

**THE EFFECT OF USING INFORMATION GAP ACTIVITIES ON
STUDENTS' SPEAKING SKILL AT THE SEVENTH GRADE STUDENTS OF
SMPN 2 PONOROGO IN ACADEMIC YEAR 2016/2017**

THESIS

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MOTTO

Sometimes not speaking says more than all the words in the world.
(Colleen Hoover)



DECLARATION

In the name of Allah the Most Gracious and Most Merciful.

Hereby the writer fully declares that this Graduating Paper is made by the writer and it is not containing materials written or has been published by other people except the information from references and also the writer is capable of accounting for this Graduating Paper if in the future this can be proved of containing other's ideas, or in fact, the writer imitates the others' graduating paper.

In additional, the writer really hopes that this declaration can be understood for all human being.

Ponorogo, June, 9th 2017

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DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

With the humility and gratitude to Allah SWT, I dedicate this thesis to:

- ❖ *Most respect and loving My Parents* “My Dad (Sunandar) and My Mom (Sukaci). They are always pray to Allah, give me support, motivation, and full love in my life.
- ❖ The big families of TI-A class, thanks for all precious experiences and sharing knowledge that bring me reach my best.
- ❖ All of my close friends in groups SBF (Dian Tri Kurniawati, Happy Lailaturrahmah, Ika Rusdianawati, Trianasari, and Sri Wulandari), ITY (Irma Rahmawati and Tri Lestari), Devani (Devi Wahyu Septiani and Hivaria Cahyanti), Yukakisi (Desy Kimalasari, Risky Diah K, and Suci Sri Rantika), Cilikan (Sela Niken Pratiwi and Virta Octaviana D.), Dani Cell, Rinawati and Selpiana Susilowati thanks for your support and caring me every time.
- ❖ The last for my mate (special someone) thanks for your support.(Erry Raviyanto)

ABSTRACT

Indarwati, Yunia. 2017. The Effect of Using Information Gap Activities on *Students'* Speaking Skill at The Seventh Grade Students of SMPN 2 Ponorogo in Academic Year 2016/2017. Thesis, English Education Department, Tarbiyah and Teachers Training Faculty, The State Institute of Islamic Studies (IAIN) Ponorogo, Advisor: Ahmad Nadhif, M. Pd.

Key words: Speaking, Information Gap Activities

The objective of this research is to identify whether the students to implementation of information gap activities technique effective to increase students' speaking skill or not at the seventh grade students of SMPN 2 Ponorgo in Academic Year 2016/2017.

This research applied quantitative approach and used the quasi experimental design. This research assigned two classes as an experiment class and as control class. The writer used simple random sampling as sampling technique. The populations were 320 students and sample was 64 students. Meanwhile the technique of data collection was test and documentation. The writer used the "t" test formula as procedure of data analysis.

The result of this research showed that, the average of the post-test from experiment class who had been taught by information gap technique was 84, 41 and control class who were not taught by information gap activities technique was 7, 43. The result after treatment showed that t_0 is 6,33. After being consulted with 5% significance level with db 62, the t_t was 2.00. The t_0 (6,33) was more than t_t (2.00). H_a was accepted and H_o was refused.

So, it can be concluded that information gap technique is effective and applied for teaching speaking at the seventh grade students of SMPN 2 Ponorogo in academic year 2016/2017 because the students who are taught using Information Gap Activities technique get a better score than those who are not.

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Alhamdulillahirabbil 'alamin, thanks to Allah because the writer could complete this research as one of the requirements for the degree of Sarjana in English Department of State Institute for Islamic Studies (IAIN) of Ponorogo in 2017.

This research would not have been completed without supports, guidance, advice, and help from individual's institution. Therefore, I would like to express deep appreciation to:

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8. Diah Puspitorini, S.Pd. The English teacher of seventh grade students of SMPN 2 Ponorogo.

Ponorogo, June 9th 2017

The writer

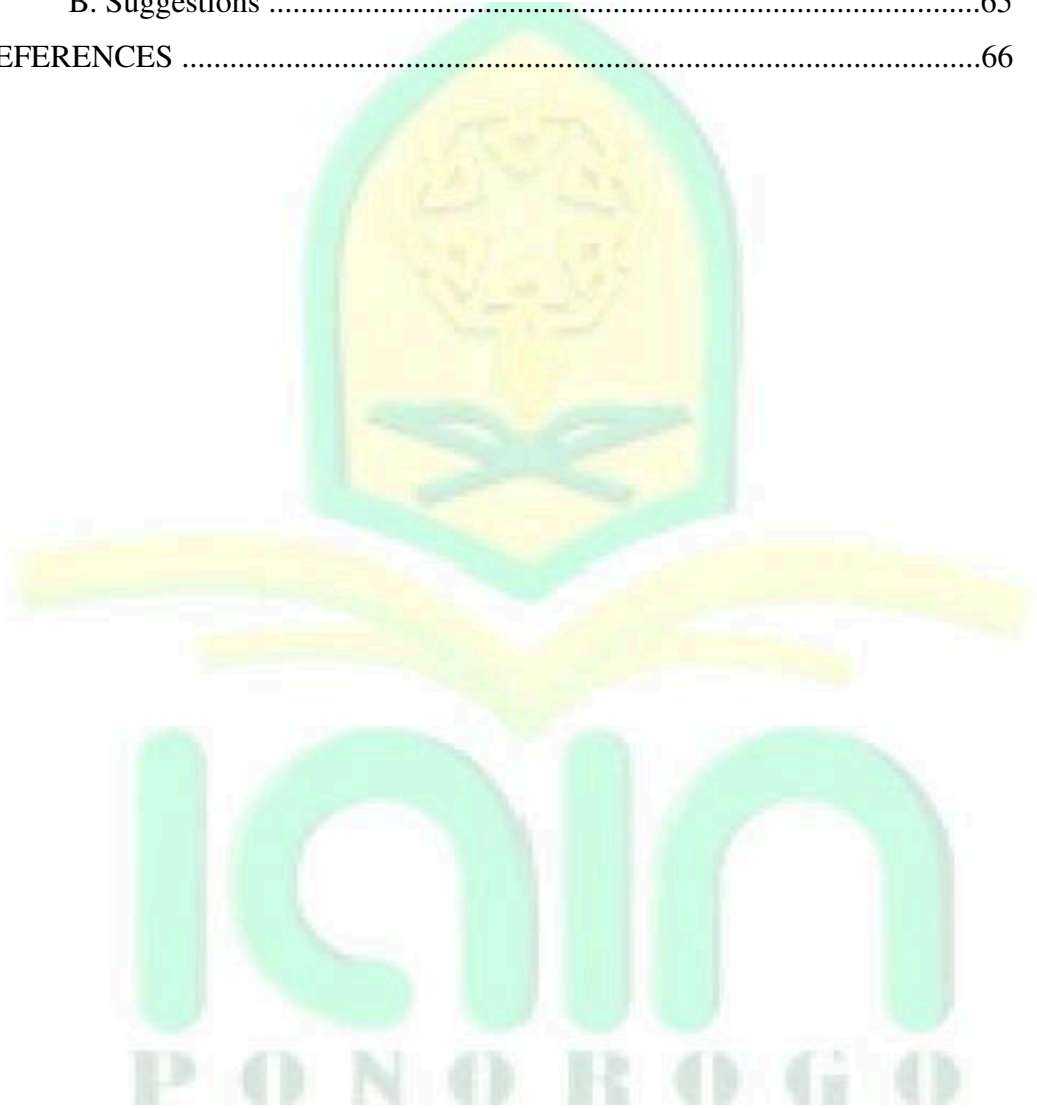
Yunia Indarwati

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CHAPTER I

INTRODUCTION

This chapter discusses; background of study, limitation of the problem, statement of the problem, objective of the study, the significances of the study, and organization of the thesis.

A. Background of the Study

The students are required to speak English in a right way. They have to communicate orally with their friends to improve their speaking ability. Without applying the learning experience of their language in the real life, it is very difficult for the students to improve speaking ability. Hence, speaking competence can be accomplished by practicing it orally.

All of four skills are important. However, speaking skill seems intuitively the most important of them.⁷ The success in measuring the ability to carry out conversation in speaking language in an interactive process of constructing meaning that involves producing, receiving, and processing information bring speaking into an important language skill to be acquired by every student. Students are considered to be successful in their language if they can communicate effectively in their foreign language. Speaking skill is also used to communicate and it is influenced by students' ability in using language as well.

⁷ Penny Ur, A Course in Language Teaching (Cambridge : Cambridge University Press, 1996), 120.

According to David Nunan to most people, mastering the art of speaking is the single most important aspect of learning a foreign language.⁸ Speaking becomes urgent aspect which had to master in language learning. Kathleen M. Bailey said that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.⁹ Speaking is the process of delivering and receiving information each other till they got same understanding.

Teaching speaking aims to give basic knowledge for the students to be able to communicate with the others. According to Jack C. Richard the mastery of speaking skills in English is a priority for many 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.¹⁰ Speaking becomes the most important skill to be mastered in English as a foreign language.

Based on the result of an observation in SMPN 2 Ponorogo, there are some problems in speaking english of the seventh grade students. They have not good pronunciation, lack of vocabulary mastery and they are tied with grammar. As well as the students have not confident to speak up a foreign language and they are afraid to make a mistake.

⁸ David Nunan, *Language Teaching Methodology* (Prentice Hall International, 1991), 39.

⁹ Kathleen M. Baily, *Practice English Speaking* (England : Longman, 2004), 2.

¹⁰ Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge : Cambridge University Press, 2008) 48.

According to Kathleen M. Bailey the students' reticence could be attributed to five factors: (1) the students' low English Proficiency; (2) the students' fear of mistakes and the derision they thought they would face as a result; (3) the teachers' intolerance of silence; (4) the teachers' uneven allocation of turns; and (5) incomprehensible input from the teachers.¹¹ The last three points seem the teachers themselves were creating conditions that contributed to students' reticence. So, teachers had to come up with the approach for dealing with the students' reticence. During the learning process, the teacher should make the students pay attention to the material which is given to them. It needs hard work for getting the students attention.

The cause of speaking problem can be seen from many factors. They may come from the teachers, the students and other. One of them is the method given by the teacher. Teaching speaking in English language acquires the use of effectiveness learning method. There are some strategies that can be selected by the teachers in developing the students' speaking skill. Among the strategies that can be used by the teachers in teaching speaking is information-gap activity. This strategy is designed to create the students' interest to learn with pleasant strategy. The core of information gap method is cooperative and sharing between groups. Information gap is where two speakers have different bits of information, and

¹¹ Kathleen M. Bailey, *Practice English Speaking* (England : Longman, 2004), 163.

they can only complete the whole picture by sharing that information, because they have different information, there is a 'gap' between them.¹²

Information gap activities can make the students learning more interest beside that also can increase the students' vocabulary. Because when the students read the text, and memorize about the text, the student also get the vocabulary. If the student interest and have many vocabularies, the students not shy again to speak English with other person. It can make the students' speaking ability become better than before.

Based on the explanation above, that's why the writer is interested in conducting a research on the effect of using information gap activities to increase students' speaking skill at the seventh grade students of SMPN 2 Ponorogo in academic year 2016/2017 .

B. Limitation of the Problem

The problem is limited only on discussing the effectiveness of teaching speaking through information gap as to compare with non information gap at the seventh grade of SMPN 2 Ponorogo in academic year 2016/2017.

C. Statement of the Problem

Based on limitation of the problem mentioned above, the writer formulated the research question as follows "is the information gap activities effective to

¹² Jeremy Harmer, How to Teach English, (Essex: Pearson Education Limited, 2007), new ed.,129

increase students' speaking ability at the seventh grade students of SMPN 2 Ponorogo in academic year 2016/2017?

D. Objective of the Study

The objective of the study is to see whether or not information gap effective to increase students speaking skill.

E. The Significances of Study

1. Theoretical Significance

The result of the research can improve the knowledge about the teaching speaking and learning using information gap activities.

2. Empirical significance

The result of the research is expected to be beneficial for:

a. Teacher

This study is expected to give the teachers contribution, particularly the English teacher of SMPN 2 Ponorogo, in enriching their knowledge about the important on information gap activities in speaking skill.

b. This study is expected to improve students' ability to solve their problem to aster speaking. It also can motivate the students to study in speaking class.

c. Reader

This study is expected to give contribution to readers, particularly the student of English Department of STAIN Ponorogo, in enriching

references concerned with the use of information gap activities in speaking skill.

d. The other researchers

It is expected that the result of this study can help the other researcher especially who conduct the research with same subject and it can be a reference.

F. Organization of the Thesis

The researcher writes this thesis in five chapters, these related one to another. The organizations of the thesis are:

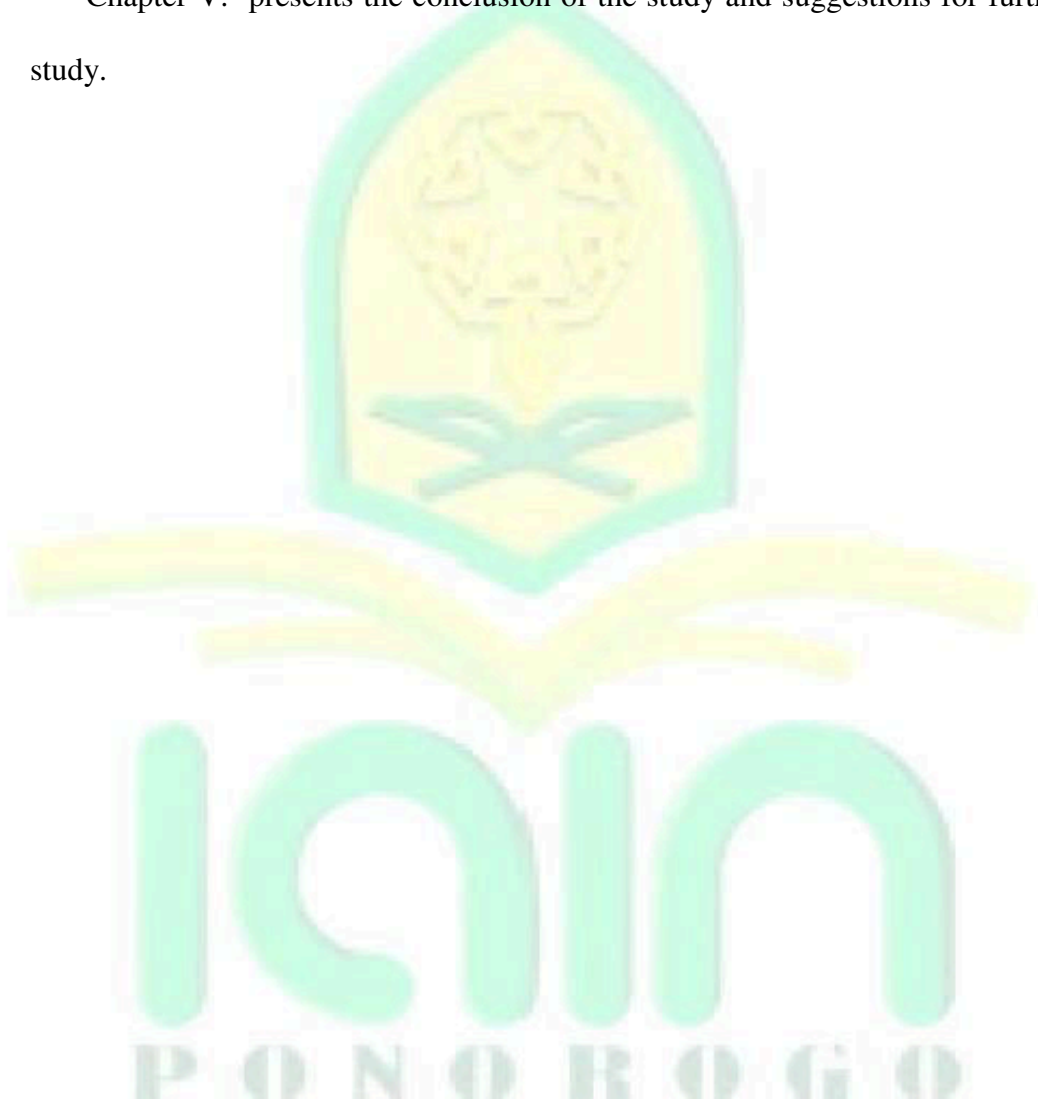
Chapter I: is introduction which deals with background of study, limitation of the problem, statement of the problem, objective of the study, the significances of study, organization of the thesis.

Chapter: II is theoretical background or review of literature. It consists of underlying theories Information gap, speaking, definition of speaking, characteristic of speaking, component of speaking, teaching speaking, teaching, teaching speaking, important of speaking, students' speaking skill, speaking assessment. The last, the explanation about theoretical framework and hypothesis.

Chapter III: is the research methodology. The research methodology consists of resign design, population, and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV: deals with result and discussion of the study that is loaded of result that contains of teaching and learning process, description of data, hypothesis testing, and discussion.

Chapter V: presents the conclusion of the study and suggestions for further study.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Literature

This chapter will explain the Review of literature, theoretical framework, previous study, and hypothesis. All the theories which are in the introduction will be explained here such as speaking and Information gap activities technique.

1. The Nature of Speaking

a. Definition of Speaking

All of four skills are important. However, speaking skill seems intuitively the most important of them.¹³ The success in measuring the ability to carry out conversation in speaking language in an interactive process of constructing meaning that involves producing, receiving, and processing information bring speaking into an important language skill to be acquired by every student. Students are considered to be successful in their language if they can communicate effectively in their foreign language.

Speaking is the process of the human communication. According to David Nunan to most people, mastering the art of speaking is the single most important aspect of learning a foreign language.¹⁴ Speaking becomes urgent aspect which had to master in language learning. As Kathleen M. Bailey said

¹³Penny Ur, A Course in Language Teaching (Cambridge : Cambridge University Press, 1996), 120.

¹⁴David Nunan, Language Teaching Methodology (Prentice Hall International, 1991), 39.

that speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”.¹⁵ Speaking is the process of delivering and receiving information each other till they got same understanding.

Based on the explanation above, it can be conclude that speaking is the communication to make same perception between the speaker and the hearer. It begins from delivering and receiving, hence processing the information that can be understood by the speaker and listener.

b. Speaking Skill

Speaking is included as productive skill; it is similar to writing skill. As Widdowson states that speaking is an active or productive skill which is used aural medium related the use of gesture in conveying the meaning.¹⁶

The mastery of speaking skills in English is a priority for many a foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basic of how much they feel they have improved in their spoken language proficiency.¹⁷

Some learners are still lack of confidence in expressing their ideas using the target language. As Bahrain and Soltani state that many students who do

¹⁵ Kathleen M.Baily, Practice English Speaking (England : Longman, 2004), 2.

¹⁶ H.G. Widdowson, Teaching Language as Communication (Oxford: Oxford University Press, 2004), 59

¹⁷ David Nunan, Practical English Language Teaching (New York: Mc Grow Hill, 2003), 48.

not have enough ability in transferring their opinions orally or they just in silence while the others perform interactively in the classroom activities. Therefore it is important to enhance those students to participate in those interactive activities.¹⁸ Interactive activities are entrusted to give the students' chance to do oral practice among their friends.

Based on the explanation above, it is apparently clear that speaking skill is a skill which is focused on using oral production. The students use their target language in accomplishing their ideas, opinions and feelings orally. Then, in building students' speaking skill in speaking is quite difficult, therefore the teacher should train the students accustomed to speak in their target language. The teacher should help the students in practicing the target language through oral practice which can be done in controlling, guiding, and producing.

c. The Component of Speaking

Speaking is a complex skill because a least is concerned with component of grammar, vocabulary, pronunciation, accuracy and fluency.

1. Fluency

Fluency is the capacity to speak fluidly, confidently and at rate consistent with the norm of the relevant native speech community.¹⁹

¹⁸ Taher Bahrani and Rahmatollah Soltan, How to Teach Speaking Skill? (Mahshahr: The International Institute fo Science, Tchnology and Education (IISTE)) Accessed on September 16, 2016

¹⁹ Kathleen M.Baily, Practice English Speaking (England : Longman, 2004), 5.

Fluency also is an important dimension of communication. We don't have very ignored quality of speaking, but we have so spoken quite and possible.

2. Accuracy

Accuracy is the ability to speak properly that is selecting the correct words and expression to convey the intended meaning. Accuracy involves over the linguistic code.²⁰

3. Grammar

Grammar is a description of the structure of a language and the way in which unit such as words and phrases are combined to produce sentence in the language.²¹

According to Scot Thornbury Grammar is theoretically to have short conversation where each utterance consists of nothing but a single word or short phrase, as in this invented.²²

4. Pronunciation

Pronunciation refers to the way words are said. Some younger pupils may have difficulty in pronouncing the sounds in the some words and will benefit from hearing those words modeled in meaningful contexts.

Pronunciation varies across regions. It is important that pupils know the accepted pronunciation of words in Standard English.²³

²⁰ *ibid.*, 124.

²¹ David Nunan, *Practical English Language Teaching : Grammar* (Singapore : MCGraw Will, 2005), 2.

²² Scot Thornbury, *How To Teach Speaking*, (England: Longman, 2005), 20.

Pronunciation refers to the way a word or language is spoken, of the manner in which someone utters the word. Pronunciation is the way to talk some word of language.

d. Teaching Speaking

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world here people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. Spoken language and written language differ in many significant ways.²⁴

Accordingly, Celce-Murcia explains the goal of teaching speaking is to enhance the acquisition of communication and foster it in the real communication context outside the classroom.²⁵ Moreover, Richards states that the basic function in teaching speaking is to the interactional function, which is emphasized on the sharing information.²⁶ Thus, the aim of teaching and learning process especially in speaking has to be applied in the classroom.

²³ Joyce Way, "Five Components of Effective Oral Language Instruction," *Education journal*, 6, Accessed on September 16, 2016

²⁴ David Nunan, *Practical English Language Teaching*, (New York: Mc Grow Hill, 2003), 48.

²⁵ Marianne Celce-Murcia(ed), *Teaching English as a Second or Foreign Language*. Second Edition, (Boston: Heinle&Heinle Publishers,1991), 126.

²⁶ Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge: Cambridge University Press, 2008), 21.

Based on Baily's statement, there are five principles for teaching speaking.

They are:²¹

1. The teacher should be aware of the language learning contexts:

Speaking is learned in two broad contexts:

- 1) A foreign language (FL) context is one where the target language is not the language of communication in society. (e.g., learning English in Japan or studying French in Australia).
- 2) A second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico).

2. The teacher should give students' practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

3. The teacher should provide opportunities for students to talk by using group work or pair work.

²¹Kathleen M. Baily, Practical English Language : Speaking, (Singapore: McGraw-hill companies inc, 2005), 53.

4. Research has repeatedly demonstrated that teachers do approximated 50 to 80 percent of the talking in classroom. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking.
5. The teacher should plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves to understand and make yourself understood.

6. The teacher should design classroom activities.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purpose. Interactional speech is communicating with someone for social purpose. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.²²

Principle in teaching speaking had to orient with the objective of the study. The teacher had to know and understand how to make student enjoy in learning process, so they could achieved the learning purpose. There are many activities to promote speaking. According to HayriyeKayi there are thirteen to promote speaking. They are discussions, role play,

²²David Nunan, Practical English Language Teaching, (New York: McGraw Hill, 2003), 54-56

simulations, information gap, brain storming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing, find the differences.²³

Some techniques which can be used in effective speaking are as follows:²⁴

1) Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way.

²³Hayriyekayi, Teaching Speaking; Activities to Promote Speaking in a Second Language, <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>, Accessed on September 16, 2016

2) Role Play

One other way of getting students to speak is role-playing. Students pretend they are various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

2) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

3) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not

have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

4) Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

5) Story Telling

Students can briefly summarize a tale or story they heard from somebody before hand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session,

the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

6) Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions.

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

7) Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

8) Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

9) Playing Cards

In this game, students should form groups. Each group will represent a topic. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

10) Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

11) Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokes person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

12) Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures. The teacher can choose a technique to teach in the class and modify the technique based on the lesson and students' situation to make learning process be more comfortable and the students can understand the lesson clearly.

Based on the explanation above, to help students for developing communicative efficiency in speaking, a teacher can use a balance activities approach that combine communicative language input (material to the students includes teacher's talk, listening activities, reading passage and so forth), structure output (using textbook as the practice exercise), and communicative output (the learners' performance/production using the language that they have just learned).

e. Characteristic of Successful Speaking Activities

In class of speaking many students felt unconfident and afraid to practice speak English language. The entire teacher hoped the students to practice in speaking activities. Therefore, before all, must be understood the characteristic of a successful in speaking activity as follow:

1. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious. But often most time is taken up with teacher talk or pauses.

2. Participation is even

Classroom discussion is not dominated by a minority of talk active participation: all get a chance to speak and contributions are fairly evenly distributed.

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.²⁵

f. The Problem of Speaking Activities

Some problem in speaking activities is:²⁶

1. Inhabitation

Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistake, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are inhibited, you often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

²⁵ Penny Ur, *A Course in Language Teaching, Practice and Theory* (New York: Cambridge University Press, 1996), 120

²⁶ *Ibid.*, 121

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it, because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue.

g. Speaking Assessment

According to Brown, there are some kinds of oral production that students are expected to carry out in classroom.

1. Imitative

Here the learners learn about imitation of a word or phrase. The kind of test is word repetition task.

2. Intensive

Intensive speaking goes on a step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity where learners are “going over” certain forms of language.

3. Responsive

A good deal of students' speech in classroom is responsive short replies to teacher or students initiated question or comment. These replies are usually in short form.

4. Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information.

5. Interpersonal (dialogue)

Interpersonal language carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

6. Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.²⁷

Meanwhile, in determining the rating scale used to describe the score of speaking assessment, the writer used a speaking rating system which is recognized by SMPN 2 Ponorogo. Teachers have to assess students' pronunciation, grammar, vocabulary, fluency and comprehension. SMPN

²⁷ H. Douglas Brown, *Teaching by Principles an interactive approach to Language Pedagogy* (San Fransisco: Person Education, 2001), 271-274.

2 Ponorogo presented the sample of an oral English rating scale that used

1- 4 points as follow;

No	Criteria	Rating Scores		Comments
1.	Pronunciation	1	(below 50)	Speaking words incomprehensibly
		2	(51- 60)	Speaking with incorrect pronunciation but still understandable
		3	(61- 80)	Speaking with several incorrect pronouncing
		4	(81- 100)	Speaking with correct pronunciation
2.	Fluency/Accuracy	1	(below 50)	Speaking with many pauses and the serious errors present in speech make the message difficult to understand.
		2	(51- 60)	Speaking too slowly and the errors present in speech would frequently create confusion.
		3	(61- 80)	Speaking generally at norm speed and the speech is still understood although it consists of many errors.
		4	(81- 100)	Speaking fluently and

				the errors present in speech are so minor so that the message would be easily comprehended.
3.	Intonation and Performance	1	(below 50)	Speaking is volume which is almost inaudible, no facial expression, and not communicative.
		2	(51- 60)	Mumbling, flat facial expression and less communicative.
		3	(61- 80)	Speaking is soft voice, but can be understood, good facial expressions, and communicative enough.
		4	(81- 100)	Speaking clearly and loudly, good facial expression, and communicative.

By using oral English rating scale presented above, the objectivity of oral assessment will likely to happen. Each number represents the characteristic of students' ability; therefore the students' speaking ability can be measured. Based on the score from the table above, we can see

that the lower score is 1, while the highest score is 4, to make the score in where the perfect performers get score 100, the writer converts the small scale of SMPN 2 Ponorogo to the scale of 100 as follows: 4 = 81- 100, 3 = 61- 80, 2 = 51- 60, and 1 = below 50.

2. Information Gap activities

a. Definition of Information Gap Activity.

One type of speaking activity involves the so-called ‘information gap’ where two speakers have different parts of information making up a whole. Because they have different information, there is a ‘gap’ between them.²⁸

Harmer also states in his other book that “information-gap activity is when one student has to talk to partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.”²⁹ There is a need and reasons for the students to communicate. That is to complete a task. The typically tasks should be performed by students through information gap activity are draw a picture, complete a puzzle, and so on.

²⁸Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2001), new ed., 88

²⁹Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Limited, 2007), Fourth Edition, 349

Information gap is one of crucial aspect of communication in Communicative Language Teaching (CLT). According to Richards, the nature of communicative language teaching is more emphasized in practicing real life communication in the meaningful context.³⁰

An information gap task is activities in which learners must use English to convey information known to them but not their speaking partner.³¹

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

b. The Characteristics of Information Gap Activities

Information gap activity is characterized as follow:³²

1. In each activity the students is given a task.
2. Since the information they need for the task is split into two parts (Student A and Student B), no student has enough information to be able to do it alone.

³⁰Jack C. Richards, *Communicative Language Teaching Today*, (Cambridge: Cambridge University Press, 2006), 4.

³¹Kathleen M. Baily, *Practical English language : Speaking*, (singapore: McGraw-hill companies inc, 2005), 19.

³²David Nunan, *Designing Task for the Communicative Classroom* (New York: Cambridge University Press, 1992), 124

3. The students have to ask each other for the information they need and come to a decision together.
4. The activities are not exercise, but contexts in which the students can use language to find out about things they genuinely need to know and to share ideas.

There are four main points as the characteristics of information gap activities: task based learning, work in pair or group, there is information sharing through speaking, and use language to bridge “a gap” between them.

c. The Techniques of Information-Gap Activities

Legutke and Thomas give several examples of various manifestations of the information gap’s technique:³³

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

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

³³Michael Legutke and Howard Thomas, *Process and Experience in the Language Classroom* (London: Longman, 1991), 96-99

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

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

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

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

- a. The class is dividing into sub-groups of five. Each group selects one person who is going to draw. All the 'drawers' leave the room for one minute.
- b. The teacher projects the picture onto a screen for thirty seconds. The learners are asked not to talk during this time.

- c. The 'drawers' return and the other group members, who have seen the picture, describe the picture from what they remembered. The 'drawers', who now has five minutes to complete the drawing, may ask questions.
- d. After about two minutes the picture is projected again for ten seconds so that correction can be made.
- e. The pictures from each sub-group are displayed on the wall and the groups discuss which of them is closest to the original.

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

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

Example 5: Using the Jigsaw technique

- a. The class is divided into three groups each of whom is given a text relating to a theme common to all three texts. In order to find a solution to a problem, information from all three texts are required.
- b. When a group members have discussed and understood the information on their text, the class is regrouped in groups of three to include one member each from one of the previous groups.

- c. Each person in the sub-group of three has information which the other two do not have. They now share their information and try to solve the problem.

Example 6: Reassembling a text

- a. The class is divided into sub-groups of four and each sub-group is given a text which has been photocopied and cut into several pieces according to the number of paragraphs in the text.
- b. Each individual in the sub-group reads a piece of the text and shares the information with the others. From this collaborative pool of information, they try to sequence the paragraphs and thus reassemble the text.

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

d. The Advantage of Information Gap Activities

Based on Harmer's statement, information gap is a key to the enhancement of communicative purpose and the describe to communicate.³⁴

³⁴ Jeremy Harmer, The Practice of English Language Teaching, (Essex: Longman, 2001), 3thed, 85

In line with these ideas, Nunan points out, “It has been found that small-group, two way information gap tasks seem to be particularly appropriate for stimulating such language.³⁵

Harmer states, “In the classroom we will want to create the same kind of information gap if we are to encourage real communication.³⁶

Based on the citations above, the writer sees that the advantages of applying information gap activities in the classroom are it can stimulate and motivate students in interesting teaching learning process, and also it can encourage students by real communication strategies.

B. Previous Studies

There is previous study related in this research. This research is started from previous research findings that are conducted by Desi Sugiarti. Was presented the thesis with the title is: “Using information-gap activities to improve the English speaking skill of XI KR 4 students at SMKN 3 Yogyakarta in the academic year of 2013/2014.”With the statement problem: “How can the speaking skills of the students of XI KR 4 SMKN 3 Yogyakarta in the academic year of 2013/2014 be improve through the use of information gap activities?”

The result of the study showed that, the average score in the pre-test was 17.81 in the 1-32 scale score. Meanwhile, the average score rose into 28.54 in the

³⁵ David Nunan, *Designing Task for Communicative Classroom*, (Cambridge: Cambridge University Press, 1992), 64

³⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Cambridge University Press, 1992),48

1-32 scale score 26 out of 32 students were chosen as the sample of the research. They were the students who joined both the pre-test and post-test.

So the result of the data above supported the observation results as well as the interview transcripts that indicate the success of implementation of the information gap activities in improving the students' speaking skill of the students of XI KR 4 SMKN 3 Yogyakarta in academic year 2013/2014.

The other previous research finding relates to in this research is a thesis entitled by Ernawati. Was presented the thesis with the title is: "Improving students' speaking skill by using information gap technique at the tenth grade of Madrasah AliyahMa'arifBalong in academic year 2011/2012." With the statement of problem: "How to apply information gap technique to improve students' speaking skill at the tenth grade of Madrasah AliyahMa'arifBalong in academic year of 2011/2012?"

The research results in cycle 1, the students' activeness were 63,15% and the mean of speaking skill achievement were 57,89. It meant that the students' activeness and speaking skill achievement were still poor. Then the researcher revised the cycle 1. In cycle 2, the students' activeness were 68,42 % and the mean of speaking skill achievement were 68,42. It meant that the students' activeness and speaking skill achievement were better. But, the improvements were not enough to achieve the criteria of success. The research revised the cycle 2 and continued to the cycle 3. In cycle 3 the students' activeness were 73,68% and the

mean of speaking skill achievement were very good. Most of the students hard tried to be fluent and accuracy speakers. It meant that information gap technique can improve the students' speaking skill of the tenth grade of Madrasah AliyahMa'arifBalong. Ultimately, the research suggests to the teachers to apply information gap technique in teaching and learning speaking.

C. Theoretical Framework

Theoretical framework is the concept in theory can be related with the factors which are identified as the important problem. The thesis is experimental research, which explaining below:

Information gap activities (as variable x)

Speaking skill (as variable y)

Based on theoretical framework analysis above writer can apply the theoretical framework if using information gap activities in speaking skill.

D. Hypothesis

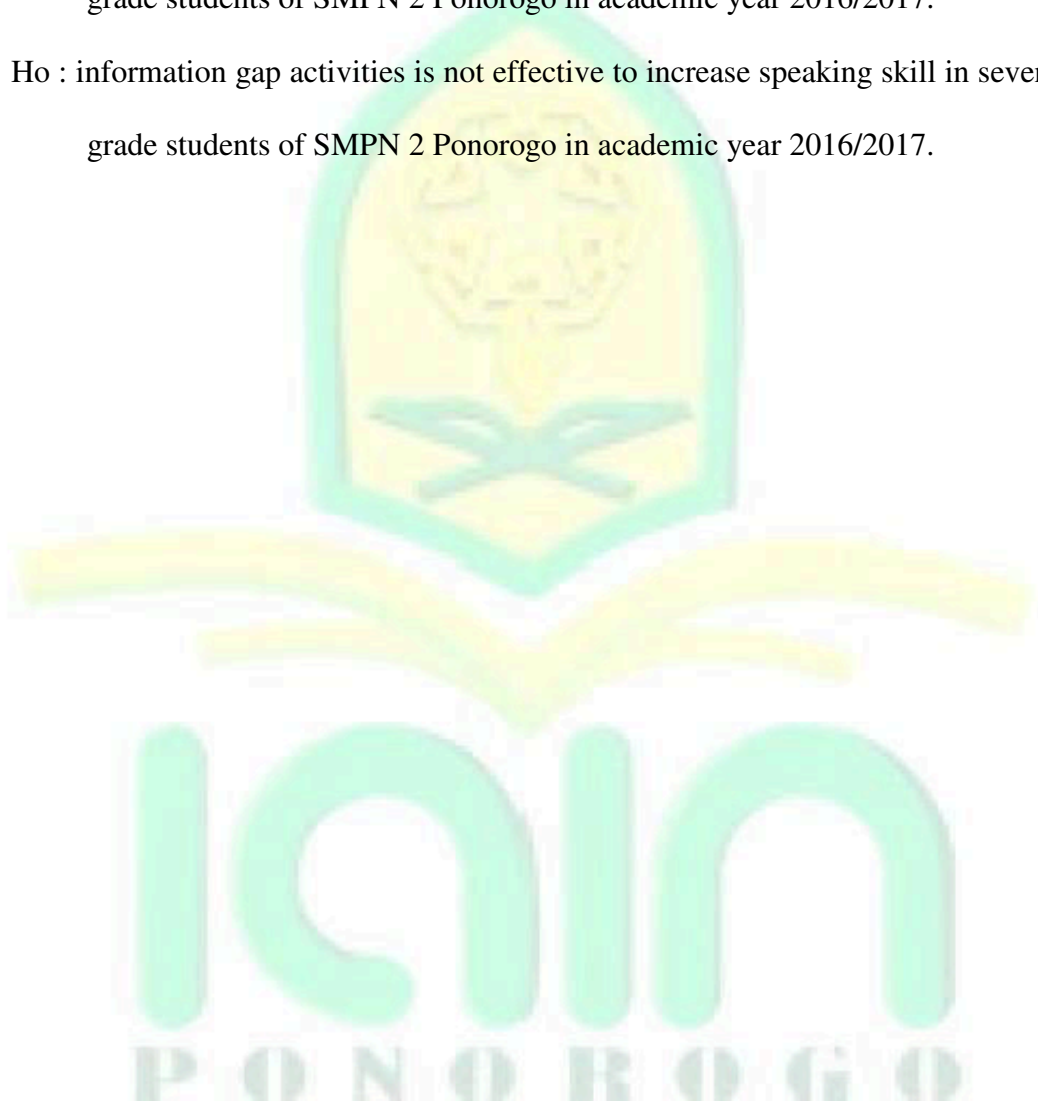
Hypothesis is the alternative of guess answer which was made by the researcher for the problem which has presented in his research. This guess answer is the truth which will be tasted his truth by collecting data which is collected by the researcher.³⁷

³⁷Suharsimi Arikunto, Manajement Penelitian (Jakarta : Pt Rineka Cipta, 2000).71.

After find out the idea sketch of research above, the researcher takes the hypothesis that:

Ha : information gap activities is effective to increase speaking skill in seventh grade students of SMPN 2 Ponorogo in academic year 2016/2017.

Ho : information gap activities is not effective to increase speaking skill in seventh grade students of SMPN 2 Ponorogo in academic year 2016/2017.



CHAPTER III

RESEARCH METHODOLOGY

This chapter will explain the method of the study, place and time of the study, population and sample, research instruments, data collection, and the technique of data analysis.

A. Method of the Study

The method used in this study is Quasi-Experimental. That is the study that tries to analyze effect of one variable toward another variable with only one variable being controlled. The writer compares two classes of the seventh grade students of SMPN 2 Ponorogo as two different groups of the object of the study; they are experimental class and control class.

The writer used information-gap in teaching speaking in experimental class, and using non information-gap in teaching speaking in control class. For completing the data, the writer used also library research. In library research, the writer collected and read many books that are related to the topic and browsed some articles from internet as the references to support this paper.

B. Place and Time of the Study

This research was conducted at SMPN 2 Ponorogo which is located at Jl. Jenderal Basuki Rachmad no. 44, Surodikraman-Ponorogo this research was started on March 11th 2017 until April 28th 2017.

C. Population and Sample

The population of the research was the seventh grade students of SMPN 2 Ponorogo in academic year 2016/2017.

A sample can be defined as a finite part of statistical population whose properties are used to make estimates about the population as a whole. When dealing with people, it can be defined as a set of target respondents selected from a larger population for the purpose of a survey.³⁸

According to Charles, C.M defines a sample as a small group of people selected to represent the much larger entire population from which is drawn.³⁹

Sample is also a group in research study on which information is obtain. Because the population of the study is big and in other that students undisturbed, the researcher chooses the cluster random sampling in determining the sample of the study. This technique is similiar with simple random sampling, but simple random sampling used individual selected, cluster random sampling used class selected. In it, the subject were regarded that each of them has the equal chance to be chance to be chosen as the sample. This is the effect way of determining the sample of the study. Class VII E was taken as the control and VII F was taken as experimental class.

³⁸Kultar Singh, Quantitative Social Research Methods, (New Delhi: Sage Publication India Pvt Ltd, 2007), 88

³⁹Muhammad Adnan Latif, Research Method ond Language Learning on Introduction, (Malang : UM press, 2014), 181.

D. Research Instruments.

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

E. Data Collection

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

1. Pre-test

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

2. Post-test

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

F. The Techniques of Data Analysis

In analyzing the data, the writer used statistical calculating of t-test to find out the difference score of students' achievement in teaching speaking using information-gap compared to without information-gap, data processing is the step to know the result of both experimental class using information-gap as variable X

and controlled class without using information-gap as variable Y, and their differences.

The writer used the comparative technique, the comparative technique is an analysis technique to evaluate hypothesis concerning the differences between two variables examined statistically. It was used to compare the result of post test the experiment class and control class.

Before testing hypothesis the data had to assumption for testing the hypothesis. Those were normality and homogeneity.

1. Normality test using Kolmogorov-smirnov test. Each of the two populations be compared should follow a normal distribution. The steps of analyzing normality test as follows:

a. Formulated hypothesis

Ho : the data was not normality distributed

Ha : the data was normality distributed

b. Calculate the average (mean) to create a table

$$M_x = \frac{\sum fx}{n}$$

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n}\right]^2}$$

c. Calculating the value of fkb

d. Calculator each frequency divided by the number of data (f/n)

e. Fkb calculating each divided by the number of data (fkb/n)

- f. Calculated the value of Z by the formula X was the original value of data and μ was the population mean could be estimated using the average of the sample or the mean while σ was the standard deviation or the sample values, Z values would be calculated each value after sorted smallest to largest.

$$Z = \frac{x - \mu}{\sigma}$$

- g. Calculate $P \leq Z$
- h. For a_2 values obtained from the difference between columns 5 and 7 (fkb/n and $P \leq Z$)
- i. For a_1 value obtained from the difference between columns 4 and 8 (f/n and a_2)
- j. Comparing the highest number a_1 with Kolmogorov-Smirnov table
- k. Test the hypothesis

If a_1 maximum < Kolmogorov-Smirnov table, receive H_a data is normal distribution.⁴⁰

2. Homogeneity test used Harley test. Homogeneity test was the variance ratio test between two groups or more.⁴¹ This could be tested by Harley test.

$$F (\max)_{\text{count}} = \frac{\text{Var max}}{\text{Var min}} = \frac{SD_{\text{max}}^2}{SD_{\text{min}}^2}$$

The steps of analyzing homogeneity test as follows:

⁴⁰ Retno Widyaningrum. Statistika (Yogyakarta: Pustaka Felicha, 2011), 206-210.

⁴¹ Ibid, 214

- a. Make a frequency distribution table
- b. Calculate SD formula

$$SD_x = \sqrt{\frac{\sum fx^2}{n_x} - \left[\frac{\sum fx}{n_x}\right]^2} \quad SD_y = \sqrt{\frac{\sum fy^2}{n_y} - \left[\frac{\sum fy}{n_y}\right]^2}$$

- c. Using the Harley formula :

$$F(\text{max})_{\text{count}} = \frac{\text{Var max}}{\text{Var min}} = \frac{SD_{\text{max}}^2}{SD_{\text{min}}^2}$$

- d. Comparing F (max) result calculated with F (max) table, with db = (n-1;k)

3. The “t-test” formula was as follow:⁴²

T-Test used for small samples ($N > 30$) which had not correlation with one another.

The formulas are:

1. Account the mean from variable I and II

$$M_1 = M_1' + i \left(\frac{\sum fx'}{n_1} \right) \quad M_2 = M_2' + i \left(\frac{\sum fx'}{n_2} \right)$$

2. Account the standard deviation from variable I and variable II

$$SD_1 = i \sqrt{\frac{\sum fx'^2}{n_1} - \left[\frac{\sum fx'}{n_1}\right]^2} \quad SD_2 = i \sqrt{\frac{\sum fy'^2}{n_2} - \left[\frac{\sum fy'}{n_2}\right]^2}$$

3. Account mean standard error from variable I and variable II

$$SE_{M_1} = \frac{SD_1}{\sqrt{n_1-1}} \quad SE_{M_2} = \frac{SD_2}{\sqrt{n_2-1}}$$

⁴² Ibid, 216

4. Account the different error standard between variable I and II

$$SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

5. Measure t_0

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Interpretation:

1. Formulate H_a and H_o

H_a : there is a significant difference in mean between the variable X and Y

H_o : there is no significant difference in mean between the variable X and Y

2. Test the truth of H_a and H_o by comparing the value of t_0 with T_{table} with $db = n_1 - n_2 - 2$

3. Consulted with the “t”

On significance level 5%, $t_0 > t_t$, then H_o refused or received H_a .

On significance level on 1%, $t_0 < t_t$ then H_a or H_o received od refused.

In conclusion, interpretation was consulting the result between t_t (t-table) and t_0 (t-observation). If the result was higher than t_t , so, H_o was refused and H_a was received and the meaning was there is significance difference in mean between variable X and Y. If the result was smaller than t_t , so, H_o was received and H_a was refused and the meaning is there is no significance difference in mean between variable X and Y.

CHAPTER IV

RESEARCH FINDINGS

In this chapter the writer reports the data description, the data analysis, and the discussion.

A. Data Description

The population of this research was the seventh grade students of SMPN 2 Ponorogo in academic year 2016/2017. The researcher took 64 students as a sample. From the 64 students as sample, the researcher divided them into two groups. Each group consisted of 32 students. The first group as experimental group was taught using Information Gap Activities technique and the second group as control group was not being taught using Information Gap Activities technique. In the data description the writer reports the procedure of experiment, the procedure of data, the result of students' pre test and post test in experimental group and control group, and the result of assumption test for parametric statistic.

1. Procedure of Experiment

This research used experimental research which made two classes as the sample, those were VIIF as experiment class and VIIE as a control class. The number of experiment class was 32 students. They had followed pre-test and post-test that conducted by the researcher.

Firstly, the students were given pre-test to make them in some condition or homogeneity before beginning the research. The form test was subjective.

Students describe some picture in dialogue spent 60 minutes to completed. It was hold on April, 11th 2017.

Secondly, the first treatment of Information Gap Activities technique held on April, 14st 2017 the material was descriptive text. The students ask to identify the name, color, and function in dialogue related to the picture. Then, they come forward with them pair for presentation the dialogue.

Thirdly, the second and third treatment held on April, 25th 2017 the material was describe the things too, but had different picture with the first treatment. They used Information Gap Activities technique with the different picture.

Fourthly that was post-test. It was hold on April, 28th 2017. It used to measure whether the Information Gap Activities technique is success or not in teaching speaking.

The pre-test and post-test took factual information was limited only in descriptive text. It used to know the true result whether the technique was effective or not. The test items were constructed based on the indicators and the materials which were suitable with themes and sub-themes suggested in English book for the seventh grade students in junior high school. The pre-test and post-test were objective test which consists of 5 picture. The total score is 100. One reason for choosing this type of testing was that it was easy to describe.

The treatment was applied in the present study called Information Gap Activities. The students asked to describe the picture in a dialogue. First, teacher divide picture to students. Second, teacher asks students to make dialogue in pair related to the picture. The last, teacher asks students to come forward and presentation of the dialogue.

2. Procedure of Control

This research takes VIIE as a control class which apply conventional method such as Scientific Approach.

The researcher took 32 students of VIIE class for pre-test and post-test. There are four meeting for the class. The procedure of control class is same with the procedure of experiment class. There are pre-test, first and second meeting with conventional/normal mode of instruction and post-test.

The material which was taught to the students were same with experimental class. That is one of the principles in the experimental research, different treatment with the same material. Not only same in material but also the pre-test and post-test of the control class same with experimental class.

The conventional method is not a new method which is taught by the teachers in teaching and learning process. So, the students are familiar with the method. It is good method to make the students paying attention to the teacher and also it will suitable method used by the teacher to transfer their knowledge to the students. But the weakness from this method are that the

students will be bored, do not interesting and the class is very crowded, because the teachers cannot control the situation in the class.

The teaching and learning process using conventional method has some steps, they are:

- a. The teacher show a picture to the students
- b. Teacher asks the students to make and read the dialogue in pair and one of them gives information.
- c. The teacher discusses the dialogue together with the students.

From the result above, it can be conclude that the conventional method is a good method to transfer the knowledge from the teacher to the students, because it is easy and familiar method, but the students will be passive place, bored and also they seldom to thin critically and lower information.

3. The Result of Students' Pre Test in Experimental Group (7F)

The table below showed the score of the pre-test of the students taught using Information Gap Activities technique.

Table 4.1 The Score of Students' Pre Test in Experimental Group

No	Name	L/P	Score
1	A O	L	78
2	A D S	P	84
3	A V C	P	90
4	AS L	P	79
5	A N A	P	90
6	B A P	L	78
7	B W P	L	67
8	D M C	P	84

9	DBR	L	67
10	DW	P	79
11	ES	P	78
12	HWM	L	54
13	MSF	P	72
14	MBS	P	84
15	MDA	L	72
16	MMGS	P	79
17	MR	L	67
18	MZM	L	78
19	NSHF	P	79
20	NN	L	65
21	OIPP	L	70
22	PHTP	P	54
23	PAS	P	79
24	RAP	L	67
25	RS	P	70
26	RACP	P	79
27	SAG	L	70
28	TIB	L	65
29	VMDS	L	60
30	WAS	P	67
31	WSN	L	58
32	YNR	P	65
N = 32			2328

From the table above, could be seen that the highest scores for experiment class is 90; there are 2 students who got the highest score. The lowest score for experiment class is 54; there are 2 students who have the lowest score. The total of experiment class score is 2328.

4. The Result of Students' Pretest in Control Group (7E)

The table below showed the score of the score of the pre-test of the students not being taught using Information Gap Activities.

Table 4.2 The Score of Students' Pre Test in Control Group

No	Name	L/P	Score
1	A K	L	55
2	A I	P	79
3	A F R	L	55
4	A A	P	79
5	A N	L	48
6	A S A	P	69
7	A T W	P	64
8	A Y	P	79
9	B A Z M A	L	60
10	B W F	L	52
11	D P P	L	61
12	F L Y	P	60
13	F A S	P	61
14	F A P	L	64
15	H R	L	48
16	I A A A	P	85
17	K Z R I	P	85
18	K Y W	P	60
19	M D R	P	75
20	M R A	P	61
21	M N R K	L	55
22	N Z A Q M	P	75
23	N R	P	55
24	N A S	P	64
25	O D P	P	60
26	O P R	P	66
27	P A M	P	60
28	R A M	L	64
29	S E V	L	64

30	S D C	L	61
31	Y S I S	P	60
32	Y H P	P	60
N = 32			2044

The highest score for controlled class is 85; there are 2 students who got the highest score. The total lowest for the controlled class is 48; there is 2 student who have the lowest score. The total of the controlled class score is 1864 the differentiates result of the experiment class and controlled class is 284.

5. The Result of Students' Post Test in Experimental Group (Variable X)

The table below showed the core of the post test of the students taught using Information Gap Activities technique.

Table 4.3 The Score of Students' Post Test in Experimental Group

No	Name	L/P	Score
1	A O	L	85
2	A D S	P	90
3	A V C	P	97
4	A S L	P	90
5	A N A	P	95
6	B A P	L	83
7	B W P	L	79
8	D M C	P	97
9	D B R	L	79
10	D W	P	90
11	E S	P	90
12	H W M	L	71
13	M S F	P	90
14	M B S	P	95

15	M D A	L	77
16	M M G S	P	90
17	M R	L	77
18	M Z M	L	79
19	N S H F	P	85
20	N N	L	72
21	O I P P	L	83
22	P H T P	P	95
23	P A S	P	87
24	R A P	L	75
25	R S	P	87
26	R A C P	P	87
27	S A G	L	79
28	T I B	L	77
29	V M D S	L	71
30	W A S	P	83
31	W S N	L	79
32	Y N R	P	87
N = 32			2701

From the table above, could be seen that the highest scores for experiment class is 97; there are 2 students who got the highest score. The lowest score for experiment class is 71; there are 2 students who have the lowest score. The total of experiment class score is 2701. So, that could be concluded the post-test of students taught using Information Gap Activities technique.

6. The Result of Students' Post Test in Control Group (Variable Y)

The table below showed the score of the score of the post-test of the students not being taught using Information Gap Activities technique.

Table 4.4 The Score of Students' Post Test in Control Group

No	Name	L/P	Score
1	A K	L	66
2	A I	P	80
3	A F R	L	64
4	A A	P	80
5	A N	L	50
6	A S A	P	70
7	A T W	P	70
8	A Y	P	79
9	B A Z M A	L	66
10	B W F	L	66
11	D P P	L	64
12	F L Y	P	70
13	F A S	P	66
14	F A P	L	66
15	H R	L	50
16	I A A A	P	89
17	K Z R I	P	89
18	K Y W	P	89
19	M D R	P	85
20	M R A	P	69
21	M N R K	L	57
22	N Z A Q M	P	77
23	N R	P	69
24	N A S	P	70
25	O D P	P	70
26	O P R	P	66
27	P A M	P	69
28	R A M	L	64
29	S E V	L	66
30	S D C	L	64
31	Y S I S	P	69
32	Y H P	P	85
N = 32			2254

The table above, could be seen that the post test of the students in control group that not being taught using Information Gap Activities was varieties. There were 3 students got 89, 2 students got 85, 2 students got 80, 1 student got 79, 1 student got 77, 5 students got 70, 4 students got 69, 7 students got 66, 4 students got 64, 1 student got 57, and 2 students 50. So that could be concluded the post-test students not being taught using Information Gap Activities was moderate.

7. The Result of Assumption Test for Parametric Statistic

a. Normality

Normality test was conducted to known whether the data distribution was normal distribution or not.⁴³ For this test, it would be proposed the hypothesis as follow:

Ho : the data was normal distribution

Ha : the data was not normal distribution

Table 4.5 Normality of Data and Calculation of the Students' Post Test in Experimental Group

X	F	fX	X ²	fX ²
97	2	194	9409	18818
95	3	285	9025	27075
90	6	540	8100	48600
87	4	348	7569	30276
85	2	170	7225	14450

⁴³ Retno Widyaningrum, *Statistika*(Ponorogo: STAIN Ponorogo Press, 2009), 204.

83	3	249	6889	20667
79	5	395	6241	31205
77	3	231	5929	17787
75	1	75	5625	5625
72	1	72	5184	5184
71	2	142	5041	10082
TOTAL	$\Sigma f = 32$	$\Sigma fX = 2701$	$\Sigma X^2 = 76237$	$\Sigma fX^2 = 229769$

Calculate the average:

$$M_x = \frac{\Sigma fX}{n}$$

$$= \frac{2701}{32}$$

$$= 84,41$$

Calculate the deviation standard:

$$SD_x = \sqrt{\frac{\Sigma fX^2}{n} - \left(\frac{\Sigma fX}{n}\right)^2}$$

$$SD_x = \sqrt{\frac{229769}{32} - \left(\frac{2701}{32}\right)^2}$$

$$SD_x = \sqrt{7180,28 - (84,41)^2}$$

$$SD_x = \sqrt{7180,28 - 7125,05}$$

$$SD_x = \sqrt{55,23}$$

$$SD_x = 7,43$$

Table 4.6 The Result of Normality Test for Experimental Group

X	F	Fkb	f/n	fkbn	Z	P ≤ Z	a₂	a₁
1	2	3	4	5	6	7	8	9
97	2	32	0.063	1	1.694	0.9545	0.0455	0.0175
95	3	30	0.094	0.938	1.425	0.9222	0.0158	0.0782
90	6	27	0.188	0.844	0.752	0.9599	0.1159	0.0721
87	4	21	0.125	0.656	0.349	0.6331	0.0229	0.1021
85	2	17	0.063	0.531	0.079	0.5279	0.0031	0.0599
83	3	15	0.094	0.469	-0.189	0.4286	0.0404	0.0536
79	5	12	0.156	0.375	-0.728	0.2358	0.1392	0.0168
77	3	7	0.094	0.219	-0.997	0.1611	0.0579	0.0361
75	1	4	0.031	0.125	-1.266	0.1038	0.0212	0.0098
72	1	3	0.031	0.094	-1.670	0.0475	0.0465	0.0155
71	2	2	0.063	0.063	-1.805	0.0359	0.0271	0.0359

$$D_{(0,05,26)} = \frac{1.36}{\sqrt{n}} = \frac{1.36}{\sqrt{32}} = \frac{1.36}{5.6569} = 0.240$$

$D_{(0,05,26)}$ from index is 0.240

Ho was accepted if $\alpha_1 \max \leq D_{\text{Index}}$

Because the maximum value of a_1 was 0.1021 (0.10) in which the index was less than the D index, so the decision was to accept Ho, which meant the data was normality distributed.

Table 4.7 Normality of Data and Calculation of the Students' Post Test in Control Group

Y	F	fY	Y ²	fY ²
89	3	267	7921	23763
85	2	170	7225	14450
80	2	160	6400	12800
79	1	79	6241	6241
77	1	77	5929	5929
70	5	350	4900	24500
69	4	276	4761	19044
66	7	462	4356	30492
64	4	256	4096	16384
57	1	57	3249	3249
50	2	100	2500	5000
TOTAL	∑f= 32	∑fY= 2254	∑Y²= 57578	∑fY²= 161852

Calculate the average:

$$M_y = \frac{\sum fy}{n}$$

$$= \frac{2254}{32}$$

$$= 70,44$$

Calculate the deviation standard:

$$SD_Y = \sqrt{\frac{\sum fY^2}{n} - \left(\frac{\sum fY}{n}\right)^2}$$

$$SD_Y = \sqrt{\frac{161852}{32} - \left(\frac{2254}{32}\right)^2}$$

$$SD_Y = \sqrt{5057,88 - (70,44)^2}$$

$$SD_Y = \sqrt{5057,88 - 4961,79}$$

$$SD_Y = \sqrt{96,09}$$

$$SD_Y = 9,80$$

Table 4.8 The Result of Normality Test for Control Group

Y	F	Fkb	f/n	fkb/n	Z	P ≤ Z	a ₂	a ₁
1	2	3	4	5	6	7	8	9
89	3	32	0.094	1	1.894	0.9706	0.0294	0.0646
85	2	29	0.063	0.906	1.486	0.9306	0.0246	0.0384
80	2	27	0.063	0.844	0.976	0.8340	0.0100	0.0530
79	1	25	0.031	0.781	0.873	0.8078	0.0268	0.0042
77	1	24	0.031	0.75	0.669	0.7454	0.0046	0.0264
70	5	23	0.156	0.719	-0.045	0.4840	0.2350	0.0790
69	4	18	0.125	0.563	-0.147	0.4443	0.1187	0.0063
66	7	14	0.219	0.438	-0.453	0.3264	0.1116	0.1074
64	4	7	0.125	0.219	-0.657	0.2578	0.0388	0.0862
57	1	3	0.031	0.094	-1.371	0.0853	0.0087	0.0223
50	2	2	0.063	0.0625	-2.086	0.0188	0.0437	0.0193

$$D_{(0,05,26)} = \frac{1.36}{\sqrt{n}} = \frac{1.36}{\sqrt{32}} = \frac{1.36}{5.6569} = 0.240$$

$D_{(0,05,26)}$ from index is 0.240

Ho was accepted if $\alpha_1 \max \leq D_{\text{Index}}$

Because the maximum value of a_1 was 0.1074 (0.10) in which the index was less than the D index, so the decision was to accept Ho, which meant the data was normality distributed.

b. Homogeneity

Homogeneity test is the variance ratio test between two group or more.⁴⁴ This can be tested by Harley test.

The formula is:

$$F (\max) = \frac{\text{var max}}{\text{var min}} = \frac{SD_{\max}^2}{SD_{\min}^2}$$

$$F (\max) = \frac{\text{var max}}{\text{var min}} = \frac{9.80^2}{7.43^2}$$

$$F (\max) = \frac{\text{var max}}{\text{var min}} = \frac{96.04}{55.20}$$

$$F (\max) = 1.74$$

$$Db = n-1;k$$

$$32-1;2 = 31;2$$

Ho = Data is homogenous

Ha = Data is not homogenous

Fmax index is 2.40

So Fmax was 1.74 in which the index was less than the Fmax index (2.40), so the decision was to accept Ho, which meant the data was homogeny distributed.

B. Data Analysis

⁴⁴ Ibid, 214.

In the data analysis the writer reports the analysis of students' test of experiment group, the analysis of students' test of control group, and testing hypothesis.

1. The Analysis of Student's Post Test of Experimental Group

To obtain data, the researcher uses oral test to 32 students for experimental group and 32 students for control group, to know the differentiate students' speaking skill mastery at the seventh grade of SMPN 2 Ponorogo in Academic Year 2016-2017, the researcher applied "t" test formula as stated below.

Table 4.9 The Computation of Students' Post Test in Experimental Group

X	f	fX	X ²	fX ²
97	2	194	9409	18818
95	3	285	9025	27075
90	6	540	8100	48600
87	4	348	7569	30276
85	2	170	7225	14450
83	3	249	6889	20667
79	5	395	6241	31205
77	3	231	5929	17787
75	1	75	5625	5625
72	1	72	5184	5184
71	2	142	5041	10082
TOTAL	∑f = 32	∑fX = 2701	∑X² = 76237	∑fX² = 229769

- a. Finding Average (Mean) of the variable X

$$M_X = \frac{\sum fX}{n}$$

$$= \frac{2701}{32}$$

$$= 84,41$$

b. Look for SD_X

$$SD_X = \sqrt{\frac{\sum fX^2}{n} - \left(\frac{\sum fX}{n}\right)^2}$$

$$SD_X = \sqrt{\frac{229769}{32} - \left(\frac{2701}{32}\right)^2}$$

$$SD_X = \sqrt{7180,28 - (84,41)^2}$$

$$SD_X = \sqrt{7180,28 - 7125,05}$$

$$SD_X = \sqrt{55,23}$$

$$SD_X = 7,43$$

From the calculation above, it is known $M_X = 84.41$ and $SD_X = 7,43$

2. The Analysis of Student's Post Test of Control Group

Table 4.10 The Computation of Students' Post Test in Control Group

Y	F	fY	Y ²	fY ²
89	3	267	7921	23763
85	2	170	7225	14450
80	2	160	6400	12800
79	1	79	6241	6241
77	1	77	5929	5929
70	5	350	4900	24500
69	4	276	4761	19044
66	7	462	4356	30492
64	4	256	4096	16384
57	1	57	3249	3249

50	2	100	2500	5000
TOTAL	$\Sigma f = 32$	$\Sigma fY^2 = 2254$	$\Sigma Y^2 = 57578$	$\Sigma fY^2 = 161852$

a. Finding Average (Mean) of the variable Y

$$M_y = \frac{\Sigma fy}{n}$$

$$= \frac{2254}{32}$$

$$= 70,44$$

b. Look for SD_y

$$SD_Y = \sqrt{\frac{\Sigma fY^2}{n} - \left(\frac{\Sigma fY}{n}\right)^2}$$

$$SD_Y = \sqrt{\frac{161852}{32} - \left(\frac{2254}{32}\right)^2}$$

$$SD_Y = \sqrt{5057,88 - (70,44)^2}$$

$$SD_Y = \sqrt{5057,88 - 4961,79}$$

$$SD_Y = \sqrt{96,09}$$

$$SD_Y = 9,80$$

From the calculation above, it is known $M_y = 70.44$ and $SD_y = 9.80$

3. Testing Hypothesis (t_{test})

From both tables above, the researcher compare the mean score of students' speaking skill taught using Information Gap Activities technique

(X) and the students' speaking skill not being taught using Information Gap

Activities technique (Y) with this steps:

a. Finding Average (Mean) of the variable X and Y

$$\begin{aligned}M_X &= \frac{\sum fX}{n} \\ &= \frac{2701}{32} \\ &= 84,41\end{aligned}$$

$$\begin{aligned}M_y &= \frac{\sum fy}{n} \\ &= \frac{2254}{32} \\ &= 70,44\end{aligned}$$

b. Look for SD_x and SD_y

$$\begin{aligned}SD_X &= \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fX}{n}\right)^2} \\ SD_X &= \sqrt{\frac{229769}{32} - \left(\frac{2701}{32}\right)^2} \\ SD_X &= \sqrt{7180,28 - (84,41)^2} \\ SD_X &= \sqrt{7180,28 - 7125,05} \\ SD_X &= \sqrt{55,23} \\ SD_X &= 7,43\end{aligned}$$

$$SD_Y = \sqrt{\frac{\sum fY^2}{n} - \left(\frac{\sum fY}{n}\right)^2}$$

$$SD_Y = \sqrt{\frac{161852}{32} - \left(\frac{2254}{32}\right)^2}$$

$$SD_Y = \sqrt{5057,88 - (70,44)^2}$$

$$SD_Y = \sqrt{5057,88 - 4961,79}$$

$$SD_Y = \sqrt{96,09}$$

$$SD_Y = 9,80$$

c. Determining standard error mean variable X and Y

$$SE_{Mx} = \frac{SDx}{\sqrt{N1-1}}$$

$$SE_{Mx} = \frac{7.43}{\sqrt{32-1}}$$

$$SE_{Mx} = \frac{7.43}{\sqrt{31}}$$

$$SE_{Mx} = \frac{7.43}{5.57}$$

$$SE_{Mx} = 1.33$$

$$SE_{My} = \frac{SDy}{\sqrt{N2-1}}$$

$$SE_{My} = \frac{9.80}{\sqrt{32-1}}$$

$$SE_{My} = \frac{9.80}{\sqrt{31}}$$

$$SE_{My} = \frac{9.80}{5.57}$$

$$SE_{My} = 1.76$$

d. Difference standard error score of the means variable X and variable Y

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$SE_{M1-M2} = \sqrt{(1.33)^2 + (1.76)^2}$$

$$SE_{M1-M2} = \sqrt{1.769 + 3.098}$$

$$SE_{M1-M2} = \sqrt{4.867}$$

$$SE_{M1-M2} = 2.206$$

e. t_0 score

$$t_0 = \frac{Mx - My}{SE_{M1-M2}}$$

$$t_0 = \frac{84.41 - 70.44}{2.206}$$

$$t_0 = \frac{13.97}{2.206}$$

$$t_0 = 6,333 (6,33)$$

C. Discussion

From the computation above, it was shown that the difference coefficient of students taught using Information Gap Activities technique and the students not being taught using Information Gap Activities technique was 6.33. It was used to find out whether the difference coefficient was a significant coefficient or not.

Hypothesis test (t_0) at 6.33 from the computation above would be compared to the “ t ” index (t_t) with the condition stated below:

- 1) If the $t_0 \geq t_t$ so H_a accepted. It meant that the mean difference of both variables was a significant difference.
- 2) If the $t_0 < t_t$ so H_a was rejected. It meant that the mean difference of those variables was not a significant difference.

To determine the t_0 was by checking db and consulted with the t_t score:

$$\begin{aligned} Db &= (N1 + N2) - 2 \\ &= (32 + 32) - 2 \\ &= 64 - 2 \\ &= 62 \end{aligned}$$

From the db score, the researcher could know that in 5% signification level $t_0 = 6.33$ and $t_t = 2.00$. Based on this statement, the researcher interpret that there was a significant difference between the students taught using Information Gap Activities technique and the students not being taught using Information Gap Activities technique, it implied that the students taught using Information Gap Activities technique achieve a better score in speaking skill.

So, Alternative hypothesis (H_a) state that the students taught using Information Gap Activities technique will achieve a better score in speaking skill was accepted.

From the data above, the researcher could conclude that there was a significant difference in speaking skill between the students taught using

Information Gap Activities technique and the students not being taught using Information Gap Activities technique. In other word, Information Gap Activities technique was effective to increase students' speaking skill at the SMPN 2 Ponorogo in academic year 2016/2017.



CHAPTER V

CLOSING

A. Conclusion

Based on the data described previously, the researcher draw the conclusion that there is significant different of using Information Gap Activities technique in teaching speaking at the seventh grade students of SMPN 2 Ponorogo in academic year 2016/2017. The students who are taught using Information Gap Activities technique have a better score than those who are not taught using Information Gap Activities technique. It can be proofed by the analysis of the students' score.

The result of this research in this study is the mean score of the post-test from experimental group is higher (84.41) than post-test from controlled group (70.44). It has been found that the comparison value (t_o) between students' vocabulary mastery who are taught using Information Gap Activities technique and who are not is 6.33 this is higher than " t_t " value in the table, which is $t_t = 2.00$ at the level significant 5% with $db = 62$. So, H_a is accepted.

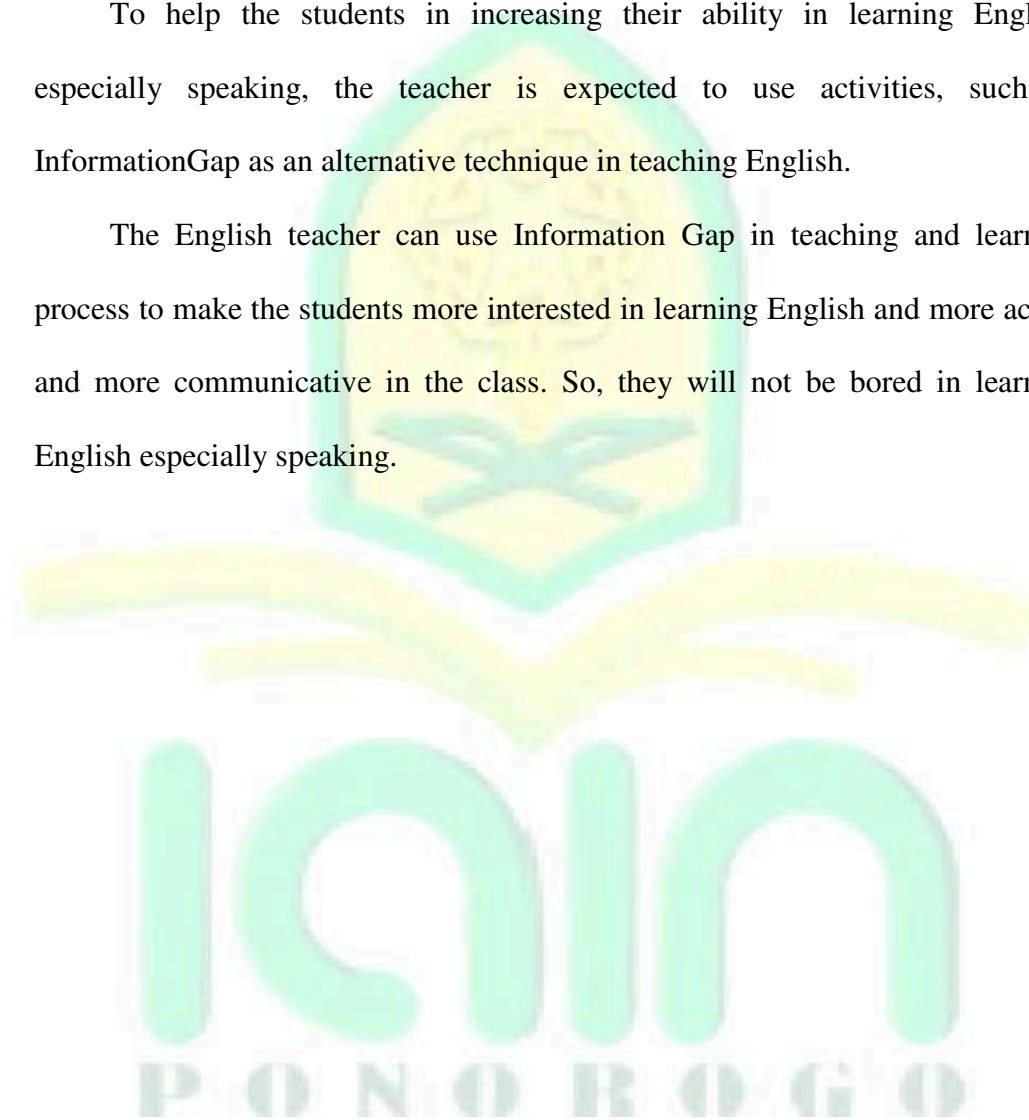
In the other word, Information Gap Activities technique has effect in teaching speaking to increase students' speaking skill at the seventh grade students of SMPN 2 Ponorogo in academic year 2016/2017.

B. Suggestion

The writer would like to give some suggestions that might be useful especially for the English language teachers

To help the students in increasing their ability in learning English, especially speaking, the teacher is expected to use activities, such as InformationGap as an alternative technique in teaching English.

The English teacher can use Information Gap in teaching and learning process to make the students more interested in learning English and more active and more communicative in the class. So, they will not be bored in learning English especially speaking.



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