APPLYING THREE TYPES OF INFORMATION GAP TASK IN SPEAKING CLASS AT THE SECOND GRADE OF SMA NEGERI 1 SEPUTIH MATARAM

(A Script)

Novia Riska Boru Sinaga

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
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ABSTRACT

**APPLYING THREE TYPES OF INFORMATION GAP TASK
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NEGERI 1 SEPUTIH MATARAM**

By

Novia Riska Boru Sinaga

Communication is an essential need for human being. Language as the tool of communication has an important role to reveal an intention to someone else. One of the ways in communication is through speaking. This research was aimed to investigate whether there are any significant differences of task types in quantity and quality of speaking interaction by the second grade of SMA Negeri 1 Seputih Mataram.

This study used quasi-experimental design. The subjects of this research were 22 students of the second grade of SMA Negeri 1 Seputih Mataram. They were taken randomly. The data were collected through speaking test. The data were analyzed in two ways in quantity and quality of speaking interaction. The quantity of the interaction consist of three alements namely the length of speaking time, the number of turns taking, and c-unit. The quality of speaking interaction consists of fluency, pronunciation, grammar, comprehension and vocabulary. Neverthless, the focuses of speaking skills assessed were fluency and pronunciation.

To cellect the data, speaking test applied that was administered three differents types of information gap tasks. Repeated Measure T-test was used to analyze the data and the hyphothesis testing at the level significance (0.05). The computation showed that T-ratio (10,608) is much higher than T-table (1.81246), it means that T-ratio>Ttable. The results of the analysis of quantity of speaking interaction revealed that students produced statistically different quantities of speaking interaction in terms of length of speaking time, c-unit and turns taken. Task 1 generated the highest mean score of the quantity of speaking interaction among the other tasks. With respect to quality of speaking interaction, students' quality of speaking interaction was good in terms of fluency and pronunciation is in task 3.

In other words, it can be inferred that the alternative hypothesis is accepted. The students produced defferents mean score in quantity and quality of speaking interaction based on the different dificulties of given task types.

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A Script

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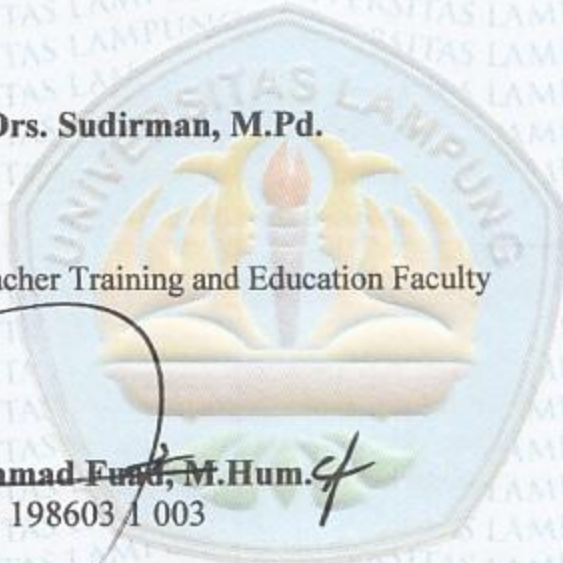
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CURRICULUM VITAE

The researcher's name is Novia Ariska Boru Sinaga. She was born in Jatidatar, Central Lampung, November 6th, 1992. She is the third daugther of a happy couple M. Sinaga and R. Manihuruk. She has two sisters, Mandaria Sinaga and Era Nurfitriana Sinaga and one brother Roni Hasiholan Marulitua Sinaga.

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From July 4th to september 18th, 2013 she carried out on Teaching Practice Program (PPL) at SMP 2 Way Kenanga, Tulang Bawang Barat.

DEDICATIONS

This script is fully dedicated to

My beloved parents (M.Sinaga and R.Manihuruk), who give me support, always pray for me and give their endless love.

My lovely sisters : Mandaria Sinaga, Era Nurfitriana Sinaga and my beloved brother Roni Hasiholan Marulitua Sinaga, who always being partners to share and always make me happy.

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My beloved comredes Eng 0'10 of Lampung University

MOTTO

The moment is now, not tomorrow, or yesterday or someday

(The Researcher)

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Last, but far from least, her very sincere thanks are denoted to who are not mentioned personally here, without their patience, guidance, support and cooperation this script could have never been written. Hopefully this script can be useful for us and become the input for the parties in need.

Bandar Lampung,   January 2017

The Writer

Novia Riska B.S

CONTENTS

I. INTRODUCTION

II. LITERATURE REVIEW

III. METHODS

TABLES

LIST OF APPENDICES

I. INTRODUCTION

This chapter will discuss about background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research and definition of term.

1.1 Background

Since English becomes an international language, it is important for us especially for students to learn. The aim of studying language itself is to communicate and to interact with other. One way to obtain the aim is through speaking. In Educational Unit Level Curriculum (KTSP) 2006 of English for SMA in Indonesia learning English is aimed at developing four major language skills: listening, speaking, reading and writing.

Speaking is one of the the hardest skills for a language learner to master. Getting students to speak in class may be the most difficult task many teacher faced. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Communication is an essential need for human being. Language as the tool of communication has an important role to reveal an intention to someone else. One of the ways in communication is through speaking. It is very important to master speaking well. To master speaking ability, students must be trained to use English

in communication orally. Speaking is a productive skills where it can produce a language and convey information and ideas, and maintain social relationship by communicating with others.

That is why teachers' efforts should be focused on developing students' ability to speak since learning to speak is considered as the greatest challenge for all language learners. In this sense, teachers have to give more opportunities to their students to express themselves by providing them with speaking activities that enable them to speak English (Brown, 2001)

However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use language. In teaching speaking, the teacher should be able to choose interesting topic and apply suitable technique.In teaching class, the students should be taught how to speak. The components of English speaking skill that should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency, and comprehension.

Speaking is an interactive process of constructing meaning, receiving, and processing information (Brown, 1994; Burns and Joyce, 1970). Language teachers in particular are also looking for activities that promote target language use. According to Kayi (2006) there are many activities to makespeaking moreeasier. One of them is Information Gap activity which can be an alternative technique to make the students easy in using spoken English. Information Gap activities are excellent activities as they force the students to ask each other questions, these activities help make the language classroom experience more meaningful.

Information Gapis a speaking task, usually for a pair of students in which each student has part of the required information. They share this information to complete the task.In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. In an Information Gap activity, one person has certain information that must be shared with other in order to solve a problem, gather information or make decision (Neu and Reeser, 1997)

Previous studies have generally positive effects of Information Gap activities for students. Raptou (2002) she used Information Gap activities in her French classes and she found that they were very successful, they were all happy to do the activity because they knew that it was helping them to increase their confidence in speaking French. Besides that, Information Gap activities can also reinforce vocabulary and a variety of grammatical structures taught in class.

According to the explanation above, the researcher assumed that Information Gap task used in this research stimulated the students to speak a lot in the classroom. It can be used to improve the interactions among the students. They became more confidence to express their ideas.

1.2 Problem

Regarding to the background of the problem mentioned above, the research problems formulated as follows :

1. Are there any significant differences ofstudents' quantity of speaking in three types of information gap tasks?

2. Are there any significant differences ofstudents' quality of speaking in three types of information gap tasks?

1.3 Objective

In line with the research problem, the objectives of this research are:

1. To find out whether there are any significant differences of tasks type on the quantity of speaking interaction.

2. To find out whether there are any significant differences of tasks type on the quality of speaking interaction.

1.4 Uses

The uses of this research are:

1. Theoretically, this research is conducted to verify the previous theories dealing with Information Gap. Besides that, this research can be used to contribute useful information for the future research of teaching speaking.

2. Practically, the results of this research is done to give consideration for English teachers especially teacher at SMA N1 SeputihMataramto apply Information Gap in classroom and to provide information for the teacher and students about the implementation of Information Gap in classroom.

1.5 Scope

This research was intended to investigate whether there were any significant differences of task type on the quantity and quality of speaking interaction after being taught through three task of Information Gap. In this case, Information Gap task is investigated deeper meanwhile in the students' quantity and quality of speaking interaction. Data were analyzed in two ways there were quantity and quality of speaking interaction. The quantity of speaking interaction consist of three elements namely the length of speaking time, the number of turns taken and c-units. The quality of speaking interaction consists of fluency and pronunciation. The focus of this research is by applying three types of information gap to see which topic get the highest gain from the learning among three different tasks.

The types of information gap techniquein this research are finding differences,finding missing information, and crossword puzzle. The first is finding differences in this activity, student A and student B have the same pictures. Student A and student B make a conversation in order to find the pictures that are same or different. Both of them are not allowed to see their partner's picture and in the last section they are able to match the picture. The second material is finding missing information, the students are divided into pairs. In this case, the student who has incomplete information has to request information and the student who has complete information should inform to her/his partner. The last material is crossword puzzle. Thestudents have the same crossword in which some of the boxes are blank. Student A get across crossword the task is filling the down part which is missing. And student B get down crossword the task is filling the across part which is missing. Student A should ask student B and student B should ask student A in order to fill the blank boxes. The speaking test is conducted as an instrument to measure the students' speaking skill. The students' achievement of speaking skill was evaluated. The data was collected from the students of the second grade at SMA N 1 SeputihMataram.

1.6 Definition of Term

The following definition of terms are classified here in order to avoid ambiguity:

Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.(Brown, 1994; Burns and Joyce, 197

InformationGap

Information Gap as "gap" between the two persons in the information they possess, and the conversation help to close the gap so that now the speakers have the same information(Harmer, 1991:48).

Information Gap Technique

Information Gap Technique is a technique in language teaching where students are missing information necessary to complete a task or solve a problem, and must communicate in their classmates to fill in the gaps.

Length of speaking time

The length of time was use to compare the quantity and the quality of interaction. Because completing different task in different arrangment may require length of time.

C-Unit

C-unit id defined as a unit of meaningful utterances or independent utterance that provides referential or pragmatic meaning produce student who are meaningful though not necessarily complete.

Turns Taking

The number of turns taken was calculated on the basis of the number of turns a speaker produced when the participant was interacting with another participant. A turn begins when a participant starts an utterance. It is possible that a turn by speaker overlaps with the turn of the next speaker. In such a case, the turn of the first speaker was calculated from the beginning of the relevant utterance until speaker stopped speaking, and the turn of the interlocutor was also calculated from the start of speaking even though the previous speaker had not stopped.

Crossword Puzzle

In crossword puzzle 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 or she need. In this activity the students use their own sentences in explaining the words.

Finding Missing Information

In finding missing information the students have same text but each student has missing information. The two students have different missing information so they should communicate in order to know the information.

Finding Differences

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

This chapter has discussed about background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of term.

II. LITERATURE REVIEW

This chapter discusses several points related to theories used in this research. There are concept of speaking, characteristics of successful speaking activity, concepts of teaching speaking, concept of Information Gap, concepts of Information Gap in teaching speaking, procedure of applying Information Gap in the class, the advantages and disadvantage of Information Gap, theoretical assumption, and hypothesis.

2.1 Speaking

Studying English without practice speaking is useless. Through speaking, people can express his/her minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a second of foreign languages, and success is measured in terms of the ability to carry out a conversation in the language.

Scott in Johnson and Morrow (1981) typifies speaking as an activity involving two or more people. It can be described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise word or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990:8) said that "*Berbicara adalah cara untuk berkomunikasi yang*

berpengaruh pada hidup kita sehari-hari". It means that speaking as the way of communication influences our individual life strongly. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns and Joyce, 1970).

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. According to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Tarigan (1987:81) defines that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings.

As we know that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. This process we can call it is an interaction between two sides. Additionally Byrne (1984:81) says that speaking or oral communication is a two-way process between speaker and listener and involves productive skill of speaking and receptive skill of understanding. It means that that we try to communicate with each other and use our language to send our message to others (listeners).

According to Widdowson (1994) speaking is the productive skill and use oral production. It is capability of someone to communicate orally with others. The one who has skills in speaking can be identified from his/her ability in using the oral language fluently, clearly and attractively. Moreover, Brown (1994) says that

speaking is a skill in producing oral language. It is not only an utterance but also a means of communication. It occurs when two or more people interact to each other, which aims at maintaining social relationship between them. According to Kayi (2006) there are many activities to promote speaking. One of them is Information Gap activity which can be an alternative technique to make the students easy in using spoken English.

2.2 Aspects of Speaking

Tarigan (1982:18) refers to speaking as the ability to produce articulation, sounds or word to express, to say, to show, and think about ideas, taught and felling. Speaking skill is the ability of the students or people to communicate their ideas orally. In other word, 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 communicate by the speaker. According to Syakur (1987:3) there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency in these speaking aspects are described as follows:

 a. Comprehension

In speaking, comprehension is denotes the ability of understanding the speakers' intention and general meaning (Heaton, 1991:35). It means that if a person can answer or express well and correctly, it shows that she/he comprehends or understands well.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral or written form. Brown (2001:362) Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things:

- Who the speaker is

- Who the audience is

- Where the communication takes place

c. Vocabulary

One can't communicate effectively or express ideas orally if they do not have sufficient in vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what it is stated by Syakur (1987).

d. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. Pronunciation refers to the ability to produce easily comprehensible articulation Syakur (1987). Meanwhile Harris (1974:84) defines pronunciation as the intonation patterns.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. fluency refers to the one who expresses quickly and easily. It means that when a person making dialogue with another person, the other person can give respond well without any difficulties.

The goal of teaching speaking skill is to communicate effectively. Learners should be able to make themselves understood, using their current proficiency to fullest. They should try to avoid confusion in the message due to faulty vocabulary, pronunciation, grammar, comprehension and fluency. However, in this research, only fluency and pronunciation are taken as focuses for analysis of the quality of speaking interaction.

2.2.1 Types of Speaking

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

Monologue

Planned   **Unplanned**

Dialogue

Interpersonal   **Transactional**
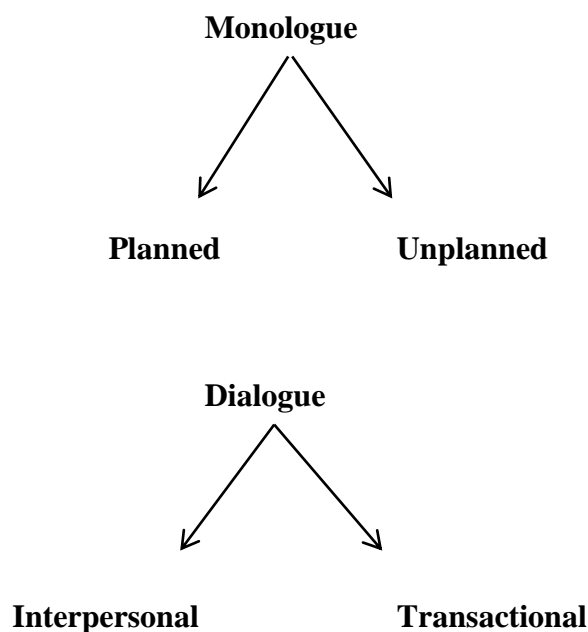
In monologues, when a speaker uses spoken language, the hearer has to process long stretches of speech without interruption. Examples of monologues are speeches, lectures, reading, news broadcast, etc. Monologue can be divided into planned and unplanned. While in dialogues, there are two or more speakers involved. It can be subdivided into those that promote social relationship

(interpersonal) and those for which the purpose is to convey factual information (transactional).

The concept of speaking skills above explicitly describes that speaking are becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. This idea leads us to view the characteristics of successful speaking activities.

2.3 Characteristics of Successful Speaking Activities

Again, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001:270). In order that they can carry out the successful speaking, they to fulfill some characteristic of successful speaking activity such as:

1. Learners talk a lot

    As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

2. Participant is even

    Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

3. Motivation is high

   Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want contribute to achieve a task objective

4. Language is of an acceptable level

   Learner express themselves in utterances that are relevant, easy comprehensible to teach another of acceptable level of language accuracy.

These characteristics are important indicators to observe in order to evaluate speaking activities. Teachers need to secure the presence of all the characteristics if the planned activity is to be successful and if it is to produce the desired effect. Whenever there is a lack of any of them, amendments and correction need to be made.

2.4 Teaching Speaking

According to Hornby (1995:37) teaching means giving the instruction to (a person): give a person knowledge skill, etc. While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language.

The process of speaking skill has happened by listening skill. Increasing listening skill is very beneficial for speaking ability. The goal of teaching speaking skill is

to communicate efficiency. Teaching speaking is sometimes considered as a simple process of commercial language school around the world, which hires people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple (Nunan, 2003:48). Haskew and Mc Lendon in Sutopo (2000:9) states as follows:

a. Teaching is action to increase the odds that potential learners will learn.

b. Teaching is action to point learning toward desired to accomplishment by learners.

c. Teaching is action to make knowledge create sense.

d. Teaching is to present learners a live opportunity to learn.

e. Teaching is action to enhance the persons who are learning.

Teaching speaking means teaching the students how to use language for communication, for transferring ideas, thought, or even feeling to other people. The goal of teaching speaking skills is to make the students able to communicate effectively. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Burnkart, 1998:2).

According to Nunan (2003), teaching speaking is to teach learners to:

1. Produce the English speech sounds and sound patterns.

2. Use word and sentence stress, intonation patterns and the rhythm of the second language.

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4. Organize their thoughts in a meaningful and logical sequence.

5. Use language as a means of expressing values and judgments.

6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

The students learn to speak in the second language by "interacting". Communicative language teaching serves best for this aim. Communicative language teaching is based on real-life situations that require communication.

From the explanation above, it can be concluded that teaching refers to the process of imparting knowledge and skills from a teacher to a learner. It encompasses the activities of educating or instructing. It is an act or experience that has a formative effect on the mind, character or physical ability of an individual.

The goal of teaching speaking skills is communicative efficiency. Learner should able to make themselves understood, using their current proficiency to the fullest. Teaching speaking in my opinion is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To create classroom speaking activities that will develop communicative competence, instructors need

to incorporate a purpose and an information gap and allow for multiple forms expression.

2.4.1 Principles of Teaching Speaking

Principles of teaching speaking are as follows (Harmer, 2001:102):

a. Help students overcome their initial reluctance to speak. Be encouraging; provide opportunity; start from something simple;

b. Ask students to talk about what they want to talk about.

c. Ask students to talk about what they are able to talk about.

d. Provide appropriate feedback.

e. Combine speaking with listening and reading.

f. Incorporate the teaching of speech acts in teaching speaking.

   What is means by "teaching speaking" is to teach ESL learners to:

a. Produce the English speech sounds and sound patterns

b. Use word and sentence stress, intonation patterns and the rhythm of the second language.

c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

d. Organize their thoughts in a meaningful and logical sequence.

e. Use language as a means of expressing values and judgments.

f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined

answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

2.5 Information Gap

Nunan (2001:309) defines Information Gap as "pair or group works task in which participants have access to different information. In order to complete the task, the information must be exchanged". One of the principles underlying communicative methodology is message-focus. This has given rise to activities which stimulate real communication by involving the exchange of information or opinion between participants (Johnson and Johnson, 1998:166).

Harmer (1991:48) defines Information Gap as "gap" between the two persons in the information they possess, and the conversation helps to close that gap so that now both speakers have the same information. Each speaker in the conversation has information that the other speaker needs to know. Information Gap activities are those where students have different pieces of information about the same subject and have to share this information (usually without looking at what their partner has got) in order for both of them to get all the information they need to perform a task.

Jeremy (1998:88) also defines that one type of speaking activity involves the so-called 'information gap' where two speaker have different parts of information making up whole. Because they have different information, there is a 'gap' between them.

Based on Thomas and Nation there are five types of activities which are based on information Gap are:

1. Discovering identical pairs

   Four pictures are distributed among four students and the fifth students hold a duplicate of one of the pictures. He must give question to the others to discover which students have the pictures 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 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 picture or text but each student has missing information. The two students have different missing information. Student A has the information needed by student B and student B has the information needed by student A. so the students should communicate in order to know the information.

5. Completing the crossword

   Two students have the same crossword in which some of the boxes are blank. Student A should ask student B and student B should ask student A in order to get the words he or 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.

Yufrizal (2007:59) states that in information Gap task, one participant held the complete information while the other did not have the information. The participanst with the complete information had to inform the interlocutor and the interlocutor had to request the information to accomplish the task.

The examples of information Gap task which can be used in speaking class to create the students interaction are:

a. Information Gap 1 (The kitchenette)

In this task one student was given a complete a picture of a kitchen which contains items such as a set of drawers, a fridge, a sink, a cooker cupboards, shelves and utensils such as a wall clock, a calendar, glasses, fork, spoons, knives, and a pan. The other student was given an incomplete picture of the kitchen. The student with the complete picture was expected to identify others item available to the student with the complete picture. (This task was taken from Watcyn-Jones in Yufrizal, 2007)

b. Information Gap 2 (General building maps)

In this task each student was given a map with not all buildings named. The participants were expected to fill in the missing names of the buildings by asking and giving information available. The buildings to be identified are general buildings such as cinema, bookshop, bank, and so on. (This task was taken from Watcyn-Jones in Yufrizal, 2007)

c. Information Gap 3 (Specific building maps)

The same procedure as Information Gap 2 was applied here except that the names of the buildings are clearly specified. For instance, Chez Mitchel Building, Capitol Building, and so on. (Adapted from Richards and Bycina in Yufrizal, 2007)

From the views above, by using Information Gap, the students are expected to have confidence in speaking English. They should not prepare or memorizing the material for speaking and don't be afraid to make a mistakes. They only need to speak with the partner based on the task given.

2.6 Information Gap in Teaching Speaking

Harmer (2007:223) states that an Information Gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. Information Gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication in which motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing.

Furthermore, Raptou (2002) states that Information Gap activities can also reinforce vocabulary and a variety of grammatical structures taught in class. Typical types of Information Gap activities that might be found includes "describing and drawing", "spotting the difference", jigsaw speaking and listening", and 'split dictations".

Using Information Gap technique, the teacher is able to improve the students' speaking ability because it is an effective technique to apply in the classroom. The students become comfortable to speak about everything. Teacher only give simple explanation about the activity and review the vocabulary needed for the activity. Students, on their turn, get an opportunity to develop their communicative competence more freely. In brief, Information Gap activities are communicative exercises in which each of two paired students has information.

2.7 Procedures of Applying Information Gap in the Class

In this part the way of teaching speaking by using Information Gap in the class is described:

Pre-Activity:

1. The teacher asks the students to recall the material that have been studied at last meeting.

2. The teacher give some questions to the students about something relate to the material will be taught as brain storming.

3. The teacher leads the class activity.

   While Activity:

1. The students are given some explanation about Information Gap.

2. The teacher gives example of Information Gap

3. The teacher explains about Information Gap technique that will ease them in speaking.

4. The student are divided into pairs

5. The students get the task for each pair. The task are divided into two first student will be given task A and the second student will be given task B.

6. The students make conversation with the partner based on the task. (the two students will be asking each other questions to which they don't know the answer). The activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

7. The teacher gives different topic and asks the students to make a conversation.

Post-activity:

1. The teacher asks the students about what they have learnt.

2. The teacher asks the students about the difficulty in understanding the lesson.

3. The teacher asks the students to make a conclusion of the lesson.

Hopefully, with the implementation of this technique, there will be a significant improvement of students' speaking skill.

2.8 Advantages and Disadvantages of Information Gap in Speaking

In order to know the advantages from the Information Gap technique, the advantages described as follows:

a. Advantages of Information Gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task (Neu & Reeser, 1997)

b. They change the mood in the classroom, the class become more student-centered, enabling the teacher to change role from instructor to monitor/facilitator.

c. Student talking time can be increased.

d. Pair work gives students time to think, collaborate and reflect on the task in hand, in relative ease.

e. Information Gap technique teach students how to communicate the intended meaning.

   In addition, disadvantages of Information Gap also described as follows:

a. There may be a mismatch in the level of the students in a pair

    b. Some lazy students simply copy the required information from the partner

    c. Every pair completes the task at different speed.

There are many advantages of using Information Gap as a technique in speaking class. Some experts have discussed the advantages of applying Information Gap for teaching speaking. Liao (2001) clarifies that Information Gap activities give students opportunities to use English inside or outside the class. Actually language teacher gets benefit from the technique in order to educate more active students who are at the same time better communicators.

2.9 Theoretical Assumption

Based on the frame of theories, the researcher assumes that Information Gap in teaching speaking can give possitive effect in students' speaking skill, it is also can increase students' pronunciation and fluency. By utilizing information gap activity, it is assumed that students can create the interaction with others and able to communicate some information. Student-centered class included pair work and group work also contributed to improve outcomes. Some experts have discussed the advantages of applying Information Gap technique in teaching speaking.

2.10 Hypothesis

The researcher gained the data then analyzed it to determine with the following criteria

H1 : There is a significant difference in students quantity and quality of speaking interaction among three task which are tested for the application of Information Gap. The criteria is H_1 is accepted if alpha level is lower than 0.05.

H_o : There is no difference in students quantity and quality of speaking interaction among three task which are tested for the application of Information Gap. The criteria is H_0 is accepted if alpha level is higher than 0.05

III. METHODS

This chapter explains eight components namely research design, population and sample, data collecting technique, research procedure, research instrument, data analysis, hypothesis testing, and schedule of the research.

3.1 Research Design

In this research, the researcher used one class as experiment class. The researcher used *Quasi-experimental Design* to identify the application of using three types of information gap to the students' speaking skill. The researcher has given different topics or activities for each treatment in every test. In this research, the researcher analyzed the quantity and quality of speaking interaction to find out whether there were statistically differences of three task types on quantity and quality of speaking interaction.

The design can be represented as follows:

$$X_1T_1 \ X_2T_2 \ X_3T_3$$

Where:

X_1 : Treatments 1 (Crossword puzzle)

X_2 : Treatments 2 (Finding missing information)

X_3 : Treatments 3 (Finding differences)

T1   : Speaking test 1 (Crossword puzzle)

T2   : Speaking test 2 (Finding missing information)

T3   : Speaking test 3 (Finding differences)

X was treatments. The researcher gave the strategy of learning by using three types of information gap task to the students in previous times as the treatments. T was the post test where the researcher retested the students to see gain score.

3.2 Population and Sample

The population of this research was the students of second grade of SMA Negeri 1 Seputih Mataram. There were six classes of the second grade and each class had the same opportunity to be chosen in order to avoid the subjectivity in the research. As a class sample, the researcher randomly took only one class as the experimental class that was XI IPA 1. Since there was no previous research carried out by using information gap tasks in that school, hence, in this study SMA Negeri 1 Seputih Mataram was chosen as the population of research.

3.3 Data Collecting Technique

In the collecting the data, the researcher used speaking test as instrument. The researcher collected the data by administering three stages of activities. There were treatments, similar recording the data and transcription.

The activities can be described as follows:

1. Treatment

The treatment was given for three times. In each treatment, the students were guided to speak English using information gap technique. On the first treatment, the researcher gave the material about finding missing information. On the second

treatment, the researcher gave the material about crossword puzzle. On the third treatment, the researcher gave the material about finding differences.

2. Information Gap Task

The speaking task was about finding missing information, crossword puzzle and finding differences. It showed the final result of students' speaking skill after being taught by information gap technique.

3. Similar Recording the Data

The data were collected by recording in order to get valid data from the students' conversation. After conducting each treatment, the researcher distributed three types of task, namely: finding missing information, crossword puzzle and finding differences. The researcher prepared recorder on the table. Then, she asked the students to come in front of the class and recorded the students' conversation.

4. Transcription

After recording process, the data were transcribed by the researcher. All of the activities when the technique was implemented were analyzed by the researcher.

Three types of information gap task were administered in order to know the number of complexity. The quantity of interaction was measured by three elements, namely the length of speaking time, the number of turns taken, and C-Unit. The test was conducted toward 22 students, then, the researcher asked the students to work in pair. The quality of speaking interaction consists of fluency, pronunciation.

3.4 Procedure of the Research

The procedures of this research are:

1) Determining the sample and population

   The population of this research is the second grade students of SMA Negeri 1 Seputih Mataram. There are six classes of second grade students, which is three science classes and three social classes.

2) Giving treatment and test

   There were three times of treatment that was done by the researcher. It consisted of three meetings with ninety minutes for each meeting.

3) Analyzing the data

   Data were analyzed in two ways there are quantity and quality of interaction. The quantity of the interaction consists of three elements namely the length of speaking time, the number of turns taking and the number of c-unit.

a) The length of speaking time

The length of time is used to compare the quantity and the quality of interaction (Skehan and Foster (1996:278), see also Yufrizal (2007:103). The participants were given the freedom to start and finish their conversation. Participants were told to start the conversation when they were ready and start recording at this time. They were also free to stop the conversation whenever they thought that they had finished the task.

The length of speaking time or interaction time was calculated in minutes and seconds from the time at which both participants had clearly understood the items

and content of the task and began the recordings. (This task was taken from McLachlan, 1991 in Yufrizal, 2007).

b) The number of turns taken

The number of turn taken was calculated on the basis of the number of turns a speaker produced when the participant was interacting with another participant. A turn begins when a participant starts an utterance. It ends when the other participant produces another utterance. It is possible that a turn by speaker overlaps with the turn of the next speaker. In such a case, the turn of the first speaker was calculated from the beginning of the relevant utterance until speaker stopped speaking, and the turn of the interlocutor was also calculated from the start of speaking even though the previous speaker had not stopped.

Table summarizes the number of turns produced in each communicative task given.

Task	N	Minimum No. of turns	Maximum No. of turns	Mean	Standard Deviation
Information Gap 1					
Information Gap 2					
Information Gap 3					

c) The number of c-unit

The number of c-unit was calculated based on the number of meaningful utterances. The following table shows mean number of c-unit produced by the participants across the three tasks given.

Task	N	Minimum No. of turns	Maximum No. of turns	Mean	Standard Deviation
Information Gap 1					
Information Gap 2					
Information Gap 3					

Analyzing student C-unit in this study are used to see and to compare the quantity of interaction in different types of information gap task in pair work. The number of C-Unit was calculated based on the number of meaningful utterances. C-unit is defined as a unit of meaningful utterances or independent utterances that is provides referential or pragmatic meaning produce students who are meaningful though not necessarily complete. Crooks (1988:5) identify a C-unit or unit of utterances a stream of speech with at least one of the following characteristics:

a. It is under one intonation contour

b. It is bounded by pause

c. It constitutes a single semantic meaning

For example:

Student A : "And then……..(one intonation contour). And uuhh….., there is trees at….(one pause), there is, what those are banana and palm tree (a single semantic meaning)"

Student B : I beg your pardon! (a single semantic meaning)

In the example above, students A produced three C-unit that constitutes one contour, one pause and a single semantic meaning. While student B only produced one C-unit that constitutes a single semantic meaning. In this research the writer will code utterances for each C-unit with underline.

The quality of the interaction consists of fluency, pronunciation comprehension, and grammar. There are some factors related to the speaking skill by Heaton, (1991) the focuses of speaking skills that have been assessed are pronuncistion and fluency

a. Fluency

According to Gilman (1968: 45) the characteristic of voices is commonly described as pitch, loudness, fluency, duration, and quality.

b. Pronunciation

According to Brown (2001:198), teaching pronunciation are separated into two levels, there are:

1. The beginning level: The learner hopefully can surface that they should beneath which pronunciation detracts from their ability to communicate.

2. The advance level: The learners focus on elements that entrance communication intonation features that go beyond basic patterns, voice of quality, phonetic distinction between registers and other refinements that are far more important in the several stream of clear communication than rolling the English/r/or getting vowel to perfectly imitate a native speaker.

Table 3.1 Rubric of Scoring System

Range	Pronunciation	Fluency
81-90	Pronunciation only very slightly influenced by mother tongue	Speaks without too greats effort with a fairly wide range of expression. Searches for word an occasionally but only one or two unnatural pauses. Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.
71-80	Pronunciation is slightly influenced by the mother tongue. The most utterance are correct.	

61-70	Pronunciation still moderately influenced by the mother tongue but no serious phonological error.	Although she/he has made an effort and search for words, there are not too meaning unnatural pauses. Fairly smooth delivery mostly.
51-60	Pronunciation is influenced by the mother tongue but no serious phonological error.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.
41-50	Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication.	Long pauses while he/she searches for desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort a times.

The interpretations of grading system are as follows:

81-89 : excellent

71-80 : very good

61-70 : good

51-60 : fair

41-50 : moderate

3.5 Instrument

The instrument of this research was three types of information gap tasks. Speaking test were chosen as the instrument because it required by the students to express their own idea. It also motivated the students to improve their speaking better. Speaking test was chosen from authentic materials (English students' book for Senior High School, English magazine and from the internet).

3.6 Validity and Reliability of Speaking Test

In order to make research instrument valid and reliable, quantitative research is focused on the collected data (Setiyadi, 2006:29). Therefore, because the researcher used quantitative research, some considerations were also taken as follows:

a. Validity of the Test

Validity refers to the appropriateness, meaningfulness, and useful of the inferences a researcher makes (Fraenkel and Wallen, 1990:126). It means that validity refers to the extent to which an instrument will give us the information that we want. Meanwhile, Setiyadi (2006: 24) mentions that the test should reflect all the areas to be assessed in suitable proportions and represent a balanced sample.

Other source says that validity is a matter of relevance: it means that the test measures what is claimed to measure. To measure whether the test has good validity, it has to be analyzed from content and construct validity. In the content validity, the material and the test are composed based on the indicators and objective in syllabus of KTSP curriculum. The materials that are taught based on the students' handbook for Senior High School. While, the construct validity focuses on the kind of the test that use to measure the students' ability.

b. Reliability of the Test

Reliability refers to the extent to which the test is consistent in its scores, and it gives an indication of how accurate the scores. Reliability is a necessary characteristic of any good test: to be valid, a test first should be reliable as a measuring instrument (Heaton, 1988:162).

To ensure the reliability of the score and to avoid the subjectively of the researcher, inter rate reliabilities applied in this research. Inter rater reliability is used when score of the test is independently estimated by two raters.

$$IR1 \longrightarrow IR2$$

Where:

IR1: First rater

IR2: Second rater

To measure the reliability test of the two raters, the researcher used Inter-Rater reliability by using Rank-Difference Method.

The statistical formula for counting the reliability is as follow:

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

Where:

ρ	: Rank Difference
Rank	: Each student's performance on each test
	(In case of tied ranks, average the ranks)
D^2	: Square of Differences
$\sum D$	: The sum differences between each pair of ranks
N	: Number of students
1-6	: Constant Number

(Hatch and Farhady, 1982:22)

After finding the coefficient between raters, researcher then analyzed the coefficient of reliability with the standard of reliability below:

a. range from 0.00 to 0.20   very low reliability

b. range from 0.20 to 0.40   a low reliability

c. range from 0.40 to 0.70   an average reliability

d. range from 0.70 to 0.90   a high reliability

e. range from 0.90 to 0.100   a very high reliability

(Sudjiono, 2007: 193)

3.7 Hypothesis Testing

The researcher collected the data then analyzed them to determine whether H_1 there is a significant differences of students quantity and quality of speaking interaction among three task which are tested for application of Information Gap. The hypothesis was tested by using Repeated Measures T-Test which also called Paired Sample T-test of SPSS version 18.0 in order to know the significance differences of the students' quantity and quality of speaking interaction.

3.8 Schedule of the Research

The researcher held four meetings to get the data. The first is observing class to determine the subject of the research and explain about how to apply information gap task to the students that will give by giving direction and modal. The test took at least 90 minutes. The second meeting was followed by three times meeting for treatment and test by using three types of Information Gap technique. After that, the researcher recording student's conversation when applying information gap task in pair work.

Table 3.2 Research Schedule :

No	Activity	Date	Day	Class
1	Observation	26-5-2014	Monday	XI IPA 1
2	Treatment and test 1	28-5-2014	Wednesday	XI IPA 1
3	Treatment and test 2	30-5-2014	Friday	XI IPA 1
4	Treatment and test 3	31-5-2014	Saturday	XI IPA 1

This chapter has explained eight components namely research design, subject of the research, data collecting technique, research procedure, research instrument hypothesis testing, and schedule of the research.

V. CONCLUSION AND SUGGESTION

5.1 Conclusions

In line with the results of the data analysis and discussion, the researcher concluded that:

1. There was a difference in students' speaking skill especially in terms of quality and quantity of students' speaking interaction. The analysis of Repeated Measured T-test shows that there is significant difference of students' quantity and quality of peaking in every task. The three task types had a significant effect on the three dependent variables of the quantity of interaction, namely length of speaking time, c-unit and turns taking produced. The computation showed that T-count (10,608) is much higher than T-table (1.81246). It means that T-count>Ttable. In other words, it can be inferred that the hypothesis is accepted.

2. There was a significant difference results of mean score in terms of quality of speaking interaction. Students' fluency and pronunciation is good in task 3. The lowest student's pronunciation and fluency score in task 1. The students mastery in every tasks was different depending on the difficulties on the types of the tasks. Informatian gap can be used to increase the interactions among the students. They become more confidence to speak, they enjoy their speaking and they are not afraid of making mistakes. So it was concluded that

implementing information gap task in SMA Negeri 1 Seputih Mataram, there was a difference significant in students' quantity and quality of speaking interaction.

5.2 Suggestions

Considering the results of the research, suggestions might be given as follows:

1. Information gap tasks are recommended to be used in teaching speaking to create the students interaction in the classroom.

2. For the students, they are also suggested to be more confident in express their idea, opinion, feeling by comunicate with others. Information gap gives them more experience to communicate in English effectively.

3. For the further researcher, it will be better if the other researcher gives more than three types of information gap task. In order to get the best result of finding the suitable tasks for the application of information gap.

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