

## **ABSTRACT**

### **STUDENTS' AWARENESS OF MISTAKES IN NEGOTIATION OF MEANING**

**By**

**FERAYANI ULRICA**

Grammar in traditional methods is usually taught through explanations given by the teacher in a deductive way followed by meaningless activities that the students have to write. The classes do not emphasize the use of English in class nor do they emphasize communication among students and/or teacher. Language awareness can challenge learners to ask questions and involve them in exploring themselves of how language works. 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. The aims of this research were to find out the mistake that learners make during negotiation of meaning and analyze the students' awareness of mistakes in negotiation of meaning.

This research was qualitative descriptive research. The population of this research was the second grade students of SMA Negeri 5 Bandar Lampung (XI IPA 1) that was consisted about 33 students. In collecting the data, the researcher recorded and interviewed students' interaction. She tried to analyze students' awareness of mistakes in negotiation of meaning. The students made mistakes in grammar (74%), pronunciation (17%), and vocabulary (9%). The result showed the extend of students' awareness in responding a mistake in negotiation of meaning was low. It could be sum that only 16 incorrect utterances (30%) could be corrected by the students. It was divided into two sides; willingness and unwillingness to correct. There were 7 incorrect utterances that willing to be corrected by the students while 9 utterances were not corrected even the students knew the incorrect utterances occurred. The rest, 38 utterances (70%) were not corrected because the students were not aware of the mistakes that made by their interlocutor. From the mistake that could be corrected, only 4 utterances became an input. Most students were not aware or did not pay attention on the mistake during interaction because of some reason, such as the learner focused on meaning and they were in the same proficiency level. The condition of the class also influenced the result.