

## CHAPTER I INTRODUCTION

### **A. Background of the Research**

Teaching language, especially English is not an easy job for many people. As an English teacher, he finds a lot of problems. An English teacher in senior high school should understand the characteristics of the learners. It is considered that the students as learners have different characteristics, especially in learning process. Teaching language is hoped to help the students recognizing themselves, their culture, and intercultural. Besides, teaching language can help the students expressing their idea and emotion.

English is known as a foreign language and taught at schools as a compulsory subject. Teaching English in Senior High School has aim to enable students to master the four skills, those are reading, listening, speaking, and writing as well as comprehend the language components such as grammar, phonology, and vocabulary.

English language is a means of communication both spoken and written, communication is understanding and expressing an information, an idea, emotion, and increasing science and technology and culture. Communication ability is competence in interviewing in other word the competence in understanding and producing spoken and written text implemented in four skills. The four skills are used to response or produce discourses or word in life of society. So, the subject of English is addressed to develop the four skills of the students in communicating and expressing an idea in English.

Now days, the teacher teaches students using the conventional method. So, any teaching that is taught by a teacher look like monotonous. High and low ability students were quite dependent on the way teachers teach. If teachers taught using different methods in each teaching then the result will improve students' achievement. Now often found teaching techniques that can

improve students' motivation and will definitely improve their achievement as well.

One of the ways that should be learnt to communicate in English is learning and mastering question word, either yes/no question or WH-questions. In this project, the researcher wants to explain about the students' ability in using question word focusing on WH-questions.

It is very essential since a lot of the students are not able to understand and to master it. They sometimes feel confused in answering a question in English well and correctly. A lot of students do not know what to say or they are silent when they are being asked in English. It is caused they do not understand what the meaning of the question. Besides, they find it difficult answering written test and spoken test because they do not know the meaning of the questions. The students also find it difficult how to arrange an interrogative sentence when they want to ask something to other people in English. Of course, it becomes a problem for the students in getting information they want.

There are many techniques that are used in English language learning. They can improve students' ability and motivation to learn. One among these techniques is the information gap technique. Information is something told or fact learned; news or knowledge.<sup>1</sup> Gap is an opening made by breaking or parting; blank space.<sup>2</sup> The term Information Gap is now widely used to describe feature essential to so much communication in our daily lives we speak or write something. The second is discussed about students' ability. It has many meanings, they are the students' power or capacity to do or act in any relation, the students' competence in any field of action, the students' talent to do something well.<sup>3</sup> The third is discussed about WH-questions. They are questions beginning with question words. They are called WH-questions

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<sup>1</sup> David B. Guralnik, *Webster New World Dictionary of The American Language*, (New York: Warner books, 1984), p. 311.

<sup>2</sup> David B. Guralnik, *Webster New World Dictionary of The American Language*, p. 251.

<sup>3</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 2.

because (with one exception) they begin with words whose first two letters are *Wh* (Who, Whom, What, When, Where, Why, How, Which, and Whose).<sup>4</sup>

Information gap technique will be explained later in the chapter two of this final project. This technique, they will be applied to learn English that focused on the use of WH-questions are best suited for using information gap technique. This technique actually used for teaching speaking. So the results will have two benefits from the use of such techniques that the students were able to master the use of WH-questions and improve speaking skills. After learning and mastering WH-questions using Information gap technique, the students are hoped to be able to communicate in English well and correctly. To support this study, the researcher will observe in MAN 2 Kudus.

These are the following reasons why the researcher chooses this research topic:

1. Information gap would create conducive learning atmosphere, so the students would have the bravery in expressing their idea, although in short and simple expression.
2. WH-questions are important lesson to be mastered by the students. So, they can develop their understanding about English both spoken and written.
3. A lot of students still don't understand yet in using WH-questions.
4. To develop students' ability in understanding on WH-questions by using information gap technique.

Furthermore, the researcher wants to take the research about The Use of Information Gap Technique to Improve the Students' Ability in Using WH-questions: A Classroom Action Research with 11<sup>th</sup> Grade, MAN 2 Kudus in the Academic Year of 2012/2013.

## **B. Question of the Research**

These are the following questions related to the research:

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<sup>4</sup> Richard Veit, *Discovering English Grammar*, (Boston: Houghton Mifflin Company, 1993), p. 162.

- a. How is the implementation of information gap technique to teach English WH-questions at 11<sup>th</sup> grade of MAN 2 Kudus?
- b. How is the improvement of students' ability in using WH-questions in sentences after being taught using information gap technique at 11<sup>th</sup> grade of MAN 2 Kudus?

### **C. Objective and Benefit of the Research**

The research is conducted to the following objectives as follow:

- a. To describe the implementation of information gap technique to teach English WH-questions at 11<sup>th</sup> grade of MAN 2 Kudus.
- b. To find out the improvement of students' ability in using WH-questions in sentences after being taught using information gap technique at 11<sup>th</sup> grade of MAN 2 Kudus.

Based on objectives above, benefit of the research can be stated as follows:

#### **For student:**

- a. The researcher hopes that the students will have better understanding in using WH-questions.
- b. To develop the students' ability in using WH-questions both spoken and written.
- c. To improve students' motivation to study.
- d. To give input to the 11<sup>th</sup> grade students of MAN 2 Kudus. So, they can improve their English skills.

#### **For teacher:**

- a. To know the level of students' ability in using WH-questions.
- b. To know the difficulties faced by the students in using WH-questions.
- c. To increase teaching ability especially in English.

#### **For researcher**

This study can develop knowledge, experience, and also can improve researcher's speaking ability in teaching WH-questions using information gap technique to the students.