

# CHAPTER I

## INTRODUCTION

This chapter covers background of the research, research problem, objective of the research, hypothesis of the research, significance of the research, scope and limitation of the research, and definition of the key terms.

### **A. Background of the Research**

Language becomes important part for human life. It is a means of control as well as of communication for many activities. The language used by people in the world is to communicate with another people. By using language people can transfer information or messages and they can express hopes, ideas, ambitions, thoughts, and emotions. Moreover, language can serve the human needs in their communication in all sectors, such as industry, business, tourism, and especially in education.

In education, English has become primary language of communication. Almost all the people from many countries around the world use it to communicate. In Indonesia, English is the first foreign language taught at school. Students of Indonesia learn English starting from kindergarden up to higher education. The fact shows that English is important for the students to be learned at school.

It has become more important because it is useful to transfer and gain knowledge, science, technology, art, and culture. It is also the key of students who wants to continue their study abroad. So, it is necessary for them to learn English continually from young age.

In learning English, there are four skills needs to be mastered by students to serve them in communication. They are listening, speaking, reading, and writing. In written communication, reading and writing skill is needed to master. Moreover, speaking and listening is needed to master oral communication. These skills are perceived as complicated subjects because there are various aspects need to be learned, for example, vocabulary, grammar, meaning, pronunciation, etc. In order to achieve a good command of the language, it is important for the students to master them.

The highest target in learning English is speaking. It is one of the basic of language skill requires communicative competence. Moreover, people used more oral communication among individuals than written. According to Richards (2007:19) the mastery of speaking skill in English is a priority for many second-language or foreign language learners. It is because the main purpose of the people in studying language is to be able to speak and communicate using the language fluently. Therefore, the people's speaking mastery is measured through speaking proficiency.

In teaching speaking, the students have many problems dealing with English such as lacked of vocabulary and grammar mastery. They

cannot perform the speaking ability naturally and spontaneously. So, the result of teaching speaking in schools is not satisfactory yet. According to Brown (2001: 270) there are some factors that make speaking as difficult language skill. The teachers' teaching method might be one of the factors that influence the students' speaking skill achievement and also low students' motivation.

In teaching speaking, it is essential to provide students with the opportunity to practice to produce language orally. In other words, it is important for the teacher to provide opportunities for students to produce their own speaking by interacting with others. In fact, the teaching English in Indonesia more likely focus in teaching grammar, drilling and memorizing the vocabulary but not to use them in a real practice. Students may be able to make grammatically sentences but still not be able to use them appropriately with other people in social interaction. In conclusion, the students' speaking skill is low.

To cope with this problem, the teacher must know the best method and the best technique in facilitating students in speaking. There are some alternative methods and techniques to teach speaking. One of the alternative techniques to teach speaking is Information Gap. Pramesti, 2010: 2) stated that Information Gap is the activity where learners are missing information they need to complete a task and need to talk to each other to find it. According to Rees (2005:156), these activities involve the learners in sharing the information that they have in order to solve a

problem, gather information or make decisions. So, in English language learning students should be involved in as many situations as possible where one of them has some information and another does not, but has to get it.

Information Gap is an interesting technique because it gives every student opportunity to speak. The advantage of Information Gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task (Neu and Reeser, 1997: 128). Moreover, Information Gap is a useful and it reflects the way we use language as a means of communication in real life. Ritchards and Platt (1992) state, "without Information Gaps, classroom activities will be mechanical and artificial". The class activity will be dominated by the teacher. So, the students became inactive in class. It is not effective to improve students' speaking ability.

Thus, by implementing Information Gap activities, the students speaking ability would be improved. Kayi (2006: 3) stated that Information Gap activities are effective because everybody has the opportunity to talk with their friends extensively in the target language. The students become comfortable to speak everything. Teachers only give simple explanation about the activity and review the vocabulary needed for the activity. Students, on their turn, get an opportunity to develop their communicative competence more freely.

From the background of the study above, the researcher wants to know the effectiveness of teaching speaking using Information Gap. The researcher interested in conducting research entitled “The Effectiveness of Using Information Gap toward Eight Grade Students’ Speaking Achievement at MTs Darussalam Kademangan Blitar”

## **B. Research Problems**

Based on the background of the study above, the problems of the study are formulated as follows:

1. How is the students’ achievement in speaking taught by using Information Gap?
2. How is the students’ achievement in speaking taught without using Information Gap?
3. Is there any significant difference on speaking achievement between the students taught by using Information Gap and those taught without using Information Gap?

## **C. Objective of Research**

In line with the problems stated above, the objectives of the study are formulated as follows:

1. To know the students’ achievement in speaking taught by using Information Gap

2. To know the students' achievement in speaking taught without using Information Gap
3. To know the significant differences on speaking achievement between the students taught by using Information Gap and those taught without using Information Gap

#### **D. Research Hypothesis**

In this study, there are two formulated hypothesis:

1. Null Hypothesis (Ho)

It states that there is no significant different on speaking achievement between the students taught by using Information Gap and those taught without using Information Gap

2. Alternative Hypothesis (Ha)

It states that there is significant different on speaking achievement between the students taught by using Information Gap and those taught without using Information Gap

#### **E. The Significance of the Research**

The result of the study is expected to give contribution for teachers, students, and future reasearcher. For the teachers, they can adopt the implementation of Information Gap to improve the students' speaking mastery. Meanwhile, for the students, the result of this study can be used to practice their speaking to increase their achievement in speaking skill.

Finally, the findings of this study can be useful for other researchers since it can be a reference to conduct further research about some aspect in teaching speaking.

#### **F. Scope and Limitation of the Research**

The research is focused on the effectiveness of using Information Gap in teaching speaking to the eighth grade students of MTs Darussalam Kademangan Blitar in the academic year 2017/2018.

The study is intended to find out significant different scores between the students taught by using Information Gap and those taught without using Information Gap. In other words, the study is directed to know whether or not Information Gap is effective used to improve students' achievement in speaking.

#### **G. Definition Key Terms**

In order to avoid misunderstanding, the researcher needs to give explanation of key terms used in this study. They are as follows:

- 1. Effectiveness:** it is the degree of improvement in the students' speaking skills in English language as a result of using Information Gap.
- 2. Information Gap:** it is a useful activity in which two students or more work together where one student has information that the other lack. In

brief, Information Gap is activity in which students exchange information in order to complete a required task.

**Students' Speaking Achievement:** the proficiency level of the students in given areas of skill comprise of grammar, vocabulary, fluency, pronunciation, and comprehension in constructing and performing a recount monologue in front of class.