



**THE USE OF INFORMATION GAP IN DEVELOPING  
THE STUDENTS' SPEAKING SKILL**

**The Case of the Grade VII Students of SMP N 2 Tegowanu-Grobogan**

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**by**

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**THE USE OF INFORMATION GAP IN DEVELOPING THE STUDENTS'  
SPEAKING SKILL**

(The Case of Grade VII Students of SMP N 2 Tegowanu-Grobogan Academic  
Year of 2008/2009)

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## **MOTTO AND DEDICATION**

You see in life, lots of people know what to do, but few people actually do what they know. Knowing is not enough. You must take action (Anthony Robin).

To my parents (Bpk. Sugiyanto and Ibu Siti Saropah), my sister (Mbk Ika and Dek Andri), my brother (Mas Nawar), and all of my former classmates of A parallel '05.

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## ABSTRACT

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Key words: information gap, speaking skill.

The topic of this study is the use of Information Gap in developing the students' speaking skill – the case of grade VII students of SMP N 2 Tegowanu-Grobogan academic year of 2008/2009. In this study, I limited the discussion by stating these following problems: 1) to what extent is Information Gap effective to develop the students' speaking skill of the grade VII Junior High School students? and 2) what are the advantages and disadvantages of using Information Gap in teaching speaking to the grade VII students of Junior High School? Afterwards, the objectives of the study were 1) to investigate whether using Information Gap effective to develop the speaking skill of the grade VII students of Junior High School. 2) to find out the advantages and disadvantages of using Information Gap in teaching speaking to the grade VII students of Junior High School.

Classroom action research approach was adopted by conducting two cycles in which four activities for each cycle, namely planning, acting, observing and reflecting. The population of the study was the grade VII students of SMP N 2 Tegowanu-Grobogan in the academic year 2008/2009. There were 6 classes consist of 253 students. Then, class VII F which consisted of 42 students were taken as the subject of the study. The methods used for obtaining the study were collecting data from the students' test cycle 1 and test cycle 2, fields note, and questionnaire. There were four meetings in this study, first and second meeting were held for cycle 1, which consists of treatment and test cycle 1. It continued with the cycle 2 as the revised activities from cycle 1, which consists of treatment and test cycle 2 in the third and fourth meetings. Beside that, the students got a questionnaire in the fourth meeting.

The result of the students' progress during the teaching learning process by using Information Gap was very good. It could be seen from the students' achievement in expressing some expressions which are proposed in standard competence and basic competence of school based curriculum. Beside that, the students' achievement increased from the first meeting to the last meeting. It could be seen from the average score 13.64 and 14.36 in test cycle 1 and test cycle 2. It meant that the use of Information Gap was the effective technique in teaching speaking by considering the implementation of group work, choosing some interesting materials and applying some procedures, namely the students got brainstorming related to the materials and practiced pronouncing

some expressions by using Combination Drill, then they did the activities card consisted of incomplete information in the form of games, dialogues, pictures; etc that had been prepared in pairs and groups in front of the class. Referring to the analysis of the use Information Gap in developing the students' speaking skill, it could be identified that the advantages Information Gap are it could reduce the students' nervousness to speak English, made speaking lesson become more enjoyable, motivated the students to speak English and taught the students how to ask and give information to their friends. However, there were some its disadvantages, namely it consumed much time to do or conduct, demanded the teachers to be skilful in controlling the class because the students were sometime lazy to do the teacher's task and felt confused in saying the expressions what they want to say in the task.

Therefore, teachers should always try to find the better technique for their teaching. Based on the result, the use of Information Gap could be said as the one of the best effective technique in developing the students' speaking skill.

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 General Background of the Study**

Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another (Brown, 2000:4). It means that people use language to help them to express or share their ideas and convey their messages or information to another people by using many rich kinds of communication. In the past, primitive people used signs, symbols, pictures, and voices or everything considered meaningful as their tool to communicate each other. Today, people almost use two ways communication, spoken and written form. In spoken form, people can learn language through speech, moreover they can learn through writing in written form.

Dealing with the modern world development, we should encourage our relationship with all the people in the world. Therefore, English as an international language is very useful for us because we need to communicate and cooperate with other people from different countries for several different purposes, such as in politics, economics, social, business, tourism, science, technology and educational development.

English as the first foreign language is taught formally and informally all over parts in Indonesia. English is applied as a local content subject in Elementary School and as a compulsory subject in Junior High School, Senior

High School and Universities. In other case, there are some English courses which can be chosen to help learning English regularly. Hopefully, people have a great interest and motivation in learning English.

Nevertheless, creating interest and motivation of the English learners have always faced some problems. As matter of fact, learners have many difficulties in learning English as the first foreign language since English has the different language system from their native language system. The more different the target language is from the mother tongue, the more problems language learners may face in learning the target language (Setiyadi, 2006:23). The difference covers many aspects such as grammar, vocabulary, phonology; syntax and lexicon which make them face difficulties in learning English.

Then, in teaching learning process, language has a central role in students' intellectual, social and emotional. In addition, it supplies the students' achievement in all of the subjects. Language learning is expected to help the students to recognize themselves, their culture, and the other people's culture. Beside it, language learning also helps the students to be able to convey their ideas and feeling to participate in society.

According to Departemen Pendidikan Nasional (2006:277), teaching learning English in Junior High School is expected that the students should be able to achieve the functional literacy level, which they can communicate in spoken and written form to solve the daily problem. Additionally, it supported with the communicative competence which can be defined as the competence in understanding or producing spoken and written text that are realized in four

language skills, namely: listening, speaking, reading, and writing. Those four skills are used to respond or create discourse in society.

Learning English as a foreign language really needs more effort. It is like learning to ride a bicycle that someone should do more practice. At the same time as the condition in the English class, most of the students find the difficulties to achieve the competence. They feel difficult to interact and give response of conversation in English. Speaking English is really a hard task; the students should employ sentences to speak. It is hard for the students start speaking if they just learn the theory and practice from the books. As the result, many students cannot interact and give response of conversation in English although they know the knowledge and theory.

To make students can speak English is a very difficult job for the English teacher. It needs a long process of practice and learning. In one hand, students as foreign language learners see that their native language is completely different from English while the time to learn English and interact to the real practice with teacher and their friends in the classroom is very limited. On the other hand, they need more practice speaking English. It is to be a dilemmatic problem from both the teacher and students.

The need for mastering English is the duty of English teachers to facilitate learning by choosing and using the most efficient and effective techniques that concern with speaking and appropriate with the students' characteristics and needs. Teacher should set up activities and enjoyable situations that will make it possible for the students to achieve the outcome of



the speaking tasks. The teacher's success is, therefore closely related to his ability to stimulate the students' interest in the subject.

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve the students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

With regard to the statement above, one of the basic problems in foreign language teaching is English speaking ability of Junior High School students is weak. The failure of the teaching speaking can be caused by internal and external factors. These factors are: the bad quality of teacher's skills in the teaching of English and their inability in teaching speaking, the domination of teaching structure and reading, the limited time for teaching speaking, the large number of students in a class, and sometimes the students do not have strong motivation to learn English language, especially speaking, so the students are not interested in this subject and in the environmental conditions. Furthermore, to overcome these problems and prepare students to be able to use the English language in communication is not easy.

In this final project, Information Gap is proposed as the one of the techniques that can be used by the English teacher as a way in teaching speaking

for the Junior High School students. This study focuses the attention on Information Gap as one of the alternative techniques which might be successful to teach speaking in Junior High School. It can be used to break the boring and monotonous situation in the teaching English and particularly in learning speaking. As matter of fact, there are various techniques of teaching speaking. However, Information Gap is useful to support the student's success in learning English. Hopefully, the students are able to use the language for communication.

## **1.2 Reasons for Choosing the Topic**

Speaking is an important language skill. Speaking is a primary subject that must be taught to students, but developing the students' speaking skill is not easy job for the teacher. The teacher should be able to create or choose a technique or use a media, which is good for the students.

From the elaboration above, there are several reasons which become the concern of choosing the topic. The reasons are:

1. The students' mastery of the grade VII Junior High School students in speaking English is still weak although they have good concept of English in their mind.
2. It is difficult for most English teachers to make their speaking class more enjoyable, interesting and communicative.
3. By applying Information Gap in speaking class can motivate students as participants to express their ideas, interact actively and develop the speaking skill of the seven grade students in Junior High School.

### **1.3 Research Questions**

In order not to discuss something irrelevant, this study has been limited the discussion by presenting and focusing the attention to the following problems:

1. To what extent is Information Gap effective to develop the students' speaking skill of the grade VII Junior High School students?
2. What are the advantages and disadvantages of using Information Gap in teaching speaking to the grade VII students of Junior High School?

### **1.4 Objectives of the Study**

Based on the formulated problems above, the following are the objectives of this final project:

1. To investigate whether using Information Gap effective to develop the speaking skill of the grade VII Junior High School students.
2. To find out the advantages and disadvantages of using Information Gap in teaching speaking to the grade VII students of Junior High School.

### **1.5 Significance of the Study**

Related to the objectives of the study, this final project has some significance:

1. for the student

The use of Information Gap can motivate the students to learn English especially in speaking. It may help the students to have a description and

comprehension about the real situation they face according to the speaking material given in an active and communicative way.

2. for the teachers

The English teachers can encourage their students to use their English knowledge in the classroom and to make teaching learning process more enjoyable. It will also give the better insight for the teachers to make them realize that Information Gap is worth trying in teaching speaking in Junior High School. Therefore, the teacher should introduce and apply various techniques to the students which actually accordance with the students' interest and ability in order to achieve the objectives of the English teaching as well as possible.

## **1.6 Outline of the Study**

In this final project, the writer divides the study into five chapters. Each chapter discusses certain related issues. Therefore, the readers can easily comprehend this study. The writing of the study is organized as follow:

Chapter I presents Introduction which involves General Background of the Study, Reasons for Choosing the Topic, Research Questions, Objectives of the Study, Significance of the Study and Outline of the Study.

Chapter II deals with Review of the Related Literature which consists of some subchapters, namely Communicative Language Teaching, The School Based Curriculum, Teaching Speaking, Information Gap, and Information Gap as a Technique in Teaching Speaking.

Chapter III focuses on Method of Investigation which includes the Research Design, Subject of the Study, Population, Sample and Technique Sampling, Variable, Method of Collecting Data, Instruments of the Study, Procedures of the Study, Scoring Technique, Validity and Reliability of the test, and Method of Analysing the Data.

Chapter IV concerns with the Data Analysis and Discussions which consist of the Report of the Research Process and the Results of the Study.

Chapter V gives the Conclusions of the Study and some Suggestions made on the basis of the study.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter discusses several factors related to the research; namely (1) Communicative Language Teaching, (2) The School Based Curriculum, (3) Teaching Speaking, (4) Information Gap, and (7) Information Gap as a Technique in Teaching Speaking.

#### **2.1 Communicative Language Teaching**

The communicative approach or Communicative Language Teaching (CLT) is the name which was given to a set of beliefs which included not only a re- examination of what aspects of language to teach, but also a shift in emphasis in how to teach. (Harmer, (2001:84). Then, Communicative Language Teaching (CLT) can be defined as a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, teacher, learner roles and behaviour; and for classroom activities and techniques.

There are four basic assumptions of CLT which has a rich theoretical base at the level of language theory. They are:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

(Richards and Rodgers in Setiyadi, 2006:147)

According to Harmer (2007:50) Communicative Language Teaching (CLT) has two main guiding principles: the first is that language is not just patterns of grammar with vocabulary items slotted in, but also involves language functions which students should learn how to perform using a variety of language exponents. The second principle of CLT is that if students get enough exposure to language and opportunities for language use-and if they are motivated-then language learning will take care of it. Moreover, CLT is not just about the language, in other words, it is about how it is used. In other words, CLT has description about learning sequences which aim to improve the students' ability to communicate.

Actually the beginner learners like Junior High school students seem not to be able to use the target language for conveying meanings. They are in the process of learning to convey meanings by using the language. Therefore, activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing (Harmer, 2001:85). This implies that language learner will learn the target language optimally when they communicate in the language. They should have a desire to communicate

something use the language to carry out meaningful tasks, not just learn the language, so that the activities should attempt to replicate real communication.

Beside it, managing the classroom into pair work and group work in the activities is very useful. According to Bailey (2005:38), pair work and group work have been widely used by teachers in Communicative Language Teaching (CLT).

In fact, pair work and group make learners work together and help each other in the real meaningful communication. The first characteristic of a successful speaking task is that students talk a lot in the foreign language. A second reason for designing speaking tasks to be completed in small groups is that often students are afraid of criticism or losing face or they simply feel shy about speaking in a foreign language in front of a whole class. Besides, speaking in small groups is more natural, because in real life, we spend most of our time talking to one other person or to a few other people. On a broader level, small group work helps students learn to work cooperatively and it helps them develop interpersonal skills.

Actually, students learn to speak in the second language by interacting. According to Harmer (2001:85) activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. CLT and collaborative learning serve best for this aim. CLT is based on real-life situations that require communication. By using this method in English classes, students will have the opportunity of communicating with each



other in the target language. In brief, English teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

## **2.2 The School Based Curriculum**

The School Based Curriculum is an operational curriculum that is arranged and done by every school. It is arranged based on the consideration of standardized competence and basic competence expanded by BNSP (National Education Standard Agency).

In accordance with School Based Curriculum the objectives of the English lesson are elaborated as follows:

1. Developing the competency of communication in the form of oral and written to reach the functional literacy level.
2. Having awareness of the meaning and importance of English to increase the competitive power of the nation in the global world.
3. Developing the students' understanding about the connection between language and culture.

Then, those objectives are explained broadly in the scope of English for Junior High School explained by Departemen Pendidikan Nasional (2006:278), namely:

1. Language competence which involves language skills that are listening, speaking, reading and writing.

2. The ability to understand and create various short functional texts, monolog, and essay in the form of procedure, descriptive, recount, narrative, and report.
3. Sub competence which involves linguistic competence, socio-cultural competence, strategic competence, and discourse competence.

Moreover, the teaching and learning English should be matched with the characteristics of the students who should achieve the functional literacy level. It means that the Junior High School graduate are expected to be able to communicate in spoken and written form to solve the daily problem. Nearby, it is supported with competence in understanding or producing spoken and written text that are realized in four language skills, namely: listening, speaking, reading, and writing. Those four skills are used to respond or create discourse in society.

### **2.3 Teaching Speaking**

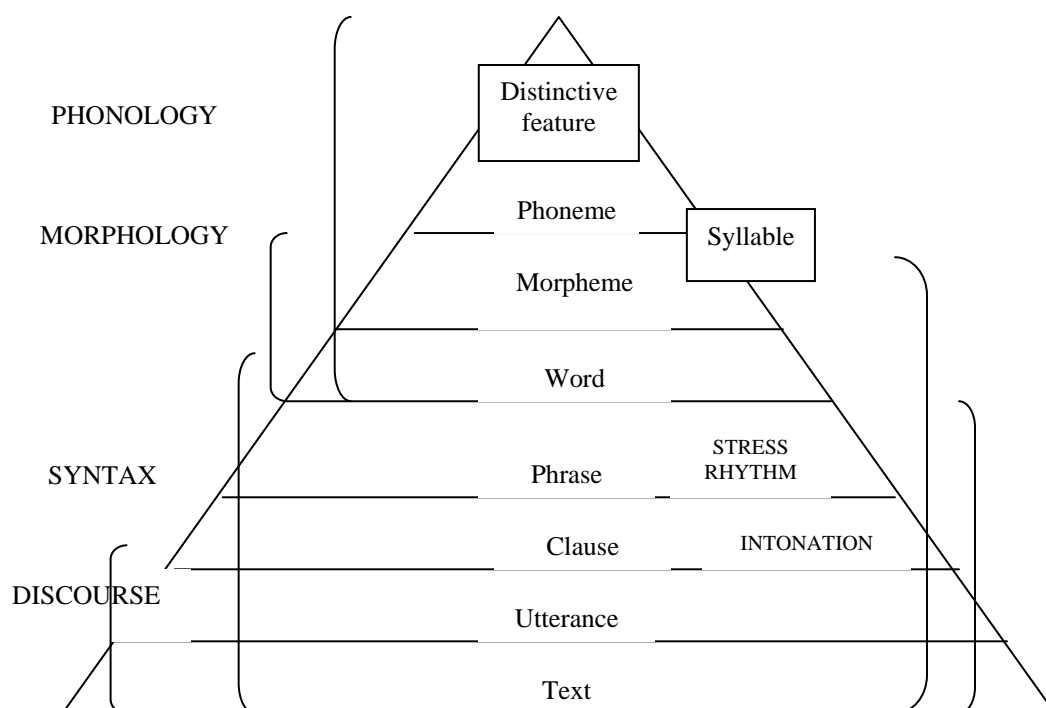
According to Florez in Bailey (2005:2) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Then, it is often spontaneous, open-ended, and evolving, but it is not unpredictable. Moreover, most of people prefer communicate orally to each other because they can take and give the direct responses of their interlocutor.

Nevertheless, people who want to be able to communicate through speaking for all languages, they should learn it seriously. Because of speaking in foreign language is very difficult, people should not only know certain amount knowledge of grammar and vocabulary in English, but also practice

communicating through socialization in their social environment continuously. As stated Lazaraton in Celce Murcia (2001:103) that for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

In teaching learning English as a foreign language, speaking can be defined as the productive and oral skill which consists of producing systematic verbal utterances to convey meaning (Bailey, 2005:2). It means that in active and productive skill, students should use all and any language at their mind to achieve a certain communicative purpose.

According to Longman in Nunan (2003:51) the many linguistic elements involved in speaking are described as follows:



**Figure 1: Interaction in the Language Curriculum: Awareness, Autonomy, and Authenticity (Longman in Nunan, 2003:51)**

From the description above, beginning at the pyramid's base, text means stretches of language of an undetermined length. Spoken texts are composed of utterances. An utterance is something someone says. It may not be a full and grammatical sentence as the concept is used in writing, it is an utterance. The next two levels, clauses and phrases, don't usually appear alone in formal writing, but they are quite common in speech. A word is called a free morpheme—a unit of language which can stand in its own and have meaning. The top levels of the pyramid deal with the sound system of the language.

Then, according to Harmer (2001:269), the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. The following are the elements necessary for spoken production:

1. Connected speech

In connected speech, sounds are modified, omitted, added, or weakened.

2. Expressive device

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

3. Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

#### 4. Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

Actually, the goal of teaching speaking skills is communicative efficiency. Students should be able to make themselves understood, using their current proficiency to the fullest. Students need to be able to speak English with confidence in order to carry out many of their basic communication to another person. As stated Nunan (2003) cited in (<http://iteslj.org/Articles/Kayi-Teaching-Speaking.html>), what is meant by teaching speaking is to teach ESL learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

In this case, speaking should play a role as skill. Bygate (1987:5) described two basic ways in which speaking can be seen as a skill, they are:

1. Motor-perspective skills which involve perceiving, recalling, and articulating in the correct order sounds and structures of the language.
2. Interaction skills which involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others.

In other word, speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. Therefore, the English language teachers have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom and the testing room.

Because of students often think that the ability to speak a language is the product of language learning, while speaking is also a crucial part of the language learning process. The following are the principles for teaching speaking stated by Nunan (2003:54):

1. Be aware of the differences between second language and foreign language learning contexts.
2. Give students practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
4. Plan speaking tasks that involve negotiation for meaning.

According to Harmer (2007:123), there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities-chance to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of languages they

have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. These mean that the students will be able to use words and phrases fluently without very much conscious thought.

Then, the following are some strategies of teaching speaking that can be used to help students expand their knowledge of the language and their confidence in using speaking to learn:

1. Using minimal responses

One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

2. Recognizing scripts

Teacher can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, teacher can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about language

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, teacher can create an authentic practice environment within the classroom

itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

(<http://www.nclrc.org/essentials/speaking/stratspeak.htm>)

Therefore, it is essential that English language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. They should create suitable, enjoy and meaningful activity or task which can engage the students to practice speaking seriously. As stated Harmer (2007:123):

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully-and if the teacher has set up the activity properly and can then give sympathetic and useful feedback-they will get tremendous satisfaction from it.

With this aim, various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

#### **2.4 Information Gap**

In order to develop the students' speaking skills, the writer uses Information Gap. The idea of the information gap as an organizing concept for a speaking activity is that one person has information that another lacks (Bailey, 2005:46). It means that the students must use English to share that information in order to accomplish a task.



Afterwards, here are three definitions of Information Gap. The first is by Neu&Reeser (1997) in Violet Raptou (<http://www.caslt.org/Print/gapp.htm>), he states that in information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions. The second is by Harmer (2007:129) who writes an information gap is where two speakers have different bits of information, and they can only complete the whole pictures by sharing that information-because they have different information, there is a 'gap' between them. The third is by Dorit Sasson in ([http://lesson-plan-help.suite101.com/article.cfm/learning\\_games](http://lesson-plan-help.suite101.com/article.cfm/learning_games)) who defines that information gap activities are those in which students exchange information in order to complete a required lesson plan activity. Most information gap activities are done in pairs, with each student having a part of the information.

The writer concludes that Information Gap is one excellent technique to make speaking tasks communicative and give students opportunities to use English appropriately inside and outside the classroom. In which the students have different information and they need to obtain information from each other in order to finish a task.

Nevertheless, in designing the tasks, one important consideration is the language proficiency level of the students. The following are the principles in designing the speaking tasks:

1. Maximum foreign talk: In successful speaking tasks, the students talk a lot in the foreign language.

2. Even participation: Successful task should encourage speaking from as many different students as possible. The task should be designed in a way so that the outspoken students do not dominate discussions.
3. High motivation: Students are eager to speak, when the topic is interesting or there is a clear objective that must be reached.
4. Right language level: The task must be designed so that students can complete the task successfully with language that they have.

(<http://zy.swust.net.cn/06/1/zxyyjcf/unit%209%20teaching%20speaking.htm>)

From the descriptions above, Information Gap activities satisfy all of the criteria. In Information Gap, the teacher simply explains the activity and reviews the vocabulary needed for the activity. Then, each student plays an important role in completing the task and the task cannot be accomplished without everyone's participation. Actually, many Information Gap activities are various and highly motivational tasks. In other case, it also requires the solving of a problem or a mystery which should be effective if it is applied in teaching learning process.

According to Neu&Reeser (1997) cited in Violet Raptou (<http://www.caslt.org/Print/gapp.htm>), Information Gap activities are useful for various reasons. Information Gap provides an opportunity for extended speaking practice, they represent real communication, motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing. It is very useful and helpful for the students to practice speaking in the real meaningful communication which involve sharing the different information in the task to each other.

## 2.5 Information Gap as a Technique in Teaching Speaking

To create classroom speaking activities that will develop communicative competence, teacher needs to integrate the purpose of an Information Gap and allow for multiple forms of expression. However, teacher should set up good technique with good procedures of applying. These are some steps to apply the information gap cited in (<http://neng-imoet.blogspot.com/2008/02/applying-information-gap-activities.html>):

1. The teacher gives explanation about the activity which is going to conducted
2. The teacher reviews vocabularies will be used based on the context
3. The teacher may gives a model of what should the students say during activity
4. The teacher gives the activity card consist of incomplete information that has been prepared for the students. It can be in the form of games, dialogues, pictures, etc.
5. The students in a pair or group complete the task. They should communicate with other students to get the complete information.
6. Evaluate the activities.

Since the activity consists of content of idea, the students will know what to say. They imitate the structure and do more practice than before. It is beneficial to develop their speaking skill. The context of information can be adopted based on the students' need. The context should be comprehensible for the students. Even if the teacher wants to give the new context which tends to be unfamiliar for the students, teacher can give the key words or vocabularies.

There are some examples of activities and tasks belong to Information Gap:

1. Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B

has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

(<http://www.nclrc.org/essentials/speaking/developspeak.htm>)

2. Giving directions: Student A has the directions to a class party and the student B has a map. The first student must give the directions to the second in English. Meanwhile, the second student traces the route on the map and asks clarifying questions to make sure he has understood the directions and is marking the map correctly. In this activity, it may be helpful if you pre-teach some of the vocabulary and typical expressions for giving directions (turn right, turn left, go straight three blocks, at the corner, and so on) (Bailey 2005:47).
3. Exchange unknown information: The information needed for the lesson should be divided into two parts, usually separated out onto two handouts: information A and information B. Students are divided into pairs; one student is given the handout with information A and the other student will have the handout with information B. The most common format is to present information in a grid layout in which handouts A and B have complementary information. Students will then ask each other

questions and try to complete their handouts by filling in the missing information. ([http://cals.urogeon.edu./mosaic/activity\\_library.html](http://cals.urogeon.edu./mosaic/activity_library.html))

4. Find the differences: In pairs students each look at a picture which is very similar (though they do not know this) to the one their partner has. They have to find, say, ten differences between their pictures without showing their pictures to each other This means they will have to do a lot of describing – and questioning and answering – to find the differences. (Harmer, 2007:129).
5. Communicative drills by Xiao Qing Liao in (<http://khoanh.hcmup.edu.vn/index.php?name=News&sid=340&file=article&pageid=2>)
  - a. Practical situations: Students can practice requesting and providing information in situations such as asking for directions in a city and ordering meals in a restaurant. For example, after mechanically drilling the question- answer pattern "Where is...? It is...." and prepositions of location, students work in pairs, with one asking for directions to a specific location and the other giving directions according to a map.
 

Student 1: Excuse me, where is the bank?

Student 2: It's opposite the post office.
  - b. Guessing games: Students can do guessing activities in pairs or groups. There are many variations. For example, one student chooses a famous person, and the others ask yes-no questions until

the identity of the person is determined. Or, one student draws a picture of a fruit or object and turns it over on the desk; the partner guesses what the item is by asking, "Do you have a...?" until the correct answer is found. Another variation is for the teacher to provide a short, incomplete story plot for students to discuss and guess the way it ends.

- c. True answers: Unlike typical substitution drills, these questions are related to the student's life. For example, after modelling a sentence, such as "My father is a doctor," the teacher asks students to construct similar sentences, in this case, truthfully stating the occupation of someone in their family. If the class is noisy, the teacher can ask: "What are you talking about?", "Why are you not listening?", or "What are you laughing at?"
- d. An opinion gap activity: It involves identifying and articulating a personal preference, feeling, or attitude. The activity may require using factual information, formulating arguments, and justifying one's opinions. For some topics, there may be no right or wrong responses and no reason to expect the same answers or responses from different individuals or different groups. For example, the teacher divides the class into several groups that will discuss or describe a common object from different perspectives. After all groups finish, the teacher asks the groups to report to the rest of the class.

- e. A reasoning gap activity: It involves deriving some new information from given information through the process of inference or deduction and the perception of relationships or patterns. The activities necessarily involve comprehending and conveying information.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

#### **3.1 Research Design**

The type of research which was applied in this study was classroom action research. Classroom action research is a kind of action research which is conducted by the teacher in classroom. The term action research can be defined as a form of self reflective inquiry under taken by participants in social (including educational) situations in order to improve the rationality and justice of their social or educational situations in which the practice are carried out (Kemmis and McTaggart in Celce-Murcia (2001:491). As a matter of fact, the teacher uses it when he or she finds some problems such as the students have not achieved the targets he or she expected during the teaching learning process.

According to Subyantoro (2007:20) the aim of classroom action research in nature is improving the learning practice. By doing classroom action research, teacher can develop technique, method or approach in observing their effectiveness in classroom. Beside that, classroom action research is a reflective way for the teacher in developing the curriculum and increasing competent and autonomous in professional judgement.

Based on the explanations above, it can be concluded that classroom action research is one of the strategies in improving or increasing the practice of learning. It can be achieved by doing such reflection in order to diagnose condition, and then try it systematically as an alternative way to solve learning



problems that is being faced in class and give contribution to him/her or other teachers as well as to students in general.

Each research has its own characteristics. Like the other research, classroom action research and action research also have some characteristics that differentiate them with another research. According to Priyono in Subyantoro (2007:9), the characteristics are:

1. On the job problem oriented

The problems which are tried to be solved are based on the daily problems faced by the researcher in everyday life.

2. Problem solving oriented

Problem solving is as the orientation. While the position of the teacher, is as the agent of change.

3. Improvement oriented

The research is conducted to make changes and improvement. This is based on the principle of critical research has to construct product oriented.

4. Multiple data collection

The research used several method of collecting data to fulfil the principle of critical approaches, such as: observation, test, interview, and questionnaire.

5. Cyclic

There are four cycles that should be done in conducting the research. They are planning, action, observing, and reflecting.

## 6. Participatory (collaborative)

The researcher collaborates with other people to do the research. This collaboration is needed to make good improvement.

This study was applied in two cycles. According to Lewin in Aqib (2008:21), there are four phases in one cycle for doing classroom action research. They are planning, acting, observing, and reflecting. Those four components are integrated. Each phase was conducted based on the previous one and the next. It meant that the activities in the classroom action research were based on the planning and then to be observed from the three phases then the researcher could reflect to determine the next cycle. In this study, Information Gap was used as the teaching technique to develop the students' speaking skill.

Before conducting the classroom action research, the researcher met the English teacher to find out the problem he faced in teaching speaking. He stated that the students were passive in speaking class and he really wanted to overcome the problem. The researcher thought that it was a good idea to help him use Information Gap to make the students active in speaking class, while the researcher could see how the idea could help her prepared the research.

The classroom action research in this study consisted of four phases, namely:

### 1. Planning

Planning was the first activity which covered the problem identification.

The first step was finding an institution to do a classroom action research.

In this case, SMP N 2 Tegowanu-Grobogan was chosen. After that, the

researcher asked permission to the headmaster to carry out the study there. Then, the researcher met the teacher of grade VII and discussed the schedule of the research. In this study, the researcher collaborated with the teacher of grade VII. The researcher performed as the teacher, while the teacher of grade VII was the observer. After making sure about the problem and schedule of the research, the researcher did preparation before doing a classroom action research. The kind of preparations could be seen as follows:

- a. Making lesson plan, which consist of some steps, activities and test items in teaching speaking using Information Gap (see appendix 1).
- b. Preparing some teaching facilities, such as tape recorder, picture and board marker.
- c. Preparing the instruments for data analysis during the research process, namely field notes (see appendix 5-8) and questionnaire (see appendix 11).

## 2. Acting

After identifying the possible cause of problems faced by the grade VII students of SMP N 2 Tegowanu Grobogan, the action was decided in advance to solve the problems. Entirely, there were four teaching learning activities in speaking class by using Information Gap.

## 3. Observing

In this step, the researcher took the quantitative and qualitative data. The quantitative data covered the students' progress in form of the students'

score (see appendix 9-10), while the qualitative data was taken from recording (see appendix 3-4), fields notes (see appendix 5-8), and questionnaire (see appendix 11). In collecting the data, the teacher of grade VII which had role as the observer, sitting in the corner of the class helped the researcher in observing and assessing to what extent of the result of acting reaches the objective.

#### 4. Reflecting

After collecting some data, the observer inspected the progress or change of the students, class, and also the teacher. The result of reflection was the inspection effort on the success or the failure in reaching the temporary purposes that was given in order to determine the alternative steps that are probably made to get the final goals of the research.

### **3.2 Subject of the Study**

There were 18 classes which consisted of 6 grade VII classes, 6 grade VIII classes, and 6 grade IX classes in SMP N 2 Tegowanu Grobogan. However, the subject of the study was grade VII students in the academic year 2008/2009. There were 6 classes on the average, each class has 42 students.

#### **3.2.1 Population**

According to Hadi (2004:18) population is a group of people objects, items, or phenomena, a group to which the researcher would like the result of the study to be generalized, a group from which information is collected. In this

case, the subject of the research was the grade seven students of SMP N 2 at Tegowanu-Grobogan in the academic year 2008/2009. The distribution of the population could be seen in the table below:

**Table I. The Population of the Research**

Class	Number
7A	42
7B	41
7C	42
7D	42
7E	44
7F	42

Based on the table above, the population in this study was all of the grade VII students of SMP N 2 Tegowanu Grobogan. Total population was 253 students.

### **3.2.2 Sample**

According to Arikunto (2002:109) sample is a part of population that can represent all the populations observed. Then, selection of a sample was a very important step in conducting study. There were many sampling techniques used in an investigation, while certain techniques were more appropriate situations. In determining the size of sample, Arikunto (2002:112) explains that if the population is 100 respondents or less, it is better to take the whole population as sample. If the population is more than 100 respondents, the researcher can take 10-15 %, or more than 25 % of the population based on the capability of the

researcher. In selecting the subjects of the study, the writer wrote down the 6 classes of the grade VII on a small piece of paper of each class. Then, they are rolled and put into a glass, after that they are mixed and dropped out from the glass, VII F was selected as the sample.

### **3.3 Variable**

Variable is a research object or what which as point of attention in a research (Arikunto, 2002: 91). In order to conduct this research, the researcher had two variables that the writer indicated. First was the independent variable i.e. the use of Information Gap in teaching speaking; second was the dependent variable i.e. the students' speaking skill.

### **3.4 Method of Collecting Data**

In this study, several procedures were used in order to get the empirical data required. Elliot in Hapsari (2008:43) said that the techniques and method which can be used to gather evidence in action research are as follows: diaries, profiles, document analysis, tape recording and transcript, using an outside observer, interviewing, the running commentary, the shadow study, check list, questionnaire, inventories, triangulation and analytic memo.

This research used field notes, test cycle 1, test cycle 2 and questionnaire. The aim of using this techniques are to know the students response during the activities, to find out what extent was the students' achievement in performing a dialogue and to gather information during the teaching learning process.

### **3.5 Instruments of the Study**

An instrument is used in the research to gather the data. According to Arikunto (2002:136), research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed. In this study, some instruments were used in form of field notes, test, and questionnaire in order to measure the achievement of the students in speaking skill.

#### **3.5.1 Field note**

Field note was used to note finding and improvement during action step in each cycle. This study used two field notes were encompassed:

a. Observation toward the students:

There were five aspects of observation, such as the students' attendance, the students' interest and motivation, the students' activities during the teaching learning process, the students' activities in focusing the attention to the teacher's explanation, and the students' cooperation in their group during the lesson (see appendix 5&7).

b. Observation toward the teacher's way of teaching.

There were nine aspects of observation, such as: teacher's ability in preparing the teaching learning process, opening the lesson, developing teaching learning process, explaining the material, managing the class, using the language, using media, conducting the assessment and closing the lesson (see appendix 6&8).

### 3.5.2 Test

Test is an important part of every teaching and learning experience. Tests are a set of questions that is used to measure the skills knowledge, intelligence, and talent of an individual or a group. As stated by Brown (2002:3) test is a method of measuring a person's ability, knowledge, or performance in a given domain.

There were four tests which had been conducted during the research, namely test cycle 1 and test cycle 2. All of the tests were in the form of dialogue. The students should perform a dialogue both in pairs and groups based on the cued dialogue given by the teacher. After they had already prepared the dialogues, they should perform the dialogues with their partner in front of the class. While they were performing their dialogues, teacher recorded and assessed their speaking ability. The assessments aspects of those tests were pronunciation, grammar, vocabulary, fluency, and comprehension.

The difference between the mean of the test cycle 1 and the test cycle 2 scores were also analyzed in order to know the improvement from the test cycle 1 to test cycle 2. The formula below is used to calculate the mean of each test.

$$\overline{X}_1 = \frac{\sum X_1}{N_1} \quad \text{and} \quad \overline{X}_2 = \frac{\sum X_2}{N_2}$$

In which:

$\overline{X}_1$  : the mean of the test cycle 2 score

$\overline{X}_2$  : the mean of the test cycle 1 score

$N$  : the number of the subject sample

$\sum X_1$  : the total scores of the students' test cycle 2



$\sum X_2$  : the total scores of the students' test cycle 1

### 3.5.3 Questionnaire

Questionnaire is a list of questions to be answered by a group of people to get information. The purpose of giving questionnaire in this research was to gather information from the students about the factors that may affect their improvement in speaking.

A questionnaire was given to gather information from the students based on their needs, interest, like and dislike about teaching and learning process and about the students' opinion on the speaking class using Information Gap (see appendix 11). The questionnaire was used to find out:

- a. The ability and problem faced by the students in speaking activities.
- b. The sustainability of the program conducted during the action research.
- c. The advantages which were gained through the action research.

### 3.6 Procedures of the Study

This study was conducted through two cycles, they were two meetings in cycle 1, as well as two meetings in cycle 2 and each consisted of four phases. They were planning, acting, observing and reflecting. The descriptions of the activities were described as follows:

### **3.6.1 Cycle 1**

Cycle 1 was done in the first and second meeting. There were four steps in each meeting. The activities which were carried out presented below:

#### **A. Planning**

The first step was finding an institution to do a classroom action research. In this case, SMP N 2 Tegowanu-Grobogan was chosen. After that, the researcher asked permission to the headmaster to carry out the study there. Then, the researcher met the teacher of grade VII and discussed about the schedule of the research. In this study, the researcher collaborated with the teacher of grade VII. The researcher performed as the teacher, while the teacher of grade VII was the observer. After making sure about the problem of the research; the researcher did preparation before doing a classroom action research. The kind of preparations could be seen as follows:

1. Choosing the teaching material based on the standard competence and basic competence for speaking skill of grade VII students about asking and giving for help/service and thing, and also asking and giving for a fact.
2. Making lesson plan, which consist of some steps, activities and test items in teaching speaking using Information Gap (see appendix 1-Lesson Plan no. I and no. II).
3. Organizing the students in pairs in doing the Information Gap activities.
4. Preparing some teaching facilities, such as tape recorder, picture and board marker.

5. Preparing the instruments for data analysis during the research process, namely field notes (see appendix 5-6).

## **B. Acting**

There were two teaching learning activities in speaking class by using Information Gap as the action phase. The elaborations were as follows:

### **1. Teaching Learning Activity I**

In teaching learning activity I, Information Gap was presented to develop the students' speaking skill. The elaborations of the procedures were as follows:

#### **a. Building Knowledge of the Field (BKOF)**

1. The teacher opened the lesson by greeting the students.
2. The teacher checked the students' attendance list
3. Teacher asked some questions related to the material of asking and giving a service/help and a thing.

#### **b. Modelling of the Text (MOT)**

1. Teacher explained the material based on the situation.
2. Teacher said the expression, and then the students repeated after her.
3. Teacher drilled the students to repeat the expressions.
4. Teacher asked students to memorize those expressions.

#### **c. Joint Construction of the Text**

1. Teacher explained the procedure of the activity.
2. The students were divided in pairs.
3. The students chose one of the situations contained a map and a direction.

4. The students filled up some missing information included in the map by asking the question to their pairs.

**d. Independent Construction of the Text**

1. Students came forward to perform their dialogues with their partner.
2. Teacher closed the lesson.

**2. Teaching Learning Activity II**

Basically, the teaching learning activity II was just the same in the teaching learning I. In teaching learning activity II, Information Gap was still presented to develop the students' speaking skill. The elaborations of the procedures were as follows:

**a. Building Knowledge of the Field (BKOF)**

1. The teacher opened the lesson by greeting the students.
2. The teacher checked the students' attendance list
3. Teacher asked some questions related to the material of asking and giving a fact.

**b. Modelling of the Text (MOT)**

1. Teacher explained the material based on the situation.
2. Teacher said the expression, and then the students repeated after her.
3. Teacher drilled the students to repeat the expressions.
4. Teacher asked students to memorize those expressions.

**c. Joint Construction of the Text**

1. Teacher explained the procedure of the activity.
2. The students were divided in pairs.

3. Each student got one worksheet which had some missing information called Information Gap task. It contained some personal fact information which must be filled by asking and answering to their friends.
4. Each student had one chance to ask and answer one question.

**d. Independent Construction of the Text**

1. Students came forward to perform their dialogues with their partner.
2. Teacher assessed the students' work by recording the dialogue.
3. Teacher closed the lesson.

**B. Observing**

The students' activities and their cooperation in their pairs as well as the teaching learning process were observed in this step by using fields note (see appendix 5-6).

**C. Reflecting**

In this step, the results of observation during the acting step were evaluated and revised for the improvement in the next activities. The results showed that students' achievement were still low. It could be seen from the result of fields note (appendix 5) and the result of test cycle 1 (appendix 9). The researcher concluded that the weaknesses were caused by the implementation of pair work. The observer observed that pair work made the students shy and could not have freedom in doing the Information Gap activity. Afterwards, the researcher determined that pair work was changed into group work. In other case, the researcher also chose the other material based on the

standard competence and basic competence which was closely related to the students' activity in order to make the students be more enthusiastic in doing the Information Gap activity. Therefore, cycle 2 was proposed in order to find the effective implementation of Information Gap in developing the students' speaking skill.

### **3.6.2 Cycle 2**

This study was done as the revision of the results of the cycle 1. It was also consisted of two meeting. The different was in choosing the material and the way of grouping the students while doing the Information Gap activity. The elaborations of the activities were presented as follows:

#### **A. Planning**

After analysing the result of the cycle 1, the researcher proposed the next activities as the revision of the cycle 1. The kind of preparations could be seen as follows:

1. Choosing the different teaching material from the cycle 1 based on the standard competence and basic competence for speaking skill of grade VII students about asking and giving opinion and clarification, and also expressing like and dislike.
2. Making lesson plan, which consist of some steps, activities and test items in teaching speaking using Information gap (see appendix 1-Lesson Plan no. III and no. IV).

3. Organising in the way of grouping for the students' activity in a group of four to six in order to make the students be more willing to speak.
4. Preparing some teaching facilities, such as tape recorder, picture and board marker.
5. Preparing for data analysis during the research process, namely field notes (see appendix 7-8) and questionnaire (appendix 11).

## **B. Acting**

The activities of cycle 1 and 2 were similar. But considering the result of test cycle 1 which was not satisfactory, there were some different material given and the different of grouping organized. These revisions were intended to improve the result of the previous test. The teaching steps of cycle 2 were elaborated as follows:

### **1. Teaching Learning Activity III**

In teaching learning activity III, Information Gap was presented to develop the students' speaking skill. The following were the elaborations of the procedures:

#### **a. Building Knowledge of the Field (BKOF)**

1. The teacher opened the lesson by greeting the students.
2. The teacher checked the students' attendance list
3. Teacher asked some questions related to the material of how to ask and give opinion added to clarification

#### **b. Modelling of the Text (MOT)**

1. Teacher explained the material based on the situation.

2. Teacher said the expression, and then the students repeated after her.
3. Teacher drilled the students to repeat the expressions.
4. Teacher asked students to memorize those expressions.

**c. Joint Construction of the Text**

1. Teacher explained the procedure of the activity.
2. The students practiced doing conversation in the form of Information Gap task in group of four.
3. The task was in form of Information Gap involved “Find someone who ...” activity. Each student got one students’ worksheet which contains a lot of clue questions for them to ask their friends’ opinion in a group.

**d. Independent Construction of the Text**

1. Students came forward to perform their dialogues with their partner.
2. The teacher closed the lesson.

**2. Teaching Learning Activity IV**

Information Gap was still used to develop the students’ speaking skill as well as the previous activity. However, the material used was different in teaching learning activity IV. The elaborations of the procedures were as follows:

**a. Building Knowledge of the Field (BKOF)**

1. The teacher opened the lesson by greeting the students.
2. The teacher checked the students’ attendance list



3. Teacher asks some questions related to the material of expressing like and dislike.

**b. Modelling of the Text (MOT)**

1. Teacher explained the material based on the situation.
2. Teacher said the expression, and then the students repeated after her.
3. Teacher drilled the students to repeat the expressions.
4. Teacher asked students to memorize those expressions.

**c. Joint Construction of the Text**

1. The students practiced doing conversation in the form of Information Gap task in group of six.
2. Teacher explained the procedure of the activity.
3. Each student got one worksheet which contains some key words of personal hobbies called Information Gap task.
4. The task had to be filled by asking and answering each member group.
5. Each student got one chance to ask and answer one question.

**d. Independent Construction of the Text**

1. Students came forward to perform their dialogues with their partner.
2. Teacher assessed the students' work by recording the dialogue.
3. Teacher closed the lesson.

**C. Observing**

The students' activities and their cooperation in their groups as well as the teaching learning process were observed in this step by using fields note (see

appendix 7-8). Beside that, the students' opinion about the implementation of Information Gap in teaching speaking were also analysed by using a questionnaire (appendix 11).

#### **D. Reflecting**

In this step, the results of observation during the acting step were evaluated in order to know the improvement of the cycle 1 up to cycle 2. The researcher noticed that group work was more effective than pair work that made the students looked free and enthusiastic in doing the Information Gap activity which was also supported by choosing the material based on the standard competence and basic competence which was closely related to the students' activity. Therefore, the researcher could formulate the suggested step of using Information Gap in developing the students' speaking skill.

### **3.7 Scoring Technique**

In this study, the scores were taken from the situations provided by the Information Gap task presented. Then, it analyzed in order to measure the improvement and only concerned on grammar, vocabulary, pronunciation, fluency, and comprehension. In assessing the students' speaking ability, the criterion of assessment was considered from Oral Proficiency Scoring Categories proposed by Brown (2004:172-173).

**Table 2. Oral Proficiency Scoring Categories, (Brown, 2004:172-173).**

Score	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	Errors in pronunciation are frequent but can be understood.	Errors in grammar are frequent.	Speaking vocabulary inadequate to express anything.	(No specific fluency description)	Can understand simple questions and statements with slowed speech and repetition.
2	Accent is intelligible though often quite faulty.	Can usually the construction, but does not confident control of the grammar.	Has speaking vocabulary sufficient to express the idea.	Can handle with confidence but not including casual conversations.	Can get the gist of most conversations of non technical subjects.
3	Errors never interfere with understanding.	Control of grammar is good and able to speak with sufficient structural accuracy.	Vocabulary is broad enough that rarely has to grope for a word.	Can discuss particular interest of competence with reasonable words.	Comprehension is quite complete at a normal rate of speech.
4	Errors in pronunciation are quite rare.	Errors in grammar are quite rare and able to speak accurately.	Can understand and participate in any conversation.	Can participate in any conversation within the range of the experience with a high degree of fluency.	Can understand any conversation within the range of the experience.
5	Equivalent to and fully accepted by educated native speaker.	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers.	Has complete fluency in the language.	Equivalent to that of an educated native speaker.

### 3.8 Validity and Reliability of the Test

#### 3.8.1 Validity

According to Brown (2004:22) states that validity is the extent of which inferences made from assessment results are appropriate, meaningful and useful

in terms of the purpose of the assessment. Afterwards, in constructing the validity of the instruments that are used in this study, the writer concerns with six aspects of validity proposed by Messick in Fulcher (2003:194-196), which are summarised and illustrated below:

1. Substantive aspect

It can be defined as the theoretical and empirical analyses of the response processes of test takers which can provide evidence concerning the fit between the construct and the detailed nature of performance or response actually engaged in by examinees.

2. Structural aspect

It concerns the internal structure of the test and is relevant to the scoring procedure and how scores are reported.

3. Content aspect

If a speaking test is designed to measure achievement on a particular programme of study, we must ask to what extent the test content provides the opportunity for the test takers to demonstrate that their ability on the constructs of interest have improved.

4. Generalisability aspect

Generalisability is the extent to which we can say that scores are meaningful beyond the immediate context of a speaking test.

5. External aspect

It concerns the relationship of the speaking test, or its parts, to other tests or variable outside the test.

## 6. Consequential aspect

The consequences of test use may be intended or unintended. An intended consequence of the use of a new speaking test may be to increase the attention paid to speaking is currently taught to a more communicative approach. While, unintended consequences are more difficult to investigate simply because they are unintended.

### **3.8.2 Reliability**

An instrument can be said reliable if that instrument is stable, suitable and can be believed as the instrument. Harmer (2007:167) states that a good test should have marking reliability that not only should it are fairly easy to mark, but anyone marking it should come up with the same result as someone else. It means that the students will 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).

### **3.9 Method of Analyzing the Data**

This study was done after getting the empirical data required for this research. The methods of analyzing the data were described as follows:

1. Transcribing the students' speaking test

The students performed the dialogue both in pairs and groups, namely test cycle I and test cycle II. While the students were performing the dialogue, their voices were recorded and then transcribed.

2. Assessing the students' speaking test based on the scoring technique.

The transcriptions of each speaking activity were analyzed and assessed based on the scoring technique which was proposed.

3. Analyzing the fields note for the teacher's observation and the students' observation for each cycle.

The fields note for the teacher's observation and the students' observation were analyzed to know improvement of the teacher and the students' activity during action step in each cycle.

4. Analyzing the questionnaire.

The questionnaire were analyzed to find out to what extent the ability and problem faced by the students in speaking activities, the sustainability of the program conducted during the research, and the advantages which were gained through the research.

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSIONS**

#### **4.1 The Reports of the Research Process**

This study consisted of two cycles. There were two meetings for each cycle. The first meeting of cycle I was conducted on April, 6 2009. Then, on April, 7 2009, the second meeting of cycle I was done. While the first and second meeting of cycle 2 were held on April, 20 2009 and April, 21 2009.

##### **4.1.1 The Process of the Cycle 1**

There were two meetings in the first cycle. The first meeting of cycle I was conducted on 6<sup>th</sup> April 2009. After that, the second meeting of cycle 2 was conducted on 7<sup>th</sup> April 2009. The descriptions of each meeting could be seen as follows:

##### **1. Planning**

After discussing and identifying the problems faced in teaching speaking with the grade VII teacher, the researcher asked permission to the headmaster of SMP N 2 Tegowanu-Grobogan. Afterwards, the researcher made some kinds of preparation, they were:

- a. Choosing the teaching material based on the standard competence and basic competence for speaking skill of grade VII students about asking and giving for help/service and thing, and also asking and giving for a fact.

- b. Making lesson plan, which consisted of some steps, activities and test items in teaching speaking using Information gap (see appendix 1-Lesson Plan no. I and no. II).
- c. Organizing the students in pairs in doing the Information Gap activities.
- d. Preparing some teaching facilities, such as tape recorder, picture and board marker.
- e. Preparing the data analysis during the research process, namely field notes (see appendix 5-6).

## **2. Acting**

The researcher performed as the teacher did the two teaching learning activities, while the teacher of grade VII was as the observer. The elaborations were as follows:

### **A. Teaching Learning Activity I**

In this first meeting of cycle 1, all activities could run well. All of the students were paying attention to the teacher seriously during teaching learning activity. The students seemed to be nervous when they performed the dialogue activity with their partner. It was probably occurred because they rarely did conversation in the class.

The students were taught the material about how to ask and give for a service/help and thing (appendix 1-Lesson plan I). In the beginning lesson which was Building Knowledge of the Text (BKOF) stage, the students answered some questions (brainstorming) related to the material about how to ask and give for a service/help and thing. After that, they practiced pronouncing some expressions



how to ask and give for a service/help and thing by using Substitution Drill in Modelling of the Text (MOT) stage. By using Substitution Drill, the students could say some expressions such as:

- *Can you help me?*
- *Open the door, please!*
- *Could you show me where the post office is?*
- *Pass me the pencil please!*
- *Give me the paper please!*

After that, they got more practicing conversation in the form of Information Gap task. In Joint Construction of the Text stage, the students practiced doing conversation in the form of Information Gap task in pairs. They chose one of the situations contained a map and a direction which some missing information included in the map, had to fill up by asking the question from their pairs. Finally, the students had to perform the result of the task in pairs in front of the class (Independent Construction of the Text). In this stage, they could ask and answer where some certain place was, based on the map and direction such as:

- *Q: Can you tell me where the police station is?*

*A: It is in front of the school.*

- *Q: Can you show me where the hospital is?*

*A: Hospital is near Bank*

## **B. Teaching Learning Activity II**

As well as the teaching learning activity in the first meeting of cycle 1, all activities in second meeting could run well. Beside that, all of the students were

paying attention to the teacher seriously during teaching learning activity. The students did not seem to be nervous anymore.

In this activity, the students were taught about how to ask a fact (appendix 1-Lesson Plan II). They answered some questions related to the material about how to ask a fact in the Building Knowledge of the Field (BKOF) stage. Then, they practiced pronouncing some expressions how to ask a fact by using Substitution Drill in Modelling of the Text (MOT) stage. First, the students practiced pronouncing some expressions how to ask a fact by using Substitution Drill, such as:

- *Where does Rina from?*
- *How old is Rina?"*
- *Who is Nina's father?*
- *What is your phone number?*

The following stage, which was Joint Construction of the Text (JCOT), the students did the test cycle 1. In conducting the test cycle 1, the students were divided in pairs. Each student got one worksheet which had some missing information called Information Gap task. It contained some personal fact information which must be filled by asking and answering to their pairs.

The last activity in Independent Construction of the Text (ICOT) stage, the students had to perform the task in front of the task, while their voice was recorded and assessed (see appendix 3 and appendix 9). In conducting test cycle I, the students could ask and answer good enough. The students frequently used the words and they had encouraged the vocabulary that indeed influenced the students' comprehension. As a matter of fact, the students could say the expressions:

- *What is number I?*
- *How old is Indah?*
- *Where is he from?*
- *Where is she from?*
- *How old are he?*

The students seemed to have pronunciation problems so that it was very hard for them to understand the utterances. Students often made errors in pronouncing the word;

- *old*
- *number*
- *lawyer*
- *30.*

In other case, they made some grammar and word order errors that make them very difficult to comprehend, such as:

- *Where are she from?*
- *Where are he from?*
- *How old are he?*

Even though the students could answer which appropriate with the other students' question, for example:

- *Who is Indah?*
- *How old is Adi?*
- *Where is she from?*

Actually, the results of the students' achievement were not satisfactory.

The following was the result of the students' test cycle I.

**Table 3. Result of the Students' Test Cycle I**

No	Speaking Elements	Mean of the Students' Test Cycle I
1.	Pronunciation	2.6
2.	Grammar	2.7
3.	Vocabulary	2.9
4.	Fluency	2.6
5.	Comprehension	2.8
Total mean		13.64

### 3. Observing

Field notes were used as the instruments of observation. In this step, the teacher of grade VII as the observer evaluated the students' activities and the teacher's performance during conducting the cycle 1. The result of the observation can be seen as follows:

1. Observation of the students' activities (appendix 5)
  - a. 42 students were present. (100%)
  - b. 12 students had great interest and motivation. (28%)
  - c. 24 students were active during the teaching learning process. (57%)
  - d. 23 students focused their attention to the teacher's explanation (54%)
  - e. 30 students were cooperative in their group during the lesson (71%)
2. Observation of the teacher's performance (appendix 6)
  - a. The researcher was good in preparing the teaching learning process.
  - b. The researcher was good in opening the lesson.
  - c. The researcher was also good in developing teaching learning process.
  - d. The researcher was also good in explaining the material to the students.
  - e. The researcher gave time to the students to ask questions.
  - f. The researcher asked some questions about the material to the students. It was intended to check students' understanding of the material.
  - g. Sometimes, the researcher's voice was not very loud. Therefore, some students in the back row could not hear her voice clearly.
  - h. The researcher used English well. She also spoke with correct intonation, but she used too many Indonesian words to explain the material.

- i. The researcher and students could apply the technique well. The students seemed to be interested in the lesson. It could be seen from their enthusiasm in teaching learning process, but there were still some students who did not cooperate well with their group.
- j. The researcher conducted the assessment well.
- k. The researcher closed the lesson well.

#### **4. Reflecting**

Considering the result of the result of field note of cycle 1 (appendix 5), the transcription of test cycle I (appendix 3) and test cycle I (appendix 9), it could be identified some findings, namely;

- a. The students' motivation was still low which made them not active in doing the activity. They also looked shy when they were asked to perform the dialogue in pairs in front of the class.
- b. The students got some difficulties in achieving some expressions related to the material given in terms of pronunciation, vocabulary, grammar, comprehension and fluency.

From the elaboration above, it could be concluded that the weaknesses were caused by the implementation of pair work in doing the Information gap activity. Afterwards, the researcher determined the revision for the planning and acting steps by changing the pair work into group work and choosing the different materials based on the standard competence and basic competence which more closely related to the students' activity. Therefore, cycle 2 was

proposed in order to find the effective implementation of Information Gap in developing the students' speaking skill.

#### **4.1.2 The Process of the Cycle 2**

In addition to the research procedure in the first cycle, there were also two meetings for the second cycle. The first meeting of second cycle was conducted on 20<sup>th</sup> April 2009, while it's the second meeting was on 21<sup>st</sup> April 2009. The description of each meeting could be seen as follows:

##### **1. Planning**

In accordance with the result of the cycle 1, the researcher proposed the next activities as the revision of the cycle 1. The kind of preparations could be seen as follows:

1. Choosing the different teaching material from the cycle 1 based on the standard competence and basic competence for speaking skill of grade VII students about asking and giving opinion and clarification, and also expressing like and dislike.
2. Making lesson plan, which consist of some steps, activities and test items in teaching speaking using Information Gap (see appendix 1-Lesson Plan no. III and no. IV).
3. Organizing in the way of grouping for the students' activity in a group of four to six in order to make the students be more willing to speak.
4. Preparing some teaching facilities, such as tape recorder, picture and board marker.

5. Preparing the instruments for data analysis during the research process, namely field notes (see appendix 7-8) and questionnaire (appendix 11).

## **2. Acting**

There were two teaching learning activity which had been revised based on the cycle 1 findings. The elaborations were as follows:

### **A. Teaching Learning Activity III**

In the first meeting of cycle 2, all activities could run well. Beside that, all of the students were paying attention to the teacher seriously during teaching learning activity. The students did not seem nervous anymore in participate the class actively.

The students were taught about how to ask and give opinion added to ask for clarification (appendix 1-Lesson Plan III). They answered some questions related to the material about how to ask and give opinion added to ask for clarification in the Building Knowledge of the Field (BKOF) stage. Then, they practiced pronouncing some expressions about how to ask and give opinion added to ask for clarification by using combination drill in Modelling of the Text (MOT) stage. By using Substitution Drill, the students were drilled some expressions such as:

- *What do you think about this picture?*
- *Sorry, what did you say?*
- *What do think of my clothes?*
- *Pardon me?*
- *What is your opinion about star?*
- *Did you say yes?*

Then, in Joint Construction of the Text stage, the students practiced doing conversation in group of four. The task was in form of Information Gap involved

“Find someone who ...” activity. Each student got one students’ worksheet which contained a lot of clue questions for them to ask their friend’s opinion. Finally, in ICOT (Independent Construction of the Text), the students had to perform the result of the task in front of the class., actually they could say:

- *Am I beautiful?*
- *Is pop is the best music?*
- *Is English an enjoyable lesson?*
- *Is Afgan good singer?*

### **B. Teaching Learning Activity IV**

As well as the teaching learning activity in the first meeting of cycle 2, all activities in its second meeting could run well. All of the students were paying attention to the teacher seriously during teaching learning activity.

The students were taught about how to express like and dislike (appendix 1-Lesson Plan IV). They answered some questions based on some pictures related to the material about how to express like and dislike in the Building Knowledge of the Field (BKOF) stage. Followed by practicing pronunciation of some expressions about how to express like and dislike by using Combination Drill in Modelling of the Text (MOT) stage. First, the students practiced pronouncing some expressions how to express like and dislike by using combination drill, such as:

#### ❖ Expressing Like

- *I like fried chicken.*
- *My favourite singer is Afgan.*
- *She likes dancing.*
- *She likes dancing.*
- *I like mango very much.*
- *My favourite artist is Cinta Laura.*



❖ Expressing Dislike

- *I don't like porridge.*
- *I don't like Kangen band.*
- *She doesn't like hiking.*
- *She doesn't like cooking.*
- *I don't like mango.*

Afterwards, the students did test cycle 2 in Joint Construction of the Text (JCOT) stage. In conducting the test cycle 2, the students were divided in group of six. Each student got one worksheet which contains some key words of personal hobbies called Information Gap task. The task had to be filled by asking and answering each member group. Each student had one chance to ask and answer one question for the test cycle 2. Finally, they had to perform their dialogue in front of the class (Independent Construction of the Text), while their voice was recorded and assessed. (Appendix 4 and appendix 10), they could say:

- *Q: Who is your favourite artist?*
- *Q: What your hobby?*
- A: Aura Kasih.*
- A: Play football.*
- *Q: What is your favourite food?*
- *Q: What your favourite food?*
- A: Meatball.*
- A: Fried chicken.*
- *Q: What is your favourite music?*
- *Q: What your hobby?*
- A: Pop.*
- A: My hobby is reading a book.*

It means that the students frequently used the words and they had encouraged the vocabulary that makes their comprehension quite easy. As a matter of fact, in the term of fluency, they must frequently be asked to repeat and sometimes become confused that turned them into silent because of the language limitation, but they

seemed confident act out the activity. In other case, the students sometime made grammar and word order errors that make them difficult to comprehend, such as:

- *What your hobby?*
- *What your favourite artist?*
- *What your favourite food?*
- *Who your favourite artist?*

Beside that, the students seemed to have pronunciation problems so that make them confused to understand the utterances, such as:

- *like*
- *volley*
- *meatball*
- *food*
- *sing*
- *fried*
- *music*
- *music*

Actually, the result of the students' test cycle 2 was satisfactory enough which the mean was 14.36. The following was the result of the test cycle 2.

**Table 4. Result of Test Cycle 2**

No	Speaking Elements	Mean of the Students' Test Cycle II
1.	Pronunciation	2.8
2.	Grammar	2.8
3.	Vocabulary	3.0
4.	Fluency	2.6
5.	Comprehension	3.1
Total mean		14.36

### 3. Observing

Field notes were used as the instruments of observation. It was used for gaining the students' activities and the teacher's performance during conducting the cycle 2. Similar with the activities in the first cycle, the students and teacher field notes were used to observe the students' activities and teacher's

performance (see appendix 7-8). The result of the observation can be seen as follows:

1. Observation of the students' activities
  - a. 42 students were present. (100%)
  - b. 30 students had great interest and motivation. (71%)
  - c. 32 students were active during the teaching learning process. (76%)
  - d. 31 students focused their attention to the teacher's explanation (73%)
  - e. 34 students were cooperative in their group during the lesson (81%)
2. Observation of the teacher's performance
  - a. The researcher was good in preparing the teaching learning process.
  - b. The researcher was good in opening the lesson.
  - c. The researcher was also good in developing teaching learning process.
  - d. The researcher was good in explaining the material to the students.
  - e. The researcher gave time to the students to ask questions and managing the class.
  - f. The researcher asked some questions about the material to the students. It was intended to check students' understanding of the material.
  - g. The researcher's voice was loud enough. Therefore, some students in the back row could hear her voice clearly.
  - h. The researcher used English well. She also spoke with correct intonation, but sometimes she used Indonesian words to explain the material.
  - i. The researcher and students could apply the technique well. The students seemed to be interested in the lesson. It could be seen from their

enthusiasm in teaching learning process, but there were still some students who did not cooperate well with their group.

- j. The researcher conducted the assessment well.
- k. The researcher closed the lesson well.

Beside that, questionnaire was also used besides using fields note. The questionnaire was in Bahasa Indonesia so that the students could understand the questions well (see appendix 11). There were ten questions in the questionnaire. The students were given a questionnaire in which they should answer “yes” or “no” for each questions. Here is the result of this activity:

**Table 5. The Result of Questionnaire**

NO	ITEMS	YES		NO	
		X	%	X	%
1.	1	42	100	-	-
2.	2	37	88	5	12
3.	3	38	90	4	10
4.	4	39	93	3	7
5.	5	20	48	22	52
6.	6	26	62	16	38
7.	7	40	95	2	5
8.	8	39	93	3	7
9.	9	15	36	27	64
10.	10	28	67	14	33

The results of the data were that 42 students answered “Yes” for item one. It means that all the students like speaking class. For item two, there are 88% from the students agree that speaking class is useful for their daily needs. For

item three, 38 students answered “Yes” and 4 students answered “No”. It means that 90% from the students like the teacher’s method in teaching English lesson. For item four, there are 39 students answered “Yes” and 3 students answered “No”. It means that only 7% from the students who state speaking class is not enjoyable. For item five, 20 students answered “Yes”. It means that 48% from them get difficulties in speaking English. For item six, 62% from the students like Information Gap as a technique in teaching speaking class. For item seven, 40 students answered “Yes”. It means that 95% from them agree that Information Gap can help them in their speaking class. For item eight, 93% from the students agree that Information Gap make them easy to speak and have more understand the situation they should perform a dialogue. For item nine, 15 students answered “Yes” and 27 students answered “No”. It means that 64% from the students who state that the speaking material given is easy to be understood. Finally, for the last item, 67% from the students assumed that Information Gap could be use as a speaking teaching technique, so the students do not get bored on their speaking class.

#### **4. Reflecting**

Considering the results of the observations which were taken from the field notes and questionnaire, it could be identified some findings, namely:

- a. The students’ interest and motivation improved which made them active doing the activity. They did not look shy anymore when they were asked to perform the dialogue in group of four to six in front of the class.

b. The students still got a little difficulty in achieving some expressions related to the familiar material given, in terms of pronunciation, grammar, vocabulary, comprehension, and fluency. However, they looked enthusiastic and stated that the speaking material given is easy to be understood; therefore it made them easy to speak.

After conducting four teaching learning activities that were organized in two cycles, it could be found that significantly the students could achieve the indicator of the standard competence and basic competence of speaking for semester 2, grade VII students. The indicators were the students could ask and answer question in transactional and interpersonal conversation which involves these following expressions:

- Asking and giving service/help.
- Asking and giving opinion
- Asking and giving thing
- Expressing like and dislike
- Asking and giving fact.
- Asking clarification

#### **4.2 The Results of the Study**

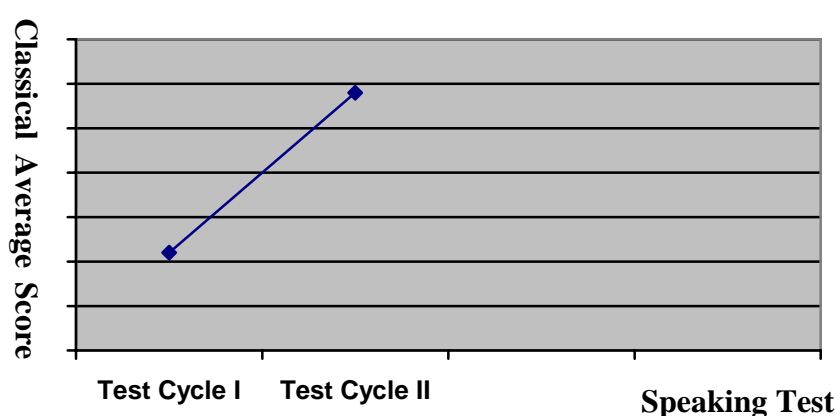
This study was conducted in two cycles in which four activities for each cycle, namely planning, acting, observing and reflecting. The second cycle was done as the revision of the first cycle. There were different materials and grouping used in the second cycle. It was to see the improvement of the students' achievement in speaking after the treatments.

Beside that, some instruments used to get the data. In the first cycle, test, recording and field notes were used as the instruments in gaining the students'

achievement and classroom description. Afterwards, in the second cycle questionnaire were added as the instrument at the end of the study as the reflection of the study.

#### 4.2.1 The Effectiveness of Using of Information Gap in Developing the Students' Speaking Skill

Some data as the result of the study were collected from the two cycles. The two test cycles, namely test cycle 1 and test cycle 2 were gained to know the students' improvement which included the elements of pronunciation, grammar, vocabulary, comprehension and fluency in speaking skill. The average score of the students' speaking test from the first cycle up to the second cycle which referred to the scoring technique proposed by Brown - Oral Proficiency Scoring Categories could be seen in the following diagram.



**Diagram 1. The Result of the Students' Speaking Test**

From the diagram above, it could be seen that there was improvement in the classical average of speaking achievement in every cycle. It showed that the result of the test cycle 2 (14.36) was higher than the result of test cycle 1 (13.64).

As a matter of fact, the result of the test cycle I (appendix 9) showed that the highest achievement of students speaking performance was in the vocabulary element where the students achieved 2.9 point. It meant that the students frequently used the words and they had very limited vocabulary that indeed influenced the students' comprehension as 2.8 point. Then, the least achievement referred to pronunciation and fluency as 2.6 point. Students seemed to have pronunciation problems so that it was very hard for them to understand the utterances. Therefore, the students also became hesitant that turned them into silent because of the language limitation. In other case, they achieved 2.7 point for grammar elements because they made some grammar and word order errors in constructing the question sentence structures and missed finite in their question sentences that made them very difficult to comprehend.

Then, the result of the test cycle 2 (appendix 10) showed that the highest achievement of students speaking performance was in the comprehension element where the students achieved 3.1 point followed by the increasing point for vocabulary elements as 3.0 point. It meant that the students frequently used the words and they had encouraged new vocabulary that made their comprehension quite easy. Afterwards, the least achievement referred to fluency as 2.6 point. Students also became shy that turned them into silent because of the language limitation. In other case, the students achieved the improvement of grammar and pronunciation element as 2.8 point. It meant that the students' mastery in grammar and pronunciation were improved.



To sum up, it could be said that the students' achievement of each elements of speaking skill from the test cycle I and test cycle II were improved. Beside that, according to the field notes (appendix 5-8) and the result of questionnaire (appendix 11), almost of the students stated that Information Gap could help them active in speaking class. It meant that the use of Information Gap had a great influence in helping the students to be more willing to speak English. Therefore, based on the explanation above, it indicated that the teaching learning activity by using Information Gap effective in developing the students' speaking skill.

#### **4.2.2 The Way of Using Information Gap in Developing the Students' Speaking Skill**

Finally, after analysing all the descriptions of the students' speaking achievement from the four teaching learning activities, it could be said that the way in grouping the students in group work and choosing the material had given the great influence in making the students speak English by using Information Gap. Actually, the implementation of group work would make the student's confident enough in doing the activity as well as the way of choosing some interesting materials or contexts which closely related with their life.

Therefore, it could be concluded that the use of Information Gap was effective in developing the students' speaking skill by applying these following procedures:

1. The students were given some questions based on some pictures related to the material (brainstorming) in order to review vocabularies would be used based on the context in the Building Knowledge of the Field (BKOF) stage.
2. The teacher gave a model of what should the students say during the activity followed by practicing pronunciation of some expressions related to the context by using Combination Drill in Modelling of the Text (MOT) stage.
3. The teacher gave the explanation about the activity which was going to be conducted continued with made a group work and gave them the activity card consist of incomplete information that had been prepared for the students. It could be in the form of games, dialogues, pictures, etc. Then, students completed the task in group. They should communicate with their friend in group to get the complete information in Joint Construction of the Text (JCOT).
4. Finally, the students had to perform their dialogue in group in front of the class (Independent Construction of the Text).

After all, the result of the use of Information Gap showed that the technique was effective in developing the students' speaking skill. Therefore, it could be applied in the next teaching learning activity by considering some procedures given.

### **4.2.3 The Advantages and Disadvantages of Information Gap in Developing the Students' Speaking Skill**

According to the analysis during the research, the use of Information Gap as a technique in teaching speaking to the grade VII students of SMP N 2 Tegowanu-Grobogan in the academic year 2008/2009 has some advantages and some disadvantages.

#### **4.2.3.1 The Advantages of Information Gap**

Some advantages of the Information Gap are elaborated as follows:

1. Information Gap can reduce the students' nervousness to speak English.

The students look confident because students do not work the speaking English task individually. It can be seen from their activities in the sequences teaching learning process.

2. Information Gap makes speaking lesson become more enjoyable.

The students are all happy to do the activity because it is fun. Therefore, the students do not get bored during the lesson.

3. Information Gap motivates students to speak English.

The students are eager to speak because they are interested in the topic and have something new to say about it. Beside that, they want to contribute to achieving such task objective.

4. Applying Information Gap teaches the students how to ask and give information to their friends.

The students do the task both in pairs and group. One student has the information that other partner does not have and the partners share their information. In order to complete the task (solve the problem), students use the target language to share their bits of with their partner or group in the form of filling in the grids, maps, and columns which contain personal information about age, hobby, favourite music, artist or foods, etc.

#### **4.2.3.2 The Disadvantages of Information Gap**

As there is no perfect on this world, this media are not perfect. Besides those advantages, Information Gap also has some disadvantages such as:

1. Information Gap consumes much time to do or conduct.

Considering that eighty minutes English class, forty two students in a class and without reducing teachers themselves' talking time, it means that teacher plans whole students' activities that each student has two minutes-talking time. If the teacher plans ten minute activities with the group of five, each student has two minutes talking time. The amount of time will be less for the larger classes. Therefore, it is not easy to maximize the students to talk during the time.

2. Information Gap demands teachers to be skilful in controlling the class.

The more students there are the more difficult controlling the class and, therefore, more chances of problems. In addition there is, of course, a greater likelihood of excessive noise which can mask bad behaviour and use of first language.

3. The students are sometime lazy to do the teacher's task and feel confused in saying the expressions what they want to say in the task.

The students are sometime not enthusiastic enough with the teacher's instruction because they do not like the material given and the limitation in the vocabulary items, which make the students feel confused what they want to say in asking and answering the information to their friends.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

Based on the analysis, some conclusions can be drawn as follows:

1. The use of Information Gap is significantly effective in developing the students' speaking skill of the grade VII students of SMP N 2 Tegowanu-Grobogan in the academic year 2008/2009. It could be seen from the result of the test cycle 2 (14.36) was higher than the test cycle I (13.64) by considering the students' progress in achieving some expressions which involve the expressions of how to ask/give service/help/fact, how to ask/give opinion and clarification added to expressing like and dislike proposed by standard competence and basic competence of school based curriculum. Beside that, it also supported by the results of the observation from field notes, the analysis of questionnaire, the implementation of group work, the use of some interesting materials and the implementation of these following procedures:
  - a. The students got some questions based on the material (brainstorming) in order to review vocabularies would be used based on the context (BKOF stage).
  - b. The teacher gave a model of what should the students say during the activity followed by practicing pronunciation of some expressions related to the context by using Combination Drill (MOT stage).

- c. The teacher gave the explanation about the activity which was going to be conducted which continued with making a pair or group and gave them the activity card consist of incomplete information that had been prepared for the students. It could be in the form of games, dialogues, pictures, etc. Then, the students had to complete the task in group (JCOT stage).
  - d. The students had to perform their dialogue in front of the class (ICOT stage).
2. Teaching speaking using Information Gap to the grade VII students of SMP N 2 Tegowanu-Grobogan in the academic year of 2008/2009 gives some advantages and disadvantages. The advantages of the Information Gap are reducing the students' nervousness to speak English, making speaking lesson more enjoyable, motivating students to speak English, and teaching the students how to cooperate with their friends. The disadvantages of the Information Gap are time consuming to do or conduct, demanding teacher to be skilful in controlling the class, then the students are sometime lazy to do the teacher's task and feel confused in saying the expressions what they want to say in the task.

## **5.2 Suggestions**

From the result of the research, the writer would like to offer some suggestions to be considered both the students and teachers.

1. for the students and the language learners

The students and the language learners should practice English they have learnt every day. Furthermore, they should not nervous, embarrassed and worry about making mistakes since for the mistakes they can learn many things and do the best action.

2. for English teacher

The English teacher should take some strategies to develop the students' motivation and effort in learning English and also find the most appropriate technique to build effective and cheerful atmosphere of learning environment. Beside that, the English teacher should pay attention most on teaching speaking because it is one of important skill that help students in mastering English. Moreover, teacher should control their students to do a lot of practice in and out of the class



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