# IMPROVING STUDENTS SPEAKING ABILITY THE USE OF INFORMATION GAP ACTIVITIES

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**Abstract**

The problem is "How can Information Gap actvities improve the eighth grade students' speaking ability at SMP N 2 Jelbuk in the 2015/2016 academic year?" and the objective of this research referring to the research problem is to know how information gap activities can improve students' speaking ability at SMP N 2 Jelbuk in the 2015/2016 academic year. The design of this research is classroom action research. The research subject is VIII A class which is consist of 38 students and to obtain the research data, speaking test and observation were used. In conducting this research, there are four components of speaking ability in teaching speaking. They are fluency, pronunciation, vocabulary, and grammar.

In order to analyze the data students' speaking score, percentage formula is used. Information gap improved the students' speaking ability in two cycles. The result of the research is the implementation of cycle 1 was not successful yet, the students' speaking mean score was 52.73 and the percentage of students who got ≥70 was only 27.6%. For the cycle 2 was 71.34 mean score, and 79.36% students who got ≥70. It can be concluded that, after teaching english speaking  by using information gap activity of eighth grade students at SMP N 2 Jelbuk is improved.

**Key Word**: Speaking Ability, Information Gap

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# MENINGKATKAN KEMAMPUAN BERBICARA MENGGUNAKAN INFORMATION GAP

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**Abstrak**

Masalah penelitian ini adalah " Bagaimana dapat meningkatkan kemampuan berbicara siswa kelas dua di SMP N 2 Jelbuk pada tahun2015/2016?" tujuan dari permasalahan ini untuk mengetahui bagaimana information gap dapat meningkatkan kemampuan berbicara siswa di SMP N 2 Jelbuk pada tahun 2015/2016. Jenis penelitian ini menggunakan PTK. Subjek penelitian ini adalah kelas VIII A terdiri dari 38 siswa dan untuk memperoleh data penelitian tes berbicara dan observasi digunakan.Dalam melakukan penelitian ini, ada empat komponen dalam kemampuan berbicara di pembelajaran berbicara. Mereka adalah kefasihan, cara pengucapan, kosakata, dan tata bahasa.

Rumus persentasi digunakan untuk menganalisis skor kemampuan berbicara siswa. Information gap meningkatkan kemampuan berbicara siswa di siklus kedua. Hasil dari penelitian ini adalah penerapan siklus pertama masih belum berhasil, rata-rata nilai berbicara siswa adalah 52.73 and persentasi siswa yang mendapat $\geq 70$ adalah 27.6%. Untuk siklus kedua adalah 71.34, dan 79.36% siswa mendapat $\geq 70$. Dapat disimpulkan bahwa, setelah pembelajaran berbicara bahasa inggris menggunakan information gap di kelas delapan di SMP N 2 Jelbuk berhasil.


**Kata Kunci** : Kemampuan Berbicara, Information Gap

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# INTRODUCTION

Developing speaking skills among the students still can be a problem because some teachers may not use the appropriate strategies in teaching and learning process to promote the students to master the speaking skills. The teachers continue to teach speaking just as a repetition of drills or memorization of dialogue. As Kayi (2006:1) states that for many years English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogue. Those also happened in SMP N 2 Jelbuk where the research will be conducted. In fact, many interesting teaching and learning strategies which can use by the English teacher in helping the students to improve their speaking ability in reaching the target does not implement yet by some teachers because they still use the conventional method, therefore the students can not catch the materials correctly. Although the conventional strategy has used by the teacher is not always bad, but it is important to teach the student with other variation in teaching and learning process, so that student do not feel bored in learning English. At least, they can express their own feeling to deliver. It means that the teacher should not teach speaking by repetition of drills or memorization only, but also they have to improve students speaking or communicative skills. Regarding the explanation above the researcher decided to apply information gap activity to improve students' speaking ability of eighth grade of SMP N 2 Jelbuk.

# RESEARCH METHOD

This research was intended to improve the speaking ability by using silent way method for the second grade student in SMA Muhammadiyah 2 Wuluhan. Therefore, the kind of this research is classroom action research. This classroom action research is conducted in a cycle model consist of four stages activities namely: (1) planning the action, (2) implementing of the action, (3) observing and (4) reflecting of the action.

To measure the student percentage of their speaking ability, the researcher uses this formula:

$$E = \frac{n}{N} 100\%$$

Where:

$E$      : The percentage of students scored $\geq 75$ in speaking ability
$n$      : The number of the students achieving the minimum standard scores.
$N$      : The total number of the students

(Ali, 1993:186)

The second cycle was conducted if the students in cycle 1 cannot reach the criteria of success which determined by the researcher. This research will be success if 70% of the students are able to reach the minimum score 70.

# THE RESULT OF THE RESEARCH

The speaking test in cycle I conducted on June 10th 2016 to know how far students improvement in speaking skill after implementing the action using information gap activities. The speaking test was conducted to measure the students' fluency and accuracy in pronunciation, vocabulary, and grammar in speaking. The topic was narrative text about legend of Toba Lake. From the test result, cycle 1 showed the mean score of the students in the first meeting was 52.73, and the percentage of the students whose score more than 70 was 27.6 %. And the students active in teaching english speaking by using information gap was 62%. In the first meeting was 55.26% and in the second cycle was 68.57%

The speaking test in cycle 2 conducted on June 14th 2016. The result of the speaking test was increased. The mean score of cycle 2 was 71.34 and the students active was 79.36%. From the result, it can be conclude that cycle 2 was achieved by the students and the research can be stopped in cycle 2.

# DISCUSSION

The result of speaking test in cycle 1 showed that the mean score of the students' speaking ability was not increase significantly in each meeting. It can be seen that it was only 52.73 the mean score of speaking ability of the students. Then, the percentage of students whose score more than 70 was 27.6 %. From those result means that the cycle 1 was not achieved the requirement of the research yet or not successful.

Therefore, the reseacher investigated the cause of this matter. In the first cycle, a lot of students cannot focus on their subject so much, because the information gap activity was a new technique in the way of their learning activities especially in speaking. They were not used to speak up directly or naturally to their opponent of speaking, therefore they spent a long time to prepare themselves to speak up. In other word they take a note what they want to said or memorized it to be oral utterance.

After cycle 1 was revised, the researcher implemented cycle 2. The result showed a significant improvement of speaking ability score of students. The score fulfilled the score of the research, with the mean score of the cycle 2 was 71.34 and the percentage of students who score $\geq 70$ %, was 79.36 % in teaching and learning process. It means that the technique used by the researcher was able to improve speaking ability of students.

# CONCLUSION AND SUGGESTION

**Conclusion**

Based on the data result of the research, it can be concluded that the use of information gap activities to improve students' speaking ability of eighth grade students of SMP N 2 Jelbuk in the 2015/2016 academic year by using completing the missng part of the text can improve students speaking ability. It is showing from the students' score that could be increase.

**Suggestion**

By considering the result of the research, some suggestion are given to the English teacher, the students, and the other researchers.

1. **The English Teacher**

   The English teacher should give the students more chances to practice their speaking skills. Thus, the teacher has to apply the student-centered activity instead of teacher-centered activity. The English teacher should use varied techniques with communicative activities that are appropriate with the students' needs. Thus, the English teacher may use information gap activities as they are appropriate and can improve the students' speaking skills.

2. **The Students**

   The students are suggested to be more active and focus when the teacher tries to apply an information gap activity in teaching and learning process because it can improve the students ability in speaking and they should practice their English not only in their English class but also in their real communication in their daily activities in order to they could speak fluently and accurately on pronunciation, vocabulary, and grammar.

3. **The Other Researcher**

   This research applies Classroom Action Research in conducting the information gap activities technique, and it can be improve students' ability in speaking. The researcher hopes that the other researchers who will conduct the same research can consider that and try to avoid it. Thus, the researcher also hopes that this research can be used as one of references for other researchers who conduct the similar research study related to the improvement of the students' speaking skills.

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