

I.INTRODUCTION

This chapter present about the background of the research, the research question(s), objective of the research, uses of the research, scope of the research, and definition of term.

1.1 Background of the problem

English is taught in every level of education from kindergarden to university. The English knowledge will help people to be easier to current issue and to get better in life. The demand in English curriculum of SMA states that SMA/MA students should be able to use language in informational level. Arriving at informational level means that the students are expected to be able to access knowledge and information from the target language (English) by their language skills. There are four skills of language should be taught by English teacher of SMA/MA, i/e., listening, speaking, reading, and writing (Depdiknas, 2006:307). After the students mastering listening, they will try to read and after that they will start to speak.

Recently, many students especially in Indonesian students think that to communicate with other people using English language is the most difficult. Whereas all of students should have ability to talk with other to give and

exchange information and ideas namely oral ability or in other words is speaking skill.

Speaking is one of important language skills for students in learning language because speaking is one of the ability to carry out a conversation in language. Speaking is communication or conversation, between two people are exchanging information or they have a communication or conversation needs (Doff, 1987). As we know that speaking or oral ability is specific ability to give a speaker chance to express ideas and opinion with other. Speaking is also called productive skill. Everything which has been read and listened can be expressed through speaking.

Moreover, it is useless to master a number of vocabulary items and grammar if the students can not be implemented in communicating and interacting with others. It implies how essential speaking in communication. During writer's experince for teacher training pratice (PPL) in SMP N 1 Lumbok Seminung Lampung Barat for three months, it indicated students are difficult to produce language and express their ideas in English orally, students did not get used to speak English in their daily English class. There are some factors why that problem occured. First, students had difficulty to speak the English word. Mostly, they are still influenced by their mother tounge. The second, the students were not fluent in speaking, because they usually have problem in grammar and pronunciation in speaking. And the third is students who lack knowledge about vocabulary, therefore, those students had difficulty to arrange a sentence in speaking. As a result the students

feel nervous and afraid when they are asked to speak English, they are shy to speak to the other people because lack of oral ability.

Unfortunately, during the observer's observation in SMP N 4 Bandar Lampung, the observer has found that there were many students show up in the classroom without having developed a confident to speak in English. In fact, some junior high school students found also some difficulties to speak in English. To be more concrete, Nugraha's research (2010) also found that some students were not able to communicate orally well because they were lack of vocabulary and not confident while speaking in English, and also they needed more practice. Relating to the problems faced by the students above, teachers have to teach to speak English to overcome those problems.

In addition, another factor that causes this problem is related to the teacher. There are some teachers do not have motivation in learning process, this make students feel secured to study in English class. Not only that but also the teacher does not have time to their students in classroom interaction. Teacher only explains the lesson but they do not give chance to the student to practice their English. The teacher frequently never uses new method or new way jot suitable to teach students. Therefore the students will be unmotivated, bored, and difficult in learning speaking.

In fact, there are many techniques appropriate to teach English skill, which is interesting and it can improve student's oral ability, so teacher can select best

technique which make students or learners interest, motivate, and active in learning process. It depends to the teacher's choice of what technique would be suitable with the lesson that the teacher is going to teach, although, as we know that each technique has each strength and weakness.

So in this research, the researcher used information gap activity as media in teaching speaking. In the usage of this technique, it could help students to speak actively in the class by using a conversation, so information gap should be done in a pair or group work. According to Neu and Reeser (1997) in information gap activity, one person has certain information that must be shared with others in order to solve problem, gather information or make decisions. By applying information gap technique, the students will be comfortable to speak everything, teacher only gives simple explanation about the activity and give example vocabulary needed for this activity. Then, the students can get opportunity to develop their speaking ability and they will have easier and succeed in their study. Information gap technique has many various of task such as finding difference, finding missing information, discovering identical pairs, and giving direction. But in this research the writer tried to analyze quantity and quality of speaking based on some tasks of information gap. Quality and quantity of speaking would be describe in the next chapter.

1.2 Formulation of the problem

From the description in the background of study, the problem arise are as follows:

1. Is there any differences of students' achievement in speaking skill especially in terms of pronunciation, vocabulary, and grammar when they were given three different topics ?
2. In terms of Quantity of speaking, which tasks of information gap technique could produce more time of speak and turn taken ?
3. In terms of Quality of Speaking such as prononciation, grammar, and vocabulary, which tasks of information gap technique could produce better pronunciation, grammar, and vocabulary ?

1.3 Objective of The Research

Basically, the objectives of the research are as follows:

1. To find out whether will be any differences of students' achievement in speaking skill especially in terms of Pronunciation, Vocabulary, and Grammar.
2. To find out which task of information gap technique to improve speaking skill based on Quantity of Speaking.
3. To find out which task of Information Gap technique can improve speaking skill based on Quality of Speaking, pronunciation, Grammar, and Vocabulary.

1.4 Uses of The Research

In relation to the problem and objectives, notice earlier this research will have some benefit in teaching and learning English especially in speaking skill.

There are two important types in this research, these uses can be described as follows:

1.4.1 Theoretically

The result of this research can be used to give information and knowledge to the readers about the application of information gap to improve speaking skill in teaching learning process and it will give contribution to successful teaching learning English especially speaking skill. For the other researcher, this might be can be used as a reference who will concentrate on student's speaking ability .

1.4.2 Practically

The result of this research can give positive effect of teacher's knowledge about using new method in teaching learning process. It is also to encourage English teacher to seek of the student's difficult in speaking skill. It can be motivate the students to improve their interest in speaking and students get significant result. This technique is able to make the students enjoy when they speak and they do not feel bored. So the students can be comfortable to speak English.

1.5 Scope of The Research

This research was intended to find out quantity and quality of speaking by given three different tasks of Information Gap. This research is a qualitative research and has been conducted at SMP N 4 Bandar Lampung. The researcher has choosen the class by Purposive Random Sampling through lottery drawing and it was intend to find out whether there is a significant improvement between three different topics given by teacher and to see which topic get the highest gain from the learning among the three different topics. Then, the criteria for evaluating

student's oral ability used three aspects namely pronunciation, vocabulary, and grammar.

1.6 Definitions of Terms

There are in terms needed to be defined in order to avoid misunderstanding and ambiguity, they are :

Speaking

Speaking is oral communication. It is two ways process between speaker and listener and involves productive and reactive skill of understanding (Byrne, 1984) speaking is an activity which is done by one speaker to one listener or more in many different contexts using speech organ, in order to get some information which can be presented through ideas, thoughts, opinion, and feeling orally.

Information Gap

Information gap activity is the process of completing the information through exchanging the information with their friends by asking and talking each other in order to get complete information.

That was introduction of the research, in includes the explanation about the background, research problem, objectives of this research, use of the research, scope, and definiton of term discussed in this chapter. The next chapter would be explain about literature review of this research.