**COMMUNICATION STRATEGIES USED BY ENGLISH TEACHERS IN TEACHING ENGLISH IN ACCELERATION CLASS AT MTsN KANIGORO KRAS KEDIRI**

**ACADEMIC YEAR 2011/2012**

**THESIS**



**By**

**IMAM BASORI**

**NIM. 3213083008**

**ENGLISH EDUCATION PROGRAM**

**DEPARTMENT OF ISLAMIC EDUCATION**

**THE STATE ISLAMIC COLLEGE**

**(STAIN) TULUNGAGUNG**

**2012**

**COMMUNICATION STRATEGIES USED BY ENGLISH TEACHERS IN TEACHING ENGLISH IN ACCELERATION CLASS AT MTsN KANIGORO KRAS KEDIRI**

**ACADEMIC YEAR 2011/2012**

**THESIS**

Presented to

The State Islamic College of Islamic Tulungagung In partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam in English Education Program

**By:**

**IMAM BASORI**

**NIM. 3213083008**

**ENGLISH EDUCATION PROGRAM**

**DEPARTMENT OF ISLAMIC EDUCATION**

**STATE ISLAMIC COLLEGE**

**(STAIN) TULUNGAGUNG**

**2012**

**ADVISOR’S APPROVAL SHEET**

This is to certify that the Sarjana's thesis of Imam Basori has been approved by the thesis Advisor for further approval by the Board of Examiners

Tulungagung, June 18th, 2012

Advisor,

**Arina Shofiya, M.Pd.**

**NIP. 19770523 200312 2 002**

**LEGITIMATION FROM THE BOARD OF THESIS EXAMINERS**

This is to certify that the Sarjana thesis of Imam Basori has been approved by the Board Examiners as the requirement for degree of Sarjana Pendidikan Islam in English Education Program.

**Board of Thesis Examiners**

Chair, Secretary,

**H.Nursamsu, M.Pd. Dwi Astuti Wahyu Nurhayati, M.Pd.**

**NIP. 19780204 20091 1 003 NIP. 19760222 20091 2 003**

Main Examiner,

**Dr.Erna Iftanti, M.Pd.**

**NIP. 19720307 200901 2 002**

Tulungagung, June 27th, 2012

Approved by

The Chief of STAIN Tulungagung

**Dr.Maftukhin, M.Ag**.

**NIP. 19670717 200003 1 002**

**MOTTO**

**‘’The best person is the one**

**who is always meaningful for others”**

**“Those who struggle hard will get the best result”**

**DEDICATION**

The writer dedicates this thesis to:

His beloved spiritual teachers K.H. Sholahudin Al Ayyubi, T.Agung, K.H. Muhammad Ghalib, Blitar who always give guidance, motivation, Islamic knowledge and everything for his life

His beloved parents (Samud and Juanah) who give him true love, motivation, and everything for his life

His beloved sisters (Sri Handayani and Nurul Sulasmi ) who always gives suggestion, spirit, and motivation

Nurdianah who gives me spirit and motivation to finish this thesis

His classmates who always give support and help . he thanks to all classmates for togetherness and sweet memory, he will miss them all.

All his friends

**DECLARATION OF AUTHORSHIP**

The undersigned below:

Name : Imam Basori

ID Number : 3213083008

Address : Ds. Mojoagung, RT/RW. 03/01

Kec. Ngantru, Kab. Tulungagung.

Phone Number : 087756373490

This is certify that the thesis, I composed to fulfill the requirement for Islamic education degree entitles “*Communication Strategies used by English Teacher in Teaching English in Acceleration Class at MTsN Kanigoro Kras Kediri*”*.* Due to this fact, I am the only person who responsible for the thesis if there is any objection of claim from other.

Tulungagung, June , 2012

**IMAM BASORI**

**NIM.3213083008**

**ABSTRACT**

Basori, Imam, 2012, 3213083008 “ Communication Strategies used by English Teacher in Teaching English in Acceleration Class at MTsN Kanigoro Kras Kediri “. Thesis, English Education Program, Department of Islamic Education, State Islamic College (STAIN) Tulungagung. Advisor : Arina Shofiya, M.Pd.

Key words: communication strategies, classroom interaction, acceleration class

Communication is the most basic one in human relationship. Through communication, one can change ideas, share experiences with others, help, and understand others, furthermore, can maintain a good social relationship with others. 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.

This study was conducted in order to investigate the communication strategies that are used by The English teachers of Acceleration Class of MTsN Kanigoro and to describe how the teachers apply the communication strategies in teaching learning process. It was aimed to answer the research problem : 1) what kind of communication strategies do the teachers in teaching and learning interaction use? 2) how do the teachers apply the communication strategies in teaching learning process?

In this study , the researcher uses descriptive qualitative research. The subject of this study were three English teachers of Acceleration class of MTsN Kanigoro. The data of this study were the utterances of the teachers. However, the utterances spoken by students are considered as complements of data. Hence, it is also called as a conversational analysis. In collecting data, the writer employed several instruments, and the key instrument was the researcher himself.

In collecting data, the researcher employed several instruments, and the key instrument was the researcher himself. After data were collected completely, the researcher analyzed the data. In analyzing data, the writer selected, transcribed, and organized the raw data. Then, the data were displayed. In the last procedure, the researcher concluded and verified the data that were transcribed.

Based on the result of the study, the researcher found several kinds of communication strategies that were used by the English teachers. They are repetition, mime, circumlocution, translation, language switch, and appeal for assistance. The other strategy that are not proposed in the theory were also employed by the teachers, they are spelling the word and write the word that could not be understood by students on the white board. The teachers applied the strategy to overcome communicative problem during interaction in the classroom. Sometimes the teacher applied several strategies in one utterance jointly. The researcher found that three teachers have different strategies when they communicate with the students. The use of strategy was based on the teaching technique that they employ. However, researcher found that the most frequent strategy that was used by the teachers was repetition.

**ABSTRACT**

Basori, Imam, 2012, 3213083008 “ Communication Strategies used by English Teacher in Teaching English in Acceleration Class at MTsN Kanigoro Kras Kediri “. Thesis, Tadris Bahasa Inggris, jurusan Tarbiyah, Sekolah Tinggi AgamabIslam Negeri (STAIN) Tulungagung. Pembimbing : Arina Shofiya, M.Pd.

Kata kunci: strategi komunikasi, interaksi kelas, kelas akselerasi

Komunikasi adalah hal yang paling mendasar dalam hubungan antar manusia. Melalui komunikasi, orang dapat menyampaikan ide-ide, berbagi pengalaman dengan yang lain, membantu, dan memahami orang lain, lebih- lebih dapat memelihara hubungan social yang baik dengan lorang lain.Dalam kegiatan belajar- mengajar, komunikasi terjadi antara guru dan siswa. Di dalam berinteraksi, guru biasanya berperan sebagai pemberi informasi dan siswa berperan sebagai pencari informasi. Dalam mencapai target belajar- mengajar, guru dan siswa memiliki strategi mereka sendiri dalam berkomunikasi. Selain itu, permasalahan mungkin lebih besar ketika komunikasi dilakukan dalam bahasa asing. Karena itu, beberapa strategi dalam komunikasi seharusnya digunakakan oleh mereka agar membuat komunikasi berhasil.

Penelitian ini dilakukan untuk mengetahui strategi komunikasi yang digunakan oleh guru-guru bahasa inggris kelas akselerasi MTsN Kanigoro dan untuk menggambarkan bagaimana guru–guru menerapkannya di dalam proses belajar – mengajar. Semua itu dimaksudkan untuk menjawab rumusan masalah penelitian: 1) jenis strategi komunikasi apa yang digunakan oleh guru di dalam interaksi belajar mengajar? 2) Bagaimana guru menerapkan strategi komunikasi dalam proses belajar mengajar?

Dalam penelitian ini , peneliti menggunakan peneltian deskriptif kualitatif. Subjek penelitian adalah tiga guru bahasa inggris kelas akselerasi MTsN Kanigoro. Data dari peneltian ini adalah ungkapan-ungkapan para guru. Bagaimanapun, ungkapan-ungkapan dari siswa juga digunakan sebagai pelengkap data. Oleh karena itu, ini juga disebut sebagai analisa percakapan.

Dalam pengumpulan data, penulis menggunakan beberapa instrument, dan kunci dari instumen adalah peneliti sendiri. Setelah data terkumpul lengkap, penulis menyeleksi, mentranskrip, dan mengolah data mentah, kemudian data disajikan.dalam prosedur terakhir, peneliti menyimpulkan dan menguji data yang telah ditranskrip.

Berdasarkan dari hasil penelitian, peneliti menemukan beberapa jenis komunikasi yang digunakan oleh guru-guru bahasa inggris kelas akselerasi. Yaitu : *repetition, mime, circumlocution, translation, language switch, dan appeal for assistance*. Strategi lain yang tidak dikemukakan dalam teori juga dilakukan oleh guru yaitu mengeja kata dan menuliskankata yang tidak dipahami oleh siswa di papan tulis. Guru menerapkan strategi untuk mengatasi permasalahan komunisi selama interaksi di dalam kelas. Terkadang guru menerapkan beberapa strategi dalam satu ungkapan secara bersamaan. Peneliti menemukan bahwa ketiga guru menggunakan strategi yang berbeda ketika berkomunikasi dengan siswa. Penggunaan strategi berdasarkan teknik mengajar yang mereka terapkan. Selanjutnya peneliti menemukan bahwa strategi yang paling sering digunakan guru adalah *repetition*.

**ACKNOWLEDGEMENT**

In the name of Allah The Most Beneficent and The Most Merciful. All praises are to Allah who has been giving his the mercies and blessing, so this thesis can be finished all. May peace and salutation to prophet Muhammad (pbuh) who has guided us to the right way.

The writer would like to express his special genuine thanks to:

1. Dr. Mafthukin, M.Ag as the chief person of STAIN Tulungagung who legalizes this thesis.
2. Mrs. Arina Shofiya, M.Pd. as the head of English Education Program and the writer's thesis advisor for valuable guidance as well as her constructive suggestion. Without her help and devotion of time, the completion of this thesis is supposed to be impossible.
3. Mr. Amak Burhanudin, M.Pd. as a Head Master of MTsN Kanigoro and Syaeful Ali, M.Pd.I as the Chief of Acceleration Class Program who give permission the writer to conduct the research in the school.
4. All English teachers of Acceleration Class for the cooperation as the subject of research.
5. His parents, brother, sister, and his friends who give him moral support and valuable encouragement.

Finally, he hopes that this thesis will be very useful for the reader and also for himself. The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, June, 2012

The Writer

**TABLE OF CONTENT**

TITLE………………………………………………………………………… i

APPROVAL………………………………………………………………… iii

MOTTO………………………………………………………………….......... v

DEDICATION……………………………………………………………… vi

DECLARATION OF AUTHORSHIP………………………………… vii

ABSTRACT…………………………………………………………… viii

ACKNOWLEDGEMENT………………………………………………… xii

TABLE OF CONTENT…………………………………………………… xiv

**CHAPTER I INTRODUCTION**

1. Background of Study……………………………………………………… 1
2. Formulation of Research Problem……………………………………… 6
3. Objectives of the Study…………………………………………………. 6
4. Scope and Limitation of the Study………………………………. 6
5. Significance of the Study…………………………………….. 7
6. Definition of Key Term…………………………………………….... 7
7. Organization of The Research………………………………………… 8

**CHAPTER II REVIEW OF RELATED LITERATURE**

1. Review of related theory………………………………………… 10
   1. Input in second language acquisition……….………………. 10
   2. Teacher talk………………………………………………… 14
   3. Communication in the classroom interaction………………… 16
2. Review of related studies………………………………………… 26

**CHAPTER III RESEARCH METHOD**

1. Research Design…………………………………………………. 27
2. Subjects of Study…………………………………………...... 28
3. Data Sources…………………………………………………… 28
4. Data Collection and Research Instrument……………………… 28
5. Data Analysis Method……………………………………………… 30
6. Triangulation….………………………………………………… 30

**CHAPTER IV FINDING AND DISCUSSION**

1. Data Presentation and Analysis
   1. Repetition …………………………………………… 33
   2. Mime ……………………………………………………….. 37
   3. Circumlocution ………………………………………………. 39
   4. Appeal for Assistance………………………………………… 39
   5. Literal Translation…………….………………………… 40
   6. Language Switch………………………………………… 41
2. Discussion…………………………………………………… 42

**CHAPTER V CONCLUSION AND SUGGESTION**

1. Conclusion…………………………………………………… 49
2. Suggestion…………………………………………………… 50

References………………………………………………………………

Appendix…………………………………………………………………