

## ARTICLE

***“THE EFFECT OF INFORMATION GAP TECHNIQUE  
TO THE STUDENTS’ SPEAKING ABILITY  
AT THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL 5 KEDIRI  
ACADEMIC YEAR 2015/2016”***



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**ABSTRAK**

Speaking is necessary to practice continuously, but sometimes students find a problem when they practice speaking. Information gap technique helps the students to explore their skill when doing the speaking process, so students become more interested in the lesson. Information gap activities have the potential to improve the students speaking skills because information gap activities give opportunities for students to practice their speaking. The purpose of this research is to know the effect of information gap technique on the students’ speaking ability at the seventh grade.

This research uses experimental quantitative research approach at the seventh grade of SMPN 5 Kediri using T-test, the result of this research shows that t-score is 8,817 t-table is 2,779 at the level of significant of 1%. It means that the result of the research is very significant. So, there is very significant effect of using Information Gap technique to students’ speaking ability at the seventh grade of SMP N 5 Kediri. The researcher concludes that information gap technique is very helpful for students to reach the purpose and give significant effect to the students’ speaking. And the researcher tries to give some suggestions for the teacher, and the future readers.

**KATA KUNCI: Speaking Ability, Information Gap Technique**

**I. INTRODUCTION**

Speaking is the way to communicate with others to achieve certain goals or to express opinions, intentions, hopes and viewpoints. Brown (2003: 140) states that speaking is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test taker’s listening

skill, which necessarily compromises the reliability and the validity of an oral production test. So, students can express their feeling, ideas, or send intended message directly by speaking. According to Richards (2008: 19): “The mastery of speaking skills in English is a priority for many second language or foreign-language learners. Consequently, learners often evaluate their success in language

learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency”.

It means that, mastering speaking ability is priority for language learner, because they can express their idea, opinion, hopes, and intention by speaking.

Meanwhile, Richards and Renandya (2002: 204) state that speaking in a foreign language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. It means that students can study the speaking ability to make communication with others easier.

Generally, when the teacher teaches speaking in the class, he/she does not use a specific technique. The teacher just orders the students to make a dialogue then practice in front of the class. So, it makes the students still confused and not confident when practicing in the class because they are afraid if they make mistakes in speaking.

The facts above show that the importance of speaking is not always supported by the students speaking

ability in the real life. Based on the classroom observation the researcher found some problems related to students’ speaking. One of the problems is the students have not enough mastery of fluency, accuracy, performance, communicative interaction, so the researcher tries to find an effective solution to improve the students’ speaking ability.

One of the speaking activities that supports the communicative situation is information gap activities. Information Gap is a kind of structured output task. This is like completing a task by obtaining missing information, conveying telephone message, and expressing an opinion. According to Jondeya, (2011: 4), “Information gap is a useful and interesting technique because it gives every student opportunity to speak, and it reflects the way we use language as a means of communication in real life”. Nunan (2003:56) states that Information gap activities are useful activities in which one person has information that the others lacks. They must use the target language to share that information. Using information gap activities are effective to create students participation in speaking. It means that

information gap is one of many methods that can be used in speaking class, because information gap gives an opportunity to the student to speak in real life. Besides that, Information Gap can also increase the students' motivation in learning or study. According to Ur (1996), the activities and tasks based on the information-gap principle make students participate actively in the process of learning. The results can increase students' motivation to learn English much more enthusiastically. Based on the explanation above, it is assumed that information gap is the technique that can be used in speaking for students in foreign language.

Based on the explanation above, information gap activities have the potential to improve the students speaking skills like pronunciation, fluency, grammar, accuracy, vocabulary, because information gap activities give opportunities for students to practice their speaking. Information gap activities also can make the teaching learning situation more interesting. The students are not just sitting and listening to the teacher's explanation, but they can interact with their friends and practice their speaking skills. And also

information gap activities make the students more confident and also have high motivation in speaking.

This research only focuses on the effect of information gap technique to the students' speaking ability. The researcher wants to investigate the implementation of information gap in speaking class. This research is done at the seventh grade of junior high school 5 Kediri.

Based on the description above, it is assumed that information gap is the technique that can also be used in speaking for students in foreign language. This study aims for the better of teaching and learning process of speaking. This study is necessary to be carried out to make the teaching and learning process of speaking becomes more challenging and promoting.

## **II. METHOD**

According to Cresswel (2012:112): "Variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied." They are keys ideas that researchers seek to collect information on to address the purpose

of their study. There are dependent and independent variables, a dependent variable is an attribute or characteristic that influenced by the independent variable. While an independent variable is an attribute or characteristic that influence or affects an outcome or dependent variable.

There are two variables in research called independent and dependent variable. In this research, the independent variable is teaching speaking using information gap technique, and the dependent variable is students' speaking ability.

This research is experimental using pre-test and post-test as the instruments. Ary et al. (2010:23) state quantitative research originated in positivism, positivists believe that general principles or laws govern the social world as they do the physical world and that through objective procedures researchers can discover these principles and apply them to understand human behavior.

This research is held in seventh grade of SMPN 5 Kediri. The researcher takes a sample at VII-I at SMPN 5 Kediri consist of 16 female and 17 male. Ary et al. (2010:148) state "A sample is a portion of a population". It means that sample is a

smaller part of population that is chosen by the researcher to be observed and analyzed. This research is doing in 18 May until 2 June 2016 in second semester. The steps are pre-test, treatment, and post-test. The technique of data analysis that the writer uses in this research is T-test. According to Brown (2003: 3): "Test is method of measuring a person's ability, knowledge or performance in given domain". It means test is to know the ability of students. The test result is taken from score of the some aspect of dialogue in speaking ability; there are fluency, accuracy, performance, and communicative interaction. From t-test process, the writer knows whether this research is significant or not by looking at the result of pre-test and post-test which is analyzed using t-test.

The formula of t-test of one group design by Ary et. Al (2010:177):

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$t$  =  $t$  ratio

$\bar{D}$  = average difference

$\sum D^2$  = different scores squared, then summed



N = number of students

### III. RESULT AND CONCLUSION

Based on the data analysis of pre-test and post-test scores, the total score of pre-test was 1500 and the total score of post-test was 1985. The total numbers of students in VII-I was 27 students for data of this research. There were three students who got highest score that were 85. The total score of D was 485. The total of  $D^2$  was 11625. The result of calculating the value of t-test and degree of freedom (df) :  $df = (N-1) = (27-1) = 26$

The result of this research shows that t-score is 8,817 at degree of freedom 26 and t-table is 2,779 at the level of significant of 1%. It means that t-score (8,817) > t-table at the level of significance 1% (2,779). It means that t-score is higher than t-table or can be concluded that the result of the research is very significant. It means the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. So, there is very significant effect of using Information Gap technique to students' speaking ability at seventh grade of SMP N 5 Kediri.

After comparing the results, the researcher concludes that there is a

significant effect of the information gap technique to the students' speaking ability. Information gap activities can also be used as speaking practices that reflect the daily conversation. The give and- take exchanges of messages can enable them to create discourse that conveys their intentions in real-life communication (Richards & Renandya, 2002: 208). Besides, using information gap activities are effective to create students' participation in speaking. The reason is sometimes learners speak more willingly in class when they have a reason for communicating, e.g. to solve a problem or to give other classmates some information they need (Spratt, Pulverness, and Williams, 2005: 35). Thus, information gap activities also can enrich the types of activity that can be done in learning process. It also makes the class more fun and interesting.

From the result above, it can be concluded that information gap technique is very helpful for students to reach the purpose and give significant effect to the students' speaking. Thus, this result confirms the theory of information gap technique from Kayi (2006), who

states that information gap activities are effective because everybody has the opportunity to talk extensively in the target language of speaking.

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