

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of Study

Language is an important thing in our life because everyone needs language as a part of communication activity with other people. It is difficult to do activities without language. Every person uses language as a tool of communication with each other to express the personal reaction to stimulate in response to someone else and think something out. It means that language is a tool of communication to express what we thought.

English is an international language that is used by many people in the world. According to Sipayung and Pangaribuan (2019: 27-45) ,English is rapidly gaining status as a global language, because using English the easiest way to communicate with people from other countries about many aspects of human life such as education, science, business, technology, culture and also another aspect that used in Indonesia people. In response to this, therefore, in Indonesia, English is very important to mastering

Basically, there are four skills required in the English teaching-learning program. They are reading, speaking, listening, and writing. Based on those skills, speaking is one of the most important skills in language learning. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others.

Speaking is the way of people to express and communicate ideas to others orally. According to Bryne (1984) states speaking as a two-way process between

speaker and listener and involves the productive skill and respective skills of understanding. Speaking is playing an important role in making a social interaction with other people to gain information to be able to convey meaning and to talk to people around the world, they must be able to speak. The process of teaching and learning a language of speaking is the most common element in the language classroom.

This study will investigate negotiation meaning in speaking. The reason for choosing the topic can be stated as follows: First, the speaker would respond to the signal. It means refers to an indicator from a listener that understanding is not complete. Second, negotiation meaning provides many opportunities for the speaker that in interaction through the negotiation of meaning the language learners have many chances to produce the target language. Third, it is an important element for second language learning through communication that can be an indicator of the pursuit of communication. It means that interaction through the negotiation of meaning has a function as an enhancement for the language to find the target of learning.

Students who do not understand yet about what people say in English will not be able to get people's intentions. According to Pica (1987: 200) (In Rudi Hartono) negotiation of meaning refers to "activity that occurs when a listener signals to the speaker that the speaker's message is not clear and the speaker and listener work linguistically to resolve this impasse". 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 no understanding that occurs, by checking each other comprehension, requesting clarification and confirmation and by repairing and adjusting speech.

Then negotiation of meaning regards to be more effective to avoid misunderstanding in the interaction. Negotiation of meaning also can avoid the obstacles in interaction. It occurs when

two or more participants involved in oral interaction and found a potential for the communication to breakdown.

Based on the researcher's experience during learning in English Department especially in the fourth semester. The Researcher was found that they had many student's problems in speaking English. When the lecturer asks us to make conversation we faced some difficulties. The problem in speaking was caused by some of the 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 explain something using English they confused. Then when they tried to communicate, sometimes they use mimic, body language, or sentences as the feedback to their interlocutor like saying "*pardon*",.. "*what*",...*mmm*" in conversation. To solve their problem in speaking, the students used negotiation meaning. It helps them in communication and minimizes misunderstanding.

A simple example negotiation of meaning in conversation is Rara asks to Okta if she goes shopping with Dina or Santi. Then Okta replies Rara's question " No, no i...what? What you say? To make sure the question, Rara repeated the question to Okta , she said " Did you go to the Mall with Dina or Santi?. Okta replies " I go to the Mall with Dina ". From a simple example we can conclude that Okta somehow cannot grasp the message being articulated by Rara. Then, Okta asks the interlocutor to repeat what has just been said to get a better understanding. Most of the time, this type of clarification request is done with rising intonation, sometimes by repeating, to make sure that the interlocutor gets the real purpose of the clarification request.

There are many types of negotiation of meaning that could appear during speaking class. To know what types of negotiation of meaning is widely used by students. So that the researcher

interested to do the research “Analysis negotiation of meaning in speaking class on students fourth semester English of Nommensen HKBP University”

### **1.2 The Problems of the Study**

Based on the background study above, this study is conducted to answer the problems formulated in the following questions below:

1. What types negotiation of meaning are occurred in transactional speaking spoken by students on fourth semester English of Nommensen HKBP University ?
2. What types negotiation of meaning is dominantly used by students on fourth semester English of Nommensen HKBP University ?

### **1.3 The Objectives of the Study**

Concerning the problem mentioned above, the objectives of the study are aimed at:

1. To find out the types negotiation of meaning spoken by students on fourth semester English of Nommensen HKBP University.
2. To know the dominant types negotiation of meaning spoken by students on fourth semester English of Nommensen HKBP University.

### **1.4 The Scope of the Study**

According to Marc Oliver (2014), negotiation meaning is so natural to us that we need to consider it as part of our range of communication and indeed as a special form of communication. The truly remarkable thing is that often we are not even aware of the fact that we actually negotiate. A negotiation meaning is therefore always a process because it does not begin when you are approached to negotiate, or asked question or during the actual negotiation stage, but much earlier.

The researcher limited the scope of the research. As we know there are 4 skills in teaching English Learning they are; Reading, Writing, Listening, And Speaking. In this research, the researcher focuses on speaking skill. The function of speaking is also divided into 5 parts such as Speaking as Interaction, Speaking as Performance, Speaking as Transactional. Then, the researcher focuses on analyzing the negotiation of meaning used by students in transactional speaking based on task given. The sample of this research students on fourth semester of Nommensen HKBP University.

The researcher take the object of this study is class D consist of 16 students which divide into 8 groups. The researcher focused on identifying types negotiation of meaning which is including Comprehension Check, Confirmation Check, Clarification Request, Appealing For Help, Repetition specifically for words, phrase, clause in the conversation and the dominant one negotiation of meaning utterance by students on fourth semester of Nommensen HKBP University.

### **1.5 The Significance of the Study**

#### 1. Theoretically

This research is hopefully can give more understanding of negotiation meaning in speaking. The reader can get further information and knowledge about the negotiation of meaning studying general, and the type negotiation of meaning. It is also that these theories can help the reader to identify the types negotiation of meaning in speaking.

#### 2. Practically

##### (1) For furthermore researcher :

Hopefully, this research can give more information and knowledge related to negotiation of meaning in speaking which is dominantly spoken by students.

(2) English Teacher :

The result can be used as information sharing for teachers in Nommensen HKBP University about students' difficulties in speaking class and how to minimize the negotiation of meaning in speaking class.

(3) For the Students

Hopefully, this research can help the students to understand the negotiation meaning. This research can also help the students to know negotiation of meaning and the students have many chances to produce the target language.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theoretical Framework**

This study is conducted on some theories to get the point clear for the readers. The concept of this study should be explained from the beginning to give relevant knowledge about some concepts that apply in this study.

#### **2.2. Speaking**

##### **2.2.1 Definition of Speaking**

Speaking is the crucial skill to master when student wants to communicate each other orally and speaking very important ability in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through spoken language. According to Webster Dictionary (1984), speaking is to utter words, to express thought by word, to utter speech, discourse, or argue, to talk, to make mention, to tell by writing, to communicate ideas in any matter. The Above theories emphasize that speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other.

Brown (2004) defines speaking as a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker listening skill. Which necessarily compromises the reliability and validity of an oral production test. From those stated above, the researcher can be concluded that speaking is an activity involving and the speakers having act what they listen and make their contribution at high speed. So, speaking cannot be separated which communication and speaking can give effective instruction more than other skill in communication.

Furthermore, speaking is an activity to produce opinion and construct the meaning. Nunan (2004) states that speaking is the productive or oral skill, it consists of producing systematic verbal utterances to convey meaning. On the other hand, speaking is an oral activity in producing a sound that expressions opinion and constructs the meaning. Therefore the student can get information that can understand the meaning of information and the students can share the information with other students.

### **2.2.2 The Elements of Speaking**

The researcher discusses the components of speaking. According to Honbry Dictionary (2003 ), speaking is a complex skill because at least it is concerned with components of skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

#### **2.2.2.1 Pronunciation**

Pronunciation refers to the ability to produce easily comprehensible articulation. There are three basic of main ranges of the teaching technique which can be involved to assist students in learning pronunciation.

Example : - /ai/, like in time/taim/, fine /fain/

- / ei/, like in make /meik/, take / teik/

#### **2.2.2.2 Grammar**

The study of how words and their parts combine to form a sentences, structural relationship in language or a language, sometimes including pronunciation, meaning and linguistic history. Grammar refers it is a kind of regularity of sound structure that nobody could learn the language without grammar.

Example: Anna and Mike is going skiing. “Anna and Mike” are plural. “is” is singular. The sentence should read, “ Anna and Mike are going skiing”.



### **2.2.2.3 Vocabulary**

Vocabulary means that appropriate diction which is used in communication. Vocabulary refers to the selection of words that suitable for the content Vocabulary is divided into two parts close class and open class. The close class consists of preposition, pronoun, conjunction.

Example : The word “ present” as noun has a meaning a period

The word “ mumble” has a meaning speak quietly and no clearly, without opening your mouth very much

The word “whisper” has a meaning speak extremely quietly

### **2.2.2.4 Fluency**

Fluency may be defined as the ability to speak accurately. Even though, we have to speak fluency because is listeners are able to response about the speaker said. In other word, we have to consider that speech and fluency are rather strongly erected by language problem.

It means the listeners will understand the speaker speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

### **2.2.2.5 Comprehension**

In teaching and learning process, the teacher has to speak clearly to comprehend the students. The teacher need as good an understanding as we currently have of the nature of comprehension. Comprehension is the component of speaking which needed to avoid misunderstanding between speaker and listener.

## **2.3 Functions of Speaking**

In speaking, numerous attempts have been made to classify the functions of speaking in human interaction. Richards (2008:21) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

There are three functions of speaking according to Richards (2008:21) in which each of the speech activity is quite distinct in terms of form and function, and each requires different teaching approach, as follow:

### **2.3.1 Speaking as Interaction**

Speaking as interaction refers to two what we normally mean by conversation and describes an interaction that serves a primarily social function. When people meet, they exchange, engage in small talk, recount the recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other. Such an exchange may be either causal or more formal, depending on circumstance and their nature.

Based on the explanation above, the speaking has the function as interaction means speaking used by the people to exchange about the information. The speaker delivers the message to tell about the information which need for the listener. From here, the listener can get the information from the speaker.

Example : Chatting to a school friend over coffee ( casual conversation that serves to mark an ongoing friendship)

### **2.3.2 Speaking as Transaction**

Speaking as transaction refers to the situation where the focus is on what is said or done. Making the message one-self understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In such a transaction, speaking is associated with other activities.

Example :Adi : Excuse me, would you watch my luggage while I go to the toilet?

Fia : Sorry, I can't. My bus is coming and I must go now

Speaking as transaction is more easily planned sine current communicative materials are a rich resource of group activities, information gaps, or role-plays that can provide a source for practicing how to use for sharing and obtaining information

### **2.2.3 Speaking as Performance**

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to the public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chair), and it also closer to written language than conversational language.

## **2.4 Types of Speaking**

According to Brown (2001:35) our language teaching divided into instruction in mastering English conversation; He also classifies six types of classroom activities as follow:

### **2.4.1 Imitative**

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

### **2.4.2 Intensive**

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed some phonological or grammatical aspect of the language. intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

### **2.4.3 Responsive**

Responsive assessment task includes interaction and test comprehension but a somewhat limited level or very short conversation, standard greetings and small talk, simple requests and comments, and the like.

A: How are you today?

B: Pretty good, thanks, and you?

T: What is the main idea in this essay?

S: The Unites States should have more authority.

### **2.4.4 Transactional (Dialogue)**

Transactional dialogue is carried out to conveying of exchanging specific information or ideas in an extended form of responsive language. Students allowed to negotiate what they say. It could be part of pair work of group work. Transactional dialogue refers to the situation where the

focus is on what is said done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other.

for example, may have more of a negotiation nature to them than does responsive speech :

T: What is the main idea in this essay?

S: The United Nations should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons

T: You don't think the UN has that power now?

S: Not. Iraq still manufacturing a nuclear bomb

In this research, the researcher uses the fourth type of speaking. To see the negotiation of meaning of the students that could be seen in a conversation of two people (dialogue) not in a monologue.

#### **2.4.5 Interpersonal Dialogue**

Interpersonal dialogues carry out more for maintaining a social relationship than for the transmission of facts and information. The conversation is a little trick for learners because they can involve some or all the following factors a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert "agenda".

#### **2.4.6 Extensive Monologue**

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

#### **2.5 Negotiation of Meaning**

Negotiation of meaning is generally defined as conversational modification or adjustments that take place in interaction when learners and their interlocutors experience difficulty in understanding messages. Long ( InSamahElbelazi2013) claims that attention is another required act during negotiation, attention may help the students figure out their mistakes and learn not to make them again. When the input (feedback) is available, attention should be central during the negotiation. There are some of negotiation of meaning, they are :comprehension check, Confirmation check, Clarification check, Appealing for help, Repetition. This might help learners focus on their mistakes and their language production. Negotiation for meaning is significant in learning a second language because it enables students to get feedback to facilitate understanding

Meanwhile, Monika Dannerer (2000:91-92) states that negotiation meaning as an aspect of interaction. In every type of verbal communication there might be negotiation about interactional aspects such as topic selection, contextual assumptions the messages. This form of negotiation is inherent to communication and has little or nothing to do with differing about a topic or differing goals and interests.

In addition, Aston (1986:88-89) recognizes that negotiation, in some cases, does enable the learner to receive comprehensible input by establishing utterance value. Furthermore, he

contends that since negotiation devices may also be seen as concerned with maintaining social rapport, they contribute to create an optimal context for acquisition. A higher frequency of negotiation devices would not necessarily entail that context created there by is a better one for acquisition, it may be sound to argue that what influences acquisition is not simply or even primarily the frequency of negotiation but mainly its social context. A context to which the use of trouble-shooting procedures is reflexively related, both mirroring and constructing participants' definitions of the situation.

From all the statements above, it can be concluded that negotiation meaning is an interaction process that learners and interlocutors take turns in conversation. Moreover, negotiation of meaning is an aspect of the acquisition process because it allows nonnatives the opportunity to make input comprehensible. In this study, the researcher will use the theory of Long.

### **2.5.1 Negotiation of Meaning in Teaching**

Negotiation of meaning is defined as a series of exchanges conducted by addressers and addressees to help themselves understand and understood by their interlocutors (Yufrizal, 2007:14). 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 other's comprehension, requesting clarification and confirmation and by repairing and adjusting speech (Pica, 1991).

The five types of negotiation of meaning strategies as described by Long (1980, 1983a), they are comprehension check, confirmation check, clarification requests, appealing for help and repetition.

### **2.5.1.1 Comprehension Check**

These are made by the speaker to check if the preceding utterance has been correctly understood by the listener. In this type, comprehension check is used by the speaker to find out if the interlocutor understand what was said. They usually of questions, either tag questions, repetition with rising intonation, or question or any expression established whether the message is understood by the addresser, such as:

- a. Do you understand?
- b. Do you get it what I'm saying ?

### **2.5.1.2 Confirmation Check**

These are made by the listener to establish that the preceding utterance has been heard and understood correctly. In this type, confirmation check is the speaker's query as to whether or not the speaker's understanding of the interlocutor's meaning is correct. They include repetition accompanied by rising intonation any expression that the speaker would like to make sure that is understood, as in.

- a. You were pleased?
- b. Yes

### **2.5.1.3 Clarification Request**

These are made by the listener to clarify what the speaker has said and include statements such as "I don't understand", what-question, yes/no question, and tag questions or any expression that elicits clarification of the utterance. In this type, clarification request is a request for further information or help in understanding something the interlocutor has previously said. such as



- a. What do you mean?
- b. Why not ?
- c. What is meant by?

#### **2.5.1.4 Appealing for Help**

Appealing for help is a request to know more of information or help that the speaker said. In this type the interlocutor make sure the information that the speaker heard. In any expression that shows that the speaker has trouble such as :

- a. Could you say it again?
- b. Pardon me?

#### **2.5.1.5 Repetition**

These include the speaker's, exact, or expanded repetitions of lexical items from his or her own preceding utterances. Usually, he/she asks the question again to the speaker and speaker repeat the question.

### **2.6 The Role of Negotiation of Meaning in Second Language Acquisition**

Pica (1996) in Yufrizal admitted that although there has been no empirical evidence of a direct link between the negotiation of meaning and second/foreign language development, research studies in the negotiation of meaning for the last two decades have shown that there are two obvious contributions of negotiation of meaning to second language acquisition. Firstly, through the negotiation of learning (particular in interactions involving native speaker) non-native speakers 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 speakers 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 indicators of the pursuit of communication.

## **2.7 Task of the Study of Negotiation Meaning**

Communication tasks which contribute to opportunities for negotiation of meaning, have long been controversial. Long (1980) has introduced two task types; a one-way task and two-way task. In one way-task one person holds all the information, while in two-way tasks, all have equal but partially shared information which they must exchange to get all the information.

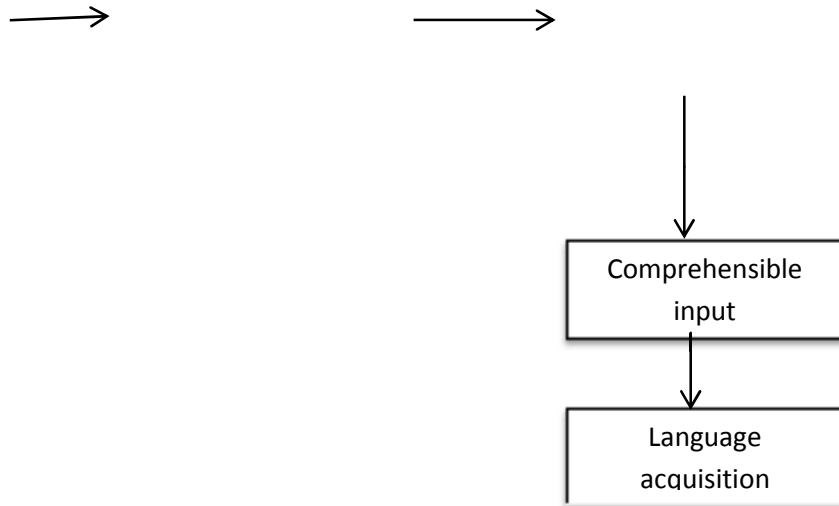
Gass and Various (1985) argue that one-way tasks create more opportunities for negotiation of meaning. While Newton et al. (1996) claim that two-way tasks create more strategies for meaning negotiation than one-way task. Furthermore many studies affirmed that language learners negotiate for meaning in two-way tasks rather than one-way task.

Long (1983) proposed that a two-way communication task provides more comprehensible input than one-way task as it involves an exchange of information, which enhance the language learners acquisition through modified interaction as presented figure 1 below:

Verbal  
communication task  
involving a two-way  
exchange of

Opportunity for the  
less competent  
speaker to provide  
feedback on his or

Negotiated  
modification of the  
conversation

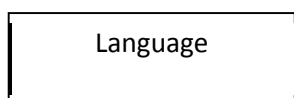


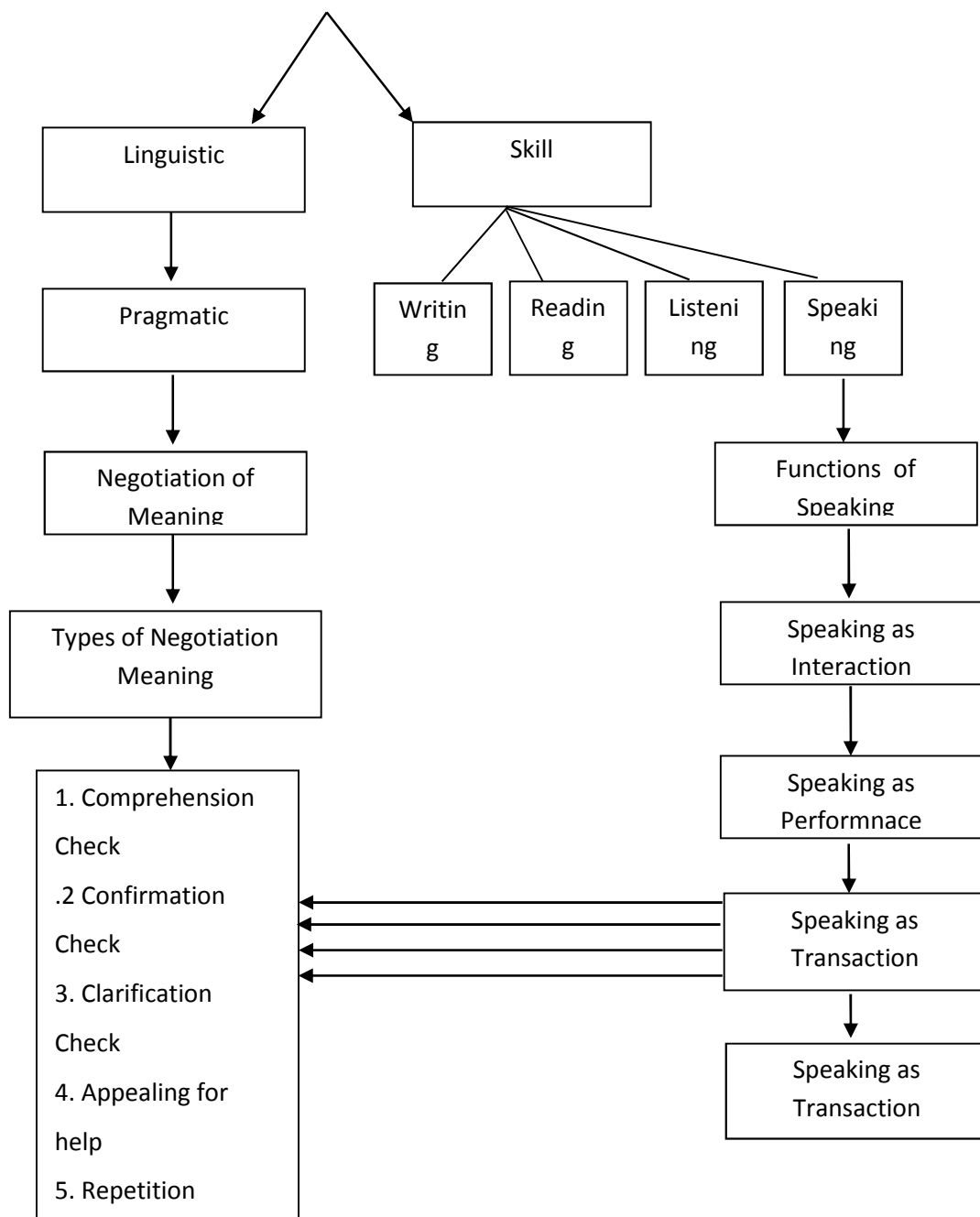
**Figure 2.7.1** Long’s model of the relationship between type of conversational task and language acquisition.

Two-way tasks were claimed to be facilitative in triggering the production for negotiation of meaning. A two-way task in which both participants share information in order to complete a task, encourage the speakers to produce more negotiation of meaning. Additionally, two-way tasks provide an opportunity not only to produce the target language, but also through conversational adjustments, to manipulate and modify it.

Communication tasks will help develop learners’ communication skills and they will contribute incidentally to their linguistic development. That means, communication tasks aid fluency by enabling learners to activate their linguistic knowledge for use in natural and spontaneous language use, such as when taking part in conversation. Therefore, communication tasks in the classroom can create opportunities for the language learners to use target language and develop their linguistic competence, especially two way communication task.

## 2.8 Conceptual Framework





**Figure 2.8.1**  
**Conceptual Framework**

## 2.9 Previous Researcher

In the process of composing this proposal, it is need to find some references or similar studies related to the title and have the same field of study problem. It is useful as guidance to succeed the study and evaluate wisely the strength as well as the weakness of other studies. As the researcher, it is needed then to take strength and to avoid the weakness of other research.

Budi Kadaryanto, (2013:1-6) conducted the research to find out *An Analysis of Meaning Negotiation by the Students Speaking Performance In Dialogue By Using Realia*. In this research has faced problems by the students were pronunciation, fluency, comprehensibility ,vocabulary and grammar in students speaking performance. The purpose of the study was to determine the types of negotiation of meaning and to find out the difficulties the students encounter, and to know the students' speaking performance. The treatment was conducted in one time by using realia.

The population of this research was the second grade students at SMA N 1 Kalianda in the academic year of 2012/2013. The researcher used one class at the second year of SMAN 1 Kalianda, which is class XI Social 5 in academic year 2012/2013 as the sample. The researcher used classroom observation, recording and interview. Speaking test was applied as the research instrument. Speaking test aimed to see the negotiation of the meaning used by the students. The result of the research showed that all types in negotiation of meaning were used by the students in their conversation. The highest frequency was CCR occuring 15 times and the lowest was occurring.

Mukhamad Safingi (2010) presented the research about *Negotiate Meaning between Lecture English Department and University Students at Bahasa Inggris 1 Through Language Switching of Islamic Education Program at State Islamic Collage (STAIN) Tulungagung*. In this research,

the researcher analyzed some problems. They were what factors influence lecturers and university students did language switching, how did the lecturer and university students conduct language-switching. The purpose of the study was conducted to know negotiate meaning and language switching that are used by the lecturer and the students.

The subject of the study was the lecturer and the students and the second semester. The study used three kinds of instruments. They were observation interview and recording. The result of this study were some factors influence between lectures and university students did code switching in English course. One course are : from the students, the students were not from English Department, the students did no have good capability in English, the students were uninterested in English. From the lecturer: no motivation from the lecturer used English totally because the lecturer faced with students who did not have good capability in English. And the others factor how to determined topic of discussion.

Based on the findings the negotiation of meaning in speaking class almost happen in interaction through some of treatment that the previously researcher done. From their existences as data for supporting the researcher's study. Based on the explanation above, the works will conduct a research in order to analyze the negotiation meaning in transactional speaking class and to know the types of negotiation meaning spoken by the students in the fourth semester in HKBP University Medan.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

### **3.1 Research Design**

In this research the researcher used qualitative, in order to understand the negotiation of meaning in transactional speaking. The researcher used qualitative research method because the researcher was concern to analyzing students speaking which consist of types negotiation of meaning in transactional speaking.

According to Leedy (1974: 79) suggests that a qualitative descriptive method simply looks with accuracy at the phenomena of the moment, which has been observed by people. As stated by Creswell (1998: 15), Qualitative research was an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. This research aimed to investigate students' negotiation of meaning that happened in transactional speaking

### **3.2 Subject of the Research**

The subject of the research was the video record by the transactional speaking English to know what types negotiation of meaning that they used. The subject of this research on English student fourth semester. The researcher took 16 students that divide into 8 groups.

### **3.3 Data and Source Data**

#### **3.3.1 Data**

The data of the research the negotiation of meaning utterance by English students fourth semester. The types of speaking were used by the students were the transactional speaking. The researcher focused on word phrase and clause in the sentence and if we found in the sentence “hmm”, “uh”, “hah” is not included into negotiation of meaning.

### **3.3.2 The Source of Data**

The source of data was from the English students. The researcher did the research on the English students because the researcher wants to found out the types of negotiation of meaning that used by the students English in transactional speaking. The researcher conducted the research just one class the English students on Fourth semester.

### **3.4 The Instrument of Collecting Data**

This is in accordance with the nature of qualitative research in which Bogda and Biklen (1982:27) point out that they key instrument of the qualitative research is the researcher himself/herself. By recording with video the students' transactional speaking, the researcher gather the data with video recording. After gathering the data, the researcher transcribed and coded each student's conversation then analyzed the data by classifying the types of negotiation of meaning based on Long's study (1980).

### **3.5 The Techniques of Collecting Data**

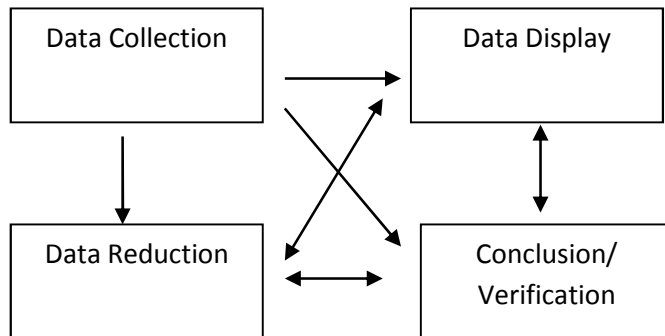
To collected the data the researcher used some following ways.

1. Watched the conversation about the negotiation of meaning
2. Transcribed the data of watching the students conversation in the written form.
3. Identified all the words, phrases and clause which containing negotiation of meaning
4. Underlining the data based on the five types of negotiation of meaning, they are comprehension check, confirmation check, clarification requests, appealing for help and repetition
5. The researcher made a table to be classified every type and level negotiation of meaning
6. Calculated the percentage the types negotiation of meaning to find out dominant types.
7. Made a conclusion of the research

### **3.6 The Techniques of Analyzing Data**



The data analyze used the theory of Miles, Huberman & Saldana (2014) concept. The figure was able to see below :



**Figure 3.6 :Component Of Data Analysis By Miles, Huberman & Saldana (2014)**

### 1. Data Reduction

Data reduction is the process of summarizing, selecting, focusing data, and discarding the unnecessary data (Miles, Huberman & Saldana (2014). This stage the result of observation and questioners is reduce by the researcher and carry out the data reduction into brief description.

### 2. Data Display

Presentation of the data is done after the data will reduce or summarize. The data obtain from observation and questioner will analyze the present in the form of field notes. The data which present field notes is code organize data then easily analyze by the researcher

### 3. Verification

The final step of this data analysis is drawing conclusion or verifications. Based on the data reduced and presented, the researcher will draw the conclusion by supported strong

evidence at the data collection stage. The conclusion are the appropriate answer to the problem study of this research

### **3.7 Validity ( Triangulation)**

The trustworthiness of the data needs to be checked to examine the validity of the data. In this research, the researcher use the triangulation technique to observe the validity of the data. According to Susan Stainback in Sugiyono (2007:330) triangulation the aim is not determinate the truth about same social phenomenon rather than the purpose of triangulation is to increase ones' understanding of what ever being investigated. William Wiesrman in Sugiyono (2007:372) also stated that triangulation is the qualitative cross-validation. It assesses the sufficiency of the data according to the convergence multiple data source or multiple data collection procedures'. Norman Denzim (1978) identify triangulation into 4 types, they are :

#### 1. Data Triangulation

Data triangulation relates to the use of variety data or information including time, space, and person in a research. Data triangulation is the process rechecking and comparing information by researcher which obtained in the different source. To get the data, the researcher will compare observation data with and interview data. The researcher compare students' utterances, informant information, and circumstances or perspective of different people in similar context.

#### 2. Investigate Triangulation

Investigator triangulation relates to the use multiple researcher in getting more valid data. Researcher need to work in team to do the research to make sure the validity of the data

#### 3. Theory Triangulation

Theory triangulation relates to the use of two or more theories which is combined when examining situation and phenomenon. Some theories supports both of way of collecting and analyzing data need to be created more complete to give more comprehensive data.

#### 4. Methodology Triangulation

Methodology triangulation relates to the effort of checking the data or data result. The aim is conduct situation and phenomenon by using some methods. Methodology triangulation is similar with the mix of method approaches use in social science research, where the result from one method are used to enhance, argument, and clarify the result of others. In this research the researcher will use methodology triangulation. The combined the result of data observation and data question to available the data.