AN UNDERGRADUATE THESIS

AN ANALYSIS OF THE STUDENTS DIFFERENT NEGOTIATION OF
MEANING AMONG ENGLISH DEPARTMENT OF IAIN METRO

By:

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STATE INSTITUTE FOR THE ISLAMIC STUDIES

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AN ANALYSIS OF THE STUDENTS DIFERENT NEGOTIATION OF MEANING AMONG ENGLISH DEPARTMENT OF IAIN METRO

Presented as a Partial Fulfillment Of The Requirements

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in English Education Department

By :

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APPROVAL PAGE

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To beexamined in Munaqosyahin Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

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NOTIFICATION LETTER

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Appendix   : -
Matter   : **In order to hold the Munaqosyah of Rizky Aji Syahputra**

To:
The Honorable of the Dean of Tarbiyah and Teacher Training Faculty
of the State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be discussed on the Munaqosyah. Thank you very much.
Wassalmu'alaikum Wr.Wb

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Kepada yth,
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Assalamualaikum Wr.Wb.

        Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka
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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan
kami atas perhatiannya kami ucapkan terimakasih.
Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF THE STUDENTS DIFFERENT

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Written by: Rizky Aji Syahputra, Student Number 1701070199, English Education

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AN ANALYSIS OF THE STUDENTS DIFERENT NEGOTIATION OF MEANING AMONG ENGLISH DEPARTMENT OF IAIN METRO

ABSTRACT

By:

Rizky Aji Syahputra

The objectives of this research were to investigate the students' different negotiation of meaning among English department of IAIN Metro.

The method of this research was qualitative research in the form of a case study carried out at english department of IAIN Metro. The primary sources of this research are the second semester of English department students' of IAIN Metro that consists of 16 students. The researcher used observation, documentation in collecting the data. The observation was conducted to know different negotiation of meaning among of the english department of IAIN Metro.

Based of reaserch findings, a few students at english department of IAIN Metro apply negotiation of meaning in their conversation. All types in negotiation of meaning are used by students. The highest frequency in negotiation of meaning that they used is *General Knowledge-Oriented Negotiation*. The lowest frequency is Conversational Continuant. Therefore, it could be concluded that type in negotiation of meaning that is mostly used by students is *General Knowledge-Oriented Negotiation.*

Keyword: Speaking, Student different, and negotiation of meaning

AN ANALYSIS OF THE STUDENTS DIFERENT NEGOTIATION OF MEANING AMONG ENGLISH DEPARTMENT OF IAIN METRO

ABSTRAK Oleh:

Rizky Aji Syahputra

Tujuan dari penelitian ini adalah untuk mengetahui perbedaan negosiasi makna antara mahasiswa jurusan Bahasa Inggris di IAIN Metro.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilaksanakan di jurusan bahasa inggris IAIN Metro. Sumber utama penelitian ini adalah mahasiswa semester dua jurusan Bahasa Inggris IAIN Metro yang terdiri dari 16 mahasiswa. Peneliti menggunakan observasi, dokumentasi dalam pengumpulan data. Pengamatan dilakukan untuk mengetahui perbedaan makna di antara mahasiswa jurusan pendidikan Bahasa inggris di IAIN Metro.

Berdasarkan hasil penelitian, beberapa mahasiswa jurusan Bahasa Inggris IAIN Metro menerapkan negosiasi makna dalam percakapan mereka. Semua jenis negosiasi makna digunakan oleh siswa. Frekuensi tertinggi dalam negosiasi makna yang mereka gunakan adalah *General Knowledge-Oriented Negotiation*. Frekuensi terendah adalah Kontinuitas Percakapan. Oleh karena itu, dapat disimpulkan bahwa tipe negosiasi makna yang paling banyak digunakan oleh mahasiswa adalah *General Knowledge-Oriented Negotiation*.

Kata Kunci: Berbicara, perbedaan siswa dan negosiasi makna

STATEMENT OF RESERCH ORIGINALITY

The undersigned

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State that this undergraduate thesis is originality the result of the writer research, in expectation of certain parts which are excerpted from the bibliographies mentioned.

Metro,   Juli 2021

The writer

Rizky Aji Syahputra
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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini

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Department	:	Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang di rujuk sumbernya dan disebutkan dalam daftar Pustaka.

Metro,   Juli 2021

Yang menyebut pernyataan

Rizky Aji Syahputra
1701070199

MOTTOS

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ٦

In fact after difficulty there are amenity

(Q.S Al Insyirah: 6)

Nobody Can Turn Back the Time

The Future Depends on What You Do Today

(Wise Word)

DEDICATION PAGE

This an undergraduate thesis is dedicated to:

My beloved family, especially my parents Mrs. Liswati and Mr. Rasikun, especially my brother Rizky Indra and Dave Keisvavan , who always support me in every condition

ACKNOWLEDGMENT

Thanks and all praise to My Allah for all of Your blesses and Your favorthat is given with all Your Mighty, the writer can finish this research. Realizing that this research would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish this research soon, and always pray for me to be a successful person someday (amin). Next, The greatest gratitude would also be addressed to :

1. First, thanks for my beloved parents (Mr.Rasikun and Mrs.Liswati) who give me support spiritual and financial.

2. Second, thanks for the Head of English education department IAIN Metro Mr.Andianto

3. Third, thanks for both of my advisors, Ahmad Subhan Roza, M.Pd. and Syahreni Siregar M,Hum. within their activities, they were still willing to read my research.

4. Fourth, thanks for all of my lecturers who always guide me.

5. Last, thanks for all of my beloved friends in IAIN Metro who always give me supports, so I can finish this research.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the writer apologizes hopefully this research can be benefit to all of us properly

<div style="text-align: right">

Metro, juli 2021

The writer

RIZKY AJI SYAHPUTRA
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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Speaking is one of language skill Used to communicate information from the speaker to listener. Speaking is one of activity to speak for convey about information who we know and to deliver to our partner or listener. Furthermore, speaking is cleverness belong to human for takeout of voice and convey their idea. Speaking have a purpose that is for convey the message with accuracy to listener.

Moreover, speaking has an important role on process communication because accuracy message that conveys from speaker to listener depend on the contain of accuracy discussion and discussion quality. Speaking is very important because by speaking people can express their intention and goals to the listener. Speaking is important in life because speaking is process changing information among individu or group. By speaking, people can communicate, the better our ability to communicate.

The qualified speaking skill will people easy in various aspects, especially education and career. In the education, the mastery of speaking skills will make the students easier to communicate effectively, so that they are able to communicate in various communities at local, national and international levels. In the economic and career aspects, speaking skills

contribute significantly because it will make people easier to develop the achievement of career targets.

However, speaking skill is not easy to master. There are many obstecles in the process of speaking. The basic problem is the lack of mastery of English vocabulary, so students have difficulty in producing English sentences. Another obstacle is the lack of mastery of English grammar resulting in misunderstanding in the communication process.

Moreover, the phenomenon that occurs in speaking activities is negotiation of meaning as a form of social interaction between several speakers intended to reach a mutual agreement that is considered by the parties to the negotiation. People who do negotiation activities are called negotiators. Negotiation of meaning also is a process by which the speaker addresses the speech in order to gain a clear understanding of one another.

Negotiation of meaning has great function. There are several function of negotiation of meaning, such as to obtain or reach an agreed agreement, mutual understanding and agreement, to get or reach a solution or a solution to the problem taken together, to get or achieve mutual benefits where each party can win.

In line with the problem of speaking, the researcher had conducted a pre survey on September 8, 2020 on students of English Department at IAIN Metro. Furthermore, it is very difficult to conduct a pre-survey during the corona pandemic. That is because the government regulation forbids the direct learning process in order to maintain the distance. Therefore, the researcher

did not do the direct pre-survey. This is in line with IAIN Metro regulation that obligates the students not to come to the institution in order to keep their distance during the pandemic. Thus, the researcher obtained permission from speaking lecturer of IAIN Metro to conduct the indirect pre-survey. In this case, the researcher asked for speaking grade data and the student conversation record from the speaking lecturer only through a social media application that is WhatSapp. Although the data was obtained online, it does not alter the essence of the English conversation investigated by the researcher in pre-survey. The results of the categorized of pre-survey grade are summarized in the following table :

Table 1

The pre-survey result of speaking negotiation of meaning at the second semester at English Department of IAIN Metro

No	Name Of Student	Grade	Criteria
1	WCP	72	B
2	SCF	62	C
3	SSH	72	B
4	SMM	72	B
5	MS	72	B
6	AEW	75	B
7	JL	85	A
8	AAD	80	A
9	BC	70	C

No	Name Of Student	Grade	Criteria
10	CY	70	C
11	MA	68	C
12	MS	68	C
13	GIK	68	C
14	MT	68	C
15	NGA	0	E

Table 2

Categorization of Speaking Conversation Negotiation of Meaning at

English Department of

IAIN Metro

No	Grade	SCORE	CATEGORY	FREQUENCY	PRECENTAGE
1	81-100	A	Ecellent	2	13%
2	71-80	B	High	5	33%
3	61-70	C	Good	7	47%
4	51-60	D	Fair	0	0%
5	0-49	E	Poor	1	7%
Total				15	100%

Based on the results of the pre survey, the researcher analyzed or revealed one of the problems in speaking, namely negotiation of meaning

revealing the case of negotiation of meaning in speaking. The results of the pre-survey were categorized based on the grade criteria for the second semester of English Department at IAIN Metro that consist A, B, C, D, and E. Based on all the data above, the researcher would like to explore negotiation of meaning in the students' conversation of English Department at IAIN Metro. In this study, the researcher will investigate the phenomenon of negotiation of meaning in students' conversations in pandemic condition by obtaining the data of students' English conversations through social media, particularly WhatSapp. The students' English conversation document will be provided by the lecturer of speaking subject as the archive of students' speaking learning assignment. In this case, the researcher is going to conduct a qualitative research in the type of a case study. Therefore, the researcher contructs a research proposal entitled An Analysis of the Students Negotiation of Meaning at English Department of IAIN Metro.

B. Research Questions

The writer formulates several research questions, as follow:

1. What is the most dominant type of negotiation of meaning in English conversation in the second semester ?

2. What is the use of negotiation of meaning in English conversation in the second semester?

C. Objectives and Benefits of the Study

1. Objectives of the study

   Researcher conducts this research with the objectives of answering questions or intended currency, in order to have a big contribution, researchers need to look for new or range phenomenons in discussion. Based on research questions above, the researcher determines several research objectives, including:

   a. To investigate types of negotiation of meaning.

   b. The investigate the use of negotiation of meaning in English conversation.

2. Benefits of the Research

   This research contains benefits not only for researchers but also for teacher students and other researchers.

   a. For the Students

      This qualitative research is expected to be useful for students by providing them with important information about the use of Negotiation of meaning in speaking. By knowing the concept of Negotiation of meaning, students are expected to be able to minimize the level of error in using Negotiation of meaning in speaking. In addition, through this research students are expected to apply the concept of Negotiation of meaning in speaking , so that the quality of their Speking becomes better.

b. For the Teachers

This research is expected to make a positive contribution for teachers to encourage their students to use temporal clause well in Speaking. In addition, this study will provide information to teachers about Negotiation of meaning in speaking so that the teacher can help students to minimize errors in the use of Negotiation of meaning in speaking. Therefore, this research is expected to help teachers improve the quality of students' Speaking.

c. For the other Researchers

This research is expected to provide benefits to other researchers by providing important information regarding the use of Negotiation of meaning in speaking. In addition, this study will strengthen data and evidence regarding the use of Negotiation of meaning in speaking. Therefore, this research can be an inspiration for other researchers and continue research with the same topic, Negotiation of meaning in speaking.

D. PRIOR RESEARCH

This research was conducted by considering some prior research. Prior research, which was first carried out by RUDI HARTONO, was encouraged by IHSAN who conducted a research entitled An analysis of Meaning Negotiation

Strategies Used in Conversation by Undergraduate EfL Students[1]. This study has the aim of this qualitative study examining the ways in which learners of English employed negotiation of meaning strategies in conversation performed by six undergraduate EFL students. The research method used is the Qualitative research method. This study made six undergraduate EFL students as the research sample.

This study has similarities and differences with the first prior research, while the equations include the same research topics and research methods. The research topic of these two studies is the similarity of using negotiation of meaning in speaking conversation. Another similarity is about the equation of the research method because these two studies use the same research method, namely the qualitative research method. The difference between this study and the prior research is that it lies in the purpose of the study and the study sample, while the objective of this study is To investigate of the students difficulties in implementing negotiation of meaning English conversation. The cause of the students get difficulties in impelemting negotiation of meaning in English conversation. To explore the solution in solving the students difficulties in implementing negotiation of meaning in english conversation. While the first research from prior research this qualitative study examined the ways in which learners of English employed negotiation of strategies in conversation performed by six undergraduate EFL students. The difference in the different samples is because the sample in this study were second semester

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[1] Hartono,rudi, dan dieroh ihsan. An Analysis of Meaning Negotiation Strategies Used in Conversation by Undergraduate EFL Students.(Palembang: 2017).

students majoring in English education other than the metro, while the research sample of the prior research was six undergraduate EFL students.

This research will be conducted by considering some prior research. The first prior research was carried out by CATHERINE CHUI LAM NGUOI, AZIAN BINTI ABD AZIZ, who conducted a research entitled Meaning Negotiation of LEP Learners in Communicative Tasks[2]. This research aims to explore Limited English Language Proficiency (LEP) learners' meaning negotiation in communicative tasks. The research method used is a mixed research method. The study included eight Malay ESL learners who were aged between 22 and 25 as a sample of the study.

This research has similarities and differences with the first prior research. while the equations include the same research topic. The research topic of these two studies is the similarity of using negotiation of meaning in speaking conversation. The difference between this research and prior research lies in the research method, research objectives and research sample. The previous research method was a mixed method, whereas this study used a qualitative method. The purpose of this study was To investigate of the students difficulties in implementing negotiation of meaning English conversation. The cause of the students get difficulties in implementing negotiation of meaning in English conversation. To explore the solution in solving the students difficulties in implementing negotiation of meaning in english conversation. while the research of the prior research is This study aims

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[2] Chui lam nguoi, Catherine dan Azian Binti Abd Aziz Ahmad. Meaning Negotiation of LEP Learners in Communicative Task (Malaysia,2015).

to explore Limited English Language Proficiency (LEP) learners' meaning negotiation in communicative tasks. The difference in the different samples is because the sample in this study were students of the second semester majoring in English education at IAIN Metro, while the research sample from the prior research was eight Malay ESL learners who are aged between 22 and 25.

This research will be conducted by considering some prior research. The first prior research was carried out by AMPARO LÁZARO-IBARROLA & RAÚL AZPILICUETA-MARTÍNEZ, which conducted a study entitled Investigating negotiation of meaning in EFL children with very low levels of proficiency[3]. The research has the objective of The objective is to document which conversational strategies these learners use and to compare them to those previously reported for other populations. The research method used is the Classroom Action Research method. The research made 8 pairs of young (ages 7-8) learners of English as the research sample.

This study has similarities and differences with the first prior research, while the equations include the same research topics. The research topic of these two studies is the similarity of using negotiation of meaning in speaking conversation. The difference between this research and prior research, the first difference lies in the research method, research objectives and research sample. The previous research method was Classroom Action Research, while this study used a qualitative method. The objective of this study is To investigate of the students difficulties in implementing negotiation of meaning English

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[3] Lázaro,Ibarrola, dan Raúl Azpilicueta-martínez. Investigating negotiation of meaning in EFL children with very low levels of proficiency (Universidad Pública de Navarra. 2014).

conversation, The cause of the students get difficulties in impelemting negotiation of meaning in English conversation, To explore the solution in solving the students difficulties in implementing negotiation of meaning in english conversation. whereas the first research from the prior research The objective is to document which conversational strategies these learners use and to compare them to those previously reported for other populations. The difference in the sample is different because the sample in this study were students in the second semester majoring in English education majoring in IAIN Metro, while the research sample from the previous prior research was 8 pairs of young (ages 7-8) learners of English as the research sample.

CHAPTER II

REVIEW OF LITERATUTE

A. CONCEPT OF ENGLISH CONVERSATION

    1. The Concept of English conversation

        a. The definition of English Conversation

In conversation, speaking topically is evident by the ways in which speakers incorporate elements from the preceding utterance. An example, extracted from a conversation between two friends in a café, is provided below of how this is realized[4].conversation is constructed or designed in ways which display an orientation and sensitivity to the particular other(s) who are the co-participants" in Jack Sidnell . This is an obvious yet absolutely crucial point, that speakers design their talk in such a way as to make it appropriate and relevant for the persons they are addressing[5]. Conversation analysis (CA) is an approach to social research that investigates the sequential organisation of talk as a way of accessing participants' understandings of, and collaborative means of organising, natural forms of social interaction.[6]

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[4] Warren, martin. features of naturalness in conversation (Amsterdam/Philadelphia: Jhon benjamins publishing company, 2006).

[5] Sidnell, jack. Conversation Analysis An Introduction (Oxford, 2010).

[6] Hutchby, Ian," Conversation Analysis," *SAGE, DOI: http://dx.doi.org/10.4135/9781526421036 (2019) 1.*

speaking rights are not determined by any one speaker and there is no fixed agenda to which the participants are tied[7]. Equality of speaking rights is introduction sent from other discourse types, in which certain designated speakers control, to a greater or lesser extent, the speaking rights of the other participants[8]. conversations are inherently ambiguous, and subject to constant reinterpretation and shifts of meaning[9].

B. THE CONCEPT OF NEGOTIATION OF MEANING

1. The Definition of Negotiation of Meaning

Negotiation of meaning is central to speaking process; this accounts for how interlocutors make adjustments in their interactions to negotiate mutual understanding[10]. Negotiation of meaning research and the comprehensible output hypothesis from both within and outside of this research tradition. Furthermore negotiation of meaning has been considered as a process towards the accurate isolated skills' and 'the students' active construction of knowledge through social interaction also negotiation of meaning research discussed earlier in this chapter may

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[7] Warren, martin. features of naturalness in conversation (Amsterdam/Philadelphia: Jhon benjamins publishing company, 2006).

[8] G, Brown dan Yule, G. Discourse Analysis (Cambridge: Cambridge University Press, 1983).

[9] Goody, Esther N. Social Intelligence and Interaction (University of Cambridge: Cambridge University Press, 1995).

[10] Mc Donough, Jo, Shaw, Christoper dan Masuhara, Hitomi. Materials and Method in ELT (A John Wiley & Sons, Ltd., Publication: wiley Blackwell, 2013).

apply to this analysis as well [11]. [12] negotiation of meaning is that sort of interaction in which "the speakers are explicitly oriented to getting things clear.

2. The Function of Negotiation of Meaning

Negotiation of meaning has functions to sustain the conversation by encouraging and/or cooperating in the production of the ongoing turn, with no attempt to repair it. Hence, such negotiation implicitly functions to maintain rapport and lower the 'affective filter' in TL classroom interaction[13]. Negotiation for meaning has function as an attempt to overcome comprehension problems Interactional processes including negotiation for meaning and various kinds of peer assistance and repair are among the many ways learners gain access to the language being learned Revised version received[14].

3. The types of Negotiation of Meaning

In this case the researcher chooses the type of negotiation of meaning that will be considered as research, namely negotiation oriented to General Knowledge and includes the type of negotiation of conventional meaning. Furthermore, this type of negotiation of meaning is closely related to the author's research. Because the purpose of this study was to determine

[11] Gardner, Rod dan Johanes Wagner. Second language conversation. (London. Continnum, 2004).

[12] M, Stubbs. Discourse Analysis: the Sociolinguistic Analysis of Natural Language. (Oxford: Basil Blackwell, 1983).

[13] Boulima, Jamila. Negotiatied Interaction Target language Classroom Discourse.(Amsterdam/Philadelphia: Jhon benjamins publishing company, 1999).

[14] Pauline Foster and Amy Snyder Ohta, "Applied Linguistics," Negotiation for Meaning an Peer Assistance in Second Language Classrooms, doi:10.1093/applin/ami014 (2005) 426.

differences in opinion in negotiating the meaning of students in the English department of IAIN Metro.

Two main types of negotiation of meaning consist of, as follow:

a. didactic

This negotiation genre aims to repair errors related to the medium of interaction.

The resolution process results in four didactic negotiation genres: 'medium-oriented negotiation', 'comprehension check-oriented negotiation', 'turn-taking-oriented negotiation', and 'complete sentence-oriented negotiation'. These are presented below with illustrations from the data.

a) Medium-oriented negotiation

Through this act, the teacher directs the pupil's attention to the grammatical error by repairing it, and prompts him to restart his utterance at the point where the 'trouble source' occurred.

b) comprehension check-oriented negotiation

Comprehension check-oriented negotiation' is an exchange or a series of exchanges initiated by the teacher by means of the act 'comprehension check' in order to check whether pupils have understood a previous utterance and/or whether they are following what's going on.

c) Turn-taking-oriented negotiation

In the classroom, the teacher has the right to speak whenever she wants to; but the pupils do not have such a right. In principle, they are not supposed to speak unless the teacher allocates a turn to them. This is also true for the present data; the teacher withholds feedback as a means of sanctioning the pupil(s) for having violated the 'turn-taking rule' operating in classroom discourse.

The teacher initiation of 'turn-taking-oriented negotiation' is a technique which is used by teachers to regulate pupil participation in classroom discourse.

d) Complete Sentence-Oriented Negotiation

This rule also operates in the present data; the teacher occasionally refrains from evaluating the pupil's reply or, in The sanctions that are issued from the violation of the 'complete sentence rule' explicitly inform the pupil of what the rule prescribes.

b. conversational.[15]

In contrast to 'didactic negotiation', 'conversational negotiation' is an exchange or a series of exchanges aiming at the resolution of the sort of conversational problems that may occur in any face-to-face interaction. It is triggered by problems such as non-/mishearing, non/incomplete understanding, and 'schema mismatch', but also by the interlocutors' attempts to repair the meaning conveyed in a previous turn, their desire to reach an agreement on a given 'disputable'

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[15] Boulima, Jamila. Negotiatied Interaction Target language Classroom Discourse (Amsterdam/Philadelphia: Jhon benjamins publishing company, 1999).136

proposition, express surprise concerning the content of a previous utterance, sustain the conversation, and display their satisfactoriness of the talk. This leads to seven kinds of negotiation, namely 1)'hearing-oriented negotiation', 2) 'meaning-oriented negotiation', 3) 'content-oriented negotiation', 4) 'general knowledge-oriented negotiation', 5) 'agreement-oriented negotiation', 6) 'surprise display-oriented negotiation', and 7) 'conversational continuant'. These negotiation genres are described below with illustrations from the data.

a. hearing-oriented negotiation

'Hearing-oriented negotiation' is an exchange or a series of exchanges oriented towards the resolution of a 'trouble source' due to mishearing or nonhearing. Needless to say, hearing problems are frequent in any face-to-face interaction, and TL classroom interaction is no exception.

b. Meaning-Oriented Negotiation

'Meaning-oriented negotiation' is an exchange or a series of exchanges aiming at confirming or clarifying the meaning of an utterance, or at repairing a proposition conveyed in a previous turn. 'Meaning-oriented negotiation' that is concerned with confirming or clarifying the meaning of an utterance includes exchanges that involve indications of real or feigned nonunderstandings and subsequent negotiations of meaning.

c. Content-Oriented Negotiation

In the type of lesson constituting the data (teaching of a text), learners have to listen to or read a passage, or at times read a picture and then answer the instructor's questions (Wh, true/false, multiple choice questions etc.). The reading of the text may result in noncomprehension or misinterpretation, especially as pupils are not yet proficient in the target language.

d. General Knowledge-Oriented Negotiation

General knowledge-oriented negotiation' is an exchange or a series of exchanges performed by the interlocutors (when no understanding problem is at issue) to negotiate general knowledge. 'General knowledge-oriented negotiation' is always concerned with negotiating the acceptability of a proposition concerned with TP-events, in other words, events that are supposed to be known to both the teacher and the pupils. Thus, is type negotiation of meaning that could be use from researcher.

e. Agreement- Oriented Negotiation

This is revealing in terms of the power factor operating in classroom discourse, and, accordingly, in concert with the notion of the classroom being a setting of unequal-power discourse.

f. Surprise Display-Oriented Negotiation

Surprise display-oriented negotiation' is an exchange or a series of exchanges initiated by one of the participants in order to express surprise regarding the content of a previous speaker's contribution.

g. Conversational Continuant

In the TL classroom context, we can distinguish between two types of conversational continuants, namely 'teacher conversational continuant' and 'pupil conversational continuant'.

4. The Examples of Negotiation of Meaning

This is type of negotiation of meaning that can be use of researcher.

a) General Knowledge-Oriented Negotiation

Pupil -I- 7 PP : In Rabat. In Rabat (re.) Initiated -F- 8 T : In Rabat (acc.). Yes (eva.) Negotiate

The above extract starts with a 'referential question' functioning simultaneously as an 'elicitation' for the pupils' reply and as a 'starter' for the next 'elicitation'. The interaction progresses smoothly in a linear fashion until P1 replies to the teacher's third 'elicitation'. This reply triggers a 'general knowledge-oriented negotiation' initiated by several pupils via the act 'repair'. The teacher accepts and positively evaluates the pupils' repair, and hence closes the exchange.

Re- -I- 1 T : Can you give me another sentence (p.)

initiate -R- 2 P1 : Giralda is a minaret in Spain (rep.)

-F- 3 T : mhm (acc.).. NO (eva.). There is NO minaret in Spain (com.) Pupil -I- 4 P1 : -> <unint> Giralda in Spain (cha.) Initiated -

19

F- 5 T : NO (eva.)... Moroccan minaret= Negotiate [6 PP : Yes(ack.)

7 T : =The mosque has got a minaret. The church hasn't got any minaret (com.) The above extract starts with a re-initiation of a previous 'elicitation' in which the teacher asks the pupils to give a sentence using the word 'minaret'. P1 gives a reply (2P1); the teacher accepts it but changes her mind after less than one second pause. Hence, she negatively evaluates the reply and provides a comment explaining why the pupil's reply is unacceptable (3T). Nevertheless, since the pupil's contribution is concerned with general knowledge, that is with a TP-event, and since the pupil seems confident in the correctness of the information conveyed in her reply, she initiates, via the act 'challenge', a 'general knowledge-oriented negotiation' (4 P1) in order to negotiate the acceptability of her reply. However, the teacher rejects the pupil's contribution and provides a comment (7 T) which further emphasizes the inappropriateness of the pupil's reply.

5. The steps of Investigating Negotiation of Meaning[16]

1. The researcher collects data of students' English conversation which contain negotiation of meaning .

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[16] Michael Huberman M. and Miles, Data Management and Analysis Methods, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 2014), 429

2. The researcher reduces the data of English conversation by focusing on the phenomenon of meaning negotiation contained in the conversation by focusing on research objectives .

3. The researcher displays the results of research that answer the research objectives in the form of opinions negotiation of meaning to English Department students in second semester.

4. The researcher concludes the research results of the meaning negotiation carried out by students majoring in English Department in second semester.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher will consider the importance of speaking mastery especially negotiation of meaning to be explored. The researcher will decide to use qualitative research especially case study research design to analyze the use of Negotiation of Meaning in Speaking Conversation at English Department of IAIN Metro Lampung.

Firstly, this study used a qualitative approach because the researcher is intended to understand the phenomena that occur in a group without interference from the researcher's point of view. Qualitative research is conducted through intense or prolonged contact with participants in a naturalistic setting to investigate the everyday lives of groups without the interference of the researcher. Then, the researcher is not intended to make any generalization, manipulation and not designed to make any interventions and test hypothesis.[17]

Secondly, this study used case study research design intended to understand a problem by using a case. "Case study research involves the study of an issue explored through one or more cases within a setting and context" . Then, this study tried to understand the case of the Negotiation of Meaning in Speaking Conversation at English Department of IAIN Metro Lampung.[18]

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[17] Miles,M.B, Huberman,A.M dan saldana J,QUALITATIVE DATA ANALYSIS, A METHODS SOURCEBOOK (USA: Sage publications,2014).22.
[18] Craswell,J.W, Qualitative inquiry & research design: Choosing among five approaches (California: sage 2007), 73.

Qualitative research is the mounds of data, often comprised of hundreds and thousands of pages, produced from having gone *in* to organizations to learn about them. qualitative research for journal articles have produce some innovation in representation. It is no longer the case, for example that "findings" must be contained in a single section with that heading. Nor I it the case that all data must be depicted in tables (although it is increasingl common for additional qualitative data to support claims to be rendered in thi form). No longer are theoretical models placed only at the fronts of papers. In this chapter, we explore four representational innovations, and the various solutions derived, that qualitative researchers have undertaken in their efforts of writing for disciplinary journals[19].

The characteristics in this study focus on qualitative research. The researcher will conduct a survey that can be used to describe the phenomenon and summarize it. The purpose of using a survey for descriptive research is to get a good move from certain things. Descriptive qualitative analysis involves describing the general characteristics that underlie the data. Descriptive qualitative research is useful because it can provide important information about the average member of a group. In line with the description above, the purpose of this study is to determine the use of meaning negotiation in the English Department at IAIN Metro Lampung.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary sources

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[19] Biddle, Karen golden dan Karen locke. (COMPOSING RESEARCH: sage publications, 2007) 47.

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research is speaking product of the second semester student university of IAIN Metro Lampung. The total of recorded English conversation students are 16 students.

2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, journals, e-books and articles that are related to the research. All of the data about the research setting.

C. Data Collecting Technique

In this research, the researcher use three techniques to collect the data to research of speaking negotiation of meaning for the second semester students. There are observation, documentation and interview. Data collection was carried out online because the research was carried out during the covid-19 pandemic, the research was carried out by communicating with respondents to obtain research data online using a voice recorder on the Whatsapp application.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior,

and to study individuals who ave difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a nonuniversity setting). The researcher will ask for a recording of the conversation from the speaking lecturer of IAIN Metro. The recording is in the form of a conversation recording archive consisting of two to three students, as student assignment given by the lecturer. After obtaining the recorded documents, the researcher will examine and investigate the negotiation of meaning phenomenon in the conversation and will answer this research.

2. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study[20]. In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. [21]Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. As for the functions of documentation, namely: Providing information about the contents of documents for users, Providing evidence and accurate data regarding documents, Protecting and storing physical and document contents, Avoiding damage to documents, Prepare documents for research by scientists. Example of private documents is personal journal and diaries, letters, and personal notes. Accordingly, the secondary data needed are documented as data

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[20] Ibid., 432

[21] Jhon W. Creswell, Research Design(California: Sage Publications , 2000), 180.

resource in the form of documentation. Furthermore, the researcher get the data form the result of students' speaking test negotiation of meaning that results had been documented and researcher got the data for in print out and got the video conversation of negotiation of meaning. The function of documentation for researcher is to obtain further information from all main documents and research supporting documents, especially those related to university data, university history, location, organizational structure, the number of lecturers, and others. Therefore, the data is concrete to support the research result.

3. Interview

Interview is a form of oral communication that is structured by two or more people in conversation, whose purpose is to gather description of the interview with the respect to interpretation of the described phenomena. the function of the interview in general is to avoid misinformation / confusing data, information / data from interviews is a complement to the initial information, Obtain information accurately, accurately, honestly, and in-depth, obtain objective and balanced information and data, Explore possible perspectives new on a problem. The interview function for researcher is to get more information through interviews with the second semester English students in the speaking class.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings.It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form

of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data[22]. The components of this analysis model are pictured by this figure.
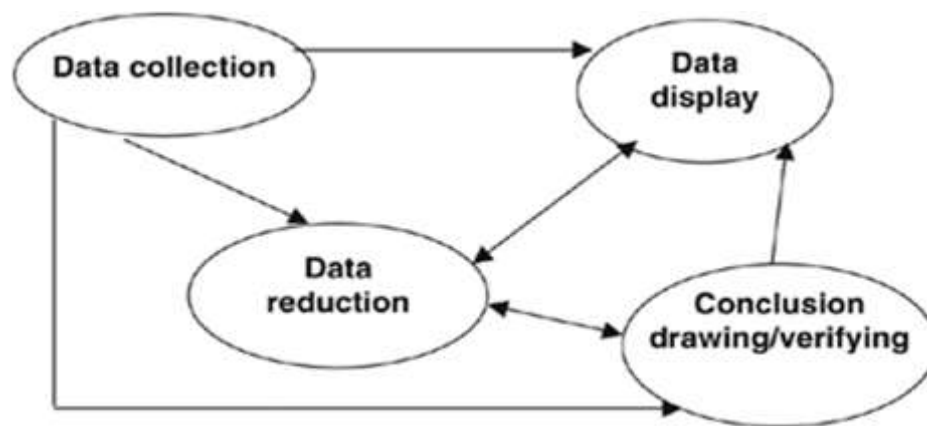
Figure 1. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps[23]:

1) Data collection is the step when the researcher gathers all data which are used to complete the research.

2) The researcher reduces the data he had gotten by summarizing and choosing specific things.

3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

4) Lastly, the researcher verifies his research by making conclusion of data findings.

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[22] Michael Huberman M. and Miles, Data Management and Analysis Methods, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 2014), 429

[23] Ibid.

Therefore, it is concluded that the analysis of data has somefunctions in analyze research data that include in; to make the meaningfulraw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

CHAPTER IV

RESULT AND DISCUSSION

A. **Description of Research**

1. **The Historical Background of TBI English Education Department**

   a. **The Brief History of TBI English Education Department**

   English education program (TBI) is one of strata 1 (S1) majors Of Tarbiya Faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies Of Metro came from diploma 3 (D3) English education that was opened in 2002.

   The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies Of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

   English education study program (TBI has a vision in implementing education, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission, those are:

Developing the students' privacy through knowledge reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

a. Building and developing humanist, democratic, and modern academic atmosphere.

b. Growing the professionalism ethic through theoretical knowledge basic mastery.

c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

d. Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education department (TBI) continuously tries to develop quality in learning and teaching process. Actually, it will create dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

b. The Structural Organization of IAIN Metro

The structural organization of State Institute for Islamic Studies of Metro in academic year 2020/2021 as follows:

Figure 2
The organization stucture of IAIN Metro
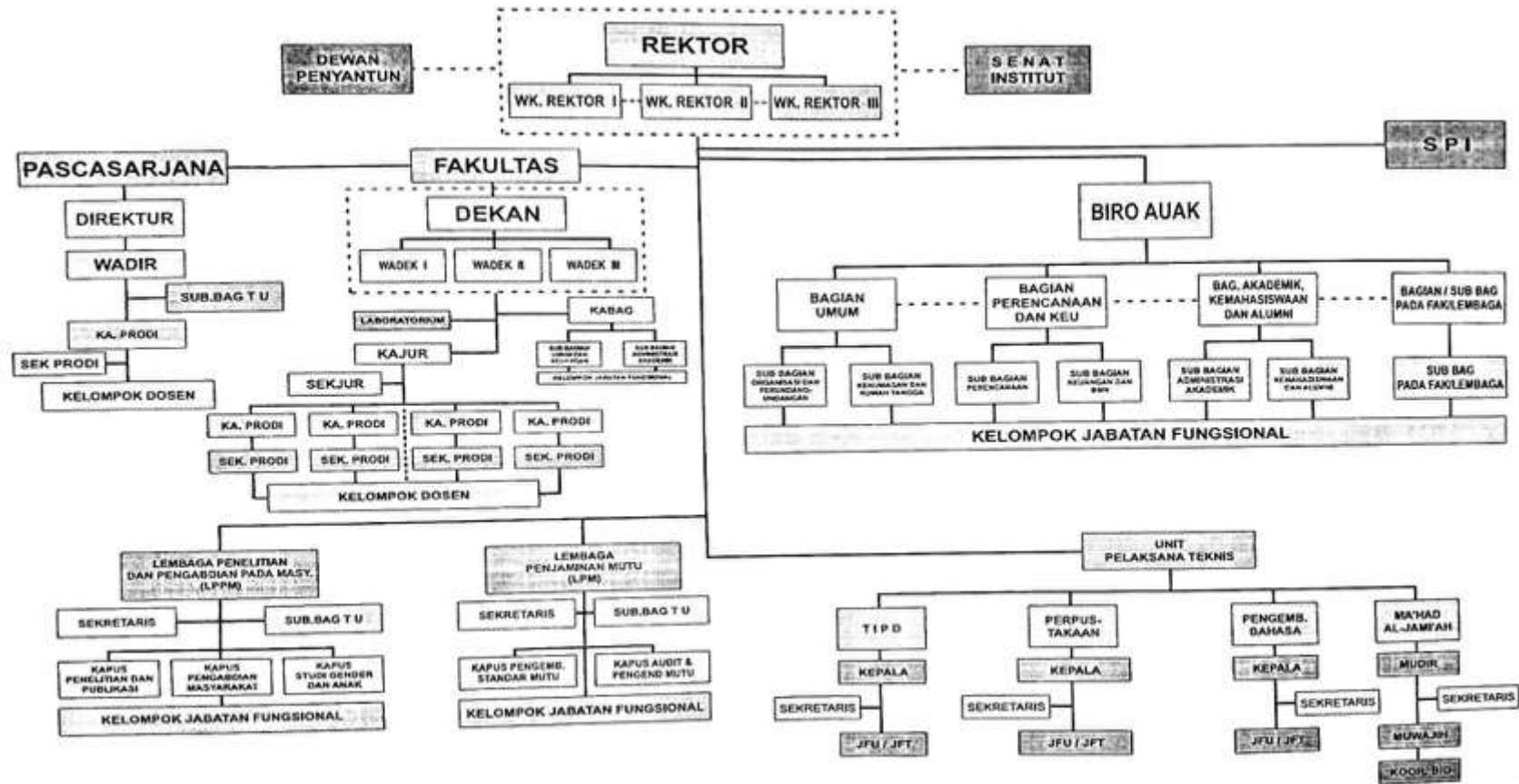
<div align="center">**Explanation:**</div>

Principals of IAIN Metro
1. Dr. Siti Nurjanah, M.Ag (Rector of IAIN Metro)
2. Prof. Dr. Ida Umuami, M.Pd.Kons (Vice Principal I)
3. Dr. Dri Santoso, M.H (Rector Principal II)
4. Dr. Mahrus As'ad, M.Ag (Rector Principal III)

Tarbiyah and Teacher Training Faculty
1. Dr. Zuhairi, M.Pd (Dean)
2. Dr.Yudianto,M.Si (Vice Dean I)
3. Isti Fatonah, MA (Vice Dean II)
4. Drs.Kuryani.M.Pd (Vice Dean III)
5. Umar, M.Pd.I (Head of PAI)
6. Novita Rahmi (Head of PBA)
7. Andianto, M.Pd (Head of TBI)
8. H.Nindia Y.M.Pd (Head of PGMI)
9. Uswatun Khasanah,M.Pd.I (Head of PIAUD)
10. Tubagus A.RPK (Head of T-IPS)
11. Nasrul Hakim.M.Pd (Head of T- BIOLOGI)
12. Endah Wulantina,M.Pd (Head of T-MTK)

2. Library of IAIN Metro

The library was established in IAIN Metro as an effort to support the dynamics of academic. Gradual development continues to maximize the role of the library as one of sources of information and knowledge and to achieve institutional objectives as expected.

Vision :

The realization of the library as an information center based on socio-eco-techno-preneurship.

Mission :

a. Providing information resources that support the implementation of Tri Dharma Perguruan Tinggi.

b. Developing an information technology-based library for the creation of a productive and innovative academic culture.

c. Developing a partnership program with strategic partners oriented to socio-eco-techno-preneurship.

Library of IAIN Metro located in campus 1. It has 2 sections. The first section that located in second floor is for various books of different types. All the students can come to do their assignment or just to read the books here. The second section located in third floor. Here is where the undergraduate thesis were collected. Usually the students who come here

are the old students who are writing an undergraduate thesis to find the additional references.

The head and staffs of library of IAIN Metro are mentioned below :

a. Drs. Mokhtaridi Sudin, M.Pd (Head of Library)
b. Ristiani, A.Md (Staff)
c. Suwarno, S.Sy (Staff)
d. Tari Eka Miyanti, S.IP (Staff)
e. Isa Anshori, S.Ag (Staff)
f. Eka Yuli Astuti, MH (Staff)
g. Aan Gufroni, S.I.Pust (Staff
h. Dliyaul Haq, M.E.I (Staff)
i. S Manaf, M.Pd.I (Staff)

B. **General Description of Research Data**

A. **Research Findings**

Description of Research Result refers to the research question including of: *What is the most dominant type of negotiation of meaning. Why do the students get difficulties in impelementing negotiation of meaning in English conversation. How to overecome difficulties in implementing negotiation of meaning in English conversation.*

a. **the most dominant type of negotiation of meaning Speaking skill**

In collecting the data of the first research question, the researcher used the techniques of observation.

1) The Data Analysis Based on the Observation Sheet

The data result of observation sheet related with the students' the most dominant type of negotiation of meaning.

The explanation of data in the table above is provided, as follows:

a). **General Knowledge-Oriented Negotiation**

Based on the result of observation, it was observed that there were 25 out of 56 expressions included in the type of General Knowledge-Oriented Negotiation which were shown in the following sentences:

1) *Do you think that the man shouldn't do the Initiated housework*

2) *yes the woman must do the housework*

3) *Nope*

4) *Why?*

5) *Though beef is very popular. So is lamb.*

6) *so it is the terrible problem about environment.*

7) *please tell me the meaning of LAMB NS: Lamb. It's a baby Sheep.*

8) *oh thanks a lot!!*

9) *i like lamb!! of course eating*

10) *No problem!*

11) *Do you like lamb? I know not many people like it because of the strong taste   and smell.*

12) *but in japan, lamb isn't so strong smells & taste.*

13) *so, i like lamb very much !*

14) *"Can the price be less, ma'am?"*

15) *"Hmmm, that's fine. How much do you want to bid? "*

16) *"Just 600 thousand, ma'am, what do you think?"*

17) *"Wow, I can't think that price, kid."*

18) "What about 625 thousand?"

19) "Raise it a little kid, 650 thousand mothers are off this guitar.

20) "Yes ma'am, I agree, this is the money

21) I think, honestly covid 19 just conspiration from China and America, as we known   there is nothing vaksin

22) how about your opinion ?

23) my opinion covid 19 is the virus from human and animal and attack the immune body

24) ohh so in your opinion covid 19 it's just not conspiration yas ?

25) yas. Okay

b.) Conversational Continuant Negotiation

Based on the result of observation, it is observed that there are 9 expressions out of 56 expressions that are included in the type of Conversational Continuant Negotiation which is shown in the following sentences:

1)   Though beef is very popular. So is lamb.

2)   so it is the terrible problem about enviroment.

3)   please tell me the meaning of LAMB NS: Lamb. It's a baby Sheep.

4)   oh thanks a lot!!

5)   I like lamb!! of couse eating

6)   No problem!

7)   Do you like lamb? I know not many people like it because of the strong taste   and smell.

8)   but in japan, lamb isn't so strong smells & taste.

9)   so, I like lamb very much

c.) Agreement- Oriented Negotiation

Based on the result of observation, it is observed that there are 22 expressions out of 56 expressions that are included in the type of General Knowledge-Oriented Negotiation which are shown in the following sentences:

1) *Do you think that the man shouldn't do the Initiated housework*

2) *yes the woman must do the housework*

3) *Nope*

4) *Why?*

5) *Okay. But you do know the rumors surrounding this house that it's haunted. Could we lower the price a little bit? (*

6) *How much lower are we talking about? (Seberapa turun yang dibicarakan di sini?)*

7) *Around eight hundred million rupiah for the whole house ?*

8) *I can't do that. That is too low for me. The best I can give is nine hundred million rupiah.*

9) *Alright, how about we go in the middle and make it eight hundred and fifty million rupiah instead?*

10) *Okay we are deal*

11) *"Can the price be less, ma'am?"*

12) *"Hmmm, that's fine. How much do you want to bid? "*

13) *"Just 600 thousand, ma'am, what do you think?"*

14) *"Wow, I can't think that price, kid."*

15) *"What about 625 thousand?"*

16) *"Raise it a little kid, 650 thousand mothers are off this guitar.*

17) *"Yes ma'am, I agree, this is the money*

18) I think, honestly covid 19 just conspiration from China and America, as we known   there is nothing vaksin

19) how about your opinion ?

20) my opinion covid 19 is the virus from human and animal and attack the immune body

21) ohh so in your opinion covid 19 it's just not conspiration yas ?

22) yas. Okay

The data analysis is illustrated in the following table:

THE MOST DOMINANT TYPE OF NEGOTIATION OF MEANING

Table 3

No	Type	Frequency	Percentage
1	General Knowledge-Oriented Negotiation	25 Uterences	45%
2	Conversational Continuant	9 Uterences	16%
3	Agreement- Oriented Negotiation	22 Uterences	39%
TOTAL	**56 Uterences**		

It is concluded that the most dominant type of negotiation of meaning Speaking skill is General Knowledge-Oriented Negotiation.

b. The use of negotiation of meaning in speaking skill

In collecting the data of the second research question, the researcher used the techniques of observation.

The appropriate of use General Knowledge-Oriented Negotiation :

1.Appropriate use of General Knowledge-Oriented

a) Type of General Knowledge-Oriented

Based on the observation that there are 25 correct uses of the General Knowledge-Oriented type because in this expression students correctly state the negotiating sentence which belongs to the General Knowledge-Oriented type which is shown in the following expression:

1) *Do you think that the man shouldn't do the Initiated housework*

2) *yes the woman must do the housework*

3) *Though beef is very popular. So is lamb.*

4) *so it is the terrible problem about environment.*

5) *please tell me the meaning of LAMB NS: Lamb. It's a baby Sheep.*

6) *oh thanks a lot!!*

7) *i like lamb!! of course eating*

8) *No problem!*

9) *Do you like lamb? I know not many people like it because of the strong taste and smell.*

10) *but in japan, lamb isn't so strong smells & taste.*

11) *so, i like lamb very much !*

12) *"Hmmm, that's fine. How much do you want to bid? "*

13) *ohh so in your opinion covid 19 it's just not conspiration yas*

1) **Appropriate of use conversational continuant**

Based on the observation that there are 9 correct uses of the General Knowledge-Oriented type, because in this expression students correctly state the negotiation sentence which belongs to the General Knowledge-Oriented type which is shown in the following expression:

1) *Though beef is very popular. So is lamb.*

2) *so it is the terrible problem about environment.*

3) *NNS: please tell me the meaning of LAMB NS: Lamb. It's baby Sheep.*

4) *oh thanks a lot!!*

5) *i like lamb!! of course eating*

6) *No problem!*

7) *Do you like lamb? I know not many people like it because of the strong taste and smell.*

8) *but in japan, lamb isn't so strong smells & taste.*

9) *so, i like lamb very much !*

2) **Appropriate of use Agreement- Oriented Negotiation**

Based on the observation that there is zero proper use of the General Knowledge-Oriented type because in this case there is no expression in relation to the power factor operating in class discourse, and, therefore it is not in line with the idea of the classroom as an arrangement of unequal power discourse.

.

b) Inappropriate use of General Knowledge-Oriented

Based on the observation that there are zero inappropriate uses of the General Knowledge-Oriented type because there is no indication of debate outside the context between individuals in the expression above, students correctly state the negotiating sentence which is included in the General Knowledge-Oriented type.

1) Inappropriate use of Conversational Continuant

Based on the observation that there is zero inappropriate use of the Conversational Continuant type due to the absence of the student giving acknowledgment to show that he is paying attention and/or negotiating his understanding of what the speaker is saying.

2) Inappropriate use of Agreement- Oriented Negotiation

Based on the observation that there are 20 inappropriate uses of the General Knowledge-Oriented type because in this case there is no expression in relation to the power factor operating in class discourse, and, therefore it is not in line with the idea of classrooms as an arrangement of power discourse that does not equivalent which is shown in the following expression:

1)   *Do you think that the man shouldn't do the Initiated housework*

2)   *yes the woman must do the housework*

3)   *Nope*

4)   *Why?*

5) *Okay. But you do know the rumors surrounding this house that it's haunted. Could we lower the price a little bit?*

6) *How much lower are we talking about? (Seberapa turun yang dibicarakan di sini?)*

7) *Around eight hundred million rupiah for the whole house*

8) *I can't do that. That is too low for me. The best I can give is nine hundred million rupiah.*

9) *Alright, how about we go in the middle and make it eight hundred and fifty million rupiah instead?*

10) *Okay we are deal*

11) *"Can the price be less, ma'am?"*

12) *"Hmmm, that's fine. How much do you want to bid? "*

13) *"Just 600 thousand, ma'am, what do you think?"*

14) *"Wow, I can't think that price, kid."*

15) *"What about 625 thousand?"*

16) *"Raise it a little kid, 650 thousand mothers are off this guitar.*

17) *"Yes ma'am, I agree, this is the money*

18) *I think, honestly covid 19 just conspiration from China and America, as we known   there is nothing vaksin*

19) *how about your opinion ?*

20) *my opinion covid 19 is the virus from human and animal and attack the immune body*

21) *ohh so in your opinion covid 19 it's just not conspiration yas ?*

22) *yas. Okay*

THE RESULT OF OBSERVATION TYPE OF NEGOTIATION OF MEANING

Table 4

No	Data	General Knowledge-Oriented Negotiation		Conversational Continuant		Agreement-Oriented Negotiation	
		Appropriate use	Inappropriate use	Appropriate use	Inappropriate use	Appropriate use	Inappropriate use
1	Rec.1	4	0	0	0	0	4
2	Rec.2	0	0	0	0	0	6
3	Rec.3	0	0	0	0	0	0
4	Rec.4	9	0	9	0	0	0
5	Rec.5	7	0	0	0	0	7
6	Rec.6	0	0	0	0	0	0
7	Rec.7	5	0	0	0	0	5
8	Rec.8	0	0	0	0	0	0
Amount		**25**	**0**	**9**	**0**	**0**	**22**

Figure 2
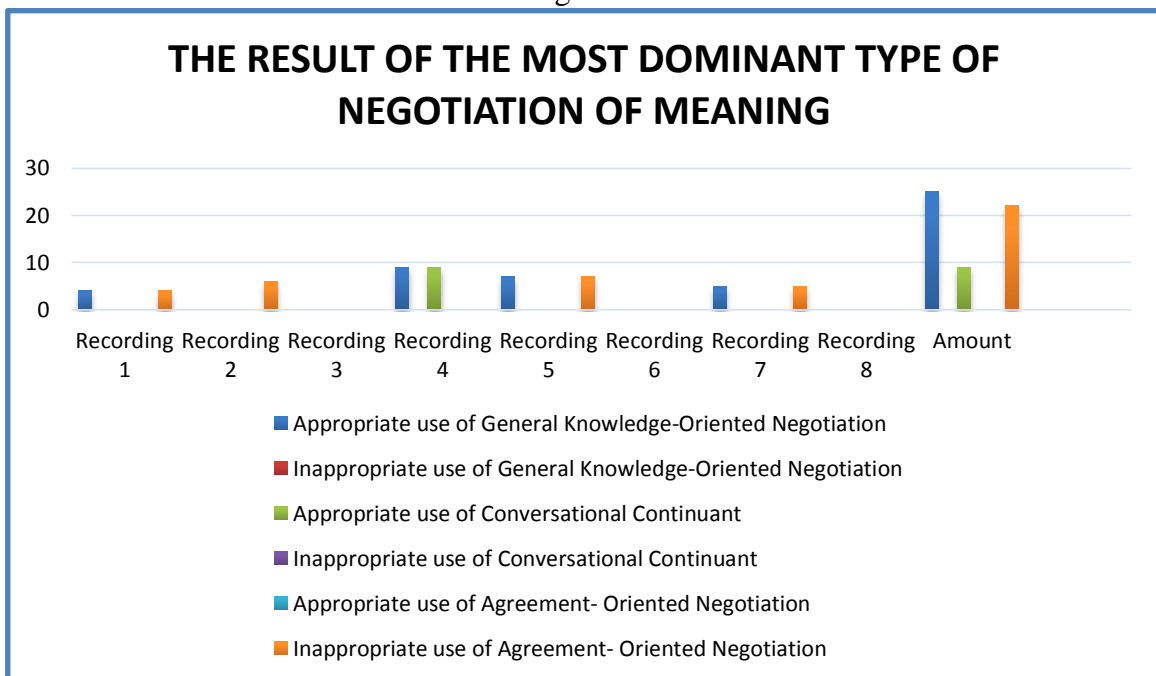
Based on the results of the chart, it can be concluded that the most dominant type of negotiation of meaning in speaking skills is General Knowledge Oriented Negotiation

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with a total of 25 expressions, from the total it is known that recording 4 achieves the highest total in appropriate use, which is 9 expressions. and the least number of types of negotiation of meaning examined is negotiation of meaning Conversational Continuant type with a total of 9 expressions on recording 4 in appropriate use. in the type of negotiation Agreement-Oriented Negotiation the highest total is found in recording 5 which is included in the inappropriate use of negotiation agreement oriented with a total of 7 expressions totaling 22 expressions.

B. **Discussions**

1. **The Most Dominant Type of Negotiation of Meaning in Speaking Skill**

   The most Dominant Type of Negotiation of Meaning in Speaking Skill was analyzed based on the instrument of observation. The first analysis of The Most Dominant Type of Negotiation of Meaning in Speaking Skill was conducted by observing the students' conversation in the second semester of IAIN Metro in English Department. It was adopted from the theory taken from Boulima, Jamila[24]. Based on the observation result each percentage of types of Negotiation of Meaning in Speaking is as follow :

   a) General Knowledge-Oriented Negotiation

      The percentage of General Knowledge-Oriented Negotiation of meaning in speaking skill is 45%.

   b) Conversational Continuant

      The percentage of Conversational Continuant of Negotiation of meaning in speaking skill is 16%.

   c) Agreement- Oriented Negotiation

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[24] Boulima, Jamila. Negotiatied Interaction Target language Classroom Discourse. Amsterdam/Philadelphia: Jhon benjamins publishing company, 1999,139.

The percentage of Agreement- Oriented Negotiation of meaning in speaking skill is 39%.

Therefor, it can it is concluded that the most Dominant Type of Negotiation of Meaning in Speaking skill is three type.

2. The use of negotiation of meaning in speaking skill

In analyzing The use of negotiation of meaning in speaking skill the reasercher used instrument of observation develop from theories taken from Boulima and Jamila. According to Boulima and Jamila, there are two kinds of the use of negotiation of meaning in speaking.[25]

    a)   The appropriate use of negotiation of meaning

        1)   General Knowledge-Oriented Negotiation

        2)   Conversational Continuant

        3)   Agreement- Oriented Negotiation

    b)   The innapproprriate use of negotiation of meaning

        1)   General Knowledge-Oriented Negotiation

        2)   Conversational Continuant

        3)   Agreement- Oriented Negotiation

Based on the result of observation the reasercher analyzed The use of negotiation of meaning in speaking skill that include of :

  a) The appropriate use of negotiation of meaning

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[25] Boulima, Jamila. Negotiatied Interaction Target language Classroom Discourse. Amsterdam/Philadelphia: Jhon benjamins publishing company, 1999,139.

Based on the results of observations, it is known that the proportion of the right negotiation of speaking skills is the type of meaning negotiation from General Knowledge Oriented Negotiation with a percentage of 45%.

b) The innapproprriate use of negotiation of meaning

Based on the results of observations, it is known that the percentage of the negotiation of speaking skill that is not appropriate is the type of negotiation of meaning from Conversational Continuant of meaning with a percentage of 16%.

Based on the results of the observations, it is known that the percentage of the right type of negotiation of meaning in speaking skill is 45% while the percentage of the use of negotiation of meaning that is not appropriate is 39%, which means that the use of negotiation of meaning in speaking is the most appropriate, because it can be concluded that students are used to doing negotiations of meaning, especially in the General Knowledge-Oriented Negotiation of meaning type.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results.

1. The first one is about The Most Dominant Type of Negotiation of Meaning in Speaking Skill that is General Knowledge-Oriented Negotiation. It was investigated that there are 45% percent of General Knowledge-Oriented Negotiation type found in the process of the students conversation.

2. In addition, the second research result is about the the use of negotiation of meaning in speaking skill. It was investigated that there is 45% of appropriate use of negotiation of meaning in speaking and there was 16 % of inappropriate use of negotiation of meaning in speaking. It was investigated that percentage of appropriate use of negotiation of meaning in speaking is higher than the percentage of inappropriate use of negotiation of meaning in speaking. Therefore it is concluded that the students are familiar with the use of negotiation of meaning in speaking.

B. Suggestion

The researcher provides have suggestion for the writer and the students'. as follows: the first for the student's. the students are expected to learn and explore more about negotiation of meaning, the students at the second semester of English department of IAIN Metro would be more aware of how the language actually being use. Thus, the students can avoid

misunderstanding or misconception in interpreting the speakers intended massage. Secondly, to other researcher, the researchers expected that the limitation of this research will encourage other researchers who wish to carry out similar study to investigate more about negotiation of meaning. It is also suggested to enlarge the study by investigating the students' negotiation of meaning since the present study has not explored it yet. Moreover, could make some progress of this study.

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Warren, martin. features of naturalness in conversation. Amsterdam/Philadelphia: Jhon benjamins publishing company, 2006.

APPENDICES

1. Blue Print of Observation Sheet

No	Aspect	Sub Aspect	References
1	the most dominant type of negotiation of meaning	General Knowledge- Oriented Negotiation	Boulima, Jamila. Negotiatied Interaction Target language Classroom Discourse. Amsterdam/Philadelphia: Jhon benjamins publishing company, 1999,139.
		Conversational Continuant	
		Agreement- Oriented Negotiation	
2	the use of negotiation of meaning in English conversation	Appropriate and Inappropriate use of General Knowledge- Oriented Negotiation	Boulima, Jamila. Negotiatied Interaction Target language Classroom Discourse. Amsterdam/Philadelphia: Jhon benjamins publishing company, 1999,139.
		Appropriate and Inappropriate use of Conversational Continuant	
		Appropriate and Inappropriate Agreement- Oriented Negotiation	

2. OBSERVATION SHEET

THE MOST DOMINAN TYPE OF NEGOTIATION OF MEANING

No	Data	TYPE OF NEGOTIATION OF MEANING					
		Type	**freque ncy**	type	**freque ncy**	type	**freque ncy**
1.		General Knowledge- Oriented Negotiation		General Knowledge- Oriented Negotiation		General Knowledge- Oriented Negotiation	
2.		Agreement- Oriented Negotiation		Agreement- Oriented Negotiation		Agreement- Oriented Negotiation	
3.		Conversational Continuant		Conversational Continuant		Conversational Continuant	

3. OBSERVATION SHEET

THE USE OF TYPE OF NEGOTIATION OF MEANING

NO	DATA	TYPE TYPE OF NEGOTIATION OF MEANING	APPROPRIATE	INAPPROPRIATE
1				
2				
3				

4. BLUE PRINT OF DOCUMENTATION SHEET

No	Aspect
1.	Profil of IAIN Metro
2.	The building condition and campus facilities in IAIN Metro
3.	The quantity of students at IAIN Metro
4.	Organization structure of IAIN Metro
5.	Location sketch
6.	Students' speaking document

5. DOCUMENTATION SHEET

Table List of Document point at IAIN Metro

No	Aspect	Availability
1	Profil of IAIN Metro	√
2	The building condition and campus facilities in IAIN Metro	√
3	The quantity of students at IAIN Metro	√
4	Organization structure of IAIN Metro	√
5	Location sketch	√
6	Students' speaking document	√

Table of Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of Unit
1	Lecturers' room	4
2	Computer laboratory unit & BMT	4
3	Library unit	1
4	Language laboratory unit	2
5	Micro-Teaching laboratory	1
6	Islamic development unit	1
7	Classroom	38
8	Mosque	1
9	Futsal field	1
10	Basketball field	1
11	Wall climbing field	1
12	Volley field	1
13	Tennis field	1
14	Auditorium	1
15	Students activities unit	1
16	Students committee office	1
17	Canteen	1

Source: Documentation of state institute for Islamic studies of metro

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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IAIN METRO

Nama : Rizky Aji Syahputra   Jurusan : TBI
NPM : 1701070199   Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	15-09-2021	✓			

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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin / 15 - 3 - 21		✓	Acc for Apd	

Mengetahui
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Jurusan : TBI

Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 22 Juni 2021	✓		Cabis polo kau Kori teori Ditambah ku Contor polo pal	
2.	Senin. 28 Juni 2021	✓		pedoului Abstrak Metode peneliti. Conclusi	
3.	Jumat. 2 Juli 2021	✓		Ke mingonar	

Mengetahui
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IAIN METRO

Nama : Rizky Aji Syahputra   Jurusan : TBI
NPM : 1701070199   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	7/6 /2021		✓	Tolong buat graphic batang atau sejenisnya dari hasil data penelitian yang kamu dapat serta penjelasannya.	
	Senin 14/6/2021		✓	Perbaharui data-data kamurus dan lampirkan appendixnya	
	Senin 21/6/2021		✓	Acc	

Mengetahui
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Nomor   : B-3268/In.28.1/J/TL.00/12/2020
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
DEKAN FTIK IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**RIZKY AJI SYAHPUTRA**
NPM	:	1701070199
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF THE STUDENTS NEGOTIATION OF MEANING AT ENGLISH DEPARTEMENT OF IAIN METRO

untuk melakukan *pra-survey* di FTIK IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

                                       Metro, 15 Desember 2020
                                       Ketua Jurusan
                                       Tadris Bahasa Inggris

                                       Ahmad Subhan Roza, M.Pd.
                                       NIP 19750610 200801 1 014

KEMENTRIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN TELAH MELAKSANAKAN PRA-SURVEY
No:

Menindak lanjuti surat Institut Agama Islam Negeri (IAIN) Metro Nomor: B-2895/In.28.1/J/TL.00/09/2019, tanggal 23 Mei 2019 Perihal **Pra Survey**. Dengan Ketua Jurusan Tadris Bahasa Inggris IAIN Metro menerangkan bahwa:

Nama	:	**Rizky Aji Syahputra**
NPM	:	1701070199
Jurusan	:	Tadris Bahasa Inggris (TBI)

Telah selesai melaksanakan **Pra Survey** pada tanggal 8 September 2020 di IAIN Metro dengan judul "AN ANALYSIS OF THE STUDENTS' NEGOTIATION OF MEANING AT ENGLISH DEPARTMENT OF IAIN METRO dengan baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, September 2020
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
610 200801 1 014

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Nomor : B-0856/In.28.1/J/TL.00/04/2021
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
Syahreni Siregar (Pembimbing 2)
di-
  Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**RIZKY AJI SYAHPUTRA**
NPM	:	1701070199
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF THE STUDENTS DIFFERENT NEGOTIATION OF MEANING AMONG ENGLISH DEPARTMENT OF IAIN METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib mengenggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 April 2021
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
750610 200801 1 014

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-703/In.28/S/U.1/OT.01/07/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Rizky Aji Syahputra
NPM : 1701070199
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070199

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan Ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 juli 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Rizky Ap Syahputra

NPM : 1701070199

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk dapat digunakan sebagaimana mestinya.

Metro, 5 July 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507. Faksimia (0725) 47296. Website www.tarbiyah.metrouniv.ac.id e-mail tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-1095/In 28/D.1/TL.01/04/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**RIZKY AJI SYAHPUTRA**
NPM	:	1701070199
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS DIFFERENT NEGOTIATION OF MEANING AMONG ENGLISH DEPARTMENT OF IAIN METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Tanggal   : 19 April 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

... Fatonah MA
...70531 199303 2 003

68

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor   : B-1096/In.28/D.1/TL.00/04/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Ketua Jurusan TBI FTIK IAIN
METRO
di-
        Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1095/In.28/D.1/TL.01/04/2021,
tanggal 19 April 2021 atas nama saudara:

Nama   : **RIZKY AJI SYAHPUTRA**
NPM   : 1701070199
Semester : 8 (Delapan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di
atas akan mengadakan research/survey di FTIK IAIN METRO, dalam rangka
meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul
"AN ANALYSIS OF THE STUDENTS DIFFERENT NEGOTIATION OF
MEANING AMONG ENGLISH DEPARTMENT OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya
tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

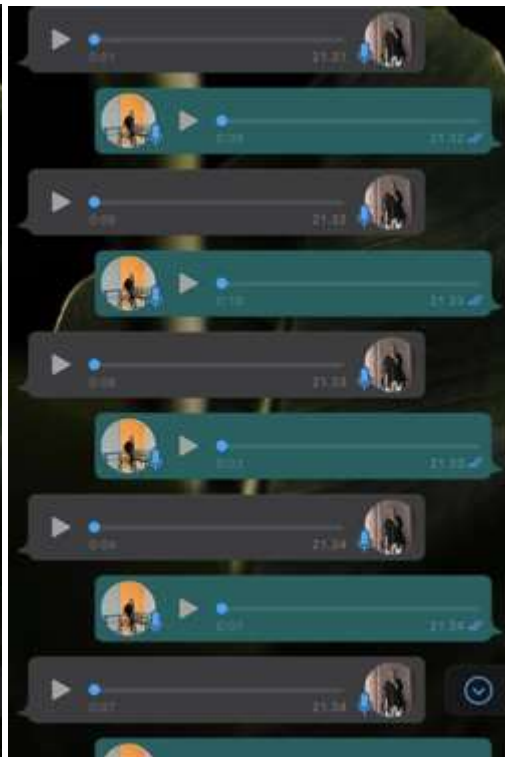*Wassalamu'alaikum Wr. Wb.*

Metro, 19 April 2021
Wakil Dekan I,

Dra. Siti Fatonah MA
19670531 199303 2 003

DOCUMENTATION OF THE RESERCH
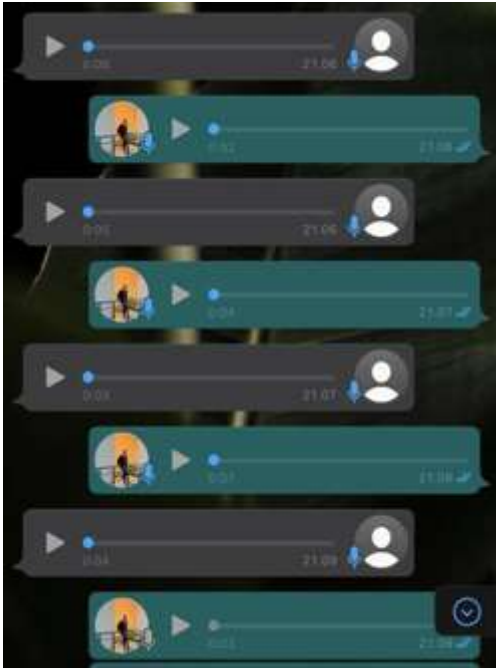
Recording 1   Recording 2

Recording 3   Recording 4

Recording 5

Recording 6

Recording 7

Recording 8

CURRICULUM VITAE

The name of writer is Rizky Aji Syahputra. He was born in Kalianda, June 04 1999. He is the third child of married couple Mr. Rasikun and Mrs. Liswati.

He was enrolled his study at TK Dharmawanita persatuan 2004-2005. He continued his study at SDN 1 Way Urang on 2005-2011. He continued his study at SMP N 1 Kalianda on 2011-2014. He continued His study at SMAN 1 Kalianda on 2014 and complate in 2017.

After graduating of SMAN 1 Kalianda, the writer continued his study at kota Metro. In 2017, he was registered as a student of S1 English Education Department State Institue for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department of State Institute for Islamic students of Metro