

TEACHING SPEAKING THOURGH (IGA) INFORMATION GAP ACTIVITY AT TENTH GRADE OF MAN 4 KARAWANG

Robiatul Adawiah¹, Nuraen²

¹IKIP Siliwangi

²IKIP Siliwangi

robiatuladawiah945@gmail.com, nuraen54@yahoo.com

Abstract

Speaking is the one of language skill that is used in communication to deliver the intention of utterances. speaking is an activity that can not be separated with teaching and learning process. speaking has become a skill that should be owned by teacher. Information gap activity is the activity that each student have different information that should be completed with exchanging the information with their friend because there is a gap between the information. The objective of the research is whether information gap activity effective to the students' speaking ability. The writer used quantitative research design and for the method is pre-experimental method. The participants of the research is X IPA 2 of MAN 4 Karawang consist of thirty two students. The data conducted through pretest and posttest and computed using SPSS 24. The result of the test is effective. From the normality of distribution test, the result of the test is normal, significance value on Kolmogrov Smirnov is 0.078 on pretest and 0.073 on posttest. It means the data is normally distributed because the value is higher than 0.05. The result of significance value is 0.312 it is higher than 0.05, as a result the test is homogen. Beside that, in one sample t-test, the result of significance two tailed is 0.000 and lower than 0.05. from the data above, it can be concluded that the null hypothesis of this research that is "Information gap activity is not effective to teach speaking" is rejected. In other word, it was proven that teaching speaking using information gap activity is effective to be used by teacher.

Keywords: *Speaking, Information Gap*

INTRODUCTION

Language is a system in flux. On the one hand as an abstract system of signs, rules and relationships, it underpins our capacity to speak and guarantees our mutual interpretability (Montgomery, 2008). It means that language has to be learned by human due to language is used continuously in human life to produce speech in communication. Language is also as a human system of communication which uses structured vocal sounds and can be embodied in other media such as writing, print and physical signs (Montgomery, 2008). In other words, humans should have four language skills in order to master and communicate using English.

Speaking is the one of skill should be owned by human in order to deliver their purpose or their intention to the interlocutors. According to Gert and Hans (2008:207) in (Efrizal, 2012), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

Furthermore, as a second language, English can be learned by students using various methods and activity. The one of them is information gap activity. Information gap is the one of activity in teaching English in speaking skill. The students is more active to speak in the class with their partner. According to (Harmer, 2007) Information gap is where two speakers have different bits

of information, and they can only complete the whole picture by sharing that information because they have different information, there is 'gap' between them. In other words, the students expected to be a good speaker in English because they can practice with their friends. They also can speak naturally. Information gap is not concerned in grammar but it more concern how the meaning produced and the students can comprehend the speech. Moreover, information gap activity can build students' confidence and also can build students' relationship with their friends.

Therefore, based on the background above, the writer interested in establishing a research entitled "Teaching Speaking Using Information Gap Technique".

Teaching is a process of delivering knowledge from teacher to students. Teaching is a complex of activities, strategies, mechanism, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learners (Chambers and Gregory., 2006). Through teaching, teacher can enrich students' knowledge and create better person in the future. According to (Chambers and Gregory., 2006) the aim of a good teaching is to engage and/or to extend students' interest in and enthusiasm for the subjects of study, and encourage them to think independently and critically about what they study.

From the definitions above it can be concluded that teaching is a process of transferring new knowledges to learners in order to get new knowledges that they need in their future life. Beside that, teaching also guiding learners as long as teaching and learning process. It means teacher should guide learners to face fun and interesting teaching process in order to learners can get new knowledge easily.

Speaking is a process to communicate among people in delivering utterances and their intention through their speech organ. According to Gert and Hans (2008: 207) in (Efrizal, 2012) speaking is speech or utterances with the goal of having intention to be acquainted by sender and the receiver processes the expression in order to recognize their intentions. According to Florez in (Bailey, 2005) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Based on definition above it can be concluded that speaking is a skill that should be had by human to express information that want to be sent to the interlocutors in order to they can understand the intention from the information. Furthermore, speaking can happen between two people that exchange the information each other.

Nunan in Brown, (2001) divides the spoken language into two types: monologue and dialogue. According to Brown, (2001), in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption. The stream of speech will go on whether or not the hearer comprehends. In dialogues, two or more speakers can share those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportions or factual information (transactional). As a result, between monologue and dialogue are two types of speaking in learning activity, both of them is related. Monologue happens when speaker talk by theirselves without any responses from others which is without interlocutors. Furthermore, dialogue happens when there are two speakers talk and give the responses each other.

Furthermore, according to Harmer, (2007) good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly and can then give sympathetic and usefull feedback they will get tremendous

satisfaction from it. in speaking activity students are expected to be more active and participate in every situation to establish the successful achievement.

According to Harmer, (2007) information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information, there is 'gap' between them. According to Nunan, (2004) Information gap activity, which involves a transfer of delivering information from a student to another student- or from one form to another, or from one place to another- generally calling for the decoding or encoding of information from or into language.

From the definitons above, it can be concluded that information gap is the activity that involves two students that have different information that is a gap and have to share the information each other using the target language.

Teacher can make several activities based on information gap activity to make it easier in teaching English. There are some interesting activities teacher can be used.

1. A/B Activities

It is the activity that can use activity chart for each partner. Students are given a chart with some information missing. One student is partner A and the other partner B. They must be take turn asking using the target language to collect the missing information from one another and write it down in their chart (Buttner, 2015).

2. Who/What am I?

It can use set of papers with a different person, place, or things. Students have a paper taped to their back with a person, food, or animal drawn or the name written on it. they must go around the room and ask questions of other students who can see the picture or word to collect information about themselves so they can discover their identity (Buttner, 2015).

3. Find the differences: In pairs students each look at a picture which is very similar (though they do not know this) to the one their partner has. They have to find, say, ten differences between their pictures without showing their pictures to each other This means they will have to do a lot of describing and questioning and answering to find the differences (Harmer, 2007).

4. Giving directions: Student A has the directions to a class party and the student B has a map. The first student must give the directions to the second in English. Meanwhile, the second student traces the route on the map and asks clarifying questions to make sure he has understood the directions and is marking the map correctly. In this activity, it may be helpful if you pre-teach some of the vocabulary and typical expressions for giving directions (turn right, turn left, go straight tree blocks, at the corner, and so on) (Bailey, 2005).

According to Buttner, (2015) there are several steps to do the information gap activity in classroom:

1. First, for example of an A/B activity is one in which students are given a chart with some information missing.
2. Second, one student is partner A and the other partner B. Partners A and B must take turns asking each other questions in the target language to collect the missing information from one another and write it down in their chart. Partner A's chart should include the information that partner B needs and space to write down the information he or she needs. Partner B needs the same chart but with the opposite information as partner A. a once the information is in the chart, the students have completed the information gap.

3. Then they can be asked to extend the practice by writing a summary of their information if applicable, illustrating the information in a picture if they received a description of someone, writing a letter to someone to share what they have learned, and so on. They could also be asked to create an oral presentation to maketo the class about the information they have collected.

METHOD

The research method used in this research is quantitative research method. Quantitative research method is usually base their work on the belief that the world is a *single reality* that can be approximated by careful study, quantitative researchers seek to establish relationship between variables and look for and sometimes explain the causes of such relationship, and quantitative data deal primally with numbers Fraenkel, (2016). This research is based on pre-experimental design. In pre-experimental design there are one-group one-shot case study design and one-group pretest-posttest design. The researcher adopts the one-group pretest-posttest design. According to Kaswan and Suprijadi, (2016) one-group pretest-posttest design involves three steps. The first step is the administration of pretest measuring the dependent variable. The second step is the application of the experimental treatment (independent variable) to the subjects, and the final step is the administration of a posttest measuring the dependent variable again.

RESULT AND DISCUSSION

Result

In this discussion, the writer found the result of pretest and posttest. The data that conducted based on pretest and posttest that had been collected. This research was done to answer the research question that is whether or not information gap activity can effect students' speaking ability. The writer explained the result of pretest and posttest using statistical analysis that is SPSS 24. The results of the test are presented in the following table.

Table 4.1 Pretest Result

Highest	76
lowest	40
Mean	56.90

Table 4.2 Posttest Result

Highest	88
lowest	64
Mean	77.42

Based on pretest result, the mean of pretest is 56,90 and the mean of posttest is 77,42. It prove that the test is satisfy and successful and there is the improvement on posttest.

Discussion

1. Normality of Distribution

In the normality of distribution, the writer used SPSS 24 and choosed Kolmogrov-Smirnov because there are 31 students. It was used to know whether the result of pretest and posstest were normal or not.

Table 4.2
Test of Normality

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
pretest	,149	31	,078
posttest	,150	31	,073

From the data above, the result of pretest is 0.078 and posttest is 0.073. It shows that the result is more than 0.05. It indicated that the result is normally distributed. As the result the null hypothesis is rejected.

2. Homogeneity of Variance

The writer continue the statistical analysis used homogeneity of variance because it was based on the normality of distribution that showed normal. Homogeneity of variance was conducted to know whether the result was homogen or not. The level of significance is higher than 0.05 in order to the alternative hypothesis is accepted.

Table 4.5
Test of Homogeneity Variance

pretest			
Levene			
Statistic	df1	df2	Sig.
1,263	5	24	,312

The table shows that the significance value is 0.312, it is higher than 0.05. As a result, it indicates that the test is homogen and the alternative hypothesis is accepted and the null hypothesis is rejected.

3. One Sample t-test

Based on the homogeneity of variance, the result of statistical analysis was homogen. As a result the writer continued the analysis used one sample t-test. One sample t-test was conducted to know whether the null hypothesis was accepted or not. In order to know that was accpeted or not, it can be seen from the significance two tailed. The level of significance was 0.00 that is lower than 0.05 in order to the null hypothesis is accpeted.

Table 4.6
One Sample T-Test

Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pretest	26,730	30	,000	56,903	52,56	61,25
posttest						

posttest	61,841	30	,000	77,419	74,86	79,98
----------	--------	----	------	--------	-------	-------

From the table above, the result of the significance two tailed is 0.00 it is lower than 0.05. In other words, the result is normal and the null hypothesis is rejected.

From the statistics test above, the result of the research is satisfy and successful. It can be seen from the result of t-test. The null hypothesis is rejected, because the sig.2 tailed value is 0.000, it is lower than 0.05. As a result, teaching speaking using information gap activity can improve students' speaking skill.

CONCLUSION

Based on statistical data analysis, the writer concluded about teaching speaking using information gap activity. The writer used SPSS 24 to assess the data. Based on the result of the test, it can be seen that teaching speaking using information gap activity is effective to be used. From the normality of distribution test, the result of the test is normal, because the result of significance value on Kolmogorov Smirnov is 0.078 on pretest and 0.073 on posttest. It means the data is normally distributed because the value is higher than 0.05. Another test is homogeneity of variances. The result of significance value is 0.312 it is higher than 0.05, as a result the test is homogen. Beside that, in one sample t-test, the result of significance two tailed is 0.000 and lower than 0.05. from the data above, it can be concluded that the null hypothesis of this research that is "Information gap activity is not effective to teach speaking" is rejected. In other word, it was proven that teaching speaking using information gap activity is effective to be used by teacher.

SUGGESTION

Considering the result of the research, the writer expects some improvements in teaching speaking. the writer extends suggestions as follow:

1. For teachers

This research expected can create active, creative and inovative teachers in the future. teachers are expected to be able increasing teaching and learning quality with interesting method in order to obtain students' participation. moreover, teachers also have to be a good creator. It means that teachers should extend various interesting activity in delivering material. As a result, students can be easier to understand the material. teachers also should become a good inovator, it means teachers must be able to create new inovations in teaching and learning process, as a result teaching and learning will not be a tedious activity especially for students.

2. For other researchers

In this research, the writer suggested to other researchers that will commit the same research. This research can be done in every language skills not only speaking. the other researchers can use this research as their references for adopting deeper about the method that is used.

REFERENCES

- Bailey, K. . (2005). *Practical English Language Teaching Speaking*. New York: The Mc Graw Hill Companies, Inc.
- Brown. (2001). *Teaching by Principles*. San Francisco: San Francisco State University.
- Buttner. (2015). *Activities Games and Assessment Strategies for the World Language Classroom*. Routledge: New York.

- Chambers and Gregory. (2006). *Teaching and Learning English Literature*. SAGE Publications: London.
- Efrizal. (2012). Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia.
- Fraenkel, H. and W. (2016). *How to Design and Evaluate Research in Education Ninth Edition*. New York : McGraw Hill Education.
- Harmer, J. (2007). *How to Teach English*. England: Longman.
- Kaswan and Suprijadi. (2016). *Research in English Language Education*. Bandung: Bandung: Putra Praktisi.
- Montgomery, M. (2008). *An Introsuction to Language and Society*. USA: Routledge.
- Nunan. (2004). *Task-Based Language Teaching*. Cambridge university press.