

## **V. CONCLUSIONS AND SUGGESTIONS**

To answer the formulation of the problems and refers to the result and discussion, the researcher draws the following conclusions.

### **5.1 Conclusions**

Based on the research finding, the conclusion can accordingly be stated as follows:

1. There was a difference in students' speaking skill especially in terms of pronunciation, vocabulary, and grammar through speaking task in the application of Information Gap technique. Moreover, the differences showed an improvement between each different task given. It can be seen from the topic 1 (finding missing information) students' mean score was 66,58 and students' mean score in topic 2 (Finding Difference) was 67,64 while in topic 3 (Giving direction) students' mean score was 68,37. And the analysis of Repeated Measure T-test shows that there is significant difference and significant improvement of students' speaking skill in every topics. The improvement of students' speaking skill was due to the strength of information gap technique which gave enhancement toward the aspect of speaking.

2. Information Gap activity improved students' pronunciation ability because they could pronounce the words correctly, combination of sound, word stress, rhythm, intonation correctly from the first topic until the last topic.
3. Information Gap activity was improved students' vocabulary because they could use close class such as conjunction, pronoun, and preposition and open class such as noun, verb, adjective, and adverb.
4. Information Gap activity was improved students' grammar because they used the right tenses, and used to be correctly from the first topic until the last topic.
5. In terms of quantity of speaking, the three tasks have significant differences and the topic that could produce more time and more turn taking was topic three (giving direction topic).
6. In terms of quality of speaking such as pronunciation, grammar, and vocabulary. Three tasks also have significant differences, it can be seen from the scores of each topic. And the task could produce good pronunciation, vocabulary, and grammar is topic three (giving direction).

From the three points mentioned above, it can be restated that Information Gap technique could improve students' speaking skill and gave good effect on the students' performance. And the topic Giving Direction is one of the suitable topics for the application of Information Gap Technique at a speaking class and it also gives a good effect on students' speaking skill during the teaching learning process.

## 5.2 Suggestions

Based on the finding, the researcher proposes the suggestion as follows:

1. For the students, the students should be motivated in learning English especially speaking skill. The students are also suggested to be more confident in saying their opinion, idea, feeling and many others in a variety of language forms which can be practiced by the students and their friends since information gap gives them more experience to communicate in English effectively.
2. For the teacher, since some element of speaking especially pronunciation, and grammar, the teacher should be more fluent teach student in pronunciation. And for students' grammar the teacher should be teach students clearly about putting to be and verb. The teacher also should consider about time allocation in the implementation in the classroom, because information gap needs more time therefore the teacher should make the time as efficient as possible. The teacher should explain the activity clearly. It is better to make sure that the students know exactly what they have to do with the material and the media used in teaching and learning process. If students look difficult to understand about the material or the activities the teacher also should give a chance to them to ask some questions.
3. For the further researcher, after seeing the result of evaluation of the three topics that have been applied at a speaking class by using information gap technique, the researcher suggests that it will be better if the other researcher gives or teaches more than three topic with different sentence

pattern. In order to get the best result of finding the suitable topic for the application of this technique.

This research will be useless if it cannot give contribution toward both the teaching learning process in the class and future research especially in teaching speaking. It is greatly expected that this study can contribute as reference for those who want to apply this technique and the topic and for the further research as well.