

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is an important aspect in our daily life. Without language people cannot cooperate and communicate with others. According to Brown (2000: 5), “Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.”

Language is divided into two kinds. They are national language and international language. In Indonesia, national language is used to communicate with other people. Whether international language is used to communicate with all people in the world.

English is one of language that must be learned in Indonesia. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. It considered as the first foreign language and taught formally from elementary school up to the university level.

Learning English is an important because English is an international language, used by the students to communicate with other students and even with their English teachers. The implication is that the students cannot use the language without other students or the society around them. Since English occupies the highest position in the education, many students have to learn English to know the development of technology and to increase their ability. There is growing

awareness of the important role of English as a foreign language in Indonesia. Students who do not want to leave behind by the fast development of science of technology begin to think of the importance of mastering English language widely used.

Factors affecting the success are external and internal factors. The external factors consist of facilities, teachers, teaching aids, classroom situation, materials, and techniques. Meanwhile, the internal factors, which comprise students' physical and psychological condition, are the center of the teaching and learning process. Those factors influence the students' success in learning English.

Based on the interview result between the researcher and the English teacher at SDN 2 Josari shows that some students have difficulties in learning English. They are shy to ask the question if the student do not understand with the material, they lack of facility they have, they lack of vocabulary, and they have difficulty in writing and pronouncing English words.

In speaking they are shy to speaking English in front of the class, because the students assume that speaking can be mastered naturally. Another difficulty is that they do not have enough competence or ability to follow the speaking subject. It happens because they are rarely practice speaking both in the classroom and at home. Therefore, they always find some difficulties in learning speaking. To cope with these problems of difficulties in learning speaking, ideally English teachers constantly keep up with the progress of teaching theory development to be implemented in the classroom to ensure students improvement in speaking. In order to maximize the limited time available for formal instruction in the

classroom, teachers are expected to search effective teaching strategies to help their students. This will improve teacher's creativity to develop a set of new activities suitable for their students. Actually, there are many kinds of activities in using English in the classroom. Using an information gap method is one of the examples. Information gap method can be used to practice the students in the speaking class.

Information gap can solve the problem in speaking, students required to talk active and ask. According Doff (1988 :135), "In classroom activities, we can create a similar need to communicate by introducing an "information gap" – some students have information that others do not have, so there is a reason to talk and ask question."

Information gap also have opportunities students to improve their speaking and vocabulary, they can learning in a class and outside. According Shankar (2008 : 180), " Information gap activities to give students opportunities to use English appropriately inside and outside the classroom."

Information gap is important in teaching speaking, because according to Kayi, (2006) "In this activity, the students are supposed to be working in pairs. One students will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if their partner do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language".

For these reasons above, the researcher is interested in studying the use of information gap method to improve the students speaking skill at the sixth grade students of SDN 2 Josari in academic year 2014/2015.

1.2 Statement of Problem

Based on the background of the study, the statement of the problem of the researcher is : How can the implementation of Information Gap method improve the sixth year students' English Speaking skill of SDN 2 Josari in academic year 2014/2015?

1.3 Purpose of Study

According to the statement of the problem above, the purpose of the study is: To find out how can the Implementation of Information Gap method improve the students English speaking skill at sixth years of SDN 2 Josari in academic year 2014/2015.

1.4 Significance of Study

The results of this research are expected to be useful for:

A. The students

The student can increase their activity in learning English so that they will have more experience and knowledge that they do not know before.

B. English Teacher

Teacher will apply this strategy and practice it in their teaching writing process. Teachers will teach more interesting and have new media in teaching process. So, the aims of teaching can be easily achieved in teaching speaking.

C. Other researcher

It is a kind of chance for the researcher to put his knowledge of English teaching and learning and every English subject and or theory he got in practice.

1.5 Scope and Limitation

Scope : There are some methods in teaching speaking such as role play, true or false, guide note taking. In this research the researcher used information gap as a teaching strategy in class.

Limitation : The researcher used information gap strategy as a teaching technique in speaking subject of the research is the students of the sixth grade of SDN 2 Josari, Ponorogo in academic year 2014/2015 which consists of 12 students.

1.6 Definition of Key Terms

To avoid misunderstanding, the researcher defines the key terms used in this research. The key terms are as follow:

Information gap : In this activity, the students are supposed to be working in pairs. One student will have the information that the other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if their partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language. Kayi (2006)

Speaking skill : Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. The spoken discourse has many features that distinguish it from the written discourse. This includes: lexical and grammatical characteristics and others related to the cultural and interactive nature of speaking. Torkey (2006)