

## **I. INTRODUCTION**

### **1.1 Background of the Problem**

In Indonesia, in spite the fact that the formally English has been studied at the very least six years, from junior high school. The students' competence in English particularly speaking skill has not met satisfactory result. Anumber of research have shown that speaking skill is the most complicated skill of English by contrast with three other skills, listening, reading and writing. In addition many aspects of speaking support it, such as: pronunciation, grammar, vocabulary, fluency and comprehension. Speaking is also called productive skill. Everything which has been read and listened can be expressed through speaking. Moreover, it is useless to master so much vocabularies and very good grammar if they can not be implemented in communicating and interacting with others. It implies how essential speaking in communication.

Some problems in speaking are still experienced by the students of Junior High School. This might happened that some students are often reluctant to speak because they are shy or afraid of making mistakes. In other words, the students are often discouraged and lose interest when they find that foreign language study is just learning from the book without practice. Since day to day the students only listen to the teacher's explanation, the class will be monotonous. As the result the class must be boring.

Learning will be more effective if the students are effectively involved in the activity and are encouraged to use the language (Mahpul, 2007). Students are rarely trained to speak target language in class. They still look prude and hesitate to interact with their friends and their teacher by using taraget language. These situations tend to happen because their teacher almost never gives them various communicative activities that can trig them to speak and interact to each other (Tarigan, 1985).

Inability to speak English as experienced by the students is influenced by many factors. One of the factors is the way of the teacher teaches English, especially in speaking. The students' hesitation in using English, as described above, tends to happen because the teacher almost never gives various communicative activities in the class that can facilitate the students to speak and to interact with each other.

As a stated by Littlewood (1981), Finding Missing Information Technique is one of type activity which based on information gap, in Finding Missing Information the students get some texts but some of the information are deleted and the students get different missing information, in order to complete a task, the students must ask his/her partner. By doing this activity, the students have a reason to speak.

By understanding the problems and the explanation about Finding Missing Information technique above, Finding Missing Information can be applied in teaching speaking as it provides the students with a reason to speak. Finding Missing Information technique can maximize students talking time, because in completing the tasks, the students have to be engaged in conversation and make

some negotiation of meaning with their partner. It also gives chance to the students to do conversation in pair, it means that between the students not between the student and the teacher or the students speak in front of the class alone.

Because, when the teacher ask the students to speak to the whole class and in foreign language, the potential for stress is greater such stress or fear can create a block to the concentration necessary for speaking in a foreign language (Hayriyek Kayi, 2006). Finding Missing Information technique will create a relaxed and friendly atmosphere that seems to be the best for practicing speaking in a foreign language. Because students need to be able to concentrate and to feel relaxed enough with the language.

As a stated before that Finding Missing Information technique give chance to the students do the tasks in pair. Moreover, Harmer (2001:224) claims that pair work increase the amount of students' practice, encourages co-operation, which is important for the atmosphere of the class and for the motivation it gives to learning with others and enables students to help each other to use and learn language. Byrne (1991:31) adds that pair work facilitates the students' independence; and sees work as an interaction similar to real-life language use: the students can face and talk directly to another. It means that, getting students to do speaking activities in pairs will provide a safer environment for practice and for taking risks. Also encouraging the students to practice with friends/classmates in their own time should increase confidence.

In this paper, the writer uses Finding Missing Information as a technique in speaking class. As a Littlewood (1981) stated that Finding Missing Information

means asking students to speak up to complete the missing tasks by asking it to their partner. The writer uses Finding Missing Information as a technique because in completing the task, the students will be active in the activity. It shows that every student has more opportunity to speak in the target language and students naturally produce more speech. Moreover, they have courage to speak in order to get information from their partner. This may mean that through Finding Missing Information technique it encourages the students to speak in English more than the other tasks. If they have courage to speak in order to get information that he/she lacks from their partner it can tighten their social relationship between them. Because they will value each other in completing the information that they need. Again through Finding Missing Information technique will maximize the opportunities for practice and reflect that format for real life tasks.

## **1.2 Formulation of the problem**

Referring to the background of the problem above, the researcher formulated the research problem as follows:

1. Is there any significant difference in students' speaking ability especially in terms of fluency, grammar, pronunciation and vocabulary through performance at a speaking class in the application of Finding Missing Information technique at SMP "Satya Dharma Sudjana" Lampung Tengah?
2. Given three different topics, will there be any differences of students' achievement in speaking ability especially in terms of fluency, grammar, pronunciation and vocabulary?

### **1.3 Objective of the Research**

The objectives of this research are:

1. To find out the significant difference in students' speaking ability especially in terms of fluency, grammar, pronunciation and vocabulary through performance at speaking class in the application of Finding Missing Information.
2. To find out whether there will be any differences of students' achievement in speaking ability especially in terms of fluency, grammar, pronunciation and vocabulary by giving three different topics.

### **1.4 Uses of the Research**

1. Theoretically, the use of this research is:
  - a. to contribute the useful information for the future research of teaching speaking.
2. While Practically, the uses of this research are:
  - a. to give consideration for English teachers to apply information gap activity in classroom.
  - b. to provide information for the teacher and students about the application of Finding Missing Information Technique that is one of the type of information gap activity.
  - c. to see what kind of topic that is appropriate for the application of Finding Missing Information Technique.

### **1.5 Scope of the Research**

This research is a quantitative research and has been conducted at SMP Satya Dharma Sudjana, PT. GMP, Lampung Tengah. The sample of this research is Class 7.6 which consists of 30 students. The researcher has chosen the class randomly by lottery. The researcher has focused on teaching speaking by using Finding Missing Information as the technique. The materials given to the students are based on KTSP for SMP (7<sup>th</sup> grade) which covers expressing Like and Dislike, Descriptive Text as well as Asking for Information. This research has been carried out for about four weeks, each week has two meetings, and each meeting consists of 80 minutes.