IMPROVING SPEAKING SKILL USING INFORMATION GAP
TO THE SECOND YEAR STUDENTS IN
SMA N 1 TANGEN
(A CLASSROOM ACTION RESEARCH)

RESEACH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the important and essential skills that must be practiced to communicate orally. By speaking people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts.

According to Stevick (in Fauziati, 2002: 126) speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication. Speaking needs practicing as often as possible. It is not writing or reading but it must be practiced directly in full expression.

The Information Gap is a kind of structured output activities. These are like completing a task by obtaining missing information, conveying telephone message, and expressing an opinion. It sets up practicing on specific items of language. It is more like drills than real communication. Structured output activities lead the students to practice specific features of language and brief sentence, not in extended discourse. It can form an effective bridge between

instructor modeling and communicative output because they are partly authentic and partly artificial. By Information Gap, the teacher is able to improve the student's speaking ability because it is an interesting technique to apply in classroom. The students become comfortable to speak everything. The teacher only gives simple explanation about the activity and reviews the vocabulary needed for the activity. The students get opportunity to develop their communicate competence more freely.

In teaching speaking, the teacher should be able to make interesting topic and apply suitable technique. This can motivate them to speak more because speaking skill emphasizes students' ability to speak as much as possible. Interesting topic can relate to their environment and life. In addition teacher has to instruct them but teacher does not give correction to their speaking directly. It fosters them to be confident to explore their idea so that the students are not afraid of making mistake in speaking classroom. In teaching speaking, teacher also has to teach meaningfully.

There are many problems in teaching speaking. First, the students always do the mistake in grammar and pronunciation aspect. Basically, they only speak English. They do not pay attention to the sentence structure and correct pronunciation. Second, the students are afraid of making mistake in speaking English. It indicates that the students have limited vocabulary. Third, the teacher only gives materials, like completing, reading dialogue and written from handbook. And the last, the teacher dominantly teaches the students using Indonesian so it can not increase the students' speaking ability. Those

problems are found by the researcher when doing an observation at SMA N I Tangen. Therefore, the process of improving students' speaking ability are quiet difficult.

Based on the problems above, the writer uses Information Gap Technique to overcome the problems. The writer is interested to apply this technique so that the writer will conduct the research entitled "*IMPROVING SPEAKING SKILL USING INFORMATION GAP TO THE SECOND YEAR STUDENTS IN SMA N 1 TANGEN SRAGEN*"

B. Previous Study

In accomplishing this research the writer uses the previous research dealing with the topic. The first research has been conducted by Suwarti (2006) in her research entitled "Increasing the students' speaking ability through CLT at SMA N I Karanganyar". She concluded that CLT is an effective method to enrich the students' vocabulary more and students feel relaxed in teaching learning process.

The second research has been conducted by Latifah Anggraini (2007) entitled " A study of teaching speaking using psychological approach to the first year students of SMP N 4 Selogiri Wonogiri. She concluded that psychological approach motivated them to be active in speech. The students have several roles in teaching speaking such as classroom manager, organizer, facilitator, observer, and evaluator.

In this research, the writer describes the implementation of Information Gap in teaching speaking at the second students in SMA N I Tangen. It is different research from the above research. The writer focused on applying Information Gap Technique to improve the student's ability in SMA N I Tangen.

C. Problem Statement

Based on the background, the writer formulates the problem as follows "Does Information Gap improve the students' speaking ability?"

D. Limitation of Study

In this research, the writer has limited the problems, as follows:

1. The subject of this research is the second year students of SMA N 1 Tangen Sragen in teaching speaking using Information Gap

2. The focus of the research is on the students' speaking in expression of anger and annoyance, asking and giving opinion in certain topic.

E. Objective of the Study

The objectives of the study are to:

1. describe the implementation of teaching speaking using Information Gap to the second year students SMU N I Tangen.

2. describe whether of Information Gap improve the students' speaking ability.

3. describe the responses of second year students of the implementation of the Information Gap.

F. Benefit of the Study

The writer expects that other researchers and readers can take the benefits of implementation of Information Gap.

1. Theoretical Benefits

   This study contributes to the science of linguistic especially language teaching. Also it gives contribution in teaching English especially teaching speaking.

2. Practical Benefits

   There are same practical benefits:

   a. The result will help the students in learning speaking using Information Gap.

   b. The finding of this research can be used as reference for readers who conduct a research in teaching English.

   c. The result can be a tool of reflection for the teacher.

3. Research Paper Organization

This research paper is divided into five chapters as follows:

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

Chapter II is underlying theory which covers notion of speaking, the principle of teaching speaking, the strategic or technique of teaching speaking, notion of Information Gap, and action hypothesis.

Chapter III is research method. This chapter deals with the type of research method, and data sources, method of collecting data, and techniques of analyzing data.

Chapter IV consists of research result deals with the implementation of teaching speaking, the students' speaking improvement using Information Gap, and the students' responses of teaching speaking using Information Gap and discussion.

Chapter V is conclusion and suggestion.