

I. INTRODUCTION

In this chapter, the following points describes: background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objectives and uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

English is a compulsory subject taught from junior high school to university level. There are four skills that must be acquired by the students, such as listening, speaking, reading, and writing. The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills.

Speaking is communication process between at least two persons. Speaking is a way to express someone's idea. However, today's world requires that goal of teaching speaking should improve the students' communicative skill. Because it is the way in which the students can express their argument and opinion, and learn how to follow the appropriate social and cultural rules in communicative circumstances.

Speaking is an important role in social life to keep the relationship. It is a crucial functioned skill in any aspects of global transformation. A large percentage of the

world language learners study English in order to be able to communicate fluently. Speaking skill is considered as the most complex skill, because there are many other skills that should be mastered too. They are pronunciation, intonation, vocabulary, fluency, grammar, and comprehension. By speaking which is categorized as an active process, people are able to speak. It is two way process between speaker and listener who involve productive and receptive skills of understanding. In other words, the listener will try to understand the speakers' ideas through the communication between them.

Based on the researcher's pre-observation in SMAN 5 Bandar Lampung, it was found that speaking skill was still not achieved the learning mastery. The English teacher should find an interesting and practical technique which gives challenges and opportunities for the students to practice their English in the classroom.

Especially in speaking skill, the students could not do oral production properly because the teacher only asked the students to memorize the formula and to do the tasks from English textbook. The teacher often focused on grammar or formula of the sentences and seldom taught the students how to use the language.

If the teacher only focuses on teaching tenses, the teacher will not give much time for the students to speak up by using the target language. Its consequently, the students were only good at mentioning the patterns of the sentences but unable to use the language for oral communication. Moreover the students lack in speaking ability. The students tend to be reluctant to speak and they tend to keep silent.

This situation made the students fear for being blamed. In English language

teaching, the emphasis is not only in linguistic competence but in the development of communicative ability. The teacher needs to create a scenario to teach the target language in an active and interesting manner which can stimulate the students to speak English.

Based on the problems above, the researcher implemented Task-based Learning in students' speaking activity. Because it is more student-centered, allows for more meaningful communication. Task is an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome (Willis, 1996). It means that the learning process is focused on the use of authentic language and meaning in using the target language. As long as there are any communicative purposes, certainly there are any productive and receptive skills of understanding. Negotiation of meaning appears to be an important element in facilitating the learners to gain comprehensible input for non-native speaker based responses or signals of understanding. Negotiation of meaning is defined as a series of exchanges conducted by addressors and addressees to help themselves understand and be understood by their interlocutors (Yufrizal, 2007). Negotiation of meaning can be function as an indication of pursuit of communication.

Hopefully, this research can give information for the reader about how the students' response from the implementation of Task-based Learning in speaking activity. It also informs how negotiation of meaning facilitates the students in their speaking activity as one of communicative strategies in second and foreign

language acquisitions. It is about how the students develop their competence in English despite their lack of contact when they have the opportunity to communicate in English with their peers. It is also how the students get the advantage of getting comprehensible input and producing modification of output, as it should occur if they were interacting with their peers.

1.2 Identification of the Problem

Based on the pre observation, the researcher identified the problems on SMAN 5 Bandar Lampung in XI Science II class as follows:

1. The teacher's technique in speaking activity was less interesting.
2. The teacher often asked the students to memorize the formula and to do the task from English textbooks.
3. The teacher often focused on grammar or formula of the sentences than gave much time for the students to practice their speaking in the classroom
4. The students were only good at mentioning the pattern of the sentences but not at using the sentences for oral communication.
5. During the teaching learning process, the students mostly tended to be reluctant to speak English and to keep silent.
6. The students were asked to prepare the dialogue conversation at home and to memorize it before take the speaking activity.

1.3 Limitation of the Problem

This research was focused on analyzing the use of negotiation of meaning in students' speaking, especially in practicing step in Task-based Learning. It was for investigating how the speaking activity in Task-based Learning was facilitated by negotiation of meaning. The researcher also investigated which component of negotiation of meaning which was mostly used by the students in their conversation. It was aimed to investigate which the component of negotiation of meaning that can more facilitating the students to keep the sustainability of conversation.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problems as follows:

1. To what extent is negotiation of meaning used by the students in speaking activity in Task-based Learning?
2. Which component of negotiation of meaning is mostly used by the students in speaking activity in Task-based Learning?

1.5 Objective of the Research

Concerning to the problem, the objectives of this research are:

1. To find out to what extent is negotiation of meaning used by the students in speaking activity in Task-based Learning.

2. To find out which the component of negotiation of meaning is mostly used by the students in speaking activity in Task-based Learning.

1.6 Uses of the Research

This research is useful for both theoretically and practically.

1. Theoretically

This research is to support the existing theory about negotiation of meaning and the implementation of Task-based Learning.

2. Practically

- a. This research is expected to contribute to the future research of teaching speaking as useful information.
- b. This research is expected to enrich our understanding about the aspect of oral communication.
- c. This research is empirical information for the English teachers about the use of negotiation of meaning in the students speaking activity in Task-based Learning.

1.7 Scope of the Research

This research was conducted at the second year of SMAN 5 Bandar Lampung.

The class was XI Science II class. This research is a qualitative descriptive in nature. It was focused on finding out to what extend negotiation of meaning was used by the students and what component of negotiation of meaning was mostly

used by the students in speaking activity in Task-based Learning. This research was also supported by observation and interview.

1.8 Definition of Terms

- a. **Speaking** is oral communication. It is two ways process between speaker and listener and involves productive and receptive skill of understanding (Byrne, 1984), whereas, spoken language consist of succession of sounds produced by the organ of speech, together with certain attributes e.g. intonation, rhythm, and stress (Jones,1983:35).
- b. **Teaching speaking** refers to the ability to propose exercises and activities which allow the students to develop the ability to initiate and sustain conversation.
- c. **Task** is an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome (Jane Willis, 1996).
- d. **Negotiation of Meaning** is defined as a series of exchanges conducted by addressors and addressees to help themselves understand and be understood by their interlocutors (Yufrizal, 2007).
- e. **Trigger** means the utterances followed by the speaker signal of total or partial lack of understanding.
- f. **Signal** for negotiation of meaning is an indicator from a listener that understanding is not complete.

- g. *Responses* are related to the discussing of the repairing, that is, the corrections made by the speaker as a response to a modification of the input action by the listener.
- h. *Follow up* is the comprehension signal and continuation move.
- i. *Utterance* is the action of expressing the ideas and statement in verbal through sound or word spoken.