

I. INTRODUCTION

This chapter discusses about the writer's reasons in choosing title of her research, identification of problems, limitation of problem, formulation of research questions and uses of research.

1.1 Background of the Problem

As international language, English is very important in the global communication. Therefore Indonesian government puts English as compulsory subject in the school. It means that students in the school are expected to able to master English well including in communication. In fact it is widely known that Indonesian students are not able to communicate in English well. It is probably caused by many factors including obstacles in learning English. As we know that Indonesian students learn English in various ways including by involving the interaction. This way is regarded as the best strategy in learning the target language.

In interaction students are expected to get comprehensible input and can improve their English ability appropriately. In fact, when process of interaction is practiced, utterances expressed by the speaker often can not be understood by listener, the problem like this of course can disturb the process of interaction. Consequently, misunderstanding about information conveyed may occur. In

relation to learning English at school, in order to lead the students to acquire communicative skills especially verbal communications, the teacher should be able to encourage the students to get involved in the interaction. This is because through interaction the students can use communication strategies for example; they may use negotiation of meaning, avoidance, appeal for assistance, borrow a word from first language if the learners do not know a word in target language, paraphrase the meaning of the word or construct an entirely new word.

Communication strategies allow learners to make up for a lack of mastery of the language and to make communication more effective. Based on the idea above, it is clear that communication strategies have important role in the process of communication.

Among communication strategies that have been explained above, negotiation of meaning is regarded to be more effective in order to avoid misunderstandings in the interaction. It appears to be an important element in facilitating speakers as learners to gain comprehensible input and to produce comprehensible output. It can provide comprehensible input for non-native speakers, based on either the modifications of speech by non-native speaker as responses to non-native speaker signals of non-understanding, or native speaker signals for non-understanding in the form of confirmation check with elaboration. It can increase the sustainability of the conversation and open more opportunities for participants to provide comprehensible input and produce more comprehensible output. For non-native speakers it can provide opportunities to produce comprehensible output based on signals of non understanding from native speakers. Negotiation of meaning also has function as an indication of communication pursuit. The more the participants

negotiate the more interaction occur. It occurs when two or more participants involved in oral interaction and found a potential for the communication to breakdown. There are four components of negotiation of meaning. They are trigger (T), indicator (I), response (R) and reaction to response (RR). A trigger is defined as an utterance or portion of utterance on the part of the speaker, which result in some indication of non-understanding on the part of hearer. From trigger the hearer can indicate non-understanding (the indicator = I) which can be responded to (R) by the speaker in various ways. Reactions to response (RR) can be produced by either the speaker or the hearer.

There are many components of negotiation of meaning that can appear during process of interaction. In order to know what component of negotiation of meaning are widely used by the students, the writer is going to do a research entitle An Analysis of Negotiation of Meaning Used by Students' Interaction in SMA N 4 Bandar Lampung. Interaction in which negotiation of meaning appears can involve native speaker or not. Interaction that does not involve native speaker is called NNS interaction. The process of interactions in which negotiation of meaning can be found occur everywhere and every time including in the students interaction in school. They not only take interaction with their teacher but also with each other. In her research, the writer focuses on NNS interaction because it is considered as interaction which can be easily found in Indonesia.

1.2 Identification of Problems

In reference to background of the problem, the following problems can be found:

1. Students get difficulties in comprehending message in English during their interaction (interaction between one student with other student). It might be caused by misunderstandings which probably occur.
2. Students get difficulties in comprehending English materials because there might be some misunderstandings between students with their English teacher in the teaching learning interaction.
3. Students' learning strategies are inappropriate with their goal setting. For example students learn English in order to be able to communicate in English well both oral and written. But they use learning strategies which focus in grammar only. So it is not suitable.
4. Students' motivations in learning English are still low. So it is difficult to improve their English ability well.
5. Students have negative attitude in learning English. So it is difficult for them to learn English well because they regard that English is impossible to be learnt well.
6. Students are not able to improve their English ability well because of inappropriate materials that they learn.

1.3 Limitation of the Problems

The writer realises her capability in doing her research. Therefore the writer focuses on the students' difficulties in comprehending message in their interaction

because of misunderstandings. As the solution to overcome their difficulties, the writer is interested in discussing negotiation of meaning which is regarded to be effective way to avoid misunderstandings.

1.4 Formulation of the Problems

In line with the limitation of the problems above, research problems are formulated below:

1. Do students at the first year of SMAN 4 Bandar Lampung use negotiation of meaning in their interaction?
2. Which component is mostly used by the students?

1.5 Objectives of the Research

In line with the formulation of problems, the objectives of this research are:

1. to investigate whether students at the first year of SMAN 4 Bandar Lampung use negotiation of meaning in their interaction
2. to investigate which component in negotiation of meaning that mostly used by the students.

1.6 Uses of the Research

The uses of this research hopefully can:

1. Theoretically, it might be beneficial for supporting the theories of communication.

2. Practically, it might be beneficial for giving information about what types of negotiation of meaning that are used by student's interaction. Beside the results of research may also be beneficial as a reference for further research on the same field.