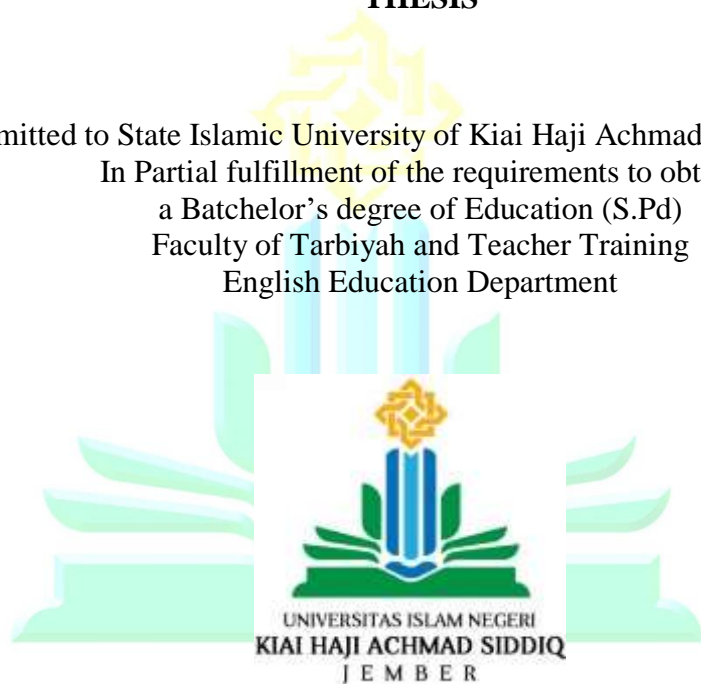


**AN ANALYSIS OF NEGOTIATION OF MEANING IN SPEAKING ACTIVITY
AT THE ELEVENTH GRADE STUDENTS OF SMAN I GADING PROBOLINGGO
IN ACADEMIC YEAR 2022 / 2023**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial fulfillment of the requirements to obtain
a Bachelor's degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ**

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ENGLISH EDUCATION PROGRAM
JUNE 2023**

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Has been examined and approved as the requirement to obtain
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Day : Monday
Date : 26th of June 2023

The board of examiners

Chairman

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of Tarbiyah and Teaching Training

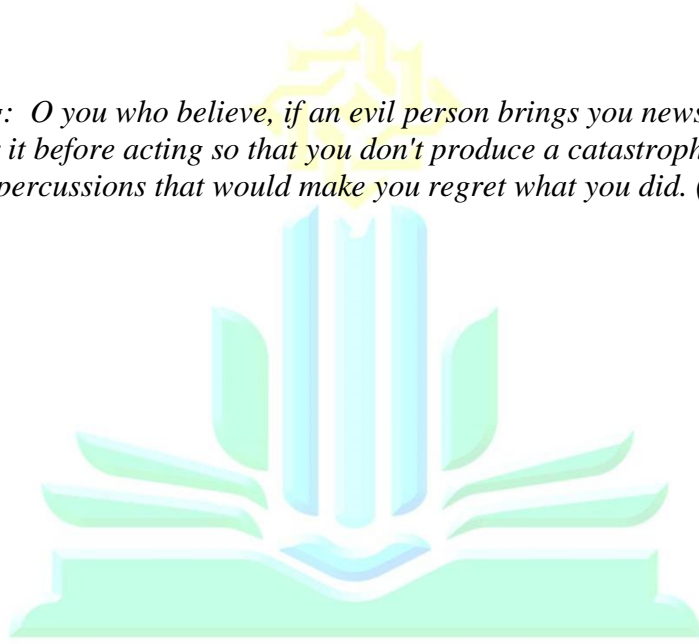


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MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهْلَةٍ فَتُصِحُّوا عَلَىٰ مَا فَعَلْتُمْ
نَدِمِينَ

*Meaning: O you who believe, if an evil person brings you news, carefully consider it before acting so that you don't produce a catastrophe without knowing the repercussions that would make you regret what you did. (Al- Hujurat : 6)*¹



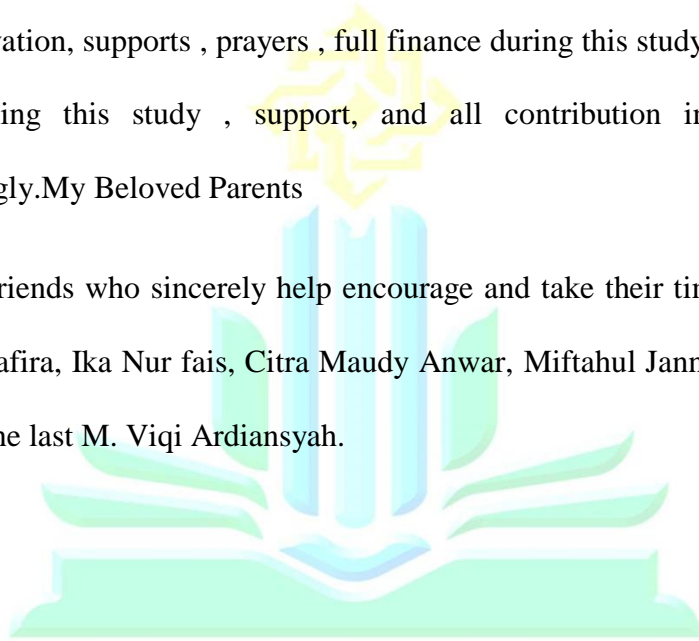
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¹ Hadrat Mirza Tahir Ahmad, The holy Qur'an-Arabic text and English translation, trans. Mualawi Sher'Ali (UK: Islam international publication Ltd, 2015), 611.

DEDICATION

This Thesis is dedicated Special for

1. My Dad and My mom , Mr. Suharianto and Mrs Maria Ulfah for their motivation, supports , prayers , full finance during this study and the process of finishing this study , support, and all contribution in the writers life lovingly. My Beloved Parents
2. My Friends who sincerely help encourage and take their time, especially, Fira Iga Safira, Ika Nur fais, Citra Maudy Anwar, Miftahul Jannah, Mega fajarwati and the last M. Viqi Ardiansyah.



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J E M B E R

ACKNOWLEDGEMENT

Alhamdulillah, firstly all praise due to Allah SWT for giving me, mercy blessing, healthy, and opportunity to finish my undergraduate the thesis. Secondly, my sholawat and salam to prophet Muhammad Saw who has guided us from the darkness to the lightness and brought us from stupidity to the cleverness era.

The researcher really realized that this undergraduate thesis would not finish without help and motivation from other people who have given me and opportunity in this section. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help , encouragement and contribution to the researcher in the process of the study :

1. Prof. Dr. H. Babun Soeharto, S.E.MM, as a rector of University Islamic Kiai Haji Ahmad Shiddiq of Jember who has given me opportunity for me to study in this University.
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7. My all beloved lectures who have been patient and generous to teach me anything about English and general knowledge.

I wish Allah SWT give blessing to all of you. The researcher realizes this undergaraduate thesis is still far from being perfect. Therefore, criticisms and suggestion will be appreciated . The researcher hopesthis undergraduate thesis could give contribution and usefull with the English Teacher, the students and also for the other researcher in university.

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R
Probolinggo, 24 June 2023
The Writer

Adillia Mar'atus Salsabila

ABSTRACT

Adillia Mar'atus Salsabila,2023 : *An Analysis Negotiation of Meaning in Speaking Activity at Eleventh Grade of SMAN I Gading Probolinggo.*

KeyWords : Negotiation of Meaning , Speaking Activity, Qualitative Research

Since speaking is being one of the important roles in the success of foreign language learners, it is very necessary and important for the students to learn it. By speaking, students can master components of speaking such as: vocabulary, grammar, pronunciation, and fluency. In speaking, students can also reduce misunderstandings in the pronunciation of sentences and words. Poor pronunciation, and improper use of words, can lead to misunderstandings of meaning by both the speaker and the interlocutor. As a result, researchers are motivated to conduct research on issues that students face and use negotiation of meaning strategies to be applied to research to solve these issues.

There were two research questions in this research, those were: 1). What is the component in negotiation of meaning mostly used by the students? 2). Why does the student mostly use the specific component in negotiation of meaning?

This research used descriptive qualitative research methods that focus on the negotiation of meaning analysis that researchers encountered at SMAN I Gading Probolinggo. The subjects in this study were students of SMAN I Gading Probolinggo. For gathering the data, the researcher used interviews, observation, and document review. All the data were analyzed descriptively.

Research findings reveal that students used the negotiation of meaning component in doing conversation. The most component used by the students was trigger. The reason why the students used trigger since it can help the students to engage their friend in conversation, while the component signals and response used by the students as it can avoid the misunderstanding between two students when they conduct a conversation. The last was follow up, they used it since it to make the conversation easy to be understood.

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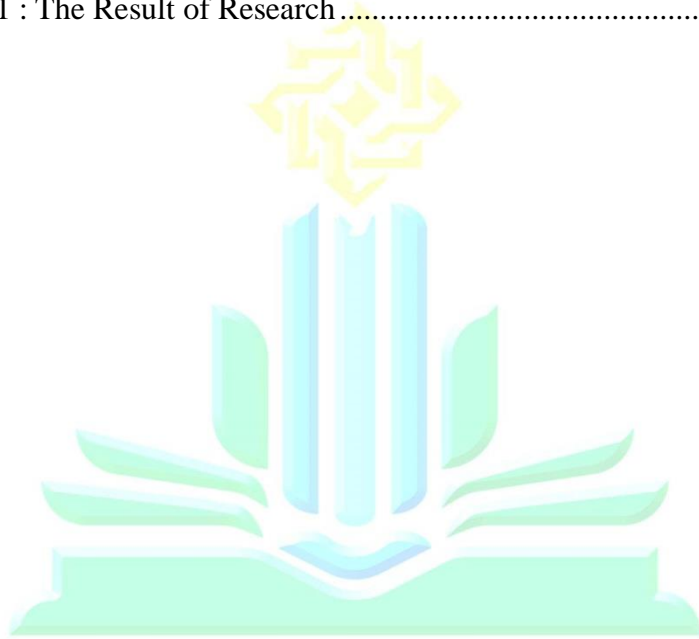
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CHAPTER I

INTRODUCTION .

A. Research Background

In this era, English was a lesson learned by students from elementary education to higher education . Based on curriculum KTSP 20006, the students were expected to master four abilities in english subject. The four skills are listening, speaking, reading, and writing.² This is applied in several activities such as conversation , listening to music, oral test, reading english articles, writing several short stories and even articles to help the learning process of students and the students themselves.

Among the four skills above, speaking was a skill that must be mastered by students, which becomes a blend of the ability between the brain, word or sentence processing and the pronunciation ability. According to Tarigan, H.G., speaking is the skill of articulating sounds or words to express, state, and convey thoughts, ideas, and feelings³. Now, we are in an area that the ability to speak fluently has become a must.⁴From the quote above, it can be explained that when someone has the ability to speak fluently, the message from the speaker can be conveyed properly to the listener so that there is no misunderstanding in receiving the message from the speaker. Speaking is the

²Diknas. 2006 . *Buku Satuan Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Depdiknas

³ Tarigan, H.G.. *Berbicara sebagai suatu keterampilan berbahasa*. (Bandung: Angkasa,2013)

⁴Samirah bal Hosni “Speaking difficullities encounhered by EFL Larnes” International Journal on studies in English language and Literature 6(june,2014)22.

most one for asking information in conversely for delivering information⁵and in this activity of asking for information, speaking is a method that is most often used.

Based on the results of the interview the research learns some problems faced by students when they have speaking activity. The Researcher found that most of the students did not use English in English class, they felt difficulty in vocabulary and pronunciation, besides they also felt nervous and shy when they had to speak as they were afraid to make mistakes. Actually, that made quite a bit of sense since in general, teachers used Indonesian dominantly. The researcher believed that teacher just wanted to make students understood about the material given, and the teacher used Indonesian as the best way to give material to students. The teacher has tried to guide and challenge students to speak in English, but the students usually use Indonesian. For example, when students wanted to do conversation with the friends, sometimes they did not use English. As commonly speaking was not taught practically, but book - based activity and emphasize largely grammar rules. It made the students difficult in learning speaking .

The students who were unable in speaking found difficulty when they were expressing idea or thought. They would be difficult to get the others message or intention , when they kept silent as they have no words to say. There

⁵Welty, D.A., & Dorothy, R.W . (1976). *The Teacher Aids in the intercultural Team*. New York: McGraw Hill

were some strategies that suitable to teach speaking, such as discussion, storytelling, and presentation . Discussion was one of the strategy used when learned speaking where students interact with each other, while story telling makes students speaking actively as they have to tell a story they are pushed to comprehend some sub skill related to speaking. Such as grammar, vocabulary, pronunciation and fluency, Presentation is one of strategies of speaking which allowed the students to tell about specific problem given. Beside the three above, there is a method called meaning negotiation whivh claimed by pica that it can help learners accomplish their language learning by helping them make input comprehensible and modify their own output and by providing opportunities for them to access second language form and meaning.⁶ According to Foster and Ohta Negotiation of meaning is one of a range of conversational processes that facilitate Second language acquisition as learners work to understand and express meaning in the second language. ⁷ In line with that, Yufrizal confirms that Negotiation of meaning is defined as series of exchanges conducted by addressors and adresees to help themselves understand and be understood by their interlocutors . ⁸ in summarry, we can conclude that is strategy in speaking, that help students in obtaining the message from interlocutor to avoid misunderstanding in speaking.

⁶Pica, T. (1987). Second-language acquisition, social interaction, and the classroom. *Applied Linguistics*, (8), 3-21. *Jurnal Bahasa Dan Sastra* Volume 6 No.1 Juli 2017

⁷Foster, P, &Ohta, S. (2005). Negotiation for meaning and peer assistance in second language classrooms. *Applied Linguistics*, 26(3), 402-430. *Jurnal Bahasa Dan Sastra* Volume 6 No.1 Juli 2017

⁸Yufrizal, Hery. 2007. *Negotiation of Meaning by Indonesian EFL Learners*. Bandung. Pustaka Reka Cipta.

In this case, when native speakers and non native speakers are involved in an interaction, both interlocutors work together to solve any potential misunderstanding or non understanding that occurs, by checking each others comprehension, requesting clarification and confirmation by repairing and adjusting speech and by repairing and adjusting speech .⁹It can be concluded that negotiating meaning can ease the students to have conversations, ask questions and give opinions. Because the activity of asking and giving opinions makes two people, the sender and receiver, helping each other to understand what is being by them.

There are several activities in speaking that is done by conversation, one of them is asking and giving opinion. Asking and giving opinion material is included in transactional interpersonal text, because it is used to communicate with other people properly and to get some information.¹⁰Doing Asking and giving opinion activity, the students are expected to express the feeling, his idea, and his emotion. Such as : *whats your opinion about?, do you have any idea, how do you feel about, what is your point of view, im agree with your opinion, thats so bad i dont agree with that, im sorry to hear that.*

During the negotiation process, students are provided with opportunities to use words and thus receive feedback, which may enable them to notice the

⁹Pica, T. Holliday, L. Lewis, N. Berducci, D. And Newman, J. 1991. *Language Learning through Interaction: What Roles does Gender Play?* Studies in Second Language Acquisition, 11, 63-90.

¹⁰Kurnia Megiyatri, Fostering students speaking skill in asking and giving opinion through talking chip technique (Thesis, UIN Syarif Hidayatullah : Jakarta,2019)p.16

discrepancy between the target language and. Negotiation of meaning assists students to overcome comprehension difficulties when students modify their input using clarification request, confirmation checks or comprehension checks on their production¹¹ also in all communication or conversation two people are exchanging information or they have a communication or conversation need. It means that the reason for people to communicate with each other is in order to tell people think, which they do not know, or to find things out from other people.¹² From the explanation above, it is known that , negotiation meaning also can use in conversation of asking and giving opinion. It is because when we make conversation, about asking and giving opinion we have some expression such as : agreeing, disagreeing, greeting giving command, taking leave, describing, asking for information. Then they can share about their opinion and receive the feedback well.

It is supported by Helmi¹³, in her research she found that negotiation of meaning can be used in teaching speaking because the negotiation of meaning can be used in teaching, because negotiation of meaning is considered more effective to avoid misunderstandings in interacting with each other.

Learning speaking is one of the hardest things to do, as they to speak and produce English orally and directly. When learning speaking, students will also

¹¹Pica, T. (1987). Second-language acquisition, social interaction, and the classroom. *Applied Linguistics*, (8), 3-21

¹²Ibid (8), 3-21.

¹³Helmi, An analysis of Negotiation of meaning in speaking class at the eleventh grade students of SMAN 1 Barru “ (Thesis, Muhammadiyah university of Makassar,2020)

learn about other aspects of negotiation of meaning such as trigger, signals, response, and follow up. ¹⁴The Research about students mostly use component negotiation of meaning. and why does the students mostly use the specific component in negotiation of meaning is very important to do because it make easier for the students to understand the content of the message from the other person as it can avoid misunderstanding.

This research was conducted at the eleventh grade of SMAN 1 GADING, condong Probolinggo . In this school, the teacher has taught the negotiation of meaning by some ways. For instances, the teacher taught the students by asking and giving opinion related to some sources. Along speaking activity in the class, the students often produced some mistakes. Misunderstanding can occur when they do a conversation especially in transferring their idea,. It makes them confused . when they do not have any words to say, they use body language or sometime use some filler such as “umm, “eee”, “aaa”, “uh”. To solve those kinds of problems , the teacher asked the students to use negotiation of meaning in speaking. It can avoid some misunderstanding in conversation.

Based on the explanation above, the researcher decides to conduct the research under the title : “An analysis negotiation of meaning in speaking activity through asking and giving opinion”.

¹⁴Pica, T. Holliday, L. Lewis, N. Berducci, D. And Newman, J. 1991. *Language Learning through Interaction: What Roles does Gender Play?* Studies in Second Language Acquisition. Vol. 11. Pp 63-90.

B. Research Question

1. What is the component in negotiation of meaning mostly used by the students?
2. Why does the student mostly use the specific component in negotiation of meaning?

C. Research Objective

3. To Analyze what is the component mostly used by eleventh students of SMAN 1 Gading Academic year 2021/2022 in negotiation of meaning.
4. To find out the reason why do the students mostly used spesific component in negotiation of meaning by eleventh students of SMAN 1 Gading Academic year 2021/2022

D. Significance Of The Research

The result of this research is expected to give some information explain as follows:

1. Theoretical Significance

The results of this Research are this research can become a reference for the student or other researcher to know the some component mostly used in negotiation of mening

2. Practical Significance

a. For students

Students can find out the analyze component mostly used, and specific component in negotiation of meaning.

b. For teacher

The research results can be used as the information in learning process and help teachers find problems faced by students in process of negotiation of meaning

c. For researcher

The result of this research can be used as the references to the other researchers who will conduct a research on the topic, also additional information and knowledge of experience in education, especially in teaching negotiation of meaning for a better future English.

E. Definition Of Key Terms

1. Negotiation of meaning

When native speaker and non native speakers are involved in an interaction, both interlocutors work together to solve any potential misunderstanding or non understanding that occurs, by checking each others comprehension requesting clarification and confirmation by repairing and adjusting speech and by repairing and adjusting speech.¹⁵

Based on theory above it can be concluded that In this study, negotiation of meaning is a strategy in English which can make easier for

¹⁵Ibid11,63-90.

students and someone to catch the understanding of the other person so that there is no misunderstanding between both of them.

2. Speaking

Speaking is the process of making and sharing meaning by using verbal and non-verbal symbol in different contexts.¹⁶ According to Bygate, speaking is the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences.¹⁷ Based on the theory above, it can be concluded that speaking is a person's ability where we can speak productively to communicate with two people or many people in everyday life, which affects our lives in conveying information or ideas, expressing our ideas to the interlocutors. So that the interlocutors understand what we are saying.

3. Asking and Giving opinion.

Asking opinion is used when someone wants to know about any one thought.¹⁸ According to Maulana, giving opinion is giving an expression or a view from our thought to another issue, which could be a personal point of view, agreement, and disagreement opinion.¹⁹ So, it can be concluded, Asking and giving opinion is an expression in which someone asks and gives

¹⁶ Chaney, A. (1998). Teaching Oral Communication in Grades K-8. USA. AViacom Company

¹⁷ Bygate, M. (1987). Speaking. Oxford: Oxford University Press

¹⁸ Nina Prastuti, Improving Students' Ability in Asking and Giving Opinion by Using Hangman Game. Journal (Pontianak: Tanjung Pura University, 2013), p.2

¹⁹ Maulana Y. Irwansyah, Fostering students' Speaking Skill of Giving Opinion Through Role Play, (UIN Syarif Hidayatullah: Jakarta), 2019, p.8

CHAPTER II

A. Previous Research

Departing from the selected title, there were several previous studies related to this research, there were :

1. A thesis written by Niki Nurazizah (2017) from English Departemen faculty of languages and arts Semarang State University, entitled " Learner's ability to Negotiate Meaning in Interactioal conversation : The case study of THR Conversation -3 (CV-3) Class of LBPP -LIA ".

This research was intended to found Negotiate meaning ability in interactional conversation, among class LBPP -LIA Semarang Imam Bonjol. The research used descriptive qualitative method. The research be able to know learne's ability by looking at which one is more dominant. Students or teacher and how the learne's use language based on the context of situation and context of culture. The students still have difficulties in negotiate meaning interactional conversation. But, the students still keep practicing then the conversation doesnot stop.

2. A Journal written by Hery Yufrizal (2001) Lampung university of 01 February, volume XII Number 1, entitled " Negotiation of Meaning and language acquisition by Indonesian ELF Learne's "

The objectives of this research is were to know negotiation meaning between indonesian learne's EFL in interactive english learning . This

research employed a qualitative research design. For gaining the data the research used investigasi, researcher give some exercise such as : role play, jigsaw, and gap information. Result from this research is gap information more effective then jigsaw and role play. .

3. A Thesis written by Meilia Rachmawati (2013) The Language and Arts Department of Teacher Training and Education Faculty entitled " An analysis of Negotiation of Meaning in Student's speaking trough information Gap at the Second Year of SMPN 29 Bandar Lampung 2013" .

This research was intended to found component in negotiation of meaning mostly used by the students and for investigated the student, do the students use negotiation of meaning The research is design is use qualitative descriptive and the objective of this research are 1) to investigate whether students at the second year of SMPN 29 Bandar Lampung use negotiation of meaning in their speaking 2) to investigate which component in negotiation of meaning that mostly used by the students. The results of this research is to show that all components in negotiation of meaning were used by students at the second year of SMP N 29 Bandar Lampung. The highest component was Trigger 32 items and the lowest component was Response Other-Modification 2 items.

4. A Journal written by Pauline Foster (1998), Oxford University Press Applied Linguistics 19/1 1-23 entitled " A Classroom Perspective on the Negotiation of Meaning".

This research used qualitative as a research descriptive. To collect data, in this study the researchers used recordings with a tape recorder. The result of this research was that it did not show a clear overall effect in task type or grouping. And for the strategy of negotiating meaning, it is not a strategy carried out by language learners. This however, tends to work when they faced gaps in their understanding. And for this study using a qualitative description.

5. A Journal written by Pica, T. Holiday, L. Lewis, N. Berducci, D. And Newman, J.1991, Oxford University Press Applied Linguistics Entitled “ Language Learning through Interaction : Roles does Gender play ? Studies in second Language acquisition . vol 11 Pp 63-90”.

This research used qualitative as a research descriptive. To collect the data, in this study the researchers used observation, and tape recorder . the result of this research was that it clear overall effect in task into grouping.

And the strategies negotiation of meaning is carried out by learners.

Table 2.1
Similarities and differences Previous Research

No	Title of research	Similarities	Differences
	1	2	3
1.	Thesis written by Nuki Nur Azizah (2017) entitled "Learner's ability to negotiate meaning in interactional conversation : case study of THR conversation-3 (CV-3) class of lbpp –lia"	1. Both of researchers , have the same theme it is about negotiation of meaning 2. Both of researcher use same method descriptive kualitatif method.	1. The previous research researched about students ability in negotiation of meaning. While this research researches about the analyzing negotiation of meaning in speaking activity 2.The previous research researches about negotiation of meaning in interactional conversation ,while this research researches about negotiation of meaning in speaking activity.
2.	A Journal written by Hery Yufrizal (2001) entitled "Negotiation of meaning and language acquisition by Indonesia ELF learner's"	1. Both of researchers use descriptive qualitative method	1. The previous research used qualitative experimental design, while this research uses descriptive qualitative research

No.	Title of the Research	Similarities	Differences
	1	2	3
3.	Thesis written by Meilia Rachmawati (2013) Entitled "An analysis of Negotiation of meaning in students speaking through information gap at the second year of SMPN 29 Bandar lampung 2013"	1. Both of the researchers have the same theme to analysis the negotiation of meaning 2. Both of the researcher same use qualitative descriptive method.	1. The previous research was at second years of SMPN 29 lampung. While this research is eleventh grade of SMAN 1 Gading. 2. the previous research researched about gap information on negotiation of meaning while this research, researched about asking and giving opinion on negotiation of meaning.
4.	A Journal written by Pauline Foster (1998) Entitled " A Classroom perspective on the negotiation of meaning"	1. Both of the researchers use descriptive kualitatif method. 2. Both of the researchers have use record the video on the data.	1. The previous research researched about perspective negotiation of meaning, while this research researches about the analyzing of negotiation of meaning.
5.	A Journal written by Pica, T. Holiday, L. Lewis, N. Berducci, D. And Newman, J.1991, Oxford University Press Applied Linguistics Entitled " Language Learning through Interaction : Roles	1. Both of these researchers use the same negotiation in it. 2. Both of the researchers use descriptive kualitatif method	1. The previous research, reseached about dialogue within

	does Gender play ? Studies in second Language acquisition .”		peer feedback process, while this research is analyzis about negotiation of meaning.
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Based on previous researches above this research was conducted to find out the types of components, and the reasons why students use the negotiation component. This research, it focuses on asking and giving opinions. This research is conducted in class XI IPA 3 of SMAN 1 Gading, Probolinggo Regency. The Researchers uses speaking activities to facilitate and understand the path of the relationship between variables, as well as to clarify the direction and objectives of the research.

B. Theoretical Framework

1. Linguistic

“ *Linguistik is the meaning of the world relating to language as well as the word Meaning relating to linguistic* ”²⁰ Therefore, linguistics is related to the exchange of information related to language, which has significance for its sections. The science of linguistics focuses on the complex operation of language. It is impossible to find linguistics from other subjects that were equally essential, such as culture, literature, social studies, politics, law, psychology, and others. Linguistics is arising field.

²⁰ Laurie Bauer, beginning linguistics (United Kingdom : pal gravemic millan mic millan, 2012) P.3

"Linguistics, however, is a much broader field than this might lead one to suppose in valuable though much work has proved in contributing to our understanding of how human language is structured"²¹

According to Inayatul Mukarromah :

*"Linguistic is very important for students to be learned. Another common theme is that teachers need to link their linguistics knowledge to the activities and behavior that help learners build capacity in talking"*²²

This is carried out to help people with linguistic orientation comprehend social interaction in general. Semantics, syntax, phonology, and morphology are a few further parts of language that linguistics focuses on and studies.

There were branch of linguistic are :

a. Morphology

Morphology is a branch of linguistics that studies how each word is put together from the smaller parts of linguistics. Morphology is study of the shape linguistics

*" Morphology in linguistics refers to the mental system involved in word formation or the branch of linguistics related to the word, its internal structure, and the word it is formed "*²³

²¹ Fiona English and Tim Marr, *Why Do Linguistics?* (London: Bloomsbury Publishing 2015)

²² Inayatul Mukarromah, "The importance of learning Linguistics to increase the integrated Skills students in All Level until College University". *International Journal of Multi disciplinary Research Academy* (2016), p. 735

²³ Mark Aronoff, K Fuderman, *What is morphology?* (New Jersey : Wiley Blackwell, 2011)

This means that morphology were branch of science that studies words forms and structure internal. Lieber said :

*“ Morphology is about as word formation, with the way new words are found in the world’s language, and the way word forms vary depending on how they are used in sentences ”*²⁴

The theory defines morphology as word formation, word formation can used because of the affixation process and the words had something new for depending on how they were used in a sentence. Based on the theory morphology above, it means that morphology is study of words. Its depends combining words, and cannot far from produce meaningful units because words were the smallest from the part of sentences.

Based fromkin, Rodman and Hymas said :

“ explain the study of the internal structure of words, and of the rules by wich words are formed , is morphology ”

Based on theory , morphology is patterns of human languages it can be concluded morphology is one of linguistic that studies words changes, both the grammatically and semantically, such as the part form ‘-ed’ in the word *taked* or the plural ‘-s’ in the word *makes* and the word ‘true’ as an adjective. To ‘truly’ as and adverb. From the

²⁴ U. Yastanti, S. Susilawati, “Imagery in song Lyrics of Taylor Swift”. LINGUA : Journal Bahasa , Sastra , dan Pengajarannya , 17(2) (2020) : 135-156. <https://doi.org/10.30957/linguav17i2642>

examples, it can be concluded if morphology refers to the form and information words.

b. Phonology

Phonology is a study related to the organization of speech in particular language, and associated with the study of this higher level of organization of speech.

“Phonology is a science that deals with the knowledge of the sound system in language, a branch of linguistics that studies the way of speech sounds, form system, and language patterns. Connecting the physical facts of speech to other linguistic knowledge that speakers process, knowledge of vocabulary and grammar”²⁵

From theory above, it can be concluded phonology described deals with the design or arrangement of speech sounds in a particular language, it is also studies the function of it is language. In the other its about how that one sound related to each other to produced meaningful words.²⁶

Based Johannes said “Phonology is the study of the sound system of language ; how the particular sounds used in each language from an integrated system for encoding information and how such systems differ from one language to other”²⁷

Based On the theory above , can be concluded phonology studies, it is about particular language, and learn about sounds words in encoding information language to other person.also about

²⁵ Khulafaur Rasyidin, “English Phonological Rules Applied in the Martian film “ Thesis of Maulana Malik Ibrahim Islamic University of Malang (2016),p.12

²⁶ Rohmatu Nisa,” An Error Analysis of English Voiceless Plosive Consonant Produce by students Junior High School” Thesis of state Institute for Islamic of Metro (2020), p 18.

²⁷ Johannes A. Prayoga . “English Phonology” Course Description /Outline (2007), p 13.

connecting the physical facts of speech to other linguistic knowledge that speaker process about vocabulary and grammar.

c. Semantic

There were several branches of linguistics. They were phonology, morphology, syntax, and semantics. In this study, researchers focus on semantic meaning.

There were some linguists who had defined about semantics with some perspectives. First of all, according to Yule the term semantics is the study of the meaning of words, phrases and sentence.²⁸ John defined semantics is the study of meaning communicated through language. One of the insights of modern linguistics is that a speaker of a language has different types of linguistic knowledge, including how to pronounce a word, how to construct sentences, and about the meaning of individual words and sentences. To reflect this, the linguistics description has different levels of analysis.²⁹ Based on the theory it can be concluded that semantics is the study of the meaning of language, building sentences, and also about the meaning of words.

There were two branches of semantics there were:

²⁸ George Yule, *The Study of Language*; fourth edition, (United States of America : Cambridge University Press, 2010), p112

²⁹ John L. Saeed, *Semantics*; fourth edition, (New Delhi : Blackwell Publishers, 2016), p3

1. Lexical

Lexical semantics is the study of word meaning. Descriptively speaking, the main topics studied within lexical semantics involve either the internal semantic structure of words, or the semantic relations that occur within the vocabulary.³⁰ The lexical meaning (dictionary-meaning) is composed of smaller meaningful parts, or it is the meaning from the dictionary directly. Lexeme itself is a unit of language forms that has meaning, while the lexicon is the same as vocabulary, and the lexeme is the same as words.³¹

Based on the theory above the researcher can conclude that Lexical semantics is the study of the meaning of words that involves the internal semantic structure of words that occur in the vocabulary, which consists of easily understood parts of meaning or meanings from the dictionary directly.

2. Grammatical

Grammatical meaning in every language has a grammatical system. Different languages have a somewhat different grammatical system. So, there is a meaning caused by a morphological process such as affixes, reduplication, and

• ³⁰ Dirk Geeraerts, *Lexical Semantics* (Article 25 January 2017)

³¹ Geeraerts, D. (2010). *Theories of Lexical Semantics*. New York: Oxford University Press

composition. For example, go - going gone, havegone, etc.³²

Palfreyman, N. (2019) asserts that the meaning relates to signifier (significant significant) that is called as the word in the Language and signified (signifie) is called as the object in the word ; it means“standsfor”,“refersto”,“denotes”.³³

Based on the theory can be concluded if grammatical is about system in language grammatical in called as the object in the word.

2. Definition of Negotiation of Meaning

According to pica in Fadila yonata research ³⁴Negotiation of meaning is defined as “the joint efforts that interlocutors make in oral and written interaction to deal with problems or message comprehensibility” .

Schaap et al states, that negotiation of meaning as a collective process conducted by students in the construction of meanings through interaction with others. In this study, negotiation of meaning in conversation is defined as activities performed by the addresser and addressee to be understood by their interlocutors. They cooperatively work to provide

³²Tatu Siti Rohbiah, An analysis of Semantic changes of English lexical borrow ingsin Indonesia Tourismfield. (Journal Universitas Islam Negeri Sultan Maulana Hasanuddin Banten,30,2020)

³³Palfreyman,N.(2019).Variation in Indonesian Sign Language : Atypological and socio linguistic analysis (Vol.8). Walter de Gruyter GmbH&CoKG.

³⁴ Yonata, F., Negotiation of Meaning of Indonesian EFL Learners in Casual Conversation: An SFL Study ELE Reviews: English Language Education Reviews, 1(1), 41-53, May 2021

comprehensible input and solve the misunderstanding that occurs and potential to occur. Therefore, it becomes crucial for EFL learners to negotiate meaning successfully.

From statement above, it can be concluded that negotiation of meaning is very important for students in conveying messages in interaction and writing, namely to avoid misunderstandings and make it easier for someone to convey messages and provide good understanding to other person.

a. Concept of Negotiation of Meaning

According to Richards and Schmidt in Rudi Hartono research argues that negotiation of meaning happens when interlocutors attempt to overcome problems in conveying their meaning, resulting in both additional input and useful feedback on the learners own production.³⁵

In this case, when native speaker and non native speakers are involved in an interaction, both interactants work together to solve any misunderstanding or non understanding that occurs or potential to occur checking each others comprehension check, requesting for clarification and confirmation and by repairing and

³⁵ Rudi Hartono, Acritical review of research on negotiation of meaning in second language learning. Global Expert Jurnal bahasa dan sastra volume 6 No.1 Juli 2017 ISSN Print : 2303 - 5328

adjustments³⁶ According to Pica et.al³⁷ there are basically four components in negotiation of meaning, there are:

1) Trigger

Speech that contains elements and creates broken communication is a trigger. Pica et al says that cause means the utterance accompanied by the example speaker sign of overall or partial lack of information. it is able to also be described as top of negotiation of that means which or stimulate incomplete information at the part of the hearer Varonis and Grass, example³⁸:

*student A : and that i want a completely lively individual that uh...
can what it can.....*

student B : Can entice.

According to Yufrizal,³⁹ Negotiation of meaning is defined as series of exchanges conducted by addressors and addressees to help themselves understand and be understood by their interlocutors. When native speakers and non native speakers are involved in an interaction, both interlocutors work together to solve any potential misunderstanding or non understanding that occurs, by checking each others' comprehension, requesting

³⁶ Hery Yufrizal, Negotiation of meaning and language acquisition by Indonesia EFL Learners. Teflin Journal, volume XII Number 1 Februari 2001

³⁷ Pica, T. Holliday, L. Lewis, N. Berducci, D. And Newman, J. 1991. *Language Learning through Interaction: What Roles does Gender Play?* Studies in Second Language Acquisition, 11, 63-90.

³⁸ Ratih Sulistyani, An Analysis of negotiation of meaning in students speaking activity in task based at the second year of SMA Negeri 5 Bandar Lampung (Thesis, 2013)

³⁹ Helmi, An analysis of Negotiation of meaning in speaking class at the eleventh grade students of SMAN 1 Barru (Thesis, 2020)

clarification and confirmation and by repairing and adjusting speech. According to Pica et.al (1991)⁴⁰ there are basically four components in negotiation of meaning, for example :

instance 1

*Student A : Do you notice what, **what I imply ?***

Student B : yes, uh... what time is it..., uh..., what time ?

In this first example, it can be concluded that student B can understand what student A is saying, in checking his understanding.

instance 2

*scholar A : And the..., the right cabinet proper cupboard is uh..., the primary first shelf at the right is a..., uh hmm **installation cup set do you already know a cup set ?***

pupil B : inside the right ?

student A : sure yes three cup set uh..., and the next..., there are uh..., 3 glass.

2) Signals

Gass and Varonis define a signal as an indicator of a listener who incomplete understanding. Varonis and Gas states,⁴¹ this indication is triggered by the speech of the previous speaker. In the study of negotiation, meaning signals have been closely related to two concepts, namely: confirmation checks and request

⁴⁰ Ibid

⁴¹ Hery Yufrizal, A Classroom Perspective on the Negotiation of meaning . Lampung university of 01 February, volume XII Number 1, 2001

clarification . Signals can be divided into confirmation check and clarification request. The detailed explanation is discussed below.

a. Confirmation Check

Foster states ⁴²It is defined as the listener's questions about whether they are disclosed or not the previous speaker's understanding is correct. Pica et al.⁴³ found that confirmatory checks can occur in three ways:

1. The speaker repeats all or part of the speaker's speech. It's called confirmation check via loop, for example.:

Student A : The cafe is also on South Street

*Student B : **South Street?***

Student A : Next to the grocery store

The purpose of the conversation above is the interlocutor repeat the speech of students A for confirmed the meaning of his talk.

2. The interlocutor corrects or completes what the previous speaker said, for example:

Student A : Uh, the story is about a man who wants to...

*Student B : **To trap?***

Student A : To trap the bear but he...

⁴² Foster, a Classroom Perspective on the Negotiation of Meaning Oxford University Press Applied Linguistics 19/1 1-23 (journal; 1998

⁴³ Pica, T. Holliday, L. Lewis N. Berducci, D. And Newman , J. 1991 . Language Learning through Interaction: what roles does Gender Play? Studies in Second Language ACQUISITION . Vol.11. Pp 63-90

In the example above, it can be concluded, that the interlocutor completes what students A said, so that his delivery is conveyed.

3. The speaker describes or modifies what the speaker said to confirm his understanding of what the speaker said is correct, for example:

Student A : He saw the frogs on the water..., yes, it looks like it's alive uh...what kind of leaf on the water and then...he just smiling girl standing on the left side of the picture.

*Student B : **You mean he is watching frogs?***

Student A : Yes, he is watching frogs.

In the conversation above, the interlocutor modifies the intent of the first speaker to make it more understandable.

b. Request for clarification

According Foster stated in Helmi⁴⁴, a request for clarification is a request for further information from the interlocutor about previous speech . Unlike the confirmation check where listener of the speaker's speech with some degree of incomprehension, a request for clarification can be stated in the form of a question or yes/noquestions with rising intonation, for example:

⁴⁴Helmi, An analysis of Negotiation of meaning in speaking class at the eleventh grade students of SMAN 1 Barru (Thesis, 2020)

A: So the title?

B: what?

A: So the title is good?

Requests for clarification can also be made via special expressions such as 'pardon', or 'I'm sorry', for example:

A: Uh, where is the bicycle park?

B: Sorry? bicycle park

Sometimes a request for clarification is expressed in a back channel signal. for example :

A: Oh, I mean uh.... You just moved here?

B: Yes?

A: Where are you from?

c. Response

According to Foster states at Meilia rachmawati research,⁴⁵ It refers to the speaker's attempt to explain what the listener said (not accepted). In negotiation studies, meaning responses are related to discussion of improvements, namely corrections made by non-native speakers as response to modification of input actions by native speakers . There are five categories of responses. They are self-repeat response, other-repeat response, self-modification, other-modifying response, and confirmation or negates the response.

⁴⁵Meilia Rachmawati, An analysis of Negotiation of Meaning in students speaking through information gap at the second year of SMPN 29 Bandar Lampung (thesis,2013)

1. Self-Repetition Response

According to Pica at Ratih Sulistyani research,⁴⁶ It refers to the response produced by the speaker in the form of part or all of the utterance produced inside the trigger for example:

Student A : I'm at the school now.

Student B : What...school?

*Student A : **School. School***

2. Other Repetition Response

According to Pica in Hery Yufrizal,⁴⁷ In this category, the speaker repeats what the listener said in a cue

. Therefore, it is called another-repeat. In the speaker's response to signal, we can see that the speaker has changed the output based on the input of listener. Because the listener's signal is triggered by the inability to interpret words or sentences from the speaker, the signal always turns the trigger towards the listener assumed interpretation. Therefore, the speaker in this case has produced a modification output for example:

Student A: I think like a suit, we, normal

Student B : Like normal clothes

⁴⁶Ratih Sulistyani, An Analysis of negotiation of meaning in students speaking activity in task based at the second year of SMA Negeri 5 Bandar Lampung (Thesis, 2013)

⁴⁷Hery Yufrizal, A Classroom Perspective on the Negotiation of meaning . Lampung university of 01 February, volume XII Number 1, 2001

Student A: Yes, normal clothes

3. Self Modification Response

Pica in Ratih sulistyani ,⁴⁸ this category, the speaker modifies the trigger in response to the listener's voicesignal negotiation of meaning. In this category, the speaker modifies the trigger as response to meaning negotiation signals from listeners. The modifications made by speakers can be phonological, morphological, or syntax, or at a semantic level, for example:

Student A : And then uh..... I think this picture tells about ironic irony picture.

Student B : Can you spell it.

*Student A : **Irony, irony, irony inIndonesia, irony.***

4. Others- Modified Feedback

Response another modification is a modification by the speaker to reflect a different signalgiven by the listener, for example:

Student A : Uh..uh... what have they done?

Student B: What has he done?

*Student A : **What has he done to the child.***

5. Confirm or Negate Response

It refers to a response in the form of confirmation or negation. Confirm yesshort responses like :

⁴⁸Ratih Sulistyani, An Analysisof negotiation of meaning in students speaking activity in task based at the second year of SMA Negeri 5 Bandar Lampung (Thesis, 2013)

Student A : I see.....how about his legs?

Student B : his legs...

Student A : Yes

d. Follow up

According to Meiliana Rachmawati,⁴⁹ The follow up, It refers to information about whether communication modifications have been successful or not. In a long negotiation of meaning, the interlocutor exactly repeats the sentence signal-response exchange until agreement is reached.

1. Full understanding of the confirmed message, for example:

Student A : In the closet

Student B : Sorry?

Student A : In the cupboard.

Student B : Yes, in the cupboard.

From the conversation above, it can be concluded that student B understands, student A message as confirmation.

2. Advanced movement

Speakers change their topics after the trigger-signal-response process, For example:

Student A : I think it's like a suit, we're normal.

Student B : Do you like normal clothes?

Student A : Yes, normal clothes.

Student B : Does the boy smoke? (follow-up steps)

⁴⁹Meilia Rachmawati, An analysis of Negotiation of Meaning in students speaking through information gap at the second year of SMPN 29 Bandar Lampung (thesis,2013)

In the conversation above, it can be concluded that the advanced movement is when a speaker changes the topic being discussed. It can be seen that student A and student B initially discussed clothing, then student B changed the topic of discussion in the conversation.

b. The role of Negotiation of meaning in Second Language Acquisition

According to Pica in Helmi⁵⁰ although there is no evidence of a direct relationship between the negotiation of meaning and second language or foreign language development, research studies in negotiations meaning over the past two decades has shown that there are two clearly related contributions negotiation of meaning for second language acquisition.

Firstly, through the negotiation of meaning (especially in interacting involving native speakers) non-native speakers get comprehensible input required for mastery of a second language much more often than in interaction without negotiation of meaning.

Secondly, negotiation meaning of providing opportunities, for non-native speakers to understand the output required for mastery of a second language is more frequent, than in interactions without

⁵⁰Helmi, An analysis of Negotiation of meaning in speaking class at the eleventh grade students of SMAN 1 Barru “ (Thesis, Muhammadiyah university of Makassar,2020)

negotiation of meaning. another important role negotiation meanings that may not have a direct impact on mastery of language but also an important element for both language learning through communication is negotiation of meaning able serve as an indication of pursuing communication.

c. Negotiation of Meaning in second and foreign language setting

According to pica and doughlass in Ratih Sulistyani research,⁵¹ states, that in the study of interactions related to interactions, involving native speakers and non-native speakers have done it in the language. When non-native speakers indicate that they do not understand the message, which they express in comment like “excuse?” , “uhh” , “what?” , and “ i.. understand”. Native speakers help foreign speakers to understand by modifying their speech. A communicative interaction in a foreign language setting, where non-natives the speaker interacts with other non-native speakers from the same first language background, can produce interactions patterns that are different from second language setting.

In the previous setting, interactions occurs for language practice, not for communicative purposes. Language input is usually limited to classrooms and communication with foreigners and

⁵¹Ratih Sulistyani, An analysis of negotiation of meaning in students speaking activity in task based learning at the second year of SMA Negeri 5 Bandar Lampung (thesis, Bandar lampung university ,2013)

language teacher. The participants usually have same knowledge of the first language, where some time hinder the negotiation of meaning or allow them to use alternative communication channels.

In the final setting, participants usually directed at a purely communicative goal, namely understanding or being interlocutor's understanding. Language input is not limited to teachers and class situation but full of social life outside the classroom. In conversation, participants usually have gaps in linguistics knowledge and native speakers. In this case, speakers are in a superior position, and non – native speakers are in lower position. As a result, there are several strategies implemented by speakers or interlocutor so that it can be understood.

C. Speaking

a. Definition of Speaking

Speaking has one of the productive activities in daily life and is the most important language skill because it is the main skill needed to carry out a conversation. Besides, speaking is an interactive process for constructing and receiving information. Specifically, the mastery of speaking is a priority for students in schools and universities. In the communicative model of speaking class, the students should be taught how to speak well by using the components of English speaking skills, such as communication, grammar, vocabulary, fluency and

comprehension of speaking.⁵² According to Brown in Hijri Ismail research, says that speaking is a skill in producing oral language. It is not only in utterance but also a tool of communication⁵³

Chuang states that, speaking skill is a crucial part of the language learning process, and it is also the one skill, which has often been neglected in EFL classroom.⁵⁴ Fulcher states, Thus main function of speaking is to communicate with other people and to deliver the message which lies the structure and meaning of languages, whether this is written or spoken.⁵⁵

From the explanation above, it can be concluded that speaking is the process of interaction between speaker and listener in which the speaker sends the message, while the listener receives and processes it in his mind in order to understand the intention of that message for the aim of responding to the speaker's message.

⁵²M. Afrizal, A CLASSROOM ACTION RESEARCH: IMPROVING *SPEAKING SKILLS THROUGH INFORMATION GAP ACTIVITIES*. (Almuslim University, Bireuen; ENGLISH EDUCATION JOURNAL (EEJ), 6(3), 342-355, July 2015

⁵³ Hijri Ismail, Improving students speaking skill through conversation . (journal, paedagogia, April 2014, ISSN 2086 – 6356 Vol.9 No.1

⁵⁴ Sri Yuliyani, Improving students speaking skills through demonstration method of the class XI Ips 1 students of SMA Muhammadiyah Palembang (Journal English community 2018, 2 (2):262-268

⁵⁵ Inggit Rositasari, The use of digital storytelling to improve students speaking skills in retelling story. (Thesis, Jogja University, 2017)

b. Elements of Speaking

According to Harmer⁵⁶ There are five components of speaking skill concerned with comprehension, grammar, vocabulary, Pronunciation, fluency.

1) Pronunciation

Pronunciation in English is one way of pronouncing a word or sentence because the words between writing and pronouncing are different. Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns.⁵⁷ Cook in Gilakjan⁵⁸ defines pronunciation as a process of producing language sounds.

Pronunciation is learned by repeating the sounds and correcting them when the pronunciation is wrong. When a person learns pronunciation then he begins to form new habits and overcome difficulties obtained from the influence of the first language.

From the explanation of the two definitions, it can be concluded that pronunciation is the most important thing in speaking for humans. where a person must master the word in which there are words in the language so that someone is easy to pronounce, therefore

⁵⁶ Kuratul Aini, Improving Speaking ability of Third Year Students at Mtsn Model Makassar Through Educational Drama (A classroom Action Research at class IX Mtsn Model Makassar). (Thesis Alauddin state Islamic University MAKASSAR (2014)P.1

⁵⁷ Mayleni Astriani “The influence of jigsaw technique Towards Students Speaking Ability of the Second year at Madrasah Aliyah Darul Ulum Tandun “ Teachers Training Thesis (2017) P.7

⁵⁸ Yusriati, The Analysis of English Pronunciation Errors by English Education of FKIP UMSU (Journal University of Muhammadiyah Sumatera Utara Journal English Education and Teaching volume 3 Number 2 2019 Pp,230-448)

understanding in words makes it easier for someone to pronounce, express opinions with his speaking ability. however, if someone's pronunciation is not clear, it will make the listener not understand the meaning of the speaker.

2) Grammar

According to Harmer shelawati Rizqiningsih, and Muhammad sofian hadi research, The grammar of language is the description on the ways in which words can change their forms and can be combined into sentences in that language⁵⁹ Harmer define that grammar of language is the decription of the way in which words can change their forms and can be combined into sentenced in that language.⁶⁰ from the perspective above, can be concluded grammar is the order of language in which it can combine into sentences and words can change shape. When someone uses good grammar, listeners will be better at capturing the meaning of the speaker and make it easier to exchange information.

3) Vocabulary

According to bambang and utami in Muloeddin Afna research, defined that vocabulay was also important to support mastery of

⁵⁹ Shelawati Rizqiningsih, Muhammad sofian Hadi Multiple Intyelligences (MI) on Developing Speaking skills. (Journal Universitas Muhammadiyah Jakarta, ISSN : 2622 -3597)

⁶⁰ Julfikar Nurdin, Students speaking ability Awareness : Aqualitative study at Zawiyah English Club IAIN Langsa (Journal of Academia in English Education volume 2 No 1 :2020) p. 51

language skills. We should memorize and remember vocabulary to be mastered. ⁶¹A good speaker in a second language is when he speaks well and clearly to other people therefore, he needs a lot of vocabulary in this regard. because if there is no vocabulary, one will not be able to speak anything. Vocabulary also makes it easier for someone to read, write and also speak.

4) Fluency

According to Lennon in Cucchiarini, strik, and boves in Salam Mairi research, says defines that fluency is the speakers ability to produce speech at the same tempo with the native speakers without the problems of silent pauses, hesitations, filled pauses, self corrections, repetitions, and and false starts. ⁶²From the explanation above, it can be concluded that fluency is a person's ability to produce good and clear speech so that it can be well received by listeners and able to certain themes, so there is no doubt in choosing words.

5) Comprehension

Oral language comprehension is the ability to speak and listen with understanding. ⁶³ For oral communication it certainly requires a

⁶¹ Mauoeddin Afna, The correlation between vocabulary and speaking skill. (Journal linguistics, Literature and language teaching ,IAIN Langsa JL3T.Vol.IV,No.1 June 2018)

⁶²Salam Mairi, An analysis of speaking fluency level of the English Department students of Universitas Negeri Padang. (journal, ISSN 1979-0457 VOL.10 NO.2 December 2016.)

⁶³ Lesley Mandel Morrow, Kthleen A.Roskos, dan Linda B.Gambrell The importance of speaking and Listening in early literacy (Hanbook, Guilford Publications 2016).

subject to respond, to speech as well as to initiate it. ⁶⁴From the statement above, it can be concluded that understanding is the ability to speak and listen. Where this ability can be done by someone when speaking and also the listener then listens with understanding, so that in the conversation there is no misunderstanding.

c. Concept of Teaching Speaking

According to Hymes in Mohammad article research, Teaching of speaking skill has become central in foreign language classroom. The goal of teaching speaking skills is communicative efficiency. ⁶⁵from the perspective above, that we know that teaching speaking have the goal to make communicate in the class more efficiency and students must use his speaking skills to the fullest, to avoid uncoordinated grammar, poor vocabulary, and avoid confusion in conveying and receiving messages from the interlocutor. For this reason, students are required to try their speaking skills with other people.

According to Brown at Muhammad Imam Mursyidtyo, there are two types of spoken language :⁶⁶

⁶⁴ Maizarah, Sri Erma Purwanti. The Correlation between speaking skill and Reading Comprehension (English Journal of Indagri ,2020 vol 4 No 1 ISSN.2549-2144) P. 148

⁶⁵ Mohammad Khomarudin, Adescriptive study on speaking teaching learning process at the second year of SMAN 2 Sukoharjo. (Article, 2012). P .2

⁶⁶Muhammad Imam Mursyidto, Using audio –video Media to improve speaking skill of grade X vocational students of SMK PI Ambarrukmo 1 Sleman the academic year of 2013 / 2014 , Yogyakarta state university . . (thesis, 2014)

1. Monologue

A speaker uses spoken language for a long time such as, in speech, new broadcast and lectures. In a monologue, the listener must process at length to speech without interruption and the speaker continues to speak to find out if the listener understands or not. The monologue is also divided into two, planned and unplanned monologue. First planned monologues such as material, exhibits little redundancy and is quite difficult to understand. Other hand, unplanned monologues, such as impromptu lectures reveal more redundancy.

2. Dialogue

Dialogue was considered as a rational conversation between two or more persons. The word is derived from the Greek dialogos, which in turn comes from dialegethai (to converse). Dialegethai comes from dia (through, across) and legein (to speak). According to J Tarnowski,⁶⁷ the meaning of this concept is a method describes patterns of inter-human communication conducted for the sake of mutual understanding, approachment and finally- cooperation. Based on the explanation above, it can be concluded that dialogue is a pattern carried out to achieve and understanding between the two interlocutors and also as a social attitude in communicating.

⁶⁷ Aviva Doron, Towards a Definition of cultural Dialogue. Peace Literature and Art Vol 11 2019

d. Asking and Giving opinion

The opinion is consist of the words of opinion and argument or reasons. Opinion dialogue has a dialogue consists of two persons or more who have opinion each others. It can use the expressions, such as in my opinion, in my view, I though etc.⁶⁸ In English Teaching and learning, asking and giving opinion is ones of material learning that used by Junior high school and senior high school. Meanwhile asking and giving opinion in senior high school taught in 11 th Grade⁶⁹.

a. Asking Opinion

Asking opinion has a sentence which asking opinion or argument to other people to satisfaction.⁷⁰ According to Nina, asking for opinion is used when someone curious about anyone thinks.⁷¹ It can be concluded that asking for opinions can be used when someone wants to know something like asking opinion about idea, and others.

⁶⁸Prastuti Nina, Improving students Ability in asking And GIVING OPINION BY USING HANGMAN GAME. (Journal TANJUNGPURA UNIVERSITY 2013.)

⁶⁹ Adit Tria Pranomo , The effect of talking stick strategy on students speaking ability of asking and giving opinions (Thesis Uin Syarif Hidayatullah , Jakarta : 2019).

⁷⁰ Tri Novianti, A study on students Expression in “Asking opinion” at senior high school Teknologi Pekanbaru. (Thesis Uin Sultan Syarif Kasim Riau : 2020)

⁷¹Kurnia Megiyatri , Fostering students speaking skill in asking and giving opinion through talking chip technique (Thesis Uin syarif Hidayatullah, Jakarta : 2019)

b. Giving Opinion

According to Nina,⁷² Giving opinion is expressions that are used to convey one's thoughts to others based on the topics discussed at the time. It can be concluded that someone gives or conveys an opinion, to others is an expressions which still based on the topic discussed.

It can be concluded that asking and giving opinion is very continuous in all respects. whether it's from asking things, to conveying ideas, in order to achieve good and acceptable communication result.

c. Type of Opinion

According to Adit Tria Pranomo in his research,⁷³ he states that Judging from the similarities and differences in the scope of opinion, it can be divided into several types, such as :

1. Personal opinion or individual opinion, namely someone's original opinion on a problem
2. Group opinion is opinion about social problems that exist in the community and the general public.

⁷² Adit Tria Pranomo, The effect of talking stick strategy on students speaking ability of asking and giving opinions (Thesis Uin Syarif Hidayatullah, Jakarta : 2019).

⁷³ Adit Tria Pranomo, The effect of talking stick strategy on students speaking ability of asking and giving opinions (Thesis Uin Syarif Hidayatullah, Jakarta : 2019).

3. Majority opinion is the opinion which is related to a problem that is pro and contra .
 4. Minority opinion is opinions which relatively few in number and related to a social problem.
 5. Public opinion, which is the same opinion of everyone in society about an issue that is involve the public interest.
 6. Mass opinion is an opinion which can turn into a destructive physical action if they failed to control.
- d. Expression of asking and giving opinion

There are several expressions of asking and giving opinion

according to journal English Education Program STKIP YPM : ⁷⁴

There are some expression in asking and giving opinion :

Asking opinion	<ol style="list-style-type: none"> 3. What do you think? 4. What is your opinion about ? 5. What is your idea? 6. Do you have any thought on that? 7. How do you feel about that? 8. Any comments? 9. Do you have any idea? 10. What is your reaction to?
Giving Opinion	<ul style="list-style-type: none"> • In my opinion... • I feel... • I think... • I guess... • I believe that... • I dont believe...

⁷⁴Richa Kusuma wardani, Yesi Elfisa, Diyan Andriyani. An alysis speaking ability of using asking and giving opinion at eight grade of SMPN 22 Merangin academic year 2019/2020. (Journal English Education e ISSN : 2657 – 0264).

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a qualitative approach. Qualitative research method is often called naturalistic research methods, this research was natural and also objects in qualitative research are objects that are dynamic, complex, intact and full of meaning .⁷⁵ Qualitative research is research that comes from the theories and ideas of experts and is developed by in order to achieve the expected goals.

While the type of this research is Descriptive research which aims to describe systematically. Some of the facts of the nature that emerge are factual and accurate.⁷⁶ Researchers chose this type of research, in order to be considered to be able to describe a phenomenon precisely and accurately. The researcher intended to describe systematically and carefully of meaning negotiation in speaking activity .

B. Research Location

In this study, the research location was conducted in SMA Negeri 1 Gading class XI Science 3. The researcher chose this location because the principal and teachers at SMAN 1 Gading gave permission to conduct this research and the

⁷⁵ Sugiyono, Metode Penelitian Pendidikan pendekatan kuantitatif, kualitatif, R&D. (Bandung: Alfabeta 2017) p. 14

⁷⁶ Rudy Sumiharsono, Dedy Ariyanto, Metodologi Penelitian Dasar Penelitian Pendidikan (Jember : Pustaka Abadi, 2017)

teacher had used the negotiation of meaning strategy. The uniqueness of this research location is that students are used madurese accent in English language.

C. Research Subject

The subject of this research are the second grade students of SMAN 1 Gading Probolinggo. The researcher took one class at the second grade of SMAN I Gading Probolinggo. The researcher as an observer, full filled the observation sheet. The student also noted the negotiation of meaning used, so the researcher analysis the data by classifying the component of negotiation of meaning. In this research, the data searched by informants using purposive sampling, namely sampling and data sources with certain considerations. The sample of this research determined through non Probability Sampling Technique, namely Purposive Sampling Technique of this research. The class was XI Science 3 Class which consisted of 30 students.

D. Data collection

In obtaining the data validity, the data collection technique used were:

1. Observation

Observation method was not involved with the daily activities of the person being observed or used as a source of research data. In making observations, the researcher does not participate in what the data source is doing. Get involved in the activity.⁷⁷

⁷⁷ Prof.DR.Sugiyono Metode Penelitian Pendidikan (Alfabeta Bandung 2016)

Based on the theory, it can be concluded if the researcher did not participate in the activities of the research subject. The researcher was only an observer of the observations that would be carried out to get data about what happened to achieve the speaking learning process with the theme of asking and giving opinion. The observation would be conducted to get the data what happened during the speaking activity, especially what the component used by the subject of the research.

2. Record

In collecting data, the researcher recorded conversations students from start to finish. Then, researcher transcribed the data obtained by recording techniques. From audio recording device, as well as video recording. Video recorder and audio recorder used to record conversations. In this research, the researcher intended to use video recording as well as audio recording as data. Therefore, if there were many things that were not clear taken from video recordings, the data could also be collected from audio recordings. Then the researcher made a kind of transcript of all the dialogues from conversation by recording student conversations.

3. Interview

“ in conducting interviews, data collectors have prepared research instruments in the form of written question for which alternative answers also have been prepared.”⁷⁸

Based on the theory it can be concluded if an interview must be prepared before doing the interview.

In this research, an interview was conducted at eleventh grade of SMAN I Gading Probolinggo. This interview aimed to get the validity of data sources. The researcher interviewed the English students. The research only took 6 students to be interviewed. The data reached were about the most used component in negotiation of meaning by the students and the reason why the students used them.

E. Data Analysis

The research, the researcher used descriptive qualitative method in analyzing data .

1) Data condensation

In data condensation, the researcher focused on negotiation of meaning speaking students at eleventh grade of SMAN I Gading Probolinggo .

2) Data Display

Miles Huberman in Sugiyono said “the most frequent form of display data for qualitative research data in the past has been narrative text”.⁷⁹

⁷⁸ Ibid

Based on the theory, in the qualitative research is displaying the data by narrative text in the make easeier in collecting the data.

In this research, the data that had been collected would be arranged by the researcher to make easier in analyzing the data. The researcher chose the data about negotiation of meaning speaking students at eleventh grade of SMAN I Gading.

3) Drawing and verifying conclusion

In this step, the researcher maked about cased that occur in the field after analyzing all of the data and also associated the result of the data with relevant theory.

F. Validity of Data

The researcher use triangulation to test the validity data, the researcher use triangulation of techniques and triangulation of source. Triangulation of sources to test the credibility of the data is done by checking data from different sources with the same techniques.⁸⁰The data obtained from recording of students about negotiation of meaning strategies in speaking activity at SMAN I Gading. Triangulation techniques to test credibility of the data are done by checking the data to the same source with different techniques.⁸¹The data obtained from observation and recording process with the student regarding in speaking activity at SMAN I Gading Probolinggo.

⁷⁹ Sugiyono, *Metode Penelitian*,341

⁸⁰ Ibid 145

⁸¹ Ibid 330

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented about research findings, data analysis, and the discussions on the result of data analysis. In research findings, the researcher analyzed about students component in negotiation of meaning mostly used by student and why does the students mostly used the specific component in negotiation of meaning after collecting the data from Eleventh grade of SMAN I Gading Probolinggo . In the discussion section, the researcher discussed the findings of the study with the supporting concepts which have been presented previously.

A. Research Finding and Data Analysis

Research finding presented and discussed the answer about the research questions that were about the analysis of students component in negotiation of meaning mostly used by the students and why does the students mostly used the specific component in negotiation of meaning at eleventh grade of SMAN Gading I Gading Probolinggo. The researcher elaborated research findings based on observation, interview, and document review as follows:

1. Component in negotiation of meaning mostly used by students at eleventh grade of SMAN I Gading Probolinggo.

In this research, the researcher observed and also recorded student interactions. There were students who used the responding, clarified, and

triggering components in terms of interacting. From observation result and recording, the existence of negotiation of meaning strategy can be illustrated as below:

Table 4.1

No	Component Negotiation of Meaning	Existence			Total
		Day 1	Day 2	Day 3	
1.	Trigger	7	4	5	16
2.	Signal :				
	Confirmation check	5	3	2	10
	Clarification requestt	6	6	-	12
3.	Response :				
	Self – Repetition Response	3	4	4	11
	Other Repetition Response	6	2	-	8
	Self Modification Response	3	1	2	6
	Others Modified Feedback	2	3	-	5
	Confirm or negate response	3	2	1	6
4.	Follow up	5	3	3	11
Total Existence / day		40	29	17	99

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Based on the results of the research observations in the table above, the researcher found that the number of students' usage of negotiation of meaning in the first, second, and third classes and meetings was very different. As was the case on the first day, at this first meeting, the researcher observed the students in the class, and at this observation, the teacher did the same thing from the first meeting to the last. The teacher divided the 30 students into 15 groups which each group consisted of 2 students. Then, the teacher was giving assignment to students to make conversation with the theme of vacation plan, students can practice them in front of the class. There were so many components that students raised in the first meeting, based on the results of student observations, the researchers found that the results of the components that appeared were different.

a. Trigger

At the first day, the students produced 7 triggers. The example data of trigger are:

Student 1: **eeee....shall we go? Goo.eemm**

Student 2: Go on holiday, you mean?

Student 1: Yes, go on holiday

This utterance is categorized as trigger. Student A is stimulate student B to continue incomplete sentence about the where they will go. Below was the other example data of trigger found by researcher:

Student 1: **I don't like going to the beach in the afternoon, since it's so emm...so...**

⁸²Lidya Rahmah, Edang Komariah, Iskandar A.S *The Analysis of Negotiation of Meaning Startegy Used by English Teacher in Classroom interaction* Syiah Kuala University Banda Aceh : Research in English and Education (RED), 5 (3).123-135, August 2020

Student 2: So hot?

This utterance is categorized as trigger. Student A is stimulate student B to continue incomplete sentence about the beach.

b. Signals

The researcher found totally 11 utterances of signals from students' conversation on day 1. Actually the signals utterances was divided into two, they were Confirmation check which consisted of 5 utterances and clarification request which consist of 6 utterances. Here was the detail data:

a. Confirmation Check:

Where one of the speakers asked for confirmation of what the previous speaker has heard. Example are like:

Student 1: the beach is on Besuki Street.

Student 2: **Besuki Street?**

Student 1: Yes, *Pasir Putih* is the name of the beach.

b. Clarification request

Where the interlocutor asks for clarification or further information from the interlocutor in terms of the previous conversation. This is usually in the form of questions and yes or no answers using high intonation.

Student 1: Where is the beach?

Student 2: **Sorry? Beach?**

Student 1: Yes

3. Response

The researcher found 36 utterances of response. There are four kinds of signals, they are Self-repetition response, Other repetition Response, Self - Modification Response, Other Modified Feedback and Confirm or negative response.

a. Self-Repetition Response

Self-Repetition Response is where the response here is generated from the first few speakers that contain triggers. As the example:

Student 1: i'm at the beach right now.

Student 2: huh? Beach?

Student 1: beach, beach.

b. Other repetitions response

Other repetitions are where the speaker repeats the speaker's words again.

In this case the speaker gives a simple response to what the listener says like the example below:

Student 1: I think I like normal clothes to go to the mountain next week

Student 2 : like normal clothes

Student 1 : yes, normal clothes

c. Self- modification response

In this category, the speaker modifies the triggers said by the listener, such as:

Student 1: I think the mountain is so good for holidays

Student 2: can you spell it?

Student 1: mountains, mountains. It's good for holidays

d. Others modified feedback

Another modified response is a modification made by the speaker where the speaker reflects a different signal by the listener. For example:

Student 1: um.. What did they do to the child who drowned in the sea?

Student 2: what did that person do?

Student 1: **what has happened**

e. Confirm or negative response

In this case, how to respond to the response from the other person by confirmed something, like:

Student 1: ok, let's think about where we are going on holiday. What if we go to Mount Bromo tourism in Probolinggo?

Student 2: is Mount Bromo tourism ok?

Student 1: **ok, it's registered**

4. Follow up

Follow - up is where the interlocutor repeats the exchange of sentences signaling a response from the speaker's words so that an agreement is reached, for example:

Student 1 : Put your clothes in your holiday suitcase

Student 2 : pardon ?

Student 1: put it in the suitcase.

Student 2: Yes, in the suitcase, right?

Based on the results of observations, it can be concluded that on this first day, many students felt reluctant, so they sometimes needed to use negotiation of meaning in their conversation.

On the second day, the teacher did the same thing as day 1. The teacher divided 30 students into groups of 15 with the member of each group was 2 students. The topic given still about the vacation plan. On the second day of the study, the researcher found that students still used negotiation of meaning in their speaking activities. Where the trigger component raises 4, the signal component is divided into 2 they are the confirmation check raises 3, and asking for clarification raises 6. And in the next component, the response, is divided into 5 in which the first is the self-repetition response, which raises 4 utterances, the other repetition response is 2 utterances, the self - modification response is 1 utterance, the other modified feedback is only 3 and the last one is confirm or negative response which raised 2 utterances. For the last component, namely follow - up where in observation, the researcher only found 3 utterances in the table above. The following are examples of speech from each component, namely:

1. Triggers

Student 1 : ummm... Aren't we going to the sea?

Student 2 : no, we are going to the mountain tomorrow.

2. Signals

The signal is divided into two, there are:

a. Confirmation check

As an example:

Student 1: Tomorrow is the right day to go to the beach. Let's do it, while on vacation

Student 2: walk to the beach?

Student 1: yes, to the *Pasir Putih* beach

b. Clarification requests

Student 1 : what do you think? If we go to a city park? Is that a good idea?

Student 2 : Yes, I think it's a good idea to go on a day off

3. Response

Response here is divided into 5 parts there are:

a. Self-repetition response

Student 1: well what are we going to do during the holidays?

Student 2: huh? Holiday?

Student 1: **holiday, vacation**

b. Other repetition response

Student 1 : do you like formal clothes to wear at the beach?

Student 2 : no, I just like normal clothes to be more comfortable

Student 1 : *ok, fine, normal clothes*

c. Self-modification response

for example :

Student 1 : This casual dress is very comfortable to wear, isn't it? To relax on a beach like this?

Student 2: what? Can you repeat?

Student 1: This shirt is very comfortable

d. Others modified feedback

Student 1: what do you think we can do for the trip to the top of the mountain?

Student 2: Using a cane?

Student 1: the journey is tiring

e. Confirm or negative response

As an example below:

Student 1: this time it's better for us to go to the beach to see the sunset together, right

Student 2: Sunset? Okay

Student 1: ok

4. Follow up

Student 1: are you going to wear sandals to the beach?

Student 2: sorry?

Student 1: do you wear sandals or not?

Student 2: yes, I wear sandals

It can be concluded that on the second day, students begin to understand what negotiation of meaning is, so that they can complete their assignments properly and there are no misunderstandings between the speaker and the interlocutor.

On the third day, in the results of student research observations, there was still a negotiation of the meaning component. Like the day before, the teacher divided 30 students into 1 group containing 2 people and gave the theme of vacation plans, in the same class, and gave the task of making conversations with their students, and when they had done this, students could volunteer or be in a place to read the results of the conversation made. On the third day, the researcher found that students used triggers 5 times, signal confirmation checks 2 times, self-repetition 4 times, self-modification response 2, confirm or negate 1, and finally, follow up 3 times.

1. Trigger

First example;

Student 1: see, today we are going to.... To...

Student 2: to grandma's house for vacation

Second example;

Student 3: um.... I think the beach is so beautiful with the sunset let's go

Student 4: okay

2. Signals

a. Confirmation check

Student 1: isn't that fun? If we go to the mountains and climb together?

Student 2: I think that's good.

Student 1: ok let's do it

3 responses

a. Self repetition

Student 1 : how about we go hiking this holiday?

Student 2 : huh?

Student 1: yes climbing mountains, mountains.

a. Self- modification response

Student 1 : In my opinion, because there is a sunset there, that's what makes the sunset on the Red Sea beautiful.

Student 2 : what do you mean?

Student 1: the sunset on the Red sea is very beautiful

According to the table above, on the third day, there are very few results in the presence of misunderstandings, indicating that students are able to comprehend one another during discussion.

According to the student researchers' observations, the majority of students employ the trigger element of the negotiating meaning in their everyday speaking activities.

2. The reason why the student mostly used specific component in negotiation of meaning in speaking activity at eleventh grade students of SMAN I Gading Probolinggo.

In the field, the researcher found the reason why the students mostly used specific component in negotiation of meaning. Below were the results observation done by the researcher:

1. Trigger

Based on the table 1.2, it can be concluded that trigger appeared produce in the conversation both of students, from the field observation in the first meeting students produced 7 utterances and at the second meeting, the student produced 4 utterances of trigger, and 5 utterances in the last meeting. The detail data were :

Student 1: the mountain is so beautiful because the view and... and...

Student 2: and the river?

This category is trigger, because student 1 stimulate student 2 to continue incomplete sentences about view in the mountain. And in the second meeting, the researcher found 4 utterances from the student's conversation, the detail data are:

Student 3: do you know a good beach?

Student 4: beach?

Student 3: beach, yes, beach.

This category is trigger because student 3 stimulate student 4 to answer the question about beach, and also in the last meeting there are 5 utterance the produced by students the detail data are:

Student 5: what do you think about our planning holiday ?

Student 6: whats plan?

Student 5: planning holiday, yes planning holiday

This category is trigger because student 5 stimulate student 6 to answer the question about planning holiday.

Based on the data, the researcher concluded the students used mostly used trigger than the other component, because there are many questions from interlocutor and create many confusions in every meeting. The other utterance, that classified trigger can be found on data transcript.

In the speaking activity, trigger is component mostly used by students. The students found out easy to speak with the friends. especially speaking activity. The researcher conducted interview with the students to know why the students used component trigger in the conversation.

The student 1 said:

"I would like to start the conversation by inspiring my friend to engage in productive discourse."⁸³

Student 3 added:

"When no friends initiate conversation, so I will start talking by a trigger component to break the ice for a good conversation."⁸⁴

Based interview student 5:

"Starting a conversation using the trigger component I think I'm pretty good at it."⁸⁵

Based on the interview above, it can be confirmed that the students tent to used trigger since it can inspire their friends to speak.

2. Signals

Based on the table, it can be inferred that both of the students' signals varied in the conversation they had. According to field observations, in the first meeting, they each made five utterances, three utterances in the second meeting, and two utterances in the final meeting.

The specific details are:

Student 1: would you like to the beach?

Student 2: what?

Student 1: would you like to the beach?

⁸³ Student I of XI grade of SMAN I Gading, interview on 09 February 2023

⁸⁴ Student 3 of XI grade of SMAN I Gading, interview on 10 February 2023

⁸⁵ Student 5 XI grade of SMAN I Gading, interview on 11 February 2023

Student 2 gave signal question to the student 1 because she asked the second student the clarification from first student.

Student 3: where we go on holiday?

Student 4: sorry? What holiday? semester holidays?

this conversation is signals because student 4 asked explanation of clarification to the student 3 about holiday.

student 5: do you like to see the sunset in the beach when we are holiday?

student 6: pardon me, sunset?

this conversation is signals because student 6 asked explanation of clarification to the student 5 about opinion sunset in the beach. The other utterance, that classified signal can be found on data transcript.

Based on the data, the researcher concluded that signals can confirm, and clarifying the utterance.

The result of the observation above were supported by the result interview below as:

Student 2 said:

“To avoid misunderstandings, "I sometimes like to ask or give signals to my friends so I can understand what they are saying”⁸⁶

Student 4 added:

⁸⁶ Student 2 of XI grade of SMAN I Gading, interview on 09 February 2023

“Sometimes I need signal confirmation that is said by friends who tell to me first so that I can easily understand it.”⁸⁷

Based student 6 said:

“I will ask back nicely if I have any reservations about what my friend is saying using signal components.”⁸⁸

From the results of interview above, it can be highlighted that signals used by the students to avoid misunderstanding between the students along conversation³

3. Response

Below were the results of observation done by the researcher. The researcher found 3 utterances that produce by students in the first meeting, and 4 utterances in the second meeting, also 4 utterances in the last meeting. The detail data were:

Student 1: I'm holiday in the beach today.

Student 2: what? beach?

Student 1: *yes, beach...beach.*

From the conversation above, the utterance is categorized as response.

The 1st student gave justification about the 2nd student's sentence.

Student 3: I think I like mountain, it's good

Student 4: like good view of mountain

⁸⁷ Student 4 of XI grade of SMAN I Gading, interview on 10 February 2023

⁸⁸ Student 6 of XI grade of SMAN I Gading, interview on 11 February 2023

Student 3: *yes, good view of mountain*

From the data above, it can be said that the speaker had changed the output based on the input of listener or interlocutor. And then it can be response categorized.

Student 5: oh sure.... How about the holiday?

Student 6: the holiday is...

Student 5: *yes.*

Based on the conversation above, the student 5 got the confirmation from the 6th student. The other utterance, that classified as response can be found on data transcript. Based on the data, the researcher concluded the response was only justify statement about previous sentence.

In the speaking activity, the students found out easy to speak with the friends. especially speaking activity. The researcher conducted interview with the students to know why the students used component response in the conversation.

Student 1 said:

“I’ll repeat what I said previously if my friend responds to me in a suspicious tone so that the interlocutors understand.”

Student 3 added:

“Usually, when I listen to the response to what I said before, sometimes they respond more simply than my sentence, then I make it easier with what he understands from my words,”⁸⁹

Based student 5 is:

“Usually, when my friend responds to what I say but he doesn't seem to understand, with the topic of discussion, then I will clarify what I said.”⁹⁰

According to the interview above, it can be said that response component would be used by the students when they wanted to make clear the sentence by repeating it.

4. Follow up

In this research, the researcher found 5 utterances in the first meeting and 3 at second meeting and the last meeting 3 utterances. The data were:

Student 1: where would we go for holiday?

Student 2: sorry?

Student 1: at dewata beach

Student 2: *yes at dewata beach*

From the conversation above, it can be concluded that the interlocutor repeats the sentence that spoken told by the speaker to get the

⁸⁹ Student 3 of XI grade of SMAN I Gading, interview on 10 February 2023

⁹⁰ Student 5 of XI grade of SMAN I Gading, interview on 11 February 2023

agreement. From the data above, the 2nd student agree about the holiday is go to the Dewata beach.

Student 3: holiday?

Student 4: holiday, yes holiday.

Student 3: *holiday is coming soon. Last semester*

This conversation the student 3 respond the statement from student 4 to make the discussion clearly or successful.

Student 5: you know where is the beach?

Student 6: *the beach is in the Duta street.*

From the conversation above it could be concluded that student 6 tried to respond the statement from the student 5, and make discussion clearly and successful. The other utterance, that classified as follow up can be found on data transcript.

In the speaking activity, the students found out easy to speak with the friends. especially speaking activity. The researcher conducted interview with the students to know why the student used component follow up in the conversation.

Student 2 said:

“Usually when my friend is speaking and I can't understand, I will repeat what I've already asked about.”⁹¹

Student 3 added:

⁹¹ Student 2 of XI grade of SMAN I Gading, interview on 09 February 2023

“Usually when my friends talk, I try to understand and complete the sentence.”⁹²

Based student 6 said:

“When a conversation between me and a friend doesn't go well, and a friend ask something, I just would like to reiterate the question and complete the answer, so that there are no misunderstandings.”⁹³

From the results of interview above, it can be said that the follow up category usually used by the students when they wanted to make clear the conversation by reiterating the question.

Based on the data above, the researcher found some reasons why the students tent to use the specific component. The first was trigger. The students used trigger in their conversation because they want to engage their friend in conversation. When they used signals, the students wanted to avoid misunderstanding when they involved a conversation with their friend. To make the sentence easier to be understood by their friend, the students used response in conversation. The same reason as response category given by the students when they used follow-up category. Since the students wanted to make clear confirmation about sentence talked by their friend, they used this category.

⁹² Student 3 of XI grade of SMAN I Gading, interview on 10 February 2023

⁹³ Student 6 of XI grade of SMAN I Gading, interview on 11 February 2023

B. Discussion

In analyzing the data, the researcher used Pica, Grass and Varonis. Pica divided the components in negotiation of meaning that are: trigger, signals, response, and the last is follow up.⁹⁴ After the researcher doing the data research and data collection, the researcher found four components in negotiation of meaning used by student in the XI Mipa 3 SMAN I Gading Probolinggo based on the observation February 2023. They were trigger, signals, response and follow up.

In order to acquire the best results from listeners, students develop utterances that either contain unclear terms or cause a check of understanding that calls for more explanation. Participants resorted to triggers because they were still unsure of how to respond to or pose queries. As a result, they continue to be unclear throughout the dialogue about how to use the speaker's kind words. It can also be described as meaning which is being negotiated when the listener's comprehension is only partially grasped.⁹⁵ Since trigger can help the students to engage their friend in conversation, the students mostly used this category when they have a conversation. It is in line with the research conducted by Helmi, he

⁹⁴ Pica, T. Holliday, L. Lewis, N. and Morgenthaler, L. 1989. Comprehensible Output as an Outcome of Linguistic Demands on the learner. *Studies in Second Language Acquisition*, 11. 63-90.

⁹⁵ Helmi, An analysis of negotiation of meaning in speaking class at eleventh grade students of SMAN I Barru (Thesis , 2020)

said that the highest frequency in negotiation of meaning that the students used is trigger.⁹⁶

In this research, the researcher discovered that 30 students engaged in meaning negotiation. It implies that their level of English proficiency is adequate. It is also evident in their discourse and in the way they negotiate meaning when they talk. In addition, the researcher believed that the students could overcome difficulties that might arise in the encounter by using the negotiation of meaning. Then Pica in Yufrizal⁹⁷ concedes that, in the contact without meaning negotiation, the speaker considerably less frequently receives the understandable input required for second language acquisition. By understanding the target language through conversation, language learners can advance their linguistic skills.

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J E M B E R

⁹⁶ ibid

⁹⁷ Yufrizal, Negotiation of Meaning and Language Acquisition by Indonesia EFL Learners (Journal, Volume XII Number I, February 2001)

CHAPTER V

CONCLUSION AND SUGGESTION

In this Chapter, the researcher divided into two points, there are conclusion and suggestion.

A. Conclusion

Based on the findings and discussion, the second grade students of SMA 1 Gading Probolinggo used negotiation of meaning in their communication. The researcher may conclude that the component in meaning negotiation most commonly employed by students in the second grade of of SMA 1 Gading Probolinggo was trigger. From 99 utterances produced in three days, the students produced 16 utterances used trigger while the other 8 categories were produced fewer than the trigger. While the reason why the students used trigger because it can engage their friend to communicate. While signal and response components used by the students to avoid misunderstanding. The last was the reason why the students used the follow up was to make the conversation easy to be understood.

B. Suggestion

Based on the conclusion above, there are some suggestions will be directed to students, the teacher, and the future researchers

1. For students

Students are expected to learn and investigate more about meaning negotiation. Students in class XI MIPA 3 SMAN 1 Gading would be better aware of how the language is actually utilized if they understood negotiation of meaning. As a result, the students can avoid misunderstandings or misconceptions while reading the speakers' intended messages.

2. For English Teacher

The researcher hopes that the results of this research can be an evaluation in speaking class especially for educating the class on meaning negotiation.

3. For Further Researchers.

The researcher expects that this finding will be useful to other researchers who are interested in conducting similar research to find out more about negotiation of meaning.

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APPENDIX

Appendix I

DECLARATION OF AUTHENTICITY

Name : Adillia Mar'atus Salsabila
Students Number : T20176039
Faculty : Tarbiyah and teacher training
Study Program : English Department
Institution : Islamic University of Jember

Declare that this thesis entitled " **An Analysis Negotiation of Meaning in Speaking Activity at Eleventh Grade of SMAN I Gading Probolinggo** " My thesis is original work, except in part referend by source. Gathered and utilized to fulfill the purpose and objectiveobjectives of this research.

Jember, 10 juni 2023


Adillia mar'atus Salsabila

Nim T20176039

TITTLE	VARIABELS	SUB – VARIABELS	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION
An Analysis Negotiation of Meaning in Speaking activity at Eleventh Grade of SMAN I Gading Probolinggo	Negotiation of Meaning in Speaking activity	a.Negotiation of Meaning b.Speaking activity	a. Trigger b. Signals c. Response d. Follow up Speaking • Pronoun • Grammar • Vocabulary • Fluency • Comprehension	Respondent :The XI Grade Students of SMAN I Gading Probolinggo	Research Approach: Qualitative approach Type of Research : • Descriptive Analysis • Technique of Data • Interview • Observation • Document Review Data Analysis • Data Condensation • Data Display • Conclusion Drawing / Verification Validity of Data • Source Triangulation • Technique triangulation	1. What is the component in negotiation of meaning mostly used by students ? 2. Why does the students mostly use the specific component in negotiation of meaning ?



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
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Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor: B-0867/In.20/3.a/PP.009/02/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMAN 1 Gading
 Jl. Raya Condong kec. Gading

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176039
 Nama : Adillia Mar'atus Salsabila
 Semester : Semester dua belas
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai An Analysis Negotiation of Meaning in Speaking Activity at Eleven Grade of SMAN 1 Gading Probolinggo selama 3(tiga) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Berki

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 28 Februari

2023an. Dekan,

Wakil Dekan Bidang Akademik,



Appendix IV



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1
GADING
 Jl. Raya Condong Kec. Gading Telp. (0335) 611382
 E-mail : smansatugading@yahoo.co.id dan smansatugadingcondong@gmail.com
PROBOLINGGO

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
 Nomor : 424/094/101.6.3.15/2023

yang bertanda tangan di bawah ini :

Nama	: Drs. BERKI
NIP	: 19650310 199402 1 001
Pangkat/Gol.	: Pembina / IVa
Jabatan	: Kepala Sekolah

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas :

Nama	: Adilia Mar'atus Salsabila
NIM	: T20176039
Program Studi	: Tadris Bahasa Inggris
Sekolah/Univ.	: Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember Fakultas Tarbiyah dan Ilmu Keguruan

Telah selesai melakukan penelitian di SMA Negeri 1 Gading, jalan raya Condong Kecamatan Gading Kabupaten Probolinggo Provinsi Jawa Timur selama 3 (Tiga) hari, terhitung mulai tanggal 08 Maret s/d 10 Maret 2023 untuk memperoleh data dalam rangka menyelesaikan tugas Skripsi Penelitian yang berjudul : **"An Analysis Negotiation of Meaning in Speaking Activity at Eleven Grade of SMAN 1 Gading Probolinggo"**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Gading, 10 Maret 2023
 Kepala SMA Negeri 1 Gading

Drs. BERKI
 NIP. 19650310 199402 1 001

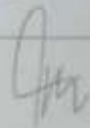
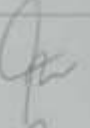

Appendix V


Research Journal's Activities

Name : Adilia Mar'atus Salsabila

Nim : T20176039

Title : an Analysis negotiation of meaning in speaking activity at eleventh grade SMAN 1 Gading Probolinggo

No	Day, Date	Activity	Initial
1.	07 march 2023	The reserachee was gives a " surat permohonan " To the school	
2.	08 march 2023	The researcher was give the conversation assignment letter	
3.	09	The researcher analysis and interviewed the students	


Kepala sekolah
Drs. Beni

Dipindai dengan CamScanner

Appendix V

Research Instrument Interview

Interview with the students about what is the component in negotiation of meaning mostly used by the students at Eleventh grade of SMAN I Gading Probolinggo .

1. What component do you often use in negotiation of meaning ?
2. What are the obstacles you faced in learning speaking by using negotiation of meaning?
3. How did your teacher give an example of negotiation of meaning ?
4. Does negotiation of meaning have an impact on you in understanding the other person's words ?

Appendix VI

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instrument Observation
KIAI HAJI ACHMAD SIDDIQ
Trigger

Kelompok	Negotiation of meaning	Day 1	Day 2	Day 3
I	Trigger	2	1	2
II		3		1
V		2	3	2
Total		7	4	5

Signal

Kel	Negotiation of Meaning	Day 1	Day 2	Day 3
Kel 1	Confirmation check	2	1	1

	Clarification Request	2	3	
Kelompok 4	Confirmation check	1	1	1
	Clarification request	2	1	
Kelompok 2	Confirmation check	2	1	
	Clarification request	2	2	
Total	Confirmation check	5	3	2
	Clarification request	6	6	-

Response

Kel	Negotiation of meaning	Day 1	Day 2	Day 3
Kelompok 1	Self repetition response	1	2	2
	Other repetitions response	2		
	Self modification response	1	1	1
	Other modified feedback	1		
	Confirm or negate response	1	1	
Kelompok 3	Self repetition response	1		2

	Other repetition response	1	1	
	Self modification response	1		
	Other modified feedback		2	
	Confirm or negate response	1		1
Kelompok 8	Self repetition response	1	2	
	Other repetition response	3	1	
	Self modification response	1		1
	Other modified feedback	1	1	
	Confirm or negate response	1	1	
Total	Self repetition response	3	4	4
	Other repetition response	6	2	
	Self modification response	3	1	2
	Others modified feedback	2	3	
	Confirm or negate response	3	2	1

Follow up

Kelompok	Negotiation of meaning	Day 1	Day 2	Day 3
Kelompok 1	Follow up	1	1	1
Kelompok 12		2	1	1
Kelompok 7		2	1	1
Total		5	3	3

Trigger

Trigger	Day 1	Day 2	Day 3
Kelompok 1	<p>- shall we go to the eummm....</p> <p>To the beach? Again?</p> <p>- eumm.. Do you want?</p> <p>No... Haha..</p> <p>- then, should we go to the banyuwangi to the red Sea?</p> <p>- eumm I don't think so... But it is good idea</p>	<p>- hei, should we... To the zoo? Zoo...</p> <p>Zoo? You want to see monkey?</p>	<p>- wait, eum.. Let go to the jakarta city for this holiday...</p> <p>No, I have an other planning</p> <p>- than eum... What should you do?</p> <p>It is a secret</p>
Kelompok 2	<p>- hei... Eumm...</p> <p>Where will you... Ho...</p> <p>Holiday?</p> <p>- eummm.. Holiday... What should we do?</p> <p>I don't know maybe I</p>		<p>- should we go to.... To the zoo again?</p>

	only want to sleep in every day		
Kelompok 5	<p>- the beach so hot.. Shall we go to...</p> <p>To the market for buy water</p> <p>- eee... Let's play basket ball on the beach</p> <p>Sure lets we go</p>	<p>- huh... What you planing for this holiday?</p> <p>Eum... I don't think so</p> <p>- should we to ...</p> <p>To the malang city?</p> <p>- eum... I don't know</p>	<p>- this planning so bored...eee Then we...</p> <p>We change again the planning?</p> <p>- eee... Should we go to the mountain?</p> <p>Hiking again?</p>

Signal

Kelompok	Signal	Day 1	Day 2	Day 3
Kelompok 1	Confirmation check	<p>- the zoo is on probolinggo city</p> <p>Probolinggo city?</p> <p>- bromo mountain is good too for holiday.</p> <p>Bromo mountain?</p>	<p>-in the zoo is many people there</p> <p>Many people?</p>	<p>- red sea has a good vibes for holiday.</p> <p>Red Sea?</p>
	Clarification request	<p>- when we go to the malang city?</p> <p>Sorry, malang city?</p> <p>- where is jatim Park?</p> <p>Pardon, jatim Park?</p>	<p>- how about we go to the beach next holiday?</p> <p>Sorry, next holiday?</p> <p>Are you kidding me?</p> <p>- how about if we go to mountain for hiking?</p> <p>Sorry, hiking?</p> <p>- how about bentar beach?</p>	

			Sorry, bentar?	
Kelompok 4	Confirmation check	- pasir putih is a good sea in besuki Pasir putih?	Lets we go to the beach on monday Go to the beach Monday?	- it is better when I in my house this holiday Your house?
	Clarification request	- you know satu ulo beach? Sorry, satu ulo? - Are you there for vacation? Sorry, holiday?	- what do you want to do when holiday? Pardon, holiday?	
Kelompok 2	Confirmation check	- your house is a good too for our holiday My house? - jakarta city has a good place for holiday the name is dufan Dufan?	- bremi has a good view for holiday. Bremit? Bremit?	- holiday it's time for healing... Healing? - yeay... Holiday come lets do what we want to do What we want to do?
	Clarification request	- What about we go to the bromo mountain this holiday? Sorry, bromo mountain? - it's not bad idea if we go to your house this holiday	- how about we hiking in the semeru mountain ? Sorry? Hiking in semeru? - do you want to cinema this holiday? Sorry, cinema?	

		My home?		
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Response

Kelompok	Response	Day 1	Day 2	Day 3
1	Self repetition response	<p>- Bromo mountain has a good view.</p> <p>Bromo? Mountain?</p> <p>Bromo mountain, bromo mountain</p>	<p>- there are jatim Park zoo for kids learned</p> <p>Zoo?</p> <p>Zoo, zoo, jatim Park zoo</p> <p>- how about your planning holiday?</p> <p>Holiday?</p> <p>Holiday holiday, planning holiday.</p>	<p>- watu ulo beach is have a good sunset vibes</p> <p>Watu ulo?</p> <p>Beach beach, Watu ulo beach</p> <p>- what about we go to the Jakarta city this week?</p> <p>Jakarta?</p> <p>Jakarta Jakarta.</p>
	Other repetition response	<p>- I think it's good idea go to the beach next week</p> <p>I like too</p> <p>Yes, it's good idea</p> <p>- in my opinion, how about we go to my grandparents house</p> <p>I don't think so</p> <p>Let's we do</p>		

	Self modification response	- I think the beach is good for holiday Can you spell it? Beach beach, is good for holiday	- in my opinion lets enjoy our holiday by just stayed at home Can you spell it? At home at home, stayed at home	- I think I like vibes sunset on pasir putih beach Can you said it? Sunset, sunset, is a good vibes
	Other modified feedback	- what do you want to do for holiday? What should I do? What should you do?		
	Confirm or negate response	- in my opinion, let's we go to the mountain? Is semeru mountain ok? Ok, I remember it		
Kelompok 3	Self repetition response	- the beach so hot. Hot? Beach beach, is so hot		- stayed at home when holiday is better right? Stayed at home? Home home, stayed at home is better - semeru mountain is the high in wes Java Semeru? Semeru, semeru mountain
	Other repetition response	- I think its good idea we go to the mountain next week	- Did the child drown? What does he	

		Yea I like too Yes it's a good idea too	do? Did he save her?	
	Self modification response	- I think we can go to banyuwangi city Can you said it again? Banyuwangi city, banyuwangi city.		
	Other modified feedback	-	- Umm... What did they do to the child who lose in the mountain? What the person do? What has happened - umm what did they do to with the door closed can't opened? What she's do? What has happened with the door	
	Confirm or negate response	- should we go to the market for buy something for holiday? Is market on the rod ok? . Okey lets do it		- should we go the red beach? Banyuwangi red beach ok? Okey I get it
Kelompok 8	Self repetition response	- The sunset was beautiful Beautiful? Sunset sunset, beautiful	- The rainbow is very beautiful when seen from the top of this mountain	

		beautiful	Rainbow? Rainbow rainbow so beautiful - the weather of sea is good Good? Weather weather of sea	
	Other repetition response	- in my opinion, I like to used normal clothes to go mountain next week Like normal clothes Sure, normal clothes - I think I would bring a water for drink Same I would bring it too Sure, bring water - i think I would like to bring tent for camping at mountain Yes I would brought too Sure, we bring the tent	- for healing on the sea, I would like to bring ice tea Like ice Sure, ice tea	
	Self modification response	-i think we can go to dufan in Jakarta Can you spell it? Dufan dufan, at Jakarta		- shall we go to Papuma beach in jember Can you said it? Papuma Papuma, Papuma beach
	Other modified feedback	- ummm... You see it? What the person doing to the boat?	- hei, you like it? About holiday in the Monday?	

		So, what the person do? What happened?	So, what should I do? What happened?	
	Confirm or negate response	- should we go to the beach for holiday? Okey, papuma beach Sure	- should we go to the library this holiday? Okey, school library right? Okey	

Follow Up

Kelompok	Negotiation of meaning	Day 1	Day 2	Day 3
Kelompok 1	Follow up	- when we go to the denpasar bali? Denpasar bali, yes bali Go to Denpasar bali on Monday	- you know Papuma beach? Sorry? At jember Yes Papuma beach	- do you like to beach? Sure I like it
Kelompok 12		- you know where is dufan? Dufan in the Jakarta city -Jakarta city? Jakarta, Jakarta Go to Jakarta on holiday last semester	- you know where is red beach? Red beach in banyuwangi city	- should we go to the bali city for holiday? Bali city? Sure we go

Kelompok 7		<p>- where you go for holiday?</p> <p>Sorry?</p> <p>Holiday at bromo?</p> <p>Sure I go to bromo</p> <p>- holiday?</p> <p>Holiday, yes holiday!</p> <p>Holiday is coming soon last year</p>	<p>- in the holiday?</p> <p>Where do you want to go?</p> <p>Sorry?</p> <p>Where do you want to go for holiday?</p> <p>I go to the Jakarta city</p>	<p>- you know where is semeru mountain?</p> <p>Semeru mountain in lumajang city</p>
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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix VII

Researcher Biography**Personal Information :**

Full name : Adillia Mar'atus Salsabila
 Nim : T20176039
 Gender : Female
 Place, date of birth : Probolinggo, 04 June 1999
 Address : Dsn. Rowojati kidul RT 11 / RW 05 jatiadi kecamatan Gending
 Kabupaten Probolinggo
 Religion : Islam
 Department / Major courses : English Department
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Education Background :

2006 - 2011 : SDIT Permata Kraksaan
 2011 - 2014 : MTS. PP Darul Istiqomah
 2014 - 2017 : SMA Tunas Luhur Paiton Probolinggo