

USING INFORMATION GAP TECHNIQUE TO IMPROVE THE ENGLISH SPEAKING ABILITY IN NARRATIVE TEXT FOR THE TENTH GRADE OF MA MA'ARIF 20 TARBIYATUL HUDA SENDANGDUWUR PACIRAN LAMONGAN

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Abstract

The writer uses Information Gap Technique to make the students have a motivation to learn English especially in speaking process. The purpose of the study are to describe the implementation and to know the improvement of Information Gap Technique in teaching speaking ability of the tenth grade students of MA Tarbiyatul Huda Sendangduwur Paciran Lamongan. The writer used classroom action research in her research. This method consist of four steps. Those are: planning, action, observation, and reflection. The data are taken from the pre test before giving the treatment and the post test I & II after giving the treatment to know the improvement of English speaking ability using Information Gap Technique. There are observation and also questionnaires to know the students' responses through the learning process of the technique. Based on the result of research, mean score on pre test is 53.6. After the writer teaches speaking by using picture with Information Gap Technique, the students' mean score become 72.3 in post-test I. Then in post-test II, the students' mean score improves to be 77.3. Information Gap Technique can help the students more confident in speaking activity. During teaching and learning process using Information Gap Activities, students show that they are more active and enthusiastic in learning English. Besides, they pay attention more when the writer explains about the material using Information Gap Technique.

Keywords: *Speaking Ability, Information Gap, Narrative Text*

1. Introduction

The importance of English can not be ignored since English is the most common language spoken everywhere. The help of developing technology, English has been playing a main role in many sectors including medicine, engineering, and education. So, we are as students better if we master English because it is really useful and help us in a life. Lynne Cameron (2001: 40), "speaking is the active use of language to express meaning so that other people can make sense of them. 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 human's daily life is speaking. We can communicate our feelings, ideas, or just information we have to others directly by speaking. Thus, without an ability to speak well we can not tell others clearly what ideas we have in mind, what

information we have, or even what is our opinions toward something. The teacher can use some technique in teaching learning process to help the students understand about the material that is explained. In this case, the writer uses Information Gap as technique in teaching learning processes.

1.1 Speaking Ability

Speaking is one of the important skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Harmer (2007) states speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language on the spot.

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer (2001) says: “They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language”.

1.2 The Elements of Speaking Ability

1.2.1 Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.

1.2.2 Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker’s or hearer’s knowledge of the language.

1.2.3 Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

1.2.4 Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption.

1.2.5 Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

1.3 Problems in Speaking Ability

1.3.1 Inhibition

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

1.3.2 Nothing to Say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

1.3.3 Low Partipation

Only one participant can talk at a time if he or she is to be heard and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

1.3.4 Mother Tongue Use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

1.4 Strategies in Speaking Ability

Many problems arise in speaking, we have to solve those problems. Improving the speaking skills of the students may be difficult, but the added benefit is building

confidence in students for speaking skills and strategies. A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling.

1.5 Role of the Teacher in Teaching Speaking

According to Byrne (1997: 2) the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows: the presenting stage (the teacher as informant), the practice stage (the teacher as conductor and monitor), the production stage (the teacher as manager and guide).

1.6 Information Gap Activities

Information gap activity is an activity where two speakers have different bits of information, and they can only complete the whole picture by sharing that information – because they have different information, there is a ‘gap’ between them. Stated by Harmer (2007: 129).

1.7 Teaching Procedure Using Information Gap Activities

Rhohmatillah (2010: 14) defined some procedures in teaching by using Information Gap Activities as follow:

1. Teacher practices the articulation of vocabulary on the task sheet that will be discussed.
2. Teacher practices the articulation of vocabulary on the task sheet.
3. Teacher discusses the language function that will be used on the task.
4. Teacher practices the articulation of language function that was discussed.
5. Teacher divides students to do couple task.
6. Teacher gives task sheet to the A and B group.
7. Teacher asks students to do dialogue.
8. Teacher observes and evaluate students“ dialogue.
9. Teacher gives chance to students for asking.
10. Teacher gives reinforcement.

1.8 Speaking Activities Based on Information Gap Activities

According to Littlewood (2006: 40-43), Speaking activities based on information gap principle can be divided in to some categories, those are:

1. Identifying pictureS.
2. Discovering Identical pairs.
3. Discovering sequences or locations.
4. Discovering missing information of features.
5. Communicating patterns and pictures.
6. Discovering differences.
7. Following directions.
8. Pooling information to solve a problem.
9. Reconstructing story sequences.

1.9 Teaching Speaking Using Information Gap Activities

Brown (2000) stated The procedures or steps in teaching speaking using information gap are as follows :

1. Introduce the technique.
2. Model the technique.
3. Give explicit detailed instructions.
4. Devide the class into groups.
5. Check for clarification.

2. Research Method

The writer used classroom action research in her research. According to Kemmis and Mc Taggart in Burns (2010: 8) which is also used in this research, this method consists of four steps; planning, action, observation, and reflection.

The implementation of classroom action research included four steps as follows:

2.1 Planning

In this phase, the researcher developed action research after identifying problems. It included the planning for lesson plan, teaching method or technique, and teaching materials.

2.2 Action

Action is the realization which is planned before. The researcher will start to act what has been planned such as using technique and material.

2.3 Observation

In this phase, the researcher was assisted by the collaborator about the technique of teaching in the class in the material delivery and teaching learning process, about the student's interaction, opinions, performance, and other activities written down in a field note.

2.4. Reflection

In this phase, the researcher would reflect on, evaluate and describe the effects of the action. All the notes and field note from the researcher and the collaborator were collected and reflected. It would be used for better understanding or knowing improvement on the next planning or action.

3. Research Finding

The finding of this research is discussed based on the result of the cycle step of classroom action research conducted by the writer. At the beginning of the study, the writer had conducted the preliminary study during the teaching and learning speaking. The writer found problem that the students' speaking ability was low. It happened because the teaching technique used by the teacher was not effective and could not light up the class atmosphere. Most of the students had bad response to the narrative text especially in speaking subject and joined the classroom teaching and learning reluctantly. To get authentic evidences, the writer conducted pre-test. It aims to get the scores of the students' achievement in English speaking ability.

The first cycle consists of two meetings. In the first cycle, the writer told that narrative text is an imaginative story to entertain the reader. After that, the writer checked their understanding in linguistics features instead of the text itself. The students were asked to pay attention to the linguistics features and the text structure.

In the second cycle, the writer tried to overcome the problems. The writer decided to create activities which stimulate all of the students to participate in the teaching learning

process. Besides, the writer was necessary to make approaches to the students who are still ashamed. Then the writer also planned to more pay attention to the pronunciation and the grammar of the students. The writer came to the students' discussion group and asked them about the difficult word and checked the pronunciation. For the second cycle, the writer made the lesson plan and the next meeting was for post-test II.

4. Discussion

4.1. The implementation of using IGT in teaching speaking

The implementation of Information Gap Technique (IGT) was easy. It made the speaking class more active because the students should participate within this activity. In the beginning, the students were still low in speaking ability but after implementing of IGT in their speaking ability were improved. It was showed that the student's scores in post-test I and post-test II were higher than score of pre-test.

4.2 The Improvement of Students' Speaking Ability using IGT

The improvements of students' speaking ability using IGT, especially for the students of tenth grade. There were some elements of speaking ability which are considered to score as follows: grammar, vocabulary, comprehension, fluency and pronunciation. Based on the students' score above, there was improvement in the first cycle. Then the researcher did second cycle to reapply IGT in speaking learning process. There were improvement achievements in second cycle.

5. Conclusion

The implementation of Information Gap Technique in teaching speaking, the first step, it starts giving to the students material about telling something. The second, the students discuss with their group to make conversation about telling something. The students share their information with their group in order to complete the task. The third, the students practice their conversation in group and the last the students are asked to come forward in front of class to know how far they can improve their speaking ability.

Using Information Gap Technique can improve the students speaking ability. It can be seen from the result of pre test, post-test I and post-test II mean score. Information Gap Technique can help the students more confident in speaking activity. During teaching and learning process using Information Gap Activities, students show that they are more active and enthusiastic in learning English. Besides, they pay attention more when the writer explains about the material using Information Gap Technique.

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