

THE EFFECTIVENESS OF USING INFORMATION GAP ON SECOND GRADE STUDENTS' SPEAKING ABILITY AT JUNIOR HIGH SCHOOL

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Abstract

Speaking is one of the important language skills because it is used to express ideas, feeling, and thoughts. This research is focused on students' speaking ability. Realizing that one of the purposes of language learning is to communicate, then speaking ability is very important to be mastered. Information Gap is a learning method that can be used to be utilized to speaking skill. The Information Gap can train students to dare to speak communicatively with their partner through various forms of activity. The objective of this research is to examine whether information gap has significant effect on students' speaking ability or not. This research was conducted at SMPN 2 Banyuwangi with two classes. Those classes are VIII G as control class and VIII H as experimental class. The Information Gap activity was done in experimental class whereas the control class was taught without the same treatment. The kind of this research is Quantitative Research approach (Nonequivalent Control Group). The collected data was analyzed by using Independent Sample T-Test. Based on the statistical calculation, it found that the significance value is < 0.000 which is lower than 0.05 . It can be conclude that H_a (Hypothesis Alternative) is accepted which means that there is significant effect of using information gap on second grade student's speaking ability at SMPN 2 Banyuwangi.

Keywords: Speaking Ability, Information Gap

1. Introduction

English has been established as an international language. Some countries have even made English as a second language and their own language as a first language. English has become a second language for its people because English is important role as an International language and it is in various fields. English is used for various purposes such as educational, economic, business, entertainment, diplomacy, etc. Hence, learning English is essential.

Realizing the importance of English in the era of globalization, the Indonesian government decided that English is used as one of the main subjects that must be taught. English has become a curriculum and subject that must be applied to every school in Indonesia. Based on the K-13 of English language basic and standard competence in 2017, the aim of language learning is focused to make students to be active in interpersonal communication with other students and teacher by using the target language accurately and fluently. The primary purpose of learning is to increase the student's skills in communicating English well. In addition, students should be mastered the components of speaking that are pronunciation, fluency, comprehension, vocabulary, and grammar.

According to Richards (2008:19) speaking has 3 main functions (1) speaking as interaction; refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function, (2) speaking as transaction; refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other, and (3) speaking as performance; This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. The researchers believe that these three functions are very useful for second language learners.

Even though Speaking is considered as an important skill that the students should be acquired, in the fact there are many students in Indonesia are less interested to learn speaking. They consider that speaking is difficult and they have some difficulties to learn it. According to Heriansyah, the difficulties in speaking teaching and learning were caused by (1) students often have no idea about what to say, (2) they are feel uncomfortable and not confident if they make any mistakes, (3) the students are afraid of making errors, and (4) the students have weakness of pronunciation and vocabulary.

Based on (Pakula, 2019) teaching speaking is an important part of teaching any second language, because in the end the students are supposed to know how to use the gained knowledge in different situations that occur in life. The researchers assumed that teaching speaking is an important part of the language.

According to Nunan in (Sinaga Boru Riska, 2017) also stated that teaching speaking is to teach learners to:

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Based on Yanti (2019:161) the Communicative approach is the best aim to teach speaking students. In teaching speaking, teachers have to provide authentic practice that prepares students for real communication

After conducting an interview with an English teacher at SMPN 2 Banyuwangi, the researcher found that some problems in the students' speaking ability. The teacher said that the one of problem is students are afraid to speak in wrong way. The researcher also found that the students had low motivation in learning English because they thought that English is difficult. The students prefer to speak in their own language than the target language than the target language. Therefore, the researcher took the initiative to give students a strategy that could motivate them to speak.

Many teachers use several methods in teaching speaking, but researcher has interest to use Information Gap to examine students speaking ability. Based on the Freeman (2000:148), information gap is the activity where there is a process of exchanging information among students in completing tasks. Information gap is a technique where student will be given incomplete information and they must work collaboratively with their classmate to find the gap of that information. In information gap activity, students are given the opportunity to work independently in sharing information. Information Gap is an activity which requires at least two different versions of material. Student work together in pair and each student has different information on their card. Hence, they have to talk each other by using target language (Putu, 2014) According to Harmer (2007:117) the advantages of information gap are:

1. In this activity all students are equally involved
2. Each student has a task to find out the certain information.
3. Can increase student motivation
4. Using target language to communicate and find the information

The result of Nuraenis's thesis shows that implementing information gap in learning speaking can improve the students speaking skill. Moreover, by using information gap activity seems to be appropriate in teaching speaking since with this technique the students are forced to speak.

The article written by Syarif Hidayatullah and Tjitra Ramadhan's with the tittle "The Use of Information Gap Method in Speaking Class at MTS Riyadlul Muhtadin Penganten Pamekasan in The Academic Year of 2018/2019" published in 2018. Based on result, it was known that applying information gap in MTS Riyadlul Muhtadin Penganten Pamekasan was succeeded

According to the explanation above, the researcher was concerned to analyze the effect of using Information Gap on second grade students' speaking ability at junior high school.

2. Method

This research use quantitative research approach. The purpose of conducting quantitative research is to determine the relationship between sets of variables in a population. Quantitative research is a type of research conducted by collecting data in numerical form. It can be done by comparing a number of variables or assessing the effectiveness of several interventions. The researcher chooses quantitative research because the researcher wanted to know the effectiveness of using the information gap as a teaching method by comparing the numerical results of the experimental class and the control class. This research was conducted by using Quasi-Experimental (Nonequivalent Control Group Design). Nonequivalent Control Group Design is a design that is consists of an experimental group and an untreated group namely control group, both of them are managed with pretest and posttest measures. It can be said that it is the study that tries to analyze effect of one variable toward another variable with only one variable being controlled. The researcher compares two classes of the second grade students of SMPN 2 Banyuwangi and they will be classified as experimental class and control class.

3. Findings and Discussion

The researcher conducted pretest and posttest in the experimental class and control class to collect the data. The collected data was presented in the table below:

Table 1. Research Subject

Students	Experimental Class		Control Class	
	Pretest Score	Posttest Score	Pretest Score	Posttest Score
Student 1	48	60	52	60
Student 2	44	68	68	68
Student 3	68	80	68	72
Student 4	52	60	56	56
Student 5	52	64	52	56
Student 6	56	72	64	68
Student 7	56	64	56	56
Student 8	56	72	44	60
Student 9	60	84	60	64
Student 10	44	60	44	52

Student 11	48	72	48	48
Student 12	52	68	56	64
Student 13	48	68	60	60
Student 14	52	64	52	52
Student 15	56	64	64	64
Student 16	56	80	56	64
Student 17	44	72	44	52
Student 18	68	84	56	72
Student 19	60	84	60	56
Student 20	60	76	68	72
Student 21	44	60	44	48
Student 22	56	80	56	60
Student 23	52	72	52	64
Student 24	48	68	48	64
Student 25	68	72	48	52
Student 26	52	68	48	56
Student 27	68	84	68	68
Student 28	64	84	64	64
Student 29	64	80	52	60
Student 30	64	80	64	68
Student 31	44	60	44	56
Student 32	64	72	56	60

Based on the data above, the researcher would be calculated it in the Independent Sample T-Test to see the hypothesis testing. There are two hypotheses decision making which is described as follows:

1. Alternative Hypothesis (H_a): There is a significant effect of using information gap on students speaking ability at second grade of junior high school.
2. Null Hypothesis (H_o): There is no a significant effect of using information gap on students speaking ability at second grade of junior high school.

Independent Sample T-test has two assumptions that should be met. The hypothesis testing can be done if those assumptions are filled. The assumptions of Independent Sample T-test are normality and homogeneity of variances testing. The data should be distributed normally and homogenous so that those assumptions are needed. The technique of normality test will use formula by *Kolmogorov Smirnov* and it will be done by *SPSS 28 for Windows*. The data can be said to be normally distributed if the value is significant/probability $\alpha > 0,05$. The normality testing used Kolmogorov Smirnov formula and it can be seen in the presented table.

One-Sample Kolmogorov-Smirnov Test

			Unstandardize d Residual
N			32
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		6.77130401
Most Extreme Differences	Absolute		.145
	Positive		.123
	Negative		-.145
Test Statistic			.145
Asymp. Sig. (2-tailed) ^c			.083
Monte Carlo Sig. (2-tailed) ^d	Sig.		.077
	99% Confidence Interval	Lower Bound	.071
		Upper Bound	.084

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the *Kolmogorov Smirnov* calculation above, the researcher saw that sig. (2-tailed) value are >0.05 . From the showed data, it can be concluded that the data is normally distributed. Then, the researchers continued to calculate the homogeneity test. The homogeneity test or homogeneity of variance is a test conducted to determine whether the research data from two or more data distributions have the same variances or not. The data variance of the two groups is said to be homogeneous if the probability/significance value is more than 0.05. The technique of normality test will use a technique by *Levene's Test* and it will be done by *SPSS 28 for Windows*.

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	1.364	1	62	.247
	Based on Median	1.377	1	62	.245
	Based on Median and with adjusted df	1.377	1	60.421	.245
	Based on trimmed mean	1.361	1	62	.248

According to homogeneity of variance that had been counted up, the researcher found that the sig. of **Based on Mean** is .247. It means that the probability is higher than 0.05 and the researcher concluded that the population of data is homogenous.

After the two assumption tests have been met, it can be continued on the Independent Sample T-test analysis. The aim of Independent Sample T-test is to find out whether there is significant effect of student learning outcomes who taught with

different treatment or not. The researcher did Information Gap in experimental class and conventional learning in control class. These two classes show quite different improvement in their abilities which can be seen from their posttest scores. To strengthen the researcher's assumption, it is necessary to do statistical calculations. The calculation of Independent Sample T-test is presented on the data below:

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students_Speaking Ability	Equal variances assumed	1.364	.247	5.954	62	.000	11.25000	1.88959	7.47276	15.02724
	Equal variances not assumed			5.954	59.809	.000	11.25000	1.88959	7.47000	15.03000

The result of Independent Sample T-Test calculation showed that the value of Sig. (2-tailed) in Equal Variances Assumed is 0.000 which is lower than 0.05. Based on the Independent Sample T-test hypothesis decision making, H_a (Hypothesis Alternative) is accepted. It means that, there is a significant effect of using information gap on students speaking ability at second grade of junior high school.

4. Conclusion and suggestion

Based on the discussion, the researcher found that the Information Gap activity can give significant effect in the students' speaking ability and it is one of the suitable alternatives to be applied in speaking teaching and learning. It can be seen from the discussion which explained Information has good results on students' achievement. Thus, the researcher saw that the students showed their enthusiasm in teaching and learning process. It means that, Information Gap can also increase students' motivation. This research is expected to be useful for the teachers, students, and the future researcher who has the similar research object. The suggestions are listed as follows: (1) This research is expected to give students another way to increase their speaking ability in English learning. (2) The researcher suggested to the teachers to use Information Gap to teach speaking because Information Gap might be helpful to make students more active and more communicative. (3) The researcher hoped this research can be useful and might be the reference for the next researcher with the similar topic. The researcher suggested the further researcher to developing the same topic with better technique.

The researcher made the students work in pair so that all students get the opportunity to hone their speaking skills. The students in experimental class can improve their speaking better than control class. Furthermore, the researcher found that students were more active than before. It means that Information gap is a good strategy to be used. Otherwise, the control class which is taught without Information Gap tends to show boredom and lack of focus. Seeing that this class was work individually, the researcher saw that the students chose not to do the assignments that had been given. It means that the information gap is one of the strategies that can make students enjoy in speaking learning. Information Gap is really useful in order to get students enthusiasm and more fun in learning English, moreover for the students who do not like to pay attention because of the lesson are so boring or they do not understand the lesson.

After conducting the treatment, the researcher saw that the experimental class showed their interest to learn speaking. Students in the experimental class tend to enjoy the learning process even though they are forced to speak. They do not look bored and actually respond well to the activities given. On the other hand, the control class taught using conventional learning seems to have lower motivation in speaking activity. Some of them even complained that they had difficulty in speaking and asked the researcher to give assignments other than speaking. However, some other students in the control class also experienced an increase, although not as high as the experimental class.

By the discussion above, it can be concluded that information gap is effective to be used in learning and there is a significant effect of using information gap on second grade students' speaking ability at SMPN 2 Banyuwangi. That way, students have the possibility to master speaking and meet the criteria as someone who is successful in learning English.

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