TEACHERS' MEANING NEGOTIATION STRATEGIES IN CONSTRUCTING SPEAKING SKILL THROUGH GOOGLE MEET

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Abstract

This research discusses teachers' meaning negotiation strategies in constructing speaking skills through Google Meet. Meaning negotiation can show how well the teacher interacts with students. This study was aimed at finding out how the teacher negotiate meaning in constructing speaking skills and the students' perceptions when the teacher used to mean negotiation strategies. The present study used a qualitative Case study design. Twenty students from 1A in Speaking for information Function and an English lecturer have participated in this study. The data were obtained through observation to research how do teachers' meaning negotiate in constructing speaking skills in speaking class through Google Meet, interviews to collect data what the students' perceptions towards meaning negotiation used by the teacher in speaking class. The observation data were analyzed based on 4 components from Pica (1991) namely trigger, signals, response, and follow-up. To analyze the interview data, the researcher first transcribes the data and then interprets it. The findings show that the 4 components of meaning negotiation used by the teacher were well-implemented. It also indicates that the teacher can provide more explanation. Furthermore, a teacher

can help the students in understanding a new word and its meaning and making the conversation in the speaking class run well. This research concludes that meaning negotiation used by the teacher is a good tool and effective in the real situation. The teacher encourages them to practice solving communication problems occurring among them through meaningful negotiation. The researcher suggests that the teacher is expected to be more well organized in delivering material to construct a better conversation in their speaking skill.

Keywords: *Meaning Negotiation, Speaking Skill, Google Meet*

INTRODUCTION

Meaning negotiation is very important for the teacher in process of communication with students because in online learning there will be an atmosphere that's not conducive in class. Pica (1987) "meaning negotiation is an activity in the process of giving signals to listeners that the delivery of the core of the communication does not provide a meaning" (p. 200). In this regard, meaning negotiation used by the teacher can help to clarify or explain the meaning of the material by examining all comprehension, requesting clarification, and confirmation. In this case, are very emergency, the impact for the teacher must prepare a new concept with different strategies and creativity in the use of technology therefore that learning can be conveyed are well.

Teachers as class managers must be able to construct oral communication that will make students understand the materials, and be supposed to be responsive. Therefore, meaning negotiation strategy used by the teacher can be initiated to solve misunderstandings. Richards and Schmidt (2002) argue that "meaning negotiation occurs when interlocutors try to overcome difficulties in passing on their meaning, resulting in both additional input and beneficial feedback on the student's own production" (p. 264).

Meaning Negotiation strategies are very needed by teachers because that is can handle to overcome misunderstandings or miscommunication between students, and also can be recreated the student more interactive and responsive in the classroom. They were required to use and adapt to an online learning system to give the lesson to their students. Therefore, the researcher is interested to find out how the teacher's meaning of negotiation strategy in constructing speaking skills in the speaking class using an online platform, because the meaning of negotiation is a solution to keeping communication going on and making creative teachers manage class interactions.

Meaning negotiation is a set of exchanges directed by addresses and addressees to support themselves understand and be understood by their interlocutor (Yufrizal, 2007). In the process of communication, we can express everything to provide the best meaning by the listener because communication among people

doesn't always work smoothly, can be difficult. Lengluan (2008, p. 2) argues that meaning negotiation can be encouraged in an English classroom when the teacher arranges an interactive learning environment with proper communication tasks. According to Pica (1991), meaning negotiation refers to "Activity that happens when listener shows to the speakers that the speaker's message is not clear and both speakers and listener work linguistically to solve the deadlocks".

"Speaking is defined as an interactive process that deals with producing and receiving and processing information, and can be directly and empirically observed, those observations are colored on and on by the accurateness and effectiveness of a test taker's listening skill, which automatically compromises the reliability and the validity of a spoken production test (Brown, 1994). Meanwhile, Thornburry (2005) states that there are four other speaking genres that is interactive, non-interactive, prearranged, and unplanned speaking. The researcher accomplishes that speaking skill is a process between two people (speaker and listener) to state their meaning, emotion, or information that can make them understand the others.

Google meet is a new learning medical tool in modern times that supports online videos, this platform can help the teacher to teach the student who is are required to carry out learning activities at home (Purwanto & Tannady, 2020). Report in *Kompas.com* Google updating his video conferencing applications, this feature has similarities with zoom that allows participants to see the face or other participants' profile photos in one screen simultaneously, similar to a photo gallery. From this definition, the researcher can conclude that Google meet is a simple platform used in this condition like now because can make it easier to communicate teachers with their students in a learning activity.

This recent study is supported by some previous studies. The first previous study was conducted by Hartono and Ihsan (2017) entitled "An Analysis of Meaning Negotiation Strategies applied in Conversation by Undergraduate EFL Students". The second previous study was conducted by Rachmawati, Yufrizal, Kadaryanto (2013) entitled "An Analysis of Meaning negotiation in Students' Speaking Trough Information Gap". The third previous study was conducted by Schaap, Schaaf, and Bruijn (2017) entitled "Communications in Vocational Education: Meaning negotiation of Students and Teaching Strategies ". The last previous study was steered by Rustandi (2013) entitled "Meaning Negotiation between Teachers and Students in a Fledgling International Standardized School". They focused the study on the negotiation of a Meaning strategy of the teachers but does not use online applications. Therefore, in this current learning activity, the researcher is interested to construct communication between teacher and student regarding the strategy in speaking class using an online platform.

METHOD

This research applied a qualitative case study as a research method. Creswell (2018) stated that a case study means "a qualitative approach in which the researcher collects comprehensive, in-depth data from numerous sources of information (e.g. observations, interviews, audiovisual materials, documents, and reports)" (p. 153). A case study is chosen because the researcher attempts to view and find out the research object of teachers' meaning negotiation strategies in online classrooms through Google meet. Furthermore, the case study data can be gathered with simple observation and interviews.

The researcher selected an English teacher and students who taught speaking for information of function in Class 1A English Education Program through Google Meet at Universitas Galuh as the participant of this research. The participants were chosen by employing a purposive sampling technique that is suitable for this research that might provide useful information. The data was obtained by using observation non-participant and semi-structured interviews. Then to analyze the data the researcher did, the researcher followed several steps referenced by Creswell and Creswell (2018) that is the researcher must prepare and organize the material, transcribe to collect the word, read through the database, code and organize themes, represent the data, and next transcription to converting into text data." (p. 248). Then, to analyze the data of the interviewing researcher. The researcher did transcribe, coding, interpreted, and validated data. To validity the interview data, the researcher used references from Maxwell's (1992) categories, i.e. descriptive validity, interpretive validity, theoretical validity, generalizability, and evaluation validity.

FINDINGS AND DISCUSSION

Within this section, the researcher elaborated on the result of observation with the participant regarding the teacher negotiating meaning strategies in constructing speaking skills through Google Meet and students' perceptions when the teacher used this strategy.

Teacher Meaning Negotiation Strategies in Constructing Speaking Skill through Google Meet.

In this research, the researcher investigates the teachers' meaning negotiation in constructing speaking skills, the result from the observation to answer the first research question "How does a teacher negotiate meaning in constructing speaking skills through Google meet?" there is the teachers' taught the students what things to pay attention when becoming a sports commentary, then the teacher presented the material related to practice by the student because the level of speaking skill is relatively low. There are some findings related to the meaningful negotiation strategies used by the teacher. From the findings data from the participant, the

researcher found that the teacher was not able to get rid of meaningful negotiation strategies. The teacher used 4 components from Pica (1991) that all components meaning negotiation strategies to keep the communication with students running well. There are four components of meaningful negotiation strategies that occurred in the meeting describe as follows.

Table 4.1 Component Teachers' Meaning Negotiation

No	Component	Type
1.	Trigger	Question
2.	Signals	Question
3.	Response	Statement
4.	Follow-up	Question

This study settles that meaning negotiation is significant to process in making comprehensible input during the interactions. During observation, firstly the teacher commonly used "trigger" in their conversation. It can be seen that the teacher is still confused about asking the question. Meaning negotiation applied by the teachers has its characteristics. The teachers' expressed their triggers through the question to produce some utterances, the data detail is presented in the extract.

Extract 1:

Teacher: Ok class, last week we discuss how to be euuuumm...? (Trigger) Students: Commentator?

Signals are used by a listener to make sure if that is something the interlocutor said. During the observation, the researcher found a confirmation check is a feature used by the teachers to repeat all of the speaker utterances, the data detail is presented in the extract.

Extract 2

Teacher: What? The sound of the video? (Signals) Students: Yes, the sound of the video.

As a matter of fact, the teacher's use of signals makes the students speak up with a new vocabulary and understand what the teacher said, reminding them that the

signals can be made the teacher' provides more explanation after that. The finding is relevant to the theory by Pica (1994) that most confirmation is employed for comprehension in classroom interaction.

In conversation with the students, the teachers also give a simple question as a response to justify the utterances or argument. Meanwhile, their communication is good enough. The researcher hoped that using meaningful negotiation strategies can solve miss understanding withthe students and also the teacher confirmed whether she didn't what the student utterance. Thedetailed data are presented in extracts 3 and 4.

Extract 3

Student: Hem, euumm. I don't know, but I really like ice skating sport like that.

Teacher: Okay, when you like a sport like ice skating so it's mean that you have to learn terminology for that's a sport. And so, you know what a player doing right? Just like when you comment on the last one of the videos on ice skating you really know whatthat a player doing ya. (Response)

Student: Yes mam, I was searching for some moves what they doing. Such as Axel, Somersault,Salchow, etc.

Extract 4

Teacher: Then reporting text, sports commentary, and we are going to have news broadcasters also and telling the story. Eeumm….. Do you know the difference between sports commentary and news broadcaster? Which one is the easier one? (Response)

Student: Eumm I think the news

Teacher: News is easier right?
Student: Yes mam

Meanwhile, the speaker modifies the trigger as a response to the listener. The data showed that the student gives a trigger to the teachers' statement, also the teacher modified the statement as a response and made sure that the students' saying correctly. As we know that is realized by a simple word that has been understood. The teacher gives a response successfully because the students understand what the teacher utterances before.

Here is the extract below that shows the teachers' utterances with the students to make the discussion clear and reach an agreement. The teacher was asked the students about the material presented to make the students understand.

Extract 5

Teacher: What is the difference with a news broadcaster? (Follow-up)

Students: I think is news broadcast uses vocabulary in daily life, and there are a lot easier to broadcast. I think that mam.

Based on extract 5, the teachers were asked the students about the material presented in order that the students to understand. In an online speaking class, the teacher carried out a follow-up full to confirm whether the material presented is clear or not. Therefore, the student responded to the question and from there the student understands what the teachers speak up.

Students' Perceptions towards Meaning Negotiation Strategies employed in Speaking Class

Furthermore, the researcher collected the data by using an interview to ask about the students' perceptions of meaningful negotiation strategies used by the teacher. Based on the data, they have a speaking online class through several applications, especially Google Meet. The condition in the classroom as they were more focused. The researcher confirms that interaction through meaning negotiation used by the teacher gives many chances for the students to produce the interaction more active and conducive, as they were more focused on meaning. It means that communication has a function as an enhancement to find the target of learning.

The data showed that the answer was from the students, and they have to ask about the lecture, search on Google, open YouTube or ask their friends. When we don't understand anything, we must ask, and the objective of negotiating to have meaning is tobe confident in asking questions and speak up from one side to the other as a strategy to have a clear understanding of each other. Some students choose to ask to the teacher when they don't understand anything. The researcher found that the students give information if the teachers mostly will ask the students when they don't understand the utterance or the material. The important point of meaning negotiates confidence to speak up to another side so that have good communication with each other. Therefore, the students mostly answer "sorry", the researchers decide it falls into the category's clarification request. And also, the researcher checks how the student solves a communication problem with the teacher, the researcher found that it encouraged to train the students to be active in speaking and it became an unavoidable thing in the online speaking class with the teacher.

In the meantime, the analysis of data from interviews presents that Meaning negotiation is an important tool for the teacher and students in class. Without negotiation, they will not be able to have good communication to interact in conversation. It's natural to be hesitant to interact with others, believing that

remaining silent will protect them from miscommunication.

DISCUSSION

In the current condition, teachers or lecturers are required to use online learning.Therefore, it is necessary to construct communication with the students more effectively to support this online learning. The meaning negotiation strategies can be helping online learning better and also can solve miscommunication even the condition is not well. Based on the result of observation, the researcher's findings that showed the teacher could not avoid meaningful negotiation strategies. The teacher used to mean negotiation strategies to keep the communication with students running well.

This study approves that meaning negotiation is significant to process in making comprehensible input during the interactions. It is relevant to the theory by Pica (1991) stated that meaning negotiation to repair breakdowns in communication or ensure mutual comprehension of meaning. Based on Extract 4, the researcher discussed that the teacher response can be done including repetition by giving a statement. And then, the teacher often used clarification and confirmation for certain reasons the teacher used their strategies to make the students speak more and understand what the teacher is talking about. The continuation seemed the teacher was still not sure that the students understand the utterance

In addition, from the interview with the students, the findings reveal that the teacher used the components in their conversation is good enough, the researcher can conclude that themeaningful negotiation strategies used by the teacher are a good tool and effective in the real situation. This research is almost in line with Rahmah, Komariah & Iskandar. (2020) thatstudied meaning negotiation used in their speaking in various studies to discuss in this regard.The results show of based on the overview use the trigger appeared to be the most frequent component produced during negotiation, all components of negotiation meaning are used and the trigger can be ranked as the highest component used but, in this study, the researcher find out meaning negotiation strategies in constructing speaking skill from the participants in onlinelearning, but the context is different. The meaning negotiation strategies used by the participants have an effect on one another, and also the point will make the students to improve students' speaking performance and it will give the opportunity to speak more, conveying their ideas in speaking class. They are contained in the component of meaning negotiation in constructing speaking skills namely trigger, signals, response, and follow-up.

CONCLUSION

This present study is aimed to find out how does teachers' meaning negotiation in constructing speaking skills and the students' perceptions when the teacher used to mean negotiation in speaking class. Based on the research questions of this present study, the writer concludes that all components meaning negotiation were innately prevalent in teacher use of this strategy in speaking online class conversations to construct speaking skills for the students. In addition, in current conditions that means negotiation helping the teachers to communicate with the students. Meaning negotiation is a good tool for solving their communicative problems. In fact, the use of meaning negotiation is an effective strategy in a speaking class to get actively engaged in the practices. Means negotiation also refers to students' tactics for gaining better comprehension of the topic, as well as the most comfortable manner to converse with the teacher and practice negotiating to read a suitable situation with everyone.

The results of this study can be used as guidelines by the teacher who are expected to be more inventive in how the material is organized. It is intended to provide a fun speaking lesson where students can have fun in online teaching and learning. The students are supposed to practice their speaking skills whether in class or out of class. Furthermore, the students can intend to increase their understanding of the meaning of negotiation to get used to it efficiently in daily circumstances. the findings in this study can be used as a reference, especially for teaching through online learning systems.

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