

IMPROVING STUDENTS' SPEAKING ACHIEVEMENT BY USING INFORMATION GAP TECHNIQUE AT THE SECOND GRADE OF SMP NEGERI 4 BANDAR LAMPUNG

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Abstract

Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan yang signifikan pada prestasi berbicara siswa setelah diajarkan menggunakan teknik *information gap*. Penelitian ini dilakukan di SMP Negeri 4 Bandar Lampung pada tahun akademik 2019/2020. Sampel penelitian ini adalah 23 siswa di kelas VIII G. Instrument yang digunakan untuk mendapatkan data dalam penelitian ini adalah tes berbicara dalam bentuk monolog yang dinilai oleh dua orang penilai. Pre-test dan post-test dilakukan untuk mengumpulkan data sebelum dan sesudah implementasi teknik *information gap*. *Paired T-test* digunakan untuk menganalisa data, dan pengujian hipotesis dihitung menggunakan SPSS versi 16 pada tingkat signifikan $p < 0.05$. Hasilnya menunjukkan bahwa ada peningkatan yang signifikan pada prestasi berbicara siswa setelah diajarkan menggunakan teknik *information gap*. Ini menunjukkan bahwa mengajar berbicara menggunakan teknik *information gap* memotivasi siswa untuk berbicara dalam Bahasa Inggris dengan cara yang lebih menyenangkan.

This study was aimed to find out whether there was significant improvement on students' speaking achievement after being taught by using information gap technique. This research was conducted in SMP Negeri 4 Bandar Lampung in the academic year of 2019/2020. The subjects of this research were 23 students in class VIII G. The instrument used to get the data in this research was speaking test in form of monologue scored by two raters. Speaking tests in pre-test and post-test were applied to collect the data before and after implementation information gap technique. Paired T-Test was used to analyze the data, and the hypothesis testing was computed using SPSS version 16 at the significant level of $p < 0.05$. The result showed that there was significant improvement on students' speaking achievement. This suggests that teaching speaking by using information gap technique motivates students to speak English in more joyful way.

Keywords: *Improvement, Speaking, Information Gap Technique.*

INTRODUCTION

Speaking is an important language skill to be mastered in learning English because speaking is an activity used to communicate. In the learning process, speaking is a skill that students have to do. By speaking, the students can communicate orally with others to express ideas or opinions, often face to face and real-time. According to Byrne (1984), speaking is oral communication. It is an activity conducted by people to communicate and interact with other people. The students are considered as good learners if they are able to communicate using English fluently.

In junior high school, speaking is one of the targets in learning English that the students have to achieve well. Therefore, the teachers have to pay a great attention to teaching speaking. Since the goals of teaching speaking is to make students able to use English fluently in real communication, creating an enjoyable atmosphere in the classroom. In addition, choosing a good technique or media in teaching English are useful because it decides the success of teaching. It is supported by Harmer (2001: 345) who stated that it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level.

The students need to feel comfortable so they will feel confident to speak up their ideas or opinions in the classroom. Thus, the teachers should provide various speaking activities and use a technique or method which is good so the students will be active to

participate in the teaching learning process.

In addition, information gap is an appropriate technique to teach speaking English skill because it could help the students to speak actively and help students to practice speaking in the class. According to Hayriyekayi (2013) states that in the information gap, each partner plays an important role because the task cannot be completed if the partner does not provide the information the other partner needs. These activities are effective because everybody has the opportunity to talk extensively in the target language. Actually, the information gap gives the students the opportunity to practice where there is a task to complete and speaking is the way to complete it.

It is supported by the previous study conducted by Defrioka (2016). He conducted a research about the use of information gap activities in teaching speaking at SMK 1 Padang. In line with Ismaili and Bajrami (2016), they conducted the research on information gap activities to enhance speaking skill of elementary school. Both of those findings showed that students were confident to speak English and enthusiastic in doing the activities. Those studies state that information gap technique can improve students' speaking achievement.

With regard to the results of those studies, it can be inferred that information gap technique can be implemented in teaching speaking, especially in helping the students improve their speaking skill. The difference between those researches

and this research is the subject of the research. The previous research chooses the senior high school as the subject of the research while the researcher chooses the junior high school as the subject of this research. So, the researcher intends to investigate improvement on the students' speaking achievement in the second grade of junior high school, especially aspect of speaking that was most improved after being taught by using information gap technique.

METHOD

This study was a quantitative research which used one group pretest-posttest design. It was applied to see the improvement after being taught by using information gap technique. The research was conducted at the second grade of SMP Negeri 4 Bandar Lampung 2018/2019. The sample of the research was class VIII G which was chosen by using lottery technique. The class consisted of 23 students which 17 of them were female and 6 of them were male.

The instrument of this research was a speaking test in form of monologue. The test was administered before the treatment (pre-test) and after treatment (post-test). In achieving the reliability of the pre-test and post-test of speaking, inter-rater reliability was used in this study to make sure the test is reliable. The first rater was the researcher and the second rater was the English teacher. The validities of pre-test and post-test used in this research were construct and content validity. Moreover, the materials

tested in speaking were suitable with the curriculum to fulfil the content validity of the test.

Furthermore, the pre-test was administered before the treatment given in order to know the improvement of the students' speaking achievement before being taught by using information gap technique. The test was in form of monologue. It was held in 90 minutes. After that, the treatments were given in three meetings with information gap as the technique. Then, the post-test was administered to see the improvement of the students' speaking achievement after being taught by using information gap technique. Both the students' pre-test and post-test were recorded by handphone.

In addition, the result of pre-test was compared with the result of post-test to analyze the improvement of students speaking achievement. Furthermore, in order to know whether there is significant improvement on students' speaking achievement after being taught by using information gap technique or not, the hypothesis was tested by using Paired T- test at the significant level of $p < 0.05$.

RESULT AND DISCUSSION

The research analyzed the improvement of students' speaking achievement after the treatment and discussed it. The result of the research and the discussion of the research result will be explained below.

Result

After the researcher was comparing the mean scores of pre-test and post-test, the result shows that the students' mean scores improved by 16.3 points. The improvement in each aspect can be seen in the following table:

Table 1. Improvement of the Students' Achievement in Speaking Skill

Aspect of Speaking	Mean Score of Pre-test	Mean Score of Post-test	Improvement
Pronunciation	9.2	11.7	2.5
Grammar	9.5	13.7	4.2
Vocabulary	9.2	16.4	7.2
Fluency	12.6	13.8	1.2
Comprehension	13.2	14.4	1.2
Total	53.7	70.1	16.3

Based on Table 1 above, it can be seen that the mean of students score improved from 53.7 to 70.1. It means that the students' mean scores of pre-test and post-test were improved about 16.3 point after being taught by using information gap technique as the treatment. Furthermore, the table shows the aspect that improves the most after being taught by using information gap technique is vocabulary.

The researcher tested the data of the students' scores in the pre-test and the post-test in order to find out the improvement of the students' speaking skill after being taught by using information gap technique. Before the researcher was using t-test to find out whether the improvement was significant, the data was tested whether it was distributed normally.

In order to prove whether the hypothesis proposed by the researcher

was accepted or not. The hypothesis was tested by using Paired T-test to test the hypothesis. The result of the test is displayed in the following table:

4.15 Paired Samples Test

	Paired Differences						T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pretest	-	-	-	-	-	-	-	-	
Posttest	1.68E1	5.70971	1.19056	18.81689	13.87876	13.731	22	.000	

From table it can be seen that significant level is 0.00 and it is lower than alpha level ($0.00 < 0.05$). Therefore, it can be concluded that the research hypothesis is accepted; since, there is improvement on students' speaking achievement after being taught by using information gap technique.

Discussion

The finding showed that information gap technique can improve students' speaking achievement score from pre-test to post-test after three times of treatments. It showed that information gap technique had impact on students' speaking achievement. However, the improvement on students speaking achievement improved as the result of the implementation of information gap technique in which the students could practice communicatively.

It is confirmed the notion delivered by Hayriyekayi (2013) states that information gap are effective because everybody has opportunity to talk extensively in the target language. So, information gap gives the student the opportunity to practice their speaking.

In addition, this study also analyzed the improvement of each aspect of speaking. Starting from the first aspect which is pronunciation, the students' pronunciation was improved. The students could pronounce the words in post-test better than in pre-test. The second aspect was grammar, the students' grammar was improved. The students were able to construct the sentences in simple present tense form. The third aspect was vocabulary, the students' vocabulary was improved. The students were able to use pronouns, nouns, and adjective in sentences appropriately.

Then, the fourth aspect was fluency, the students' fluency was improved. The students could speak better and the students felt more comfortable. The fifth aspect was comprehension, the students' comprehension was improved. The students could describe the topic well so the others students understand what the topic tells about.

In addition, vocabulary was the aspect that was improved the most. It occurred because in the activities the students worked in pairs, the pairs got same picture in different information. The pairs supposed to describe the picture on the task orally in order to have complete information. During the activities, the pair of student have real communication and coincidentally learn many words while describing the picture. In line with Liao (2001)

information gap technique also promote communication and facilitate language, especially in mastering vocabulary. So, information gap technique gave good impact to improve the students' vocabulary.

Based on the result, teaching using information gap technique gives improvement on students' speaking achievement. It is in line with Defrioka (2016) on her research proved that the implementation of information gap activities can better improve the students speaking ability. Students' centered class in pair work contributed to improve outcomes. Moreover, students were active to interact with the teacher and other students.

Furthermore, Ismaili and Bajrami (2016) also proved that the use of information gap activities helped students improve their speaking skills. After the implementation of these activities, students felt motivated and confident to speak in English. For example they were enthusiastic in doing the activities.

Ratnasari (2015) also proved that teaching learning by information gap activity increases the students' achievement. By using information gap students are actively involved in teaching process and the students are trained to use the target to communicate.

According to the explanation above, it can be concluded that information gap technique can improve students' speaking achievement. By using information gap technique, the students are helped to share their ideas and to be fluent in speaking to express

their ideas in front of the class or with their friends in English.

CONCLUSION AND SUGGESTION

Conclusion

With regard to the research finding and discussion, researcher would like to state conclusions that there was an improvement on students' speaking achievement after being taught by using information gap technique. It could be seen from the mean score of pre-test and post-test. Since the mean score of the post-test is higher than pre-test, it can be concluded that the students' speaking achievement improved. It happens because information gap technique has been found to build students ability to speak. Furthermore, the aspect improve the most after being taught by using information gap is vocabulary aspect. It means that information gap give impact to improve the students' vocabulary. As a result, their speaking achievement improved due to their activeness in expressing their idea.

Suggestion

Considering conclusion of the research, the researcher would like to recommend some suggestions that the English teacher suggested to apply the information gap technique in teaching speaking with format of pair or group discussing and also suggested to apply information gap technique to develop the students' lowest speaking aspect such us fluency and comprehension. Furthermore, there are several suggestions for future researchers. Further researcher are suggested to implement information gap technique

to improve reading, listening or writing achievement. Therefore, further researcher can add another instrument such as questionnaire to find out students' response towards information gap technique in order to support the result of the research.

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