AN ANALYSIS OF NEGOTIATION OF MEANING IN SPEAKING CLASS AT THE SECOND GRADE OF SMAN 1 PASIR SAKTI

(A Script)

By

NING SETIAWATI

UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017

ABSTRACT

AN ANALYSIS OF NEGOTIATION OF MEANING IN SPEAKING CLASS AT THE SECOND GRADE OF SMA N 1 PASIR SAKTI

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The aims of this research were to investigate (1) Do the students used negotiation of meaning in the two types of the tasks i.e., jigsaw and information gap, (2) the component of negotiation of meaning mostly used by students in two types of the tasks, and (3) the differences of negotiation of meaning in the students' conversation in both tasks. The method of this research was qualitative descriptive research. The subjects of this research were 30 students of XI science 1 SMAN 1 Pasir Sakti.

The result of the study showed that (1) the students used negotiation of meaning on their conversation, (2) the jigsaw task led to the highest negotiation of meaning in terms of trigger, while the information gap task resulted in negate response (RN) most frequently by contrast to the jigsaw task, and (3) there were differences of negotiation of meaning in both types of the tasks. This indicates that the of different tasks facilitate the students to negotiate the meaning.

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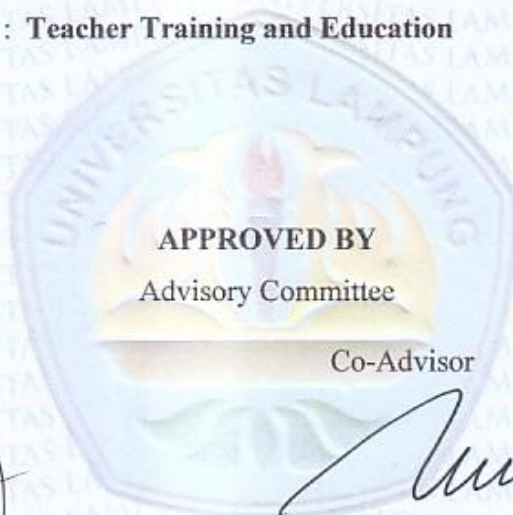
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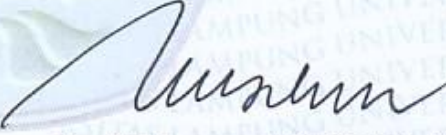
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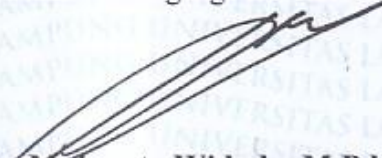
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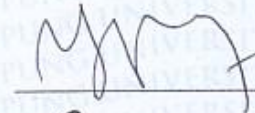NIP 19641212 199003 1 003

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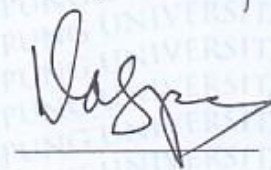NIP 19620203 198811 1 001
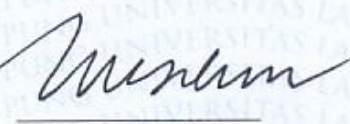
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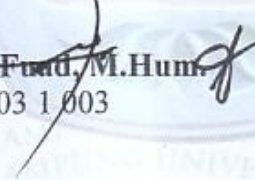
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CURRICULUM VITAE

The writer's name is Ning Setiawati. She was born in Labuhan Maringgai, on June, 16th, 1993. She is the second child of Sucipto and Sukerni. She has two brothers, Tri Susanto and Sony Setiawan.

She began her formal education for the first time at TK Aisyah in 1998 and graduated in 2000. She entered elementary school in SD Negeri Bandar Negeri in 2000. Having graduated from elementary school in 2006, she studied SMP N 1 Pasir Sakti and graduated in 2009. She has enrolled at SMA N 1 Pasir Sakti and graduated in 2012.

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DEDICATION

This script is dedicated to:

- My parents, Sucipto and Sukerni, who always pray and support me for my success
- My beloved brothers, Tri Susanto and Sony Setiawan and who always care about me
- My lovely friends, English Education of Lampung University 2012 who always encouraged me
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MOTTO

"Fa-inna ma'al 'usri yusran.. inna ma'al 'usri yusran ..fa-idzaa faraghta faanshab"

"Maka sesungguhnya bersama kesulitan ada kemudahan,…sesungguhnya bersama kesulitan ada kemudahan…..Maka apabila engkau telah selesai (dari sesuatu urusan), tetaplah bekerja keras (untuk urusan yang lain)"

(QS. Al-Insyirah: 5-7)

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Finally, the writer hopes that this script will be useful for all readers.

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Ning Setiawati

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I. INTRODUCTION

1.1.Background of the Research

Teaching Language as a Foreign Language (TEFL) has been carried out at all levels of education in Indonesia (Sadikin: 2011). In learning English, there are four skills that students must master i.e., listening, speaking, reading, and writing. Speaking is one of the important language skills in learning language. Speaking is a process of communication between at least two people or more. 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 skills and receptive skills of understanding. It means that in the speaking process, there are sender (who sends message) and receptor (who receives or responds the message given) then they tried to communicate each other.

The general aim of speaking is to communicate the ideas or transferring information. According to Setiyadi (2006:61), speaking ability is the most difficult phase of a foreign language to teach and acquire. We could not deny that speaking is the most important one for asking information in conversely for delivering information, speaking is the direct system of communication. Speaking is the main skill in communication (Wetly and Dorothy: 1976). 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 aspects 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. 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 the language in oral communication and there is gap in the language knowledge.

Based on the researcher's teacher training experience conducted in SMPN 3 Cukuh Balak Tanggamus, it was found that there were many students' problem in speaking English. In practicing dialogue, students face some difficulties if they were asked by the teacher to come in front of the class. It makes them unable to speak English well. The problems in speaking were caused by a number of factors such as limited number of vocabulary, grammar, pronunciation, and fluency. Students often make mistake in speaking and misunderstanding can happen when they tried to transfer the ideas. So, when they had to expalain someting using English they confused. Then when they tried to communication, sometimes they used mimic, body language, or sentences as the feed back to their interlocutor like saying *"pardon", "uh…", "emmm"* in the conversation. To solve their problem in speaking, the students used negotiation of meaning. It can help them in communication and minimize misunderstanding.

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 (Pica in Yufrizal, 2007). In this case, when native speakers

(NSs) and non native speakers (NNSs) are involved in an interaction, they 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 and Doughty, 1988). Negotiation of meaning is regarded to be more effective in order to avoid misunderstanding in conversation. Negotiation of meaning also functioned as an indication of communication pursuit. More students negotiate, more interaction occurs. It occurs when 2 or more students involve in oral interaction and they find a potential for the communication breakdown.

The previous research finding about negotiation of meaning is from Pratiwi (2013) conducted research about An Analysis of Negotiation of Meaning in Students' Speaking Performance in Dialogue by Using Realia at Second Grade of SMAN 1 Kalianda. She investigated the types of negotiation of meaning use by students performing dialogue by using realia, the component in negotiation of meaning that mostly and least used by the students in performing dialogue by suing realia and to investigate the difficulties that students encounter while speaking by using realia. Based on the research finding, there are 11 components of negotiation of meaning, the components of negotiation of meaning mostly used is confirmation check through repetition (CCR), and the difficulties face are pronunciation, vocabulary, grammar, fluency and comprehensible. In this research used one class and used class room observation, recording, and interview to collect the data. The result of the research shows that negotiation of meaning was an effective way to solve students misunderstanding.

The other research finding is from Nurdiana (2011). From her research about An Analysis of Negotiation of Meaning in the First Year Students of SMAN 4 Bandar Lampung. She investigates whether students at the first year of SMAN 4 Bandar Lampung use negotiation of meaning in their conversation and which component in negotiation of meaning that mostly used by the students. Based on the research finding, students of SMAN 4 Bandar Lampung use negotiation in their conversation and the components of negotiation of meaning mostly used is trigger. In this research she used one class use recording to collect the data. The result of thee research shows that negotiation of meaning was used by students tin their conversation.

There are many components of negotiation of meaning that could appear during speaking class. In order to know what components of negotiation of meaning are widely used by students, the writer did the research entitled "An Analysis of Negotiation of Meaning in Speaking Class at The Second Grade of SMAN 1 Pasir Sakti".

1.2.Research Questions

In line with the background state previously, the problems arise is:

1. Do the students at the second grade of SMA N 1 Pasir Sakti use negotiation of meaning in two types of the tasks i.e., jigsaw and information gap?

2. Is there any difference of the components of negotiation of meaning in two types of tasks i.e., jigsaw and information gap?

1.3. Research Objectives

By relating the research question, the objectives of the research is:

1. To find out whether students at second grade of SMA N 1 Pasir Sakti use negotiation of meaning in two types of the tasks i.e., jigsaw and information gap.

2. To find out the difference components of negotiation of meaning in two types of the tasks   i.e., jigsaw and information gap.

1.4. Use of the Research

In relation to the problems and objectives, the findings of the research may be benefical not only theoritically but also practically. Therefore, these uses can be describe as follows:

1. Theoritically:

   The result of this research may give additional contribution in case of education and it may verify the previous research finding.

2. Practically:

   The result of this research can be used as information sharing for English teacher in senior high school about students' difficulties in speaking class and how to minimize negotiation of meaning in speaking class.

1.5.The Scope of the Research

In order to focus this research, the researcher limited the scope of the research. This research is focused on analyzing negotiation of meaning used by students in two situation of speaking; jigsaw and information gap task in speaking class. The sample of this research was students in second grade of SMAN 1 Pasir Sakti. The subject was students of class XI Science 1 at SMAN 1 Pasir Sakti which consisted of 30 students. This research focused on analyzing students' speaking ability and the components of negotiation of meaning they used. The researcher conducts two tasks and classroom observation to collect the data of the research.

1.6. Definition of Terms

In order to specify the topic of the research, the researcher provides some definition of terms related to the research. These are some terms which are related to the research:

1. Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.

2. Negotiation of meaning is defined as a series of exchange conducted by addressors and addresses to help themselves understand and be understood by their interlocutors.

3. Speaking is ability to express in life situation, or the ability to converse, or the ability to report acts or situation in precise word or the ability to express a sequence of idea fluently.

4. Jigsaw is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle.

5. Information gap task is a technique in language teaching where students who miss the information to complete a task or solve a problem, and must communicate with their classmates to fill in the gaps.

6. Teaching speaking means the process of giving knowledge, or skill to others, whit the goal emphasized to improve communication skill in order to make they are able to communicate especially in sharing their ideas or delivering their speech.

II. LITERATURE REVIEW

2.1. Concept of Speaking

2.1.1. Definition of Speaking

Speaking is a way of communication by which people can share their idea each other. According to Byrne (1976) speaking is an oral communication. It is two-way process between speaker and listener that involves productive and receptive skills. Welty (1976) states that speaking is the main skill of communication. Based on these ideas, it understand that through speaking someone can expresses their ideas clearly.

Lado (1981:240) states that speaking as an ability to converse or to express a sequence of idea fluently. It means tht in the process of speaking there must be at least two people, one is the speaker and the other is the listener. In speaking process, the speaker must be able to share the ideas clearly so that the listener can recieve what the speaker communicates, he or she must comprehend in coming message and then organize approriate responses for production.

Rivers (1978:162) says through speaking someone can express his or her ideas, emotions, and reactions to other person and situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and responses to other speaker. It means that in order to express someone's

ideas, the speaker must also attend the aspect of speaking, in order that the message is undertandable to the listener.

According to Duff (1986:2) 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 thing, which they do not know, or to find things out rom other people. Murcia (1978:91) says that speaking is the primary element of languages and it can be develop from the begining when someone was born, from the first contact with the language.

In short, speaking is a way to communication by express ideas, feeling and emotions to other people which involves not only proucing but also using language communicatively.

2.1.2. Components of Speaking

According to Welty (1976: 47) speaking is one of four bsic skills of lnguage and it has important role in daily life because it is the main skill in communication. Speaking must fulfill these following criteria, they are:

1. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. There are three basics of main ranges of the teaching technique which can be involved to assist students in learning pronunciation. The first is exhortation. Exhortation is the intructition to imitate and mimic, to make such a sound, without further explanation. The second is speech traning, it is the

construction of special games and exercise which entail the use of word of sentence so as to practice particular sound, sequences of sounds, stress-patterns, rhythm, and intonation. Third is practical phonetics which including description of the organ of speech, description of the articulation of sounds, description of stress, rhythm, and intonation.

2. Grammar

The study of how words and their component parts combine to form sentences, structural relationships in language or in a language, sometimes including pronunciation, meaning, and linguistic history. Grammar is the set of logical and structural rules that given natural language. Grammars refers it is a kind of regularity of sounds structure that nobody could learn language without grammar.

3. Vocabulary

Vocabulary means the appropriate diction which is use in communication. vocabulary refers to the selection of words that suitable with content (Harris 1974: 68-69). Vocabulary is divided in to two parts close class and open class. Close class consist of preposition, pronoun, conjuction.

4. Fluency

Fluency is the smoothness of flow with which sound, syllables, words, and phrases are joined together when speaking. It can be seen that fluency as the maximal affective operation system so far acquired by the students. It refers to the one who expresses a language quickly and easily without any difficulty.

5. Comprehension

Comprehension is the study how well setudents understand a language, or that helps them to improve their understanding of it, in which they read a piece of writing of listen to someone speaking, and then answer question. Beside that, comprehension is the ability to understand completely and be familiar with a situation, fact, etc. It refers to the ability of understanding the speakers' intension and general meaning.

2.1.3. Type of Speaking

According to Brown (2001) our language teaching devoted to instruction in mastering English conversation.

He also classifies six types of classroom activities as follow:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not fort the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designes to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of some pair work activity.

3. Responsive

Responsive assesment task includes interaction and test comprehension but at the somewhat limited level or very short conversations, stadard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up dialogues:

Example 1. Linda   :Excuse me, do you have the time?

Dony   : yeah, Nine ten.

4. Transactional (dialogue)

Transactional dilogue is carried out for the purpose of coveying or exchanging specific information or idea in extended from of responsive language.

Conversation, for example, that may have more negotiate nature to them than does responsive speech.

5. Interpersonal

Interpersonal dialogue carries out more for maintaining social relationship than for the transmision of fact and information. The conversation are little tricker for learners because they can involve some or all of the following factors: a casual register, colloquial language, emoyionally charged language, slag, ellipsis, sarcasm, and covert "agenda".

6. Extensive

Extensive monologue is extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planed.

2.2. Teaching Speaking

Teaching speaking means teaching how to use languge for communication for transferring ideas, through or even feeling to other people. Rivers (1978: 6) states that speaking is developed from the first contact with the language that we learn, because by the speaking we can transfer our ideas or trought to order people.

Therefore, if students do not learn how to speak or do not get any opportunity to speak in the alanguage classroom they may soon lose their motivation and interest in learning. On the other hand, if the right activities are tough in the righ way., speaking in class can be alot of fun raise general learner motivetion and make the English Language classroom a fun and dynamic palce.

Teaching speaking is to teach english language learners to:

1. Produce the English speech sound patterns.
2. Use word and sentences stress, intonation patterns and the rythm of the second language.

3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.

4. Organize their thought in meaningful and logical sequence.

5. Use the languge quickly and conidently with few unnatural pauses, which are called as fluency. (Nunnan, 2003)

It is clear that speaking is the ability to express one's thought and it is one of the suitable forms of communication. There are several ways of teaching speaking that can use during teaching learning process. In order to teach second language learners how to speak in the best way possible, the teacher must use speaking activities that can be practiced and applied in the classroom. Short dilogue is one of them.

2.3. Negotiation of Meaning

Negotiation of meaning is defined as a series of exhanges conducted by addressors and addressees to help themselves understand and be understood by their interlocutor (Yufrizal, 2007 p.14). In other words negotiation of meaning is a process that speakers go through to reach a clear understanding of each other. It is used by learners of second or foreign language to overcome some misunderstandings that might occur in an interaction. When misunderstandings occur in the process of interaction the interlocutor gets dificulties to keep their interaction going on so they try to alter communication strategies including negotiation of meaning as the efective solution. There are four components of negotiation of meaning i.e., trigger, signals, response, and follow-up.

Negotiation of meaning is regarded to be effective in order to avoid misunderstanding in the interaction. Negotiation of meaning also can avoid the obstacles in interaction. 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.

2.3.1. Negotiation of Meaning in Teaching

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). When native speakers and non netive 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). According to Pica at al (1991) there are basically four components in negotiation of meaning, that are:

1. **Trigger**

Trigger is the utterance that contains elements that create. It can also be defined as prime of negotiation of meaning which invokes or stimulate incomplete understanding on the part of the listener (Grass and Varonis :1985).

2. **Signals**

This component refers to an indicator from a listener that understanding is not complete Grass and Varonis (1985).

This indication is triggered by a speakers' previous utterance. In many studies of negotiation of meaning, signal are devided into two concepts they are cofirmation check and clarification request.

a. Confirmation check

The listener inquiry as to whether or not their expressed understanding the speaker's previous is correct. It could accur in three ways:

- The interlocutor repeats all of the speaker utterance. It is called confirmation check through repetition (CCR).

- The interlocutor correct or complete what the previous speaker said (CCC).

- The interlocutor elaborates or modifies what the speaker said in order to comfirm whether his/her understanding of what speaker said (CCM).

b. Clarification request

A clarification request is a request for futher information from an interlocutor about a previous utterance (Foster: 1998). Different from confirmation check where the listener listened to the speaker's utterance with some degree of non understanding clarification request refers to an indication that shows the totally not understood what the speaker said.

3. Response

It refers to a speaker's attempt to clear up what the listener said (unaccepted input). In many studies of negotiation of meaning reponses were related to the discussion of the repair, correction made by NNS as a response to a modification of input action by native speaker (Foster: 1998). There are five categories of

responses, they are self-repetition response, other-repitition response, self modification, other-modification response, and negate response.

   a. Response Self-Repetition (RSP)

It refers to a response produced by a speaker in the form of part or all an utterance produce in the trigger (Pica: 1989).

   b. Response Other-Repetition (ROP)

In this category, the speaker repeats what the listener says in the signal (Pica: 1989). Therefore, it is called other-repetition response. In the speaker's response to the signal, we can see that the speaker change his output besed on the input from the listener. Since listener's signal is triggered by inability to interpret the speaker's utterance, the signal always modifies the trigger toward the listener's assumed interpretation. Therefore, the speaker in this case, produced modified output.

   c. Response Self Modification (RSM)

In this category, the speaker modifies the trigger as a response to the listener's signal of negotiation of meaning (Pica:1991). The modification made by the speaker can be at the level of phonology, morphology, or syntax, or at the semantic.

   d. Response Other-Modification (ROM)

Other-modification response is a modification by the speaker to reflect the signal given by the listener.

e. Negate Response

It refers to a response in the form of confirmation or negation. A 'yes' response is usually short.

4. Follow-Up

It refers to information about whether to communication modifications have been successful or not. In a long negotiation of meaning, interlocutors usually repeat the signal-response exchange until an agreement is achieved. Varonis and Gass (1985) proposed a simpler model for exchanges that create negotiation of meaning.

Table 1. Specification of components in negotiation of meaning

NO	Component	Sub Components
1	**Trigger (T)** It stimulates incomplete understanding on the part of the listener.	-
2	**Signal** is the listener's signal of imcomplete understanding.	Confirmation Check: - Confirmation Check through Repetition (CCR) - Confirmation Check through Modification (CCM) - Confirmation Check through Completion (CCC)
		Clarification of Request (CR)
3	**Response** is the original speaker's attemp to clear up unaccented input.	Self-Repetition (RSP)
		Response Other - Repetition (ROP)
		Response Self - Modification (RSM)
		Response Other - Modification (ROM)
		Negate Response (RN)
11	**Follow Up** is an element that signals either the haerer's accepance or continued difficulty with the speaker's repair.	-
	TOTAL	

In the development of studies in negotiation of meaning, Alcon, Shortreed, Martyn, and Van Den Branden have broadened the concept of negotiation of meaning, such as by inserting some ideas from studies in communication strategies into the basic concept of negotiation of meaning. Alcon (1996) in Yufrizal (2007 p.19), for instance, included some elements of communication strategies in their studies of negotiation of meaning, such as appels for sistance, appeals for verivication of meaning, definition requests, appeals indicating lexical uncertainty for the the component of signals, foreignization, literal translation, code switching, approaximation for responses. Another extension of negotiation of meaning is by Van Den Branden (1997) who distinguished three definitions of negotiation of meaning: negotiation of meaning, negotiation of form and negotiation of content.

Firstly, Branden (1997) in Yufrizal (2007, p.19) defines negotiation of meaning as side sequences to the main flow of conversation aimed at signalling and solving problems of message comprehensibility that is aimed at restoring mutual understanding. Under this category, Branden divides the negotiation of meaning into two elements: *indicators and response. The indicators* includes clarification request, confirmation request with trigger unmodified, confirmation of request with trigger modified, and non verbal indicator. *The response* includes switch to the new topic, repetition of trigger, modification of trigger, repetition of indicator, modification of indicator, confirm of negate indicator, inability to respond, ignore the indicator, response unnecessary.

Secondly, Branden (1997) defined the negotiation of meaning as side sequences to the main flow of conversation aimed at drawing the participant's attention to

formal aspect of description, and encouraging 'self repair' or, at the very laest, acknowledgement of the formal modifications that the listener suggested. The negotiation of form also consists of two elements: indicator and response. The indicator includes request of rephrasal, prompt, confirmation request unmodified, confirmation modified, and metalingistic comment. The response includes repetition of trigger, modification of trigger, repetition of indicator, modification of indicator, confirm of negate indicator, inability to respond, ignore the indicator, response unnecessary.

Thirdly, Barden (1997) defines negotiation of content as stretches of interaction aimed at pushing the participants to provide more information spontaeously offered in the description. This type of modification also consists of two elements: indicator and responses. The indicator includes clarification request, confirmation request unmodified, confirmation request modified, and confirmation request elaborate. The response includes giving additional information, repetition of trigger, modification of trigger, repetition of indicator, modification indicator, negate indicator, inability to respond, ignore indictor, respond unnecessary, and switch to a new topic.

2.3.2. The Role of Negotiation of Meaning in Second Language Acquisition

Pica (1996) in Yufrizal admitted that although there has been no emprical evidence of a direct link between negotiation of meaning and second/foreign language development, research studies in negotiation of meaning for the last two

decades have shown that there are two abvious contributions of negotiation of meaning to second language acquisition. Firstly, through negotiation of meaning (particularly in interactions involving native speaker) non native speaker obtain comprehensible input necessary for second language acquisition much more frequently than in interaction without negotiation of meaning. Secondly, negotiation of meaning provides opportunities for non native speaker to comprehensible output necessary for second language acquisition much more frequently than in interaction without negotiation of meaning. Another important role of negotiation of meaning which may not have a direct impact on second language acquisition but it is also an important element for second language learning through communication is that negotiation of meaning can function as an indication of persuit of communication.

2.4.   Task on the Study of Negotiation of Meaning

Pica and Doughty in Yufrizal (2007, p.100) investigate three classroom ESL communication activities involving group task. The focus of their study is to find out the interactional features of conversation between teacher fronted and group decision making activities. They find more grammatical input available during teacher fronted than during group activities. However, most of these grammatical inputs are from teacher while student's production is ungrammatical in both situation. In conclusion, Pica and Doughty, stress individual students appear to have more opportunities to use target language in group than in teacher fronted

activities though either taking more turn or producting more samples of their interlanguage.

On the continuation of the first study, Pica and Dougthy in Yufrizal (2007) added another variable in their study, that is dyad. So, the second study compares three interactional pattern: teacher-fronted, small group and dyads. The study found that there is significant different of information exchange between teacher-fronted group work and dyads and between require excahange task and optional exchange task. Modification in the interaction is find to be higher in group that in the teacher fronted participation pattern. However there is no difference in internation modification between group and dyad interactio pattern.

According Pica, Holliday, Lewis and Morgenthealer (1989) in different study, in Yufrizal appy three different tasks to investigate the pattern of comprehensible output of their subjects. Three tasks are given a jigsaw in which the prticipants is assigned to sequence a series of house, an information gap in which the one participant as describer of picture and other draw the picture and the last task is a discussion task. The study found that the information gap task offered the largest percentages of opportunities for the non native speaker to modify their output response to native speaker signals of request for clarification and confirmtion. This result in contrary to the theoritical consideration offered Pica, Kanagy and Fallout (1993) who suggest that jigsaw is the most ideal task that call elicit the L2 interaction.

Bygate (1989) explined the students' conversation pattern in communication game task, looking at the tactics of small group oral interaction. Bygate suggested

students interaction may help language development in two ways: First, the flexibility for learners to choose and to collaborate in choosing the effecient syntatic units of communiction enable them to follow their own path toward integrating the grammar of language into the oral skill. Second, interaction gruop can contribute by the mecchanism it activities in order for communication to take place.

More recently, Foster (1998) found that require exchange tasks produce more negotiation of meaning and modification of input than optional exchange tasks. However, she suggests that is the participant setting (dyadic or small grouping), not the task which influence the negotiation of meaning. The tasks only made a little difference in the modification and negotiation made.

Some common result of the relations between tasks and negotiation can be summarize as follows:

1. One way task (e.g. Brown and Yule, 1983) produce more individual output, but much less negotiation work than do two-way-tasks (e.g. long, 1981; Doughty and Pica, 1986).

2. Required information tasks produced more negotiation than optional information exchange (Pica and Doughty, 1986).

3. Convergent, problem solving tasks produce more turn taking and questioning that do divergent, dabate style tasks (Duff, 1986).

4. Small group arrangement produced more interaction negotiation than do whole class setting (Pica and Doughty, 1985).

5. Increase familiarity with particular tasks and interlocutor result more frequent negotiaton work (Gass and Varonis, 1984).

6. Non native speaker and non native speaker partners produced more frequent negotiation of meanings than do native speaker with non native speaker partner (Varonis and Gass, 1985).

7. Non native speaker days from differnt L1 background produce more meaning negotiation than non native speaker dyads from the same L1 background (Yule and Mcdonald, 1990).

2.4.1. Jigsaw Task

Jigsaw is a cooperative learning technique that has been studied in various ways by a number of researchers and teachers in classes of different levels and subjects. The jigsaw classroom, originally developed by Aronson in 1971 in Austin, Texas, was considered effective in increasing positive educational outcomes. As a cooperative learning technique, it has been greatly studied abroad and has been explored in various ways by a number of researchers and teachers in classes of different levels and of different subjects (see Aronson, Blaney, Stephin, Sikes & Snapp, 1978; Bafile, 2008; Hedeen, 2003; Holliday, 2002; Joe, 2008; Johnson & Johnson, 1995; Johnson, Johnson & Smith, 1991; Slavin, 1983).

2.4.2. Information Gap Task

Information gap tasks were introduced to the research context through Long (1980), to address questions on input and interaction in second language

acquisition (SLA). Since that time, they have also come to serve as reliable instruments for gathering data on a variety of instructional interventions and learning processes as they arise during both learner-learner and learner-native speaker (NS) interaction. Information gap tasks have been used in research primarily as a source of data on input, interaction, and interlanguage, or as a context for applying a treatment, such as feedback.

2.5. Concept of Classroom Interaction

Interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to "negotiate" meaning or simply stated to get an idea of one person's head into the head of another person (Brown, 2011). Interaction is sometimes used in the verbal interchange between teacher and students. Malamah and Thomas (1987) state that classroom interction is as the astabilish of rapport and a sense of community. Furthemore, Rivers (1987) find that communication essentially from interaction. In the classroom the students achieve facilities in using a language when their attention is focused on conveying and recieving authentic message. This message contains interaction information to speaker and listener in a situation of importance to both, that is interaction. Thus, interaction is an active process in which people try getting their meaning across to each other by imparting thoughts, feeling, or ideas. The interaction, therefore, it is important that meaningful communication should be created and fostered.

Interaction in language lerning refers to the codition in which students achieve in using language. When their attention is focused on conveying and recieving authentic message that contains information of interest to speaker and listener in a situation of importance (Rivers: 1987). In addition, Rivers (1987: 4-5) states through interaction students could increase their languages they listen to or read authentic linguistic linguistic material or even the output of the fellow students in discussion, problem solving tasks or dialogues journals.

In interaction, students can use all of their possession of the language-all they have learned or casually absorbed-in real life exchange. Interaction involves not only expression of one's own ideas but also comprehensions. As the students' interest is aroused, their anxiety, fear or even fatigue in the classroom will gradually diminish; if not completely disappear, and as a result they actively in the classroom interaction.

Wegner in Yufrizal (2008) states that foreign language acquisition occurs especially when learner are engaged in the use of the language for communication. Pica et al in Yufrizal (2008) states that, language is best learnt and taught though interaction. In this view, interaction is treated as one of the most important aspect that influence the succes of ailure in foreign language learning.

According to Wheeler in Ponda (1998: 7), interaction involves not just expresssion of one's own ideas but also comprehension. When speaker A says

something to speaker B, he expects some kinds of reaction (not necessarilly in word; he might get gesture, a facial expression or semi-verbal sound like "Mm'). In short, the deversity in interaction involves not only verbal communication but also paralinguistics elements such as pitch, stress and intonation. Classroom interaction in the teaching-learning activity includes mime, request for clarification and confirmation check (Rivers, 1987). Mime means that the learner use non-verbal interaction in place of lexical item or action, for instance, clapping, nodding or waving. Thus mime is language learner's interaction to subtitute words or make conversation clear (Chaika, 1982).

2.6. Interaction Analysis

Interaction analysis focuses on ways of tracking individual acts of communicators. Scholars studying interpersonal and small-group communication have often looked at such communication examples. The method involves recording group as it deliberates and listens to each statement a person makes. Those statements are counted in each categories listed or the figure. Bales (1979) himself moved to an increasingly communication have been also interested in developing uses of the SYMLOG system (e.g, Calega, Wall, & Rippey, 1987). Yet the nation of intercation analis can be demonstrated by looking at Bale's initial approach. Bales (1979) are able to explain the succesful group of people need to balance the task dimension of their work with the social-emotion dimension. Bales (1979) used chart which allowed to us to identify short of activities that take place from one phase of group discussion making to another.

III. METHOD

3.1. Research Design

The researcher is a qualitative study by employing a descriptive research. Descriptive method is used to present a board spectrum of research activities having a common purpose of describing situations events or phenomena (Mason and Bramble: 1997). It implies that descriptive method was used in this research because the researcher wanted to describe the analysis of negotiation of meaning in speaking class used jigsaw and information gap task. This research employed a focused description study in which the researcher uses some category of data which has been prepared by the researcher (Setiyadi: 2006).

The research was focused on the process of students' speaking material in learning activities. The aim of this research was to investigate students' negotiation of meaning in conversation and the differences of components of negotiation of meaning used on jigsaw task and information gap task that happens in teaching learning activity, between student and the other student in a dialogue/conversation. The research observes the students in speaking while in the English class. Because it was not cognitive research, so the researcher did not focuses in statistic, but the researcher focus on the analysis of negotiation of meaning.

3.2. Subjects

The subjects of this research were the students of second grade in SMAN 1 Pasir Sakti in even semester academic year 2016/2017. There were six classes in second grade of senior high school in academic 2016/2017. Each class consisted of 30- 35 students. The researcher used one class as the sample of this research. The sample was not chosen randomly. The class was XI science 1 class which consists of 30 students. The reasons choose XI science 1 class was because the class has good enthusiasm in learning English than other classes in the same grade.

3.3. Research Procedure

1. Finding the subject of the research

A class is random, selected from several class as the subject of the research to know how the interaction procced.

2. Providing task (jigsaw and information gap) to each group

Before giving the task, the teacher explained about jigsaw and information gap to the students. Jigsaw task contained two pictures of woman that came from the same figure with some differences in her accessories and hair style. Information gap task contained two maps. First map was completed and it would give for the student as describer. In other hand the second map incomplete given to second student as information seeker.

3. Giving task each group

The students worked in pairs, then they made a conversation based on the task, they should make conversation based on their own language. For jigsaw task students identified five or more of differences of the pictures that on part of face and accessories. For information gap task, the students completed a map. In this case, the students took turn as the describer and the other as information seeker. The information describer explains to the listener the position of the buildings that exist in his /her part of picture. Then the information seeker tried to complete his/her picture based on information that he/she heard.

4. Instructing the students task to take interaction

After receiving the task, students made the conversation about the theme that they had determine in task. First they identify differences that found from the picture about women (jigsaw task). Then, the students discuss about the maps (information gap task).

5. Observing

The purpose of observation was to explain the situation being investigated; activities, person or individual of students involved in an activity and the relationships among them. What the researcher expects, then by administering this procedure is to gather information bout the learner activities during the speaking activities in the class. According to Arikunto (2002), there were four aspects to observe in instructional activities, they are: material, specific instructional objective, teaching learning process and evaluation. While the students took the

conversation in front of the class, the researcher observes the conversation used the observation sheet.

6. Recording the conversation in teaching activities

In this part, the researcher recorded the conversation during teaching learning process of audio recording as soon as the learning process run. It took during the students make interaction and the researchers record their conversation from the beginning until the end of the tasks. Besides, the researcher at the same time took note about all the problem that occured during the teaching learning process.

7. Transcribing the conversation

The researcher made a transcription based on the audio recording that had been taken previously. After recording the student's conversation and interaction, the researcher transcribing it well. Because of the research was qualitative so the researcher focused on the process of interaction not the statistical data.

8. Coding each transcription of conversation

It is necessary for the researcher to give code for each conversation so it can easily understood by the reader.

9. Analyzing the data

The data were obtained from observing the conversation between teacher and students or student and student. Data analyzing had done to answer the research question in description form.

10. Reporting result of analysis

After the researcher analyzed the data, the researcher reported the result of the research especially in the analysis. In this final procedure the researcher would explain the analysis of the research

First, the researcher provided two tasks , i.e. jigsaw task and information gap task to each group. For jigsaw task, students were required to identify min 5 differences from 10 differences between pictures. The pictures was woman with some differences, the differences were on the art of face and accessories. The woman on the picture was the same figure but with some differences for example differences in her accessories and her style. For information gap task the students were required to complete a map. The researcher used two maps, first map was complete map and second map was incomplete map. The maps were given to the students; the complete map was for student as describer and incomplete map for student as information seeker. The map describer explained to the information seeker the position of the buildings that exist in his/her part of picture. Then, the information seeker tried to complete his or her picture based on information that he or she has listened.

Second, the researcher instructed the students to take interaction. After receiving tasks the students took a conversation on the topic that had been determined in task. First the students identified differences that found from two pictures A and B about women (jigsaw task). After jigsaw task had finished, the students discussed about the maps (Information gap task). When the students took the interaction (conversation) the researcher recorded their conversation from beginning until the

end of the conversation. Then after the researcher finished the research in the school, the researcher transcribing and coding each student's conversation. After the researcher has finished to transcribing and coding each conversation, the researcher analyzed all data from transcription of interaction (conversation) among students.

3.4. Data Collecting Technique

The researcher use two methods to gain the data

1. Classroom Observation

Observation is the act of collecting data of the performance a subject through the five senses: sight, smelling, hearing, touching, and test (Arikunto, 2002). In this research, the researchers conduct the observation in 3x45 minutes. The researcher directly observed the classroom and took notes in the on the relevant event while the learning process was going on. By using observation the researcher can saw the negotiate between students and teacher about the meaning that students know.

2. Recording

The researcher recorded the conversation between student A and student B. The research intends to have audio recording to gain the data. Therefore, if they're unclear data from the video recording, it could be support of audio recording. The researcher took the audio recording as close as possible with the students' conversation.

3.5.Research Instrument

3.5.1. Tasks

The researcher used two tasks that are jigsaw task and information gap task. This task is used by researcher while the researcher getting the data. It important because the researcher will know how and is the negotiation of meaning happen in the speaking class.

a. Jigsaw Task

In jigsaw task the students work in pairs, then the teacher gives them picture after that they try to describe the differences both picture A for student A and picture B for student B. The pictures were from a same figure with some differences of characteristics and style.

b. Information Gap Task

After finishing the jigsaw task, the students discuss the information gap task. There were two maps on this research in information gap task, i.e., blank map and complete map. The maps are given to students, then they make the conversation between student as describer with complete map and student as information seeker with blank map.

3.6.Data Analysis

The analysis of negotiation of meaning components and differences of negotiation of meaning components' were used jigsaw task and information gap task. So, the

researcher focused on description technique not on statistic technique. The researcher described conversation during the students' interaction process of speaking class, giving coding and making notes. The next step was analyzing the transcription. Researcher provide analysis of the data by using the steps propos by Moleong (1990) as follow:

1. Making the abstraction of the collect data is treated in one unit. The researcher interprets all data available in selecting them into an abstraction. In this step, the researcher selects the data in order to keep them relevant to the research question.

2. The researcher identifies the data into a unitary meaning that researcher paid attention to them the students. It uses two distinct the activities in the process.

3. Categorizing the data based on the research question.

4. Interpreting the data after categorizing the data describing the conclusion.

This chapter already discussed method of the research. Including the explanations about the research design, s of the research, research procedure, data collecting technique, research instrument, and data analysis.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for negotiation of meaning when they speak each other.

5.1. Conclusion

Referring to the findings of the research, it is concluded that the students used negotiation of meaning in their conversation in the two types of the tasks i.e., jigsaw and information gap. In speaking class, the students used negotiation of meaning to solve their problem in communication. This research also shows there were differences of components use between in jigsaw and information gap tasks, the differences includes of number of items, the use of component and the sentence that students used in their conversation. Thus, different of tasks facilitate students to negotiate meaning.

5.2. Suggestion

Referring to the research findings and discussion on the previous chapter, the researcher would like to propos some suggestions as follows:

A. Suggestion for English Teaching

When the researcher collected the data, the researcher found that students do not know about negotiation of meaning, they confused how they used negotiation of meaning in

their conversation. Thus, it is important to give information and comprehending about negotiation of meaning. When students already know about negotiation of meaning and they know how and when they use negotiation of meaning. Therefore, the English teacher, it is important to give knowledge about negotiation first before start collects the data.

B. Suggestion for Future Research

In this research the researcher used two situations of speaking jigsaw and information gap, it made students twice in work and made student confused and bored. During collecting the data in first task (jigsaw) students still focus, but in the second task students already tired and not focus. Therefore, for the future research to make an interactive task and give ice breaking when students are getting bored it is can make students' focus again.

Thus the conclusions and suggestions may be submitted, may be particularly useful for writers and readers in general.

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