I. INTRODUCTION

1.1 Background of the Problem

In Indonesia, in spite the fact that the formally English has been studied at the very least six years, from junior high school. The students' competence in English particularly speaking skill has not met satisfactory result. Anumber of research have shown that speaking skill is the most complicated skill of English by contrast with three other skills, listening, reading and writing. In addition many aspects of speaking support it, such as: pronunciation, grammar, vocabulary, fluency and comprehension. Speaking is also called productive skill. Everything which has been read and listened can be expressed through speaking. Moreover, it is useless to master so much vocabularies and very good grammar if they can not be implemented in communicating and interacting with others. It implies how essential speaking in communication.

Some problems in speaking are still experienced by the students of Junior High School. This might happened that some students are often reluctant to speak because they are shy or afraid of making mistakes. In other words, the students are often discouraged and lose interest when they find that foreign language study is just learning from the book without practice. Since day to day the students only listen to the teacher's explanation, the class will be monotonous. As the result the class must be boring.

Learning will be more effective if the students are effectively involved in the activity and are encouraged to use the language (Mahpul, 2007). Students are rarely trained to speak target language in class. They still look prude and hesitate to interact with their friends and their teacher by using taraget language. These situations tend to happen because their teacher almost never gives them various communicative activities that can trig them to speak and interact to each other (Tarigan, 1985).

Inability to speak English as experienced by the students is influenced by many factors. One of the factors is the way of the teacher teaches English, especially in speaking. The students' hesitation in using English, as described above, tends to happen because the teacher almost never gives various communicative activities in the class that can facilitate the students to speak and to interact with each other.

As a stated by Littlewood (1981), Finding Missing Information Technique is one of type activity which based on information gap, in Finding Missing Information the students get some texts but some of the information are deleted and the students get different missing information, in order to complete a task, the students must ask his/her partner. By doing this activity, the students have a reason to speak.

By understanding the problems and the explanation about Finding Missing Information technique above, Finding Missing Information can be applied in teaching speaking as it provides the students with a reason to speak. Finding Missing Information technique can maximize students talking time, because in completing the tasks, the students have to be engaged in conversation and make

some negotiation of meaning with their partner. It also gives chance to the students to do conversation in pair, it means that between the students not between the student and the teacher or the students speak in front of the class alone. Because, when the teacher ask the students to speak to the whole class and in foreign language, the potential for stress is greater such stress or fear can create a block to the concentration necessary for speaking in a foreign language (Hayriyek Kayi, 2006). Finding Missing Information technique will create a relaxed and friendly atmosphere that seems to be the best for practicing speaking in a foreign language. Because students need to be able to concentrate and to feel relaxed enough with the language.

As a stated before that Finding Missing Information technique give chance to the students do the tasks in pair. Moreover, Harmer (2001:224) claims that pair work increase the amount of students' practice, encourages co-operation, which is important for the atmosphere of the class and for the motivation it gives to learning with others and enables students to help each other to use and learn language. Byrne (1991:31) adds that pair work facilitates the students' independence; and sees work as an interaction similar to real-life language use: the students can face and talk directly to another. It means that, getting students to do speaking activities in pairs will provide a safer environment for practice and for taking risks. Also encouraging the students to practice with friends/classmates in their own time should increase confidence.

In this paper, the writer uses Finding Missing Information as a technique in speaking class. As a Littlewood (1981) stated that Finding Missing Information

means asking students to speak up to complete the missing tasks by asking it to their partner. The writer uses Finding Missing Information as a technique because in completing the task, the students will active in the activity. It shows that every student has more opportunity to speak in the target languageand students naturally produce more speech. Moreover, they have courage to speak in order to get information from their partner. This may mean that through Finding Missing Information technique it encourages the students to speak in English more that the other tasks. If they have couraged to speak in order to get information that he/she lacks from their partner it can tight their social relationship between them. Because they will value each other in completing the information that they need. Again through Finding Missing Information technique will maximize the opportunities for practice and reflect that format for real life tasks.

1.2 Formulation of the problem

Referring to the background of the problem above, the researcher formulated the research problem as follow as:

1. Is there any significant difference in students' speaking ability especially in terms of fluency, grammar, pronunciation and vocabulary through performance at a speaking class in the application of Finding Missing Information technique at SMP "Satya Dharma Sudjana" Lampung Tengah?

2. Given three different topics, will there be any differences of students' achievement in speaking ability especially in terms of fluency, grammar, pronunciation and vocabulary?

1.3 Objective of the Research

The objectives of this research are:

1. To find out the significant difference in students' speaking ability especially in terms of fluency, grammar, pronunciation and vocabulary through performance at speaking class in the application of Finding Missing Information.

2. To find out whether there will be any differences of students' achievement in speaking ability especially in terms of fluency, grammar, pronunciation and vocabulary by giving three different topics.

1.4 Uses of the Research

1. Theoretically, the use of this research is:

   a.   to contribute the useful information for the future research of teaching speaking.

2. While Practically, the uses of this research are:

   a.   to give consideration for English teachers to apply information gap activity in classroom.

   b.   to provide information for the teacher and students about the application of Finding Missing Information Technique that is one of the type of information gap activity.

   c.   to see what kind of topic that is appropriate for the application of Finding Missing Information Technique.

1.5 Scope of the Research

This research is a quantitative research and has been conducted at SMP Satya Dharma Sudjana, PT. GMP, Lampung Tengah. The sample of this research is Class 7.6 which consists of 30 students. The researcher has chosen the class randomly by lottery. The researcher has focused on teaching speaking by using Finding Missing Information as the technique. The materials given to the students are based on KTSP for SMP (7th grade) which covers expressing Like and Dislike, Descriptive Text as well as Asking for Information. This research has been carried out for about four weeks, each week has two meetings, and each meeting consists of 80 minutes.

II. FRAME OF THEORIES

2.1 Concept of Speaking

According to Byrne (1976) in Sumarjo (1998), speaking is oral communication. It is a two-ways process between a speaker and listener or listeners and involves the productive skill of speaking and receptive skill of understanding (listening with understanding). In other words, in speaking ability, there must be at least two people; one is speaker who gives idea, information etc while the other one is listener who receives them. Both must be able to understand each other in order to make two-way process not one-way process. David Harris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. In other words, in speaking activity we produce spoken message to someone. Spoken message is our ideas, thought and feeling that we want to share, influence or interact with other people. So here, speaking situation involves a speaker who puts a message with a verbal code (word or sentence) that has content structure and a listener.

Furthermore, Doff (1991) says that very often people talk in order to tell people things they do not know, or to find things out from other people. We can say that there is information gap between them. Here, the conversation helps to close this gap so that both speakers have the same information. Therefore, speaking can also be said as one thing that makes people survive in their environment; because

through speaking, they can ask other people what they need and they try to fulfill

what other people ask them. And he adds that in all of communication or

conversation two people are exchanging information or they have communication

need. It means that the reason for people to communicate with each other to tell

people things they do not know or to find things out from other people.

In summary, speaking ability is the ability of the students to communicate their

ideas orally. In other words, the listener can receive the message and reacts

communicatively to the speaker by producing the sound and by using correct

pronunciation, the listener will be able to understand or catch the ideas and the

meaning communicated by the speaker.

And it can be concluded that people speak to others in order to ask for something

they do not know.

2.2 Type of Speaking

Brown (2001:251) classifies the type of oral language as the figure below:

Monologue

Planned   Unplanned

Dialogue

Interpersonal   Transactional
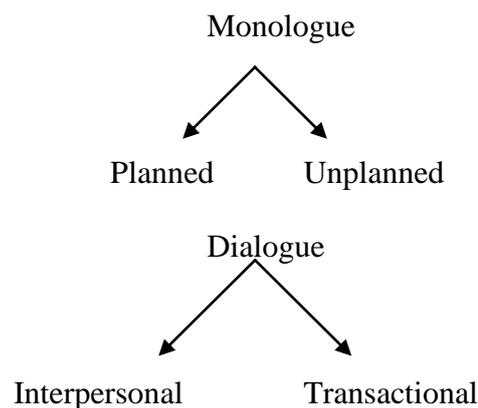
In monologue, when a speaker uses spoken language, the hearer has to process

long stretches of speech without interruption. The streams of speech go on

whether or not hearer comprehends. Examples of monologue are speeches,

lectures, reading, news broadcast, etc. Monologue can be divided into planned and

unplanned. While in dialogues, there are two or more speakers involved. It can be subdivided into those that promote social relationship (interpersonal) and those for which the purpose is to convey factual information (transactional).

Brown also provides type of classroom speaking performance, they are:

1. Imitative

   Practicing an intonation contour or try to pinpoint a certain vowel sound is an example of imitative speaking. The imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

   Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. It is *goes one-step* beyond imitative speaking.

3. Responsive

   A good deal of student speech in the classroom is responsive short replies to teacher or students-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaning full and authentic.

4. Transactional (dialogue)

   Transactional dialogue is carried out for the purpose of conveying or exchanging specific information or idea is an extended from of responsive language.

   Conversation, for example, that may have more of a negotiate nature to them than does responsive speech.

5. Interpersonal (dialogue)

   Interpersonal dialogue carries out more for maintaining social relationship than for the transmition of facts and information. The conversation are little trickier for learners because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slag, ellipsis, sarcasm, and a convert "agenda".

6. Extensive (monologue)

   Extensive monologue is extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

From the types of speaking described above, the researcher chooses transactional dialogue since its purpose is to convey or to exchange information or idea that may enable the students to discuss the information they have in which they cooperate one another.

2.3 Concept of Teaching Speaking

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought, or even feeling to other people. One of the success in teaching-learning process may depend much on technique or strategies the teacher employs in the classroom, Mahpul (2007:1). It means that teaching learning process must be so enjoyable for the students in which the students are fully involved in studying the materials. If the students feel enjoy it can encourage them to do a certain thing because they know that the thing please them. It is however not such an easy way for the teacher to choose the right techniques in teaching

speaking. The teacher teaches speaking by carrying out the students to certain situation when the topic has occurred. For instance, the topic is "Sport", the teacher carries out to involve the students' activities in this situation. The topic here must be familiar to the students, so that the ideas and their organization are clear and the learners have an oral command of the language need to describe the topic.

It is clear that speaking is the ability to express one's thought and it is one of the suitable forms of communication. There are several ways of teaching speaking that we can use during teaching learning process. Finding Missing Information is one of them. It is the activity based on the information gap; the students are put into such situation, which motivates them to speak in order to complete the task.

2.4 Explanation of Teaching Speaking in SMP

In teaching speaking the teacher should motivate the students to use English for a variety of communicative purposes, which means that people communicate with others for asking questions, sharing an idea or even giving suggestion when it is needed. Therefore, the teacher should be able to create certain situation and condition, as well as choose the technique can motivate the students to speak. According to the KTSP, the first year students are expected to be able to:

- Express the meaning in transactional dialogue and very simple interpersonal dialogue with the nearest surrounding.
- Express the meaning in oral text functional and short monolog in descriptive text and procedure text with the nearest surrounding.

Based on the aim of teaching speaking, it is obvious that speaking as oral communication is very important to converse and express a sequence of ideas clearly.

So, in teaching speaking, the teacher should motivate the students to use English for a variety of communicative purposes. The teacher should be able to create certain situation and condition that encourage teaching learning process. The teacher should be able to choose techniques that develop students' speaking ability.

If the teacher has found the technique that is appropriate to the students' level, he/she should apply it in the teaching learning process and in order to know the students' ability, we need to give a test to the students. The purpose of this test is to measure how far they have mastered the information that has been given,. Harris (1974:3) stated that an achievement test indicates extend to which an individual; has mastered the specific information. Moreover, Briggs (1981) said that achievement is how well a learner performs a required course objectives, usually as measured by a test; performance of individuals and group.

2.5 Types of Information Gap

There are some types of information gap activity:

1. Discovering identical pairs

   Four pictures are distributed among four students and the fifth student hold a duplicate of one pictures. He must give question to the others to discover which student has the picture identical to his own.

2. Finding Differences

   The students are distributed pictures which look the same but actually they
   have differences. The students have to find the differences.

3. Completing drawing

   One student has a complete drawing and the other has incomplete one. They
   should communicate to complete the drawing.

4. Finding missing information

   Two students have the same text or picture but each student has missing
   information. The two students have different missing information. Student A
   has the information needed by the student B and student B has the information
   needed by the student A. So, the students should communicate in order to
   know the information.

5. Completing crossword

   Two students have the same crossword in which some of the boxes are blank.
   Student A ask student B and student B should ask student A in order to get the
   words he/she needs. When student A or student B wants to give the words, he
   should explain them. It is forbidden to say the words. In this activity the
   students use their own sentences in explaining the words.

2.6 Concept of Finding Missing Information

According to Littlewood (1981:25) in Finding Missing Information, the students
get some texts but some of the information are deleted and the students get
different missing information, in order to complete a task, the students must ask
his/her partner. By doing this activity, the students have a reason to speak. Here is
the example of Finding Missing Information: Student A has information

represented by a tabular form or he/she may have a table showing distances between various towns or football league, etc. the table which is showing the summary of each team result so far (how many games they have played/won/lost, etc). However, some items of the information have been deleted. Each student can therefore complete his own table by asking his partner for the information that he/she lacks.

According to Littlewood (1981:25) there are some advantages of using Finding Missing Information that he/she lacks:

1. Students will be actively involved in the activity to obtain the information from the others.

2. They have courage to speak in order to get the information that he/she lacks from their partner.

3. FMI technique can improve students' attitude to learn social relationship between students in pairs. The students have to rely ob each other for getting the information. Therefore, the students will value other students.

Having recognized the advantages of FMI above, the researcher assumes that FMI is beneficial for the students in the learning process in order to encourage or even increase their speaking ability, because:

1. It gives the students many opportunities to speak in their learning.

2. It makes the students work cooperatively.

3. It creates a good relationship between the teacher and the students because the teacher functions as a facilitator within the teaching learning process.

4. It encourages the students to speak with their partner in the class.

2.7 Procedure of Teaching Speaking through Finding Missing Information Technique.

Teaching Speaking by using Finding Missing Information is done by dividing the students into pairs and they work orally with their partner to complete a given task, so the students in the class are involved directly in communicative activity.

The following are steps in teaching speaking by using Finding Missing Information technique:

Teacher	Students
Pre Activities	**Pre Activities**
1. Teacher greets the students.	1. Students answer.
2. Teacher checks the attendance.	2. Students say who are absent.
3. Teacher asks some questions related to the topic to build up their knowledge of field by asking them about their favorite.	3. Students mention all of their favorites (hobby, food, book, music etc).
While Activities	
1. Teacher explains the topic.	**While Activities**
2. Teacher explains the sentence pattern related to the topic (Like and Dislike and Yes/No question).	
- Teacher asks the students to mention again all of their favorites.	- Students mention again their

- Teacher explains how to express Like and dislike by giving them some expressions of Like and Dislike.	favorite on their own language without expressions of Like and Dislike.
- Teacher asks two students to come in front to do a dialogue how to ask about Like and Dislike.	
	- The two students come in front and perform their dialogue.
- Teacher writes down their dialogue on the whiteboard and then discuss it together.	
- Teacher explains to the students how ask about Like and Dislike (Yes/No questions, *do/does*).	
3. Teacher makes sure that the explanation about the topic have been clearly understood by everyone in the class.	
4. Teacher gives the task to the students and asks them to complete the task, with divide the class into pairs and gives them handout and reminds them not to look each other.	
5. Teacher asks the students to sit face to face on their desk.	
6. Teacher asks Student A to ask first and Student B answers them they have to take turn asking for	- The students start the

the information.	conversation on their desk with sit face to face.
7. Teacher makes sure that the instruction have been clearly understood by everyone in the class.	
- And the teacher asks them to do their task.	
8. While the students are complete the task, the teacher moves around the class listening unobtrusively and giving help if they have found some difficulties.	
9. When the students do some mistakes on their spelling the teacher will correct them but it is not to interfere or correct too much.	- The students check their partner's answer.
10. When the students have completed the task, teacher asks them to see their partner task to check whether their answer is correct or not.	
11. The teacher corrects the students' answer and conclude the best answer.	
Post Activities	
1. The teacher asks the students about the material that has just	

	Post Activities
been learned. 2. The teacher closes the meeting.	1. The students give some expressions of Like and Dislike and how to ask about Like and Dislike.

2.8 Aspects of Speaking

As stated in the background in the background, speaking is the most complicated skill of English by contrast with three other skills. In addition many aspects support it, such as: pronunciation, grammar, vocabulary, fluency and comprehension. Gower (1995,99-100) Littlewood et al (1981) note down that from communicative point of view, speaking has many different aspects including two major categories – *accuracy,* involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and *fluency,* considered to be "the ability to keep going when speaking spontaneously".

In this research the researcher takes those four aspects as a scoring criteria in Finding Missing Information technique, because:

Vocabulary

Through Finding Missing Information technique, the teacher will present new words to the students related to the speaking topic when the teacher explains the material.

Vocabulary refers to the selection of the words those are appropriate to the topic and occasion.

Pronunciation

It refers to the ability to produce easily comprehensible articulation (syakur:1987) In teaching learning process, when the students do the activity the teacehr correct the students' pronunciation. Providing the students with a clear model of how to pronounce new words/phrases and then getting the whole class and individuals to repeat.

Pronunciation refers to the sounds production, accent and intonation.

Fluency

Fluency is the ease and speed of the flow of the speech (Harris: 1974:81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases or joined together when speaking. Natural, normal, native-like speech characterized by appropriate pauses, intonation, stress, register, word choice, interjection and interruptions.

Fluency in speaking is the aim of many language learners' signs of fluency include a reasonably fast speed of speaking and only a small numbers of pauses and "ums" and "ers".

The signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

Grammar

Grammar that is described in terms of what people actually say and write, so, it is needed for students to arrange a correct sentence in conversation.

When we speak to other people it means that we express some of our ideas and thought orally, both of the listener and speaker should be understand each other, because speaking involves the skill of understanding. In order to understand each

other, the ideas or thought should be grammatically correct tp avoid

misunderstanding.

2.9 Explanation of each Topic

Because this technique deal with asking and answer to complete the missing

information, so, the sentence pattern that related to the topic deal with Question.

And each topic explained as follows:

1. The first treatment is "Asking for Information"

This topic focuses on **Wh Questions.**

Open questions are often called Wh.. questions:-

There are eight wh-questions - *what, when, where, which, who, whom, whose*
and *why* and to this list we usually add *how* as they are all used to elicit particular
kinds of information.

You use *what* when you are asking for information about something.

You use *when* to ask about the time that something happened or will happen.

You use *where* to ask questions about place or position.

You use *which* when you are asking for information about one of a limited
number of things.

You use *who* **or** *whom* when you are asking about someone's identity.

You use *whose* to ask about possession.

You use *why* to ask for a reason.

You use *how* to ask about the way in which something is done.

Question word	Verb	+	Answer
What	is	your name?	My name is Lynne.
When	is	the party?	The party is on Tuesday.
Where	are	you from?	I'm from England.
Which	is	your car?	The red car is mine.

Who	are	you?	I'm Lynne.
Whose	is	this web site?	It's mine.
Why	is	this web site here?	Because it is!
How	are	you?	I'm fine thanks.

What, **which** and **whose** can be used with or without a noun as a question word.

For example:

What time is it? = What is the time?

Which car is yours? = Which is your car?

Whose web site is this? = Whose is this web site?

This Topic also focused on Simple Present Tense deal with Wh-Question

2. The second topic is expressing "Like and Dislike"

This topic focuses on **Yes/No Questions** and expressions of **Like and Dislike**.

Yes/no questions are asked using ***be***, ***have***, ***do***, or a **modal verb**. ***Yes/no*** questions always begin with one of these verbs and can be answered with a simple *yes* or *no*, or with the question repeated as a statement.

Note: It's impossible to ask a yes/no question without one of these auxiliary verbs.

~~He want~~   Does he want a car?
~~a car?~~

DO

Do and *Does* are used in **yes/no question** of the **present tens**e. *Do* and *Does* are used in the sentence which contain **verbs**. When there is **no verbs** in the sentence, ***am, is,*** or ***ar***e are used. Use the verb *do* to obtain facts about people, places, or things.

 The pattern of **yes/no question** using *Do* and *Does* is as follows:

Do/Does + S + V1 + …

Remember!
Does is for the subjects ***he, she, singular subject***
Do is for the subjects ***they, we, I, you, plural subject***

Look at the examples below:
(+) ——**He goes** to school.
(?) **Does** he **go** to school?

(+) ——**She cooks** every morning.
(?) **Does** she **cook** every morning?

(+) ——**Sally studie**s every night.
(?) **Does** Sally **study** every night?

(+) ——**Robert swims** twice a week.
(?) **Does** Robert **swim** twice a week?

(+) ——**They work** in a hotel.
(?) **Do** they **work** in a hotel?

(+) ——**You com**e here everyday.
(?) **Do** you **come** here everyday?

(+) ——**I come** late.
(?) **Do** I **come** late?

(+) ——**we need** help.
(?) **Do** we **need** help?

(+) —-**John and sally work** in Florida.
(?) **Do** John and sally **work** in Florida?

Do is always followed by the subject and then a verb in the infinitive without *to*.

If there is one verb, and the verb is **not** a form of *be*, the process is more complex.

1. Add *Do* to the beginning of the sentence.

   The Johnsons live in that house.   Do the Johnsons live in that house?

2. If the main verb "carries" a third person singular **s**, move the **s** to *Do*, making it *Does*.

| Jane drives a car. | Do Jane drives a car? (Not finished yet!) |
| | Does Jane drive a car? (Good question!) |

Some Expressions of Like and Dislike

Like   **Dislike**

- *I Like …*   *- I don't like …*
- *I'm keen on …*   *- I'm not keen on …*
- *I love …*   *- I hate …*
- *I'm crazy about …*   *- I can't stand it.*
- *I'm fond of.*
- *I really enjoy it.*

3. The third topic is "Describing Thing"

This topic focuses on **Preposition of Places**. So, the question deal with this topic is *Wh-question (Where)*.

- Descriptive Text is to describe a particular thing, place or person.

The Generic Structure of Descriptive Text are:

1. Identification

2. Description.

Descriptive Text uses the Present Tense and no conjunction.

- *Preposition of Places*
  - ➢ *In*   *- Below*
  - ➢ *On*   *- On the right side*
  - ➢ *In the middle*   *- On the left side*
  - ➢ *Above*   *- Next to*

2.10 Hypothesis

Regarding the theories and the assumptions above, the writer would like to formulate hypothesis as follows:

H_0 : there is no difference in students' speaking ability especially in terms of fluency, pronunciation, grammar and vocabulary among the three topics which is tested for the application of Finding Missing Information

technique; the sample will not do as well as the population from which it was drawn.

H_1 : there is a significant difference in students' speaking ability especially in terms of fluency, pronunciation, grammar and vocabulary among the three topics which is tested for the application of Finding Missing Information technique; the sample will do better than population.

III. RESEARCH METHOD

3.1 Research Design

This research was intended to find out whether there is a significant difference in students' speaking ability in the application of Finding Missing Information Technique and to find out the result of the application of Finding Missing Information Technique by giving three different topics. In conducting this research, quantitative design was employed that was *one-group pretest-posttest, quasi experimental with repeated measure design*. In this research the students were given pre-test before treatment, and after one treatment the students were given post-test. The pre-test is used to find out the students' preliminary ability and the post-test was used to look how the difference is after the treatment.

And then, the students were given the two other topics. Each topic had been evaluated to know whether there were any differences among those three different topics. The criteria whether there were any differences in students' achievement at a speaking class in the application of Finding Missing Information Technique were determined by comparing the result of the evaluation of each topic.

The research design is formulated as follow:

$$\textbf{T1} \quad \textbf{X}_{1,2,3} \quad \textbf{T2}$$

Where,

T1 : Pre Test

X   : Treatments (finding missing information technique)

T2   : Post Test

(Setiyadi, 2006:131)

In this research, the researcher used one treatment(1st topic) after pre-test. And then, the researcher used two treatments (2nd and 3rd topics) after post-test for the first treatment.

3.2 Sample

The sample of this research was the first year students (7th grade) of SMP Satya Dharma Sudjana, PT. GMP, Lampung Tengah. The writer used one class, as the sample of this research class 7.6 was chosen as an experimental class, which is chosen randomly by lottery.

In this research, the researcher used three post-tests that were given after three treatments.

3.3 Data

The data of this research was in form of the students' speaking ability in performing transactional dialogue in terms of fluency, pronunciation, grammar and vocabulary under three topics, that are: Asking for Information, Like and Dislike and Describing Thing.

3.4 Procedure of Collecting Data

In order to collect the data, the researcher followed the following steps:

a. *Selecting speaking materials*

In selecting the speaking material, the researcher saw the syllabus of the first year of SMP based on KTSP (unit-based curriculum). One of the objectives of KTSP (unit-based curriculum) for the first year students of SMP is that the students are intended to convey transactional dialogue in pair. So, the topic chosen were: Asking for Information, Likes and Dislikes and Describing Thing (preposition of places).

b. *Determining instrument of the research*

Since students' speaking ability would be evaluated, speaking test had been the instrument of this research. The researcher conducted pre-test and post-test of students' speaking ability in form of transactional dialogue in order to find the data before and after the treatment conducted. There were two raters to reduce the subjectivity in judging the students' speaking ability. In the intention of increasing reliability scoring, the raters judged the students' oral test twice, directly in the classroom and by listening the students' performance recorded. The final score was considered more based on recording since the raters analyze it thoroughly. The validity of the pre and post speaking tests of this research were related to face, content and construct validity.

c. *Determining subject*

There were seven classes of the seventh year in SMP "Satya Dharma Sudjana" Lampung Tengah in which this school already implemented KTSP. In determining the subject, the researcher used simple random probability sampling. That was through lottery. One class was chosen as the subject of this research. Each class of the seventh year had the same opportunity to be the subject of the research. One class taken as a subject was 7.6.

d. *Conducting pretest*

The researcher conducted the pre test before treatment of Finding Missing Information technique, which was at least 80 minutes. The pre test was conducted to investigate the students' present speaking ability. Pre test was given to know the students' speaking ability before the treatment. The topic chosen was asking for information (syllabus KTSP). The teacher provided some information that would be completed by them, let the students made group of two. Then the students were called to perform their dialogue in front of the class. In performing the task, the students were asked to speak clearly since the students' voice would be recorded. The researcher herself and another English teacher judged the students' performance.

e. *Giving treatment (Finding Missing Information technique)*

The treatment of Finding Missing Information technique was conducted in the class for three meetings with three different topics. The first treatment (1st topic: asking for information), second treatment (2nd topic: like and dislike) and the third treatment (3rd topic: describing thing). Each topic was evaluated at the end of the treatment. And the result of the evaluation of each treatment had been compared to find the differences of students' achievement in speaking ability. As many as three treatments, they were paired with different pair. Then, the teacher provided the topic that would be taught to the students. The topics are kinds of daily conversation. The students were asked to ask and answer to complete the missing information that he or she lacks.

f. *Conducting post test*

The post test was gained at knowing the difference of students' speaking ability after being given treatment. The materials tested for the post test were similar in term of difficulties with the material for post test. In conducting the

post test the researcher provided topic: asking for information. The students were, then called to perform their dialogue in front of the class. Again, the students were asked to speak clearly since the students' voice would be recorded. The researcher herself and another English teacher judged the students' performance.

g. *Analyzing, interpreting and concluding the data gained*

After collecting the data in reference to the rating scales namely fluency, pronunciation, grammar and vocabulary, then analyzing, interpreting and concluding the data gained were done. First, the data, in form of score, gained from pre test and post test were tabulated and calculated to inter-rater reliability. Then it calculated minimal score, maximal score and mean of the pre test and the post test and its standard deviation. Repeated Measures T-Test or Paired Sample T-Test was used to draw the conclusion. The comparison of two means counted using Repeated Measures T-Test would tell us whether there was a difference in students' speaking ability significantly. The data were computed manually that shown two tail significance for equal variances as the value of significance. The hypothesis was analyzed at the significant level of 0,05 in which the hypothesis is approved if sig < α.

3.5 Instrument of the research

Considering the newest curriculum i.e. KTSP (unit-based curriculum), some materials related to the topic were provided for speaking test. The material topics chosen were asking for information, like and dislike and descriptive text. In the pre test and the post test the students were given topic asking for information. The speaking test for both pre test and post test was done directly and orally, the

teacher called the students in pair to perform transactional dialogue. They had five minutes for preparing their performance, and three minutes for performing the dialogue. In performing the task, the students were asked to speak clearly since the students' voice would be recorded. For the evaluation of each topic the researcher did the same procedure as well as the teaching procedure of Finding Missing Information technique.

In fulfilling the criteria of good test, reliability and validity of the test were clearly explained. The validity of the test of this research related to face, content and construct validity. To get face validity, the instructions of speaking test were previously examined by advisors and colleagues until the test which was in form of instructions looked right and understandable. The content validity means that the test is good reflection of what hass been taught and of the knowledge that the researcher wants her students to know. Here, the researcher correlated the test with syllabus and curriculum for Junior High School. If the table represents the material that the researcher wants to test, it can be said that it has content validity (Shohamy(1985:74. Construct validity concern with whether the test is actually in line with the theory of what it means to know the language. It means that the test will measure certain aspect based on the indicator. The researcher examined it by referring the aspects that would be measure with the theories of those aspects (fluency, grammar, pronunciation and vocabulary).

In this research, reliability is defined as the stability or consistency of the test. One of the reliabilities purposed by Harris (1974:14) is reliability of the scoring of the test. Since the speaking test was a subjective test meaning the scoring process

dominantly influenced by the scorer, there were two raters to reduce the subjectivity in judging the students' speaking ability. The raters were the researcher herself and another English teacher. The raters worked collaboratively to judge students' performance. In the intention of increasing reliability of scoring the test, the raters judged the students' oral test twice. The first judgment was done directly in the classroom when the students were performing the task, while the second judgment was done by listening the students' performance recorded. The final scores were considered more based on recording since the raters analyzed it thoroughly.

The reliability of the test can easily be checked by comparing the scores they gave for the same students performance. The score given by the raters ideally should be nearly the same for the same performance. If the score gained is clearly excessive or highly different, the two raters should score the performance/composition again. If the score is still highly different, there should be the third rater. The score which is nearer to that of the third rater will be accepted (Harris, 1969:15,16,79,92).

In evaluating the students' speaking scores, the writer and another rater listened to the students' record and implemented the Analytic Rating Scale for speaking proposed by Shohamy (1985:180). Based on the Analytic Rating Scale, there are four aspects tested those were Pronunciation, Grammar, Vocabulary, Comprehension and Fluency.

Pronunciation

  25 – 21   Excellent to very good: Has few traces of foreign accent.

20 – 16	Good to average: Always intelligible tough one is conscious of define accent.
15 – 11	Fair to Poor: Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
10 – 6	Poor: Very hard to understand because of pronunciation problems must frequently be asked to repeat.
5 – 1	Very Poor: Pronunciation problems too serve as to make speech virtually unintelligible.

Grammar

25 – 21	Excellent to Good: Make few (if any) noticeable errors of grammar or word order.
20 – 16	Good to Average: Occasionally makes grammatical and/or word errors, which do not, however, obscure meaning.
15 – 11	Fair to Poor: Make frequent errors of grammar and word order, which obscure meaning.
10 – 6	Poor: Grammar and word orders make comprehension difficult must often rephrase sentences and/or restrict him to basic patterns.
5 – 1	Very Poor: Errors in grammar and word order to serve as to make speech virtually unintelligible.

Vocabulary

25 – 21	Excellent to Good: Use of vocabulary and idioms is virtually that of native speaker.

20 – 16   Good to Average: Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.

15 – 11   Fair to Poor: Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.

10 – 6 Poor: Misuses of words and very limited vocabulary make comprehension quite difficult.

5 – 1   Very Poor: Vocabulary limitation to extreme as to make conversation virtually impossible.

Fluency

25 – 21   Excellent to Good: Speech as fluent and effortless as that of native speaker problems.

20 – 16   Good to Average: Speed of speech seems to be slightly affected by language problems.

15 – 11   Fair to Poor: Speed and fluency are rather strongly affected by language problems.

10 – 6   Poor: Usually hesitant, often forced into silence by language problems.

5 – 1   Very Poor: Speech is so halting and fragmentary as to make conversation virtually impossible.

Table of Rating Sheet Score

S's Code	Pronunciation (1-25)	Fluency (1-25)	Grammar (1-25)	Vocabulary (1-25)	Total (1-100)
1					
2					
3					

3. 6 Reliability

Reliability is a measure of accuracy, consistency, dependability or fairness of score resulting from administration of particular examination. To ensure the reliability of scores and to avoid the subjectivity of the researcher used Inter Rater Reliability. Inter Rater Reliability is used when two or more judges or raters independently estimate score on the test. In this case, the first rater of the research is the researcher herself and she asked the teacher of English as the second rater. To know how reliable the scoring is the researcher used Spearman Rank Correlation.

The statistical formula is:

$$r = 1 - \frac{6.\sum\left(d^{2}\right)}{N\left(N^{2}-1\right)}$$

r : Coefficient of rank correlation.

d : Difference of rank correlation.

1 and 6 : Constant number.

N : Number of Students. (Shohamy, 1985)

In this case, the researcher then analyzed the coefficient of rank correlation with the standard of reliability below:

0.8 – 1.00 : very high reliability

0.6 – 0.79 : high reliability

0.4 – 0.59 : medium reliability

0.2 – 0.39 : low reliability

0 – 0.19 : very low reliability

Slameto (1998:147) in Susan (2001:10)

In ensuring the reliability of the scores, the writer used inter rater reliability, that was by taking the scores from two scorers. So, there are two scores on each student's draft.

For example:

	Voc.	Gram.	Fluent.	Pron.	Total
Scorer 1	20	15	20	20	80
Scorer 2	20	15	25	20	80
					160:2
So, the student's score is					80

3.7 Data Analysis

The data analysis has been done for the learning product, the researcher used speaking test to collect the data. There were some steps used to analyze the data got from the test:

a. Transcribing the students' utterance

   After the teacher recorded the students' utterance, the researcher transcribed the record into the written form. This is very useful in order to give scores to the students and also to know the error mostly made by the students during speaking.

b. Scoring the students' speaking ability

   Based on the transcription, the researcher and the teacher could decide the scores for the students' speaking test. The researcher used the Analytic Rating Scale proposed by Shohamy (1985).

c. Tabulating the result of the test and finding the difference mean of each post-test.

The mean was calculated by applying Repeated Measure t-test, with the following formula:

$$t_{obs} = \frac{\overline{X} - \mu}{S_{\bar{x}}}$$

$$S_{\bar{x}} = \frac{S_x}{\sqrt{N}}$$

So, the $t_{observed}$ formula could be also be written as

$$t_{observed} = \frac{\overline{X}_1 - \overline{X}_2}{S_{x}/\sqrt{N}}$$

Notes:

t_{obs} : the t-observed.

$\overline{x}_1 - \overline{x}_2$: the difference between the two means.

S_x : standard error.

N **:** number of students.

d. Testing the Hypothesis

The Hypothesis of this research is:

There is a significant difference in students' speaking ability especially in terms of fluency, pronunciation, grammar and

vocabulary for the application of Finding Missing Information technique.

The hypothesis was statistically analyzed by using Repeated Measure T-Test. By seeing the probability level (p) which is shown by two tail significance as the value of significance, we can draw the conclusion (Setiyadi, 2006:172). The researcher used the significant level of 0.05. It means that the probability of error in the hypothesis is only 5% from 100%, and the hypothesis was approved if $p < 0.05$.

IV. RESULT AND DISCUSSION

The aim of this research was to find out whether there was a significant difference of application of Finding Missing Information as a technique at a speaking class. There are four aspects that were tested in applying this technique: fluency, grammar, vocabulary and pronunciation. The simple random probability sampling was used To determine the subject of this research. It gave chance to Class 7.6 to be the subject of the research. There were 30 students in the class.

4.1   The treatments of the Research

The research was designed by giving pre-test, treatment and ended by post test, and then continued by giving the two other topics that would be evaluated and compared. Here, the researcher wants to tell briefly how the treatments of her research occurred. To begin with, the researcher did class observation and introduced herself at class 7.6. In the observation and introduction phase, the researcher explained at glance about what they would do during 4 weeks. After having pre-test there were treatments. In the first treatment, the researcher introduced what is Finding Missing Information Technique, its advantages and also the procedures of running the technique in learning speaking. The researcher began the class with brainstorming, asking questions related to the topic that was asking for information. The researcher found almost a half of the students did not like to ask. Even the researcher asked them to ask herself. The researcher told them the importance of asking for information, moreover if we are in a new place. After that the researcher explained the sentence pattern

usually used in asking for information. Furthermore, she explained the aspects that should be concerned while speaking.

The topic chosen for the first treatment was "asking for information". The topic chosen was actually related to their daily activity. Before delivering the topic, the researcher again, gave leading question related to the topic would be discussed. The questions were like: *"what is your name?","how old are you?"* Those questions were used to make the students able to use their background knowledge in order to comprehend the topic. The next step was implementing the procedures of finding missing information technique. The researcher explained the topic, involving the sentence pattern related to the topic there was Wh-question in present tense. After explaining the topic to the students, the researcher made sure that the explanation about the topic have been clearly understood by everyone in the class.

The researcher started to divide the class into pairs, then she gave them the task. When the researcher gave the task, she reminded the students not to look each other about their task (handout). Then the researcher asked the students to sit face to face with their own desk mate and decided who as a student A and who as a student B. By sitting face to face they can have chance to interact each other and more communicative, because the students can face and talk directly to their friends. This step is also the time to cooperate with their pair, the students should practice asking for information that she or he lacks. And even for those who are never speak up in class at least can give an answer to someone in this way.

Then, the researcher asked Student A to asks first and Student B to answers, and then they have to take turn asking for the missing information to complete the task. While the students completed the task, the teacher moved around the class listening unobtrusively and giving help when they found difficulties. And the researcher found that half of the students always asked the teacher about the difficult words when the teacher moved around the class to listen to them. It might be caused that the students still feel unconfident with their answer. And it seemed that they looked nervous when the teacher got closer to them even though only for listening them unobtrusively.

The researcher found that some of the students had not cooperated well yet to ask and answer the question. Most of them were impatiently when their pair took a long time for answering the question by answering themselves. Meanwhile, some of them enjoyed cooperating. Seeing this, the researcher tried to address them that they had to ask and answer the information with the other students-not their desk mate (new pair), but sometimes they were still stubborn. However, the other pair could cooperate well, as what the researcher intended. Nevertheless, they needed much more time which should be about 5-6 minutes to became 8-10 minutes. This of course influenced the time allocation of teaching learning process.

Having done pairing with a partner on their seat, the teacher asked some of the pairs randomly chosen to come in front. This was only for seeing the difference of pairing result, whether there was the difference when they did pairing in front of the class and on their seat. Only three pairs could perform their dialogue since the rest time was limited. After the performance, the result was shown that there was no significant difference in speaking ability in terms of fluency, pronunciation, grammar and vocabulary between their performance on their seat and in front of class. In the

performance, four students still did the same mistakes, and most of them still did the mistakes on what they had done when they did the conversation on their seat.

It means that their fluency was still low, meaning that they were still in category "Poor : *Usually hesitant, often forced into silence by language problems" (what… um…she…uh…her name? she…um…name…is…Berliana).* Whereas, the two more students were categorized into criteria "Fair to Poor : *Speed of speech seems to be slightly affected by language problems" (what…is her… name? her…name is…Berliana).* While for accuracy aspect in which includes pronunciation and grammar, the pronunciation of four students was slightly influenced by their mother tongue (Bahasa Indonesia) and a few grammatical errors that cause confusions. Whereas, the rest were still be influenced by their mother tongue, but there are only a few serious phonological errors and they made a few grammatical errors that cause confusions. For their vocabulary, most of them still lacked of vocabulary and misused of words and had very limited vocabulary.

Evaluating the first treatment, the researcher asked the students to be more concerned with the aspects of speaking namely fluency, pronunciation, grammar and vocabulary. In the second treatment, the researcher did almost the same procedures or rules, from opening until closing the teaching learning process as what she did in the first treatment.

The topic for the second treatment was Like and Dislike. The researcher noticed some points. There were some improvements of the students' performance. When the teacher explained the topic in with the grammar focus, the students looked interesting about the topic; it might be caused that this topic discussed about their interest; such

as hobby and their favorite. The students were paired with different pair from the previous treatment-new pair again. But there were no complaints from the students, it made the teacher easier to manage the class. Sometimes the students didn't want to be paired by the teacher, especially for the girl students. They usually gave complaint when they were paired with the boy . And most of the students looked more comfortable to speak, such as; when they were asked about their favorite music, movie and idol. In this topic, they elaborated almost clearly about their answers, whereas they did not ask to give the reason or elaborating. While they were answering the question, they still looked lack of vocabulary, but at least they tried to speak. It might be caused of the saver environment that was created by this topic. So, it encouraged the students to produce more speech.

Having done the dialogue on their seat, they were asked to perform their dialogue in front of the class. There were only three pairs could perform their dialogue, and they were randomly chosen. In the performance, there were some improvements, five students even answered all of the questions fluently. In other words, their fluency was good, meaning that they were in category "Good to Average : *Speed of speech seems to be slightly affected by language problems"(Does she like ...shopping? Yes, she does…she likes…shopping)* . Whereas, the rest was categorized into criteria "Fair to Poor : *Usually hesitant, often forced into silence by language problems"* *(Does…um…she like…shopping? Yes…she does…um…she likes…shopping).*

While for accuracy aspect in which it includes pronunciation and grammar, the pronunciation of four students was slightly influenced by their mother tongue and most utterances were correct and there were a few grammatical errors

(*Does…um…she like…shopping? Yes…she…um…like…shopping*). Whereas, the rest were still be influenced by their mother tongue, but only a few serious phonological errors and they made a few grammatical errors that cause confusion (*Does she like…shopping? Yes, she does. She like…shopping*). For their vocabulary, sometimes they used inappropriate terms and/or must rephrase ideas. It could be concluded, that the students' performance in the second treatment was better than the first treatment.

In the last treatment, the researcher reminded the students to be more concerned with the speaking aspects. The same procedures or rules were applied as what she had done in the two previous treatments. The topic discussed was Describing Thing. In this topic, the lesson to be focused on Preposition of Places, because the function of this text is to describe a particular thing, place or person. So the students were asked to describe about certain place of some shapes that were placed in a certain big shape. For example, there was a small star in a big square, and student A asked about the place of it and the student B answered and then they had to take turn in order to complete the information that she/he lacked until the information that they need was completed.

Again they were asked to perform their dialogue in front of the class after having done the dialogue on their sit. And the achievement for the aspects of English was; for accuracy in which involved pronunciation and grammar; their pronunciations were slightly influenced by their mother tongue and most utterances were correct and there were a few grammatical errors that cause confusion. Moreover, they all made a few grammatical errors for four or six errors causing confusion

(*Where…the…um…small…circle of…big square? The small*

circle…um…on…middle). And their fluency was low, meaning that they were in category *"Fair to Poor: Speed of speech are rather strongly affected by language problems" (Where…the…um…small circle of…um…a big…square? The small circle of…a…um…big square…in the…middle).* And so was their vocabulary, they were in category "Fair to Poor: There are misuses of words and very limited vocabulary and frequently uses the wrong words because of inadequate vocabulary*(*

Where…the…little…um…circle of…big square? The …little circle…on the middle).

From the treatment, it could be inferred that the best performance of the students was in the second treatment, because it was better than the two other treatments had. But it could not be a final judgment that the second treatment or the second topic was the best topic for the application of Finding Missing Information technique, because there were no post tests yet.

4.2   Result of Speaking Test

The criteria of a good test is involving Validity and Reliability of the test. And it had been done by this test, the validity of this test involves: face, content and construct validity. And for reliability, the researcher used inter rater reliability.

a.   Validity of the Speaking Test

The validity of the pre and post speaking tests of this research relate to face, content and construct validity. The face validity was gained by examining the instruction of speaking test which was form of instruction looked right and understandable by advisors and colleagues. While, the content validity means that the test is a good reflection of what has been taught and of the knowledge that the researcher wanted her students to know. Here, the researcher correlated the tet with the syllabus and

curriculum for Junior High School and the topic chosen was expressions which included like and dislike and asking for information, and describing thing.

It was found that the topic had already been studied by the students and stated in the curriculum, therefore the topic was taken for the test to the students. Construct validity concerned with whether the test is actually in line with the theory of what it means to know the language. It means that the test measures certain aspect based on the indicator. The researcher examined it by referring the aspects that would be measured with the theories of those aspects (fluency, grammar, structure and vocabulary) as what explained in chapter 3.

b. Reliability of Speaking Test

In achieving the reliability of scoring pre and post tests of speaking, inter-rater reliability was applied in this research. There were two raters to reduce the subjectivity in judging the students' speaking ability. The raters judged the students' oral test twice. The first judgment was done directly in the classroom when the students were performing the task, while the second judgement was done by listening the students' performance recorded. However, the final score was considered more on the second judgment since it was based on the recording so the raters could analyze it thoroughly. To increase the reliability of each other, both raters practiced scoring toward a sample in order to establish common standard and to have the same perception.

Following the procedure of determining the reliability of the score stated in the design of the research, after gaining the score from their second judgment the two raters

compared the scores given for the same student performance. In comparing the score, the raters saw at glance whether there was excessive score given for each student. The raters found that it was not slightly different, therefore the third rater was not needed. The students' scores gained from the two raters, then, were analyzed by using formula proposed by Shohamy (1985:213) in order to see the reliability. As what had been studied in advance that the researcher considered it reliable if the test had reached range 0.60 – 0.79 or already had high reliability and range 0.80 – 0.100 had very high reliability. The statistical reliability measurement of pre-test and post-test showed a high reliability and very high reliability. It means that both raters made only slightly different in total amount. In pre-test, it was 44 points of difference. The reliability's value was 0.77 for pre-test, it means that the statistical measurement of pre-test had high reliability. As well as in the pre test, high reliability was also ascertained in post test with different score 50. The reliability's value was 0.86. It showed a very high reliability and it indicates that the score of the students' speaking is accurate.

As well as in the pre-test and post test, the high reliability was also ascertained in the second evaluation of the second treatment (topic: like and dislike). There was 47 points of difference. The reliability's value was 0.69. And for the last evaluation of the third treatment, there was 57 points of difference and the reliability's value was 0.85. It showed that the statistical reliability measurement had very high reliability.

c. Scores of the Speaking Test

Both in pre and post tests of speaking, the students were instructed to create a transactional dialogue in pair. They were asked to make a dialogue for asking for information topic.

The students' speaking score of both pre and post tests were presented in table 1:

Table 1. The students' speaking score both in pre and post tests

Test	N	The Lowest Score	The Highest Score	Mean	Std. Deviation
Pre-Test	30	34.50	56.50	44.20	10.22
Post-Test	30	58.50	72.00	65.33	3.99

As presented in table 1 above, the lowest score in pre-test of speaking was 34.50; there was one student scored 34.50. And, there was one student scored 56.50 which was the highest score of all. The average score of 30 students was 44.20, where 14 students got score under the average score and 16 students got score up to average score. Some of the students are at range 34 – 39 (3 students or 9%), sixteen students or 54% got score at range 40 – 45, ten students or 34% got score at range 46 – 51, while the rest (1 student or 3%) got score at range 52 – 57 and no one got score higher than 57. It can be seen in the following chart.

Chart 1. Chart of Frequency of the Students' Speaking Scores in Pre test
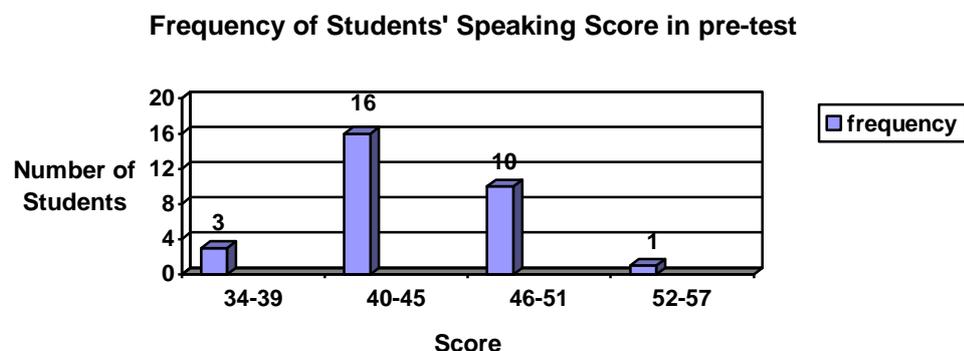
After having the first treatment (topic: asking for information) with the application of

Finding Missing Information technique, the mean score of students' speaking ability is shown in the post test (see table 2). For the post test (topic: asking for information) the lowest score was 58.50; there was only one student who got the lowest score. Whereas, the highest score was 56.50 and there was only one student who got the score. The students who got the score under the mean were 14 students, while those who got the score up to the mean were also 16 students. One student or 3% got score at range 56 – 58, six students or 20% got score at range 59 – 61, eight students or 27% got the score at range 62 – 64, six students or 20% got the score at range 65 – 67, seven students or 24% got the score at range 68 – 70 and finally two students or 6% of them got the score higher than 70. There was only one student who got the lowest score (58,50). While the highest score was 72 in which only one student who got the score. It can be seen in the following chart.

Chart 2. Chart of Frequency of the Students' Speaking Scores in the Post-Test

Frequency of Students' Speaking Score in the Post-Test
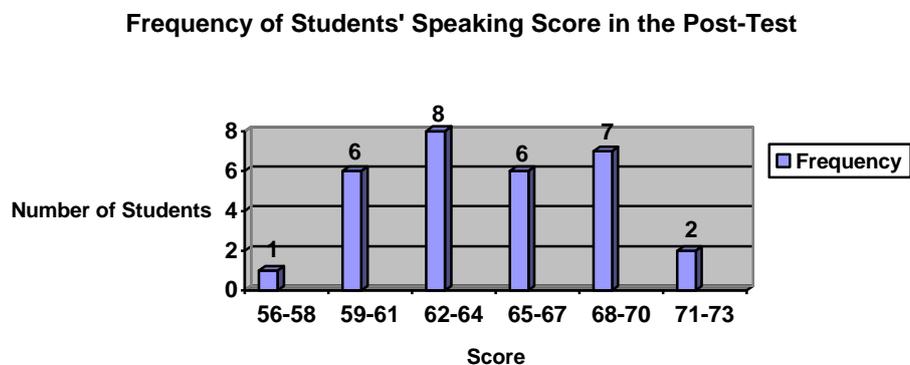
To arrive at the answer of the research question, whether there is significant difference in students' speaking ability or not, the mean score of pre and post tests of speaking was analyzed statistically by using repeated measures T-Test.

Table 2. Result of Post-Tests

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest	65.33	30	3.99	0.72
pretest	44.20	30	10.22	1.86

The table above includes information about individual variables:

The names of the two variables.

Means for both variables.

Standard Deviation for both variables.

Standard Error of the means for each variable $S_{\bar{X}} = S_D / \sqrt{N}$

Paired Sample Test

	Paired Difference			t	df	Sig. (2-tailed)
	Mean	**Std. Deviation**	**Std.Error Mean**			
Pair 1 posttest - pretest	21.13	3.44	0.62	190	29	0.004

The table above presents about the paired sample test of each pair. And this table

includes information on the two variables together:

Mean: Difference mean between the two means (the numerator in the t-test formula

$\overline{X}_1 - \overline{X}_2$).

Standard Deviation for the differences between pairs of scores for all pairs.

Standard Error of difference between the means.

The *t-observed* value $t_{obs} = \overline{X}_1 - \overline{X}_2 / S_{(\bar{X}1 - \bar{X}2)}$

Degrees of freedom N – 1

Two tailed probability. This entry means that the data had a two-tailed test and the probability level. The value that the data have specified in the hypothesis should not exceed this value in order to reject the null hypothesis. If it is zero, it means the test is significant at even less than .05.

d.   Testing the Hypothesis

The first one is for Pre and Post Test, to find out whether there is a significant difference in students' speaking ability in the application of Finding Missing Information Technique. The students were given pre test before treatment, and after treatment the students were given post test. The second one is to find out the result of the application of Finding Missing Information Technique by giving three different topics. The students were given three different topics and each topic had been evaluated to know whether there were any differences among them.

I.   Pre Test and Post Test

As have been explained, that there was a significant difference in students speaking ability especially in terms of fluency, pronunciation, grammar and vocabulary for the application of Finding Missing Information technique.

The hypothesis was statistically analyzed by using Repeated Measure T-Test. By seeing the probability level (p) which h is shown by two tail significance as the value of significance, we can draw the conclusion (Setiyadi, 2006:172). The researcher used the significant level of 0.05. It means that the probability of error in the hypothesis is only 5% from 100%, and the hypothesis was approved if $p < 0.05$.

Not only significant difference, but also there was an improvement between the pre test and post test by the application of Finding Missing Information technique, with the topic discussed was Asking for Information. In the pre test, students' mean score was 44,2; and the post test, students' mean score was 65,33. To get the significant difference, the pre test and the post test were paired and analyze by t-test formula. And the analysis of repeated measure t-test showed that there was a significant difference of students' speaking ability. The significance was also found in aspects of speaking.

Students' pronunciation increased from 10,70 to 10,73 (gain of 0,03) showed its significant value that is 0,003 (p<0,05), students' fluency increased from 11,37 to 17,02 (gain of 5,64) showed its significant value that is 0,002 (p<0,05), students' grammar increased from 11,5 to 16,48 (gain of 4,98) also showed its significant value that is 0,003 (p<0,05) and vocabulary increased from 11,08 to 16,55 (gain of 5,47) showed its significant value that is 0,002 (p<0,05).

II. Evaluating the Three Topics

As have been done for Pre and Post Test, Repeated Measure T-Test is also used to analyze for testing the hypothesis . By seeing the probability level (p) which h is shown by two tail significance as the value of significance, we can draw the conclusion (Setiyadi, 2006:172). The researcher used the significant level of 0.05. It means that the probability of error in the hypothesis is only 5% from 100%, and the hypothesis was approved if p < 0.05.

Given three topics, there are differences of students' achievement in speaking ability in terms of fluency, grammar, pronunciation and vocabulary. It is shown by the result

of statistical data from analysis of Repeated Measure T-Test. To get the significant difference of each topic, those three topics were paired and analyzed by t-test formulae. And the analysis of repeated measure t-test showed that there was significant difference of students' achievement. The significance was also found in aspects of speaking.

The first pair that was, 2nd topic and 1st topic. Students' fluency in the 2nd topic was 17,67 and in the 1st topic was (difference of 0,43) showed its significant value that is 0,009 (p<0,05). Students' pronunciation, 2nd topic was 16,72 and 1st topic was 14,82 (difference of 2,85) showed its significant value that is 0,002 (p<0,005). Students' Grammar, 2nd topic was 17,77 and 1st topic was 15,67 (difference of 2,1) showed its significant value that is 0,001 (p<0,005). And for students' vocabulary, 2nd topic was 27,58 and 1st topic was 15,72 (difference of 1,85) also showed its significant value that is 0,008 (p<0,005).

The second pair that was, 1st topic and 3rd topic. Students' fluency in the 1st topic was 16,21 and in the 3rd topic was 16,63 (difference of 0,41) showed its significant value that is 0,001. For students' pronunciation, 1st topic was 16,25 and 3rd topic was 14,82 (difference of 1,44) showed its significant value that is 0,001. students' grammar, 1st topic was 16,37 and 3rd topic was 15,67 (difference of 0,70) showed its significant value that is 0,001. And for students' vocabulary, 1st topic was 16,45 and 3rd topic was 15,72 (difference of 0,72) also showed its significant value that is 0,002.

The last pair that was 2nd topic and 3rd topic,. Students fluency, 2nd topic was 17,67 and 3rd topic was 16,63 (difference of 1,04) showed its significant value that is 0,008 (p<0,05). Students' pronunciation, 2nd topic was 16,72 1nd 3rd topic was 14,82 (difference of 1,9) showed its significant value that is 0,008 (p<0,05). Students'

grammar, 2nd topic was 17,77 and 3rd topic was 15,67 (difference of 2,1) showed its significant value that is 0,001 (p<0,05). and for students' vocabulary, 2nd topic was 17,58 and 3rd topic was 1,86 9difference of 1,86) also showed its significant value that is 0,001 .(p<0,05).

4.3   Discussion of the Findings

a.   The Application of Finding Missing Information Technique

From the finding it can be seen that there was a significant difference in students' speaking ability even there was an improvement. The improvement on the students' speaking ability could be assumed as the result of the intervention of Finding Missing Information technique, by which the students could practice speaking through interacting communicatively. This finding approves Brown's (2001:48) in Haryanti (2009:57) theory that as learners interact with each other through oral or written discourse, their communicative abilities are enhanced. The result of this research reports that the intervention was effective in improving or enhancing students' speaking ability.

This technique seems to successfully improve four aspects of speaking observed, namely fluency, pronunciation grammar and vocabulary (see chart 3). Students' fluency improved from 11,37 to 17,02 (gain of 5,65), there was no gain for pronunciation 10,70 to 10,70, grammar improved from 11,65 to 16,48 (gain of 5,43), vocabulary increased from 11,08 to 16,55 (gain of 5,47). From those data, it can be said that the students became more fluent in asking and answering the question, more concerned on producing grammatical correct utterances but the students still did not concern on producing every single word. And it was found that all of the students

(100%) improved. The researcher assumed that it might be caused by the same topic

as in a pretest served in the posttest, so that, they got easily to complete the task.

Chart 3. The improvements of speaking aspects in pre test and post test

Frequency of Students' Speaking Score in pre-test
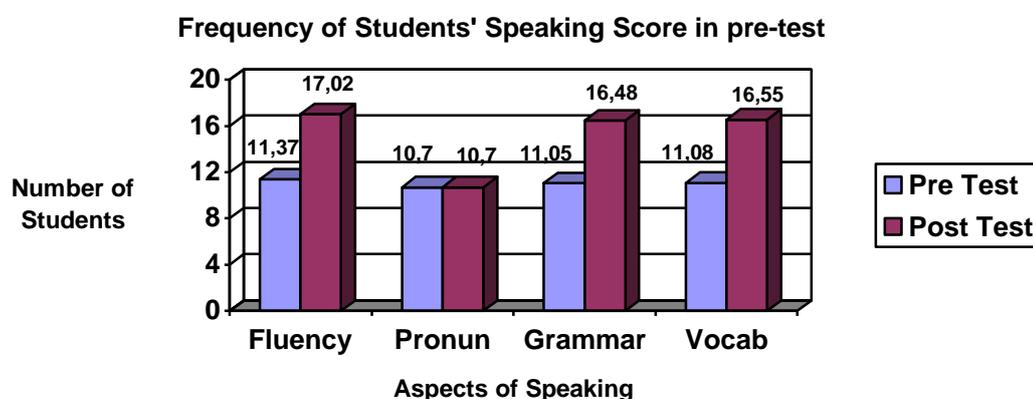
The researcher then tried to trace proof whether those differences (improvements)

really indicates a significant difference. By using the same formula of testing

hypothesis that is Repeated Measure T-Test or Paired Sample Test, those gains were

analyzed statistically. The gain of fluency (5,65) showed its significant value, that is

0.003 ($p<0.05$), gain for grammar (5,43) showed its significant value, that is 0.002

($p<0.05$) and the gain of vocabulary (5,47) also showed its significant value, that is

0.002 ($p<0.05$). While for pronunciation, because there was no gain so it was not

analyzed. (see appendix 20). Those values indicate that those numbers represent the

significance. Based on the analysis, therefore, the researcher concluded that the

students' speaking ability which involves its four aspects do improve as the effect of

the implementation of Finding Missing Information technique.

Thus, it is envitable that the significant difference (improvement) of students'

speaking ability was due to the strength of Finding Missing Information Technique

itself which gave enhancement toward the aspects of speaking.

The existing of "completing the missing information" by doing the dialogue, as a part of Finding Missing Information gave encouragement that influenced the significant improvement of students' speaking ability, because the students got some texts but some the information were deleted and the students got different missing information. In order to complete the task, the students musk ask her/his partner. So, by doing this activity the students have a reason to speak. And by doing this activity, can maximize students talking time, because in completing the tasks, the students have to be engaged in conversation and make some negotiations of meaning with their partner. This, of course, will bring them to relaxed and friendly atmosphere. This statement supports Hayriyek Kayi (2006) theory that the potential for stress is greater such stress or fear can create a block to the concentration necessary for speaking in a foreign language.

By having the table which is part of the task, affect the students' fluency toward the topic. Because by presenting the task in a tabular form made the task more well organized, so that influenced the students' comprehensibility in completing the task.

And, this condition occurred during this research of speaking. In pre test, more than a half of the number of students were still halting in doing the dialogue (asking and answer), it reflected that their speaking was not fluent enough.

Even though, after one intervention, in which they were accustomed to comprehend the grammar focus toward the topic discussed and practiced the dialogue by completing the table for some missing information, so that, their ability in asking and answering was more fluent than in pre test.

Hence, it indicates that the technique has an impact on building students' comprehension toward the topic discussed. It can be concluded that Finding Missing

Information Technique can improve students' speaking ability especially in terms of grammar and fluency.

The application of "Finding Missing Information" technique itself became distinguished factor between the process of pre and post test. In pre test, when they were asked to complete the table, they spent 8-10 minutes in doing the dialogue, while in post test they spent less than 8 minutes, even 3-5 minutes. Again, it happened because they had been trained to prepare for asking and answer the question in dialogue that was well organized in a form of table in the treatment.

The heterogeneous grouping which was implemented in Finding Missing Information technique was also one of the strengths that influenced the students' interaction by which it compel them to improve their communicative skills. The students who were paired with the lower one may urge to transfer and help their pair or at least they tried to communicate their idea. We can see their social value in this technique. The existing of social value will make them to be more caring and supportive; therefore, the students' social skill may also develop. This is in line with Lloyd's et.al (1998) study that Cooperative Learning led to more positive social behaviors.

This view also might lead us to the consideration that FMI technique seems to have impact on the improvement of students' performance. In the post test, the students showed it which is reflected in their best performance.

However, during the teaching learning process the researcher found that there were some weaknesses for the application of Finding Missing Information Technique for speaking class. Because they students were paired and there were 15 pairs, the

researcher had to move around to listen them one by one. While, other pairs did their dialogue and the class became more noise and it made the researcher difficult to listen their dialogue well.

Ultimately, the Finding Missing Information technique had been able to contribute such significant improvement on the students' speaking skill and their performance in speaking. It was done because of the teaching procedure of the technique itself that well believed to be able to encourage the students to improve their speaking skills. Therefore, a need for the inclusion of and the emphasis on implementing this Finding Missing Information technique in our language classroom is obvious.

b.   Evaluating the Three Topics

The result of students speaking ability in terms of fluency, grammar, vocabulary and pronunciation in three different topics;

X1   : Topic Asking for Information

X2   : Topic Like and Dislike

X3   : Topic Describing Thing

Can be seen in the following table:

Table 3. The comparison of each aspect from 1st topic, 2nd topic and 3rd topic.

	Pronunciation			Grammar			Vocabulary			Fluency		
	X1	X2	X3	X1	X2	X3	X1	X2	X3	X1	X2	X3
Mean	14,82	16,72	16,25	15,67	17,77	16,37	15,72	17,58	16,45	16,63	17,67	16,22

The table shows that the students' average score in pronunciation are: X1 : 14,82., X2 : 16,72., X3 : 16,25. Students' average score in grammar are: X1 : 15,67., X2 : 17,77.,

X3 : 16,37. Students' average score in vocabulary are : X1 : 15,72., X2 : 17,58., X3 : 16,45. And students' average score in fluency are: X1 : 16,63., X2 : 17,67., X3 : 16,22.

From those data it can be seen that the students became more fluent in their conversation, more concerned on pronouncing every single word, on producing grammatical correct utterance and more capable of elaborating their mind towards the topic discussed. The researcher inferred that it might be affected by the topic which is more interesting than two others. For the 1st Topic that was Asking for Information the researcher analyzed each topic by tested the aspects of speaking, which were pronunciation, fluency, grammar and vocabulary.

Having done pairing with a partner on their seat, the teacher asked some of the pairs randomly chosen to come in front. Only three pairs could perform their dialogue since the time was limited. After the performance, the result was shown that there was no significant difference between their performance on their seat and in front of class.

Their fluency was still low, meaning that they were still in category "Poor: *Usually hesitant, often forced into silence by language problems. Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery and fragmentary"(what…um….she…uh…her name? she…um…name…is…Berliana).* While some students were categorized into criteria "Fair to Poor: *Speed of speech seems to be slightly affected by language problems. Although she/he has made an effort and search for words, there are not too many*

unnatural pauses. Fairly smooth delivery and fragmentary" " (what…is her… name?
her…name is…Berliana).

For students' pronunciation, most of them were in category "Poor: *Influenced by the*
mother tongue but only a few serious phonological errors". And the rest were still in
category "Fair to Poor: *Still moderately influenced by the mother tongue (Bahasa*
Indonesia) but no serious phonological errors".

While for students' grammar, most of them were in category "Poor: *Grammar and*
words make comprehension difficult most often rephrase sentences and/or restrict
them to basic patterns. Several grammatical errors, some of which cause
confusions"(What…is…um…she do? She do…um…secretary) . And the rest of them
were in category "Fair to Poor: *Make frequent errors grammar and word order, which*
obscures meaning. A few minor grammatical errors. But only one or two errors
causing confusions"(What…um…does…she do? She does…a…secretary).

For students' vocabulary, most of them were in category "Poor: *Misuses of words and*
very limited vocabulary. And the rest were in category "Fair to Poor: *Frequently uses*
the wrong words, conversation, somewhat limited because of inadequate
vocabulary".

Evaluating the 1st topic, the researcher asked the students to be more concerned with
the aspects of speaking namely fluency, pronunciation, grammar and vocabulary. In
the 2nd topic, the researcher did the same procedures or rules, from opening until
closing the teaching learning process as what she did in the first topic.

The second topic was Like and Dislike. The researcher noticed some points. There were some improvements of students' performance. In this topic the students were paired with different pair from the previous topic-new pair.

Most of the students answered all of the questions fluently. In other words, their fluency was good, meaning that they were in category "Good to Average: *Speed of speech seems to be slightly affected by language problems. Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses"*(Does she like…um…shopping? Yes, she does. She…like…shopping).* While for the rest was categorized into criteria "Fair to Poor: *Usually hesitant, often forced into silence by language problems. Although they have to made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly"* (Does…um…she like…gardening? No, she…does not. She…does…not like…gardening).*

And for pronunciation aspect, most of students were categorized into criteria "Good to Average: *Slightly influenced by the mother tongue. Most utterances are correct.* And the rest of them was categorized into criteria "Fair to Poor: *Is still moderately influenced by the mother tongue(Bahasa Indonesia) but no serious phonological errors".*

While for grammar aspect, most of students were categorized into criteria "Good to Average: *Occasionally makes grammatical and/or word errors, which do not, however obscures meaning. A few minor grammatical errors"(Does she like…um…love story? Yes, she does. She…enjoy…it).* And for the rest was categorized into criteria "Fair to Poor: *Make frequent errors of grammar and word order, which obscure meaning. A few minor grammatical errors. But only one or two*

errors causing confusions"(Does she…like…love story? No, she not. She…not like love story).

The last aspect is vocabulary, most of students were categorized into criteria "Good to Average: *Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies"(Does he…like…swimming? No, he does not. He…um…does no like swimming)* . And the rest of them were categorized into criteria "Fair to Poor: *Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary"(Does he like…um…love story? No, he not like. He…um…can't stand it).*

In the last topic, the researcher reminded the students to be more concerned with the speaking aspects. The same procedures or rules to be applied as what she had done in the two previous topics. The topic discussed was Describing Thing.
And the achievement for the aspects of English were; for pronunciation, most of them were categorized into criteria "Good to Average: *Is slightly influenced by the mother tongue (Bahasa Indonesia). Most utterances are correct.* And the rest was categorized into criteria "Fair to Poor: *Is still moderately influenced by the mother tongue (Bahasa Indonesia) but no serious phonological errors.*

For Fluency, most of the students were categorized into"Fair to Poor: *Speed and fluency are rather strongly affected by language problems. Although they have made an effort and search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses. Fairly smooth delivery(where is…um…the…small star of…a…big circle? The small star…of…a big circle is…um…in the middle).* And the

rest of them were categorized into criteria "criteria "Poor: *Usually hesitant, often forced into silence by language problems. Has to make an effort for much of the time. Often ahs to search for the desired meaning,. Rather halting delivery and fragmentary*"(*Where is…um…the…small…star of…um…a big…um…circle? The small star…um…of…um…a…big circle is…um…in…the middle*).

While for grammar aspect, most of the students were categorized into criteria "Fair to Poor: *Make frequent errors of grammar and word order, which obsecure meaning. A few grammatical errors. But only one or two errors causing confusions*"(*Where is…the small star…um…of big circle? The small star of…um…big circle is…um…in the…middle*). And the rest was categorized into criteria "Poor: *Grammar and word orders make comprehension difficult must often rephrase sentences and/or restrict them to basic patterns (Where…the…um…small star.um…in…big…circle? The small star…in…big circle…um…on....the middle*).

The last aspect is vocabulary, most of the students were categorized into criteria "Fair to Poor: *Frequently uses the wrong words, conversation somewhat limited because inadequate vocabulary*" (*Where is...the…small star…in…big circle? The small star…um…in the middle*) . And the rest was categorized into criteria "Poor: *Miss uses of words and very limited vocabulary make comprehension quite difficult*" (*Where…um…the…star in...um…a...circle? The star in…um...circle …um…on the…middle*) .

Because the study employed one group pretest posttest, quasi experimental with repeated measure design, the evaluation of each topic is drawn by the following curve:

X1　　　　**X2**　　　　**X3**
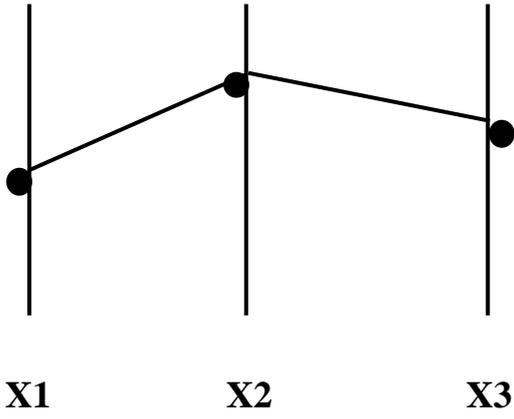
The curve line indicates that the second topic (Like and Dislike) was effective to apply for speaking class by using Finding Missing Information Technique.

V. CONCLUSION AND SUGGESTION

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

5.1 Conclusion

1. There is a significant difference in students' speaking ability especially in terms of fluency, pronunciation, grammar and vocabulary through performance at a speaking class in the application of Finding Missing Information Technique. Moreover, those differences showed an improvement between Pre Test and Post Test. It can be seen from the pre test and post test of the research. In pre test students' mean score was 44,20 while in the post test students' mean score was 65,33, it is gained of 21,13. And the analysis of Repeated Measure T-Test shows that there is significant difference and significant improvement of students' speaking ability.
   The improvement of students' speaking ability was due to the strenghth of Finding Missing Information technique which gave enhancement toward the aspects of speaking.

2. Given three different topics there is a difference of students' achievement in speaking ability in terms of fluency, pronunciation, grammar and vocabulary. Those three topics are: Asking for Information, Like and Dislike and Describing Thing. Among those three topics, the significant difference is shown by the topic Like and Dislike. Like and Dislike achieved the highest

score for all of the aspects of English. In other words, topic Like and dislike was found helpful to foster the highest level of performance by maximizing the advantages of Finding Missing Information technique itself.

From the two points mentioned above, it can be restated that Finding Missing Information Technique could improve students' speaking ability and gave good effect on the students' performance. And the topic Like and Dislike is one of the suitable topic for the application of Finding Missing Information technique at a speaking class and it also gives a good effect on students' performance during the teaching learning process.

5.2 Suggestions

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

a. For Teaching Implication

1. After having the research especially the application of Finding Missing Information Technique in helping the students to enhance their speaking ability, the researcher suggests Teacher of English to apply the technique in the classroom for teaching implication particularly teaching speaking.

2. Since there are some aspects of speaking that should be considered: fluency, grammar, pronunciation and vocabular, the tecaher should explain them further to the students in certain meeting, not in a glance as what had been done by the researcher. It should be done to make the students able to internalize those aspects, so that their speaking ability will be better.

b. For Further Research

    a. And after seeing the result of evaluation of the three topics that have been applied at a speaking class by using Finding Missing Information technique, the researcher suggests that it will be better if the teacher gives or teaches more than three topics with different sentence pattern. In order to get the best result of finding the suitable topic for the application of this technique. And also, it can lessen the students' boredom toward the topic served.

    b. By considering the students' performance (dialogue), the researcher suggest that it will be better if the teacher asks the students to perform the dialogue in front of the class. It can make the students not too crowd and too busy with their own dialogue. Because it makes the researcher can not hear them well.

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 further research as well.