IMPROVING STUDENTS’ SPEAKING SKILL THROUGH INFORMATION GAP TECHNIQUE
(A Classroom Action Research at the Seventh Grade Students of SMPN 6 Kota
Tangerang Selatan in Academic Year 2017/2018)

A Skripsi
Presented to the Faculty of Educational Sciences
in Partial Fulfillment of the Requirements
for the Degree of S.Pd. (S-1) in the English Education

Submitted by:
Putik Delima
1111014000085

THE DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
STATE ISLAMIC SYARIF HIDAYATULLAH UNIVERSITY
JAKARTA
2018
Saya yang bertanda tangan di bawah ini,

Nama : Putik Delima
Tempat/Tgl. Lahir : Tangerang, 23 Juni 1993
NIM : 1111014000085
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students’ Speaking Skill Through Information Gap Technique (A Classroom Action Research at the Seventh Grade Students of SMPN 6 Kota Tangerang Selatan)

Dosen Pembimbing : - Drs. Syauqi, M.Pd.
- Atik Yuliani, M.A. TESOL.

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

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, 26 Juni 2018
Mahasiswa Ybs.

[Signature]

Putik Delima
NIM. 1111014000085
IMPROVING STUDENTS’ SPEAKING SKILL THROUGH INFORMATION GAP TECHNIQUE
(A Classroom Action Research at the Seventh Grade Students of SMPN 6 Kota Tangerang Selatan in 2017 / 2018 Academic Year)

A Skripsi
Presented to the Faculty of Educational Sciences
in Partial Fulfillment of the Requirements
for the Degree of S.Pd. (S-1) in the Department of English Education

By:
Putik Delima
1111014000085

Approved by:

Advisor I
Drs. Svatid, M.Pd.
NIP. 19641212-199103-1-002

Advisor II
Atik Yuliani, MA.TESOL.
NIP. 19840410-201503-2-003

THE DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF Hidayatullah State Islamic University
JAKARTA
2018
ENDORSEMENT SHEET

The examination Committee of Faculty of Educational Sciences certifies that the “Skripsi” Scientific Paper entitled “Improving Students’ Speaking Skill through Information Gap Technique (A Classroom Action Research at the Seventh Grade Students of SMPN 6 Kota Tangerang Selatan)” written by PUTIK DELIMA, students’ number 111014000085 was examined by the Committee on Friday, 29th 2018 and was declared to have passed to fulfill one of the requirements for the degree of S.Pd, (S-1) in English Education.

Jakarta, June 29th 2018

Examination Committee:

Chairman : Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008

Secretary : Zaharil Anasy, M.Hum.
NIP. 19761007 200710 1 002

Examiner 1 : Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008

Examiner 2 : Zaharil Anasy, M.Hum.
NIP. 19761007 200710 1 002

Acknowledged By
Dean of Faculty of Educational Sciences

Prof. Dr. Ahmad Thib Raya, M.A.
NIP. 19550427 198203 1 007
ABSTRACT

Improving Students’ Speaking Skill through Information Gap Technique (A Classroom Action Research at the Seventh Grade Students of SMPN 6 Kota Tangerang Selatan), Skripsi of The Department of English Education Faculty of Educational Sciences State Islamic Syarif Hidayatullah University Jakarta, 2018.

Keywords: Information Gap, Speaking

The aim of this study was to overcome the problems which experienced by most students experienced in learning speaking, such as the lack of confidence, limited vocabulary, or frequently mispronouncing words, by using a technique called Information Gap. The subjects of this study were the students of class VII-9 in SMPN 6 Kota Tangerang Selatan. The researcher used Classroom Action Research as the method to improve students’ speaking skill, especially in comprehension, fluency, vocabulary, pronunciation and grammar. There were three instruments used to collect the data; interview, observation checklist, and tests. From the interview, students are accustomed and be more motivated to speak English. The observation describe the positive impact of the technique. The result of the Classroom Action Research could also be seen in the test score. From the Pre-Test and Post-Test I, the number of students who passed the KKM increased, but not significant. Therefore, the cycle was continued to the next cycle. The research target was achieved in cycle II. There were 24 out of 31 students who achieved the KKM 75, which means that 77.4% of students in the classroom were considered to be succeed. Those results showed that of information gap could improve students’ speaking skill.
ABSTRAK


Kata Kunci: Information Gap, Speaking

ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful.

All praise be to Allah, the Lord of the world, who has given the writer His mercy, blessing, guidance, and strength, to finish this research report. Sholawat and sallam may Allah send to our Prophet Muhammad SAW, (peace be upon him, his families, his companions, and his followers).

Completing this research is a long process and the writer would not have been able to complete the process without the helps and supports of the lecturers, family, friends, teachers, and institution. Herewith, the writer is pleasure to acknowledge the help and support to those who have helped the writer in completing this research, therefore, it can be used to be one of the requirement for the degree of “S.Pd” (S-1) in English Education at the Department of English Education.

First, the writer is willing to express the deepest gratitude to her great parents, Mr. Deli Mansur and Ms. Ilfah for all the support, love, and care during the process of this research. Furthermore, the writer would like to express the greatest honor and deepest gratitude to the advisors, Mr. Drs. Syauki, M.Pd. and Ms. Atik Yuliani, MA.TESOL. who devoted their time for guiding and giving valuable advice, suggestion, support and patience during the research.

Besides, the writer would like to express sincere thanks to:

1. Dr. Prof. Ahmad Thib Raya, M.A., as the Dean of Faculty of Tarbiya and Educational Science.
2. Dr. Alek, M.Pd., as the Head of Department of English Education.
3. Zaharil Anasy, M.Hum., as the Secretary of Department of English Education.
4. The Head of SMPN 6 Tangsel, Alan Suherlan, S.Pd, MM., who have given permission for the writer to do her research.
5. Ms. Dra. Priyuni, S.Pd., the English teacher of SMPN 6 Tangsel for allowing the writer to do the research in her class.
6. Her siblings, Ilman, Yeye, Avi, and Dinda, and her cousins who have all been supportive in many ways.

7. Her friends from Cipoccip, Bajigur Story, and her childhood friends who waited for her success.

8. All the writer's beloved friends of "EED 2011" for their helps, support and everlasting encouragement.

9. All people, whose names cannot be mentioned, thanks for the help and support during doing this research.

Finally, this research report is far from being perfect, but it is expected that this report will be useful not only for the researcher, but also the readers. Therefore, constructive thought, suggestions, and critiques are welcomed to make this report better.

Jakarta, June 28th, 2018
The Researcher

Putik Delima
# TABLE OF CONTENTS

TITLE ................................................................................................................................................ i
SURAT PERNYATAAN KARYA SENDIRI ................................................................... ii
APPROVAL SHEET........................................................................................................ iii
ENDORSEMENT SHEET........................................................................................................ iv
ABSTRACT ............................................................................................................................... v
ABSTRAK ....................................................................................................................................... vi
ACKNOWLEDGEMENT ........................................................................................................ vii
TABLE OF CONTENTS ............................................................................................................. ix
LIST OF TABLES .................................................................................................................... xii
LIST OF FIGURES .................................................................................................................... xiii
LIST OF APPENDICES ............................................................................................................ xiv

**CHAPTER I : INTRODUCTION** ................................................................................. 1

A. Background of The Study ....................................................................................... 1
B. Problem Identification .......................................................................................... 4
C. Limitation of The Problem ................................................................................... 4
D. Research Question ................................................................................................ 4
E. Objective of The Study .......................................................................................... 4
F. Significant of The Study ......................................................................................... 5

**CHAPTER II : THEORETICAL FRAMEWORK** .................................................. 6

A. Speaking Skill ........................................................................................................... 6
1. Definition of Speaking .......................................................................................... 6
2. Elements of Speaking .......................................................................................... 7
3. The Teaching of Speaking ................................................................................... 9
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The Speaking Assessment</td>
<td>11</td>
</tr>
<tr>
<td>B. Information Gap Technique</td>
<td>12</td>
</tr>
<tr>
<td>1. Definition of Information Gap</td>
<td>12</td>
</tr>
<tr>
<td>2. The Characteristics of Information Gap Activity</td>
<td>13</td>
</tr>
<tr>
<td>3. The Advantages of Information Technique</td>
<td>13</td>
</tr>
<tr>
<td>4. The Disadvantages of Information Gap Techniques</td>
<td>15</td>
</tr>
<tr>
<td>C. Teaching Speaking through Information Gap</td>
<td>16</td>
</tr>
<tr>
<td>D. Previous Study</td>
<td>22</td>
</tr>
<tr>
<td>E. Thinking Framework</td>
<td>24</td>
</tr>
<tr>
<td>F. Action Hypothesis</td>
<td>25</td>
</tr>
<tr>
<td>CHAPTER III : METHODOLOGY</td>
<td>26</td>
</tr>
<tr>
<td>A. Place and Time of Study</td>
<td>26</td>
</tr>
<tr>
<td>B. Research Method and Design</td>
<td>26</td>
</tr>
<tr>
<td>C. Subject of the Study</td>
<td>29</td>
</tr>
<tr>
<td>D. The Researcher’s Role</td>
<td>29</td>
</tr>
<tr>
<td>E. Procedure of the Study</td>
<td>29</td>
</tr>
<tr>
<td>F. Research Instruments</td>
<td>30</td>
</tr>
<tr>
<td>G. The Data Collection Procedure</td>
<td>31</td>
</tr>
<tr>
<td>H. The Data Analysis Procedure</td>
<td>32</td>
</tr>
<tr>
<td>I. Trustworthiness</td>
<td>35</td>
</tr>
<tr>
<td>J. Criterion of The Action Success</td>
<td>36</td>
</tr>
<tr>
<td>CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION</td>
<td>37</td>
</tr>
<tr>
<td>A. Research Finding</td>
<td>37</td>
</tr>
<tr>
<td>1. Pre-Implementation of Classroom Action Research</td>
<td>37</td>
</tr>
<tr>
<td>2. The Implementation of Classroom Action Research</td>
<td>42</td>
</tr>
</tbody>
</table>
3. The Post-Implementation of the Classroom Action Research ............... 55
B. Discussion .............................................................................................................. 59
1. Pre-Implementation of Classroom Action Research ................................... 59
2. The Implementation of Classroom Action Research ................................. 60
3. The Post-Implementation of the Classroom Action Research .............. 62

CHAPTER V: CONCLUSION AND SUGGESTION ........................................ 64
A. Conclusion ........................................................................................................... 64
B. Suggestion .......................................................................................................... 65

REFERENCES ....................................................................................................... 66
APPENDICES ....................................................................................................... 68
LIST OF TABLES

Table 3.1 Students Oral Language Observation Matrix (SOLOM) Speaking Rubric ..........32

Table 4.1 The Result of Students’ Pre-Test Score ................................................. 40
Table 4.2 The Result of Students’ Post-Test I Score .............................................48
Table 4.3 The Result of Students’ Post-Test II Score .................................53
Table 4.4 The Comparison of Students’ Tests Score .................................56
LIST OF FIGURES

Figure 2.1 Example of Information Gap Activity .......................... 17
Figure 2.2 Example of Information Gap Activity .......................... 18
Figure 2.3 Example of Information Gap Activity .......................... 19
Figure 2.4 Example of Information Gap Activity .......................... 20
Figure 2.5 Example of Information Gap Activity .......................... 20
Figure 2.6 Example of Information Gap Activity .......................... 21
Figure 2.7 Example of Information Gap Activity .......................... 21
Figure 3.1 Kemmis and McTaggart’s Action Research Design ............. 27
LIST OF APPENDICES

Appendix 1: Syllabus ................................................................. 72
Appendix 2: Observation Checklist ............................................. 73
Appendix 3: Interview Guidelines .............................................. 75
Appendix 4: Interview Transcript .............................................. 77
Appendix 5: Pre-Test Instrument ................................................. 85
Appendix 6: Post-Test Instrument .............................................. 86
Appendix 7: Test Score .............................................................. 90
Appendix 8: Surat Bukti Pelaksanaan Penelitian ......................... 91
Appendix 9: Lembar Ujian Referensi ......................................... 92
CHAPTER I
INTRODUCTION

A. Background of the Study

Language as a communication means plays an important role in social relationship among human relationship. People use it to exchange information and messages or to express their thoughts and ideas. Most country has its own language and it becomes a characteristic of a country since language is considered as a part of a culture. As each country has at least one language, there are so many languages used by people in the world. Currently, English has become the most popular language which is spoken by millions people all over the world in various occasion.

Since English position is as the link language that is used for connecting people who have different mother tongues, mastering English language provides benefits to its owner. Patel states that having knowledge of English language makes a person a citizen of the world since English is the language of the world.\(^1\) If someone has a good English language skill, he or she does not need to worry when he or she goes to places with or different languages since chances of using English in every country are very likely. To put it simply, mastering English helps people in facing their daily life now or later in the future.

In Indonesia, English plays a key role in educational system and national life. Even though the status of English in Indonesia is still as a foreign language, it is acknowledged as essential subject in school. Generally, it is taught in Elementary School, Junior High School, Senior High School and university as the target language.

In learning English, there are some skills that should be mastered by the students called the four ‘language skills’. Those skills are listening, reading, writing and speaking. According to Richards, mastering English speaking skill is

---

crucial to be learned by many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they think their improvements in spoken language.

Mostly, the purpose of people in studying a language is to be able to speak and communicate using the language fluently. For that reason, people can measure someone’s language skill by seeing his or her speaking proficiency. When someone can communicate in English fluently, with a good pronunciation, grammar, proper vocabulary, fluency, accuracy and comprehension, he or she is considered to have a good English language skill.

Having a good speaking skill is the main purpose of most people who learn language. However, it is not easy to achieve because one should think of all of the mentioned speaking components at once and takes a long time to develop. In her book, Luoma acknowledged that to be able to speak in a foreign language, learners should master the sound system of the language, be able to instantly select appropriate vocabulary and fluently put words together. In addition, they must also understand what is being said to them, and be able to respond appropriately to achieve their communicative goals.

Moreover, to increase speaking skill, students need self-confidence which is the most common problem in learning speaking. Like what was seen by the writer when she taught in SMPN 6 Kota Tangerang Selatan, the students tended to feel nervous when they were asked to speak English because they were afraid of making mistakes. Having poor grammar, limited vocabulary and frequently mispronouncing words led them to worryness which made them not confident to speak English.

Other factors that the writer thinks cause this situation are; the students did not practice what they had learned from teachers after class, students depend only on what their teacher gives as materials in the classroom, in this case the text book and the workbook, so they end up learning English just by doing some exercises

---


from those books. Furthermore, the chance for students to explore or to practice their speaking ability in the classroom is so little and the large number of students in the classroom made the teacher could not control each of the students closely.

To overcome these problems, the researcher should choose a proper technique that can involve students in as many communicative situations as possible, thus they are accustomed to use English. Morrow in Freeman declared the characteristics of communicative activities, they are; information gap, choice, and feedback. The researcher thinks using information gap technique would be a good solution because it gives students more opportunities to speak in target language.

The definition of information gap itself according to Freeman is the activity where there is a process of exchanging information among participants to completing the task. In this activity, students do not have all of the information needed to achieve the activity’s goal, which creates a gap that can only be solved by speaking with other students to exchange information.

The researcher believes that this technique is very effective for both students and teachers. It gives teacher opportunity to observe their students closely as the role of the teacher in this method is less dominant than in teacher-centered method. For students, they can speak more comfortable since they speak with their peers in pair or small groups. It can also increase students’ motivation as each student has different essential information, they get to feel like important person in their group.

Based on that, the researcher decided to do a study entitled “Improving Students’ Speaking Skill through Information Gap Technique (A Classroom Action Research at the Seventh Grade Students of SMPN 6 Kota Tangerang Selatan).”

5Ibid., p. 148.
B. Problem Identification

Regarding to the background of the study, the researcher identifies the problems as follow:

a. The students’ lack of confidence in speaking English due to their poor vocabulary, grammar and pronunciation which are the base of a good speaking skill.
b. The opportunity to practice speaking skill is rare since the teacher seldomly provide situations to explore students’ speaking ability.
c. The large number of students in the classroom made the teacher could not control each of the students closely.

C. Limitation of the Problems

Depend on the reasons that are mentioned before, the researcher needs to limit the problems. She focuses on improving students’ speaking skill in the five aspects; fluency, comprehension, vocabulary, pronunciation and grammar by using information gap technique for the seventh grade students in SMPN 6 Kota Tangerang Selatan. Speaking skill is limited only on the materials from the syllabus of the curriculum used in the school.

D. Research Question

Based on the problems that are mentioned earlier, the researcher constructs a research question as follow:

“To what extent does information gap technique improve students’ speaking skill?”

E. Objective of the Study

The purpose of this study is to know how information – gap technique improves students’ speaking skill at the seventh grade students of SMPN 6 Kota Tangerang Selatan.
F. Significance of the Study

This study is expected to help both teachers and students in teaching and learning English speaking skill. It is hoped to give them opportunity to start thinking about new ways of teaching and learning foreign language and persuade them to examine other techniques. Therefore, the researcher hopes this study can facilitate the other researchers who interest to study this matter.
CHAPTER II
THEORETICAL FRAMEWORK

A. Speaking Skill

1. Definition of Speaking

Speaking in linguistics terms has various definitions. Chancy as quoted by Lenka stated that speaking involved verbal and non-verbal communication to build and share meaning.¹ In line with Chancy, Burns and Joyce in Florez added speaking as an interactive process of creating meaning that involves producing, receiving and processing information.² The form and meaning of speaking depends on the context in which it occurs, including the participant themselves, their collective experiences, the physical environment, and the purposes for speaking.

Meanwhile, McDonough and Shaw advocate that speaking is determined by desire and purpose of the speaker who genuinely want to communicate something to achieve his or her purpose.³ This may involve expressing ideas and opinions, expressing a wish or a desire to do something, negotiating and/or solving a particular problem, or establishing and maintaining social relationships and friendships.

From those definitions, the writer concludes speaking as the process of producing and receiving information in the form of spoken language through verbal and non-verbal symbols which involves speaker’s desire and purpose. The mastery of speaking skill is a priority for second and foreign language learners.

¹Lenka Lustigova, Simplified Debate as A Learning Tool at the University Level, Vol. 4, 2011, p. 19.
²Florez, M. A. C., Improving Adult English Learners Speaking Skills, National Center for ESL Literacy Education, 1999, p.1.
since people often form judgements about one’s language competence from his or her speaking rather than from any of the other language skills.

2. The Elements of Speaking

To be a good speaker, there are many components need to be mastered by language learners in order to appropriately expressing themselves and to avoid misinterpretations. When a message is misinterpreted, the interpretation made by the receiver is different from the message that the speaker intend to. Therefore, they failed to achieve their communicative goals. This happens mostly because the speaker is not entirely mastering components of speaking skill.

In his book titled The Practice of English Language Teaching, Harmer declares that in order to be a good speaker, there are several elements that a language learner should master. They are language features and mental/social processing.

a. Language Features

1) Connected speech

Connected speech is a continuous chain of sounds which forms utterances in spoken language. Effective english speakers modified the individual phonemes (as in saying “I would love to meet your mother”) into (“I’d love to meet your mother”). In connected speech, sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contraction and stress patterning).

2) Expressive devices

Expressive devices involve the change of pitch and stress that is done by speakers in producing particular utterances to convey meaning. Variation of volume and speed follows by other physical and non-verbal also contribute to show how they are feeling.

3) *Lexis and grammar*

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. As each students has different backgrounds, teachers need to supply variety of phrases for different functions to their students, such as: greeting, agreeing and disagreeing.

4) *Negotiation language*

During communication, people tend to misheard or misinterpret what the other speaker are saying. Therefore, negotiation language benefits the speaker to seek clarification and to show the structure of what the speaker are saying.

b. Mental/social Processing

In addition to the knowledge of language skills such as previously discussed, succes also depends on the rapid processing skills or the ability to process information and language ‘on the spot’, such as:

1) *Language processing*

The ability to process language and put it into right order is necessary for effective speakers to master, so they can convey meanings they are intended correctly.

2) *Interacting with others*

Since most speaking involves interaction with one or more participants, effective speakers need to know how to be a good listener, understand how the other participants are feeling, and know how to take turns or allow others to do so.

3) *(On-the-spot) information processing*

Effective speakers have to be able to process the information from other participant quickly. The longer it takes, the less effective the speaker is as a communicator.
Based on these elements, it can be concluded that speaker who wishes to communicate in spoken form has to pay attention to two things; first, the language feature by which people know the use of language such as; how to modify the sound and how to use appropriate expression. Second, he or she should know how to arrange words into the right order hence the intended messages are well sent. Therefore, speakers should not just expect to be understood, but they also should understand other speaker as well thus the goal of communication can be well achieved by both sides.

3. The Teaching of Speaking

Teaching speaking takes important part in foreign language learning. The ability to communicate in a target language clearly and efficiently helps the students in school and later in future. Therefore, it is crucial that language teachers pay great attention to teaching speaking rather than asking students to memorize dialogues or give them a repetition of drills.

Many experts have tried to identify things related to the purposes of teaching speaking. Lawtie gives some reasons why teachers teach speaking skills in the classroom. First, many students view learning the language as learning how to speak the language. The measurement of language learning succes is being able to carry out a conversation in the target language. Second, speaking is the basic of human communication. If the goal of teaching language is to make students able to communicate in English, teaching speaking skills and making students to practice them in the language classroom are what teacher shuld do. Therefore, teachers should provide a situation that allow students to explore their speaking ability by creating a non-threatening environment, thus the students feel comfortable to participate in speaking activity.

---

In addition, Ur lists the characteristics of a successful speaking activity:

a. **Learners talk a lot.** Most of the time in classroom is dominated by learner talk.

b. **Participation is even.** All students get a chance to speak and has same portion of contribution in classroom discussion.

c. **Motivation is high.** Learners are eager to speak because they are interested in the topic and want to give their opinion about it, or because they want to contribute to fulfilling a task.

d. **Language is of an acceptable level.** Learners express themselves in relevant and coherent utterances. The utterances are also in the acceptable level of language accuracy.⁶

Whereas, teaching speaking is not an easy job. Teachers face many problems relating to teaching speaking. The most common problem for english teachers is dealing with passive class where students are unresponsive and avoid interaction with teacher. Students do not answer the teacher’s question even if they understand the question and know the answer, mostly because they are not confident or lack of motivation to learn English.

To enhance students’ speaking skill, teachers should choose the most effective technique or activity that they think works best for the students. Nunan in McDonough and Shaw suggests that teachers need to pay a close attention to the students motivation since it determines whether or not learners are willing to communicate.⁷

---

⁶Penny Ur, *A Course in Language Teaching: Practice and Theory.* (Cambridge: Cambridge University Press, 2009), p. 120.

4. The Speaking Assessment

Assessing speaking is considered to be challenging since there are many aspects that the teachers should check in order to measure students speaking skill. In the book titled How to Teach Speaking, Scott Thornbury proposes the four categories for the speaking test. They are:8

a. Grammar and Vocabulary
Examiners are seeing the test-takers’ ability to produce the utterances with accurate grammar and appropriate vocabulary in order to meet the task requirements at each level.

b. Discourse Management
This refers to the test-takers’ ability to keep a coherent flow of language in delivering information and expressing ideas or justifying opinions in coherent connected speech.

c. Pronunciation
On this scale, the test-takers’ capability to produce comprehensible utterances including individual sounds productions, the appropriate linking of words, the use of stress and intonation, to convey the purpose of communication are assessed by the examiners.

d. Interactive Communication
The test-takers’ skill to interact with their peers by responding appropriately like using functional language and strategies to maintain or repair interaction and the willingness to develop the conversation, at the required speed and rhythm to complete the task.

In addition, five components are generally recognized in the process of speech analysis. Those are comprehension, fluency, vocabulary, pronunciation,

---

and grammar. Linse presents a speaking rubric called The Student Oral Language Observation Matrix to assess speaking skill.\(^9\) The rubric can be seen in chapter III.

**B. Information Gap Technique**

1. **Definition of Information Gap**

   Information gap is a type of activity which requires students to use the language to exchange some information and get their meaning accross. This activity emphasizes the students to concentrate in meaning rather than structure of the language.

   If both of the students know today is Tuesday and one of them asks, “What is today?” and another student answers, “Tuesday,” their exchange is not really communicative\(^10\). In other words, information gap exists only if there is a student who knows the information that the other student does not and vice versa. It is appropriate with the purpose of this activity, to exchange the information and to make student complete information. Moreover, this activity insists students to talk in order to gain information from their partner or teammate, so that they can achieve the goal of the activity. Every students takes important role in the activity, yet gets the same opportunity to participate in the discussion.

   Harmer agrees by saying that in information gap activities, each students has different information which they have to share regarding the same subject without looking at what their partner has got in order to get a completed information to perform a task\(^11\).

   To put it simply, information gap is an activity for a pair or a group of students in which each students has part of the required information and has to share it to each other by using the target language. For example completing a task by obtaining missing information, describing people, or completing dialogues.

---


\(^10\) Larsen—Freeman, *op. cit.*, p. 129.

2. The Characteristics of Information Gap Activity

Nunan in his book admitted Information gap activity into the communicative activity which characterized as follows:

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

b. Students cannot do the task alone since the information they need for the task is split into two parts.

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.  

From the explanation above, it can be inferred that information gap activity is a task-based learning which make students work in pair or group and there are information being exchanged using target language.

3. The Advantages of Information Gap Techniques

Information gap activities according to Teacher’s Corner offer several advantages, such as:

a. Increase student talking time

Creating the active collaboration among students in completing the task while teacher facilitates the activity.

---

b. **Increase student motivation**

Students have purpose to communicate since they have to exchange and collect information needed to complete the task. Moreover, each student gets an important role because everyone has essential information about the task.

c. **Incorporate authentic communication situations and materials**

Teacher can create information gap activities that are related to students' real spoken English needs, such as asking for and following directions, asking for opinions, and problem solving with others. Teacher also can use authentic materials such as maps, brochures, and other real-world content that students usually meet in their everyday life.

d. **Can be creatively designed to focus on meaning, form, and/or curriculum content**

Teachers can create activities that require or encourage students to orally use recently taught vocabulary or grammatical forms. Teachers can also build information gaps around themes from non-language curriculum content areas, such as science or history.

e. **Encourage critical thinking skills and teamwork**

Information gap activity demands students to exercise problem-solving skills, like categorizing and analyzing the collected data, seeking clarification from others, and working together with classmates to achieve the activity’s objectives.  

Neu and Reeser in Raptou add that in information gap, the information that ones has should be shared with others, thus they can solve a problem, gather

---

information, or make decisions. Moreover, information gap activities are very effective for they give every student chance to speak in the target language for a lengthened period of time and students naturally develop their speech.

In line with them, Kayi agreed that information gap activities are effective because everybody has the opportunity to produce speech in the target language and provide many purposes such as solving a problem or collecting information.

Based on the experts’ opinion above, a conclusion can be drawn that information gap activities can improve not only students’ speaking skill, but also students’ motivation, critical thinking, teamwork. Furthermore, teacher can build activities with various types of learning objectives once they familiar with information gap technique.

4. The Disadvantages of Information Gap Techniques

Apart from the advantages, information gap technique also has some weaknesses that are considered as disadvantages. Primalis gives some Tips and Hints to conduct information gap activities, such as:

a. Teachers have to assure the students do not cheat for they will quickly lose the interest.

b. Teachers have to be prepared for a ‘creatively’ noisy class.

c. Teachers can optionally give delayed feedback based on their monitoring during the activity.

---


d. Teachers can stop the activity and repeating the instructions if they found pairs or groups which have no clue of what they have to do.  

Judging by his suggestions, it can be seen that information gap activity may provide students chances to cheat by simply copying the required information from their partner. Furthermore, some noises will arise since all the students in the class speak at the same time. Lastly, there may be a mismatch in the level of the students whether in pairs or groups.

C. Teaching Speaking through Information Gap

In applying information gap, there are several steps that need to be done before starting the activity. They are:

1. Students are introduced to the concept of information gap activity and how it works.
2. Teacher promotes some sentences that would be used by students to exchange information
3. Students are being warned that they may not show their copy to anyone.
4. Students exchange information with their pair (or teammate) by using particular sentences that teacher gives in the beginning.
5. Student who has the worksheet A gets the first chance to ask his or her pair (or teammate), and students B and C alternately take their turn afterwards.
6. Information exchanges should be done in target language.

http://differentefl.blogspot.com/2014/06/informationgap-activities-what-does-it.html?showComment=1409558611901&m=1#c4598295383025463578
These are some examples of information gap activities.

a. MODEL 1

Title: Telling Time

Figure 2.1
Example of Information Gap Activity
Figure 2.2

Example of Information Gap Activity
Figure 2.3

Example of Information Gap Activity

1) Students A asks student B, “when does Mike get up?”
2) Students B who has the answer on his or her copy answers, “Mike gets up at 6.15”. Then he or she asks the missing information on his or her copy in return.
3) Students A and B aternately exchange questions until there is no missing information on both of their copies.
4) Their work is counted as right if the information on their copies match with the answer key.
b. MODEL 2

Title: Family Tree

Figure 2.4
Example of Information Gap Activity

Figure 2.5
Example of Information Gap Activity
Figure 2.6
Example of Information Gap Activity

Answer key

Figure 2.7
Example of Information Gap Activity
1. Student A asks student B and C to share information they have by saying, “what information do you have?”
2. Student B gives information that he or she has,
3. Student A and C put the information that are given by student B in the box they think is right.
4. Student C does the same as students B.
5. After getting information from student B and C, student A share his or her information likewise.
6. At this rate, all students in the group has the complete information. They discuss where they put which information.
7. Their work is counted as right if the information on their copies match with the answer key.

**D. Previous Study**

In accomplishing this research, the researcher uses several previous studies dealing with the topic.

The first study is titled Teaching Speaking through Information Gap in the Eighth Grade Students of SMPN 7 Denpasar in Academic Year 2013/2014 conducted by Ni Ketut Ayu Suputri, a student of Mahasaraswati Denpasar University. In her study, she involved the Eighth Grade students of SMPN 7 Denpasar as her subject. She used classroom action research as the method to conduct the study. The aim of her study was to improve the eight grade students of SMPN 7 Denpasar’s speaking skill. She focused on some speaking aspects, such as students’ grammar, comprehension and fluency. At the end of the research, she drew a conclusion that information gap technique is effective to improve students’ speaking skill as students.¹⁸

---
¹⁸Ni Ketut Ayu Suputri, Teaching Speaking through Information Gap to the Eight Grade Students of SMPN 7 Denpasar in Academic Year 2013/2014, (Denpasar: Mahasaraswati Denpasar University).
The second study is carried by Rania Sameer Jondeya with the title The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools. This study aimed at investigating the effectiveness of using information gap on developing speaking skills for the eighth graders in Al- Majdal Higher Basic School in Gaza east. For achieving this aim, the researcher adopted the experimental approach. 70 female students were randomly chosen and used as the sample of the study. They were equally divided into two groups (experimental group and control group). The findings proved that there were statistically significant differences between the pre & post speaking test of the experimental group in each level of speaking skills (comprehension, pronunciation, fluency, grammar, and vocabulary). Compared with the students in control group, the students in experimental group got higher result in post test.\textsuperscript{19}

The last study that the researcher uses as her reference is administered by some English education department students of Tadulako University, they were: I Putu Agus, Mochtar Mahrum and Hastini. The title of this study is Improving Speaking Skill Through Information Gap Technique. The aim of this research was to improve the students’ speaking skill through information gap technique. The population of this research was the grade XI students of SMA Negeri 1 Toinas. The researcher employed a pre-experimental design which involved one class that was selected by using total random sampling. In doing the research, the researcher focused on three components of speaking. They were accuracy, fluency, and comprehensibility. Pre-test and post-test were given to see the difference of students speaking skill before and after the treatment was given. After all the procedures of the research were done, the researchers found that there was a significant progress between the result in the pre-test and the result in the post-test after the students received the treatment by using information gap technique.

\textsuperscript{19}Rania Sameer Jondeya, The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools, (Gaza: University of Al-Azhar)
Then, they drew a conclusion that information gap technique can be used in improving students’ speaking skill.\textsuperscript{20}

Those three studies have some similarities. They all use information gap as the technique to improve students speaking skill. Two of them use Classroom Action Research as the method while the other one use pre-experimental design. The results of those studies reveal that information gap technique can be used to improve students’ speaking skill.

\textbf{E. Thinking Framework}

Judging by the explanation above, it can be concluded that speaking is considered as a difficult skill for most language learners to master. Mastering speaking skill is difficult because when someone speaks, he/she should bear in mind everything that are involved in speaking: ideas, choice of language, structure, vocabulary, pronunciation as well as listening to and reacting to the person he/she is communicating with. For teaching, it is essential for teachers to teach speaking skill to their students, because a good communication skill will contribute to the success of the learners not only in school, but also later in every phase of their life. Thus, conducting a study to overcome problems in speaking class would be helpful for teachers since they can use it as reference to teach speaking. The researchers from the previous relevant studies prove that using information gap technique can improve students’ speaking skill.

Information gap is the technique that involves two students or more, who have different information which they have to share with each other in order to complete the task.

Applying information gap technique in speaking class brings benefits in many ways. It can motivate students to participate in a group discussion as

\textsuperscript{20} I Putu Agus, Mochtar Mahrum, Hastini: Improving Speaking Skill through Information Gap Technique, (Palu: Tadulako University).
each of them takes important role and has the same goal. It also can make students comfortable for talking with classmates is less threatening than talking in front of the class. Moreover, information gap provides every students the same opportunity to talk. For students who are usually quiet in classroom, in information gap activity, they are forced to talk in target language one way or another, so that the goal of the activity can be accomplished. The writer expects information gap can help students to overcome their speaking problems concerning pronunciation, vocabulary, grammar, fluency, comprehension.

F. Action Hypothesis

The formula of action hypothesis in this research was: information gap is a technique which can improve students’ of the seventh grade students of SMPN 6 Kota Tangerang Selatan’s speaking skill as well as their confidence, interest, and motivation.
CHAPTER III
METODOLOGY

A. Place and Time of Study

This research was held in SMPN 6 Kota Tangerang Selatan, located in Jl. Halmahera Komplek Villa Bintaro Indah Blok D, Jombang – Ciputat, Tangerang Selatan. It took two months to carry this study, from April to May 2018.

B. Research Method and Design

In conducting this research, the researcher uses classroom action research. Mills in Creswell said that action researches are systematic procedures done by teachers (or other individual in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching and their student learning.\footnote{1} Meanwhile Ary stated that action research essentially talks about taking action formed on research and researching the action taken.\footnote{2} Classroom action research could be used to enhance everyday work practices, to resolve specific problems and to develop special projects and programs.

In education, action research could be applied to such areas as curriculum development, teaching strategies, and school reform. Classroom action research involved teachers in their classrooms; groups of teachers examining common issues to improve classroom practice or to improve practices in the school. Thus, the researcher believed that classroom action research method was suitable to her project to improve students speaking skill by using information gap technique.

The researcher used a Classroom Action Research (CAR) designed by Kemmis and McTaggart. It consisted of two cycles which there were four phases in each cycle, such as: planning, acting, observing, and reflecting. Cycles of the research can be seen in the figure below:

![Figure 3.1 Kemmis and McTaggart’s Action Research Design](image)

Based on Kemmis and McTaggart’s Action Research Design, the researcher would explain further about the implementation of Classroom Action Research in each cycle.

**Staging in the Implementation of Classroom Action Research**

**Cycle I**

- **Planning**
  - Choosing topic from syllabus that suits the technique most
  - Designing a lesson plan
  - Preparing teaching media
- **Acting**
  o Performing the lesson plan by using information gap technique

- **Observing**
  o Observing students’ behaviour during the teaching and learning process
  o Observing students’ responses toward the technique that was used in completing the task (students’ enthusiasm, participation and difficulties)
  o Checking some attitudes occur during the observation phase in accordance to the observation checklist.

- **Reflecting**
  o Evaluating teaching and learning process.
  o Analyzing students’ achievement and difficulties.

**Cycle II**

- **Planning**
  o Revising the lesson plan.
  o Choosing material from the chosen topic.

- **Acting**
  o Performing the revised lesson plan.
  o Supervising the teaching and learning process.

- **Observing**
  o Observing teaching and learning process.
  o Observing the change of students’ behaviour during the teaching and learning process.
  o Checking the observation process.

- **Reflecting**
  o Analyzing and evaluating student’ progress
  o Deciding whether the cycle should be stopped or continued.
C. Subject of the Study

The subject for this study was the seventh grade students at SMPN 6 Kota Tangerang Selatan in academic year 2017/2018. There are 9 classes of seventh grade in this school. Rest on the discussion between the researcher and the English teacher, class VII-9 was selected as the subject for the Classroom Action Research.

D. The Researcher’s Role

The researcher’s role in conducting this study was as the teacher who applies the learning technique to the students. Observation in this class was done by the researcher along with the English teacher once the researcher done delivering materials and distributing the task.

E. Procedure of the Study

In Classroom Action Research, there were four stages involved in each cycle. The stages according to Kemmis and McTaggart’s design were planning, acting, observing and reflecting. The researcher explained each stages further as below:

a. Planning

Planning was the first step in conducting classroom action research. At this phase, the researcher made a plan of what he/she was going to do to his/her subject to achieve the purpose of his/her study. Creating a lesson plan based on the curriculum and syllabus that the teacher used, preparing teaching media that support his/her technique, and making instruments needed for research. The researcher used several instruments in order to collect data such as tests (pre-test and post test), observation checklist, and interview.
b. Acting

After the lesson plan and teaching media and research instruments were prepared, the researcher who acted as a teacher performed them in the classroom. The researcher explained about the task that the students need to do by using information gap technique.

c. Observing

While the students did the task as instructed, the researcher along with the teacher observed the teaching and learning process such as studying students’ responses, enthusiasm, participation, difficulties, and attitudes towards the technique. Teacher’s performance were also observed by the English teacher. The result of the observation was discussed by the researcher and the English teacher in determining what the researcher should do next.

d. Reflecting

In this phase, the researcher analyzed the data she got from the planning phase up to observation phase. From those data, the researcher saw the students’ attitude towards the the technique. The researcher also evaluated the teaching and learning process, and judged if she had implemented the technique well or not.

F. Research Instruments

1. Observation Checklist

Observation was conducted to gain the data about teacher’s and students’ activities during the instructional process. The teacher’s observation checklist covered the whole aspects of teaching and learning process. From the observation checklist, the researcher attained the picture of her teaching performance and students’ attitude towards information gap technique in teaching speaking. The observation checklist is in appendix 2.
2. Interview Guideline

The researchers’ purpose of doing the interviews was to acquire information from the teacher regarding the teaching and learning process in the classroom. The interview was conducted twice to gather detailed information from the teacher before and after implementing CAR. Interview guidelines were used by the researcher in interviewing both teacher and students. The questions that were asked in the first interview were about the general condition of the class, and the obstacles or difficulties occurred in the classroom during the process of teaching and learning English speaking. Afterwards, the second interview guideline was about the teacher’s and students’ opinion about the implementation of using information gap technique. The details of the interview guidelines can be seen in appendix 3.

3. Test

Pre-test and post-tests were administered to see the students’ ability in the form of number. Pre-test were before the students receive any treatments from the researcher. However, post-tests were administered after they experienced learning with the information gap technique. The form of pre-test and post-tests were attached in appendix 4 and 5.

G. The Data Collection Procedure

In collecting the data for this research, the researcher use both qualitative and quantitative data. Observation and interview were taken for qualitative data, and pre-test and post-tests were for quantitative data. The process of data collection started since pre-test was administered until the end of the cycle to measure the improvement of students’ speaking skill after learning with information gap technique.
H. The Data Analysis Procedure

Since there were two kinds of data collecting, the technique of data analysis was separated in two ways. The qualitative data which was collected from interview and observation were presented in the form of description. However, the quantitative data that was collected from both pre-test and post-test were analyzed by using scoring rubric and were processed with some formula.

Concerning the validity of the test, the researcher used SOLOM (Student Oral Language Observation Matrix) which was presented by Linse in her book called Practical English Language Teaching: Young Learners to assess the students’ speaking skill. This speaking rubric contains the criteria of how to measure speaking test. The scoring rubric used is showed in the table below:

Table 3.1
Students Oral Language Observation Matrix (SOLOM) Speaking Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Cannot be said to understand even simple conversation.</td>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.</td>
<td>Understands most of what is said at slower-than normal speed with repetitions.</td>
<td>Understands nearly everything at normal speech, although occasional repetition may be necessary.</td>
<td>Understands everyday conversation and normal classroom discussions without difficulty.</td>
</tr>
</tbody>
</table>

3 Linse. *loc. cit.*
<table>
<thead>
<tr>
<th>Fluency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>Speech so halting and fragmentary as to make conversation virtually impossible.</td>
<td>Usually hesitant; often forced into silence by language limitations.</td>
<td>Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.</td>
<td>Speech in conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.</td>
<td>Speech in everyday conversation and classroom discussions is approximating that of a native speaker.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td>Misuse of words and very limited vocabulary make comprehension quite difficult.</td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
<td>Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</td>
<td>Use of vocabulary and idioms approximates that of a native speaker.</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Pronunciation problems so severe as to make speech virtually impossible.</td>
<td>Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.</td>
<td>Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.</td>
<td>Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.</td>
<td>Pronunciation and intonation approximates that of a native speaker.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Grammar</td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible.</td>
<td>Grammar and word order errors make comprehending difficult. Must often rephrase and/or restrict him/herself to basic patterns.</td>
<td>Makes frequent errors of grammar and word order, which occasionally obscure meaning.</td>
<td>Occasionally makes grammatical and/or word-order errors which do not obscure meaning.</td>
<td>Grammatical usage and word order approximates that of a native speaker.</td>
</tr>
</tbody>
</table>

After analyzing students’ pre-test and post test, the researcher found the average of students’ test result by using this formula:  

\[
\bar{X} = \frac{\sum X}{N}
\]

\(\bar{X}\) : Mean  
\(\sum X\) : Individual Score  
\(N\) : Number of students

---

Then, the researcher should find the class percentage of students’ score who passed the criterion of minimum competence (KKM). Below is the formula that the researcher used:

\[
P = \frac{F}{N} \times 100\%
\]

P : The class percentage  
F : Frequency of students’ score above KKM  
N : Number of students

Finally, the formula that the researcher used to analyse the improvement of students’ score before and after the implementation of the action research:

\[
P = \frac{y_1 - y}{y} \times 100\%
\]

P : Percentage of students’ improvement  
y : Pre-test result  
y1: Post-test result

I. Trustworthiness
To maintain the validity of the research result, the researcher collected the data which were gained from several instruments; interview, observation checklist, and tests. Burns states to investigate the validity, triangulation is one of the most use and the most successful ways. The intention of triangulation is to collect various

\[^5\] Ibid., p.43.
perspectives from the situation being studied. For instance, it can be concluded that triangulation is using several data collecting techniques to increase the validity of the data.

J. Criteria of the Action Success

The successful of the action research is based on a criterion which was called as an indicator of the success of the action. Indicator of success of an action is usually set according to an accepted standard size. Based on the researchers’ discussion with the English teacher, the target score for this research was 75 which was adjusted to the minimum criteria of mastery learning (KKM) applied in the school for English subject. The action research is considered to be succeed if students could achieve the target score. The action of Classroom Action Research was stopped after the criterion of the action success was achieved.

---

6 Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge University, 1999), p. 163.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Pre-Implementation of Classroom Action Research

Three kinds of instruments that are used by the researcher in collecting the data before implementing the action, they are: pre-interview, pre-observation, and pre-test. Below are the descriptions of the data:

a. The Result of Pre-Interview

1) Interview with the Teacher

The researcher done the interview with the English teacher of SMPN 6 Kota Tangsel on 30th of March, 2018. The questions were divided into three categories. The first was about the general condition of the class, the second was about the teaching techniques or strategy that the teacher used which described how she teaches, and the last was about the difficulties that the teacher met in teaching speaking and how she dealt with that.

There were four questions being asked to the teacher to describe the condition of English class and students’ speaking ability. The teacher stated that each students has different ability in learning English in general, but for speaking, most students were still at the bottom level. They could not pass the standard minimum score (KKM) which is 75.

The next category was about the techniques that the teacher used in teaching speaking. From the three questions that te writer asked to the teacher about the way she taught speaking, the teacher told how she taught speaking in her class. She usually asked the students to work in pair or group to make a dialogue. The topic of the dialogue was taken from the English book that was provided by school. After the students finished making dialogue, they were asked to present their work in front of the class.
Lastly was the questions about the difficulties that the teacher met in teaching speaking. The researcher asked four questions regarding this matter. From the interview, she said that most of the students that she taught have poor English speaking skill. This situation affected by many factors, most of all because they were not accustomed to speak or listen to English language in their daily life. When the students were asked to speak in English, they were stuttered or even panicked. They did not know what to say because they have very limited vocabulary and afraid of making mistakes. It also hard for them to understand the materials because they did not understand the language.

2) Interview with the students

Not only the teacher, the students are being interviewed as well. The students were asked several questions regarding English teaching and learning process in SMPN 6 Kota Tangerang Selatan.

The questions specifically asked about their difficulties in learning English, especially speaking. From their answers, it could be seen that they all have similar problems. They said that they could not understand the materials well because they did not know the meaning of the words. The vocabularies that they had are very little, and they were too lazy to look up at dictionary. Besides, they often found themselves confused of how a word was pronounced which made them not confident to speak. One of them even said that she was always nervous when she learned English at school. Despite all the problems, they all agreed that it is important to have a good English speaking skill. They told the researcher that if they meet foreigner or go abroad someday, having a good English speaking skill would come in handy for them.

b. The Result of Pre-Observation

Before implementing the action, the researcher conducted a pre-observation to get the picture of the teaching and learning process in this school. This activity was done at VII-9 class of SMPN 6 Kota Tangerang Selatan academic year
2017/2018. There were 31 students in this class, consisted of 17 males and 14 females. There are four categories observed in the classroom; class structure, methods, teacher-student interaction, and contents.

1) Class Structure
   The teacher began the class by checking the students’ attendance. After that, she recalled the students about the last materials before moving to the new materials. She sought students’ attention by giving them some questions related to the topic that they were going to learn that day. After that, she delivered the material that would be learned that day.

2) Methods
   In the classroom, the teacher used lecture method in explaining the materials. She used whiteboard and the book provided by the school as her media. The students were asked to open certain page of their book. She read a text in the book to demonstrate the students about the material they learned. After that, the teacher asked two to three students to read some texts loudly. Then, she asked the students about what the text talked about. Last, she gave a task to the students.

3) Teacher-Students Interaction
   At the beginning, the situation of the class was quite conducive. The students were well-behaved and paid attention to the teacher. When the teacher gave some questions to get students’ responses, there were only a few students who answered the questions. The teacher praised them and encouraged the others to give feedbacks like their friends. Most of the students in that classroom were unresponsive and seemed nervous. When the task were given, the students seemed more relaxed and talk to their friends.

4) Contents
   The teacher explained the materials clearly with the well-planned lecture. The material that the students learned at that day was simple present tense. The teacher
explained the material clearly and not too fast. The context of the sentences that she gave as examples were familiar to students and her choice of words matched with the students level, so they easily understood on what the teacher said. The teacher made sentence from daily activity as the example. This way eased the students to understand the material, because they did not have to struggle picturing the meaning of the sentence since it related to their everyday life.

c. **The Result of Pre-test**

The pre-test was administered before the researcher conducting the sequences of the classroom Action research. There were 31 students of class VII-9 who participated the test. The score of the pre-test was calculated after the students finished it. The following table is the result of pre-test:

**Table 4.1**

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>40</td>
</tr>
<tr>
<td>Student 2</td>
<td>44</td>
</tr>
<tr>
<td>Student 3</td>
<td>56</td>
</tr>
<tr>
<td>Student 4</td>
<td>80*</td>
</tr>
<tr>
<td>Student 5</td>
<td>76*</td>
</tr>
<tr>
<td>Student 6</td>
<td>32</td>
</tr>
<tr>
<td>Student 7</td>
<td>36</td>
</tr>
<tr>
<td>Student 8</td>
<td>40</td>
</tr>
<tr>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
</tr>
<tr>
<td>Student 9</td>
<td>36</td>
</tr>
<tr>
<td>Student 10</td>
<td>76*</td>
</tr>
<tr>
<td>Student 11</td>
<td>48</td>
</tr>
<tr>
<td>Student 12</td>
<td>48</td>
</tr>
<tr>
<td>Student 13</td>
<td>76*</td>
</tr>
<tr>
<td>Student 14</td>
<td>48</td>
</tr>
<tr>
<td>Student 15</td>
<td>76*</td>
</tr>
<tr>
<td>Student 16</td>
<td>52</td>
</tr>
<tr>
<td>Student 17</td>
<td>52</td>
</tr>
<tr>
<td>Student 18</td>
<td>40</td>
</tr>
<tr>
<td>Student 19</td>
<td>36</td>
</tr>
<tr>
<td>Student 20</td>
<td>76*</td>
</tr>
<tr>
<td>Student 21</td>
<td>60</td>
</tr>
<tr>
<td>Student 22</td>
<td>80*</td>
</tr>
<tr>
<td>Student 23</td>
<td>52</td>
</tr>
<tr>
<td>Student 24</td>
<td>76*</td>
</tr>
<tr>
<td>Student 25</td>
<td>48</td>
</tr>
<tr>
<td>Student 26</td>
<td>36</td>
</tr>
<tr>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>Student 27</td>
<td>52</td>
</tr>
<tr>
<td>Student 28</td>
<td>52</td>
</tr>
<tr>
<td>Student 29</td>
<td>76*</td>
</tr>
<tr>
<td>Student 30</td>
<td>36</td>
</tr>
<tr>
<td>Student 31</td>
<td>40</td>
</tr>
<tr>
<td><strong>Mean:</strong> $\overline{X} = \frac{\sum X}{N}$</td>
<td>54.1</td>
</tr>
<tr>
<td><strong>$P = \frac{F}{N} \times 100%$</strong></td>
<td>29.03%</td>
</tr>
</tbody>
</table>

*The students passed the KKM (75)*

Based on the result of students’ pre-test score, there were only 9 students who passed the KKM. Meanwhile, the other 22 students did not pass the KKM. The mean score of the pre-test score is 54.06 and the percentage of the students who passed was 29.03%. The highest score which was gained by the students was 80 whereas the lowest score was 32. Based on the data obtained, it can be seen that most of the students of VII-9 need improvement in their speaking skill.

1. **The Implementation of Classroom Action Research**
   a. **Cycle I**
   1) **Planning**

   The first step in doing Classroom Action Research is planning. At this phase, the researcher made a plan for doing the action to improve students’ speaking skill. The researcher chose the material from syllabus which suited the technique most to be taught to the students. Then, she designed a lesson plan and prepared the teaching media needed. Along with that, she also prepared a test for the
students which would be given at the end of the cycle as the post-test. This was done to get numeric data and to see if students show an improvement from the pre-test to post-test.

2) Acting

a) First Meeting

The action of cycle I was started on April 5th, 2018. From this meeting to the end of the research, the researcher acted as a teacher. Her teaching performance would be observed by the English teacher.

She did all the teaching and learning process based on the lesson plan she made. Descriptive text was chosen as the material that would be learned by the students. The class began with reciting a prayer together followed by attendance list checking. The teacher asked some light questions to loosen up the students’ mind and to get close to the students, so they could feel more relaxed. After that, she told the students about what they were going to learn that day, and the learning objectives.

Before starting to explain about descriptive text, the teacher sought students’ attention by asking them several questions about it. A few students who already had a little knowledge about decriptive text hesitantly gave feedback to the teacher, while the others remained silent.

After digging the information from the students, the teacher began to explain the material to the students. She explained what descriptive text was, what is its purpose, and which tenses that was used in descriptive text. She occasionally threw questions just to make sure that the students received the material well. Later on, the teacher showed the students several example of descriptive text. She picked some students to read the text aloud.
b) Second Meeting

The second meeting was held on April 10th. At this meeting, the teacher taught the students how to describe people. As usual, she started the class by reciting the prayer together and checking the attendance list by calling their name one by one. After that, she gave a brief review about the previous materials and informed the students about the activities that they were going to do on that day.

Then, she began to explain the materials and filled the students with the sentences and vocabularies that would be used in describing people. She also taught the students some adjectives related to people’s appearance.

Afterwards, the teacher demonstrated the students how to describe people. She showed the students a picture of a family of four. In the picture, there were a father, a mother, and two daughters. She asked the students what did they see in the picture and discuss it with them. Some students joined the discussion by describing their look. When the teacher noticed that the students started to ran out of ideas, which was the situation where they did not know what else to say, she asked the students some questions such as; ‘What is the relation between them?’, ‘Can you guess their age?’, ‘How do you think the character of the woman?’.

After the teacher thought that the feedback from the students about the picture was sufficient, she poured it into a descriptive text. This was the example of descriptive text that she made with the students:

Teacher:

‘Now I am going to describe the woman in the picture. Let us pretend that she is my aunt’.

**My Aunt Lucy**

My Aunt Lucy is my father's younger sister. She is my favorite among my father’s sisters. She is a very cheerful woman. She lives near us with my Uncle Tom and my cousins Mia and Marsha.
Aunt Lucy is a lovely and beautiful young woman. She is about 28 years old. She looks healthy because she always cooks at home and only eats good foods. That’s why she has slim body and smooth skin. Her face features are also beautiful with large eyes, pointed nose and wide lips that is so lovely when she smiles.

Aunt Lucy is a housewife. She always stays at home and spends her time with her children. I often go to her house to play them. When we plays, Aunt Lucy always makes delicious cake or cookies for us. I love my Aunt Lucy.

The students seemed interested in the teachers’ presentation and listened to her carefully. Then, the teacher asked the students to make a simple descriptive text that describes one of the family member in the picture with their chairmate. They were free to chose which member that they were going to describe. After that, she asked several pairs of students to present their work in front of the class.

c) Third Meeting

The teacher had already explained about how to describe people and the examples it in the last two meetings. This time, the teacher gave the students an information gap activity related to the materials they had learned.

First of all, the teacher greeted and asked the class leader to lead the prayer. Then, she roll-called the students to check the attendance list. Next, she reviewed the last material to refresh the students’ memory about descriptive text.

Later on, the teacher gave them an information gap activity. Before starting the activity, she told the students what they should do to complete the task and the rules of the activity.

After that, she asked the students to formed groups consist of five to six persons, thus there were six groups in the classroom. Each group was given a different picture of a famous actress or actor and the students had to discuss the
person in it with their friends. Then, they chose one person as the representative of the group to describe the person in the picture to the whole class without mentioning his or her name. The other groups had to guess who the person the picture was.

While the students were working on their task, the teacher went around to assure that the activity run smoothly. At the end, the teacher gave appreciations, comments and suggestions to the students about their work and performance.

3) Observing

In this phase, the teacher observed the students’ participation, response, behaviour, achievement and the other aspects that were occurred in the classroom.

At the first meeting, the teacher found that most students seemed uncomfortable, either with the subject or with the new teacher. Only few students participated in the class discussion. They said that they were afraid of being mocked by their friends or teacher if they give wrong answer or mispronounced words. Thus, they were so quiet and passive.

The students showed a better confidence and enthusiasm at the second and third meeting. They were started to be more relaxed to the presence of the new teacher. The number of students who actively participated in the class discussion was slightly increased. Most of them participated in the class discussion, even just echoing their friends. There were only a few students who dare to ask the teachers when they did not understand the material or what they had to do during the information gap activity. The rests of the students passively waited for the teacher to come and offering help.

During the group activity, some students looked interest in learning with the technique since they were allowed to talk with their friend to complete the task. However, there were still some students who were not actively involved in their groups. They only listened to their friends without giving any contributions.
Furthermore, the class situation turned noisy with the students’ unnecessary chats and laughters during the discussion.

The English teacher who acted as the observer gave comments on the teacher’s (researcher) teaching performance. She said that the teacher delivered the materials too fast. Besides, she adds that the teacher should pay more attention to the shy students, and insist them to be more active.

4) Reflecting

In this phase, the teacher analyzed the students’ achievement and progress based on their test score. The result of the implementation of the action were also being discussed by the researcher and the English teacher to decide whether the action need to be continued to the second cycle or not.

From the three meetings in the cycle I, some students showed slight improvement in their speaking skill. Some of them looked intrigued to join the class discussion. Despite their poor speaking skill, the teacher suspected that the rests wanted to say something, but they were too shy to speak. The teacher realized that she had to make them enjoy with the new situation first, and then encourage them to be more active by telling that it was okay to make mistakes. Teacher also should find a way to decrease the needless noises in the classroom. Moreover, she should lower the speed of talking for students need more time to comprehend. Therefore, the researcher used different kind on information gap activity and fix her teaching in the next cycle.

Furthermore, after finishing the teaching and learning process in the first cycle, the teacher gave the post-test I to measure the students’ progress in speaking skill. The following table is the result of students’ post-test I:
### Table 4.2

The Result of Students’ Post-Test I Score:

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>60</td>
</tr>
<tr>
<td>Student 2</td>
<td>76*</td>
</tr>
<tr>
<td>Student 3</td>
<td>76*</td>
</tr>
<tr>
<td>Student 4</td>
<td>80*</td>
</tr>
<tr>
<td>Student 5</td>
<td>80*</td>
</tr>
<tr>
<td>Student 6</td>
<td>56</td>
</tr>
<tr>
<td>Student 7</td>
<td>36</td>
</tr>
<tr>
<td>Student 8</td>
<td>48</td>
</tr>
<tr>
<td>Student 9</td>
<td>52</td>
</tr>
<tr>
<td>Student 10</td>
<td>80*</td>
</tr>
<tr>
<td>Student 11</td>
<td>76*</td>
</tr>
<tr>
<td>Student 12</td>
<td>76*</td>
</tr>
<tr>
<td>Student 13</td>
<td>80*</td>
</tr>
<tr>
<td>Student 14</td>
<td>76*</td>
</tr>
<tr>
<td>Student 15</td>
<td>80*</td>
</tr>
<tr>
<td>Student 16</td>
<td>76*</td>
</tr>
<tr>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>Student 17</td>
<td>56</td>
</tr>
<tr>
<td>Student 18</td>
<td>48</td>
</tr>
<tr>
<td>Student 19</td>
<td>52</td>
</tr>
<tr>
<td>Student 20</td>
<td>80*</td>
</tr>
<tr>
<td>Student 21</td>
<td>80*</td>
</tr>
<tr>
<td>Student 22</td>
<td>84*</td>
</tr>
<tr>
<td>Student 23</td>
<td>56</td>
</tr>
<tr>
<td>Student 24</td>
<td>80*</td>
</tr>
<tr>
<td>Student 25</td>
<td>76*</td>
</tr>
<tr>
<td>Student 26</td>
<td>44</td>
</tr>
<tr>
<td>Student 27</td>
<td>76*</td>
</tr>
<tr>
<td>Student 28</td>
<td>76*</td>
</tr>
<tr>
<td>Student 29</td>
<td>80*</td>
</tr>
<tr>
<td>Student 30</td>
<td>44</td>
</tr>
<tr>
<td>Student 31</td>
<td>48</td>
</tr>
</tbody>
</table>

Mean: $\bar{X} = \frac{\sum X}{N}$

$$\bar{X} = \frac{674}{10} = 67.4$$

$P = \frac{F}{N} \times 100\%$

$$P = \frac{674}{100} \times 100\% = 67.4\%$$

*The students who passed the KKM (75)
Although the test score showed that there was an improvement in the first cycle, this condition had not reached the success criteria of this research yet. Generally, most students could understand the material, but some of them still unable to ask questions and give answers using English language in order to do their task.

After discussing the result of the action in cycle I, the researcher and the English teacher decided that doing the cycle II was necessary since the progress that the students made had not achieved the target yet.

b. Cycle II

1) Planning

The planning phase of the second cycle was implemented into a lesson plan. In this phase, the researcher modified the previous lesson plan based on the result of reflecting phase in the first cycle. In this stage, the researcher who acted as a teacher determined to focus on the same problems found in cycle I which was to make students more active during the activity and to lessen the unnecessary noise in the classroom.

In cycle II, she decided to use the different information gap activities. They were given the task individually, neither in groups or pairs. They have to go around the class asking the particular questions to everyone in the classroom. The purpose was to keep the students busy and to make the students to be more self-reliant. In this cycle, she expected that students could enjoyed the activities and explore their ability, so that their speaking skills could be improved.

2) Acting

a) First meeting

The action of the second cycle was held on 1st of May 2018. The researcher implemented the teaching and learning process based on the lesson plan which had been revised. At this meeting, she wanted to make sure that all students had clearly understand everything about descriptive text.
The class begin with reciting the prayers together led by the class leader. Then, she roll-called the students to check the attendance list. First, the teacher checked students memory about the materials from the previous lessons by asking them some questions. Most of them showed that they had understood, so the teacher gave a brief review about the materials. She gave students opportunity to ask anything that they did not understand to ensure that everyone understood.

Then, she asked the students to make a simple descriptive text on their own which they had to present in front of the class. This was done to gain students confidence in speaking.

b) Second meeting

At the second meeting of cycle II, the teacher applied the information gap activity. The topic was still about describing people and their appearances. Each students was given a worksheet with some blank boxes. The students had to move around the class asking questions to their friends to fill in the blanks.

As usual, she started the class by reciting the prayer together and checking the attendance list by calling their name one by one. After that she made a small talks with students to make the relax, then checked studets’ readiness by recalling the previous lesson briefly.

Afterwards, the teacher gave the students an information gap activity. She explained the way to do the activity and the rules of it in advance, so the students did not feel confused during the activity. After all the students had recieved the task, the activity began. The students started to move around the class asking questions to their friends in order to complete the task.

While the students were working on their task, the teacher went around to assure that the activity run smoothly. At the end, the teacher gave appreciations, comments and suggestions to the students about their work.
3) Observing

Same as in cycle I, the teacher observed the students’ participation, response, behaviour, achievement and the other aspects that were occured in the classroom.

Generally, the class condition in teaching and learning process in the second cycle was better than in the first cycle. It could be seen from the students’ enthusiasm and readiness to follow the teaching and learning activities. They listened and followed the instruction from the teacher about doing the activity by using information gap technique.

The class discussion was more active. The students who were not actively involved before, started joining. The teacher received more questions and feedbacks from them during the question and answer session. The students focused on completing their work. It indicated their motivation to learn English was increased. The teachers performance was also developed according to the observation of the English teacher.

4) Reflecting

After doing the observation, the teacher carried out the reflection of classroom action research (CAR). At this stage, the researcher satisfied by the result of the effort to improve students speaking skill through information gap technique was significantly increased.

Students were more active and confident to speak in English. The teacher noticed some shy students were more brave to speak. The students showed positive attitude towards the technique. They were more active and enthused participating on the teaching and learning process in cycle II. Besides, they comprehension, grammar and vocabulary skill were improved too. Furthermore, the English subject had been less intimidating for them.

The students’ improvement yet could be seen in the test result of post-test 2 which was better than post-test 1 and pre-test. The result of post-test II is as follow:
### Table 4.3

The Result of Students’ Post-Test II Score

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>76*</td>
</tr>
<tr>
<td>Student 2</td>
<td>80*</td>
</tr>
<tr>
<td>Student 3</td>
<td>76*</td>
</tr>
<tr>
<td>Student 4</td>
<td>84*</td>
</tr>
<tr>
<td>Student 5</td>
<td>80*</td>
</tr>
<tr>
<td>Student 6</td>
<td>76*</td>
</tr>
<tr>
<td>Student 7</td>
<td>64</td>
</tr>
<tr>
<td>Student 8</td>
<td>60</td>
</tr>
<tr>
<td>Student 9</td>
<td>76*</td>
</tr>
<tr>
<td>Student 10</td>
<td>80*</td>
</tr>
<tr>
<td>Student 11</td>
<td>76*</td>
</tr>
<tr>
<td>Student 12</td>
<td>80*</td>
</tr>
<tr>
<td>Student 13</td>
<td>80*</td>
</tr>
<tr>
<td>Student 14</td>
<td>76*</td>
</tr>
<tr>
<td>Student 15</td>
<td>84*</td>
</tr>
<tr>
<td>Student 16</td>
<td>80*</td>
</tr>
<tr>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>Student 17</td>
<td>80*</td>
</tr>
<tr>
<td>Student 18</td>
<td>60</td>
</tr>
<tr>
<td>Student 19</td>
<td>56</td>
</tr>
<tr>
<td>Student 20</td>
<td>80*</td>
</tr>
<tr>
<td>Student 21</td>
<td>80*</td>
</tr>
<tr>
<td>Student 22</td>
<td>88*</td>
</tr>
<tr>
<td>Student 23</td>
<td>76*</td>
</tr>
<tr>
<td>Student 24</td>
<td>80*</td>
</tr>
<tr>
<td>Student 25</td>
<td>76*</td>
</tr>
<tr>
<td>Student 26</td>
<td>64</td>
</tr>
<tr>
<td>Student 27</td>
<td>76*</td>
</tr>
<tr>
<td>Student 28</td>
<td>80*</td>
</tr>
<tr>
<td>Student 29</td>
<td>80*</td>
</tr>
<tr>
<td>Student 30</td>
<td>64</td>
</tr>
<tr>
<td>Student 31</td>
<td>60</td>
</tr>
</tbody>
</table>

Mean: $\bar{X} = \frac{\sum X}{N}$  
$\bar{X} = 75.1$

$P = \frac{F}{N} \times 100\%$  
$P = 77.4\%$

*The students who passed the KKM (75)*
In the table above, the result of the post-test 2 showed that there were 77.4% students who passed the KKM which increased from 19 students to 24 students. There were still 7 students who could not pass the KKM. That means that the target which minimally 75% of students passed the KKM. Yet, it can be concluded that the success criteria of this research had been reached. It means that the teacher and the observer could stop the Classroom Action Research.

2. The Post-Implementation of the Classroom Action Research

a. The Result of Post-Interview

1) Interview with the teacher
After the researcher finished implementing the action, the interview with the English teacher was administered to get her opinion towards the students’ speaking skill improvement. She said was pleased with the students’ improvement in speaking. She said that after the students learned speaking with information gap technique, she could feel that the students enthusiasm and motivation to learn English was also increased. She also interested in applying the information gap technique with different materials in the future.

2) Interview with the students
Having interviewed the teacher, the researcher interviewed the students to get their opinion after they experienced learning English with information gap technique. Some students were asked some questions related to the information gap technique. Most of them admit that learning with information gap technique helped them to explore their speaking ability. Yet they thought that learning with information gap technique was fun because they can talk to their classmates whether it was in group or pair. Moreover, they felt more confident to speak English. They looked forward for their English teacher to apply this kind of technique in teaching the classroom.
b. The Result of Post-Tests

1) The Result of Post-Test I

From the post-test I, the researcher gets 67.4 as the mean of the students’ score. This number indicates that there is an improvement in students’ speaking skill from the pre-test to post-test I. The percentage of students who achieved the KKM in this test is 61.2% which means that 19 out of 31 students were passed the KKM.

Nonetheless, the result has not reach the target of this research yet which at least 75% of students should passed the KKM. Therefore, another cycle should be conducted to fulfill the criterion of the action succes.

2) The Result of Post-Test II

The mean score of the students’ post-test II is 75.1. 77.4% of students were passed the KKM 75. It means that in cycle II, the students who passed the KKM increases from 19 students to 24 students. The result shows that the students speaking skill were improved since the information gap technique were applied. Seeing that the more than 75% of students achieved the target, the cycle is stopped and the Classroom Action Research is declared to be succesful.

For the clearer interpretation of the data obtained from the three administered tests; pre-test, post-test 1, and post-test 2, the researcher made table comparison of those three tests result:

| Table 4.4 |
| The Comparison of Students’ Test Score |

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Pre-Test Score</th>
<th>Post-Test 1 Score</th>
<th>Post-Test 2 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>40</td>
<td>60</td>
<td>76*</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>44</td>
<td>76*</td>
<td>80*</td>
</tr>
<tr>
<td>No</td>
<td>Participants</td>
<td>Pre-Test Score</td>
<td>Post-Test 1 Score</td>
<td>Post-Test 2 Score</td>
</tr>
<tr>
<td>----</td>
<td>--------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>56</td>
<td>76*</td>
<td>76*</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>80*</td>
<td>80*</td>
<td>84*</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>32</td>
<td>56</td>
<td>76*</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>36</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>40</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>36</td>
<td>52</td>
<td>76*</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>48</td>
<td>76*</td>
<td>76*</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>48</td>
<td>76*</td>
<td>80*</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>48</td>
<td>76*</td>
<td>76*</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>76*</td>
<td>80*</td>
<td>84*</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>52</td>
<td>76*</td>
<td>80*</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>52</td>
<td>56</td>
<td>80*</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>40</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>36</td>
<td>52</td>
<td>56</td>
</tr>
<tr>
<td>No</td>
<td>Participants</td>
<td>Pre-Test Score</td>
<td>Post-Test 1 Score</td>
<td>Post-Test 2 Score</td>
</tr>
<tr>
<td>----</td>
<td>--------------</td>
<td>----------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>60</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>80*</td>
<td>84*</td>
<td>88*</td>
</tr>
<tr>
<td>23</td>
<td>Student 23</td>
<td>52</td>
<td>56</td>
<td>76*</td>
</tr>
<tr>
<td>24</td>
<td>Student 24</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>25</td>
<td>Student 25</td>
<td>48</td>
<td>76*</td>
<td>76*</td>
</tr>
<tr>
<td>26</td>
<td>Student 26</td>
<td>36</td>
<td>44</td>
<td>64</td>
</tr>
<tr>
<td>27</td>
<td>Student 27</td>
<td>52</td>
<td>76*</td>
<td>76*</td>
</tr>
<tr>
<td>28</td>
<td>Student 28</td>
<td>52</td>
<td>76*</td>
<td>80*</td>
</tr>
<tr>
<td>29</td>
<td>Student 29</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>30</td>
<td>Student 30</td>
<td>36</td>
<td>44</td>
<td>64</td>
</tr>
<tr>
<td>31</td>
<td>Student 31</td>
<td>40</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>1676</td>
<td>2088</td>
<td>2328</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td>54.1</td>
<td>67.4</td>
<td>75.1</td>
</tr>
</tbody>
</table>

*The students who passed the KKM (75)
B. Discussion

1. Pre-Implementation of Classroom Action Research

a. The Result of Pre-Interview

   Based on the data collected from the interview of students and the English teacher, it can be concluded that the students in class VII-9 were lack of speaking skill. They had poor vocabulary, fluency, grammar, pronunciation, and comprehension which are the basic aspects in learning speaking. They also put low interest in learning English, especially speaking, for they do not confident and afraid of making mistakes. Therefore, the writer had to find and effective teaching technique to solve the students’ problems. Information gap technique is chosen as the technique to be applied in the teaching and learning process during the research to solve the students’ problems because it can explore students’ speaking skill in the classroom.

b. The Result of Pre-Observation

   Before implementing the action, the researcher observed the process of teaching and learning in the classroom. The pre-observation result shows that the students were not given enough opportunity to practice their speaking in the classroom. The teacher used lecture method in teaching speaking which limit the students to actively involved in the teaching and learning process. Therefore, the writer need to find an effective technique that provides the students to expose their speaking, so they could be more active in the classroom.

c. The Result of Pre-Test

   Before the writer implement the technique, the writer conducted a Pre-Test in order to know the students’ speaking skill before receiving any action from the classroom action research. There were 31 students of class VIII-9 in SMPN 6 Kota Tangerang Selatan who participated in the test.
From the test result, there were only 9 students who pass the KKM which is 75. It means only 13% students who successfully pass the KKM and there were still 22 students who did not pass the KKM. The percentage of students’ success during the Pre-Test were 29.03%. The minimum and the maximum score were also very low. The students’ minimum score in pre-test was only 32 while the students’ maximum score was 80.

2. The Implementation of Classroom Action Research

a. Cycle I

There were three meetings in the cycle I. The researcher who acted as the teacher implemented the technique based on the prepared lesson plan. In the first meeting, the teacher taught the students about descriptive text such as its structure, language features, purpose, and etc. At the second meeting, the teacher gave a deeper explanation of descriptive form. She presented some example of descriptive texts and discussed them with the students. She focused on describing people. Information gap technique was implemented at the third meeting. The students were divided into groups consisted of five to six persons, and each group was given a picture of a famous person to be described. A representative of each group had to describe the person in the picture without mentioning his or her name, and the other group had to guess who it was.

In general, the students were started to get used to the new classroom situation. Some of them could understand and respond the teachers’ question in target language, in this case is English. The students could involve in the information gap activity, even though some of them were still confused about what they should do during the activity. That situation made the class turned noisy, and the teacher was slightly overwhelmed in handling the situation. Some students were able to do the task as expected. They could ask and share information to their friends regarding the task which was about describing someone by using English language. They were also quite able to understand the materials and to practice pronouncing the vocabulary correctly.
The students’ improvement in cycle I showed that information gap technique could improve their speaking skill, but the progress were not significant. Most of the students were still shy and passive. Furthermore, the result of the Post-Test I showed less than 75% students passed the KKM, so that, the researcher and the English teacher decided to continue the action to the cycle II.

b. Cycle II

In this cycle, the researcher revised there were some parts need to be revised. The researcher attempted to overcome the problems she found in cycle I which were to make students more active during the activity and to lessen the unnecessary noise in the classroom. She decided to use the different information gap activities where the students were given the task individually, not in groups or pairs. They have to go around the class asking the particular questions to everyone in the classroom. The purpose was to keep the students busy and to make the students to be more self-reliant.

At this time, the students’ speaking skill was increased. Most of them were no longer be passive. They were started to be accustomed to use English in the classroom for they have many opportunities to practice their speaking since using the information gap technique. Their comprehension in percieving the materials also got better since they did not ask too many questions about the activity’s instruction which the teacher had explained. In doing the activity, they communicated and interacted very well to each other. They were also more confident to express their ideas. Thus, the researcher was able to manage the time and minimize the noise so that the class situation was getting better and conducive for the learning process.

In addition, to know the improvement of the students’ speaking skills, the researcher also scored the students’ speaking performance by giving post-test II as a supporting data. The result showed that 77.4% of students successfully achieved the KKM 75.
3. The Post-Implementation of the Classroom Action Research

a. The Result of Post-Interview

After implementing the action in two cycles, the researcher interviewed the English teacher to get her opinion towards the implementation of the technique. She said she was impressed by the students’ improvement and enthusiasm in learning English. The teacher satisfied with the result of the research. The teacher said that she interested in using information gap technique in the future. From the students, they said that they had fun learning English with information gap technique. That because were allowed to move around the class instead of sitting still in the chair. Besides, they also could talk to their classmates so they did not easily get bored.

b. The Result of Post-Observation

From post-observation result, the researcher that students speaking skill got better. They were more familiar with English language and accustomed to use it in the classroom. The students who were not actively involved before were brave to participate in the class discussion. Their confidence and motivation to learn English were increased after learning with information gap technique.

c. The Result of Post-Test

The mean score of post-test I is 67.4. It means that the students speaking skill was improved to 61.2%. The lowest score of the students in post-test I is 34 while the highest score is 84. There were 19 out of 31 students that were succeed. However, the percentage of successful students were still less than the target which is 75%. Therefore, the researcher and the English teacher decided to do the next cycle in order to reach the target.

The researcher got 71.1 as the mean score of post-test II. There were 24 students succeed in achieving the target. The percentage of student who passed the KKM were increased to 77.4%. The students lowest score was 56 while the highest was 88. It means that the target of the research which 75% of students
should pass the KKM had accomplished. The researcher decided to stop the action of the research.
A. Conclusion

After implementing the whole steps of Classroom Action Research which consist of four steps; planning, acting, observing and reflecting. The research finding shows that there is a significant improvement before and after applying the Information Gap technique.

Interview, observation, and tests were used as the instruments to conduct this study. Based on the English teacher and students’ interview before and after the implementation of the Classroom Action Research, the students’ speaking skill shows significant improvement. Students are accustomed to speak English because they talk to their partner. They also become more confident to do speaking because they can practice with their friend. Moreover, they looked motivated to speak English since they have to complete the task.

The observation results during the implementation of the action describe students’ attitude and improvement towards the Information Gap technique. The students gains positive impact from the technique since it helps them to explore their speaking ability. The students were shy and passive during the first meetings, but they slowly change to be more active in following the activity.

The students improved also can be seen by their scores. Their mean scores increased from the pre-test which was given before the implementation of the technique and post-tests of cycle I and II. The mean score of the pre-test was 54.1 which only 9 or 29.03% of students could pass the KKM (75). Besides, the mean score of the post-test 1 was 67.35. The percentage of students who passed KKM was 61.2%. However, the next cycle need to be conducted to make 75% students passing the KKM.

In cycle II, the students score was increased after taking post-test II. The mean score of post-action test 2 was 75.1, there were 77.4% of students could
pass the KKM. From that progress, it can be seen that more than 75% students pass the KKM and the target of the research was stopped since it had fulfilled the criterion of the success.

Based on the findings of this study, the researcher concluded that Information Gap technique could improve VII-9 students of SMPN 6 Kota Tangsel’s speaking skill.

**B. Suggestions**

Based on the conclusion above, it can be delivered some suggestions. Here the suggestion as follows:

- **For Students**
  
  For students, in speaking class, they have to pay more attention on what teacher delivers, and be more active in the learning process. Information gap may help them practicing their speaking skill since they were demanded to speak directly and actively.

- **For Teacher**

  The researcher suggested to use Information Gap technique in teaching speaking skill since it is proved that Information Gap technique can impact effectively in increasing students’ speaking skill. This technique is worth a try for teacher to apply in teaching speaking. Moreover, through Information Gap technique teacher can train all of students to actively participate to speak in the class.

- **For Other Researchers**

  The researcher recommended the others researchers to use information gap technique in conduction a classroom action research. It could be applied in the different grade with different material. The researcher also hoped this study could be useful for other researchers who wants to conduct the similar study.
REFERENCES


Florez, M. A. C., Improving Adult English Learners Speaking Skills, *National Center for ESL Literacy Education*


Lustigova, Lenka. Simplified Debate as A Learning Tool at the University Level, Vol. 4, 2011.


http://differentefl.blogspot.com/2014/06/informationgap-activities-what-does-it.html?showComment=1409558611901&m=1#c4598295383025463578.
APPENDICES
SYLLABUS
Mata Pelajaran : Bahasa Inggris
Kelas : 7
Kompetensi Inti :
KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam

| Teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda, | Mengamati |
| Fungsi sosial | - Siswa membaca/mendengarkan/memahami teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana. |
| Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb. | - Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks |
| Struktur text | | |
| (1) Penyebutan nama orang, binatang, benda dan nama | | |

| KRITERIA PENILAIAN: |
| - Tingkat ketercapaian fungsi sosial penggunaan teks |
| - Tingkat kelengkapan dan keruntutan struktur teks deskriptif |
| - Tingkat ketepatan unsur |

<p>| 6 x 4 JP |</p>
<table>
<thead>
<tr>
<th>melaksanakan komunikasi fungsional.</th>
<th>bagian-bagiannya yang dipilih untuk dideskripsikan</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td>(2) Penyebutan sifat orang, binatang, benda dan bagianannya, dan (3) Penyebutan tindakan dari atau terkait dengan orang, binatang, bendayang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</td>
</tr>
<tr>
<td>Panjang teks: kurang lebih 3 (tiga) kalimat.</td>
<td><strong>Unsur kebahasaan</strong></td>
</tr>
<tr>
<td>(1) Penyebutan kata benda singular dengan a dan the, dan plural (-s).</td>
<td><strong>Mempertanyakan</strong></td>
</tr>
<tr>
<td>(2) Kata ganti it, they, she, we, dst; our, my, your, their, dst.</td>
<td>• Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (skimming) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</td>
</tr>
<tr>
<td>(3) Kata sifat yang sangat lazim, young, old, clever, deskriptif</td>
<td>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</td>
</tr>
<tr>
<td><strong>Mengeksplorasi</strong></td>
<td>• Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif.</td>
</tr>
<tr>
<td>• Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber.</td>
<td><strong>Pengamatan</strong></td>
</tr>
<tr>
<td>kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</td>
<td>• Melakukan monolog tentang deskripsi orang, binatang dan benda di depan kelas / berpasangan</td>
</tr>
<tr>
<td>• Tingkat kesesuaian format penulisan/ penyampaian</td>
<td>• Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</td>
</tr>
<tr>
<td><strong>CARA PENILAIAN:</strong></td>
<td><strong>Unjuk kerja</strong></td>
</tr>
<tr>
<td>Unjuk kerja</td>
<td>• Melakukan monolog tentang deskripsi orang, binatang dan benda di depan kelas / berpasangan</td>
</tr>
</tbody>
</table>

**Pengamatan**
benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>big, small, easy, difficult, diligent, tired, tall, short, beautiful, dan semacamnya</th>
<th>Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play, get, take, dan sebagainya.</td>
<td>Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif.</td>
</tr>
<tr>
<td>Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</td>
<td>Siswa secara berkelompok menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.</td>
</tr>
<tr>
<td>Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</td>
<td>Mengasosiasi</td>
</tr>
</tbody>
</table>

**Topik**

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif.

**Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan**

**Mengasosiasi**

- Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

**Observations:**

Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian

- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi
- Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
- Ketepatan dan kesesuaian menggunakan strategi dalam membaca
<table>
<thead>
<tr>
<th>peduli, pola hidup sehat, dan ramah lingkungan.</th>
<th><strong>Mengkomunikasikan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa menuliskan deskripsi teman sebangkunya dan mempresentasikan di depan kelas.</td>
<td><strong>Portofolio</strong></td>
</tr>
<tr>
<td>• Siswa membuat jurnal belajar <em>(learning journal)</em></td>
<td>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.</td>
</tr>
<tr>
<td></td>
<td>• Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</td>
</tr>
<tr>
<td></td>
<td>• Kumpulan hasil tes dan latihan.</td>
</tr>
<tr>
<td></td>
<td>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</td>
</tr>
<tr>
<td></td>
<td><strong>Penilaian Diri dan Penilaian Sejawat</strong></td>
</tr>
<tr>
<td>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</td>
<td></td>
</tr>
</tbody>
</table>
# Classroom Observation Checklist

**Place:**

**Date:**

**Cycle:**

<table>
<thead>
<tr>
<th><strong>Class Structure</strong></th>
<th>Could Improve</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Not Observed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews previous day’s course content</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Gives overview of day’s course content</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Summarizes course content covered</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Directs student preparation for next class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th><strong>Methods</strong></th>
<th>Could Improve</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Not Observed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides well-designed materials</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Employs non-lecture learning activities (i.e. small group discussion, student-led activities)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Invites class discussion</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Employs other tools/instructional aids (i.e. technology, computer, video, overheads)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Delivers well-planned lecture</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th><strong>Teacher-Student Interaction</strong></th>
<th>Could Improve</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Not Observed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solicits student input</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Involves a variety of students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrates awareness of individual student learning needs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Comments:**
<table>
<thead>
<tr>
<th>Content</th>
<th>Could Improve</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Not Observed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appears knowledgeable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appears well organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains concepts clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates concepts to students experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects learning experiences appropriate to learning level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All items marked *Not Observed* must be explained in Comments*

(Adopted from: http://college.

Observer Signature

_________________________________________
INTERVIEW GUIDELINES
## INTERVIEW GUIDELINES

### PRE-IMPLEMENTATION

<table>
<thead>
<tr>
<th>Teacher's Interview</th>
<th>Students' Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Bagaimana cara ibu mengajar sehari-hari?</td>
<td><strong>1</strong> Apakah anda menyukai pelajaran Bahasa Inggris?</td>
</tr>
<tr>
<td><strong>2</strong> Bagaimana pengajaran speaking dilakukan di kelas?</td>
<td><strong>2</strong> Apa yang anda suka atau tidak suka dalam mempelajari Bahasa Inggris?</td>
</tr>
<tr>
<td><strong>3</strong> Apakah ibu mengadakan tes secara rutin?</td>
<td><strong>3</strong> Menurut anda, apakah teknik mengajar yang digunakan oleh guru selama ini menarik?</td>
</tr>
<tr>
<td><strong>4</strong> Cara apa yang ibu gunakan dalam menilai tes speaking?</td>
<td><strong>4</strong> Apakah pengajaran speaking dilakukan secara rutin di kelas?</td>
</tr>
<tr>
<td><strong>5</strong> Apakah ibu pernah menggunakan teknik mengajar speaking selain dari yang ibu gunakan selama ini?</td>
<td><strong>5</strong> Bagaimana cara ibu guru anda mengajarkan speaking?</td>
</tr>
<tr>
<td><strong>6</strong> Apa yang ibu ketahui tentang CLT (teknik belajar bahasa Inggris yang mendahulukan komunikasi?)</td>
<td><strong>6</strong> Apakah anda tertarik untuk belajar bahasa Inggris dengan teknik lain (selain dari yang guru gunakan)?</td>
</tr>
<tr>
<td><strong>7</strong> Bagaimana kemampuan murid ibu dalam berbicara Bahasa Inggris?</td>
<td><strong>7</strong> Apa masalah yang sering anda hadapi dalam belajar speaking?</td>
</tr>
<tr>
<td><strong>8</strong> Apakah murid-murid ibu kesulitan dalam belajar speaking?</td>
<td><strong>8</strong> Apakah menurut anda memiliki kemampuan bebicara bahasa inggris dengan baik akan berguna bagi hidup anda?</td>
</tr>
<tr>
<td><strong>9</strong> Permasalahan apa yang ibu hadapi dalam mengajar speaking?</td>
<td><strong>9</strong> Apa harapan anda terhadap pengajaran speaking kedepannya?</td>
</tr>
<tr>
<td><strong>10</strong> Menurut ibu, apakah memiliki kemampuan berbicara yang baik akan berguna bagi para murid?</td>
<td></td>
</tr>
</tbody>
</table>
### INTERVIEW GUIDELINES

**POST-IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Teacher’s Interview</th>
<th>Students’ Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apakah aktivitas-aktivitas yang diberikan sudah berjalan dengan baik?</td>
<td>2. Selama kegiatan tadi, apakah anda mengalami kesulitan?</td>
</tr>
<tr>
<td>4. Apakah Ibu tertarik untuk menggunakan information gap sebagai teknik mengajar Ibu selanjutnya?</td>
<td>4. Apakah aktivitas yang dilakukan hari ini meningkatkan kepercayaan diri anda untuk berbicara dalam bahasa Inggris?</td>
</tr>
<tr>
<td>5. Bagaimana kesan Ibu terhadap cara mengajar saya dengan menggunakan teknik ini? (memberikan saran)</td>
<td>5. Apakah anda merasa ada perbaikan dalam speaking anda selama mengikuti pertemuan kita ini?</td>
</tr>
</tbody>
</table>
INTERVIEW TRANSCRIPTS
Appendix 4

Interview Transcript

A. Transkrip wawancara guru sebelum pelaksanaan Penelitian Tindakan Kelas

1. Peneliti : Bagaimana cara ibu mengajar sehari-hari?
   Guru : Ngajar? Cara? Maksud cara itu apa?
   Peneliti : Maksudnya Ibu kalau mengajar bahasa inggris maksudnya dengan kayak gimana?

   Peneliti : Jadi supaya mereka punya background dulu ya tentang apa yang akan dipelajari?

2. Peneliti : Menurut ibu, apakah cara mengajar ibu sudah sesuai dengan kurikulum?

3. Peneliti : Apa yang ibu ketahui tentang CLT (teknik belajar bahasa Inggris yang mendahulukan komunikasi?)
   Guru : lebih bayak ke kalimat, kalau dulu anak cuma disuruh buka buku, baca. Tok. Harus lebih komunikatif gitu ya kalau pakai CLT. Sekarang kalau di kelas lebih banyak ke anak membuat dialog sendiri dan praktek sesuai tema di kurikulum 2013. Mereka diberikan tema, contoh entang hobi. Mereka buat dialog berkelompok,

4. Peneliti : Apakah ibu mengadakan tes secara rutin?

5. Peneliti : Cara apa yang ibu gunakan dalam nilai tes speaking?
   Guru : Penilaianannya pakai interval score, misalnya dia saya kasih tema..misalnya dia bisa mengulang tema itu dengan lengkap..nah itu skornya tinggi.
   Peneliti : berarti itu sudah ada kriterianya ya?
   Guru : Ya udah lah. Kalau speaking itu ada kriterianya. Speaking, listening...itu ada.
   Peneliti : Biasanya ibu nilai dari apanya?

6. Peneliti : Apakah ibu pernah menggunakan teknik mengajar speaking selain dari yang ibu gunakan selama ini?

7. Peneliti : Bagaimana kemampuan murid ibu dalam berbicara Bahasa Inggris?
   Peneliti : Tapi mayoritasnya, Bu?

8. Peneliti : Apakah murid-murid ibu kesulitan dalam belajar speaking?
Guru : Iya, karena mereka tuh gak berani, masih malu-malu. Terus karna vocab yang mereka punya juga sedikit jadi mereka gak tau mau ngomong apa.

9. Peneliti : Menurut ibu, apakah memiliki kemamuan berbiara yang baik akan berguna bagi para murid?
Guru : oh sangat berguna itu, karna untuk bekal dia nanti kerja, dia sma, perguruan tinggi, semuanya pakai bahasa inggris. Gini hari lho masa bahasa inggrisnya masih kurang?
Peneliti : Hehehe (tertawa)

10. Peneliti : Permasalahan apa yang ibu hadapi dalam mengajar speaking?
B. Transkrip wawancara murid sebelum pelaksanaan Penelitian Tindakan Kelas

1. Peneliti: Apakah kalian menyukai pelajaran Bahasa Inggris?
   Siswa 1: Eee...lumayan
   Siswa 2: Iya.
   Siswa 3: Iya.

2. Peneliti: Apa yang kalian suka atau tidak suka dalam mempelajari Bahasa Inggris?
   Siswa 1: Yaa karna gampang
   Siswa 3: karna yaa...fun fun aja sih.

3. Peneliti: Menurut kalian, apakah teknik mengajar yang digunakan oleh guru selama ini menarik?
   Siswa 1: Lumayan
   Siswa 2: Engg..gimana ya? Lumayan menarik deh.
   Siswa 3: Iya.

4. Peneliti: Apakah pengajaran speaking dilakukan secara rutin di kelas?
   Siswa 2: Sering.
   Siswa 3: Iya.

5. Peneliti: Bagaimana cara ibu guru anda mengajarkan speaking?
   Siswa 1: Yaa disuruh ngomong aja. Kayak misalnya bola warna ini ini gitu
   Siswa 2: Disuruh bikin kaya kelompok gitu terus ngetes disuruh ke depan.
   Siswa 3: Kayak ditanya-tanya gitu, terus suruh jawab. Terus kadang disuruh baca yg di buku.
   Bikin dialog juga.

6. Peneliti: Apakah anda tertarik untuk belajar bahasa Inggris dengan teknik lain (selain dari yang guru gunakan)?
   Siswa 1: Iya.
   Siswa 2: Tertarik.
Siswa 3: Tertarik.

7. Peneliti: Apa masalah yang sering anda hadapi dalam belajar speaking?
   Siswa 1: Enggak sih. Kalau udah kayak simple present, subject-subject gitu baru susah.
   Siswa 2: Susah ngafalin kata-kata sama artinya.
   Siswa 3: Emmm...jarang, soalnya lumayan gampang sih.

8. Peneliti: Apakah menurut anda memiliki kemampuan bebicara bahasa inggris dengan baik akan berguna bagi hidup anda?
   Siswa 1: Penting. Karna bahasa inggris kan bahasa inggris bahasa universal, jadi bisa digunain diseluruh negara
   Siswa 2: Berguna banget. Kalo misalnya ketemu orang luar gitu kita bisa ngerti, ngomong.
   Siswa 3: Penting. Karna nanti kalau mau ke luar negeri gak bingung

9. Peneliti: Apa harapan anda terhadap pengajaran speaking kedepannya?
   Siswa 1: Dibawa gausah terlalu serius gitu biar gak tegang.
   Siswa 2: Guruya pelan-pelan ngajarnya supaya bisa lebih ngerti.
**Interview Transcript**

**A. Transkrip wawancara guru setelah pelaksanaan Penelitian Tindakan Kelas**

1. **Peneliti :** Bagaimana pendapat Ibu tentang information gap technique?
   **Guru :** Information gap itu sebenarnya termasuk baru saya dengar ya di SMP ini. Menurut saya tekniknya sangat menarik sekali, karena disini tuh anak-anak bisa dengan sendirinya mengeluarkan ide-idenya, kosa kata...ya walaupun masih belum bagus dan benar ya, tapi ini memicu anak untuk berani berbicara dan mengungkapkan ide. Jadi ini otomatis mengubah kemampuan anak dari yang kurang gitu ya, menjadi anak yang berani tampil.

2. **Peneliti :** Apakah aktivitas-aktivitas yang diberikan sudah berjalan dengan baik?
   **Guru :** Kemarin sudah cukup baik, bagus. Terus terorganisir dan tertata rapi juga.

3. **Peneliti :** Bagaimanakah pendapat Ibu tentang respons/sikap siswa selama kegiatan pembelajaran?
   **Guru :** Oh luar biasa! Anak-anak senang sekali karna mereka tidak bosan gitu ya karena kan bareng-bareng gitu, jadi mereka enjoy gitu. Terus jadi fresh ya, si anak bisa rileks...gak tegang karna sambil ngobrol sama temannya. Jadi mereka senang gitu kelihatannya.

4. **Peneliti :** Apakah Ibu tertarik untuk menggunakan information gap sebagai teknik mengajar Ibu selanjutnya?

5. **Peneliti :** Bagaimana kesan Ibu terhadap cara mengajar saya dengan menggunakan teknik ini? (memberikan saran)
   **Guru :** Kesannya yaa *overall* sih sudah bagus ya, step-stepnya juga lancar. Cara ini kalau
untuk anak yang kosa katanya banyak, bisa hidup suasananya, tapi kan gak semua anak kosa katanya banyak dan pemalu juga. Jadi Putik tuh harus punya cara sendiri untuk memancing anak-anak yang kurang kemampuannya, dan terutama yang pemalu ya, supaya mereka mau aktif di kelas itu. Nah terus kalau pakai teknik ini kan bentuk kelompok-kelompok itu dulu ya, itu kan lama jadinya ngatur anak-anaknya memakan waktu yang lama. Sebaiknya hal itu bisa lebih diperhatikan lagi untuk mengatur waktunya, tapi kemarin sudah bagus. Mungkin dikemudian hari bisa lebih diminimalisir.
B. Transkrip wawancara siswa setelah pelaksanaan Penelitian Tindakan Kelas

1. Peneliti : Bagaimana pendapat anda tentang kegiatan pembelajaran hari ini?
   Siswa 1 : Seru, soalnya kita keliling nanya-nanyain temen sekelas gitu kan.
   Siswa 2 : Menurut saya pelajaran tadi cukup asyik.
   Siswa 3 : Engg...seru (menganggukkan kepala).

2. Peneliti : Selama kegiatan tadi, apakah anda mengalami kesulitan?
   Siswa 1 : Gak juga sih, paling sedikit-sedikit ada yang gak tau artinya.
   Siswa 3 : Gak kok, kan udah dijelasin.

3. Peneliti : Apakah aktivitas yang dilakukan hari ini memotivasi anda untuk belajar speaking?
   Siswa 1 : Yaa lumayan (mengangguk sambil tersenyum).
   Siswa 2 : Iya gak yaa. Ya lumayan deh, Kak. Hehe. (tertawa)
   Siswa 3 : Iya sih.

4. Peneliti : Apakah aktivitas yang dilakukan hari ini meningkatkan kepercayaan diri anda untuk berbicara dalam bahasa Inggris?
   Siswa 1 : Iya, soalnya santai sih tadi pelajarnanya.
   Siswa 2 : He’eh (mengangguk).
   Siswa 3 : Mau gak mau sih, Kak. Abis kan kalau kita gak ngomong, gak bisa jawab soalnya (tersenyum).

5. Peneliti : Apakah anda merasa ada perbaikan dalam speaking anda selama mengikuti pertemuan kita ini?
   Siswa 2 : Emm...lumayan (menganggukkan kepala).
   Siswa 3 : Lumayan ada, soalnya saya tuh jarang ngomong pake bahasa Inggris.
PRE-TEST
AND
POST-TESTS
INSTRUMENT
Appendix 5

Pre-Test

1. Say Hi
2. Greeting
   - Good morning/good afternoon
   - How are you today?
3. Brief introduction
   - Hello, my name is ...
   - I am ... years old.
   - I was born on ...
   - I live in ...
4. (Showing picture) Describe the picture!
Post-Test 1
Student A
Instruction:
Ask some questions to your partner and draw the information that you hear to complete the picture.
Appendix 6

Post-Test II

The students will work in pair and each of them will get different information.

Student A:

Instruction:

Look at the picture and read your information. Fill in all the missing boxes by asking some questions to your partner.

Find Alice, Michael, and Jennifer!
Student B

Instruction:

Look at the picture and read your information. Fill in all the missing boxes by asking some questions to your partner.

Find Karen, Kevin, and Patrick!
The completed worksheet
STUDENTS
PRE-TEST AND POST-TESTS SCORE
### STUDENTS’ TESTS SCORE

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Pre-Test Score</th>
<th>Post-Test 1 Score</th>
<th>Post-Test 2 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>40</td>
<td>60</td>
<td>76*</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>44</td>
<td>76*</td>
<td>80*</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>56</td>
<td>76*</td>
<td>76*</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>80*</td>
<td>80*</td>
<td>84*</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>32</td>
<td>56</td>
<td>76*</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>36</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>40</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>36</td>
<td>52</td>
<td>76*</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>48</td>
<td>76*</td>
<td>76*</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>48</td>
<td>76*</td>
<td>80*</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>48</td>
<td>76*</td>
<td>76*</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>76*</td>
<td>80*</td>
<td>84*</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>52</td>
<td>76*</td>
<td>80*</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>52</td>
<td>56</td>
<td>80*</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>40</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>36</td>
<td>52</td>
<td>56</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>60</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>80*</td>
<td>84*</td>
<td>88*</td>
</tr>
<tr>
<td>23</td>
<td>Student 23</td>
<td>52</td>
<td>56</td>
<td>76*</td>
</tr>
<tr>
<td>24</td>
<td>Student 24</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>25</td>
<td>Student 25</td>
<td>48</td>
<td>76*</td>
<td>76*</td>
</tr>
<tr>
<td>26</td>
<td>Student 26</td>
<td>36</td>
<td>44</td>
<td>64</td>
</tr>
<tr>
<td>27</td>
<td>Student 27</td>
<td>52</td>
<td>76*</td>
<td>76*</td>
</tr>
<tr>
<td>28</td>
<td>Student 28</td>
<td>52</td>
<td>76*</td>
<td>80*</td>
</tr>
<tr>
<td>29</td>
<td>Student 29</td>
<td>76*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>30</td>
<td>Student 30</td>
<td>36</td>
<td>44</td>
<td>64</td>
</tr>
<tr>
<td>31</td>
<td>Student 31</td>
<td>40</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1676</strong></td>
<td><strong>2088</strong></td>
<td><strong>2328</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td><strong>54.1</strong></td>
<td><strong>67.4</strong></td>
<td><strong>75.1</strong></td>
</tr>
</tbody>
</table>

*Students who passed KKM 75
SURAT IZIN
PENELITIAN
SURAT KETERANGAN
NOMOR : 421.7 / 078 /KS

Sehubungan Surat dari Kementerian Agama UIN Jakarta FITK, Nomor. B-555 1/KM.01.3/03/2017, Lampiran. - 
Hal. Permohonan Riset/Penelitian 

Yang bertanda tangan di bawah ini adalah:
Nama : ALAN SUHERLAN, S.Pd, MM 
NIP : 19621205 198403 1 008 
Pangkat/Gol : Pembina Utama Muda/IV.C 
Jabatan : Kepala Sekolah

menerangkan bahwa:
Nama : PUTIK DELIMA 
NIM : 1111014000085 
Jurusan : Pendidikan Bahasa Inggris 
Semester : XIV

Adalah benar mahasiswa pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang telah melakukan Observasi di SMP Negeri 6 Kota Tangerang Selatan sebagai bahan pembuatan skripsi dengan judul: "Improving Students' Speaking Skill by Using Information Gap Technique)".

Demikian surat keterangan di buat dengan sebenarnya untuk digunakan sesuai keperluan.

Tangerang Selatan, 29 Maret 2018

Kepala,

Alam Suherlan, S.Pd. MM. 
NIP. 19621205 198403 1 008
LEMBAR UJI REFERENSI
LEMBAR UJIAN REFERENSI

Nama : Putik Delima
NIM : 1111014000085
Fakultas/Jurusan : FITK/Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Speaking Skill Through Information Gap Technique (A Classroom Action Research at the Seventh Grade Students of SMPN 6 Kota Tangerang Selatan)

Dosen Pembimbing I : Drs. Syauki, M.Pd.
Dosen Pembimbing II : Atik Yuliani, MA.TESOL.

<table>
<thead>
<tr>
<th>No</th>
<th>REFERENSI</th>
<th>Dosen Pembimbing 1</th>
<th>Dosen Pembimbing 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Ibid., p. 148.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lenka Lustigova, Simplified Debate as A Learning Tool at the University Level, Vol. 4. 2011, p. 19.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Jo McDonough and Christoper Shaw, <em>Materials and Methods in ELT</em>, (West Sussex: John Wiley &amp; Sons Ltd,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Source</td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Penny Ur, <em>A Course in Language Teaching: Practice and Theory</em>, (Cambridge: Cambridge University Press, 2009), p. 120.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td><a href="http://differentefl.blogspot.com/2014/06/informationgap-activities-what-does-it.html?showComment=1409558611901&amp;m=1#e4598295383025463578">http://differentefl.blogspot.com/2014/06/informationgap-activities-what-does-it.html?showComment=1409558611901&amp;m=1#e4598295383025463578</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Rania Sameer Jondeya, <em>The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools</em>, (Gaza: University of Al-Azhar)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I Putu Agus, Mochtar Mahrum, Hastini: <em>Improving Speaking Skill through Information Gap Technique</em>,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Reference</td>
<td>Approval Date</td>
<td>Approval Signature</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>27</td>
<td>Linse. <em>loc. cit.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Ary, <em>op. cit.</em>, p. 529.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jakarta, 28 Juni 2018

Approved by:

Advisor I

Drs. Syauki, M.Pd

NIP.19641212 1991013 1 002

Advisor II

Atik Yuliani, M.A TESOL

NIP. 198404 201503 2 003