

CHAPTER 1

INTRODUCTION

This chapter discussed about background of the research, limitation of the problem, formulation of the problem, the objective of the research, significances of the research, hypothesis of the research and criteria for testing the hypothesis.

A. Background of the Research

In learning English, there are four basic skills to learn namely listening, speaking, reading and writing. According to Khotimah (2014), one of the most important skill from them is speaking. Speaking has many influence someone's performance in many aspects, such as social, politic, economy also education. From speaking, someone can deliver their opinion, their need and to support their social interaction, economic transaction and so on. So, speaking has important role in social life, because it used for communication among people in society in order to keep the relationship between them.

According to Fauzan (2014), speaking is harder to be mastered than listening, reading and writing. When speaking we cannot plan the exact words or sentences what we want to speak. It is different from writing, we can plan what the words or sentences that we want to write. Than, speaking is about to manage the conversation and to speak spontaneously. It supported by Namaziandost, et al (2019) that say "people who want to be able to communicate through speaking for all languages, they should learn it seriously". Because of speaking in foreign language is very difficult, people should not only know a certain amount of knowledge of grammar and vocabulary in English, but also practice

communicating through socialization in their social environment continuously. So that's why to master the speaking skill is harder than listening, reading and writing.

Based on the curriculum of SMK N 02 OKU, especially in the Hotel's Accommodation class there is a subject, namely "Bahasa Asing" (Foreign Language). In this subject, the language chosen is English. In the other hand, they have also English subject that different from foreign language subject. According to the researcher's interview of English teacher at SMK N 02 OKU on November 26th 2021 as many eleven questions about Bahasa Asing subject, in this subject more focus to students speaking skill. Students were pushed by the teacher to be able to speak in English fluently. However, it is not easy for the students to master in speaking English. So, it is need more effort for the teacher to make their students fluently in speaking English.

Moreover, based on the researcher's observation of her Teaching Practice (PPLK) start from September until Desember 2021 and the interview of English teacher before at SMK N 02 OKU, the researcher found that some students did not want to speak up in the classroom because they were afraid to make a mistake. It is related to the result of the questionnaire of students' perception in speaking English that was distributed on Desember, 2nd 2021. The result showed that as many 54,1% students admit that they cannot speak in English fluently. The other reason is as many 52,7% students admit that they are not confident in speaking English, because they are lack of knowledge and information and of vocabulary. The last reason, based on the interview to an English teacher at SMK N 02 OKU

on November 26th 2021, sometimes the students do not have motivation in learning speaking. It also depends of how much the effort of the teacher to motivate the students and make them interest in speaking then change their mindset about learning English. So from observation and interview to an English teacher at SMK N 02 OKU, the researcher found that some students were not interest in learning English especially in speaking.

In addition, based on the interview of English teacher at SMK N 02 OKU on November 26th 2021 and the researcher's observation during her Teaching Practice (PPLK), the researcher found that the teacher did not really create communicative situations to the students. Although the teacher could deliver the materials well, she did not give enough opportunities for students to practice their speaking. Mostly, the activities were teacher-center. The English teacher was the one who actively spoke and gave instructions to the students. Furthermore, the English teacher also did not make use of any learning media to support her teaching process. This situation made students passive in the class and do not have opportunities to try and practice their speaking in English.

Moreover, as we know that in this situation of post Covid-19 Pandemic, Indonesia reapply offline learning or learning face to face, but also mix with online learning, that is call Blended Learning. Where every class divided into two session of learning, so one session is offline and one session is online as consecutively. In SMK N 02 OKU also applied this blended learning, but especially in the Hotel's Accomodation class, all of the students were attend in the class like usual. It is because the number of the studentsin this class only 23

students, so there is no session system of learning in this class. The students in this class learn like usual before the Covid 19 Pandemic, but ofcourse still continue to apply healty protocols. So, in this research, the researcher have carried out a treatment and conducted this research with offline learning.

Based on problem mentioned above, the researcher tried to find an effective solution to improve the students' ability in speaking English. In speaking learning should provide sufficient time for students to practice the target language. The activities should motivate students, so that they can enthusiastically engage on learning process. The English teacher also need a contribute by giving the appropriate feedback that help students in the activity (Harmer, 2010, p. 125). So, from explanation above, to make the students interested and improve their speaking ability, the teacher must use the activity or technique in teaching English that can make them enthusiastic and motivated in learning.

Agus, et al (2014) state that there are many techniques that teacher can use in teaching speaking, one of them is Information Gap Technique. According to Putri (2014), Information Gap Technique is useful activity in teaching speaking in which one student has information than the others lacks. Thus, in this research the researcher was attempt to apply Information Gap Technique in teaching speaking since this technique give a chance to all students to improve their speaking and also interest in learning English. Rahimi (2016) states that Information Gap is the communicative practice which two pairs of students have the information which they must connect or relate to the other in order to fill in the gaps. So, from that activity the students can fill the blank of information or its call a gap.

In addition, the researcher chooses Information Gap Technique to improve the students' speaking skills because Information Gap Technique give opportunities for students to practice their speaking. The students must speak in order to be able to finish the task. Information Gap Technique also can make the teaching learning situation more interesting. The students are not just sitting and listening to the teacher's explanation, but they can interact with their friends and practice their speaking skill. Lastly, based on the previous research by Putri (2014) showed that Information Gap Technique may boost students' confidence and also motivation in speaking. So, based on the background above, the researcher interested to conducted the research entitled "Using Information Gap Technique to Improve the Tenth Grade Students' Speaking Ability at SMK N 02 OKU."

B. Limitation of the Research

1. Limitation of the Problem

In this research, the researcher only focused on the implementation of the Information Gap Technique to improve the tenth grade students' speaking ability at SMK N 02 OKU.

2. Formulation of the Research

The formulation of this research was formulated in the following, "Was Information Gap significantly effective to improve the tenth grade students' speaking ability at SMK N 02 OKU?"

D. The Objective of the Research

Based on the problem above, the objective of the research was to find out whether Information Gap Technique was effective or not to improve the tenth grade students' speaking ability at SMK N 02 OKU.

E. The Significance of the Research

It was expected that the result of this research would be useful to the students, teacher, researcher herself and TEFL.

1. To the Students

The result of this research gave the tenth grade students of SMK N 02 OKU ability to speak English in front of the class and to express their idea or opinion of each student. Then, it is expected to help the students easy to understand how to communicate well.

2. To the Teacher

The result of this research could give some information for English teacher to apply Information Gap Technique in teaching and learning process.

3. To the Researcher

The result of this research was expected could increase knowledge, experience and researcher's ability.

4. To the TEFL

The result of this research could give a good contribution to development of teaching and learning English as a foreign language.

E. Hypothesis

According to Creswell (2014, p. 188), hypotheses are predictions the researcher makes about the expected relationships among variables. The hypotheses of this research were “the null hypothesis (H_0) and the alternative hypothesis (H_a).”

The hypotheses were present below:

H_a : It was significantly effective to used Information Gap Technique to improve the tenth grade students’ speaking ability at SMK N 02 OKU

H_0 : It was not significantly effective to used Information Gap Technique to improve the tenth grade students’ speaking ability at SMK N 02 OKU

F. Criteria for Testing the Hypothesis

The purpose of criteria for testing hypothesis was to accept and reject the null hypothesis. The thesis was tested by the comparison between the critical values of t-table with the result of t-test calculation. At the significance level 5%, if the value of t-obtained was lower than critical value of t-table, alternative hypothesis (H_a) was rejected and null hypothesis (H_0) was accepted. In the other hand, if the value of t-obtained was higher than the critical value t-table, it means the null hypothesis (H_0) was rejected and authomatically alternative hypothesis (H_a) was accepted.