V. CONCLUSIONS AND SUGGESTIONS

In reference to the result and discussion of the research, the researcher tried to give conclusion and suggestion as follows:

5.1 Conclusions

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

1. Information gap technique is an effective technique for speaking. Because information gap technique in finding missing information activities can improve students’ speaking ability strongly where there were only 53.3% or 16 students who passed KKM 70 in speaking test. While in cycle 2, the students who passed KKM increased to 76.6%. It is because students are able to speak well in short transactional dialogue by using Information Gap Technique. Since the students have more practice speaking in dialogue especially in terms of pronunciation, fluency and comprehensions well from cycle one to cycle two.

1.1 In the first cycle, there are 16 students (53.33%) who score 70 or more in pronunciation and in the second cycle about 24 students (80%) score 70 or more. In the first cycle the students can’t speak the English word in the right pronunciation. But After the students get twice information gap activities and pronunciation drill from the teacher in cycle 2, The students can pronounce the word in dialogue well.
1.2 For fluency in the first cycle, 16 students (53.33%) score 70 or more, and in the second cycle about 23 students (76.67%) who score 70 or more. In the cycle 1, The students make more interruptions because they forget what they want to say. But in second cycle the students have less interruption in speaking because they can remember what they want to speak. In order the students understand about the material well.

1.3 For comprehension in the first cycle, 16 students (53.33%) score 70 or more, and the same with fluency in the second cycle. The students usually make a mistake in grammar. They have difficult to arrange the sentence. But in the cycle 2, after the teacher give them

2. The application of information gap technique in finding missing information activities improved students’ learning process. The speaking improvement was showed from the result of speaking test in cycle 2 higher than cycle 1. In cycle 1 there are 14 students (46.63%) who conduct 75 % activities. Meanwhile, in cycle 2, there are 26 students (86.67%) who conduct 75 % of the activities especially in responding to the opening session and responding to the teacher’s questions about the topic enthusiastically (pre-activity), listening the material explanation about asking and giving information, participating in information gap activities about finding missing information by practice conversation (while activity). it makes the students’ learning activities better and improved. Information gap technique helps students to communicate in English. This technique encourages their motivation to speak English they can do conversation by asking and giving information.
3. The application of information gap technique help the teacher to enrich his/her teaching performance. It was seen from the teacher’s score which is increase from 62 in cycle 1 to 89 in cycle 2. The data showed that teacher could teach the students better after give the implementation of information gap technique by using pictures.

5.2 Suggestions

Based on the conclusion above, some suggestions are recommended some suggestions as follow:

1. The teacher is recommended to implement information gap technique in improving the students’ speaking especially students’ pronunciation by doing pronunciation drills or remedial exercises especially for words containing /ɔ/, /ə/, /ʌ/ sound. The pronunciation drills could make the student avoid the same mistakes in using pronunciation. So the students can remember their mistake and try to fix it. The teacher should avoid to do direct correction in order to create the students feel secure. By doing direct correction in front of other students, the students became felt down and lose their confidence. The teacher should change the direct correction into indirect correction. As the result, the fluency of the students would be improved well. Besides the teacher should also give some keywords, vocabularies input and assistance in improving students’ comprehension in teaching and learning process. Direct praises to the students is suggested since the praises would also increased the students’ confidence.
2. Applying information gap technique will be difficult at first. The teacher should consider about time allocation in the implementation in the classroom. Since 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 the 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. The teacher need add a interesting media in during teaching learning process. for example a picute or real model. It can help teacher to get the students’ attention to the material. Beside it can help teacher to make interaction to the students.