CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

To support the analysis, the researcher takes some experts' theories related to this research. Those are input in second language acquisition, teacher talk, and communication in classroom interaction, which includes of definitions and identifying communication strategies, identifying classroom interaction, types of communication in classroom interaction, and communication strategies in classroom interaction.

1. Input in Second Language Acquisition

There are two ways in develop language, *acquisition* and *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.

Lightbown and Spada (2001) observe that acquisition occurs during the formative years, usually commencing in early childhood before age three, and it is learned as part of people growing up, among people who speak it fluently.

In contrast, learning ismore conscious and explicitly sequenced process of 'accumulating knowledge of linguistic features such as vocabulary, sentence structure and grammar, typically in an institutional setting' (Yule 1985:163).

The difference between these ways of developing language competence is manifest most clearly in their outcomes: through acquisition the contextual understanding of the language is gained, and through learning, knowledge 'about' the language: 'knowing the rules, being aware of them, and being able to talk about them' (Krashen 1982:10).

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. In simple way, acquisition is governed by universal language strategy available to all language learners.

In other hand, on the learning, the learner do not focus 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.

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.

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 refers 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.

It means, 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. Its not an easy job, the teacher needs to clearly undestand about input in acquisition.

2. Teacher Talk

Teacher plays a very important role in teaching and learning activities in the classroom. A teacher is the center of the students to ask and share everything. What teacher says in order to convey lesson during class is called teachers' 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 the students, and if the students understand, the teacher is not only giving the best language lesson since the teacher 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.

There are a number of characteristics of teacher talk based on Thornbury (1996). Some of these are:

(1). The use of referential questions, where the teacher asks the class something (e.g., What did you do at the weekend?') to which he or she does not know the answer, and which therefore has a genuine communicative purpose. This is in contrast to typical ‗display' questions (e.g., comprehension question on a reading text) to which the teacher already has the answer, and only asks so that the class can display their understanding or knowledge.

(2). Content feedback by the teacher, where the teacher's response to student contributions focuses on the content of what the student says the messagerather than the form (e.g., the correctness of the grammar or pronunciation).

(3). The use of speech modifications, hesitations, and rephrasing in the teacher's own talk, e.g., when explaining, asking questions, giving instructions, etc.

(4). Attempts to negotiate meaning with the students, e.g., through requests for clarification and repetition, and giving opportunities for the students to interrupt the teacher and do the same.

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).

It happens 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.

3. Communication in the Classroom Interaction

3.1 Definition and Identifying Communication Strategy

Communication strategies are often used in dealing with conversational problems in second language learning due to learners' limited knowledge of the second language. Speakers from the second language sometimes get stuck during conversation and it can cause misunderstanding. In real communication,

speakers do not only use their mastery of grammar, vocabulary, and some useful expressions, but they need to learn to use some tactics when they meet difficulties in transferring meaning and expressing feeling. They react and communicate not only through words, but also through facial expressions, gestures, and non-verbal sounds. Those statements suggest that communication strategies have importantfunction in spoken communication.

Bialystok (1990: 3) mentions four definitions relating to the strategies of second language learners: 1).   A systematic technique employed by a speaker to express his meaning when faced with some difficulty (Corder, 1977);

2).A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared (Tarone, 1980);

3). Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch and Kasper, 1983a);

4). Techniques of coping with difficulties in communicating in an imperfectly known second language.

Tarone points out that communication strategy is a systematic attempt by the learners to express or to code meaning in the target language rules have not been formatted(Tarone: 1980: 194).

The use of communication strategies affects the result of communication. There are four major effects which influence the choice of strategies. They are

effects of proficiency level, effects of problem source, effects of personality, and effects of learning situation. The effects of proficiency level means that the proficiency level of participants influences the choice of strategy.

The effects of problem source means that is likely that avoidance depends on the grammatical structure involved. The effect of personality means that personality factors of the speaker may highly correlate with the strategy preference. One learner may speak quickly in retelling story, whereas another elaborate and appeal for instance. Then, the effect of the learning situation means that situation can affect the communication strategies and the type of strategy used. Second language learners will use strategy fewer in classroom than in natural environment.

3.2 Classroom Interaction

Etymology discussion, 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).

Interaction is the heart of communication, and communication itself, whether it is oral or written, it is the main goal of the foreign language learning. In order to achieve the 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 simple way, communication is derived from interaction since in

communication there must be interaction between people who have something to share (Rivers, 1987).

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.

3.3 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:

a. 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.

b. Interpersonal 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.

c. 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.

d. 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, culture communication 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).

4. 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 in Faerch and Kasper, 1983:62). The kind of strategies Tarone 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 speaker'sdeliberate decision, they wont speak because they expect communication problems to arise. This avoidance is a common strategy for second-language learners, causing them to remain silent when they would otherwise contribute to a conversation simply because some aspect of vocabulary or grammar is not known. It is one way to assure that communication continues. Avoidance consists of:

a).**Topic avoidance**

Topic avoidance occurs when learners manage to prevent the occurrence of topics that are certain to present difficulties.

b).**Message abandonment**

Message abandonment refers to communication strategy that is

used by speakers when they stumble into a topic that is too difficult and simply give up and go on to another.

(2).**Paraphrase**

Paraphrase is restatement of a text giving meaning in another form. Tarone (1977: 198) defines paraphrase as the rewording of the message in an alternate, acceptable target language construction, in situations where the appropriate form or construction is not known or not yet stable'. There are three components in paraphrase. Those are:

a).**Approximation**

The first is approximation, which is defined as the use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the learner'.Approximation, then, includes virtually all word substitutions that the learner knowingly employs to serve in place of the more accurate term. For example, *worm* for —*silkworm* and *pipe* for —*waterpipe*.

b).**Word coinage**

The second paraphrase strategy is word coinage. Learner makes up a new word in order to communicate a desired concept (Tarone, 1977: 198). For example, speakers say —*airball* to refer to the word —*balloon*.

c).Circumlocution

The final paraphrase strategy is circumlocution. Circumlocutionis a worldly extended process in which the learner describes the characteristics or elements of the object or action instead of using the appropriate target language structure'. For example, a speaker does not know the word —*helmet*, then he says some words to his interlocutor —*She is, uh, using something. I don't know what's name.I don't know how to say.It's like a ball, and we use in head.*

(3). Conscious Transfer

The next strategy is conscious transfer. It has two manifestations.

a). Literal translation

The first is in the literal translation of words or phrases, and the second in the interspeals of words from another language (language switch). Literal translation is an attempt of the speakers to translate word for word from the native language. For example, —*He invites him to drink* for —*They toast one another*.

b).Interspeals translation or language switch

Interspersals translation or language switch is that the speakers employ the native language term without bothering to translate. For example, Indonesian speakers may say —*balon* for —*balloon*.

(4)Appeal for Assistance

Appeal for assistance occurs when the learner has consulted any source of authority: a native speaker, the experimenter, a dictionary. The strategy is often smuggled into other more verbal efforts, however, by such prosodic features as rising intonation which implicitly elicits some assistance or validation from the listener. For example, ―*What is this*?

(5)Mime

The final strategy is mime. It includes all non-verbal accompaniments to communication, particularly those that serve in the place of a missing target language word. For example, clapping one's hands to illustrate applause or raise the eyebrows to show non-understanding.

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

a. 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.

b.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 (Taronein 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 maybe difficult to understand to the students.

3. Circumlocution, it is wordy extended process in which appropriate target language structure.

c. Translation strategy

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

d. Appeal for assistance strategy

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

e. Mime strategy

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

B. Review of Related Studies

There is other researcher whose study in related with communication strategies used by teacher in classroom. It was done by Oktavia Herawati (2015) entitled "Communication Strategies Used By The Eighth Grade Students of SMP Negeri 1 Surakarta in Developing Speaking Skill". In that research, she analyzed the student, the subject of the research were the students. She introduced the students about communication strtegies, and the students interested to apply communication strategies in learning English, and the students was increasing their understanding in English. That research shows us that communication strategy is very helpful to increase students understandingin learning English.

Inherresearch, the subject were the students.It differs from this research, which the subject was the English tutor who teach English for learners in different background study which found at EFB Tulungagung. In addition, this research focus on communication strategy used by The English tutor. The data of this research was the utterances of the English tutor. Meanwhile, the utterances spoken by the learners are considered as complements of data.

In the present study, data is gathered from the English tutor and the learnersatEFB Tulungagung. The subject of this research was the English tutor

of EFB Tulungagung. The researcher takes EFB Tulungagung as a location of observation. The reason is, nowadaysmany learner moves to English course for improving their ability in English. The researcher believes that English courseshas an effective method in teaching English, and also the tutors are master and trusted is teaching English.

Nowadays, English course becomes a shortcut and best choice to learn English. Its not only about facilities, but it is about method and strategy. Many courses has differenttreatment with formal schoolin process of learning English. The learner is set in interested and excited learning activities in group communication.The different is, there is no pressure in learning English. There, the tutor has very fun and enjoy way in teaching learning process. It is assumed that the tutor can lead the learner to give all focus in teaching learning process, the learner is very motivated in learning English, then all their potention will appear, and its the key for better result in learning English.