

CHAPTER I

INTRODUCTION

Chapter one presents the background of the study, statement of the problem, objective of the study, significant of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

Communication is one of the most crucial things for a teacher to have when presenting materials to students during the teaching learning process. As Puluhan et al., (2022) said one of the ways to communicate is through speaking. Just like other second language learners, teachers will also experience some difficulties between teaching and learning. Especially if they are teaching in inclusive class with students from varied backgrounds. Teachers may use a variety of approaches and strategies in the classroom to increase communication and student comprehension. In the same way as regular students, Students with special needs are capable of learning English with the appropriate professional help and teaching strategies. Similar with regular schools, inclusive schools offer English classes. Following a series of indicators, children with special needs are placed in an inclusion setting with regular students in order to achieve learning goals. No restriction for students with special needs, they have the same right to learn English as everyone else.

Inclusive class are places of learning that have variety and other collaborative methods. Inclusive classrooms and schools in this sense would mean a place where diversity among learners is appreciated and considered a learning resource rather than a problem; where children

from diverse background are valued for what they are, and can feel safe enough to express whatever they know, without fear or discrimination; and where the curriculum, teaching-learning methods and materials are culturally responsive to meet the different learning needs and interests of children from diverse backgrounds Sanjay Kumar (2010). Therefore, it can be said that every step taken is adjusted to the character possessed by each student. The concept of inclusion develops with the process of incorporating it into the curriculum in schools. In fact, inclusion is a common concept in many schools. As a result, inclusive class can be regarded as a style of education that provides possibilities for every child to receive a proper education.

Teacher's talk guides and explains the learning activity to the student, as well as validates the student's knowledge that occurs during the learning activity. In this case, the teacher making it simpler for the student to comprehend and understand what the teacher is saying. Then you'll see that the courses are both relevant and informative. The teacher can use a part of the teacher talk to encourage student participation and interaction. Communication strategy is one of the components of communicative competence which refers to how both the speaker and the interlocutor maintain and sustain communication. Faerch & Kasper cited in Syafitri Rina, 2018) "Communication strategy is defined as a means of solving problems in communication used by second language or foreign language learners in achieving certain communicative goals".

The researcher have found numerous studies on English language learning in inclusive classrooms. However, the most frequently encountered research concerns the teaching strategies teachers use, such as the learning methods. In a study conducted by Yunita Agus entitle The Portion of Teacher Talk and Students Talk in

English Language Teaching Classroom, we can recognize that teacher talk have impact in teaching English. The Researcher conclude that teacher talk, learning and development have always been central to the quality of English lessons. Teacher-learner interaction is considered one of the greatest potential determinants of classroom learning. There is no learning without teaching. Therefore, teacher talk plays an important role in language learning as a tool for implementing lesson plans and achieving lesson goals. Agus (2020) in this study, focus on the teacher talk and the student talk in English classroom covering the characteristics of good teaching material and the language teaching used by teachers and students in the regular English classroom. Meanwhile, another study by Kadek Yati Fitria Dewi (2019) Pengajaran Bahasa Inggris Untuk Anak Luar Biasa (ALB). In this article, the researcher discusses numerous ways that teachers might employ in teaching English, particularly for students with special needs. Another study Teaching English Language to Children with Special Educational Needs by Alina Nicoleta Padurean (2014) Children have different learning styles, even the healthy ones. For this reason, it is advisable for teachers to be familiar with the student`s learning style. In this study, Researcherproved that students with special needs can learn English, if the teacher adapts the curriculum to the needs and learning styles of children. Another purpose of the study is to highlight the best methods and techniques that can be used with these children in their efforts to learn English.

However, in this study, the researcher examined the communication strategies in English teacher`s talk when communicating with students during English learning in an inclusive classroom. Because of course there will be different ways of

communicating with students when teaching in the inclusive classroom and the regular classroom. In this research, researcher will focus on teachers' talks, specifically communication strategies used by English teacher when interacting with students of SD Negeri 263 Gresik. It is known that SD Negeri 263 Gresik has been providing inclusive education since 2003, this school has also been appointed by the Gresik Regency Government as an inclusive pilot project school in Gresik Regency. Like other second language learners, teachers will face some problems between teaching and learning. Therefore, they will probably use a communication strategy. The communication strategies used by each teacher also differ. So, I think it's worthwhile to analyze because it was necessary to find different perspectives from the teachers on the challenges they found.

1.2 Statement of the Problem

The statement of problems that were be discussed in this study are:

- 1) What types of teacher's talk used by teacher while teaching English in inclusive class of SD Negeri 263 Gresik?
- 2) Why did the teacher choose to apply this strategy when teaching English in the inclusive class of SD Negeri 263 Gresik?

1.3 Objective of the Study

The objective of the study are:

- 1) To figure out the types of teacher's talk that are employed by teacher while teaching English in inclusive class of SD Negeri 263 Gresik?
- 2) To find out why teachers choose to apply these strategies when teaching English in inclusive class of SD Negeri 263 Gresik

1.4 Significance of the Study

The significance of the study can be theoretically and practically. Theoretically, the findings of this study should be provide English teachers with additional knowledge about communication strategies and teacher talk. Furthermore, this study is expected to improve the ability to communicate with students and help them understand the material being studied. Practically, for English students, the results of this study will possibly help English students enhance their abilities to communicate and participate in the classroom. For English teacher it can be used as a source of teaching materials, especially as it relates to teacher talk and communication strategies. And for the other Researcher the results of this study can be used as a starting point for the further research development

1.5 Scope and Limitation

This study focused on communication strategies in English teachers talk in inclusive class of SD Negeri 263 Gresik. The observation is only conducted to an English teacher's in communicating with class V and Class VI of SD Negeri 263 Gresik in the academic year 2022/2023. The problems are limited as follows: Analysis of communication strategies based on types of teacher talk proposed by Flanders Interaction analysis Categories.

1.6 Definition of Key terms

Inclusive School

Inclusive school means that students with and without disabilities learn alongside one another, in the same classroom setting, with lessons that

are accessible for all. For students with disabilities, inclusive classrooms offer them more equitable access to education. (Janine, 2020)

Teacher Talk

Teacher talk is the language employed by teachers in language classes that serves as the source of input for knowledge and communication. In the classroom setting, the input primarily comes from the teacher who gives lectures, discussions, questions, and feedback. (Xiao-yan, 2006)

Communication Strategies

Communication strategies are verbal and non-verbal strategies that may be called into action to compensate for breakdowns in communication due to ability variables or to insufficient competence. (Thelal, 2013)