**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

1. **Review of Related Theories**

To support the analysis, the researcher takes some experts’ theories related to this study. Those are 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, and communication strategies in classroom interaction.

1. **Input in Second Language Acquisition**

Adults develop their language competence in two ways, *acquisition* and *learning*. The process by which a person learns a language is sometimes called acquisition instead of learning. According to Krashen (in Huda 1999 : 85 ). *Acquisition* is a subconscious process similar to the process in children acquiring a first language in natural setting. While *learning* is a process of rule internalization resulted from overt teaching or self- study of grammatical rules. Acquisition occurs through natural communications in which the performer is concerned with the content and not with the form of language. Acquisition results in language competence characterized by the lack of a conscious awareness of linguistic rules. Instead, the performer has a “feel” correctness of grammatical sentences. Acquisition is governed by universal language strategy available to all language learners.

Unlike acquisition, on the learning, the learner is not focusing on the content, but on the form of the language. Learning is facilitated by error correction and rule explanation and it is affected by external factors, which may account for individual differences. The process of acquisition is not enhanced by overt teaching such as rules explanations helps the learner create mental representations of the grammatical rules, which in a conscious awareness of the linguistic rules. So, according to Krashen theory, it claims that acquisition and learning play different roles in the construction of utterances.

Stern (1986: 340) mentioned that the quality of the English learning outcome is much influenced by the language learning process, and this learning process is influenced by learner characteristics and learning conditions. If the second language is learned as a foreign language in non- supportive environment, instruction is likely only to be the major or even that as a source of target language input. Here , input is used refer to the language that is addressed to second language (L2) learner or teacher either by a native speaker or non- native speaker. Input is crucial for the language learning. ‘Input’ refers to the language, which learners heard or read. That is the language samples to which they are exposed (allwright, 1991 :120). Ellis (1986) states that input is the result of interaction, not all the available inputs are processed by the learner, the part of the input that is processed or ‘let in’ also referred to intake.

There are two hypothesis related to input of second language acquisition that proposed by Krashen. The first is monitor hypothesis. It states that all utterances of which the students get are initiated by acquired rules, the product of acquisition, and learning only serves a monitor, which under certain conditions alters or edits output to improve the accuracy of performance. The process of editing takes place either before or after the utterance are produced. Krashen suggests three conditions of monitor use. Initially, he postulated that a performer uses the monitor only when s/he has time. Krashen has argued that a time constraint is necessary to invoke the monitor. But it is not sufficient condition. The second condition is that the speaker must attend to form or correctness. The third condition for monitor use is that the performer has to know the rules or “have a correct mental representation of the rule to apply it correctly”.

The second hypothesis is input hypothesis. The input hypothesis claim that human acquires language in only one way, by understanding message, or by receiving comprehensible input. Comprehensible input here refers to the input which is comprehended by the learners. Ellis (1985) states that comprehensible input is refer to the language learners are exposed.

Krashen (in Huda 1999 :86) also suggest five characteristics of input for acquisition. First, the learner must focus and understand the content of the messages, not the form. The second, input must be interesting and relevant so that the learner gives the highest attention to the context of the message. Here Krashen suggests that the maximum acquisition would take a place when the learner “forgets” that the message is delivered in foreign language. The third, input should not be grammatically sequenced. It must be presented in the way children are exposed to their first language. Fourth, the input must be in sufficient quantity. Sometimes , teachers have no knowledge as to exact amount of input necessary for a learner before s/he is able to talk in second language. Huda (1999 :87) suggests that learners (children and adult) have to undergo a silent period before being able to participate in a conversation. Finally, the learner should be put the defensive in order that s/he acquires the input optimally. The affective filter must be low. This can be achieved through minimizing or eliminating error correction. Error correction should be limited to the items that are essentials to aid comprehension. Focusing on the content of the messages will also keep the filter low because the learner might forget that s/he is speaking in a foreign language.

So that, it is believed that the input is the essential environment ingredient. The acquirer does not simply acquire what he hears ; there is a significant contribution of the internal language processor ( Krashen, 1985: 2-3) not all input the acquirer hears is processed for acquisition, only the input which meets certain criteria is processed internally as acquisition, and the internal language processor itself generates possible rules according to innate procedures.

Besides two of input hypothesis that proposed by Krashen, another models was proposed by Stevick’s and Bialystok’s (Huda, 1999 : 9-10). According to Stevick’s model, the learned system may be stored in acquisition store, and it may serve as an initiator of an output as well. Another feature of this model is that some affective factors may function as a kind rheostat to make the performer’s mind sensitive or less sensitive to the acquired system. While Bialystok suggested that the model is organized into three levels: input, knowledge, and output. At the input level are language experiences to which the learner has been exposed such as reading and language lessons. Knowledge is described as the way information is stored. It consists of implicit linguistic knowledge, and other knowledge. Language output represents comprehension and production of language.

As state from explanation above, it can be concluded that the comprehensible input is the essential ingredient for second language acquisition. All the factors that encourage or cause second language acquisition only when they contribute to comprehensible input ( Krashen 1985:4). Therefore in this study, it depends on the teacher’s effort to make the input comprehensible to the learners.

1. **Teacher Talk**

Teacher talk is foreigner talk in second language acquisition classrooms (Krashen and Terrel 1983; Ellis 1986). There is good evidence that teacher is also roughly tuned to the level of the acquirer (Gaies 1977 and Krashen 1981). Teacher talk is motivated by the need to communicate. When a teacher *just talks* to his students, and if his students understand, he is not only giving the best language lesson since he will be supplying input for acquisition ( Krashen and Terrel 1983;35). Talk is one of the major ways that teachers convey information to learners, and it is one of the primary means of controlling behavior.

Related to interaction, teacher talk plays an important role in classroom interaction. This is so because through teacher talk, the teacher will make the learning and teaching process as a means to attract the students’ attention, stimulate the student responses upon specific messages and so forth. There are two functions of teacher talk: pedagogical and communicative functions (Flanders in Huda,1999). In pedagogical functions, the teacher’s utterance will become a model for the student. Moreover , it can also help the students to understand the learning materials and instructions. Meanwhile , in communicative function, teacher talk is intended to formulate and maintain social relationship between the teacher and the students in the learning and teaching process. It might to draw and focus learners’ attention, or to stimulate their responses towards and certain messages, etc.

Teacher talk is important because it is through language that teachers either succeed or fail to implement their teaching plans. While in term of the process of acquisition, teacher talk is important since it is regarded as the major source of comprehensible target language is likely to receive ( Nunan, 1991 :189). This is so because the teacher seems to be the most dominant person in language learning classroom. It is therefore her/his speech or talk is finally considered as the main source of input in language learning classroom. In addition, the proper teacher talk will also bring about the students’ positive feeling towards a lesson being taught.

Research on teacher talk in the classroom in general suggest that some of the findings are similar to the finding in the studies of foreigner talk. The teacher in the classroom makes linguistic adjustments and interactional modifications. Linguistic adjustments include the use of more accurate and standard pronunciation, and short sentence. Besides, the teacher also makes interactional modifications such as repetition, prompting, and repairs (clarification request, comprehension check, and confirmation check) (Huda : 1999).

1. **Communication in The Classroom Interaction**
	1. **Definition and Identifying Communication Strategy**

In Webster’s New Collegiate Dictionary(1981:225), communication is defined as a process by which information is exchange between individuals through a common system of symbols, signs, or behavior. There are three components on every process of communication. First, *participants* are two component or more in process communication that are often called sender and receiver of information or participant of communication. Second, *information* is an idea, comment, explanation, or suggestion. Third, it is *tool* that is used in communication such as language, signs, picture, direction, and it can be body movement (kinesics).

Communication strategies in classroom are appropriate to be identified by comparing them with other strategies ( Faerch and Kasper 1983, Tarone 1983). The following paragraphs describe the differences between communication strategies with other strategies namely production strategy and learning strategy.

A production strategy is a strategy of language use is defined as an attempt to use one’s linguistic system efficiently and clearly with minimum of effort ( Tarone in Faerch and Kasper 1983). Production strategies are similar to communication strategies in that they attempt to use one’s linguistic system. But production strategies differ in that they are lack of the interactional focus on the negotiation of meaning.

A learning strategy is an attempt to develop linguistic and sociolinguistic competence in target language (Tarone and Kasper 1983). The basic motivating force behind learning strategies is not the desire to communicate meaning, but the desire to learn the target language.

While communication strategy is a systemic technique employed by speaker to express his meaning when faced difficulties Corder (in Faerch and Kasper, 1983:2). The difficulties refer uniquely to the speaker’s inadequate command of the language used in the interaction. 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.

Faerch and Kasper (1983) defined communication strategies as potentially conscious plans for solving what to an individual presents it self as a problem in reaching particular communicative goal. Their definition is related to foreign language teaching and learning with two defining criteria problem-orientedness and consciousness ( Faerch and Kasper 1983: 31-36)

Tarone ( in Faerch and Kasper 1983) defines communication strategies as mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared. This definition is very relevant with the interactionist view of second language acquisition.

Further , Tarone (in Faerch and Kasper 1983 :65) sets out the following criteria as characteristic of a communication strategy:

1. A speaker desires to communicate a meaning to the listener.
2. The speaker believes the linguistic or sociolinguistic structure desired to communicate is unavailable, or is not shared to the listener.
3. The speaker choose to :
4. Avoid- not attempt to communicate meaning x : or
5. Attempts alternative means to communicate meaning x. the speaker stops trying alternatives when it seems clear to the speaker that there is a shared meaning.
	1. **The Nature of Classroom Interaction**

Interaction is the heart of communication, and communication itself, whether it is oral or written, is the central goal of the foreign language learning. In order to achieve that goals, the learners or the students need to cooperate and interact among themselves, between them and the teacher, or between them and somebody else who are aware of language learning. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers, 1987).

Etymology the word “interaction” comes from Latin word : *inter* and *agree* that mean reciprocal process. Here , what is meant by reciprocal process is an activity to exchanging message systematically by using verbal or non verbal media ( Sampson in Hanafi, 2000). Howe (1981) defines interaction as an activity that is initiated by taking turn. He further adds that a good interaction should include address, topic or information, and response. Rivers (1987) defines interaction as a collaborative activity performed by two or more people by using verbal or non verbal media that involve context and situation, delivering and receiving messages, understanding the ideas or messages, and negotiating meaning.

Based on those various definitions, it finally can be concluded that basically interaction is a systematic and collaborative activity that requires both the addressor and the addressee to exchange ideas or messages and negotiate their meaning either by using verbal or non verbal media.

* 1. **Types of Communication in Classroom Interaction**

There are various level and types of communication in the context of classroom interaction. (Barker, 1982:11-13), they are:

1. Intrapersonal communication

Intrapersonal communication is the communication that takes place within the individual. In the classroom, self-to self communication will take one of two forms: teacher to self (T-T) or student to self (s-s). In this case communication occurs within a single teacher or a single student. In each case communication occurs within a single teacher or a single student.

1. Inter personal communication

It is communication that involves two individuals- an originator and a responder, it occurs in any face to face encounter and is important medium of instruction in the classroom. The three forms of interpersonal communication in the classroom are teacher to student (T-S1), student to teacher (S1- T),and student to student(S1-S2). At this level of communication the message is transmitted to a single student by the teacher, to the teacher by a particular student, or from one student to another student. Examples of interpersonal communication in the classroom include: particular questions about assignments, counseling sessions between student and teacher, team projects between individual students, and teacher-student discussions of seatwork as the teacher moves from desk to desk.

1. Group communication

Group communication is probably used more often in the classroom than any other single of communication. It involves communication between teacher and several students ( T- Ss), between several students and the teacher (Ss- T), or between single student and several students (S1- Ss). Examples of group communication in the classroom are class discussions, class recitations, and activities involving group projects.

1. Cultural communication

In cultural communication, the originator of the messages is often unknown. In most forms of cultural communication, there are a number of originators who have helped shape the cultural message. Laws, mores, folkways, and art are all forms of cultural communication. In the classroom the culture communicate to the teachers (C- Ts) as well as to the students (C- Ss). The influence of culture is not restricted to this level of communication but also influences group, inter personal, and even intra personal communication. Culture dictates moral values, ethical consideration, and educational values which affect perception of the communication setting.

In conclusion, communication plays a central role in all classroom activities. The importance of communication, to the teacher, extends beyond the personal considerations and responsibilities of the average citizen. At a variety of different levels, teachers are engaged in training students to become well-balanced citizens in our society.

Related to this study, the group communication is the appropriate one and specifically the communication between the teacher and several students or many students (T- Ss).

1. **Communication strategies in the classroom interaction**

As state above, that communication practice provided in the school differs 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 or linguistic forms, but rather has the function of making students or learners learn (Faerch and Kasper, 1983:21). In the classroom, communication is important. However, in this setting information sharing among teacher and students is the primary goal. The components and processes of classroom communication are similar to those in other setting, but the function and patterns of classroom communication are unique. The oral interaction that occurs in the classroom affects the personality development, intellectual development, and social development of students and teacher alike.

While Tarone taxonomy is based on the notion of communication strategy used by second language learners Tarone (1981, in Faerch and Kasper, 1983 :62 ). The kind of strategies she proposed do not intended to be the final categorization of all communication strategies, but it is simply provided to help clarify the notion of communication strategy.

The kind of strategies is described bellow :

1. Avoidance

Avoidance is common communication strategy that can be broken down into several subcategories and thus distinguished from other types of strategies.

Topic avoidance: the learner simply tries not to talk about concepts for which the target language item or structure is not known.

Message abandonment: the learner begins to talk about a concept but it is unable to continue and stop in mid-utterance.

1. Paraphrase
* Approximation : the learner uses a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features with the desired item to satisfy the speaker (e.g.,pipe for waterpipe).
* Word coinage: the learner makes up a new word in order to communicate a desired concept (e.g, airball for ballon)
* Circumlocution : the learner describes the properties of the object or action instead of using the appropriate target language item or structure( e.g., it’s oval and shiny, or she is, uh, smoking something…that’s uh, Persian, we use in Turkey, a lot of)
1. Borrowing
* Literal translation: the learner translates word from the native language.
* Language switch : the learner uses the native language term without bothering to translate.
1. Appeal for assistance

The learner asks to students for the correct item( e.g., what is this? What is it called?)

1. Mime

The learner uses non-verbal tactics in place of a lexical item or action(e.g, clapping one’s hand to illustrate applause), or to accompany another communication strategy (e.g, it’s about this long)

Ellis (1990) also mentions communication strategies that may be used by teacher to make their input comprehensible are repetition, paraphrase, translation, appeal for assistance, and mime.

1. Repetition strategy

Teachers simply repeat the problematic target language items in order to give time to learners to understand it (Mitchell in Ellis:1990). It is employed by native speaker teacher in order to consolidate the second language learners’ comprehension of unfamiliar items.

1. Paraphrase strategy

It is used by teachers to rewords the messages or information in an alternate acceptable target language construction in situations where the appropriate form or construction is not known or not yet stable to learners (Tarone in Bialystok: 1990).

There are three types of paraphrase strategy. They are ;

1. Approximation , the use of a single target language vocabulary item or structure, which teachers know is not appropriate but shares enough semantic features in common with desired item to make learners understand.
2. New words introduction, the teachers introduce a new word in order to communicate a desired concept ( into general one) that may be difficult to understand to the students.
3. Circumlocution, it is wordy extended process in which appropriate target language structure.
4. Translation strategy

It is used when teachers translate their English into the native language.

1. Appeal for assistance strategy

It is used when teachers consult any sources of authority : a colleague, a dictionary, etc.

1. Mime strategy

It includes all non- verbal accompaniments to communication, particularly those that serve in the place of missing target language word.

Another kind of communication strategies examined in this study is proposed by Mitchell (in Ellis 1990). This strategy called *repetition,* it is employed by teacher in order to consolidate the second language learners’ comprehension of unfamiliar items. In repetition strategy, the teacher simply repeats the problematic item in order to give the learners time to understand it.

1. **Review of Related Studies**

There is other researcher whose study in line with communication strategies used by teacher in classroom. It was done by Yudi Arianto (2011) “ A Descriptive Study on Classroom Interaction in Speaking Class Academic Year 2010/ 2011”. In his thesis the subject was a lecturer who teach adult learners / students of university. His study was intended to investigate and describe the interaction that occurs in the speaking class. It differs from this study, which the subject are English teachers who teach learners in Junior High School level.

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.