IMPROVING STUDENTS' SPEAKING ABILITY THROUGH INFORMATION GAP TECHNIQUE ON FIRST GRADERS AT SMAN 2 TULANG BAWANG UDIK

A Script

By:

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ABSTRACT

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH INFORMATION GAP TECHNIQUE ON FIRST GRADERS AT SMAN 2 TULANG BAWANG UDIK

By

WIDIYA CAHYANI

It is true that speaking requires complicated components of the target language. This fact implies that speaking the most difficult skill of language. For this reason, students face many difficulties such as lack of grammar, lack of vocabulary, confused about their idea of what to speak; as a result, they are not enough confident to speak. Therefore, this research aimed (1) To find out whether there is any significant difference between students' speaking ability before and after being taught through Information Gap Technique. (2) To describe how does Information Gap Technique improve students' speaking ability.

This study used quantitative approach employing pre-test and post-test design. The population of the research was first grade students of SMA Negeri 2 Tulang Bawang Udik. The sample was chosen by using purposive sampling. The sample consisted of one group of X IPA 1 which consisted 30 students. The instrument of the research was 18 items of pictures to be described. To analyze the data, the researcher used t-test formula. The results showed that students in class have the gain score in pretest 1731 and in the post test was 2150 . This means that students who were taught using information gap showed higher with the difference score of 419. Furthermore, t-test analysis showed that there was statistically significant difference of students' speaking achievement with the sig. of 5%.

From the result, it can be concluded that (1) there was a significant difference of students' speaking achievement taught through information gap technique and (2) there was also a significant difference of students' speaking achievement in terms of vocabulary, fluency, grammar, pronunciation, comprehensibility.

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A Script

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In
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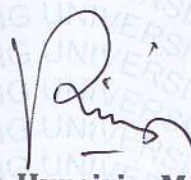
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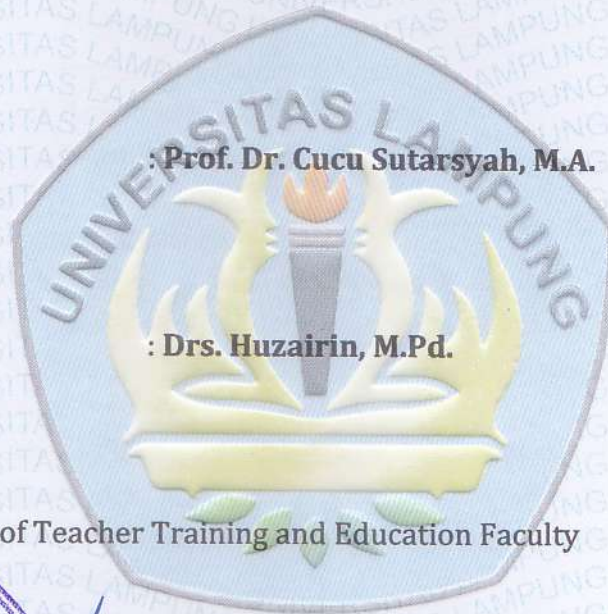   Examiner   : **Prof. Dr. Cucu Sutarsyah, M.A.**

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CURRICULUM VITAE

The writer's name is Widiya Cahyani. She was born on July 23rd 1997. She is the only child of the lovely couple, Bursyah and the late Khoyimah.

She began her study at TK Kasih Ibu in 2002 and graduated in 2003. She continued her study in Elementary School Negeri 2 Way Dadi in 2003 and moved to Elementary School Negeri Karangasem in 2006 then graduated in 2009. She continued her study at Junior High School Negeri 1 Tulang Bawang Udik in 2009 and graduated from the school in 2012. Then, she went to Senior High School at Senior High School Negeri 2 Tulang Bawang Udik in 2012 and again moved to Senior High School Negeri 15 Bandar Lampung in 2014 then graduated in 2015.

In 2015, the writer applied to university level at Lampung University and majored in English Education at Language and Arts Department of Teacher Training and Education Faculty. She carried Teaching Practice Program (PPL) as one of the requirements for FKIP students, at Junior High School Negeri 1 Pugung Tanggamus from July to August 2018. And then, the writer conducted a research at SMA Negeri 2 Tulang Bawang Udik in 2019.

DEDICATION

This script is proudly dedicated to:

My super father Bursyah and My lovely mother the late Khoyimah
My beloved husband Arif Jaya Hanafi

MOTTO

"The best dream happens when you're awake."
"Learning is a gift. Even when pain is your teacher."

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Praise to the Almighty and Merciful God, Allah SWT. for the gracious and tremendous blessing so that the writer is finally able to finish her script entitled "Improving Students' Speaking Ability Through Information Gap Technique On First Graders At SMA N 2 Tulang Bawang Udik". This script is submitted as the compulsory fulfillment of requirement for S1 degree of English Education Study Program at the Teacher Training and Education Faculty, Lampung University.

This script would never have been completed unless there are always any supports, encouragement, and advisement from everyone involved in the writing of this script. Here the writer would like to express a great debt of gratitude and respectto:

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Finally, the writer realizes that this script is still far from perfection. However, the writer hopes that this script will be useful and beneficial to the readers, specifically those who involves in English teaching profession.

Bandar Lampung, May 20th 2022
Writer

Widiya Cahyani

TABLE OF CONTENTS

I. INTRODUCTION

This chapter will explain about the background of the research, the research question, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

There are four language skills, that is listening, speaking, reading, and writing. In learning language, the four skills are very important. All of the students need to adequately master these skills for several purposes, for example, (1) students need oral ability as a bridge of communication to the other and (2) they also should learn English as a compulsory subjects in their study. It is true that speaking is one of language skills plays a very important role in social relationship among human beings. This is reasonable because according to Brown (1994; Burns & Joyce, 1997) speaking activity is an interactive process of constructing meaning that involves producing and receiving and processing information.

In the history of each individual life, a naturally speech is learned before he studies writing.This makes sense, because as Hornby (1994:398) says that speaking is a tool expressing ideas or feelings using language. Therefore,

speaking is not only uttering ideas in mind, but also delivering and presenting new information to other people.

It is true that speaking is a complex skill which has to be learn in studying English language, because speaking has several elements Harris (1974): 1. pronunciation; 2. fluency; 3. grammar; 4. vocabulary; 5. comprehension.

Theoretically, pronunciation refers to the ability to produce appropriately comprehensible articulation. In other words, fluency denotes how fluent students use the target language orally. Different from pronunciation, grammar is concerned with the structure of the language. Particularly, vocabulary deal with the numbers of words used in oral skills; naturally it consist of content words, referring to nouns, verbs, adjectives, adverbs and function words denoting conjunctions, prepositions, auxiliary verbs, and articles. Comprehension requires subject to respond to speech as well as to initiate it.

It now appears that developing speaking skills for the students can be a crucial problem. This true because students are forced to understand English. Understanding English actually means mastering four major skills in English. This is because there is an assumption that students must learn and speak English fluently in this globalization in Senior High School, thus, speaking skills should be learned and practiced during the classroom activity.

Let us now look carefully at English teaching program in Senior High School which applies a whole standard curriculum (KTSP) and 2013 curriculum. As we can notice that, the ultimate goal of English instruction is to develop

students' English communicative competence in the form of oral and written language, namely: listening, speaking, reading and writing skills.

As mentioned earlier, there are basically some elements of teaching speaking that need to be mastered. Those elements are needed in teaching learning process especially in speaking skill, so that the students are capable and confident in speaking.

It is true that speaking requires complicated components of the target language. This fact implies that speaking the most difficult skill of language. For this reason, students face many difficulties such as lack of grammar, lack of vocabulary, confused about their idea of what to speak; as a result, they are not enough confident to speak.

In pr-observation activity, it was found that students in SMA N 2 Tulang Bawang Udik had problems in performing oral skill. Some problems arise from the students and the teacher. These problems from the teacher sides: (1) students in fact were not able to speak English well, especially in terms of fluency, grammar, and pronunciation. (2) the teacher gives the material based on the book, for example the technique of the teaching lesson just based on the book and the students feel bored when they just look at the book. (3) The teacher used descriptive text way, for example sometimes ask the students to read a certain text in the book or the students' exercise book and practice in front of the class, the monotonous process of the learning made students bored to learn.

Previous study conducted by Resana Rahayu (2015) also indicated that the problems not only came from teacher but also from students sides: (1) the

students were passive in class, during the teaching and learning process.(2) the students be noisy and talked each other when the teacher explained the materials (3) the students felt difficult to catch the teacher's explanation, there were no variations in teaching and learning process, so the students felt bored during teaching process in the class (4) the students have no motivation to learn about English language especially in speaking, they think that speaking is difficult to practice and they are not enough confident to speak.

It should also be seriously considered, however, after considering the fact in the field, the researcher uses Information Gap Technique to guide the students in their speaking. This technique provides some pictures that will be given to the students. Information Gap Activity is two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information. In an Information Gap Activity one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate. Information Gap Activity exists when one person in an exchange knows something to other person does not. For Information Gap Activity to work, it is vitally important that students understand the details of the task (for example, that they should not show each other picture).

With regard to the matters, writer would like to solve the problem by having observation to know does Information Gap Technique improve students' speaking ability. Moreover, writer will analyze what aspect of their speaking improves the most after being taught through Information Gap Technique and

compare to the class that being taught by using descriptive text technique. Hopefully, after realizing their ability on speaking by using Information Gap Technique, it will help the students improve their speaking achievement. In sum, the research will hold on Improving Students' Speaking Ability Through Information Gap Technique.

1.2. Research Questions

In line with clarification above, writer addressed the following research questions:

1. Is there any significant difference between students' ability in speaking before and after being taught through Information Gap Technique?
2. What aspect that the highest and lowest improve after being taught Information Gap Technique in terms of pronunciation, vocabulary, fluency, grammar, and comprehension improve students' speaking ability?

1.3. Research Objectives

Referring to the formulation of the research problem, objectives of the research as follow:

1. To find out whether there is any significant difference between students' speaking ability before and after being taught through Information Gap Technique.
2. To describe what aspect that the highest and lowest improve after being taught Information Gap Technique.

1.4. Uses of the Research

Hopefully, the findings of this research will be beneficial for:

1. Theoretically, writer expects the result of this research can confirm and clarify that Information Gap Technique can be applied to improve students' speaking ability not just by using a text book.

2. Practically, writer expects the result of this research can be used as reference and consideration for English teacher about teaching speaking using Information Gap Technique Technique as one of alternative technique besides the common technique that always been used.

1.5. Scope of the Research

This paper focuses on the improving students' speaking ability through Information Gap Technique. The research will be conducted at SMA N 2 Tulang Bawang Udik on the first grade. This class is chosen because, based on curriculum, students have studied grammar. Writer will use pre test and post test before and after the students do the technique implemented. Then the students' performance will be evaluated and analyzed based on its fluency, pronunciation, grammar, vocabulary, and comprehension on both classes.

1.6. Definition of Term

In order to avoid ambiguity, some terms used in this research comprehensively defined, they are:

1. Speaking Ability. Lado (1961:240) asserts that speaking ability as the ability to express oneself in life situation or the ability to report art or situation in precise words, or the capability to converse or to express sequence of ideas fluently. In language teaching and learning, speaking is considered a skill to practice and master. In this light, Nunan (2003:48) put it that speaking

"speaking is the productive oral skill. It consists of grammar, fluency, and pronunciation systematic verbal utterance to convey meaning".

2. Information Gap Technique. This technique requires two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information; there is a "gap" between them (Harmer, 2007:129).

This chapter already reviewed introduction of the research. Including the explanations about the background of the research, the research questions, objectives of the research, uses of the research, scope of the research, and definition of terms were discussed in order to provide an insight to this research. The next chapter would deal with literature review of this research.

II. LITERATURE REVIEW

This chapter discusses about general meaning of speaking, importance of speaking skill, the elements of speaking, and concept of information gap technique, teaching procedure using information gap, previous studies, theoretical assumption, and hypothesis.

2.1. Speaking

2.1.1. Notion of Speaking Skills

In the context of education especially in the learning and teaching of a foreign language, speaking is one of the important skills that have to be mastered by students. Many experts define speaking in different ways. According to Scoot and Ytberg (2000:3) states that speaking is perhaps the most demanding skills for the teacher to teach. Hornby (1994:398) says that speaking is expressing ideas or feelings u s i n g language.

In relation to the above-illustration, speaking is not only uttering ideas in or mind, but also delivering and presenting new information to other people. It is a way to present new language English orally. Speaking is an

act to express one's ideas, feeling, purpose, and thought orally. (Nunan 1991:39) says that to most people, mastering speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language.

With regard to the above statement, speaking is how speakers put their ideas into sentences and produce it in a proper speech in order to affect a listener. Therefore, the world nowadays requires that the goal of teaching speaking should improve the students' communication skills so that they can express themselves and learn how to use the language.

2.1.2. Importance of Speaking

It goes without saying that speaking skills is not important. Therefore, in teaching speaking the teacher monotonous. While a picture may be worth a thousand words, those words will no doubt come in handy if the picture is distorted or poorly understood. After all, the most effective way to communicate is through speech. Thus, speaking skills can actually be taught using practical and affordable tools.

When teaching a language, teachers actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures, such as the using of verb forms correctly, phrasal verbs, prepositions, etc.

As we have seen, it is clear that speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other. Speaking is an act to express ones ideas, feeling, purpose and think orally. Besides, people have to be able to pronounce correctly and they need to master intonation, conversation, either transaction or interpersonal conversation.

2.1.3. The Elements of Speaking

Some linguists have their own perspective about different varieties elements of speaking.

There are several aspects of speaking that must be fulfilled. Harris (1974:49) says that speaking has some aspects as described below:

1. **Pronunciation.** This element refers to the ability to produce easily comprehensible articulation so our speaking is understandable. Pronunciation consists of (1) word stress, (2) intonation, (3) features of connected speech, (4) voice quality and (5) gestures.

2. **Fluency.** This is about how to fluent students use the target language orally. Fluency includes reasonable fast speed of speaking and only a small number of pauses. For example, if there are two person talking each other who have not stop and think about language when they are still communicating.

3. **Grammar.** Grammar is about the structure of the language. As stated by Heaton (1978:5) that explains grammar as the students" ability to

manipulate structure and to distinguish inappropriate grammatical form in appropriate ones.

4. **Vocabulary.** Vocabulary refers to the words used in a language. Phrases, clauses, and sentence are built up by vocabulary. In short, vocabulary is very important because without words we cannot speak at all (Wilkins, 1983: 23). Vocabulary consists of content words and function words. Content words referring to nouns, verbs, adjectives, adverbs and function words denoting to conjunctions, prepositions, auxiliary verbs, and articles. For example nouns (bag, book, pencil), verbs (wash, sweep, write), adjective (handsome, tall, sweet), adverbs (in the field, in front of classroom), conjunctions (but, or, and) prepositions (after, in, beside) auxiliary verbs (do, be, have), articles (an/a, the).

5. **Comprehension.**Comprehension for oral communication requires subject to respond to speech as well as to initiate it. This aspect is the important one in speaking itself. The good speaking requires that the message listener hear should be similar to the message we spoke, for example,students should be able to create sentence with the correct arrangement of word order to make it comprehensible.

This research adopted the oral ability speaking scale proposed by Harris (1978) that had been used as the scoring standard for the students" speaking ability. These aspects of speaking proposed by Heaton (1978) are still related to elements of speaking which mentioned by Harris (1974) above.

According to Heaton (1978:99), there are some criteria for analyzing oral ability; they are pronunciation, fluency, and comprehensibility.

1. **Pronunciation.**Pronunciation is the way people pronounce the words. Pronunciation refers to be the person's way of pronunciation words. One who learns English as foreign language must be able to use English pronunciation as well as other skill (Ostles, 1985).

2. **Comprehensibility.**Comprehension of speaking is really important when we do speaking. Comprehension denotes the ability of understanding the speaker"s intention in general meaning (Heaton, 1991).It means that if person can speak or express their words to another person and the other persons can give respond and also understand the aims, it show that the speaking is comprehensible.

3. **Fluency.**Fluency refers to the one who expresses quickly and easily (Ostles, 1985). It means that when a person can create the dialogue to another, the other can give respond well without any difficulty.

In this research, those aspects above can be used by researcher to measure and analyse students' speaking. If those aspects can be fulfilled by the students, the speaking can be said well. In short, used five aspects mentioned by Harris as the scoring standard for the students" speaking ability.

2.1.4. Strategies in Speaking Activities

Many problems arise in speaking; we have to solve those problems. Improving the speaking skills of the students may be difficult, but the added

benefit is building confidence in students for speaking skills and strategies. There are some suggestions proposed by Ur (1996:121) in order to overcome the problems in the speaking class. The strategies are explained in the following term:

a. Use the group work. This activity will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up.

b. Base the activity on easy language. Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts.

c. Make a careful choice of topic and task to stimulate interest. The clearer purpose of the discussion will make the participants more motivated in doing the task.

d. Give some instructions or training in discussion skills. The participants should give the contribution to the discussion; appoint a chairperson to each group who will regulate the participation.

e. Keep students to speak the target language. The best ways to keep students in speaking the target language are: Try to be model from them by using the target language; (2) remind them to always use the

language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students.

2.1.5. The Criteria of A Successful Speaking Activity

Building on what we know, Ur (1996:121) said that the speaking activity is the important part of language course, and there four characteristics for a successful speaking activity:

a. Learners talk a lot. As much as possible the period of time allocated to the activity is in fact occupied by the learner talk. This may seem obvious, but often most time is taken up with teacher talk pauses. For example, the students do not really focus on the material, they are busy talk with their friends.

b. Participation is even. The lesson should not be dominated by only some students but all get chances to talk and contributions are fairly evenly distributed. For example, students who are brave come in front of the class only two or three person repeatedly, others chose to sit and listen.

c. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective. So the teacher should prepare an interesting material for the learners. For example, teacher using information gap activity to attract students' interest.

d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of

an acceptable level of language accuracy. For example, teacher use an appropriate vocabulary in students' level of knowledge.

2.2. Concept of Information Gap

2.2.1. General Meaning of Information Gap

In this case, Richard (2006:19) notes that information gap is an activity which is based on information gap principle that in real communication people normally communicate in order to get information they do not possess. Information gap activity is an activity where two speakers have different bits of information, and they can only complete the whole picture by sharing that information – because they have different information, there is a „gap" between them (Harmer, 2007:129).

In an information gap activity one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate (Rhohmatillah, 2010: 24). Information gap exists when one person in an exchange knows something to other person does not. (See also, Freeman, 2000: 129). For information gap activities to work, it is vitally important that students understand the details of the task (for example, that they should not show each other picture) (Folse, 2006:95).

It is correct to say now that information gap activity is sharing each student's different information in order to finish a task or whole picture.

2.2.2. Teaching Procedure Using Information Gap

As information, Gap activity is done in group, the teaching procedures is like group-work activity. Before talking more about group work activity, it is better to know the meaning of group work. As noted by Brown (2000:177), group work is a technique in which two or more students are assigned a task that involves collaboration and self-initiated language. It means that in group activity, the teacher should divide the students into pairs or group of three or more students. Rhohmatillah (2010: 14) defined some procedures in teaching by using Information Gap Activities as follow:

1. Teacher practices the articulation of vocabulary on the task sheet that will be discussed. For example, the teacher uses picture.

2. Teacher practices the articulation of vocabulary on the task sheet.

3. Teacher discusses the language function that will be used on thetas. Such as, adjectives, nouns, verbs, etc.

4. Teacher practices the articulation of language function that was discussed. The teacher can tell students about articulation which is not correct.

5. Teacher divides students to do couple task. Students can be work in group.

6. Teacher gives task sheet to the A and B group.

7. Teacher asks students to do dialogue.

8. Teacher observes and evaluates students' dialogue.

9. Teacher gives chance to students for asking. In this case the teacher can urge the students to use language function that have mentioned before.

10. Teacher gives reinforcement.

Further, Brown (2000:187) stated the procedures of group work activity. The procedures or steps in teaching speaking using information gap are as follows:

1. Introducing the technique. In this step, the teacher introduces what activity will be done, including the rules where the students have to work in group or pairs and what they should do.

2. Modelling the technique. In this step, the teacher should give model as the example in doing the technique. In this case, the teacher can do it with one on the students to come forward as a model with the teacher. Next model is a pair of students in the class to come forward and practice it.

3. Giving explicit detailed instructions. Here the teacher gives detail rules how to do this activity, including what the students should do in this activity.

4. Dividing the class into groups. After giving example and gives detail rules, the teacher should divide the students into group or pairs. In this information gap activity, the teacher divides the students into pairs.

5. Checking for clarification. What is meant by check for clarification here is the teacher asks the students whether they understand or not. It can be done by controlling the students' activity from group to group.

6. Setting the task in motion. In this way, the teacher sets the activity in joyful and relax situation. Here, the students are free from being forced. So, they have to do the task freely and be motivated to do the task well.

2.2.3. Advantages of Information Gap Activities

a. Giving situation that doesn't put to shame because activities in small group can increase learning motivation

b. Increasing responsibility and autonomy learning because working in small group can accomplish teacher assignment

c. Arousing interaction of using language because this activity gives chance for students to be brave in speaking

d. Helping students for achieving separated goals

e. Creating situation where students doesn't be pressed

2.2.4. Speaking Activities Based on Information Gap Activities

The teacher should design the speaking activity so as to provide an opportunity for learners to produce language that they had recently learn (e.g. through open or cued dialogues) in order to prepare the learner for later communicative activity by providing them with the necessary linguistic forms and the necessary links between forms and meanings.

In this respect, Littlewood (2006: 40-43) points out that the principle underlying communicative activities is that the teacher structures the situation so that learners have to overcome an information gap or solve a problem.

Speaking activities based on information gap principle can be divided in to some categories, those are:

a. Identifying pictures: learner A has a set of four, five or six pictures

which are very similar in content, but contain a number of distinguishing features. Learner B has a copy of these pictures. Learner A must find out which of the pictures learner B is holding, by asking him questions about it.

b. Discovering Identical pairs: In this activity the students work in group for instance one group consists of five students. Four pictures are given among four students and the fifth learner in the group holds a duplicate of one of those pictures. He must ask the others to discover which learner has the picture identical to his own.

c. Discovering sequences or locations: Learner A has a set of six patterns. There are arranged into a sequence from one to six. Learner B has the same set of patterns, but these are not in sequence. Learner B must discover the sequence of A‟s pictures and arrange his pictures in the same way.

d. Discovering missing information of features: Learner A has information represented in tabular or picture form. However, some items of information have been deleted from the table of picture. Learner B has an identical table or picture, but different items of information have been deleted. Each learner can complete his own table or picture by asking his partner for the information that the lacks.

e. Communicating patterns and pictures: Learner A has an assortment of shapes which he arranges into a pattern. Learner B has the same shapes. They must communicate each other do that B can reproduce as exactly as possible the same pattern as A.

f. Discovering differences: Learner A and B each have a picture (or map, pattern, etc.). The pictures are identical except for a number of details. The learner must discuss the pictures in order to discover what the differences are.

g. Following directions: Learner A and B have identical maps. Only A knows the exact location of some building or other features. He must direct B to the correct spot.

h. Pooling information to solve a problem: Learners have to pool information in order to solve a problem. For instance, learner A has a town plan showing the location of interesting places. Learner B has a list of a bus time table. Together they must devise an itinerary which would enable them to visit, say, five, places during one day, spending at least half an hour at each.

i. Reconstructing story sequences: a picture script story (without dialogue) is cut up into its separate pictures. One picture is handed to each member of a group. Without seeing each other's picture, the learners in the group must decide on the original sequence and reconstruct the story.

2.3. Previous Studies

The research about information gap technique in improving students' speaking skill had been conducted by many researchers previously; one of them was Dewi (2013) who conducted the research in Mts Al-Mujahirin Riau which entitled "Improving the Speaking Ability of the Second Year students of MTS Al-

Muhajirin Taping by Using Information Gap Activities". The researcher basically focused on the effectiveness of using information gap technique in improving students' speaking skill. The result of her research showed that the information gap technique can improve students' speaking skill. In her research, she said that the activities which were offered by information gap technique were relevant to the characteristics of students with achievement motivation. Meaningful, situations were established using pair work and group work, both important features of communicative language teaching in the classroom. By understanding the research above, the researcher tried to apply this technique in SMA Negeri 1 Pamona Barat. Yet it was different from the previous research, the researcher emphasized on the use of information gap technique, whether it can be used or not in teaching speaking.

2.4. Theoretical Assumption

We can see immediately to the literature review above, the researcher assumed that there is a significant difference between the students' speaking ability before and after being taught through information gap technique. The researcher here would like to point out that in order to be able speak well, meaning that we can convey our ideas and opinions to the listeners well without leaving misunderstanding and misinterpretation. In some way, this indicates the relation between speaking and teaching technique does exist.Speaking and technique, however, are dependent each other. The speaking teachers need to be aware in making decision about the technique they use in the speaking classroom. Nevertheless, it seems that, in some form, the role of teaching technique remains as an essential component of effective speaking learning.

2.5. Hypothesis

A hypothesis in the research is a basic assumption of how the result of the research will be. It is a prediction of a phenomenon. Moreover, in formulating hypothesis, the researcher has to ensure that the hypothesis is real or based on fact. There are two kinds of hypothesis:

a. Alternative Hypothesis (HA): There is a significant difference between the result of using Information-Gap in learning speaking.

b. Null Hypothesis (HO): There is no significant difference between the result of using Information-Gap in learning speaking.

In brief, this chapter is the elaboration of the previous chapter. This chapter has discussed about general meaning of speaking, importance of speaking skill, the elements of speaking, and concept of information gap technique,teaching procedure using information gap, previous studies, theoretical assumption, and hypothesis. Furthermore, this chapter portrays the result possibility of this research as written in hypotheses. Next chapter will tell about the design of the research.

III. RESEARCH METHOD

This chapter discusses the research method. Everything related to the model of research, such as: design, data, instruments, data collecting technique, data analysis, and hypothesis testing will be described below.

3.1. Research Design

This research was aimed to know whether information gap can increase speaking ability of the student or not. Sugiyono (2006) states that experimental design is a study which aimed at finding out the influence of particular treatment.

This research used quantitative research (quasi experimental) as the research design. Quantitative research is a kind of research in which the data used to tend to use statistic measurement in deciding the conclusion (Hatch and Farhady, 1982:22). The writer uses one class of the first grade students of SMA N 2 TBU as a group of the object of the study. The writer used information-gap in teaching speaking in class.

3.2. Research Population and Sample

The population of this research is the first year learners of SMA N 2 Tulang Bawang Udik in the second semester of academic year 2019/2020. Researcher chooses the first graders since the subjects needed in this research are they who are mature enough to have stable strategies in learning and consistent modes in perceiving and processing information. Build upon population above, the researcher will have determined the sample by using The population of this research is the whole first grade students of SMA N 2 TBU. There are five classes comprising X IPA 1, X IPA 2, X IPS 1, X IPS 2, and X IPS 3.

For the research, the writer used purposive sampling technique, as Sugiyono stated that purposive sampling is a technique of sample determination is based on certain consideration. The consideration of taking the sample is that this sample is based on recommendation from the English teacher and purposive sampling used because researcher has difficulties to choose respondent. Researcher cannot used all first grade students of SMA N 2 TBU and then randomly choose the sample by using simple random sampling technique.

Based on the explanation above, the researcher took one class as the sample that is X IPA 1 consists of 30 students. After getting the amount of sample from the population, treatment will be conducted to the learners by using information gap technique.

3.3. Research Instrument

In gaining the data, researcher employs several instruments; they are pretest, post-test. Each kind of instruments will explain as follows.

3.3.1. Pretest

Pretest was conducted before the research implementation. It is purposed to know students' speaking ability. In pre- test, researcher asked students to do the speaking test by asking them to describe something in front of the class. In this test, there are several directions that students must do.

3.3.2. Post-Test

Post-test was conducted to know the progress of students' speaking ability. In post-test, researcher asked students to do the speaking test by using picture to be described by students. The result of the post-test was used to compare the data of the pretest and making conclusion weather information gap can increase students' speaking ability. The procedure of post-test and the kind of test was the same as pretest but different topic.

3.4. Data Collecting Technique

The writer gave pretest for X IPA 1 to know the students' basic knowledge of the material that will be taught.

The writer gave post-test for the class after the treatment finished. The writer applied information-gap technique as a teaching method in the class. Then, the writer make a conclusion from the result of the pre test and post test data.

Meanwhile, in determining the rating scale used to describe the score of speaking

assessment, the writer used a speaking rating system which is recognized by Hughes. As explained by Hughes that for assessing spoken English production, teachers have to assess students‟ pronunciation, grammar, vocabulary, fluency and comprehension. Hughes presented the sample of an oral English rating scale that used 1-6 points as follow:

No	Criteria	Rating scores		Comments
1	Pronunciation	1	(below 45)	Pronunciation frequently Unintelligible
		2	(46- 56)	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
		3	(57- 66)	"foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
1		4	(67- 76)	Marked "foreign accent" and occasional mispronunciations which do not interfere with the Understanding
		5	(77- 86)	No conspicuous mispronunciations, but would not be taken for a native speaker
		6	(87- 100)	Native pronunciation, with no trace of "foreign accent"

2	Grammar	1	(below 45)	Grammar almost entirely inaccurate phrases.
		2	(46- 56)	Constant errors showing control of very few major patterns and frequently preventing communication.
		3	(57- 66)	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
		4	(67- 76)	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
		5	(77- 86)	Few errors, with no patterns of failure
		6	(87- 100)	No more than two errors during the performance.
3	vocabulary	1	(below 45)	Vocabulary inadequate for even the simplest conversation.
		2	(46- 56)	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
		3	(57- 66)	Choice of words sometimes inaccurate, limitations of
				vocabulary prevent discussion of some common professional and social topics.
		4	(67- 76)	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non- technical subject with some Circumlocutions
		5	(77- 86)	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
		6	(87- 100)	Vocabulary apparently as accurate and extensive as that of an educated native

				speaker.
4	Fluency	1	(below 45)	Speech is so halting and fragmentary that conversation is virtually impossible.
		2	(46- 56)	Speech is very slow and uneven except for short or routine sentence.
		3	(57- 66)	Speech is frequently hesitant and jerky; sentence may be left uncompleted.
		4	(67- 76)	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
		5	(77- 86)	Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
		6	(87- 100)	Speech on all professional and general topics as effortless and smooth as a native speaker¨s.
5	Comprehension	1	(below 45)	Understands too little for the simplest type of conversation.
		2	(46- 56)	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
		3	(57- 66)	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
		4	(67- 76)	Understand quite well normal educated speech when engaged in a dialogue, (but requires occasional repetition or rephrasing.
		5	(77- 86)	Understands everything in normal educated

				conversation except for very colloquial or low- frequency items, or exceptionally rapid or slurred speech.
		6	(87- 100)	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

By using oral English rating scale presented above, the objectivity of oral assessment will likely to happen. Each number represents the characteristic of students" ability; therefore the students" speaking ability can be measured. Based on the score from the table above, we can see that the lower score is 1, while the highest score is 6, to make the score in where the perfect performers get score 100, the writer converts the small scale of Hughes to the scale of 100 as follows:

6 = 87- 100

5 = 77- 86

4 = 67- 76

3 = 57- 66

2 = 46- 56

1 = below 45

In doing the research, the researcher used some instruments, and those instruments are prove whether the instruments have fulfilled the validity and the reliability aspects

a. Validity of Test

According to Ground (in Siti Nurkasih, 2010:54) validity refers to the appropriateness of the interpretations of test results. There were three ways to look at the validity, construct validity, and criterion related

validity. Gay (in Anggraheni, 2009:55) explained that logical validity includes content validity and it was also named because validity was determined primarily through judgment, they are item validity and sampling validity. Gay also insisted that content validity is determined by expert judgment. There was no formula in which it could be computed and there was no way to express in quantitatively. In short, the instruments of this study has fulfill the validity aspects.

b. Reliability of Test

According to Harris (in Anggraheni, 2007:54) reliability was meant the stability of test scores. Test reliability was affected by number of factors, chief among them being the adequacy of the sampling tasks. In addition, Gay (in Anggraheni 2007; 55) said that reliability was the degree to which a test consistency of the students' achievement it means that the students would always get the same result. Rater reliability was used in this study. Rater reliability is concerned with the extent to which two or more raters are capable of agreeing with each other on the score they award to the same individual(s) (Fulcher, 2003:139).

3.5. Data Analysis

In analyzing the data, the writer used statistical calculating of t-test to find out the difference score of students' achievement in teaching speaking using information-gap compared to before being taught, data processing is the step to know the result class using information-gap as variable X and before being taught as variable Y, and their differences.

The writer used the comparative technique, the comparative technique is an analysis technique to evaluate hypothesis concerning the differences between two variables examined statistically.

In comparative technique, the variables are compared to recognize whether or not the differences are significant. The writer used t-test formula. The formula adapted from Sudijono before using t-test formula, the formula are as follow;

1. Determining Mean with formula:

$$\overline{X} \qquad = \qquad \frac{\sum fixi}{\sum f}$$

$\overline{X}$ = the average of variables score

$\sum$ fix = sum of frequency multiply the students' score

$\sum$ f = number of the students

2. Determining standard deviation score with formula:

$$S \qquad = \qquad \sqrt{\frac{n \sum_{i=1}^{k} f_i x_i^2 - (\sum_{i=1}^{k} f_i x_i)^2}{n(n-1)}}$$

$\sum$ fixi² = sum of squared gained score

$\sum$ fixi = sum of gained score

n = number of students

3. Determining of standard Error mean with formula:

$$SE_M \qquad = \qquad \frac{Sd}{\sqrt{n-1}}$$

SE_M = standard error mean of gained score

Sd = standard deviation of gained score

n = number of students

4. Determining standard error from mean of variable X and variable Y, with formula:

$$SE_{M1-M2} \qquad = \sqrt{(SE_{M1})2 + (SE_{M1})^2}$$

5. Determining t-observation (t_o) with the formula:

$$t_o \qquad = \frac{M_1 - M_2}{SE_{M1-M2}}$$

6. Determining t-table (t_t) in significant level in 5% and 1 % with degree of freedom (df), with formula:

df   = (N1+N2) - 2

df   = degree of freedom

N   = number of students

3.6. Hypothesis Testing

To prove the hypothesis, the data obtained from the class was calculated by using the t-test formula with the assumption as follows:

$t_o > t_t$: The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means, there is a significant difference between the result of using Information-Gap in learning speaking.

$t_o < t_t$: The alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means, there is no significant difference between the result of using Information-Gap in learning speaking.

This chapter has elaborated the method which will be used in the research later. It also reveals how the data is analyzed after the treatment. The data will be taken from the tests and assessments.

V. CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on the result data which was analyzed and elaborated on chapter IV, here the researcher drew some conclusions as follows:

There is a significant difference of students' speaking achievement after being taught through information gap technique. It can be seen from students' post-test score. Since information gap provides additional information such as pictures which it helps students to comprehend the material easier and make the students enthusiast. Therefore, it can be concluded that information gap is better to improve students' speaking ability.

There is also a statistically significant difference of students' speaking achievement in terms of grammar, pronunciation, vocabulary, fluency, and comprehension.

5.2. Suggestions

The researcher made some suggestions to the readers. Those are as follows:

5.2.1 Suggestions for the English Teacher

a) Based on the conclusion in the first paragraph, it shows that information gap is better to help students to improve their speaking ability. Therefore, it is suggested that information gap can be used by English teachers as a variation of technique in teaching speaking.

b) It is found that the students were lack of speaking practice. Accordingly, the English teacher should allocate the time to give speaking practice more regularly.

5.2.2 Suggestions for the future Researchers

a. This research was conducted in Senior High School level. Thus, the future researchers can conduct this kind of research in different level of study, for instance in university level.

b. This study was merely focused on macro skills. Hence, the future researchers are suggested to focus on the difference of students' speaking comprehension achievement in terms of micro skills.

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