ARTICLE

THE EFFECTIVENESS OF INFORMATION GAP TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY AT SEVENTH GRADE OF SMPN 1 KRAS KEDIRI IN THE ACADEMIC YEAR 2016/2017

Oleh:

RISTA SHANTYA RINI

12.1.01.08.0066

Dibimbing oleh :

1. SUHARTONO, M.Pd
2. DRS. AGUNG WICAKSONO, M.Pd

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Yang bertanda tangan di bawah ini:

Nama Lengkap	:	Rista Shantya Rini
NPM	:	12.1.01.08.0066
Telepun/HP	:	082332890359
Alamat Surel (Email)	:	Ta.rista44@yahoo.com
Judul Artikel	:	The Effectiveness Of Information Gap Technique In Improving Students' Speaking Ability At Seventh Grade Of Smpn 1 Kras Kediri In Academic Year 2016/2017
Fakultas – Program Studi	:	FKIP / Bahasa Inggris
Nama Perguruan Tinggi	:	Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi	:	Jl. K.H. Ahmad Dahlan No. 76, Mojoroto, Kediri, Jawa Timur

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Suhartono, M.Pd NIDN. 0714026901	Drs. Agung Wicaksono, M.Pd NIDN. 0711076802	Rista Shantya Rini NPM. 12.1.01.08.0066

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Rista Shantya Rini
12.1.01.08.0066
FKIP – Bahasa Inggris
Ta.rista44@yahoo.com
Suhartono, M.Pd
Drs. Agung Wicaksono, M.Pd
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Rista Shantya Rini: The Effectiveness Of Information Gap Technique In Improving Students' Speaking Ability At Seventh Grade Of Smpn 1 Kras Kediri Academic Year 2016/2017

Speaking is one of the ways for people to communicate the unit massage of the information. All of people always speak everyday in their life. A good relationship needs a good communication too; in order to the people understand about the topic which they are speaking of their native language. Therefore, this experimental research was conducted to find out the effectiveness of information gap technique in improving students' speaking ability at seventh grade of SMPN 1 Kras.

The research was carried out in November 2016 and the participant of this research wa VII-B class of SMPN 1 Kras which consist of 36 students. The data of this research is quantitative data which was taken by assessing the students speaking ability through post test.

The finding of the research had showed the clearly that information gap technique is effective to improve students speaking ability expecially at seventh grade. it can be seen by the total score and the mean score between pre-test and post-test. the total score increase from 1287 into 1480 and the mean score from 33,8816 into 49,8977. Information gap technique make the students better in speaking. The level of the students speaking also changing. In other hand, information gap technique also can help the students increase their pronounciation, vocabulary, fluency and grammar.

Information gap is effective technique on the students' speaking ability. This technique should be used by the teacher in teaching speaking. Because information gap technique can help the students to solve their difficulties in speaking such as pronounciation, fluency, vocabulary and grammar. Finally, the researcher conclude that information gap is very helpful technique in teaching speaking.

KEYWORD : Information Gap Technique, Speaking

I. INTRODUCTION

Language is a system of arbitrary vocal symbols that permit all people in given culture, or other people who have learned the system of the culture to communicate or to interact (Harmer 1987: 4). It is means that language is verbal behavior that usually people use to communicate with the people around them. It is one of tools to do some interaction and give stimulus response with someone. Language has an important role in society. It connects people to other people in the society. Besides, it is also used to express one's feelings, ideas, opinions, etc. In other words, language is used as means of communication.

Speaking is one of the ways for people to communicate the unit massage of the information. All of people always speak everyday in their life. A good relationship needs a good communication too; in order to the people understand about the topic which they are speaking of their native language. In line with it, Nunan (1991: 39) states that the most people mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in term of ability to carry out a conversation in the language.

Kayi (2006: 1) also stated that speaking is a crucial part of second

language learning and teaching. Despite its importance, for many years, in the practice the teaching speaking has been under valuated and English language teachers have continued to teach speaking just as repetition of drills or memorize of the dialogue. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and culture rules appropriate in each communicative circumstance.

In a very general usage, we can see that speaking as a language clearly entails many different aspects. It is important for all teachers of speaking or conversation to remember that the aspects depend entirely upon the learner's ultimate purpose in learning to speak English. Some of the students might want to focus on fluency, pronunciation, or accuracy; it will depend on their perception of how they perceive the language itself.

This research is conducted in SMPN 1 Kras Kediri. Based on the researcher is observation and interview with English teacher the seventh grade students of SMPN 1 Kras Kediri still have a low ability to participate actively in speaking. Students' speaking skill was not satisfactory in which all of students participating in speaking even though they were able to communicate; they just

communicated with their friends next to them using their native language. Some of the students who were asked said that they felt shy, some of them faced difficultly when they were asked questions, they felt doubtful to answer the question, they only gave answers with their own words, some of them just could produce a word when they were being asked by the teacher.

In addition, based on the researcher's observation, most of students felt difficult to speak due to lack of mastering vocabulary, pronunciation, and grammar even though they had highly motivation. They did not speak English fluently, and almost all of the students did not participate actively in the conversation.

In order to help the students to speak English fluently and participate actively in speaking class, the researcher purposes the use of communicative language teaching technique that is information gap technique to improve their active participation in speaking in order to increase their speaking ability. In the information gap technique, they have to share the information to their peer and in group to complete the information due to the reason that there has been gap of information among them. By using information gap technique, the students will cooperate with other and exchange information to fill the gap among them; for example completing table of the seventh wonders description. In other

words, they have to participate actively to do the task which is given by the teacher.

Meanwhile, the information gap technique is one of CLT techniques in which the students must communicate with each other to find all the correct information to complete the activity. It is hope that through this activity students learn how to communicate effectively. Related to the phenomenon above, in this research the writer would like to conduct an experimental research entitled "**The Effectiveness Of Information Gap Technique In Improving Students' Speaking Ability At Seventh Grade Of Smpn 1 Kras Kediri In The Academic Year 2016/2017".**

II. RESEARCH METHOD

In this research, the researcher use quantitative research. According to Creswell (2009: 1) quantitative research means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively,

building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings. And this research focuses on improving students' speaking ability using information gap technique.

This research uses quantitative research because the researcher wants to know the effectiveness of information gap technique to the students' speaking skill that use numerical analysis. To measure this research, the researcher has to collect the data which show numerical comparison between students' speaking skill taught before using information gap and after using information gap technique.

Based on the title of this research "The Effectiveness Of Information Gap Technique In Improving Students' Speaking Ability At Seventh Grade Of Smpn 1 Kras Kediri In The Academic Year 2016/2017", it can be concluded that design of this research is quanti research. Creswell (2012: 20) states that experimental design is procedure in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants.

Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable said by Creswell (2012: 20) Thus, the purpose of experiment research is to know whether there is an effect or not from treatment that will be given to the subject of the research.

In this research, the researcher will conduct the experiment in one class which the researcher gives pre- test to know the students' speaking ability before being taught using information gap technique and post- test to know the students' speaking ability after being taught using information gap technique. Then, the result of pre-test and post-test will be analyzed using SPSS 17 to know the effect of information gap technique on students' speaking ability.

III. DISCUSSION

The aim of this research is to find out the effectiveness of information gap technique in improving students speaking ability. According to the data that had been analyzed by using SPSS version 17 above, the purpose of the researcher was to find out the answers of the questions' research was is there any effect of using information gap to the students' speaking ability to the seventh grade students of SMPN 1 Kras Kediri

The finding of the research had showed the clearly that information gap technique is effective to improve students speaking ability expecially at seventh grade. It was proven by the result of t-score (3.660) which is higher than the value t-table (2.026) at the degree of significance 5% and the sig (2- tailed) of 0,001 is lower than 0,05 (p<0,05). This result was in line with the previous research Nuraeni (2014) conducted By using Information Gap students are actively involved in teaching learning process and they are trained to use the target language to communicate. It might be concluded that by implementing Information Gap in learning speaking it can improve the students speaking skill than the students who are not exposed with this activity. Information gap activities help the teacher in the language learning process. Information gap activities are included in the communicative tasks that help the students to explore their skills. Morrow (2000: 21) says that activities that are truly communicative have three features in common: information gap, choice, and feedback. Information gap activities can also be used as speaking practices that reflect the daily conversation.

According to researcher's research findings and the data supported above, it can be concluded that students' speaking ability before being taught using information gap technique, and students' speaking ability after being taught using information gap technique was higher and also there was significant effect of information gap technique on students' speaking ability.

IV. CONCLUSION

From the description of the previous chapter the researcher concludes that speaking ability is the priority skill for language learners, because they can express their idea, opinion, hopes, and intention by speaking. When the students have the ability to speak, the listener will have not difficulties to understand what is the meaning. But most of the students has difficulties in speaking like they speaks slowly and takes too long to compose utterances, cannot participate actively in conversation. Spoken English doesn't sound natural, poor grammar, poor pronunciation. They do not talk using English but they use their own language or mother tongue because students are afraid of having mistakes when they speak in the class, and some of the students to dominate the class in speaking activity. The active student is tends to dominate the class. Student who has less spoken is come passive student. That condition makes the condition of the students that easy to get bored during the lesson.

In order to teach speaking successfully, a teacher should creating joyful learning condition in speaking class. The existence of media is help the teachers to facilitate the students to be easier to express what they want to say. Teaching speaking using information gap technique help the students to concentrate to the materials because information gap technique take more attention from the students so make them more interesting, active and focus, information gap technique also motivate the students to remind the materials. information gap technique is easy to use and make the students have creative thingking.

Information gap technique make the students better in speaking. It is proven by the total score and the mean score between pre-test and post-test. the total score increase from 1287 into 1480 and the mean score from 33,8816 into 49,8977. The level of the students speaking also changing. In other hand, information gap technique also can help the students increase their pronounciation, vocabulary, fluency and grammar. It is shown by the difference total score between pre-test and post-test, the difference score of pronounciation amount 19,5, the vocabulary amount 9,5 and the fluency amount 8,5. memorization amount 6,5. Meanwhile the diction and introduction have less difference score. Diction amount 2,0 and introduction amount 1,5

The effect of information gap technique in teaching speaking is proven by the analyze from the students score in pre-test and post-test. The data was analyzed using SPSS version 1.7, and the result of t-score (3.660) which is higher than the value t-table (2.026) at the degree of significance 5% and the sig (2- tailed) of 0,001 is lower than 0,05 (p<0,05). It meanss that the null hypothesis (Ho) was rejected and the alternative hypothesis (ha) was accepted. Finally, it can be conclude that information gap technique has significant impact on the seventh grade students' speaking ability on SMPN 1 Kras.

It meanss that information gap is effective technique on the students' speaking ability. This technique should be used by the teacher in teaching speaking. Because information gap technique can help the students to solve their difficulties in speaking such as pronounciation, fluency, vocabulary and grammar. Finally, the researcher conclude that information gap is very helpful technique in teaching speaking.

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