

CHAPTER I

BACKGROUND OF THE RESEARCH

This chapter describes the rationale of this research. It begins to describe the background of this research, where the research was undertaken, followed by identification of the problem, formulation of the problem, objective of the research and then the significance of the research.

1.1 Background of the Study

English has claimed as the most used language in the world. Supported by the technology, the world became limitless. The world citizens can communicate easily without any barrier. This phenomenon affects EFL people to learn English as a tool to compete in era global. Ministerial Regulation in 2013 number 70 mentions about External Challenges faces Indonesian students, there are globalization, limitless information and technology, creative industry development, and international trade. These issues imply that, Indonesian students in recent years need to be able to improve their speaking skill to use English for communication. Furthermore refers to Indonesian National Qualification Framework (KKNI), conceptually there are five points of the learning achievement; science, knowledge, skills, affection, competency, and practical knowledge. In terms of skills, speaking skill is required for learning achievement.

Speaking skills are divided into micro skills and macro skills. According to Brown (2001) micro skills involve grammar, intonations, accuracy, and fluency. Accuracy is the basis of linguistic competence which includes grammatical competence and the ability to avoid error in performance. Fluency is described as level of proficiency in communication. According to Abbaspour (2016) accuracy is the basis of fluency, while fluency is a further improvement of a person's linguistic competence. Both of them are closely related that they are inseparable. As a consequence speaking must be perceived as difficult for some people, especially in EFL context because speaking skill requires to some extent, it is demanding both fluency and accuracy all in together.

In reality, many of college students in Indonesia still lack in speaking English. Some of them are aware of the importance of speaking English for communication. Manurung (2014) proved it by his observation in Tadulako University that speaking skill of college students are not satisfying and need to be improved. The students were hesitating to ask question in group discussion though.

This phenomenon similarly happened among college students in Yogyakarta. In response to this problem, Englishopedia occurs as solution that proved could help students in enhancing their speaking skill. Englishopedia focuses on speaking, specifically interactive speaking. It aims that the students able to speaking to the target language for communication.

Based on the first observation at Englishopedia, some of the students are undergraduate students and some of them graduated students. Some of students are

worried, hesitant and anxious if they have to speak English to communicate with other people in real context or even to speak in speaking for any purpose. In the contrary, some other is capable to speak English. It has proven from the way they are talking, how they pronounce the words and through conversation. Therefore, the students who less active in speaking English will feel encouraged in terms of practicing their speaking skill.

To be fluent in speaking English, the students have to learn speaking for communication, deliver information comprehensively and also understand the topic correctly. In this case, information gap activity is recommended to facilitate the students' issue mentioned above. Information gap activity is an optional approach to language teaching that of the activities can engage students in 'real world' context for communicative approach (Ismaili & Bajrami, 2016). Conceptually, information gap activity tends to build communication among students and completing the missing information. It suits to facilitate the students to practice their speaking skill. To express their idea, arguing their opinion, or performing speech and deliver information using English. Utomo & Margana (2016) states that using information gap activity is useful because all students involved in the process equally and they all moving towards a specific purpose. It means that students use target language along the activity, to share their idea, deliver and exchange information.

Many students still lack their micro skills for speaking. They have difficulties in developing oral proficiency due to they lack in exposure to the target language and experience to use it. It would be better if the students are participating in group and

setting up a conversation, then students discuss related to topic said Celce-Murica (2001) cited in Abbaspour (2016). Considered by the reality, many students are interested and being motivated to go abroad and speak English appropriately.

To respond this issue, Englishopedia as one of English course offers an interesting way to learn English with affordable price. It suits for college students and whoever wants to learn speaking English in Yogyakarta. Englishopedia is the cheapest English course in Yogyakarta that focuses on developing speaking English. Based on the initial interview with the teacher, speaking is very important in recently years and for college students. It is important for them to improving their soft-skill, especially in public speaking. Learning English means, you have to be able to speak English well. Sometimes the teacher invites his friend from abroad to interact with the students, and then the students have an opportunity to speaking with native speaker directly. Abbaspour (2016) states that student should be familiar with the culture of the native speaker to enable to use the target language for interaction and culturally to be accepted by native speaker.

Englishopedia treats the students well and really know their students skill in English. There will be a placement test for new student, moreover the teacher knows the students' skill in English. The class begin with the placement test for new students and then with the vocab session. In vocabulary session the students practice how to pronounce the words and also how to use the word in a sentence. After that is conversation, and the students talk to each other related to topic. Sometimes students speak more willingly when they have a reason for communicating, e.g. to share

information, share idea and argue other students' opinion (Ismaili & Bajrami, 2016). Moreover, in this session the students interact with other students and sharing their prior knowledge related to the topic.

Concerning the issue above, students need a society that supports them to improve their speaking skill in real context. It means that they truly use English for communication, and also use it in their environment. Englishopedia becomes a solution for them, especially for college students in Yogyakarta to improve their English skill, especially in speaking skill. At Englishopedia, the students not only learn how to use vocab in a sentence more than that the students learn how to pronounce it and practice to use the word for communication in real context. Students are communicating each other and close the gap between them. The result is students understand the material easily and being active to speak English.

1.2 Identification of the Problem

Speaking English becomes a necessary especially for college students in Indonesia. Some students rarely speak English in daily conversation due to their environment are not support them to be able to speak English as daily conversation and also in the class. Even they are learning English in the college; the teacher does not use English to deliver the information and still using their first language (Bahasa).

Same condition happens for some college students in Yogyakarta. However, there are also some students who are speaking English confidently. Some students are fluent to speak English and able to use the target language in real communication.

Absolutely it would inspire those students who are not speaking English well. Unfortunately, they don't have strong knowledge either in vocabulary, knowledge and also an environment to provide them to speak English. It happen even they are learning English in the class but it is not enough for them to practice speaking English appropriately. They learn English through answering worksheet and write an essay and the outside they do not apply what they have learned in the class into real context.

In terms of EFL context chiefly to Indonesian students, English perceived as difficult language to be learned. By accepting that, the teacher at Englishlopedia aware that not all students in same level in speaking. Students' fluently is required in term of information gap implementation. As consequence of that issue, the teacher provides preceding activities as a bridge for students before practice speaking. Englishlopedia bridge the students by drilling and also grammar material. Students learn new vocabulary and pronunciation too. By adding pronunciation, the students learn how to say the word in correct order. Besides, Englishlopedia established students' confidence and motivation by pair works. It proved to motivate the students to speak more. Another case, the teacher sometimes invited native speaker to be interacted with students directly. The students can ask and talk anything to the native speakers. It builds students' awareness that cultural knowledge is important to be learned and stimulate them to learn English more.

1.3 Limitation of the Problem

This research focuses on learning speaking at Englishopedia in terms of using information gap activity and students' objective in learning speaking at Englishopedia.

1.4 Formulation of the Problem

The formulations of the problem in this study are;

1. To what extent information gap activity is implemented at Englishopedia?
2. How is the students' perception on the implementation of Information Gap Activity?

1.5 Objective of the Study

According to the formulation of the problem, the objectives of this study are;

1. To analyze that information gap activities encourage students to participate and active to speak English.
2. To analyze what is students' objective towards learning speaking at Englishopedia

This study aims to explore the information gap activities implementation to encourage students in learning speaking English at Englishopedia.

1.6 Significance of the Study

The result of this research can be used in conducting interactive speaking, chiefly in EFL context. The outcome of this research is presented information gap activities as conducted for learning speaking in term of EFL context. The research findings provide the description of information gap activities as implemented at Englishopedia in learning speaking. In terms of EFL context, this research contained the obstacles in conducting interactive speaking, especially in Indonesia. This research allowing that preceding activities to be conducted as a bridge before the students practice speaking. Besides, this research explained the characteristics of information gap that occurred during speaking session at Englishopedia.

For the researcher, this research may as kick start for further research. Since information gap proved effective to facilitate students in practice speaking, in terms of EFL context. The researcher may explore more related information gap activities as implemented in learning speaking. This research can be recognizable for many teachers to improve their teaching. The teacher will know the advantages and how it implied in interactive speaking. It would be rich information, thus the teacher can do adjustment that suitable with the students' needs in the classroom.