

I. INTRODUCTION

This chapter describes background of the problem, formulation of the problems, objectives of the research, uses of the research, and scope of the research. In order to avoid misunderstanding, definitions of terms are provided in the last part of this chapter.

1.1 Background of the Problem

Language is important to communicate with other people. The importance of communication has brought people to learn an International language, which is English. Nowadays Indonesian students learn English language as a foreign language. English has become a compulsory subject that is taught and learnt at Elementary school up to University level. According to School Based Curriculum (KTSP 2006), the students are expected to master four ability in English subject. The four skills are listening, speaking, reading and writing.

Commonly, spoken test is done in written task rather than oral activity. Learning speaking just becomes a matter of book-based activitie and emphasizes largely on grammar rules instead of giving speaking practice. As a result, speaking target will not be mastered and the students will not learn to communicate orally because language is solely from a book and written task.

Speaking is a process of communication between at least two people. It is a way to express someone's idea to his or her interlocutor. Bryne (1984) defines speaking as a two way process between speaker and listener and it involves the productive skill and receptive skill of understanding. It means that in the speaking process, they are sender who sends message and receptor that receives or responds the message given. They try to communicate each other. The general aim of speaking skill is communicative efficiency. By having a good ability in speaking, the students can communicate fluently to other people. So they are able to express the idea, work out in some aspect and maintain social relationship by communicating with others in the society. That is why the students should be succesful in learning the second language especially in speaking skill.

Therefore, it can be said that the students have strong willing to communicate each other in English. But, then they feel disappointed when they realize that they are unable to speak English well. They rarely practice English in oral communication and there is gap in the language knowledge. According to Bialystok (1990:1), the gap can take place in various occasions as well as various language aspects in many forms such as in words, a phrase, sentence, clause, etc. The gap can cause miscommunication between the speaker and the listener.

According to Neu and Reeser (1997) in Information gap activity, one person has certain information that must share with others in order to solve a problem, gather information or make decisions. Based on the theory, the researcher thinks that Information Gap is the most interactive technique for the student in creating communicative learning, because it will help them speak actively in the class by

using conversation. Information Gap should be done in a pair or group work. By appropriating Information gap, the students become comfortable to speak everything. Teacher only gives simple explanation about the activity and reviews vocabulary needed for the activity. Then, the students get the opportunity to develop their speaking freely.

As Pica (1985) states that Information Gap offered the largest percentage of opportunities for non-native speaker to modify their output in response to native speaker signals of request for clarification and confirmation than jigsaw and discussion task. Lam son (2009) defines that an information gap activity is an activity where students are missing the information they need to complete a task and need to talk each other to find it.

Negotiation of meaning is defined as series of exchanges conducted by addressors and addressees to help themselves understand and be understood by their interlocutors (Yufrizal, 2007 p.14.). 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 and by repairing and adjusting speech (Pica, 1991).

Then negotiation of meaning is regarded to be more effective in order to avoid misunderstanding in the interaction. Negotiation of meaning also can avoid the obstacles in interaction. More participants negotiate more interactions occur. It occurs when two or more participants involved in oral interaction and found a potential for the communication to breakdown.

There are many components of negotiation of meaning that can appear during process of interaction. The writer is interested to investigate which component of negotiation of meaning are mostly used by students. In addition, the writer focused on analysis of negotiation of meaning in students' speaking by using Information Gap which was conducted at the second year of SMPN 29 Bandar Lampung.

1.2 Formulation of the Problems

Based on the statements of the problems above, the writer would like to take the main problems of this research that are as follows :

1. Do students at the second year of SMPN 29 Bandar Lampung use negotiation of meaning in their speaking ?
2. Which component in negotiation of meaning is mostly used by the students ?

1.3 Objectives of the Research

Concerning to the problem above, 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.

1.4 Uses of the Research

The uses of this research are addressed to :

a) Theoretically

- To verify previous theories dealing with the theories in this research.
- To be used as a reference for those who will conduct further research.

- It is expected that this study can enrich our knowledge in the aspect of oral communication.

b) Practically

- It might be beneficial for giving information about what types of negotiation of meaning that are used by students in their speaking.
- It might be beneficial as a reference for further research on the same field.

1.5 Scope of the Research

The writer conducted the research at the second year of SMPN 29 Bandar Lampung. The subject of this research is class VIII A. In this research, the writer wanted to see the component in negotiation of meaning that mostly used by the students. For the material, the writer took expressing asking and giving information. The writer classified the component was used by the students in their conversation by table of specification of components in negotiation of meaning and find out the component that mostly used by the students

1.6 Definition of Terms

1. ***Speaking*** is communication or conversation, two people are exchanging information or they have a communication or conversation needs (Doff, 1987:2).
2. ***Negotiation of Meaning*** is defined as side sequences to the main flow of communicational aimed at signaling and solving problem message comprehensibility that is, aimed at restoring mutual understanding, (Van Den Branden, 1997:19).

3. *An Information Gap* activity is an activity where students are missing the information they need to complete a task and need to talk each other to find it. (Lam Son, 2009).