THE EFFECTIVENESS OF INFORMATION-GAP TOWARD STUDENTS’ SPEAKING SKILL

(A Quasi Experimental Research at the Second Grade Students of MTs Khazanah kebajikan Pondok Cabe Ilir)

A Skripsi

Presented to the Faculty of Tarbiya and Teachers’ Training in Partial of Fulfillment of the Requirement for the Degree of Strata 1 (Bachelor of Arts) in English Education Department

By:

NURAENI

NIM: 108014000018

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYA AND TEACHERS’ TRAINING

SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY

JAKARTA

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APPROVAL

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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “Skripsi” (Scientific Paper) entitled “THE EFFECTIVENESS OF INFORMATION-GAP TOWARD STUDENTS’ SPEAKING SKILL” (A Quasi Experimental Research at the Second Grade Students of MTs Khazanah Kebajikan Pondok Cabe Ilir), written by Nuraeni, student's registration number 108014000018 was examined by the committee on October 8th, 2014. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Bachelor of Arts) in English Language Education at the English Department.

Jakarta, October 9th, 2014

EXAMINATION COMMITTEE

CHAIRMAN : Drs. Syauki, M. Pd.
NIP. 19641212 199103 1 002

SECRETARY : Zaharil Anasv, M. Hum.
NIP. 19761007 2007 1 002

EXAMINER I : Drs. Nasrun Mahmud, M. Pd.
NIP. 150 041 070

EXAMINER II : Maya Defianty, M. Pd.
NIP. 19801213 200901 2 005

Acknowledged By
Dean of Tarbiyah and Teachers’ Training

Nurlena Rifa’i, MA, Ph. D
NIP. 19520520 198103 1 00
SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan di bawah ini,
Nama : Nuraeni
NIM : 108014000018
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Information-Gap Toward Students’ Speaking Skill

Dosen Pembimbing : 1. Dr. Fahriany, M.Pd
2. Zaharil Anasy, M. Hum

Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis

Jakarta, 2 Oktober 2014

Yang menyatakan,

Nuraeni
ABSTRACT

Nuraeni (108014000018). The Effectiveness of Information-Gap Toward Students’ Speaking Skill (A Quasi Experimental Research at the Second Grade Students of MTs Khazanah Kebajikan Pondok Cabe Ilir), Skripsi of English Education Department at Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University of Jakarta.

Advisors: Dr. Fahriany, M. Pd and Zaharil Anasy, M. Hum.

Keywords: Speaking, Information-Gap

The objective of this study is to see whether information gap effective to improve students’ speaking skill or not at the second grade students of MTs Khazanah Kebajikan Pondok Cabe Ilir. In this research, the writer used quasi experiment study. The writer taught two classes. They are; the experiment class, is taught speaking by using Information-Gap, and the control class, is taught by using non Information-Gap. The writer gave both classes the pre-test, applied the treatments and gave the post-test to obtain the data. The data collected and analyzed by using t-test formula. According to the result of statistical calculation, the $M_{\text{pre-test}}$ of experiment class is 57.70, $M_{\text{post-test}}$ is 71.66, and $M_{\text{gained score}}$ is 13.6. While, the $M_{\text{pre-test}}$ of control class is 59.26, $M_{\text{post-test}}$ is 67.83, and $M_{\text{gained score}}$ is 8.5. Besides, t-observation ($t_o$) is 5.520 and t-table ($t_t$) at significance level of 5% is 2.000. So that, it shows that t-observation ($t_o$) is higher than t-table ($t_t$) or 5.520 > 2.000. The result means that there is significant difference between students’ score in learning speaking by using Information-Gap and without using Information-Gap. In conclusion, using Information-Gap is effective and applicable for teaching speaking at the second grade students of MTs Khazanah Kebajikan Pondok Cabe Ilir.
ABSTRAK

Nuraeni (108014000018), Ke-efektifan penggunaan Information-Gap terhadap kemampuan berbicara siswa (Kuasi Eksperimen di kelas dua MTs Khazanah Kebajikan Pondok Cabe Ilir), Skripsi Pendidikan Bahasa Inggris di Fakultas Ilmu Tarbiyah dan keguruan, UIN Syarif Hidayatullah Jakarta

Pembimbing: Dr. Fahriany, M. Pd dan Zaharil Anasy, M. Hum.

Kata Kunci: Speaking, Information- Gap

Penelitian ini bertujuan untuk melihat Keefektifan Information- Gap untuk meningkatkan kemampuan berbicara siswa kelas dua di MTs Khazanah Kebajikan, Pondok Cabe Ilir. Dalam Penelitian ini, penulis menggunakan metode eksperimen semu. Penulis mengajar dua kelas. Yaitu; kelas eksperimen menggunakan Information-Gap untuk pembelajaran berbicara, dan kelas control tanpa Information-Gap. Dalam pengumpulan data, penulis memberikan kedua kelompok tersebut pre-test, kemudian mengaplikasikan tindakan dan memberikan post-test. selanjutnya, data dalam penelitian ini dikumpulkan dan dianalisa dengan menggunakan uji t berdasarkan hasil perhitungan, diketahui bahwa Mpre-test pada kelas eksperimen sebesar 57.70, Mpost-test sebesar 71.66, dan Mgained score sebesar 13.6. Sementara itu, Mpre-test pada kelas control sebesar 59.26, dan Mgained score sebesar 8.5. Selanjutnya, t-hitung (t₀) sebesar 5.520 dan t-tabel (t₀) pada taraf signifikansi 5% adalah 2.000. Maka dari itu, t-hitung (t₀) lebih tinggi daripada t-tabel (t₀) atau 5.520 > 2.000. Dari pernyataan tersebut dapat diketahui bahwa terdapat perbedaan yang signifikan antara hasil belajar siswa yang belajar berbicara dengan menggunakan information-Gap dan yang tanpa menggunakan Information-Gap. Dengan demikian, dapat disimpulkan bahwa pengajaran berbicara dengan menggunakan Information-Gap efektif dan dapat diaplikasikan untuk siswa kelas dua MTs Khazanah Kebajikan Pondok Cabe Ilir.
ACKNOWLEDGMENT

Bismillahirrahmaanirrahim.

All praises be to Allah, the universal lord who has bestowed his blessing upon the writer in completing this paper. Peace and Blessing be upon Prophet Muhammad SAW, his families, his companions and his followers.

This paper is presented to the English Education Department of the Faculty of Tarbiyah and Teachers’ Training, State Islamic University Syarif Hidayatullah Jakarta as a partial fulfillment of the requirement for the degree of Strata-1 (S-1).

The writer would like to express his great honor and deepest gratitude to her beloved father (Saefudin), her beloved husband (Iyan), and all families who always give support, motivation and moral encouragement to finish her study.

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Finally, the writer realizes that this paper is not perfect yet. Therefore, the writer would like to welcome and constructive suggestion and criticism to make this paper better.

Jakarta, June 2014

The Writer
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A. Background of the Study

It is a fact that since the globalization era English is used everywhere. English is an international language. It is used as a means of communication among people with different mother tongue. English is used as a first language in some countries and as a second language in some other countries. It is the language of business, technology, science, popular entertainment, tourism, trade etc. In addition, the majority of all resources on the internet are in English. Therefore, learning English is important.

Realizing the importance of English, the Indonesian government decides that English must be taught officially at schools. Even English has been decided as one of the local content subjects at elementary school and as a compulsory subject at high school.

One of the skills in English that is stressed most is speaking since someone is considered master in English when he is able to speak in English. Bailey and Savage in Murcia stated that being able to speak in a language means that we have mastered that language because speech is the most basic means in human communication. Indeed, speaking is the most stressed skill in a second or foreign language classroom. From the statement above, the writer can say that having mastering English speaking skill means that we have mastered all the other three skills in English, such as listening, reading, and writing. Therefore, speaking become a skill that stressed most in ESL or EFL classroom since the goal of language learning is to make the language learners are able to use the target language to communicate orally.

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1 Marianne Celce-Murcia (ed.), *Teaching English as a Second or Foreign Language*, (Boston: Heinle & Heinle, 2001), p. 103
Even though Speaking is considered as an important skill that the students should acquire, the teaching of speaking in classroom does not show satisfactory result. Many students fail to reach the goal of learning speaking. They cannot use the language orally to express meaning in conversation.

It is not easy to improve the students’ speaking ability since there are some factors that might cause the students’ speaking problem, it could be caused by internal factors and external factors. The examples of internal factors are; the students’ motivation, the students’ interest, and the students’ intelligence, while the examples of external factors are; economic background, learning materials and teachers’ performance including their teaching methods.

Concerning teaching technique, it is very crucial for the teacher to adapt the most appropriate method since the way the teacher teach will influence much on the students’ achievement.

There are some techniques that can be selected by the teachers in developing the students’ speaking skill. Among the techniques that can be used by the teachers in teaching speaking is information-gap activity. In information-gap activity, the students should communicate each other in target language in order to get the information needed to be known by them to complete the assignments given by the teachers. In information-gap activity, learners are given the opportunity to work independently in sharing information. Therefore, information-gap activity helps learners to appreciate their ability in using the target language to communicate without the teacher’s direct intervention.²

Moreover, information-gap activity seen to be appropriate in teaching speaking since with this technique the students are forced to speak. By using information-gap activity in the classroom, all the students will have opportunity to practice to speak English in class. Therefore, not only the students with high confidence who will speak English in class, but also the students with low confidence, that is why this activity is seen effective by the writer.

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Based on the reason explained above, the writer decided to conduct a research under the title “The Effectiveness of Information-Gap Toward Students’ Speaking Skill”.

B. Identification of the Problem

Based on the background of the study above, there are some problems that can be identified in this research, they are:

1. Most of the students are not confident to speak English in class.
2. Most of the students are not motivated to speak English in class.
3. The technique used by the teacher is not effective to develop the students’ speaking ability.

C. 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 second grade of MTs Khazanah Kebajikan Pondok Cabe Ilir.

D. Formulation of the Problem

Based on limitation of the problem mentioned above, the writer formulated the research question as follows “Is information-gap effective to improve the students’ speaking ability at the second grade of MTs Khazanah Kebajikan?”

E. Objective of the Study

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

F. Significance of the Study

The writer hoped that the result of the study will become useful information for:
1. The English teachers

   The result of the study is expected to be useful for the English teacher of MTs Khazanah Kebajikan especially in teaching speaking, where the teacher can manage classroom activities communicatively by using Information-Gap.

2. The Students

   This study is expected to give the students a description of new activity that can be useful in improving their speaking ability.

3. The Further Researcher

   This study is expected to give new knowledge to the further researcher to do better research of teaching and learning cases.
CHAPTER II
THEORETICAL FRAMEWORK

A. Speaking

1. Definition of Speaking

Speaking is a very important skill. As human beings, we need to socialize with one another. One way to socialize is to communicate. There are some ways to communicate. One of the ways of communication which is used most frequently in human’s daily life is speaking. We can communicate our feelings, ideas, or just information we have to others directly by speaking. Thus without an ability to speak well we cannot tell others clearly what ideas we have in mind, what information we have, or even what is our opinion toward something.

The term speaking has many definitions. Some linguists give definitions of what speaking is. Nunan defines speaking as an ability to carry out a conversation in the language.\(^1\) It means that speaking is the ability to conduct, and join a conversation.

In line with the definition above, Cameron states, “Speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of productive use of language can be applied to speaking”.\(^2\) From this definition, the writer sees that speaking is a productive skill, speaking is not just saying something through speech organs, speaking is thinking how to articulate our ideas through words.

Moreover, Woods said that Speaking effectively depends very much on the speakers’ ability to interact with interlocutor. Successful speaking cannot therefore take place without effective listening skill. Speaker must pay attention to their listener, and adapt their own responses and questions according to the need.

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of the listener. Speaking is an activity that cannot be apart from listening since when someone speak, it means that someone else listen. Therefore, a speaker cannot neglect the existence of his listener as his partner in doing an interaction.

From the four definitions above, it can be synthesized that speaking is the ability to express our ideas, feelings, or opinions orally in a conversation. It is a productive skill because when we speak something it means that we think about something. A good speaking event is when the delivered messages can be understood and is needed by the listener.

2. The Objective of Speaking

Speaking is a purposeful activity. Just like other activities such as listening, reading, and writing. We have reasons and objectives in speaking, the objective of our speech can define the strategy we use to do it. Just as stated by Richards and Renandya that Speaking is used for many different objectives and each objective involves different skill, the different objectives of speaking are as follow:

a. In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.

b. When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.

c. In some other situations, we use speaking to describe things, to complain about people’s behavior, or to make polite request.

Each of these different objectives for speaking implies knowledge of the rules of how spoken language reflects the context or situation in which speech occurs.

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3. Elements of Speaking

According to Harmer, there are elements which recognized in speaking skill. These elements explain that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’. Elements which categorized as language features are as follows;

a. Connected speech

To be able to use connected speech is the ability to modify sounds when we speak. To modify sounds are by modifying (assimilation), omitting (elision), adding (linking r), or weakening (through contractions and stress patterning).

b. Expressive Devices

Expressive Devices is the use of pitch and stress, vary volume and speed, and the use of paralinguistic (physical and nonverbal language) in producing utterance in order to convey the truth meaning of the message meant by the speaker. By using expressive devices, speakers will be able to show their feeling to whom they are talking to.

c. Lexis and Grammar

The ability to select the appropriate words and to use different phrases in different contexts when we speak is very important, because sometimes there is an utterance which should be said differently when we speak in different situations and to different addressee. Therefore, it is very important for learners to know a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, expressing shocks etc.

d. Negotiation Language

We use negotiation language to give clarification or reformulate what we are saying in order to be clearer, especially when we see that we are not being understood. Negotiation language is used because sometimes
the listeners did not understand what we have said. It can be because they did not hear or we talk too fast.5

Besides the language features are discussed above, another element which also very important is mental/social processing. What include in mental/social processing are as follows:

a. Language Processing

Effective speakers need to be able to process language in their own head and put it into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and proportionally appropriate sequences.

b. Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. Through information gap activity, learners not only learned to become a good speaker, but also to become a good listener. They trained to be able to interact well as both speaker and listener in a conversation. Learners is trained to speak to each other in terms of how formal to be, what kind of language they can use, and how loud to speak by considering who their participants are, and they also trained to be able to decide when each person should speak, or have chance to take turn to speak.

c. Information Processing

Quite apart from our response to others’ feeling, we need also to be able to process the information they take us the moment we get it. The longer it takes for ‘the penny to drop’ the less effective we are as

instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speaker in many other language communities.

To become effective communicators, those elements explained above are very important to be considered. A good speaker should understand the knowledge about language features in speaking such as grammar, diction, knowing how to express while speaking etc. and moreover, is that he need to understand the process of speaking itself. Therefore, all those elements above should be included in every language teaching program in where speaking skills being stressed.

4. Components Underlying Speaking Proficiency

To be said proficient in speak English, English language learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships. Those abilities that underlying speaking proficiency is also called as ‘communicative competence’, Canale and Swain propose that communicative competence includes;

a. Grammatical Competence

Grammatical Competence is a competence that includes in grammar (morphology, syntax), vocabulary, and mechanics. In speaking, mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. In speaking, the learners must understand how words are segmented into various sounds and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English-language structures accurately.6

b. Discourse Competence

Discourse Competence is concerned with intersentential relationship. In discourse, whether formal or informal, the rules of cohesion and

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coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one’s ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. With discourse competence, learners can manage turn taking in conversation.  

c. Sociolinguistic Competence

Sociolinguistic competence is the competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.

d. Strategic Competence

Strategic Competence refers to the ability to know when and how to begin a conversation, how to take the floor, how to keep conversation going, how to end the conversation, and how to solve comprehension problems in a conversation.

The four competences explained above is essential for English learners to be mastered in order to perform English speaking skill effectively. The components which underlying speaking proficiency are linguistic competences and the knowledge of how native speakers use the language in context. The linguistic competences are; grammatical competence, discourse competence, and strategic competence, while sociolinguistic competence is the competence relates to the learners’ understanding of how native speakers use language in context.

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7 Ibid., p. 207  
8 Ibid., p. 207  
9 Ibid., p. 208
5. Classroom Speaking Activities

In order to teach learners how to speak in the best way possible, there are some kinds of activities that can be used by teachers to promote the development of students’ speaking skill. These activities can be applied in classroom settings by teachers. The kinds of classroom speaking activities are as follow:

5.1. Discussion

Discussions are probably the most commonly used activity in the oral skill class. A discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas, 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. So that students do not spend their time chatting with each other about irrelevant things. Each group works on their topic for a given time period, and presents their opinions to the class. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Based on the explanation above, the writer concludes that by following the steps in conducting discussion in the classroom, teachers can manage discussion activity smoothly, so that a good discussion activity can be conducted in the classroom.

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10 Marianne Celce-Murcia (ed.), *Teaching English as a Second or Foreign Language*, (Boston: Heinle&Heinle, 2001), p. 106

5.2. Information gap

One way of getting students to practice speaking is by conducting information gap activity in the classroom. An information gap is where two speakers have different bits of information, and because they have different information, there is a ‘gap’ between them. 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. According to Scrivener, the aim of information gap activity is ‘to get the students to use the language they are learning to interact in realistic and meaningful ways’. Information gap activities serve many purposes such as solving a problem or collecting information. In information gap, 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. From the statement above, it can be said that information gap is extremely engaging for the students in where they are all participating fully. Therefore, information gap is considered as good speaking activity. Actually information gap gives the students opportunity to practice what Scott Thornbury calls ‘speaking-as-skill’, where there is a task to complete and speaking is the way to complete it. The examples of activities in where the information gap exists are Describe and Draw activity and find the differences. In Describe and Draw activity, there are two students in which each of them has different task, one as the instructor who describes the original picture to his/her partner, and the other one act as the artist who draws the picture based on his/her partner instruction. While in find the differences, two students were

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given two very similar pictures, then each of them were asked to share information to find the differences between their pictures.\textsuperscript{15}

From the statement above, the writer can say that information gap is effective since by conducting information gap every student has opportunity to use the target language to communicate. In information gap, students practice to speak English as it is the way to complete tasks.

5.3. Speech

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the student and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks.\textsuperscript{16} In other words, the teacher can decide the structure of the speech-its rhetorical genre (narration, description, etc.) and its time restrictions. For example, asking students to “tell us about an unforgettable experience you had” allows them to talk something that is personally meaningful while at the same time encourages narration and description. Speeches can be frightening for the speaker and, after a while, boring for the listeners, so it is a good idea to assign the listeners some responsibilities during the speeches. This is an excellent time to require peer evaluation of a classmate’s speech. Prepared speech can be effective activity in teaching speaking if teachers can decide the appropriate topic based on the students’ level and the length of time for each speech to prevent this activity to be time consuming. This activity is useful to train the student to be brave to speak in front of some people.

5.4. Role Play

One of speaking activities that would be good to practice the socio cultural variations in speech acts is role play. Role play is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom.


\textsuperscript{16} Marianne Celce-Murcia (ed.), \textit{Teaching English as a Second or Foreign Language}, (Boston: Heinle&Heinle, 2001), p. 106
role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves. Because socio-cultural factors are so crucial in the production of speech acts, it is suggested that discourse rating tasks, in which students rate dialogues or scenarios on various continua of formality and the like, can raise awareness about language and can help transfer this knowledge to production activities such as role plays. For example, when teaching a unit on complaints, one assignment might be to have students go to places where complaints might be common. There, they can listen carefully for how complaints are stated and responded to. Role play is not just train students to act to be someone, but it trains students to use the target language in some contexts in where in other activities it might not be given.

5.5. Simulation

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. Simulation is really large scale role play. 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. In role play and simulation activities, students will have a different role and they do not speak for themselves, which means they do not have to take the same responsibility.

5.6. Conversation

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One of the more recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other words, it is not adequate to have students produce lots of language; they must become more metalinguistically aware of the many features of language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication.20 One way to this activity is to assign students to find a native speaker (or near native speaker) they know and arrange to tape-record a 20-30 minute interaction with this person. Of course, not all of the discourse that results from this encounter will be truly “natural conversation”, the native speaker may fall into the role of “interviewer” and ask all the questions while the non-native speaker merely responds; therefore, the instructor may want to encourage the learner beforehand to come up with a few questions to ask the native speaker. In any case, the resulting interaction will provide a sample of spontaneous production from (and for) the learner to analyze. In a variation of the conversation assignment, learners are required to tape-record an interview with native speaker on a topic of their choice and then report the result to the class.

6. The Assessment of Speaking

Assessing Speaking can be poses many problems. It can be very time consuming—a nightmare with a big test where thousands of learners have to be tested quickly. Also there are the many different levels on which performance has to be assessed. There are difficulties involved in marking objectively with face-to-face contact. As Hughes in Johnson said that it is obvious that scorers should not be influenced by such features as candidates’ pleasantness, prettiness, or the cut of their dress.21

Even though Speaking is difficult to be assessed, but it does not mean that speaking is not possible to be assessed. Scrivener in his book mentions the tasks

20 Marianne Celce-Murcia, (ed.), op. cit., p. 108
that can be used to assess speaking. They are, for example, narrating a picture story, practicing a role-play, pair work information-gap exchanges, discussion, etc. If there is enough time to conduct the speaking assessment, then a ‘three learners with one teacher’ activity is very good to assess, setting a task that gets the three learners to interact together while teachers watch and evaluate.22

Pair work information-gap exchanges is the technique that will be used by the writer to assess speaking ability of the students. In pair work information-gap exchanges, two students may be asked to find the differences in two very similar pictures, to describe and draw, that is learner A describe the original picture, while learner B draw the picture, to use the target language to share/exchanges information where jigsaw materials is used as the task, etc. This activity is communication based, where it requires learner to use the information they get from each other in a collaborative way for successful completion of a particular task.

However, information-gap cannot be success if there is different level ability between the two students, since in this activity the students will act as not only a speaker, but also a listener, therefore, two students in a pair should have the same ability in both speaking and listening. As Heaton stated in his book “Writing English Language Test” that in many tests of oral production it is neither possible nor desirable to separate the speaking skills from the listening skills because these two skills is interdependent, and it is impossible to hold meaningful conversation without understanding what is being said and making oneself understood at the same time.23 In addition, Nunan in McDonough and Shaw stated that speaking is an active process and one which is difficult to disassociate from listening in many ways.24

Meanwhile, in determining the rating scale used to describe the score of speaking assessment, the writer used a speaking rating system which is recognized

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23 J. B Heaton, Writing English Language Test, (Longman: Longman Group (UK) Limited, 1990), p. 88
by Hughes. As explained by Hughes that for assessing spoken English production, teachers have to assess students’ pronunciation, grammar, vocabulary, fluency and comprehension. Hughes presented the sample of an oral English rating scale that used 1-6 points as follow:\textsuperscript{25}

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating scores</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>1 (below 45)</td>
<td>Pronunciation frequently unintelligible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 (46-56)</td>
<td>Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 (57-66)</td>
<td>“foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 (67-76)</td>
<td>Marked “foreign accent” and occasional mispronunciations which do not interfere with the understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 (77-86)</td>
<td>No conspicuous mispronunciations, but would not be taken for a native speaker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 (87-100)</td>
<td>Native pronunciation, with</td>
</tr>
</tbody>
</table>

\textsuperscript{25} Arthur Hughes, \textit{Testing for Language Teachers}, (Cambridge: Cambridge University Press, 1990), pp. 111-112
<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Grammar</td>
<td>(below 45)</td>
<td>Grammar almost entirely inaccurate phrases.</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>(46-56)</td>
<td>Constant errors showing control of very few major patterns and frequently preventing communication.</td>
</tr>
<tr>
<td>3</td>
<td>Grammar</td>
<td>(57-66)</td>
<td>Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.</td>
</tr>
<tr>
<td>4</td>
<td>Grammar</td>
<td>(67-76)</td>
<td>Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.</td>
</tr>
<tr>
<td>5</td>
<td>Grammar</td>
<td>(77-86)</td>
<td>Few errors, with no patterns of failure</td>
</tr>
<tr>
<td>6</td>
<td>Grammar</td>
<td>(87-100)</td>
<td>No more than two errors during the performance.</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>(below 45)</td>
<td>Vocabulary inadequate for even the simplest conversation.</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>(46-56)</td>
<td>Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>(57-66)</td>
<td>Choice of words sometimes inaccurate, limitations of</td>
</tr>
<tr>
<td>Score</td>
<td>Frequency</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>(67-76)</td>
<td>Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>(77-86)</td>
<td>Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>(87-100)</td>
<td>Vocabulary apparently as accurate and extensive as that of an educated native speaker.</td>
<td></td>
</tr>
</tbody>
</table>

**Fluency**

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>(below 45)</td>
<td>Speech is so halting and fragmentary that conversation is virtually impossible.</td>
</tr>
<tr>
<td>2</td>
<td>(46-56)</td>
<td>Speech is very slow and uneven except for short or routine sentence.</td>
</tr>
<tr>
<td>3</td>
<td>(57-66)</td>
<td>Speech is frequently hesitant and jerky; sentence</td>
</tr>
<tr>
<td>Score</td>
<td>Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>4</td>
<td>(67-76)</td>
<td>Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.</td>
</tr>
<tr>
<td>5</td>
<td>(77-86)</td>
<td>Speech is effortless and smooth, but perceptibly non-native in speech and evenness.</td>
</tr>
<tr>
<td>6</td>
<td>(87-100)</td>
<td>Speech on all professional and general topics as effortless and smooth as a native speaker’s.</td>
</tr>
<tr>
<td>5</td>
<td>Comprehension 1</td>
<td>(below 45)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>(46-56)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>(57-66)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>(67-76)</td>
</tr>
<tr>
<td>Number</td>
<td>Range</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>(87-100)</td>
<td>Understands everything in both formal and colloquial speech to be expected of an educated native speaker.</td>
</tr>
<tr>
<td>5</td>
<td>(77-86)</td>
<td>Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.</td>
</tr>
<tr>
<td>4</td>
<td>(67-76)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(57-66)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>(46-56)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>below 45</td>
<td></td>
</tr>
</tbody>
</table>

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 6, to make the score in where the perfect performers get score 100, the writer converts the small scale of Hughes to the scale of 100 as follows:

6 = 87-100  
5 = 77-86  
4 = 67-76  
3 = 57-66  
2 = 46-56  
1 = below 45
B. Communicative Language Teaching

1. Understanding of Communicative Language Teaching

According to Freeman, in the 1970 the goal of the most methods is for students to learn to communicate in the target language, but then educators began to question if they were going about meeting the goal or not since some observed that students could produce sentence accurately in a lesson, but could not use them appropriately when communicating outside of the classroom. Therefore it is seen that to be able to use a target language to communicate in a variety of contexts is as important as mastering linguistic structures. This belief then contributed to a shift in the field from a linguistic structure-centered approach to a communicative approach in the late 1970s and early 1980s.

Communicative language teaching become a method which apply the theoretical perspective of the communicative approach by making the communicative competence as the goal of learning a language.

Communicative language teaching is an approach to language teaching that emphasizes interaction as the means and the ultimate goal of study a language.

It can be said that communicative language teaching is an approach which stressed the goal of learning a language is to make students are able to use it to interact in real world.

Characteristic features of communicative language teaching is that it pays attention to functional as well as structural aspects of language.

The structural view of language concentrates on the grammatical system, describing ways in which linguistics items can be combined. While functional view of language concentrate on how language used as a means of communication depends on specific situation and social factors. Therefore, communicative

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competence is the ability to use appropriate structure of language in different context.

As said by Harmer that Communicative language teaching is the name which was given to a set of belief which included not only a re-examination of what aspects of language to teach but also how to teach it. It stressed the significance of language functions rather than focusing solely on grammar and vocabulary. The principle of communicative language teaching is to train students to use language forms appropriately in a variety of contexts.²⁹

In Communicative language teaching, plentiful exposure to language in use and opportunities to use it are very important for students’ development of knowledge and skill, therefore activities in CLT should be typically involve students in real communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Among the classroom activities used in Communicative language teaching are:

- Role play
- Interviews
- Information-gap
- Games
- Language exchanges
- Surveys
- Pair work
- Learning by teaching.³⁰

What matters in those activities is that students should have desire to communicate or they should have purpose for communicating. One of classroom activities which propose key enhancement of communicative purpose is information gap since in information gap students communicate each other

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because they have reason or purpose that is to get information they do not have so they can complete a task given by the teacher.

C. Information-Gap

1. The Definition of Information-Gap Activity

As human being, we need to communicate and interact with other people. We need to exchange information because sometimes other people have information that we need, and on the other hand others need information that we have. Therefore, we share information. This natural characteristic of communication is where information-gap activity based on. Information-gap is one of learning activities which designed to encourage students to communicate each other in English in order to get information they do not have. As stated by Harmer that information-gap activities are those where students have different pieces of information about the same subject and have to share this information in order for them both to get all the information they need to perform a task.  

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.”

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.

Information-gap activity involves a transfer of given information generally calling for the decoding or encoding of information from one form to another. As an example, Prabhu suggests pair work in which each member of the pair has a part of the information needed to complete a task, and attempts to convey it verbally to the other.

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According to Freeman, an Information-gap exists when one person in an exchange knows something the other person does not.\textsuperscript{34}

Moreover Prabhu stated that “information-gap activities are where each person in a pair has only part of the required information.”\textsuperscript{35}

The writer may infer that 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.

2. The Characteristics of Information-Gap Activities

Information-gap activity is characterized as follow:\textsuperscript{36}

a. In each activity the student is given a task.

b. 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.

c. The students have to ask each other for the information they need and come to a decision together.

d. The activities are not exercises, but contexts in which the students can use language to find out about things they genuinely need to know and to share ideas.

It means that information-gap activity conducted along with the task that should be completed through this activity; it is designed where no students have complete information they need to complete the task, thus they should communicate each other in order to get the information they needed and this activity is not actually the exercises itself, but it just a way in getting the information the student need for completing their task.


3. **The Techniques of Information-Gap Activities**

Legutke and Thomas give several examples of various manifestations of the information gap’s technique:37

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 drawer’s work and commenting on its likeness or otherwise to the original drawing.

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 alteration.

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.

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

a. The class is divide 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 sub-group 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.

4. The Advantages of Information Gap Activities

As stated by Harmer that Information Gap is a key to the enhancement of communicative purpose and the desire to communicate. 38

In addition, Scrivener said that by creating classroom activities that include such information gap, we can provide activities that mimic this reason for communication, and this may be more motivating and useful for language learners.

than speaking without any real reason for doing so.\textsuperscript{39} It means that by conducting Information Gap in the classroom, the teaching of speaking will be more meaningful since we can give the opportunity to the students to use the target language because they have reason/purpose to do so.

Moreover, Nunan points out that it has been found that small-group, two way information gap tasks seem to be particularly appropriate for stimulating such language.\textsuperscript{40}

In addition, Weir in ‘Communicative Language Testing’ said that one of the advantages of using Information Gap in classroom is to elicit highly interactive task, and as such comes much closer than most other tasks in representing real communication, it recognizes the unpredictability of communicative situations and demands an ability to generate original phrases’.\textsuperscript{41}

5. The Disadvantages of Information Gap Activities

Weir sees that there are some problems which might appear when Information Gap used in the classroom, He stated that there will be a problem if in a pair work information gap, one of the participants dominates the interaction as his/her partner may have a more limited opportunity to demonstrate communicative potential. Similarly, if there is a large difference in proficiency between the two learners that this may influence performance.\textsuperscript{42} Moreover, pair work information gap is not easy to be administered, since in one class consists of a number of pairs and each pairs cannot be paid attention at the same time, therefore noise and indiscipline such as the use of students’ native language is difficult to be controlled.

D. Previous Studies

\textsuperscript{40} David Nunan, Designing Task for Communicative Classroom, (Cambridge: Cambridge University Press, 1992), p. 64
\textsuperscript{41} Cyril J. Weir, Communicative Language Testing, (Hertfordshire: Prentice Hall International Ltd, 1990), p. 78
\textsuperscript{42} Ibid., p. 79
Hassan Soleimani from Department of Applied Linguistics, Payame Noor University, Iran has ever conducted a study with the title “The Effect of Pre-task Planning through Information Gap on Speaking Skill of Foreign Language Learner” his study was an attempt to examine whether implementing pre-task phase through information gap in EFL English classrooms affects students’ speaking abilities or not. It is an experimental study with pretest posttest control group design. The technique he used in collecting data is by test, which is pre-test and post-test. After the study has done, it is found that the experimental group performance on post-test was better than control group.  

Maman Asrobi, Ketut Seken and Wayan Suarnajaya conducted a research with the title “The Effect of Information Gap Technique and Achievement Motivation Toward Students’ Speaking Ability (An Experimental Study of the Tenth Grade Students of MAN SELONG), the purpose of the research is investigating the effect of information gap technique and achievement motivation toward the speaking ability of the tenth grade students of MAN Selong. It is an experimental study. The data were collected through test and questionnaire. The result of their research showed that information gap technique is more effective than conventional technique for teaching speaking either for high achievement motivation students or for those with low achievement motivation students.  

Pariyaporn Setjun, Pimyupa Praphan and Intisarn Chaiyasuk from Faculty of Humanities and Social Sciences, Mahasarakham University conducted a research under the title “Improving Sixth Grade Students’ Speaking Skill through Information Gap with Different Task Types and Complexity”. The research aimed to develop the English speaking skill of sixth grade students using information gap through jigsaw and picture description activities, based on the complexity of the activities, and to study students’ attitudes towards the use of information gap.

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44 Maman Asrobi, Ketut Seken, and Wayan Suarnajaya, The Effect of Information Gap Technique and Achievement Motivation Toward Students’ Speaking Ability (An Experimental Study of the Tenth Grade Students of MAN SELONG), e-Journal of Postgraduate Program Ganesha University English Education Department (Volume 1 Tahun 2013) ejurnal.ung.ac.id.
The samples used in the research were 24 students in sixth grade, selected through simple random sampling from a private school in northeastern Thailand. The instruments used in the research were: 1) the lesson plans for English communication course emphasizing information gap activities, 2) the tests of English speaking skill for communication, and 3) the questionnaire of attitudes towards the learning activities. The research results revealed that the students developed English speaking skill through the use of information gap activities which were arranged according to the complexity of activities. The students were satisfied at the highest level with the use of information gap in teaching.

Different from the researchers above, the writer focuses on teaching speaking using information gap in which the purpose is to see that whether information gap effective to improve students’ speaking skill or not. It is a quantitative study using quasi experimental method with pretest posttest control group design. The technique used by the writer in collecting data is by test, which are pretest and posttest.

E. Thinking Framework

Information-gap is one of communicative activities. It can act as an activity which makes the learners use the language they are learning to interact in realistic and meaningful ways by involving real exchanges information and opinions. It is a classroom activity which can train learners not only to speak, but also to listen to one another. Moreover, information-gap is useful since it gives opportunity to learners to do something useful with the vocabulary they already learned, therefore it can be said that some skills in English are practiced through the use of information-gap.

The use of information-gap activity can be an alternative in teaching and learning process since it can gives opportunity to learners to practice using the target language to communicate as in real life. In doing so, learners will instantly

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using their vocabulary, grammar, and communication strategy that they have already learned.

Littlewood stated that as one of communicative activities, information-gap has some advantages. They are:

1. Provide ‘whole-task practice’
2. Improve motivation
3. Allows natural learning
4. It can create context which support learning

As a communicative activity, information-gap activity will provide ‘whole-task practice’ that it can carry out various kinds of skilled performance. It means that by conducting information-gap it is not only one skill that can be practiced, the students not only can practice their informational skill but also their interactional skill, and their skill in managing interaction. Information-gap activity will also improve the students’ motivation in speaking, because information-gap activity will give the students an opportunity to communicate which it was the students’ wishes themselves since they believe that they study English in order to be able to communicate with it, it is as not what happen in most classroom now where students have little opportunity to speak because it is the teacher who speak most, and thus by information-gap their motivation to participate in speaking increased.

Information-gap activity takes place inside the learners themselves which operate when they involved in communication, thus this activity is actually a natural learning. It means that the students share information each other not only just to practice some language function orally, but to use the language function to communicate in order to get information they needed, and because they conducted communication as a necessity to get some information, thus this communication activity is natural as what happen in human who involve in communication because they need to. Information-gap activity will also give opportunities in building personal relationship between student and student during the activity, it means that by often communicate with each other the students will used to interact each other, thus their relationship will strengthen. By using Information-
gap it is hoped that the students will be motivated to learn and to participate in learning activities, and it will encourage them to improve their speaking skill, and finally they are able to speak in English well.

**F. Hypothesis**

In this research, the writer states that the hypothesis as follows:

1. Hypothesis (Ha) : there is significance difference between students’ ability in speaking through information-gap activity

2. Null hypothesis (Ho) : there is no significance difference between the students’ ability in speaking through information-gap activity

The hypothesis criterion states that; if $t_o>t_a=H_a$ is accepted and $H_o$ is rejected, and if $t_o<t_a=H_a$ is rejected and $H_o$ is accepted. $t_o$ is t observation, and $t_a$ is t test.

Along with the background of the problem, the problem formulation, and the theoretical framework, the writer formulate the hypothesis in this research that the students’ speaking ability is higher where the information-gap activity is conducted than the students’ speaking ability in where the information-gap activity is not conducted.
CHAPTER III
RESEARCH METHODOLOGY

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 second grade students of MTs Khazanah Kebajikan 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 MTs Khazanah Kebajikan which is located at perum. Bukit Cirendeu Blok C6 No.7 Pisangan, Ciputat Tangerang Selatan this research was started on March 17\textsuperscript{th} 2014 until April 22\textsuperscript{th} 2014.

C. Population and Sample

The population of this research is the whole second grade students of MTs Khazanah Kebajikan. There are five classes comprising VIII Bp, VIII A, VIII B, VIII C, and VIII D. For the research, the writer used purposive sampling technique, as Sugiyono stated that purposive sampling is a technique of sample determination is based on certain consideration.\textsuperscript{1} The consideration of taking the sample is that this sample is based on recommendation from the English teacher and purposive sampling used because researcher has difficulties to choose

\textsuperscript{1} Sugiyono, Metode Penelitian Kuantitatif Kualitatif & RND, (Bandung: Alfabeta, 2010), p. 85
respondent. Researcher cannot used all second grade students of MTS Kahazanah Kebajikan Pondok Cabe Ilir and then randomly choose the sample by using simple random sampling technique. Based on the explanation above, the researcher took two classes as the sample that is VIII A consists of 30 students as the control class and VIII B consists of 30 students as the experiment class. So, the total sample is 60 students.

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.

In comparative technique, the variables are compared to recognize whether or not the differences are significant. The writer used t-test formula. The formula adapted from Sudijono before using t-test formula, the formula are as follow:

1. Determining Mean with formula:
\[ \bar{X} = \frac{\sum f_{ixi}}{\sum f} \]

\( \bar{X} \) = the average of variables score  
\( \sum f_{ixi} \) = sum of frequency multiply the students’ score  
\( \sum f \) = number of the students

2. Determining standard deviation score with formula:
\[ S = \sqrt{\frac{n \sum f_{ixi}^2 - \left( \sum f_{ixi} \right)^2}{n(n-1)}} \]

\( S \) = standard deviation of gained score X  
\( \sum f_{ixi}^2 \) = sum of squared gained score  
\( \sum f_{ixi} \) = sum of gained score  
\( N \) = number of students

3. Determining of standard Error mean with formula:
\[ SE_{M} = \frac{Sd}{\sqrt{n-1}} \]

\( SE_{M} \) = standard error mean of gained score  
\( Sd \) = standard deviation of gained score  
\( N \) = number of students

---

4. Determining standard error from mean of variable X and variable Y, with formula:
\[
SE_{M1-M2} = \sqrt{(SE_{M1})^2 + (SE_{M2})^2}
\]

5. Determining t-observation (\(t_0\)) with the formula:
\[
t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}
\]

6. Determining t-table (\(t_t\)) in significant level 5% and 1 % with degree of freedom (df), with formula:
\[
df = (N1+N2) - 2
\]
\[
df = \text{degree of freedom}
\]
\[
N = \text{number of students}
\]
CHAPTER IV
RESEARCH FINDINGS

A. The Description of the Data

The data of students’ achievement was divided into two kinds, namely the data in experiment class and the data in control class, which was gained from pre-test and post-test that was applied in both of class.

The result of the test presented on the table below:

Table 4.1
The Test Result of Experiment Class

<table>
<thead>
<tr>
<th>Name</th>
<th>Pre-Test Score</th>
<th>Post-Test Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>59</td>
<td>71</td>
<td>12</td>
</tr>
<tr>
<td>Student 2</td>
<td>57</td>
<td>75</td>
<td>18</td>
</tr>
<tr>
<td>Student 3</td>
<td>58</td>
<td>77</td>
<td>19</td>
</tr>
<tr>
<td>Student 4</td>
<td>57</td>
<td>76</td>
<td>19</td>
</tr>
<tr>
<td>Student 5</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Student 6</td>
<td>52</td>
<td>65</td>
<td>13</td>
</tr>
<tr>
<td>Student 7</td>
<td>56</td>
<td>66</td>
<td>10</td>
</tr>
<tr>
<td>Student 8</td>
<td>56</td>
<td>76</td>
<td>20</td>
</tr>
<tr>
<td>Student 9</td>
<td>59</td>
<td>67</td>
<td>8</td>
</tr>
<tr>
<td>Student 10</td>
<td>56</td>
<td>68</td>
<td>12</td>
</tr>
<tr>
<td>Student 11</td>
<td>59</td>
<td>66</td>
<td>7</td>
</tr>
<tr>
<td>Student 12</td>
<td>62</td>
<td>77</td>
<td>15</td>
</tr>
<tr>
<td>Student 13</td>
<td>60</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>Student 14</td>
<td>59</td>
<td>73</td>
<td>14</td>
</tr>
<tr>
<td>Student 15</td>
<td>50</td>
<td>64</td>
<td>14</td>
</tr>
<tr>
<td>Student 16</td>
<td>61</td>
<td>69</td>
<td>8</td>
</tr>
<tr>
<td>Student 17</td>
<td>60</td>
<td>82</td>
<td>22</td>
</tr>
<tr>
<td>Student 18</td>
<td>57</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>Student 19</td>
<td>50</td>
<td>66</td>
<td>16</td>
</tr>
<tr>
<td>Student 20</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Student 21</td>
<td>59</td>
<td>75</td>
<td>16</td>
</tr>
<tr>
<td>Student 22</td>
<td>53</td>
<td>68</td>
<td>15</td>
</tr>
<tr>
<td>Student 23</td>
<td>60</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>Student 24</td>
<td>61</td>
<td>75</td>
<td>14</td>
</tr>
<tr>
<td>Student 25</td>
<td>59</td>
<td>75</td>
<td>16</td>
</tr>
<tr>
<td>Student 26</td>
<td>59</td>
<td>67</td>
<td>8</td>
</tr>
<tr>
<td>Student 27</td>
<td>60</td>
<td>78</td>
<td>18</td>
</tr>
</tbody>
</table>
As mentioned in the table, it can be clarified that the mean score of pre-test in experiment class is 57.70, while the mean score of post-test was 71.66. The total gained score in this class was 419. It can be known that there was significant difference in the pre-test and post-test.

### Table 4.2

<table>
<thead>
<tr>
<th>Name</th>
<th>Pre-Test Score</th>
<th>Post-Test Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>50</td>
<td>67</td>
<td>17</td>
</tr>
<tr>
<td>Student 2</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Student 3</td>
<td>58</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>Student 4</td>
<td>59</td>
<td>70</td>
<td>11</td>
</tr>
<tr>
<td>Student 5</td>
<td>62</td>
<td>70</td>
<td>11</td>
</tr>
<tr>
<td>Student 6</td>
<td>57</td>
<td>69</td>
<td>7</td>
</tr>
<tr>
<td>Student 7</td>
<td>56</td>
<td>58</td>
<td>1</td>
</tr>
<tr>
<td>Student 8</td>
<td>60</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td>Student 9</td>
<td>60</td>
<td>66</td>
<td>6</td>
</tr>
<tr>
<td>Student 10</td>
<td>59</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>Student 11</td>
<td>60</td>
<td>69</td>
<td>10</td>
</tr>
<tr>
<td>Student 12</td>
<td>62</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>Student 13</td>
<td>60</td>
<td>70</td>
<td>8</td>
</tr>
<tr>
<td>Student 14</td>
<td>59</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>Student 15</td>
<td>60</td>
<td>70</td>
<td>11</td>
</tr>
<tr>
<td>Student 16</td>
<td>61</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Student 17</td>
<td>60</td>
<td>68</td>
<td>7</td>
</tr>
<tr>
<td>Student 18</td>
<td>57</td>
<td>66</td>
<td>6</td>
</tr>
<tr>
<td>Student 19</td>
<td>60</td>
<td>65</td>
<td>8</td>
</tr>
<tr>
<td>Student 20</td>
<td>60</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>Student 21</td>
<td>62</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Student 22</td>
<td>60</td>
<td>66</td>
<td>4</td>
</tr>
<tr>
<td>Student 23</td>
<td>59</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>Student 24</td>
<td>59</td>
<td>65</td>
<td>6</td>
</tr>
<tr>
<td>Student 25</td>
<td>57</td>
<td>65</td>
<td>6</td>
</tr>
<tr>
<td>Student 26</td>
<td>60</td>
<td>68</td>
<td>11</td>
</tr>
<tr>
<td>Student 27</td>
<td>61</td>
<td>74</td>
<td>14</td>
</tr>
</tbody>
</table>
The table 4.2 above informed that the mean score of pre-test in control class is 59.26, while the mean score of post-test there is 67.83. The total gained score is 257.

From the tables presented above the writer can explain that in pre-test the experiment class had the lower score than the control class, however in post-test the experiment class (learning speaking by using Information-gap) had the higher score than the control class (learning speaking without Information-gap).

As mentioned before, in analyzing the data from the result of pre-test and post-test, the writer used statistic calculation of the t-test formula with the degree of significance 5%.

**Table 4.3**

<table>
<thead>
<tr>
<th>Students</th>
<th>X</th>
<th>Y</th>
<th>X</th>
<th>Y</th>
<th>X²</th>
<th>Y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>17</td>
<td>-1.9</td>
<td>8.5</td>
<td>3.61</td>
<td>72.25</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>10</td>
<td>4.1</td>
<td>1.5</td>
<td>16.81</td>
<td>2.25</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>2</td>
<td>5.1</td>
<td>-6.5</td>
<td>26.01</td>
<td>42.25</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>11</td>
<td>5.1</td>
<td>2.5</td>
<td>26.01</td>
<td>6.25</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>11</td>
<td>-3.9</td>
<td>2.5</td>
<td>15.21</td>
<td>6.25</td>
</tr>
<tr>
<td>6</td>
<td>13</td>
<td>7</td>
<td>-0.9</td>
<td>-1.5</td>
<td>0.81</td>
<td>2.25</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>1</td>
<td>-3.9</td>
<td>-7.5</td>
<td>15.21</td>
<td>56.25</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>14</td>
<td>6.1</td>
<td>5.5</td>
<td>37.21</td>
<td>30.25</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>6</td>
<td>-5.9</td>
<td>-2.5</td>
<td>34.81</td>
<td>6.25</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
<td>5</td>
<td>-1.9</td>
<td>-3.5</td>
<td>3.61</td>
<td>12.25</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>10</td>
<td>-6.9</td>
<td>1.5</td>
<td>47.61</td>
<td>2.25</td>
</tr>
<tr>
<td>12</td>
<td>15</td>
<td>9</td>
<td>1.1</td>
<td>0.5</td>
<td>1.21</td>
<td>0.25</td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>8</td>
<td>-1.9</td>
<td>-0.5</td>
<td>3.61</td>
<td>0.25</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>9</td>
<td>0.1</td>
<td>0.5</td>
<td>0.01</td>
<td>0.25</td>
</tr>
<tr>
<td>15</td>
<td>14</td>
<td>11</td>
<td>0.1</td>
<td>2.5</td>
<td>0.01</td>
<td>6.25</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>10</td>
<td>-5.9</td>
<td>1.5</td>
<td>34.81</td>
<td>2.25</td>
</tr>
<tr>
<td>17</td>
<td>22</td>
<td>7</td>
<td>8.1</td>
<td>-1.5</td>
<td>65.61</td>
<td>2.25</td>
</tr>
<tr>
<td>18</td>
<td>9</td>
<td>6</td>
<td>-4.9</td>
<td>-2.5</td>
<td>24.01</td>
<td>6.25</td>
</tr>
</tbody>
</table>
This table shows that the lowest gained from experiment class (X) is 7 and from the control class (Y) is 1, and the highest gained from (X) is 27 and from (Y) is 17. While the sum of gained score (X) is 419 and (Y) is 257. The sum of squared gained score (X) is 617.09 and (Y) is 329.50.

The writer calculated them based on the step of the t-test. The formulation are as follows:

a. Determining Mean of variable X, with formula:
\[ \bar{X}_X = \frac{\sum x}{N_1} \]
\[ \bar{X}_X = \frac{419}{30} = 13.96 \]

b. Determining Mean of variable Y, with formula:
\[ \bar{Y}_Y = \frac{\sum y}{N_1} \]
\[ \bar{Y}_Y = \frac{257}{30} = 8.5 \]

c. Determining of Standard Deviation score of variable X, with formula:
\[ sd = \sqrt{\frac{\sum x^2}{n}} \]
\[ sd = \sqrt{\frac{617.09}{30}} \]
d. Determining Standard Deviation score of variable Y, with formula:

\[
sd = \sqrt{\frac{\sum y^2}{n}}
\]

\[
sd = \sqrt{\frac{329.50}{30}} = 3.314
\]

\[= 4.535\]

e. Determining Standard Error Mean of variable X, with formula:

\[
SE_{Mx} = \frac{sdx}{\sqrt{n-1}}
\]

\[
= \frac{4.535}{\sqrt{29}} = \frac{4.535}{5.385} = 0.842
\]

f. Determining Standard Error Mean of variable Y, with formula:

\[
SE_{My} = \frac{sdy}{\sqrt{n-1}}
\]

\[
= \frac{3.314}{\sqrt{29}} = \frac{3.314}{5.385} = 0.615
\]

g. Determining Standard Error Mean of Difference Mean of variable X and Mean of variable Y, with formula:

\[
SE_{Mx-My} = \sqrt{(SE_{Mx}) - (SE_{My})}
\]

\[= \sqrt{0.227} = 0.476\]

h. Determining \(t_0\), with formula:

\[
t_0 = \frac{Mx - My}{SE_{Mx-My}}
\]

\[
= \frac{13.96 - 8.5}{0.476} = 11.470
\]

i. Determining t-table in significant level 5% and 1% with df.

\[df = (N1 + N2) - 2\]
\[ t_0 = \frac{M_x - M_y}{\left(\frac{\sum x^2 + \sum y^2}{(N_x + N_y)}\right)^{\frac{1}{2}}} \]

\[ t_0 = \frac{13.96 - 8.5}{\left(\frac{617.09 + 329.50}{(30 + 30 - 2) \times (30.30)}\right)^{\frac{1}{2}}} = \frac{5.46}{5.46} = 5.46 \]

\[ t_0 = \frac{\sqrt{946.59} \cdot (60)}{\sqrt{(58) \cdot (900)}} = \frac{5.46}{0.9792} = 5.46 \]

\[ t_0 = \frac{5.520}{0.989} = 5.520 \]

**B. Test of Hypotheses**

To prove the hypothesis, the data obtained from the experiment class and the control class was calculated by using the t-test formula with the assumption as follows:

- **t_0 > t_t** : The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means, there is a significant difference between the result of using Information-Gap in learning speaking and without using Information-Gap in learning speaking.

- **t_0 < t_t** : The alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means, there is no significant difference between the result of using Information-Gap in learning speaking and without using Information-Gap in learning speaking.

By comparing the values of \( t_0 = 5.520 \) and \( t_t = 2.000 \) the data calculated with statistic shows that \( t_0 \) is bigger than \( t_t \). So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means, there is a significant difference between the result of using Information-Gap in learning speaking and without using it.
C. Research Finding

According to the result of the data analysis, it is proven that the students’ score of speaking taught by using Information-Gap is better than without. It shows that the value of $t_0$ (t observation) is 5.520 and the writer used the degree of freedom (df) 58 since it closer for df 60, which she got from the research. After consulting to $t_0$, she obtained $t_t$ is smaller than $t_0$ in degree of significance 5% that is $t_t : t_0 \ 2.000 < 5.520$. It means that the use of Information-Gap in learning speaking at second grade of MTs Khazanah Kebajikan Pondok Cabe Ilir is effective.

D. The Interpretation and Discussion of Data

The aim of a communicative activity such as Information Gap is to get learners to use the language they are learning to interact in realistic and meaningful ways, which involving exchanges of information. It is in line with the goal of learning a language which usually to enable learners to take part in exchanges of information.

As we know that some teaching methods which emphasizes the learning of language systems as a goal failed to give learners an opportunity to practice to speak in class that is why there are some students who have learn a language unable to speak even a sentence.

During the research, it is found that experimental class who has lower score in pre-test than control class can achieved higher score than the control class in post-test, it is because the students in experimental class practice to speak more than the students in control class. Moreover, the students in control class seems feel bored during the learning process, different with students in experimental class who seems enthusiastic during the learning process since they are exposed with an interesting activity such as Information-gap.

Therefore, it can be seen that the students in control class have lower concentration than the students in experimental class, even it is found that in experimental class, the students’ memory toward the material is better than the
students in control class who found forget the material easily after the learning process.

The Information Gap which applied in experimental class gives students opportunity to practice speaking English in class, moreover it could increase the students’ motivation in learning English since they feel their purpose of learning English so that they can use it can be achieved.

From the explanation above it can be assumed that second grade students of MTS Khazanah kebajikan Pondok Cabe Ilir which given treatment by using Information Gap (experimental class) have developed higher ability in speaking skill than those who are not given the treatment (control class).

Having analyzed of pre-test and post-test by using t-test formula, the result shows that coefficient is 5.520. It means that there is significant increase in learning speaking by using information-Gap.

From the result of calculation, it is obtained the value of the t observation ($t_o$) is 5.520 the degree of freedom (df) is 58 (obtained from $N_1+N_2-2$) = (30+30-2=58). The writer used closer df and it is 60. The writer used the degree of significance 5%, the value of degree significance is 2.000. If $t_o$ compare with value of the degree of significance, the result is $2.000 < 5.520$. Since $t_o$ score obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

1. If the result t observation is higher than t table ($t_o > t_t$), the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there is significant different between variable X and variable Y.

2. If the result of t observation is lower than t table ($t_o < t_t$), the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is no significant different between variable X and variable Y.

Based on the result of the data analysis, it is proven that the students’ score of speaking taught by using Information-Gap is better than without. It means that
the use of Information-Gap in learning speaking of second grade students of MTs Khazanah Kebajikan Pondok Cabe Ilir is effective.
CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

The result of learning speaking skill considered not satisfactory when students cannot use English to communicate. It can be argue that Information Gap as one of the classroom activities which promoted in communicative language teaching can be very suitable to be applied in learning speaking.

In order to make learners are able to use the target language to communicate, Information gap activity is applied. It is an activity which train students to use the target language to communicate as in real life by asking the students to share information with their peers so that they can complete a task. By using Information Gap students are actively involved in teaching learning process and they are trained to use the target language to communicate.

It might be concluded that by implementing Information Gap in learning speaking it can improve the students speaking skill than the students who are not exposed with this activity.

While according to the result of statistical calculation of the research, it shows that the value of \( t_o \) (t observation) is 5.520. After consulting to \( t_t \) she obtained \( t_i \) is smaller than \( t_o \) in degree of significance 5% that is \( t_i : t_o \ 2.000 < 5.520 \).

Finally, it is stated that the hypothesis of the research “the students’ speaking ability is higher where the information-gap activity is conducted than the students’ speaking ability in where the information-gap activity is not conducted” is accepted. On the contrary, the result of calculation showed that Ho (null hypothesis). “There is no significant difference between the students speaking score taught by using Information-Gap (experiment class) and taught without Information-Gap (control class)” is rejected.
It can be concluded that using Information-Gap in teaching speaking for second grade students of MTs Khazanah Kebajikan Pondok Cabe Ilir was effective than teaching without Information-Gap.

B. Suggestions

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 Information-Gap 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.
REFERENCES


Websites

Asrobi, Maman, Ketut Seken, and Wayan Suarmayaya, *The Effect of Information Gap Technique and Achievement Motivation Toward Students' Speaking Ability (An Experimental Study of the Tenth Grade Students of MAN SELONG)*, e-Journal of Postgraduate Program Ganesha University English Education Department, ejurnal.ung.ac.id.


KISI-KISI SOAL PRE-TEST DAN POST TEST

Mata Pelajaran : Bahasa Inggris
Alokasi waktu : 2 x 40 menit

Standar Kompetensi

Berbicara
Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar

9.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu

9.2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon

Indikator

1. Mendemonstrasikan cara meminta dan memberi informasi secara lisan
2. Mengidentifikasi ungkapan-ungkapan yang di pakai untuk mengawali dan menutup percakapan telepon
3. Memperlihatkan kepercayaan diri menggunakan bahasa Inggris secara lisan
4. Menggunakan bahasa Inggris sebagai alat komunikasi untuk bertukar informasi melalui percakapan telepon
<table>
<thead>
<tr>
<th>Caller</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mila</td>
<td>Send her the postcard</td>
</tr>
<tr>
<td>Samantha</td>
<td>Come to her Birthday Party tomorrow at 7 p.m.</td>
</tr>
<tr>
<td>Andy</td>
<td>Call him back</td>
</tr>
<tr>
<td>Jimmy</td>
<td>Come to his concert on Saturday night</td>
</tr>
</tbody>
</table>
### Pre-test Instrument

**B Sheet: *Anybody Call***

<table>
<thead>
<tr>
<th>While you were out....</th>
<th>While you were out....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caller:</td>
<td>Caller: Diana</td>
</tr>
<tr>
<td>Message:</td>
<td>Message:</td>
</tr>
<tr>
<td></td>
<td>Send her David’s address</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>While you were out....</th>
<th>While you were out....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caller:</td>
<td>Caller: Justin</td>
</tr>
<tr>
<td>Message:</td>
<td>Message:</td>
</tr>
<tr>
<td></td>
<td>Meet him for lunch on Sunday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>While you were out....</th>
<th>While you were out....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caller:</td>
<td>Caller: Alex</td>
</tr>
<tr>
<td>Message:</td>
<td>Message:</td>
</tr>
<tr>
<td></td>
<td>Check the Email from him</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>While you were out....</th>
<th>While you were out....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caller:</td>
<td>Caller: Jason</td>
</tr>
<tr>
<td>Message:</td>
<td>Message:</td>
</tr>
<tr>
<td></td>
<td>Pick up the magazine sometime today</td>
</tr>
</tbody>
</table>
Post-test instrument

A Sheet: *Anybody Call*

Relay these messages to your partner.

**While you were out...**

**Caller:** Your Sister  
**Message:** Stop by the post office and pick up some stamps.

**While you were out...**

**Caller:** Your Uncle  
**Message:** Send him the pictures ASAP.

**While you were out...**

**Caller:** Your Niece  
**Message:** Let her know what time the show starts.

**While you were out...**

**Caller:** Your Aunt Zelma  
**Message:** Visit her if you are free tomorrow.
B Sheet: **Anybody Call**

Relay these messages to your partner.

<table>
<thead>
<tr>
<th><strong>WHILE YOU WERE OUT . . .</strong></th>
<th><strong>WHILE YOU WERE OUT . . .</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALLER:</strong> Your Brother</td>
<td><strong>CALLER:</strong> Your Cousin Bill</td>
</tr>
<tr>
<td><strong>MESSAGE:</strong> Call him back.</td>
<td><strong>MESSAGE:</strong> Meet him for lunch sometime next week.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHILE YOU WERE OUT . . .</strong></th>
<th><strong>WHILE YOU WERE OUT . . .</strong></th>
<th><strong>WHILE YOU WERE OUT . . .</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALLER:</strong> Your Nephew</td>
<td><strong>CALLER:</strong> Your Nephew</td>
<td><strong>CALLER:</strong> Your Dad</td>
</tr>
<tr>
<td><strong>MESSAGE:</strong> Let him know when you want to meet.</td>
<td><strong>MESSAGE:</strong></td>
<td><strong>MESSAGE:</strong> Pay him back the money that you borrowed.</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas eksperimen

I. Identitas
Nama Sekolah : MTs Khazanah Kebajikan Pondok Cabe Ilir
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII (Delapan)/ 2
Aspek Skill : Berbicara
Tema : Message and Call
Alokasi Waktu : 3 Pertemuan (6 x 40 menit)

II. Standar Kompetensi
Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

III. Kompetensi Dasar

9.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu

9.2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon
IV. **Indikator**

1. Membuat pesan singkat
2. Mendemonstrasikan cara meminta dan memberi informasi secara lisan
3. Mengidentifikasi ungkapan-ungkapan yang di pakai untuk mengawali dan menutup percakapan telepon
4. Memperlihatkan kepercayaan diri menggunakan bahasa Inggris secara lisan
5. Menggunakan bahasa Inggris sebagai alat komunikasi untuk bertukar informasi melalui percakapan telepon

V. **Tujuan Pembelajaran**

Pada akhir pembelajaran, di harapkan:

1. Siswa dapat membuat pesan singkat
2. Siswa dapat mendemonstrasikan cara meminta dan memberi informasi secara lisan
3. Siswa dapat mengidentifikasi ungkapan-ungkapan yang di pakai untuk mengawali dan menutup percakapan telepon
4. Siswa dapat memperlihatkan kepercayaan diri menggunakan bahasa Inggris secara lisan
5. Siswa dapat menggunakan bahasa Inggris sebagai alat komunikasi untuk bertukar informasi melalui percakapan telepon

VI. **Materi Pembelajaran**

- Short Message Service (SMS)

  Example:

  Dad
  Jenny, go home soon. Mum is very ill. I’m taking her to the hospital. Watch your sister. Okay?

  15:00, Jun 20
1. What does the SMS above talk about?
2. Who is the sender?
3. Who is the receiver

Making telephone call

Bob: Hello.
Adi: Hello.
Bob: Bob speaking. Can I speak to Mary, please?
Adi: Hm. She is not home right now.
Bob: Oh, Ok.
Adi: Can I take a message?
Bob: Yes, please. Thanks.
Adi: Wait a second. I’ll get a pen.
(a minute later)
Adi: Ok.
Bob: Could you tell her to meet Bob at 7 p.m. in front of the City Public Library?
Adi: All right.

Questions:
1. Who are the speakers? Do they know each other?
2. How does Bob open the conversation?
3. What does Bob want?
4. What does Adi offer?
5. What will Adi tell Mary?
   ✓ How the conversation begins, develops and ends. Some more expressions you may use in the beginning stage of a telephone conversation.
Some expressions to end a phone conversation as follows.

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank you</td>
<td>Thanks. Bye.</td>
</tr>
<tr>
<td>Good bye.</td>
<td>Bye.</td>
</tr>
<tr>
<td>Bye.</td>
<td></td>
</tr>
</tbody>
</table>

VII. **Metode Pembelajaran:** Collaborative learning by using information-Gap activity

VIII. **Langkah- Langkah Kegiatan (pertemuan 1 & 2)**

a. **Kegiatan pendahuluan (7 menit)**
   - Guru memberi salam dan mengisi daftar hadir siswa
   - Menginformasikan siswa tentang materi hari ini yakni message and call, guru menjelaskan bahwa dua materi tersebut saling berkaitan maka dari itu guru menggabungkan 2 materi tersebut dalam satu kesatuan.
   - Guru memotivasi siswa

b. **Kegiatan Inti (65 menit)**
   - Guru bertanya jawab dengan siswa terkait dengan materi message, contoh; 1. do you know what SMS is?, 2. have ever send a message?, 3. Have you ever made an SMS in English?
Guru menunjukkan beberapa contoh SMS dan membahas makna pada pesan tertulis tersebut.

- Guru dan siswa bertanya jawab tentang materi message.
- Siswa diminta untuk membuat sebuah pesan dalam bahasa Inggris yang di kerjakan secara berkelompok, masing-masing kelompok terdiri dari 2 siswa.
- Guru bertanya jawab dengan siswa terkait materi call. Contoh: 1. Have you ever made a telephone call?, 2. When do you usually need to make a call?, 3. Who has ever made a telephone call in English?
- Guru memberikan contoh percakapan telepon.
- Guru dan siswa membahas ungkapan-ungkapan (expressions) untuk memulai, memperpanjang, dan menutup percakapan telepon.
- Siswa membahas makna dalam contoh percakapan telepon.
- Guru bersama-sama siswa membacakan dialog dengan pengucapan yang benar.
- Guru menjelaskan ungkapan-ungkapan yang di pakai dalam meminta dan memberi informasi melalui telepon.
- Guru memberi siswa menjadi berpasang-pasangan (pairing), setiap pasangan diberikan tugas yakni mereka di minta untuk melengkapi informasi dengan cara berkomunikasi dengan menggunakan bahasa inggris, masing-masing anggota dalam satu pasangan memiliki informasi yang berbeda (siswa A di berikan sheet A, siswa B di berikan sheet B).

c. Kegiatan penutup (8 menit)

- Guru menanyakan kesulitan siswa selama KBM
- Bersama siswa menyimpulkan materi yang di pelajari
- Mengakhiri kegiatan dan memberi salam
IX. Sumber Belajar:
2. Worksheet *Can I take a message?*

X. Penilaian

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. membuat pesan singkat</td>
<td>Test tulis</td>
<td>esai</td>
<td>Work in pairs. Write an SMS</td>
</tr>
<tr>
<td>2. Mendemonstrasikan cara meminta dan memberi informasi tentang message secara lisan</td>
<td>Tes lisan &amp; tes tulis</td>
<td>Melengkapi table &amp; mempraktekkan dialog</td>
<td>Interact with your partner to complete the information</td>
</tr>
<tr>
<td>3. Mengidentifikasi ungkapan-ungkapan yang di pakai untuk mengawali dan menutup percakapan telepon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Menggunakan bahasa Inggris sebagai alat komunikasi untuk bertukar informasi melalui percakapan telepon</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Instrument

a) Untuk pertemuan pertama

1. Work in pairs. Write an SMS to your partner telling that you cannot join the extracurricular activity that day because you do not feel well. Your partner write the reply SMS to respond it
2. Information-Gap activity

A Sheet: **Can I take a message?**

Someone is calling John when he was not home, his parent received all the phone call, and his parent tell where he was to the caller and everyone who call, leave a message for him. There are 8 caller and 8 messages, but you miss some parts of information. Your partner has the missing information. So, you need to interact with your partner to complete the information.

<table>
<thead>
<tr>
<th>Location</th>
<th>Activity</th>
<th>Caller</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bookstore</td>
<td>Buy a Novel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Daniel</td>
<td>Drop by my house sometime tomorrow</td>
<td></td>
</tr>
<tr>
<td>3. Supermarket</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Julie</td>
<td></td>
<td>Come to my party tonight</td>
</tr>
</tbody>
</table>

B Sheet: **Can I take a message?**

Someone is calling John when he was not home, his parent received all the phone call, and his parent tell where he was to the caller and everyone who call, leave a message for him. There are 8 caller and 8 messages, but you miss some
parts of information. Your partner has the missing information. So, you need to interact with your partner to complete the information.

<table>
<thead>
<tr>
<th>Location</th>
<th>Activity</th>
<th>Caller</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Lee</td>
<td>Lend me his dictionary</td>
</tr>
<tr>
<td>2. Department Store</td>
<td>Shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Peter</td>
<td>Call me back</td>
</tr>
<tr>
<td>4. Cinema</td>
<td>Watch movie</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample dialogue:

1. A (receiver) : Hello
   B (caller)     : Hello, is John there?
   A              : No, he’s not here right now
   B              : This is Lee, do you know where he went?
   A              : he said he was going to the Bookstore to buy a novel. Can I take a message?
   B              : yes, please tell him to lend me his dictionary
   A              : sure, I’ll tell him you called
   B              : Thanks a lot, bye

b. Untuk Pertemuan Kedua

A Sheet: I’m calling about the apartment

You are a student looking for an apartment to rent. Talk to the person who is advertising the apartment and find out more information about the apartment. However, From the information about the four apartment, you miss information of
the two apartment. Your partner has the missing information. So, you need to interact with her to complete the information.

<table>
<thead>
<tr>
<th>Apartment 1</th>
<th>Apartment 2</th>
<th>Apartment 3</th>
<th>Apartment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Behind the Starbucks</td>
<td>Near the Columbia University</td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td>$120</td>
<td>$95</td>
<td></td>
</tr>
<tr>
<td>Distance to School</td>
<td>It is 5 km from the School</td>
<td>It is only 1 km from the School</td>
<td></td>
</tr>
<tr>
<td>Facilities in building</td>
<td>Swimming pool, Café</td>
<td>Swimming pool, Laundry</td>
<td></td>
</tr>
<tr>
<td>Parking</td>
<td>There is a parking lot in the basement</td>
<td>Parking lot is not available</td>
<td></td>
</tr>
</tbody>
</table>

B Sheet: I’m calling about the apartment

You are a student looking for an apartment to rent. Talk to the person who is advertising the apartment and find out more information about the apartment. However, From the information about the four apartment, you miss information of the two apartment. Your partner has the missing information. So, you need to interact with her to complete the information.

<table>
<thead>
<tr>
<th>Apartment 1</th>
<th>Apartment 2</th>
<th>Apartment 3</th>
<th>Apartment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Near the Berlin Stadium</td>
<td>Next to the City Hospital</td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td>$100</td>
<td>$150</td>
<td></td>
</tr>
</tbody>
</table>
### Sample dialogue:

1. **B (advertiser) :** hello  
   **A (you) :** Hi, I’m calling about the apartment for rent. Is it still available?  
   **B :** Yes, it’s available.  
   **A :** would you mind if I ask you a few questions about the apartment over the phone?  
   **B :** No, not at all. What do you need to know?  
   **A :** where is it?  
   **B :** it is near the Berlin stadium  
   **A :** how much is the rent?  
   **B :** it is $100  
   **A :** is it close to the school?  
   **B :** it is 2 km from the school  
   **A :** are there any facilities in the building?  
   **B :** yes, there is a Laundry and a sport center  
   **A :** Is there a place where I can park my motorcycle?  
   **B :** there is a parking lot behind the building  
   **A :** thanks for your information, talk to you later. Bye  
   **B :** sure, Bye
A: Did anybody call while I was out?
B: The president called. He wants you to drop by his office before you leave today.

Relay these messages to your partner.

<table>
<thead>
<tr>
<th>While You were out...</th>
<th>While You were out...</th>
<th>While You were out...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALLER:</strong> The president</td>
<td><strong>CALLER:</strong> Andy Lim.</td>
<td><strong>CALLER:</strong> Dean from Accounting</td>
</tr>
<tr>
<td><strong>MESSAGE:</strong> Drop by his office before you leave today.</td>
<td><strong>MESSAGE:</strong> Call him back.</td>
<td><strong>MESSAGE:</strong> Send him the receipts from your trip.</td>
</tr>
<tr>
<td><strong>CALLER:</strong> Max Greene</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MESSAGE:</strong> Fax the documents ASAP.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CALLER:</strong> Jim from personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MESSAGE:</strong> Recommend somebody for the marketing position.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B Sheet: Anybody Call

A: Did anybody while I was out?
B: The president called. He wants you to drop by his office before you leave today.

Relay these message to your partner:

- **While You were out . . .**
  - **Caller:** The president
  - **Message:** Drop by his office before you leave today.

- **While You were out . . .**
  - **Caller:** Jenny Warwick
  - **Message:** Send her the invoice for the new computers.

- **While You were out . . .**
  - **Caller:** Mr. Yamato
  - **Message:** Meet him for lunch tomorrow.
XI. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Esai</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Jawaban, tata bahasa, dan penulisan benar</td>
<td>5</td>
</tr>
<tr>
<td>• Jawaban dan tata bahasa benar, penulisan kurang tepat</td>
<td>4</td>
</tr>
<tr>
<td>• Jawaban benar, tata bahasa dan penulisan kurang tepat</td>
<td>3</td>
</tr>
<tr>
<td>• Jawaban dan penulisan benar, tata bahasa kurang tepat</td>
<td>2</td>
</tr>
<tr>
<td>• Jawaban, tata bahasa dan penulisan kurang tepat</td>
<td>1</td>
</tr>
<tr>
<td>• Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

Tes lisan

<table>
<thead>
<tr>
<th>Skor</th>
<th>Pronunciation bagus</th>
<th>87-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>- Pronunciation bagus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- hanya ada 2 atau 3 grammatical errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- tidak terlalu sering dalam mencari kata-kata</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- sangat sedikit long pauses (jeda)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- sangat mudah di pahami</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- dibutuhkan hanya sedikit sekali interupsi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- telah menguasai skill speaking dalam program</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>- Pronunciation hanya sedikit terpengaruh oleh L1</td>
<td>77-86</td>
</tr>
<tr>
<td></td>
<td>- sedikit grammatical errors tetapi sebagian besar kalimat benar</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td></td>
</tr>
</tbody>
</table>
| 1   | - banyak pronunciation errors yang serius  
- banyak grammar errors pada grammar dasar |
| 2   | - beberapa pronunciation errors yang serius  
- errors pada tingkat grammar dasar  
- jeda panjang yang tidak alami  
- sangat terbatas expression yang di pake  
- membutuhkan usaha untuk memahami sebagian besar  
- interupsi sering di butuhkan dan terkadang sulit dalam menjelaskan atau membuat makna lebih clear  
- hanya sedikit oral skills on course yang telah dikuasai |
| 3   | - Pronunciation dipengaruhi oleh L1  
- pronunication and grammatical errors  
- beberapa errors menyebabkan kebingungan serius  
- jeda lebih panjang untuk mencari kata  
- hanya expressi terbatas  
- banyak yang bias di pahami walaupun butuh usaha di beberapa bagian  
- banyak interupsi di butuhkan  
- telah menguasai hanya beberapa oral skills on course |
| 4   | - Pronunciation terpengaruh sedikit oleh L1  
- sedikit grammatical errors hanya sedikit 1 atau 2 yang menyebabkan kebingungan serius  
- mencari-cari kata  
- ada sedikit jeda yang tidak alami  
- menyampaikan makna secara umum cukup jelas  
- sedikit interupsi dibutuhka tetapi maksudnya tetap jelas  
- telah menguasai skill speaking dalam program |

- terkadang masih mencari-cari kata  
- tidak terlalu banyak jeda  
- makna umum cukup jelas tetapi masih butuh sedikit interupsi  
- telah menguasai skill speaking dalam program
- penuh dengan jeda panjang yang tidak alami
- terlalu terbatas expressi yang di pakai
- hamper tidak mungkin bias untuk di pahami
- interupsi seringkali dibutuhkan tetapi tidak bisa membuat makna menjadi lebih clear
- sangat sedikit oral skills on course telah dikuasai

Mengetahui,  
Jakarta, 20 Maret 2014

Guru Bahasa Inggris  
Mahasiswa

Edi Haryono, S.Pd  
Nuraeni
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas Kontrol

I. Identitas

Nama Sekolah : MTs Khazanah Kebajikan Pondok Cabe Ilir
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII (Delapan)/ 2
Aspek Skill : Berbicara
Tema : Message and Call
Alokasi Waktu : 3 Pertemuan (6 x 40 menit)

II. Standar Kompetensi

Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

III. Kompetensi Dasar

9.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu

9.2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon
IV. **Indikator**
1. Membuat pesan singkat
2. Mendemonstrasikan cara meminta dan memberi informasi secara lisan
3. Mengidentifikasi ungkapan-ungkapan yang di pakai untuk mengawali dan menutup percakapan telepon
4. Memperlihatkan kepercayaan diri menggunakan bahasa Inggris secara lisan
5. Menggunakan bahasa Inggris sebagai alat komunikasi untuk bertukar informasi melalui percakapan telepon

V. **Tujuan Pembelajaran**
Pada akhir pembelajaran, di harapkan:
1. Siswa dapat membuat pesan singkat
2. Siswa dapat mendemonstrasikan cara meminta dan memberi informasi secara lisan
3. Siswa dapat mengidentifikasi ungkapan-ungkapan yang di pakai untuk mengawali dan menutup percakapan telepon
4. Siswa dapat memperlihatkan kepercayaan diri menggunakan bahasa Inggris secara lisan
5. Siswa dapat menggunakan bahasa Inggris sebagai alat komunikasi untuk bertukar informasi melalui percakapan telepon

VI. **Materi Pembelajaran**
- Short Message Service (SMS)

Example:

```
Dad

Jenny, go home soon. Mum is very ill. I’m taking her to the hospital. Watch your sister. Okay?

15:00, Jun 20
```

1. What does the SMS above talk about?
2. Who is the sender?
3. Who is the receiver

- Making telephone call

<table>
<thead>
<tr>
<th>Bob</th>
<th>Hello.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adi</td>
<td>Hello.</td>
</tr>
</tbody>
</table>

Bob: Hello.  
Adi: Hello.  
Bob: Bob speaking. Can I speak to Mary, please?  
Adi: Hm. She is not home right now.  
Bob: Oh, Ok.  
Adi: Can I take a message?  
Bob: Yes, please. Thanks.  
Adi: Wait a second. I’ll get a pen.  
(a minute later)  
Adi: Ok.  
Bob: Could you tell her to meet Bob at 7 p.m. in front of the City Public Library?  
Adi: All right.  

Questions:
1. Who are the speakers? Do they know each other?
2. How does Bob open the conversation?
3. What does Bob want?
4. What does Adi offer?
5. What will Adi tell Mary?

✓ How the conversation begins, develops and ends. Some more expressions you may use in the beginning stage of a telephone conversation.

<table>
<thead>
<tr>
<th>Good morning</th>
<th>Good morning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallo</td>
<td>Hallo</td>
</tr>
<tr>
<td>Hallo</td>
<td>Siti speaking</td>
</tr>
</tbody>
</table>
Hi, there
Good morning, is it 0276 345 675
Good evening. Is it 463 765

<table>
<thead>
<tr>
<th>Hi</th>
<th>Good morning, that’s right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi</td>
<td>Good evening, oh yes. Can I help you</td>
</tr>
</tbody>
</table>

- Some expressions to end a phone conversation as follows.

<table>
<thead>
<tr>
<th>Thank you</th>
<th>Thanks. Bye.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good bye.</td>
<td>Good bye.</td>
</tr>
</tbody>
</table>

VII. **Metode Pembelajaran**: Grammar Translation Method

VIII. **Langkah-Langkah Kegiatan (pertemuan 1 & 2)**

a. **Kegiatan Pendahuluan (7 menit)**
   - Guru memberi salam dan mengisi daftar hadir siswa
   - Menginformasikan siswa tentang materi hari ini yakni message and call, guru menjelaskan bahwa dua materi tersebut saling berkaitan maka dari itu guru menggabungkan 2 materi tersebut dalam satu kesatuan.
   - Guru memotivasi siswa

b. **Kegiatan Inti (65 menit)**
   - Guru bertanya jawab dengan siswa terkait dengan materi message, contoh; 1. do you know what SMS is?, 2. have ever send a message?, 3. Have you ever made an SMS in English?
   - Guru menunjukkan beberapa contoh SMS dan membahas makna pada pesan tertulis tersebut
   - Guru dan siswa bertanya jawab tentang materi message
   - Siswa diminta untuk membuat sebuah pesan dalam bahasa Inggris yang di kerjakan secara berkelompok, masing-masing kelompok terdiri dari 2 siswa
• Guru bertanya jawab dengan siswa terkait materi call,
  Contoh: 1. Have you ever made a telephone call?, 2. When do you usually need to make a call?, 3. Who has ever made a telephone call in English?
• Guru memberikan contoh percakapan telepon
• Guru dan siswa membahas ungkapan-ungkapan (expressions) untuk memulai, memperpanjang, dan menutup percakapan telepon.
• Siswa membahas makna dalam contoh percakapan telepon
• Guru bersama-sama siswa membacakan dialog dengan pengucapan yang benar
• Guru menjelaskan ungkapan-ungkapan yang di pakai dalam meminta dan memberi informasi melalui telepon
• Guru memberikan latihan soal kepada siswa, yakni guru meminta siswa membuat beberapa dialog percakapan telepon berdasarkan informasi yang tertulis dalam soal latihan

c. Kegiatan penutup (8 menit)
  • Guru menanyakan kesulitan siswa selama KBM
  • Bersama siswa menyimpulkan materi yang di pelajari
  • Mengakhiri kegiatan dan memberi salam

IX. Sumber Belajar:
2. Worksheet Can I take a message?

X. Penilaian

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. membuat pesan singkat</td>
<td>Test tulis</td>
<td>esai</td>
<td>Work in pairs.</td>
</tr>
<tr>
<td>2. Mendemonstrasikan cara meminta dan memberi</td>
<td>Tes lisan &amp; tes tulis</td>
<td>Melengkapi table &amp; Make dialogues based on the</td>
<td></td>
</tr>
</tbody>
</table>
informasi tentang message secara lisan
3. Mengidentifikasi unggkapan-ungkapan yang di pakai untuk mengawali dan menutup percakapan telepon
4. Menggunakan bahasa Inggris sebagai alat komunikasi untuk bertukar informasi melalui percakapan telepon

<table>
<thead>
<tr>
<th>membacakan dialog</th>
<th>information on the table and recite one of the dialogue you have made</th>
</tr>
</thead>
</table>

A. Instrument
a) Untuk pertemuan pertama
1. Work in pairs. Write an SMS to your partner telling that you cannot join the extracurricular activity that day because you do not feel well. Your partner write the reply SMS to respond it
2. Make dialogues based on the information on the table, do as the example

Can I take a message?
Someone is calling John when he was not home, his parent received all the phone call, and his parent tell where he was to the caller and everyone who call, leave a message for him. The example of the dialogue is as follows:

1. A (receiver) : Hello
   B (caller) : Hello, is John there?
   A : No, he’s not here right now
   B : This is Mia, do you know where he went?
   A : he said he was going to the Post office to buy some stamps. Can I take a message?
   B : yes, please tell him to call me back
   A : sure, I’ll tell him you called
   B : Thanks a lot, bye

Make dialogues of telephone conversation as the example!

<table>
<thead>
<tr>
<th>Location</th>
<th>Activity</th>
<th>Caller</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bookstore</td>
<td>Buy a Novel</td>
<td>Lee</td>
<td>Lend me his Dictionary</td>
</tr>
<tr>
<td>2. Department Store</td>
<td>Shopping</td>
<td>Daniel</td>
<td>Drop by my house sometime tomorrow</td>
</tr>
<tr>
<td>3. Supermarket</td>
<td>Buy fruits</td>
<td>Peter</td>
<td>Call me back</td>
</tr>
<tr>
<td>4. Cinema</td>
<td>Watch movie</td>
<td>Julie</td>
<td>Come to my party tonight</td>
</tr>
</tbody>
</table>

Sample dialogue:

1. A (receiver) : Hello
   B (caller) : Hello, is John there?
   A : No, he’s not here right now
   B : This is Lee, do you know where he went?
   A : he said he was going to the Bookstore to buy a novel. Can I take a message?
   B : yes, please tell him to lend me his dictionary
   A : sure, I’ll tell him you called
You are a student looking for an apartment to rent. Make telephone conversation in where you talk to the person who is advertising the apartment and you asked some information about the apartment.

<table>
<thead>
<tr>
<th>Location</th>
<th>Apartment 1</th>
<th>Apartment 2</th>
<th>Apartment 3</th>
<th>Apartment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near the Berlin Stadium</td>
<td>Behind the Starbucks</td>
<td>Next to the City Hospital</td>
<td>Near the Columbia University</td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td>$100</td>
<td>$120</td>
<td>$150</td>
<td>$95</td>
</tr>
<tr>
<td>Distance to School</td>
<td>2 km from the school</td>
<td>It is 5 km from the School</td>
<td>10 km from the School</td>
<td>It is only 1 km from the School</td>
</tr>
<tr>
<td>Facilities in building</td>
<td>Laundry, Sport Center</td>
<td>Swimming pool, Café</td>
<td>Cafe, Sport Center</td>
<td>Swimming pool, Laundry</td>
</tr>
<tr>
<td>Parking</td>
<td>There is a parking lot</td>
<td>There is a parking lot in the basement</td>
<td>There is a parking lot</td>
<td>Parking lot is not available</td>
</tr>
</tbody>
</table>

Sample dialogue:

1. B (Advertiser) : hello
   A (you) : Hi, I’m calling about the apartment for rent. Is it still available?
   B : Thanks a lot, bye
b. Untuk Pertemuan Kedua

I’m calling about the apartment

B : Thanks a lot, bye
A: would you mind if I ask you a few questions about the apartment over the phone?
B: No, not at all. What do you need to know?
A: where is it?
B: it is near the Berlin stadium
A: how much is the rent?
B: it is $100
A: is it close to the school?
B: it is 2 km from the school
A: are there any facilities in the building?
B: yes, there is a Laundry and a sport center
A: Is there a place where I can park my motorcycle?
B: there is a parking lot behind the building
A: thanks for your information, talk to you later. Bye
B: sure, Bye

c. Untuk pertemuan ketiga

A: Did anybody call while I was out?
B: The president called. He wants you to drop by his office before you leave today.

<table>
<thead>
<tr>
<th>Caller</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy Lim</td>
<td>Call him back</td>
</tr>
<tr>
<td>Jenny Warwick</td>
<td>Send her the invoice for the new computers</td>
</tr>
<tr>
<td>Max Greene</td>
<td>Fax the documents A.S.A.P</td>
</tr>
<tr>
<td>Mr. Yamato</td>
<td>Meet him for lunch tomorrow</td>
</tr>
</tbody>
</table>
Dean from accounting  
Send him the receipt from your trip

Sue from Legal  
Sign the documents before you leave today

Jim from Personnel  
Recommend somebody for the marketing position

Jason Argoni  
Pick up the catalogues sometime today

<table>
<thead>
<tr>
<th>XI. Rubrik Penilaian</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Esai</strong></td>
<td><strong>Skor</strong></td>
</tr>
<tr>
<td>• Jawaban, tata bahasa, dan penulisan benar</td>
<td>5</td>
</tr>
<tr>
<td>• Jawaban dan tata bahasa benar, penulisan kurang tepat</td>
<td>4</td>
</tr>
<tr>
<td>• Jawaban benar, tata bahasa dan penulisan kurang tepat</td>
<td>3</td>
</tr>
<tr>
<td>• Jawaban dan penulisan benar, tata bahasa kurang tepat</td>
<td>2</td>
</tr>
<tr>
<td>• Jawaban, tata bahasa dan penulisan kurang tepat</td>
<td>1</td>
</tr>
<tr>
<td>• Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

Tes lisan

6  
-Pronunciation bagus  
- hanya ada 2 atau 3 grammatical errors  
- tidak terlalu sering dalam mencari kata-kata  
- sangat sedikit long pauses (jeda)  
- sangat mudah di pahami  
- dibutuhkan hanya sedikit sekali interupsi  
- telah menguasai skill speaking dalam program

5  
- Pronunciation hanya sedikit terpengaruh oleh L1  
- sedikit grammatical errors tetapi sebagian besar kalimat benar  
- terkadang masih mencari-cari kata

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>87-100</td>
</tr>
<tr>
<td>5</td>
<td>77-86</td>
</tr>
<tr>
<td>Ruang</td>
<td>Deskripsi</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 1     | - banyak pronunciation errors yang serius  
- banyak grammar errors pada grammar dasar  
- penuh dengan jeda panjang yang tidak alami |
| 2     | - beberapa pronunciation errors yang serius  
- errors pada tingkat grammar dasar  
- jeda panjang yang tidak alami  
- sangat terbatas expression yang di pake  
- membutuhkan usaha untuk memahami sebagian besar  
- interupsi sering di butuhkan dan terkadang sulit dalam menjelaskan atau membuat makna lebih clear  
- hanya sedikit oral skills on course yang telah dikuasai |
| 3     | -Pronunciation dipengaruhi oleh L1  
- pronunciation and grammatical errors  
- beberapa errors menyebabkan kebingungan serius  
- jeda lebih panjang untuk mencari kata  
- hanya expressi terbatas  
- banyak yang bias di pahami walaupun butuh usaha di beberapa bagian  
- banyak interupsi di butuhkan  
- telah menguasai hanya beberapa oral skills on course |
| 4     | - Pronunciation terpengaruh sedikit oleh L1  
- sedikit grammatical errors hanya sedikit 1 atau 2 yang menyebabkan kebingungan serius  
- mencari-cari kata  
- ada sedikit jeda yang tidak alami  
- menyampaikan makna secara umum cukup jelas  
- sedikit interupsi dibutuhka tetapi maksudnya tetap jelas  
- telah menguasai skill speaking dalam program |

**Alasan:**
- tidak terlalu banyak jeda  
- makna umum cukup jelas tetapi masih butuh sedikit interupsi  
- telah menguasai skill speaking dalam program
- terlalu terbatas expressi yang di pakai
- hamper tidak mungkin bias untuk di pahami
- interupsi seringkali dibutuhkan tetapi tidak bisa membuat makna menjadi lebih clear
- sangat sedikit oral skills on course telah dikuasai

Mengetahui, Jakarta, 7 April 2014

Guru Bahasa Inggris Mahasiswa

Edi Haryono, S.Pd Nuraeni
<table>
<thead>
<tr>
<th>df</th>
<th>.10</th>
<th>.05</th>
<th>.025</th>
<th>.01</th>
<th>.005</th>
<th>.0005</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1.886</td>
<td>2.920</td>
<td>4.303</td>
<td>6.965</td>
<td>9.925</td>
<td>12.941</td>
</tr>
<tr>
<td>3</td>
<td>1.638</td>
<td>2.353</td>
<td>3.182</td>
<td>4.541</td>
<td>5.841</td>
<td>12.941</td>
</tr>
<tr>
<td>4</td>
<td>1.533</td>
<td>2.132</td>
<td>2.770</td>
<td>3.747</td>
<td>4.604</td>
<td>8.613</td>
</tr>
<tr>
<td>5</td>
<td>1.476</td>
<td>2.015</td>
<td>2.571</td>
<td>3.365</td>
<td>4.032</td>
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<tr>
<td>6</td>
<td>1.440</td>
<td>1.943</td>
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<td>3.707</td>
<td>5.959</td>
</tr>
<tr>
<td>7</td>
<td>1.415</td>
<td>1.895</td>
<td>2.365</td>
<td>2.998</td>
<td>3.499</td>
<td>5.405</td>
</tr>
<tr>
<td>8</td>
<td>1.397</td>
<td>1.860</td>
<td>2.306</td>
<td>2.896</td>
<td>3.355</td>
<td>5.041</td>
</tr>
<tr>
<td>9</td>
<td>1.383</td>
<td>1.833</td>
<td>2.262</td>
<td>2.821</td>
<td>3.250</td>
<td>4.781</td>
</tr>
<tr>
<td>10</td>
<td>1.372</td>
<td>1.812</td>
<td>2.228</td>
<td>2.764</td>
<td>3.169</td>
<td>4.587</td>
</tr>
<tr>
<td>11</td>
<td>1.363</td>
<td>1.796</td>
<td>2.201</td>
<td>2.718</td>
<td>3.106</td>
<td>4.437</td>
</tr>
<tr>
<td>12</td>
<td>1.356</td>
<td>1.782</td>
<td>2.179</td>
<td>2.681</td>
<td>3.055</td>
<td>4.318</td>
</tr>
<tr>
<td>13</td>
<td>1.350</td>
<td>1.771</td>
<td>2.160</td>
<td>2.650</td>
<td>3.012</td>
<td>4.221</td>
</tr>
<tr>
<td>14</td>
<td>1.345</td>
<td>1.761</td>
<td>2.145</td>
<td>2.624</td>
<td>2.977</td>
<td>4.140</td>
</tr>
<tr>
<td>15</td>
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<td>1.753</td>
<td>2.131</td>
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Sumber: Diambil dari Gullford, JP. dan Benyamin, F., Fundamental Statistic in Psychology and Education; McGraw-Hill Book Company; Sydney; 1978
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**CHAPTER II**

**THEORETICAL FRAMEWORK**
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**CHAPTER III RESEARCH METHODOLOGY**

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Proposal skripsi dengan judul tersebut di atas telah diuji pada tanggal 20 Februari, telah direvisi sesuai dengan saran penguji, dan telah dinyatakan LULUS.

Jakarta, 12 Juni 2013

Pengujii

Dr. Febrinany, M.Pd.
NIP. 19700111199102 2 001

N postage

Dosen Pembimbing:

I. Dr. Febrinany, M.Pd.
II. Zakari Amay, M. Hum.

[Signatures]

[Date]: 12/06/2013
SURAT BIMBINGAN SKRIPSI

Jakarta, 14 Juni 2013

Kepada Yth.

Dr. Fahriany, M.Pd.
Zaharil Anasy, M.Hum.

Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing (materi/teknis) penulisan skripsi mahasiswa:

Nama : Nuraeni
NIM : 108014000018
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Judul Skripsi : The Effectiveness of Information-Gap toward Students' Speaking Ability


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan

Ket. Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/10.2.7/2013
Jakarta, 14 Juni 2013

Lamp. : -

Hal : Bimbingan Skripsi

Kepada Yth.
Dr. Fapriani, M.Pd.
✓Zaharil Anasy, M.Hum.

Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing penulisan skripsi mahasiswa:

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Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Ketua Pendidikan Bahasa Inggris

Drs. Syuki, M.Pd
NIP. 19641212 199103 1 002

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT PERMOHONAN IZIN PENELITIAN

Kepada Yth.
Kepala Sekolah Mts Khazanah Kebajikan
di
Tempat

Assalamu'alaikum wr.wb.
Dengan hormat kami sampaikan bahwa,

Nama : Nuraeni
NIM : 108014000018
Jurusan/Prodi : Pendidikan Bahasa Inggris
Semester : XII
Judul skripsi : "The Effectiveness of Information-gap toward Students’ Speaking Skill"

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Bapak/ibu pimpin.

Untuk itu kami mohon Bapak/ibu dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja samanya, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan

Jakarta, 12 Maret 2014
YAYASAN KHAZANAH KEBAJIKAN
MADRASAH TSANAWIYAH KHAZANAH KEBAJIKAN
TERAKREDITASI A
NO. AKREDITASI : 28.00.SMP/MTs.552.11
NSM. 212.28.04.17.138
Bank BRI Rek. No. 0919.01.019236.53.0
Jl. Talas 1 Rt. 01/010 Pondok Cabe IIr, Pamulang, Tangerang, Banten 15418 Telp. (021) 74707253 Fax. (021) 7495254
Website : www.khazanahkebajikan.org

SURAT KETERANGAN
NO : MTs.S.28.04.07/01.09/PP.00.5/068/2014

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Khazanah Kebajikan menerangkan bahwa :

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Bahwa nama tersebut diatas telah melaksanakan riset/penelitian pada bulan Maret – April 2014 di sekolah MTs Khazanah Kebajikan sehubungan dengan tugas penyelesaian skripsi yang berjudul :

"The Effectiveness Of Information Gap Toward Students’ Speaking Skill"

Demikianlah surat keterangan ini dibuat dengan sebenarnya, agar pihak yang berkepentingan maklum.

Tangerang, 23 April 2014
Kepala
MTs Khazanah Kebajikan

[Signature]
H. Suadin, S.Sos.I