III. RESEARCH METHOD

3.1 Classroom Action Research

This was a classroom action research. In this research, students’ problem was found based on the students’ speaking ability in participating the classroom activities. Based on the interview to the teacher, the main problem of the students were low participation and performance in speaking activities when they were following English class. They found it difficult to communicate because they were lack of speaking component namely pronunciation, fluency, and comprehension. They felt frustrated when they could not communicate in the speaking class activities. The problem mostly appeared when they were doing speaking test; it was hard for them to share the information. So, a classroom action research was done to improve the students’ speaking ability in the classroom, the teacher’s performance and the teaching learning process. The researcher taught speaking through information gap technique and saw the improvement from the process and product of teaching and learning.

3.2 Classroom Action Research Setting

This research was done at second grade of SMA N 3 Bandar Lampung. It was done based on the problem by the students when they are learning. Information Gap Technique was completing missing information in text or picture. There were
some classes of first grade in SMA N 3 Bandar Lampung. However, the reseacher only took one class as the subject. The subject of this classroom action research was class X.2 that consists of 30 students. From the pre observation and the teachers’ explanation this class was chosen because most of students in that class have the lower ability in speaking ability among the other classes. It showed from the speaking test score, not all of the students passed the target of KKM (Kriteria Ketuntasan Minimal). The target was 70 and a few of students reached it, their score was below of the KKM, and the range of their score between 38-80 (see appendix 1, p.91). The teacher found the most of class X.2 students had difficulty to answer the teacher’ question, they kept asking the teacher to translate the question into mother toungue, and they also could not answer it in English. It was known by the pre-observation that was done by the researcher and also from the English teacher’s information. The researcher observed the problem and tried to find the solution for that problem. In this research, students’ problem related to speaking achievement.

The problem of solution applied was teaching speaking through information gap technique. Then lesson plan was designed and used. After that, all the students was asked to complete the missing information by using a conversation. This research was done in collaboration between the writer and the two English teacher of class X.2. The researcher acted as a teacher. She gave teaching speaking to the class X.2 by using information gap technique. Then, the one of English teacher observed the teacher’s performance and the other teacher observed the students’ activity during the teaching learning process. Learning process analysis was done based on the students’ observation and teacher’s observation. Based on this
analysis and reflection, it was decided in the next cycle and it focus on the weaknesses in previous cycle.

3.3 Research Procedures

In conducting the research, the researcher used the procedures of classroom action research designed by Arikunto (2006: 16). According to him, the research procedure in a classroom action research consist of planning, implementing, observing and reflecting Therefore, this research is designed as follows:

1. Planning
Based on the research problem, the researcher prepared lesson plan in each. The material in the first cycle was teaching speaking about shopping list through information gap technique (see appendix 8, p.102). Then, the material in the second cycle was teaching speaking about household through information gap (see appendix 9 p.105). The material was selected from the textbook or another book that was relevant to the syllabus at the first year of Senior high school on KTSP (2006). That activities was in the material can be applied for teaching senior high school, it was about journey in the syllabus. Additionally, observation sheet, teacher performance observation sheet, and also the speaking task was provided.

2. Implementing
Action was part of the cycle where a teacher do the treatment; it was teaching English through information gap technique. The first cycle was done on Tuesday, August 9th 2011. The researcher gave teaching speaking through information gap technique about shopping list. In this cycle the researcher used text as a media.
The next meeting the researcher gave speaking test to the students. it was on Tuesday, Tuesday, August 16th 2011. Then, second cycle was done on Tuesday, September 6th 2011. The researcher gave teaching speaking through information gap about household. In this cycle the researcher used pictures as media. The next meeting the researcher gave speaking test too to the students. it was on Tuesday, September 12th 2011. The researcher acted as a teacher in the classroom. When the researcher gave teaching speaking by using information gap technique based on the lesson plan, the one of English teacher observed the teacher’s performance and the other teacher observed the students’ activity through out the teaching learning process. In this activities the teacher hand out practiced material, and let the students to discuss in a pair or group and invited them to present the speaking performance in front of class. After the students did speaking performance, in next meeing the teacher gave speaking test to students. Then, the researcher observed the situation in the class and make some necessary notes.

3. Observing

During the teaching learning process, the students’ activities were observed by the rater. The teacher acted as a observer. There were two observer. One observer have observed the researcher who acted as a teacher. The the others observed the students activities. The teacher performance was observed and noted by the observer by using observation sheet and interpret the result of teaching learning process. This step was done while the teaching learning process occurrs.

4. Reflecting

In reflecting the researcher analyzed and reflected the teaching learning process based on the observation result, students’ performance and the speaking task to
found out the improvement of students’ speaking ability. The researcher analyzed
the weakness and the strength of the activity, material, media and students’
achievement.

Figure 5. The cycle of Classroom Action Research (Arikunto, 2006: 16).

After the researcher analyzed and reflected the teaching learning process based
on the observation result, students’ performance and the speaking task to found
out the improvement of students’ speaking ability. If the researcher found that the
result of learning process could not fulfill the indicators of the research, the
researcher analyzed the weakness and the strength of the activity, material, media
and students’ achievement. Then, the cycle 2 must be conducted based on the
analyzed and reflected of the first cycle. The main steps in cycle 2 was still same
to Cycle 1. It was only different in the media of learning. The researcher used the
more interactive media like the pictures. That media was expected that could
solve or improve the result of learning process and weaknessess of the activity,
material, media, and students’ achievement in the first cycle.
3.4 Indicators of the Research

In order to see whether information gap could be used to improve the students’ speaking ability in this Classroom Action Research, the researcher determined the indicator dealing with the learning product and process.

1. Learning Product

Based on the standard score or KKM (Kriteria Ketuntasan Minimal) stated by the school for English subject, the indicator of learning product is 70. So, the researcher and the teacher determined the target according to that standard, if at least 75% of students’ scores can reach 70 or more for the test, it was assumed that Information gap was technique that able to foster the learning product.

2. Learning Process

For this learning process, the students and teacher observation was done by the two English teachers during the teaching learning process by observing the whole activities in the class and by filling the observation form. The observation was done to know the students’ activity during learning process, subject was based on the problems faced by the teacher, and it is divided into three activities, they are, pre-activity, while-activity and post-activity. In pre-activity the aspects observed were the students’ interest to follow the class and respond to the topic, while, in while-activity, the aspect observed are students’ attention to the teacher’s explanation, their focus on the aspects of speaking achievement, and their understanding about the material that were missing information in the text and picture.
The indicator determined by the researcher concerning the students’ activities was 75%. So, if 75% students were actively involved in teaching and learning activities when the information gap was implemented, it mean that information gap technique was applicable to improve students’ speaking ability.

Besides observing the students’ activities, the researcher also observed the teacher’s performance during teaching and learning process. It was expected that teacher’s score for her teaching performance can reach score 80. So, if the teacher can got score 80 in her teaching performance, it mean she taught the students very well. There were some aspects that were used to score for the teacher’s performance that was, doing the appreciation, mastering the learning material, having the learning strategy, using the learning media, involving the students, and having evaluation.

### 3.5 Instrument of The Research

In getting the data, the researcher employed two kinds of instruments. The first instrument was the main source of instrument of information and the second one supported the analysis itself. The instrument use here were (1) speaking test and (2) observation sheet.

The instrument can be specifically as follows:

1. Speaking Test

The first instrument used in getting the data was speaking test. speaking test was chosen as the instrument because it required students to develop their speaking abillity. speaking test can also motivated the students to improve their English. The researcher used the oral ability scale proposed by Heaton (1991) as a
guidance for scoring the students’ speaking ability. In scoring the test, the researcher implemented the analytical scoring which covered pronunciation, fluency and comprehensibility. So the researcher did not score those three aspects separately but integratedly. During the speaking test the teacher recorded the students’ voice in a tape recorder.

Table 1. The Rubric of Grading System.

<table>
<thead>
<tr>
<th>Range</th>
<th>Pronunciation</th>
<th>Fluency</th>
<th>Comprehensibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-90</td>
<td>Pronunciation only very slightly influenced by mother-tongue</td>
<td>Speaks without too great effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.</td>
<td>Easy for listener to understand the speaker’s intention and general meaning</td>
</tr>
<tr>
<td>71-80</td>
<td>Pronunciation is slightly influenced by the mother tongue. The most utterances are correct</td>
<td>Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.</td>
<td>The speaker’s intention and general meaning are fairly clear. A few interruptions by listener for the sake of clarification are necessary.</td>
</tr>
<tr>
<td>61-70</td>
<td>Pronunciation still moderately influenced by the mother tongue but no serious phonological errors</td>
<td>Although she/he has made an efforts and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly.</td>
<td>Most of the speaker say is easy to follow. His intention is always are clear but several interruptions are necessary to help him to convey the massage or to see the clarification.</td>
</tr>
<tr>
<td>Grade Range</td>
<td>Pronunciation</td>
<td>Effort Required</td>
<td>Listener Understanding</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>-----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>51-60</td>
<td>Pronunciation is influenced by the mother tongue but only few serious phonological errors</td>
<td>Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary</td>
<td>The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand of the speaker’s mor longer ore complex sentence.</td>
</tr>
<tr>
<td>41-50</td>
<td>Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication</td>
<td>Long pauses while he/she searches for desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort at times</td>
<td>Only small bits (usually short and sentences and phrases) can be understood and then with considerable effort by someone used to listening the speaker.</td>
</tr>
</tbody>
</table>

The Interpretation of grading system is as follows :

81-89 : Excellent  
71-80 : Very Good  
61-70 : Good  
51-60 : Fair  
41-50 : Moderate

2. Observation

In this research, observation was conducted during the teaching learning process. When the process occurs, one teacher observed the students. Then the other teacher observed the researcher who gave teaching to the students in the classroom. The observation was done to find out the students’ activities (see appendix 6, p.104) like students’ interest to follow the class, students’ attention to the teacher explanation, their focus on the aspects of speaking ability and the
teacher’s performance (see appendix 8, p.105) in implementing teaching speaking through information gap technique. All of the important things those happened during teaching learning process were noted by the observer and the teacher.

3.6 Data Analysis

According to Setiyadi (2006:254), data analysis was a process of organizing the data in order to gain regularly of the pattern or form of the research. In this research, the teacher validated the data by using speaking test and observation. After getting the data from the test and observation, the teacher analyzed the data based on the limitation of the problems and objectives of the research.

In analyzing and interpreting the data, the first step that the teacher was making description all data. Then the teacher selected the data related to the research question. The next step, the teacher arranged all collected data by classifying the data. They were the data in the learning process and learning product, they were observation and speaking task. The last step was making the report. When the data were taken, she interpreted all the collected data and described them into conclusion. And based on the analysis and reflection, it was decided to conduct three cycles.

1. Learning Product

To know the learning product, the researcher used speaking task to collect the data.

There was the indicator that was used to analyze the data gained from the test:

1.1 Transcribing the students’s voice
After the teacher recorded the voice of the students, the researcher transcribed the recorded into written form. This was very useful in order to give scores to the students and also to know the errors mostly made by students during speaking.

1.2 Scoring the students’ speaking ability

Based on the transcription, the researcher and the teacher decided the scores for the students’ speaking test. The researcher used the oral ability scale proposed by Heaton (1991). In scoring the students’ speaking ability, the researcher and teacher scored per component of speaking. It was done to know what component of speaking that must be improved in next cycle.

1.3 Calculating the students’ total score

There were two steps that must be done in calculating the total scores:

a. Calculating the scores from 1st rater and 2nd rater

\[
x_1 = \frac{P + F + C}{3}
\]

Note:

\[
X_1 : \text{Score from 1st rater} \\
X_2 : \text{Score from 2nd rater} \\
P : \text{Pronunciation} \\
F : \text{Fluency} \\
C : \text{Comprehensibility}
\]

b. Calculating the total score

\[
x = \frac{x_1 + x_2}{2}
\]
c. Calculating the percentage of students who get $\geq 70$

$$\%S = \frac{S}{n} \times 100\%$$

Note:

$\%S$ : percentage of students who got $\geq 70$

$S$ : number of student who got $\geq 70$

$n$ : number of students in the class

2. Learning Process

In this learning process, observation was done to both the teacher and the students by the observer during the teaching learning process by observing whole activities in the class and by filling the observation form. The observation was done to know the students’ activity and the teacher’s activity during learning process, and it was based on the problems faced by the teacher.

2.1 Students’ Learning Activities

There were some following step that are used to analyze the learning activities of the students:

a. Counting the number of activities done by students.

b. Calculating the percentage of the students’ activities

For calculating the percentage of students’ activities, the following formula is used:

$$\%A = \frac{A}{n} \times 100\%$$

Note:

$\%A$ : percentage of students’ activities

$A$ : number of students’ activities observed

$n$ : number of student in the class

c. Making description from the data that have been analyzed
2.2 Teacher Teaching Performance

Since the observation was done for observing the students’ activities and also the teacher’s performance, the teacher analyzed the result of the observation separately. In analyzing the data from observing the students’ activities, the researcher counted number of students who are actively involved in the teaching learning activities and also calculated the percentage of the students. In addition the researcher made abstraction or description then selected the important data which related to the activities of the students.

Meanwhile, in analyzing the data from observing the teacher’s performance, the researcher did the following steps:

a. Counting the total score

In this step, the researcher counted the sum of scores from all aspects. The aspects scored covered the teacher’ activities in pre-activity, while-activity and post-activity.

b. Making a description from the data to be analyzed

It was similar to analyzed the students’ activities, in analyzing the teacher’ performance the researcher also made some description from the collected data which enrich and support the result of the analysis.