

CHAPTER I

INTRODUCTION

A. Background

English is an important language in Indonesia besides Indonesia which is learned in school, although it is not the everyday language apart from Indonesia. In terms of education, there are many lessons that we can learn, one of which is learning English. English is a very important language to learn because it is an International language, and it is also the language that is widely used to communicate when in International forums. In English lessons at school, there are four skills, namely reading, writing, listening, and speaking. The four skills, the most important is the ability to speak English because it is to communicate internationally and is also useful among the public to communicate, provide information.

In education, the ability to speak English is not activated, which should be the ability to speak, it must be activated so that students get used to it slowly.¹ Education in Indonesia is also still not activating speaking skills when learning English, which should be of the four English speaking skills that must be trained a lot and must be

¹Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill". In *International Journal of Research English Education*. Vol. 2, No. 1 (March, 2017), 34.

accustomed to practice. There are still many people, especially those who don't care about English lessons in their speaking ability, maybe because of reasons they can't pronounce it, less vocabulary, don't believe in themselves or maybe because English is not the everyday language used so many don't care and learn it, even though if you already know or study it, it will be useful for him, namely being able to communicate with foreign people, being able to understand information related to English and so on.

Teaching speaking is very important as part of learning a second language. Speaking activities can make students more active in the learning process and can also contribute to developing basic interactive skills for students.

According to one English teacher at SMKN 1 Curugbitung when the researcher visited the school and communicated a little, the teacher said “that there are still some problems students had when learning English. They are still shy when not confident, not interested in speaking English”. The students mostly do not like English especially when speaking, similar to what the researcher had written above, they still did not master the vocabulary, had difficulty pronouncing, didn't self-confident and motivation or support also affects students' English learning activities as well as when speaking English, namely having friends to practice speaking English.

In learning English, of course, there are many ways to make it easier when learning it. Depending on what English skills you want to learn, there are four English skills, namely writing, reading, listening and speaking. as well as the ability to speak, when you want to practice speaking English with a partner there are many ways, one example is conversation and FMI techniques. Finding missing information (FMI) technique is one way to practice speaking English with a partner. As for me, according to Littlewood the purpose of technical FMI is that students and their partners get a text or image, in the text or picture there is information missing or there are differences in each of the text and picture, from differences or missing of information making student and partner to find the missing information, and by doing this activity there is no reason for students not to speak.

The reason the writer chose the title about teaching speaking through FMI technique is for several reasons, namely because if you speak English often, over time you will get used to speaking English, making it easier to pronounce English, Adding unknown vocabulary and by using the FMI technique in teaching English speaking skills, this is one of the teacher's techniques when teaching speaking English. In this FMI technique there are several types of teaching, but from the many types of FMI technique methods, the writer will

only use 1 method when doing research in class. The way of working in this FMI is where 2 or more students work together to get answers from missing information, making students interact more when teaching and learning activities take place.

Indonesia students in terms of English language skills on average do not master, maybe because their daily factors do not use English or because they are not confident when speaking or also because they do not have knowledge in that field. English speaking skills are the most important of all other skills, but all of them are important, it just depends on the mastery of the field possessed by the student.

SMKN 1 Curug Bitung is one of the schools that operates in the field of education and the author is interested in carrying out research on speaking abilities. Therefore, the researcher proposes a study entitled the *Teaching Speaking Through Finding Missing Information (FMI) Technique at the first grade senior high school*. The researcher hopes this research can support the students' learning process at first grade senior high school in SMKN 1 Curug Bitung.

B. Research Questions

1. How is the process of teaching speaking through Finding Missing Information technique at the first grade State Vocational 1 Curugbitung ?
2. How is the effectiveness of Finding Missing Information in teaching speaking skill ?

C. Objectives of The Study

1. To identify what is the influence of using FMI technique to students' speaking skill
2. To describe the process of teaching speaking through FMI technique

D. Limitation of The Problem

When in this class, especially for teachers or researchers, they must find problems that exist in students, problems related to learning such as not mastering a lot of vocabulary, lack of confidence because they are not used to doing these things. In this

case, the researcher only focuses on teaching speaking English using the Finding Missing Information (FMI) technique.

In this FMI technique, there are several activities that can make it easier for students to learn more interesting English speaking skills, but researchers only use 1 type of FMI activity, namely **spot the difference**.

E. Significant of the Study

There are some significance of this study which can contribute. First for the teachers, researchers hope that this research can facilitate the teaching and learning process of the English language, especially in speaking skills, and can add to the way of teaching in English speaking skills. Second for the students, researchers hope this method can help to improve the learning process of english in speaking skills. The last for the researcher, can also find out techniques for teaching speaking using various ways, for example with the technique finding missing information (FMI).

F. Previous Study

There are several researchers who have researched this finding missing information (FMI) technique. The researcher only wrote 3 of the previous studies, from the 3 previous studies there were differences and similarities. From 2 previous studies have similarities in research methods using quantitative, the same in terms of discussion namely to find information. There is only a difference in the title, 2 previous studies with the title "Information Gap" while the current researcher is "Finding Missing Information". From 1 previous studies has similarities with the title "Finding Missing Information" and has differences in research methods, previous studies used CAR (Classroom Action Research).

According to Harmer in Ana Setia Wati *et al* (*improving speaking skill of report text using finding missing information technique at the tenth grade students of MA Shabilal Hudha Sungai Empat*) , the researcher said missing information is where two students or more work together. Each has some parts of the answers to some problem or a question. They have to explain their part of the information to their partner to end up with all the information.

Precisely, information gap activities are those in which students exchange information to complete a required task.²

According to Neu and Reeser in Rini Venta Almira *et al* (*Information Gap in Teaching Speaking*), the information gap activity is a condition where a person wants to share a certain information in solving a problem and gathering it or making decisions of it. This type of research design is experimental quantitative research. Data collection techniques used in this study were given pre-test, treatment and post-test. The results of the findings in this study reveal that the implementation of information gap techniques, a technique in teaching speaking for junior high school, had a very significant effect on improving students' speaking skill. The information gap activities were successfully implemented and the objective of the research had been achieved. The similarities between previous study and current study are from the parts related to knowledge solving a problem and ending with the right information.³

According to Harmer in Ranti Harvi Rahimi (*The use of information gap technique to improve speaking skill*), the researcher

²Ana Setiawati, Melda Yeni, and Sri Erma Purwanti, "Improving Speaking Skill of Report Text Using Finding Missing Information Technique At the Tenth Grade Students of Ma Shabilal Hudha Sungai Empat", *J-Shelves of Indragiri (Jsi,)* Vol. 2, No. 1, (2020): 5.

³Rini Venta Almira, Zulfadli Aziz, and Nira Erdiana, "Information Gap in Teaching Speaking", *Research in English and Education*, Vol. 2, No. 2 (2017): 135–143

states an information gap activity is an Activity where learners are missing the information they need to complete a task and need to talk to each other to find it. The researcher used experimental research design which was included in a quantitative method and in the study using a non-equivalent group pretest-posttest design, two classes were taken as the samples with around 60 students and they were pre-test, treatment, and post-test. The result of this study was that the pretest average of the experimental class was 45.81 while the pretest average of the control class was 42.12. After giving treatment for four meetings the posttest average of the experimental class was 70.76 and while the posttest average control class was 49.48. The conclusion of this study is that the use of this method can improve students' speaking ability. It can be seen from the significant difference between the control class and the experimental class, the calculation of the average post-test of the experimental group was 70.76, and the mean of the control group was 49.48. means the value of students who use the Information Gap technique in learning to speak (experimental class) is more than the value of students who studied by conventional methods (control class).

G. Hypothesis

Hypothesis is an initial assumption that will occur if an action is taken. The hypothesis is the researcher's assumption that by carrying out teaching actions with a technique that has been planned by the researcher it's Finding Missing Information (FMI) technique, it can make speaking skills more interesting or can improve students' speaking skills.⁴ There are two hypothesis in this study, namely :

- 1 Alternative hypothesis (Ha) : There is an effect of applying Finding Missing Information (FMI) technique for students' speaking skill.
- 2 Null hypothesis (Ho) : There is no effect of applying Finding Missing Information (FMI) technique for students' speaking skill.

⁴ Syamsuddin dan Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung : Remaja Rosdakarya, 2006), 236.