THE EFFECT OF INFORMATION GAP ACTIVITIES ON STUDENTS' SPEAKING SKILL
(A Study at the Eleventh Grade Students' of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year)

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Abstract: The aim of this research are to know: 1) The extent of the application of information gap activities on students' speakingskill at the eleventh grade students of SMA Negeri 1 Sibabangun, 2) The extent of the student speaking skill before and after using information gap activities at the eleventh grade students of SMA Negeri 1 Sibabangun., 3) Whether there is any significant effect of using information gap activities on students' speaking skill at the eleventh grade students of SMA Negeri 1 Sibabangun. This research uses experimental method with true-experimental research design; post-test only control-group design. The population of this research is all of the eleventh grade students SMA Negeri 1 Sibabangun which consist of 196 students. Sample were 64 students which taken by simple random sampling. In collecting the data, the researcher uses observation sheet and test as an instrument. The result of the research: 1) The application of information gap activities is 3.5, it is categorized "Very Good". 2) The mean score of the students' speaking skill is 53.5, it is categorized "Less". Meanwhile after using information gap activities was 72.68, it is categorized "Good". The result of data analysis shows that $t_{test}$is higher than t_{table}(t_{test} 13.78 >t_{table}2.04). So, the hypothesis is accepted. It means that, 3) There is a significant effect of information gap activities on students' speaking skill at the eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year.

Keywords: Information Gap Activities, Speaking Skill.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) Pengaplikasian dari penggunaan *information gap activities* dalam

kemampuan berbicara siswa kelas sebelas SMA Negeri 1 Sibabangun, 2) Untuk mengetahui kemampuan berbicara siswa sebelum dan sesudah menggunakan *information gap activities* di kelas sebelas SMA Negeri 1 Sibabangun, 3) Untuk mengetahui apakah ada pengaruh yang signifikan dari *information gap activities* terhadap kemampuan berbicara siswa di kelas sebelas SMA Negeri 1 Sibabangun. Penelitian ini menggunakan metode experimental dengan rancangan penelitian *true-experimental, post-test only control-group design.* Populasi penelitian adalah seluruh siswa kelas sebelas SMA Negeri 1 Sibabangun yang terdiri dari 196 siswa. Sampelnya adalah 64 siswa yang diambil melalui *simple random sampling.* Dalam pengumpulan data, peneliti menggunakan lembar observasi dan test sebagai instrumentnya. Hasil dari penelitian adalah: 1) Pengaplikasian *information gap activities* adalah 3.5, dikategorikan "SangatBaik", 2)Nilai rata-rata kemampuan berbicara siswa adalah 53.5, dikategorikan "Kurang". Sedangkan setelah menggunakan *information gap activities* adalah 72.68, dikategorikan "Baik".Hasil dari analisis data menunjukkan bahwa $t_{test} > t_{table}$ (t_{test}13.78 $> t_{table}$2.04). Jadi, hipotesis diterima. Itu berarti ada pengaruh yang signifikan dari penggunaan *information gap activities* dalam kemampuan berbicara siswa kelas sebelas SMA Negeri 1 Sibabangun.

Kata Kunci: *Information gap activities, Kemampuan berbicara.*

I. INTRODUCTION

Speaking is a productive skill that can be mastered by students. It is an activity to make communication with the other people, such as to express opinions, suggestions, arguments, asking something, to tell everything in their mind. Speaking skill becomes very important in the educational field, students need to be exercised in order to have a good speaking skill. Without implementing the experience of learning the

language in the real life, it is difficult for the students to master speaking ability. Besides, speaking competence can be accomplished by practicing it orally.

Speaking is also something essential in language instruction and much more than the ability to read, write, or comprehend oral language. For students, the success of their study of English depends on the greater part of their ability to speak. If their speaking is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. Besides, some students could not pronounce the words correctly and often used Indonesia language.

Based on interview to the English teacher of SMA Negeri 1 Sibabangun, it is found that students at the eleventh grade in learning English were difficult, especially in speaking. Meanwhile they are expected to get score 75 (KKM of the Eleventh Grade of SMA Negeri 1 Sibabangun). It means the students do not get their target in English subject. Thus it be said that the students find and still have difficulties in English subject and included to speaking skill.

Although the English teacher in SMA Negeri 1 Sibabangun have conducted many various efforts and endured to be upgrading the quality of students' skill, competence, and ability in English. Such as: giving motivation, completing the school facilities, and developing many various methods and technique in teaching. But, the result is still dissatisfy.

Considering the problem above, the writer tried to propose an alternative technique that is through communicative activities in teaching speaking skill. Such as role play, simulation, storytelling, jigsaw, and information gap. In this study, the writer chose to use information gap activities as a technique in enhancing students' speaking skill because the English teacher still never use this one. Where, information gap activities provide several problem solving activities or information gathering. Each partner has a very important

role because the task cannot be completed if the partner cannot provide information to others. Using of information gap activities make students express their ideas freely because they are not restricted in producing their own sentence. It can make teaching and learning activity more enjoyable.

1. Definition of Speaking

Speaking is one of four English skills that must be mastered by students. According to Nation (2009: 122) "Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic". It means that speaking is productive systematic verbal and utterance and is the productive oral.

　　　Speaking have five aspects, they are pronunciation, grammar, vocabulary, fluency, and comprehensibility.

a. Pronunciation

　　　Pronunciation is one of the most important aspects that has to be mastered by someone when learning English. Because pronunciation has purpose to pronounce sentences and dialogue orally by using articulation correctly. According to Ur (2009: 52) "The aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers".

b. Grammar

　　　In speaking, grammar is very important aspect of language. Dykes (2007: 5) says "Grammar is a language to talk about language". Next, according to Swam (2005: xix) "Grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning".

c. Vocabulary

　　　Vocabulary is the basic of English component for the students to master the four language skills such as listening

speaking, reading and writing. According to Ur (2009: 60) "Vocabulary as the words we teach in the foreign language". Furthermore, Alqahtani (2015: 21) "Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classroom".

d. Fluency

Fluency is the ability to talk freely without too much stopping or hesitating. According to Willis (2008: 47) "Fluency is the ability to read text accurately and quickly. Fluency means faster, smoother reading that approaches the speed of speech". Next, according Serravalo (2010: 31) "Fluency and intonation are important signals as to the extent to which a reader makes sense of the text as a reads".

e. Comprehension

Comprehension is the action or capability of understanding something. Hughes in Mujizat (2016:9) said that "Comprehension means the understanding and the interpretation of what is said. It is about students' profiency in speaking on all professional and general topics without a big effort and smooth as good as the native speakers".

2.Information Gap Activities

Information gap is one of important aspect of communication in Communicative Language Teaching (CLT). According to Lam Son in Fatemipour (2014: 110), "An information-gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

Richards (2006: 18) states that there are example of various manifestations of the information gap's technique: First, Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a

number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures. Second, Students practice a role play in pairs. One students is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices, etc. The other needs to obtain information on departure time, prices, etc. They role-play the interaction without looking at each other's cue cards.

Every method has their advantages when applied in teaching and learning English. Information gap activities has its own advantages that make it very suitable in teaching and learning English, especially in speaking. According to Harmer (2003: 85) "A key to the enhancement of communicative purpose and the desire to communicate is the information gap". Besides, there are some disadvantages of this method. According to Kayi (2006), "Each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need".

II. METHODOLOGY OF THE RESEARCH

According toRangkuti (2016: 14-16) states that there are some kinds of research methodology, they are survey, ex post fact, naturalistic, policy research, action research, evaluation, historical, development research, and experimental research. This research used experimental method with true-experimental research design; post-test only control-group design. According to Sugiyono (2012: 107) experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions.

The population in this research is all of the eleventh grade students of SMA Negeri 1 Sibabangun which consist of 196 students. To take the

sample the researcher used simple random sampling. Total amount of sample is 64 students, XI IS 2 as a control class (32 students) and XI IS 3 as a experiment class (32 students).

Sugiyono (2014: 178) said that instruments of the research is a tool that use to measure the natural phenomenon and social observed.In this research has two variables, they are information gap activities as dependent, dependent variable is a type of variable that is describe or influence by an independent variable (X) and speaking skill as independent, independent variable is a type of variable that explains or affects (Y). In research data, the writer uses observation sheet and test to collecting the data.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of information gap activities at the eleventh grade students of SMA Negeri 1 Sibabangun, the average score was 3.5 and it is categorized in "Very Good".

The mean score of the students' speaking skill before taught by using information gap activities was 53.5. It is categorized as "Less" criterion. While, after taught by using information gap activities, the mean score of the students' speaking skill was 72.68. It is categorized as "good" criterion.
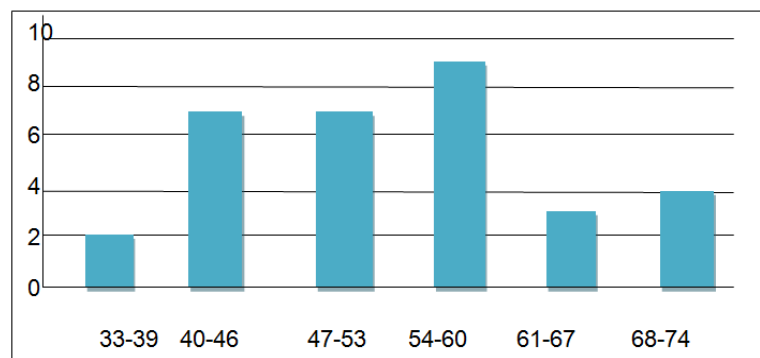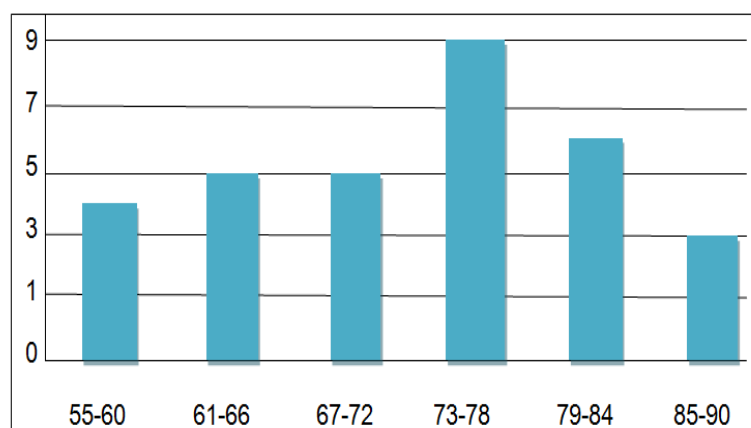
Figure 1: Before using Information Gap Activities

Figure 2: After using Information Gap Activities

Based on the histogram above, the researcher concludes that post-test in experiment class is higher than post-test in control class. The researcher found that t_{test} is higher then t_{table} (t_{test} 13.78 > t_{table} 2.04). It means that there is a significant effect of information gap activities on students' speaking skill at the eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year.

IV. DISCUSSION

Based on the result of observation sheet in applying information gap activities, the researcher found that the score was 3.5. It is categorized as "very good" criterion. The result of average score of students' speaking skill before taught by using information gap activities was 53.5. It is categorized as "less" criterion. Furthermore, the average score of students' speaking skill after taught by using information gap activities was 72.68. It is categorized as "good" criterion. It means that there is an improvement of students' speaking skill after using information gap activities. Then, the result of t_{test} is higher than t_{table}(t_{test}13.78>t_{table} 2.04). So, the hypothesis is accepted. The researcher concludes that the students' speaking skill is higher after using information gap activities than before using it at the eleventh grade students of SMA Negeri 1 Sibabangun.

By looking up to the relevant study which have been discussed in chapter II about the "The Implementation Of Information Gap Activities To Improve Students' Speaking And Reading Skills at the second grade students at SMA Negeri 1 Sinjai". The result is the students' mean score in experimental was greater than control class where accuracy (3.06>2.37) and literal comprehension (3.21>2.27). It means that implementing Information Gap activities were effective to improve the students' speaking and reading skills.

From the explanation above, actually information gap activities is good for students' speaking skill. The researcher get "Good" categorized. So, it can be concluded that Information Gap Activities has many benefits in teaching and learning process.

CONCLUSION

The conclusion are: 1) The result of the application of information gap activities on students' speaking skill at the eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year is 3.5 and it is categorized "very good". It means that the

researcher had applied information gap activities in teaching speaking well, 2) The students' speaking skill before taught by using information gap activities at eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year was 53.5 and it is included as "Less" category. While, the students' speaking skill after taught by using information gap activities at eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year was 72.68 and it is included as "Good" category, 3) The testing that had been done to measure the hypothesis showed that t_{test} is higher than t_{table} (t_{test}13.78>t_{table} 2.04). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of information gap activities on students' speaking skill at the eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year.

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