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 or terms are provided in the last part of this chapter.

A. Background of the Problems

In Indonesia, English as a foreign language has become a compulsory subject that is taught and learnt at elementary schools up to university level. According to School Based Curriculum (KTSP), the students are expected to master four skills in English subject. They are listening, reading, speaking and writing.

Speaking is one of the important skills that the students have to master. By speaking, the students can convey information and ideas, and maintain social realtionship by communicating with others. The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills. In addition a large percentage of the world’s language learners study English in order to be able to communicate fluently.

Many language learners regard speaking ability as the measure of knowing a language. That is why the main purpose of language learning is to develop
proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishment in spoken communication.

On the contrary, for most students, speaking is the most difficult part when they learn a foreign language. A common problem for foreign language teachers is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher and other students. English students tend to have difficulty in speaking in English in a simple form of dialogue or even to tell their ideas and utterances in English.

Based on researcher’s observation when she conducted Teaching Practice Program (PPL) at SMP Negeri 8 Bandar Lampung, she found that when the teacher asked the students to practice speaking in front of the class, many of them became very nervous and embarrassed. They did not have self-confidence to speak. They were afraid of making mistakes to speak even though they understood what the teacher instructed them to do. It caused minimal participation of the students during the teaching learning process. Teacher tended to speak more than the students. The interaction occurred in the classroom was dominated by Teacher-Students interaction. It doesn’t reflect the ideal of classroom interaction in speaking class. That should be the students speak more than the teacher and the interaction is dominated by Student-Student Interaction since the aim of speaking class is to train the students to use English in real communication.

To minimize the problems above, the teacher should be able to make interesting topic. This can motivate them to speak more because speaking skill emphasizes
students’ ability to speak as much as possible. Interesting topic can relate to their environment and life. In addition, teacher has to instruct them but he does not give correction to their speaking directly. It fosters them to be confident to explore their ideas so that the students are not afraid of making mistake in speaking. In speaking classroom, interaction should be encouraged. In other words, it is the teacher’s responsibility to promote an interactive teaching learning in the class. In the interaction, however, teacher should not dominate the class, instead facilitate students in practicing speaking as much as they possibly can.

According to Kayi (2006) there are many activities to promote speaking. One of them is Information Gap activity which can be an alternative to make the students easy in using spoken English, because the oral fluency activity increases the opportunity for meaningful individual students practice. Information gap is the activity, in which the students are divided into pairs. One student will have the complete information while the other partner does not have. One student will be the describer and the other will be the information seeker. The information seeker will ask some questions to the describer in order to complete the task and the describer will give the information needed. This kind of activity will stimulate the interaction among students.

Information gap tasks serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role in completing the task because it cannot be completed if a partner does not provide information that the other partner needs. They can be given a set of pictures, for example livingroom. In this task one students is given a complete picture of a livingroom
contains items such as a set of sofa, table, a set of television, a radio, painting, clock, lamp, glasses, vase of flowers, ashtray and magazine. The other student is given an incomplete picture of the living room. The only items available are the sofa, table, mantelpiece and bookcase. The student with the complete picture is expected to identify other items available to the student with the incomplete picture.

By using information gap task, it is hoped that the students will be encouraged to have confidence and they will become comfortable to speak. Teacher only gives simple explanation about the tasks and reviews the vocabulary needed for the activity. In this activity, the students will actively involved in classroom interaction.

One of the guidelines to analyze the interaction activities is by using Flanders’ Interaction Analysis Categories (FIAC). This analysis system had been used by many researchers in all over the world to analyze the classroom interaction. Flanders in Nunan (1989:83) states that FIAC is divided into three categories. They are; teacher talk, student talk and silence. Teacher talk includes accepts feeling, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives directions and criticizes or justifies authority. Student talk includes student-talk initiation and student-talk response. Silence is period of silence and confusion.

Besides Interaction Categories, Interaction Pattern is also important to be analyzed in classroom interaction. It can give more detailed information about the interaction occurred in the classroom during the teaching learning process.
According to Edge (2001), there are six kinds of interaction patterns, namely: Teacher-Students, Students-Teacher, Teacher-Student, Student-Teacher, Teacher-Student-Student and Student-Student.

Iffah (2010) had done the research about the classroom interaction in speaking class. The findings of the study in general can be stated that the teacher and the students interacted in the classroom interactively and communicatively. The teacher employed most aspects of existing theories proposed by Flanders in the teaching learning process. By applying the various interactions, the teacher can stimulate and encourage the students to interact in the speaking class. It also created a good atmosphere in the classroom in order that the students were not bored and finally they did not hesitate to deliver their idea.

Based on the background above, the researcher focused her research on the classroom interaction in English speaking class by using Information Gap tasks. Therefore, the researcher did the research entitles “The Implementation of Information Gap Tasks in Speaking Class at the Second Grade of SMP Negeri 8 Bandar Lampung”.

B. Formulation of the Problems

In accordance with the background previously presented, the researcher formulated the problems as follows:

1. Are there any differences in the quantity of utterances in the interaction categories produced by the teacher and students in English speaking class
by using three information gap tasks; building map task, shopping list task and kitchenette task?

2. Are there any differences in the quantity of utterances in the interaction patterns produced by the teacher and students in English speaking class by using three information gap tasks; building map task, shopping list task and kitchenette task?

C. Objectives of the Research

In relation to the formulation of the problems above, the objectives of this classroom interaction analysis are to find out whether there are any differences in the quantity of utterances in the interaction categories and interaction patterns in English speaking class by three using information gap tasks; building map task, shopping list task and kitchenette task. By implementing information gap tasks in speaking class, it will show whether the interaction occurred during the teaching learning process reflects the ideal of classroom interaction or not.

D. Uses of the Research

The uses of this research are:

1. Theoretically, the result of this research is expected to give information to the reader about the analysis of classroom interaction including the interaction categories based on the theoretical principles of classroom interaction analysis proposed by Flanders (1970) and also the analysis of interaction patterns between teacher and students in the classroom.
2. Practically, this research can be used as information for the English teacher especially teacher at SMP Negeri 8 Bandar Lampung to create good interaction that reflects the ideal of speaking class by using information gap tasks.

E. Scope of the Research

Information Gap tasks in this research were used as the formats for the students to have a conversation in the form of sharing and completing information to create students interaction in the classroom. This research was conducted in second grade of SMP Negeri 8 Bandar Lampung. The writer became an observer. She observed the classroom interaction in English speaking class by using information gap tasks. The topics of material used in this research were building map, shopping list and kitchenette. In this activity, the students were divided into pairs. In this case, one student had the complete information while the other didn’t. The student who had incomplete information had to request the information and the student who had complete information had to inform to her/his partner.

F. Definition of Terms

In order to avoid misunderstanding, definition or terms are provided as follows:

1. **Speaking** is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the message across.
2. **Classroom Interaction** is the social relationship of teacher and students in the classroom to interact, to share information, to express opinions and thought.

3. **Classroom Interaction Analysis** an analysis of language phenomena found in interaction activities involving two or more participants.

4. **Information Gap Task** is a communicative task that provides a participant with the complete information that the other does not have. The participant with complete information has to inform the interlocutor and the interlocutor has to request the information to accomplish the task.