

**THE EFFECT OF INFORMATION GAP
THROUGH WORDWALL ON STUDENTS' SPEAKING ABILITY
AT ISLAMIC JUNIOR HIGH SCHOOL OF AL-ISHLAH
JENGGAWAH IN THE ACADEMIC YEAR 2022/2023**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

By:

**HABIBAH FEBRIYANI
SRN: T20196175**

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHING TRAINING
ENGLISH EDUCATION DEPARTMENT
JUNE 2023**

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In partial fulfillment of the requirements
For the degree of Bachelor Education (S. Pd)
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Approved by The Advisor



Siti Khodijah, S.S., M.Pd.
NIP. 198609192019032016

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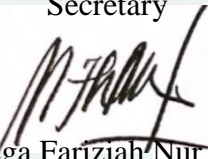
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English Language Education Study Program

Day : Thursday
Date : June 15th, 2023

Chairperson

Secretary


As'ari, M.Pd.I
NIP. 197609152005011004


Mega Fariziah Nur Humairoh, M.Pd
NIP. 199003202019032010

Members:

1. Dr. Dwi Puspitarini, S.S., M.Pd.
2. Siti Khodijah, S.S., M.Pd.



Approved by
The Dean of Faculty of Tarbiyah and Teacher Training
of State Islamic University of
Khalid Hain Achmad Siddiq Jember



Prof. Dr. Hj. Mukni'ah, M.Pd.I.
NIP. 196405111999032001



MOTTO

وَأَخِي هَارُونُ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسَلْهُ مَعِيَ رِدْءًا يُصَدِّقُنِي إِنِّي أَخَافُ أَنْ يُكَذِّبُون
”and my brother Aaron is more fluent than me in tongue, so send him with me as
support, verifying me. Indeed, I fear that they will deny me.”(Al- Qasas: 34)*

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*Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an English Translation of the Meanings and Commentary*, terj. (Medina Dar-us Salam Publications, 1996), 577.



DEDICATION

This thesis is proudly dedicated to:

1. My beloved father, Moch. Noer Hasan and my mother Ani Rahmawati who always love, pray, motivate, and support me to finish this thesis. Thank you for everything.
2. My brother and sister who always support me.
3. All people who present and help to finish this thesis. You are amazing.



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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil ‘Alamin. In the name of Allah, the most merciful and graceful who has given the writer an opportunity to finish this thesis. Shalawat and Salam are given to our prophet Muhammad SAW, who has guided us from the darkness to the brightness.

This 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 Effect of Information Gap Through Wordwall on Students’ Speaking Ability at Islamic Junior High School of Al-Ishlah Jenggawah Academic Year 2022/2023”.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, the writer would like to express the greatest gratitude to the honorable people who give their help, encouragement, and contribution to the writer in the process of the study:

1. Prof. Dr. H. Babun Suharto, SE., MM as the Rector of State Islamic University of Kiai Haji Ahmad Siddiq Jember (UIN KHAS Jember) who has provided all campus facilities in this college;
2. Dr. Hj. Mukni’ah, M.Pd.I as the Dean of Faculty of Tarbiyah and Teaching Training who has approved to this research;
3. Dr. Rif’an Humaidi, M.Pd.I as the Head of Islamic Education and Language Education Department who has approved to this research;

4. As'ari, M.Pd.I as the Head of English Education Department who has approved to this research;
5. Siti Khodijah, S.S., M.Pd. as the thesis advisor who always patiently guided, given suggestion, and helped in correcting and giving countless time to finish this thesis well;
6. Muhammad Syafi'e,S.Pd. as the headmaster of MTs Al-Islah Jenggawah Jember and all the teachers and students of VIII A and VIII B who helped the researcher during the research;

The writer wishes that Allah SWT gives blessing to all of you. Finally, the writer hopes that this thesis will be useful for the readers and improvement of English teaching and learning. However, the writer realizes that this thesis is still a lot of weaknesses. For this, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Jember, June 15th, 2023


Habibah Febriyani

ABSTRACT

Habibah Febriyani, 2023: *The Effect of Information Gap Through Wordwall on Students' Speaking Ability at Islamic Junior High School of Al-Ishlah Jenggawah in The Academic Year 2022/2023.*

Keywords: *Information Gap, Wordwall, Speaking Ability*

Speaking is the ability to share ideas, feelings, and so on to have an interaction with others. Mastering English is needed by the students. However, students had low speaking proficiency and they were afraid to make mistakes. Therefore, information gap strategy is a method that used to improve the students' speaking ability.

The question of this research is "Do the students' of Islamic Junior High School of Al-Ishlah Jenggawah in the academic year 2022/2023 taught by using information gap through wordwall have better speaking ability than the students' taught by non-information gap through worwall?. However, the objective of this research is to examine the effect of information gap through wordwall on students' speaking ability at Islamic Junior High School of Al- Ishlah Jenggawah in the academic year 2022/2023.

The methodology of the research was Quantitative Research especially a Quasi-Experimental Non-equivalent Control Group Design. The research was conducted with two groups, namely experimental group (27 students) and control group (21 students). There are three stages in this research, namely; Pre-test, treatment, and Post-test. However, after the treatment, the researcher gave Post-test for both groups. Pre-test and Post-test were collected then analyzed the independent sample t-test by using SPSS V20.

The result showed that the mean of pre-test in experimental class was 42,81 and the mean of post-test in experimental class was 84,07 ($84,07 > 42,81$). While, the mean of pre-test in control class was 38,86 and the mean of post-test in control class was 56,52 ($56,52 > 38,86$). So, the mean of post-test in experimental group was higher than control group. Moreover, hypothesis testing showed that sig 2 tailed (p) was ($0.000 < 0.05$) means that H^0 (Hypothesis Null) was rejected and H^a (Alternative Hypothesis) was accepted. Hence, it concluded that information gap through wordwall gave significant effect on students' speaking ability at Islamic Junior High School of Al- Ishlah Jenggawah in the academic year 2022/2023. It meant that the students of experimental class got higher score, they participated more in the learning activity, and they had better speaking ability when the researcher taught by using information gap through wordwall.

TABLE OF CONTENTS

	Page
COVER	i
ADVISOR APPROVAL	ii
EXAMINER APPROVAL	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Research Question	6
C. Research Objective	6
D. Research Significances	6
E. Research Scopes	7
F. Operational Definitions	9
G. Research Assumption	10
H. Hypothesis	10
CHAPTER II REVIEW OF RELATED LITERATURE	12
A. Previous Studies	12
B. Theoretical Framework	18

1. Speaking.....	18
a. The Nature of Speaking	18
b. Elements of Speaking.....	20
2. Communicative Language Teaching.....	22
3. Information Gap Activity.....	24
4. Learning Media	27
5. Wordwall.....	30
CHAPTER III RESEARCH METHOD	32
A. Research Approach and Design	32
B. Population and Sample.....	34
C. Data Collection Technique and Instrument Test.....	35
D. Data Analysis	42
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	47
A. Description of the Research Object.....	47
B. Research Finding.....	47
C. Analysis and Hypothesis Testing	53
D. Discussion	57
CHAPTER V CONCLUSION AND SUGGESTION	59
A. Conclusion	59
B. Suggestion	60
REFERENCES	61
APPENDICES	

LIST OF TABLES

No	Description	Page
2.1	: Differences and Similarities with Other Researches.....	16
3.1	: Research Design.....	33
3.2	: The Population of The Study	34
3.3	: The Sample of The Study.....	35
3.4	: Interpretation of Cohen's Kappa.....	39
3.5	: Score of Try-out From Two Examiners.....	39
3.6	: The Result of Pre-test Using Cohen's Kappa by SPSS 20	40
3.7	: The Result of Post-test Using Cohen's Kappa by SPSS 20.....	41
4.1	: Scores of Pre-test and Post-test of Experimental Class	51
4.2	: Scores of Pre-test and Post-test of Control Class.....	52
4.3	: Descriptive Statistics.....	53
4.4	: Test of Normality with Kolmogorov-Smirnov	54
4.5	: Test of Homogeneity of Variance.....	55
4.6	: Independent Sample T-test.....	56



LIST OF APPENDICES

Appendix 1 : Research Matrix

Appendix 2 : Blueprint of Speaking Test

Appendix 3 : Instrument Test of Pre-test and Post-test

Appendix 4 : Kisi-Kisi

Appendix 5 : Scoring Rubric for Speaking Test

Appendix 6 : Lesson Plan of Experimental Class

Appendix 7 : Lesson Plan of Control Class

Appendix 8 : Observation Sheet

Appendix 9 : Validity Sheet

Appendix 10 : Letter of Permission

Appendix 11 : Letter of Accomplishment

Appendix 12 : Journal of Research

Appendix 13 : Student Achievement

Appendix 14 : Journal of Validity and Reliability

Appendix 15 : Curriculum Vitae

CHAPTER I INTRODUCTION

This chapter presents the research background, research question, research objective, research significances, research scopes, operational definitions, research assumption, and hypothesis.

A. Research Background

Speaking is the use of language to express meaning.¹ People are free to express something to have communication with others. Students are able to communicate in English using English anywhere and anytime, engage in communicative dialogue, and interact with their friends or teacher in order for their message to be clear.² Students had to master speaking in the classroom, as it helped them to talk in public. Students also practiced real-life speaking skills in the classroom through speaking activities. For example, students were requested to express their opinions and share their knowledge about word missing in the sentence, and speaking exercise in which students were attempted to provide feedback to both the teacher and the students.

Nunan stated speaking the ability to start a communication with others.³ It meant that people shared information, feelings, and so on to have close interaction. There are some elements involved in speaking, which are vocabulary building, fluency, appropriateness, and accuracy. There are

¹ Lynne Cameron, *Teaching language to Young Learners* (Cambridge: Cambridge University Press, 2001), 40.

² Rao, S. P, *The Importance of Speaking Skills in English Classrooms* (Alfred Council of International English & Literature Journal (ACIEL), 2019), 6.

³ Nunan, David, *Language Teaching Methodology; A Textbook for Teachers* (Edinburgh: Longman Pearson Education, 1998), 39.

abilities in speaking that should be mastered, such as communicative English skill, vocabulary and grammar. However, to require English abilities, speaking well is needed by teacher and students in the learning process.

Marianne stated that speaking is the most stressed skill in a second language classroom.⁴ The goal of language learning is to make the learners used the target language for communication. Students started to do the easiest way such as listening podcast while doing activities in home, watching movies with no subtitles, and playing a fun game that is related to English language to improve their speaking ability. Lukitasari said that if students wanted to improve speaking ability, they had to practice their speaking in daily life by speaking with their friend.⁵ So they must be brave in speaking English as practice makes perfect.

Students are able to practice English by speaking one sentence, two sentences, and so on with full of confidence in practicing English in order to speak English fluently. Moreover, teacher had a participation in the process of effective learning. So, in order to bring material to class, the appropriate learning strategy is needed by the teacher. Learning strategies typically operated at a level that is less appealing and tended to make students passive participants in the classroom's question-and-answer process. Students found it difficult to develop their ways of thinking to be more active and responded to learning. The strategy is interesting and it designed to achieve the learning

⁴ Marianne C. M, *Teaching English as a second or Foreign Language* (Boston: Heinle & Heinle. 2001), 103.

⁵ Andriana, *The Effect Of Information Gap Activity On Speaking Performance of The Eight Grade Student's At Junior High School* (UIN Sutha Jambi, 2019, 20).

objective. Students got the benefit from how to use contextual clues and guessing the meaning from the content to deal with unfamiliar items.⁶

In order to be effective in teaching speaking skill, teachers used numerous strategies. The strategies used in teaching speaking that propose by several experts are the activities of role play, drilling, picture describing, storytelling, and information gap. First, Harmer & Thornbury stated that role play is activity where students are asked to pretend to be in a setting of social contexts and various social roles.⁷ Second, Richard & Renandya stated that pattern practices and drills are the features of classroom practice in audio lingual method.⁸ Third, Brandon stated that using picture strategy can helped the teacher to teach vocabulary related to concrete meaning.⁹ Fourth, Dujmovic stated that storytelling promotes language learning by enriching students' vocabulary and acquiring new language structures.¹⁰ Fifth, Harmer stated that an information gap activity is an activity where learners are missing the information, they need to complete a task and need to talk to each other to find it.¹¹

Based on the observation at Islamic junior high school of Al-Ishlah Jenggawah, the researcher found that the students of eighth grade had low speaking proficiency. The problems faced by students are: they found it

⁶ Linse, C., & Nunan, D, *Practical English Language Teaching: Young Learners* (New York: McGraw Hill, 2005), 20.

⁷ Harmer, Jeremy, *The Practice of English Language Teaching* (Cambridge: Longman, 2002)

⁸ Richard, J. C., & Renandya, W. A, *Methodology in Language Teaching: An Anthology of Current Practice* (USA: Cambridge University Press, 2002)

⁹ Brandon, B, *Characteristic to Young Learner* (Retrieved October 20, 2020)

¹⁰ Dujmovic, M, *Storytelling as a Method of EFL Teaching* (Retrieved November 3, 2020)

¹¹ Harmer, Jeremy, *The Practice of English Language Teaching Fourth Edition* (Harlow: Pearson Education Limited, 2007)

difficult to pay attention to the teacher, they had a lack of confidence where they were afraid to talk in English with friends or teacher, also had poor vocabulary. There is a little bit interaction with teacher during learning English. It called teacher-centered not learner-centered. Another fact based on the researcher's short experience at Islamic junior high school of Al-Ishlah Jenggawah, students had a little interaction with the teacher when it was question and answer session. They asked silently to other friends what they are going to do, they did not connect to the learning activity. However, in the teaching and learning process, students often felt bored to learn English because the material and the class activities were monotonous and less practiced English. Teachers used kind of techniques to make students more active and motivated in learning English.

Therefore, based on those problems, teacher needed to use media and strategy to improve students' speaking ability. One of the best strategies to make students active in learning English is using information gap strategy. It can significantly helped students' speaking skills. The researcher chose this method because it encouraged students to speak as much as they can during the learning activity. According to Harmer, information gap activity is an activity where learners missed the information they needed to complete a task and talked to each other to find it.¹² Information gap activities also helped students to reinforce the vocabulary and variety of grammatical structures they have learned in class. Students employed linguistic structures and

¹² Harmer, Jeremy, *The Practice of English Language Teaching Fourth Edition* (Harlow: Pearson Education Limited, 2007).

communicated effectively. By doing activity with this strategy, students shared information oneself or group work. As students were difficult to pay attention directly to the teacher, it helped them to train their speaking ability without any teacher's intervention so they completed the task given by teacher.

In fact, the information gap activity was not completed if the teacher did not choose the appropriate media in learning process. Media were needed like leaves in a tree in order the fruits came out. The learning objective came true if there is a learning strategy and media used both teacher and students. In order to enhance the teaching process, media as completion at teaching the material to the students and they were motivated to follow the learning process.¹³ The researcher chose wordwall as the media in the speaking classroom. Wordwall used in a kind of method which appropriate with students' activity in classroom, such as speaking, writing, and reading. Wordwall is media that used by teachers to build students' speaking ability effectively, it can be projected exactly on a wall, board, or other show place in the classroom where the students noticed it.

Teacher and students used wordwall in a kind of activities.¹⁴ By choosing information gap activity using wordwall media, the learning process is completed and it is effective for students speaking ability because they practiced English in their classroom. The communication process took a real place with the information gap activity through wordwall. So all students had to speak English, included students with lack of confidence and students with

¹³ Arif S Sadiman et al, *Media Pendidikan*. (PT. Raja Grafindo, Jakarta, 2008), 6.

¹⁴ Cronsberry, J, *Word Wall: A Support for Literacy in Secondary School Classrooms* (Unpublished, 2004), 1.

higher confidence. Therefore, the researcher conducted the study to examine the effect of using information gap through wordwall on students' speaking ability at Islamic junior high school of Al-Ishlah Jenggawah in the academic year 2022/2023.

B. RESEARCH QUESTION

Based on the research background above, the research question is “Do the students’ of Islamic Junior High School of Al-Ishlah Jenggawah taught by using information gap through wordwall have better speaking ability than the students’ taught by non-information gap through worwall?”

C. RESEARCH OBJECTIVE

The objective of this research is to examine the effect of information gap through wordwall on students' speaking ability at Islamic Junior High School of Al-Ishlah Jenggawah.

D. RESEARCH SIGNIFICANCES

There are two significances of this research, they followed as;

1. Theoretical Significance

The study is confirmed the theories related to the effect of using information gap strategy through wordwall implementation on students' speaking ability. It helped students in speaking English fluently wherever they are with full of confidence.

2. Practical Significance

The research findings useful for:

a. English teachers

The procedure of the strategy in the study used by the teacher to be implemented in his/her class.

b. The students of English department

The student found out the motivation or interest to learn speaking skill by using information gap strategy through wordwall. It motivated the students in learning speaking.

c. Other researchers

The result of the study can be used as reference for other researchers who conduct research with similar focus but in different research design.

E. RESEARCH SCOPES

In this research, the researcher focused on how information gap strategy effected on students' speaking ability by using wordwall. Information gap is an effective strategy to apply in improving students' speaking ability at Islamic junior high school of Al-Ishlah Jenggawah.

1. Research Variables

The study included two variables. The independent variable is variable which caused the emergence or change of dependent variable as stated by Sugiyono.¹⁵ So, the independent variable of this research is the use of information gap strategy through wordwall. According to Harmer in the information gap activity, students talked with partners as sharing information to solve a puzzle, put things in the right order, drew a picture,

¹⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung : Alfabeta, 2014), 3.

or found similarities and differences between pictures.¹⁶ Dependent Variable is a variable that affected because of the independent variable which stated by Sugiyono.¹⁷ So, the dependent variable of this research is students' speaking ability. Hornby stated that speaking can be the way to carry out feeling through words as conversation with others.¹⁸

2. Variable Indicators

In this research, The variable indicators are:

a. Independent Variable (X)

Information Gap:

- Communicative. Learners had a good and clear communication with classmates.
- Pair work. Learners shared the information during the learning process.

b. Dependent Variable (Y)

Speaking Ability:

- Pronunciation. Practiced a lot of sub skills to make the effect of speaking more impactful. The sub skills of pronunciation included: word and sentence stress, intonation, rhythm and the use of the language individual sounds.
- Vocabulary. Using a lot of vocabulary in speaking.
- Grammar. Mastered the major tenses.

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Limited Fourth Edition, 2007), 349.

¹⁷ Sugiyono, 3.

¹⁸ A. S. Hornby, *Oxford Advance Learner's Dictionary of Current Language* (Oxford: Oxford University Press, 1999), 427.

- Fluency. Comfortable and confident in speaking English.
- Comprehension. Had a better understanding and speaking mastery.

F. OPERATIONAL DEFINITIONS

The researcher clarified the definition used in this research study, some definitions are;

1. Effect

A cause of thing or person to denote an outcome, result, or an influence.¹⁹ It is a change of standard action to get the aims and reached a result for its users.

2. Information Gap

Learning activity of exchanging information by the students to complete the tasks.²⁰ It is an activity where students shared information with their friends to find the gap and finish the task.

3. Communicative Language Teaching

An approach that made the communicative competence is the goal of learning a language.²¹ It prepares students to use the target language in a variety of circumstances effectively. They communicate with others and to reach the goal of learning a language for developing knowledge and skills.

¹⁹ Collins, H, Collins, *English Dictionary, Complete & Unabridged 10th Edition* (Amerika: William Collins Sons & Co. Ltd, 2009).

²⁰ Freeman, D. F, and Anderson, M, *Technique and Principles in Language Teaching* (New York: Oxford University Press, 2000), 148.

²¹ Richard, J.C, Theodore, S.R, *Communicative Language Teaching Today* (New York: Cambridge University Press, 2006), 2.

4. Wordwall

Learning media that projected on a wall, board, or others in the classroom. It is used by the teacher to create the learning activity more active which is showed in the class where can be noticed by the students.

5. Speaking

An ability to start and join a communication with others.²²

Speaking is a skill that someone as a speaker and other as listener who communicated each other to express the information.

G. RESEARCH ASSUMPTION

This research assumption commonly defines as a basis assumption. So, the assumption in this research is the students taught by using information gap strategy through wordwall have better speaking ability than the students taught by using non-information gap through wordwall.

H. HYPOTHESIS

Hypothesis is a temporary answer of the problem in the research.

As stated by Nasution that hypothesis is temporary statement which is guessed what the researcher observed in effort to understand it.²³ Therefore, the hypothesis of this research followed as:

H⁰: there is no a significant effect in using information gap through wordwall on students' speaking ability at Islamic junior high school of Al-Ishlah Jenggawah.

²² Nunan, David, *Language Teaching Methodology; A Textbook for Teachers* (Edinburgh: Longman Pearson education, 1998), 39.

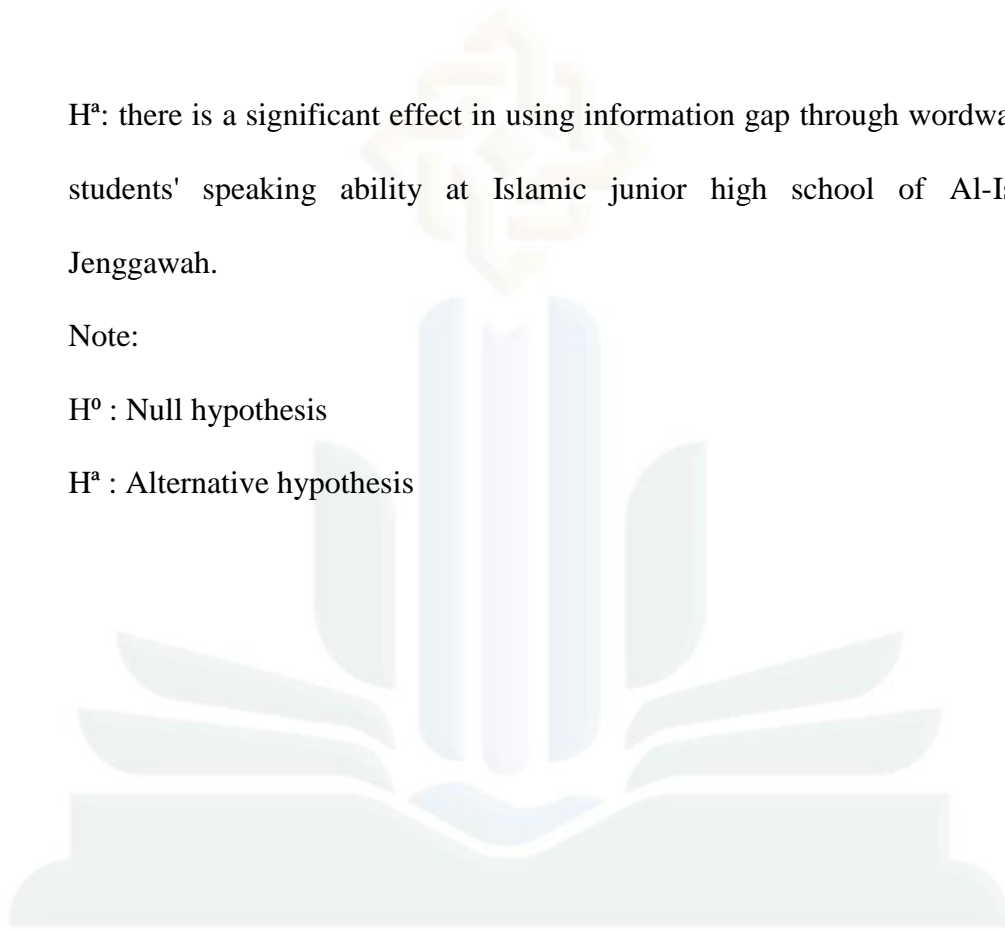
²³ S. Nasution, *Metode Penelitian Ilmiah* (Jakarta: Bumi Aksara, 2007), 39.

H^a: there is a significant effect in using information gap through wordwall on students' speaking ability at Islamic junior high school of Al-Ishlah Jenggawah.

Note:

H⁰ : Null hypothesis

H^a : Alternative hypothesis



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CHAPTER II

LITERATURE REVIEW

This chapter presents some previous studies and review of relevant theories.

A. PREVIOUS STUDIES

In this study, there are some similarities and differences between this research and several previous studies.

1. The first study conducted by Andriana (2019) entitled “*The Effect of Information Gap Activity on Speaking Performance of The Eighth Grade Student’s At Junior High School 24 Kota Jambi*”. The purpose of this study is to find out whether information gap activity gives significant effect on speaking performance of the eight grade students at SMPN 24 Jambi. It is quantitative research through quasi-experimental design with experimental class and control class. The researcher collected the data by pre-test and post-test. The total sample for this research was 42 students from 22 students of 8.F (experimental class) and 20 students of 8.B (control class) that were taken by using simple random sampling technique. The result of this study is there was significant difference on students' speaking performance between the students taught by information gap activity and those who were not.²⁴

²⁴ Andriana, *The Effect of Information Gap Activity on Speaking Performance of The Eight Grade Student's at Junior High School 24 Kota Jambi* (Thesis, UIN Sutha Jambi, 2019).

2. The second study conducted by Nuraeni (2014) entitled "*The Effectiveness of Information-Gap toward Students' Speaking Skill (A Quasi Experimental Research at The Second Grade Students of MTs Khazanah kebajikan Pondok Cabe Ilir)*". The purpose of this study is to see whether or not information-gap effective for students' speaking skill. It is an experimental design with experimental class and control class. The data were collected through pre-test and post-test. The total sample for this research was 60 students from 30 students of 8.B (experimental class) and 30 students of 8.A (control class) that were taken by using simple random sampling technique. The findings revealed that the student's score were 71.66 on experimental class. The researcher found that the result of this research is there is significant difference between students' score in learning speaking by using Information-Gap and without using Information-Gap. Information-Gap is effective and applicable for teaching speaking at the second grade students of MTs Khazanah Kebajikan Pondok Cabe Ilir.²⁵
3. The third study conducted by Sugi Widiawati (2019), entitled "*The Effect of Applying Information Gap Method by Using Flow Chart Media on The Students' Speaking Achievement*". This study is mainly aimed to find out the significant effect of applying information gap method by using flow chart media on the students' speaking

²⁵ Nuraeni, *The Effectiveness of Information-Gap Toward Students' Speaking Skill* (Thesis, UIN Syarif Hidayatullah Jakarta, 2014).

achievement of seventh grade at SMP Negeri 18 Medan. It is quantitative research through experimental design with experimental class and control class. The total sample for this research was 65 students from 33 students of 7.1 (experimental class) and 32 students of 7.2 (control class) that were taken by using simple random sampling technique. The findings revealed that there was significance effect of applying information gap method on students' speaking achievement with the score at post-test in experimental class (67) was higher than the mean pre-test score in experimental class (42,25).²⁶

4. The fourth study conducted by Putri Ramadhani (2022), entitled "*The Effect of Information Gap Activity on The Students' Speaking Skill of MTs Persiapan Negeri 4 Medan*". This study is mainly aimed to determine the effect of using information gap activity on students' speaking skills of eighth grade at MTsPN Negeri 4 Medan. It is quantitative research with a quasi-experimental design. The total sample for this research was 48 students from 24 students of experimental class and 24 students of control class. The data were collected using pre-test and post-test. The findings revealed that there was an effect of information gap activity on students' speaking skills with the mean post-test score in experimental class (75,00) was higher than the mean post-test score in controlled class (45,33).²⁷

²⁶ Widiawati, S, *The Effect of Applying Information Gap Method By Using Flow Chart Media on The Students' Speaking Achievement* (Thesis, UMSU Medan, 2019)

²⁷ Ramadhani, P, *The Effect of Information Gap Activity on The Students' Speaking Skill of Mts Persiapan Negeri 4 Medan* (Thesis, UIN Sumatera Utara Medan, 2022)

5. The fifth study conducted by Dewi Sartika Nasution, Asriani Hasibuan, Aprida Irmayana (2019), entitled “*The Effect of Information Gap Activities on Students’ Speaking Skill (A Study at The Eleventh Grade Students’ of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year)*”. It is quantitative research through experimental design with experimental class and control class. The total sample for this research was 64 students from 32 students of XI IS 3 (experimental class) and 32 students of XI IS 2 (control class) that were taken by using simple random sampling technique. The findings revealed that there was significance effect of information gap method on students’ speaking skill with the mean score after taught by using information gap in experimental class (72,68) was higher than the mean score before taught by using information gap in experimental class (42,25).²⁸

Based on the previous studies that the researcher described above. The researcher found that there are similarities and differences between the previous studies with the study that conducted by the researcher as presented in the table 2.1

²⁸ Nasution, D. S. Hasibuan, A. & Irmayana, A, *The Effect of Information Gap Activities on Students’ Speaking Skill* (Jurnal Liner: Institut Pendidikan Tapanuli Selatan, 2019), 11.

Table 2.1
The Similarities and Differences
between The Previous Studies with The Study
Conducted by The Researcher

Name and Thesis Tittle	The Similarities	The Differences	Method	Result
1	2	3	4	5
1. Andriana (2019): “The Effect of Information Gap Activity on Speaking Performance of The Eight Grade Student’s at Junior High School 24 Kota Jambi”.	The previous study and this current study used information gap and focused on students’ speaking skill.	The previous study used exchange information with descriptive text, while this study used wordwall with personal invitation.	This study used quantitative research method with a quasi-experimental pre-test and post test design.	The mean of post-test score (45,00) was higher than the mean of pre-test score (30,00).
2. Nuraeni (2014): “The Effectiveness of Information-Gap Toward Students’ Speaking Skill.	The previous study and this current study used information gap and focused on students’ speaking skill.	The previous study used drawing and describing picture with jigsaw, while this study used wordwall with personal invitation.	This study used quantitative research method with a quasi-experimental pre-test and post-test design.	The t-observation (to) is higher than t-table (tt) or $5.520 > 2.000$.
3. Sugi Widiawati (2019): “The Effect of Applying Information Gap Method by Using Flow Chart Media on The Students’ Speaking Achievement”.	The previous study and this study used information gap activity and focused on students’ speaking skill.	The previous study used flow chart media, while this study used wordwall media.	This study used quantitative research method with a quasi-experimental pre-test and post-test design.	The t-test was higher than t-table ($2.10 > 1.68$) with $= 0.05$ and the degree of freedom (df) 38.

Name and Thesis Tittle	The Similarities	The Differences	Method	Result
1	2	3	4	5
4. Putri Ramadhani (2022): "The Effect of Information Gap Activity on The Students' Speaking Skill of MTs Persiapan Negeri 4 Medan".	The previous study and this study used information gap activity and focused on students' speaking skill.	The previous study used printed media with pair work, while this study used wordwall media.	This study used quantitative research method with a quasi-experimental non-equivalent control group design.	The mean score post-test of the experimental group was 75,00 higher than the control group was 45,33.
5. Dewi Sartika Nasution, Asriani Hasibuan, Aprida Irmayana (2019): "The Effect of Information Gap Activities on Students' Speaking Skill".	The previous study and this study used information gap activity and focused on students' speaking skill.	The previous study used eleventh grade students at senior high school, while this study used eighth grade students at junior high school.	This study used quantitative research method with true-experimental post-test only control-group design.	The t test is higher than t table (t test 13.78 > t table 2.04).

The similarities between the studies above and this study is in the teaching technique to improve students speaking ability. The technique is information gap. The researches above used several media and material, even this study used the same technique, but it had own characteristic. The researcher used media through wordwall to prove that information gap effective strategy for students' speaking ability and used wordwall to help the students easier in having experience and active during the learning process.

However, based on the previous studies above, it concluded that many difficulties that faced by students in learning speaking English in the class. One of the solution is used information gap activity to prove that this strategy is the appropriate strategy and suitable to be implemented on students' speaking ability. It helped students to be more active and more practice in speaking with their classmates. The researchers are free to be creative by using difference medias in order the learning process was not always monotonous and students realized that what they learned was useful and they improved their speaking skill.

B. THEORETICAL FRAMEWORK

1. Speaking

a. The Nature of Speaking

Nunan stated that speaking is the ability to start and join a communication with others.²⁹ It means that speaking is the tool that people used to communicate with others. Hornby stated that speaking is the way carried out feeling by words even people had conversation with others.³⁰ It means that speaking covered everything not just the way people talked, but also how to make better while speaking in public. First, the basic definition of speaking. It is one of

²⁹ Nunan, David, *Language Teaching Methodology; A Textbook for Teachers* (Edinburgh: Longman Pearson Education, 1998), 39.

³⁰ A. S. Hornby, *Oxford Advance Learner's Dictionary of Current Language* (Oxford: Oxford University Press, 1999), 427.

four language skills that people have to master it. Speaking skill became the most thing that people assumed someone has a good mastery of English.

Speaking has its own way than reading, and writing. Teachers tried to have interaction with the listener and kept them understand the meaning or message that delivered by the speaker. So the listener paid attention and speaker succeed in practicing speaking. While in the classroom, student shared his/her thinking and expressed it. Students had interaction with friends and they got information from the speaker. As the researcher told above that speaking is the most priority in mastering foreign language or English. According to Woods, the effective speaking ability is from the interaction between speaker interlocutor.³¹ So, speaking is related to listening ability and the speaker had to listen the interlocutor in understanding the meaning of the spoken.

The reason why students mastered speaking ability because it had functions. Richards mentioned the three functions of speaking. Speaking as interaction, speaking as performance, speaking as transaction.³² Well the researcher explained each function. Speaking as interaction means that people talked to interact with others and had a conversation. For example when someone met his friend, he had to

³¹ Woods, C, *Teaching and Assessing Skills in Foreign Language* (Cambridge: Cambridge University Press, 2005), 41.

³² Richards, J. C, Theodore, S. R, *Communicative Language Teaching Today* (New York: Cambridge University Press, 2006).

greet them to be close and friendly. It is just the way people spoke up in a social function. Speaking as performance means that giving information in public, for example speeches, meeting leader, and presentation in several places. In this, the speaker used written language or formal than conversational language. The third is speaking as transaction. People talked to deliver the point of what the speaker said. So they focused on the purpose why they spoke up to them, in order the listener clearly understood the message.³³

There are many reasons why students had better speaking ability. To aim successful learning in foreign language, students needed to have more practice in speaking. Harmer listed three reasons why learning English is important. They followed as:

1) Speaking tasks provided opportunities for students to use grammar or previous knowledge in conversation.

2) During speaking tasks, students had chances to apply English in real situation.

3) More speaking tasks helped students to speak English fluently and automatically.³⁴

b. Elements of Speaking

There are some elements in speaking for the aim of speaking.

Harmer stated that there are four elements in speaking. Those

³³ Andriana, *The Effect Of Information Gap Activity On Speaking Performance of The Eight Grade Student's At Junior High School* (UIN Sutha Jambi, 2019).

³⁴ Heriana Saputri, *The Effect Of Using Information Gap Activities Toward Motivation In Speaking English Among Second Year Students At MAN 2 Model Pekanbaru* (UIN Sultan Syarif Kasim Riau, 2010)

explained the ability to speak fluently and process information and language features. The four elements are;

1) Connected speech

This is the ability to modify sounds in speaking by modifying (assimilation), omitting (elision), adding (linking r), or weakening (through contractions and stress patterning).

2) Expressive Devices

Expressive Devices is the use of pitch and stress, vary volume and speed, and the use of paralinguistic (physical and nonverbal language) in producing utterance in order to convey the truth meaning of the message meant by the speaker. By this element, speakers showed their feeling to the person they talked to.

3) Lexis and Grammar

This is the ability to select the appropriate words and to use different phrases in different contexts we talked is very important, because sometimes there is an utterance which is said differently when we talked in different situations and different addressee. So, it is important for students to know kinds of phrases in different functions such as agreeing or disagreeing, expressing surprise, expressing shocks etc.

4) Negotiation Language

Negotiation language is used to give clarification or reformulate what we said in order to be clearer, especially when we saw that we

did not understand. Negotiation language is used because sometimes the listeners did not understand what we have said. It can be because they did not hear or we talked too fast.³⁵

Therefore, those elements included in teaching speaking process. Based on those elements above, good speaker understood the language features in grammar and how to express ideas and feeling while speaking with others. Besides, the speaker understood the process of speaking too.

2. Communicative Language Teaching

Communicative language teaching is an approach that made the communicative competence as the goal of learning language.³⁶ Students used language to interact with people in their daily life. Students used a target language to communicate with others and they aimed the goal of learning a language. Other from that, students mastered the linguistic structures. As stated by Freeman, the goal of the most methods is for students to learn to communicate in the target language, but then educators began to ask question if they found the goal or not since some observed that students produced sentence accurately in a lesson, but did not use them appropriately when communicating out of the class.³⁷

³⁵ Jeremy Harmer, *The Practice of English Language Teaching* (London: Pearson Education Limited Third Edition, 2001), 269-270.

³⁶ Richard, J.C, Theodore,S.R, *Communicative Language Teaching Today* (New York: Cambridge University Press, 2006), 2.

³⁷ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (Oxford: Oxford University Press, 2000), Second Edition), 121.

Harmer claimed that communicative language instruction is a collection of principles that reexamined both the language to be taught and the specifics of how to do so. The emphasis was on the importance of language functions rather than just grammar and vocabulary. The goal of communicative language instruction is to prepare students to use language in a variety of circumstances effectively.³⁸ In this communicative language teaching, in order students developed their knowledge and skills, they needed to have a lot of exposure in the use of language. In CLT activities, students had to include in real communication. The success of the communicative task did by the students is more important than the accuracy of the language they acquired. Students were motivated to communicate and having a specific goal in mind.³⁹ Richards mentioned the ten main activities of communicative approach, namely;

- a. Fluency and accuracy practice
- b. Mechanical, meaningful, and communicative practice
- c. Information-gap activity
- d. Jig-saw activity
- e. Task-completion activity
- f. Information gathering activity
- g. Opinion-sharing activity
- h. Information-transfer activity

³⁸ Jeremy Harmer, *The Practice of English Language Teaching* (Essex: Longman, 2001), 84.

³⁹ Nuraeni, *The Effectiveness Of Information-Gap Toward Students' Speaking Skill* (UIN Syarif Hidayatullah, 2014).

- i. Reasoning gap-activity
- j. Role-play⁴⁰

Therefore, Information gap is one of the classroom activities that applied a key improvement of communicative purpose, as in this activity students talked each other to find uncompleted information.

3. Information Gap Activity

In this study, the researcher used information gap to examine that this activity improved students' speaking ability. Students had to speak English to share information to other friends to complete the task given by the teacher. For more detail, information gap is a strategy in teaching speaking where students did the task in pairs and each student had their own information to finish the task and found the correct answer. By this activity, students had a new experience in the classroom, they shared ideas and information.

Harmer, information gap activity is student who had an obligation to talk in English with his/her partner to solve a puzzle, put things in the right order from disordered, drew a picture, and students communicated to find the right answer.⁴¹

There are few examples of information gap activities. They followed as;

⁴⁰ Richard, J.C, Theodore,S.R, *Communicative Language Teaching Today* (New York: Cambridge University Press, 2006), 13-18.

⁴¹ Jeremy Harmer, *The Practice of English Language Teaching* (Harlow: Pearson Education Limited Fourth Edition, 2007), 349.

a) Completing Text: Teacher prepared two story texts and deleted the different information on both stories. In the first text there is a gap of the place and names of character, the second text there is a gap of adjectives and adverbs. Next, students divided into groups. Teacher gave different information to every students and they completed the story together by asking questions to the group partners. To finish the game, they wrote the missing information. In this, students practiced their English.

2) Drawing The Imagination: Students divided into groups and teacher gave one picture to the first students in each group and forbidden to show it to the next student. First student asked to describe the picture and delivered it to the second student. Then second student drew the picture according to the description she/he got. If second student hard to understand it, she/he allowed to ask question. To make this more challenging, teacher can switched the student and gave next different picture.

c) Finding The Locations: Everyone who went to a new place usually needed a direction to help them found the place. The teacher gave key vocabularies such as turn left, go ahead, turn right. This is a fun activity that students are asked to give directions using English. Students created a group that consists of two. Student A had a map of city that clearly noted with more locations. Student B asked directions to some or more locations, such as hospital, school, theater. By using

the map, student A gave the detail and clear directions, the partner clarified the answer and wrote the directions. In this activity, all members took turns in order they practiced more English.

d) Making a Shopping List

This activity is about vocabulary of food. The teacher asked students to find a partner. The first student is a shopper and second student is a chef. Well, teacher gave a paper of simple food vocabularies recipe or for having more fun, asked students to think their favorite food. The shopper had a job that created shopping list according to dish or food from the Chef. Shopper asked the recipe and how many things to buy. Then the shopper wrote down the shopping list.

e) Asking and Answering 20 Questions: This activity helped students to learn new information by asking and answering. This is free that students played in small groups or whole class. Teacher gave a chance to one student to open the card and see what inside it, then closed it. The other students had to ask questions to know what thing that first student thinking about. The answer must be yes or no. If the questioner did not guess the thing within 20 questions, so the first student who opened the card and found the item is win.

Those are few examples of how teacher applied fun activity for students using information gap. Teachers were not always had to use

those games, they were free to create new fun activities in the classroom to help students practiced more English.

4. Learning Media

Media are used in variety of people activities. Media also used in the teaching and learning process as the instructional media. It helped teacher to complete the learning activity and students' understanding about what the teacher taught. According to Gagne, media are type of learning components that supported learners. The use of media stimulated students to study by delivering message to them.⁴²

In order to enhance the teaching process, media as completion at teaching the material to the students and they were motivated to follow the learning process.⁴³

Moreover, Tafano explained the role of learning media in the learning process. First, varied use and appropriate media reduced students' passive nature. Second, clarified the presentation of material as it is not only in the form of words written. Third, overcoming the space limitations, sensory power, and time. Fourth, connected the unreal with real. Lastly, avoid misunderstanding of learning concepts and objects.⁴⁴ People used media in their life for business and other activity, media also used in education for teaching and learning. Kemp mentioned five kinds of media used in a language teaching. They are;

⁴² Gagne, R., Briggs, L. *Principles of Instructional Design (4th Ed)* (Fort Worth, TX: HBJ College Publisher, 1970).

⁴³ Arif S Sadiman et al., *Media Pendidikan* (PT. Raja Grafindo, Jakarta, 2008), 6.

⁴⁴ Tafonao, T (*Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa*. Jurnal Komunikasi Pendidikan, 2018), 103-114.

- a. Simulated media: games, simulations, and role plays
- b. Visual forms: photographic, graphic, and photographic combination
- c. Audio forms
- d. Audio visual media
- e. Real objects media⁴⁵

The use of media in the teaching and learning process increased the effect of the teacher-student communication and interaction. The materials that the teacher provided were supported by media. By using media in the classroom, students were motivated and effectively explain and demonstrated the contents of learning. Here are the detail explanation about types of media, they followed as;

a) Simulated Media

Simulated media included quizzes, games, simulations, and role plays. For example, the use of games can stimulate students. They trained to speak up as it made the learning activity easy for students.

b) Visual Forms

Visual media are related to view or sight to illustrate something. For example, photographs, graphics, and slides. Teacher and students got the benefits of using visual media. Visual media connected the real things with students' imagination. Finally, students got more easy understanding.

⁴⁵ Kemp, J. E, *Instructional Design* (California: David S. Lake Publisher, 1977).

c) Audio Media

Audio media which included songs, radio sets, tape recorders, and telephone sets. For example, songs developed students' vocabulary and social skills such as turn taking.

d) Audio Visual Media

Audio visual media combined audio media with visual media. examples of audio-visual media are video clips and movies. Students got their ideas or perception in the language learning.

e) Real Object Media

Real object media usually used in the classroom. Real object media are tools, coins, and so on. Teacher can used class facilities to teach about things in the classroom.⁴⁶

The researcher used visual media that appropriate with information gap activity. Visual media connected the real things with students' imagination. One of visual media is wordwall. By using wordwall, students were motivated to observe the learning process. Therefore, learning media is used to deliver messages or lesson from teachers to students to stimulate ideas, feelings, and students interest for optimal learning.⁴⁷ Therefore, information gap is the activity in the classroom that used by the researcher to teach personal invitation and wordwall as the media in teaching speaking ability.

⁴⁶ Lele. M. A, *The Students' Perception Of The Media Used By teacher In Teaching English* (UMY, 2019), 33-36.

⁴⁷ Alexander, S, Hidayat and Murad, Ade, *velopment of Tematic Learning Media Based on Smart Card in Pakam Lubuk* (Education and Practice, 2017), 52.

5. Wordwall

There are so many media that teachers used in the classroom. One of the appropriate media with the information gap activity is wordwall. Wordwall used by teachers to build students' speaking ability effectively, it can be presented clearly on a wall, board, or other show place in the classroom where the students noticed it.⁴⁸ Teacher and students used Wordwall in a kind of activities. It is a website application for learning media that helped students more understood and practiced English. Wordwall is useful towards learning evaluations that can be adapted to student and provided alternative variations in the teacher's teaching style or method. It created learning activities that were interactive with the help of technology that is connected to the internet network.⁴⁹

In order the students were not get bored in the class, learning tool is needed by the teacher. Wordwall is one of the learning media that provided some fun and creative games, The wordwall games are free and some are paid to get more features and unlimited access. There are 18 templates that can be accessed free of charge and users can easily switched from one activity template to another. Learning activities that commonly applied to students such as crossword, quizzes, random wheel, true or false, missing word, find the match,

⁴⁸ Cronsberry, J, *Word Wall: A Support for Literacy in Secondary School Clasrooms* (Unpublished, 2004), 1.

⁴⁹ Latifah, U, M. I. Damayanti, *Pengembangan Alat Evaluasi Pembelajaran Menggunakan Wordwall.Net* (JPGSD, 2022), 6.

balloon pop, open the box, match up, short groups, labelled anagrams, unjumble, random cards, match up, whack-a-mole, anagrams, wordsearch, hangman. Moreover, wordwall users were free to access the media that they created online, then it can be downloaded or printed on paper. By using wordwall, the students did not feel bored and it is easy implemented to them. As stated by Allen, wordwall can be used to support learning activities such as speaking, reading, and writing for students.⁵⁰

As an interactive media, wordwall provided some templates which teacher can directly created the activity by adding the pictures or learning source. Galih stated that wordwall was designed to be an interactive tool for students.⁵¹ The fact that students at Islamic junior high school of Al-Ishlah were given more learning material with the conventional method and little activity in the classroom. Therefore, the researcher used wordwall to complete the learning objective with the information gap for students' speaking ability.

⁵⁰ Allen, J, *Inside Words: Tools for Teaching Academic Vocabulary* (Grades 4-12, 2007), 120.

⁵¹ Ariffansyah, G, *Teaching Vocabulary; Interactive Word Wall Strategy* (Let's Study English, 2013).

CHAPTER III RESEARCH METHOD

This chapter presents the research approach and design, population and sample, data collection technique and instrument test, and data analysis method.

A. Research Approach and Design

This research was conducted on the second semester. In this research, quantitative research was used by the researcher. Quantitative research focus on the use of post positive statement for developing knowledge, the use of enquiry strategies such as experiment and collect data on instruments to get specific statistics data.⁵² However, this study conducted to get empirical evidence about the effect of using information gap strategy to prove it enhanced students' speaking skill through practicing pretest and post-test to get the scores.

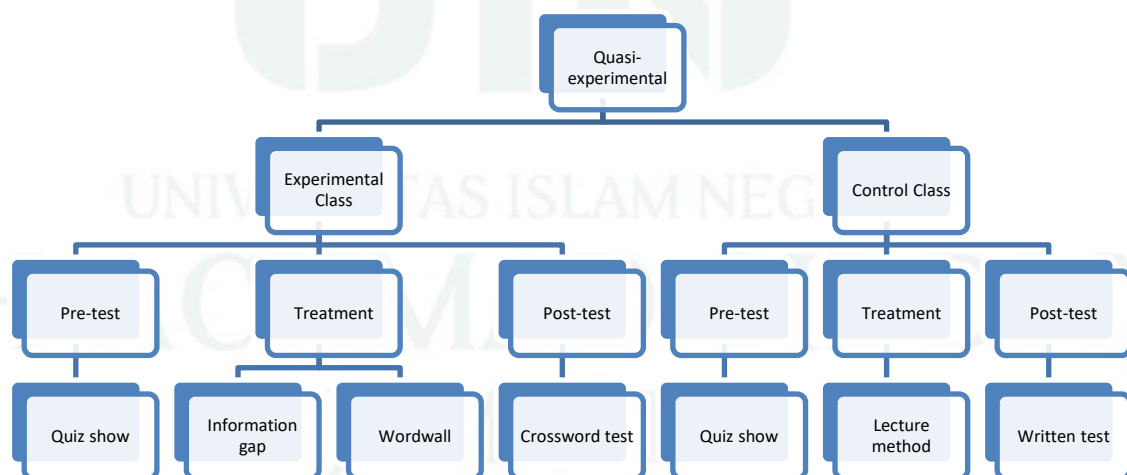
This research was quasi-experimental (Non-equivalent Control Group Design). According to Gay and Airasian, quasi-experimental used by the researcher to keep students intact in exciting class and they assigned to do the treatments.⁵³ In non-equivalent control group design, there are two groups namely experimental group and control group. Both groups are given pre-test and post-test to find out the effectiveness of implementing information gap strategy through wordwall to enhance students' speaking skill.

⁵² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013)

⁵³ L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (New Jersey: Prentice-Hall Inc, 2000), 367.

The researcher used information gap in teaching speaking in experimental group and used conventional method in teaching speaking in control class. Pre-test was given before doing the treatment, while post test was given after doing the treatment. As stated by Sudijono, Pre-test is a test that given before teaching and learning process begin to measure the student mastery of material to be taught.⁵⁴ Meanwhile, Post test is a test that carried out to find out if student mastered and understood well the material taught by the teacher.⁵⁵ So, based on the explanation above, the researcher used quasi-experimental by using pre-test and post-test design. The illustration of Quasi-Experimental (Nonequivalent Control Group Design) is presented in the table 3.1.

Table 3.1 Research Design



⁵⁴ Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: Raja Grafindo Persada, 2001), 69.

⁵⁵ Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: Raja Grafindo Persada, 2001), 70.

B. Population and Sample

Population is a group of individuals who had the same characteristics. According to Sugiyono, population is general scope that consisted of subject or object which had certain characteristics then analysed by the researcher.⁵⁶ The populations of this research were the whole eighth grade students of Islamic junior high school of Al-Ishlah Jenggawah. There are three classes on the eighth grade (8A, 8B, and 8C). The researcher focused on students' speaking ability by teaching invitation and implementing information gap activity through wordwall media. The population of this research is shown in the table 3.2.

Table 3.2 The Population of The Study

No.	Class	Number of Students
1.	VIII A	27
2.	VIII B	21
3.	VIII C	21

Sugiyono stated that sample is a subgroup of the target population.⁵⁷

The samples of the research were the students of 8A as the experimental class and 8B as the control class. The researcher chose the sample by using one of the probability sampling technique which is cluster random sampling. In this,

⁵⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), 117.

⁵⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), 81.

each subgroup of the population had an opportunity to be selected as the sample. Cluster random sampling is choosing sample by groups or clusters of subject rather than individuals.⁵⁸ According the explanation above, the researcher took two classes as the sample, 8A class consisted of 27 students and 8B class consisted of 21 students. So, the total samples were 48 students as shown in the table 3.3.

Table 3.3 The Sample of The Study

No.	Class	Number of Students	Group
1.	VIII A	27	Experimental
2.	VIII B	21	Control
Total		48	

C. Data Collection Technique and Instrument Test

1) Data Collection Technique

a). Observation

In this research, observation used to collect the data. Sugiyono stated that observation is observing the problems or symptoms systematically that appeared on the object of the research.⁵⁹ Observation is an easy technique for data collection. The researcher did the observation to the eighth grade students at MTs. Al- Ishlah Jenggawah.

⁵⁸ 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.

⁵⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), 145.

The researcher chose non participant observation, so the researcher just only observed the students' activity in the class and interaction with their classmates, also the teaching and learning process did by the teacher and students.

b). Test

After doing the observation, the researcher conducted test. There are two tests that given to experimental group and control group, namely pre-test and post-test. Wimmer stated that pre-test and post-test are compared to determine whether experimental group had an effect.⁶⁰ Pre-test was given before doing the treatment, while post-test was given after doing the treatment to the each class.

2) Instrument Test

Sugiyono stated that instrument test is a tool which is used to measure social phenomena which is observed by the researcher.⁶¹ The researcher used chose to use pre-test and post-test as the instruments of experimental class and control class. Pre-test was conducted before both classes got a treatment to find out how far the students' speaking skill. Then, after giving a treatment, the researcher conducted post-test to find out the students' progress in learning speaking. The researcher gave the same pre-test to both groups, but in the post test teacher gave a different test because the researcher used information gap in teaching speaking in experimental group and used conventional method in teaching speaking

⁶⁰ Wimmer, R. D and Dominick, J. R, *Mass Media Research: An Introduction (Ninth Edition)*, (United States: Wardsworth Cengage Learning, 2011), 253.

⁶¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), 146.

in control class. Quiz show of face test is given to experimental group and control group as pre-test. In the post-test students did the test on wordwall about personal invitation, while in the post-test of control group students did the writing test about personal invitation. The researcher used the way of assessing speaking test from Douglas Brown⁶² to assess students' speaking skill as shown in the appendix 5.

3) Validity and Reliability of Instrument Test

The procedures of the test are divided into pre-test, treatment, and post-test. The researcher did the validity and reliability of the pre-test and post-test before giving the test to the experimental class and control class. The validity and reliability test followed as;

a). Validity

One of important principles in learning English language assessment is validity. Brown stated that validity is the degree to all the proof for the proposed explanation of predicted interpretation of the results.⁶³ The researcher tested the validity of the instrument to the students. the researcher used content validity. Content validity can be done by comparing the instrument contents with the subject matter that has been taught.⁶⁴ The test was designed to measure it provided the students improvement on their speaking ability. The researcher chose the English teacher Mrs. Sumiati, S.Pd as the validator to confirm the

⁶² Brown, H. Douglas, *Language Assessment: Principle and Classroom Practices* (New York: Pearson Education, 2004), 172.

⁶³ H. Douglas Brown. *Teaching by Principles an Interactive Approach to language Pedagogy* (Longman, 2004), 159.

⁶⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), 129.

instrument made valid. The test must be appropriate according to the K13 curriculum included basic competence, indicator, and learning objective. The researcher gave a validation sheet to the English teacher to measure the instrument that consisted of test instrument, blue print, scoring rubric, and lesson plan. The result of validity test was shown in appendix 8 that the instrument was valid and ready to be tried out to the students.

b). Reliability

Heale and Twycross stated that reliability is an instrument which completed by the students then measured the response when the test was complete.⁶⁵ The researcher used inter-rater reliability. Inter-rater reliability is the degree of agreement between two or more raters.⁶⁶ The researcher engaged the English teacher at MTs. Al- Ishlah Jenggawah, Sumiati S.Pd as the first rater and the researcher as the second rater to measure the reliability test. The examiners used scoring rubric by Douglas Brown. The researcher chose 8. C class that was not the research sample to give try out. There are two different scores for each student that collected by two examiners. The researcher calculated the scores by using the formula of Cohen's Kappa with SPSS 20 to reach the score agreement between two examiners, so that each student only had one score. The instrument was confirmed as reliable if the

⁶⁵ Roberta Heale and Alison Twycross, *Validity and Reliability in Quantitative Studies, Evid Based Nurs*, 2015), 66-67.

⁶⁶ R. Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (USA: SAGE Publications, Inc, 2014), 207.

calculation of test score reached the value $> .60$ which meant the level of agreement was categorized as good or reliable. The interpretation of Cohen's Kappa is shown in the table 3.4.

Table 3.4 Interpretation of Cohen's Kappa⁶⁷

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	36-63%
.80 - .90	Strong	64-81%
Above .90	Almost perfect	82-100%

The researcher collected scores of try-out from the students of 8C class that consisted of 21 students. The Scores of try-out is presented in the table 3.5.

Table 3.5 Scores of Try-out from Two Examiners

No.	Student Initial	Score by Rater 1		Score by Rater 2	
		Pretest	Posttest	Pretest	Posttest
1	SC	60	60	58	60
2	RNF	65	65	61	68
3	NPS	70	71	70	70
4	AAS	66	65	60	60
5	TZ	67	66	60	70
6	DAS	70	57	72	54

⁶⁷ Mary L. McHugh, *Interrater Reliability: The Kappa Statistic* (Biochemia Medica, 2012), 279.

No.	Student Initial	Score by Rater 1		Score by Rater 2	
		Pretest	Posttest	Pretest	Posttest
7	NK	56	60	54	60
8	FAF	50	50	50	55
9	OCS	70	70	69	70
10	AR	60	58	57	60
11	NN	71	60	66	58
12	AP	63	59	62	61
13	CPR	70	70	68	68
14	DES	59	69	61	65
15	AFNA	59	71	60	70
16	ACK	61	61	62	62
17	AFR	65	65	63	63
18	NN	69	69	70	70
19	NK	71	65	71	66
20	NZ	70	70	69	69
21	SAR	69	70	70	68

However, the researcher tested the reliability of the instrument test that already tried out to students of 8C class. The result of reliability test of pre-test is presented in the table 3.6.

Table 3.6

The Result of Pre-test Using Cohen's Kappa by SPSS 20

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Rater1 * Rater2	21	100.0%	0	0.0%	21	100.0%

Symmetric Measures

	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.

Measure of Agreement	Kappa	.737	.101	11.562	.000
N of Valid Cases		21			

a. Not assuming the null hypothesis.

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

Based on the result above, the value of Kappa was 0.737. So, the instrument of pre-test was categorized as strong of agreement. It meant that the instrument was reliable because the value $> .60$ and the measure of agreement was strong and can be used as instrument of pre-test. Meanwhile, the result of post-test that already tried out to the students of 8C class is shown in the table 3.7.

Table 3.7

The Result of Post-test Using Cohen's Kappa by SPSS 20

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Rater1 * Rater2	21	100.0%	0	0.0%	21	100.0%

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.726	.104	8.953	.000
N of Valid Cases		21			

a. Not assuming the null hypothesis.

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

Based on the result above, the value of Kappa was 0.726. So, the instrument of post-test was categorized as strong of agreement. It meant that the instrument was reliable because the value $> .60$. Therefore, the instruments that already tried out to 8C class can be used as instruments of pre-test and post-test in the experimental class and control class.

As a result of testing the validity and reliability of the instruments test for the students of experimental class and control class. The researcher found that the test was valid and reliable as the result of pre-test by using Cohen's Kappa was 0.737 and the result of post-test by using Cohen's kappa was 0.726. So, the instruments of pre-test and post-test were categorized as strong of agreement.

D. Data Analysis

The researcher analyzed the data that collected from experimental class and control class by using descriptive analysis, normality test, homogeneity test, and independent sample t test. After students' score was collected, the researcher used SPSS version 20 (Statistical Package for the social science) for analyzing the data. The researcher conducted normality and homogeneity test before conducting an independent sample t-test in order the researcher found whether the data are normally and homogenous or not. The researcher used the steps to find the test result and differences of experimental class and control class, they followed as;

1. Descriptive Analysis

This descriptive analysis gave general overview of the amount of data, maximum, minimum, mean, range, and standard deviation. Sugiyono defined that descriptive statistic analysis conducted to find the value of independent variable or more.⁶⁸ The steps to conduct descriptive analysis, are:

- a) Open SPSS version 20
- b) Next click *variable view*
- c) Next click *data view* and input the score based on the variables
- d) Then click *analyze*, choose and select descriptive statistic, and go on to click descriptive
- e) Next, copy and paste all variables in the variable box
- f) Last click *ok* and the descriptive analysis result appeared.

2. Normality Test

Normality test used to find the significance as the data variable that composed with normal distribution. If the test score was higher than 0.05, so the data was normal.⁶⁹ The researcher analyzed the data of normality test by using Kolmogorov Smirnov technique with SPSS 20. Therefore, if the significant value is $(p) \geq 0.05$, it meant that experimental class and control class are normal, while if the significant value is $(p) < 0.05$, it meant that experimental class and control class are not normal. The steps followed as;

⁶⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), 13.

⁶⁹ Andrew Garth, *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)* (Sheffield: Sheffield Hallam University, 2008), 73.

- a) Open SPSS program
- b) Then input the data in *data view*
- c) Next click *Analyze* from the top menu then *choose descriptive statistics*, click *explore* and tick *normality plot with tests*.
- d) Next click *continue* and *OK*
- e) Finally, the results appeared in the output window.

3. Homogeneity Test

Homogeneity test is data comparison of information type between the proportion of homogeneous data. Homogeneity test can be conducted by Levene test, Fisher test, or Barlett test. The researcher used Levene test with SPSS 20 to find that the students of experimental class and control class are at the same variant. The result was found if the significant level of the test was more than 0.05.⁷⁰ Therefore, if the significant value is $(p) \geq 0.05$, it meant that experimental class and control class are homogeneous, while if the significant value is $(p) < 0.05$, it meant that experimental class and control class are not homogeneous. The steps followed as;

- a) Open SPSS program
- b) Next input the data in the *data views*
- c) Then click *Analyze* in the menu, choose *descriptive statistic* and go click *explore*

⁷⁰Prayitno, D, *Paham Analisa Staistik Data dengan SPSS* (Yogyakarta: MediaKom, 2010), 71-72.

- d) Next fill in the *dependent list* with student learning outcomes and fill in the *factor list* with class. After that click *plots* and checklist *power estimation*
- e) Lastly, click continue and *OK*.

4. Independent Sample T- test

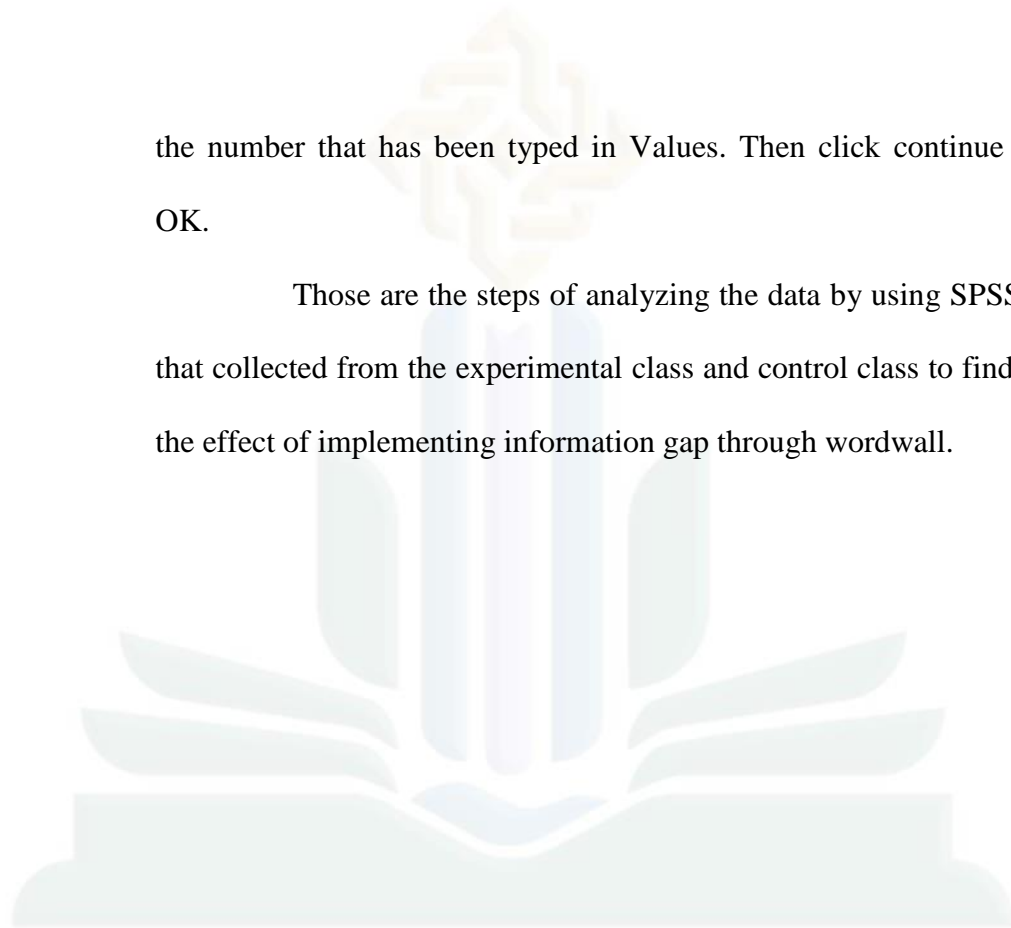
Since the data were normal and homogeneous, the next step is testing the difference between two variables by using independent sample t-test. Prayitno stated that independent sample t-test is used to compare the means between two groups to find the significant effect both those means were similar or not.⁷¹ The t-test was performed in SPSS 20 using the Independent-Samples t-test. To analyze the data, here are the steps:

- a) Open SPSS
- b) Click Variable View, type the name such as class and score, and in the Values, the name of the class is divided into experimental is "1" and control is "2"
- c) Click Data View, insert the data from excel
- d) Click Analyze, choose Compare Means and click Independent-Samples T- Test.
- e) Move the score into the column of *Test Variable(s)*, and move the class into *Grouping Variable*. Define group as the number exactly like

⁷¹ Prayitno, D, *Paham Analisa Staistik Data dengan SPSS* (Yogyakarta: MediaKom, 2010), 72.

the number that has been typed in Values. Then click continue and OK.

Those are the steps of analyzing the data by using SPSS 20 that collected from the experimental class and control class to find out the effect of implementing information gap through wordwall.



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**KH ACHMAD SIDDIQ
JEMBER**

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents about the description of the research object, research findings, analysis and hypothesis testing, and discussion.

A. Description of The Research Object

Al-ishlah is one of modern Islamic boarding school. This institution was founded by Mr. Sirojuddin Ahmad in 1987, and led by the first generation, Mr. Ahmad Muein Siroj after he passed away. In this institution there are kindergarten, Islamic junior high school, and Islamic senior high school. The vision of Al-Islah Jenggawah are creating superior people who master science and technology, noble character, broad-minded, independent and responsible based on a strong personality, dynamic and global competitiveness who are ready to become a leader. However, the mission of Islamic boarding school of Al-Ishlah Jenggawah are organizing a modern learning process in line with the demands and progress and development of science and technology, instilling Islamic values based on the Al-Quran through various scientific studies and daily practices, and participate in various events both local, national and international levels to grind potential/skills that exist in students.

B. Research Finding

The researcher collected the data after conducting pre-test and post-test to the students of experimental class and control class. The teaching method of class 8A and class 8B was different. The students of experimental class (8A)

were taught using information gap by wordwall media, while the students of control class (8B) were taught using conventional method. The researcher collected the data from both classes to see the effect of teaching strategy using information gap and conventional method.

In this research, the researcher taught 4 meetings, namely 2 meetings in the experimental class and 2 meetings in the control class with the time allocation of 45 minutes in each meeting. This research was conducted on May 8th 2023 to May 15th 2023. The samples of this research are two classes by choosing cluster random sampling. First is experimental class and second is control class. The experimental class was taught by using Information Gap through wordwall while the control class was taught by conventional or regular method. 8A as the experimental class which consisted of 27 students and 8B as the control class which consisted of 21 students.

The researcher gave both of classes a pretest and post-test to collect data and find out the students' speaking ability improvement. Before doing pre-test and post-test in both classes, the researcher did a try out in 8C class. The first try out was conducted on May 10th 2023 while the second try out conducted on May 11th 2023. There are two raters as the examiners using scoring rubric by Douglas Brown. After giving try out to another class, the researcher gave pre-test on May 13th 2023 to the experimental class at 7.00 am-7.45 am and control class at 8.30 am-9.15 am. The pre-test conducted in the first meeting to measure whether the students' speaking skill were low or

fair to follow the class instruction. This step is important too for the beginning before treatment.

In the pre-test session, the researcher asked students in the experimental and students in the control class to tell what they knew about information gap activity and introduced them the supportive media which is wordwall. The researcher chose quiz show, so they were given some sentences of inviting, declining, and receiving an invitation on wordwall, they chose and answered the best to complete the task. However, after giving the pretest, the researcher conducted different treatment to experimental and control class.

In the treatment, the researcher taught the experimental class using information gap and taught control class using conventional teaching. The teacher explained about invitation and gave example in sentences of inviting, declining, and receiving invitation to the students of experimental class. Then, teacher implemented the information gap for the next activities. Teacher asked some questions in oral while explaining about personal invitation, teacher gave the leading questions by asking the students about invitation then gave some simple examples in pictures and texts. Then students analyzed the invitation letter together with the teacher when they understood the material.

Meanwhile, in the control class, the researcher explained about invitation and gave some examples in pictures that included inviting, declining, and receiving invitation. Then students were asked to give another examples. So, teacher did not implement information gap activity, only teaching through lecturer technique. Since the researcher conducted pre-test

and treatment to experimental class and control class, then the researcher gave the post-test to the each class.

The post-test was conducted on May 14th 2023 to the experimental class at 7.45 am-8.30 am and control class at 10.00 am-10.45 am. The post-test conducted in the last meeting to measure students' speaking skill after getting the treatment. The researcher gave a test in the experimental class and asked students to do activity to make them active. By giving a fun game, they had better experience in the classroom. Teacher implemented information gap by giving a task on wordwall where students had to find the missing information on crossword to complete the task. Students created groups and there are two students in each group. But before that, teacher gave a short example and rules how to do the game in order they were not upset. After doing the game on wordwall, the teacher collected the group task results and gave an appreciation and small gifts to the best group.

However, the students in the control class were given post-test about personal invitation. Students were assigned to do some questions in writing or paper task. After doing the test, students submitted their answer sheet and the teacher discussed about the questions with the students to. Then the teacher gave a reflection about the material that they learned. The students of experimental class and control class did all the pre-test and post-test that given by the researcher. The scores that was collected from both classes is presented in the table 4.1

1. Data of Experimental Class

Table 4.1

Scores of Pre-test and Post-test of Experimental Class

No.	Student Initial	Score of Pre-test	Score of Post-test
1	LS	50	88
2	KSH	45	85
3	TQ	50	95
4	D	45	90
5	SN	60	97
6	KS	60	95
7	UD	57	80
8	SH	40	75
9	FM	30	75
10	ONC	55	88
11	JNA	57	97
12	SNI	55	75
13	ST	30	80
14	FA	30	80
15	AIR	45	85
16	MRJ	20	82
17	ZM	40	88
18	MU	40	82
19	QM	45	78
20	JEZ	20	75
21	NS	35	88
22	NAR	47	80
23	LNA	50	85
24	AAP	50	97
25	SD	40	80
26	SAF	20	75
27	BLN	40	75
	Total	1156	2270
	Mean	42,81	84,07
	Min	20	75
	Max	60	97

As shown in the table above, the mean of the pre-test in the experimental class was 42,81 and the mean in the post-test was 84,07. The

lowest score in pre-test was 20 and the highest score was 60 while the lowest score of the post test was 75 and the highest score was 97.

2. Data of Control Class

Since the researcher did the pre-test and post-test in the control class, the students' score was presented in the table 4.2

Table. 4.2.
Scores of Pre-test and Post-test of Control Class

No.	Student Initial	Score of Pre-test	Score of Post-test
1	IN	50	70
2	DF	30	50
3	RI	40	55
4	AFN	40	75
5	RA	50	60
6	MM	57	50
7	NAP	40	55
8	IAK	60	70
9	IN	47	60
10	D	30	60
11	A	20	45
12	AFH	47	55
13	ANA	20	50
14	DA	30	50
15	KK	40	57
16	SS	20	50
17	NAS	40	50
18	NIA	45	55
19	NM	40	60
20	SF	40	60
21	SA	30	50
	Total	816	1187
	Mean	38,86	56,52
	Min	20	45
	Max	60	75

As shown in the table above, the mean of the pre-test in the control class was 38,8, while the mean in the post-test was 56,52. The lowest score in pre-test was 20 and the highest score was 60 while the lowest score of the post test was 45 and the highest score was 75.

As a result, based on the two tables above, there are range scores from two classes. The experimental class owned 84,07 points, it increased 41,26 points from 42,81 points in the pre-test. While the control class owned 56,52 points, it increased 17,66 points from 38,86 points in the pre-test. However, the mean score of the experimental class higher than the control class.

C. Analysis and Hypothesis Testing

1. Descriptive Analysis

The researcher carried out descriptive analysis included number of students, range, minimum, maximum, mean, and standard deviation of the amount of data. The descriptive statistics of pre-test and post-test from experimental class and control class is presented in the table 4.3.

Table 4.3 Descriptive Statistics

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre Test Experiment	27	40	20	60	42.81	11.910
Post Test Experiment	27	22	75	97	84.07	7.498
Pre Test Control	21	40	20	60	38.86	11.368
Post Test Control	21	30	45	75	56.52	7.763
Valid N (listwise)	21					

In the descriptive analysis, it showed the summary of data such as minimum, maximum, mean, and standard deviation. In the experimental

group, there are 27 students as (N) with the mean score was 42,81, minimum score was 20, maximum score was 60 in the pre-test, range score was 40, and the standard deviation was 11,910. While in the post-test, there are 27 students as (N) with the mean score was 84,07, minimum score was 75, maximum score was 97, range score was 22, and the standard deviation was 7,498. However, in the control group, there are 21 students as (N) with the mean score was 38,86, minimum score was 20, maximum score was 60 in the pre-test, range score was 40, and the standard deviation was 11,368. While in the post-test, there are 21 students as (N) with the mean score was 56,52, minimum score was 45, maximum score was 75, range score was 30, and the standard deviation was 7,763.

2. Normality Test

In this research, the normality test is a requirement to conduct an Independent Sample T-test. The researcher used normality test with Kolmogorov-Smirnov. The result of normality test is presented in table 4.4.

Table 4.4 Test of Normality with Kolmogorov-Smirnov

kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil belajar	kelas A	.151	27	.117	.902	27	.015
	kelas B	.184	21	.061	.888	21	.020

a. Lilliefors Significance Correction

According to the table above, there is a table of Kolmogorov-Smirnov, the significant post-test of experimental group was 0,117. While the significant post-test control group was 0,061. As the data of normality showed that the significance of all variables was greater than 0,05, so it concluded that experimental class and control class contributed normally.

3. Homogeneity Test

The researcher analyzed the homogeneity test by using Levene test. The result of homogeneity test is presented in the table 4.5.

Table 4.5 Test of Homogeneity of Variance

Test of Homogeneity of Variances

hasil belajar

Levene Statistic	df1	df2	Sig.
.149	1	46	.701

ANOVA

hasil belajar

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	185.021	1	185.021	1.357	.250
Within Groups	6272.646	46	136.362		
Total	6457.667	47			

Based on the table 4.4 above, the significant result of homogeneity test was 0,250 with the Levene Statistic was 0.149. As shown that the significant value $\geq 0,05$, so it concluded that experimental group and control group were homogenous.

4. Independent Sample T-Test

The researcher used independent sample t-test to find out the significant differences of learning strategy between information gap through wordwall and conventional method in the speaking ability. The result of independent sample t-test is presented in the table 4.6.

Table 4.6
Independent Sample T-test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil belajar	Equal variances assumed	.048	.827	12.435	46	.000	27.550	2.215	23.091	32.010
	Equal variances not assumed			12.380	42.388	.000	27.550	2.225	23.061	32.040

The result of independent sample t test was shown in the table above. Equal Variances assumed and Equal Variance not Assumed. Because the data used are homogeneous, so the used is equal variances assumed. The score of sig. 2 tailed was 0.000. Than P value $> \alpha$ by 95% was $0.000 < 0.05$, so H^a is accepted. So, the research discovered that there is a significant effect of teaching using information gap strategy through wordwall was accepted. Meanwhile, teaching without information gap on students' speaking ability was rejected.

D. Discussion

This research is to examine the effect of information gap through wordwall effected on students' speaking ability at Islamic junior high school of Al-Ishlah Jenggawah. The researcher conducted the research in two groups, namely experimental group and control group. 8A class as the experimental class and 8B as the control class. According to the limited time in teaching both classes, the researcher conducted 4 meetings for doing the research. When the pre-test, treatment, and post-test conducted to the each class. The students of experimental class which taught by using information gap through wodwall had better speaking ability.

The statistical analysis that collected by the researcher are the mean score of pre-test in the experimental class was 42,81 and the mean score of pre-test in the control class was 38,8. The mean score of the post-test in the experimental class was 84,07. Meanwhile, the mean score of post-test of control class was 56,52. It meant the experimental students got higher score than the control students. The significant post-test of experimental group was 0,117. While the significant post-test control group was 0,061 which meant >0.05 . While, the score of independent sample t-test, sig. 2 tailed is $0.000 < 0.05$ by the significant value 95%.

According to the previous research which conducted by Andriana⁷², the students of experimental class had higher score than the

⁷² Andriana, *The effect of Information Gap Activity on Speaking Performance of The Eighth Grade Students at Junior High School 24 Kota Jambi* (UIN Sutha jambi, 2019).

students of control class. Nuraeni⁷³ stated that the information gap is effective and applicable for teaching speaking. In addition, after giving treatment, Sugi widiawati⁷⁴ stated that applying information gap is made the students trained to speak in the classroom. However, the researcher justifies that the use of information gap through wordwall is effective for students speaking ability. There are some factors that effected the different students improvement. Students were trained to speak more and did some activities to get better knowledge. They shared information to the partner about personal invitation to finish the task. It meant that experimental students collaborated more in the classroom than the control stud

Students had a chance to practice speaking English and it increased students' motivation to study the language.

⁷³ Nuraeni, *The Effectiveness of Information-Gap Toward Students Speaking Skill* (UIN Syarif Hidayatullah Jakarta, 2014).

⁷⁴ Widiawati, Sugi, *The Effect of Applying Information Gap Method by Using Flow Chart Media on The Students Speaking Achievement* (UMSU Medan, 2019).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion of this study and suggestion for English teacher and for further researcher.

A. Conclusion

Based on the research finding and discussion in the previous chapter, there is significant effect of using information gap through wordwall. It is effective in improving students' speaking ability at Islamic junior high school of Al-Ishlah Jenggawah. As the media in this research, wordwall helped students to practice English in a fun way and it is a creative learning that students participated in the classroom.

As a result, students' speaking ability was improved when the information gap through wordwall conducted than students' speaking ability at Islamic junior high school of Al- Ishlah Jenggawah when information gap was not conducted. However, H_0 (null hypothesis) showed that "there is no significant effect in using information gap through wordwall on students speaking ability at Islamic junior high school of Al-Ishlah Jenggawah in the academic year 2022/2023" is rejected. Meanwhile, H^a (Alternative Hypothesis) showed that "there is a significant effect in using information gap through wordwall on students speaking ability at Islamic junior high school of Al-Ishlah Jenggawah in the academic year 2022/2023" is accepted.

B. Suggestion

The researcher proposed several recommendations for the English teacher and the future researcher as presented as follows:

1. For the English teacher

The teacher could use information gap strategy through wordwall in teaching speaking skill in the class, because this strategy could improve the students' speaking skill. This method could make the students active during the teaching and learning process.

2. For the future researcher

The researcher hopes that this research could be used as a reference for further researchers to do better method of teaching and learning English the further research could use information gap strategy through wordwall to improve students' reading, writing, or listening skill.

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DECLARATION OF AUTHORSHIP

The Undersigned below:

Name : Habibah Febriyani

NIM : T20196175

Program : English Education Department

Faculty : Tarbiyah and Teacher Training

Institution : State Islamic University of Kiai haji Achmad Siddiq Jember

States that the undergraduate thesis entitled “The Effect of Information Gap Through wordwall on Students’ Speaking Ability at MTs. Al-Ishlah Jenggawah” is truly my original work. It doesn’t incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact; I am the only person who is responsible for this thesis if there is any objection of claim from other.

Jember, June 15th, 2023

The writer



Habibah Febriyani

SRN. T20196175

Appendix 1

RESEARCH MATRIX

Title	Variable	Variable Indicators	Data Resources	Research Method	Research Questions and Hypothesis
1	2	3	4	5	6
The Effect Of Information Gap Through Wordwall On Students' Speaking Ability At MTs. Al- Ishlah Jenggawah	Independent Variable: Information Gap through Wordwall Dependent variable: Students' Speaking Ability	-Communicative Learners had a good and clear communication with classmates. -Pair work Learners shared the information during the learning process. Adapted from Brown: -Pronunciation -Grammar -Vocabulary -Fluency -Comprehension	Eighth Grade Students of MTs. Al-Ishlah Jenggawah	-Research Approach: Quantitative Research -Research Design: Nonequivalent Control Group -Data Collection: Pre-test and Post-test -Data Analysis Method: Independent Sample T test, Normality Test, and Homogeneity Test by using SPSS 20.	Research Questions: -Is there any significant effect of using information gap through wordwall on students' speaking ability at MTs. Al-Ishlah Jenggawah? -How is the information gap strategy through wordwall effects students speaking ability at MTs. Al-Ishlah Jenggawah? Hypothesis: -H ⁰ (Null Hypothesis): There is no a significant effect in using information gap strategy through wordwall on students' speaking ability at Mts. Al-Ishlah Jenggawah. -H ^a (Alternative Hypothesis): There is a significant effect in using information gap strategy through wordwall on students' speaking ability at Mts. Al-Ishlah Jenggawah.

Appendix 2

BLUEPRINT FOR SPEAKING TEST

Sekolah	: MTs. Al-Ishlah Jenggawah	Materi	: Personal Invitation
Mata Pelajaran	: Bahasa Inggris	Bentuk Soal	: Lisan dan Uraian
Kelas/Semester	: VIII (A dan B) / 2 (Genap)	Alokasi Waktu	: 4x45 Menit

Kompetensi Inti	Kompetensi dasar	Tujuan	Materi	Indikator Soal
3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (greeting card), sesuai dengan konteks penggunaannya.	Tujuan pembelajaran ini diharapkan peserta didik dapat menentukan struktur teks, mengidentifikasi unsur kebahasaan dari teks undangan pribadi sesuai dengan konteks penggunaannya, serta menyusun teks tulis undangan pribadi sangat pendek dan sederhana.	Teks lisan dan tulis untuk menyatakan fungsi sosial dari teks undangan pribadi, menentukan struktur teks, dan mengidentifikasi unsur kebahasaan dari teks undangan pribadi.	Disajikan sebuah instruksi terkait teks undangan pribadi, siswa diharapkan dapat menyatakan dan membuat teks undangan pribadi di hari tertentu sesuai dengan instruksi yang diberikan.
4. Mencoba, mengolah, dan mengkaji 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	4.2 Menyusun teks tulis undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.			

Appendix 3

INSTRUMENT

SPEAKING TEST (PRE-TEST AND POST-TEST)

MTS. AL-ISHLAH JENGGAWAH

ACADEMIC YEAR 2022/2023

Pre-test (Experimental Class and Control Class)

Directions:

1. Prepare your learning tools
2. Do the test wordwall
3. Read the instruction carefully
4. Answer it and write your answer on worksheet

Please choose the correct answer by clicking A, B, C, D, E, or F!

1. Inviting someone
 - a. I'd love to, thanks
 - b. I'm sorry, I can't
 - c. Would you care to?
 - d. It's a nice idea
 - e. It will be the fun party
 - f. Yes. I'll be there
2. Receiving letter
 - a. Could you come to...
 - b. I'll really happy if you come to...
 - c. Sure. Why not?
 - d. I don't think I can
 - e. maybe next time
 - f. Can't make it
3. Declining letter
 - a. Thanks. I'll definitely be there
 - b. That would be very nice
 - c. Thank you for asking me, but...
 - d. Would you care to...
 - e. You must come to...
 - f. I will
4. Receiving letter
 - a. Unfortunately. I can't
 - b. I would very happy if...
 - c. You must come to...
 - d. Sorry. I'm very busy
 - e. With the greatest pleasure
 - f. Would you come with...
5. Declining letter
 - a. Sure. I'm coming
 - b. I wish I could but...
 - d. Could you be there with...
 - e. It's delightful to

c. Like to come to...

f. Nice to hear that

Post-test (Experimental Class)

Directions:

1. Go to your partner
2. Do the test on wordwall
3. Read the instruction carefully
4. Find the missing information by talking in English with your partner

Find the missing information in the crossword with your partner!

1. What event that usually held to celebrate a girl before marriage?
2. How many structures of invitation letter?
3. "My pleasure" is included to what expression of invitation?
4. What event that usually held at night in the restaurant?
5. "In the next chance" is included to what expression of invitation?
6. Something that prepared before going to an event?
7. Someone who is inviting?
8. What event that usually held once a year?
9. How to confirm the attendance?
10. Someone who is invited?

Post-test (Control Class)

Directions:

1. Prepare your learning tools
2. Pray before you do the test
3. Write your name, attendance number, and class in the answer sheet
4. Read the instruction carefully
5. Submit it when you have done

Answer the questions below!

- 1) Write a sentence of inviting someone to graduation party?
- 2) Write 2 expression sentences of receiving letter?
- 3) What are the structures of invitation letter?
- 4) Write 2 expression sentences of declining letter?

5) What tenses that usually used in invitation text?

Text for question number 6-10

To: Tony Stark

Subject: Asian Culinary Festival

Hey Tony,

As you know before that currently I am busy preparing for the Asian Culinary Festival which will be held next week. I know you're a big fan of Chinese cuisines so I put your name on the guest list already, alright?

Date: 16 October 2022

Time: 6 PM- finish

Venue: Orchard road

Attire: Casual

Drop me a message so I know if you can make it or not. Hope to see you soon!

Cheers,

Liah Ong

- 6) Who is invited and who is inviting from the text?
- 7) What is the name of the event?
- 8) Where the event will be held?
- 9) When the event will be held?
- 10) What is the dress code?

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Appendix 4

KISI-KISI

Basic Competence	Topic	Indicator Competence	Instrument	Number
3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (greeting card), sesuai dengan konteks penggunaannya	Personal Invitation	3.4.1 Menentukan struktur teks dari teks undangan pribadi sesuai dengan konteks penggunaannya 3.4.2 Menentukan unsur kebahasaan dari teks undangan pribadi sesuai dengan konteks penggunaannya	Face Test	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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Appendix 5

SCORING RUBRIC FOR SPEAKING TEST

Aspect	Scale	Criteria	Description
Pronunciation	20-17	Excellent	Equivalent to and fully accepted by educated native speakers.
	16-13	Good	Errors in pronunciation are quite rare.
	12-9	Average	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	8-5	Poor	Accent is intelligible though often quite faulty.
	4-1	Very Poor	Errors in pronunciation are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Grammar	20-17	Excellent	Equivalent to that of an educated speaker.
	16-13	Good	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar quite rare.
	12-9	Average	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	8-5	Poor	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	4-1	Very Poor	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	20-17	Excellent	Speech on all levels is fully accepted by

Aspect	Scale	Criteria	Description
			educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	16-13	Good	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	12-9	Average	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	8-5	Poor	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	4-1	Very Poor	Speaking vocabulary inadequate to express anything but the most elementary needs.
Fluency	20-17	Excellent	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	16-13	Good	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 a high degree of fluency.
	12-9	Average	Can discuss particular interests of competence with reasonable ease. Rarely to grope for words.
	8-5	Poor	Can handle with confidence but no with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	4-1	Very Poor	No specific fluency description. Refer to other four language areas for implied level

Aspect	Scale	Criteria	Description
			of fluency.
Comprehension	20-17	Excellent	Equivalent to that of an educated native speaker.
	16-13	Good	Can understand any conversation within the range of his experience.
	12-9	Average	Comprehension is quite complete at a normal rate of speech.
	8-5	Poor	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
	4-1	Very Poor	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

Criteria of score adapted from Douglas Brown

Aspect	Max Score
Pronunciation	20
Grammar	20
Vocabulary	20
Fluency	20
Comprehension	20
Total	100

Appendix 6

Lesson Plan of Experimental Class

Informasi Umum

Penyusun	: Habibah Febriyani
Sekolah	: MTs. Al-Ishlah Jenggawah
Mata Pelajaran	: Bahasa Inggris
Tema Invitation)	: Teks Undangan Pribadi (Personal
Kelas	: 8.A Experimental Class
Jam Pelajaran	: 2x45 Menit
Capaian Pembelajaran	: Speaking

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 sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

KI 4: Mencoba, mengolah, dan mengkaji 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

1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat dan keseriusan dalam mengikuti pelajaran

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional

3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (greeting card), sesuai dengan konteks penggunaannya

C. Indikator Pencapaian Kompetensi

1.1.1 Menunjukkan semangat dan keseriusan dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris

- 2.2.1 Bertanggung jawab dalam melaksanakan semua tugas/kegiatan yang diberikan pada pembelajaran Bahasa Inggris baik secara individu maupun kelompok
- 3.4.1 Menentukan struktur teks dari teks undangan pribadi sesuai dengan konteks penggunaannya
- 3.4.2 Menentukan unsur kebahasaan dari teks undangan pribadi sesuai dengan konteks penggunaannya

D. Materi Pembelajaran

- Invitation is used to invite someone or more to go to a place or to do something. Invitation consists of :

1. Person who invited
2. Invitation program
3. Time (day, date, hour)
4. Place
5. Message with person who extending

- Language Features of Invitation

- Use simple present tense and future tense sentences.
- The formula of invitation text:
 1. would you + Infinitive ...? Atau could you + infinitive ...?
 - Would you come to our dinner tomorrow?
 2. would you like to + infinitive ...?
 - Would you like to have dinner with us tomorrow?

- Kinds of invitation expressions:

Inviting :

- Would you like to.....?
- We would like to invite you to.....
- Do you mind to come to.....?
- I'll be happy if you come to.....

Accepting an invitation :

- Of course !
- Thank you, I will come.
- That sounds great.
- Thanks for inviting me.

Declining an invitation :

- No, thank you.
- I'd love to, but.....
- I'd like to, but I have many thing to do right now.
- I don't think I can go. Sorry.

E. Kegiatan Pembelajaran

First Meeting

Pendahuluan (10 menit)

1. Preparing students to take a part in the learning process such as praying, attendance, and textbook.
(Before we start the lesson, let's pray together. I'll check your attendance list first)
2. Motivate students contextually in accordance with the benefits of learning about personal invitation text.
(Hello students how are you today? Are you excited to follow the class? Okay, what will you do when you want to ask your friend to attend your birthday party?)
3. Conditioning students to be ready to take lesson by giving simple sentence and giving pre-test of quiz show)
(What will you do when you want to ask your friend to attend your birthday party? Okay, I'll show you 5 questions about our today's lesson. Please take a paper and answer the questions by yourself)
4. Explaining the learning objectives to be achieved and convey the scope of material and explanation of the activities
(Well, anyone of you can guess what we are going to learn? Today we will be learning about message on the letter that people used it to invite someone. The purpose of this topic is you have to know the function, structure, language features and expressions of invitation)

Kegiatan Inti (25 menit)

1. Guiding students to share their knowledge about the topic while explaining the material
(What do you know about invitation? Have you ever got an invitation? Anyone of you can tell examples of personal invitation? What are the structures of invitation that you have known? What will you say if you want to invite your friends to your birthday party? What will you say if you happy after got the invitation letter from someone? And if you cannot attend to your friend's party, what do you say?)
2. Giving examples of personal invitation
(Well, I'll show you examples of personal invitation. There are birthday party, dinner, bridal shower, Halloween party, graduation, etc.)
3. Asking students to find the information by analyzing the structures of personal invitation together
(Okay students.. Here is invitation text, as you have known about invitation, let's analyze the letter to get a specific information about this invitation)
Hi, guys.
I'd like to invite you to come to my Halloween party
on : Saturday, 2nd November 2012

Tonight at 9 p.m.
At my home, Badak Street No. 97
Don't be late guys ! trick or treat !
With love, Ghina

4. Giving some invitation texts and asks students to analyze the text with their seatmates
(Here I will give you some invitation texts, please analyze it with your partners and when you have done please submit it to me)

Kegiatan Penutup (10 menit)

1. Give feedback and reflection during the learning process
(So, students.. what you have got today? You have done a very good job today. Is it a fun learning with me? Is there any question or anyone want to say something?)
2. End the class by reciting hamdalah
(Thank you for the spirit of today's class. Let's end the class by reciting hamdalah may our learning today gives benefits for us. See you in the next chance)

Second Meeting

Pendahuluan (10 menit)

1. Preparing students to take a part in the learning process such as praying, attendance, and textbook.
(Before we start the lesson, let's pray together. I'll check your attendance list first)
2. Motivate students contextually in accordance with the benefits of learning about personal invitation text.
(Hello students how are you today? Are you excited to follow the class?)
3. Conditioning students to be ready to take lesson by asking questions about students' comprehension of personal invitation that studied yesterday.
(Yesterday you learned about personal invitation. So what is the definition about invitation? What is the purpose of invitation? Give me example in sentence of inviting someone?)

Kegiatan Inti (25 menit)

1. Explaining the learning objectives to be achieved and convey the scope of material and explanation of the activities
(Well, anyone of you can guess what is our today's activity? Yes, Today you will do a test about personal invitation. Are you ready?)
2. Divide students into groups
(Okay before giving you a test, I'll choose you randomly to get a partner to do the task)
3. Assign students to do a post-test on Wordwall

(Okay the rules of this activity you have to talk in English with your partner while doing the test to find the correct answer and you can fill in the crossword)

4. Review the post-test together
(Good job... all of you have done the test. Is it fun? Let's answer together the questions that you have done!)

Kegiatan Penutup (10 menit)

1. Give feedback and reflection during the learning process
(So, students.. what you have got today? You have done a very good job today. Is it a fun learning with me? Is there any question or anyone want to say something?)
2. End the class by reciting hamdalah
(Thank you for the spirit of today's class. Let's end the class by reciting hamdalah may our learning today gives benefits for us. See you in the next chance!)

F. Penilaian
Terlampir di Appendix 5

G. Materi dan Soal

1. Examples of personal invitation



2. Soal Pre-test
Terlampir di Appendix 3

3. Soal Post-test
Terlampir di Appendix 3

Appendix 7

Lesson Plan of Control Class

Informasi Umum

Penyusun	: Habibah Febriyani
Sekolah	: MTs. Al-Ishlah Jenggawah
Mata Pelajaran	: Bahasa Inggris
Tema Invitation)	: Teks Undangan Pribadi (Personal
Kelas	: 8.B Control Class
Jam Pelajaran	: 2x45 Menit

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 sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

KI 4: Mencoba, mengolah, dan mengkaji 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

1.2 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat dan keseriusan dalam mengikuti pelajaran

2.4 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.5 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional

3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (greeting card), sesuai dengan konteks penggunaannya

C. Indikator Pencapaian Kompetensi

1.1.1 Menunjukkan semangat dan keseriusan dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris

2.2.1 Bertanggung jawab dalam melaksanakan semua tugas/kegiatan yang diberikan pada pembelajaran Bahasa Inggris baik secara individu maupun kelompok

3.4.1 Menentukan struktur teks dari teks undangan pribadi sesuai dengan konteks penggunaannya

3.4.21 Menentukan unsur kebahasaan dari teks undangan pribadi sesuai dengan konteks penggunaannya

D. Materi Pembelajaran

- Invitation is used to invite someone or more to go to a place or to do something. Invitation consists of :

1. Person who invited
2. Invitation program
3. Time (day, date, hour)
4. Place
5. Message with person who extending

- Language Features of Invitation

- Use simple present tense and future tense sentences.
- The formula of invitation text:
 1. would you + Infinitive ...? Atau could you + infinitive ...?
- Would you come to our dinner tomorrow?
- 2. would you like to + infinitive ...?
- Would you like to have dinner with us tomorrow?

- Kinds of invitation expressions:

Inviting :

- Would you like to.....?
- We would like to invite you to.....
- Do you mind to come to.....?
- I'll be happy if you come to.....

Accepting an invitation :

- Of course !
- Thank you, I will come.
- That sounds great.
- Thanks for inviting me.

Declining an invitation :

- No, thank you.
- I'd love to, but.....
- I'd like to, but I have many thing to do right now.
- I don't think I can go. Sorry.

E. Kegiatan Pembelajaran

First Meeting

Pendahuluan (10 menit)

1. Preparing students to take a part in the learning process such as praying, attendance, and textbook.
(Before we start the lesson, let's pray together. I'll check your attendance list first)
2. Motivate students contextually in accordance with the benefits of learning about personal invitation text.
(Hello students how are you today? Are you excited to follow the class?)
3. Conditioning students to be ready to take lesson by giving simple sentence and giving pre-test of quiz show)
(What will you do when you want to ask your friend to attend your birthday party? Okay, I'll show you 5 questions about our today's lesson. Please take a paper and answer the questions by yourself)
4. Explaining the learning objectives to be achieved and convey the scope of material and explanation of the activities
(Well, Today we will be learning about message on the letter that people used it to invite someone. The purpose of this topic is you have to know the function, structure, language features and expressions of invitation)

Kegiatan Inti (25 menit)

1. Write the material of personal invitation on the whiteboard
(Next I'll write our topic today on the whiteboard and you can write too on your book)
2. Explain the definition, purpose, structure, language features of personal invitation
(Okay students... Pay attention please, let me explain this first and I'll ask you later * the topic is in point D)
3. Ask questions to the students to know their comprehension about the topic
(Have you ever got an invitation? Anyone of you can tell examples of personal invitation? What will you say if you want to invite your friends to your birthday party? What will you say if you happy after got the invitation letter from someone? And if you cannot attend to your friend's party, what do you say?)
4. Asking students to do a task
(Students...please make a simple personal invitation, the event is free, when you have done, please submit it to me!)

Kegiatan Penutup (10 menit)

1. Give feedback and reflection during the learning process

(So, students.. what you have got today? You have done a very good job today. Is there any question or anyone want to say something?)

2. End the class by reciting hamdalah
(Thank you for a nice experience learning with you. Let's end the class by reciting hamdalah may our learning today gives benefits for us. See you in the next chance)

Second Meeting

Pendahuluan (10 menit)

1. Preparing students to take a part in the learning process such as praying, attendance, and textbook.
(Before we start the lesson, let's pray together. I'll check your attendance list first)
2. Motivate students contextually in accordance with the benefits of learning about personal invitation text.
(Hello students how are you today? Are you excited to follow the class?)
3. Conditioning students to be ready to take lesson by asking questions about students' comprehension of personal invitation that studied yesterday.
(Yesterday you learned about personal invitation. So what is the definition about invitation? What is the purpose of invitation?)

Kegiatan Inti (25 menit)

1. Explaining the learning objectives to be achieved and convey the scope of material and explanation of the activities
(Well, anyone of you can guess what is our today's activity? Yes, Today you will do a test about personal invitation. Are you ready?)
2. Assign students to do a post-test by giving paper task
(Okay students.. I think all of you have understood the topic about personal invitation as you can answered my questions before. Please do the task individually, don't cheat with your friends!)
3. Ask students to submit their task
(Have you done? Please submit it on my desk, I will check and revise it)
4. Review the post-test together
(Good job... all of you have done and submitted the test. To know the best answer, let's answer together the questions that you have done!)

Kegiatan Penutup (10 menit)

1. Give feedback and reflection during the learning process

(So, students.. what you have got today? You have done a very good job today. Is there any question or anyone want to say something?)

2. End the class by reciting hamdalah
(Thank you for a nice experience learning with you. Let's end the class by reciting hamdalah may our learning today gives benefits for us. See you in the next chance)

F. Penilaian
Terlampir di Appendix 5

G. Materi dan Soal

4. Examples of Personal Invitation



5. Soal Pre-Test
Terlampir di appendix 3

6. Soal Post-Test
Terlampir di appendix 3

Appendix 8

OBSERVATION SHEET

No	Activity	Grade					Score	Range
		1	2	3	4	5		
1.	The students come on time to the class			√			3	50-60
2.	Students respond the greetings given by the teacher			√			3	50-60
3.	Students listen to the topic and learning objectives conveyed by the teacher			√			3	50-60
4.	Students answer the questions asked by the teacher			√			3	50-60
5.	Students read, analyze or discuss the examples of descriptive text that given by the teacher		√				2	30-40
6.	Students listen to the teacher's explanation carefully			√			3	50-60
7.	Students ask questions that do not understand			√			3	50-60
8.	Students do what is instructed by the teacher based on the allocated time		√				2	30-40
9.	Students and the teacher work together in correcting learning outcomes			√			3	50-60
10.	The students are interested and feel enthusiastic during the teaching learning process			√			3	50-60

Note:

1 = Very Bad

2 = Bad

3 = Fair / Enough

4 = Good

5 = Very Good

The score of the observation as follows:

$$p = \frac{S}{N} \times 100\%$$

$$= \frac{28}{50} \times 100\%$$

$$= 56\%$$



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Appendix 9. Validation Sheet

TEACHER VALIDATION SHEET OF SPEAKING TEST

Direction:

For each question please give your response by giving score in a box presenting your choice

Criteria:

1: Very poor

2: Poor


3: Average

4: Good

No.	Questions	Score	Comment
1	Do the direction and instruction of the test instrument clear enough?	4	
2	Do the time allocation quite effective?	3	
3	Do the indicators in the test instrument have covered generic structure that consist of aim or goal, list material needed and sequence of step measured?	4	
4	Do the indicators in the test instrument have covered all aspect of speaking that consist of pronunciation, grammar, vocabulary, fluency, and comprehension?	4	
5	Are the topics appropriate?	4	

Jember, May 9th 2023

Validator,


Sumjati, S.Pd

Appendix 10. Letter of Permission



**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](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-2123/In.20/3.a/PP.008/05/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs. Al-Ishlah Jenggawah

Jl. Mataram, no. 7, RT. 18, RW. 02, Jenggawah, Jember

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

NIM : T20196175
Nama : HABIBAH FEBRIYANI
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effect Of Information Gap Strategy Through Wordwall On Students` Speaking Ability At MTs. Al- Ishlah Jenggawah" selama 10 (sepuluh) hari di lingkungan lembaga wewenang Bapak/Ibu Muhammad Syafi`i,S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 08 Mei 2023

an. Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

Appendix 11. Letter of Accomplishment



**YAYASAN PENDIDIKAN AL-ISHLAH
MADRASAH TSANAWIYAH AL-ISHLAH JENGGAWAH**

NSM : 121235090045 NPSN : 20581482

*Jalan Mataram No. 7 RT. 18 RW. 02 Jenggawah Jember Jawa Timur
Email: mts.alishlah.jenggawah@gmail.com Telp/Hp: 082244018954*

SURAT KETERANGAN PENELITIAN

NOMOR: 097/A.1/B/PP.AI/II/2023

Kepala Sekolah MTs Al-Ishlah Jenggawah, menerangkan dengan sebenarnya:

Nama : Habibah Febriyani
Nim : T20196175
Program Studi : Tadris Bahasa Inggris
Jenjang : S1
Perguruan Tinggi : UIN KIAI ACHMAD SIDDIQ JEMBER

Telah mengadakan penelitian di madrasah kami, dari tanggal 08 Mei 2023 s/d 15 Mei 2023 dalam rangka penyusunan skripsi dengan judul :

The Effect of Information Gap Strategy Through Wordwall on Students' Speaking Ability at MTs. Al-Ishlah Jenggawah

Demikian surat keterangan ini dibuat dengan sebenar-benarnya kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.








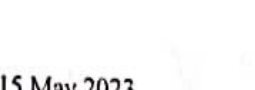
Jenggawah, 15 Mei 2023

Kepala MTs Al-Ishlah Jenggawah



MUHAMMAD SYAFI'I, S.Pd

Appendix 12. Journal of Research

No	Day/ Date	Research Activity	Signature
1.	08 May 2023	Submission of research permission letter to the headmaster of MTs. Al- Ishlah Jenggawah	
2.	09 May 2023	Class observation with Mrs. Sisca as the English teacher at MTs. Al- Ishlah Jenggawah	
3.	11 May 2023	Lesson plan submission of experimental and control class to the English teacher	
4.	13 May 2023	Giving pre-test to the students of class 8 A as the experimental class	
5.	13 May 2023	Giving pre-test to the students of class 8.B as the control class	
6.	14 May 2023	Giving post-test to the students of class 8.A as the experimental class	
7.	14 May 2023	Giving post-test to the students of class 8 B as the experimental class	
8.	15 May 2023	Final research and asking for final research completion letter	

Jember, 15 May 2023

Acknowledgement,

The Headmaster of MTs. Al- Ishlah Jenggawah



Muhammad Syafi'i S.Pd

Researcher



Habibah Febriyani

Appendix 13. Students Achievement

Please analyze the type and structures of the invitation letters below!

Receiver: You are cordially invited to a Graduation Celebration honoring
 event: Caroline Thompson
 Sender: Thompson Family Home
 context: Saturday, May 19th, 2012
 time: 07:00 am

Receiver: You are cordially invited to a
 event: Karrie and Timothy are getting married!
 Sender: Karrie and Timothy
 context: Saturday, May 19th, 2012
 time: 07:00 am

1. Even = Graduation Celebration.
 2. Receiver = You are cordially invited to a.
 3. Sender = Caroline Thompson.
 4. Context = 1. Day = Saturday
 2. Date = May 19th 2012
 3. Time = 07:00 am
 4. Place = Thompson Family Home 123 Newberry Lane San Jose, CA.
2. Even = Wedding Engagement.
 3. Receiver = You are cordially invited to a.
 4. Sender = Karrie and Timothy are getting married.
 5. Context = Day = Saturday
 Date = September 1st 2012
 Time = 1:00 pm
 Place = at Les Hales the Village.

Receiver: TO MY LOVELY PAL, MARIA
 event: WE WILL MISS YOU
 Sender: Perza
 context: Saturday, January fifth
 time: 11:00 am

Receiver: PAUL AND IRENE'S SPECIAL MILESTONE!
 event: Their 50th Anniversary
 Sender: Paul & Irene
 context: Saturday, December 5, 2010
 time: 6 PM
 place: Westminster Gardens
 event: Their 50th Anniversary (Paul and Irene's)

Group 1

1. Text 1 Informal
 Receiver: Maria
 Sender: Perza
 Time: half past noon
 Day: Saturday
 Date: January fifth
 Place: Hangingbird cafe
 Event: We will miss you
2. Text 2 Informal
 Receiver: Friends
 Sender: Paul & Irene
 Time: 6 PM
 Day: Saturday
 Date: December 5, 2010
 Place: Westminster Gardens
 Event: Their 50th Anniversary (Paul and Irene's)

I love you come of this agenda and I give this letter to you who will finish at
 Day/Date: Thursday 14th Oct 2011
 Time: 09:00 PM
 event: Birthday Party of Sarah H
 Place: selcia - buana of selcia

I feel happy if you come if I see Thanks
 TO: NANA - IIA

ster V garter

Happy Birthday
 Shandya Nayla purni
 I hope you come of this agenda and I give this letter to you
 Who will finish at:
 Day/Date: Wednesday, 14th April 2011
 Time: 07:00 PM
 Place: Birthday of 18 year
 Place: Dombro cafe

Students Score of Pre-test (Experimental Class)

Student Initial	P	G	V	F	C	Total Score
LS	9	12	10	9	10	50
KSH	8	9	9	9	10	45
TQ	12	9	10	10	9	50
D	7	10	9	10	9	45
SN	11	12	12	10	15	60
KS	10	15	11	10	12	60
UD	10	13	11	11	12	57
SH	7	9	8	7	9	40
FM	4	7	5	6	8	30
ONS	12	11	13	8	11	55
JNA	11	10	13	11	12	57
SNI	12	12	12	7	12	55
ST	5	7	8	4	6	30
FA	4	6	8	5	7	30
AIR	10	8	7	9	11	45
MRJ	3	4	5	4	4	20
ZM	7	8	9	7	9	40
MU	7	9	8	7	9	40
QM	8	11	9	7	10	45
JEZ	4	4	4	3	5	20
NS	7	7	8	5	8	35
NAR	9	7	12	8	11	47
LNA	10	12	9	9	10	50
AAP	9	9	12	10	10	50
SD	9	7	7	9	8	40
SAF	4	4	4	4	4	20
BLN	7	8	9	9	7	40

Students Score of Post-test (Experimental Class)

Student Initial	P	G	V	F	C	Total Score
LS	17	18	20	14	19	88
KSH	14	19	16	18	18	85
TQ	18	19	20	18	20	95
D	18	18	19	15	20	90
SN	19	20	19	19	20	97
KS	18	19	19	19	20	95

Student Initial	P	G	V	F	C	Total Score
UD	14	15	17	13	20	80
SH	14	16	17	13	15	75
FM	17	15	16	14	13	75
ONS	17	18	19	14	20	88
JNA	19	20	20	18	20	97
SNI	13	16	13	15	18	75
ST	13	20	17	14	15	80
FA	12	19	18	15	16	80
AIR	13	18	19	15	20	85
MRJ	18	18	17	10	19	82
ZM	14	18	19	17	20	88
MU	19	16	17	12	18	82
QM	12	18	17	15	16	78
JEZ	13	14	15	16	17	75
NS	12	18	20	14	19	88
NAR	12	18	16	15	19	80
LNA	19	18	20	13	15	85
AAP	19	19	20	19	20	97
SD	15	13	17	14	20	80
SAF	13	13	15	16	18	75
BLN	16	13	18	13	15	75

Students Score of Pre-test (Control Class)

Student Initial	P	G	V	F	C	Total Score
IA	8	11	12	9	10	50
DF	5	7	8	4	6	30
RI	7	9	8	7	9	40
AFN	7	7	9	9	8	40
RA	10	11	9	8	12	50
MM	11	11	13	10	12	57
NAP	7	8	10	6	9	30
IAK	11	12	12	8	12	55
IN	9	7	12	8	11	47
D	4	7	5	6	8	30
A	3	4	4	4	5	20
AFH	8	10	12	9	11	50
ANA	4	4	4	3	5	20
DA	5	7	6	4	8	30
KK	6	8	10	7	9	40

Student Initial	P	G	V	F	C	Total Score
SS	4	4	4	4	4	20
NAS	7	9	8	6	10	40
NIA	9	10	10	8	8	45
NM	7	8	9	7	9	40
SF	6	10	8	7	9	40
SA	4	6	8	5	7	30

Students Score of Post-test (Control Class)

Student Initial	P	G	V	F	C	Total Score
IA	13	15	15	12	15	70
DF	9	10	11	8	12	50
RI	11	11	10	8	15	55
AFN	15	15	15	13	17	75
RA	12	13	12	9	14	60
MM	8	10	11	9	12	50
NAP	11	15	10	8	11	55
IAK	13	15	15	12	15	70
IN	8	14	15	9	14	60
D	11	10	16	8	15	60
A	12	7	10	6	10	45
AFH	7	12	12	12	12	55
ANA	8	13	10	7	12	50
DA	7	14	10	8	11	50
KK	10	15	10	9	13	57
SS	8	12	10	7	13	50
NAS	7	10	12	8	13	50
NIA	11	13	11	8	12	55
NM	9	13	14	9	15	60
SF	10	10	16	9	15	60
SA	8	7	10	11	14	50

Appendix 14 Journal of Validity and Reliability Test

Day/date	Activity
Monday, 08 May 2023	The researcher gave the English teacher a set of test instrument, blue print, lesson plan, and scoring rubric.
Tuesday, 09 May 2023	The English teacher confirmed that the test instrument was valid.

Day/date	Activity
Wednesday, 10th May 2023	The researcher conducted try out to 8C class
Thursday, 11th May 2023	The score of 8C's try out result from two examiners (researcher and the English teacher) has been collected.

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JEMBER

Appendix 15

CURRICULUM VITAE



Name : Habibah Febriyani
NIM : T20196175
Place/date of Birth : Jember, February 13th, 2000
Address : Jl. Mataram No. 08, RT 18 RW 02, Kec. Jenggawah,
Jember
Faculty : Tarbiyah and Teacher Training
Program : English Education Department
Email Address : habibahfebriyani794@gmail.com

Educational Background

- a. TK Kurnia (Graduated in 2006)
- b. SDN Jenggawah 01 (Graduated in 2012)
- c. MTs. Al-Ishlah Jenggawah (Graduated in 2015)
- d. MA. Al-Ishlah Jenggawah (Graduated in 2018)