CHAPTER I

INTRODUCTION

The section includes background of the study, problem of study, objective of the study, scope and limitation of the study, definition of key terms, and significance of the study each of these item is discussed clearly as follows.

A. Background to the Research

Everyone who was in the world must communicate each other, they communicate through speaking and use language. Speaking is the most basic medium of communication by human. Speech helps speakers to communicate our thoughts, ideas, suggestions, comment, etc. In the most natural and reliable way without much distortion of information. Communication is very important to have fair and justified decisions various levels of society.

Speaking is very important in order to enable students to communicate effectively through oral language because of the disability of the students to speak their express of ideas even in a simple form of conversation. In addition, Burn and Joyce (1997:54-55) state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. Learning a language means using speaking in communication in oral or written form, and being able to express feeling, thought, and experience in various contexts.

The mastery of speaking skill is a priority for many second and foreign language learners. Learners often evaluate their success in language learning of

English on the basis how well their improvement on speaking the language. In genuine communication, speaking is purpose-driven or it can be said that to communicate is to achieve a particular and, expressing a wish or desire to do something; negotiating or solving a particular problem or maintaining social relationships and friends, etc. Therefore, it can be said that speaking as a skill is playing significant role for the learners who studied English as a foreign language.

Richards (2008:19) states that mastery of speaking skill in English is a priority for many second language or foreign language learners. Speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an ideas and message. It means that speaking is an ability of someone who throws up their ideas in communicative with the listener by producing some utterance. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they to felt, they have improved in their spoken language proficiency.

According to Murcia (2000:165) speaking will train the students to practice more in speaking, speaking can be viewed as the easiest skill one can use body language, demonstration, repeat and various other strategies to make oneself understood. Especially at MTs Aswaja Tunggangri, speaking help the students to be creative and also encourages them to speak English or to interact between student and teacher using English.

Based on the observation conducted at MTs.Aswaja Tunggangri. The research found some problems related to English teaching in this school. Those problems are: The first is the students have low speaking ability; because the student afraid and anxious of saying something wrong or incomprehensible; The second is the students have low motivation in learning English, because students don't want to talk or say any things in the foreign language but they keep using own language. In this situation, teacher can motivate them and create an English environment and keep reminding them always use English. The problems of English teaching seem to be of particular important. The problems have become interesting topics to discuss and analyse, especially those who are directly involved with the teaching of English. However, the most important thing is that we, as the English teachers who are directly involved with the instructional activities, they must try to look for the best solution to overcome the problems in order to reach the target of the teaching of English.

Genc (2007:6) says that "when we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write". In learning English the students are demand to develop the ability in language by listening to speaking, reading, and writing and one of important skill in learning English is ability in speaking.

Cameron (2001:40) defines speaking is "the active use of language to express meaning so that other people can make sense of them, therefore, the

label of productive use of language can be applied to speaking". Therefore, it can say that speaking as a skills is playing significant role the learners who studied English especially a foreign language. Based on (Nurhayati, 2016) In English, there are some skills that the students have to master. Those skills are speaking, listening, reading and writing. One of the skills that play the important role in learning a foreign language requires more than knowing its grammatical and sematic rules language. Thornbury (2005:1) also defines that speaking is one of the basic skills that requires communicative competence, pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to build a good communication. Furthermore, the ability to speak a second or foreign language well is a very complex task if the speakers try to understand the nature of what appears to be involved. Actually speaking is used for many different purposes and each purpose involves different skills.

English language in Indonesia has taken a special attention due to the fact that the people's awareness on the importance of English as the main means of communication in the global era is getting increased (Nurhayati et al, 2016). In teaching English in Junior High School, the class situations must be happy, relax and interesting. The teacher must have a good technique to teach English speaking, the teacher showed make the students feel comfortable and enjoyable what they are learning. It's the teacher to change up the situations in the class with the teaching technique, and choose the most appropriate evaluation (Nurhayati, 2015). So the effective technique for teaching speaking

will give much opportunities to explore their ability in speaking. It will be easy for them to acquire the lesson. It also builds their creativity.

Based on the standard competence and basic competence of English language K-13 curriculum in 2017 in Indonesia (Permendikbud70-2013), an ideally junior high school students should be active ask and answering interpersonal communication with students and teachers in the class, and students be able to communicate interpersonal (interacting) using simple oral language accurately, and fluently, with the students in the class. However, there are many problems that make learning difficult. The first in this problem student are very difficult to say something in English because they are very afraid to make mistakes and are afraid to be criticized by their friends. The second appears from students and from teachers who teach. They consider that speaking very difficult and requires of competency as understanding vocabulary, ungrammatical sentence, correct pronunciation, intonation and no high confidence. In addition, teachers have a tendency to allocate most learning activities by reading and learning grammar in order to help students face national exams. Even most teaching and learning activities become monotonous so the students become bored and less enthusiastic in learning.

The students of MTs Aswaja Tunggangri still have some difficulties in speaking English skills well. From the pre-observation activities, accurate information was obtained that 5 out of 10 students said that they did not quite remember the vocabulary in starting and continuing the sentence to be discussed. So the other students others do not have the encouragement to speak

English. However, the learning condition that have been doing the teachers get difficulties to achieve the competencies contained in the curriculum, the researchers looks some of the teachers in the learning depends on the textbook, the teachers reads the text of the conversation, then the students follow what is read by the teachers. After which the students practice the conversation in front of the class, so that students do not feel the actual situations in the conversation, the students can not express their own ideas. This means that the media of teachers is less helpful in achieving the expected competencies.

Brown (2004:172) states that the term of speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs. Speaking is one of important aspect in learning language because speaking is a toll of communication. Speaking is very important in order to enable the students to communicate effectively. So the problem of the students in MTs Aswaja Tunggangri can be to improved their English speaking skills by using a more interesting learning strategy, and students do not have the English learning perspective is difficult. Learning strategies that attract students in learning English is a learning model with Information Gap Activity. Harmer (2007:129) said an information-gap activity is where two speakers have different bits of information, and they have different information, there is a "gap" between them. Woods (2005:47) said that information gap activities serve as a problem or collecting information. A research conducted by Ismaili & Bajrami (2016) show that the use of information gap activities help the

students to improve their speaking skills. After the implementation of these activities, students felt more confident to speak up in English, they were enthusiastic in doing the activities, and their motivation for learning and using the language improved. A study conducted by Afrizal (2015) found that information gap activities (IGA) were effective in improving the speaking abilities of the student in class. Ghofur and Fuqaha (2015) also examined that the Information gap activity has proved very effective to improve their speaking skill of the third grade of MAN 1 Pamekasan.

The above research shows evidence that information gap activity technique becomes a feasible technique to be used in solving student problems in MTs Aswaja Tunggangri in speaking skill. To support that this strategy effective to be used, it can be observed from some previous studies. The first thesis written by Ana Yupika Putri (2014) with the title "*Using Information Gap Activities to Improve The Speaking Skill of Grade VIII Students at SMP N 7 Yogyakarta*. The Classroom action Research was conducted in two cycles, held for four meetings in the first cycle and two meetings in the second cycle. The result of the research showed that the use of Information-gap activities was able to improve the students' speaking skill. Furthermore, the students were actively engaged in the teaching learning process. They were enthusiastic in doing the activities and their motivation also improved.

The second thesis is written by Desi Sugiarti (2014) with the title "*Using Information Gap Activities to Improve the English Speaking Skill OF KR 4 Students at SMK Negeri 3 Jogyakarta in The Academic Year of*

2013/2014". This Classroom Action Research was conducted in two cycles with three meetings in each cycle. The result of the research showed that the use of Information Gap Activities was able to improve the student's speaking skill. Furthermore, the Information gap activities could grab the student's attentions and make them calmer, to be focused during the class, and enthusiastically joined the teaching and learning activities. The students should communicate each other in target language in order to get the information needed to be known by them to complete the assignments given by the teachers. As stated by Harmer (2007:275) that information gap activity are those where the students have different pieces of information about the same subject and have to share this information in order for them both to get all the information they need to perform a task. In information-gap activity, learners are given the opportunity to work independently in sharing information. Therefore, information-gap activity helps learners to appreciate their ability in using the target language to communicate without the teacher's direct intervention. Moreover, by using information-gap activity in the classroom, all the students will have opportunity to practice to speak English in class.

Moreover, information gap activity seems to be appropriate in teaching speaking since with this technique the students are forced to speak. By using information-gap activity in the classroom, all the students have opportunity to practice to speak English in class. Therefore, not only the students with high confidence who will speak English in class, but also the students with low confidence, that is why this activity is seen effective to be conducted. The gap

in this research is the subject and setting, the material, and the grade with the material about giving opinion. The different between Based on the reason explained above, the writer decided to conduct a research under the tittle "*The Effectiveness of Using Information Gap Activity toward Speaking Achievement (An experimental research at the eighth grade in Mts Aswaja Tunggangri Kalidawir)."*

B. Problems of The Study

From the results of the pre-observation of VIII class students in MTs Aswaja Tunggangri, found some problems related to the students' ability in speaking English. The problem is not only from students, but also from the teachers.

The first, seeing the fact that speaking as one of often becomes a difficult problem for students in conducting communication (Nurhayati D.A, 2016: 2) the students do not want to talk or say anything. Many students have a good ability in English language skills but when they should communicative with English, they failed in expressing their ideas. This is because they feel nervous, shy or the atmosphere of class are not good. They are feel afraid and anxious of saying something wrong or incomprehensible. One way to encourage students to speak in English is simply to speak in English as much as possible in classroom.

The second, some students feel difficulties to speak English very well and cannot produce some words in English because they do not know how to

say, it can see when the teachers speaks English to students, and they are only silence and cannot give response to the teachers.

The third, the students are afraid of being citizen by other students. It can be seen that the students felt shy when the teachers ask them to speak English. Sometimes, they made noise during teaching and learning process.

The last problem is material do not fulfill the need of students, when school topics do not relate to students'' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instructions, they may become frustrated. The problems is also connected with the students motivation. This research was conducted to know whether the learning model of information gap activity is effective to teach speaking.

C. Objectives of The Study

The objective of the study is to see whether or not information gap effective to improve students speaking skill in MTs Aswaja Tunggangri. If a language teacher applies information-gap activities, it suggests that the teaching and learning prosess provide wider opportunities for the students to practice and teach their speaking skill.

D. Scope and Limitation of The Study

The scope in this research is focused on teaching speaking skill of the student before and after being taught by Information Gap Activity. This is alternative way to teaching English especially in speaking mastery the

conducted in MTs Aswaja Tunggangri Tulungagung, especially the subject research are class XII-A and XIII-B in eighth grade academy years 2017/2018.

However, this study still have limitation because as we know teaching this method is less successful for large classes. For example most of the time can be lost due to help the students to find theories or discover how the spelling of a particular form of words. This technique provide an opportunity for creative thinking that have been selected in advance by the teacher.

E. Definition of Key Term

The researcher includes some operatioal definitions of key terms to support the readers' understanding for this research easily. They are as follows:

1. Speaking is definitely the main way people communicate. They use it to express their feelings and ideas and also to convey their message to each other (Brown, 1994:98).

2. Information-gap activities are those where students have different pieces of information about the same subject and have to share this information in order to for them both to get all the information they need to performs task. (Harmer, 2007:275).

F. Significance of The Study

This research is expected to produce useful information for related parties:

1. The English Teachers

   The result of the study is expected to be useful for the English teacher in MTs Aswaja Tunggangri especially in teaching speaking, where the teacher can manage classroom activities communicatively by using Information-Gap technique.

2. The Students

   This study is to give the students a description of new learning activity that can be useful to teach students speaking ability.

3. The other reserachers

   This study is expected to give new knowlegde to the furthper researcher to do research developing methode to improve speaking ability by activities in classroom.

G. Research Hypothesis

The hypothesis testing is used to test the hypothesis of the research. This research used standard significance 95% (α = 0.05) to test the hypothesis. The hypothesis testing of this research is as follows:

1. H_o (Null Hypothesis) states that there was no significant difference on students' speaking achievement between students who were taught and

who were not taught by using Information-gap Activity at eight grade of MTs Aswaja Tunggangri.

2. H_a (Alternative Hypothesis) states that there was any significant difference on students' speaking achievement between students who were taught and who were not taught by using Information-gap Activity at eight grade of MTs Aswaja Tunggangri.