**CHAPTER I**

**INTRODUCTION**

This chapter consists of background of the study, problems of the study, objectives of the study, significance of the study, and definition of the key terms. All these sections are discussed as follows:

1. **Background of the study**

Communication is the most basic one in human relationship. From the birth to the death of human beings, they will always give and receive message from the several communication forms. Communication between humans is an extremely complex and ever-changing phenomenon. Through communication, one can change ideas, share experiences with others, help, and understand others, furthermore, can maintain a good social relationship with others. Therefore, communication plays a very important role and even it is unmovable part of human being life.

Harmer (1991: 46-47) mentions, there are several reasons when two people are engaged in talking to each other. The reasons are: (1) they want to say something, (2) they have some communicative purposes, (3) they select the communication from their language store, (4) they want to listen to something, (5) they are interested in the communicative purposes of what is being said, (6) they process a variety of language. These generalization are the majority of communicative events and these will have particular relevance foe learning and teaching of language.

In communication event, normally, speakers have a communication purpose and on the contrary, listeners are interested in discovering what the purpose is. However, even is listeners have some ideas about the purpose they listen in order to be sure the aim of the purpose.

Likewise, Communication practice provided in schools different from that in real life situations, in classroom interactions, communication does not serve the primary function of exchanging ideas and of acting in various ways by means of language of linguistic form, but rather has the function of making students or learners learn (Faerch and Kasper, 1983: 21). Like in other situation, communication in the classroom is also important. However, in this setting *information sharing* among teacher and students is the primary goal.

Classroom communication is similar to other communication forms but differs as a function of unique process, environment, and participation forms. The communication “climate” in the classroom affects the quantity and quality of teacher- student interaction.

The components and processes of classroom communication are similar to those in other setting, but function and patterns of classroom communication are unique. The oral interaction, which occurs in the classroom, affects the personality development, intellectual development, and social development of students and teacher alike.

The differences of communication context in to classroom are not only a function of the differences in environment and geographical setting, but also a function of the way perceives the context. For example, the respective citizens perceive teachers differently in the United States than teachers in European and Asian countries. Conversely, teachers often unjustly categorize certain types of students in the classroom based on race, creed, color, of their family name. this perception can negatively affect the teachers’ reaction the child and interfere with successful teachers student communication.

Concerning with foreign language or second language acquisition, communication that occurs in a classroom is one of essential aspects in classroom interaction. It is due to the fact that the teacher is the main source of information in the classroom interaction and they have to be able conveying the messages to the students as well as in order to achieves the teaching-learning goal.

In teaching and learning activities, communication happens between the teachers and the students. In the interaction, the teacher usually plays as the information giver and the students play as information seeker. In achieving their target in teaching learning, the teacher and the students have their own strategies in doing communication. Moreover, the problems may be greater when the communication is designed to be conducted in foreign language. Hence, some strategies in communication ought to be utilized by them in order to make successful communication.

Related to communication strategies in classroom interaction, some experts have their own definition. Corder (1983) says that communication strategy is a systematic technique employed by a speaker to express his meaning when faced with some difficulties. The difficulties refer uniquely to the speaker’s inadequate command of the language used in the interaction. While Tarone (1982) defines communication strategies in interactional term as a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared. Other expert, Ellis ( 1986 :182) defines communication strategies as psycholinguistic plans which exist as part of language user’s communicative competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement. While Faerch and Kasper (1983) propose a broader definition of communication strategies by emphasizing planning and execution of speech production during oral communication. Communication strategies we regarded as potentially conscious plans for solving communicative problems that individual present as a way of reaching a particular communicative goal.

The researcher focuses the present study on communication strategies used by teachers in classroom interaction. Teacher should process communication strategies, especially when they are involved in an interaction. What is meant by communication in this study is a process in which the student and the teacher are communicating for learning, either by using verbal or non-verbal communication. Whereas, communication strategies in this study are defined as potentially conscious plans for solving communicative problems that individual present as a way of reaching a particular communicative goal.

In the present study, data is gathered from English teacher and acceleration class students of MTs N Kanigoro. The researcher takes acceleration class at MTs N Kanigoro as a location of observation. The reason is the acceleration class is something special and unique. Acceleration class program in MTs N Kanigoro accommodate students who have excellent intelligence and excellent aptitudes. The acceleration class students who are assumed as gifted students need different treatment in their process of learning. In this case, the education institution should employ professional teachers for teaching them and more facilities or teaching learning media in their class. Every subject in acceleration class are taught by two or more teachers who work as a team (team-teaching). They plan, conduct, and evaluate the learning activities together. It is assumed that team teaching can lead to better student performance in terms of greater independence and assuming responsibility for learning.

Following the discussion above, the researcher is interested in conducting a study entitled “ Communication Strategies used by English Teachers in Teaching English in Acceleration Class at MTsN Kanigoro Kras Kediri ”.

From the finding and the result of the study, hopefully, it can give brief description about the communication strategies that used by English teacher in teaching English mainly in the classroom interaction in the acceleration class of Junior High School level.

1. **Problem of the study**

The research is conducted in order to find the answer of the research problem in relation with the discussion about communication strategies, they are:

* What kind of communication strategies do the teachers in teaching-learning interaction use?
* How do the teachers apply the communication strategies in teaching- learning process?
1. **Objectives of the study**

In line with research problem stated above, the objective of this study is to describe some aspects of communication strategy that are used by teacher when interacting with their students and how teachers apply the communication strategies in teaching learning process.

1. **Scope and Limitation**

In accordance with this study, the researcher focuses his study on the description of communication strategy that used by English teachers in classroom interaction. This study is limited to English Teachers of Acceleration Class of MTs N Kanigoro who work as a team with their students in the classroom interaction. This study is directed to investigate the communication strategy used by the English teachers that occurs during teaching and learning activities.

1. **Significance of the study**

Researcher hopes that the finding of this study, theoretically, is able to give contribution to the teaching-learning context, especially, in the communication strategies, which related to teacher talk and second language acquisition theories.

Practically, the result of this study would be useful for the students of English department, to know more about communication strategies that is used by an English teacher in classroom interaction. Moreover, it is also expected to give contribution to every one whom has a great attention to the second language acquisition.

1. **Definitions of the Key Term**

In order to avoid misunderstanding or misinterpretation in this study, the writer describes the meaning of the main terms used as follows:

Interaction:

A collaborative activity is performed by two or more people by using verbal or non verbal media that involves context or situation, delivering and receiving messages understanding the ideas or messages and negotiating meaning. Faerch and Kasper (1983)

Classroom interaction:

A process in which student and teacher are interacting for purposes of learning, either by using verbal or non-verbal media during teaching-learning process. Faerch and Kasper (1983).

Communication Strategies:

The general plan of action employed by a speaker to express his/her information or talk when faced with someone’s difficulties. It is a potentially conscious plan for solving communication problems those individuals present as a way of reaching a particular communicative goal. Faerch and Kasper (1983)

Acceleration Class Program :

A program that gives educational service agree with potential intelligence and excellent aptitudes of learners. Ahmadi (2011)

Team Teaching :

A group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners. Karin Goetz (2000)

1. **Organization of Study**

This thesis is written in five chapters, they are :

1. Chapter I : Introduction.

It consist of background of the study, problem of the study, objective of the study, significant of study, scope and limitation of the study, definition of key terms and organization of the study.

1. Chapter II : Review of related literature.

The discussion deals with the discussion about theory input in second language acquisition, teacher talk, and communication in classroom interaction, which includes of definitions and identifying communication strategies, the nature of classroom interaction, types of communication in classroom interaction, communication strategies in classroom interaction and review of related studies.

1. Chapter III : Research Method.

It consist of research design, subject of the study, data and data source, instrument and technique of data collection and data analysis.

1. Chapter IV : Finding and discussion.

It consist of the finding/ data presentation and analysis, and discussion.

1. Chapter V : Conclusion and suggestion.

The chapter presents about conclusion and suggestion.