

MEANING NEGOTIATION PRACTICE IN A READING CLASSROOM: A CLASSROOM DISCOURSE ANALYSIS PERSPECTIVE”

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Abstract: *Classroom Discourse Analysis is very central study in main target of learning process. Its perspective can be focused on discussing negotiating meaning through spoken interaction in reading classroom between teachers and students as learning agents. Meaning negotiation is a form of give and take, whose purpose is to get a solution that have not already existed in participant’s opinion, but eventually it is acceptable for all. This thesis is descriptive qualitative analysis which primary sources of data are conducted through observation in trailblazer 6 class at Cirebon Local language school. Turn-taking presented in constructing knowledge in apperception structured by knowledge oriented exchange that got 78% and action oriented exchange got 22%. The process of exchange here indicates students’ need to recognize topic of their lesson; it means teacher should produce exchange in verbal type to construct students’ knowledge. The dynamic moves that interpret in meaning making system in the data presentation from experiential meaning realize by material process of knowledge oriented exchange that got 82%. It means most of utterance realized by teacher is to describe content of their lesson to the students. Then, from interpersonal meaning most of their interactional process realized by 44% types of dynamic move rephrase that indicates asking of some information whether it came from the teacher or the students. The last action oriented exchange realized by 18%. It means most of utterances’ indicate subject as act of superstition experiences.*

Keywords: *Classroom Discourse, Reading cycles, Meaning negotiation, turn allocation, turn taking, dynamic moves.*

BACKGROUND

This study is primarily intended to capture spoken and written language form such as paragraphs, conversations or interactions, interviews, and others are actually used in reading classroom to be negotiated and identified. The successful classroom discourse analysis comes from teachers teaching method and students interaction in the classroom. Regarding to successful classroom discourse analysis, Richards et al (1992: 161) believe that analysis of classroom discourse is useful when examining the effectiveness of teaching methods and the types of student teacher interaction. Therefore, using language in conducting interactions also should be related with practice of negotiating knowledge in classroom.

As stated above, it is a truth universally acknowledged that meaning negotiation focuses on evolving group knowledge of learning. The negotiation practice can take place not only in spoken discourse, but also it can happen in written discourse. Reading skills can be shape by classroom discourse similar with Brown and Yule (2009) confirmed that the usage of speech largely for the establishment and maintenance of human relationships (or we use it for interaction), whereas we use written language for working out and transference of information (primarily for the purpose of transaction). Hence, this study uses classroom discourse analysis for mapping out the negotiating.

Researcher is focus on classroom discourse analysis as same with Behnam (2009) that classroom discourse is conducted in order to know what actually happens in the classroom that really matters, that makes a difference to the learners' progress in language achievement. Research in this field is concerned with capturing overall discourse with analyzing the negotiating meaning in classroom interaction, analyzing teachers-students turn allocation mapped out and teacher-students dynamic moves that can exchange the knowledge in the discourse. Hence, classroom discourse is a special type of discourse that occurs in reading trailblazer 6 classrooms.

The main phenomenon of this research is how EFL learners explore negotiation of meaning on reading classroom. One of the phenomena that essentially caused the classroom discourse analysis is really vital to conduct is that there is irrelevant response from students which has meaning that the students do not understand the material or even they are bored whole the learning process. That problem means that irrelevant response from students happen when the learning process is not running well. It can be seen that there is no good feedback whole the learning. Teacher should prepare learners to use the English language so as to be able to participate in conversations inside and outside the class. The study have to focus on what is going on in the classroom, especially on teachers' questioning behavior , what kind of questions they ask, for what purposes, and so on in the context language learners (EFL).

Then, the study about written discourse usually concerns on the text that used without conducting negotiating meaning in practice. Negotiating meaning or interaction face to face from teacher to students is necessary to get intact information. That activity is not only for spoken discourse but in written discourse also need

spoken practice to negotiate meaning. As concluded above that collaborative learning will be successful if all learning agents do their job well.

Based on the identification above, discourse analysis applied in reading classroom is needed to be explored because the researcher found the problems of students in comprehending textbooks through their conversation with teacher. Teacher-students interaction should take some strategies in taking meaning negotiation. This study takes a particular point which is the textbooks of classroom discourse analysis comprehension as the main references such as *Discourse analysis in classroom research: A Systemiotic Perspective* by Didi Suherdi and *Semiotic Margins: Meaning in multimodalities* by Shosana et al. Those books are chosen because some reasons. The first, conversation of teacher and students must be followed exchange in meaning negotiation. Second, the contents of the books can make the awareness how important reading skills in life and describe how classroom is. This study is really important to be researched because it can give solution for students who get difficult problem in negotiate meaning with teacher in reading classroom. So, the researcher will focus on reading strategies which consist of pre-reading activity, during reading, and post reading activity commonly used by skill readers on comprehending textbooks.

Based on the research background that have described above, this case study addresses the following research questions: How is teacher-student turn allocation mapped out in the reading classroom? and how is meaning identified and negotiated in terms of dynamic moves as found in the discourse?

Usefulness of Research

There are several usefulness of this study which can be useful for students, teachers, and readers. For students, the result of this study may increase their knowledge negotiated and identified in turn allocation and knowledge on how to response the textbook and meaning making of conversing with dynamic moves in the discourse. For teachers, this study provides some information on how to use and imply the turn allocation in the reading classroom and the strategies to make students better when they are reading the textbook with reading cycles and dynamic moves of discourse. For readers, this study is expected to provide more information on how to appropriately teacher-students information with some reading cycles in order to explore the student's ability in comprehending and responding the text of discourse terms.

Theoretical Foundation

In this part, the researcher presents the general theory of classroom discourse and the process of negotiation includes the following stages: preparations, discussions, clarification of goals, negotiate towards a win-win outcome, agreement, and

implementation of a course of action. In any negotiation, the following three elements are important and likely to affect the ultimate outcome of the negotiation:

- a. Attitudes
- b. Knowledge
- c. Interpersonal Skills

This research focus on negotiating with following the second element, it is knowledge. Thus, the knowledge negotiating as stages above will be investigated in classroom interaction.

Next, for discourse analysis will use the systematic approach that said discourse is considered to be one of three strata on the language plane, according to the book that belongs to Suherdi (2004). That book showed Ventola's (1998b) notions of unit move and unit move complex.

15.1 The Place of Discourse on the Language Plan

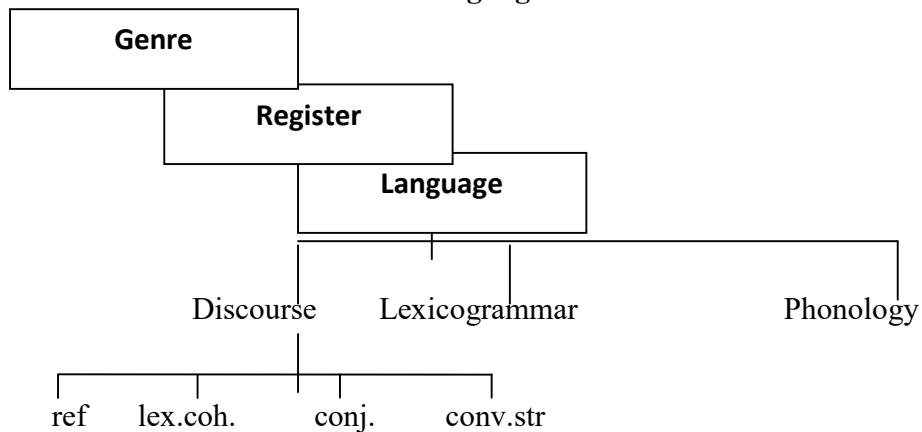


Figure 1.1: An overview of unit move in the discourse (Ventola's 1988b)

Keys :

- Ref : Reference
 Lex.coh : Lexical cohesion
 Conj : Conjunction
 Conv.str : Conversational structure

When there is a conversational structure, so there is a procedure of analysis of conversation. In this current research, the interaction that will be observed is according to procedure of analysis in Suherdi (2004:42) that is adapted from Ventola (1987,1988). The data used in the sample studies have been analyzed through the application of the two kinds of analyses, namely : that concerned with the synoptic moves and move complexes, and that concerned with dynamic moves and move complexes.

Systemiotic Approach to Classroom Discourse Analysis

In language system exchange, there are some models of theories as an alternative to understand and analyze classroom discourse interaction in systemiotic approach:

Critical Discourse Analysis (CDA) stems from a critical theory of language which sees the use of language as a form of social practice. All social practice are tied to specific historical contexts and the means by which existing social relations are produced or contested and different interests are served. It is the questions pertaining to interest how is the text positioned or positioning? Whose interests are negated? That relates discourse to relations of power. Where analysis seeks to understand how discourse is implicated in relations of power, then it is called critical discourse analysis.

Fairclough’s (1989, 1985) model for CDA consists three inter-related processes of analysis tied to three inter-related dimensions of discourse. These three dimensions are;

1. The object of analysis (including verbal, visual or verbal and visual texts).
2. The processes by means of which the object is produced and received (writing/speaking/designing and reading/listening/viewng) by human subjects.
3. The socio-historical conditions which govern these processes.

According to Fairclough each of these dimensions requires a different kind of analysis, there are:

1. Text analysis (description)
2. Processing analysis (interpretation)
3. Social analysis (explanation)

The related figure of dimensions of discourse analysis can be seen below;

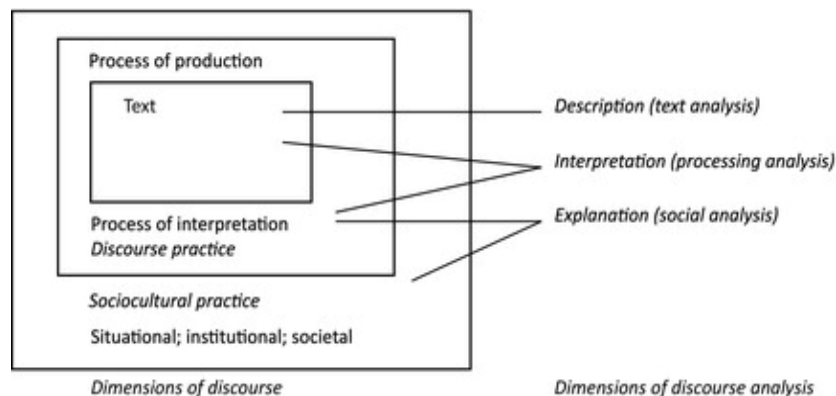


Figure 1.2 dimensions of discourse analysis

Teacher-Students Turn Allocation Mapped Out In Reading Classroom

This data discusses the allocation of students turn in one reading classroom that has been investigated. The turn allocation discusses here are identified through the following stages namely: *interacting move with people and story, interacting cycles, elicitation techniques in reading, adjacency pairs and norm of turn-taking, and reading cycle in classroom*. The system of conversational structure of discourse which is concerned with the interpersonal system of discourse will be the main focus of this chapter. In addition, some of movements illustrated the techniques with labeling function that structured in one reading classroom interaction between teacher and students.

Turn allocation between teacher and students can be mapped out from the *linking of turn allocation*. There are multi-sides to prove the data which coordinate speaker change in turn. These rules link turn allocation provides for an ordering of some options for speaker selection discussed below. To explore the data on mapping out teacher-students turn allocation, there are two important discourse roles are involved: the initiator of the exchange as the Secondary Knower (K2) and the Primary Knower (K1) with respect to the information at issue.

Those data prove a strong and valid linked expression of emotions in which occur so many contacts by speaker sense and movements. It is important data to describe the meaning negotiation mapped out in one reading classroom. These data evolve through structured by movements which is important to uncover the whole interactional process between teacher and students.

The learning continuum shares us that the important of conversation will be more intimate message in every gesturing to create every memory in conversing. Drawing on episodes of teacher-whole-class interaction collected during a collaborative action research project, this paper will show, however, that the same basic structure can take a variety of forms and be recruited by teachers for a wide variety of functions, depending on the goal of the activity that the discourse serves to mediate and, in particular that is made for the follow up move.

It was found that represents the appearance of relevant analysis in speaking and reading action. Those relevant analyses based on linking of turn allocation structure that found in Reading Classroom. Here the chart :

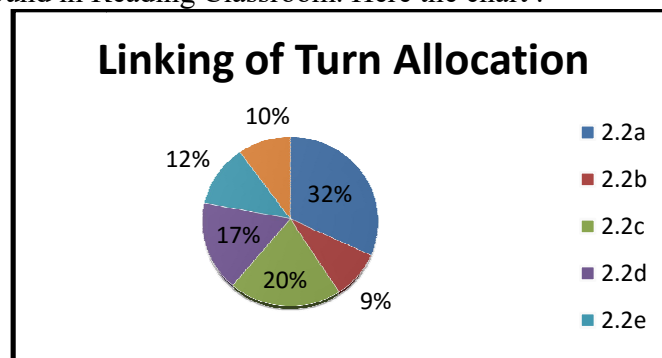


Chart 1: Diagram of discourse stratum as found in one reading classroom

Based on the chart above, this chapter identified the turn-taking strategies by multi-sides of linking of turn allocation. It is showed that the significant side to mapped out the turn taking using *interacting with people (2.2a)* for 32%, because six stages available there are mostly succeed to prove the exchange of movement in the turn allocation between teacher-students. Moreover, turn-taking in reading action can be seen significantly with *Interacting cycle in detail reading (2.2c)* for 20% because five stages are succeed to prove the action directed to discuss with in reading classroom. Then another supporting linking employed by teachers in level 6 English courses in order to determine whether there were similarities or differences in teachers' turn-taking approaches when using different instruction in reading classroom.

Discussion: Turn-Taking Practices Mapped Out in Reading Classroom Interacting Move with People

This interaction will illustrate some of movement that has been conducted by teacher and his/her learner in exchange analysis. There are four moves in this interaction, those are primary actor (labeled as A1), secondary actor (labeled as A2), Primary knower (labeled here as K1), and secondary knower (labeled here as K2). Primary actor is learner who becomes the main doer of doing their work. Then, secondary actor those are becomes guider, instructor in telling leaner what to do, it is considered as teacher. And primary knower is someone who provides information in doing work; it is mostly conducting in classroom as teacher. So, secondary knower is learners which are asking the information to the teacher.

Stage 1. Interacting Move in Word Search Race

- T: Ok.. Stand up!
 Ss: <showing their pen>
 T: Ok, now start from here
 T ok first word, BELIEVE..BELIEVE
 Ss where..?
 T it can be vertical or horizontal

The teacher-learner interaction is directly be scaled in the exchange movement here, as the teacher giving instruction while learner follow the instruction without saying anything but doing something or as called by complying. However, a key role of the teacher, as primary knower, is to provide evaluations to the learner's questions and actions. The evaluations are positive or negative, and steadily guide the learner towards the pedagogic goal: competence in the task of recognizing the honey ants' tunnel as declares by Dreyfus (2011). In addition, the field of the text is entirely dependent on the context, the activity was dominantly conducted by student role in checking, complying and giving attention. By contrast, teacher role such as instructing and evaluating are directed the learner's attention around the context. Here is the chart of interacting move in words search game :

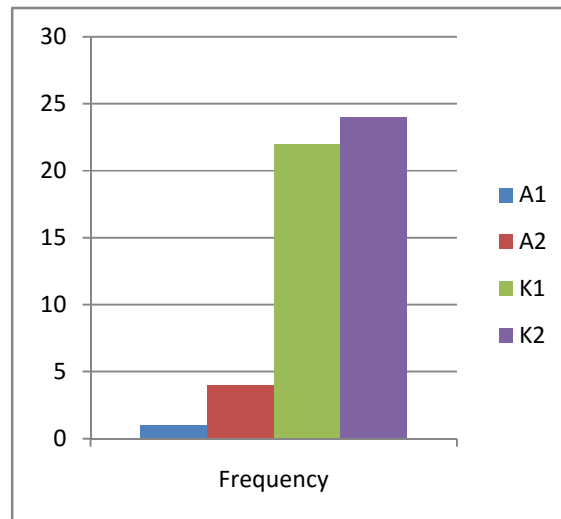


Chart 2: Diagram of Interacting move

All form of movement frequency in the movement interaction is simply proved the number of Secondary Knower (K2) as the frequently point emerge. It is seen that primary actor (A1) for students action is only once after teacher asks students to start the learning Word Search Race by pointing them to *Stand Up*. Besides, their own facial expression is giving their response in *showing their pen*. The learner thus recognizes both the emotion and expectancy inherent in the apprehension, and responds by pointing to the words in game and repeating where which the teacher evaluate by repeating *Yes very good*. In this cycle the teacher reads the next words in games.

One of the ways is shown in institutional talk through the performance of specific moves in the exchange. Based on Shimazumi (1996) affirmed that more specifically interaction is shown by the greater frequency of initiations made by Knower or it can be called Primary Knower (K1) which is illustrated in the stage 2 as interacting move in crossing the keywords showed K1 for teacher roles takes place in action.

Stage 1. *Interacting Move in Word Search Race*

T No..do you know what is ITCH?
 Ss oh I don't now the spell is?
 T Start from the letter 'I' .. I-T-C-H
 Ss <searching the words> Oooh this..
 T ok..well done

This chapter shows the process of turn allocation term can be mapped out through the reading classroom conversation between teacher and students. This chapter uses five methods to prove it, such as interacting move with people, interacting move with story, and reading cycle in classroom, elicitation techniques in

reading classroom and adjacency pairs in reading classroom. From the description in this chapter, there are some evident to describe how turn allocation is mapped out. First, the most commonly method in use is interacting move with people about 32% which means that teacher needs some acts to guide students understand what teacher is conveying to the students. In that method, there are some stages that are used also for labeling in process analysis such as A1 for Primary Actor, A2 for Secondary Actor, K1 Primary Knower and K2 Secondary Knower. Meanwhile, there is the commonly method in use, that is K1 Primary Knower for about 22% in elaborating turn taking process. Hence, action means everything in elaborating turn allocation.

Meaning Identified And Negotiated In Terms Of Dynamic Moves As Found In The Discourse

This chapter discusses the meaning identified and negotiated of dynamic moves which structured in one reading classroom. In this chapter dynamic moves categorized into four systems namely: *reference, lexical cohesion, conjunction, conversation structure*. The system of conversational structure of discourse which is concerned with the interpersonal system of discourse will be the main focus of this chapter. In addition, the dynamic moves focus on knowledge oriented exchange and action oriented exchange which structured on English classroom interaction between Teacher and Student.

The finding data is showed meaning negotiation of dynamic moves on the discourse stratum. These data evolve through structured by exchanges which is important to uncover the whole interactional process between teacher and students. In this finding data researcher divided three discussions of meaning negotiation into knowledge oriented exchange, action oriented exchange and knowledge negotiated in terms dynamic moves.

Table 1: An Outline of Reading Classroom Observed

Institution	Teacher	Subject	Students	Class	Grade
CIREBON LOCAL LANGUAGE SCHOOL	Teacher 1	Superstitions	2	Trailblazer 6	Junior high school

Through observation in Trailblazer 6 reading class not all categorize of dynamic moves are structured on interactional process between Teacher and Students. It can be seen from the sub-stage below:

METHODS IN USE:		
3.3a Knowledge Identified and negotiated in the discourse		Exchange 1. Knowledge Oriented Exchange 1.a K1- initiated exchange 1.b DKI- initiated exchange 1.c K2-initiated exchange
		Exchange 2. Action Oriented Exchange 2.a A1- initiated patterns 2.b A2- initiated patterns
3.3b Dynamic moves in the discourse		1 st Move: Repetition, rephrase and clue
		2 nd Move: No response and irrelevant responses
		3 rd Move: Correction

The learning continuum shares us that the important of conversation will be more intimate message in every gesturing to create every memory in conversing. Drawing on episodes of teacher-whole-class interaction collected during a collaborative action research project, this paper will show, however, that the same basic structure can take a variety of forms and be recruited by teachers for a wide variety of functions, depending on the goal of the activity that the discourse serves to mediate and, in particular that is made for the follow up move.

DISCUSSION

This chapter explores an analysis of meaning identified and negotiated through dynamic moves in the discourse feature that realize in the Teacher-Student interaction. In this analysis the researcher analyze dynamic moves features of an utterance in the Teacher-Student interaction. Then, the dynamic moves combine with meaning making system to realize the interactional process between Teacher and Student.

In the first discussion of knowledge identification and negotiation between Teacher – Students interaction from learning process, teacher begins the class build situational context of superstition by introducing the difficult words in reading terms with words search game. In meaning making process to activate schemata of the students, structured by exchange in that activity as show on the chart below:

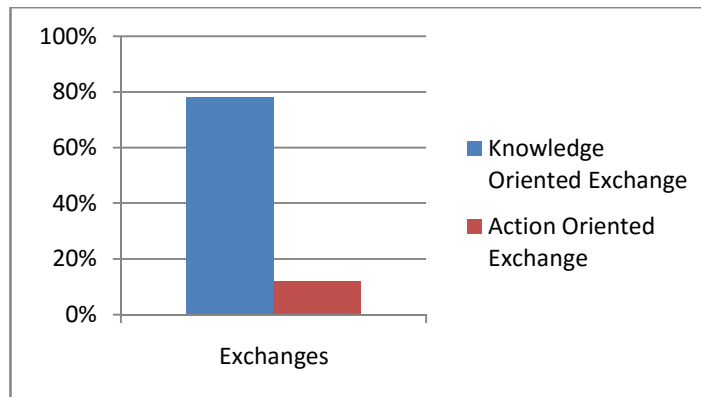


Chart 3: Diagram of Exchange in Discourse

The chart shown that in the part of Task most dominant stratum of exchange through observation is Knowledge Oriented Exchange. It can be seen that Knowledge Oriented Exchange got 63%. In knowledge construction in this term teacher try to connected the students' schemata and their understanding of the teacher explanation in apperception term. So that, knowledge oriented exchange its important used to meaning making system that realize by asking questions, response and feedback.

Meaning Oriented Exchange

This exchange shows a typical spoken discourse concerned with the teacher-student interaction taking place in completing the *words search game*. In this part of exchange, discourse stratum will be a main focus to discuss with providing four elements of discourse.

Here is the example of an utterance that structured by discourse stratum in the term exchange of pre-reading will be shown in the following description:

Stage 1-apx1. Interacting move in words search game

T:	Do you know what that is?	Clarification
Ss:	No	Recognize
T:	Yes it's a paper	Evaluate +
	You just search the words and then cross it	Evaluate +
Ss:	Where?	check

DISCOURSE STRATUM

Elements of discourse

Reference

T: Do you know what that is? Ss: No

[Knowledge Oriented Exchange]

Function

DK1

K2

Rank-Move class:

[question]

[response statement to question]

Lexical cohesion

Paper

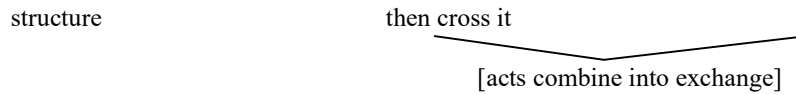
Conjunction

And then (continuity;)

Conversational

T: You just search the words and

Ss: where?



The stratum shows that the question DK1 from teacher indicates signal to start the class with introducing the words through game. Teacher used things of qualities with declaring paper in learning the new words. Then, teacher 1 used continuity conjunction that indicate connection both previous context of talking and this question. Without being nominated, student took the initiative to providing respond with short answer that indicates appropriate respond of the statement as secondary knower. The respond seems like his background knowledge represent the situation.

Action-Oriented Exchange

This exchange shows a typical spoken discourse concerned with the teacher-student interaction taking place in completing the *words search game*. In this part of exchange, discourse stratum will be a main focus to discuss with providing four elements of discourse. Then, three patterns clearly shown in this discussion to prove the initiated action identified as found in the discourse.

Here is the example of an utterance that structured by discourse stratum in the term exchange of while reading will be shown in the following description:

Stage 1-apx.2. Interacting move in Superstition introduction

T: Rain? I mean the unusual ritual maybe eat the flowers. Evaluate +
 Ss <Laughing> Comply

DISCOURSE STRATUM

Elements of discourse

Reference

T: Rain? I mean the unusual ritual Ss: <Laughing>
 maybe eat the flowers.

[Action Oriented Exchange]

Function

Rank-Move class:

Lexical cohesion

Conjunction

Conversational

structure

K1

[question]

flowers

A1

[Act response to question]

T: So do you have lucky-charm?

Ss: no, what?

[acts combine into exchange]

The stratum shows a typical spoken discourse concerned with the teacher-student interaction taking place in the English reading classroom. The imperative A2 from the primary knower serving as signal was applied to signify that the teacher asks students to do something through simple expression of imperative utterance. Teacher used flowers on the conversation as lexical cohesion to reflect the imaginary of students. Having nominated by the teacher, all students give non-verbal respond with do the activity directly. The respond from all students was likely indicate their background knowledge and combine with their own experience in their real life.

Move: No response and irrelevant responses

The sustaining dynamic moves usually come to the conversation which is audible both to the researcher and the teacher. When this sustaining occur in the conversation, sometimes teacher use another sustaining such as repetition, clue, rephrase for deliberating convey the meaning negotiation. The example below will illustrate the slot.

From the example, slot 3,5 and 10 are inaudible for the teacher. Teacher takes initiation to use another sustaining by narrowing the question rephrase (rph) and give some correction for what students convey. Similarly no response (ro) and correction (corr) take same number of forms. Example 4 illustrates another instance of irrelevant responses (irr).

CONCLUSION

This study was conducted within a classroom discourse analysis perspective in the exploring meaning negotiation practice in reading classroom. This thesis is descriptive qualitative analysis. Then, the primary sources of data conducted through observation in trailblazer 6 class at Cirebon Local language school. Furthermore, this study explores the turn allocation practices and dynamic moves features in the discourse.

1. Turn allocation methods in use is structured from stratum of discourse namely: *interacting move with people and story, interacting cycles, elicitation techniques in reading, adjacency pairs and norm of turn-taking*. Those terms are significant in managing learning process on interactional process. In the interactional process should have harmonious of exchange as meaning negotiation.
2. Dynamic moves which structured in one reading classroom in this chapter are dynamic moves categorized into four systems namely: *reference, lexical cohesion, conjunction, conversation structure*.. It is essentially in meaning making process, to realize meaning that convey from teacher to the students that contained any features.

Those two terms are identifying and analyzing in learning process of trailblazer 6 class about the theme of superstitions in this lesson. The result of this identifying and analyzing are presented below:

1. In the term of turn-taking presented in constructing knowledge in apperception structured by knowledge oriented exchange that got 78%. The process of exchange here indicates students need to recognized topic of their lesson; it means teacher should produce exchange in verbal type to constructing students' knowledge.
2. Turn allocation methods in the term of reading cycles are structured by action oriented exchange to in 22%. The exchange process emphasize on students understanding of the lesson to complete the task. Here, teacher as guide have to help and correcting their work. Deeply description on the chart in linking turn allocation, the most commonly method in use to map out the turn-taking

is using interacting move with people with 32 %. Because in that situation, researcher can find some relevant action to prove such as purpose of interaction (A1, A2,K1,K2,Dk1) that effective to make a research in turn allocation findings.

3. In the term features of dynamic moves that interpret in meaning making system in the data presentation above from experiential meaning realize by material process of knowledge oriented exchange that got 82%. It means most of utterance realize by teacher is to describing content of their lesson to the students. To make students understand clearly about the content of the lesson, teacher built their background knowledge by referring kinds of superstitions.
4. Interpersonal meaning most of their interactional process realizes by 44% types of dynamic move rephrase that indicates asking of some information whether it's come from the teacher or the students. Through asking something teacher indicate to knowing the students knowledge. On the contrary teacher-students used action oriented exchange to asking something that they didn't know. The last action oriented exchange realize by 18%. It means most of utterances' indicate subject as act of superstition experiences. This term is used to support the first previous data presentation.

In that analysis researcher conclude that turn allocation that structured in the learning process is include in stratum of classroom discourse. In addition dynamic moves features realize in material process as teacher types for the utterances. It means the utterances show connected their real life and the topic of the lesson with using subject as meaning negotiation.

From the two result of findings above, if turn allocation combinig with dynamic moves features show suitable pattern of interactional process. In meaning negotiation process it can produce linguistic variety, build culural experience as students habitual formation. So that, in the term of discourse the two findings seems learning a language through the closed theme of students environment in their real life because it makes students easier to activate their schemata and constructing their new knowledge.

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