CHAPTER I

INTRODUCTION

A. The Background Of The Study

In English language learning, there are four skills that must be mastered by the students. They are listening, speaking, reading and writing. Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speaker of that language (Ur, 1996).In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency. The mastery of speaking is a priority for students in school because mostly the purpose of students in studying a language is to be able to speak and communicate using the language fluently.

When students can communicate in English fluency, accuracy and comprehension, they are considered to have a good English language skills. However mastery of English Speaking is not easy because one should think of the mentioned all of the speaking components at once and takes a long time to develop. Luoma (2004) states to be able to speak in a foreign language, learners should master the sound system of the language, be able to instantly select appropriate vocabulary and fluently put words together. In addition they must also understand what is being said to them and be able to respond appropriately to achieve their communicative goals. One of the speaking activities that promotes communication competence is Information Gap Activities. In these activities,

students have to use the target vocabulary to share the information. The characteristics of communicative activities, they are information gap, choice, and feedback (Morrow, 2000). Information gaps means "a gap" between the two persons in the information they possess, and the conversation helps to close that gap so that both speakers have the same information (Harmer, 1991). Bailey, as cited in Nunan (2003: 56) in Anna (2014), Information gap activities are useful activities in which one person has information that the others lacks and they must use the target language to share that information. As stated by Spratt, Pulverness, and Williams (2005: 35) in Anna (2014), sometimes students speak more willingly in class when they have a reason for communicating, e.g. to solve a problem or to give other classmates some information they need.

During Teaching Practice in 2019 that conducted by the writer in class 7 of SMPN 24 Medan, the writer found that students do their educational activity learning but they also do another activity like playing and socializing with their friends and among 33 in the class, only 24% the students participated in responding the teachers. It means there are very few students involved in the activity in the class. They said when they speak up, they facing up some problems so they still difficult to be mastered and to improve they speaking skill because they were afraid of making mistakes and they said that the method of teacher while teaching them is still conventional which is using textbook or LKS.Even when they speak up, some of them could speak and get involved in speaking communicatively, while the others showed their interest yet it is still lack of pronouncing the words and is out topic, having poor grammar, limited vocabulary, lack of confidence, frequently

mispronouncing words, lazy to learn and assumed that speaking English very easy so they did not practice what they had learned from teachers after class so they said that it all makes their speaking skill not improved.

Based on the researcher's experience, the researcher will focuses on Information Gap Activities in the classroom to discover if there still any problems that students faced and to identify the causes of students' speaking problems.

For concerning explanation above, it is interested to conduct this study about students' speaking problems in Information Gap Activities and the causes of students' speaking problems that will be conducting on grade 7 of SMPN 24 Medan.

B. **The Problems Of The Study**

1. What are the students' speaking problems in Information Gap Activities in Grade of 7 SMP N 24 Medan?

2. What are the causes of students' speaking problems in Grade of 7 SMP N 24 Medan?

C. **The Objectives Of The Study**

In relation to the problems of the study, the objectives of the study are:

1. To reveal students' speaking problems in Information Gap Activities in Grade 7 of SMP N 24 Medan.

2. To investigate the causes of students' speaking problems in Grade 7 of

SMP N 24 Medan.

D. The Scope Of The Study

This study is limited in grade 7 of SMP N 24 Medan. This study focuses on analyze students' speaking problems in Information Gap Activities and has the main topic about Introducing others and additional topic about things around us that according to Ur (2012) could be predicted that the students will be in inhibition, Shyness and inhibitions, Finding things to say, Low participation of individuals, or L1 use while they are speak. This study also focuses on analyzing the causes of students' speaking problems. According to Richard (2008) in Tasmia (2019), students will be in lack of vocabulary, poor in grammar and poor in pronunciation while they are speak.

E. The Significances of The Study

The findings of the research are expected to be beneficial and be able to give contribution to the improvement of the effective English teaching and learning process theoretically and practically.

1. Theoretically, the result of the study could enrich knowledge of teaching English Speaking.

2. Practically, the findings of the study are expected to give some advantages for the teachers, the students, and other researchers.

   a. For English Teachers, teacher can implementing to minimize students' speaking problems.

b. For The Students, the students can get more motivation to learn

English Speaking because they can learn with their friends.

c. For Other Researcher, the research can be a reference for conducting

relatable research.