

CHAPTER I

INTRODUCTION

This chapter is divided into seven subs, they are background of the study, identification of the problem, statement of the problem, objective of the study, hypothesis of the study, limitation of the study and the last section of this chapter is significance of the study.

1.1 Background of the Study

English is a most popular language in the 21st century because it becomes an international language used to communicate with people in this world. It is a communication tool used in some aspects of the human life such as in education, business, economic, politic, social and culture, etc. It is why English is used as an importance subject in every level of school such as in Kindergarten School until Senior High School.

Speaking is the most important skill that must be mastered by students in learning English language than other skills such as reading, writing and listening skill. Speaking is as a final product of language learning for students after they master other skills. Speaking also needs to be combined with listening skill because if the learners have good listening skill they must be good in speaking skill. Brown (2004:140) stated that speaking is a productive skill that can be observed directly and empirically, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which compromises the reliability and validity of an oral production test.

Meanwhile, according to Harmer (2007:123), good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. It means that teacher has to encourage all of students to speak up in the classroom by using some interesting methods or techniques.

There are some techniques of communicative language teaching method such as role-play, interviews, information gap, games, language exchanges, learning by teaching, etc. The techniques are hoped to help students speak up wherever especially in the classroom.

Fallahi, Malayeri, & Bayat (2015:186) stated that information gap is a kind of structured output task. These are like completing a task by obtaining missing information, conveying telephone message, and expressing an opinion. It means that an information gap technique is one kind of communicative approach where two students complete a task by asking and answering questions related to the materials in a pair. Students can interact easily to each other while the teacher controls them. This is the effective technique to teach Speaking in senior high school.

There are two problems faced by eleventh grade students in the English teaching learning process. The first problem is from the students. For example they have less vocabulary and were shy to practice English speaking, so they cannot explore their ideas or opinions well. The other problem is from the teacher. He uses traditional method and does not use interesting media, so he dominates English speaking than his students. Even the students look bored in the English teaching learning process.

In conclusion, information gap technique is the excellent technique for teaching English Speaking. The classroom will be the attractive situation because all of students are not shy to speak English in pairs. Thus, the researcher conducted the study entitled “The Effectiveness of Information Gap Technique in Teaching Speaking (A True Experimental Research at the Eleventh Grade Students of MA Nahdlatul Ulama` BatealitJepara in the Academic Year of 2017/2018)”.

1.2 Identification of the Problem

Speaking is the skill that needs a lot of practices because it is as a product in learning English language. Teaching Speaking is the way to encourage students to be more active by giving opportunities to speak English in the classroom. The teacher also needs to use more creative ways in teaching Speaking such as the use of media and technique during the teaching learning process so that the students will more comfortable to learn English.

To identify the problems in the field, the researcher observed the teaching learning process in the eleventh grade students of MA Nahdlatul Ulama' BatealitJepara. The researcher found two problems related to the students and the teacher.

The first problem was related to the students. The students had low motivation in English lesson. They looked bored and did something they liked to do such as, drew pictures, slept on the table and talked with their partners. They did not pay attention to the materials and they did not want to ask the teacher about the materials that they do not understand yet. The habits made students have less vocabulary and were shy to practice English speaking. The result was the students could not explore and express their ideas in speaking English fluently.

The second problem was related to the teacher. The teacher used traditional method in teaching learning process. For example, the teacher just became the center learning without gave the students opportunities to speak English in the classroom. Second, he did not use interesting media when he taught students. He only used LKS and whiteboard when explained the materials without pay attention to the students' habit during he taught. Finally, the results were the students did not understand the materials well and did not interest in English speaking class.

Based on the problems above, the researcher and the teacher agreed to conduct the study to prove that information gap is the effective technique in teaching in the eleventh grade students of MA Nahdlatul Ulama' in the academic year of 2017/2018.

1.3 Statement of the Problem

Based on the problems of the teaching learning process in the eleventh grade students, the researcher formulate the problem which is going to be discussed as follows:

“Is there significant difference achievement in speaking between students who are taught by using information gap technique and those who are not taught by using information gap technique at the eleventh grade students of MA Nahdlatul Ulama Batealit Jeparain the academic year of 2017/2018?”

1.4 Objective of the Study

Based on the problem statement that explained by researcher above, this study has objective as follows:

“To find out the empirical evidence of the effectiveness of information gap technique in teaching Speaking at the eleventh grade students of MA Nahdlatul Ulama Batealit Jeparain the academic year of 2017/2018.”

1.5 Hypothesis of the Study

There are two hypothesis used in this study. They are null hypothesis (Ho) and alternative hypothesis (Ha) that described as follows:

a. The Null Hypothesis (Ho)

If the null hypothesis is rejected, it means that there is a probability effectiveness of information gap technique. The null hypothesis (Ho) is formulated as follows:

“ There is no a significance difference achievement in speaking between students who are taught by using information gap technique and those who are not taught by using information gap technique at the eleventh grade students of MA Nahdlatul Ulama Batealit Jeparain the academic year of 2017/2018.”

b. The Alternative Hypothesis (Ha)

The alternative hypothesis (Ha) is opposite of the null hypothesis (Ho). It is formulated by researcher as follows:

“There is a significance difference achievement in speaking between students who are taught by using information gap technique and those who are not taught by using information gap technique at the eleventh grade students of MA Nahdlatul Ulama Batealit Jeparain the academic year of 2017/2018.”

1.6 Scope of the Study

In this research, the researcher focuses on finding the effectiveness of information gap technique in speaking. Actually there are three levels of the school, but the researcher chose the eleventh grade students of MA Nahdlatul Ulama Batealit Jeparain the academic year of 2017/2018 as the subject of this study.

The researcher focuses on the true experimental design where the technique of sample taking is a simple random sampling. The first sampling called an experimental group that was given the treatment. The second sampling was a control group without given the treatment because the researcher uses post-test only control group design to conduct this study.

The result of this study is not meant to be generalized, but it is applied in current study based on the subjects and context.

1.7 Significances of the Study

Based on the objective of the study, the researcher finds the implication of this study for the students, the teacher and the researcher.

The first significance is for students. They have many opportunities to practice English speaking with their partner in the classroom by asking simple questions related to the daily life. It makes them more confident to speak English because they have more vocabularies. They also interest in Speaking class by using information gap technique.

The second significance is for the teacher. The teacher can implement information gap technique when he teaches English Speaking by using interesting media such as pictures. He also gets inspiration to use various methods in teaching speaking. He also does not dominate to speak English, but he motivates students to speak English in the classroom.

The last significance is for the researcher. The researcher does not only find and solve the problems in the classroom but also she can show the empirical evidence about the effectiveness of information gap technique in teaching English Speaking.

1.8 Outline of the Report

This final project consists of five chapters that described as follows:

Chapter I consists of general background of the study, identification of the problem, statement of the problem, objective of the study, hypothesis of the study, limitation of the study and the last section of this chapter is significance of the study.

Chapter II discuss about the review of previous study related to this topic, review of related literature including the nature of speaking, teaching speaking, and information gap technique. It also discusses the theoretical framework analysis.

Chapter III consists of several subs chapter such as the design of the study, unit of analysis that investigated the setting, the population and the technique of sample taking, in this chapter also investigated the method of data collection and the method of data analysis.

Chapter IV the researcher analyzed and presented the data of the research result. There are several subs chapter which discussed here. They are trying out test, treatment, posttest analysis and t-test analysis.

Chapter V In this chapter consists of two subs. They are conclusions and suggestions of this study. The conclusions are presented to make a clear in the brief explanation of this study and the suggestions are given for the reader to take some benefits of the study.