IMPROVING SPEAKING SKILL USING MULTIDIRECTIONAL INFORMATION GAP WITH JIGSAW ACTIVITIES (AN ACTION RESEARCH TO THE 8th YEAR STUDENTS IN SMP N 1 SUSUKAN IN 2008/2009 ACADEMIC YEAR)

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language as a means of communication is very useful and flexible. It can serve human needs in their communication in any situation. Using language people can express almost anything such as thought, action, political controversies, ideas, emotions, desires, messages, falsehoods, etc by means of language (Srijono, 2001: 9). Language and life cannot be separated one from another .

There are four skills of language learning namely listening, writing, reading, and speaking. Speaking cannot be separated from other elements in English teaching-learning process, because speaking influences the ability of students in studying English language. In addition, by mastering speaking skill people can carry out conversation with others, give their ideas, and exchange the information with the other people. In this case, everyone should be able to speak English to face the global era because the English language has become an international language.

Speaking is one of the important and essential skills that needs a lot of practice to communicate. By speaking people are able to know the kind of situation happens in the world. People who have ability in speaking will receive the information better. Language is not only taught and learned, but it is used as a habit. Therefore student of English must be able to speak English

well because people identify the English mastery with their English speaking. Speaking skill is emphasized to make them speak the componens of speaking, such as grammar, vocabulary, pronounciation, fluency, and comprehension. The way of teaching speaking is intended to give basic competence about the language itself to the student. The teacher gives opportunity for the students to express their idea in speaking class.

Many teachers teach student passively. They let the students only memorize the vocabulary, ask the students to open the exercise book, read the task, and then do the exercise. Then the teacher asks the students to write the words without asking the student to use it in the communication. Hence some students do not know the function of this language exercise. As a result, the students are not interested in English learning process. They become passive in English learning and they are not able to speak. Therefore, the English teaching learning process is not effective.

Teaching speaking is not easy for several reasons. First, it relates to the condition of students who lack of the vocabulary mastery. Second, they like to use their native language more than English language in the teaching learning process. Third, they rarely practice to use English to communicate. Fourth, most of the students are not confident to speak English in speaking class, especially in front of the class. The other problem related to the student is they are not interested in the method given to them.

To make students able to speak, teacher must be creative enough to manage the class so that the students are actively involved in the interaction.

Otherwise, there will be many problems appear in the teaching learning process, as found by researcher when doing an observation at SMP N 1 Susukan. The first, the students are shy and bored of the traditional technique implemented by the teacher. In addition, the teacher only gives one skill in each meeting. The second, the student are not motivated to learn since they have limited opportunity to express their idea. The third, the teacher only gives materials, such as completing, reading dialogue, and written from hand book. And the last, teacher gives less attention to each student especially in big class.

Based on the interview, in SMP N 1 Susukan, the teacher has difficulties to manage and to make the students interested in the material and the method. During the teaching hours the teacher should make the students pay attention to the materials given to them. It is a hard work for getting the students attention. Lack of control also occurs when they teach in the large class. Therefore, it is difficult to implement the individual control for each student. The teacher in SMP N 1 Susukan teaches speaking using traditional method or conventional way as an approach which offers an insight of gramatical rules when the process of translating from the second language to the native language is done, so that it is hard for the teacher to get the target of teaching learning process. In the teaching learning activities, teacher as the central of teaching learning process usually gives less chance to students for expressing their idea. In addition, giving motivation is limited; commontly the teacher

just gives full attention to the material and neglects the student attraction. In that situation, teaching learning process does not run well.

From the problems above, the researcher tries to give a solution for the teacher to implement one of the teaching methods. There is a method of teaching learning method which is interesting and it can improve students ability and liveliness, that is multidirectional information gap with jigsaw activities. This method is designed to create the students interest to learn with pleasant method.

Based on the background above, the researcher is interested in conducting a research entitled "Improving Speaking Skill Using Multidirectional Information Gap with Jigsaw Activities at the 8th Year Students of SMP N 1 Susukan in 2008/2009 academic year". Hopefully the result of this research will improve the knowledge of teaching strategies for the teachers and also give benefit to the education in this country. It is expected that the researcher as a teacher will be able to motivate the students to learn the materials, pay attention to the teachers lesson, and make them not to get bored.

B. Problem Statement

Based on the background of the study, the problems of the research are as follows

1. How is the process of teaching speaking using multidirectional information gap with jigsaw activities to the SMP N 1 Susukan?

2. Does teaching speaking using multidirectional information gap with jigsaw activities improve the students' speaking skill?

3. How is the students response of teaching speaking using multidirectional information gap with jigsaw activities?

C. Limitation of the Study

The research realizes that it is impossible to carry out research based on all factors above. As a result the writer makes limitation of the study as follows:

1. The subject of this research is limited to the 8th year students of SMP N 1 Susukan in the school year 2008/2009.

2. The study is only focussed on the teaching speaking using multidirectional information gap with jigsaw activities to the 8th year students of SMP N 1 Susukan in the school year 2008/2009.

D. Objective of the Study

Based on the problem statement mentioned above, the study aims to;

1. Describe the process of teaching speaking using multidirectional information gap with jigsaw activities to the SMP N 1 Susukan.

2. Know whether teaching speaking using multidirectional information gap with jigsaw activities is effective viewed from student achievement

3. Describe the student response of teaching speaking using multidirectional information gap with jigsaw activities.

E. Benefit of the Study

There are two benefits of the study; they are theoretical benefit and practical benefit.

1. Theoretical Benefits

   a. This research will enrich the study on teaching speaking especially on multidirectional information gap with jigsaw activities teaching.

   b. The result of this research can be useful for english teacher in giving additional input of the method of teaching speaking.

2. Practical Benefits

   The result of the study will be beneficial to the students, teachers, and the other researcher who are interested in improving teaching speaking, especially on multidirectional information gap with jigsaw activities.

F. Research Paper Organization

The researcher organizes this research paper by dividing it into 5 chapters in order to make it easily understood. Each of them is concerned with different issues but it is related to each other.

The first chapter is introduction. It covers background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and previous study.

The second chapter is underlying theory, which consists of teaching speaking, technique of teaching speaking, multidirectional information gap and jigsaw activities.

The third chapter is research method. This chapter deals with type of research subject of the research, object of the study, data and source of data, method of collecting data, technique for analyzing data and research procedure.

The fourth chapter is research implementation and research result.

The fifth chapter consists of conclusion and suggestion.