

IMPROVING SPEAKING ABILITY ON DESCRIPTIVE TEXT AT THE SEVENTH GRADE STUDENTS ON SMPN 13 MALANG USING INFORMATION GAP

Rohaemi

English Department, Faculty of Teacher Training and Education, University of Islam Malang

rohaemi92@gmail.com

Abstract

This research attempts to Improving students speaking skill by using information gap. Information Gap is really needed to be mastered in case to help students communicate easily. In this study, the researcher used some picture and word that consist of thing, profession of people animal, and part of body which was related to the speaking at descriptive text. The data were gathered from the tests (pre-test and post-test) with the participants. The participants of this research were 30 students from SMPN 13 Malang at Seventh Grade. The result of this research showed that Information Gap can enhance students' skill. It was proven by the mean score of each test. Before implementing the Information Gap, the pre-test score was low (60). Then, after conducting one cycle which the researcher implementing the information gap, the researcher found that the result increased (90). Finally, the researcher expected that the result will help future researchers who will conduct this similar study to create more creative ways in using information gap and the English teachers who consider information gap as the media in teaching and learning process to solve their problem in enhancing students speaking skill. Regarding to the score in students' test at seventh grade of SMPN 13 Malang, the use of Information Gap in teaching speaking descriptive text improved the students' speaking skill. Therefore, information gap can be a good recommendation to use as a learning media that will help students to enhance their speaking ability.

Key word: Speaking ability, Descriptive text, Information Gap, technique, and Class Room Action Research.

INTRODUCTION

Speaking is one of the four basic skills in English learning. Speaking skill is very important because speaking skill and human beings cannot be separated from each other. And considering the importance of communication competence in English, Indonesia government through the National Standard Curriculum focuses in the teaching of English at junior high school which is expected to be able to communicated both oral and written (Depdiknas , 2006). Then the important of speaking ability for students is in order that they can speak it forthrightly and confidently with their classmates and other people outside the class, and they can use rehearsing English conversations. So, they are clumsy in practice at gradually. And the teachers'

role is to motivate the students to more interested in improving their speaking ability and more enjoyable to practice their speaking with certain technique.

Speaking is one of the basic skills that need communicative competence. In speaking there are some criteria to measure this skill such as pronunciation (intonation, stress and pitch), grammar, vocabulary, fluency, accuracy, comprehension, and gesture improving to build a good communication. In fact that speaking is very useful and helpful in communicating ideas.

Then, the importance of speaking ability for students is in order that they can speak it forthrightly and confidently with their classmates and others people outside the class, and they get used rehearsing English conversation. So, they are clumsy in practicing at gradually. And the teachers' role is motivate the students to more interested in improving their speaking skill and more enjoyable to practice their speaking with certain technique. These techniques should be interesting. One of them is giving students Information Gap activities which might make the students interact easily in speaking activity.

The researcher found problem of the learners at seventh grade of SMPN 13 Malang. Some of the problems are; (1) most of the students were lack of vocabulary make them difficult for saying their ideas or opinion, nervous, down their confidence in speaking English, (2) they were afraid of making mistakes and afraid of being laughed by others students. So, they just silent and keep their ideas, mind and opinion. When the teacher asked them to speak in front of the class, they were confused. There was not practice in class; it can make students be passive. Students were easily got bored in English learning process; they were not enthusiastic for learning English in class.

The difficulty of students can be seen in their result of preliminary speaking test. The score does not reach KKM 75 and the average of the students score in SMPN 13 Malang low score in the first semester. Information Gap technique that is chosen by researcher has some advantages. First, it suits the text type discussed in the second semester of junior high school. Second, it enables students to related story event and perceive information in literary selection. Actually, there are some of ways for improving learners' speaking skill, one of the strategies is by using information gap. According to Florze and Burt (2001), emphasize that "pair and group work activities can provide learners with opportunity to share information and build a sense of community". And the researcher tries to give a solution for teacher implantation of teaching method interesting and then can improve learner's ability and life enjoyable, namely Information

Gap. That technique should be interest and unique. This strategy is according to statement of Florze & Burt (2001), they emphasizes that “pair and group work activities can provide learners with opportunity to share information and build a sense of community”. Basically the main purpose of learning methods is to help develop students' individual abilities so that they are able to solve their problems.

. “Information gap activities, one person has certain information that must be shared with others in order solve problem gather information or make a decision” (Agustina 2015, as cited in Florzt & But 2001). It is for supporting learner's success in learning English.

One of the advantages of information gap is that so it's easy for understand others people by what they explained (Neu and Reseaser, 1997, p. 128). They can be different pieces of information gap about a topic to complete a task by sharing this separate information.

RESEARCH METHOD

The research aims to improve speaking skill by using information gap at the seventh grade students SMPN 13 Malang. The research designed for this research is Classroom Action Research (CAR). According to Latif (2012: 147), Classroom Action Research is a part of activities of professional English classroom teacher. The research used information gap technique to improve students' speaking performance.

In Classroom Action Research is carried out by practitioners rather that outside Research. This study, the classroom action research was carried out by research and teacher subject especially in English as collaborative action research, it means teacher was the researcher in their field; the action research is the systematic study attempting to overcome real problems. This research, researcher attempted to overcome students' problem speaking ability. The study, in intended change thing more better that before. In this study, the class Action Research (CAR) was intended to change the students' ability in good speaking to be best that before

This research was conducted at SMPN 13 Malang; the researcher chose them as the subject because it based on some reasons :!) Students cannot speak up of their view information or opinion, they have less motivate to express themselves become confidence 2) Low of participation, the researcher would concern with teaching students by using information gap activity as a technique speaking. Hopefully, it world improve students speaking ability.

In this classroom Action Research (CAR), the procedures of Classroom Action Research (CAR) were adapted from a model Kemmis's and Mc Taggart's as cited 146). The researchers

use the principle of CAR to collect the data. In this line, researcher interviewed the English teacher of seventh grade at the first time to know learners related the learners' speaking skill. From the interviewer, the researcher found that the students are difficult in speaking English. First, student cannot think of anything to say. Second, lack of participant. Third, they have lack of vocabulary that makes them afraid to speak English and they get difficulty to express their ideas and their mean. It was show by their mean score which was 65 whereas the standard minimum of school is 75. So the researcher would like to solve the problem by using information gap to improve their speaking ability. The lesson plan has to make by teacher before coming to the class.

The researcher Preparing the elements that needed like designing lesson plan, preparing media in teaching and learning process and material, and preparing critical success.

Before coming in the class the lesson plan is design by researcher. The lesson plans was range and develop based on the second semester program. This study the researcher designed lesson plan which consist of standard competence, basic competence, indicators, objectives, material, learning method, teaching learning process (opening, main activity, closing) , source and evaluation using the lesson plan, teaching and learning activities will be arrange as well as possible.

In the teaching speaking, the researcher explained about information gap. In meeting 1, the researcher gave the structure of descriptive text, asked the students to read carefully about descriptive text, In meeting 11, the researcher give the material about describe pictures of animal. The researcher asked question related to previous lesson especially vocabulary in last meeting. It supposed to developing students' speaking skill. Also the researcher explained how to spell the word correctly. The last meeting, the researcher divided students in pairing. One of them brings the card. While the students A read text that incomplete sentence, students B gives some clues to guess the word in the sentence. While performing, other students see the friends' performance.

Media and material are the significant facilities to support the learning process and teaching. So, they should be preparing well. The teaching process, the researcher used handbook and worksheet to help the students to improve their speaking ability. The medium that was used in the researcher were describing pictures of animals. Researcher used pictures as media for students to guessing anther students in pair.

The researchers also prepare criteria of success. The criteria of success was whether the researcher was success or not in the process of teaching and learning. The criteria of successful speaking score were 70 % students had to get score 75 based on the school basic of standard score minimum of school (KKM).

After designed the lesson plan, the program should be implement during the class. In the stage, the researchers teach English by using information gap. The researcher administered the test of students in order to know the student's speaking ability. Based on planning of research. In this activity researcher collaborated with an English teacher to help this process.

The implementation of the action would be performed until the criteria on success are reached. Each cycle would be done in three meetings, two meetings for implementation in teaching learning speaking English by using information gap technique and on meeting is for speaking test.

The researcher used observation to evaluate the speaking achievements during the teaching and learning process. Information gap use in observation. It consists of observation sheet a test.

In this research, the researcher used three kind of instrument such as interview for the researcher, test and observation sheet. The researcher interview the teacher to know teaching process, method, and media that she / he use. Furthermore, the researcher also gave test to students for now the student's ability and the difficulties that they get in learning speaking.

The observation focused on students activities during in the classroom. The process of teaching English by information gap. The observation was used to observe the process of teaching English by using information gap.

The researcher used test to measure the ability. Test was conducted on February 6th to February 8th 2019. Test is used to observe the students ability and get score. The oral test given in the last meeting in the cycle, the assessment of the test will be explained by: pronunciation, grammar, vocabulary. Fluency and content. The student's test would be scored by using rating score oral test by David p. Harris, 1997.

Reflection is an important way to determine the success or not in action, thus the result to the analysis can be discussed with the criteria of success which is at least 75. In this research, the reflection of implementation of the action research in each cycle could continue the action in the next cycle when the criteria of success in cycle is not finished

FINDINGS

The finding of this research were presented based on the data was found a cycle. The data were obtained from the test and observation sheet. This research was conducted from February 6th 2019 to February 7th 2019. This action was conducted for three meetings: Two meeting for treatment and one meeting for test. This cycle is described in several phases such as planning of the action, implementing of the action, observing and reflection.

The first meeting was held on Wednesdays, 6th February 2019. In other side, the researcher and a teacher collaborator observed the student's activity, especially their interest to the strategy being applied. The students seemed enthusiasm when researcher doing the observation during teaching and learning process by using Information Gap Activity, and give response to the new techniques which was being implemented. But in the first meeting, some of the students apparently shy in speaking class. Then the researcher closed the meeting making conclusion with the students.

And the result of observation checklist and field note that were filled but the teacher collaborator were the students' attitude and response were very good, they were seemed interested in the learning process, it was show from their involvement learning process.

The second meeting was conducted on Thursday, 7th February 2019. Based on the lesson plan, the researcher taught 80 minutes and the material was about "general appearance". In this section, the researcher modified the activity and grouping technique, Based on observation checklist showed their speaking improvement. Until the last meeting, they showed their enthusiasm and enjoyment. Moreover, they looked relaxed to do the activity so it made them brave and confident to express their ideas orally.

The last section was conducted on Friday 8th February 2019. The researcher gave test to know the students' speaking ability in learning English after using information gap in teaching and learning. The activities in this meeting were doing the test but before starting the test the researcher asked them to prepare and remind each student to do the test by themselves. In this meeting, the researcher also used observation checklist and field note that were filled by the teacher collaborator. But researcher conducted the test and assessed the students' performance to know their speaking improvement among the first meeting, second, and last meeting. The score of the test indicate of students started to have braveness to express ideas orally. It can be seen their mean score of final test. The result of the test showed that the students got score below 75

are 6, it can be concluded that there are 85 % of the students got score above 75% because there are 85 % of the students got score above 75, it means that the students at SMPN 13 Malang was 75. The result of the test in this cycle had been fulfilled the criteria of success that 24 students out of 30 students. It means that 85 % of the standard score > 75 as the standard minimum learning from the school and also the students were active while on process in teaching and learning class. In short, the researcher did not need to continue the text cycle.

The indicator of success of the research that researcher had determined in advance stated 75% of the students' speaking ability reached above 75 and the students were carried out, undoubtedly matched with that of mention above, firstly it was reflected through the score of the students' achievement after being implemented Information Gap Activities, the average score on speaking skill in the third meeting was 75. The students who reach the target were 75%. Secondly, indicator of successful implantation of the three meeting was also seen through the students were highly motivated, it was proved by the class observation during the teaching and learning process.

After implementing Information Gap method, the students of speaking ability score was improved. It is proved by the score of students test was 76, 67 in average. Since the researcher had modified the implementation of Information Gap in group work, the students felt easier to share the complete information of missing word text. Thus, the researcher had met the criteria of success. Therefore, the researcher did not need continue to the next cycle.

Information Gap technique for improving speaking ability is a useful activity practicing of information and interesting that support by Harmer (1983) explained that information gap activity to encourage real communication in real life. Besides that, Harmer (2007) argue that information gap which aim to get students talking as quickly and fluently as possible. Moreover, Ur (1996) explained that characteristics of successful speaking activity trough information gap technique, when the learner talk as much as possible , get a chance their skill in speak and talk active at classroom discussion, high motivation , and acceptable level of language accuracy.

CONCLUSIONS

Based on result, in this study indicated by information gap could be solve students problems in teaching speaking, so that be effective method in. The conclusion is concerned on” Improving Speaking Ability on Descriptive Text at the seventh Grade Students of SMPN 13

Malang Using Information Gap". From the result of the data analysis, it can be concluded that the technique by using Information Gap has improved the students' speaking skill. By the implantation media by using Information Gap, that could make students mindfully to understand important role in speaking skill so that involved in cooperative each other in speaking skill. There are step of speaking activity by using Information Gap are; 1) open the class by greeting students warmly, 2) checked the attendance, 3) asking the students to make pair, 4) giving the task to the students to each group, 5) giving example to the students how to give the information related that the picture, 6) giving the time each group for discussing and look up their dictionaries, 7) asking the students to practice their task with their partner. Furthermore, the students' improvement on speaking ability could be seen in the score. The result before and after implementing Information Gap Activities that had been done and improvement. The overage score before action was 60, it did not achieve target and it was 75, after implementing Information Gap. Based on the result above, it made clear in teaching speaking in classroom by using information gap, so that make the result would be significant. Thus, it can be benefit for next future teaching on teaching process especially of speaking skill in classroom, the researcher expect concluded to help students was successful.

So, it can be concluded that the information gap it into a proper and effective to be used in teaching speaking skill, because based on the result in proven learning has been successfully achieved.

SUGGESTIONS

Some suggestion also distributed the researcher expected to future researcher so that done new research the benefit to help students overcome their problem by giving more motivation and explanation so that easier in speaking while interaction by directly communication face to face others. For teacher should teach more be creative to find great way for teaching speaking using appropriate technique. Furthermore, a teacher should provide for students with adequate practice of speaking English during the learning process. For researcher, based on result in this study hopefully could be additional information and references so that make the result accurate. In line with the important of speaking English, it is recommended for future researcher to try make up interactive speaking. Thus, students can enjoy learning in process of teaching and learning.

ACKNOWLEDGEMENTS

This research was supported by a grant from University of Islam Malang. The author is very grateful to Dr. Muhammad Yunus, S. Pd., M. Pd and Mr, Eko Suhartoyo S. Pd., M. Pd for

their valuable guidance in the process of data collection and writing research report. The author would also like to thank the seventh grade students of SMPN 13 Malang in academic year 2018/2019 for their contribution as the participants in the present study.

References

- Agus ,P. , Mahrum, M. , & Hastini (2014). Improving Speaking Skill through Information Gap Technique. *e-Journal of English Language Teaching Society (ELTS)* , 2(4),2. Retrieved from <https://media.neliti.com/media/publications/242350-improving-speaking-skill-through-informa-04bedda3.pdf>.
- Florez, M. C., & Burt, M. (2001). Beginning to Work with Adult English Language Learners: Some Considerations. Retrieved December 14, 2010 from <http://www.cal.org/caela/digests/beginQA.htm>
- Harmer, J. 2007. *Practice English Language Teacing*. Third Edition Completely Revised and Updet. Malaysia: Person Edition.
- Hiền, T.T.T. (2009). Why is action research suitable for education?. *VNU Journal of Science, Foreign Languages*,5,104, Retrived from http://tapchi.vnu.edu.vn/nm_2_09/b4.pdf.
- Latief, 2012.*Research Methods On Learning On Introduction*. Malang: State of Malang Press.
- Nadzifa,M. F.(2015). *The Correlation Between Extroversion And Speaking Skill In English Education Department Students* (Master ‘s thesis). Islamic Education And Teacher Training Faculty Walisongo State Islamic University, Semarang.
- Nunan, D. 2003. *Practice English Language Teaching*. Singapore: McGraw Hill.
- Opny, V,R, Fadly., M. Nababan. (2015). *The Use of Information Gap Activity to Improve Speaking Ability of the Second Year of SMPN 34 Pekanbaru In Making Information Questions*.(Mastering degree). Student of English Language Education Department Faculty of Teacher’s Training and Education Riau University.
- Panjehkoubi, Ebrahim; Bonyadi, Alireza; Nikou,& Rimani, F. (2051, june). The Effect of Information Gap Activities on Speaking Ability of Iranian Female Students. *Modern Journal of Language Teaching Methods*, Retrieved from <https://www.questia.com/read/1P3-4017276351/the-effect-of-information-gap-activities-on-speaking>.
- Rahimi. (2016). *The use of information gap technique to improve speaking skill*. *Journal of English Education, literature and culture*, 1(1),59.
- Rahmawati, S., & Nurmaya, E. (2016). *A Comparative Study between Extroverted and Introverted Students and Their Speaking Ability* .Retrieved from

<https://www.google.co.id/search?client=firefox-b&dcr=0&source=hp&ei=0IZfWvCcK4bUvgTouIvwDA&q=A+Comparative+Study+between+Extroverte>

- Rifai, D.M. (2013.February). An intructional design for the teaching of english at smp muhammadiyah i kartasura 2013 academic year: a naturalistic study. *Jurnal Penelitian Humaniora*.14(1),52. Retrived from <https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/5242/6.pdf;sequence=1>
- Richard, J.C .(2008). *Teaching Listening and Speaking from Theory to Practice*. Cambridge University Press.
- Suputri, N. K. A. (2014). *Teaching speaking through information gap to the eighth grade students of smpn 7 denpasar in academic year 2013/2014* (Master of degree). Mahasaraswat Denpasar University, Denpasar.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge.
- Yuniarti.R.D. (2009). *The use of information gap in developing the students' speaking skill the case of the grade vii students of smp n 2 tegowanu-grobogan Academic year 2008/2009*. (Master's degree.) Semarang state university, Semarang.

Approved by
Advisor I,

Dr,Muhammad Yunus S.Pd., M.Pd
NPP. 209.02.000.02