DEVELOPING SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS THROUGH INFORMATION GAP

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Abstract

The objective of this research was to find out whether or not the implementation of information gap could develop the speaking skill of the eleventh grade students at SMAN Model Terpadu Madani. The researcher applied a pre-experimental research design. The sample of the research was XI IPA 1 consisting of 30 students. The sample was taken through cluster random sampling tehnique. The data gathered through test was analyzed statistically. The result of the data analysis showed that there was a significant difference between pretest and posttest. It was proved by testing hypothesis. By applying 0.05 level of significance with 29 (30-1) degree of freedom (df), the t-counted value (20.60) was higher than the t-table value (1.699). It means that the research hypothesis was accepted. In other words, the implementation of information gap could develop the speaking skill of the eleventh grade students at SMAN Model Terpadu Madani.

Keywords: Developing, Speaking Skill, Information Gap.

INTRODUCTION

English is one of important languages which is spoken by people almost around the world. Knowing English not only can help people to communicate in global area but also help us in finding a job. People will be able to express their thought and feeling by using language. Language, communication and life cannot be separated. Language can be applied in many aspects, such as: education, society, politics, economics, and culture. One of the ways in communication is through speaking. It is very important to master speaking well. To master speaking ability, students must be trained to use English in communication orally. Therefore, we need to learn English as a tool of communication.

In Indonesia, although English is not a second language but it is a foreign language taught at elementary schools up to universities. Learning English still has important roles for the students. For example, English subject becomes one of the subjects that being tested to the students in national examination. It means that the students need to know well about English itself.

In English, there are receiptive skills and productive skills. Receiptive skills are listening and reading while productive skills are speaking and writing. Listening and reading are the ways to receive input; speaking and writing are the ways to produce language.

It is stated in Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus SMA/MA (2006:9): Ditinjau dari segi tujuan atau kompetensi yang ingin dicapai, maka pelajaran Bahasa Inggris ini menekankan pada aspek keterampilan berbahasa yang meliputi keterampilan berbahasa lisan dan tulis baik reseptif maupun produktif. It means that we have to be able to use language orally and in written form.

There are some components that support the speaking skill; fluency, accuracy and comprehensibility. Those components support each other. Therefore, to become a good speaker, we need to master all of the components.

There are many ways to develop speaking skill such as short conversation, small group discussion, role play, retelling the story or speech contest. Those ways are very useful for students. It is usually conducted by the teacher in the classroom to develop students speaking skill. Also, today there are many teaching methods to support speaking class. Each method has strength and weaknesess. Therefore, it depends on the classroom situation and the students themselves.

Some of the students in eleventh grade at SMAN Model Terpadu Madani, felt ashamed to speak English. There are some factors that make them feel ashamed to speak English. First, they were lack of interest and motivation to speak. Second, they rarely practiced speaking English with their friends. Last, they did not really enjoy the English subject. In short, the students needed an interesting situation in the classroom to make them comfort and enjoy to learn English particularly in speaking.

In making the students interested in the teaching and learning process especially in the speaking skill, the teachers should use the most appropriate teaching technique which is suitable to the students' level. English teachers should use an interesting teaching technique to present their teaching materials which is expected not only to develop students' ability in speaking English but also to help them in creating fun in the classroom. Then, they can have a good motivation in learning English. Bernard (2010) states that motivation is vital in language learning. It makes language learners positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication. Achievement motivation in language learning. Therefore, one of the alternative techniques is information gap technique.

Harmer (2007: 223) states that an information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication in which motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing.

The researcher chose information gap because it can provide chance for the students to speak with their friends without feel any pressure. In addition, it is encourage the students to share and deliver their opinions or ideas related to the material that given by the teacher. This is one of a good ways to develop students speaking skill. In addition, by learning together they can get more knowledge and learn how to work together.

Based on the explanation above, the researcher formulated the research question as follows: *Can the implementation of information gap develop the speaking skill of the eleventh grade students at SMAN Model Terpadu Madani?* The objective of this research was to find out that the implementation of information gap can develop the speaking skill of the eleventh grade students at SMAN Model Terpadu Madani.

METHODOLOGY

In conducting the research, the researcher used pre-experimental research design. There was only one group in this research. It was the eleventh grade students at SMAN Model Terpadu Madani. The sample of the research was given pretest and posttest. The researcher used design formulated by Arikunto (2006:85) as follows:

O1 X O2

Where:
O1   : Pre-test
X   : Treatment
O2   : Post-test

The research population was the eleventh grade students at SMAN Model Terpadu Madani. It had six classes. The distribution of the students in each class as follows:

Table 3.1

Class Distribution

No	Classes	Number Of Students
1	XI IPA I	30
2	XI IPA II	24
3	XI IPA III	24
4	XI IPA IV	23
5	XI IPS	25
Total		**126**

Cresswell (2005:145) defines, "Sample is a sub-group of the target population that the researcher plans to study for generalizing about the target population". In selecting the sample, the researcher applied random cluster sampling technique. The sample in this research was XI IPA 1 which consisted of 30 students. Dependent and independent variable were the variables manipulated in this research. The dependent variable was the speaking skill of the eleventh grade students at SMAN Model Terpadu Madani while the independent variable was the use of information gap.

In this research, test is used to gather data about the students' ability in speaking. There were two tests in this research, namely pretest and posttest. Pretest was given before the treatment while posttest was given after treatment. The treatment was given to the students in six meetings. In the treatment the researcher implemented information gap. The treatment was given twice a week.

In analyzing the data, the researcher used statistical analysis. First, the researcher computed the individual scores of the students by using the formula proposed by Arikunto (2006:308):

$$\Sigma = \frac{X}{N} \text{ x } 100$$

Where:
Σ : Standard score
x   : Obtained score
n   : Maximum score

Second, the researcher computed the students' mean score in pretest and posttest by using formula as recommended by Arikunto (2006:306):

$$M = \frac{\sum x}{N}$$

Where:

M : Mean score

$\sum x$: total amount of students' score

N : Total number of the students

Third, the mean deviation was computed using the formula proposed by Arikunto (2006:307) as follows:

$$Md = \frac{\Sigma d}{N}$$

Where:

Md : mean difference from pretest and posttest

Σd : total deviation of each subject

N : total number of the students

Fourth, the square deviation was computed using the formula proposed by Arikunto (2006:308) as follows:

$$\Sigma x^2 d = \Sigma d^2 - \frac{(\Sigma d)^2}{N}$$

Where:

$\Sigma x^2 d$: totalnumber of deviation quadrate

Σd^2 : total number of deviation quadrate in each subject

N : total number of the students

Finally, to know whether the treatment had positive effect or not, the researcher analyzed the effectiveness of the treatment by using the formula from Arikunto (2006:307) as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\Sigma x^2 d}{N(N-1)}}}$$

Where:

t = t – test (testing significance) value of test

Md = Mean difference between pretest and posttest (posttest-pretest)

xd = deviation on each subject ($d - Md$)

$\Sigma x^2 d$ = total number of deviation quadrate

N = total number of the students

1 = constant number

FINDING

The researcher gave pretest before conducting the treatment. The result of the students in pretest was presented below:

Table 4.1

The Results of Pretest

No	Initial Name	Score components		Gained Score (0-20)	Standard Score $\Sigma = \frac{x}{n}$ x 100
		Fluency (0-10)	Accuracy (0-10)		
1	ASI	6	5	11	55
2	ASR	5	5	10	50
3	AAP	7	5	12	60
4	ADP	6	5	11	55
5	ARD	8	7	15	75
6	BAK	7	7	14	70
7	DAG	6	4	10	50
8	EHD	6	5	11	55
9	FCT	7	5	12	60
10	IPR	8	6	14	70
11	JPM	5	5	10	50
12	MCN	6	4	10	50
13	MFL	5	6	11	55
14	MRF	6	6	12	60
15	MRZ	4	4	8	40
16	MSY	5	4	9	45
17	MAZ	6	5	11	55
18	MEJ	6	6	12	60
19	MTN	5	5	10	50
20	NFT	6	6	12	60
21	OYM	5	5	10	50
22	OWR	5	6	11	55
23	RVL	6	6	12	60
24	NSF	5	5	10	50
25	SMY	5	6	11	55
26	SPD	6	5	11	55
27	SSM	6	4	10	50
28	TMB	5	5	10	50
29	WRY	6	4	10	50
30	TSI	6	5	11	55
Total Score		**175**	**156**	**331**	**Σx =1655**

After presenting the result of pretest on the above table, the researcher computed the mean of students' speaking scores. The mean computation was done by using the mean formula as shown below:

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{1655}{30} = 55.2$$

The mean of the students' speaking scores for pretest was 55.2. After conducting the treatment, the researcher gave posttest to the students. The result in posttest was showed in the following table:

Table 4.2

The Results of Posttest

| No | Initial Name | Score | | Gain Score (0-20) | Standard Score $\Sigma = \frac{x}{n}$ x 100 |
		Fluency (0-10)	Accuracy (0-10)		
1	ASI	5	7	12	60
2	ASR	6	6	12	60
3	AAP	7	6	13	65
4	ADP	7	6	13	65
5	ARD	8	8	16	80
6	BAK	8	7	15	75
7	DAG	6	5	11	55
8	EHD	6	7	13	65
9	FCT	6	7	13	65
10	IPR	8	7	15	75
11	JPM	6	5	11	55
12	MCN	6	6	12	60
13	MFL	5	7	12	60
14	MRF	7	6	13	65
15	MRZ	5	5	10	50
16	MSY	6	5	11	55
17	MAZ	6	6	12	60
18	MEJ	7	6	13	65
19	MTN	6	5	11	55
20	NFT	6	7	13	65
21	OYM	7	5	12	60
22	OWR	7	7	14	70
23	RVL	7	7	14	70
24	NSF	6	7	13	65
25	SMY	6	6	12	60
26	SPD	7	6	13	65
27	SSM	6	6	12	60
28	TMB	7	5	12	60
29	WRY	6	5	11	55
30	TSI	7	7	14	70
Total		**193**	**185**	**378**	**Σx =1890**

To compute the mean of students' speaking scores in posttest, the writer did the same computation as follows:

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{1890}{30}$$

M = **63**

Based on the computation above, the mean of the students' speaking scores in posttest was 63. It indicated that there was a significant progress of the students' speaking score from 55.2 in the pretest became 63 in the posttest after treatment.

After calculating the mean score of the students both in pretest and posttest, the researcher then computed the deviation and square deviation of the students' speaking score in pretest and posttest. The result was presented in the next page:

Table 4.3

Deviation of Students' Speaking Scores in Pretest and Posttest

No	Initial Name	Students Score		Deviation	Square
		Pretest (x)	Posttest (y)	(y-x)	Deviation (d2)
1	ASI	55	60	5	25
2	ASR	50	60	10	100
3	AAP	60	65	5	25
4	ADP	55	65	10	100
5	ARD	75	80	5	25
6	BAK	70	75	5	25
7	DAG	50	55	5	25
8	EHD	55	65	10	100
9	FCT	60	65	5	25
10	IPR	70	75	5	25
11	JPM	50	55	5	25
12	MCN	50	60	10	100
13	MFL	55	60	5	25
14	MRF	60	65	5	25
15	MRZ	40	50	10	100
16	MSY	45	55	10	100
17	MAZ	55	60	5	25
18	MEJ	60	65	5	25
19	MTN	50	55	5	25
20	NFT	60	65	5	25
21	OYM	50	60	10	100
22	OWR	55	70	15	225
23	RVL	60	70	10	100
24	NSF	50	65	5	25
25	SMY	55	60	5	25
26	SPD	55	65	10	100
27	SSM	50	60	10	100
28	TMB	50	60	10	100
29	WRY	50	55	5	25
30	TSI	55	70	15	225
Total		$\sum x=1655$	$\sum y=1890$	$\sum y-\sum x = 235$	$d^2 = 1975$

The researcher computed the deviation score by computing the student individual score in posttest minus the student individual score in pretest. After obtaining the deviation score, the researcher counted the mean deviation of the students as shown below:

$$Md = \frac{\Sigma d}{N}$$

$$Md = \frac{235}{30}$$

$$Md = 7.83$$

After getting the mean deviation, the researcher then computed the square deviation as shown below:

$$\Sigma x^2 d = \Sigma d^2 - \frac{(\Sigma d)^2}{N}$$

$$\Sigma x^2 d = 1975 - \frac{(235)^2}{30}$$

$$\Sigma x^2 d = 1975 - \frac{55225}{30}$$

$$\Sigma x^2 d = 1975 - 1840.83$$

$$\Sigma x^2 d = 134.17$$

After having the sum of the square deviation, the researcher needed to analyze the data statistically in order to know the significant difference of pretest and posttest by using t-test formula as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\Sigma x^2 d}{N(N-1)}}}$$

$$t = \frac{7.83}{\sqrt{\dfrac{134.17}{30(30-1)}}}$$

$$t = \frac{7.83}{\sqrt{\dfrac{134.17}{30(29)}}}$$

$$t = \frac{7.83}{\sqrt{\dfrac{134.17}{870}}}$$

$$t = \frac{7.83}{\sqrt{0.15}}$$

$$t = \frac{7.83}{0.38}$$

$$t = 20.60$$

The result of data analysis showed that t-counted was 20.60. By applying 0.05 level of significance with 29 degree of freedom (df) or 30-1= 29, the researcher found that t-counted (20.60) was higher than t-table (1.699). It could be concluded that the research hypothesis was accepted. In other words, the implementation of information gap was effective to develop the speaking skill of the eleventh grade students at SMAN Model Terpadu Madani.

DISCUSSION

Research about developing speaking skill through information gap has been done by many researchers. In Asrobi M. (2013) which the title was "The Effect of Information Gap Technique and Achievement Motivation towards Students' Speaking Ability". The result of his research showed that in general, information gap technique is more effective than conventional technique for teaching speaking either for high achievement motivation students or for those with low achievement motivation students.

Furthermore, the other research also done by Defrioka A. (2009) entitled with "Improving Students' Interaction in Speaking Class through Information Gap Activities". The result of the research indicated that the implementation of information gap activities can better improve the students' interaction in speaking class. Student-centered class included pairwork and groupwork also contributed to improve outcomes. Besides, students were active to interact with their teacher and other students. The students participated at all activities.

During the treatment, the researcher taught speaking to the students twice a week. The researcher introduced and implemented information gap in teaching them. She found that the students were more enthusiastic in learning English speaking. Also, they were motivated in expressing their ideas with their friends. It happened because the students felt comfort to learn English and they had a great chance to explore their mind and ability in English speaking.

Based on the researcher understanding, information gap was appropriate based on their characteristics and interest. The students tended to study which involved challenging activities and interesting classroom situation. Therefore, information gap could be applied

to facilitate it. To sum up, information gap was effective in developing students' speaking skill.

In teaching and learning process, there were three factors which supported the treatment well. First, the students gave their attention to the material that the researcher gave, and they looked exciting in learning English speaking. Second, the researcher gave them a large chance to express their ideas or thought without feeling any presure. Third, in information gap the role of the teacher became a guide and facilitator for them. Therefore, the students were motivated to speak English and they also felt learning English was not a boring subject anymore; but it was fun.

Furthermore, based on the data anaysis, the researcher found that the t-counted was 20.60. Then, researcher compared with the t-table which was 1.699 and she found that the t-counted 20.60 was higher than the t-table 1.699. It convinced the researcher that the implementation of information gap could develop the speaking skill of the eleventh grade students at SMAN Model Terpadu Madani.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis presented in the previous chapter, the researcher concluded that the research hypothesis was accepted. It was proven by t-counted (20.60) was higher than t-table (1.699). In the other words, it reflected that the implementation of information gap could develop the speaking skill of the students.

Related to the above conclusion, the researcher would like to offer some suggestions for those who are involved in English teaching and learning process. First, information gap could be one option to be implemented in teaching English especially in speaking. Second, the English teacher should be able to modify the material based on the students' needs and provide an interesting situation in the classroom in order to make them feel comfortable in learning English.

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