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IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

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PREFACE

Praises to the presence of Allah SWT for the abundance of mercies and blessings, had provided sustenance and health, so that the author can complete this book. This book is written based on research done by the authors.

The authors would like to thank all the parties and individuals who helped the author during the study process until the completion of this book, among others:

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This book is expected to contribute to the development of Linguistics in Indonesia. It is also expected to be useful for other similar studies. Given the many limitations and shortcomings in this study, the authors are very much expecting constructive criticism and suggestions from the readers.

Jombang, 31 Januari 2019

Authors

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INTRODUCTION

1.1. Background of Study

Conversation is one of language manifestation. Natural conversation is the human verbal activity, which involves more than one person who interacts spontaneously. Therefore, conversation is not a collection of meaningless utterances, but it is collection of interactive utterances which is spoken by conversation's participants. When they are involved in the conversation, participants have to respond actively all the signals given, directly through his/her/their words or indirectly through their gestures or other nonverbal signs.

Basically, conversation is two-way interaction, between *addresser* and *addressee*. In this process, both of them are exchanging messages each other. When those messages are understood in the right context, it can be said that the conversation is success. Conversation is part of general communication process, which is defined as expressing information, exchanging opinion, or as the process of shaping similarity or unity of thinking between *addresser* and *addressee* (Belch & Belch via Cutting, 2002). In similar way, Lindsay and Knight in Cutting (2002) stated that conversation is interaction to other people by using all elements of language and taken out for social aims, for example wishing something, doing something for others, responding others, expressing feeling, opinion, and exchanging information which related to past, recent future time. Furthermore, they explain that language used in conversation is incomplete because it is unplanned, no pause, stressing, intonation, repetition, and using '*fabricated fillers*' (efforts which are done in interaction in order the conversation is not interrupted). In short, it is useful to give the speaker time for thinking to express his message and to give clearly message explanation for the addressee.

For several decades now, linguists and language teachers alike have been aware of the importance of pragmatic competence, or pragmatic proficiency, in L2 development and instruction. As early as in the 1970s, Paulston via Glaser (2009) concluded that mastery of the social usage of a language is equally

important as astery of the linguistic forms in order to be a proficient and successful L2 speaker, and researchers have until today not ceased to stress the importance of pragmatic skills in achieving mastery of an L2.

As we know, classroom interaction or classroom conversation between lecturer and students is the environment which applied direct linguistic practice. Lecturer and students interact in the classroom activities creating linguistic interaction for communication goals, for example explaining materials, giving tasks, exchanging opinion, discussing, negotiating topics, and so forth. Whereas, so many researches done in accordance with the topic of strategies in teaching and learning during English as Foreign Language (EFL) in every country which is not using English as their main or second language, such as China, Japanese, Malay, and so on.

In EFL classroom, there are some interactions of holding the teaching and learning process. Also, many strategies used by both lecturer and students to make the interaction through their conversation in the class more effective by using negotiation strategies. The mechanism of negotiation strategies can give effectiveness and comprehensiveness to convey lecturer's messages. It is interesting to be analyzed because conversation in the class is the direct application of linguistic theory. By conducting this research, it is hoped to enrich the literature on linguistic and education field.

1.2. Statement of Problems

Regarding to the explanation above, it is formulated how the contribution of turn taking mechanism gives effectiveness and comprehensiveness in doing conversation. Therefore, the researcher formulates these problems to be analyzed.

1) How are negotiation strategies used by lecturer and students in writing and speaking class?

2) What are functions of negotiation strategies used by

lecturer and students in writing and speaking class?

1.3. Objectives of the Research

Regarding to the explanation above, it is formulated how the contribution of turn taking mechanism gives effectiveness and comprehensiveness in doing conversation. Therefore, the researcher formulates these problems to be analyzed.

1) How are negotiation strategies used by lecturer and students in writing and speaking class?

2) What are functions of negotiation strategies used by lecturer and students in writing and speaking class?

1.4 Significances of Research

This research is conducted to fulfill the significances and give some contribution to the institution, theoretical development and readers.

1. For the institution, it is hoped to be the evaluation for the lecturer of writing and speaking.

2. For the theoretical development, it is hoped to give some contribution to the development of the subject and also to become one of the references on the discipline of pedagogical linguistics, applied linguistics, pragmatics, discourse analysis and language education.

3. Furthermore, it is also hoped for the readers to give some critics and suggestion to complete this research.

CHAPTER 2

REVIEW RELATED LITERATURE

2.1 Previous Studies

Love and Suherdi (1996) examined the negotiation structure of writing lecture materials between lecturer and students. Negotiation in conveying lecture materials consist of two kinds of negotiation. First, negotiation occurred when the lecturer give lecture materials. Second, negotiation occurred outside the lecture materials. The object of their research is students who used English as second language. Their research used the method of systemic functional linguistic analysis which integrated the theory of Berry (1981) and Halliday (1984). This research found out that students are acting as primary knowers. They do more on second step as the source of information because they comes from different culture and different characteristic of writing.

Sinar (2002) examined the discourse structure of lecturing activity in Malaya University, Malaysia. The results show five phases, they are consent, discourse structure, substance, evaluation, and conclusion. Sinar research is almost same with research done by Sinclair and Coulthard, 1975; Edwards, 1980; Mehan 1979, discourse in classroom or lecturing activity. But Sinar explained more detail about discourse phase in the classroom teaching-learning activity into five phases and 22 sub phases, while Sinclair and Coulthard and Mehan divide discourse phase into three parts, they are initiation, response, and evaluation,

Williams (2011) and Jiang (2016) had been investigated about negotiation in classroom. Williams (2011) found thateven though experience upgraded their negotiation abilities, a lot of international teaching assistants fought with negotiating with students because they did not recognize the students' background. Additionally, cultural rules influence how participants approached the negotiating process. Jiang (2016) also found that to make the teaching more effective, negotiation in the classroom becomes a must. He studied EFL students of Chinese. Based on the current situation of English teaching in China, he investigated negotiation mechanism in EFL classroom and provides suggestions on how to

apply negotiation mechanism in EFL classroom in China.

2.2 Literature Review

Literature review is needed to observe and also become tools for analyzing the data. From the statement of the problems, the theory can be considered suitable for this research are described below. The review of related literature covers the theory of pragmatics, conversational analysis, negotiation in classroom.

2.2.1 Pragmatics

Yule (1996: 3) defined pragmatics as four parts of studies. First, it is a study which studies speaker's meaning. Second, it is a study which studies meaning based on its context. Third, pragmatics is study of spoken meaning. It means, pragmatics studies meaning exists when the speaker make a conversation. Fourth, it is a study examines forms of expression based on social distance which limit participant involving in the certain conversation.

In addition, Thomas (1995: 2) stated pragmatics has two tendencies. First, pragmatics is related to speaker's meaning in social aspect. Second, pragmatics is related to utterance's interpretation viewed from cognitive aspect. Thomas (1995: 22) also defined pragmatics as the field which studies meaning in interaction. Meaning is dynamic process which involves speaker and hearer and utterance's context, and also potential meaning of the utterance.

Levinson (1997) limits pragmatics as "*the study of all those aspects of meaning not captured in a semantic theory*". Levinson said that pragmatics studies a unit of lingual meaning externally while semantics studies a unit of lingual meaning internally. Halliday (1994) stated that if there is a text, it also contains text accompanying it, and it is called context. The parameters of context are elements related each other outside language which accompanies utterances, such as speaker, hearer and addressee, situation, and time. In accordance with that, Levinson also stated

that pragmatics is study of relationship between language and its context (outside language) which becomes the principle of deciding its understanding.

Grice (1975) stated the theory of cooperative principle and conversational implicature. According to Grice, the cooperative principle is conversational principle which guides its participants to do the conversation cooperatively and the usage of language effectively and efficiently. This principle consists of four maxims: quantity, quality, relation and manner.

2.2.2 Conversational Analysis

Conversation is communication involving two or more people and it can be accomplished well if the speaker and the addressee can give reaction for what they have heard and also giving the feedback later (Lindsay and Knight via Cutting 2002). So, both the speaker and addressee must have skills to convey something orally and also must catch and give reaction for what they have heard (Hariss in Cutting, 2002). Furthermore, Savignon in Cutting (2002) said that talk is a process of communication and the process will occur when they are consensus about meaning of language context between speaker and addressee. This meaning conformity in language context will finally decide the effectiveness of information which conveyed through that conversation.

The effective conversation occurs when conveyed message is identical with the received message. It means, although the conveyed message has relationship with language context, but if the message cannot be understood by the receiver of information, it can be said that the manner of giving information is not effective. It is caused by the process of communication is decided by some factors which are formulated by Brown and Yule (1984) as: (1) place of event, (2) time, (3) conversation participants (speaker and addressee), (4) kind of event and (5) conversation topic. Hymes give more detailed factors influencing conversation to achieve effective communication, they are: (1) time and place of conversation, (2) participants of communication, (3) objective of each parties, (4) form and content of what they have said, (5) manner of how message is conveyed, (6) media for conveying the

message, whether it is spoken or written, (7) norms used; in certain context, it is only certain norm which is suitable, and (8) communication domain.

The communication process (i.e. in lecturing, discussion, and negotiation) are explained in the following.

The General Communication Model
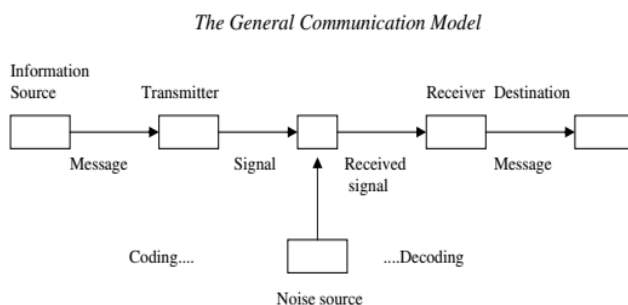
Figure 2.1 General Communication Model

The diagram above is to be read as follows. In the 'information ource' a message is selected. This can consist of written or spoken words, images, music, and so forth. The 'transmitter' codes the message in a signal that is sent through the communication channel to the 'receiver'. The receiver translates the signal into a message –decodes it- and transmits this message to the 'destination'. In the communication, the message can undergo changes by 'noise'; this is called 'interference' (Laili, 2005: 34-35).

This model can also be applied to negotiation context. The speaker is then the information source. The message is codes into words. This is then transports to a communication channel, paper, or screen, to the receiver. The receiver decodes the message, after which the message arrives at the final destination, the hearer's mind.

In addition, Allan and Burridge (1991:245) states that, usually, a speaker or writer makes a number of utterances to an audience that are linked by some sort of arrangement of related topics. These constitute what is known as the text or discourse.

There are many varieties of texts. Some involve the utterances of a single individual: for example, lectures, speeches, sermons, recitations, narratives, and jokes. Here, the conversation occurs in the negotiation can be included in spoken discourse.

Others, like arguments, negotiations, interviews, conversations, and debates are typically made up from the utterances of more than one individual; indeed they can involve any number of people, who all share certain expectations about the structure and flow of the talk-exchange. Even in casual conversations not everyone can talk at once; and there are certain sequencing conventions and cues which govern when and how the interlocutors take turns at speaking. Hearers become speakers, while speakers in turn become hearers, and so forth. There are also ritual utterances, like those used in greetings and partings, or to show that one is paying attention to the speaker holding the turn, so on.

2.2.3 Interlanguage Pragmatics on Negotiation

Interlanguage pragmatics has consequently been defined as the study of nonnative speakers' use and acquisition of linguistic action patterns in a second language (L2) (Kasper in Kasper and Blum-Kulka, 1993:3). It includes the usage of pragmatic scope in EFL classroom. Williams (2011) stated in his research, that negotiating language differences between ITAs and their undergraduate students is a critical step in creating cross-cultural understanding between these two groups. Recent research (Damron, 2003) increasingly portrays the language issue as a two sided negotiation where the onus for establishing understanding is shared between the two parties and is not solely relegated as the responsibility of the non-native speaker. However, the current findings suggest that before any negotiation can occur, the non-native speakers must determine their starting position, identifying personal goals of English proficiency and the role of English in the classroom. These values will be transmitted to students through everyday interactions.

According to Félix-Brasdefer (2008) There is a fair amount of classroom-based research in interlanguage pragmatics (ILP)

that addresses the issue of whether implicit or explicit instruction in pragmatics facilitates the development of learners' pragmatic competence with respect to understanding and performing communicative action in a second language (L2) or a foreign language (FL) context. Communicative action comprises not only speech acts such as complaining, apologizing, or refusing, but also dynamic participation in conversation, engaging in different types of oral or written discourse, and maintaining interaction in complex speech events.

Negotiation can also be considered as one of discourse genres. Since the late 1960s, there has been a number of efforts—particularly in the field of business communication and artificial intelligence—to describe negotiations and deliberations from a speech act perspective. Some of these efforts have been directed at identifying the types of speech acts that are vital to the negotiation and deliberation process. In terms of negotiation, scholars generally agree that commissives and, particularly, offers are essential to any negotiation activity (e.g., Tutzauer 1992; Fisher 1983). This suggests that offers are likely to be the superordinate speech act underlying negotiation (Jory, 2014:148).

According to Jory (2014), not all types of offers can be analysed as the superordinate speech act of negotiation.Only the speech act ofmaking an offer fulfils this role. Like every type of offer, making an offer counts as an attempt by thespeakerto commit himself to perform an action, so long as the action is accepted by the hearer. However, unlike generic offers, such a commitment is taken by the speaker with the specific objective of reconciling a presumed conflict of interest with the listener. The conflict of interest presumed by the speaker may become clear while the dialogue unfolds or be presupposed by the context and never verbalised by either party, as often happens in market exchanges. Speakers can of course make an offer in non-conditional or conditional terms. To make a conditional offer counts as a commitment by the speaker to perform some future action, on condition that the hearer performs another action in turn (besides the action of accepting the speaker's offer).

2.2.4 Negotiation in Classroom

Negotiation in the classroom can be considered as the mirror image of sociocultural conceptions of modern education. Usually, the teacher and students involve each other to acquire knowledge or to develop students' abilities. Furthermore, their physical (or virtual) location and pedagogic function or classrooms are also considered as social environments of communication. In the classroom, with language learning as the center, there are some factors affecting teaching and learning, such as learning environment, teaching methods, teaching style, and so forth. Dealing with these factors, there must be certain negotiation between the lecturer and students to integrate the messages of both parties. (Jiang, 2016: 29-30).

Generally, negotiation originates from the interactive movement of daily conversation and is a kind of social activity (Michael & Andrew via Jiang, 2016: 30). Negotiation in the classroom deals with the interactive correlation between teacher and students. It can be said that negotiation is utilized to make the meaning clearer and teaching-learning process can be more effective. Specifically, when the people talk to express whether they understand or no about the speakers' intention, negotiation is needed. It is expected by conducting negotiation in class, teaching and learning will be more interactive and democratic with both the teacher and students involved and matched successfully. (Jiang, 2016: 30).

In an EFL classroom, negotiation involves the teacher, students and the reality of the environment of teaching and learning which form certain intricate and integrated ecological relationships in classroom. According to some researches, negotiation in the classroom can be divided into three dimensions, namely: Personal negotiation, Interactive negotiation, and Procedural negotiation (Michael, P. B. &L., Andrew, 2002). The three levels of negotiation are not separated ones; rather, they are closely related and intermingled and function as a useful mechanism in classroom teaching and learning. There are three

types of negotiation in EFL classroom, based on research done by Jiang (2016), they are:

a. Personal Negotiation

Personal negotiation is a kind of psychological process which includes personal reflection and retrospection of learning factors like discrimination, analysis, synthesis, memory and reflection, etc. For instance, when people try to understand or interpret the knowledge they read or heard, negotiation is drawn between the possible meaning and the interpreted meaning. In this sense, negotiation refers to the process of the movement of complex personal mentality which cannot be observed directly.

b. Interactive Negotiation

Interactive negotiation originates from the nature of conversation primarily. When people express whether they understand or not other people's meaning, there would be interactive negotiation. Learning is produced in the process of negotiation, in which learners will be involved in the interactive negotiation. Interactive negotiation is the pivot of language acquisition (Long in Jiang, 2016). During the process, the input needs to be clarified and therefore one who produces output of the target language should repeat, simplify and interpret the information so as to let it become the location of the creativity.

c. Procedural negotiation

Procedural negotiation is mainly about how the class should be taught. Its primary function is to organize teaching successfully. The teacher must make suitable decisions based on the answers to each of these questions through negotiation with students, and adjust the organization of teaching dynamically and flexibly. To make the teaching a success, the effectiveness of interaction between the teacher and students becomes crucial. Considering the organization of an EFL class, procedural negotiation thus has a more important role amongst the three dimensions, because it is responsible for the overall design of the classroom teaching, perfects the teaching plan, causes interactive

negotiation, personal negotiation and prescribes the range and quality of the two. The three levels of negotiation can appear respectively or at the same time and can include each other.

2.2.5 Phases of Negotiation

There are five phases to settle a negotiation adapted from the book entitled "Strategic Collective Bargaining: an Introduction for Employers". These may not be clearly divided and at various times each separate phase may be revisited dependent on the conduct of the negotiation itself and the personnel involved.

NEGOTIATION PHASES
- Getting to Know Each Other
- Statement of Objectives (scene setting)
- Starting Negotiations
- Crunch Time
- Settlement
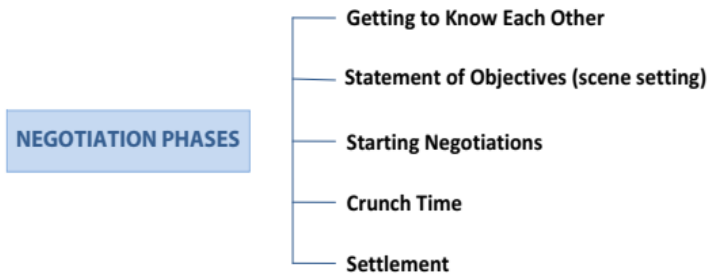
Figure 2.2 Negotiation Phases

Phase One: Getting to Know Each Other

Although it is important to focus on the issues in any negotiation, it is important to recognise that those issues are being put forward and pressed by people who will have differing personal needs as human nature dictates. To this extent it is important to give consideration to the personality(s) of your counterparts, as well as your own negotiating team members. Even people you know well within your company may need to be better understood going into a negotiation.

Phase Two: Statement of Objectives (Scene Setting)

This phase of a negotiation will often give efficacy to individual claims and counter claims which when viewed in isolation may appear merely punitive or money grabbing. It also invariably sets the tone and type of bargaining that will

characterise the negotiations, i.e. will they be confrontational or cooperative.

Within this phase of negotiation the broad picture is focused upon, and should be addressed with the clear objective of setting an appropriate framework for specified claims that will be pursued. Negotiations should normally commence with an opening statement of the employer and consequently the person presenting the case for the employer should be in possession of all relevant information, and an agreed set of priorities.

Phase Three: Starting Negotiations

There are no prescriptive guidelines for starting negotiations. This is subject to many variables ranging from the personalities of the people involved, to whether the issues being considered are simple or complex. The negotiating procedure normally commences with one party presenting their claims or position. As the negotiation proceeds, issues which seemed to be standing alone may well become linked together, with their solution being contingent on the solution to another issue. Conversely there may be an attempt to separate seemingly linked issues. In some negotiations all issues are connected. No one issue is considered resolved until all have been resolved.

Phase Four: Crunch Time

Once issues have been defined, disagreement and conflict will often take place. This is a consequence of negotiation - it is not always possible to agree amicably - and must be expected and regarded as natural. Good negotiators never try to avoid this phase because they realize that this period of give and take is when successful deals are made.

If properly managed, this disagreement and conflict can eventually bring the parties together. Handled badly, it can highlight and widen the differences, entrenching the parties in their positions and therefore making settlement harder to achieve. This can be a stressful time which should not be a test of power, will or ego but an opportunity to reveal what people need. In this

phase of negotiation, negotiators should be attempting to ensure that the talks do not reach an impasse.

Phase Five: Settlement

Settlement can occur quickly. The relief accompanying a settlement must not overwhelm the need to ensure that the terms of settlement are clearly understood by both parties and are properly recorded in the draft collective agreement. Never leave the negotiation without this clear understanding. Time can cause confusion which can be avoided if the effort is put in at this stage. Here good negotiators revisit what has been achieved and settled during the negotiation, consolidating the results of the various matters resolved during negotiation. This is a vital step towards the final written agreement.

2.2.6 Teaching Writing

According to Harmer (2001:79-80), there are some reasons for teaching writing in EFL Classroom. They are reinforcement, language development, learning style, and writing as a skill in its own right. **Reinforcement**: some students acquire language in a purely oral way, but most of us benefit greatly from seeing language written down. The visual demonstration of language construction is invaluable for both of our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

Language development: we cannot be sure, but it seems that the actual process of writing helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience. **Learning style**: some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

Writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements, and increasingly how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction, etc.) just as they need to know how to pronounce spoken English appropriately.

Furthermore, it is explained more in the Harmer (2011:112). Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing - that is thinking about the language - whether they are involved in study or activation.

When thinking about writing, it is helpful to make a distinction between writing-for learning and writing-for-writing. In the case of the former, writing is used as practice tool to help students practise and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like this are designed to give reinforcement to students. This is particularly useful for those who need a mix of visual and kinaesthetic activity.

Writing-for-writing, on the other hand, is directed at developing the students' skills *as writers.* In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good 'real life' reasons for getting students to write such things as emails, letters and reports. And whereas in writing-for-learning activities it is usually the language itself that is the main focus of attention, in writing-for-writing we look at the whole text. This will include not just appropriate language use, but also text construction, layout, style and effectiveness.

Harmer (2011: 113) adds the process of writing that can be useful for students to do writing activities in learning language.

In the 'real world', this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final (and satisfactory) version. Many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggests that we do all of these things again and again, sometimes in a chaotic order. Thus we may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc before we produce our final version. We will need to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance on their part. By doing so, we will help them to be better writers both in exams, for example, and in their post-class English lives.

Harmer (2011:118-120) also suggests some method on teaching writing. Here are the explanation of suggested method for teaching writing in EFL classroom.

- **Instant writing:** one way of building the writing habit is to use instant writing activities as often as possible with both children/teenagers and adults who are reluctant writers. Instant writing activities are those where students are asked to write immediately in response to a teacher request. We can, dictate half sentences for students to complete. We can ask students to write two sentences about a topic 'right now'. We can give them three words and tell them to put them into a sentence as quickly as possible. Instant writing is designed both to make students comfortable when writing, and also to give them thinking time before they say the sentences they have written aloud.

- **Using music and pictures:** music and pictures are excellent stimuli for both writing and speaking. For example, we can play a piece of music and the students have to imagine and then write out the film scene they think it could accompany (this can be done after they have looked at a film script model). We can dictate the first sentence of a story and then have the students complete the story, based on the music we play them. We can then dictate the first sentence again and

have them write a different story (because the music they hear is very different). They can then read out one of their stories and the class has to guess which music excerpt inspired it. Pictures offer a wealth of possibilities. We can ask students to write descriptions of one of a group of pictures; their classmates then have to guess which one it is. They can write postcards based on pictures we give them. We can get them to look at portraits and write the inner thoughts of the characters or their diaries, or an article about them.

➕ **Newspapers and magazines:** the different kinds of text found in newspapers and magazines offer a range of possibilities for genre analysis, followed by writing within that genre. For example, we can get students to look at a range of different articles and ask them to analyse how headlines are constructed, and how articles are normally arranged. They then write an article about a real or imaginary news story that interests them. At advanced levels, we can get students to look at the same story dealt with by different kinds of publication and ask them to write specifically for one or the other. We can do the same kind of genre analysis in newspaper and magazine advertisements. 'Lonely hearts' entries, for example, always conform to a genre frame. Our students can learn a lot from analysing the genre and being able to imitate it. In the same vein, agony column letters (where people write in to ask for help with a problem) offer engaging writing practice. Finally, we can show students a story and have them respond to it in a variety of different genres, and for different audiences (e.g. the report of a long traffic delay can prompt letters to the newspaper, emails, text messages, letters of apology, etc).

➕ **Brochures and guides:** we can get students to look at a variety of brochures (e.g. for a town, entertainment venue, health club or leisure complex) to analyse how they are put together. They can then write their own brochure or town guide, using this analysis to help them. Younger learners may enjoy writing brochures and guides for their areas which give

completely wrong information.

- **Poetry:** many teachers like getting students to write poems because it allows them to express themselves in a way that other genres, perhaps, do not. But we will have to give students models to help them write (to start with, anyway), since many of them will be unused to this kind of writing. We can ask them to write acrostic poems (where the letters which start each line, when read downwards, form a word which is the topic of the poem). We can get them to write lines about someone they like with instructions such as 'Write about this person as if they were a kind of weather'. We can give them models of real poems which they have to imitate. Poetry writing is especially appropriate for younger learners who are usually not afraid to have a go in the ways suggested above; but it is appropriate for older learners, too, since it allows them to be more creative than is permitted in some other activities.

- **Collaborative writing:** students gain a lot from constructing texts together. For example, we can have them build up a letter on the board, where each line is written by a different student (with help from the class, the group and/or the teacher). We can tell a story which students then have to try to reproduce in groups (a version of this activity goes by the name dictogloss, where, when students have tried to recreate what they have heard, they compare their versions with the original as a way of increasing their language awareness). We can set up a story circle in which each student in the group has a piece of paper on which they write the first line of a story (which we dictate to them). They then have to write the next sentence. After that, they pass their papers to the person next to them, and they write the next sentence of the story they now have in front of them. They then pass the paper to the next student and again write the next sentence of the (new) story they have. Finally, when the papers get back to their original owners, those students write the conclusion. Students can also engage in collaborative writing around a

computer screen.

- **Writing to each other:** the email interview (see above) is an example of getting students to write to each other. They can also write emails, or any other kind of message (the teacher can act as a postal worker) which has to be answered. They can be involved, under our supervision, in live chat sessions on the Internet, or we can organise pen pal exchanges with students in other countries (often called mousepals or keypals when done via the Internet).

- **Writing in other genres:** there are countless different genres that students can write in apart from those mentioned so far. We can have students write personal narratives and other stories. We can prepare them for this by looking at the way other writers do it. We can analyse first lines of novels and then have students write their own attention-grabbing lines. We can get students to complete stories that are only half told. For many of these activities, getting the students to think together before they attempt the task - brainstorming ideas - will be a major factor in their success.

2.2.7 Teaching Speaking

According to Harmer (2001:87), there are some reasons for teaching speaking in EFL classroom. They are rehearsal, feedback, and engagement. **Rehearsal**: getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to get the feel of what communicating in the foreign language really feels like.

Feedback: speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they are having. Students can also see how easy they find a particular kind of speaking and what

they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

Engagement: good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem solving, etc) are intrinsically enjoyable in themselves.

Furthermore, Harmer then explained the reason of teaching speaking in his newest version of book (Harmer, 2011:123). Firstly, speaking activities provide rehearsal opportunities - chances to practise real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.

And finally, the more students have opportunities to *activate* the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought. Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it. We need to be clear that the kinds of speaking activities we are looking at here are not the same as controlled language practice, where, for example, students say a lot of sentences using a particular piece of grammar or a particular function.

In other words, the students are using *any* and *all* of the language at their command to achieve some kind of purpose which is not purely linguistic. They are practising what Scott

Thornbury, in his book *How to Teach Speaking*, calls speaking-as-skill**,** where there is a task to complete and speaking is the way to complete it. In the same way that 'writing-for-writing' is designed to help the student get better at the skill of writing. so the activities in this chapter are designed to foster better speaking, rather than having students speak only to focus on (and practise) specific language constructions. As with any sequence, however, we may use what happens in a speaking activity as a focus for future *study,* especially where the speaking activity throws up some language problems that subsequently need fixing.

Harmer (2011:129-132) also suggests some method on teaching speaking. Here are the explanation of suggested method for teaching speaking in EFL classroom.

+ **Information-gap activities:** an information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information - because they have different information, there is a 'gap' between them. One popular information-gap activity is called *Describe and draw.* In this activity, one student has a picture which they must not show their partner (teachers sometimes like to use surrealist paintings - empty doorways on beaches, trains coming out of fireplaces, etc). All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the 'artist' will ask questions.

A variation on *Describe and draw* is an activity called *Find the differences* - popular in puzzle books and newspaper entertainment sections all over the world. In pairs, students each look at a picture which is very similar (though they do not know this) to the one their partner has. They have to find, say, ten differences between their pictures without showing their pictures to each other. This means they will have to do a lot of describing - and questioning and answering - to find the differences. For information-gap activities to work, it is vitally important that students understand the details of the task (for example, that they should not show each other their

pictures). It is often a good idea for teachers to demonstrate how an activity works by getting a student up to the front of the class and doing the activity (or a similar one) with that student, so that everyone can see exactly how it is meant to go.

➕ **Telling stories:** we spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too. One way of getting students to tell stories is to use the information-gap principle (see above) to give them something to talk about. Students are put in groups. Each group is given one of a sequence of pictures which tell a story. Once they have had a chance to look at the pictures, the pictures are taken away. New groups are formed which consist of one student from each of the original groups. The new groups have to work out what story the original picture sequence told. For the story reconstruction to be successful, they have to describe the pictures they have seen, talk about them, work out what order they should be in, etc. The different groups then tell the class their stories to see if everyone came up with the same versions. We can, alternatively, give students six objects, or pictures of objects. In groups, they have to invent a story which connects the objects.

We can encourage students to retell stories which they have read in their books or found in newspapers or on the Internet (such retelling is a valuable way of provoking the *activation* of previously learnt or acquired language). The best stories, of course, are those which the students tell about themselves and their family or friends. We can also offer them chances to be creative by asking them to talk about a scar they have, or to tell the story of their hair, or to describe the previous day in either a positive way or a negative way. When students tell stories based on personal experience, their classmates can ask them questions in order to find out more about what happened.

⬥ **Favourite objects:** a variation on getting students to tell personal stories (but which may also involve a lot of storytelling) is an activity in which students are asked to talk about their favourite objects (things like MP3 players, objects with sentimental value, instruments, clothes, jewellery, pictures, etc). They think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them. In groups, they then tell each other about their objects, and the groups tell the class about which was the most unusual/interesting, etc in their group.

⬥ **Meeting and greeting:** students role-play a formal/business social occasion where they meet a number of people and introduce themselves. **Surveys:** surveys can be used to get students interviewing each other. Both activities are good for getting students to 'mill about' in the class, talking and interacting with others in a way that is different from many other activities. There is no reason, either, why they should not go outside the classroom to conduct surveys.

⬥ **Famous people:** students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

⬥ **Student presentations:** individual students give a talk on a given topic or person. In order for this to work for the individual (and for the rest of the class), time must be given for the student to gather information and structure it accordingly. We may want to offer models to help individuals to do this. The students listening to presentations must be given some kind of listening tasks too - including, perhaps, giving feedback.

⬥ **Balloon debate:** a group of students are in the basket of a

balloon which is losing air. Only one person can stay in the balloon and survive (the others have to jump out). Individual students representing famous characters (Napoleon, Gandhi, Cleopatra, etc) or professions (teacher, doctor, lawyer, etc) have to argue why they should be allowed to survive.

🔸 **Moral dilemmas:** students are presented with a 'moral dilemma' and asked to come to a decision about how to resolve it. For example, they are told that a student has been caught cheating in an important exam. They are then given the student's (far-from-ideal) circumstances, and offered five possible courses of action – from exposing the student publicly to ignoring the incident - which they have to choose between.

CHAPTER 3

NEGOTIATION STRATEGIES IN WRITING CLASS

3.1 Dimensions of Negotiation Strategies in Writing Class

In writing class, there are many dimensions to be negotiated between lecturer and students. From the research, it can be divided into five dimensions, they are: (1) negotiate the teaching contents, (2) negotiate the teaching process, (3) negotiate the student's assignments, (4) negotiate the evaluation of student's scores, (5) negotiate about meaning of new vocabularies. The following subchapters are explanation about them.

3.1.1 Negotiate the Teaching Contents

Actually, starting from the first year, students in university (Unhasy) are obligated to practice four skills in language (listening, speaking, reading, and writing). They are integrated in a subject called Intensive Course which is divided into two parts, Intensive Course I (IC I) and Intensive Course II (IC II). Each part is held in every semester of the first year study. Based on the university's curriculum, the specific of writing subject, then is divided into four. They are: (1) Paragraph Writing, which is studied at the third semester, (2) Descriptive and Narrative Writing at fourth semester, (3) Expository and Argumentative Writing at fifth semester, and (4) Paper Writing in the sixth semester.

Although they have studied from the first year about those language skills, especially --we talk about writing and speaking in this area of research-- they still stand in very elementary level. It can be seen from their first assignment of writing. They tend to write down what they think and speak. For example, in the assignment of 'Describing Yourself', the first utterances they write down on their papers are:

> *Hi! My name is..*
>
> *Hello, Friends..*
>
> *Hello everybody..*
>
> *Here, I want to tell you about myself.*

And these are many closing utterance which are used in their paragraph on their assignments, essays, or other working sheet utterances:

That's all my speech..

That's all my story..

I think that's enough for my story today.

See you.

Thanks for your attention.

So, it can be seen that they first mastering the vocabulary to use in speaking class and it is continued to be used in writing class. From the phenomena above, the researcher and also become a lecturer of writing subjects (*Descriptive and Narrative Writing* and *Expository and Argumentative Writing*) here, it is designed the material in accordance with the development of material which they have learned in *Paragraph Writing* class.

After *Paragraph Writing,* students took *Descriptive and Narrative Writing*. Here, the researcher chose to focus on essay writing which is divided into two parts. In the first-half semester, students are aimed to the mastery of writing five-paragraph essay in descriptive form. So, the final product is descriptive essay. Then, in the second-half semester, students are aimed to the mastery of writing five-paragraph essay in narrative form. Here, the final product is narrative essay.

After *Descriptive and Narrative Writing,* then students took *Expository and Argumentative Writing*. Here, the researcher also chose to focus on essay writing which is divided into two parts. In the first-half semester, students are aimed to the mastery of writing five-paragraph essay in expository form. So, the final product is expository essay. Then, in the second-half semester, students are aimed to the mastery of writing five-paragraph essay in argumentative form. Hence, the final product is argumentative essay.

The negotiation of teaching content here is dominated by the lecturer. The lecturer designed the course outline, and then it is shared to the students in the first meeting. Actually, the goal of sharing course outline is discussing it with students. But, in the implementation, the students actions are dominantly only keep their silence, listen to the explanation and then receive the course outline to be learned during the following semester. The interaction during course outline explanation is questioning. The students ask about the assignment form, final scoring, students' attendance and class participation. Here is the example on the situation of negotiation process.

> Lecturer: "We will have at least 12 meetings for this semester. Or we can also have the full meetings of 14 meetings per semester. The materials that will be learnt during this semester are…" (the lecturer read the course outline draft).
>
> Students: (Silent and listening to the lecturer's explanation).
>
> Lecturer: "The final score are based on four elements of scoring. Participation, assignments, mid-term test score, and final test."
>
> Student: "How if our score is not as we expected Ma'am?"
>
> Lecturer: "Do you mean worse?"
>
> Student: "Yes,"
>
> Lecturer: "Of course, I will give additional assignment."

Here, it can be seen that in the situation of negotiation process of designing teaching contents the students do two actions. The first is silent and the second is asking questions. The question is aimed to negotiate the unexpected condition they would have occurred in the future (the possibility of failure on one of the elements of scoring). The course outline of *Descriptive and Narrative Writing* and *Expository and Argumentative Writing* is attached in the following pages.

RENCANA PEMBELAJARAN SEMESTER (RPS)

Fakultas	:	Ilmu Pendidikan
Program Studi	:	S$_1$Pendidikan Bahasa Inggris
Nama Mata Kuliah	:	Descriptive and Narrative Writing
Kode Mata Kuliah	:	
Semester	:	IV (Empat)
SKS	:	2 (Dua)
Prasyarat	:	**Paragraph Writing**
Nama Dosen Pengampu	:	Elisa Nurul Laili, S.S., M.A.

Capaian Pembelajaran Mata Kuliah :

- Memanfaatkan sumber belajar dan media pembelajaran berbasis TIK untuk mendukung keterampilan menulis essay bergenre descriptive dan narrative.
- Menguasai ciri-ciri essay bergenre descriptive dan narrative serta mampu mengaplikasikannya dalam praktek menulis.
- Membuat keputusan berdasarkan analisis contoh-contoh essay dan memberikan ide-ide untuk memilih berbagai alternatif solusi dalam pembuatan *five-paragraph essay*.
- Memiliki sikap bertanggung jawab dengan menulis *five-paragraph essay* sesuai dengan teori yang relevan.

Deskripsi : Kajian tentang prinsip dasar dalam menulis akademik, menulis *essay, five paragraph essay, descriptive essay,* dan *narrative essay* yang didesain untuk mengembangkan kompetensi mahasiswa dalam menulis descriptive five

paragraph essay dan narrative five paragraph essay (pengetahuan dan pemahaman) berbahasa Inggris.

Referensi :1. Groth, Cheryl. 2013. *Essay Writing: English for Academic Purposes*. Yogyakarta: Penerbit ANDI

2. Suparlan. 2014. *Writing I: Module for Student*. Monograf. Jakarta: FKIP Universitas Utama Jagakarsa

3. Purdue Online Writing Laboratory. (https://owl.english.purdue.edu/)

4. McCarthy, Tara. 2009. *100 Writing Lessons (Narrative, Descriptive, Expository and Persuasive)*. USA: Scholastic Teaching Resources

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
1	Memahami prinsip-prinsip dasar dalam tulisan akademik	1. Memberikan contoh teks akademis 2. Mempraktekkan menulis teks akademik berbahasa Inggris	Basic Principles in Academic Writing	Ceramah, Tanya-jawab, Praktek	Referensi 1, 3	150 '	• Memanfaatkan sumber belajar dan media pembelajaran berbasis TIK dalam mempraktekkan	
2	Memahami ciri descriptive essay dan narrative essay serta teknik menulis essay	1. Menjelaskan perbedaan descriptive essay dan narrative essay 2. Menjelaskan ciri dan teknik	Essay writing and five paragraph essay	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 2, 3	150 '	• Membuat keputusan untuk menentukan jenis tulisan (deskriptif	

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
		menulis essay 3. Mempraktekkan menulis essay sederhana					atau naratif) sesuai teori yang relevan	
3	Memahami Teknik Kutipan (Citations)	1. Menjelaskan teknik kutipan yang sesuai dengan kaidah akademik 2. Menjelaskan teknik Kutipan sesuai dengan APA dan MLA 3. Mempraktekkan menulis kutipan sesuai dengan APA dan MLA	Writing Citations	Praktek, Presentasi, Tanya-jawab	Referensi 1, 3	150 '	• Mengomunika sikan/ mempresentas ikan ciri dan perbedaan descriptive essay dan narrative essay • Memiliki sikap tanggungjawa b terhadap penyelesaian tugas-tugas yang diberikan dosen • Memiliki sikap tanggungjawa b dalam menerapkan teori five paragraph essay sesuai	
4	Menulis Descriptive essay	Mempraktekkan menulis essay yang berisi tentang deskripsi object	Describing Thing or Object	Praktek, Presentasi, Tanya-jawab	Referensi 1, 3, 4	150 '		
5	Menulis Descriptive essay	Mempraktekkan menulis essay yang berisi tentang deskripsi	Describing Person	Praktek, Presentasi, Tanya-jawab	Referensi1, 3, 4	150 '		

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
		orang					etika menulis akademik	
6	Menulis Descriptive essay	Mempraktekkan menulis essay yang berisi tentang deskripsi tempat	Describing Place	Praktek, Presentasi, Tanya-jawab	Referensi1, 3, 4	150 '		
7	Mini Project on Descriptive Five Paragraph Essay	1. Mempraktekkan menulis descriptive five paragraph essay dengan salahs atu topic (Object, Person, Place atau Situation)	Ujian Tengah Semester	Praktek	Referensi1, 2, 3, 4	150 '	Memiliki sikap jujur dalam melaksanakan tugas mandiri sesuai dengan etika menulis akademik	
8	Memahami ciri essay naratif	1. Mendeskripsikan ciri-ciri tulisan bergenre naratif 2. Mempraktekkan menulis five paragraph essay bergenre naratif	Writing narrative essay	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi2, 3, 4	150 '	• Memanfaatkan sumber belajar dan media pembelajaran berbasis TIK dalam mempraktekkan	
9	Grammar in Writing	1. Menggunakan Subject and Verb Agreement secara tepat dalam	Subject and Verb Agreement in Writing	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi1, 3		• Membuat keputusan	

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
		tulisan 2. Mempraktekkan menulis paragraf					untuk menentukan jenis tulisan (deskriptif atau naratif) sesuai teori yang relevan	
10	Grammar in Writing	1. Menggunakan Active and Passive Voice secara tepat dalam tulisan 2. Mempraktekkan menulis paragraf	Active and Passive Voice in Writing	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi1, 3	150 '	• Mengomunika sikan/ mempresentas ikan ciri dan perbedaan descriptive essay dan narrative essay	
11	Grammar in Writing	1. Menggunakan punctuation secara tepat dalam tulisan 2. Mempraktekkan menulis paragraf	Punctuation in Writing	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi1, 3	150 '		
12	Register in Writing	1. Menggunakan bahasa yang sesuai dan tepat dalam tulisan bergenre deskriptif dan naratif 2. Mempraktekkan menulis five paragraph essay	Appropriate Language in Writing	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi1, 3		• Memiliki sikap tanggungjawa b terhadap penyelesaian tugas-tugas yang diberikan dosen • Memiliki sikap tanggungjawa b dalam menerapkan	
13	Menulis Narrative	1. Mempraktekkan menulis essay	Writing an experience	Ceramah, Praktek,	Referensi1, 3, 4	150 '		

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
	Essay	yang berisi tentang pengalaman		Presentasi, Tanya-jawab			teori-teori five paragraph essay sesuai etika menulis akademik	
14	Menulis Narrative Essay	1. Mempraktekkan menulis anekdot	Writing an anecdote	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 1, 3, 4	150 '		
15	Menulis Narrative Essay	1. Mempraktekkan menulis cerita pendek bertema bebas	Writing a short story	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 1, 3, 4	150 '		
16	**Mini Project on Narrative Five Paragraph Essay**	Mempraktekkan menulis narrative five paragraph essay	**Ujian Akhir Semester**	Praktek	Referensi 1, 2, 3, 4	150 '	**Memiliki sikap jujur dalam melaksanakan tugas mandiri sesuai dengan etika menulis akademik**	

RENCANA PEMBELAJARAN SEMESTER (RPS)

Fakultas	:	Ilmu Pendidikan
Program Studi	:	S₁ Pendidikan Bahasa Inggris
Nama Mata Kuliah	:	Expository and Argumentative Writing
Kode Mata Kuliah	:	
Semester	:	IV (Empat)
SKS	:	2 (Dua)
Prasyarat	:	**Descriptive and Narrative Writing**
Nama Dosen Pengampu	:	Elisa Nurul Laili, S.S., M.A.
Capaian Pembelajaran Mata Kuliah	:	- Memanfaatkan sumber belajar dan media pembelajaran berbasis TIK untuk mendukung keterampilan menulis essay bergenre expository dan argumentative.
		- Menguasai ciri-ciri essay bergenre expository dan argumentative serta mampu mengaplikasikannya dalam praktek menulis.
		- Membuat keputusan berdasarkan analisis contoh-contoh essay dan memberikan ide-ide untuk memilih berbagai alternatif solusi dalam pembuatan *five paragraph essay*.
		- Memiliki sikap bertanggung jawab dengan menulis*five paragraph essay* sesuai dengan teori yang relevan.
Deskripsi	:	Kajian tentang prinsip dasar dalam menulis akademik, menulis *essay, five paragraph essay, expository essay,* dan *argumentative essay*yang didesain untuk mengembangkan kompetensi mahasiswa dalam menulis five

paragraph essay (pengetahuan dan pemahaman) bergenre expository dan argumentative berbahasa Inggris.

Referensi : 1. Groth, Cheryl. 2013. *Essay Writing: English for Academic Purposes*. Yogyakarta: Penerbit ANDI

2. McCarthy, Tara. 2009. *100 Writing Lessons (Narrative, Descriptive, Expository and Persuasive)*. USA: Scholastic Teaching Resources

3. Ching, Roberta J. 2008. *A Text-Based Grammar for Expository Reading and Writing*. California: CCSESA

4. Carbone, Mary T. 2005. *Better Writing*. Thomson-South Western

5. Purdue Online Writing Laboratory. (https://owl.english.purdue.edu/)

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
1	Memahami ciri dan tujuan expository dan argumentative text dan essay	1. Menjelaskan ciri expository dan argumentative text dan essay 2. Menjelaskan perbedaan expository dan argumentative text dan essay	Ciri dan tujuan expository dan argumentative text dan essay	Ceramah, Tanya-jawab, Praktek	Referensi 2, 3, 5	50 '	•Memanfaatkan sumber belajar dan media pembelajaran berbasis TIK dalam praktek •Membuat keputusan untuk menentukan	
2	Menulis Introductory, supporting/devel	1. Menyebutkan isi paragraph	Introductory paragraph, supporting/d	Ceramah, Praktek, Presentasi,	Referensi 1, 3, 4	50 '		

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
	oping and conclusion paragraph	pembuka dalam essay. 2. Menyusun kalimat dalam paragraph pendukung dengan urutan yang sistematis 3. Mempraktekkan menulis paragraph pembuka yang baik sesuai dengan teori	eveloping paragraph, and conclusion	Tanya-jawab			jenis tulisan (expository atau argumentative) sesuai teori yang relevan ●Mengomunikasikan/ mempresentasikan cirri dan perbedaan expository dan argumentative essay ●Memiliki sikap tanggung jawab terhadap penyelesaian tugas-tugas yang diberikan	
3	MemahamiTeknik Kutipan (Citations)	4. Menjelaskan teknik kutipan yang sesuai dengan kaidah akademik 5. Menjelaskan teknik Kutipan sesuai dengan APA dan MLA 6. Mempraktekkan menulis kutipan sesuai	Writing Citations	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 1, 3, 4, 5	50 '		

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
		dengan APA dan MLA					dosen •Memiliki sikap tanggung jawab dalam menerapkan teori five paragraph essay sesuai etika menulis akademik	
4	Mengumpulkan Data	1. Menentu kan teknik pengumpulan data sebagai bahanmenulis five paragraph essay 2. Menjela skan teknik interview, kuesioner dan observasi 3. Mempra ktekkan teknik pengumpulan data	Data Gathering	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 1, 4	50 '		
5	Mempresentasika n Data dan Membuat Ulasan	1. Menggu nakan grafik, tabel, atau diagram dalam mempresentasik an data 2. Membua t tulisan atau ulasan tentang	Presenting and Commenting on Data	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 1, 4	50 '		

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
		grafik, tabel, atau diagram yang berisi data 3. Mempra ktekkan membuat dan menulis grafik, tabel, dan diagram yang berisi data						
6	Mengetahui dan Membuat Contoh Essay bergenre expository	1. Mengeta hui macam-macam contoh text bergenre expository 2. Mempra ktekkan menulis salah satu macam text bergenre expository	Types of Expository writing (Letter, Recipe, Summary, Report, Direction, Rules, Ads, Lists, Captions, Reviews, Auto/Biogra phies)	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 2, 3, 5	50 '		
7	**Ujian Tengah Semester (Materi Pertemuan 1-6)**				Referensi 1, 2, 3	50 '	**Memiliki sikap jujur dalam**	

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
							melaksanakan tugas mandiri sesuai dengan etika menulis akademik	
8	Mengetahui enam macam elemen dalam argumentative essay	2. Menyebutkan enam macam elemen dalam argumentative essay 3. Menjelaskan enam macam elemen dalam argumentative essay 4. Mempraktekkan enam macam elemen dalam argumentative essay	Six Elements of argumentative essay	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 2, 3, 5	50 '	• Memanfaatkan sumber belajar dan media pembelajaran berbasis TIK dalam mempraktekkan • Membuat keputusan untuk menentukan jenis tulisan (expository atau argumentative	
9	Mengetahui enam macam teknik	1. Menjelaskan enam	Argumentation/	Ceramah, Praktek,	Referensi2, 5			

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
	argumentasi	macam teknik argumentasi 2. Mempraktekkan enam macam teknik argumentasi	Persuasion techniques	Presentasi, Tanya-jawab			) sesuai teori yang relevan • Mengomunikasikan/ mempresentasikan ciri dan perbedaan expository dan argumentative essay • Memiliki sikap tanggung jawab terhadap penyelesaian tugas-tugas yang diberikan dosen • Memiliki sikap tanggungjawab dalam	
10	Mempraktekkan untuk membuat dan menuliskan opini	2. Mengeksplorasi ide dan menuangkan ke dalam opini tertulis 3. Membuat tulisan yang mengandung opini	Stating Opinions	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi2, 5	50 '		
11	Mempraktekkan untuk membuat dan menuliskan fakta dan contoh	1. Mencari fakta dan contoh sebagai pendukung argument tertulis 2. Membuat tulisan yang menggunakan fakta dan contoh sebagai pendukung argumen tertulis	Using Supporting Facts and Examples in argumenatative essay	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi2, 5	50 '		

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
12	Mempraktekkan untuk membuat dan menuliskan penalaran yang logis berdasarkan target pembaca	1. Mengeksplorasi ide dan menuangkan ke dalam penalaran logis 2. Membuat dan menuliskan penalaran yang logis menjadi sebuah esai argumentatif sesuai dengan opini, fakta dan contoh berdasarkan target pembaca	Logic and Reasoning Based on the Target Readers	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 2, 5		menerapkan teori-teori five paragraph essay sesuai etika menulis akademik	
13	Mempraktekkan format claim/counter claim dalam argumentative essay	1. Mengetahui format claim/counter claim dalam argumentative essay 2. Menjelaskan format claim/counter claim dalam argumentative	Claim/Counter Claim Format in Argumentative Essay	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 2, 3, 5	50 '		

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
		essay 3. Mempraktekkan format claim/counter claim dalam argumentative essay						
14	Mempraktekkan cluster format dalam argumentative essay	1. Mengetahui cluster format dalam argumentative essay 2. Menjelaskan cluster format dalam argumentative essay 3. Mempraktekkan cluster format dalam argumentative essay	Cluster Format in Argumentative Essay	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 2, 3, 5	50 '		
15	Mempraktekkan alternating format dalam argumentative essay	3. Mengetahui alternating format dalam argumentative essay	Alternating Format in Argumentative Essay	Ceramah, Praktek, Presentasi, Tanya-jawab	Referensi 2, 3, 5	50 '		

Pert ke-	Kemampuan Akhir	Indikator	Bahan Kajian	Strategi Pembelajaran	Sumber Belajar/Media	Waktu	Pengalaman Belajar	Penilaian
		4. Menjelaskan alternating format dalam argumentative essay 5. Mempraktekkan alternating format dalam argumentative essay						
16	Mini Project on Expository and Argumentative Five Paragraph Essay	Mempraktekkan menulis expository and argumentative five paragraph essay	**UjianAkhirSemester**	Praktek	Referensi1, 2, 3, 4, 5	50 '	**Memiliki sikap jujur dalam melaksanakan tugas mandiri sesuai dengan etika menulis akademik**	

3.1.2 Negotiate the Teaching Process

Writing class is designed and sometimes modified as the students need based on the course outline. The course outline is what the lecturer and students deals with on the first meeting, as the explanation above. After that, the negotiation between lecturer and students in writing class is continued to the part of teaching process. It based on the structured meeting and also some modified meeting. Here is the example on the situation of negotiation process.

Lecturer: "Should we do this topic by discussion or explanation from me?".

Students: (Silent)

Lecturer: "How students?"

Students: "Explanation Ma'am".

Lecturer: "OK. Next topic we should also make some discussion and presentation,"

Student: "Insya Allah, Ma'am?"

Lecturer: "Why? Is the material difficult?"

Student: "Yes, Ma'am"

Here, it can be seen that in the situation of negotiation process of designing teaching process is two actions. The first is silent and the second is asking questions. The question is aimed to negotiate the unexpected condition they would have occurred in the future (the possibility of failure on explaining the material because some of them still confuse about the point of lesson). Silent can mean about their doubted, uncertain, and shy feeling.

3.1.3 Negotiate the Student's Assignments

The negotiation of the student's assignment is interactively participation between the lecturer and students. The interaction during the teaching process is questioning, clarifying, silence and giving response. Here is the example on the situation of negotiation process.

Lecturer: "OK, now, it's the time for making group to do the assignment for this meeting. I will divide the class into five groups. Maximum 5 person for each group. The duty is reviewing movie. You must write …." (continue explaining the assignment's instruction).

Students: (Silent and listening to the lecturer's explanation).

Lecturer: "Do you agree if I divide the group by attendant list?"

Student 1: "How if we decide by ourselves Ma'am? Because some of us live in Pesantren, or boarding house."

Lecturer: "OK."

Student 2: "Excuse me, Ma'am. Do we also write the intrinsic factors of movie?"

Lecturer: "Yes, it will be one plus point for your group."

Student 2: "Thanks Ma'am,"

Student 3: (raising her hand) "Ma'am, is it in the form or essay or paper?"

Lecturer: "Essay is better than paper."

Student 3: "OK Ma'am"

Lecturer: "Any other questions?"

Students: (Silent)

We can see there are four negotiation of teaching process on this situation. The first negotiation during the teaching process is questioning. When the students asking some questions to the lecturer. It can be the form of students' offer of the choice. Then, the questions are purely asking about the unclear instruction. They are also asking about the doubted instruction. So, they continue to clarify it, by using question too. Clarification is also happened when they are still not sure about the exact instruction. For avoiding misunderstanding of the work, they will clarify by some additional question.

The next negotiation process is giving response and silence. They are giving response by additional question for clarifying, like on the previous explanation, or they saying thank you to the lecturer. Silence also means that they have understood the instruction, or they have received the clear information, so they understand well. Silence in this situation is also indicating the agreement of the assignment is settled between lecturer and students.

3.1.4 Negotiate the Evaluation of Students' Scores

The negotiation of evaluation of students' score can be divided into four. The interaction during the teaching process is questioning, clarifying, silence and giving response. Here is the example on the situation of negotiation process.

Lecurer: "Your scores are based on the individual works, mid term test, and final test. The evaluation are based on the idea, diction, mechanic, grammar, spelling, and other mistakes. Is there any objection?"

Student: "No, Ma'am. But do we need to revise the individual project that you have corrected?"

Lecturer: "Yes, you must revise it and type your works and print them as a collected paper that will be submitted on the final test."

Student: "What is the papsr and size we must use Ma'am?"

Lecturer: "The size of paper is A4 margin 3333, space 1,5. Please covered it and write your name and ID number in the front cover of your collection of writing assignments."

Student: "Do we submit all the works Ma'am? I mean, 12 individual assignments that we have done every meeting during this semester?"

Lecturer: "Yes, of course,"

Student: (Silence and writing the instruction from the lecturer).

Lecturer: "Any other question or clarification?"

Students: "No, Ma'am. We understand the instruction."

3.1.5 Negotiate about Meaning of New Vocabularies

The negotiation of evaluation of students' score can be divided into four. The interaction during the teaching process is questioning, clarifying, silence and giving response. Here is the example on the situation of negotiation process, when the students are given the individual duty to write *Haiku* poem.

Lecturer: "After explaining ebout *Haiku*, now it's time for you all to make at least one example of your own. Just make a free topic of *Haiku.* It can be describing something, describing people, describing your experience. It can be sad, happy or funny, and unforgettable experience."

Students: "Yes Ma'am," (Starting to write the poem)

... (Silence)

Student 1: "Ma'am, how do we write 'canggih' in English?"

Lecturer: "Sophisticated?"

Student 1: "Oh yes, Thanks Ma'am."

Student 2: "If we have two words like 'change' and 'alter', which one do we choose Ma'am?"

Lecturer: Silence

Lecturer: "Mmm.. What is the context?"

...

From the dialogue above, we can see that both lecturer and students used four kinds of negotiation strategies. They are questioning, clarifying, silence and giving response. It means that classroom activity used two way communication.

3.2 Strategies of Negotiation in Writing Class

3.2.1 Discussion between the Teacher and Students

The discussion between teacher and students occurs very often in negotiation process of writing class. It can be related to the material, topic of assignments, evaluation, scoring, and also deciding the meaning of new vocabularies. The discussion involves questioning, clarifying, silence and giving response.

3.2.2 Interview with Students

The interview with students also occurs in negotiation process of writing class. It can be related to process of finalizing their assignment, for example review, short story and essay. The interview involves questioning, clarifying, and giving response.

3.2.3 Peer Interaction

The next strategy occurs in negotiation process of writing class is peer interaction. It can be related to the pair work assignment and correcting other friends' works. The interaction involves questioning, clarifying, silence and giving response.

3.2.4 Working Group Partners

The last strategy in negotiation process of writing class is working group partners. It can be related to the group assignment, for example reviewing books, journal, and movie. The interaction involves questioning, clarifying, silence and giving response.

3.3 Phases in Negotiation

From the explanation above, we can divided the phase of negotiation in writing class into five phases. They are knowing the subject, stating the objectives, starting negotiation, managing disagreement and conflict in negotiation, and achieving settlement. The following points are the explanation of each. The negotiation occurs in some ways. Often, it categorized as two-way communication, which involves the process of negotiation. Negotiation occurs in the form of discussion between lecturer and

students, interview between lecturer and students, peer interaction, and working group partner.

1. Knowing the Subject (Course Outline)

The first phase, lecturer explaining the draft of course outline that will be taught during this semester. The draft of course outline contains the meeting, references, material for each meeting, and method to use in class. There are also the scoring and evaluation for each individual or group assignment. The negotiation occurs in this phase is discussion between lecturer and student. The interaction of negotiation involves students' activities that including listening, asking question, clarifying, giving response, or just silence during the explanation. After that, the students accept the course outline.

2. Stating the Objectives

The second phase of negotiation is stating the objectives. The objectives of the course during one semester include material and output or final product of the class. It is also attached into the course outline that will be agreed together. The negotiation occurs in this phase is still discussion between lecturer and student. The interaction of negotiation involves students' activities that including listening, asking question, clarifying, giving response, or just silence during the explanation. After that, the students accept the course outline.

3. Starting Negotiation

The third phase of negotiation is starting negotiation. The negotiation occurs in one semester includes every assignment of each meeting. The negotiation occurs in this phases are discussion between lecturer and student, interview between lecturer and students, peer interaction, and working group partner. The interaction of negotiation involves students' activities that includes listening, asking question, clarifying, giving response, or just silence during the explanation.

What make it different from the previous phases are the three interactions. They are interview between lecturer and

students, peer interaction, and working group partner. Interview between lecturer and students occur when the students are asked about the process of making the essay. They will asked by the lecturer from the step of brainstorming, outlining, drafting, editing, revising, up to the final process, finishing the essay.

Peer interaction occurs between student and student in pair assignment. They will give assignment that must be done in pair. The example of activity is explained in the following sentences. The students are given individual assignment to write an essay, describing themselves in their work book. They will be given 30 minutes to finish the work. After they finish the writing, the lecturer asked them to exchange the essay written in their work book with the friend who sits next to them. Then, they are asked to find their friends' mistakes. On every friend's essay, one student will try to find the mistakes of friends, including the grammar, spelling, diction, or mechanics mistakes such as punctuation and capitalization. In this activity, they implement their understanding of grammar and writing techniques. They also implement the principles of good negotiation because the score will be based on their friend's correction.

The last is working group partner. Here is one example of working group partner activity which has been done in writing class. In working group partner activity, students are asked to form some small groups. Each group consists of four up to five people. They are asked to make an essay containing a review of book or movie. In this activity, they learn how to do negotiation with larger people in spite of two people such as in peer interaction. They watch movie, then decide what topic to be written on their essay.

4. Managing Disagreement and Conflict in Negotiation

When the negotiation occurs in classroom activities, sometimes there is disagreement or conflict during the process of negotiation. Both lecturer and students, thus, try to solve the problems related to the conflict they face. Actually, lecturer and students are managing disagreement and conflict since the first

phase of negotiation. The management of disagreement and conflict involves the interaction of negotiation involves students' activities that includes listening, asking question, clarifying, giving response, or just silence during the explanation. They are done in the form of discussion between lecturer and students, interview between lecturer and students, peer interaction, and working group partner.

5. Achieving Settlement and Agreement

After the long process of negotiation, the settlement and agreement is achieved between the lecturer and students. The agreement involves course outline, objectives, evaluation, scoring, or meaning of new vocabularies. If the agreement is achieved, then the better environment of teaching and learning process is settled during one semester. It is needed in order to create the interactive learning. Then it evokes the autonomous learning environment.

For the summary of negotiation strategies in writing class, it can be drawn in the following tables.

Dimensions of Negotiation Strategies in Writing Class

No	Teaching Contents	Teaching Process	Student's Assignment	Evaluation of Students' Score	Meaning of New Vocabularies
	Discussion between lecturer and students	- Discussion between lecturer and students - Peer interaction	- Discussion between lecturer and students - Peer interaction	Discussion between lecturer and students	- Discussion between lecturer and students - Peer interaction

Negotiation Strategies in Writing Class

		Teaching Contents	Teaching Process	Student's Assignment	Evaluation of Students' Score	Meaning of New Vocabularies
1	Questioning	V	V	V	-	V
2	Silence	V	V	V	-	V
3	Clarifying	V	V	V	V	V
4	giving response	-	V	V	V	-

Phases of Negotiation Strategies in Writing Class

		Teaching Contents	Teaching Process	Student's Assignment	Evaluation of Students' Score	Meaning of New Vocabularies
1	Negotiate the subject	V	V	V	V	V
2	Stating the objectives	V	V	V	-	-
3	Starting negotiation	V	V	V	V	V
4	Managing disagreement and conflict in negotiation	V	V	V	-	V
5	Achieving settlement and agreement	V	V	V	V	V

CHAPTER 4

NEGOTIATION STRATEGIES IN SPEAKING CLASS

4.1 Dimensions of Negotiation Strategies in Speaking Class

In speaking class, there are many dimensions to be negotiated between lecturer and students. From the research, it can be divided into four dimensions, they are: (1) negotiate the teaching contents, (2) negotiate the student's assignments, (3) negotiate the evaluation of student's scores, (4) negotiate about meaning of new vocabularies. The following subchapters are explanation about them.

4.1.1 Negotiate the Teaching Contents

Transactional and Interpersonal Speaking is a subject in the third semester. At the first meeting of speaking class the lectures gave the teaching plans for one semester. The teaching plans consist of the method and the topics that would be used in a semester.

The students followed this teaching plans, but there was one student who did not agree with it and kept arguing to share his idea. He wanted to conduct the speaking class outside, speak with the foreigners, and grouping the students.

All the speaking method in the whole semester will be conducted by individual presentation, role play, discussion and storytelling. But one student asks for to change the method in speaking:

Student: "I think it's better if we have debate".

Lecturer: "I don't think so because you are still in the third semester and you are not ready for that".

Student: "We can have a preparation before we have a debate at the class".

While all the students do not agree with his suggestion, they are not ready for debate because they taught that debate is a difficult topic for them.

Lecturer: "No! you are only in the third semester. It's

time for interpersonal speaking. You will have debate in the fifth semester".

The students followed this teaching plans, but there was one student who did not agree with it and kept arguing to share his idea. He wanted to conduct the speaking class outside, speak with the foreigners, and grouping the students.

He said: "excuse me Ma'am, can I give a suggestion if you mind?".

Lecturer: "Yes of course"

Student: "How can we measure our speaking ability if we do not speak English with foreigners".

Lecturer: "I will get your score in every meeting, so every time you speak you get the score. But if you do not speak, you do not get score".

Student: " maybe we need to go outside and find native speaker to practice"

Lecturer: " I cannot find native speaker in Jombang. So where can we find native speaker here"

Student: " maybe we can go outside and make the groups so every group has a leader."

Lecturer: " if you go outside how can I get your score?".

Student: " the leader in every group will take the score".

Lecturer: " I don't think so". That's not a good idea".

Student : Ok. I am sorry Ma'am."

The teaching content can also be seen in the following course outline.

SATUAN ACARA PERKULIAHAN

A. Identitas Mata Kuliah

Mata Kuliah	Interpersonal and Transaksional speaking
Kode / Bobot	/ 2 SKS
Program Studi/ Fakultas	S1 Pendidikan Bahasa Inggris/ Fakultas Ilmu Pendidikan
Semester/Tahun	III 2018/2019
Waktu	100 menit
Pertemuan	16

B. Dosen Pengampu   Sakhi Herwiana, M.Pd.

C. Deskripsi Mata Kuliah

Interpersonal and Transaksional Speaking merupakan perkuliahan lanjutan dari Intensive Course 2 yang focus pada speaking skill 1. Matakuliah ini menekan kan pada skill berbicara interpersonal serta transaksional tingkat 1.

D. Tujuan Perkuliahan

Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Kompetensi

1.	Standar Kompetensi	Kemapuan merespon kelas
2.	Kompetensi Dasar	Mahasiswa aktif dan merspon dengan baik kegiatan dalam kelas
3.	Indikator	Mahasiswa aktif dikelas dan ekspressive

F. Pokok Bahasan   Sudden speaker

G. Sub Pokok Bahasan   Telling experience

H.	**Kegiatan Pembelajaran**	Ceramah,kontrak belajar
		What did you do during holliday
I.	**Evaluasi**	Keaktifan dan respon dalam kelas

SATUAN ACARA PERKULIAHAN

A. Identitas Mata Kuliah

Mata Kuliah	Interpersonal and Transaksional speaking
Kode / Bobot	/ 2 SKS
Program Studi/ Fakultas	S1 Pendidikan Bahasa Inggris/ Fakultas Ilmu Pendidikan
Semester/Tahun	III 2018/2019
Waktu	100 menit
Pertemuan	16

B. Dosen Pengampu   Sakhi Herwiana, M.Pd.

C. Deskripsi Mata Kuliah

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D. Tujuan Perkuliahan

Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Kompetensi

1.	Standar Kompetensi	Mampu berdiskusi dan merespon dengan baik dan benar
2.	Kompetensi Dasar	Mahsiswa mampu berdiskusi tentang topic tertentu
3.	Indikator	Mahasiswa aktif berdiskusi

F. Pokok Bahasan   Discussion

G. Sub Pokok Bahasan   Discussion about "what do you do to

improve your English"

H. Kegiatan Pembelajaran   Diskusi kecil dan besar

I. Evaluasi   Keaktifan kelas

A. Identitas Mata Kuliah

Mata Kuliah	Interpersonal and Transaksional speaking
Kode / Bobot	/ 2 SKS
Program Studi/ Fakultas	S1 Pendidikan Bahasa Inggris/ Fakultas Ilmu Pendidikan
Semester/Tahun	III 2018/2019
Waktu	100 menit
Pertemuan	16

B. Dosen Pengampu   Sakhi Herwiana, M.Pd.

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D. Tujuan Perkuliahan

Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Kompetensi

1.	Standar Kompetensi	Mampu mengungkapkan ekspresi "offering help"
2.	Kompetensi Dasar	Mahasiswa mampu mengungkapkan ekspresi "offering help"
3.	Indikator	Mahasiswa mampu mengungkapkan ekspresi "offering help" dalam tulisan and percakapan

F. Pokok Bahasan   Offering help

G. Sub Pokok Bahasan	Offering some help in public place
H. Kegiatan Pembelajaran	Sudden speaker
	Make a short conversation in a couple
	Express it in front of the class

SATUAN ACARA PERKULIAHAN

A. Identitas Mata Kuliah

Mata Kuliah	Interpersonal and Transaksional speaking
Kode / Bobot	/ 2 SKS
Program Studi/ Fakultas	S1 Pendidikan Bahasa Inggris/ Fakultas Ilmu Pendidikan
Semester/Tahun	III 2018/2019
Waktu	100 menit
Pertemuan	16

B. Dosen Pengampu   Sakhi Herwiana, M.Pd.

C. Deskripsi Mata Kuliah

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D. Tujuan Perkuliahan

Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Kompetensi

1.	Standar Kompetensi	Mampu bercakap dan merspon tentang illness and health
2.	Kompetensi Dasar	Mahasiswa mampu bercakap dan merespon tentang illness dan heatlh dengan baik dan benar
3.	Indikator	Mahasiswa mampu bercakap dan merespon tentang illness dan heatlh dengan baik dan

benar

F.	**Pokok Bahasan**	Transaksional and interpersonal about health/illness
G.	**Sub Pokok Bahasan**	Talking about illness
H.	**Kegiatan Pembelajaran**	Mahasiswa bercakap-cakap secara berpasangan tentang illness/health
I.	**Evaluasi**	Keaktifan dalam kelas

SATUAN ACARA PERKULIAHAN

A. Identitas Mata Kuliah

Mata Kuliah	Interpersonal and Transaksional speaking
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Program Studi/ Fakultas	S1 Pendidikan Bahasa Inggris/ Fakultas Ilmu Pendidikan
Semester/Tahun	III 2018/2019
Waktu	100 menit
Pertemuan	16

B. Dosen Pengampu   Sakhi Herwiana, M.Pd.

C. Deskripsi Mata Kuliah

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D. Tujuan Perkuliahan

Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Kompetensi

1.	Standar Kompetensi	Mampu bertransaksi dalam penyelesaian masalah
2.	Kompetensi Dasar	Mahasiswa mampu bertransaksi dalam diskusi dan merspon dengan baikl
3.	Indikator	Mahasiswa mampu berdiskusi dan menyampaikan hasil didkusi mereka dalam bahasa Inggris dengan baik dan

benar

F. **Pokok Bahasan**   Problem solving

G. **Sub Pokok Bahasan**   Hot news

H. **Kegiatan Pembelajaran**   Discussion

I. **Evaluasi**   Keaktifan dalam diskusi

SATUAN ACARA PERKULIAHAN

A. Identitas Mata Kuliah

Mata Kuliah	Interpersonal and Transaksional speaking
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Program Studi/ Fakultas	S1 Pendidikan Bahasa Inggris/ Fakultas Ilmu Pendidikan
Semester/Tahun	III 2018/2019
Waktu	100 menit
Pertemuan	16

B. Dosen Pengampu   Sakhi Herwiana, M.Pd.

C. Deskripsi Mata Kuliah

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D. Tujuan Perkuliahan

Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Kompetensi

1.	Standar Kompetensi	Mampu bercakap tentang lesure time
2.	Kompetensi Dasar	Mahasiswa mampu bercakap dan merespon transaksional "leasure time"
3.	Indikator	Mahasiswa mampu mengekspresikan "leasure time" dan merespon dengan baik dan benar

F. Pokok Bahasan   Talking about leasure time

G. Sub Pokok Bahasan	What do you do in your leasure time?
H. Kegiatan Pembelajaran	Transaksional speaking, membuat conversation tentang "what do you do in your leasure time?"
I. Evaluasi	Kelancaran dan keaktifan dalam kelas

A. Identitas Mata Kuliah

Mata Kuliah	Interpersonal and Transaksional speaking
Kode / Bobot	/ 2 SKS
Program Studi/ Fakultas	S1 Pendidikan Bahasa Inggris/ Fakultas Ilmu Pendidikan
Semester/Tahun	III 2018/2019
Waktu	100 menit
Pertemuan	16

B. Dosen Pengampu   Sakhi Herwiana, M.Pd.

C. Deskripsi Mata Kuliah

Interpersonal and Transaksional Speaking merupakan perkuliahan lanjutan dari Intensive Course 2 yang focus pada speaking skill 1. Matakuliah ini menekan kan pada skill berbicara interpersonal serta transaksional tingkat 1.

D. Tujuan Perkuliahan

Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Kompetensi

1.	Standar Kompetensi	Mampu bertrnsaksi dan merespon dengan baik dalam "making reservation"
2.	Kompetensi Dasar	Mahasiswa mampu bertransaksi dan merespon "making reservation"
3.	Indikator	Mahasiswa mampu bercakap dalam membuat dan merespon dalam percakapan "making reservation"

F.	**Pokok Bahasan**	Transaksioanl speaking "reservation"
G.	**Sub Pokok Bahasan**	Making reservation
H.	**Kegiatan Pembelajaran**	Making coneversation "make reservation"
I.	**Evaluasi**	Kelancaran dalam bercakap dan keaktifan kelas

SATUAN ACARA PERKULIAHAN

A. Identitas Mata Kuliah

Mata Kuliah	Interpersonal and Transaksional speaking
Kode / Bobot	/ 2 SKS
Program Studi/ Fakultas	S1 Pendidikan Bahasa Inggris/ Fakultas Ilmu Pendidikan
Semester/Tahun	III 2018/2019
Waktu	100 menit
Pertemuan	16

B. Dosen Pengampu   Sakhi Herwiana, M.Pd.

C. Deskripsi Mata Kuliah

Interpersonal and Transaksional Speaking merupakan perkuliahan lanjutan dari Intensive Course 2 yang focus pada speaking skill 1. Matakuliah ini menekan kan pada skill berbicara interpersonal serta transaksional tingkat 1.

D. Tujuan Perkuliahan

Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Kompetensi

1.	Standar Kompetensi	Menguasai Vocabularies dan ekspresi dalam English
2.	Kompetensi Dasar	Menguasai Vocabularies dan ekspresi dalam English dalam transaksional and interpersonal speaking
3.	Indikator	Mahasiswa mempunyai vocabularies dan ekspresi baru dari film yang mereka tonton dan mampu menjelaskan penggunaannya

F. Pokok Bahasan   Vocabularies and

	ekspressions in an English movie
G. Sub Pokok Bahasan	Enriching vocabularies from english movie
H. Kegiatan Pembelajaran	Mahasiswa menonton English movie
I. Evaluasi	Ekspressing some new ekspressions and vocabularies dari English movie

SATUAN ACARA PERKULIAHAN

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E. Kompetensi

1.	Standar Kompetensi	Mampu mengekspresikan ungkapan "prohibition" dengan baik dan benar
2.	Kompetensi Dasar	Mahasiswa mampu mengekspresikan ungkapan "prohibition" dalam percakapan
3.	Indikator	Mahasiswa mampu bertransaksi dengan melarang orang lain untuk melakukan sesuatu

F. Pokok Bahasan   Prohobition

G.	**Sub Pokok Bahasan**	Prohibition someone to do something
H.	**Kegiatan Pembelajaran**	Speaking practice
I.	**Evaluasi**	Keaktifan dalam pengungkapan percakapan tentang prohibition

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Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Kompetensi

1.	Standar Kompetensi	Mampu berbicara interpersonal dengan baik dan benar
2.	Kompetensi Dasar	Mahasiswa mampu berbicara interpersonal
3.	Indikator	Mahasiswa mampu menceritakan tentang kehidupan orang lain dengan menggunakan bahasa inggris yang baik dan benar.

F. Pokok Bahasan   Interpersonal speaking

G.	**Sub Pokok Bahasan**	Talking about one's life
H.	**Kegiatan Pembelajaran**	Mahasiswa menceritakan biografi sebuah tokoh terkenal, atau figure yang dia banggakan
I.	**Evaluasi**	Tanya jawab

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Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Kompetensi

1.	Standar Kompetensi	Mampu berbicara interpersonal dan transaksional dalam sebuah event
2.	Kompetensi Dasar	Mahasiswa mampu mengaplikasikan kemampuan berbahasa Inggris dalam sebuah event (perencanaan)
3.	Indikator	Mahasiswa dapat membuat perencanaan penampilan event dengan *full english conversation* semua percakapan dan ungkapan

yang dipakai

F.	**Pokok Bahasan**	Event
G.	**Sub Pokok Bahasan**	MC,Speeches,
H.	**Kegiatan Pembelajaran**	Mahasiswa membuat event yang minimal ada struktur MC,speeches,entertainment,etc.

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D. Tujuan Perkuliahan

Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Kompetensi

1.	Standar Kompetensi	Mampu bertutur kata transaksional dan transaksional dengan bahasa Inggris dengan baik dan benar.
2.	Kompetensi Dasar	Mahasiswa berbicara bahasa inggris dalam sebuah event
3.	Indikator	Mahasiswa menampilakan event dengan *full of english*

F. Pokok Bahasan   Event

G. Sub Pokok Bahasan   entertainment,
                                     drama

H. Kegiatan Pembelajaran   menampilkan   hasil
                                     perencanaan   di
                                     depan audiences

SATUAN ACARA PERKULIAHAN

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D. Tujuan Perkuliahan

Mahasiswa mampu berbicara (mengelola speaking skill) interpersonal dan transaksional dengan baik dan benar serta lancer sesuai dengan kondisi dan situasi.

E. Ujian Akhir Semester

F. Kegiatan

Mahasiswa menampilkan event secara keseluruhan

Tebuireng, 10 September 2018

Dosen Pengampu,

Sakhi Herwiana, M.Pd.

4.1.2 Negotiate the Student's Assignments

When the speaking class started and the lecturer gave assignments, the students always asked some time to make preparation before they spoke. They wrote down their idea and dialogue in the piece of paper. After that, they learnt and trained to speak with their friends first before they spoke in front of the class. They tried to remember everything they wanted to say.

Lecturer: "can you come forward and practice it now".

Student: " wait Ma'am. I need to make plan first."

Lecturer:" Ok. I will give ten minutes to make preparation".

4.1.3 Negotiate the Evaluation of Students' Score

There was one student wanted to make some groups for speaking and every group has one captain. He asked that the evaluation should be taken by the captain of the group. So the lecturer did not have to take their score by herself.

Student: "How about if we go outside in groups?". The leader of the group will take the score"

Lecturer: "No. I don't agree with that. I think that's not good."

Meanwhile, at the next day when the lecturer asks a student to get their friends' score, all the students did not agree, they felt that it was not fair because that his friend is in the same semester even though he speaks more fluently than his friends.

Lecturer: "Yuski, I need help. I need you to get your friends' score because I have meeting".

Student: "yes Ma'am. What criteria to take the score? In number or letter?"

Lecturer: "you can take their score in number."

Ten minutes later

Student: "I am sorry ma'am they refused me to get the

score".

Lecturer: "I choose you because you are the only one who speak fluently than all of your friends".

Student: "yes but they think it is not fair. I am in the third semester, the test taker should be our senior".

Lecturer: Ok. So what should I do now?'

Student: "may be just give them to make preparation and next week. Ask them to have speech in front of the class without reading the note."

Lecturer: "ok. That's a good idea".

4.1.4 Negotiate about Meaning of New Vocabulary

Every meeting in the speaking class, some students did not know the vocabularies they never heard before. So every time they spoke in the class, they always asked about the translation of new vocabulary.

Student: "Ma'am what is the English of *melamar*?"

Lecturer: " propose"

4.2 Strategies of Negotiation in Speaking Class

4.2.1 Discussion between the Teacher and Students

If there was a discussion in the class. The students always try to take the notes before spoke. Most of students did not have any idea to say. The lecturer always decided the topic first for the discussion. The students did not have any questions for discussion. The students mostly kept silent if they did not have any knowledge about the topic. If the topic was difficult for them they did not active in discussion. But if the topic was easy they spoke a lot because they already had knowledge about that.

The students asked that the lecturer should give the topic the day before so that they could find the source and have

knowledge for the discussion. Discussion was not very effective in the class because they did not what to say.

4.2.2 Interview with Students

The lecturer used role play in the speaking class. They had to play as a manager and the job seeker. So they made an interview with their partner. The students asked whether they chose their partner by themselves or the lecturer chose them.

Student: "Excuse me Ma'am. Do I have to choose my partner by myself or you choose for us?".

Lecturer: "you can choose by yourself".

The students needed time before they had role play. They needed to take a note and prepared what they wanted to say for the interview.

Lecturer: "Do you need time for preparation?'"

Student: "Yes, Ma'am".

Lecturer: "Ok I will give you ten minutes".

4.3 Phases in Negotiation

From the explanation above, we can explain the phase of negotiation in speaking class into five phases. They are knowing the subject, stating the objectives, starting negotiation, managing disagreement and conflict in negotiation, and achieving settlement. The following points are the explanation of each. The negotiation occurs in some ways. Often, it categorized as two-way communication, which involves the process of negotiation. Negotiation occurs in the form of discussion between lecturer and students, interview between lecturer and students, peer interaction, and working group partner.

1. Knowing the Subject (Course Outline)

The first phase, lecturer explaining the draft of course outline that will be taught during this semester. The draft of

course outline contains the meeting, references, material for each meeting, and method to use in class. There are also the scoring and evaluation for each individual or group assignment. The negotiation occurs in this phase is discussion between lecturer and student. The interaction of negotiation involves students' activities that including listening, asking question, clarifying, giving response, or just silence during the explanation. After that, the students accept the course outline.

2. Stating the Objectives

The second phase of negotiation is stating the objectives. The objectives of the course during one semester include material and output or final product of the class. It is also attached into the course outline that will be agreed together. The negotiation occurs in this phase is still discussion between lecturer and student. The interaction of negotiation involves students' activities that including listening, asking question, clarifying, giving response, or just silence during the explanation. After that, the students accept the course outline.

3. Starting Negotiation

The third phase of negotiation is starting negotiation. The negotiation occurs in one semester includes every assignment of each meeting. The negotiation occurs in this phases are discussion between lecturer and student, interview between lecturer and students, peer interaction, and working group partner. The interaction of negotiation involves students' activities that includes listening, asking question, clarifying, giving response, or just silence during the explanation.

4. Managing Disagreement and Conflict in Negotiation

The lecturer gave a logical opinion and try to discuss it with the students. She kept to give explanation about the arrangement of the course outline related to the subject of interpersonal and transactional speaking.

5. Achieving Settlement and Agreement

Students and lecturer agreed to make some groups and each group lead by one person to monitor and trained their friends in a group. The leader had to responsible for the improvement of the speaking ability in their group. But the evaluation and score must be taken by the lecturer.

Lecturer: "you can make some groups and every group will be led by one leader who can speak fluently in English". The leader must be responsible for their friends in the group. And have to monitor their friends spoken language". But still the score will be taken by me".

Student: "yes Ma'am.

For the summary of Negotiation strategies in speaking class, it can be drawn in the following tables.

Dimensions of Negotiation Strategies in Speaking Class

No	Teaching Contents	Student's Assignment	Evaluation of Students' Score	Meaning of New Vocabularies
	Discussion between lecturer and students	- Discussion between lecturer and students - Peer interaction	Discussion between lecturer and students	- Discussion between lecturer and students - Peer interaction

Negotiation Strategies in Speaking Class

		Teaching Contents	Student's Assignment	Evaluation of Students' Score	Meaning of New Vocabularies
1	Questioning	V	V	-	V
2	Silence	V	V	-	V
3	Clarifying	-	-	-	-
4	Settlement option	V	V	-	-
5	Giving response	-	V	V	-

Phases of Negotiation Strategies in Speaking Class

		Teaching Contents	Teaching Process	Student's Assignment	Evaluation of Students' Score	Meaning of New Vocabularies
1	Negotiate the subject	V	V	V	V	V
2	Stating the objectives	V	V	V	-	-
3	Starting negotiation	V	V	V	V	V
4	Managing disagreement and conflict in negotiation	V	V	V	-	V
5	Achieving settlement and agreement	V	V	V	V	V

CHAPTER 5

FUNCTIONS OF NEGOTIATION STRATEGIES

5.1 Encouraging active learning

The interaction between lecturer and students, the interaction between student and student evoke the active learning environment. It creates the active participation atmosphere, because there are conversation and active interaction between lecturer and students. They can use their own creativity and innovation on their work to improve their score (Nelken, 2009).

5.2 Creating autonomous learning environment

Negotiation which is done in classroom creates autonomous learning environment. Lecturer gives the opportunities to the students to do many activities autonomously by offering some option on their assignments. In many assignments, they are asked to do in pair or group, but still they do the assignments given by the lecturer independently without the further explanation from the lecturer. So, they will look for information and references independently from library or internet (Nelken, 2009).

5.3 Promoting Interactivity in the Classroom by Questioning, Listening and Responding

By the usage of negotiation in classroom, the students will also learn about how to make good and polite question. They also can involve in the listening activity. Besides, they will learn and use how to create the effective response on every situation. These activities are needed in social life. Moreover, in learning foreign language, there are some differences in culture on how to make a good and polite question and response. So, the activities can be a method to learn interlanguage pragmatics in daily life through classroom activity(Nelken, 2009).

5.4 Preventing misunderstanding

Negotiation prevents misunderstanding in giving assignments and how to evaluate their achievement. Before the

agreement achieved, both parties are offering and giving question and response. After that, the agreement is settled during teaching and learning activity in one semester. So, the settlement between lecturer and students can be achieved peacefully (Nelken, 2009).

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5.5 Minimizing the information gap

Negotiation is also hoped to prevent misunderstanding in presenting some information. The lecturer and students will ask and give the information. They exchange information in order to minimize the information gap between them(Nelken, 2009).

5.6 Helping Lecturers Make a Better Decision

Negotiation provides a great chance for the teacher or lecturer to make a better decision. It is needed during phase of negotiation. If the lecturer cannot make better decision, then the conflict or disagreement between them is difficult to be solved. So, the agreement or settlement condition can be achieved only if the lecturer as the first person to give example of making a good decision in classroom.

5.7 Negotiation As One Effort for Dialogic Classroom

In dialogic classrooms, teachers and students act as coinquirers, collaboratively engaging in a generation and evaluation of new interpretations of texts in order to "gain a fuller appreciation of the world, themselves, and one another" (Burbules via Reznitskaya, 2012). As opposed to *monologic* approaches, such as recitation, during which only the teacher "knows and possesses the truth", truth in a dialogic discussion "is born between people collectively searching for truth" (Bakhtin in Reznitskaya, 2012). In order to be able to facilitate a dialogic discussion, teachers first need to recognize whether it is occurring in a classroom. Here are the explanation of some of the following key verbal behaviors and practices that characterize dialogic teaching which are useful for using negotiation as one of the (Reznitskaya, 2012).

1. In a dialogic classroom, power relations are flexible, and *authority over the content and form of discourse is shared* among group members. Students take on key responsibilities for the flow of the discussion. They participate in managing turns, asking questions, judging each other's answers, introducing new topics, and suggesting procedural changes.

2. Dialogic teaching relies on questions that are "*fundamentally open or divergent*…in terms of allowing a broader degree of uncertainty in what would constitute an adequate answer" (Burbules in Reznitskaya, 2012). The purpose of divergent questions is neither to test students nor to lead them to a narrow range of answers deemed acceptable by the teacher. Rather, these questions serve to inspire a meaningful inquiry toward new understandings.

3. To advance the group's inquiry further, teachers in dialogic classrooms provide students with *meaningful and specific feedback*. They work strategically with student answers, asking for justification, challenging, or prompting for evidence. Students use teachers' feedback to negotiate and construct new meanings.

4. Participants in dialogic discussions consistently engage in *meta-level reflection*. They scrutinize both the products and the processes of the discussion, thus creating opportunities for the group to selfcorrect (Burbules; Splitter & Sharp in Reznitskaya, 2012). The primary role of a teacher is to help students pay attention to the process and quality of their reasoning—from questions toward judgments— rather than to tell students what the answers should be (Gregory in Reznitskaya, 2012). Examples of meta-level moves include seeking clarification, *connecting ideas* across contexts and participants, and reflecting on levels of understanding.

5. Students in a dialogic classroom present *lengthy, elaborate explanations* of their ways of thinking. They take public positions on complex issues and support them with reasons, examples, and other evidence. They continually address the

questions of "Why?" and "How?"

6. During dialogic discussions, students engage in the *collaborative coconstruction of knowledge*. They listen to and react to each other's positions and justifications and "take up" the preceding contribution to further develop the group's reasoning.

Those are taken from the research done by Reznitskaya (2012) and relevant to the present research. Negotiation can become one way to achieve the dialogic classroom. Dialogic classroom encourages the students to be active, independent, and enthutiast for making good decision on creating their own learning environment.

CHAPTER 6

CONCLUSION AND SUGGESTION

6.1 Conclusion

After finishing the research, the researcher conclude some findings in the following.

1. This research shows the differences on negotiation strategies used by students in writing and speaking classroom. It includes the dimensions of negotiation strategies, strategies of negotiation and phases of negotiation in classroom.

2. The function of negotiation strategies used by students in writing and speaking classroom are: encouraging active learning, creating autonomous learning environment, questioning, listening and responding, preventing misunderstanding, and minimizing the information gap.

6.2 Suggestion

From the research had been done, the researcher presented some suggestions for the readers, they are:

1. The deeper research can be applied in all language skills classes of EFL classroom, such as reading, listening, writing and speaking. It also can be done in language elements classes of EFL classroom, such as vocabulary, pronunciation, dictation, and grammar class.

This research is not finished until this step. It needs deeper and longer continuation to know the patterns of negotiation used in EFL classroom activities. In this case, the negotiation strategies are only investigated in writing and speaking classes.

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NEGOTIATION
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