

**THE EFFECT OF INFORMATION GAP TECHNIQUE TOWARD
STUDENT'S SPEAKING ABILITY AT THE EIGHTH GRADE OF MTS
WASILATUL HUDA NGASEM**

SKRIPSI

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LEGITIMATION

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CHAPTER I

INTRODUCTION

In this chapter the researcher discusses about background of the study, statement of the problems identification of the problem, formulation of the problem, objective of the study and significance of the study and definition of term.

A. Background of the Study

In recent years, English language teaching has focused on teaching the language rather than teaching about the language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. Richards and Rodgers (2001: 153) point out that learner should learn how to use the language spontaneously and flexibly in order to express their intended message and should be placed in situations where they must use language as an instrument for satisfying communicative needs, where the criterion for success is functional effectiveness rather than structural accuracy.

Speaking as one of the basic language skills requires communicative competence including pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, and comprehension skill which are needed to build a good communication. These elements are needed to measure the capability of the students in speaking using appropriate technique. Brown (1994: 103) states that speaking is a skill in producing oral language which occurs when two or more people interact with each other aiming at maintaining social relationship between them. Moreover, as Widdowson (1994) has assured us, speaking is the active production skill and use of oral production.

Speaking is a major skill to be learned by learners of English as a foreign language in Indonesia. In relation to the importance of English language in all aspects of life today, Indonesia as a developing country has an educational curriculum which includes the instruction of English as one of the important subjects to be taught from Junior high school to university level. As English is a compulsory subject in school, the Indonesian government always develops the English lesson in school. The purpose is to make it easy for the students to learn and to use it every day. However, the students in Indonesia often find difficulties in mastering speaking skills. In line with this, Richards and Renandya (2002: 204) state that speaking in a foreign language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Furthermore, Richards and Renandya (2002: 201) state that to speak in a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. Each of these different purposes of speaking requires knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs.

In line with Richards and Renandya, a research which was conducted by Jondeya (2011) shows that many complaints are being raised by teachers regarding students' low level of English language. This proves that English is really difficult for a lot of EFL students who try to use and understand it. Therefore, students need more opportunities to practice the language and use it communicatively inside and outside the language classroom.

As found in the researcher's observation in the process of teaching and learning English in MTs Wasilatul Huda Ngasemduring preobservation, similar problems in speaking ability were also faced by the students. The students still face difficulty to express their ideas orally in

English. They tend to keep silent when the teacher invites them to interact using English in the classroom. The students seem to be unmotivated and have unfavorable attitudes toward English. These problems can not only be attributed to the students' personal factors but also to the types of teaching technique used by the teacher in delivering the materials which is still teacher-centered. This technique fails to make the students feel confident enough to express their ideas orally while the class is dominated by the teacher.

In order to make the students strongly interested in the teaching and learning process especially in acquiring the speaking skill, the teachers should use the most appropriate teaching technique which is suitable to the students' level. To help them in teaching speaking to Junior High School students, English teachers should use an interesting teaching technique to present their teaching materials which is expected not only to increase students' ability in speaking English but also to help them in creating fun in the classroom. In this case, one of the alternative techniques is information gap technique.

The concept of information gap is an important aspect of communication in a CLT classroom. This is based on the fact that in their everyday lives people generally communicate in order to get information they do not possess. This is referred to as an information gap. If students can be involved in information gap activities in order to exchange unknown information in language classrooms, more authentic communication is likely to occur in the classroom.

Raptou (2002) states that Information gap activities can also reinforce vocabulary and a variety of grammatical structures taught in class. They allow students to use linguistic forms and functions in a communicative way. These activities bring the language to life for students. Grammar is no longer a concept they have difficulty with in applying their speaking.

In brief, information gap activities are communicative exercises in which each of two paired students has information. In addition, it is only through “negotiation of meaning” that the information transaction is made possible. Negotiating meaning presupposes speakers to be able to make use of a series of communication strategies: asking for more clarification, paraphrasing, and using circumlocutions.

B.Statement of the problems

The writer formulated the research question as follows;

- 1) Is information gap technique more effective than conventional technique in teaching speaking toward students’ speaking ability?
- 2) What the aspects did information gap technique give effectiveness to speaking ability?

C.Objective of the Study

The objective of the study is

- 1) To see whether or not information-gap technique is more effective than conventional technique in teaching speaking toward students’ speaking ability.
- 2) To describe the aspect of information gap technique give effectiveness to speaking ability.

D. Significance of the Study

If such an analysis proved to have a significant role on the level of the students’ speaking ability, the result of this study is expected to be useful theoretical, practical, and methodological

significance in relation to English language education in Indonesia as well as to research in language teaching.

Theoretically, this study expected to give contribution in form of information about teaching technique and it was also expected that this study provides some evidences about the implementation of information gap techniques in teaching speaking so the teachers were able to use the technique appropriately.

Practically, this study was expected to give positive effect for the teacher to empower the teacher's knowledge on how to apply the kinds of teaching technique in teaching speaking, so speaking class will not be in monotonous atmosphere and automatically the students will have high enthusiasm in learning. To the Students, the result of this study was also expected to help and to be beneficial for the students in finding out the effective way or technique to solve their difficulties in developing speaking skill. To other researchers, this study was expected to give valuable things in developing the researchers' knowledge on the development of various teaching methods implemented in the teaching English to the senior high school students and developing another research.

Methodologically, information gap technique as one of innovative techniques in teaching speaking comes up with the answers to solve the problems and changes in the world of English language teaching and find ideas for teachers to take away. The research findings of this study are expected to provide some innovative solution in solving teaching language problems, especially in speaking skills at senior high school.

E. Definition of Key Terms

1. Information Gap

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

From the definition above, it can be concluded that information gap is the technique that can help the student to an opportunity for extended their speaking practice and they can know the new vocabulary and variety of grammatical structures when they practicing in class.

2. Conventional

Tracey(2008)states that a teacher-centered method of teaching is a traditional/conventional teaching strategy in which the teacher transmitting his knowledge to a group of passive students. The conventional teaching technique in the process of teaching and learning focuses on how the teacher delivers information rather than how the students absorb it. It tends to involve more passive learning by the students, such as listening to lectures in which the teacher disseminates the information and it is up to the students to absorb and process it. Surely, this technique has its weaknesses with regard to its effectiveness in increasing students' speaking ability.

3. Speaking

Bailey and Savage in Murcia (2001: 103) stated that being able to speak in a language means that we have mastered that language because speech is the most basic means in human communication. Indeed, speaking is the most stressed skill in a second or foreign language classroom.

CHAPTER II

LITERATURE REVIEW

This chapter presented the definition of speaking, the objective of speaking, elements of Speaking, components underlying speaking proficiency, classroom speaking activities, the assessment of speaking, understanding of communicative language teaching, the definition of information-Gap activity, the characteristics of Information gap activities, the techniques of information gap activities, the advantages of information gap activities, the disadvantages of information gap activities, review of related studies, rationale and hypothesis.

A. Theoretical Review

1. Speaking

a. Definition of Speaking

Speaking is a very important skill. As human being, we need to socialize with one another. One way to socialize is to communicate. There are some ways to communicate. One of the ways of communication which used most frequently in human's daily life is speaking. We can communicate our feelings, ideas, or just information we have to others directly by speaking. Thus without an ability to speak well we cannot tell others clearly what ideas we have in mind, what information we have, or even what is our opinions toward something.

The term speaking has many definitions. Some linguists give definitions of what speaking is. Nunan (1998: 39) defines speaking as an ability to carry out a conversation in the language. It means that speaking is the ability to conduct, and join a conversation.

In line with the definition above, Cameron (2001: 40) state that, "Speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the

label of productive use of language can be applied to speaking". From this definition, the writer sees that speaking is a productive skill, speaking is not just saying something through speech organs, speaking is thinking how to articulate our ideas through words.

Moreover, Woods(2005:41) said that Speaking effectively depends very much on the speakers' ability to interact with interlocutor. Successful speaking cannot therefore take place without effective listening skill. Speaker must pay attention to their listener, and adapt their own responses and questions according to the need of the listener. Speaking is an activity that cannot be apart from listening since when someone speak, it means that someone else listen. Therefore, a speaker cannot neglect the existence of his listener as his partner in doing an interaction. From the four definitions above, it can be synthesized that speaking is the ability to express our ideas, feelings, or opinions orally in a conversation. It is a productive skill because when we speak something it means that we think about something. A good speaking event is when the delivered messages can be understood and is needed by the listener.

b. The Objective of Speaking

Speaking is a purposeful activity. Just like other activities such as listening, reading, and writing. We have reasons and objectives in speaking, the objective of our speech can define the strategy we use to do it. Just as stated by Richards and Renandya (2002: 201) that Speaking is used for many different objectives and each objective involves different skill, the different objectives of speaking are as follow:

- 1.) In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.

2.) When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.

3.) In some other situations, we use speaking to describe things, to complain about people's behavior, or to make polite request.

Each of these different objectives for speaking implies knowledge of the rules of how spoken language reflects the context or situation in which speech occurs.

c. Elements of Speaking

According to Harmer (2001:269-270), there are elements which recognized in speaking skill. These elements explain that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language "on the spot". Elements which categorized as language features are as follows.

1) Connected speech

To be able to use connected speech is the ability to modify sounds when we speak. To modify sounds are by modifying (assimilation), omitting (elision), adding (linking r), or weakening (through contractions and stress patterning).

2) Expressive Devices

Expressive Devices is the use of pitch and stress, vary volume and speed, and the use of paralinguistic (physical and nonverbal language) in producing utterance in order to convey the truth meaning of the message meant by the speaker. By using expressive devices, speakers will be able to show their feeling to whom they are talking to.

3) Lexis and Grammar

The ability to select the appropriate words and to use different phrases in different contexts when we speak is very important, because sometimes there is an utterance which should be said differently when we speak in different situations and to different addressee. Therefore, it is very important for learners to know a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, expressing shocks etc.

4) Negotiation Language

We use negotiation language to give clarification or reformulate what we are saying in order to be clearer, especially when we see that we are not being understood. Harmer (2001:269-270) Negotiation language is used because sometimes the listeners did not understand what we have said. It can be because they did not hear or we talk too fast.

Besides the language features are discussed above, another element which also very important is mental/ social processing. What include in mental/social processing are as follows.

1) Language Processing

Effective speakers need to be able to process language in their own head and put it into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and proportionally appropriate sequences.

1) Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do

so. Through information gap activity, learners not only learned to become a good speaker, but also to become a good listener. They trained to be able to interact well as both speaker and listener in a conversation. Learners is trained to speak to each other in terms of how formal to be, what kind of language they can use, and how loud to speak by considering who their participants are, and they also trained to be able to decide when each person should speak, or have chance to take turn to speak.

2) Information Processing

Quite apart from our response to others' feeling, we need also to be able to process the information they take us the moment we get it. The longer it takes for "the penny to drop" the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speaker in many other language communities.

To become effective communicators, those elements explained above are very important to be considered. A good speaker should understand the knowledge about language features in speaking such as grammar, diction, knowing how to express while speaking etc. and moreover, is that he need to understand the process of speaking itself. Therefore, all those elements above should be included in every language teaching program in where speaking skills being stressed.

d. Components Underlying Speaking Proficiency

To be said proficient in speaking English, English language learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships. Those abilities that underlying speaking proficiency is

also called as “communicative competence” Canale and Swain propose that communicative competence includes.

a. Grammatical Competence

Grammatical Competence is a competence that includes in grammar (morphology, syntax), vocabulary, and mechanics. Richards and Renandya (2002 :207) In speaking, mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. In speaking, the learners must understand how words are segmented into various sounds and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English-language structures accurately.

b. Discourse Competence

Discourse Competence is concerned with intersentential relationship. In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. stated by Richards and Renandya (2002 :207) With discourse competence, learners can manage turn taking in conversation.

c. Sociolinguistic Competence

Sociolinguistic competence is the competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. stated by Richards and Renandya (2002:207) that understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.

d. Strategic Competence

It stated by Richards and Renandya (2002 :207) that strategic Competence refers to the ability to know when and how to begin a conversation, how to take the floor, how to keep conversation going, how to end the conversation, and how to solve comprehension problems in a conversation.

The four competences explained above is essential for English learners to be mastered in order to perform English speaking skill effectively. The components which underlying speaking

proficiency are linguistic competences and the knowledge of how native speakers use the language in context. The linguistic competences are; grammatical competence, discourse competence, and strategic competence, while sociolinguistic competence is the competence relates to the learners' understanding of how native speakers use language in context.

e. Classroom Speaking Activities

In order to teach learners how to speak in the best way possible, there are some kinds of activities that can be used by teachers to promote the development of students' speaking skill. These activities can be applied in classroom settings by teachers. The kinds of classroom speaking activities are as follow:

1) Discussion

Stated by Murcia (2001: 106) that discussions are probably the most commonly used activity in the oral skill class. A discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas, or find solutions in their discussion groups.

Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. So that students do not spend their time chatting with each other about irrelevant things. Each group works on their topic for a given time period, and presents their opinions to the class. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. HeyriyeKayi (2013) in class or group discussions, whatever the aim is, the

students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Based on the explanation above, the writer concludes that by following the steps in conducting discussion in the classroom, teachers can manage discussion activity smoothly, so that a good discussion activity can be conducted in the classroom.

2) Information gap

One way of getting students to practice speaking is by conducting information gap activity in the classroom. Stated by Harmer (2007:129) An information gap is where two speakers have different bits of information, and because they have different information, there is a 'gap' between them. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information.

According to Caroline (2005:47) the aim of information gap activity is „to get the students to use the language they are learning to interact in realistic and meaningful ways“. Information gap activities serve many purposes such as solving a problem or collecting information.

In information gap, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. According HayriyeKayi (2013) these activities are effective because everybody has the opportunity to talk extensively in the target language. From the statement above, it can be said that information gap is extremely engaging for the students in where they are all participating fully. Therefore, information gap is considered as good speaking activity. Actually information gap gives the students opportunity to

practice what Scott Thornbury calls “speaking -as-skill”, where there is a task to complete and speaking is the way to complete it. The examples of activities in where the information gap exists are Describe and Draw activity and find the differences. In Describe and Draw activity, there are two students in which each of them has different task, one as the instructor who describes the original picture to his/her partner, and the other one act as the artist who draws the picture based on his/her partner instruction.

Stated by Harmer (2007:129) While in find the differences, two students were given two very similar pictures, then each of them were asked to share information to find the differences between their pictures. From the statement above, the writer can say that information gap is effective since by conducting information gap every student has opportunity to use the target language to communicate. In information gap, students practice to speak English as it is the way to complete tasks.

3) Speech

Another common activity in the oral skills class is the prepared speech. Murcia (2001: 106) Topics for speeches will vary depending on the level of the student and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks. In other words, the teacher can decide the structure of the speech-its rhetorical genre (narration, description, etc.) and its time restrictions. For example, asking students to “tell us about an unforgettable experience you had” allows them to talk something that is personally meaningful while at the same time encourages narration and description. Speeches can be frightening for the speaker and, after a while, boring for the listeners, so it is a good idea to assign the listeners some responsibilities during the speeches. This is an excellent time to require peer evaluation of a classmate’s speech. Prepared speech can be effective activity in teaching

speaking if teachers can decide the appropriate topic based on the students' level and the length of time for each speech to prevent this activity to be time consuming. This activity is useful to train the student to be brave to speak in front of some people.

4) Conversation

One of the more recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other words, it is not adequate to have students produce lots of language; they must become more metalinguistically aware of the many features of language in order to become competent speakers and interlocutors in English. Murcia (2001:108) One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication. One way to this activity is to assign students to find a native speaker (or near native speaker) they know and arrange to tape-record a 20-30 minute interaction with this person. Of course, not all of the discourse that results from this encounter will be truly "natural conversation", the native speaker may fall into the role of "interviewer" and ask all the questions while the non-native speaker merely responds; therefore, the instructor may want to encourage the learner beforehand to come up with a few questions to ask the native speaker. In any case, the resulting interaction will provide a sample of spontaneous production from (and for) the learner to analyze. In a variation of the conversation assignment, learners are required to tape-record an interview with native speaker on a topic of their choice and then report the result to the class.

f.The Assessment of Speaking

Assessing Speaking can be poses many problems. It can be very time consuming-a nightmare with a big test where thousands of learners have to be tested quickly. Also there are

the many different levels on which performance has to be assessed. There are difficulties involved in marking objectively with face-to-face contact. Johnson (2009: 319) said that it is obvious that scorers should not be influenced by such features as candidates' pleasantness, prettiness, or the cut of their dress.

Even though Speaking is difficult to be assessed, but it does not mean that speaking is not possible to be assessed. Scrivener (2005:308) that can be used to assess speaking. they are; for example, narrating a picture story, practicing a role-play, pair work information-gap exchanges, discussion, etc. if there is enough time to conduct the speaking assessment, then 'a three learners with one teacher' activity is very good to assess, setting a task that gets the three learners to interact together while teachers watch and evaluate.

Pair work information-gap exchanges is the technique that will be used by the writer to assess speaking ability of the students. In pair work information-gap exchanges, two students may be asked to find the differences in two very similar pictures, to describe and draw, that is learner A describe the original picture, while learner B draw the picture, to use the target language to share/exchanges information where jigsaw materials is used as the task, etc. This activity is communication based, where it requires learner to use the information they get from each other in a collaborative way for successful completion of a particular task.

However, information-gap cannot be success if there is different level ability between the two students, since in this activity the students will act as not only a speaker, but also a listener, therefore, two students in a pair should have the same ability in both speaking and listening. As Heaton (1990:88) stated "Writing English Language Test" that in many tests of oral production it is neither possible nor desirable to separate the speaking skills from the listening skills because these two skills is interdependent, and it is impossible to hold meaningful conversation without

understanding what is being said and making oneself understood at the same time. In addition, Nunan In McDonough and Shaw (1993:153) stated that speaking is an active process and one which is difficult to disassociate from listening in many ways.

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 (1990: 111-112) 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
		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 nontechnical 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 lowfrequency 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

2. Communicative Language Teaching

1. Understanding of Communicative Language Teaching

According to Freeman (2000:121), in the 1970 the goal of the most methods is for students to learn to communicate in the target language, but then educators began to question if they were going about meeting the goal or not since some observed that students could produce sentence accurately in a lesson, but could not use them appropriately when communicating outside of the classroom. Therefore it is seen that to be able to use a target language to communicate in a variety of contexts is as important as mastering linguistic structures. This belief then contributed to a shift in the field from a linguistic structure-centered approach to a communicative approach in the late 1970s and ea 1980s.

Communicative language teaching become a method which apply the theoretical perspective of the communicative approach by making the communicative competence as the goal of learning a language. William (1981: 1) said that, Characteristic features of communicative language teaching is that it pays attention to functional as well as structural aspects of language.

The structural view of language concentrates on the grammatical system, describing ways in which linguistics items can be combined. While functional view of language concentrate on how language used as a means of communication depends on specific situation and social factors. Therefore, communicative competence is the ability to use appropriate structure of language in different context.

As said by Harmer (2001: 84) that Communicative language teaching is the name which was given to a set of belief which included not only a re-examination of what aspects of

language to teach but also how to teach it. It stressed the significance of language functions rather than focusing solely on grammar and vocabulary. The principle of communicative language teaching is to train students to use language forms appropriately in a variety of contexts.

In Communicative language teaching, plentiful exposure to language in use and opportunities to use it are very important for students' development of knowledge and skill, therefore activities in CLT should be typically involve students in real communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing.

What matters in those activities is that students should have desire to communicate or they should have purpose for communicating. One of classroom activities which propose key enhancement of communicative purpose is information gap since in information gap students communicate each other because they have reason or purpose that is to get information they do not have so they can complete a task given by the teacher.

3. Information-Gap

a. The Definition of Information-Gap Activity

As human being, we need to communicate and interact with other people. We need to exchange information because sometimes other people have information that we need, and on the other hand others need information that we have. Therefore, we share information. This natural characteristic of communication is where information-gap activity based on. Information-gap is one of learning activities which designed to encourage students to communicate each other in English in order to get information they do not have. As stated by

Harmer (2007:275) that information-gap activities are those where students have different pieces of information about the same subject and have to share this information in order for them both to get all the information they need to perform a task.

Harmer (2007:349) also states in his other book that “information-gap activity is when one student has to talk to partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.” There is a need and reasons for the students to communicate. That is to complete a task. The typically tasks should be performed by students through information gap activity are draw a picture, complete a puzzle, and so on.

Information-gap activity involves a transfer of given information generally calling for the decoding or encoding of information from one form to another. As an example, Prabhu (2006:147) suggests pair work in which each member of the pair has a part of the information needed to complete a task, and attempts to convey it verbally to the other.

According to Freeman (2000:129), an Information-gap exists when one person in an exchange knows something the other person does not.

Moreover Prabhu (1993:60) stated that “information-gap activities are where each person in a pair has only part of the required information.”

The writer may infer that information-gap activity is activities where a pair of students has different information and both of them should only concentrate on the information they have which they act as both a listener who listen to their friends’ information, and as a speaker who share information to their partner in order to complete their task.

a. The Characteristics of Information-Gap Activities

According to Freeman (2000:129) information-gap activity is characterized as follows:

- 1) In each activity the student is given a task.
- 2) The information they need for the task is split into two parts (student A and student B), no student has enough information to be able to do it alone.
- 3) The students have to ask each other for the information they need and come to a decision together.
- 4) The activities are not exercises, but contexts in which the students can use language to find out about things they genuinely need to know and to share ideas.

It means that information-gap activity is conducted along with the task that should be completed through this activity; it is designed where no student has complete information they need to complete the task, thus they should communicate each other in order to get the information they need and this activity is not actually the exercise itself, but it is just a way of getting the information the student needs for completing their task.

b. The Techniques of Information-Gap Activities

Legutke and Thomas (1991:96-99) give several examples of various manifestations of the information gap's technique:

Example 1: Using pictures (adult and high-school learners of English at intermediate level)

- 1) The class is subdivided into pairs and one person in the pair is given an unusual, abstract drawing which he has to describe to his partner so that the latter can draw it unseen. The drawer can ask clarification questions but the describer may not help by pointing to the drawer's work and commenting on its likeness or otherwise to the original drawing.

- 2) When participants agree that the drawing is finished, the versions from the other members of the class are displayed and learners exchange comments on the various representations produced.
- 3) The teacher elicits from the class the areas of difficulty in the task and feeds in the key vocabulary items.
- 4) The two learners exchange roles and are given a different picture to work with.

Example 2: Spot the difference (adult and high-school learners at elementary/intermediate/advanced level)

- 1) Learners working in pairs are given a picture each which is identical apart from a number of small alteration.
- 2) Without showing each other the picture they must describe them to each other in such a way that they can identify all the differences.

Example 3: Memorizing the picture (adult and high-school learners at elementary/intermediate/advance level)

- 1) The class is divide into sub-groups of five. Each group selects one person who is going to draw. All the „drawers“ leave the room for one minute.
- 2) The teacher projects the picture onto a screen for thirty seconds. The learners are asked not to talk during this time.
- 3) The “drawers“ return and the other group members, who have seen the picture, describe the picture from what they remembered. The „drawers“, who now has five minutes to complete the drawing, may ask questions.

- 4) After about two minutes the picture is projected again for ten seconds so that correction can be made.
- 5) The pictures from each sub-group are displayed on the wall and the groups discuss which of them is closest to the original.

Example 4: Using objects: Assembling a toy (adult and high school learners, all level)

- 1) The class is divided into sub-groups of three learners. Each subgroup is given a plastic toy, e.g. a Lego car or similar taken from a breakfast cereal packet which has to be assembled from the parts provided.
- 2) Two members of the group are given the assembly instructions and have to explain to the third member how to assemble the object.

Example 5: Using the Jigsaw technique

- 1) The class is divided into three groups each of whom is given a text relating to a theme common to all three texts. In order to find a solution to a problem, information from all three texts are required.
- 2) When a group members have discussed and understood the information on their text, the class is regrouped in groups of three to include one member each from one of the previous groups.
- 3) Each person in the sub-group of three has information which the other two do not have. They now share their information and try to solve the problem.

Example 6: Reassembling a text

- 1) The class is divided into sub-groups of four and each sub-group is given a text which has been photocopied and cut into several pieces according to the number of paragraphs in the text.

2) Each individual in the sub-group reads a piece of the text and shares the information with the others. From this collaborative pool of information, they try to sequence the paragraphs and thus reassemble the text.

By using information gap in teaching speaking, students will have active role in the classroom, both group work and pair work students is suitable in conducting information gap, but the writer prefers pair work information gap when she used this activity in the classroom. The information gap can be done by asking the students to do some activities in where “information gap” exists between them. The activities are; draw a picture, find the differences between pictures, reassembling a text and a toy etc.

c. The Advantages of Information Gap Activities

As stated by Harmer(2001:85) that Information Gap is a key to the enhancement of communicative purpose and the desire to communicate. In addition, Scrivener (2005:53) said that by creating classroom activities that include such information gap, we can provide activities that mimic this reason for communication, and this may be more motivating and useful for language learners than speaking without any real reason for doing so.³⁹It means that by conducting Information Gap in the classroom, the teaching of speaking will be more meaningful since we can give the opportunity to the students to use the target language because they have reason/ purpose to do so.

Moreover, Nunan(1992: 64) points out that it has been found that small-group, two way information gap tasks seem to be particularly appropriate for stimulating such language.

In addition, Weir (1990: 78) said that one of the advantages of using Information Gap in classroom is to elicit highly interactive task, and as such comes much closer than most other

tasks in representing real communication, it recognizes the unpredictability of communicative situations and demands an ability to generate original phrases.

d. The Disadvantages of Information Gap Activities

Weir (1990: 78) sees that there are some problems which might appear when information gap used in the classroom, he stated that there will be a problem if in a pair work information gap, one of the participants dominates the interaction as his/her partner may have a more limited opportunity to demonstrate communicative potential. Similarly, if there is a large difference in proficiency between the two learners that this may influence performance.⁴² Moreover, pair work information gap is not easy to be administered, since in one class consists of a number of pairs and each pairs cannot be paid attention at the same time, therefore noise and indiscipline such as the use of students' native language is difficult to be controlled.

B. Review of Related Studies

Maman Asrob, Ketut Seken and Wayan Suarnajaya(2013) conducted a research with the title "The Effect of Information Gap Technique and Achievement Motivation Toward Students' Speaking Ability (An Experimental Study of the Tenth Grade Students of MAN SELONG), the purpose of the research is investigating the effect of information gap technique and achievement motivation toward the speaking ability of the tenth grade students of MAN Selong. It is an experimental study. The data were collected through test and questionnaire. The result of their research showed that information gap technique is more effective than conventional technique for teaching speaking either for high achievement motivation students or for those with low achievement motivation students.

Nuraeni (2014) from Department of English education, faculty of tarbiya and teachers training syarif hidayatullah state islamic university, jakarta has conducted a study with the title “the effectiveness information gap toward students speaking skill” (An Experimental research at the second grade of Mts khazanah kebijakan pondok cabe ilir) the result of her research showed that using Information-Gap in teaching speaking for second grade students of MTs Khazanah Kebijakan Pondok Cabe Ilir was effective than teaching without Information-Gap.

Different from the researchers above, the writer focuses on the effectiveness between the information gap or conventional technique in teaching students speaking ability. It is a quantitative study using quasi experimental method with pre-test and post-test control group design. The technique used by the writer in collecting data is by test, which are pretest and posttest.

C. Rationale

Information-gap is one of communicative activities. It can act as an activity which makes the learners use the language they are learning to interact in realistic and meaningful ways by involving real exchanges information and opinions. It is a classroom activity which can train learners not only to speak, but also to listen to one another. Moreover, information-gap is useful since it gives opportunity to learners to do something useful with the vocabulary they already learned, therefore it can be said that some skills in English are practiced through the use of information-gap.

The use of information-gap activity can be an alternative in teaching and learning process since it can give opportunity to learners to practice using the target language to communicate as

in real life. In doing so, learners will instantly using their vocabulary, grammar, and communication strategy that they have already learned.

As a communicative activity, information-gap activity will provide “whole-task practice” that it can carry out various kinds of skilled performance. It means that by conducting information-gap it is not only one skill that can be practiced, the students not only can practice their informational skill but also their interactional skill, and their skill in managing interaction. Information-gap activity will also improve the students motivation in speaking, because information-gap activity will give the students an opportunity to communicate which it appropriate the students wishes themselves since they believe that they study English in order to be able to communicate with it, it is as not what happen in most classroom now where students have little opportunity to speak because it is the teacher who speak most, and thus by information-gap their motivation to participate in speaking increased.

Information-gap activity takes place inside the learners themselves which operate when they involved in communication, thus this activity is actually a natural learning. It means that the students share information each other not only just to practice some language function orally, but to use the language function to communicate in order to get information they needed, and because they conducted communication as a necessity to get some information, thus this communication activity is natural as what happen in human who involve in communication because they need to. Information-gap activity will also give opportunities in building personal relationship between student and student during the activity, it means that by often communicate with each other the students will used to interact each other, thus their relationship will strengthen, By using Information gap it is hoped that the students will be motivated to learn and

to participate in learning activities, and it will encourage them to improve their speaking skill, and finally they are able to speak in English well.

D. Hypotheses

In this research, the writer states that the hypothesis as follows:

1. Ho: Information gap technique is not more effective than conventional method in teaching speaking.
2. H1 : Conventional technique is an effective technique in teaching speaking.

The hypothesis criterion states that; if $t_o > t_t = H_o$ is rejected and H1 is accepted, and if $t_o < t_t = H_o$ is accepted and H1 is rejected. Tois t observation, and ttis t test. Along with the background of the problem, the problem formulation, and the literature review, the writer formulate the hypothesis in this research that information gap technique more effective than conventional method in teaching speaking.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the research design, population and sample, techniques of collecting the data, research instruments, and analyzing the data.

A. Research Design

The research design used in this study is Quasi-Experimental. That is the study that tries to analyze the effect of one variable toward another variable with only one variable being controlled. The writer compares two classes of the eighth grade students of MTs Wasilatul Huda Ngasem as two different groups of the subject of the study; they are experimental class and control class.

The writer used information-gap technique in teaching speaking in experimental class, and using conventional technique in teaching speaking in control class.

B. Population and Sample

The population of this study is all of the eighth graders of Mts Ngasem in the academic year of 2018/2019. There are four classes of grade VIII (VIII A, VIII B, VIII C, and VIII D) with the total number 115 students.

Researcher cannot use all eighth grade students of MTS Wasilatul Huda Dukuhkidul, Ngasem Bojonegoro and then randomly choose the sample by using simple random sampling technique. Based on the explanation above, the researcher took two classes as the sample that is VIII A consists of 32 students as the control class and VIII B consists of 32 students as the experiment class. So, the total sample is 64 students.

C. Techniques of Collecting the Data

To obtain the data for this research, the techniques of data collecting used in this research are:

1. Pre-test

The writer gave pre-test for both two classes VIII A and VIII B to know the students' basic knowledge of the material that will be taught.

2. Post-test

The writer gave post-test for the experiment and the control class after the treatment finished. The writer applied information-gap for experiment class and applied traditional method for the control class. Then, the writer compared the result of the two classes.

D. Techniques of Collecting the Data .

The research instrument used for this study is test given to the students. The researcher gave pre test before the teaching learning process and gave post test after the treatment given for both two classes.

E. The Analyzing the Data

The writer used the test as an instrument to collect data. After collecting the data using a test, the writer will analyzed the results of such tests. To find out the test results the writer used some formula

1. Normality test

The first step that had to be done before doing the research is to test the data normality. Sudjana (2003: 273) Normality test is used to know the distribution data normal or not. To find out the distribution data, it uses normality test with Chi square.

Calculate the Chi square (χ^2), the formula:

$$\chi^2 = \sum \left(\frac{O-Ei}{Ei} \right)^2$$

Determine the degree of validity (df). In the calculation of this data is arranged distribution consisting of k pieces so that the interval to determine the criteria test use formula $df = k-1$, where k is the number of class intervals and the real extent $\alpha = 0.05$

Determine the distribution normality with test criteria, if

$\chi^2_{count} > \chi^2_{table}$, so the data is not normal and other way if

$\chi^2_{count} < \chi^2_{table}$, so the data is normal distribution.

1. Homogeneity test

Sudjana (2003: 250) Homogeneity test is used to know whether the data are homogeneous

or not. The formula is
$$F = \frac{vb}{vk}$$

Where:

Vb: bigger variance

Vk: smaller variance

The hypotheses in homogeneity test are:

Ho: homogeneity variance = $\sigma_1^2 = \sigma_2^2$

Ha: non homogeneity variance = $\sigma_1^2 \neq \sigma_2^2$

If the calculation result of F count is lower than F table (F count < F table) by 5% degree of significant so H_0 is accepted, it means the data is homogeneous or both of groups have the same variance.

2. T-Test

After getting the result of mean of the test, the writer compared the result of the post test from the experimental group and the control group using t-test. It was to know whether information gap technique or conventional technique more effective in teaching speaking strategies. According to Urdan (2010), t-test is simply comparing two means to see if they are significantly different from each other. The formula was as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{x}_1 - \bar{x}_2}}$$

Where:

t = t-test

\bar{x}_1 = the mean of experimental group

\bar{x}_2 = the mean of control group

$S_{\bar{x}_1 - \bar{x}_2}$ = is the standard error of the difference between the means

After finding the result with t-test, it refers to alternative hypothesis whether the hypothesis can be accepted or rejected. If the score of t-test is higher than t-table value, so the alternative hypotheses (H_1) can be accepted. It means that the teacher who is being taught by using conventional technique is effective in teaching speaking toward students speaking ability. While if the score of t-test is lower than t-table value, so the null hypotheses (H_0) can

be rejected. It means that the teacher who is being taught by using Information gap technique is effective in teaching speaking toward students speaking

