

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses review of literature related to the topic of the study. They define and analyze Inclusive education, communication strategies, and teacher talk.

2.1 Inclusive Education

The term inclusive education is derived from the term “education for all” adopted by UNESCO. This means an all-friendly education aimed at reaching everyone without exception. According to Permendiknas number 70 of 2009 article 1 “Inclusive education is an education system that provides opportunities for all students who have disabilities and have the potential for intelligence and or special talents to participate in education or learning in an educational environment together with students in general”.

As cited in Rismalinda (2019) Sunanto states that “inclusive education is education that provides services to all children regardless of physical, mental, intellectual, social, emotional, economic, gender, place of residence, ethnicity, culture, language and so on.” All students with special needs are entitled to the same educational opportunities as other students. The implementation of inclusive education allows student with special needs to grow and develop with other regular student.

2.1.1 Inclusive School

Stainback in Suparno (2010) argues that inclusive schools are schools that accommodate all students in the same

class. The school provides educational programs tailored to each child's abilities and needs, as well as the support that teachers can provide to achieve success. In inclusive schools, children with special needs will be educated with other children who do not have the same limitations. In inclusive classes, students can be trained and educated to be able to appreciate, respect, and accept each other with empathy.

There are several necessary conditions for implementing inclusive education in schools, including the availability of educational facilities and infrastructure for student with special needs, a learning system that is tailored to the needs of student, and teachers' knowledge and skills in dealing with student with special needs. Teachers can help by offering positive role models, organizing chances for social engagement, maintaining friendships, and encouraging supportive behavior.

Some of the main things that need to be considered in the learning process for students with special needs are teachers, training, curriculum, infrastructure, evaluation and learning strategies. The teaching method can be in the form of prompts, lectures, discussions and questions and answers. Meanwhile, teaching English can use direct method, total physical response (TPR), and lexical approach. In addition to learning methods, communication strategies are needed in teaching so that the learning process can run well. Yati & Dewi, (2019)

2.1.2 The Aim of Inclusive School

In Permendiknas Number 70 of 2009 Article 2 paragraphs (1) and (2) state that the purpose of the implementation of inclusive education is to provide the widest possible opportunity for all students who have a physical, emotional, mental or social disability or have the potential for intelligence and or special talents to obtain quality education according to their needs and abilities, In addition, to realize the implementation of education that is respect diversity, and not discriminate against all student.

Through inclusive education, it is hoped that there will be no gap between students with special needs and other regular students. Students with special needs also have the widest opportunity to develop their potential to the fullest. Inclusive education can maximize the potential of students with special needs and provide them with opportunities to socialize and receive education tailored to their needs.

2.1.3 Model of Inclusive School

There are several models of inclusive schools in Indonesia as follows : Emawati, (2008)

- a) Regular Class (*Full Inclusion*) Children with special needs study with normal children throughout the day in regular classes using the same curriculum.
- b) Regular Class with *Cluster* Children with special needs study with normal children in regular classes in special groups.

- c) Regular Class with *Pull Out* Children with special needs study with normal children in the regular class but at certain times are pulled from the regular class to another room to study with a special mentor teacher.
- d) Regular Class with *Clusters and Pull Outs* Children with special needs study with normal children in regular classes in special groups, and at certain times are withdrawn from regular classes to other classes to study with special tutors.
- e) Special Classes with Various Integrations Children with special needs study in special classes at regular schools, but in certain fields they can study with normal children in regular classes.
- f) Full Special Class Children with special needs study in special classes at regular schools.

2.1.4 Characteristic of Inclusive School

According to Sukinah (2010) Inclusive education has the following characteristics:

- a) No discrimination. This means that inclusive schools must provide educational services to all children, including those with special needs.
- b) Recognition and appreciation of the individual diversity of children. This means that inclusive schools embrace diversity, embrace each child's differences, create conducive classrooms, and implement personalized curriculum and learning content according to the conditions and needs of children.

- c) Learning facilities and environment provide convenience and a sense of security for every child, and physical facilities can be easily used by children, including children with special needs.
- d) Teachers work in teams. Teachers need to collaborate with other professions and resources in planning, implementing, and assessing learning.

2.1.5 Inclusive Student

An inclusive student is an individual with disabilities who is still empowered to engage in the same educational activities as individuals who are not disabled. (U.S. Department of Health & Human Services. n.d.)

2.2 Teacher Talk

2.2.1 Definition of Teacher Talk

Teacher talk is absolutely essential for both classroom instruction and learning activities. A teacher is the focal point for students to explore and share ideas. Huriyah & Agustiani (2018) state that teacher's talk can be defined as an instrument to change students' attitudes and produce the decisions and actions. In addition, talk also can be defined as a media for learning, transferring meaning, tool of reflection, and also social purposes. There can be 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. It is important for classroom organization and management

because language determines whether teachers succeed or fail in carrying out their teaching plans.

2.2.2 Types of Teacher Talk

Teaching process is an example of interaction, it involves interaction between teacher and students in which they influence each other. It has been discovered that in EFL classrooms, teachers' talk dominates the classroom interaction. Nurmasitah, (2010). It is supported by Sukarni & Ulfah (2015) define that the teacher used teacher talk as the primary method of conveying information, participating in discussion and negotiation, and motivating students so that knowledge could be acquired and students' behavior could be regulated. In this regard, teacher talk dominates the explanation and evaluation of information in the teaching and learning process.

Ned. A. Flanders developed a system of interaction analysis to study what is happening in a classroom when a teacher teaches. It is known as Flanders Interaction Analysis Categories System (FIACS). Arockiasamy (2017) This research deals with the Flanders Interaction Analysis Categories. The Flanders system is an observational instrument designed to observe verbal and nonverbal communication in classroom interactions. In this research, the researcher took the categories of teacher talk only which classifies what teachers talk that occurs in the classroom into seven categories:

1. Accepting feeling: Feeling may be positive or negative and their prediction and recalling are included.

2. Praises or encourages: This includes telling jokes, praises or encourages student action or behavior.
3. Accepts or uses the ideas of students: Clarifying, building or developing ideas suggested by a student.
4. Asks questions: Questions may be about content or procedure.
5. Lecturing: Giving facts or opinions about content or procedure expressing own ideas, asking rhetorical questions.
6. Giving direction: Directions, commands or orders to which a student is expected to comply.
7. Justifying authority: Statements intended to change student behavior from non-acceptable to acceptable pattern.

2.3 Communication Strategies

In the Process of teaching and learning in class, every action taken by the teacher in the classroom will create a response from the students. As a result, a teacher must be able to effectively communicate teaching material so that students understand it and are not confused when working on tests and quizzes. Students will respond to a very well learning process by asking questions, giving comments, and interacting with teachers during the learning process. Communication strategies are important, and they are one of the most effective ways teachers employ to maintain communication between speakers and interlocutors. Teachers who employ systematic and complete communication strategies so that students understand what the teacher really means will enhance the English Language Teaching (ELT) process more effective.

2.3.1 Definition of Communication strategies

Communication strategies are often used to address problems in second language learning. Second language speakers can get stuck during a conversation, which can be misleading. In actual communication, the speaker does more than just use the acquisition of grammar, vocabulary, and some useful expressions. They also communicate through facial expressions, gestures and non-verbal sounds. As cited in Barus et al., (2020) Boxer and Cohen (2004) defined Communication Strategies as "a systematic attempt by the speakers or the learners to deliver or give the exact meaning that is not proportionate with the rules of the target language". In line with Maleki (2007) cited in Maleki (2010) in his study reveal that teaching communication strategies is pedagogically effective, that interactional strategies are more effectively and extensively used, that communication strategies are conducive to language learning, and that language teaching materials with communication strategies are more effective than those without them.

Based on the expert statement above, this can be concluded that communication strategies are some techniques that can be used by people or students who are having difficulty expressing their ideas, opinions, or feelings in a second language, particularly when the person or students are speaking in the second language. Using a communication strategy allows conversation to proceed easily and avoids stumbling, despite the students' weak skill in the second language.

2.3.2 Categories of Communication Strategies

Faerch (1983) defines a "communication strategy" as a potential conscious plan to solve something that causes problems for a person in order to achieve a specific communication goal. By definition, there are two possible strategies for solving communication problems: achievement strategies and avoidance strategies.

1. Achievement Strategies

a) Code-switching

Whenever communicate with others in a foreign language, there is a switch from L2 to L1. The amount to which the interactant switch is determined by their analysis of the actual communicative context.

b) Inter-lingual transfer

Learners constantly forget about the IL code while the usage of the codeswitching strategy. However, plans of inter-lingual switch bring about a mixture of linguistic functions from the IL and L1. The inter-lingual switch might not simple arise at the phonological stage however additionally on the realistic stage

c) IL-based strategies

Learners use the IL system to deal with communication problems, such as paraphrasing or generalization. From the IL's point of view, generalizing meant filling in the "gaps" in their plan with elements of the IL that they wouldn't normally use in such a context. Whereas, from the point of view of L2, the strategy looks

like an over-generalization of an L2 element, because it leads to extending an object to an inappropriate context.

d) Cooperative strategy

Although problems in interaction are invariably shared and can be solved through cooperative efforts, they can arise in either of the interactions, and it is up to him (the speaker) to decide whether to try to solve the problem himself or to transmitter his problems to his interlocutor and try to solve the problem cooperatively.

e) Nonverbal strategy

Non-verbal strategy is a strategy that a learner uses to replace a vocabulary item or action. In our daily communication, individuals often use non-verbal approaches such as facial expressions, gestures, and sound imitations. Non-verbal strategies are not as systematic as linguistic behavior, but they are still essential for interpersonal interactions.

2. Avoidance Strategies

a) Formal reduction strategies

Formal reduction strategies are used by students for the following two reasons. First, students want to avoid making mistakes. Some second language students believe that linguistic correctness is a requirement for communication success. Second, L2 learners may notice that the lack of some formal features has no effect on the meaning transfer. It may make communicating easier by improving fluency.

b) Functional reduction strategies

Færch and Kasper show that utility reduction can affect the following three main categories of communication goals: actionable communication goals, modal communication goals, and clause-based communication.

2.4 Previous Relevant Studies

Before the researcher conduct the study, the researcher will check other studies to find whether there are some similar studies or not. Previous studies in communication strategies and teacher talk have been conducted by some researcher.

The first, was conducted by Puspitasari Rima Dewi (2019) entitled *An Analysis Of Teaching English At Inclusive Classroom Of MA Muhammadiyah 1 Ponorogo In Academic Year 2018/2019*. This research applied qualitative approach and case-study design. This research focuses on revealing the problems faced by teachers when teaching and what strategies are applied in teaching English in inclusive classes at MA Muhammadiyah 1 Ponorogo in the academic year 2018/2019. The results of this research show that (1) English Teachers at MA Muhammadiyah 1 Ponorogo apply some strategies for teaching English in inclusive classrooms of XI IPS. These arrange student seating, creating good conditions explain and teach models, approaches, and get more attention and help from regular students. (2) The problems encountered by teachers who spend more time in explanation and lack of training in teaching students with disabilities. (3) Solving teaching problems in inclusive class, teacher applies some strategies for students to understand the lesson easy, i.e. read aloud, read a passage, ask questions and discuss. The similarities between

previous research and this research relate to the teaching of English in inclusive class strategies. while the difference between the previous research and this research is that the previous research explains the problems teachers face when teaching and the strategies that will be used when teaching English in the inclusive class, but in this research, the researcher will focus on observing the communication strategies used by teachers in teaching English in inclusive class.

The second, was conducted by Jumatul Hidayah and Ruly Morganna (2019) entitle *Fulfilling The Needs Of Diverse Students: Teaching Strategies For EFL Inclusive Classrooms*. This research aims to investigate teaching strategies and their application in learning English in an inclusive class at a junior high school in Curup-Bengkulu, Indonesia. The instrumental case study was conducted by involving two English teachers who had been teaching English for several years at the Junior High School where this study phenomenon was encountered. Interviews and observations were used as data collection techniques. This study reveals that teachers employed four teaching techniques in the field of EFL pedagogy held in the EFL inclusive classrooms at one of the Junior High Schools in Curup-Bengkulu, ranging from active learning, peer-tutoring, cooperative learning, and direct instruction. Despite the lack of more inclusive teaching strategies, a lack of inclusion-related pedagogical knowledge and experiences, insufficient reflective teaching practice, and limited facilities and infrastructure supporting inclusive education, EFL teachers have been able to successfully implement the aforementioned strategies. It is clear that they had sufficient skills to implement the four strategies in detail at the EFL strategies in detail at the EFL inclusive classrooms.

The third, was conducted by Siti Nur Patimah (2020) entitle *The Analysis Of Teacher and Student's Talk in The Classroom Interaction by Using Fiacs*. "Flanders Interaction Analysis System" is a category of Flanders system that is used as an instrument of observation to analyze class interactions which consist of teacher talk, student talk and silence. This research uses descriptive qualitative method. To obtain data, Researcher used observation and documentary. The purpose of this study was to determine the percentage of talking time spent by teachers and students during class interaction, to determine the characteristics of teacher talk and to determine the type of teacher talk used in English class at SMA Negeri 02 Bengkulu Tengah. The results of this study are described in terms of percentages, characteristics, and types of teacher talk used by teachers. The percentage of teacher talk at the first meeting was 53.50%, the second meeting was 51.82%, and the third meeting was 54.24%. The characteristics of teacher talk are cross-content, teacher control, and student participation. The types of teacher talk are controller, director, manager, facilitator and resource. The similarity of previous research with this research on the research topic, namely the use of teachers' talk when teaching English in class. Also the FIACS technique to find out the type of interaction that takes place in class.

The last, was conducted by Rusyidi Mahfuzan (2016) entitle *The Study of Communication Strategies Used by the English Acceleration Students of Languages Development Center at IAIN Antasari Academic Year 2015/ 2016*. This research examined into the communication strategies used by students in the English acceleration class at the Language Development Center at IAIN Antasari in the 2015/2016 academic year. This research included 14 male students and

26 female students as participants. The purpose of this study is to make a comparison the communication strategies used by students in an English accelerated class with the most common communication strategies used by all students in an accelerated English class. The data obtained in this study were analyzed quantitatively descriptively. the data processing process is divided into four stages, which are editing, coding, tabulation and calculation. The results reveal that male and female students had different communication strategies. Male students frequently use communication strategies such as stealing or time gaining strategies, appeals for assistance, self-repair or restructuring, approximation or generalization, and circumlocution in addition to mime or nonverbal signaling. Female students, are more likely to use communication strategies such as stealing or gaining time, mime or nonverbal signals, appeals for assistance, self-repair or restructuring, and the use of all-purpose language. Five categories of communication strategies emerged as a result of the students' most popular communication strategies. Mime or nonverbal communication, stealing or time-gaining strategies, appeals for assistance, self-repair or restructuring, and the employment of all-purpose language are among them. The difference between previous research and this research found in the object and data analysis techniques. The purpose of previous research was to distinguish communication strategies between male and female student in accelerated classes at the Language Center, and the data were analyzed using quantitative descriptive. While the object of this research is especially the teacher teaching students in inclusive class the inclusive class, without distinguishing between female and male students, but the data are analyzed qualitatively and descriptively.

Therefore, the Researcher focused this topic on communication strategies and teacher talk used in teaching English in inclusive class at SD Negeri 263 Gresik. In this study, the Researcher applied Faerch and Casper's communication strategy category to analyze the types of communication strategies that teachers use in the teaching-learning interaction process. Next, the researcher will explore the way teachers talk during English teaching in an inclusive classroom interaction based on Flanders Interaction Analysis. The researcher is interested in analyzing the teacher's talk because the researcher believes that the inclusive classroom interactions in this analysis will find different contexts. There will be a challenge in determining the context of conversation used by teachers and students from different backgrounds in an inclusive classroom. This study intends to describe the use of communication strategies and teachers' talk during classroom interactions by teachers of inclusive class in SD Negeri 263 Gresik.

