THE EFFECTIVENESS OF USING INFORMATION GAP ON SECOND GRADE STUDENTS' SPEAKING ABILITY AT SMPN 2 BANYUWANGI

UNDERGRADUATE THESIS

Submitted to Universtitas Islam Negeri Kiai Haji Achmad Siddiq of Jember
to fulfill one of the requirements for degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

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**KH ACHMAD SIDDIQ STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
SEPTEMBER 2022**

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degree of Sarjana Pendidikan (S.Pd)
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0522 199903 2 001

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MOTTO

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوا اتَّقُوا اللّٰهَ وَقُوْلُوْا قَوْلًا سَدِيْدًا ۟

" O you who believe, fear Allah and speak the truth"[1]

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[1] Tafsir Web, https://tafsirweb.com/7682-surat-al-ahzab-ayat-70.html, Accessed on 15th September, 2022

DEDICATION

This undergraduate thesis is dedicated to:

1. My beloved parents, Mr. Abrori and Mrs. Umi Kulsum who always love, pray, motivate, and support me to finish my thesis.

2. My honorable advisors, Mr. Aminulloh M.Pd who had given the best guidance in finishing this undergraduate thesis

3. My beloved close friends who always support and motivate me to finish my thesis

4. All of Member of TBI 1 who had given best moment, experience, and memory.
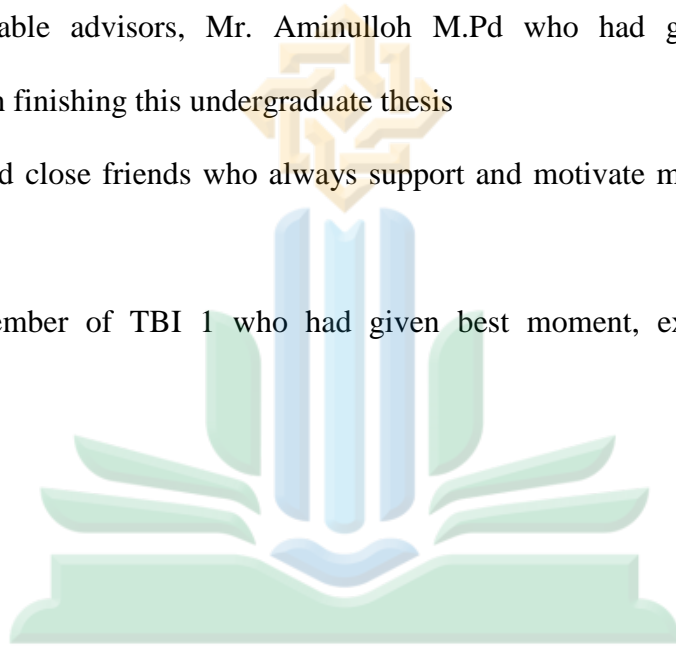
ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah SWT, who has given His blessing and help so that the writer can finish this thesis.

This undergraduate thesis is writing to fulfill a part of requirement to obtain degree of bachelor (S1) in English Education Program of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember under the title "The Effectiveness of Using Information Gap on Second Grade Students' Speaking Ability at SMPN 2 Banyuwangi".

The writer would like to express her gratitude and appreciation to the honorable people who give their help, encouragement, and countless contribution to the writer in the process of the study:

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The writer realizes that this thesis is still far from being perfect. Hence, she accepts every suggestion and criticism. She hopes that this thesis can give contribution and can be useful for the improvement of English teaching and learning

Jember, September 21st, 2022
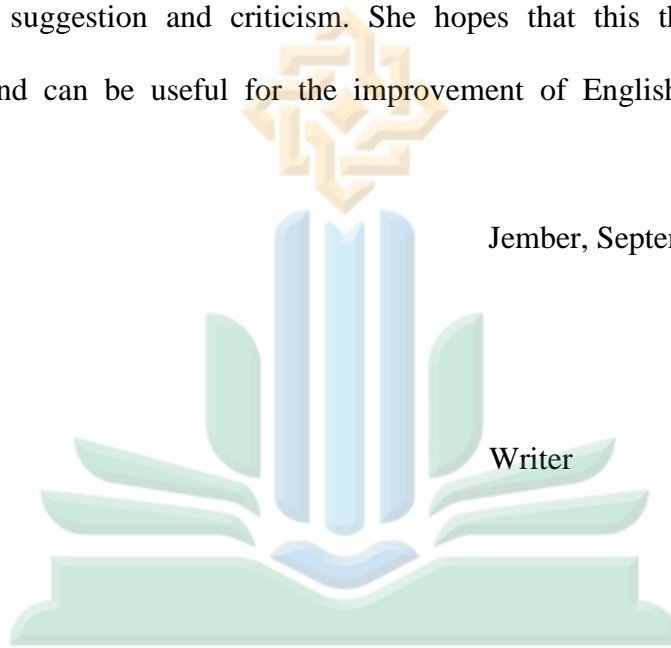
Writer

ABSTRACT

Octavia Mega Lidiawati, 2022: *The Effectiveness of Using Information Gap on Second Grade Students' Speaking Ability at SMPN 2 Banyuwangi*

Keywords: Information Gap, Students' Speaking Ability

Speaking is one of the important language skills because it is used to express ideas, feeling, and thoughts. This research is focused on students' speaking ability. Realizing that one of the purposes of language learning is to communicate, then speaking ability is very important to be mastered. There are many methods to improve students speaking ability. In this research, the researcher chose Information Gap as an alternative method. Information Gap is a learning method that can be used to be utilized to speaking skill. The Information Gap can train students to dare to speak communicatively with their partner through various forms of activity.

The objective of this research is to examine whether information gap has significant effect on students' speaking ability or not. This research was conducted at SMPN 2 Banyuwangi with two classes. Those classes are VIII G as control class and VIII H as experimental class. The Information Gap activity was done in experimental class whereas the control class was taught without the same treatment. The kind of this research is Quantitative Research approach with Nonequivalent Comparison Group as the research design. For collecting the data, the researcher organized pretest and posttest in both classes.

The collected data analyzed by using Independent Sample T-Test. The data analysis is calculated using *SPSS 28.00 for Windows*. Based on the statistical calculation, it found that the siginificance value is < 0.000 which is lower than 0.05. It can be conclude that Ha (Hypothesis Alternative) is accepted which means that there is significant effect of using information gap on second grade student's speaking ability at SMPN 2 Banyuwangi.

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CHAPTER I

INTRODUCTION

This section is the introduction of the research. It is written by presenting research background, research question, research objective, significance of the research, scope of the research, definition of key term, hypothesis and research structure.

A. Research Background

English has been established as an international language. Some countries have even made English as a second language and their own language as a first language. English has become a second language for its people because English is important role as an International language and it is in various fields.[1] English is used for various purposes such as educational, economic, business, entertainment, diplomacy, etc. Hence, learning English is essential.

Realizing the importance of English in the era of globalization, the Indonesian government decided that English is used as one of the main subjects that must be taught. English has become a curriculum and subject that must be applied to every school in Indonesia. Based on the K-13 of English language basic and standard competence in 2017, the aim of language learning is focused to make students to be active in interpersonal communication with other students and teacher by using the target language accurately and

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[1] Syarif & Tjitra, *"The Use of Information Gap Method in Speaking Class at MTS Riyadlul Muhtadin Penganten Pamekasan in The Academic Year of 2018/2019"* (Madura: Madura University, 2018).

fluently[2]. The primary purpose of learning is to increase the student's skills in communicating English well. In addition, students should be mastered the components of speaking that are pronunciation, fluency, comprehension, vocabulary, and grammar. It is relate to Al-Qur'an Surah Ar-Rahman Verse 3 and 4 :

<div dir="rtl">لقَ الْإِنْسَانَ ۝ عَ لَّ ۝ ۝</div>
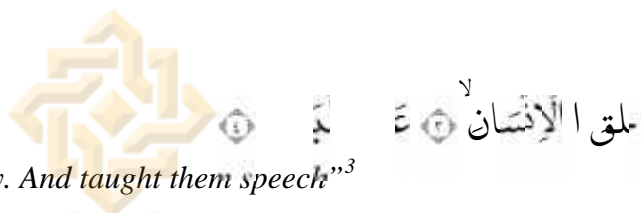
Meaning: *"Created humanity. And taught them speech"*[3]

Based on the surah above, Allah taught human to speak. This is an interpretation that teachers have to teach their students to speak well and gives them useful lessons. Teachers have an obligation to teach their students how to speak in the right way. In the term of speaking learning, the teacher should be train the students to speak in accordance with the aspects of speaking.

English has several skills that are taught such as listening, reading, writing, and speaking. One of skills in English that is emphasized to be mastered is speaking since someone is considered master in English when they are able to speak in English. People would be easier to convey their ideas, messages, and opinions if they're good in speaking.[4] When students have good speaking skills, it is possible for them to talk communicatively with their friends. They could be exchange their ideas, messages and opinions in the target language. Bailey and Savage in Murcia stated that Bailey and Savage in Murcia stated that when someone is able to speak well, it means that someone

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[2] Permendikbud 70-2013

[3] Khadim al Haramain asy Syarifain "Al-Qur'an dan Terjemahannya" (Jakarta: Penaung Umum Al-Mujamma'), 884.

[4] Fitriya, "Improving The Students' Speaking Skill by Implementing Snowball Throwing Technique At Eight Grade Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021" (Undergraduate Thesis, UIN KH Achmad Siddiq Jember, 2021), 2.

has mastered English because speaking is a basic thing in human communication. So, speaking is the most stressed skill in second language learning.[5] Based on the statement, the researcher saw that important to learners mastering the skills of English especially speaking skill, since the speaking skill can be the measurement of someone's English mastering.

Even though Speaking is considered as an important skill that the students should be acquired, in the fact there are many students in Indonesia are less interested to learn speaking. They consider that speaking is difficult and they have some difficulties to learn it. According to Heriansyah, the difficulties in speaking teaching and learning were caused by (1) students often have no idea about what to say, (2) they are feel uncomfortable and not confident if they make any mistakes, (3) the students are afraid of making errors, and (4) the students have weakness of pronunciation and vocabulary [6]

After conducting an interview with an English teacher at SMPN 2 Banyuwangi, the researcher found that some problems in the students' speaking ability. The teacher said that the one of problem is students are afraid to speak in wrong way. The researcher also found that the students had low motivation in learning English because they thought that English is difficult. The students prefer to speak in their own language than the target language than the target language. Therefore, the researcher took the initiative to give students a strategy that could motivate them to speak.

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[5] Marianne Celce-Murcia (ed.), Teaching English as a Second or Foreign Language (Boston: Heinle & Heinle, 2001), p.103.

[6] Heriansyah, Hendra, *Speaing Problem Faced by the English Departmen Students of Syiah Kuala University* (Aceh: Syiah Kuala University, 2012), p.38.

Many teachers use several methods in teaching speaking, but researcher has interest to use Information Gap to examine students speaking ability. Based on the Freeman, information gap is the activity where there is a process of exchanging information among students in completing tasks[7] Information gap is a technique where student will be given incomplete information and they must work collaboratively with their classmate to find the gap of that information.

As stated by Harmer, information gap activity is where two speakers have different bits of information and there is a "gap" between them.[8] In information gap activity, students are given the opportunity to work independently in sharing information. Information-gap activity helps students to appreciate their ability in using the target language to communicate without the teacher's direct intervention.

The previous study which is supported to examine the effect of information gap toward speaking is conducted by (1) Heriani Saputri (2010), entitled "The Effect of Using Information Gap Activities Toward Motivation In Speaking English Among Second Year Students at MAN 2 Model Pekanbaru" This research is a quantitative research using pre-experimental intact group design. This study emphasizes the student's motivation in speaking English. The strategies that used are identifying pictures and discovering missing information which is done by pair work. The result of this study conclude that using information gap it is not effective to improve

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[7] Diane Larsen ---- Freeman and Marti Anderson, *Technique and Principles in Language Teaching* (New York: Oxford University Press, 2000), p. 148.

[8] Jeremy Harmer, *"How to Teach English"* (Harlow: Pearson Education Limited, 2007), 129.

student's motivation in speaking English because there's no significant result between experimental and control group.

Another study by (2) Nuraeni (2014), entitled "The Effectiveness of Using Information Gap Toward Student's Speaking Skill (A Quasi Experimental Research at the Second Grade Students of MTs Khazanah kebajikan Pondok Cabe Ilir)". This research is quantitative research using quasi experimental design. The strategies that are used are drawing a picture, find the difference between pictures, and reassembling a text and a toy which is also done by pair work. The result of this study concludes that by implementation information gap in learning speaking can improve the students speaking skill.[9] Moreover, by using information gap activity seems to be appropriate in teaching speaking since with this technique the students are forced to speak.

Based on the explanation above, the researcher decides to uses Information Gap as a technique in teaching speaking. There will be the difference with the previous studies because the researcher will use the different strategies. The researcher also uses the lower level for this study. The student with the lower level is junior high school students which has difficulties in fulfill the speaking components especially vocabulary. The most of students in this level are difficult to speak communicatively. The researcher thought that Information Gap is methods that can increase student's interest and they can have funny speaking learning. The researcher also expected the

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[9] Nuraeni, *"The Effectiveness of Using Information Gap Toward Student's Speaking Skill"* (Jakarta, Syarif Hidayatullah State Islamic University, 2014).

students can improve at least one of speaking components. So that the researcher raised **"The Effectiveness of Using Information Gap on Second Grade Students' Speaking Ability at SMPN 2 Banyuwangi"** to examine the effect of information gap toward students speaking ability.

B. Research Question

Based on the research background above, the writer formulated the research question as follows "Is there any significant effect of Information Gap on Students' Speaking Ability at Second Grade of Junior High School?"

C. Research Objective

The objective of the study is to examine whether or not there is any significant effect of Information Gap on Students' Speaking Ability at Second Grade of Junior High School

D. Significance of The Research

1. Theoretical Significance

The result of this research expected to support the existing theories related to the Information Gap in teaching speaking.

2. Practical Significance

a. For the Students

This study is expected to give students another way to increase their speaking ability in English learning.

b. For the Teachers

This study expected to give new alternative to teaching speaking and the way to make students learn with fun.

c. For the Further Researcher

This study is expected can be the reference for further research to do better research according to teaching and learning subject.

E. **Scope of The Research**

1. **Research Variable**

a. **Independent Variable**

Independent variable is a variable that is assumed to cause a change to occur in another variable[10]. Independent variable of this research is Information Gap. Information Gap will be used to measure the improvisation of student's speaking ability

b. **Dependent Variable**

Dependent variable is a variable that is influenced by one or more independent variables.[11] Dependent variable cannot stand alone without independent variable. Dependent variable of this research is speaking ability.

F. **Definition of Key Term**

The key terms that will be used of this research are:

1. **Information Gap**

Information Gap is part of the Communicative Language Method (CLT) which is used as a method of teaching speaking by focusing on student communication. Information Gap is a technique wherein incomplete information is given to students and they are expected to find

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[10] R. Burke Johnson and Larry Christensen, "Educational Research: Quantitative, Qualitative, and Mixed Approaches", (USA: SAGE Publications, Inc, 2014), 50.
[11] R. Burke Jonson and Larry Christensen, "Educational", 50.

the gap by communicating each other. The researcher sees the reason students have to communicate is to complete the task. The tasks should be performed by students through information gap activity such as draw a picture, complete a puzzle, and so on.

2. Speaking Ability

Speaking skill is one of English skill that is important to be mastered. Speaking is not just a tool to communication with other, yet speaking is a productive skill which needs speakers thinking how to articulate ideas through words.

G. Hypothesis

This study has two hypotheses known as the alternative hypothesis (Ha) and the null hypothesis (Ho). They will be described as follows.

1. Alternative Hypothesis (Ha): There is a significant effect of using information gap on students speaking ability at second grade of junior high school.

2. Null Hypothesis (Ho): There is no a significant effect of using information gap on students speaking ability at second grade of junior high school.

H. Research Structure

This research was written to fulfill an undergraduate thesis which is structured in 5 chapters. The systematic are:

Chapter I was presented as an Introduction. This chapter is written by presenting research background, research question, research objective,

significance of the research, scope of the research, definition of key term, hypothesis and research structure.

Chapter II is presented as a Literature Review. This chapter is written by presenting previous research and theoretical framework which is define about definition of speaking ability, functions of speaking ability, indicators of speaking ability, assessment of speaking ability, definition of information gap, characteristic of information gap, advantages and disadvantages of information gap, and procedure of information gap.

Chapter III is presented as a Research Method. In this chapter, researcher presents the research design, population and sample, research instrument and data collection, and data analysis technique

Chapter IV is Finding and Discussion. This chapter is written by presenting, description of data, data analysis, hypothesis testing, and discussion.

Chapter V is written by presenting conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

The second is presented as a Literature Review. This chapter is written by presenting previous research and theoretical framework.

A. Previous Research

Several previous researchers have conducted studies that is discussed the topics similar to this research. Some of these studies are conducted by:

1. Heriani Saputri in 2010, entitled "The Effect of Using Information Gap Activities toward Motivation in Speaking English among Second Year Students at MAN 2 Model Pekanbaru". The researcher of this research was used Quantitative Research approach with Pre-Experimental Intact Group design. This research focused on students' motivation on learning speaking. The students' motivation data were collected by using two questionnaires, namely Pre and Post questionnaire. Based on the results of data collection by using questionnaire, it can be seen that student motivation in experimental class increases. In addition, based on data analysis using t-test, it was found that there were not many significant differences in the class which is taught by information gap or not. The result of this study conclude that using information gap it is not effective to improve student's motivation in speaking English because there's no significant difference between experimental and control group.[12]

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[12] Heriani Saputri, *"The Effect of Using Information Gap Activities Toward Motivation in Speaking English Among Second Year Students At Man 2 Model Pekanbaru"* (Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau, 2010).

2. Nuraeni in 2014 entitled "The Effectiveness of Using Information Gap Toward Student's Speaking Skill (A Quasi Experimental Research at the Second Grade Students of MTs Khazanah kebajikan Pondok Cabe Ilir)". This research is Quantitative Research using Quasi Experimental design. The purpose of this research is analyzing the effect of information gap activity toward students' speaking skill. The data were collected by using pre test before learning activity and post test after the treatment is done. Based on the data that has been analyzed through t-test, it can be seen that t_t is higher than t_o. The result of this research conclude that information gap is effective to be applied in teaching speaking at second grade students of of MTs Khazanah Kebajikan Pondok Cabe Ilir.[13]

3. Syarif Hidayatullah and Tjitra Ramadhan in 2018 conducted a research journal entitled "The Use of Information Gap Method in Speaking Class at MTS Riyadlul Muhtadin Penganten Pamekasan in The Academic Year of 2018/2019". This research was used Qualitative Research approach. The data of this research were collected by observation, quesotionnaire and interview. Based on data that has been analyzed, it was known that applying information gap in MTS Riyadlul Muhtadin Penganten Pamekasan was successed.[14]

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[13] Nuraeni, *"The Effectiveness of Using Information Gap Toward Student's Speaking Skill"* (Jakarta, Syarif Hidayatullah State Islamic University, 2014).

[14] Syarif & Tjitra, *"The Use of Information Gap Method in Speaking Class at MTS Riyadlul Muhtadin Penganten Pamekasan in The Academic Year of 2018/2019"* (Madura: Madura University, 2018).

4. Siti Chomiyah in 2013 a research entitled "Using Information Gap Activities to Improve the Fourth Grade Student's Speaking Skills at SDIT Salsabila 3 Banguntapan Bantul in The Academic Year of 2013/2014" This research were used Classroom Action Research (CAR) which is the data were analyzed by quantitatively and qualitatively. The qualitative data were obtained by observation and interview, whereas the quantitative data were gained by conducting test which is pre-test and post-test. Based on the research and analyzing the data, the result showed that the student's speaking skill was improved. It means that using information gap activities could improve the fourth students' speaking skill at SDIT Salsabila 3 Banguntapan Bantul. [15]

5. M. Asrobi, K. Seken, and W. Suanarjaya in 2013 under the tittle "The Effect of Information Gap Technique and Achievement Motivation Toward Students' Speaking Ability (An Experimental Study of the Tenth Grade Students of MAN SELONG" which is used Postested-only control group design. The purpose of this experiment study is to examine the effectiveness of information gap techniques in the process of teaching and learning. The data were obtained by using questionnaire and speaking test score. The data analysis used is Variance Analysis or ANOVA. According

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[15] Siti Chomiyah, *"Using Information Gap Activities to Improve the Fourth Grade Student's Speaking Skills at SDIT Salsabila 3 Banguntapan Bantul in The Academic Year of 2013/2014"* (Yogyakarta: State of University Yogyakarta, 2013).

to data analysis which is gained, the result shows that information gap is

effective to be used. [16]

Table 2.1
The Similarities and Differences between
Previous Research and This Research

No.	Research Title	Similarities	Difference
1.	Thesis by Heriani Putri (2010), entitled *"The Effect of Using Information Gap Activities Toward Motivation In Speaking English Among Second Year Students at MAN 2 Model Pekanbaru"*.	1. The previous study and this research use the same research approach that is Quantitative Research approach.	1. The previous study focused on students' motivation in speaking English, meanwhile this research only focused on student's speaking ability. 2. The previous study use Pre-Experimental Intact Group design meanwhile this research use Quasi-Experimental (Non-Equivalent Comparison Group Design) 3. The previous research using pre and post questionnaire to collecting data, meanwhile this research use pretest and posttest. 4. The previous study use the higher level that is senior high school meanwhile this research use

[16] Asrobi, Seken, Suarnajaya, *The Effect of Information Gap Technique and Achievement Motivation Toward Students' Speaking Ability (An Experimental Study of the Tenth Tenth Grade Students of MAN SELONG"* (Singaraja: Ganesha University of Education, 2013).

			junior high school.
2.	Thesis by Nuraeni (2014), entitled *"The Effectiveness of Using Information Gap Toward Student's Speaking Skill (A Quasi Experimental Research at the Second Grade Students of MTs Khazanah kebajikan Pondok Cabe Ilir)"*	1. The previous study and this research use the similar variable such as information gap for independent variable and speaking skill for dependent variable. 2. The previous study and this research use the same research that is Quasi-Experimental design 3. To collect data, the previous study and this research using test which is pretest and posttest	1. The previous study applied the information gap by pairing students with equivalent speaking skill, meanwhile this research will pair students randomly without considering students' speaking skill.
3	Journal by Syarif and Tjitra (2018) entitled *"The Use of Information Gap Method in Speaking Class at MTS Riyadlul Muhtadin Penganten Pamekasan in The Academic Year of 2018/2019"*.	1. The previous study and this research use the similar variable such as information gap for independent variable and speaking skill for dependent variable.	1. The previous study used Qualitative Research approach, meanwhile this research uses Quantitative Research approach. 2. The previous study took the sample by third grade of junior high school students, meanwhile this study will take the sample from the second grade of junior high school students.
4.	Thesis by Siti Chomiyah (2013) entitled *"Using Information Gap Activities*	1. The previous study and this research use the	1. The previous study use Class Action Research (CAR),

	to Improve the Fourth Grade Student's Speaking Skills at SDIT Salsabila 3 Banguntapan Bantul in The Academic Year of 2013/2014"	similar variable such as information gap for independent variable and speaking skill for dependent variable. 2. The previous study and this research collect the quantitative data with the same way which pretest and posttest.	meanwhile this research using Quantitative Research 2. The previous study took the sample by elementary school students, meanwhile this study will take the sample from junior high school students.
5.	Journal by Asrobi, Seken, and Suarnajaya (2013) entitled *"The Effect of Information Gap Technique and Achievement Motivation Toward Students' Speaking Ability (An Experimental Study of the Tenth Grade Students of MAN SELONG"*	1. The previous study and this study use the similar research design that is experimental research design.	1. The previous study used Posttest-only control group design, meanwhile this study uses Quasi-Experimental design. 2. The previous study has two independent variable that are Information Gap and Achievement Motivation, meanwhile this research only has one independent variable that is Information Gap. 3. The previous study use the higher level that is senior high school meanwhile this research use junior high school.

Based on the previous research that has been described above, it can be seen that the Information Gap helps to increase students' motivation and speaking ability. This research is focused on using information gap in teaching speaking in order to determine whether the information gap can improve students' speaking skills in terms of students' initial knowledge (Pre-test). This research used the different kinds of information gap and different focus than the previous studies above. This research used quantitative research as an approach and quasi experimental with comparison group as research design. The collecting data will be done by test namely pre-test and post-test.

B. Theoretical Framework

1. Speaking Ability

a. The Definition of Speaking Ability

In English learning, there are four skills that are the main targets of learning, namely speaking, writing, reading, and listening. In this study, researchers will focus on students' speaking abilities. Speaking ability is an oral language skill with good and correct grammar to convey messages or ideas to the interlocutor. Speaking ability is considered as a benchmark for someone's English knowledge; this is because the main function of language is to communicate. Someone will be considered to have succeeded in learning English if they have mastered the speaking ability well. David Nunan said

speaking is the most important aspect in learning a second language and the success of this aspect is applying it in a conversation[17]

Lynne Cameron states that speaking is the use of language that is used actively to convey meaning so that it can be understood by many people. Therefore, speaking ability can be labeled as a productive use of language[18]. According to this definition, the researcher understands that speaking is a productive language which is done by issuing some ideas or articulations to communicate. It means that speaking not just done by saying words from the organ.

Then, Woods said that the effectively of speaking ability can be seen from the interaction between speaker and interlocutor. It is considered successful if both can understand what each other is talking about. Therefore, speaking is closely related to effective listening ability. The speaker must be able to listens the interlocutor properly so that speaker can catch the meaning of the words.[19] From the definition above, the researcher sees that the effective speaking ability will be created with the effective listening ability. They are two inseparable entities because these two things are highly dependent on each other.

According to three definition of speaking above, the researcher concluded that speaking ability is the ability to convey ideas or

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[17] David Nunan, *Language Teaching Methodology*, (New York, Prentice Hall Oxford University Press,1991), 39.
[18] Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), 40.
[19] Caroline Woods, *Teaching and Assessing Skills in Foreign Language*, (Cambridge: Cambridge University Press, 2005), 41.

messages by saying sentences with good and correct articulation. Speaking ability also requires good listening ability in order to understand the interlocutor because the main function of speaking is to communicate.

b. The Functions of Speaking Ability

As we know, speaking is an oral language activity which has the main function to communicate. According to Richards, speaking is clarified as three major functions. These functions are as follows[20]:

1) Speaking as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Speaking as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Burns

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[20] Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge, Cambridge University Press, 2008), p.19

in Richard distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

3) Speaking as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

Based on the explanation above, the researcher concluded that speaking has three functions such as speaking as interactional, speaking as transactional, and speaking as performance. The researchers believe that these three functions are very useful for second language learners

c. **The Indicators of Speaking Ability**

Speaking has several indicators that are used to measure students' speaking ability. According to Brown , the indicators that will be used as follows:[21]

1) Pronunciation

Pronunciation is a technique for pronouncing vocabulary in English according to the correct way. Gilakjani said that pronunciation is a habit to producing sound.[22] In the speaking, pronunciation is the important aspect since it can affect the listener's understanding of the speaker's speech.

2) Grammar

Grammar is the structure of words, phrases, clauses, sentences, and the whole text that is arranged according to rules. In other word, grammar is the study of sentences and word structure. The grammar parts are nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. According to Hirai, grammar is organizing the sentence to create good language.[23] Having good grammar knowledge can make it easier for learners to achieve fluency in English.

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[21] Brown H. Douglas *"Language Assessment : Principles and Classroom Practice"*. (America: University of San Francisco, 2004), 141.

[22] A. Pourhusein Gilakjani, *"Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching"* (Lahijan: Islamic Azad University, 2012), Vol 2, No 1.

[23] C. Borego Hirai, *"Academic Language/Literacy Strategies for Adolescents"* (Newyork: Routledge Press, 2010)

3) Vocabulary

Vocabulary is the most important component in mastering speaking. Hornby state that vocabulary is the words that people know and it is used in a particular language.[24] Mastering vocabulary will help learners to improve their speaking ability and it also help to learn the others skills.

4) Fluency

Fluency is the ability to speak English correctly, clearly, and fluently. As stated by Richard, Fluency is a conversation that is used naturally when a speaker is able to carry out comprehensible and sustainable communication despite the limitations of communicative competence.[25] Someone can be considered successful in mastering speaking if he has achieved the fluency. Therefore, fluency is the goal of learning speaking.

5) Comprehension

Comprehension is ability to understanding the speech. Comprehension in speaking is considered important because it is needed to understand the interlocutor speech.

6) The Assessment of Speaking Ability

Brown stated that the key of assessment is to determine a set of criteria and assessment methods that are quite practical and

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[24] A.S. Hornby, *"Oxford Advanced Learner's Dictionary"* (Oxford: Oxford University Press, 2006), 1645.
[25] Richards, Jack. C, *"Teaching Listening and Speaking: From theory to Practice (RELC Portofolio Series)"*. (Cambridge: Cambridge University Press), 14.

reliable.[26] Assessment criteria are needed to measure the quality of spoken performance. Brown explained that speaking assessment is measure by several criteria such as pronunciation, vocabulary, fluency, grammar, and comprehension. The researcher used the analytic speaking criteria from Brown (2004) as follow: [27]

Score	Aspect				
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech repetition or phrase	(no specific fluency description, refer to other four language areas or implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversation of non-technical subject. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situation, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty.
3	Control of grammar is	Able to speak language with	Comprehension is quite	Can discuss particular	Errors never interfere with

[26] Brown, 176.

[27] Brown H. Douglas *"Language Assessment : Principles and Classroom Practice"*. (America: University of San Francisco, 2001), 406- 407.

	good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.	sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocab is broad enough that he rarely ha to grope for a word.	complete at a normal rate of speech	interest of competence with reasonable ease. Rarely has to grope for words.	understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precisions of vocabulary	Can understand any conversation within the rage of his experience	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency	Able to errors in pronunciation are quite rare.
5	Equivalent to that of an educated native speaker	Speech on all levels is educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural reference.	Equivalent to that of and educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.	Equivalent to and fully accepted by educated native speaker.

Based on the rubric score above, we can know that the lowest score is 1 while the highest score is 5. If the assessment is carried out with the highest score of 100, the researcher will convert it to:

1 = below 25
2 = 26 – 45
3 = 46 – 65
4 = 66 – 85
5 = 86 – 100

2. **Information Gap**

   a. **The Definition of Information Gap**

   Information Gap is part of the Communicative Language Method (CLT) which is used as a method of teaching speaking by focusing on student communication. Information Gap is a technique wherein incomplete information is given to students and they are expected to find the gap by communicating each other. According to Harmer, the information gap is an activity where students are given different pieces of information about the same subject and they are required to share information with each other so as to form complete information.[28]

   Furthermore, according to Richard, information gap activity refers to the fact that in communication, people usually communicate to get information that they do not have.[29] Moreover, Freeman's state

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[28] Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education Limited, 2007), New Edition, p. 275

[29] Jack C. Richard, *Communicative Language Teaching Today*, (Cambridge: Cambridge University Press, 2006), p. 17

that the information gap is an activity where there is an exchange of information about something from one person to another person does not.[30]

Based on those definitions, the researcher sees that information gap occurs when two or more people have complementary information so that they can form clear and complete information.

b. **The Characteristic of Information Gap**

The characteristics of the gap information according to Jane and Betty (2004) as follows:[31]

1) The class will be divided into groups and each group has the information needed to complete the task.

2) The class must fit the pieces together to complete the whole

3) They should use their language resources to communicate meaningfully and thus take part in meaningful communication practices.

That way, the information gap requires students to work in pairs or groups in speaking English.

c. **The Advantages and Disadvantages of Information Gap**

The advantages of information gap as follows:[32]

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[30] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), Second Edition, p. 129

[31] Jane willis and Betty Lou Leaver, *Task-Based Instruction in Foreign Language Education: Practices and Programs*, (Washington D.C : Georgetown University Press, 2004), p.111

[32] Olenka Bilash, *"Information Gap Activities"*, Acessed on August 11th, 2022, http://sites.educ.ualberta.ca>olenka.bilash

1) In this activity all students are equally involved

2) Each student has a task to find out the certain information.

3) Can increase student motivation

4) Using target language to communicate and find the information

Apart from having several advantages, information gaps also have disadvantages. There are some problems which might appear when Information Gap used in the classroom since this activity is done by pair work or group work. Jeremy stated that most likely the class would be contained. The teacher may be controlling the class and some students are less comfortable with situations when they are grouped into smaller entities. Individually may dominate in the group so that there will be passive students.[33]

d. **The Procedure of Information Gap**

There are several kinds of Information Gap that could be done by teacher in speaking teaching. Those kinds are the jigsaw, spot the difference, and grammatical connection.[34] In this research, the researcher used the jigsaw to be applied in two meetings. The procedure of the jigsaw activity in Information Gap for the first application elaborated as below:

1) The teacher teach the students with the particular material and students should be familiar with the question and answer formula

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[33] Harmer, *The practice of English Language Teaching,* 117-118.

[34] Teresa Pica, Hyun-Sook Kang, and Shanon Sauro, Information Gaps Tasks: Their Multiple Roles and Contributions to Interaction Research Methodology, *Journal of Studies in Second Language Acquisition*, Vol.2, Issue 2 (June 2006) 309.

of Expression of Asking and Giving opinion like " What do you think about…?" and "I think.."

2) The teacher explain information gap procedure

3) Have students work in pair. One student get the code "A" and the other one get the code "B". Every code has the different information.

4) The teacher ask the two students to find the difference by speaks communicatively until both form have been completed.

5) The teacher asks students to compare their papers with each other.[35]

In the second application of information gap, the researcher asked the students to tell their partner abilities. The steps are follows:

1) The teacher teach the students with the particular material and students should be familiar with the question and answer formula of Expression of Abilities and Willingness opinion like "She/he can.."

2) The teacher explains information gap procedure.

3) Have students work in pair and the teacher ask them to find the information of their partner can do and cannot do by speaking communicatively

4) The teacher asks them to tell their partner abilities.[36]

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[35] National Center for Family Literacy and Center for Applied Linguistics, *Practitioner Toolkit: Working with Adult English Language Learners*, (United States of America: 2004), p. 49

[36] National Center for Family Literacy and Center for Applied Linguistics, *Practitioner Toolkit: Working with Adult English Language Learners*, (United States of America: 2004), p. 49

CHAPTER III

RESEARCH METHOD

This section is presented as a Research Method. In this chapter, researcher presents the research design, population and sample, research instrument and data collection, and data analysis technique

A. Research Design

This research use quantitative research approach. The purpose of conducting quantitative research is to determine the relationship between sets of variables in a population[37]. Quantitative research is a type of research conducted by collecting data in numerical form. It can be done by comparing a number of variables or assessing the effectiveness of several interventions. The researcher chooses quantitative research because the researcher wanted to know the effectiveness of using the information gap as a teaching method by comparing the numerical results of the experimental class and the control class.

This research was conducted by using Quasi-Experimental (Nonequivalent Control Group Design). Nonequivalent Control Group Design is a design that is consists of an experimental group and an untreated group namely control group, both of them are managed with pretest and posttest measures. It can be said that it is the study that tries to analyze effect of one variable toward another variable with only one variable being controlled. The researcher compares two classes of the second grade students of SMPN 2

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[37] Johnson and Christensen, *"Educational"*, 126.

Banyuwangi and they will be classified as experimental class and control class. The researcher will uses information-gap in teaching speaking in experimental class, and uses another method in teaching speaking in control class. Quasi-Experimental (Nonequivalent Control Group Design) can be illustrated as follows:

Experimental Group

$$O_1 \quad X_1 \quad O_2$$

Control Group

$$O_1 \quad X_2 \quad O_2$$
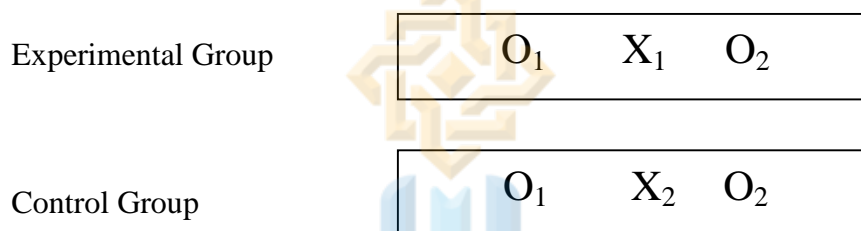
Note:

O_1 : Pretest Measure

O_2 : Posttest Measure

X_1 : Treatment Conditioning Using Information Gap

X_2 : Treatment without Using Information Gap

B. Population and Sample

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics established by research to be studied to get the conclusions[38] The population of this research is the second grade students of SMPN 2 Banyuwangi. The population data of SMPN 2 Banyuwangi is showed in the table below[39]:

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[38] Sugiyono, *"Metode Penelitian Kuantitatif,Kualitatif,R&D"* (Bandung: Alfabeta, 2015). 80
[39] Databook of SMPN 2 Banyuwangi

Table 3.1
Number of 2nd Grade Students of SMPN 2 Banyuwangi

Class	Population
8A	32
8B	32
8C	31
8D	32
8E	32
8F	32
8G	32
8H	32
Total	255 students

Sample is part of the population; the sample is a representative of the population, so that the research results that are successfully obtained from the sample can be generalized to the population. The sample is part of the number and characteristics possessed by the population, if the population is very large and it is impossible for the researcher to study all the existing populations, the researcher can use samples taken from the population.[40] The researcher used cluster *random sampling* as a sampling technique. *Cluster random sampling* is selecting sample by groups/clusters of subject rather than individuals. It could be used when it is impossible to select a random sample individually.[41] Based on the results of the sample drawing by *cluster random sampling*, there are two classes that were selected as samples in this study. Sample of this research is 8G class with 32 students and 8H class with 32 students.

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[40] Sugiyono, 81.
[41] Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, "How to Design and Evaluate Research in Education", (New York: McGraw-Hill, 2012), 95-96

Table 3.2
Samples of 2ⁿᵈ Grade Students of SMPN 2 Banyuwangi

Class	Population
8G	32
8H	32
Total	64

From the calculation of the above, the number of the sample that will be used is 64 students.

C. Research Instrument and Data Collection

To conducting data collection, the researcher needs the instruments as the measurement of student's improvement. The research instrument used for this study is a test given to the students. The writer will give pre-test before the teaching learning process and give post-test after the treatment given for both two classes. The assessment will be done by 5 speaking components such as vocabulary, pronunciation, fluency, grammar, and comprehension.[42]

Table 3.3
Speaking Rubric by H. Douglas Brown (2004)

Score	Aspect				
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech repetition or phrase	(no specific fluency description, refer to other four language areas or implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle	Has speaking vocabulary	Can get the gist of most	Can handle with confidence but	Accent is intelligible

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[42] Brown H. Douglas *"Language Assessment", 406- 407.*

	elementary construction quite accurately but does not have through or confident control of the grammar	sufficient to express himself simply with some circumlocutions.	conversation of non-technical subject. (i.e., topics that require no specialized knowledge)	not with facility most social situation, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	though often quite faulty.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.	Able to speak language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocab is broad enough that he rarely ha to grope for a word.	Comprehension is quite complete at a normal rate of speech	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precisions of vocabulary	Can understand any conversation within the rage of his experience	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of	Able to errors in pronunciation are quite rare.

					fluency	
5	Equivalent to that of an educated native speaker	Speech on all levels is educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural reference.	Equivalent to that of and educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.	Equivalent to and fully accepted by educated native speaker.

Based on the scoring rubric above, the assessment will be carried out

based on the calculation of the 5 aspects that have been mentioned. Then, the

total scores will beconverted in scale of 100 with the following formula:

$$Score = 100 \times \frac{N}{2}$$

Note :

N = Calculation from 5 aspects

For example, student A got 16 from the calculation of 5 aspects. Then,

the result will be converted the following formula.

$$Score = 100 \times \frac{N}{2}$$

$$Score = 100 \times \frac{1}{2}$$

Score = 64

From the formula, we can see that the total score of student A is 64.

This is the final result of the score that will be used in the analysis phase.

a) Validity

Validity is the accuracy of the inferences, interpretations, or actions made on basis of test scores.[43] It means that, validity is a means of measuring whether a test is accurate to be applied to a research. The researcher used *content validity*. Sugiyono stated content validity testing can be done by comparing the contents of the instrument with the subject matter that has been taught.[44] The content or structure of the test must relevant with the objective of the test. Besides, based on the result score of students in tryout test showed that the students performed their ability as being measure. So, the researcher has to determine the validity of test early before it tested to the students. The instrument was designed by using the blueprint. The comparison of blueprint and the instrument is presented in the following table:

Table 3.4
Comparison of Blueprint and Research Instrument

Basic Competences	Instrument
4.1. Students are able to arrange the spoken and written texts to state and inquire about expression of asking and giving opinion with the social functions, text structures, and linguistic elements in the correct context.	**(Pretest)** Please do work in pairs and make conversation at least 16 sentences (each students should make 8 sentences minimum) about the expression of asking and giving opinion then practice it in front of the class without read your text.
4.2. Students are able to arrange the spoken and written texts to state and inquire about the ability and willingness with the social functions, text structures, and linguistic elements in the correct context.	**(Posttest)** Please do work in pairs and make conversation at least 16 sentences (each students should make 8 sentences minimum) about the expression of ability and willingness then practice it in front of the class without read your text.

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[43] Johnson and Christensen, "*Educational Research*", 208.
[44] Sugiyono, 129.

b) Reliability

Reliability refers to the score tests stability or consistency.[45] Sugiyono stated a reliable instrument is an instrument if it is used several times to measure the same object, it will produce the same data.[46] The reliability that will be used by researchers is inter-rater reliability. Inter-rater reliability is the degree of agreement between two or more raters[47], but in this research the researcher only used two raters. This reliability is used to see the level of agreement between experts or raters in assessing each indicator on the instrument. This study implicates two raters as assessors, so *Cohen Kappa* with SPSS 28 will be used in this research. To find out the reliability, the researcher held a try out in the class that is not included in the research samples. The level of reliability by Mary L. McHugh showed in the table as follow.[48]

Table 3.5
The Level of Kappa by Mary L. McHugh

Value of Kappa	Level of Agreement	% of Data that are Reliable
0 - ,20	None	0 – 4%
,21 - ,39	Minimal	4 – 15%
,40 - ,59	Weak	15 – 35%
,60 – 79	Moderate	35 – 63%
,80 - ,90	Strong	64 – 81%
Above ,90	Almost Perfect	82 – 100%

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[45] Johnson and Christensen, "*Educational Research*", 200.
[46] Sugiyono, 131
[47] Johnson and Christensen, "*Educational Research*", 207.
[48] Mary L. McHugh, "*Interrater reliability: the kappa statistic*", Lesson in biostatistics, (August,2012), 279

The researcher conducted a try out in the VIII F class. The total scores that have been obtained from the pretest and posttest are presented in the following table

Table 3.6
The Result Scores of Try Out in the VIII F Class

No	Students	Score by Rater 1		Score by Rater 2	
		Pretest	Posttest	Pretest	Posttest
1	AS	60	60	60	60
2	AFL	64	68	64	64
3	AET	60	64	60	64
4	ADW	48	52	48	52
5	AFS	48	52	48	52
6	AA	44	48	44	48
7	BS	44	44	44	48
8	BT	60	64	60	60
9	BD	54	54	54	54
10	CS	58	58	58	58
11	DAY	60	60	60	60
12	EMJ	60	64	64	64
13	FDR	52	56	52	52
14	FSR	56	60	64	64
15	GAP	64	64	64	64
16	IB	68	72	68	72
17	IBN	68	72	72	72
18	MA	68	72	68	72
19	MH	64	68	68	68
20	MP	72	72	72	72
21	MF	72	72	72	72
22	MW	60	64	60	64
23	NAF	44	52	44	52
24	WNA	72	72	68	72
25	RNF	60	64	60	64
26	RA	48	52	48	52
27	RM	56	60	56	60
28	SA	52	56	52	56
29	SWD	64	64	64	64
30	TH	64	64	64	64
31	YKC	64	68	64	68
32	YHW	64	68	68	68

Using the data above, the researcher conducts the reliability measurement with *SPSS 28.00 for Windows.* The result of measurement by Cohen's Kappa was,

Table 3.7
Reliability Statistic for Pretest

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.783	.080	11.527	<.001
N of Valid Cases		32			

[a]. Not assuming the null hypothesis.

[b]. Using the asymptotic standard error assuming the null hypothesis.

Based on the table above, the value of Kappa that researcher got was 0,783. Referring to the Kappa interpretation by Mary L. McHugh, it can be seen that it is included in the **"Moderate"** Level of Agreement with 62% reliable data. It means that the instrument of pretest was reliable.

Meanwhile, the symmetric measure of post-test presented with the following table:

Table 3.8
Reliability Statistic for Posttest

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.778	.081	10.763	<.001
N of Valid Cases		32			

[a]. Not assuming the null hypothesis.

[b]. Using the asymptotic standard error assuming the null hypothesis.

As can be seen in the calculation table above, the value of Kappa that researcher got was 0,778. Referring to the Kappa interpretation by Mary L. McHugh, it can be seen that it is included in the **"Moderate"** Level of Agreement with 61% reliable data. It means that the instrument of posttest was reliable too.

D. Data Analysis Technique

Data analysis is an activity after data from all respondents or other sources has been collected. In analyzing the data, the researcher used statistical calculating of independent sample t-test to find out the difference score of students' achievement in teaching speaking using information-gap compared to without information-gap. Before conducting the independent sample t-test, the researcher conducted the normality and homogeneity test to know whether the data are normally distributed and homogenous or not. Independent sample t-test is carried out by comparing the difference between the two mean values with the standard error of the difference in the mean of the two samples. Therefore, by using the independent sample t-test, researchers can find out whether the use of the information gap in teaching speaking has a significant effect or not.

The researcher calculated the data analysis by using *SPSS 28.00 for Windows*. The steps to perform Independent Sample T-test on SPSS are as follows:

1. On the SPSS Toolbar menu, select *Analyze*, then select *Compare Mrams Independent Samples T-Test*

2. Enter the dependent variable in the *Test Variable(s)* column

3. Enter the independent variable in the *Grouping Variables* column

4. Click the *Define Groups* button then enter codes 1 and 2.

5. Then click *OK*[49]

E. Hypothesis Testing

After the Independent T-test is done, the next step is to analyze the hypothesis test. Hypothesis test analysis was carried out with the purpose of knowing whether Ho is accepted or rejected with the following procedure. The criteria for accepting Ho and rejecting Ha are if the significance value or error probability value ( ) > 0.05. The criteria for rejecting Ho and accepting Ha are if the significance value or error probability value ( ) < 0.05. The hypotheses to be tested in this experimental research are as follows:

Ha: There are any significant differences of mean score between experimental and control class.[50] The result of this probability showed that there is a significant effect of using information gap on students speaking ability at second grade of junior high school.

Ho: There are no significant differences of mean score between experimental and control class.[51] The result of this probability showed that there is no a significant effect of using information gap on students speaking ability at second grade of junior high school.

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[49] Tutorial Independent T-test, https://www.statistikian.com/2014/04/independen-t-test-dengan-spss.html, accessed on October 7th, 2022.
[50] Johnson and Christensen, *"Educational"*, 739.
[51] Johnson and Christensen, *"Educational"*, 739.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed about the data collected from this research. It was presenting description of data, finding, data analysis, and discussion.

A. Description of Data

The researcher conducted the research at SMPN 2 Banyuwangi on the 2nd grade students. The aim of this research is to examine the students' speaking ability with the alternative method namely Information Gap. The researcher did this experiment in 4 meetings with a time allocation of 2x45 minutes in each meeting. This research was conducted on July 20th 2022 to August 4th 2022. The sample of this research is consists of two classes which is chosen by *cluster random sampling*. Those classes were classified as experimental class and control class.

The experimental class was taught by using Information Gap meanwhile the control class was taught by conventional learning. The researcher determined VIII H as the experimental class and VIII G as the control class. The each class consists of 32 students so that the total of the whole sample is 64 students. The researcher gave both of classes a pretest and posttest to collecting data and measure their speaking ability improvement.

One of the requirements of experimental research is ensure that the instrument is normally distributed and the population is homogeneous. Hence, before doing pretest and posttest in both classes, the researcher did a *Try Out* in another class that is VIII F. The first try out was conducted on July 20th

2022 at 11.20 am – 12.40 pm while the second try out on July 21st 2022. The assessment of try out used two raters as assessor and it was done by using scoring rubric by H.Douglas Brown.

After conducting try out, the researcher conducted pretest on the experimental class and control class to analyze their initial speaking ability. The pretest was conducted on July 22nd 2022 at 7.15 am – 8.20 am for control class and at 9.55 am – 11.05 am for experimental class. In the pretest, the researcher asked to students to make simple conversations about "Expression of Asking and Giving Opinion" with their partner and present it in front of class without reading the text. After doing the pretest, the researcher conducted different treatment for 2 meetings to the each class. The experimental class was taught with information gap and control class without information gap.

On the second meeting, the researcher started to apply the information gap strategy in experimental class and did a conventional learning in control class. The second meeting was conducted on July 23rd 2022 at 8.20 am – 9.55 am in experimental class and 11.20 am – 12.00 am in control class. First of all, the teacher provided 15 minutes to students to remind the material and gave addition the explanation about the topic. Afterwards, in the experimental class, the researcher asked students to do pair in work with their seatmates. Then, the researcher started to apply the information gap activity. The researcher gave the students the paper sheet which is had two codes, namely code a and code b. Each code has missing information but it can be found on the other code. The researcher asked the students to complete the missing information by

speaking communicatively with their partner. Meanwhile in control class, the researcher gave students a worksheet and asked students to give their opinion related to the topic listed on the worksheet. Afterwards, the students are asked to practice it in front of the class.

The researcher held the third meeting on July 28th 2022 at 7.15 am – 7.40 am in control class and 7.40 am – 8.20 am in experimental class. In this meeting, the topic of learning has entered a new competence, namely "Expression of Ability and Willingness". After explaining the related topic, the researcher gave the task to experimental class and control class. In experimental class, the researcher asked students to find information about their partner ability meanwhile in control class the researcher asked students to tell their ability. At this time, the researcher found that experimental class still enthusiast to do the given task. Vice versa, the control class looks more passive and some of them even asked not to have a speaking test. From this meeting, the researcher found the different speaking motivation in both of classes.

The researcher did the posttest in fourth meeting on August 3rd 2022. In this section, the researcher asked the students to make the conversation about "Expression of Ability and Willingness" with their partner at least 16 sentences and then present it in front of the class without reading the text. In the posttest, the researcher found that the experimental class got the higher score that control class. It seem that the experimental class got the improvement on their speaking especially vocabulary.

B. Finding

1. Students' Speaking Scores in Pretest Section

    a. Experimental Class

    Experimental class is the class which gets the Information Gap treatment. In this section, the experimental class that was chosen is VIII H class which is consists of 32 students. The pretest scores of experimental class is showed in the table below:

Table 4.1
Pretest Score of Experimental Class

No	Students	Aspects					Total Score	Converted Score
		G	V	C	F	P		
1	AF	2	3	3	2	2	12	**48**
2	AM	2	3	2	2	2	11	**44**
3	ADY	4	4	3	3	3	17	**68**
4	AS	3	3	2	3	2	13	**52**
5	ACD	3	3	2	3	2	13	**52**
6	AHW	3	3	3	3	2	14	**56**
7	ABS	3	3	3	2	3	14	**56**
8	CL	3	3	3	2	3	14	**56**
9	DRH	3	3	3	3	3	15	**60**
10	EPP	2	2	3	2	2	11	**44**
11	FA	3	3	2	2	2	12	**48**
12	FRD	3	3	2	3	2	13	**52**
13	GES	2	3	3	2	2	12	**48**
14	JAJ	2	3	3	2	3	13	**52**
15	KW	3	3	3	3	2	14	**56**
16	MW	3	3	3	3	2	14	**56**
17	MR	2	2	2	2	3	11	**44**
18	MCAA	3	4	3	4	3	17	**68**
19	MAH	3	3	3	3	3	15	**60**
20	MAR	3	3	3	3	3	15	**60**
21	MIF	2	2	3	2	2	11	**44**
22	NLP	3	2	2	2	3	14	**56**
23	NEP	3	3	2	3	2	13	**52**
24	RAG	2	3	2	3	2	12	**48**

25	RPS	3	4	3	4	3	17	**68**
26	RJA	2	3	3	2	3	13	**52**
27	RRF	4	3	4	3	3	17	**68**
28	SDS	3	4	3	3	3	16	**64**
29	SWA	4	3	3	3	3	16	**64**
30	TRF	4	3	3	3	3	16	**64**
31	ZNP	2	3	2	2	2	11	**44**
32	ZMI	4	3	3	3	3	16	**64**

From the data above, it showed that the highest pretest score of experimental class is 68 and the lowest score is 44.

b. Control Class

Control class is the class which is taught without using the Information Gap treatment. In this section, the control class that was chosen is VIII G class which is consists of 32 students. The pretest scores of control class is showed in the table below:

Table 4.2
Pretest Score of Control Class

No	Students	Aspects					Total Score	Converted Score
		G	V	C	F	P		
1	ASM	3	3	2	2	3	13	**52**
2	AJD	4	3	3	3	4	17	**68**
3	ADP	4	4	3	3	3	17	**68**
4	AIAN	3	3	2	3	2	14	**56**
5	ASU	2	3	2	3	2	13	**52**
6	CC	3	4	3	3	3	16	**64**
7	DA	3	3	3	2	3	14	**56**
8	DF	2	3	2	2	2	11	**44**
9	FAPS	3	4	3	3	2	15	**60**
10	FCC	2	3	2	2	2	11	**44**
11	FAL	3	3	2	2	2	12	**48**
12	GA	3	3	3	3	2	14	**56**
13	IK	3	3	3	3	3	15	**60**
14	JAN	2	3	3	2	3	13	**52**
15	MA	3	3	3	4	3	16	**64**

16	MMR	3	3	3	3	2	14	**56**
17	MFF	2	2	2	2	3	11	**44**
18	MYH	2	3	3	3	3	14	**56**
19	MHRH	3	3	3	3	3	15	**60**
20	NNKV	4	4	3	3	3	17	**68**
21	NHSM	2	2	3	2	2	11	**44**
22	RMW	3	4	2	2	2	14	**56**
23	RAW	3	3	2	3	2	13	**52**
24	RAF	2	3	2	3	2	12	**48**
25	RNE	3	3	2	2	2	12	**48**
26	SII	2	3	2	2	3	12	**48**
27	TR	4	3	4	3	3	17	**68**
28	TANW	3	4	3	3	3	16	**64**
29	YSB	2	3	3	3	3	13	**52**
30	ZAA	4	3	3	3	3	16	**64**
31	ZIPA	2	3	2	2	2	11	**44**
32	MAF	2	3	3	3	3	14	**56**

From the data above, it showed that the highest pretest score of experimental class is 68 and the lowest score is 44.

The comparison pretest score between experimental class and control class is showed in the table as follow:

Table 4.3
Comparison Pretest Score between Experimental Class and Control Class

No	Experimental Class Pretest Score	Control Class Pretest Score
1	48	52
2	44	68
3	68	68
4	52	56
5	52	52
6	56	64
7	56	56
8	56	44
9	60	60
10	44	44
11	48	48
12	52	56

13	48	60
14	52	52
15	56	64
16	56	56
17	44	44
18	68	56
19	60	60
20	60	68
21	44	44
22	56	56
23	52	52
24	48	48
25	68	48
26	52	48
27	68	68
28	64	64
29	64	52
30	64	64
31	44	44
32	64	56

The descriptive statistic of posttest score of experimental class and control class is presented in the following calculation:

Table 4.4
Descriptive Statistics of Pretest Score

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest Ex	32	44.00	68.00	55.2500	1.39628	7.89855
Pretest Cont	32	44.00	68.00	55.3750	1.39248	7.87708
Valid N (listwise)	32					

On the provided pretest data, the mean of experimental class is 55,25 and mean of control class is 55,37. From the calculation, the researcher found that there was not much difference in the score of prior knowledge (pretest) between the two classes.

2. Student's Speaking Scores in Posttest Section

    a. Experimental Class

        After doing the treatment, the researcher did a posttest to find out the students' speaking improvement. The experimental class is VIII H which is consists of 32 students. The posttest score of experimental class is provided in the table below:

Table 4.5
Posttest Score of Experimental Class

No	Students	Aspects					Total Score	Converted Score
		G	V	C	F	P		
1	AF	3	3	3	3	3	15	60
2	AM	4	3	4	3	3	17	68
3	ADY	4	4	4	4	4	20	80
4	AS	3	3	3	3	3	15	60
5	ACD	3	4	3	3	3	16	64
6	AHW	3	4	4	4	3	18	72
7	ABS	3	4	3	3	3	16	64
8	CL	4	4	3	3	3	17	72
9	DRH	4	5	4	4	4	21	84
10	EPP	3	4	3	2	3	15	60
11	FA	4	4	3	4	3	18	72
12	FRD	4	4	3	3	3	17	68
13	GES	4	4	3	3	3	17	68
14	JAJ	4	3	3	3	3	16	64
15	KW	3	4	3	3	2	16	64
16	MW	3	4	5	4	4	20	80
17	MR	4	4	3	4	3	18	72
18	MCAA	4	5	5	4	3	21	84
19	MAH	4	4	5	4	4	21	84
20	MAR	4	4	4	3	4	19	76
21	MIF	3	3	4	3	2	15	60
22	NLP	4	4	4	4	4	20	80
23	NEP	4	4	3	3	4	18	72
24	RAG	4	3	4	3	3	17	68
25	RPS	4	4	3	4	3	18	72

26	RJA	3	4	3	4	3	17	**68**
27	RRF	4	5	4	4	4	21	**84**
28	SDS	4	5	4	4	4	21	**84**
29	SWA	4	4	4	4	4	20	**80**
30	TRF	4	4	4	4	4	20	**80**
31	ZNP	3	3	3	3	3	15	**60**
32	ZMI	4	4	4	3	3	18	**72**

From the data above, the highest posttest score of experimental class is 84 and the lowest score is 60.

b. Control Class

The posttest score of control class is presented in following table:

Table 4.6
Postest Score of Control Class

No	Students	Aspects					Total Score	Converted Score
		G	V	C	F	P		
1	ASM	3	4	3	2	3	15	**60**
2	AJD	4	3	3	3	4	17	**68**
3	ADP	4	4	4	3	3	18	**72**
4	AIAN	3	3	3	3	2	14	**56**
5	ASU	2	3	2	3	3	14	**56**
6	CC	4	4	3	3	3	17	**68**
7	DA	3	3	3	2	3	14	**56**
8	DF	3	3	3	3	3	15	**60**
9	FAPS	3	4	3	3	3	16	**64**
10	FCC	2	3	2	3	3	13	**52**
11	FAL	3	3	2	2	2	12	**48**
12	GA	3	3	3	3	4	16	**64**
13	IK	3	3	3	3	3	15	**60**
14	JAN	2	3	3	2	3	13	**52**
15	MA	3	3	3	4	3	16	**64**
16	MMR	3	3	3	4	3	16	**64**
17	MFF	2	2	3	2	3	13	**52**
18	MYH	3	4	4	4	3	18	**72**
19	MHRH	3	3	2	3	3	14	**56**

20	NNKV	4	4	4	3	3	18	**72**
21	NHSM	2	2	3	2	2	12	**48**
22	RMW	3	4	2	2	2	15	**60**
23	RAW	3	3	3	4	3	16	**64**
24	RAF	4	4	3	3	2	16	**64**
25	RNE	3	3	3	2	2	13	**52**
26	SII	3	3	3	2	3	14	**56**
27	TR	4	3	4	3	3	17	**68**
28	TANW	3	4	3	3	3	16	**64**
29	YSB	3	3	3	3	3	15	**60**
30	ZAA	4	4	3	3	3	17	**68**
31	ZIPA	3	3	3	3	2	14	**56**
32	MAF	3	3	3	3	3	15	**60**

From the data above, it showed that the highest posttest score of control class is 72 and the lowest score is 48.

The comparison posttest score between experimental class and control class is showed in the table as follow:

Table 4.7
Comparison Posttest Score between Experimental Class and Control Class

No	Experimental Class Posttest Score	Control Class Posttest Score
1	60	60
2	68	68
3	80	72
4	60	56
5	64	56
6	72	68
7	64	56
8	72	60
9	84	64
10	60	52
11	72	48
12	68	64
13	68	60
14	64	52
15	64	64
16	80	64
17	72	52

18	84	72
19	84	56
20	76	72
21	60	48
22	80	60
23	72	64
24	68	64
25	72	52
26	68	56
27	84	68
28	84	64
29	80	60
30	80	68
31	60	56
32	72	60

The descriptive statistic of posttest score of experimental class and control class is presented in the following calculation:

Table 4.8
Descriptive Statistics of Posttest Score

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
PostEx	32	60.00	84.00	71.7500	1.45843	8.25012
PostCont	32	48.00	72.00	60.5000	1.20148	6.79658
Valid N (listwise)	32					

Based on the table, the researcher found that the mean of experimental class is 71,75 and mean of control class is 60,5. By this result, the researcher found a significant difference in the two classes. The experimental class showed an improvement in speaking ability as evidenced by the increasing of posttest score which was quite high. In other hand, the control class also showed an improvement but not too significant.

C. **Data Analysis**

After collecting the data, the researcher did a data analysis which is analyzed by *SPSS 28.00 for Windows* to find out the hypothesis testing. The hypothesis testing would be done by using Independent T-Test.

1. Normality Test

The technique of normality test will use formula by *Kolmogorov Smirnov* and it will be done by *SPSS 28 for Windows*. The data can be said to be normally distributed if the value is significant/probability $a > 0,05$. The data calculation of normality test showed as follow:

Table 4.9
Normality Testing by *SPSS 28.00 for Windows*
One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			32
Normal Parameters a,b	Mean		.0000000
	Std. Deviation		6.77130401
Most Extreme Differences	Absolute		.145
	Positive		.123
	Negative		-.145
Test Statistic			.145
Asymp. Sig. (2-tailed) c			.083
Monte Carlo Sig. (2-tailed) d	Sig.		.077
	99% Confidence Interval	Lower Bound	.071
		Upper Bound	.084

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the *Kolmogorov Smirnov* calculation above, the researcher saw that sig. (2-tailed) value are >0.05. According to the

decision making of normality test by *Kolmogorov Smirnov,* the data is normally distributed.

2. Homogeneity of Variances

The homogeneity test or homogeneity of variance is a test conducted to determine whether the research data from two or more data distributions have the same variances or not. The data variance of the two groups is said to be homogeneous if the probability/significance value is more than 0.05. The technique of normality test will use a technique by *Levene's Test* and it will be done by *SPSS 28 for Windows.*

Table 4.10
Homogeneity of Variances Calculation by *SPSS 28.00 for Windows*

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig
Posttest	Based on Mean	1.354	1	62	.247
	Based on Median	1.377	1	62	.245
	Based on Median and with adjusted df	1.377	1	60.421	.245
	Based on trimmed mean	1.361	1	62	.248

The data above only focused on "**Based on Mean**" significant value. As can be seen on the table, the value of "Based on Mean" is 0.247 > 0.05. It can be conclude that the posttest of experimental class and control class are homogenous.

3. Independent Sample T-Test

After the two assumption tests have been met, it can be continued on the Independent Sample T-test analysis. The aim of Independent Sample T-test is to find out whether there is significant effect of student learning outcomes who taught with different treatment or not. The researcher did Information Gap in experimental class and conventional learning in control class. These two classes show quite different improvement in their abilities which can be seen from their posttest scores. To strengthen the researcher's assumption, it is necessary to do statistical calculations. The calculation of Independent Sample T-test is presented on the data below:

Table 4.11
Independent Sample T-Test Calculation by *SPSS 28.00 for Windows*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students_Speaking _Ability	Equal variances assumed	1.364	.247	5.954	62	.000	11.25000	1.88959	7.47276	15.02724
	Equal variances not assumed			5.954	59.809	.000	11.25000	1.88959	7.47000	15.03000

As can be seen on the table, the value of Sig. (2-tailed) in Equal Variances Assumed is 0.000 which is lower than 0.05. It means that Ha (Hypothesis Alternative) is accepted.

D. **Hypothesis Testing**

After the Independent Sample T-test is done, the next step is to analyze the hypothesis is test. The hypotheses to be tested in this experimental research are as follows:

Ha (Hypothesis Alternative): Ha is accepted if the sig. value is < 0.05 and Ho is rejected. It can be concluded that there is a significant effect of using information gap on second grade student's speaking ability at SMPN 2 Banyuwangi

Ho (Null Hypothesis): Ho is accepted if the sig. value is > 0.05 and Ha is rejected. It can be concluded that there is no a significant effect of using information gap on second grade student's speaking ability at SMPN 2 Banyuwangi.

According to Independent Sample T-test calculation, it can be seen that the sig. is < 0.000 which is means alpha < 0.05. So that, the researcher found that Ha (Hypothesis alternative) is accepted and Ho (Null Hypothesis) is rejected. It means that "there is a significant effect of using information gap on second grade students's speaking ability at SMPN 2 Banyuwangi"

E. **Discussion**

The objective of this research is to examine whether there is significant effect of using Information Gap on second grade student's speaking ability at SMPN 2 Banyuwangi or not. The researcher classified the class namely experimental class and control class. The class that has been chosen as experimental class is VIII H while the control class is VIII G. The

speaking test was used to conduct pretest and posttest in experimental class and control class.

According to students learning outcomes, the researcher found that there are different improvements on speaking ability between the two classes. To clarify these differences, the researchers carried out statistical calculations to find out the hypothesis assumption. The aim of conducting pretest is to know the students speaking ability with their initial language. From the score that has been collected, the pretest score mean of experimental class is 55.25 and the control class 55.37. It can be seen that the pretest score outcomes in both class did not show high deviation. So that, the researcher considered that the students' initial knowledge on their speaking skill is equal. Otherwise, the significant difference deviation was seen on their posttest score. The mean of posttest in experimental class is 70,75 while in control class is 60,12.

After the data had been collected, the researcher analyzed the data using Independent Sample T-test. Independent Sample T-test has two assumptions that should be met, namely normality test and homogeneity of variances test.

The first assumption, the researcher analyzed the normality of pretest score in experimental and control class. The result of the statistical calculation of *SPSS 28.00 for Windows* seem that the sig. (2-tailed) is >0.05. The decision of normality state that the data was distributed normal if the sig. is higher than 0.05. Based on the measurement data, the data of pretest was normally distributed.

The next assumption is homogeneity of variances. This assumption had the aim to know whether the population is homogenous or not. The homogeneity of variances is calculated by the posttest score in both of classes. Homogeneity of Variances could be said homogenous if the probability is higher than 0.05. According to homogeneity of variance that had been counted up, the researcher found that the sig. of Based on Mean is .247. It means that the probability is higher than 0.05 and the researcher concluded that the population of data is homogenous.

After conducting the treatment, the researcher saw that the experimental class showed their interest to learn speaking. Students in the experimental class tend to enjoy the learning process even though they are forced to speak. They do not look bored and actually respond well to the activities given. On the other hand, the control class taught using conventional learning seems to have lower motivation in speaking activity. Some of them even complained that they had difficulty in speaking and asked the researcher to give assignments other than speaking. However, some other students in the control class also experienced an increase, although not as high as the experimental class. Based on this finding, the researcher assumes that the information gap is one of the strategies that can also increase students' motivation in learning speaking.

The researcher made the students work in pair so that all students get the opportunity to hone their speaking skills. The students in experimental class can improve their speaking better than control class. Furthermore, the

researcher found that students were more active than before. It means that Information gap is a good strategy to be used. Otherwise, the control class which is taught without Information Gap tends to show boredom and lack of focus. Seeing that this class was work individually, the researcher saw that the students chose not to do the assignments that had been given. It means that the information gap is one of the strategies that can make students enjoy in speaking learning. Information Gap is really useful in order to get students enthusiasm and more fun in learning English, moreover for the students who do not like to pay attention because of the lesson are so boring or they do not understand the lesson.

By the discussion above, it can be concluded that information gap is effective to be used in learning and there is a significant effect of using information gap on second grade students' speaking ability at SMPN 2 Banyuwangi. That way, students have the possibility to master speaking and meet the criteria as someone who is successful in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

In this part, the researcher showed the conclusion of the research and gave several suggestions for the teachers and further researchers.

A. Conclusion

Speaking is one of English skill which is emphasized on English learning. The result of learning speaking skill considered not satisfactory when students cannot use English to communicate. Information gap is a strategy that gave students an opportunity to practice speaking communicatively with their partner. Based on the calculation data in the data analysis, it is found that the mean of posttest on experimental class significantly increased. This is inversely proportional to the control class that is taught without using the information gap. Before the treatment, the mean of pretest of experimental is 55,25 and the control class is 55,37. After applying the treatment in both classes, the researcher found that there is a significant difference in student posttest outcomes which the mean of posttest of experimental class is 70,75 while control class is 60,12.

Based on the data analysis which was done by using SPSS 28.00 for Windows, the result showed that the sig. value of ANCOVA testing is < 0.001 which means it is lower than 0.005. So, the Ha (Alternative Hypothesis) is **accepted** and Ho (Null Hypothesis) is **rejected**. Hence, it found that the information gap is effective and there is a significant effect of using

information gap on second grade students' speaking ability at SMPN 2 Banyuwangi.

B. Suggestion

1. For Teachers

   By founding the result of this research, the researcher suggested to the teachers to use Information Gap to teach speaking because Information Gap might be helpful to make students more active and more communicative

2. For Further Researcher

   The researcher hoped this research can be useful and might be the reference for the next researcher with the similar topic. The researcher suggested the further researcher to developing the same topic with better technique.

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Appendix 1

RESEARCH MATRIX

Title	Variable	Indicators	Data Resources	Research Method	Research Question and Hypothesis
The Effectiveness of Using Information Gap on Second Grade Students' Speaking Ability at SMPN 2 Banyuwangi	Independent Variable: Information Gap	1. The teacher explain information gap procedure 2. Teacher pair students 3. The teacher ask the two students to find the difference by speaks communicatively until both form have been completed.	Second Grade Students of SMPN 2 Banyuwangi	1. **Research Approach:** Quantitative Research 2. **Research Design:** Non-equivalent comparison group design 3. **Data Collection:** Pretest and Posttest of Speaking 4. **Data Analysis Method:** Analysis of Covariance by using *SPSS 28.00 for Windows* (ANCOVA)	1. **Research Question:** Is there any significant effect of using Information Gap on Second Grade Students' Speaking Ability at SMPN 2 Banyuwangi? 2. **Hypothesis** Ha: There is significant effect of using Information Gap on Second Grade Students' Speaking Ability at SMPN 2 Banyuwangi Ho: There is no significant effect of using Information Gap on Second Grade Students' Speaking Ability at SMPN 2 Banyuwangi
	Dependent Variable: Second Grade Students' Speaking Ability	Adapted from Brown: 1. Grammar 2. Vocabulary 3. Comprehension 4. Fluency 5. Pronunciation			

Appendix 2

EXPERT VALIDATION SHEET FOR SPEAKING TEST

Title : **The Effectiveness of Using Information Gap on Second Grade Students' Speaking Ability at SMPN 2 Banyuwangi**

Name : **Octavia Mega Lidiawati**

SRN : **T20186003**

Study Program : **English Education Program**

Instruction : Put a mark (√) in the column according to your opinion with the following rating scale :

1 : Poor   2 : Fair   3 : Good   4 : Very Good   5 : Excellent

No	Aspek yang Diamati	Nilai Pengamatan					Catatan
		1	2	3	4	5	
1.	Kesesuaian test dengan tujuan penelitian				✓		
2.	Kesesuaian test dengan indicator materi				✓		
3.	Kejelasan maksud dari soal				✓		
4.	Kemungkinan test dapat terselesaikan				✓		
5.	Pedoman skor penilaian sesuai dengan rubrik yang telah diberikan				✓		
6.	Rumusan kalimat test menggunakan bahasa yang sederhana bagi siswa, dan mudah dipahami			✓			
7.	Petunjuk test ditulis sesuai kaidah (grammatical) Bahasa Inggris yang benar.			✓			

A. Simpulan Validator

Mohon diisi dengan melingkari jawaban berikut sesuai dengan kesimpulan Bapak/Ibu:

1. Dapat digunakan tanpa revisi
2. Dapat digunakan dengan revisi
3. Tidak dapat digunakan

B. Komentar dan Saran

Direvisi sesuai dengan referensi

Jember, June 19th 2022
Validator/Penilai

Nina Hayuningtyas, M.Pd
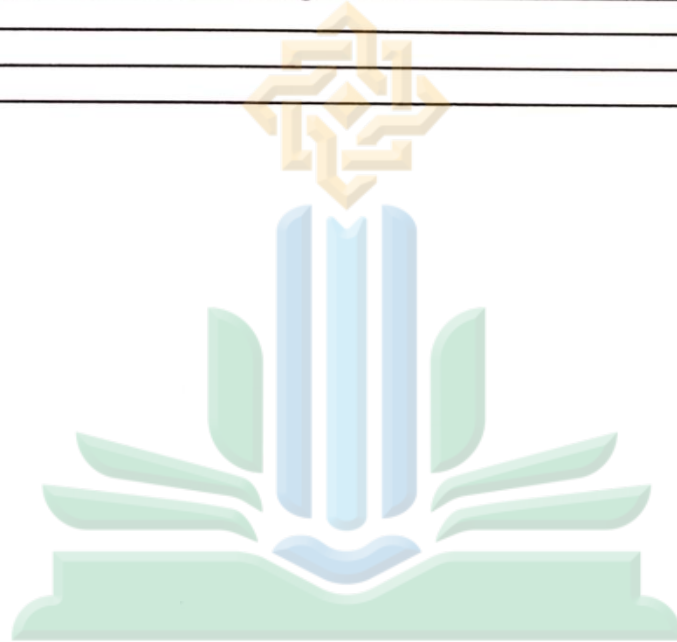
Appendix 3: Speaking Test Instrument (Pretest)

SPEAKING TEST INSTRUMENT (PRETEST)

SMPN 2 BANYUWANGI

ACADEMIC YEAR 2022/2023

Directions:

1. Pray before start the activity

2. Prepare stationery and a piece of paper

3. This is a pair work activity; each group consist of 2 students

4. Write your name and your partner on the paper

5. Make a conversation related to **Expression of Asking and Giving Opinion**

6. Each student must have at least 5 sentences (Each conversation has 10 sentences minimum)

7. Write your conversation on the paper

8. Practice your conversation with your partner in 15 minutes

9. Give your conversation sheet to the teacher

10. Present your conversation in front of class with your partner

11. Pay attention to use of speaking indicators (pronunciation, vocabulary, fluency, grammar, and comprehension)

Read and do this instruction properly!

Make a conversation related to **Expression of Asking and Giving Opinion** at least 10 sentences. Present with your partner in front of class!

Appendix 4: Speaking Test Intrument (Posttest)

SPEAKING TEST INSTRUMENT (POSTTEST)

SMPN 2 BANYUWANGI

ACADEMIC YEAR 2022/2023

Directions:

1. Pray before start the activity

2. Prepare stationery and a piece of paper

3. This is a pair work activity; each group consist of 2 students

4. Write your name and your partner on the paper

5. Make a conversation related to **Expression of Ability and Giving Willingness**

6. Each student must have at least 5 sentences (Each conversation has 10 sentences minimum)

7. Write your conversation on the paper

8. Practice your conversation with your partner in 15 minutes

9. Give your conversation sheet to the teacher

10. Present your conversation in front of class with your partner

11. Pay attention to use of speaking indicators (pronunciation, vocabulary, fluency, grammar, and comprehension)

Read and do this instruction properly!

Make a conversation related to **Expression of Ability and Willingness** at least 10 sentences. Present with your partner in front of class!

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah   : SMP Negeri 2 Banyuwangi

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Materi Pokok   : What We or Other People Think of Something

Alokasi Waktu   : 2 x 40 minutes (2 Pertemuan)

A. Kompetensi Inti

KI 1:   Menghargai dan menghayati ajaran agama yang dianutnya

KI 2:   Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3:   Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4:   Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta pendapat dengan memperhatikan fungsi	4.1.1. Menyusun teks percakapan sederhana terkait Expression of Asking and Giving Opinion sesuai dengan konteks yang benar

sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.2. Mempresentasikan percakapan sederhana terkait Expression of Asking and Giving Opinion sesuai konteks yang benar

C. Tujuan Pembelajaran

1. Siswa dapat menyusun teks percakapan sederhana terkait Expression of Asking and Giving Opinion sesuai dengan konteks yang benar

2. Siswa dapat mempresentasikan percakapan sederhana terkait Expression of Asking and Giving Opinion sesuai dengan konteks yang benar

D. Materi Pembelajaran

Asking and Giving Opinion:

- Fungsi Sosial

- Unsur Kebahasaan

- Struktur Teks

E. Metode Penelitian

Pendekatan   : Saintifik

Metode   : Discovery Learning

F. Kegiatan Pembelajaran

Pertemuan ke-1

Pembukaan (10 Menit)	
Experimental Class	**Control Class**
1. Peneliti membuka kegiatan pembelajaran dengan salam dan meminta ketua kelas untuk memimpin doa bersama 2. Peneliti memperkenalkan diri kepada siswa serta menyampaikan	1. Peneliti membuka kegiatan pembelajaran dengan salam dan meminta ketua kelas untuk memimpin doa bersama 2. Peneliti memperkenalkan diri kepada siswa serta

maksud dan tujuan penelitian	menyampaikan maksud dan
3. Peneliti mengecek presensi siswa	tujuan penelitian
	3. Peneliti mengecek presensi siswa

Kegiatan Inti (60 Menit)	
Experimental Class	Control Class
1. Peneliti memberian instrument pretest kepada siswa	1. Peneliti memberian instrument pretest kepada siswa
2. Peneliti menyampaikan intruksi pretest	2. Peneliti menyampaikan intruksi pretest
3. Siswa mengerjakan pretest berdasarkan instruksi yang telah diberikan	3. Siswa mengerjakan pretest berdasarkan instruksi yang telah diberikan
4. Peneliti dan siswa mendiskusikan bersama hasil dari pretest	4. Peneliti dan siswa mendiskusikan bersama hasil dari pretest
5. Peneliti melakukan Tanya jawab kepada siswa terkait dengan materi	5. Peneliti melakukan Tanya jawab kepada siswa terkait dengan materi

Penutup (10 Menit)	
Experimental Class	Control Class
1. Peneliti menyampaikan rencana pembelajaran pada pertemuan berikutnya	1. Peneliti menyampaikan rencana pembelajaran pada pertemuan berikutnya
2. Peneliti mengakhiri pembelajaran dengan mengucap salam dan berdoa bersama.	2. Peneliti mengakhiri pembelajaran dengan mengucap salam dan berdoa bersama.

Pertemuan Ke-2

Pembukaan (10 Menit)	
Experimental Class	Control Class
1. Peneliti membuka kegiatan pembelajaran dengan salam dan meminta ketua kelas untuk memimpin doa bersama	1. Peneliti membuka kegiatan pembelajaran dengan salam dan meminta ketua kelas untuk memimpin doa bersama
2. Peneliti memperkenalkan diri kepada siswa serta menyampaikan maksud dan tujuan penelitian	2. Peneliti memperkenalkan diri kepada siswa serta menyampaikan maksud dan tujuan penelitian
3. Peneliti mengecek presensi siswa	3. Peneliti mengecek presensi siswa

Kegiatan Inti (60 Menit)	
Experimental Class	**Control Class**
1. Peneliti menjelaskan materi terkait Asking and Giving Opinion 2. Peneliti membaca kata-kata dan kalimat terkait Expression and Giving Opinion dan meminta siswa untuk mengikuti 3. Peneliti membuka pertanyaan terkait materi dan meminta siswa untuk menanyakan bagian yang kurang mereka pahami 4. Peneliti meminta siswa untuk membentuk grup yang berisi dua orang (pair work) 5. Peneliti membagikan lembar kerja siswa dan memberikan instruksi tentang lembar kerja yang telah diberikan 6. Siswa diminta untuk saling melengkapi informasi rumpang yang terdapat pada lembar kerja secara komuniatif bersama partner mereka. 7. Siswa melakukan tugas yang diberikan peneliti dan mempresentasikannya secara *work in pair* dan guru menilai sesuai dengan scoring rubric yang tersedia.	1. Peneliti menjelaskan materi terkait Asking and Giving Opinion 2. Peneliti membaca kata-kata dan kalimat terkait Expression and Giving Opinion dan meminta siswa untuk mengikuti 3. Peneliti membuka pertanyaan terkait materi dan meminta siswa untuk menanyakan bagian yang kurang mereka pahami 4. Peneliti membagikan lembar kerja siswa dan memberikan instruksi tentang lembar kerja yang telah diberikan 5. Siswa diminta untuk memberikan pendapat mereka terkait dengan topic yang terdapat pada lembar kerja dan mempresentasikannya. 6. Siswa melakukan tugas yang diberikan peneliti dan guru menilai sesuai dengan scoring rubric yang tersedia.

Penutup (10 Menit)	
Experimental Class	**Control Class**
1. Peneliti menyampaikan rencana pembelajaran pada pertemuan berikutnya 2. Peneliti mengakhiri pembelajaran dengan mengucap salam dan berdoa bersama.	1. Peneliti menyampaikan rencana pembelajaran pada pertemuan berikutnya 2. Peneliti mengakhiri pembelajaran dengan mengucap salam dan berdoa bersama.

G. Media dan Alat

Media   : Buku Penunjang

Alat   : Spidol dan Papan Tulis

H. Penilaian

Jenis Penilaian   : Keterampilan

Instrument Penilaian   : Scoring Rubric of Speaking

Prosedur Penilaian   : Mempraktekan hasil belajar dengan speaking activity dan akan dinilai sesuai dengan scoring rubric yang telah disiapkan.

Appendix 6: Lesson Plan (Meeting 3-4)

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah   : SMP Negeri 2 Banyuwangi

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Materi Pokok   : We Can Do It and We Will Do It.

Alokasi Waktu   : 2 x 40 minutes (2 Pertemuan)

A. Kompetensi Inti

KI 1:   Menghargai dan menghayati ajaran agama yang dianutnya

KI 2:   Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3:   Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4:   Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
4.2. Menyusun teks lisan sederhana untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu	4.2.1. Menyusun teks percakapan sederhana terkait Expression of Ability and Willingness sesuai dengan konteks yang benar

tindakan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.2.2. Mempresentasikan percakapan sederhana terkait Expression of Ability and Willingness sesuai konteks yang benar

C. Tujuan Pembelajaran

1. Siswa dapat menyusun teks percakapan sederhana terkait Expression of Asking and Giving Opinion sesuai dengan konteks yang benar

2. Siswa dapat mempresentasikan percakapan sederhana terkait Expression of Asking and Giving Opinion sesuai dengan konteks yang benar

D. Materi Pembelajaran

Asking and Giving Opinion:

- Fungsi Sosial

- Unsur Kebahasaan

- Struktur Teks

E. Metode Penelitian

Pendekatan   : Saintifik

Metode   : Discovery Learning

F. Kegiatan Pembelajaran

Pertemuan ke-3

Pembukaan (10 Menit)	
Experimental Class	Control Class
1. Peneliti membuka kegiatan pembelajaran dengan salam dan meminta ketua kelas untuk memimpin doa bersama 2. Peneliti memperkenalkan diri kepada siswa serta menyampaikan maksud dan tujuan penelitian	1. Peneliti membuka kegiatan pembelajaran dengan salam dan meminta ketua kelas untuk memimpin doa bersama 2. Peneliti memperkenalkan diri kepada siswa serta menyampaikan maksud dan

3. Peneliti mengecek presensi siswa	tujuan penelitian
	3. Peneliti mengecek presensi siswa

Kegiatan Inti (60 Menit)	
Experimental Class	**Control Class**
1. Peneliti menjelaskan materi terkait Expression of Ability and Willingness	1. Peneliti menjelaskan materi terkait Expression of Ability and Willingness
2. Peneliti membaca kata-kata dan kalimat terkait Expression of Ability and Willingness dan meminta siswa untuk mengikuti	2. Peneliti membaca kata-kata dan kalimat terkait Expression of Ability and Willingness dan meminta siswa untuk mengikuti
3. Peneliti membuka pertanyaan terkait materi dan meminta siswa untuk menanyakan bagian yang kurang mereka pahami	3. Peneliti membuka pertanyaan terkait materi dan meminta siswa untuk menanyakan bagian yang kurang mereka pahami
4. Peneliti meminta siswa untuk membentuk grup yang berisi dua orang (pair work)	4. Peneliti membagikan lembar kerja siswa dan memberikan instruksi tentang lembar kerja yang telah diberikan.
5. Peneliti membagikan lembar kerja siswa dan memberikan instruksi tentang lembar kerja yang telah diberikan	5. Siswa melakukan tugas yang diberikan peneliti dan guru menilai sesuai dengan scoring rubric yang tersedia.
6. Siswa diminta untuk saling melengkapi informasi yang terdapat pada lembar kerja secara komuniatif bersama partner mereka.	
7. Siswa melakukan tugas yang diberikan peneliti dan mempresentasikannya secara *work in pair* dan guru menilai sesuai dengan scoring rubric yang tersedia.	

Penutup (10 Menit)	
Experimental Class	**Control Class**
1. Peneliti menyampaikan rencana pembelajaran pada pertemuan berikutnya	1. Peneliti menyampaikan rencana pembelajaran pada pertemuan berikutnya

Experimental Class	Control Class
2. Peneliti mengakhiri pembelajaran dengan mengucap salam dan berdoa bersama.	2. Peneliti mengakhiri pembelajaran dengan mengucap salam dan berdoa bersama.

Pertemuan Ke-4

Pembukaan (10 Menit)	
Experimental Class	**Control Class**
1. Peneliti membuka kegiatan pembelajaran dengan salam dan meminta ketua kelas untuk memimpin doa bersama 2. Peneliti memperkenalkan diri kepada siswa serta menyampaikan maksud dan tujuan penelitian 3. Peneliti mengecek presensi siswa	1. Peneliti membuka kegiatan pembelajaran dengan salam dan meminta ketua kelas untuk memimpin doa bersama 2. Peneliti memperkenalkan diri kepada siswa serta menyampaikan maksud dan tujuan penelitian 3. Peneliti mengecek presensi siswa

Kegiatan Inti (60 Menit)	
Experimental Class	**Control Class**
1. Peneliti memberian instrument posttest kepada siswa 2. Peneliti menyampaikan intruksi pretest 3. Siswa mengerjakan posttes berdasarkan instruksi yang telah diberikan 4. Peneliti dan siswa mendiskusikan bersama hasil dari posttest 5. Peneliti melakukan Tanya jawab kepada siswa terkait dengan materi	1. Peneliti memberian instrument posttest kepada siswa 2. Peneliti menyampaikan intruksi pretest 3. Siswa mengerjakan posttest berdasarkan instruksi yang telah diberikan 4. Peneliti dan siswa mendiskusikan bersama hasil dari posttest 5. Peneliti melakukan Tanya jawab kepada siswa terkait dengan materi

Penutup (10 Menit)	
Experimental Class	**Control Class**
1. Peneliti menyampaikan rasa terimakasih kasih atas bantuan seluruh siswa 2. Peneliti meminta pesan dan kesan	1. Peneliti menyampaikan rasa terimakasih kasih atas bantuan seluruh siswa 2. Peneliti meminta pesan dan kesan

dari siswa serta memberikan motivasi 3. Peneliti mengakhiri pembelajaran dengan mengucap salam dan berdoa bersama.	dari siswa serta memberikan motivasi 3. Peneliti mengakhiri pembelajaran dengan mengucap salam dan berdoa bersama.

G. Media dan Alat

Media   : Buku Penunjang

Alat   : Spidol dan Papan Tulis

H. Penilaian

Jenis Penilaian   : Keterampilan

Instrument Penilaian   : Scoring Rubric of Speaking

Prosedur Penilaian   : Mempraktekan hasil belajar dengan speaking activity dan akan dinilai sesuai dengan scoring rubric yang telah disiapkan.

Appendix 7: Experimental Worksheet (Meeting 2)

STUDENT A

Ask questions to your partner to fill the blanks on the table!

Task 1

Question : What does Sakura/Sasuke/Naruto/Hinata think about the ice cream?

Answer : In her/his opinion, the ice cream is very delicious.

> **Additional Expression:**
>
> 1. **She/he thinks that…**
> 2. **From her/his point of views, ………**

What does he/she think about the?	SAKURA	SASUKE	NARUTO	HINATA
Cake	"Sweet and soft"		"Good design"	
Sushi		"Iconic and delicious"		"Very appetizing"
Ramen	"High calories"		"Awesome food!"	

Task 2

Let your partner give his/her opinion about the given question/statement and also give your own opinion to your partner!

Example:

> **Question: The English Lesson Today**
>
> **Questioner: Student A**
>
> **Responden: Student B**

Student A: "What do you think about the English Lesson today?"

Student B: "In my opinion the English Lesson today is funny!"

1. **Question: "What do you think about the Math Lesson today?"**
   Questioner: Student A
   Responden: Student B

2. **Question: "I was given the task for painting. Do you have any idea for the theme?"**
   Questioner: Student B
   Responden: Student A

3. **Statement: "I think Mie Ayam in our canteen is delicious noodle ever"**
   Statement: Student A
   Responden: Student B

4. **Statement: "In my opinion, Seblak is not very tasty and too spicy. I can't enjoy it"**
   Statement: Student B
   Responden: Student A

5. **Question: "We will have a long holiday in the next semester, what are you going to do?"**
   Questioner: Student A
   Responden: Student B

6. **Question: "The garden in front our class had been renovated. I think it should be planted by roses. What's your opinion?**
   Questioner: Student B
   Responden: Student A

STUDENT B

Ask questions to your partner to fill the blanks on the table!

Task 1

Question : What does Sakura/Sasuke/Naruto/Hinata think about the ice cream?

Answer : In her/his opinion, the ice cream is very delicious.

Additional Expression:

3. **She/he think that…**
4. **From she/he point of view, ………**

What does he/she think about the?	SAKURA	SASUKE	NARUTO	HINATA
Cake		"Too sweet"		"High fat"
Sushi	"Not good to eat at night"		"Everyone's favorite"	
Ramen		"Good if not too much of leek"		"Better eaten with sausage"

Task 2

Let your partner give his/her opinion about the given question/statement and also give your own opinion to your partner!

Example:

Question: The English Lesson Today
Questioner: Student A
Responden: Student B

Student A: "What do you think about the English Lesson today?"

Student B: "In my opinion the English Lesson today is funny!"

1. **Question: "What do you think about the Math Lesson today?"**
   Questioner: Student A
   Responden: Student B

2. **Question: "I was given the task for painting. Do you have any idea for the theme?"**
   Questioner: Student B
   Responden: Student A

3. **Statement: "I think Mie Ayam in our canteen is delicious noodle ever"**
   Statement: Student A
   Responden: Student B

4. **Statement: "In my opinion, Seblak is not very tasty and too spicy. I can't enjoy it"**
   Statement: Student B
   Responden: Student A

5. **Question: "We will have a long holiday in the next semester, what are you going to do?"**
   Questioner: Student A
   Responden: Student B

6. **Question: "The garden in front our class had been renovated. I think it should be planted by roses. What's your opinion?**
   Questioner: Student B
   Responden: Student A

Appendix 8: Control Class Worksheet (Meeting 2)

WORKSHEET

Please give your own opinion about topic below and present it in front of class:

- Give your opinion about "Your School"
- Give your opinion about "Your Favorite Food"
- Give your opinion about "Your Favorite Film"

Example   : Give your opinion about "Your School"

Hello, my name is Anya. I am 14 years old and now I am in 7 grades. I am school at SMP Nusa Bangsa. In my opinion, my school is one of best school because it has good facilities and outstanding students. …………………..

Appendix 9: Experimental Class Worksheet (Meeting 3)

Do pair in work. Ask and find the information about what your partner can and cannot do in English, music, sports, housework and others and then present it in front of the class!

Name	Areas/Fields				
	English	**Music**	**Sports**	**Housework**	**Others**
Wina	- Read story - Answer Questions - Not ask question	- Play flute - Sing English - Sing folk songs	- Swim - Run - Not Basket ball	- Fry Eggs - Cook Rice	- Knit - Dra ws

I have a friend, her name is Wina. She can do many things. She can read English stories. She can answer question, but she can't ask question in English. She also good at music. She can play flute. She can sing too. She can sing English song and folk song. She can swim, but she cannot play basketball. She do them regularly. She can fry eggs and cook rice. She has two hobbies. She can knit and draw pictures.

Appendix 10: Control Class Worksheet (Meeting 3)

WORKSHEET

Write about what you can and cannot do in English, music, sports, housework and others and then present it in front of the class!

Example:

Your Name	Areas/Fields				
	English	**Music**	**Sports**	**Housework**	**Others**
Wina	- Read story - Answer Questions - Not ask question	- Play flute - Sing English - Sing folk songs	- Swim - Run - Not Basket ball	- Fry Eggs - Cook Rice	- Knit - Draws

My name is Wina and I can do many things. I can read English stories. I can answer question, but I can ask question in English. I also good at music. I can play flute. I can sing too. I can sing English song and folk song. I can swim, but I cannot play basketball. I do them regularly. I can fry eggs and cook rice. I have two hobbies. I can knit and draw pictures.

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J E M B E R

Appendix 11: Research Journal

Journal of Research

At SMPN 2 Banyuwangi

No	Date	Activity	Research Subject
1	July 18th 2022	Asking Permission to Conducting a Research at SMPN 2 Banyuwangi	Vice of Curriculum (Winarno, S.Pd)
2	July 20th 2022	Doing Interview with English Teacher	English Teacher (Eva Kartika Yunita, S.Pd)
3	July 21st 2022	Conducting Try Out in 8F Class	The Students of 8F
4	July 22nd 2022	Conducting Pretest in Experimental Class	The Students of 8H
		Conducting Pretest in Control Class	The Students of 8G
5	July 23th 2022	Conducting Material and Treatment in Experimental Class	The Students of 8H
		Conducting Material and Treatment in Control Class	The Students of 8G
6	July 28th 2022	Conducting Material and Treatment in Experimental Class	The Students of 8H
		Conducting Material and Treatment in Control Class	The Students of 8G
7	August 3rd 2022	Conducting Posttest in Experimental Class	The Students of 8H
8	August 4th 2022	Conducting Posttest in Control Class	The Students of 8G
		Asking permission for accomplishment the research with the headmaster of SMP Negeri 2 Banyuwangi	The Headmaster (Dewi Astuti, M.Pd)

Appendix 12: Pretest in Experimental Class

No.:   Date:

NAMA Kelompok : ① Hurma Eky Prisilia
                          ② Anggun Cahya Dewi

Nurma = Hello, Anggun.
Anggun = Hello, Nurma.
Nurma = How are you Ang?
Anggun = Alhamdulillah Nur
Nurma = Alhamdulillah
Anggun = I will go to Alun - Alun
Nurma = So?
Anggun = emm.. What do you think?
Nurma = in my opinion It good Anggun.
Anggun = Do you want join? (Apakah kamu
                mau ikut?)
Nurma = Yes
Anggun = Oke .... Let go

KIKY   I can do all heavy things

i

Appendix 13: Pretest in Control Class

Dialog

Salsa : Hello Sinta

Sinta : Hello Salsa

Salsa : What you opinion about my new book?

Sinta : Your book is very interesting

Salsa : thank you Sinta. And i think your dress is very beatiful.

Sinta : thank you Salsa

Salsa : You are welcome Sinta.

Appendix 14: Posttest in Experimental Class

Falen : Hello, good morning

Zahwa = Hello, good morning too.

Falen = How do you do Zahwa?

Zahwa : good and you?

Falen : me too.

Zahwa : What can you do in sport?

Falen = i can swim, badminton, basketball

Zahwa = i can swim too. what is your hobby?

Falen = my hobby is singing.

Zahwa = can you sing song korea?

Falen : No. Zahwa

Zahwa = can you sing Indonesia?

Falen = yes.

Zahwa = that are great. can you sing for me?

Falen = of course. what can you do in cooking?

Zahwa = i can cook rice and indomie.

Falen = wow..! you so smart!

Zahwa = Thank you

Falen : Okay.
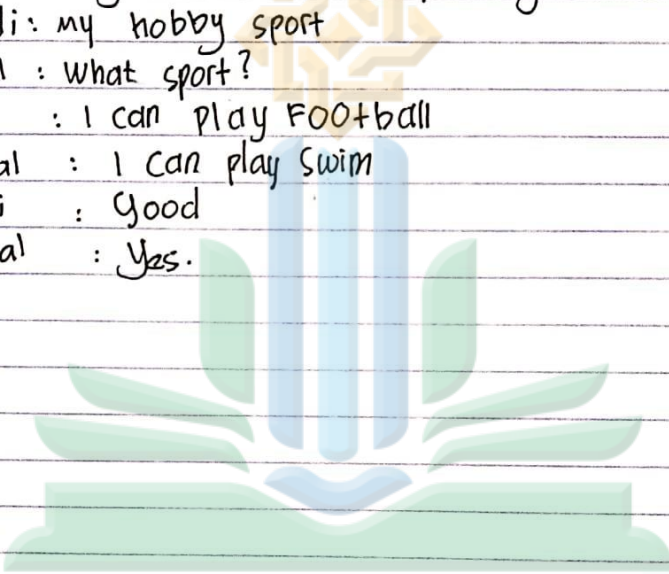
Appendix 15: Posttest in Control Class

Rizal : Hello, good morning
Aldi : Hello, Hello good morning too.
Rizal : My name is Rizal my Hooby drawing
Aldi : my hobby sport
Rizal : what sport?
Aldi : I can play FOOtball
Rizal : I can play Swim
Aldi : Good
Rizal : Yes.

Appendix 16: Information Gap Activity (Meeting 2)

STUDENT A

Ask questions to your partner to fill the blanks on the table!

Task 1

Question : What does Sakura/Sasuke/Naruto/Hinata think about the ice cream?

Answer   : In her/his opinion, the ice cream is very delicious.

Additional Expression:

1. She/he thinks that...
2. From her/his point of views, ...

What does he/she think about the?	SAKURA	SASUKE	NARUTO	HINATA
Cake	"Sweet and soft"	Too Sweet	"Good design"	High Fat
Sushi	Not good to edt dt Night	"Iconic and delicious"	Everyone's Favorite	"Very appetizing"
Ramen	"High calories"	Good if not too much of leek	"Awesome food!"	Better eaten with SausAge

STUDENT B

Ask questions to your partner to fill the blanks on the table!

Task 1

Question : What does Sakura/Sasuke/Naruto/Hinata think about the ice cream?

Answer : In her/his opinion, the ice cream is very delicious.

Additional Expression:

3. She/he think that...
4. From she/he point of view, ...

What does he/she think about the?	SAKURA	SASUKE	NARUTO	HINATA
Cake	Sweet and soft	"Too sweet"	Good design	"High fat"
Sushi	"Not good to eat at night"	Iconic and Delicious	"Everyone's favorite"	Very appetizing
Ramen	High Calories	"Good if not too much of leek"	Awesome food	"Better eaten with sausage"

Appendix 17: Information Gap Activity (Meeting 3)

Helo, i have a friend her name is saksa. She can speak english little but she cannot ask question in English. She can play guitar but she cannot play piano. She can swim but she cannot play football. 47 | She hobby cooking. She can cook fish and nugget. She ~~can~~ can dance gandrung but cannot sing English.

Hello, i HAVE friend Her name is Luna. She cannot speak English. She can speak madura. She can play badminton but she cannot play basketball. She can play guitar. She cannot play flute. She can cook rais. She cannot cook egg. She can read Englis.

maduranese

good

Rice?

Appendix 18: Documentations

Appendix 19: Research Permitting Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-4139/In.20/3.a/PP.009/07/2022
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 2 BANYUWANGI
Jl. Ranggawuni No.41, Kebalenan, Banyuwangi, Jawa Timur 68417

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20186003
Nama   : OCTAVIA MEGA LIDIAWATI
Semester   : Semester sembilan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effectiveness of Using Information Gap on Second Grade Students` Speaking Ability at SMPN 2 Banyuwangi " selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dewi Astuti, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 Juli 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 20: Research Accomplishment Letter

PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN

SMP NEGERI 2 BANYUWANGI

Jalan Ranggawuni 41 ☎ (0333) 424728 Banyuwangi – 68417
NIS : 200990   NSS : 20.1.05.25.18.002   NPSN : 20525633
E-Mail : smp2.banyuwangi@gmail.com / Webblog : ranggawuni.blogspot.com

SURAT KETERANGAN
Nomor : 897/ 247 /429.245.200990/2022

Yang bertanda tangan di bawah ini :

N a m a	:	**DEWI ASTUTI, M.Pd**
NIP	:	19670208 199003 2 002
Pangkat / GolonganRuang	:	Pembina Tk. I, IV/b
Jabatan	:	Kepala Sekolah
Unit Kerja	:	**SMP Negeri 2 Banyuwangi**

Dengan ini menerangkan dengan sebenarnya bahwa :

N a m a	:	**OCTAVIA MEGA LIDIAWATI**
Tempat, Tanggal Lahir	:	Banyuwangi, 21 Oktober 1999
NIM	:	T20186003
Fakultas	:	Fakultas Tarbyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Universitas	:	UIN KH Achmad Siddiq Jember

Yang namanya tersebut diatas telah melaksanakan penelitian di SMP Negeri 2 Banyuwangi dengan judul **"The Effectiveness of Using Information Gap on Second Grade Students' Speaking Ability at SMPN 2 Banyuwangi"** terhitung mulai tanggal 20 Juli sampai dengan 4 Agustus 2022.

Demikian surat keterangan ini dibuat, untuk persyaratan **Penyusunan Skripsi.**

Banyuwangi, 03 Agustus 2022
Kepala Sekolah

DEWI ASTUTI, M.Pd
NIP.19670208 199003 2 002

Appendix 21: Declaration of Authenticity

DECLARATION OF AUTHENTICITY

I undersigned below:

Name : Octavia Mega Lidiawati

Students' Number : T20186003

Study Program : English Education Program

Faculty : Tarbiyah and Teacher Training

Institution : UIN Kiai Haji Achmad Siddiq Jember

Declare that this undergraduate thesis entitled "The Effectiveness of Using Information Gap on Second Grade Students' Speaking Ability at SMPN 2 Banyuwangi" is my original work, gathered and utilized especially to fulfill the purposes and objective of this research, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted.

Jember, September 15th, 2022

I declared

Octavia Mega Lidiawati
SRN. T20186003

Appendix 21: Researchers' Biodata

CURRICULUM VITAE

Personal Information

Name   : Octavia Mega Lidiawati

SRN   : T20186003

Place, Date of Birth : Banyuwangi, October 21st 1999

Address   : Perumahan Puri Brawijaya Permai Blok J.3, Banyuwangi

Faculty   : Tarbiyah and Teacher Training

Program   : Tadris Bahasa Inggris (English Department)

Email   : brumime@gmail.com

Educational Background

a. TK Negeri Pembina   (Graduated in 2006)
b. SDN 1 Mojopanggung   (Graduated in 2012)
c. MTsN 1 Banyuwangi   (Graduated in 2015)
d. MAN 1 Banyuwangi   (Graduated in 2018)