

## **I. INTRODUCTION**

This Chapter describes background of the problem, formulation of the problems, objectives of the research, uses of the research, and scope of the research. In order to avoid misunderstanding, definition of terms are provided in the last part of this chapter.

### **1.1 Background of the Problems**

Nowdays Indonesian students learn English language as a foreign language. English has become a compulsory subject that is taught and learnt at Elementary schools up to University level. According to School Based Curriculum (KTSP 2006), the students are expected to master four ability in English subject. The four skilla are listening, speaking, reading and writing.

Speaking is one of important ability for students in learning a Language. Because speaking is one of the ability to carry out a conversation in language. Speaking is communication or conversation, two people are exchanging information or they have a communication or conversation needs (Doff, 1987:2). The general aim of speaking skill is communicative efficiency. By having a good ability in speaking, the students can communicate fluently to the other people. So they are able to express the idea, work out in some aspect and maintain social

relationship by communicating with others in the society. That is why the students should be successful in learning the second language especially in speaking skill.

Moreover speaking is the most difficult ability required by the students when learning a language. Because speaking is categorized as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety contexts (Channey, 1998: 13). However, many of English teacher try to gain speaking as the main goal of learning English. The students are expected to speak the target language well in daily conversation. Based on KTSP 2006, the objective of teaching speaking for SMA is to make students able to mention the meaning of transactional and interpersonal dialogue in daily living context.

The researcher did the pre-observation in SMAN 3 Bandar Lampung (see Appendix 1, p.87). The researcher found that speaking skill is the most difficult subject that the English teacher faced during teaching in SMAN 3 Bandar Lampung. The researcher gave an interview to the English teacher in SMAN 3 Bandar Lampung. The teacher mentioned the class X.2 students performance in speaking was still far away from expectation. The English teacher gave a data of class X.2 students' speaking score (see appendix 1, p.87) to the researcher. The class X.2 students' speaking score showed that average of X.2 students' speaking score was still far from the target aimed as the Minimum Standard Score (KKM ). Because the target aimed as the Minimum Standard Score (KKM ) of X.2 students' speaking score is 70. But the average score of final test result was just 60.80. Obviously, it can be seen that the English score of X.2 students in SMAN 3 is low and still far from the target.

The problem was seen in the pre-observation period. The students of class X.2 had low performance and participation in speaking activities whereas, if the teacher wants the students to learn speaking English, each of them should get many opportunities to speak during the lesson. Most of students were difficult to produce the language and express their ideas in English orally. It can be seen that the students did not get used to speak English in their daily English class performance. The teacher also explained the material in native language, then it caused the students did not get used speaking English. As a result, the students still found difficulties in delivering their own ideas during the process of teaching and learning. The teacher did not give any time to their students in classroom interaction. Then, the students did not pay attention fully to the lesson explained.

That problem was caused by some factors. The first, the students had difficulty to pronounce the English words. They are considered to spell the words in their mother tongue phonetics. The second, The students were not fluent in speaking. Because they usually make some interruption during in speaking. As the result the students are silent and withdrawn most of time. The last student had lack knowledge about vocabulary. So the students had difficulty to arrange a sentence in speaking. Those factors had been proved in 18-21 from 30 students who got low score in speaking activities. Beside those factors of problem showed the speaking ability of X.2 students have not been satisfactory yet.

By seeing the fact, the researcher thought that the teacher should be able to create an active and effective classroom activities by providing a good learning technique in solving the problem. The teacher must provide an activity that all

students involved in teaching and learning process. The activity should be able to stimulate the students to speak English. There are many techniques appropriate to teach English skills for solving the problem in SMA N 3 Bandar Lampung. It is depend on the teacher's choice of what technique would be suitable with the lesson that the teacher is going to teach, although, each technique has each strength and weakness.

In order to solve the problem was happen in SMAN 3 Bandar Lampung, the researcher will conduct a classroom action research (CAR) in which improve students' speaking abilitty through Information Gap Technique. A classroom action research that will be done is a way for instructor in this case the English teacher to discover what works best in her own classroom situation, thus allowing informed decisions about teaching (Mettetal, 2003).

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 a problem, gather information or make decisions. Based on that theory, the researcher concern that Information Gap Technique is the most interactive technique for the student in creating communicative learning, because it will help them to speak actively in the class by using a conversation. Information Gap should do in a pair or group work. By appropriating Information Gap Technique, The students become comfortable to speak everything. Teacher only gives simple explanation about the activity and reviews vocabulary needed for the activity. Then, the students get opportunity to develop their speaking ability more freely.

### **1.1. Formulation of the Problems**

Based on the statements of the problems above, the researcher would like to take the main problems of this research that are as follows:

1. How can Information Gap Technique improve the student's speaking ability in class X.2 of SMAN 3 Bandar Lampung?
2. How can Information Gap Technique improve the students' participation in class X.2 of SMAN 3 Bandar Lampung?
3. How can Information Gap Technique improve the quality of teacher's teaching performance at SMAN 3 Bandar Lampung ?

### **1.2. Objectives of the Research**

Concerning to the problem above, the objective of this research are

1. To find out how Information Gap Technique can improve the students' speaking ability in class X.2 of SMAN 3 Bandar Lampung.
2. To find out how Information Gap Technique can improve the students' participation in class X.2 of SMAN 3 Bandar Lampung.
3. To find out how Information Gap Technique can improve the quality of teacher's teaching performance at SMAN 3 Bandar Lampung ?

### **1.3. Uses of Research**

The uses of this research are addressed to:

#### **a) Theoretically**

The result of this research is expected to be used to support the theory which will be explained in the next chapter about improving students' ability in speaking through Information Gap Technique.

**b) Practically**

The result of this Research may become new information for the teachers about how to improve students' speaking ability through Information Gap Technique.

**1.4. Scope of the Research**

The classroom action research was conducted to the first grade students of SMAN 3 Bandar Lampung. The researcher took one class as the subject in SMAN 3 Bandar Lampung. The class was the X.2 that consisting of 30 students who got the average score under KKM among others classes of second year in the speaking test. The focus of this study was improving students' speaking ability, students' participation and the quality of teacher's teaching performance by using Information Gap technique. The material was adopted from School Based Curriculum (KTSP 2006) in Senior High school. The material employed was conducting the transactional and interpersonal dialogue to find missing information by expressing an opinion in text and picture. Then, the criteria for evaluating students' speaking ability used three aspects of speaking namely pronunciation, fluency, and comprehension based on the rating scale by Heaton (1991).

## **1.6 Definition of Terms**

1. Language is a system for the expression of meaning primary function interaction and communication (Setiyadi, 2006a:10)
2. Speaking is known as communication or conversation, two people are exchanging information or they have a communication or conversation need. It means that the reason for the people to communicate with other is in order to tell people things, which they do not know, or to find things out from other people (Doff, 1987:2)
3. Information gap is an activity where the learners should complete the missing information by talking each other to find it. (Lam Son, 2009).