

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

English becomes the world's most important language. People utilize it to converse with folks from other nations. It has evolved into an international language that is spoken in practically every country. In our global era, many countries have English as their first, foreign, or second language. As a result, professionals in language and language education must create an English teaching and learning environment today. English has long been recognized as a formal language in international communication. Furthermore, English has been designated in Indonesia as a foreign language. The existence of English has also had an impact on our educational system, with English becoming one of the disciplines of study from elementary school to university. Even in junior and senior high school, English is required to pass a national examination.

As a result, the function of English for students is to create art and culture, as well as the eventual goal students must master the four language skills as part of the teaching and learning process. There are four types of communication: listening, speaking, reading, and writing. These skills are taught in a number of ways and reinforced by a range of situations.

According to the function of English, speaking ability is a crucial aspect of language teaching as well as people need to speak when they want to convey their ideas to the other. It also makes speech a significant criterion for evaluation.

Speaking is important for students to practice their capability in using English to communicate. Then speaking can be a measurement of their understanding in how to send ideas, how to spell words, and how they understanding about others talk. Speaking ability reflects people, whether they learn this language or not. Speaking is one of language's key aims acquisition since it is the ability to convey information to others clearly and precisely. To put it another way, they can effectively explain their views to others. Speaking is a difficult ability for learners to master because they must think about the ideas or thoughts they want to express if they are interested in learning about the sounds, structure, and vocabulary system of language. Speaking is one of the necessary abilities for students in language learning for students in language learning because it is used to communicate between people, and speaking is a way of expressing or expressing an opinion, the words we want to say are many people in the world.

The ability to speak quickly and accurately also requires mastery of several supporting elements and speaking sub-skills, including pronunciation, sentence structure, active vocabulary and grammar. Brown & McCool (2016)

state that mastery of speaking skills must involve several complex skills and include some knowledge about how and when communication takes place.

In the Al-Qur'an it is also explained that speaking is very important, namely in the QS. Al-Qashash verse 34 as follows:

وَإِخِي هَارُونَ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسَلْهُ مَعِيَ رِدْءًا  
يُصَدِّقُنِي إِنِّي أَخَافُ أَنْ يُكَذِّبُونِ

The verse in Q.S. Al-Qashash [28]:34 shows that Prophet Musa felt he was not fluent in speech when commanded to confront Pharaoh, so he asked that his brother, Harun, who was more eloquent in speaking, accompany him. This indicates that the ability to communicate clearly and effectively is essential in delivering messages, especially in the context of da'wah (religious preaching). Ulfa (2021) explains that Prophet Musa's communication in the Qur'an reflects a prophetic model of communication that employs a gentle yet firm speaking approach, so that the message can be more easily accepted by the listener. The choice of Harun as a companion was not a sign of weakness, but rather a wise and strategic decision to ensure that the message of truth could be conveyed more effectively. Q.S. Al-Alaq verse 5:

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

This verse emphasizes the divine role of Allah as the source of all knowledge, as stated in Surah Al-Alaq verse 5: “He taught man what he did not know.” This aligns with the view that speaking is not merely a natural ability, but a complex cognitive skill involving various linguistic and psychological components. Leong and Ahmadi (2017) explain that speaking is one of the most important skills in learning a second language, as it involves not only linguistic competence but also mental and social processes. In this sense, the ability to speak can be seen as both a divine gift and a cognitive capacity that should be cultivated through proper education. Therefore, teaching speaking skills must go beyond technical instruction and aim to nurture learners’ awareness of the purpose and value of communication.

Speaking is one of the primary means of communication and expression of knowledge. When students engage in speaking activities, they are essentially practicing a skill that aligns with the learning process mentioned in Surah Al-‘Alaq. The verse reminds educators and learners alike that the ability to speak, express, and exchange ideas is a result of continuous learning something that is valued both spiritually and intellectually in Islam.

By integrating communicative techniques such as the Information Gap Technique, students are encouraged to use their speaking ability in meaningful and interactive ways. This aligns with the message of the verse:

that knowledge should be learned, shared, and applied in ways that benefit oneself and others.

A classic problem that occurs in speaking classes is that teachers often have difficulty involving their students in speaking learning activities. So, English teachers must work hard to grow their students' desire and motivation to want to speak. This happens because students have personal learning obstacles, for example lack of confidence, laziness, and even fear when they have to speak English. Tyana et al. (2022) note that students often fear making mistakes while speaking in English, worried that the message will be misunderstood or judged, which can result in feelings of embarrassment or thinking they are “stupid.”

Based on these existing problems, the researcher is very interested in conducting classroom action research by applying the information gap technique to Junior High School students at MTsN 3 Banjarmasin. The information gap technique allows students to move freely and contains elements of play.

Learning that contains game elements can make students feel happy and enthusiastic during the learning process so that it can create a pleasant atmosphere and motivate students to learn more actively and creatively. This information gap technique places more emphasis on real communication because it gives students the opportunity to practice speaking directly. Apart from that, learning using the information gap technique uses visual image

stimuli which are proven to help students' memory. The most significant aspect of the information gap technique is that it contains aspects that cannot be foreseen ahead of time; this is necessary to ensure that the communication process is realistic. It is envisaged that by employing this information gap strategy, it was possible to stimulate and support the characteristics of elementary school pupils who enjoy engaging in activities that allow them to move freely.

## **B. Definition of Key Terms**

### **1. Speaking Ability**

Speaking ability is the ability that a speaker uses to be able to communicate and convey ideas, opinions and suggestions well. Speaking ability refers to a person's capability to effectively communicate ideas, opinions, and feelings through speech.

### **2. Information Gap Technique**

Information Gap Technique is a task-based instructional approach in which learners are required to exchange missing information to complete a task. In this research, the Information Gap Technique is used to help students improve their speaking skills by encouraging them to interact actively and use the target language to obtain and share information.

### **3. Junior High School**

Junior High School is the lower secondary education level pursued by students after completing elementary education (SD/MI) and before entering upper secondary education (SMA/SMK/MA).

### **4. Class Action Research**

Classroom Action Research (CAR) is a reflective process conducted by teachers to improve their teaching practices and students' learning outcomes. It involves a cycle of planning, acting, observing, and reflecting

## **C. Research Questions**

The problem formulation is formulated as follows:

1. How does IGT improve students' speaking skills at MTsN 3 Banjarmasin?
2. What are the supporting and constraining factors in implementing IGT in speaking class?

## **D. Research Objectives**

This study's goal is:

1. To analyze how the Information Gap Technique (IGT) improves students' speaking skills at MTsN 3 Banjarmasin.

2. To identify the supporting factors and constraining factors in implementing the information gap activity strategic advancement English speaking skills in Junior High School students at MTsN 3 Banjarmasin.

#### **E. Research Significance**

The benefits of this research are as follows:

1. For Teachers

Can be used as a variety of teaching methods, especially in English learning activities to develop and improve the quality of teaching in improving students' speaking skills.

2. For Students

It is hoped that it can provide motivation to students or English language learners to be more enthusiastic in practicing their speaking skills using English.

3. For Next Researcher

It is hoped that it can become an additional reference for scholars in the future who want to use the same research title.