

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH  
DIFFERENT INFORMATION GAP TASKS IN THE SECOND  
GRADE OF MTS NEGERI 2 BANDAR LAMPUNG**

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**ENGLISH EDUCATION STUDY PROGRAM  
ARTS AND LANGUAGE EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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## **ABSTRACT**

### **IMPROVING STUDENTS' SPEAKING SKILLS THROUGH DIFFERENT INFORMATION GAP TASKS IN SECOND GRADE OF MTs NEGERI 2 BANDAR LAMPUNG**

**Mentari Dinda Aziza Prayitno**

The objective of this research was to find out whether there was an improvement in students' speaking ability after being taught using information gap tasks at MTs Negeri 2 Bandar Lampung.

This research was conducted at the second-grade students of MTs Negeri 2 Bandar Lampung in the academic year 2019/2020. There were 9 classes in the second grade of MTs Negeri 2 Bandar Lampung and each class consisted of 25 students. The researcher chose VIII G and VIII H. This research used one group pretest-posttest design by giving the pre-test, treatments, and the post-test. The instrument used to get the data in this research was a speaking test. The t-test was used to test the hypothesis.

The result of the hypothesis test proved that using information gap tasks can improve students' speaking ability. It can be seen from the mean score of the pre-test and post-test which were analyzed through SPSS 16.00. The mean score of the VIII G pre-test was 49 and it was improved to 57,5 in the post-test and the gain was 8,5. While the mean score of the VIII H pre-test was 50,7 and it was improved to 59,7 in the post-test and the gain was 9. It can be said that using information gap tasks can improve students' speaking ability.

***Keywords:*** improving, speaking, information gap tasks

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NEGERI 2 BANDAR LAMPUNG**

**By  
Mentari Dinda Aziza Prayitno**

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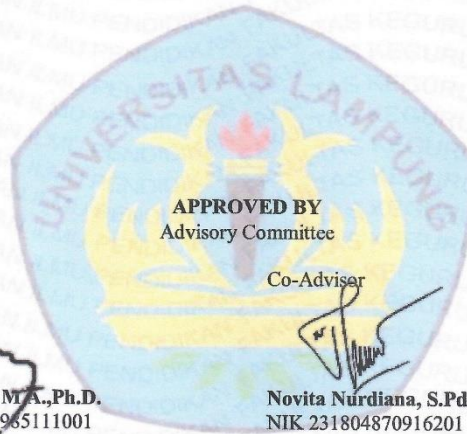
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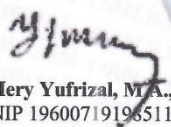
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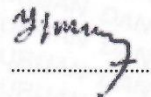
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 27 December 2021

Yang membuat pernyataan,



Mentari Dinda Aziza Prayitno

## **CURRICULUM VITAE**

The writer's name is Mentari Dinda Aziza Prayitno. She was born in Bekasi, on June 19<sup>th</sup>, 1996. She is the second daughter of a great couple, Nusananto Prayitno, S.E., and Hizwantini.

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## **DEDICATION**

This script is entirely dedicated to:

My beloved father and mother  
Nusananto Prayitno, S.E and Hizwantini

My beloved siblings  
Lintang Banun Nastiti Prayitno, S.Hum  
Bimasakti Nusa Ananta Prayitno, S.Sos

My friends in English Department 2014

My alma mater  
Lampung University

## **MOTTO**

“Start everything with a smile, hope, and bismillah.”

(H. M. K. Prayitno, B.A.)

“Then, which of the favors of your Lord will you deny?”

(QS.Ar-Rahman:12)

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In this case, the writer would like to express her deep gratitude and respect to those who have a valuable contribution to helping and supporting her to finish this script.

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The Writer

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## LIST OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>APROVAL</b> .....	<b>iv</b>
<b>LEMBAR PERNYATAAN</b> .....	<b>vi</b>
<b>CURRICULUM VITAE</b> .....	<b>vii</b>
<b>DEDICATION</b> .....	<b>viii</b>
<b>MOTTO</b> .....	<b>ix</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>x</b>
<b>LIST OF CONTENTS</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>LIST OF TABLES</b> .....	<b>xv</b>
<b>I. INTRODUCTION</b>	
1.1. Background.....	1
1.2. Research Questions.....	3
1.3. Objectives .....	4
1.4. Uses .....	4
1.5. Scope .....	5
1.6. Definition of Terms .....	5
<b>II. LITERATURE REVIEW</b>	
2.1. Concept of Speaking.....	7
2.2. Aspects of Speaking .....	9
2.3. Types of Speaking .....	10
2.4. Teaching Speaking .....	11
2.5. Concept of Information Gap Task .....	14
2.6. Information Gap Task in Teaching Speaking .....	16
2.7. The procedure of Information Gap Task .....	17
2.8. The Advantages and Disadvantages of Information Gap Task .....	18
2.9. Theoretical Assumption.....	19
2.10. Hypothesis .....	19
<b>III. METHOD</b>	
3.1. Design.....	21
3.2. Population and Sample .....	22
3.3. Instrument and Data Collecting.....	22
3.3.1. Validity of the Instrument.....	24

3.3.2. Reliability of the Instrument.....	25
3.4. Procedures .....	28
3.5. Data Treatment .....	30
3.6. Data Analysis.....	30
3.7. Hypothesis Testing .....	31
<b>IV. RESULT AND DISCUSSION</b>	
4.1. Implementation of Students’ Speaking Achievement .....	33
4.1.1. The Result of Pre-test .....	36
4.1.2. The Result of Post-test.....	47
4.2. Discussion of the Findings .....	58
<b>V. CONCLUSION AND SUGGESTIONS</b>	
5.1 Conclusion .....	61
5.2 Suggestion .....	62
5.2.1. Suggestion for English Teacher.....	62
5.3.1. Suggestion for Further Researcher .....	62
<b>REFERENCES.....</b>	<b>63</b>
<b>APPENDICES .....</b>	<b>66</b>

## LIST OF APPENDICES

<b>Appendices .....</b>	<b>66</b>
1. Speaking Test (Pre-test) .....	67
2. Speaking Test (Post-Test) .....	68
3. Lesson Plan I.....	69
4. Lesson Plan II .....	73
5. Speaking Test (Pre-test) .....	77
6. Speaking Test (Post Test).....	78
7. Lesson Plan I.....	79
8. Lesson Plan II .....	83
9. Result of 8G Class Pre-test .....	87
10. Result of 8G Class Post Test.....	88
11. Result of 8H Class Pre-test .....	89
12. Result of 8H Class Post Test.....	90
13. The List of 8G Class Average Score in Pre and Post Test.....	91
14. The List of 8H Class Average Score in Pre and Post Test.....	92
15. The Gain of 8G and 8H Class Pre-test and Post-test .....	93
16. The Descriptive Statistic of 8G Class Pre-test .....	94
17. The Descriptive Statistic of 8G Class Post Test .....	96
18. The Descriptive Statistic of 8H Class Pre-test .....	98
19. The Descriptive Statistic of 8H Class Post Test .....	100
20. Normality Test of 8G and 8H Class in Pre and Post Test.....	101
21. T-test Result of 8G Class in Pre and Post Test .....	102
22. T-test Result of 8H Class in Pre and Post Test .....	103
23. Transcript of 8G Class Pre-test .....	104
24. Transcript of 8G Class Post Test.....	105
25. Transcript of 8H Class Pre-test .....	107
26. Transcript of 8H Class Post Test.....	108

## LIST OF TABLES

Table 3.1. Aspects of Speaking that were scored.....	22
Table 4.1. Improvement of the 8G Class’s Achievement in Speaking Skill.....	33
Table 4.2. Improvement of the 8H Class’s Achievement in Speaking Skill.....	33
Table 4.3. Distribution of the 8G Class Score in the Pre-test .....	35
Table 4.4. Distribution of the 8H Class Score in the Pre-test .....	36
Table 4.5. Distribution of 8G Class’s Pronunciation Score in Pre-test.....	37
Table 4.6. Distribution of 8H Class’s Pronunciation Score in Pre-test.....	38
Table 4.7. Distribution of 8G Class’s Grammar Score in Pre-test.....	39
Table 4.8. Distribution of 8H Class’s Grammar Score in Pre-test.....	40
Table 4.9. Distribution of 8G Class’s Vocabulary Score in Pre-test .....	41
Table 4.10. Distribution of 8H Class’s Vocabulary Score in Pre-test .....	42
Table 4.11. Distribution of 8G Class’s Comprehension Score in Pre-test.....	43
Table 4.12. Distribution of 8H Class’s Comprehension Score in Pre-test.....	44
Table 4.13. Distribution of 8G Class’s Pre-test Achievement .....	45
Table 4.14. Distribution of 8H Class’s Pre-test Achievement .....	45
Table 4.15. Distribution of 8G Class’s Score in the Post Test.....	46
Table 4.16. Distribution of 8H Class’s Score in the Post Test.....	47
Table 4.17. Distribution of 8G Class’s Pronunciation Score in Post Test .....	48
Table 4.18. Distribution of 8H Class’s Pronunciation Score in Post Test .....	49
Table 4.19. Distribution of 8G Class’s Grammar Score in Post Test .....	50
Table 4.20. Distribution of 8H Class’s Grammar Score in Post Test .....	51
Table 4.21. Distribution of 8G Class’s Vocabulary Score in Post Test.....	52
Table 4.22. Distribution of 8H Class’s Vocabulary Score in Post Test.....	53
Table 4.23. Distribution of 8G Class’s Comprehension Score in Post Test .....	54
Table 4.24. Distribution of 8H Class’s Comprehension Score in Post Test .....	55
Table 4.25. Distribution of 8G Class’s Post Test Achievement in the Aspects of Speaking.....	56
Table 4.26. Distribution of 8H Class’s Post Test Achievement in the Aspects of Speaking.....	57



## I. INTRODUCTION

This chapter presents the background of the research, the research questions, the objective of the research, the uses of the research, the scope of the research, and the definition of terms.

### 1.1. Background of the problem

English is taught at every level of education from elementary school to university. English proficiency will help people deal with the globalization era. The demand in the English curriculum of SMP states that SMP/MTs students are expected to be able to access knowledge and information from the target language (English) by their language skills. There are four skills of language that should be taught by an English teacher of SMP/MTs, i.e., listening, speaking, reading, and writing (Depdiknas, 2006:307). After the students master listening, they will try to speak and after that, they will start to read.

Speaking is one of the important language skills for students in learning a language because speaking is one of the ability to carry out a conversation in the language. Speaking is communication or conversation, between two people who are exchanging information or they, have communication or conversation needs (Doff, 1987). As we know that speaking or oral ability is a specific ability to give a speaker chance to express ideas and opinions with others. Speaking is also called a productive skill. Everything which has been read and listened to can be expressed through speaking. Moreover, it is useless to master many vocabulary items and grammar if the students can not apply them in communicating and interacting with others. It implies how essential speaking in communication is.

Recently, many students – especially Indonesian students – think that communicating with other people using the English language is difficult. In which all of the students should have the ability to talk with others to give and exchange information and ideas namely oral ability or in other words is speaking skill. In addition, another factor that causes this problem is related to the teacher. Some teachers do not have motivation in the instructional process, this makes students also feel unmotivated, and the teacher also does not have time to interact with their students in classroom interaction. They only explain the lesson but do not give chance to the students to practice their English. Based on my experience during teacher training practice in Way Kanan, I found that the teacher never used a new method or new way suitable to teach the students.

There, there are many techniques appropriate to teach English skills, which is interesting and it can improve students' oral ability, so a teacher can select the best technique which makes students or learners interested, motivated, and active in the learning process. It depends on the teacher's choice of what technique would be suitable for the lesson that the teacher is going to teach, although, as we know that each technique has its strength and weakness.

To complete this research, the researcher used information gap tasks as media in teaching speaking. In the usage of this technique, it could help students to speak actively in the class by using a conversation, so information gap should be done in a pair or group work. According to Neu and Reeser (1997) in information gap activity, one person has certain information that must be shared with others to solve the problem, gather information, or make decisions. By applying the information gap technique, the students will feel comfortable to speak everything, teacher only gives a simple explanation about the activity and gives the example of vocabulary needed for this activity. Then, the students can get the opportunity to develop their speaking ability and they will have easiness and success in their study. The information gap technique has various tasks such as finding differences, finding missing information, discovering identical pairs, and giving direction. But in this research, the writer tries to analyze the quantity and quality

of speaking based on some tasks of information gap. The quality and quantity of speaking were described in the next chapter.

There have been several studies dealing with teaching speaking by using information gaps. First, Putri (2014) conducted research teaching speaking skills of grade VIII students at SMPN 7 Yogyakarta. The result showed that the use of information gap activities successfully improved the students' speaking skills. The improvement of the students' speaking skills was highly related to the use of information gap activities in the teaching-learning process.

Second, Marzban and Hashemi (2012) researched the impact of opinion-gap tasks. The finding showed that the students in the experimental group could benefit from their partners' language input which was useful for improving their speaking ability. In addition, the students were more motivated and interested in speaking. In this context, the opinion-gap task could be helpful for the learners who are motivated and not shy to discuss their feelings, preferences, and ideas.

Third, Yuniarti (2009) researched the use of the information gap in developing students' speaking ability. The study showed that the use of the information gap is significantly effective in developing the students' speaking skills of the grade VII of SMPN 2 Tegowanu-Grobogan.

Based on the previous result of researches, it can be inferred that using the information gap was able to improve students' speaking ability. Therefore, the researcher was interested in using the information gap to investigate whether there were significant differences in students' speaking ability and students' activeness after being taught through the information gap.

## **1.2. Research Questions**

From the description in the background of the study, the problems are formulated as follows:

- 1) Is there any significant difference in students' speaking skills taught using different information gap tasks?

- 2) Which aspect of speaking improves the most for each type of Information Gap Task?

### **1.3. Objective of Research**

The objectives of the research are as follows:

- 1) To find out a significant difference in students' speaking after being taught using different information gap tasks.
- 2) To find out which aspect of speaking improves the most for each type of Information Gap task.

### **1.4. Uses of Research**

Concerning the problem and objectives, stated earlier in this research will have some benefits in teaching and learning English especially in speaking skills.

#### **1) Theoretically**

The result of this research can be used as information and knowledge to the readers about the application of information gap to improve speaking skills in the teaching-learning process and it will give a contribution to successful teaching-learning English especially speaking skills. For the other researchers, this can be used as a reference who will concentrate on students' speaking ability.

#### **2) Practically**

The result of this research can give a positive effect on teachers' knowledge about using a new method in the teaching-learning process. It can also encourage English teachers to seek the student's difficulty in speaking skills. It can motivate the students to improve their interest in speaking and students get a significant result. This technique can make the students enjoy their conversation and they do not feel bored. So the students feel comfortable speaking English.

### **1.5. Scope of Research**

This research was intended to find out quantity and quality of speaking by giving three different tasks of Information Gap. This research was qualitative and was conducted at MTs Negeri 2 Bandar Lampung. The researcher chose the class by Purposive Random Sampling through a lottery drawing and it was intended to find out whether there is a significant improvement among the two types of Information Gap method that given by the teacher and to see which types get the highest gain. Then, the criteria used for evaluating a student's oral ability included four aspects namely pronunciation, vocabulary, grammar, and comprehension.

As the researcher mentioned before, there were two types of Information Gap Tasks used in this research; they are describing the room and giving direction.

### **1.6. Definitions of Terms**

Some terms need to be defined to avoid misunderstanding and ambiguity, they are :

#### **Speaking**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information using linguistic elements like vocabulary, grammar, pronunciation, and comprehension (Brown, 1994: Burns & Joyce, 1997).

#### **Information Gap**

Information gap activity is the process of completing the information through exchanging the information with their friends by asking and talking to each other to get complete information.

### Improving

Improving is the process of increasing the score by using pre-test and post-test.

### Speaking Skill

Speaking skill is the skill that gives us the ability to communicate effectively. This skill allows the speaker to convey the messages in a passionate, thoughtful, and convincing manner.

### Finding Difference

Finding the difference is when the students get a picture that looks the same while it's different.

### Finding Missing Information

Finding missing information is when the students get an un-complete text and they should complete it by communicating it to their pairs.

That was the introduction of the research, it includes the explanation about the background, research problem, objectives of this research, use of the research, scope, and definition of term discussed in this chapter. The next chapter would explain about literature review of this research.

## **II. LITERATURE REVIEW**

This chapter discusses several points related to the theories used in this study, such as concept of speaking, aspects of speaking, types of speaking performance, argumentative dialogue, teaching speaking, technique in teaching speaking, Information Gap Activity Technique, Information Gap Activity Technique in speaking, procedures of Information Gap Activity Technique, the procedure of teaching speaking through Information Gap Activity Technique, advantages of Information Gap Activity Technique, disadvantages of Information Gap Activity Technique, theoretical assumption, and hypothesis.

### **2.1 The Concept of Speaking**

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994: Burns & Joyce, 1997). It means when the students speak, they do not only produce the message but they also receive and process the information.

Speaking skill is very important in daily activities. This is because people can react to other people, situation and they can express their ideas, thought, and feeling through spoken language. It implies that in the speaking process, people try to communicate with each other and use their language to send the message to the second person. In this case, the speaking processes need at least two people, one as a speaker who produces information and the other one as a listener who receives information (Byrne, 1984: 8).

Hornby (1995:127) defines speaking as the use of words in an ordinary voice. And Widdowson (1984: 58) adds that communication through speaking is performed face-to-face interaction and occurred as the art of dialogue or another form of verbal exchange. Wherever people intend to learn or to understand a spoken language, they use the language by speaking to express their idea, feeling,

and experiences, and so on. Therefore, Lado (1977: 240) says that speaking is described as an ability to converse or to express a sequence of ideas fluently. It means that speaking is used to deliver ideas regularly or as simple as it can be. Welty (1976: 47) also says that speaking is the main skill in communication. Furthermore, Irawati (2003:7) states that speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotion to others using oral language. It means that speaking is included the speaker and listener have communicated to each other to deliver information, ideas, and emotions orally.

Brown (2001: 270) says that spoken language is easy to perform, but in some cases it is difficult. So that the students can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

1. Learners talk a lot. As much as possible of the period allocated to the activity is occupied by learners' talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
2. 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 are highly motivated to perform the tasks.
3. Language is at an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to teach other and acceptable level of language accuracy.

From the statements above, it can be inferred that in communication people do not only speak but also try to understand the message which is said or delivered by the speaker. Since the researcher would teach argumentative dialogue to improve students' speaking ability this is important for the students as a speaker to make sure first that the hearer understands what was being said or delivered before speaking so that their friends could give an argument to what the speaker said.



## 2.2 Aspects of Speaking

Speaking is an important skill in English because with speaking the people can easily express their feeling, opinion, or something. Speaking is a process of transferring the message from speaker to listener, so the listener can understand what the speaker says. As one of the language skills, speaking has a tight connection to life and human activities because it is one of the main elements of communication.

Haris (1974: 75) says that speaking has some aspects as described below:

1. Pronunciation refers to be the person's way of pronouncing words. Brown (2004: 157) also states that pronunciation is the language learner has to know how to pronounce and understand the words that are produced by the speaker. Here is the example of pronunciation: (1) we hear (gud) as well as the older (gu:d) for example, and (2) stress is the relative emphasis that may be given to certain syllables in a word or certain words in a phrase or sentence. For example [ˈtempəl] temple. The first syllable is stressed: **tem**ple.
2. Grammar is the study of rules of language in inflection. This idea has the same opinion as Lado (1969: 221) who says that it is a system of units and patterns of language. For example, in the sentence "*He don't like chocolate.*", according to the sentence, it is simple present tense, then it should be "*He doesn't like chocolate.*".
3. Vocabulary refers to the words used in a language. Phrases, clauses, and sentences are built up by vocabulary. Wilkins (1983: 111) also states the same idea that in short, vocabulary is very important because without words we cannot speak at all.
4. Fluency refers to the one who expresses quickly and easily. This is also stated by Ekbatani (2011: 34) that a fluent speaker is someone who can express oneself readily and effortlessly. For example, if someone can speak English without any pauses, such as; "umm" or "emm", it indicates that the quality of their fluency is smooth.

5. Comprehension denotes the ability to understand the speakers' intention and general meaning. And Heaton (1991: 35) also says so. It means that if a person can answer or express well and correctly, it shows that he comprehends or understands well. For example, the students are given a question by the teacher, such as "*What do you know about Sule?*", they can answer the question correctly, such as "*Sule is one of Indonesian comedian from Bandung.*", it means that they comprehend what the teacher asks. They are correct to speak and the audience can understand what they said.

Based on the theories of Haris (1974: 75), the researcher argued that in communicating people need to have substantial knowledge of language aspects to become a good speaker. Therefore, the teacher should help students to be able to speak well relevant to the characteristics that are suggested as stated by the experts. Based on the explanation of speaking aspects before and related to the purpose of this research, the researcher would use Haris' statement as the guidance of this research since his statement is clear and supported by other experts' ideas.

### **2.3 Types of Speaking**

Ordinarily, language teaching is devoted to instructing mastering English conversation. Brown (2004:271) describes six categories of speaking performance based on skill area, they are :

#### **a. Imitative**

It includes the ability to practice intonation and focus on some particular elements of language form. It is just imitating a word, a phrase, or a sentence. The important thing is focusing on pronunciation. The teacher usually uses drilling, and the reason is so that the students get the opportunity to listen and to orally repeat some words.

b. Intensive

It is practicing some phonological and grammatical aspects of language. It usually places students to do the task in pairs or groups, for example, reading aloud that may read a paragraph, a dialogue with the other member groups, etc.

c. Responsive

It includes interaction and text comprehension but at the somewhat limited level of a short conversation, standard greeting and small talk, simple requests, and comments.

d. Transactional (dialogue)

Its purpose exchange specific information. This kind of speaking is more focused on transaction activity such as selling things or promoting something.

e. Interpersonal (dialogue)

According to Osmo (1978:37) that interpersonal dialogue is the process of exchanging messages between people whose lives mutually influence one another in unique ways concerning social and cultural norms.

So, interpersonal dialogue refers to the dialogue which more to maintain a social relationship than for the transmission of facts and information.

f. Extensive (monologue)

The teacher or the researcher gives the students an extended monologue in the form of speech, story-telling, summaries.

## **2.4 Teaching Speaking**

Teaching speaking is teaching how to use the language for transferring ideas, opinions, or even feeling to others. River (1978:6) states that speaking is developed from the first contact with the language that we learn by transferring our ideas or thoughts to another.

In teaching speaking, the teacher should teach the student through the components of speaking because students should practice speaking English as often as possible so that they can speak English fluently and accurately.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency. 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. Students need to be able to speak English with confidence to carry out many of their basic communication with another person.

According to Kayi (2006: 1), teaching speaking is to teach ESL 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 fluency.

Teaching speaking is important in language learning. In this case, the teacher needed to encourage students' participation by making teaching-learning conditions full of interest and motivation and the teacher should support the students to practice English as a habit. This was to make their English-speaking proficiency applicable to interact with others in daily life. Since the goal of teaching speaking was to make the students be able to communicate effectively, students should be able to make themselves understand. The teacher should guide the students try to avoid confusion in the message due to faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation (Bunkart, 1998: 2).

Furthermore, Cameron (2001: 40) states that teachers must take the responsibility for checking the students' understanding of the language being used and the purpose of the activities being carried out. It means that this is important for the teacher to make the students understand in learning. The teachers have to consider that students understand the objective of the learning process. Therefore, the teacher must allow the students to provide input to all phases of classroom activity.

Besides, according to Nunan (2003: 40), teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. This is because speaking is natural. Teaching speaking involves providing students with the component of language, it is hoped that they would eventually put them all together and speak.

Moreover, Flohr and Paesler (2006: 6) state that teaching speaking is one of the teaching models that focus on four issues. First, the variety of spoken language which we know that in every country there are several differences of world's language. So, we must understand it before speaking. The second is input, and the input's providing. In this session, the teacher and the students divide the input of the material and how to provide something to support the input. Third, issue, in this case, the issue is what idea or topic is suitable with the material to be studied and how to create sentences or statements that related to the material. The last, there are the design and the use of tasks. This issue focuses on the design of tasks and how to use them. And the tasks must suitable with the input of the issue.

Based on the theories explanation above, the researcher concluded that teaching speaking was a process to make the students able to communicate orally; It was meant that the students should be able to produce understandable expressions that contain correct grammar, diction, and also the message itself.

## **2.5. Concept of Information Gap Tasks**

The main role of speaking is to communicate and interact with other people. The interaction can be either transactional or interpersonal. In transactional interaction, we, as human beings, gather the information that we need because we need it. Usually, the information we lack can be obtained from others thus we need to communicate and share information with them.

To develop students' speaking skills, the researcher chose Information Gap Activity to be applied at school. The main idea of the Information Gap Activity is that every student has to gather the information they lack with the other students, thus they all will get the full information. In gathering the information, of course, the students used – speak – English language as the authentic function – a means of communication.

There are 3 definitions of Information Gap Activity. Nunan (2001:309) defines Information Gap as “a pair or group works task in which participants have access to different information. 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 that 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 people 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) 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 when two speakers have different parts of information making up the whole. Because they have different information, there is a gap between them.

Yufrizal (2007:59) states that in the information Gap task, one participant held the complete information while the other did not have the information. The participants 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 tasks that 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 picture of a kitchen which contains items such as a set of drawers, a fridge, a sink, 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 other items available to the student with the incomplete 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 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 memorize the material for speaking and don't be afraid to make a mistake. They only need to speak with the partner based on the task given.

## **2.6. Information Gap in Teaching Speaking**

Some research studies have been conducted to find the impact of information gap activity in teaching speaking.

There have been several studies dealing with teaching speaking by using information gaps. First, Putri (2014) researched the teaching speaking skills of grade VIII students at SMPN 7 Yogyakarta. The result showed that it can be concluded that the use of information gap activities successfully improved the students' speaking skills. The improvement of the students' speaking skills was highly related to the use of information gap activities in the teaching-learning process.

Second, Marzban and Hashemi (2012) have researched the impact of opinion-gap tasks. The finding showed that the students in the experimental group could benefit from their partners' language input which was useful for improving their speaking ability. In addition, the students were more motivated and interested in speaking. And it can be concluded that the opinion-gap task could be helpful for the learners who are motivated and not shy to discuss their feelings, preferences, and their ideas.

Third, Yuniarti (2009) has researched the use of information gaps in developing students' speaking ability. The study showed us that the use of the information gap is significantly effective in developing the students' speaking skills of the grade VII students' of SMPN 2 Tegowanu-Grobogan.

Based on the previous researches above, it can be inferred that the information gap was able to improve students' speaking ability. Therefore, the researcher was interested in using the information gap to investigate whether there was a



significant difference in students' speaking ability and students' activeness after being taught through the information gap.

At the international level, Long and Porter (1985) say that group work provides the learners with a conducive climate to participate in a conversation. In group work, particularly when all members are familiar with each other, the students do not feel inhibited to talk because it provides a relatively unthreatening and intimate climate. They tend to be at ease to talk, and they are not afraid of making language errors.

However, Ghofur (2014) stated that during the implementation of the activity, the researcher encountered several problems. Those problems were in terms of controlling the students during their discussion with their pair, allocating and managing the time, motivating and paying more attention to the lower level students.

## **2.7. Procedures of Information Gap Technique in Teaching Speaking**

To develop communicative competence in classroom activity, the teacher has to incorporate the purpose of each type of Information Gap Technique. However, the teacher should construct a good procedure for applying the information gap in the classroom. According to Littlewood (2006), there are some procedures to apply information gap in teaching speaking:

- a. Explain the activity that is going to be conducted.
- b. Review and pronounce the words related to the topic that will be discussed.
- c. Ask students to work in pairs.
- d. Give a task in form of pictures that consist of incomplete information that has been prepared for the students.
- e. Ask students to discuss completing the task by describing, asking, and answering based on their picture to the partner without seeing each other's picture.
- f. Evaluate the activities.

In brief, the teacher should teach speaking through the Information Gap technique based on the procedure above. So, it helps the teacher and the students to understand what is going to do in the class by using Information Gap.

## **2.8. Advantages and Disadvantages of Information Gap in Speaking**

The advantages of using Information Gap Activity are as follows:

- 1) Increase student talking time: students actively collaborate with classmates to achieve the activity's goal while the teacher facilitates the activity (preparation, set up and scaffolding, and during-activity support, as needed).
- 2) Increase student motivation: students communicate for a purpose as they exchange and collect information needed to complete the task. Information gaps can involve group, pair, or whole-class interaction dynamics, which add variety to a lesson. Also, students get to feel like important "experts" because everyone has task-essential information.
- 3) Incorporate authentic communication situations and materials: teachers can tailor information gap activities to meet students' real spoken English needs, such as asking for and following directions, asking for opinions, and problem-solving with others. While teachers should provide level-appropriate scaffolding and language frameworks, communication during information gaps is often unscripted, reflecting the communication format students will encounter in everyday situations. Also, information gap activities can be designed to incorporate authentic materials such as maps, brochures, and other real-world content.
- 4) Can be creatively designed to focus on meaning, form, and/or curriculum content: once teachers become familiar with the formats information gap activities can take, they can build activities that meet many types of learning objectives. Teachers can create activities that require or encourage students to orally use recently taught vocabulary or grammatical forms. Teachers can also build information gaps around themes from non-language curriculum content areas, such as science or history.

- 5) Encourage critical thinking skills and teamwork: during information gaps, students must often exercise problem-solving skills, determine what data is missing, categorize and analyze data that is collected, seek clarification from others, and collaborate with classmates to successfully achieve the activity's objectives.

In addition, disadvantages of the Information Gap are 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 a different speed.

## **2.9. Theoretical Assumption**

From the frame of theory and explanation above, it could be assumed that applying the Information gap technique in teaching speaking can give a positive effect on improving students' speaking skills and it can also increase five aspects of speaking; pronunciation, vocabulary, grammar, fluency, and comprehension. The Information gap technique could make the students easier to communicate because the information gap tasks can motivate the students to be more active and also can encourage the students' critical thinking.

By utilizing the information gap activity, it was assumed that students can create an interaction with others and be able to communicate some information. Thus, the students would be able to communicate well. As the result, students' speaking ability can be increased.

## **2.10. Hypothesis**

Concerning the theories and the assumption above, the hypothesis could be formulated as follows:

1. There is a significant difference in students' speaking ability from pre-test to post-test after being taught using information gap activity.
2. Fluency is the aspect of speaking that improves the most.

Those are the explanations of some theories related to the research. Those theories are used as the reference in conducting the research.

### III. METHOD

In this research, the writer discussed design, data source, instruments, procedure, data analysis, and hypothesis testing as follows:

#### 3.1 Design

The objective of this research was to find out whether there was any improvement or not in students' speaking ability after being taught through Information Gap Technique. This research used quantitative research as the research methodology. So, the researcher used a *One-group pre-test and post-test design* since there were two classes of experiment which got treatments from the researcher and also got pre-test and post-test. The research design could be presented as follows:

T1 X1 T2

T1 X2 T2

where:

T1: Pre-Test (Speaking test before giving the treatment)

X1: Treatment (Teaching speaking using Information Gap type 1)

T2: Post-Test (Speaking test after giving the treatment)

X2: Treatment (Teaching speaking using Information Gap type 2)

(Setiyadi, 2006: 40)

This was the design that was used by the researcher to find out the result.

In this research, there were two variables as dependent and independent variables.

The dependent variable was the technique that used in the research as the treatment in teaching speaking. Meanwhile, the independent variable was the students' scores of pre-test and post-test in speaking. the pre-test was administered before the treatments while the post-test was administered after the treatments. Post-test was used to knowing the result of students' scores after being taught by

using information gap. The researcher compared the result of the pre-test and post-test of the students to know whether there was an improvement in students' speaking after being taught by using the information gap technique.

### **3.2 Population and Sample**

The population of this research was second-grade students of MTs Negeri 2 Bandar Lampung in the 2019/2020 academic year. There were 9 classes of second grade in this school. The ages of students ranged from 14-15 years old.

From the population above, there were two classes as an experimental class that got the treatments (teaching speaking through Information Gap Technique) is VIII G and VIII H. Both classes consisted of 25 students. In determining the class sample, the researcher used Random Sampling Technique by using a lottery so that all the second-grade classes got the same chance to be the sample to avoid subjectivity and to guarantee that every class has the same opportunity.

### **3.3 Instruments and Data Collecting Technique**

In getting the data, the researcher used the speaking test as the instrument. This oral test was the term of extensive monologue. The researcher asked the students to describe their idol, then the students were divided into some pairs. The students exchange their idol for their pairs' idol, then describe it in front of the class. In evaluating the students' speaking scores, the researcher used the speaking criteria of scoring rating by Harris (1974:84). Based on the speaking, there were five aspects, namely: pronunciation, grammar, vocabulary, fluency, and comprehension. But, the researcher used four of those aspects, they are pronunciation, grammar, vocabulary, and comprehension.

**Table 1. Aspects of Speaking that will be scored**

<b>Aspects</b>	<b>Rating Scores</b>	<b>Description</b>
Pronunciation	<b>5</b>	Having few traces of a foreign language, the speech is effortless as that of a native speaker.
	<b>4</b>	Always intangible, though one is conscious of definite accent.
	<b>3</b>	Pronunciation problems necessities concentrated listening and occasionally lead to misunderstanding.
	<b>2</b>	Very hard to understand because of pronunciation problems, most frequently be asked to repeat.
	<b>1</b>	Pronunciation problem to serve as to make speech virtually unintelligible.
Grammar	<b>5</b>	Make few (if any) noticeable errors of grammar and word order.
	<b>4</b>	Occasionally makes grammatical and or word orders errors that do not obscure meaning.
	<b>3</b>	Make frequent errors of grammar and word order, which occasionally obscure meaning.
	<b>2</b>	Grammar and word order errors make comprehension difficult, must often rephrase sentences.
	<b>1</b>	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
Vocabulary	<b>5</b>	The use of vocabulary and idioms is virtually that of a native speaker.
	<b>4</b>	Sometimes uses inappropriate terms and must rephrase ideas because of lexical and equities.
	<b>3</b>	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.

	<b>2</b>	Misuse of words and very limited vocabulary make comprehension quite difficult.
	<b>1</b>	Vocabulary limitation was so extreme as to make conversation virtually impossible.
Comprehension	<b>5</b>	Appears to understand everything without difficulty.
	<b>4</b>	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	<b>3</b>	Understand most of what is said at a slower than normal speed without repetition.
	<b>2</b>	Has great difficulty comprehending, social conversation spoken slowly and with frequent repetition.
	<b>1</b>	Cannot be said to understand even simple conversation.

The score of speaking skill based on the four elements can be compared in percentage as follows:

a. Pronunciation .....	25%
b. Grammar.....	25%
c. Vocabulary.....	25%
d. Comprehension.....	25% +
Total percentage.....	100%

The researcher used this percentage because she tried to find out the most improvement of speaking aspects. The score of each aspect is multiplied by four, so the total score is 100.

### 3.3.1 Validity of the Instrument

The form of the test was a subjective test since there is no exact single answer. In this test, the researcher used an inter-rater to assess the students' performances. The performances were recorded and then given a score by the researcher. The



rater gave the score by recording the students' performances. The researcher recorded the students' utterances because it helped the raters to evaluate more objectively.

The validity of the test is the degree to which it measures what is intended to measure (Kingsbury, 1980: 111). And a test was valid if it measures what it has 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 objectives in the syllabus of the K13 curriculum. The materials that were taught were based on the students' handbook for Junior High School. While the construct validity focused on the kind of test that was used to measure the students' ability.

### **3.3.2 Reliability of the Instrument**

Reliability of the test is consistency which a test yields the same result in measuring whatever it does measure. So, a test cannot measure anything well unless it measures consistently (Haris, 1974; 14). And the reliability of the language test was concerned with the degree to which it can be trusted to produce the same result upon repeated administration to the same value of a learning variable being measured. The reliability of the speaking test is examined by using statistical measurement proposed by Shohamy (1985: 213).

In this research, in order to find the reliability of the data, the researcher used inter-rater reliability that meant there were two raters to score students' speaking performance. The first rater was the researcher, and the second-rater was the professional English teacher in the school where the research was done with a scholarly degree who has many experiences in teaching.

The reliability of the speaking test was examined by using statistical measurement proposed by Slameto (1998). The statistical formula is:

$$R = \frac{1 - 6 (\Sigma d^2)}{N (n^2 - 1)}$$

Where:

R: Reliability

N: Number

D: Different of rank correlation (mean score of R1 and R2)

1-6: Constant number

Therefore, the standards of reliability are as follows:

- a. Very low reliability ranges from 0.00 to 0.19
- b. Low reliability ranges from 0.20 to 0.39
- c. Average reliability ranges from 0.40 to 0.59
- d. High reliability ranges from 0.60 to 0.79
- e. Very high reliability ranges from 0.80 to 0.100

While in collecting the data, the researcher used:

#### 1 Pre-test

The researcher administered the pre-test before treatment. It aimed at knowing the students' speaking ability before being given the treatment using Information Gap Technique. In administering the pre-test, the researcher provided some issues to the students and let them choose one issue. Then, the students had a discussion group consisting of 3-4 students. They have to prepare some arguments about the issue that they have chosen in 10 minutes before the researcher started scoring their performance. The form of the test was a subjective test since there was no exact single answer. The speaking aspects that were scored are pronunciation, grammar, vocabulary, and comprehension. The pre-test was similar to the post-test. The researcher recorded the oral test by using voice recording.

#### 2. Treatment

This was done after the pre-test to teach the students through Information Gap Technique. There were three times of treatments. The researcher treated the students until they can reach the objectives.



### **3.4 Procedures**

The procedures of the research are as follows:

#### **1. Determining Problem**

This research came from some problems which happened in the learning process. Some students were difficult to speak English very well and could not produce some words in English because they did not know how to say. This could be seen when the teacher speaks English to the students and they only keep silent without any response. And then, some students have less self-confidence because they did not know how to use grammar effectively in speaking. Besides, the students did not have the motivation to speak English in front of the class because they did not get opportunities to train their speaking ability.

#### **2. Selecting and Determining the Population and Sample.**

The population of this research was the second-grade students of MTs Negeri 2 Bandar Lampung in the 2019/2020 academic year. The sample was 25 students of VIII G and VIII H class of second grade in MTs Negeri 2 Bandar Lampung. They have different abilities in speaking. They were divided into some pairs while the researcher has applied Information Gap Technique.

#### **3. Selecting Speaking Materials**

In selecting the speaking material, the researcher used the syllabus of class VIII of SMP students based on a school-based curriculum or K13 which is the newest curriculum used by the school. The topics were asked about a friend's idol and described in front of the class. Based on this topic, the researcher taught extended monologue.

#### 4. Administering Pre-test

The pre-test was given to the students before the treatment (teaching through Information Gap Technique). At the beginning of this research, the researcher gave the pre-test to the students to find out students' speaking ability before being taught through Information Gap Technique.

#### 5. Conducting Treatment

After giving a pre-test to the students, the researcher gave treatment. That is Information Gap Technique. The researcher taught speaking through Information Gap Technique to make all the students have the opportunities to speak. By applying this technique, the teacher encouraged the students to speak and also motivate them.

#### 6. Administering Post-test

This test was tested when the students were studying through Information Gap Technique. So, this test on going. While the teacher was taught speaking through this technique, the researcher also recorded the students' conversations. This recording was the data that would be scored by the researcher and the rater since this test was subjective.

#### 7. Transcribing

The data of students' speaking performance from the audio recording were transcribed in order to see the students' improvement by analyzing the transcript.

#### 8. Analyzing the data

The data of students' speaking pre-test and the post-test scores were analyzed by using SPSS 16.0 version. It was used to find if there was any significant improvement in students' speaking pre-test and post-test.

These were the procedures of this research that were used by the researcher to find out the data of this research.

### 3.5 Data Treatment

According to Setiyadi (2006: 168), using T-Test for hypothesis testing has 3 basic assumptions, there are:

1. The data is interval or ratio.
2. The data is taken from random sample of the VIII grade in MTs Negeri 2 Bandar Lampung.
3. The data is distributed normally.

Therefore, the researcher used the following procedures:

#### 1. Random Test

This was to make sure that the data is random. The researcher used SPSS version 16 to help process the data. The researcher used to mean as the cut point. And the hypothesis formulated as follows:

$H_0$ : the data is random

$H_1$ : the data is not random

$H$  is accepted if  $\text{sign} > @$ . In this research, the researcher will use the level of significance 0.05.

#### 2. Normally Test

The researcher used a normality test to know whether the data were distributed normally or not. The hypothesis was formulated as follows:

$H_0$ : the data is distributed normally

$H_1$ : the data is not distributed normally

In this research, the criteria for the hypothesis was that  $H_0$  was accepted if significance (2-tailed)  $> L_{\text{table}}$  (significant level) and  $H_1$  was accepted if significance (2-tailed)  $< L_{\text{table}}$ (significance level). In this research, the researcher used the level of significance 0.05.

### 3.6 Data Analysis

The data was analyzed by using quantitative analysis. The data analysis was conducted to interpret the data from the pre-test and also the post-test. The pre-test was used to measure the initial score of students' speaking achievement, while the

post-test was used to measure the improvement of students' speaking achievement. The speaking test was administered to measure the improvement of the students' speaking achievement from the pre-test and the post-test. In order to find the improvement of students' speaking achievement after being taught by using the Information Gap Technique, the students' scores were calculated by calculating the pre-test and the post-test and finding the mean of both pre-test and post-test, then the mean of pre-test and post-test were compared to see the improvement.

After collecting the data, the researcher brought out the data analysis by using the following procedures:

Put the data of pre-test score (T1) and the data of post-test score (T2) on the following table.

S'Code	R1				R2				Total		Jumlah
	Pro	Gram	Voc	Com	Pro	Gram	Voc	Com	R1	R2	
AB											
CD											
EF											

Thus, in order to find out the improvement of each aspect of students' speaking achievement after being taught by using information gap technique, *Repeated Measures T-Test of Statistical Product and Service Solution (SPSS)* version 16.0 was used to analyze the data because the researcher compared two means from the same subject.

### 3.7 Hypothesis Testing

The hypothesis testing was used to prove whether the hypotheses proposed in this research are accepted or not. The hypothesis was analyzed by using the Repeated Measures T-test of Statistical Package for Social Sciences (SPSS) windows

version 16. The writer used the level of significance 0.05 in which the hypothesis was approved if  $\text{sign} < p$ . It meant that the probability of error in the hypothesis was only 5%.

H<sub>0</sub>: There is no improvement in students' speaking skills after being taught through Information Gap Tasks.

H<sub>1</sub>: There is a significant improvement in students' speaking skills after being taught through Information Gap Technique.

The criteria for accepting the hypothesis is as follows:

If  $T_{\text{value}} > T_{\text{table}}$  H<sub>1</sub> is accepted

If  $T_{\text{value}} < T_{\text{table}}$  H<sub>0</sub> is accepted

The researcher used SPSS to calculate the result whether it is significant or not based on the hypothesis



## V. CONCLUSION AND SUGGESTIONS

This chapter deals with two points named conclusion and suggestion.

### 5.1 Conclusion

As we can see in the previous chapter, it can be concluded that the research hypothesis was accepted; since there was an improvement in students' speaking skills after being taught through Information Gap Tasks because the significant level is 0.00 and it is lower than 0.05.

Based on the research's findings and discussion, the conclusion can be drawn as follows:

There was an improvement in students' speaking ability after being taught using information gap tasks. It could be seen from the mean score of the pre-test is higher than the mean score of the post-test, it can be concluded that the students' speaking ability was improved. It happens because the information gap tasks have been found to increase the ability of students' speaking skills.

Moreover, the aspect which is improved the most after being taught using information gap tasks is the vocabulary aspect. It means that information gap tasks give an impact to improve the students' vocabulary better than other speaking aspects. As the final result, their speaking ability improved due to their activeness and confidence in expressing and explaining their ideas.

## **5.2 Suggestions**

Considering the conclusion of the research, the researcher would like to recommend some suggestions as follows:

### **5.2.1 Suggestions for English Teacher**

1. The English teachers are suggested to use information gap tasks as the alternative technique in teaching speaking that it should be creative to use it to make the students more active and interesting in the teaching-learning process. In applying the information gap tasks in the learning process, the teacher should know how to organize the students' during the learning process to provide a conducive learning environment. The teacher also should become the participant in certain students' activity, so that they can offer the information directly to the class, and at the same time stimulate and present the new language without taking the students' initiative, and so when the students' have difficulty or confused about what they would like to say, the teacher should give help to the students who experience such situation.
2. The teacher should provide the students with more chances to speak by asking them to explain their result of the task of making some conversations so that the students get more speaking practice in class. The teacher also should facilitate the students if they have difficulties in learning speaking, especially in English.

### **5.2.2 Suggestions for Further Researcher**

1. The other researcher can use an additional reference for further researches. Moreover, it is expected to conduct further researches in different areas, topics, or even using the different formats of the group, etc.
2. For the further researcher, it will be better if the other researcher gives more than two types of information gap tasks. In order to get the best result of findings the suitable tasks for the application of information gap.

3. This study is limited to discussing only the improvement on students' speaking achievement. Therefore, the further researcher can add another instrument such as a questionnaire to find out students' responses towards the information gap technique in order to support the result of the research.

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