

# **CHAPTER I**

## **INTRODUCTION**

This chapter discuss about the introduction of the research. It consists of background of the problem, Identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significant of the problem and definition of key term.

### **A. Background of the Problem**

Language is one of the important media of communication for human being. By using a language someone can express the ideas and thoughts. It is obvious that language takes important rule in human's life. By language people can meet their needs by means of understanding each other. English is one of language to communication tool that is international language in the world, and as a foreign language in Indonesia.

In learning English, there are four skills that the student should master. They are listening skill, writing skill, reading skill, and speaking skill. According to Richard (2008) Speaking is one of the productive activities in daily life and the most important language skill because it is the main skill needed to carry out a conversation. Besides, speaking is an interactive process for constructing and receiving information. Specifically, the mastery of speaking skill in English is a priority for second language or foreign language learner. In the communicative model of speaking class, the students should be taught how to speak well by using the components of English speaking skill, such as pronunciation, grammar, vocabulary, fluency and comprehension.

Speaking is one of important language skill in English. According to Rahayu, (2015:63) Speaking is a language skill or a means of communication in which one can express his ideas or information in a good logical order and master the convention mechanics of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension). In other words, the purposes of speaking or communication in English, besides being able to describe things, peoples, places, and sequences of even orally, we should be able to express our ideas, opinions, feelings simply and to encourage ourselves to communicate to other people.

Based on interview of English teacher and observation in SMPN 3 Rambah, Students often found some problems in speaking in descriptive text. Firstly, students were difficult to speak English, because they did not have good pronunciation. Secondly, students had lack vocabulary that made speaking was so difficult, they were also shy and afraid to take part in the conversation, the students were lack of motivation to practice English in conversation. The last problem in SMPN 3 Rambah, students kept silent then it made be that the class activities are boring.

From the problem above, the researcher considered that technique was needed to teach students to better in learning English. Therefore, the researcher was interested in using Information Gap Technique in teaching speaking. The use of Information Gap Activities, accompanied by using media and giving feedback on students' pronunciation. According to Richard (2006:18) Information Gap is an activity which is based on information gap principle that in real communication people normally communicate in order to get information they do not possess. Its

sets up practicing on specific items of language. In this research Information Gap was a technique to help the students tried to practice interaction in their classrooms. This activity required the students to speak to exchange some information. They had do to available vocabulary, grammar, and communication strategies to complete a task. It would be inferred that information gap activities was the activity that one of the learning techniques used as a method to improve students' speaking that provided a gap between one and other students in order to share information they need.

Based on the background above, the researcher was interested in making an effort to know whether the use of Information Gap Activities show can toward students' speaking skill and conducted the research entitled: "The Effect of using Information Gap Activities on Students' Speaking Skill at the Eighth Grade of SMPN 3 Rambah".

## **B. Setting of the Problem**

Based on the explanation above, there were some problems related to the speaking in descriptive text found at the eighth grade of SMPN 3 Rambah, Firstly, students were difficult to speak English, because they did not have good pronunciation. Secondly, students had lack vocabulary that made speaking is so difficult, they were also to shy and afraid to take part in the conversation, the students were lack of motivation to practice English in conversation. The last problem in SMPN 3 Rambah, students kept silent then it made be that the class activities are boring.

### **C. Limitation of the Problem**

In this study it was necessary to limit the present study because the problem related to teaching speaking of eighth grade in SMPN 3 Rambah. Therefore, the discussion of the study must be restricted. This study focused on the students' speaking skill in descriptive text in SMPN 3 Rambah.

### **D. Formulation of the Problem**

The formulation of the research's: "Is there any significant effect of using Information Gap Activities on students' speaking skill at the eighth grade of SMPN 3 Rambah?"

### **E. Purpose of the Research**

Based on formulation of problem above, the researcher took the purpose of this research is: To find out the significant effect of using Information Gap Activities on students' speaking skill at the eighth grade of SMPN 3 Rambah.

### **F. Significant of the Problem**

By doing the research, the researcher expects to give contribution to teacher, students, and further researcher.

#### 1. To Students

The result of this research is students will interested in learning English and students can improve their motivation to learn English, especially speaking.

#### 2. To Teacher

For the teacher, especially English teacher, this study can enrich their techniques in teaching English in speaking.

3. To Researcher

To know the development of teaching speaking with media especially with Information Gap Activities.

## **G. Definition of key term**

### **1. Speaking Skill**

Speaking is the important for language learners. According to Richard (2008) Speaking is one of the productive activities in daily life and the most important language skill because it is the main skill needed to carry out a conversation. Besides, speaking is an interactive process for constructing and receiving information. Speaking skill is one skill for interaction or dialogue to deliver their language to another people. In this research speaking skill was an interactive to express our feeling and idea to one another.

### **2. Information Gap Activities**

Information Gap is an activity which is based on information gap principle that in real communication people normally communicate in order to get information they do not possess. Its sets up practicing on specific items of language. In this research Information Gap is a technique to help the students try to practice interaction in their classrooms. This activity requires the students to speak to exchange some information. (Richard 2006:18)

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

This chapter focuses on the theoretical framework of the research. There are several points in this chapter which elaborate the theories as the foundation in conducting the research. This chapter consist of review of related theories, review of related findings, and conceptual framework.

#### **A. Review of Related Theories**

##### **1. Nature of Speaking**

###### **1.1 Definition of Speaking Skill**

There are a lot of definitions of “speaking” that have been suggested by the researchers in language learning. According to Richard (2008), Speaking is one of the productive activities in daily life and the most important language skill because it is the main skill needed to carry out a conversation. In learning English, Speaking is one of the important skills that have to mastered by students. Students learn English for communicating either with their peers or with other English language speakers, and to be able to speak well.

Speaking is a language skill or a means of communication in which one can express his ideas or information in a good logical order and master the convention mechanics of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension). In other words, the purposes of speaking or communication in English, besides being able to describe things, peoples, places, and sequences

of even orally, we should be able to express our ideas, opinions, feelings simply and to encourage ourselves to communicate to other people. (Rahayu, 2015:63)

Speaking is important for language learners. According to Niati & Nurhasanah, (2018) Speaking is the most important skill and speaking skill is always related to communication. By speaking, people can make a request, speech, producing and receiving information. Speaking also about expressing our thought, feeling, idea. Therefore students must master in speaking, because speaking is the important skills in learning English.

Speaking is one of the most commonly used skills for communication. people use it on an everyday basis for exchanging their ideas, news and information. In order to speak the language fluently, students need more opportunities to practice the language and use it communicatively inside and outside the language classroom (Ismaili and Bajrami, 2016). Speaking is a very important skill. As human being, we need to socialize with one another. One way to socialize is to communicate. There are some ways to communicate. One of the ways of communication which used most frequently in humans daily life is speaking. We can communicate our feelings, ideas, or just information we have to others directly by speaking (Nuraeni, 2014).

From the theories above, it can be conclude that speaking is the human natural language produced by a human to convey their desire. Speaking is one of the important skills that students must master in learning English, because speaking is a communication skill used to exchange ideas, information and news.

## 1.2 Types of Speaking

Brown (2004: 141) states that there are some basic types of speaking:

First is Imitative. It is someone people interest only what is labeled by “pronunciation”, he/she imitative a native speaker’s pronunciation. This is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

Second, Intensive, this is type of speaking frequency employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological, relationships. The speaker must be aware of semantic properties in other to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

Third, Responsive. Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small for talk, simple requests, and comments. This is a kind of short replies to teachers or students initiated questions or comment, giving instructions and directions, those replies are usually sufficient and meaningful.

Fourth, Interactive. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes, includes multiple exchanges and multiple participants. Interaction can take the two form of transactional language, which has the purpose of exchanging specific information or interpersonal exchange which have the purpose of maintaining a social relationship.



Fifth, Extensive (monologue). Extensive oral production task includes speeches oral representation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

There is some basic type of speaking such as imitative, intensive, responsive, interactive, and extensive. Imitative as pronunciation, intensive such as grammatical, lexical. Responsive as interaction and test comprehension. Interactive as a transactional language and extensive as an oral production task.

### **1.3 The Elements of Speaking Skill**

There are some elements in speaking which must be considered by teachers and learners in pedagogy. According to Harmer (1969), there are four elements in the speech process, they are:

*Pronunciation.* According to Richard (1999:297), Pronunciation includes the segmental features of vowels, consonants, stress, and intonation pattern. Pronunciation is difficult component in learning speaking ability. Students should be able produce correct sound of word, in order to the meaning of the language can be deliver and understandable.

*Vocabulary.* Vocabulary is more than lists of target language words. According to Donal (2012) vocabulary is the basic component of English. It means, students should learn vocabulary in order to be able in achieving the four language skills. In listening, listeners hear words; in speaking they produce words, in reading they have to understand word and in writing they use words to express

their thought. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

*Grammar.* Grammar is really needed in speaking. Since grammar becomes a tool of arranging the sentences. It concerns with how to arrange a correct sentence in conversation.

*Fluency.* According to Brown (2000:254), fluency is probably best achieved by allowing the air stream of speech to flow rather than some of this speech over beyond comprehensibility.

#### **1.4 Problems in Speaking activities**

The goal of speaking is that students can use the language as well as possible. However, in the learning process, some problems are found. According to Ur (1996:121) says that there are some problems faced by the learners in speaking activities. The problems include inhibition, the lack of them to be spoken, the low level of participation, and the use of mother tongue. Those problems can be explained as follows:

*Inhibition,* Unlike writing, reading, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

*Nothing to say*, Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

*The low or uneven of participation*, Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

*Mother – tongue use*, In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using target language.

The problem also come from the teachers not only from students. The teacher may give a little exercise to develop speaking skill. The students who learn about a new language will not learn to speak merely by hearing speech in a class. The teacher would be in the position of controlling a set of strategies that would help the students improve their performance.

## **2. Nature of Information Gap Activities**

### **2.1 The Definition of Information Gap Activities**

According to Abduh (2013) Information Gap Activities take place between students, not between a student and a teacher, though a teacher can certainly demonstrate the activity. The two students will be asking each other questions to

which they don't know the answer. Thus, Information Gap Activities are a activity those in which students exchange information in order to complete a required lesson.

According to Richard (2006:18) Information Gap is an activity which is based on information gap principle that in real communication people normally communicate in order to get information they do not possess. Ismaili and Bajrami (2016) state that the concept of Information Gap is one of the aspects of communication in classroom. The Information Gap is refers to structured output activities. Its concept is based on completing a task by completing missing information, such as conveying a telephone message, expressing an opinion, etc. It sets up practicing on specific items of language. It is more like drills than real communication.

The Information Gap is an optional approach to language teaching where activities engage students in 'real-world' contexts, using the four skills: reading, listening, speaking and writing. Among various activities in communicative approach, the Information Gap seems very beneficial for those who try to practice interaction in their classroom. It is a types of activity which requires students to use the language to exchange some information and get their meaning across (Ismaili and Bajrami, 2016).

Information Gap Activities are communication exercises in which each of two paired students has information. In addition, it is only through negotiation of meaning that the information transaction is made possible (Asrobi, Seken and Suarnajaya, 2013).

Based on theories above, The Information Gap Activities is each student has difference information and they need to obtain information from other to finish a task. it can be defined that Information Gap activities is two or more speakers have different bits information to complete the whole picture by sharing that information.

## **2.2 Teaching Procedure Using Information Gap Activities**

According to Littlewood (2006), the step of applying by using Information gap activities as follows: (a)Teacher giving explanation about the activity which is going to conduct, (b) Teacher asking the students to work in group, each group consist of two or four students, (c) teacher giving picture to be observed and describe to each students in group, (d) reviewing and pronouncing the vocabularies will be used on the picture, (e) teacher asking the students to discuss in deciding the correct sequence by describing, asking, answering question based on their own picture to the other members in the group without seeing each other's picture, (f) teacher asking the students to discuss in order to reconstruct the whole story in group, (g) teacher asking the students to telling their describing picture to the whole class.

## **2.3 Technique of Information Gap Activities**

The teacher should design the speaking activity for learners, so as to provide an opportunity to them to produce language that they had recently learnt in order to prepare the learners for later communication activity by providing

them with the necessary linguistic forms. Legutke and Thomas (2013:96) give several examples of various manifestations of the Information Gap's techniques:

First, using pictures. (a) The class is subdivided into pairs and one person in the pair is given an unusual, abstract drawing which he has to describe to his partner so that the letter can draw it unseen. The drawer can ask clarification questions but 'describer' may not help by pointing to the 'drawer's' work and commenting on its likeness or otherwise to the original drawing. (b) When the participants agree that the drawing is finished, the versions from the other members of the class are displayed and learners exchange comments on the various representations produced. (c) The teacher elicits from the class the areas of difficulty in the task and feeds in the key vocabulary items. (d) The two learners exchange roles and are given a different picture to work with.

Second, Spot the difference. (a) Learners working in pairs are given a picture each which is identical apart from a number of small alteration. (b) Without showing each other the picture they must describe them to each other in such a way that they can identify all the differences.

Third, Memorizing the picture. (a) The class is divided into sub-group of five. Each group selects one person who is going to draw. All the 'drawers' leave the room for one minute. (b) The teacher projects the picture into a screen for thirty seconds. The learners are asked not to talk during this time. (c) The 'drawers' return and the other group members, who have seen the picture, describe the picture from what they remembered. The drawer, who now has five minutes to complete the drawing, may ask questions. (d) After about two minutes

the picture is projected again for ten second so that correction can be made. (e) The picture from each sub-group are displayed on the wall and the groups discuss which of them is closest to the original.

Forth, Using objects: Assembling a toy. (a) The class is divided into sub-groups of three learner. Each sub-group is given a plastic toy, e.g. a Lego car or similar taken from a breakfast cereal packet which has to be assembled from the parts provided. (b) Two members of the group are given the assembly instructions and have to explain to the third member how to assemble the object. In all the examples mentioned above the task process gives rise to language needs which become the focus of the teacher's follow-up work.

Fifth, Using the jigsaw technique. (a) The class is divided into three groups each of whom is given a listening/reading text relating to a theme common to all three texts. In order to find a solution to a problem, e.g. choosing a job for a particular person, planning a meal, or dealing with a business problem, information from all three listening/reading texts is required. (b) When the group members have discussed and understood the information on their text, the class is regrouped in groups of three to include one member each from one of the previous groups. (c) Each person in the sub-group of three has information which the other two do not have. They now share their information and try to solve the problem.

Sixth, Reassembling a text. (a)The class is divided into sub-groups of four and each sub-group is given a text which has been photocopied and cut into several pieces according to the number of paragraphs in the text. (b) Each individual in the sub-group reads a piece of the text and shares the information

with the others. From this collective pool of information, they try to sequence the paragraphs and thus reassemble the text.

The last, Assembling a poem. (a) The class is divided into sub-groups of three or four each of whom is given a short poem which has been photocopied and cut up line by line or word for word. (b) Individuals share their pieces and try to create a poem (which may or may not resemble the original). In so doing, they not only share information but perceptions and feelings so that their product becomes a negotiated reshaping using the raw material of the original. (c) They are asked to remember their reasons for choosing to locate particular words together. (d) The finished poems are then displayed on the classroom wall and the productions of each of the sub-groups is read and discussed by the class as a whole.

#### **2.4 The Effect of Information Gap Technique**

Harmer (2001) state the benefits of Information Gap is a key to the enhancement of communicative purpose and the desire to communicate. In addition, Scrivener (2005), he said that by creating classroom activities that include such information gap, we can provide activities that mimic this reason for communication, and this may be more motivating and useful for language learners. In line with these ideas, Nunan (1992: 64) state it has been found that small-group, two-way information gap tasks seem to be particularly appropriate for stimulating such language. Therefore, based on the citations, the researcher sees that the advantages of applying information gap activities in the classroom are it can stimulate and motivate students in interesting teaching learning process.



Besides the benefits of Information gap technique, Legutke and Thomas state that Information gap activities help learners to appreciate that they use the target language to communication without the direct intervention of the teacher. Therefore, the researcher underlines the phrase “communicate without the direct intervention of the teacher” as the unstated weakness of information gap activity. Without direct intervention of the teacher, it means that the teacher will not be involved in such information gap activity to prevent the mistakes of errors done by the students or even to help them.

## **2.5 Teaching Speaking Using Information Gap Activities**

As information, Gap Activity is done in group, the teaching procedures is like group-work activity. According to Brown (2000:177), group work is a technique in which two or more students are assigned a task that involves collaboration and self-initiated language. It means that group activity, the teacher should divide the students into pair or group of three or more students. Further, Brown (2000:187) stated the procedures of group work activity. The procedures or steps in teaching speaking using Information Gap are as follows:

- a. Introduce the technique.

In this step, teacher introduces what activity will be done, including the rules where the students have to work in group or pairs and what they should do.

- b. Model the technique.

In this step, the teacher should give modal as the example in doing the technique. In this case, the teacher can do it with one on the students to come forward as a model with the teacher. Next modal is pair of students in the class to come forward and practice it.

- c. Give explicit detailed instructions.

Here the teacher gives detail rules how to do this activity, including what the students should do in this activity.

- d. Divide the class into group.

After giving example and gives detail rules, the teacher should divide the students into group or pair. In this Information gap activity, the teacher divides the students into pair.

- e. Check for clarification

This step, the teacher asks the students whether they understand or not. It can be done by controlling the students' activity from group to group.

- f. Set the task in motion

In this way, the teacher sets the activity in joyful and relax situation. Here, the students are free being forced. So, they have to do the task freely and be motivated to do the task well.

## **B. Review of Related Findings**

There are many studies related to this research. First, research conducted by Asrobi, Seken, and Suarnajaya (2013), They research entitled “the effect of Information Gap Technique and achievement motivation toward students’

speaking ability (An Experimental Study of the Tenth Grade Students of MAN SELONG), this research can be concluded that: the first, Using information gap technique is much better than conventional technique for teaching speaking skill to the tenth grade students of MAN Selong; Second, Using information gap is more effective than conventional technique to teach speaking skill to the tenth grade of MAN Selong students who have high achievement motivation; last, Using conventional technique is not more effective than using information gap technique to teach speaking skill for the students having low achievement motivation.

Second, Nurdevi Bte Abduh (2013) Conducted a research with the title “The Implementation of Information Gap Activities to improve Students’ Speaking and Reading skills” The use of Information Gap activities in teaching speaking could improve the students’ speaking accuracy consisting of vocabulary, pronunciation, and grammar. It can be proved that the mean score of the students’ posttest in experimental group which applies Information Gap activities is higher than Conventional Technique in control group. The use of Information Gap activities in teaching speaking could improve the students’ reading skill in term literal comprehension. It can be proved that the mean score of the students’ posttest in experimental group which applies Information Gap activities is higher than Conventional Technique in control group.

Third, Nuraeni (2014) Conducted a research with the title “The Effectiveness Of Information-Gap Toward Students’ Speaking Skill (A Quasi Experimental Research at the Second Grade Students of MTs Khazanah kebajikan

Pondok Cabellir).” 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.

Fourth, Merita Ismaili and Lumturije Bajrami (2016) Conducted a research with the title “Information Gap Activities to Enhance Speaking Skills of Elementary Level Students”. This research can be concluded that: The improvement of the students’ speaking skill was highly related to the use of Information Gap activities in teaching learning process. The students were more active in the speaking class. They discussed well by actively asking and answering the questions. Besides this, the students also understood the classroom English very well. They were able to comprehend the target language spoken by the teacher. Finally, based on the discussion and finding in their research, it can be stated that the use of information gap activities is much more efficient than conventional techniques for teaching speaking skill to the elementary level students. Students were more eager to learn, and often excited, in contrast to those who only followed book activities. The approach is especially beneficial in mixed ability classroom, as it support cooperative learning, where students working together can help each other.

Finally, It can be concluded that Information Gap Activities can improve The Students’ Speaking Skill at the Eighth grade students of SMPN 3 Rambah. Based on explanation above, the problem which is not yet discussed in the previous researcher will be discussed in this research. The researcher want to know the students ability in speaking skill by using Information Gap Activities.

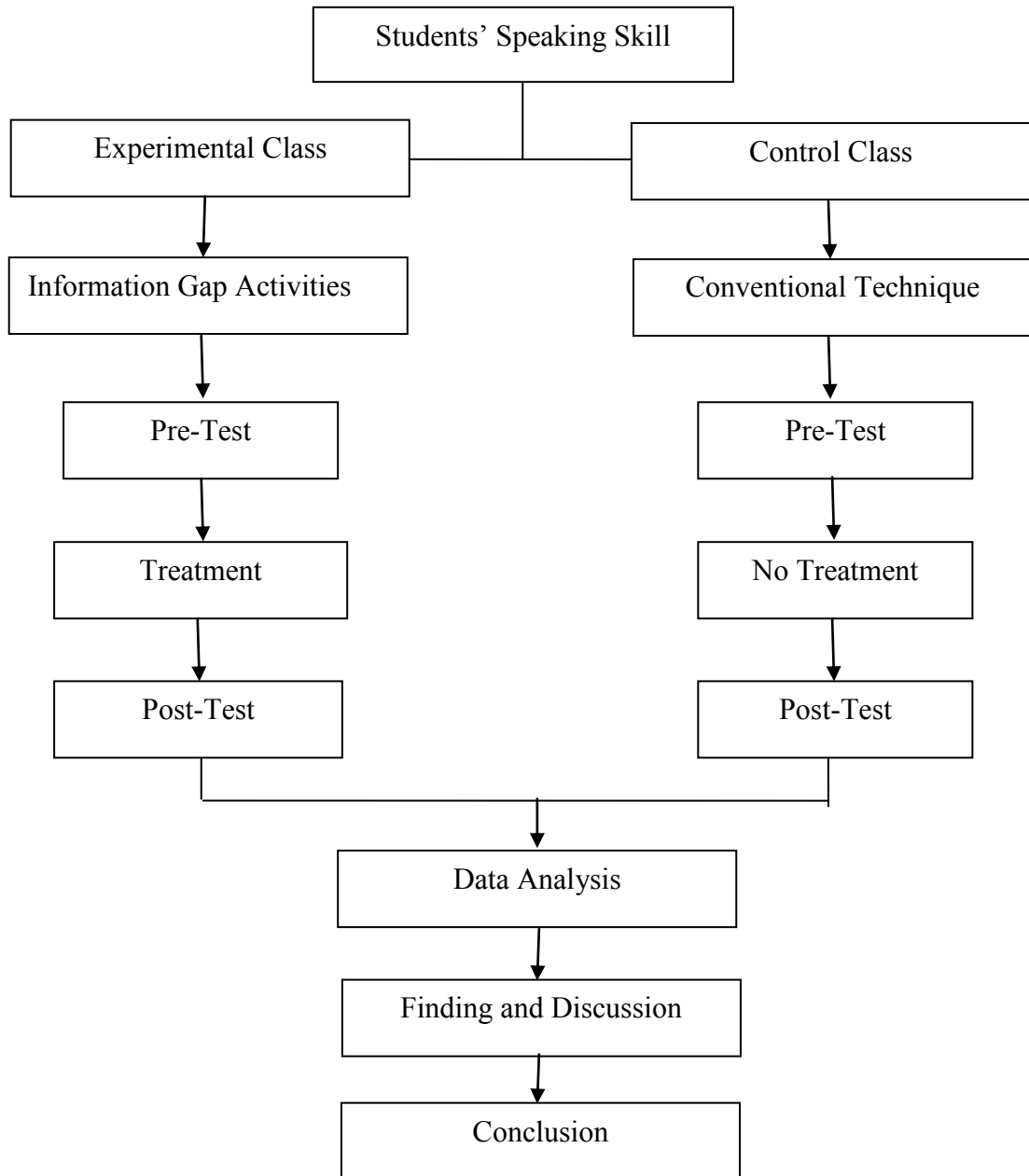
The researcher to find out the Information Gap Activities is effective or not to be used and what the effect of Information Gap Activities towards students' speaking skill. Therefore, the result of this study can be use to improve the students' skill in speaking.

Based on the research related finding above to reinforce the result of the effect of using Information Gap Activities, the researcher had difference research. In this research, the researcher wanted to know the students ability in speaking skill using Information Gap Activities in Descriptive. The researcher found out the Information Gap Activities was effective.

### **C. Conceptual Framework**

Conceptual framework is a scheme of research will be conducted by the researcher. For this research, the researcher wants to find out the effect of Information Gap Activities toward students' speaking skill in descriptive text. It means that the concept of this research is there will be the use of conventional technique and the use of Information Gap Activities in teaching speaking. The scheme of conceptual framework will be shown by following diagram:

**Figure 2.1 Conceptual Framework**



Based on the figure of conceptual frame work, the researcher divided into two classes: control and experimental class. In experimental class the researcher give treatment by using Information Gap Activities toward students' speaking skill. The researcher gave a speaking test, the test consist of pre-test and post test.

Pre-test in control class, while post test in experimental class. In class experimental used the Information Gap Activities. After finishing, the researcher gathered the data on the test result of students, the researcher analyzed the test result of the students.

#### **D. Hypothesis**

Hypothesis in this research is:

1. The Research Hypothesis ( $H_1$ ): There is significant effect of using Information Gap Activities on students' speaking skill at the eighth grade students of SMPN 3 Rambah.
2. The Null Hypothesis ( $H_0$ ): There is no significant effect of using Information Gap Activities on students' speaking skill at the eighth grade students of SMPN 3 Rambah.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses about research methodology that the researcher will use. It consists of research design, setting of the research, instrument of the research, procedure of the research, technique of collecting the data, and technique of analyzing the data. This chapter also discuss about the population and sample of the research.

#### **A. Research Design**

This research is design as an experimental research design. This research conducted in a “*Quasi experimental research*” design. It was an appropriate way to this research in order to know the significant effect of using Information Gap activities toward students’ speaking skill at SMPN 3 Rambah. The research used video or online in the learning process, because the school closed due to Covid-19 and students learn from home.

According to L.R Gay (2012:249) Experimental research the researcher manipulated at last one independent variable, controls other relevant variables and observes the effect on one or more dependent variables and observes the effect on one or more dependent variables. The design of this research is a quasi experimental research type pre-test and post-test. It consist of two groups. They were experimental and control groups. The experimental group is given a treatment. Both of the groups are given of the treatment. The researcher design could be shown as following:



**Table 3.1**

**Research design**

Class	Pre-Test	Treatment	Post-Test
Control	$O_1$	-	$O_2$
Experiment	$O_3$	X	$O_4$

The aim of the research experiment was to know the significant effect of using Information gap activities toward students' speaking skill in descriptive text at the eighth grade of SMP N Rambah. This research consisted of two variables, they was Independent variable symbolized as variable "X" that is Information Gap Activities and Dependent variable as Variable "Y" refers to students' speaking skill. This research, the researcher gave a pre-test and treatment by using Information Gap Activities in teaching speaking and post-test in the experiment class and in the control class the researcher give pre-test and post-test.

**B. Setting of the Research**

This research was conducted at SMPN 3 Rambah which is located at Galunggung street, Rambah Tengah Utara, Rambah sub District of Rokan Hulu Regency in March 2020.

**C. Population and Sample**

**1. Population**

Population is generalization area that consists of object or subject that have certain qualities and characteristic by researchers to be studied and then draw

conclusion (Sugiyono, 2008). The population of this research was all the eighth students of SMPN 3 Rambah with the total population are 76 students. It consisted of three classes, furthermore, the total of population can be seen from the table below:

**Table 3.2**  
**Population of the Research**

No	Class	The Number of the Students		Total Population
		Male	Female	
1	VIII.1	14	11	25
2	VIII.2	14	12	26
3	VIII.3	14	11	25
TOTAL		42	34	76

*Source: (Document of SMPN 3 Rambah 2019/2020 academic years)*

## 2. Sample

In this research, to take the sample itself the researcher use Cluster random sampling. Sample of the research is more specific than population. According to Sugiyono (2018:81) Sample is part of the characteristic number possessed by the population. The sample of this research consists of two classes, experimental class and control class. So, in this research, the researcher took just two class from 3 classes base on the population. To determine the control class and experimental class the researcher got by lottery.

The sample of this research consisted of two classes, experimental class and control class which had been chosen by using lottery. There were two class students as the sample of the research. But, there was no activity of learning at

school because of Covid-19, then the researcher only took a few students to participate in this research. The sample was 20 students, 10 students for control class, and 10 students for experimental class. After using lottery, the researcher got 8.2 as the control class and 8.1 as the experiment class.

#### **D. Instrument of The Research**

The instrument is used to measure students' understanding in a particular subject to be observed. In this research, the researcher measured students' speaking skill through Information Gap Activities. The instrument was speaking test in descriptive text. It was used to measure students' speaking skill. In speaking performance, the researcher divided the score of speaking into five criteria; accent, grammar, vocabulary, fluency, and comprehension. Each scores from all criteria a resume and divided into six. Moreover, the post test given after the treatment in process teaching learning at the class. The material of pre and post test was about describe people in speaking skill.

#### **E. Procedure of the Research**

##### **1. The Procedure of Research for Control Class**

###### **1.1 Pre-Test**

The researcher gave pre-test to control class. Pre-test was given to know the previous students' speaking skill. In pre-test, students practiced to "describe about people" in descriptive text. It is similar with pre-test in the experimental class.

## 1.2 No Treatment

There is no treatment in control class. Students learn descriptive text by conventional teaching. In other word, control class did not use Information gap activities. The material and topics in control class were as same as in experimental class.

## 1.3 Post-Test

The post-test was done after doing the pre-test. It was purposed to know if there was significant effect or not. The topic in the post-test was about people.

**Table 3.3**

**Teaching Activities in Control Class**

No	Activities	Teacher's Activities	Students' Activities
1	Pre-Activities	<ul style="list-style-type: none"> <li>- Orientation (Greeting, Praying, Attendance)</li> <li>- Apperception (telling the purpose of learning material)</li> </ul>	<ul style="list-style-type: none"> <li>- Greeting</li> <li>- Praying</li> <li>- Attendance</li> <li>- Open the book</li> </ul>
2	Whilst-Teaching	<ul style="list-style-type: none"> <li>- The teacher gives the material</li> <li>- The teacher explains about the definition, generic structure, and phrases of Descriptive Text.</li> <li>- The teacher gives the example of Descriptive text.</li> <li>- The teacher explains the example of the Descriptive text.</li> <li>- The teacher ask the students are makes dialogue about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the material</li> <li>- Students responses actively</li> <li>- Discussion.</li> </ul>
3	Post-	<ul style="list-style-type: none"> <li>- The teacher instruct students to</li> </ul>	<ul style="list-style-type: none"> <li>- Students try to</li> </ul>

	Activities	conclude the material - The teacher gives exercise.	conclude the material by their own word - Students done the exercise.
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## 2. The Procedure of Research for Experimental Class

### 2.1 Pre-Test

The researcher will gave pre-test to experimental class to measure students' speaking skill before getting the treatment. The technique using in this class was Information gap activities. The students practiced to describe about people in descriptive text. It was similar with pre-test in the experimental class.

### 2.2 Treatment (Information Gap Activities)

The treatment that the researcher used in the experimental class was Information Gap Activities. The students learned to describe something by using this technique.

### 2.3 Post-Test

The post-test was done after applying the Information gap activities. It purposed to know if there is significant effect or not. The researcher gave the speaking test the topic was about People.

**Table 3.4**  
**List of Meeting in Experimental Class**

No	Meeting	Topic	Teaching Process
1	1 <sup>st</sup>	“People”	Pre-Test

2	2 <sup>nd</sup>	“People”	Treatment
3	3 <sup>th</sup>	“Thing”	Treatment
4	4 <sup>th</sup>	“Place”	Treatment
5	5 <sup>th</sup>	“Animals ”	Treatment
6	6 <sup>th</sup>	“People”	Post-test

**Table 3.5**  
**Teaching Activities in Experimental Class**

No	Activity	Teacher’s Activity	Students’ Activity
1	Pre-Activities	<ul style="list-style-type: none"> <li>- Orientation (Greeting, Praying, Attendance)</li> <li>- Apperception (telling the purpose of learning material)</li> </ul>	<ul style="list-style-type: none"> <li>- Greeting</li> <li>- Praying</li> <li>- Attendance</li> <li>- Open the book</li> </ul>
2	Whilst-Teaching	<p>Orientation:</p> <ul style="list-style-type: none"> <li>- The teacher gives the material about descriptive text.</li> </ul> <p>Reasoning:</p> <ul style="list-style-type: none"> <li>- The teacher divides the students into pairs or group.</li> <li>- The teacher gives several pictures in each pair, but student A and student B in one pair have a different picture. Example: learner A has a set of four, five or six pictures which are very similar in content, but contain a number of distinguishing features. Learner B has a copy of these pictures.</li> <li>- The teacher gives time to</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the material</li> <li>- Students responses actively</li> <li>- Discussion</li> </ul>

		<p>discuss for students to identifying their picture.</p> <ul style="list-style-type: none"> <li>- Learner A must find out which of the pictures learner B is holding, by asking him questions about it to complete their assignment to identifying picture.</li> <li>- Each students must ask their partner groups to complete the missing information. So, students exchange information in other to complete a required lesson.</li> </ul>	
3	Post-Activities	<ul style="list-style-type: none"> <li>- The teacher instructs students to conclude the material</li> <li>- The teacher tells about the next material.</li> </ul>	Students try to conclude the material by their own word

#### **F. Technique of Collecting Data**

The data collecting is the successive step to conduct. The researcher wanted to know about the students' speaking skill after giving the treatment of Information Gap Activities to the experimental class and treatment to the control class. Both of the control and experimental class given a pre-test to collect the information about their speaking skill at the beginning. Then, the researcher taught the students and gave the treatment. It used Information gap activities. The researcher gave the test about speaking in descriptive text. After that, the students practiced to describing the picture with their group, they did the steps from the

strategy. To find out the effect of Information gap activities, the researcher gave a post-test to the students, the topic described about people. In control class the students made the same topic with the experimental class. After the researcher got their task, the data were analyzed by indicator of speaking.

Then to measure students' skill, the researcher will use speaking assessment from Hughes (2003:130). There are five points and rate them on 1-6 points.

## **G. Technique of Data Analysis**

In this research, the researcher used statistical data analysis technique to know the different score between the students' speaking skill after taught by using Information gap activities. There were several steps that the researcher used for technique of data analysis. First, the researcher gave a pre-test to experimental and control class. Second, the researcher taught in experimental class and control class. Third, the researcher gave a speaking test (post-test) to the students. Fourth, after the researcher giving a test, the next step was checking the results of their test by using indicator of speaking. Then, the rater analyzed them. The researcher calculated the deviation between pre-test and post-test of experimental and control class. To measuring the data, the researcher used SPSS application. Some formula was tasted to get the result of research.

### **1. Normality Data**

Normality test aimed to see whether the data normally distribute or not (Misbahuddin & Hasan, 2013:278). To know the variable X and Y distribute or not. Statistical hypothesis :



$H_0$  : The data of pre-test in control class and experimental class are normally distributed.

$H_1$  : The data of pre-test in control class and experimental class are not normally distributed.

This uses to determine the slope formula. If  $\text{sig} \geq 0,05$ , then the data is normal and  $H_0$  is accepted. But, if  $\text{sig} \leq 0,05$ , then the data is not normal and  $H_0$  is rejected.

## **2. Homogeneity Variance Data**

This test aimed to see whether the data homogeneity distribute or not. According to Zarkasyi (2017), if the data is normally distributed, then a variance homogeneity test will be performed. This is done to find out whether the data obtained is homogeneous or not. Homogeneity test is used to see whether two sets of data have homogeneous variance or not.

$H_0$  : Both variance is homogeneous

$H_1$  : Both variance is not homogeneous

If both of the samples are normal, then continue to the second test of homogeneity of variance. If  $\text{sig} \geq 0,05$ , then the data homogeneous and  $H_0$  is accepted. But, if  $\text{sig} \leq 0,05$ , then the data is not homogenous and  $H_0$  is rejected.

## **3. Hypothesis Test**

To analyzing the data, the researcher analyzed by using T-test. Sundayana (2010 : 146) it used to examine significant effect between using Information Gap

Activities and without using Information Gap Activities in post-test. To measure, the researcher use independent simple T-test Information Gap Activities in post-test. Provisions  $\text{sig} \leq 0,05 = H_0$  is accepted and  $H_1$  is rejected and  $\text{sig} \geq 0,05 = H_0$  is rejected and  $H_1$  is accepted, or  $t\text{-value} > t\text{-table} = H_0$  is rejected and  $H_1$  is accepted. But if  $t\text{-value}, t\text{-table} = H_0$  is accepted and  $H_1$  is rejected.

If sample is normally distributives with homogenous varian, then used t test with the formula:

$$t_{\text{hitung}} = \frac{\bar{X}_1 - \bar{X}_2}{S_{\text{gabungan}} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{With} \quad S_{\text{gabungan}} = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$\bar{X}_1$  = The mean score/average of students' experimental class

$\bar{X}_2$  = The mean score/average of students' control class

$n_1$  = Number of students in experimental class

$n_2$  = Number of students in control class

$S_1^2$  = Standard deviation of experimental class

$S_2^2$  = Standard deviation of control class

(Sundayana, 2010)

**Table 3.9 Scoring Rank**

Range of the score	The level of the skill
81 – 100	Excellent
61 – 80	Good
41 – 60	Average
21 – 40	Fair
0 – 20	Poor

(Harris, 1968)

To find out many students who got the percentage poor, fair, average, good and excellent the researcher using formula;

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

P = Percentage of students

F = Number percentage of each letter case

N = Number of students