

CHAPTER 1

INTRODUCTION

This chapter presents Background of the Study, Research Question, The Objective of the Study, Hypothesis, Significance of the Study, and Definition of the Key Terms.

A. Background of the Study

Speaking is one of the most focused skills in English due to the fact that a person is recognized an English master when they are able to communicate fluently in the language. According to Richard and Rodgers (2001:40), speech was considered to be the fundamental component of a language. It is the basic minimum of linguistic knowledge that is required in order to function well in a language. In addition, according to Genc (2007:6), the most common order in which individuals acquire a language is to begin by hearing, then go on to speaking, reading, and eventually write in that language. This makes a reference to the fact that learning how to converse is often one of the first abilities acquired by humans. Speaking is one of the skills that is focused the most in ESL and EFL courses since the main goal of language education is to provide students with the ability to use the language they are learning for verbal communication in the target language.

Speaking fluent has been a top priority for many people learning English as a second or foreign language for a long time, especially in Indonesia. This is connected to the purposes of speaking that were

discussed before. According to Badan Standar Nasional Pendidikan (2006:125-142), one of the primary abilities that students who are learning English need to have learn is Speaking. It is expected of the students that they will develop their public speaking skills in class by participating in activities that encourage effective public speaking. In order to have an interesting and engaging discussion, the students will need to participate actively in the speaking process.

Since there are a variety of potential contributing factors both internal and external that could be the cause of the students' speaking issues, it is difficult to improve their communication skills. The motivation, interest, and intelligence of the pupils are examples of internal elements, whereas the economic background, the availability of learning resources, and the effectiveness of teachers, including their teaching strategies, are examples of external factors.

In consideration of all of these concerns, it is very necessary to conduct out research on speaking since it may provide teachers with the information they need to build effective instructional strategies. According to Krashen (1982:32), an effective language teacher is one who can convey knowledge and make it clear to their students. If the instructor uses teaching techniques that are insufficient, the students may get uninterested in studying or become bored with the material. Employing a technique of education that is effective is necessary in order to get the best possible results while teaching speaking.

Students who implemented the Information Gap strategy spoke English more often in class. Because the Information Gap strategy concentrates on the goal of the conversation and uses engaging techniques such as games. So that students enjoy learning to speak in class. In the end, the speaking target can be achieved. According to research conducted at SMAN 1 Nganjuk, students were less interested in talking because the teacher only explained the material. So students have little opportunity to speak English.

Effective communication skills education may be accomplished via the use of a variety of different methods. When it comes to encouraging student speaking, teachers are expected to use selective in the instructional strategies they choose to use. This is necessary in order for students to meet the learning objectives. One of the methodologies that may fulfill the criteria is known as the Information Gap Strategy. Byram and Garcia (2009:499) describe Information Gap Strategy as a teaching approach that aims at the establishment of a communication gap between learners, where learners, often in pairs, are required to communicate information in order to solve a problem. This communication gap is the primary focus of the Information Gap Strategy as teaching method. Students are encouraged to engage in conversation with one another in the target language as part of an information-gap exercise. This will allow them to acquire the necessary information to successfully complete the tasks that have been given to them by the teacher. During activities that focus on filling knowledge gaps, students are given the opportunity

to work on their own in a collaborative way to share information. As a consequence of this, students are given the opportunity to evaluate how effectively they are able to communicate in the absence of the direct participation of the instructor via the use of Information Gap Strategy. Additionally, Information Gap Strategy are seen to be suitable for teaching speaking since they require pupils to communicate. All of the students will get the chance to practice speaking English in class by participating in Information Gap Strategy in the classroom. As a result, the researcher believes that this activity is successful since it will allow both students with low confidence and students with great confidence to speak English in class.

Based on the previous study “The Effectiveness of Information Gap in Improving Students' Speaking Ability at SMAN 1 Pangkalan Kuras” is authored by Fitria Devi S and “The Effect of Information Gap Technique and Achievement Motivation Toward Students’ Speaking Ability” is Authored by Maman Asrobi, Ketut Seken and Wayan Suarnajaya. Have similarities, namely using the Information Gap Strategy in their research and focusing on speaking classes and have differences in the achievement targets, namely motivation in speaking.

According to the description provided above, the researcher aims to use the Information Gap Strategy so that students can practice with the target and interesting way to enhance their speaking. In order to provide students with an increased opportunity to actively participate in the process of their learning. In addition, students' problem-solving skills

will be developed by participation in Information Gap Strategy. Students may improve their comprehension of speaking by using Information Gap Strategy to their studies. The researcher was the one to decide on the title

THE EFFECTIVENESS OF USING INFORMATION GAP STRATEGY TO ENHANCE STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMAN 1 NGANJUK.

B. Research Question

Based on the description of the background of the study above, the problem of the study is formulated of the following question “ is Information Gap Strategy effective to enhance students' speaking skill at the tenth grade of SMAN 1 Nganjuk? ”

C. The Objective of the Study

Based on the statement of the problem above, the objective of the study is to investigate the effectiveness of students who are taught by using Information Gap Strategy to enhance students' speaking skill at the tenth grade of SMAN 1 Nganjuk.

D. Hypothesis

The researcher formulates the hypothesis in perspective of the study's problems to make its goal obvious.. There are two types of hypothesis formulated; there are Null hypothesis H_0 . And alternative hypothesis H_1

1. H_0 : There is no significant difference between students who are taught by using Information Gap strategy and students who are taught using teacher centered method.
2. H_1 : There is a significant difference between students who are taught by using Information Gap strategy and students who are taught using teacher centered method

E. Significant of Study

The result of this is expected to give a valuable contribution for the student, the teachers, and further researchers.

1. For The Students

It is expected that the results of this research will provide the students with a description of a new activity that may be beneficial in enhancing their capacity for speaking ability.

2. For The English Teachers

The result of the study is expected to be useful for the English teacher of SMAN 1 Nganjuk especially in teaching speaking, where the teacher can manage classroom activities communicatively by using Information Gap Strategy.

3. For The Further Researcher

It is anticipated that this study will provide fresh information to future researchers, allowing them to do better research on teaching and learning instances.

F. Definition of the Key Term

In the definition of the key term the research will define some key terms related to the paper, there are: Information Gap Strategy, Teaching Speaking, EFL Learners

1. Information Gap Strategy

Information Gap Strategy is an activity in which the students have to try to find out missing information by asking and requesting information to each other. This information sharing is required in order for the learners to progress through the lesson.

2. Teaching Speaking

Teaching speaking is a person who teaches language procedures using appropriate methods to achieve targets. Teachers usually use lesson plans to make it easier to organize the material to be studied in class.

3. EFL Learners

EFL refers to those who study English in nations where it is not the native tongue. For instance, those who study English in Indonesia are classified as EFL learners.