

**MINISTRY OF EDUCATION AND TRAINING**

**THAI NGUYEN UNIVERSITY**

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**NGUYEN THANH XUAN**

**USING INFORMATION-GAP ACTIVITIES TO ENHANCE SPEAKING  
PERFORMANCE OF NON - ENGLISH MAJORS GRADE 12 AT THAI  
NGUYEN HIGH SCHOOL FOR THE GIFTED**

**Sử dụng các hoạt động có khoảng trống thông tin để nâng cao khả năng nói cho  
học sinh lớp 12 không chuyên Anh tại trường THPT Chuyên Thái Nguyên**

**MASTER THESIS RESEARCH**

**Field: English language**

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**Supervisor: Dr. Bui Thi Huong Giang**

**THAI NGUYEN- 2018**

## **DECLARATION**

The writer fully declares that this research paper is composed by the writer herself and it does not contain materials written or having been published by other people and that from references.

## **A THESIS**

### **USING INFORMATION-GAP ACTIVITIES TO ENHANCE SPEAKING PERFORMANCE OF NON- ENGLISH MAJORS GRADE 12 AT THAI NGUYEN HIGH SCHOOL FOR THE GIFTED**

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**Supervisor,**

**Dr. Bui Thi Huong Giang**

# Acknowledgement

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## **ABSTRACT**

This study aims at using information activities to enhance speaking performance of non- English majors grade 12 at Thai Nguyen High School for the Gifted. It also describes students' perception and feeling after experimenting Information Gap technique. This research is an action research which was carried out in Thai Nguyen High School for the Gifted in the second term of the academic year 2017-2018. It consists of six main steps: Initiation, Hypothesis, Intervention, Evaluation and Dissemination. The data were gained through questionnaires, semi structured interview, observations and mini projects. The results show that information gap activities can improve students' speaking performance significantly. Hopefully, this study will make a contribution to the implementation of Information Gap Activities in improving speaking skills for students at Thai Nguyen High School for the Gifted in particular and other high schools in general.

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## **CHAPTER I. INTRODUCTION**

### **1.1. The rationale of the study**

With its essential role in international communication, English has proven to be the most effective means to involve Vietnam in the process of globalization. Students with good command of English and know to make use of it will have better job prospects and many other interesting opportunities in their lives. Being fully aware of its importance, the Ministry of Education and Training has made English a compulsory subject at secondary schools and developing students' communicative competence is given the top priority.

Speaking plays a fundamental role in communication because without it, communication cannot take place directly between people. According to Fauziati (cited in Handayani, 2011), mastering "the art" of speaking is regarded as the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the target language. However, to teach the students to speak English so that they become more interested in speaking English and maintain their interest during the lessons is not an easy job at all. Richards and Renandya (2002) also believe that speaking in a foreign language is challenging for foreign language learners because the effectiveness of oral communication requires the ability to use the language appropriately in social interaction.

With regard to Thai Nguyen High School for the Gifted, non-English major students have to learn English as a compulsory subject. Most of the students have learnt English for seven years and realized the significant roles of English to their future. However, as an English teacher, the researcher finds that although the students do not have much trouble with English grammar, many of them tend to be silent and passive in English speaking. Many of the students fail to communicate in English. They seem to depend heavily on the textbooks and just read them in the speaking class. They are hesitant and anxious if they have to speak and perform using English.

One of the reasons for this situation is that they lack practice in using English in real communication situations. Putri (2014) states that speaking activities should provide sufficient time for students to practice the target language. The activities also should motivate students so that they can enthusiastically engage on the learning process. In our daily life, communication occurs naturally when there is a lack of information between



people, and they have a demand for exchanging the information. In the same way, if English teachers want to motivate students to speak, they should provide a diverse environment where meaningful communication can take place.

In the researcher's opinion, one possible solution that can encourage students to use English for communicating is utilizing Information Gap Activities. The benefits of this technique to the students have aroused my interest and encouraged the researcher to carry out this research "*Using information-gap activities to motivate speaking performance of non – English majors grade 12 at Thai Nguyen High School for the Gifted.*" Hopefully, this study will make a small contribution to the implementation of Information Gap Activities in improving speaking skills for students at Thai Nguyen High School for the Gifted in particular , and at other high schools in general.

## **1.2. Objectives of the study**

The aim of this study is to improve students' speaking performance by applying information-gap activities and change students' attitudes towards speaking learning.

## **1.3. Scope of the study**

In the school year 2017- 2018, the researcher was in charge of teaching English for grade 12<sup>th</sup> students. During English lessons, many students were very passive in making interactions in English when they are required to work in pairs or groups. In fact, there are various effective speaking activities to motivate students to speak; however, due to the limit of the thesis, the study cannot cover all, but focus on information gap activities.

## **1.4. The significance of the study**

The study is hoped to be beneficial to both teachers and students at the Thai Nguyen High School for the Gifted in particular and at other high schools in general. English teachers will be able to enrich their techniques in teaching speaking skills, which can greatly improve students' speaking performances. In addition, this study is believed to be a good source of references for other researchers who want to conduct a research on the related topic.

## **1.5. Organization of the study**

Chapter 1 is Introduction which consists of the rationale of the study, objectives of the study, scope of the study, the significance of the study and organization of the study. Chapter 2 is Literature Review which discusses the theoretical framework and previous

studies. Chapter 3 is Research methodology which consists of research questions, the study design, participants, materials, and procedure, data collection instruments, techniques of data analysis. Chapter 4 describes the result of the study. It consists of research findings and discussion. Then, chapter 5 is the conclusion and suggestions of the research.