oke kalian sudah membaca dengan baik. Ada pertanyaan?*

Extract 30:

T: *So, last week. Minggu kemarin kita sudah belajar materi tema Holiday. Hari libur. kali ini saya ulang sedikit apakah kalian semua masih ingat apa tidak hayoo?*

Extract 33:

T: *Kerumah nenek Bahasa inggrisnya Go to Grandmas's house.*

Extract 38:

T: *I will give you example. (write on the whiteboard) Misalnya...*

Extract 40:

S13: *Bahasa inggrisnya petak umpet itu apa bu?*

T: *Petak umpet ituuu... (write on the whiteboard) Hide and seek.*

Extract 53:

T: *Mengepel apa Bahasa Inggris nya?... Mop yaa. Sekarang lihat di papan kita artikan satu-satu ya anak-anak*

Extract 56:

T: *How do you speak "belajar" dalam Bahasa Inggris berarti Study (pronounce correctly) okay, translate into English ya "saya belajar Bahasa Inggris di kelas" bagaimana?*

Extract 58:

T: *Jangan dikasih 'ing' dulu ya. jadi 'Eat' okay.*

Extract 62:

T: *Loh petani itu farmer. Kalau tukang kebun? Gar...der...ner. ditambahi er yaa.*

Extract 67:

T: *Menggosok gigi itu brush my tooth. Toothbrush iku sikat gigi*

Extract 68:

T: *Menggosok gigi itu berbeda sama sikat gigi mbak naya, kalau sikat gigi itu sikat Panjang yang kamu beli di toko itu (gesture brushing teeth) namanya toothbrush. kalau menggosok gigi itu brush tok ya tapi kalau menggosok gigiku brush my tooth atau brush my teeth kalau tooth itu gigi satu saja*

Extract 69:

T: *Banyak kan? Mulai gigi seri, gigi geraham, gigi taring digosok semua nah itu namanya bukan brush my tooth tapi brush my teeth. Karena giginya banyak. Kalau gosok gigimu berarti? Brush... your... teeth.*

Extract 72:

T: *Sweet pakai t, okay? Beda ya anak-anak sleep, sweep, sweet. (write the*

difference in writing words on whiteboard) *Kalau sweet ini manis.*

Extract 78:

T: *Bermain apa? seesaw itu apa?... jungkat jungkit*

Extract 80:

T: *Shopping itu Bahasa indonesianya adalah belanja.* Have lunch?

Extract 96:

T: *Ada sepeda, becak, pesawat, itu semua gambar kendaraan kan ya, kendaraan biasanya digunakan sebagai alat transportasi untuk berpergian jadi itu semua adalah gambar transportation atau transportasi.*

Extract 107:

T: *Berarti.... How do you go to school? I go to school by...? Ini menurut gambarnya yang nomor satu gambarnya jalan kaki, Bahasa inggrisnya apa... nomor dua gambarnya apa Bahasa inggrisnya apa... dan seterusnya.*

Extract 109:

T: *Nah! yang B ada go to school. Berarti yang A ditulis A: How do you go to...?*

The teacher employed the lecturing in which the teacher does most of the talking but regularly pauses to asks students specific questions or requests students to read prepared material.

Extract 8:

T: *Sekarang gilirannya Yansa. Yansa ini punya keterbatasan dalam berbi...? Berbicara.* (remind other students and explain that Yansa is a student special need who has speech disability)

Extract 96:

T: *Ada sepeda, becak, pesawat, itu semua gambar kendaraan kan ya, kendaraan biasanya digunakan sebagai alat transportasi untuk berpergian jadi itu semua adalah gambar transportation atau transportasi.*

According on the presented extract, this type of teacher talk happened in all the meeting. In classroom interactions teachers often give information to students. In addition, the teacher constantly gives understanding for other students in the class to respect the conditions that the student with special needs. Because student with special needs are part of us, and they have the right to get the same education as regular students, as well as according to their circumstances.

f) Giving direction

This category of teachers' talk took up 25% from the whole classroom interaction. This category is also regarded as important. Giving direction is one of the types of teachers talk that is indicated by careful monitoring, direction, and cooperation. Students were given instructions to help them do their job responsibilities.

Extract 1:

T: *Sebelum memulai pelajaran mari kita berdoa berdoa dahulu. Doa awal pelajaran!*

Extract 5:

T: Okay *anak-anak hari ini kita belajar.... Coba dibuka halaman (show three finger) three.*

Extract 6:

T: *Sebelum kalian membaca, ulangi setelah saya ya* (pausing).

Extract 7:

T: *Ayo coba sekarang. Wahyudi kedepan. Bawa ininya* (showing book) *bukunya. Baca nomer satu sampai dengan nomer tiga.*

Extract 11:

T: Okay, *kita artikan bersama-sama dulu, let's start for number one*

Extract 13:

T: *Sekarang tidak boleh ditulis dulu (cross hand) pensilnya ditaruh dulu semuanya dan mendengarkan, oke sekarang nomer dua.* Sarah play skipping with friend. *artinya apa kelompok tiga* (pointing group 3) number two.

Extract 14:

T: *Oke sekarang coba kelompok satu. Number two artinya apa?*

Extract 18:

T: Number one, two, three sudah kita artikan bersama, sekarang coba tulis kelompok kalian tulis number one, two, three, four, five, six, seven! Sampai dengan nomer? Tujuh...Kerjakan dilembar portofolio. Tulis nama kelompok kalian dan jawaban kalian. (give the paper for each group)

Extract 27:

T: Oke sebelum kita mengakhiri pembelajaran mari kita menyanyikan lagu dari sabang sampai merauke.

Extract 29:

T: Before we start our lesson let's pray together.

Extract 36:

T: Okay now kita lanjutkan untuk berdialog ya, jadi seperti yang Bu Yuni jelaskan kemarin sekarang belajar berdialog dengan teman sebangkunya, satu kelompok dua orang. Contohnya di buku kemarin dibuka lagi bukunya. Sudah semuanya???

Extract 37:

T: Kelompoknya seperti latihan kemarin, yang dua-dua itulah. Lalu masing-masing menulis kalimat pertanyaan 'What do you usually do on holiday?' apa yang kamu lakukan saat liburan? Nah contoh-contoh kalimat nya sudah ada di lks nya ya. Jadi masing-masing membuat pertanyaan dan jawaban juga karena kalian akan saling tanya jawab ya. Tentang holiday.

Extract 46:

T: Okay anak-anak... Perhatikan! Kelompok yang belum maju kita lanjutkan minggu depan yaa. Sekarang kalian bisa rapikan buku-bukunya.

Extract 47:

T: Mari kita berdoa sebelum pulang. Doa akhir pelajaran!

Extract 48:

T: Hello!! Pay attention please! Open your LKS page 5

Faris halo Faris... open your LKS. Buka lks mu halaman 5

Extract 74:

T: Okay sekarang buka LKS nya halaman 8. Silahkan diterjemahkan itu. Listen to your teacher then translate into Indonesia. Berarti dengarkan gurumu berbicara kemudian terjemahkan kedalam Bahasa Indonesia.

Extract 82:

T: Okay now I give you a piece of paper and then your job is Translate into Indonesia. Open your LKS page three! Don't forget to write your name di pojok (pointing the corner of paper) jadi kalian terjemahkan ke Indonesia ditulis di kertas ini ya.

Extract 86:

T: *Kalau sudah selesai dikumpulkan. And prepare your book. Go home. Sebelum pulang... dirapikan, tidy your things!*

Extract 87:

T: *Okay now let's close our program by reciting hamdalah together.*

Extract 89:

T: *Anak-anak sekarang dikeluarkan dulu LKS nya*

Extract 90:

T: *Iyaaa. Kemarin sudah belajar sekarang kita ulangi sedikit kalian masih ingat apa tidak? Bu guru bacakan kalian terjemahkan yaa...*

Extract 92:

T: *Okay sekarang tak bacakan satu-satu urut lalu kalian terjemahkan yaa.*

Extract 96:

T: *Okay now I will write this on whiteboard sama artinya. Saya tulis ini di papan tulis dengan artinya, kalian semua tulis di buku tulis.*
(write on whiteboard)

Extract 97:

T: *Bu guru membaca... lalu kalian tirukan bersama-sama.*

Transportation...

Extract 98:

T: *sekarang saya ucapkan lalu kalian artinya ya, Bahasa Indonesianya. A*

Padicab...?

Extract 104:

T: *Sekarang dibuka halaman dua puluh tujuh. Page twentyseven! Sudaah? Disitu ada Task 2, lengkapi dialog-dialog ini berdasarkan gambar.*

Extract 105:

T: *Nahhh disitu ada titik-titik, dikerjakan satu... sampai delapan. Caranya gimana? Disini ada gambarnya ya kan? Ini berjalan... berarti Bahasa inggrisnya berjalan. Yang A dilihat... A: How do you go to... kemana? Kita lihat yang B dulu, yang B kemana? B: I go to school, berarti yang A: How do you go to school? yang B: I... go to school... by.... Bahasa inggrisnya berjalan apa?*

Extract 110:

T: *Nah selanjutnya yang B, B: I go to school.... Dilihat gambarnya nomor satu gambarnya apa*

Extract 112:

T: *Di LKS nya saja nak. Okay yaaa dikerjakan sampai nomor delapan*

Extract 113:

T: Okay if you finish put the LKS in my desk. *LKS nya ditaruh meja saya bagi yang sudah selesai*

Extract 114:

T: Okay Alhamdulillah. Now tidy up your books!

Extract 115:

T: Okay students thank you for today, *terima kasih ya Allah atas ilmu yang engkau berikan semoga bermanfaat, kita akhiri pembelajaran hari ini setelah ini kalian sholat lalu diniyah ya.*

In the presented extract, the teacher asks the students to review translating the sentences that have been learned in the previous meeting which is shown by the expression of

Extract 90:

T: *Iyaaa. Kemarin sudah belajar sekarang kita ulangi sedikit kalian masih ingat apa tidak? Bu guru bacakan kalian terjemahkan yaa...*

The teacher asks students to retranslate parts of the sentences to ensure that they remembered and comprehend what they have previously learned. In this case, students need direction and facilitation on how they have to show all the ideas they have systematically.

Extract 96:

T: Okay now I will write this on whiteboard *sama artinya. Saya tulis ini di papan tulis dengan artinya, kalian semua tulis di buku tulis.*

(write on whiteboard)

Extract 110:

T: *Nah selanjutnya yang B, B: I go to school.... Dilihat gambarnya nomor satu gambarnya apa*

According on the presented extract, teacher provides very clear guidelines and instructions to their students because they know that some

students with special needs may have difficulty understanding what is expected of the teacher. so that the teacher will give instructions as slowly and clearly as possible as communication strategy so that the students understand what they should be doing.

g) Justifying authority

This category of teachers' talk took 7% from the whole classroom interaction. Teachers clarify or improve students' ideas. This involves students receiving criticism for their ideas or behavior and may have to be corrected by the teacher.

Extract 23:

T: Nah yesterday ayo apa yesterday?

S14: Malam...?

T: Lohhh (shocked) (gesture backward direction) **yesterday kema...?**

Kemarin. Ayo ulangi

Extract 52:

T: *Menyapu... Bahasa Inggris nya menyapu itu apa?*

S20: Pour

T: **Hmmm. Sweep....** (write on whiteboard) **Sweep ya.** *apalagi selain menyapu?*

Extract 54:

T: My mother... *apa?*

Ss: Cooking

T: **My mother... cooks ada S nya ya.** My mother...

Extract 58:

S20: Eating

T: **Jangan dikasih 'ing' dulu ya. jadi 'Eat' okay.** *Harry... makan... mie* (write on whiteboard)

Extract 62:

S16: Petani

T: **Loh petani itu Farmer.** Kalau tukang kebun? **Gar...der..ner.** **ditambahi er yaa.**

Extract 63:

S16: Bye

T: *Kok buy??* **Buy itu membeli tulisannya b.u.y**

Extract 64:

S18: Back to school

T: Kok back to. **Back to itu kembali. Apa? I... go... go itu pergi I go to school.**

Extract 70:

Ss: Floop

T: *Kok floop? Kalau floor (write on whiteboard) itu lantai.*

Extract 71:

S20: loh bu bukannya sweep itu tidur?

T: ***Kalau sleep tidur, kalau sweep itu menyapu***

According on the dialog in the presented extract, it appears that the teacher justifying student statement

Extract 54:

T: My mother... *apa?*

Ss: Cooking

T: **My mother... cooks ada S nya ya.** My mother...

Extract 71:

S20: loh bu bukannya sweep itu tidur?

T: ***Kalau sleep tidur, kalau sweep itu menyapu***

As we all know, feedback is not only offered in the form of an appraisal and encouragement, but also criticism and justification authority. When criticizing incorrect answers, the teacher will along with suggestions for improvement. This strategy demonstrates that teachers can intended to correct or justify this error so that the student does not commit it permanently.

2. The reason of teacher in apply communication strategy

The interview was held on Monday, 5th August 2022 after the learning process was over. The interviews were conducted using Indonesian to make it easier for the teacher to answer questions. The researcher used the interview to investigate the reasons of the English teachers used Communications Strategies in the teaching and learning process.

Table 4.2 Transcription of the interview

<p>1. Can you describe the condition of the class where you teach?</p>
<p>Answer: Incidentally I teach in class VI, in class VI there are eleven students with eight regular children and then there are three children with special needs. There are three children who are mute, quadriplegic, and speech delayed. My picture when teaching this class, they are unique, smart and good children. Why? Because they are used to studying with some of their friends with special needs, especially since they are already in grade VI, inclusion in this class has become entrenched. There are no longer any differences or students making fun of students with special needs. So, in my opinion the learning in this class is conducive and I can also teach with fun and enjoyment.</p>
<p>2. Do you think it is important to have a communication strategy when teaching English in inclusive classes? Why?</p>
<p>Answer: In my opinion, it is very important, especially since English is a foreign language, according to the children, especially when we are in the village, children tend to use Javanese, sometimes at school they still use Javanese. I conveyed the material frankly and did not directly use full English. In learning English, I include children with special needs as usual as when I teach regular children and other subjects. So, when he had to come forward to read, I also ordered the children with special needs to come forward, I guided me to help because they did have delays. Of course, the strategy will make it easier for teachers to overcome some difficulties when teaching English.</p>
<p>3. What communication strategies do you use when you teach English in inclusive classes?</p>
<p>Answer: Actually, there is no specific strategy, even when teaching, I was not aware of what communication strategy I was using. What is clear is that I communicate with students during learning. I read and say then they follow. Yes, the point is that we always give an example first. I only found out during this research that this strategy has a name. If I teach English with other subjects, it's not much different because I usually group my children in learning. So, there are regular children and special needs in one group, then they do peer tutoring. So regular children teach children with special needs. So there the children can discuss too. Then I usually use a discussion like I ask questions and students answer, so that there is interaction between teachers and students during learning. I also use Indonesian, so mix it up when I teach, Indonesian-English, English-Indonesian balanced because there are still students who don't understand English vocabulary to make it easier for them to understand the material.</p>
<p>The most important thing is that I never give the target students what grades they should achieve because I think the most important thing is that they obey, they know how to behave in class. I also as a teacher must create a good learning environment so that they enjoy and are enthusiastic about taking lessons.</p>

<p>4. Why did you apply this strategy?</p>
<p>Because, in my opinion, we must form a conducive environment in every learning. There is no difference between regular children and children with special needs. It also happens when forming a group, so it's the same. Not the smart with the smart or the children with the children. I want to apply that learning is like this in that future environment. Not only smart people, not only good people, but clearly there are differences. So, from here, from this strategy I usually deliberately raise problems so that they can solve the problem. I make them discuss if there are students with special needs who ask questions or do not understand the material, the regular students are ready to help. So basically, I don't discriminate against children. Basically, I embrace everything with me, make sure the problem is solved, they understand, they are served and the material is conveyed well and of course there is a moral message.</p>
<p>5. Did you experience any problems while implementing the strategy?</p>
<p>Answer: Of course, there is. Because it's an inclusive class with a variety of children with various needs. For example, one of the student name Samsul is hyperactive and also physically ill, if I put a little pressure on him, he'll have a seizure. So first I had to communicate with his parents. When that day he was a bit cranky which meant I had to have a strategy. Gradually, I motivate myself to encourage him to go to school so that he will want to learn. The most important thing is that this is the difficulty because after yesterday's pandemic, they have been at home for a long time, they play more often, the intention to learn is lacking, so this school time is less enthusiastic.</p> <p>Sometimes the difficulty lies in students who have different backgrounds and ways of learning, so I try as much as possible to meet their needs. Especially for children with special needs whose conditions in class are sometimes not always fine. But all of that motivates me to always learn to keep giving the best for them.</p>
<p>6. How did you solve the problem?</p>
<p>The point is I have to know the situation and conditions. Don't forget to give them every day to strengthen their enthusiasm for learning, both at home and at school. Because this is a school in the village, so their ability in English is of course different from the children in the city, so I as a teacher are good at entering their world and how to motivate and condition them. Creating a classroom environment that is as comfortable as possible for them to learn.</p>

Based on the interview, *“Because, in my opinion, we must form a conducive environment in every learning....”* From the teacher's perception, teachers must responsible for creating a supportive atmosphere for learning. There is no difference between regular students

and students with special needs. It also happens when forming a group, so it's the same, not the smart with the smart, and not the students with special needs with only those with special needs. The teacher wants to apply that learning is like this in that future environment. Not only smart people, not only good people. As a result of this strategy, the teacher purposefully presents a problem for the students to solve. They discuss if there are students with special needs who ask questions or do not understand the material, the regular students are ready to help. The interaction in the class is just not between teacher and students but also between student and student. So, the point is not to discriminate against students, all are embraced together, the teacher makes sure problems are solved, they understand, they are served and the material is conveyed well and of course there is a moral message.

Based on the results of interviews conducted. According to the teachers, it is important to have a communication strategy when teaching English. Also, as this school is located in a village, the level of ability in English is definitely different than in urban areas. Teachers use communication strategies to solve communication problems, and teachers apply and explore their own strategies to help students easily understand their lessons. When learning English, teachers always involve children with special needs in the same way they do when teaching regular children in other classes.

4.2 Discussions

4.2.1 Teacher Talk

Before we know more about teacher's strategy in teaching English at inclusive class, we must understand the condition and situation of students in the class. There are many strategies in

teaching English at inclusive class and researcher knows that there are many ways to teach English at an inclusive class. The teacher must know what the visuals look like shortcomings of the students. So, the teacher should create strategy in guiding an educate students in order to learning objectives can be achieved.

Based on the finding, Researcher found that these interactions were categorized in seven types of teacher talk based on the theory of Flanders Interaction Analysis categories. The categories teacher performed in classroom interaction are, accepting student feeling 10%, praise or encouragement 16%, using student perception 9%, offering question 19%, lecturing 16%, giving direction 25%, and justifying authority 7%. based on the observation, the researcher found that the teacher applies all these types of teacher's talk during class interactions.

The results of offering question occurred 19% on the average of classroom interaction. In this regard, asking questions can stimulate student-teacher interaction in the classroom because when students are active, the teacher is more likely to support their activeness, identify which part of the lesson they are still confused or misunderstanding, explain why the material of the lesson is important to them, and encourage student collaboration. The teacher also believes that giving direction is also regarded as important. Giving direction took up 25% from the whole classroom interaction. Teachers provide their students very clear guidelines and instructions because they realize that some students with special needs may have difficulties understanding what is expected of them. The teacher will give instructions as a communication strategy as

slowly and clearly as possible so that students understand what they should do. If there is no teacher to give instructions during the learning process, the learning activities may not proceed properly, and students may be confused of what they should do. As a result, the teacher gives instructions as simply as possible, using sentences that students can understand, so that they understand what they should do and learning occurs in accordance with the learning objectives. Thus, the purpose of teacher talk is to develop the interaction that occurs between the teacher and students so that students can be active in the lesson.

4.2.2 The reason of teacher in apply communication strategy

Based on the interviews the researcher found that teachers use communication strategies to solve communication problems and the teacher applies and explores his own strategy to make it easier students understand the lesson. Actually, the teacher did not know about communication strategy he was using, the teacher only found out when this research was conducted that the strategy had a name.

The teacher gives some activities such as reading aloud, questioning and discussing. When the teacher teaching also not fully using English, the teacher also balancing with Indonesian because students' knowledge of English vocabulary is still limited. Therefore, the teacher switch language to make it easier for students to understand the material presented. The role of friends are also important for the students special need. Because they are used to studying with some of their friends with special needs, especially since they are already in grade VI, inclusion in this class has become entrenched. The teacher accepts student feeling so that it makes

students feel accepted. The students always feel happy when they are given appreciation, so the teacher always provides encouraging and motivating because it gives highly positive impact on students by making them feel appreciated and motivated for their efforts. Accepting the ideas of students might be seen as using their ideas to solve the problem. This might create the impression that students will enjoy learning in class because they feel they are participating and that the teacher appreciates their ideas. Then offering a question, this strategy not only an attempt to measure that students understand a topic and provides an opportunity for discussions throughout lessons between teachers and students, the teacher initiated the question as the expecting to create more interaction with the students. In the process of teaching and learning Lecturing is known as an important aspect since it is where all knowledge is transmitted to students. The teacher provides more information by using simple sentences to explain the topic being discussed with the students in order to make sure they are receiving an accurate description of it. Teacher also provides very clear guidelines and instructions to their students because they know that some students with special needs may have difficulty understanding what is expected of the teacher. so that the teacher will give instructions as slowly and clearly as possible as communication strategy so that the students understand what they should be doing. The teacher also uses justifying authority. This strategy demonstrates that teachers can intended to correct or justify this error so that the student does not commit it permanently. Teacher used communications strategies with the aim of making students easier to understand the teacher's explanation. It means that in teaching and learning process we need communication

to transfer information to students. Without communication teaching and learning process will not happen. Through the strategy is expected to be more effective and efficient and find the right way to help achieve learning objectives. So that, communication strategies are one the way to solve problems in communication when teaching English in Inclusive class.

Overall, the findings of this study are in support of the previous research from Hidayah & Morganna, (2019) who showed that teachers have used peer tutoring strategies to instill confidence in their students and pave the way for establishing interaction among students. In this regard, students with special needs have the opportunity to interact and collaborate with others so that they are not discriminated against during their learning. The teacher also asked the students to participate in group work activities. Teachers emphasized that students must be cooperative. Teachers encouraged students to continuously cooperate within groups by selecting group members based on ideal considerations. Within the group there are regular students and students with special needs. Such integration was important to avoid a sense of discrimination and to encourage students to work together.