

# The Accelerative of Speaking Progress on the Information Implemented

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## Abstract

This study focused on the effect of using Information Gap. The students must use the target language to share that information. The contextual and situational could be drawn as follow; one student has the directions to a party and must give them to a classmate. With information gap give each student has an opportunity to speak in the target language and students naturally produce more speech than they would otherwise and in this activity the students must make what they are saying comprehensible to others. As a result, Information Gap can improve students' speaking. The research methodology used was Qualitative through Class Action Research Design. The Population and sample were taken from the first grade students of MTs. Al Washliyah. The Data showed that the implementation of information gap significantly affect the improvement and progress of students speaking willingness and competency. The challenging in thinking accelerated the students' motivation in speaking English critically. The speaking phenomenon could be an interested research topic which were super challenging on the forming of English Teaching strategy and communicative technique.

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*Key word: Speaking English, Acceleration, stimulation*

Communication is an essential need for human being. Language as the tool of communication has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. According to Brown (1994:103) states that speaking is a skill in producing oral language which occurs when two or more people interact with each other aiming at maintaining social relationship between them. So that the writer can conclude that speaking is very important as one of the basic language skills requires communicative competence including pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, and comprehension skill which are needed to build a good communication. These elements are needed to measure the capability of the students in speaking using appropriate technique. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability.

According to Richards and Renandya (2002: 204) state that speaking in a foreign language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. From the Richards and Renandya, the writer can conclude that speaking is very important for us, it is a difficult subject especially for the student. The reason is because speaking in English is really difficult for a lot of EFL (English Foreign Language) students who try to use and understand it. Therefore, students need more opportunities to practice the language and use it communicatively inside and outside the language classroom.

According to Violet Raptou (2001: 211), that information gap is a useful activity in which one person has information that the other lacks. And these types of activities are extremely effective in the classroom. They give every student opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise. This research, students study english especially speaking english by using information gap where students must use the target language to share that information. Such as, one student has the directions to a party and must give them to a classmate. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated. If our goal as second language educator is to have our learners speak with confidence in the target language, then we must make an effort to provide our students with a greater variety opportunities to speak in the target language. Information gap activities are an effective means for accomplishing this goal.

The problem is identified in order to know the focus of this study, as the following: The students are not good organized in speaking English, less active in speaking because of low motivation and there is also information gap in students' speaking english.

## Review of Related Literature

### 1. Description of Teaching Speaking

Speaking skill should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, so speaking skill needs the special treatment. In the reality, in our daily life most of us speak more than we write; yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills.

Based on the statement above, there should be a good balance to practice in classroom. According to Hornby (1995:826) speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore, the writer state that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication is often dependent as much on the listener as on the speaker. There are three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar.

Teaching speaking is sometimes considered as a simple process of commercial language school around the world, which hires people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple (Nunan, 2003:48). Based on the statement above that teaching conversation to the students in foreign language is simple. Because learning spoken language sometimes ignores the grammar rule and the other hand the students need to form good habit in English speaking practice. Other word, teaching speaking skill emphasizes on the activities to make the students active and creative.

Principles of teaching speaking are as follows (Harmer, 2001: 102) Help students overcome their initial reluctance to speak. First, e encouraging; provide opportunity; start from something simple; second, Ask students to talk about what they want to talk about. Third, ask students to talk about what they are able to talk about. Fourth, Provide appropriate feedback, Fifth, Combine speaking with listening and reading. Sixth, Incorporate the teaching of speech acts in teaching speaking.

Speaking skills are a communication ability that a person possesses in expressing ideas, and thoughts to convey to the interlocutor. The communication process aims to convey an idea to the other person to get a response of the information submits. Speaking Learning is to train students to speak in good and true language, even a complex ability that involves factors, namely in the readiness to learn, readiness of thinking, motivation and guidance. Speaking activity has its own advantages in the classroom. It conveys a message or meaning in the form of an idea to transactional in oral. Moreover, speaking a sentence that students must do in a conversation, especially in a pronunciation of vocabulary and grammar that it is owns by students as well should also be further improves (Baron, 2020).

## Information Gap

Information gap is useful activity in which one person has information that the other lacks. They must use the target language to share that information. Such as, one student has the directions to a party and must give them to a classmate. With information gap give each student has an opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise and in this activity the students must make what they are saying comprehensible to others. As a result, such a method can improve students' speaking. Therefore, need to actively engage students in speaking activities that are enjoyable and that are based on a more communicative approach. One solution is using an information gap activity that is suggested by Violet Raptou (2001: 213). One of the challenges many second language-teachers face is motivating their students to speak in the target language, confident students always participate and students who are less confident are reluctant to speak. Even when students speak in the target language, they are usually answering a question and this approach greatly limits students output. Oral presentations provide opportunities for students to speak in the target language for an extended period of time and these activities are useful, but they should not be the only opportunities students have to speak at length. Because students prepare for this presentation by writing a script and then rehearsing it, they have difficulty speaking in the target language spontaneously because they are given little opportunity to do so. When students choose learn a language, they are interest in learning to speak that language as fluently as possible. One solution is using information gap activities.

## 2. Information Gap Activities

Teachers are often searching for activities to make their classroom more interactive; language teachers in particular are also looking for activities that promote target language use. Information Gap activities are excellent activities as they force the students to ask each other questions; these activities help make the language classroom experience more meaningful and authentic. This section will explain in more detail what Information Gap activities are and why they are useful; it will also give some examples of Info Gap activities for any language classroom.

An Information Gap activity takes 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; these questions are called referential questions. The goal of the activity is for the students to discover certain information, whether about the other person or related to a specific activity.

There are some examples of Information Gap Activities, they are as follows:

1. 20 questions: Students work in pairs or small groups. One student chooses an object or person and keeps it a secret. The other students must ask yes or no questions to determine what that object/person is. The maximum number of questions is 20.
2. Guess the card: Students work in partners. This is similar to 20 questions only the students already have the object chosen for them. One student holds a card so that their partner can't see. The partner must then ask yes or no questions to determine what is on the card. Often teachers structure this activity to fit with the theme of a particular unit.
3. Find your partner: Whole class participates. Students are each given a card with an image on it; there are two of each image. Students must circulate and try to find the person with the same image by asking yes or no questions. The students may not ask "Do you have an elephant" if their image is, for example, an elephant. They must ask more descriptive questions, for example "Does your thing have 4 legs?" or "Does your thing live in the jungle?"
4. Words on back: Students work in large groups or as a whole class. Each student has a word attached to his or her back; the students must then circulate asking each other yes or no questions to determine what word is on their back.
5. Same different: Students work in pairs. Each has a different picture that should not be shown to their partner. The students take turns asking each other yes or no questions to find out how the pictures are different.

Based on Harmer (2001:85), says that information gap is as a key to the enhancement of communicative purpose and desire to communicate. According to Nunan (1992:64), says that it has been found that small group, two way information gap tasks seem to be particularly appropriate for stimulating such language. And Harmer (2001:48) statements, "in the classroom we will to create the same kind of information gap if we are to encourage real communication."

Based on the explanation above, the writer infers that advantages of applying information gap activities in the classroom are it can stimulate and motivate students in interesting teaching learning process, and also it can encourage students by real communication strategies. And the writer infers too that at least there are two disadvantages of using information gap activities in the classroom. First, teacher's role is passive, so that the students need to be active and independent in doing this activity. Second, information gap activities in group work may not be sufficient to give the learners complete ability to communicate in target language.

## **Research Methodology**

### **Design of the Research**

In this research, the writer uses classroom action research (CAR). Mc Niff (1992) in Arikunto (2012:102) states that action research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. It consists of planning, acting, observing, and reflecting. Below are the explanations of the four stages.

#### **1. Planning**

In this phase, the writer makes the lesson plan and then chooses teaching aids to imply the information gap method.

#### **2. Acting**

Acting was the implementation of planning. The action was continuously done until students' achievements in speaking improved by using Information Gap.

#### **3. Observing**

Observing was done when the action had been applied in the classroom. In this study the writer used observation sheets and interview sheet to observe the activity during the teaching learning process.

#### **4. Reflecting**

Reflecting was done to evaluate the action that had been applied. Reflecting was done by making a discussion with the teacher of the class about the strength and the weakness in previous cycle. It is used to solve the problem that appeared in previous cycle.

The procedure of collecting data was conducted by administrating 6 meeting including the meeting of pre-test and post-test. Each cycle consisted of two meeting and one meeting for pre-test and post-test. Each meeting included four stages, namely: planning, acting, observing and reflecting. Here were the stages:

## 1. Cycle I

### Planning

Planning should be based on the problem identified. Below were the things should be prepared:

- a. Making the lesson plan
- b. The material for teaching speaking (the writer use dialogue, short paragraph, describe and draw material)
- c. Choosing teaching aids to imply the information gap method
- d. The instrument for collecting data such as diary notes, observation sheet interview sheet.

### Acting

Action was the step of implementing all things which had made in the planning phase. In this phase, the teacher applied the lesson plan in teaching process. The teacher puts the class into four groups, calling them A, B, C, D. To each group she gives one of the pictures. The students in the groups have to memorize everything they can about the pictures which is in them, what is happening, and etc. They can talk about the details in their groups. The teacher now takes the pictures and asks for one student from each group. She tells them that they have seen different picture but that the pictures taken together. The task is for the students to work out the story. The only way they can do this is by describing their pictures to each other and speculating on how they are connected. The groups tell the whole class what their version, and the teacher can finally reshew the pictures.

### A. Population and Sample

The population of this research was taken from the first grade students of MTs Kesuma LKMD Jatikesuma. It is located at Jatikesuma street, Namorambe. The sample of research VII-1 which consists of 30 students and each consists 16 males and 14 females.

### B. Instrument of the Research

During the process of the action research in the first grade of MTs Kesuma LKMD Jatikesuma, the writer uses the oral test which will give to the students to know their vocabulary, accuracy, pronunciation, and fluency in English. The test used by the writer are lesson plan according of text book.

### C. Technique of Collecting Data

The technique is a means that is used to solve problems. There are some technique of collecting data. They are observation, test and interview. In this case, the writer will are taken of data from the source by employing observation and test.

#### 1. Observation

The writer does the observation directly toward teaching speaking learning-process at MTs Kesuma LKMD Jatikesuma in 2014/2015 Academic Year. In this research, the writer acts as an active observer. The writer interacts with the students as well as the teacher. In speaking lesson, the writer observes their speaking skill, such as; their pronunciation, vocabulary, accuracy, comprehension and fluency in English.

#### 2. Test

According to Sudjana (1987:16) a test means some question to students to be answered. The test is used to compare the students' speaking achievements before conducting the research (pre-test) and after conducting the research (post-test). The form of the test can be grouped into three forms, namely: oral, written, and behavior form. In this research, the writer conducts an oral test. The students make story depend on picture, what they do or everything in the picture. Then, they memorize the story and tell to their friend in front of class or other group.

#### Interview

One of the ways to get deep and more information in the classroom the writer will interview the English teacher. In here, the researcher takes 5 samples of 30 students. What's problem of speaking, about speaking lesson during before and after using information gap method in speaking lesson.

### Dsicussion

The writer needs to establish some criteria in order to know whether the research is effective or event not. The writer considers the research to be effective if the subjects of the study are able to increase students' achievement after being taught through information gap. Here, the subject is categorized as successful, if the students' scores belong to adequate level. While an adequate level is titled to subject that is not only able to improve but also to convey, at least the standard of performance which is 2.9. It means that teaching speaking using information gap is significant. It is line with the score as explained below:

Table: Standard of Performance

	Performance
3.6-4.0	Excellent
3.1-3.5	Very Significant
2.6-3.0	Significant
2.1-2.5	Fair
0-2.0	Less Significant

Technique of data analysis for this research is quantitative and qualitative data. The quantitative data is analyzed from score of the students that they get from test value and the mean result students' score, then according with table standart of performance. The writer describes the result of pre-test and post-test. The qualitative data is analyzed from observation sheet, diary notes and interview. This result the writer wants to know the result of teaching action to the students in pronunciation, grammar, vocabulary, fluency and comprehension. The evaluation is based on technique by Oller and Valette (in Nugriyantoro, 2002:287) as follows.

There were the problems faced by the first grade of MTs. Al Washliyah in speaking. First, the students had limited vocabulary and understanding to speak English and can cause miscommunication and low confident. It could be proven by the students' mean orientation test score that was 46.44. Second, the students have difficulty to memorize the story or arrange the sentence. Of course, the students' speaking ability was low.

After the problems were analyzed, it was determined to use information gap to overcome the problems. The use of information gap especially makes groups and uses the picture can make the students' speaking mastery improve. Then classroom action research was held. The researcher had done two cycles. The problems found in cycle 1 have been solved in cycle 2. Each cycle consists of three meetings. After one cycle was done, the researcher conducted a post-test. It aims to know the students' improvement. The average of pre-test score before the treatment was 74.73. Where as the average score after the treatment in cycle 2 is 77.63 and the improvement result of the implementation are 2.9. It showed that teaching speaking using information gap is significant.

The students admitted that they loved this technique. They do not feel bored, but more enthusiastic to follow the teaching learning process. The students looked braver and more confidence to speak and express their feeling. They also admitted that they become active and full of concentration in the classroom. They are also motivated to speak English.

The finding of the research showed that teaching speaking by using question word was able to improve students speaking achievement. It was proved by the data taken from the orientation test was 46.44 which increased 74.73 in cycle I. In the test of cycle II, the mean of studens score 77,63. This data showed the improvement from orientation test. In orientation test, there were 3 students who got score 60-70, but in the pre-test cycle I there were 21 students who got score up to 70. In the cycle II, there were 25 students who got score up to 70. Although not all students got score up to 70 but almost all them showed improvement in speaking English. In the cycle II, there are 5 students who did not get score up to 70. After information gap implemented the student who got an improvement score were activity classroom, they felt more confidence in practicing their English. The students also admitted that they were not bored during the teaching learning process. The students looked braver and more confidence to speak up and express their feeling. They became active and full of concentration in the classroom during the lesson. They are motivated to practice and try to speaking English.

### Conclusion

Considering the explanation above, the researcher concluded that the research is successful and the technique of information gap can improve the students' speaking mastery. The improvement of students' speaking ability can be seen in the improvement of students' scores. The result of the pre-test and post-test showed the significant improvement. The use of information gap in teaching speaking can overcome the researchers' problem that is how to make students motivated in speaking activity. The students also have a positive response to the implementation of teaching speaking by using information gap. The students' speaking ability can be improved by using information gap, because in information gap they can share information, which makes easily understand. And if they get difficulty of arrange the sentence, lack of vocabulary and low confidence, of course with information gap method they can reducethose problems. They can help each other. So, it's fun and interested. They can be motivated and more easily in learning English speaking.

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