THE EFFECTIVENESS OF USING INFORMATION-GAP ACTIVITIES
IN TEACHING AND LEARNING SPEAKING SKILL
(An Experimental Research at the Eighth Grade
Students of SMP N 7 Surakarta 2015/2016 Academic Year)

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ABSTRACT

The aims of the research are 1) To know that the use of the Information-Gap Activities is effective in teaching and learning speaking skill. 2) To know that there is some the significant difference in teaching and learning speaking using Information-Gap Activities and teaching and learning speaking without using Information-Gap Activities. In order to achieve the aims, the researcher conducted an experimental research.

The researcher took the data from the second semester students of VIII A and VIII B as the sample of the research. The class VIII A was a control class and class VIII B was as an experimental class. Each class consisted of 35 students. The technique of collecting the data used test and non-test. The test consisted of the pre-test and post-test. Non-test consisted of the observation and documentation. To analyzing the data, the researcher used quantitative approaches. The research was conducted at the seventh grade students of SMP Negeri 7 Surakarta in 2015/2016 Academic Year. The total number of students in both classes are 32 students.

The result of the study leads to the conclusion that teaching and learning speaking skill using Information-Gap Activity was better than teaching and learning speaking skill without using Information-Gap Activities. In other word, the use of Information-Gap Activity in teaching and learning speaking skill made the student to learn how to speak more intensively and actively. The computation of t-test showed that \( t_0 = 10.67 \) while \( t_c \) for the significant level was 5% (\( \alpha = 0.05 \)) with degree of freedom (df) = 62 is 2.02. It could be seen from \( t_0 \) and \( t_c \) in which \( t_0 \) was higher than \( t_c \) (10.67 > 2.02). Group of students who taught using Information-Gap Activity (experimental group) got higher achievement than those who taught without using Information-Gap Activities (control group). This was known from the different score. The mean score of the two groups showed that the experimental group pre-test was 48.15 become 62.03 in the post-test and the control group pre-test was 47.51 become 53.81 in the post-test.

From the research, the researcher concludes teaching and learning using Information-Gap Activity increases the students’ achievement. It means that teaching and learning speaking using Information-Gap Activity is appropriate to be applied for teaching and learning speaking at eighth grade students of SMP N 7 Surakarta. By using Information-Gap students are actively involved in teaching learning process and they are trained to use the target language to communicate. It might be concluded that by implementing Information-Gap in learning speaking it can improve the students speaking skill than the students who are not exposed with this activity. Therefore, Information-Gap Activity can be used as a great method in teaching and learning speaking skill in classroom.

Keyword: Information-Gap Activity, Teaching and Learning Speaking Skill, An Experimental Research
ABSTRAK


Tujuan penelitian ini adalah 1) untuk mengetahui penggunaan Information-Gap Activity efektif dalam belajar mengajar keterampilan berbicara 2) untuk mengetahui bahwa ada beberapa perbedaan yang signifikan dalam belajar mengajar berbicara menggunakan Information-Gap Activities dan belajar mengajar berbicara tanpa menggunakan Information-Gap Activities. Untuk mencapai tujuan, peneliti melaksanakan penelitian eksperimen.


Hasil kajian menyimpulkan bahwa belajar mengajar keterampilan berbicara dengan menggunakan Information-Gap Activities lebih baik daripada belajar mengajar keterampilan berbicara tanpa menggunakan Information-Gap Activities. Dengan kata lain, penggunaan Information-Gap Activities dalam belajar mengajar keterampilan berbicara membuat siswa belajar bagaimana berbicara lebih intensif dan aktif. Hasil hitungan t-tes menunjukkan bahwa t0=10,67 sementara tt untuk tingkat signifikansi adalah 5% (α=0,05) dengan tingkat kebebasan (df) = 62 adalah 2,02. Hal tersebut dapat dilihat dari t0 dan tt yang mana t0 lebih tinggi dari tt (10,67>2,02). Kelompok siswa yang diajar dengan menggunakan Information-Gap Activities (kelompok eksperimen) memperoleh pencapaian lebih tinggi daripada siswa yang diajar tanpa menggunakan Information-Gap Activities (kelompok kontrol). Hal tersebut diketahui dari nilai yang berbeda.
Nilai rata-rata dua kelompok menunjukkan bahwa pre tes kelompok eksperimen adalah 48,15 menjadi 62,03 di pos tes dan pre tes kelompok kontrol adalah 47,51 menjadi 53,81 di pos tes.


Kata kunci: Information-Gap Activities, Belajar mengajar ketrampilan berbicara, penelitian eksperimen
INTRODUCTION

Language is one of the common activities in society. Look at the developing science and technology, language has an important rule for human life, by using language the people will express their ideas, emotion, and desires. English was also used to communicate between one people with another people when they were doing activities. In English, there are some skills that should be mastered by students. There are speaking, writing, reading, and listening. Speaking is one of English skills that important to be learnt by students. According to Bailey and Savage (in Murcia, 2001:103) being able to speak in a language means that we have mastered that language because speech is the most basic means in human communication. Indeed, speaking is the most stressed skill in a second or foreign language classroom. Therefore, speaking becomes a skill that should be learnt in English classroom since the goal of language learning is to make the learners to be able to use the target language to communicate orally.

According to Cameron (2001:40) “Speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of productive use of language can be applied to speaking”. Brown (2004: 140), defines “Speaking (skill) as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker’s listening skill, which necessarily compromises the reability and validity of an oral production test.” It means that speaking is a productive skill, speaking is not just saying something through speech organs, speaking is thinking how to articulate our ideas through words.

According to Legutke and Thomas (1991:95), There are some techniques that can be selected by the teachers in developing the students speaking skill. Among the techniques that can be used by the teachers in teaching speaking is Information-Gap Activity.
In eighth grade students of SMP N 7 Surakarta 2015/2016 Academic Year, many students failed to reach the goal of learning speaking. They could not use the language orally to express meaning in conversation. Their problem were students not confident, low motive, less practice to speak well and less understand in vocabulary mastery.

Based on the explanation above Information-Gap Activities can be used by teachers to promote the development of students’ speaking skill. This activity effective because the students work in pairs to get information for complete their task and can be motivate students to speak well in the class.

Harmer (2007:275) stated that Information-Gap are those where students have different pieces of information about the same subject and have to share this information in order for them both to get all information they need to perform a task in Information-Gap Activity, the students should communicate each other in target language in order to get the information needed to be known by them to complete the assignments given by the teachers.

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

The aims of the study based of the problems as follows: 1).To know whether the use of the Information-Gap Activities is effective in teaching and learning speaking skill; and 2). To know whether there is some the significant difference in teaching and learning speaking using
Information-Gap Activities and teaching and learning speaking without using Information-Gap Activities.

**METHOD**

This research used an experimental method in examining both the experimental group and the control group. Mason (1997: 106) stated that Experimental studied involves comparing under various settings of the treatment. In a sample experiment a collection of subjects might be divided into two groups. One a treatment condition called the experimental group, the other called control group.

The experimental method is actually used to examine whether the treated group showed a changed of behavior after being given treatment compared with the control group. It emphasizes on the extent of difference as the result of comparison between the behavior of two groups: the control group and the experimental group.

In the other words, the experimental method is intended to investigate to effect of a treatment (X) for the variable (Y). The students who are teaching using information-gap activity is signed by (X₁) and the students who are not teaching using information-gap activity is signed by (X₂) are independent variable and teaching and learning speaking is signed by (Y) is dependent variable.
The design can be seen below:

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eksperimental Group (R)</td>
<td>( T_1 )</td>
<td>( X )</td>
<td>( T_2 )</td>
</tr>
<tr>
<td>Control Group (R)</td>
<td>( T_1 )</td>
<td>( T_2 )</td>
<td></td>
</tr>
</tbody>
</table>

(Sugiyono, 2012: 78)

To analyzing the data, the researcher used quantiative data analysis. According to Best and Kahn (1995: 26), quantitative research uses quantitative methods to describe what is, describing, recording, analyzing, and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between exiting no manipulated variables. Some form statistical analysis is used to describe the result of the study.

Statistical procedures are steps that used statistically to analyze the students’ achievement. To interpret the result of the students’ worksheet, the researcher use statistical procedure using t-test:

\[
\text{S}x_1, x_2 = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}
\]

\( Sx_1, x_2 \) = the standard error of the difference between two means

\( \sum x_1^2 \) = the sum of the squared deviation scores of group 1

\( \sum x_2^2 \) = the sum of the squared deviation scores of group 2

\( n_1 \) = the number of cases in group 1

\( n_2 \) = the number of cases in group 2
\[ t = \frac{M_1 - M_2}{S_{X_1-X_2}} \]

where:

\[ t \] = the t-value

\[ M_1 - M_2 \] = the observed difference between two means

\[ S\bar{x}_1, \bar{x}_2 \] = the standard error of the difference between two means (expected difference between the two means when the null hypothesis is true)

(Arikunto, 2006: 311)

RESULTS AND DISCUSSION

A. Results

This research was conducted at SMP N 7 Surakarta. It addresses on Jl. Mr. Sartono No. 34, Banjarsari, Surakarta, phone: 0271 852674. This research conducted on August – October 2015 academic year 2015/2016. The researcher took two classes. They were class VIII A and VIII B. Class VIII A was as a control group and VIII B was as an experimental group. Each class consisted of 32 students.

In the research, Firstly, the researcher gave to both of classes the pre-test. After that, the researcher found out the student’s score as the result of the pre-test. Secondly, the researcher divided two classes by simple random sampling. They were class VIII A as a control group and class VIII B as an experimental group. Third, the researcher explained about Information-Gap Activity to the students of class VIII B as an experimental class. Fourth, the students of class VIII B practiced Information-Gap Activity task in the peers. Fifth, the students of class VIII B shared information with their peers to complete the task
and shared information orally in front of the class. The last, the researcher gave the post-test in class VIII A as a control group and class VIII B as an experimental group. After that, the researcher could find out the result of the treatment whether successfully or not. The data which were analyzed in this research are the result of the test. The score of students in an experimental group were compared with the score of the students of a control group.

The result of the research indicated that there was significant different teaching and learning speaking skill using Information-Gap Activities and teaching and learning speaking skill without using Information-Gap Activities. It can be seen from the students score after conducted pre-test and post-test. The average score pre-test of class VIII A as a control class was 49,53 and the post-test became 55,31. The average score pre-test of class VIII B as an experimental class was 48,59 and after implemented Information-Gap Activities became 64,06.

Based on the computation of t-test showed that $t_0= 10, 67$ while $t_t$ for the significant level was 5% ($\alpha = 0,05$) with degree of freedom (df) = 62 is 2,02. It could be seen from $t_0$ and $t_t$, in which $t_0$ was higher than $t_t$ (10,67 > 2.02). Group of students who taught using Information-Gap Activity (experimental group) got higher achievement than those who taught without using Information-Gap Activities (control group). This was known from the different score. The mean score of the two groups showed that the experimental group pre-test was 48,15 become 62,03 in the post-test and the control group pre-test was 47,51 become 53,81 in the post-test. So, it could be concluded that teaching and learning speaking skill using Information-Gap Activity was better than teaching and learning speaking skill without using Information-Gap Activities. In other word, the use of Information-Gap
Activity in teaching and learning speaking skill made the student to learn how to speak more intensively and actively

B. Discussion

The result of the study showed that the group of teaching and learning speaking skill using Information-Gap Activity was better than teaching and learning speaking skill without using Information-Gap Activity. The mean of pre-test score of control group was 47.51 and the mean of pre-test score of an experimental group was 48.15. After both of group were gave different treatment which was an experimental group teaching learning speaking skill using information-Gap Activity and a control group was not, in the end of teaching-learning process was found out that there was different result in student’s speaking skill. The mean of post test score of a control group was 53.81, and the mean of post-test of an experimental group was 62.03.

The aim of a communicative activity such as Information-Gap was to get learners to used the language they were learning to interact in realistic and meaningful ways, which involving exchanges of information. It was in line with the goal of learning a language which usually to enable learners to take part in exchanges of information. As we know that some teaching methods which emphasizes the learning of language systems as a goal failed to gave learners an opportunity to practice to speak in class that is why there were some students who had learn a language unable to speak even a sentence.

During the research, it was found that an experimental class who had lower score in pre-test than a control class could achieved higher score than a control class in post-test, it was because the students in an experimental class practiced to speak more than the students in a control class. Moreover, the students in a control class felt bored during the
teaching and learning process, different with students in an experimental class who seemed enthusiastic during the teaching and learning process since they were exposed with an interesting activity such as Information-Gap Activity. Therefore, it could be seen that the students in a control class had a lower concentration than the students in an experimental class. Even it was found that in an experimental class, the students’ memory toward the material was better than the students in a control class who found forget the material easily after the learning process. The Information-Gap Activity which applied in an experimental class gave students opportunity to practiced speaking English in class, moreover it could increase the students’ motivation in learning English since they felt their purpose of learning English. So that they could use it could be achieved.

The result of the research shows that teaching and learning using Information-Gap Activity increases the students’ achievement. It means that teaching and learning speaking using Information-Gap Activity is appropriate to be applied for teaching and learning speaking at eighth grade students of SMP N 7 Surakarta. It is an activity which trains students to use English to communicate in a real life by asking the students to share information with their peers so that they can complete a task. By using Information-Gap students are actively involved in teaching learning process and they are trained to use the target language to communicate. It might be concluded that by implementing Information-Gap in learning speaking it can improve the students speaking skill than the students who are not exposed with this activity.
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher concludes that:

1. There was a significant difference between group of the students who taught using Information-Gap Activity (experimental group) and who taught without using Information-Gap Activity (control group). It could be seen from $t_0$ and $t_1$, in which $t_0$ was higher than $t_1$ ($t_1(10,67 > 2.02)$). Group of students who taught using Information-Gap Activity (experimental group) got higher achievement than those who taught without using Information-Gap Activity (control group). This was known from the different score. The mean score of the two groups showed that the experimental group got 62.03 while in the control group got 53.81.

2. Teaching and learning speaking skill using Information-Gap Activity made the student to learn how to speak more intensively and actively. The students had problem with speaking because they did not know how to speak. Using Information-Gap Activity, teacher acted as a guide who helped the students to speak well.

B. Suggestions

The result of the research proves that teaching and learning speaking using Information-Gap is more effective than teaching and learning speaking without using Information-Gap. It is able to increase the students’ speaking skill especially for the eighth grade students of SMP N 7 Surakarta in 2015/2016 academic years.
In this research, the researcher would like to give some suggestions as follows:

1. To the English teacher

   Teaching learning English is not difficult. The teacher should use various methods in teaching in order to make the students interested in lesson subject. Speaking is one of English skill that has more complicated than the other skill. The teacher should be able to choose and use appropriate method in teaching and learning speaking. Knowing that the students’ achievement in teaching and learning speaking using Information-Gap Activity is better than without teaching and learning speaking using Information-Gap Activity the researcher would like to suggest that Information-Gap Activity must be considered to be used.

2. To the Students

   The students as learners must be able to master four language skills, they are reading, speaking, writing, and listening. Speaking looks like a simple thing to do but actually it has many difficulties if the students do not know the way to speak orally.

   To increase the student’s speaking skill, they have to learn speaking by practice and practice. From this research, students are suggested to applying Information-Gap Activity in speaking so they will be more skillful in speaking.

3. To the Other Researchers

   The researcher hopes the result of this study will be useful and contribute some valuable thing to the researcher and the other researcher. For the researches who intend to conduct the research more detail about the effect of using Information-Gap Activity in teaching and learning speaking, the researcher hopes that the research findings can be used as a starting point of the future researchers who have the same problems and this research can be utilized as reference.
REFERENCES


