

V. CONCLUSIONS AND SUGGESTIONS

After conducting the research, doing the analysis and presenting the result, the conclusions and suggestions are presented in this last chapter.

5.1 Conclusions

Based on the result of the data analysis after conducting the research at the first grade of SMAN 1 Seputih Raman and analyzing the data, information gap can be used in teaching speaking clearhowever in term of pettern of classroom organitation, etc. The researcher draws the conclusions as follows:

1. There is a significant difference of students' speaking ability between students who are taught through information gap task in pair and small group work at second grade of SMA N1 Seputih Raman. It can be seen from comparing the mean of both classes, in experimental class 1 (pair work), the increase of students' speaking ability is 2.6. Meanwhile, in experimental class 2 (small group work), the increase of students' speaking ability is 6.74. Here, experimental class 2 (small group work) is able to increase students' speaking ability higher than experimental class 1 (pair work). The score difference is

- 4.14. It proves that working in group by applying information gap task is better than working in pair in increasing students' speaking ability.
2. Based on the explanation above, small group work is a better pattern in encouraging the students to talk at second grade at SMAN 1 Seputih Raman.

5.2 Suggestions

1. The teacher should be creative in designing the tasks in order to make the students more enthusiastic in practicing o.k in small group. The topics can be related to their closer information which can be designed in the form of interesting pictures, charts or puzzles. The teacher also should manage the class well when implementing information gap tasks in speaking classroom by preparing suitable material before teaching, giving update information so the students will give their attention to the lesson.
2. Information gap tasks are applicable to be conducted in speaking class. For further researcher on the same field, it is suggested to apply information gap tasks at any different level of education by using more interesting tasks design which can stimulate the students' interaction and having longer period of time. Because in learning language there is a process which might influence the achievement like habit, the learners' character, motivation, learning strategies, etc.