CHAPTER I
INTRODUCTION

1.1 Backgrounds of the Problem

English is the first foreign language in Indonesia. It has become a compulsory subject that is taught and learnt at some elementary schools up to university level. According to School Based Curriculum (KTSP) the objectives of Indonesian high school curriculum in teaching English are to make students able to communicate in English orally and in written form. Teaching English involves four skills i.e. listening, speaking, reading, and writing. Of the four language skills, speaking is one of the important skills that the students have to master. By speaking, one can convey information and ideas, and maintain social relationship by communicating with others. The ability to communicate is the primary goal of foreign language instruction so that speaking is put ahead of the other skills. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently.

Despite the fact that English has been taught for years, the capability of speaking English for Indonesian students is still unsatisfactory in term of the number the utterances produce. Base on the pre observation, the researcher found the students are often acutely embarrassed if they make mistake and are corrected or laughed at. Students are rarely trained to speak in the target language in the class. They still look

prude and hesitate to interact with their friends and their teacher by using the target language. These situations tend to happen because their teacher almost never gives them various communicative activities that can trig them to speak and to interact with each other (Tarigan, 1982: 24).

There are many factors influencing the students' achievement on speaking. One of them is the technique used by the teacher in teaching speaking. Alexander (1998), states that the teaching qualities, particularly the approach, method and techniques used in teaching process is important. It is the English teacher's responsibility to create and to determine techniques that may provoke the students to keep speaking.

Group work may meet the criteria to keep the student stimulated to speak as Roger and Walters in Utomo (1997) notice that group work gives the student more time to practice the language. Therefore, group work has been highly recommended for English teachers to follow. But, there is one thing the teacher should consider in applying this technique. Group work is more likely to go well if it is properly planned. Planning requires an understanding of the principle which lies behind successful group work (Nation, 1989: 27). He also states that one of the factors that influence the group work is the task. The tasks play an important role in the success of group work.

There are several group work tasks the teacher can apply to teach speaking such as role play, information gap, discussion, completion, jigsaw and so on. However, not all types of those tasks may encourage the students to keep stimulated to speak English.

Information Gap and role play are the two tasks that may encourage the students more actively to speak English. As Pica (1985) states that Information Gap offered the largest percentage of opportunities for non-native speaker to modify their output in response to native speaker signals of request for clarification and confirmation than jigsaw and discussion task. Neu and Reeser in Utomo (1997) claim that this type of activities is extremely effective in second language classroom. The results of using this task showed that every student had more opportunity to speak in the target language and naturally produce more speech than they would otherwise. This may mean that Information Gap encourages the students to speak in English more than other tasks do.

Like information gap, role play is a kind of task that can create a highly motivational climate to speak because participants are actively involved in a realistic situation. Besides that, role play gives the students an understanding of the clients' situation. It also provides the opportunity for them to develop and revise their understanding and perspective by exploring thoughts and feeling of characters in given situation. This means that role play is an enjoyable task for students to speak more in doing activities, so role play can motivate students to speak English.

For those reasons, Information Gap and role play were chosen as the tasks used in teaching speaking in English lesson at SMA Negeri 8 Bandar Lampung. SMA Negeri 8 Bandar Lampung was chosen as the subject of this research because the researcher conducted PPL in there, so the researcher knows the ability of the students in this school. And the class that was used is XI IPA 1, considering that the material of speaking has been studied related to the School Based Curriculum (KTSP). Using this task might make the students more active in speaking activity and they would be encouraged to speak in English.

By applying the two tasks, hopefully teaching learning process of speaking would improve the students' production of utterances. Besides that, it would be known whether the two tasks had different effect or not on students' production of utterances. Therefore this research was intended to compare the number of utterances produced by students who were taught using information gap and those taught using role play tasks.

Furthermore, the main reason why the researcher compares this two tasks is because as far as the researcher know there is no other research done to compare the tasks focusing on the utterances produced by the students. Usually the other research is comparing the tasks in term of negotiation of meaning like pica and doughty did. This research focused on the utterances because by counting the number of utterances, we would be able to know the effectiveness of the task to encourage students keep speaking.

1.2 Research Problem

Based on the background above, the researcher formulates the problems as follows:

1. Is there any significant difference of the number of utterances produced by students who are assigned through information gap and role play tasks?

2. Which task is more effective to make students to produce utterances?

1.3 Objective of the Research

The objectives of this research are:

1. To know whether or not there is a difference of the number of utterances produced by students who were assigned information gap and role play task.

2. To know which task is more effective in influencing students to produce utterances

1.4 The Use of the Research

It is expected that the research result could be used as:

1. Theoretical Use

    This research can give a contribution and as verification toward previous theories.

2. Practical Use

    The result of this research can be made as information for English teacher whether there is a difference of speaking achievement between the students who were assigned information gap and role play task and can give contribution for teacher on how to apply information gap and role play task in group work.

1.5 Scope of the Research

The researcher would like to find out whether there is a significant difference in number of utterances produced by students who are assigned Information gap and Role play task. In this research, the writer focuses on utterances that are produced orally by the students after being assigned group work tasks of information gap and role play. The research was conducted at the second grade of SMA Negeri 8 Bandar Lampung for two weeks and consisted of four meetings. Each session for English subject consisted of one and a half hour. The subject was the students of class XI IPA 1, in first semester.

1.6 Definition of Term

Speaking in Information Gap

It refers to the ability to give and accept information, idea and feeling in order to make same understanding.

Speaking in Role Play

It refers to the ability to express oneself in life situation.

Teaching Speaking

It refers to the ability to propose exercises and activities which allow students to develop the ability to initiate and sustain conversation.

Group Work

Group work is a group where students can interact with others to do tasks or assignments and each member takes responsibility for the same aspect.

Task

Task is an activity or action which is carried out as the result of processing or understanding language.

Utterances

It refers to the action of expressing the ideas and statement in verbal trough sound or word spoken.

C-unit

A C-unit is defined as an independent utterance that provide referential or pragmatic meaning, that is, C-units are utterances produced by students which are meaningful though not necessarily complete.