

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English becomes one of the most important languages to learn because it is the common language that is used in international communication. People whose mother tongue is not English have to learn English in this global competition due to the reason that is stated above. Those who learn foreign language think that learning a foreign language can increase their ability to understand others and encourage their deeper awareness of the structures of language and its relation to think. Speaking is an important skill because one of the keys in English communication is speaking ability. By mastering speaking skill, we can carry out conversation with others, give ideas and change the information with interlocutor and people are able to know the situation that happens in the world.

In speaking class, the students should be taught how to speak. The components of English speaking skill that should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency, accuracy and comprehension. Speaking is the most important skill, because it is one of abilities to carry out conversation on the language.

As we know, there are many Junior High Schools which still use traditional methods in teaching speaking. The teachers just give the

material and explain it, give example and give exercises. This method is not effective because the students are bored. In addition, it takes much time to be able to master English speaking especially in communication or conversation.

The traditional method influences the teaching of speaking in which there are many problems that appear. The first, it is related to the condition of students who are lack of vocabulary which will make them unable to say words during the speaking class. The second, most of the students are unconfident to use English in speaking class. Sometimes the students feel unconfident to speak. The third, the students often speak their Javanese language so it cannot increase students' speaking ability. The teacher also gets difficulty in handling the passive students in teaching learning process, especially in teaching speaking.

Those problems also occur in SMP N I Ngrampal Sragen. Based on interview with the teacher, some students get difficulty in mastering speaking skill. It can be seen from the following phenomena. The first, the students have limited vocabulary which can be seen from their difficulty in spelling and arranging the sentence. The second, the students are not enthusiastic in learning English. The third, the speaking ability of the students is low. The last, environmental and family factors also influence such as, they came from village, and they only get English teaching in school. From those problems, now the teachers are demanded to create some strategies which can explore the student's speaking

competence. One of the strategies that can be used to teach speaking is information gap strategy. The core of information gap strategy is cooperation between group and share.

Information gap is the activity, in which the students may be in pair or in group in two or more students. They can be given grids which contain different pieces of information about a topic to enable them to complete a task by sharing this separated information. By information gap the teacher is able to improve the students speaking ability because it is an interesting technique to apply in classroom. The students become comfortable to speak everything. Teacher only gives simple explanation about the activity and reviews the vocabulary that is needed for the activity. The students get opportunity to develop their communication competence more freely.

This type of activities is extremely effective in the speaking class. They give every students opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would others wise. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated.

Based to explanation above, the writer would like to specify its research especially teaching speaking by using information gap activities. Using this method, the teacher is able to motivate the learner and the writer is interested in doing a research about **IMPROVING**

**STUDENTS' SPEAKING SKILL USING INFORMATION GAP  
AT SECOND YEAR OF SMP N I NGRAMPAL SRAGEN IN  
2010/2011 ACADEMIC YEAR**

**B. Problem Statement**

Considering the background above, the problem statements are as follows:

1. How is the implementation of information gap technique in improving students' speaking skill at second year of SMP N I NGRAMPAL SRAGEN?
2. What are the students' response on the implementation of information gap technique in improving students' speaking skill at the second year of SMP N I NGRAMPAL SRAGEN?

**C. Limitation of the Problem**

In this study it is necessary to limit the study only on *Improving Students' Speaking Skill Using Information Gap at Second Year of SMP N I Ngrampal Sragen in 2010/2011 Academic Year*", because information gap technique gives every students opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would others wise.

In order to make this the study can be deeply examined, the writer needs to limit the study as follows:

1. The subject of the study is limited in the second year students of SMP N I Ngrampal Sragen,
2. The object of the study is limited on the implementation of information gap technique for improving the students' speaking skill,
3. This research focusses on the information gap technique to improve the students' speaking skill,
4. This research also focusses on the students' response on the implementation of information gap technique in improving the students' speaking skill because the teacher noticed the lack of students' motivation to study speaking.

#### **D. Objective of the Study**

Based on problem statements, there are two objectives of the study in this research, namely: general and specific objectives.

##### **1. General Objective**

The research is expected to improve speaking skill using information gap.

##### **2. Specific Objectives**

- a. The research describes the implementation of information gap technique in improving students' speaking skill at second year of SMP N I Ngrampal Sragen.

- b. The research describes the improvement of the students' speaking skill using information gap technique at second year of SMP N I Ngrampal Sragen.
- c. The research describes the students' response on the implementation information gap technique in improving students' speaking skill at second year of SMP N I Ngrampal Sragen.

#### **E. Benefit of the Study**

The writer really hopes that this study has the benefits that are divided into practical and theoretical benefit, they are as follows.

##### **1. Practical Benefit**

- a. The result of the research becomes one of the references in improving the students' speaking skill,
- b. The result helps the teacher in improving the students' speaking skill,
- c. The result helps the students to increase their speaking ability in making interaction with each other,
- d. The result gives information to the teacher in the way in carrying out the information gap on teaching speaking to improve students' speaking skill.

## 2. Theoretical Benefit

- a. The study contributes to linguistics, particularly, language teaching,
- b. The result of this research can be useful for students on pronouncing, memorizing, and enriching vocab in implementing information gap,
- c. The finding of this research is also useful to the readers, who are interest in the study of speaking, so that it will increase their knowledge about speaking,
- d. Her result of this research helps the reader (teacher) in solving their problem in speaking class,
- e. The result gives information to the future or the prospect of the English teacher in implementing information gap to improve the speaking skill.

## **F. Research Paper Organization**

To enable the writer in arranging the research and to make it easy to understand, the writer divides this research into five chapters, they are as follows:

Chapter I is introduction. It covers the background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II presents underlying theory which covers the previous study, theoretical review that consists of speaking skill and information gap. Speaking skill consists of notion of speaking, teaching speaking, and elements of speaking. Information gap consist of notion of information gap, benefits of information gap and procedures of information gap. Then, it is followed with theoretical framework, action hypothesis, and performance indicator.

Chapter III presents the research method. It deals with that research method covering the type of research, the subject of research, object of the research, data and data source, method of collecting data, technique for analyzing data, and action procedures.

Chapter IV is result and discussion. It discusses about description of SMP N I NGRAMPAL SRAGEN, the process of the implementation of teaching speaking using information gap technique, the result of the implementation of teaching speaking using information gap technique in teaching learning process at the second year of SMP N I NGRAMPAL SRAGEN, and the students' response on the implementation information gap technique.

Chapter V is drawing conclusion and suggestion.