THE IMPLEMENTATION OF INFORMATION GAP-ACTIVITY
TO IMPROVE STUDENTS SPEAKING ABILITY
AT JUNIOR HIGH SCHOOL 1 AJUNG

THESIS

Submited to State Institute of Islamic Studies of Jember
to fulfillment of the requirements for the degree of sarjanapendidikan (S.Pd)
Faculty of TarbiyahAnd Teacher Training
English Education Department

By:

Wildatul Umah
NIM: T20156089

STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
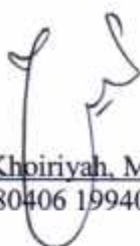## JANUARY 2020

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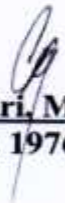# AT JUNIOR HIGH SCHOOL 1 AJUNG

THESIS

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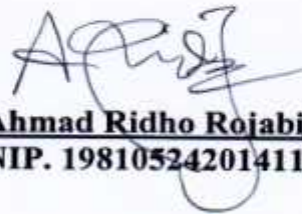Faculty of Tarbiyah and Teacher Training
English Education Department

Day: Friday

Date: 24th January 2020

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MOTTO

وَمَن جَٰهَدَ فَإِنَّمَا يُجَٰهِدُ لِنَفْسِهِۦٓ ۚ إِنَّ ٱللَّهَ لَغَنِيٌّ عَنِ ٱلْعَٰلَمِينَ ۝

Artinya : "and whoever strives, then indeed the jihad is for himself. Indeed, Allah is truly rich (does not need anything) from the universe"(Q.S. Al Ankabut : 6)[*]

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[*]Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an* (Madinah: King Fahd Complex For The Printing Of The Holy Qur'an), 529

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DEDICATION

I Proudly Dedicate this Thesis to:

1) My Beloved Father and Mother

   (A big thanks to Mr. Buhari as my beloved father and Mrs. Siti Sofia as my beloved mother for their support, love and every prayer for me to finish my thesis, especially my beloved mother who is never tired of supporting me).

2) My Younger Sister

   (Thanks to Isnadatus Sholeha as my beloved sister who is supporting me).

3) My Beloved Friends

   Thanks to, M. Husain, Eka ,UswatunHasanah, Nabila, Ria, Vera fatmawati, Hilmi

   Thanks to My classmates PBI 2 Members

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Firstly, all praise be to Allah SWT for giving me a mercy, blessing, health, opportunity, and inspiration to finish my thesis. Secondly, my sholawat and salam to prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from the stupidity to the cleverness era.

The researcher really realized that this thesis would not finish without help and guidance from other people. In this opportunity I would like to say thank you to the following persons:

1. The excellency Prof.Dr.H. Babun Soeharto, S.E,MM, as a Rector of State Institute of Islamic Studies of Jember.

2. Dr.Hj. Mukni'ah, M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies of Jember.

3. Asy'ari M.Pd.Ias the Head of English Education Department.

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6. The lecturers of English Department who have given me knowledge

7. The Principal of Junior High School 1 Ajung, Sigit Suyitno, S.Pd, M.Pd and the staffs for giving me a permission and help during my research in Junior High School 1 Ajung.

8. The English teacherW. Ika Septiayani, S.Pd, M. Pd as a collaborator. Who gave me support and help in conducting my research in Junior High School 1 Ajung and the students of second grade (VIII A) who gave their time to participate in this research.

I really realize that this thesis is far from being perfect. Therefore I welcome all the criticisms and suggestions. The researcher hopes this thesis is useful for the readers.

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ABSTRACT

Wildatul Umah, 2020: *The Implementation Of Information Gap-Activity To Improve Students Speaking Ability At Junior High School 1 Ajung.*

This research is about the implementation of information gap-activity to improve students speaking ability. Teaching speaking is the process of guiding and facilitating students in learning to communicate ideas, thoughts, and feeling, one or other forms of language, teaching speaking skill is very complicated. In Junior high school 1 Ajung, the observer found that there were many students show up in the classroom without having developed a confident to speak in English. In fact, some junior high school students found also some difficulties to speak in English. To be more concrete, researcher did a pretest and then the results of pretest were 58.96. The minimum score from junior high school 1 Ajung is 70. So, there was only a few out of 32 students who almost reached the minimum score of 67. Based on the preliminary study, researcher found that the problem faced by students and need to be solved was pronunciation and fluency. Relating to the problems faced by the students above, the teacher taught speaking English to overcome the problems.

Based on the background, the research question was: How is the implementation of information gap-activity in teaching speaking ability at Junior High School 1 Ajung?. Research objective is to describe the implementation of information gap-activity in teaching speaking ability at Junior High School 1 Ajung.

This research applied to classroom action research. The participant of this research is the second grade in junior high school 1 Ajung in academic year of 2019/2020. The researcher conducted the research in one class (VIII A) which consists of 32 students. The research was carried out in one cycle. The steps were namely preliminary of research, planning, implementing, observing, and reflecting. The data of the research were completed by using quantitative and qualitative data.

After using strategy of information gap-activity, the students' speaking skill is increasing. It was proved by the result of students' score. In preliminary research, the average of students' score was 58,96. Meanwhile, the percentage of students who got 70 was 7.14%. Based on the result of the pre-test, it can say that the requirement 92.86% of the students who got 70 in speaking subject was unsuccessful. In cycle one, the students were given a treatment by using strategy of information gap-activity for fourth meetings. Then, in the last meeting, they have answered the questions on the worksheet given by the teacher. The percentage of students who got 70 was 100%. Based on the result of the pre-test, it can say that the requirement 100% of the students who got 70 in speaking subject was done and successful. It can be concluded that strategy of information gap-activity can improve students speaking skill in junior high school 1 Ajung.

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CHAPTER I

INTRODUCTION

A. Background of Study

Based on UU RI No. 20 Tahun 2003 about Sisdiknas (system of national education) chapter II section 3, National education served to increase the ability and create the character and civility of the nations that dignified in order to enrich the nation's life, intended to unleash student's potential to be a human of faith and reliance on the almighty god, moral dignity, health, competent, creative, self-sufficient, and become a democratic and responsible citizen.[1] The goal of a national education will be realized when all teachers create a way that is appropriate for students needs to increase the students abilities. The one of the ways is increasing student's ability in using language.

English learning, there are four basic skills that must be mastered by students that is speaking, listening, reading, and writing, of the four skills have continuity with one another. In line with this argument, Harmer said that listening and reading skills are receptive skills that user require the ability to accept spoken or written language. While speaking and writing skills are productive skills that users need the ability to produce both written and oral language.[2] So, teaching speaking helps students to be able to express students' ideas and speaking becomes a very important to be learnt because the ability

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[1] Sekretariat Negara RI, Undang-Undang No. 20 Tahun 2003 Tentang Sisdiknas (Sistem Pendidikan Nasional).

[2] Jeremy Harmer, *The Practice Of English Language Teaching* (England: Pearson Education Limited, 1984),44

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to speak is one of the keys in communication and the way to communicate with the other people.

Teaching speaking is the process of guiding and facilitating students in learning to communicate ideas, thoughts, and feeling, one or another forms of language, teaching speaking skill is very complicated as like students difficulty in fluency speaking English, complicated grammar and lack of vocabulary possessed by students. As Hughes describes there are some aspects concerning with speaking ability include fluency, accuracy on pronunciation, grammar, vocabulary and conten. [3] The students should have many vocabularies. They should master enough vocabulary so that they can use it fluently to express their ideas. Fluency in language is developed through communication of complete understanding of meaningful words. The students are also expected to perform understandable utterances with good pronunciation in order to make their listener understand their utterances. The students' poor grammar might influence the effectiveness of speaking.

According to Panny in teaching speaking, an English teacher may face a lot of problems in class. There are four problems that arise in speaking class such as *first,* inhibition: worries about making mistakes or fear of criticism and embarrassment to convey. *Second,* nothing to say: can't think of anything to say. *Third,* Low or uneven participation: because of the tendency of some students to dominate and others are few or no at all. *Fourth,* Mother tongue use: learners prefer to use their mother tongue rather than the target language

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[3] Arthur Hughes, *Testing For Language Teachers* (Cambridege: Cambridge University Press, 2003), 131

in the class or anytime.[4] In solving problems above Ur provides several alternatives such as use group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, give some stimulation or training in discussion skills, and keep students speaking the target language.[5] So, in minimizing the problems of learning to speak English, teachers must be creative, able to attract students' attention and be able to adjust learning methods that will be used especially in the classroom.

Variation in teaching is one aspect of teaching that must be mastered by teachers to improve students' ability to speak. Students can show their ideas by saying something because sometimes students need different situations in the process of learning English, especially in speaking competence. Lots of learning methods to speak pleasant English that can be used by teachers, for example: games, presentation, practice, and production (PPP), describing something, role playing, and information gap-activities.

The researcher considers Information Gap-Activity as an effective way to make students talk. In this activity students need to complete the information they must get from their partners. In this case, researchers use Information Gap Activity as models that use to improve students' ability to speak. By using Information Gap-Activity, researcher wants to improve students' skills in speaking English because in this Information Gap the students will get some missing information that makes students speak something.

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[4]Panny Ur, *A Course In Language Teaching : Practice And Theory* (Cambridge : Cambridge University Press, 1996), 121
[5]Ibid, 121-122

According to Ur information gap interesting a particularly interesting type of the task is that based on the need to understand or transmit information – finding out what is in a partner's picture. A variation on this an opinion gap where participants exchange views on a given issue.[6] This information gap-activity occurs between students not between students and teachers. Information gap-activity is carried out for activities to exchange information to complete the learning plan and be carried out by two or more people and make sure everyone has information, so that each informationwill be combined into new information for that it reaches the stated goals.

Many of the benefits of information gap-activities such as: (1) Arouse language interaction because this activity provides a bold opportunity to talk to all students, (2) This activity is made with a small group will provide motivation to learn without any shame, (3) Build responsibility among students, (4) Build a sense of communicative interaction, and (5) Help teachers to know the ability of students. So, the benefit of information gap activities makes it easy for teachers to condition students, and also makes it easy for teachers in teaching speaking skills.

Based on observation in Junior High School 1 Ajung and teacher information, when learning english subject,most of students still have problems dealing with the difficulties to speak English fluently because there are many factors such as lack of motivation, feeling nervous to speak English, lack of grammar mastery, lack of vocabulary, such as there are no rules for

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[6]Panny Ur, *A Course in Language Teaching : Practice and Theory* (Cambridge : Cambridge University Press, 1996), 281

maintaining the habit of speaking english.Feeling afraid to make mistakes and also environmental schools do not support.

Unfortunately, during the observer's observation in junior high school 1 Ajung, the observer has found that there were many students show up in the classroom without having developed a confident to speak in English and some students found also some difficulties to speak in English. To be more concrete, researcher also did a pretest and then the results of pretest were 58.96. The minimum score from junior high school 1 Ajung is 70. So, there was only a few out of 32 students who almost reached the minimum score of 67. Based on the preliminary study, researchers found that the problem faced by students and need to be solved is pronunciation and fluency. Relating to the problems faced by the students above, teachers have to teach to speak English to overcome those problems.

Based on the description, the researcher is interested in doing research about "The Implementation of Information Gap-Activity to Improve Students Speaking Ability at Junior High School 1 Ajung". The purpose of researcher is to improve students' ability to speak English better than before.

B. Research Question

Research question is the fundamental core of research project, study or review of literature. According to the background of study as previously presented, the research question is formulated as follows:

1. How is the implementation of information gap-activity in teaching speaking ability at Junior High School 1 Ajung??

C. Research Objective

Based on the research objective, the research objectives are:

1. To describe the implementation of information gap-activity in teaching speaking ability at Junior High School 1 Ajung.

D. Significance of the Research

Research significant containt of contribution that will be given after conducting the research. The significance consist of theoretical benefit and practical benefit.[7]Based on the research objective above the significances of this research are following:

1. Theoretical benefit

   a. The results of this study can be a reference for further research.

2. Practical benefits

   a. For the researcher, this research can add insight, knowledge, and experience to make a research; especially about the implementation of information gap-activity in teaching speaking ability at Junior High School 1 Ajung.

   b. For students, it is expected that the results will provide motivation to students in the learning process. So, that it will improve speaking skill by using information gap. Students expected to have good enthusiasm and participation in increasing speaking skill.

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[7] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (IAIN Jember Press, 2018), 38

c. For the readers, it can inform them about the implementation of information gap-activity in teaching speaking ability at Junior High School 1 Ajung.

E. Scope of study

Scope of study in the research was the writerto discuss about the implementation of information gap activity in teaching speaking ability at Junior High School 1 Ajung. The object of this research eight grade of junior high school 1 Ajung 2019/2020.

F. Definition of Key Term

1. Information Gap-Activity

   Information gap-activity is one of the strategies carried out for information exchange activities to complete the learning plan and carried out by two or more people and ensure everyone has information, so that each information will be combined into new information to achieve stated objectives.

2. Speaking Ability

   Speaking skill is an ability how someone is able to speak or express his or her feeling,communicate ideas, thoughts, and opinion in forms of language. Speaking Ability is the ability to speak, to convey, to say, to talk something or feeling, and may be opinion to other people. Students who have good speaking ability are students who are able to speak up in the front of people clearly, fluently, and confidently.

CHAPTER II

REVIEW OF RELATE STUDY

A. Previous Study

There were several studies that have been carried out and related to this research, those are:

1. Lia Amalia Nirawati's thesis with the title "Improving Students' Speaking Skills Through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta in the Academic Year of 2013/2014". The results of the research showed that, Improving students' speaking skills through speaking board games in teaching speaking.

   The similarities between Lia's researches with this research are both discourse about to improve students speaking skills, both of the object in this research is the second grade of junior high school, And both researchers using a classroom action research with the same instrument in collecting data that is observation.

   The differences between Lia Amalia researches with this research are these using strategies in English teaching. Lia's research uses board games to increase students speaking skills, but this research uses information gap activity to increase students speaking skills. The object in this research is in junior high school 1 AjungJember, and in Lia's research is in SMP N 13 Yogyakarta.

2. Neneng Deswita thesis with the title "The Effect of The Implementation of Information Gap Technique Toward Students'

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Speaking Ability at Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency".

The similarities between Neneng research with this research both of the researchers is discourse about to improve students speaking skills and both of the object in this research is the second grade of junior high school.

The differences between Neneng research with this research are this research uses classroom action research while Neneng research uses Quasi-experimental. The object in her two classes, VIIIA (26 students) and VIIIB (26 students) in Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency, and this research is the second grade of junior high school 1 Ajung Jember.

3. Cintia Arinanda Prima Putri thesis with the title "The Application of Information Gap Technique to Improve Speaking Skill at the Second Grade of SMA N 4 Bandar Lampung"

The similarities between the previous research and this research are focus on speaking ability. The differences between Cintia research and this research are this research uses classroom action research while Cintia research uses a Quasi-experimental.

Table 2.1

Similarities and Differences Previous Research and This Research.

No.	Name/Title of research	Similarities	Differences
1	2	3	4
1.	Lia Amalia Nirawati's thesis with the title Improving Students' Speaking Skills Through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta in the Academic Year of 2013/2014	1. This research discusses how to improve students speaking skills 2. The object in this research is the second grade of junior high school 3. The research uses a classroom action research with the same instrument in collecting data that is observation.	1. The subject and object of the research are different. 2. Lia's research uses board games to increase students speaking skills, but this research uses information gap activity to increase students speaking skills
2.	Neneng Deswita thesis with the title "The Effect of the Implementation of Information Gap-Technique Toward Students Speaking Ability at Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency"	1. This research discusses how to improve students speaking skills 2. The object in this research is the second grade of junior high school.	1. This research uses classroom action research 2. Neneng research uses Quasi-experimental 3. The object in her two classes; VIIIA (26 students) and VIIIB (26 students) in Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency,
3.	Cintia Arinanda Prima Putri thesis with the title "The Application of Information Gap Technique to Improve Speaking Skill at the Second Grade of SMA N 4 Bandar Lampung	1. This research focuses on speaking ability	3. This research uses classroom action research while Cintia research uses a Quasi-experimental

Based on conclusion of some previous study, it can be seen the similarities and differences in research. However, this study had a special characteristic. The specialy of this research compared to those three theses above is that this research is more focused in developing speaking using information gap activity that aims to improve students' speaking abilities in English using classroom action research at junior high school 1 Ajung.

B. Theoretical Framework

  1. Information Gap-Activity

    a. Information Gap-Activity

Information gap is one kind of cooperative learning activities (in pairs or groups) to solve problems and complete the assignments given in a way looking for the information needed. In this gap students complete the assignments by obtaining missing information, a future the activities have in common with communication. However, in this gap also regulates practice on certain language. According to Hayriye Kayithat is in an activity, students should work in pairs. One student will have information that does not have another partner and these partners will share their information.[8] Information gap activities serve many purposes such as solving problems or gathering information, also each partner plays an important role because the task cannot be completed if the partner does not provide information that other people

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[8] Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language.*The Internet TESL Journal,Vol, XII No. 11, Nov 2006

need. This activity is effective because everyone has the opportunity to speak broadly in the language to be achieved.

b. The characteristics of information gap-activity

Information-gap activity is characterized as follow:[9]

1) In each activity the student is given a task.

2) The information they need for the task is split into two parts (student A and student B), no student has enough information to be able to do it alone.

3) The students have to ask each other for the information they need and come to a decision together.

4) The activities are not exercises, but contexts in which the students can use language to find out about things they genuinely need to know and to share ideas one another.

So, that information-gap activity conducted along with the task given to complete information they need, thus they should communicate each other in order to get the information they needed and this activity is not actually the exercises itself, but it just a way in getting the information the student need for completing their task.

c. The advantages of information gap-activity

Harmer states that the key to the enhancement of communicative purpose and the desire to communicate is information gap.[10] In this

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[9]Nunan, David. 1992. *Designing Task For The Communicative Classroom* (New York: Cambridge University Press). 124

[10] Jeremy, Harmer. *The Practice Of English Language Teaching,* (Essex: Longman, 2001), Third Edition, 85

case the communication carried out is to find something that is intended / stimulating for students to talk by exchanging information on a small scale / small group such as what is said by Nunan that it has been found that small-group, two way information gap tasks seem to be particularly appropriate for stimulating such language. [11] The advantage of using information gap is to make students talk and not miss anything. This information gap also does not make students lazy or bored studying in class, as Nunan said in his book, information gap is a transfer of given information from one person to another, generally calling for the encoding of information from or into language.[12] So that it will involve all students to complete the given task.

2. Speaking Ability

    a. Definition Speaking

        Speaking is the action for transferring information or express someone's for communicate ideas, thought, and feeling through, one or other forms of language. Speaking is one of the skills to determine someone's ability in English. By speaking people can express themselves in basic interactive skills such as greeting, apologizing, thanking, introducing, asking for or offering something. According to Harris speaking is encoding process whereby we communicate our

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[11] Jeremy, Harmer, *The Practice,* (Essex: Longman, 2001), Third Edition, 64

[12] Nunan*, David. 1992. Designing…, (New York: Cambridge* University Press,). 66

ideas, thought, and feeling through, one or other forms of language.[13] Brown state that, Speaking is productive skill that can be directly and empirically observed, those observation are always accompanied by fluency and effectiveness of listening skills.[14]So, speaking is the important skills to communicate with the other people and to maintain social relations and convey information such as ideas, thought, and feeling through, and also the people can express themselves with greeting, apologizing, thanking, introducing, asking for or offering something.

Speaking is a crucial part of second language learning and teaching. Many students declare that is a speaking difficult skill of language learning, and they also difficult to give idea, thought, and feeling through. Therefore, the teachers have to make the class enjoyable for the students and give a higher attention to improve their speaking skill. The English teacher should create an interesting environment in the classroom in order to obtain the goal of speaking. For example make speaking activities. Because good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback they will get tremendous satisfaction from it. Many good speaking activities (role playing, discussion, problem solving, etc) are intrinsically enjoyable in themselves.[15]

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[13] Dafid P Harris, *Testing English as A Second Language* (Newyork: Mcgraw Hill Book Company, 1974), 9

[14] H. Douglas Brown, *Language Assessment: Principle and Classroom Practices* (San Fransisco: Longman, 2001), 140

[15] Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 1998), 87

Speaking skill is different from the other skills. For example speaking and reading, when someone speaks, the words come naturally but in reading there are only things which have been written in the text. According to Hughes, "The objective of teaching spoken language is the development of the ability to interact successfully in that language and involves comprehension as well as production". [16] Based on Thornbury "Speaking is so much part of daily life that we take it for granted".[17]

b. Function of speaking

The functions of speaking assessed in this research were Talk as interaction, Talk as transaction, and Talk as performance. [18] Those functions are presented in detail as follows:

1) Talk as interaction

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

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[16]Arthur Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003), 113.

[17] Scott Thornbury, *How to Teach Speaking* (London: Pearson Education Limited, 1999), 1.

[18] Jack Richards, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008), 21

2) Talk as Transaction

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

3) Talk as Performance

   The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches

c. Basic types of speaking.

   In addition, according to Brown (2001) there are basic types of assessing speaking, they are:[19]

1) Imitative, at one end of a continuum of types of speaking, performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Although this is a purely phonetic level of oral production, a number of prosodic (intonation, rhythm, etc), lexical, and grammatical properties of language may be included in the performance criteria. We are interested only in what is traditionally labeled "pronunciation", no inferences are made about the test-takers ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening

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[19] H. Douglas Brown, *Language Assessment: Principle and Classroom Practices* (San Fransisco: Longman, 2001), 141

here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2) Intensive, a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rhythm, juncture) the speaker must be aware be semantic properties to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response tasks (requests for specific production of speech), reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences and translation up to the simple sentence level.

3) Responsive, responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple requests and comments, and the like. The stimulus is almost always spoken prompt (to preserve authenticity).

4) Interactive, the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometime includes multiple exchange and/or multiple participants.

Interaction can be broken down into two types: (a) transactional language, which has the purpose of exchanging specific information, and (b) interpersonal exchanges, which have the purpose of maintaining social relationships.

5) Extensive (monologue), extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologue such as casually delivered speech (.g., recalling a vocation in the mountains, conveying a recipe for outstanding pasta primavera, recounting the plot of novel or movie).[20]

d. Micro and Macro Skill of Speaking

According to Richard in Brown (2001), there are some micro and macro skills of speaking, they are:[21]

1) Micro Skill

a) Produce chunks of language of different lengths

b) Orally produce differences among the English phonemes and allophonic variants.

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[20]H. Douglas Brown, *Language Assessment: Principle and Classroom Practices* (San Fransisco: Longman, 2001), 184-185

[21] Ibid., 142

c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

d) Produce reduced forms of words and phrases.

e) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

f) Produce fluent speech at different rates of delivery.

g) Monitor the oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.

h) Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

i) Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.

Therefore, from the explanation above the conclusion is micro skills of speaking concluded by producing language from word based on form of word or phrase, English stress pattern, allophonic variants, lexical unit, grammatically, orally, and also the meaning and spoken discourse.

2) Macro Skill

a) Accomplish appropriately communicative functions according to situations, participants, and goals.

b) Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

c) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

d) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.[22]

Meanwhile, the micro skills of oral communication includes communicative function, sociolinguistic features in face to face conversation, convey link and connection, nonverbal cues, and make a sure that our interlocutor is understanding us.

e. The aspect of speaking

The aspect of speaking includes accuracy on pronunciation, grammar, vocabulary, fluency and content to speech. All of these

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[22] H. Douglas Brown, *Language Assessment: Principle and Classroom Practices* (San Fransisco: Longman, 2001),143

components are important to achieve the goal of communication. Those five aspects were use as the indicators to analyze the students speaking ability.

1) Pronunciation

Pronunciation is one of important aspects in speaking skills. According to Nunan, pronunciation helps learners to identify the differences of meaning (based on stress, rhythm, and intonation) based on differences in individual sounds.[23] Based on Hornby, pronunciation is the way in which a word is pronounced or the way a person speaks the words of language.[24] From that statement, it can be concluded that pronunciation is the way to produce the utterance words clearly to help interlocutor identify differences of meaning based on rhythm, stress, and intonation.

2) Vocabulary

Based on Hornby, vocabulary is total number of words which make up a language.[25]Nunan explained that vocabulary is the lists of targets language words.[26] Meanwhile, according to Jemes, we have two vocabularies: a receptive vocabulary and an expressive vocabulary. Receptive vocabulary is the words we know when we listen or read, and when we receive thoughts from others. Whereas

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[23] David Nunan, *Second Language Teaching & Learning* (Boston: Heinle&Heinle Publisher, 1999), 106.

[24] Hornby, A S. *Oxford Advanced Learner Dictionary* (New York: Oxford University Press, 1980), 669.

[25] Ibid, 859.

[26] Nunan, *Second Language Teaching & Learning*, 101.

expressive vocabulary is the words we use when we speak or write, that is when we express thoughts to others.[27] Therefore, vocabulary is the component of language that we receive from others and we used to speak or write.

3) Fluency

According to Hornby, fluency is the ability to speak smoothly and readily. [28] It usually refers to express oral language freely withoutinterruption. It means that speakers express oral language smoothly and readily and freely without interruption.

4) Grammar

Grammar is one of component in English language. It is systematic description of linguistic that describe of the rules for combining words into sentences includes an account of the speaker's knowledge of sounds and meanings, as well as syntax.[29]So, grammar is also the important aspect in speaking to represent language in the speaker's mind and in order to the listeners understand to what the speakers mean.

5) Comprehension

Comprehension is the power of understanding and an exercise aimed at improving or testing one understands of a language (written or spoken).[30] Meanwhile, comprehension also means the

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[27]James F. Shepherd, *Collehe Vocabulary Skills* (USA: Houghton Miffin Company, 1987), 3.

[28]Ibid, 330.

[29]Julia, *Linguistics and Language*, 16.

[30] Hornby, *Oxford Advanced Learner Dictionary*, 332

main capacity to perceive and understand such as power to grasp ideas, and ability to know. Therefore, comprehension is the important ability to understand completely and be familiar with a situation or facts in order to avoid misunderstanding between a speaker and listener.

f. Difficulty of speaking

Brown proposed that some causes make speaking is difficult, they are as follows:[31]

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

Redundancy of language is an opportunity to make meaning cleared by the speaker. Therefore, the students can capitalize on this feature of spoken language.

3) Reduced forms

The special problems teaching spoken English are contractions, elisions, reduced vowels, etc.[32]So, the students have to know that all to speaking English well.

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[31] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Longman, 2003), 270.
[32] Brown, *Teaching By Principle*, 270

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. So, students can actually be taught how to pause and hesitate.

5) Colloquial language

The students must be reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages. [33] Moreover they are the important thing to make speakers convey their message to listeners.

8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.[34]

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[33] H. Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy* (New York: Longman, 2003), 270.
[34] Ibid, 270-271.

CHAPTER III

RESEARCH METHOD

A. Research Design And Procedure

The research design used in this research was classroom action research. According to Lewin in Purwantosbook "classroom action research is a series of steps consisting of four stages namely, planning, implementation, observation and reflection.[35] Supported by Bogdan and Biklen classroom action research is a systematic information gathering action designed to produce social change.[36] So, classroom action research is a systematic process of collecting data and information using the stages of planning, implementation, observation and reflection to produce social change.
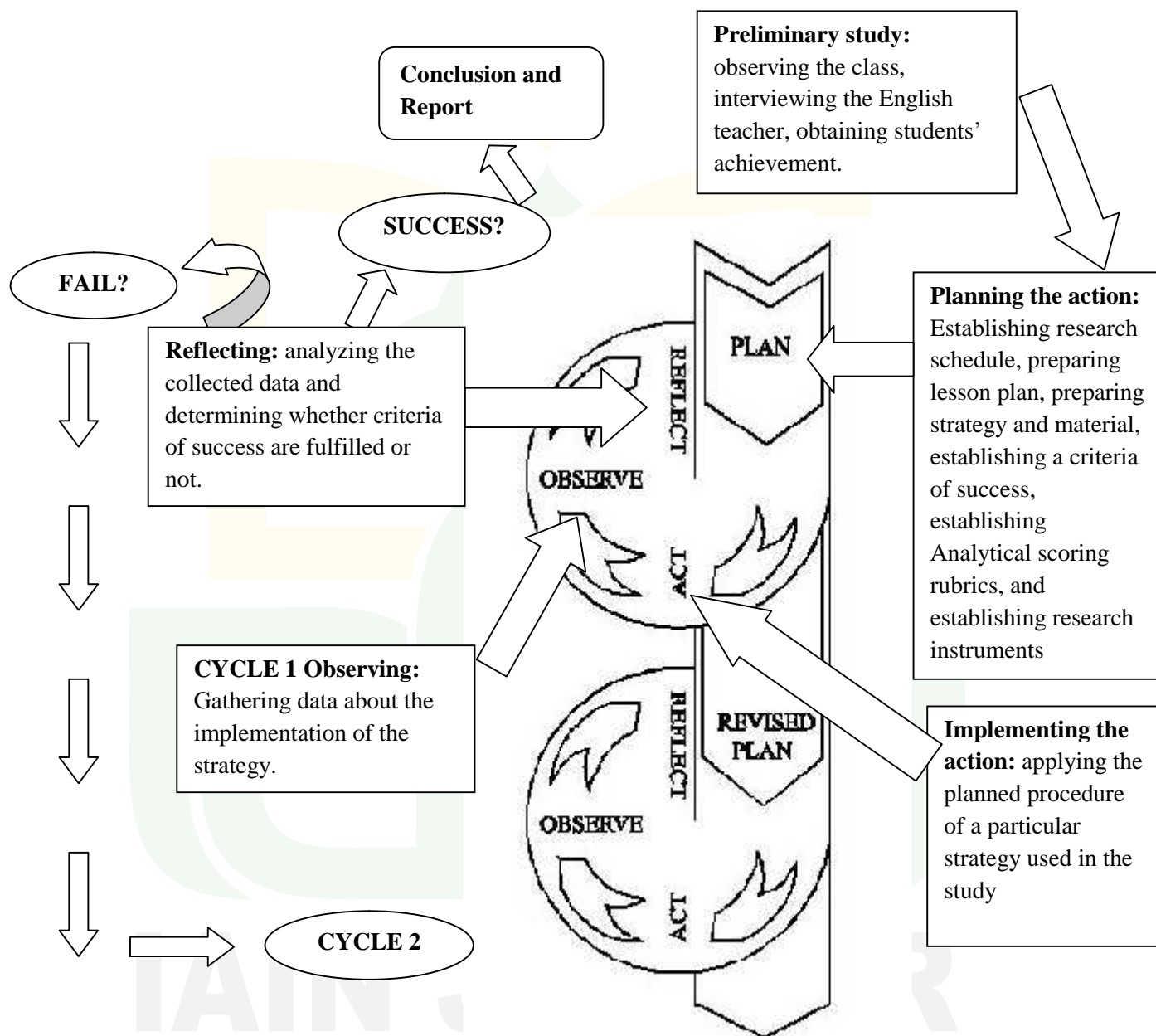
This research, the researcher collaborated with English teacher. The collaboration was focused on the preparation, the implementation, observation, and reflection. First step is finding the problem faced by the student in the learning process. After that the researcher determines the evaluation. The teacher as a collaborator was helped the researcher while the observation is done the researcher was done the implementation of action by the researcher. Besides that, the teacher was helped the researcher to do evaluation and reflection of the action.

The main concept ofKemmis and Taggart classroom action research consists of four components, those were: (a) planning, (b) implementation, (c)

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[35]Purwanto, *Metodologi Penelitian Kuantitatif*, 42
[36]Creswell John W, *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* (Lincoln: Person, 2012), 576

observing, (d) reflecting. There were four components in each cycle. They were:

Conclusion and Report

Preliminary study: observing the class, interviewing the English teacher, obtaining students' achievement.

SUCCESS?

FAIL?

Reflecting: analyzing the collected data and determining whether criteria of success are fulfilled or not.

Planning the action: Establishing research schedule, preparing lesson plan, preparing strategy and material, establishing a criteria of success, establishing Analytical scoring rubrics, and establishing research instruments

PLAN

REFLECT

OBSERVE

ACT

CYCLE 1 Observing: Gathering data about the implementation of the strategy.

REVISED PLAN

REFLECT

OBSERVE

ACT

Implementing the action: applying the planned procedure of a particular strategy used in the study

CYCLE 2

Adopted from Kemmis and Taggart[37]

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[37]Kemis and Taggart, *Classroom Action Research,* (Cited In Koshy, 2006),

B. Research Setting

1. The place and time of research

   The researchwas conducted the research on the second grade in junior high school 1 Ajung. The location isJl. Semeru 141 Pancakarya, Jember, East Java. The researcher chose the class based on the information from the English teacher most of his students had lower ability in speaking English.

2. Population and Sample

   According to Hadjar, population is a large group of individuals who have the same general characteristic. Population is in an entire object that has the same characters.[38]The population of the research was the second grade class of junior high school 1 Ajungthat consisted of seven class with the total students is 248 students.

   Sample is a portion of the population that has the same characteristic as the ever all source.[39] The sample of the research was the second grade class of junior high school 1 Ajung, the academic year of 2019/2020.The researcher took only one class (VIII A) which consisted 32 students, 12 male and 20 female.

3. Research collaborator

   In this research, the researcher collaborated with the English teacher of junior high school 1 Ajung, Mrs. W. IkaSeptiayani, S.Pd, M.Pd in order to get information about students, the problem in the classroom

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[38] Purwanto, *Metodologi Penelitian Kuantitatif Untuk Psikologi Pendidikan,* (Yogyakarta: Pustaka Pelajar, 2010), 94.
[39] Ibid, 243

and discussion about my lesson plan. The collaboration focused on the preparation, the implementation, observation, and reflection.

C. **Research procedure**

This classroom action research was conducted through certain procedures. Some preparations needed in all of the steps in implementing the actions of the research were as follows:

1. Preliminary study

This research collaborated between the researcher and one of English teacher in junior High school 1 Ajung. Besides that, the research should be based on the problem in the classroom by conducting several steps. The first, conduct a Preliminary studied. The researcher started the research by doing preliminary study. It was aimed to observe and identify the problem occurred in the teaching and learning process. Researchergained the data by observing the teaching and learning process, further, researcher conducted pretest to make sure the students' speaking in aspect pronunciation and fluency ability through a dialog that has been given by the teacher as a researcher. The average score of test in the pretest was 58.96 (see appendix). The minimum score from junior high school 1 Ajung was 70. So, from 32 students only a few have almost reached the minimum score of 67. Based on the preliminary study, researcher found that the problem faced by students and need to be solved pronunciation and fluency. The next activity was planning, implementation, observation and reflection to produce social change.

2. Planning the actions

    Planning the action covers the activities applied on the action of the research.

    a. Establishing Research Schedule

Table 3.1

No.	Plan Activity	week					
		1	2	3	4	5	6
1.	Providing a letter of research to the headmaster and asking about the student activity, student schedule, and KKM						
2.	Consulting about lesson plan one, lesson plan two, and worksheet						
3.	Applying pre-test in classroom (VIII A) and applying cycle one in classroom (VIII A) : lesson plan one						
4.	Applying cycle one in classroom (VIII A): lesson plan two and applying cycle one in classroom (VIII A): lesson plan three						
5.	Applying cycle one in classroom (VIII A): lesson plan four and applying post-test in classroom (VIII A) and distributing questionnaires to students						

    b. Preparing a lesson plan

    In this step, the researcher made a lesson plan with the English teacher. The researcher chose Curriculum 13 which is suitable for Junior high school which have competence standard of speaking:To apply social functions, text structure, and linguistic elements of oral

and written interpersonal interaction texts that involve the act of asking, inviting, asking permission, and responding to it, according to the context of its use.

c. Preparing Strategy, materials, and media

In this step, researcher chose the information gap-activity as a strategy in research to improve students' speaking skills. The researcher used English books "When English Rings a Bell" from school as a learning material. The contents of material were declarative and interrogative sentence related to asking to ask, invite, and ask permission. The media researcher used a worksheet and book for students.

d. Establishing a Criteriaof Success

This research will succeed if the objective indicators of the researchers were reached. In this study, indicators of achievement begin as follows:

1) Students average achievement in English are equal to or higher than minimum score established by the school (70)

2) Students reach the minimum score (70) are equal to or higher than 75% of total students in the research.

3) Students do not reach the minimum score (70) are equal to around 25% or 8 students in the research and researcher does remedial for unsuccessful students.

e.   Establishing Analytical Scoring Rubrics

Scoring Rubric of Students' Speaking Test

Table 3.2

Students	Students Score of Speaking Test Based on the Indicators			Calculation for total score	Final Score
Indicator	**F**	**P**	**Total**	**Total x 100**	
(name)				**10**	

Note: F = Fluency

P = Pronunciation

The students' speaking performance is scored based on the following indicators:[40]

Table 3.2

Fluency (F)

Score	Description
1	**2**
1	Speech is so halting and fragmentary that conversation is virtually impossible
2	Speech is very slow and uneven except for short or routine sentences
3	Speech is frequently hesitant, and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
6	Speech on all professional and general topics as effortless and smooth as native speakers

Source: Arthur Hughes, *Testing for Language Teachers*, (United Kingdom: Cambridge University Press, 2003)[41]

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[40] Arthur Hughes, *Testing For Language Teachers*, (United Kingdom: Cambridge University Press, 2003), 131-132
[41] Ibid, 131

Table 3.3
Pronunciation (P)

Score	Description
1	2
1	Pronunciation frequently unintelligible
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
3	Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
4	Marked foreign accent and occasional mispronunciations which do not interfere with understanding
5	No conspicuous mispronunciations, but would not be taken for native speaker
6	Native pronunciation, with no trace of foreign accent

Source: Arthur Hughes, *Testing for Language Teachers*, (United Kingdom: Cambridge University Press, 2003)[42]

f. Establishing Research Instruments

1) Observation

According to Kunandar,observation is the activity of taking data to see how far the effects of actions have reached the target.[43]Observing or monitoring is an important activity in this research to observe the students' active participation in the teaching learning process of speaking English. There are several things that must be considered in observation that is pay attention to the general research focus or special. Determine the observed criteria by first discussing what will be used in the observation.

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[42] Arthur Hughes, *Testing For*, 131
[43] Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru* (Jakarta: PT Raja Grafindo Persada, 2008), 143

In this stage, the researcher made a planning meeting with one of the English teachers at the school to discuss the lesson plan that was applied in classroom action research. Next is class observation, researcher and teacher as a collaborate observations of the learning process in the classroom which included observations of students, class atmosphere, student interactions with students related to classroom action resarch. The last observation researcher and teacher as a collaborate study together the results of observations or successes to be used as field notes and discuss the next steps. So, researcherand teacher as a collaborate must build positive partnerships and synergies.

2) Test

Test is a set of questions, exercise or other instruments which are used to measure the skill, aptitude, knowledge, and intelligence.[44] Meanwhile, Brown divided the type of test into four types; placement test, diagnostic test, aptitude test and achievement test.[45]Achievement test is to measure what individual have learned that widely used in educational research as well as in school system.[46] It means that test is a tool to measure the students' skill.

The test in this research were using speaking test. The type of the test is monologue. The aspects of speaking that were

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[44] Suharsimi Arikunto, *Prosedur Penelitian Pendekata Praktik* (Jakarta: Rineka Cipta, 2010), 173.
[45] Brown, *Language Assessment*, 43.
[46]Ary, *Introduction To Research*, 201.

evaluated: fluency, pronunciation, grammar, vocabulary, and comprehension. It used analytical method of scoring which requires a separate score for a number of aspects of task. In scoring the students' speaking skill, the researcher used a rating scale that was adapted from Hughes (2001). In this research, researcher used two aspects that is fluency and pronunciation.

3. Implementing the actions

The implementation of this research is carried out during the school hours, in the first semester of the 2019-2020 academic years. The action was done in six meetings,in which one meeting is for pre-test, two until fifth meetings are for teaching process and one meeting is for the pre-test in this cycle. The allocated time for the action in each meeting is 2x40 minutes.

For the first meeting, the researcher gave the speaking test to the students through a dialog that was given by the teacher as a researcher.

For the second meeting, students must understand the types of declarative and interrogative sentences related to asking to ask, invite, and ask permission. The researcher explained about declarations and interrogative sentences relating to asking to ask, inviting, and asking for permission and giving students examples of declarative and interrogative sentences relating to asking to ask, invite, and ask for permission. The title was "Come to my Birthday, please". The teacher explained a simple dialogue related to the learning theme. Students understood the contents of

dialogue and how to read it and the researcher explained the social functions, characteristics (generic structure and language features) of declarative and interrogative sentences related to asking to ask, invite, and ask for permission as well as giving examples to students.

For the third meeting, the researcher asked several questions about declarative and interrogative sentences related to asking to ask, invite, and ask for permissions. If there were some students who still forget and do not understand about it, the researcher can remember students again by explaining again about declarative and interrogative sentences related to asking to ask, invite, and ask for permission briefly and clearly. And then researcher asked students to identify the characteristics (generic structure and language features) of declarative and interrogative sentences related to asking to ask, invite, and ask for permission as well as giving examples to students based on the examples provided. After that, the researcher also implemented an information gap activity strategy.The researcher can ask several students to pair up to fill in the worksheet provided by the researcher. The contents of the worksheet relate to sentences of declarative and interrogative sentences relating to asking invite someone (accepting an invitation).Each pair found and exchanged information to fill in the blanks in the worksheet. Then, students were asked to understood the meaning and correct pronunciation. Then the researcher a gave home assignment to practice and understand the dialogue given by the researcher.

The fourth meeting is the same as the second meeting, but the worksheet is different. The contents ofthe worksheet relate to sentences of declarative and interrogative sentences relating to asking for permission.Each pair was found and exchanged information to fill in the blanks in the worksheet. Then, students are asked to understand the meaning and correct pronunciation. Then the researcher gave a home assignment to practice and understand the dialogue given by the researcher.

The fifth meeting is the same as the second and third meeting but different from the worksheet. The contents of the worksheet relate to sentences of declarative and interrogative sentences relating to asking to ask. Each pair was found and exchanged information to fill in the blanks in the worksheet. Then, students were asked to understand the meaning and correct pronunciation. Then the researcher gave a home assignment to practice and understand the dialogue given by the researcher.

The sixth meeting, the researcher gave the speaking test to the students. In this step the researcher took the data from the test and implemented it to made comparison with pre-test.

4. Observation

Observation is the procedure of recording data regarding the process and the product of the implementation of the designed action. The used of instruments that have been prepared previously needs to be

disclosed in detail and straightforward including the recording method.[47]In this research, an observing guide in the form of checklist paper containing the indicators observed is used. It is used to record the students' participation. The researcher record little by little what happens to obtain accurate data. Observations are made at the time of class action by documentation of symptoms that appear during the course of action

5. Reflecting

Reflecting is an activity to release what was done. Reflecting in the form of a description of the analysis procedure for the results of monitoring and reflection relating to the process and impact of the corrective actions to be carried out, as well as the criteria and plans for the next cycle of actions.[48]Researcher reflected on the implementation of the first cycle, analyze and made conclusions on the implementation of learning that has been planned by carrying out certain actions. whether the learning that has been packaged with certain actions can improve or correct the problems examined in the classroom action research.

D. Data Analysis Technique

Technique of data analysis comes from the interpretation of the data collection. The researcher got data from observation of the teaching learning process and the result of the students test.

As the research design above, the researcher used classroom action research that was completed by using quantitative and qualitative data. In the

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[47] Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru* (Jakarta: PT Raja Grafindo Persada, 2008), 129
[48] Ibid, 129

technique of data analysis, the researcher obtained qualitative data through observation. The result of observation was analysing as below:

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

P: the implementation of every indicator

S= the number of the scores acquisition for every indicator

N= the sum total of score

This study completed by quantitative data though speaking test. To know the average students high score, the researcher used the formula as follows: [49]

Explanation: $M = \frac{\sum x}{N}$

M : the average of students score (mean)

$\sum x$: the sum of score

N : the number of students.

The formula used in pre cycle, in first cycle and second cycle. Mean of score from the pre cycle compared with mean of the first andthe second cycle. It was to know the average of students score and to know how far the improvement of students speaking skill. The formula is:

Explanation: P= y1/y

P : percentage of students improvement

y1 : post-test result

y : pre-test result

The standard minimum score (KKM) of English lesson for second grade in Junior High School 1 Ajung is 70. So that researcher tried to get the

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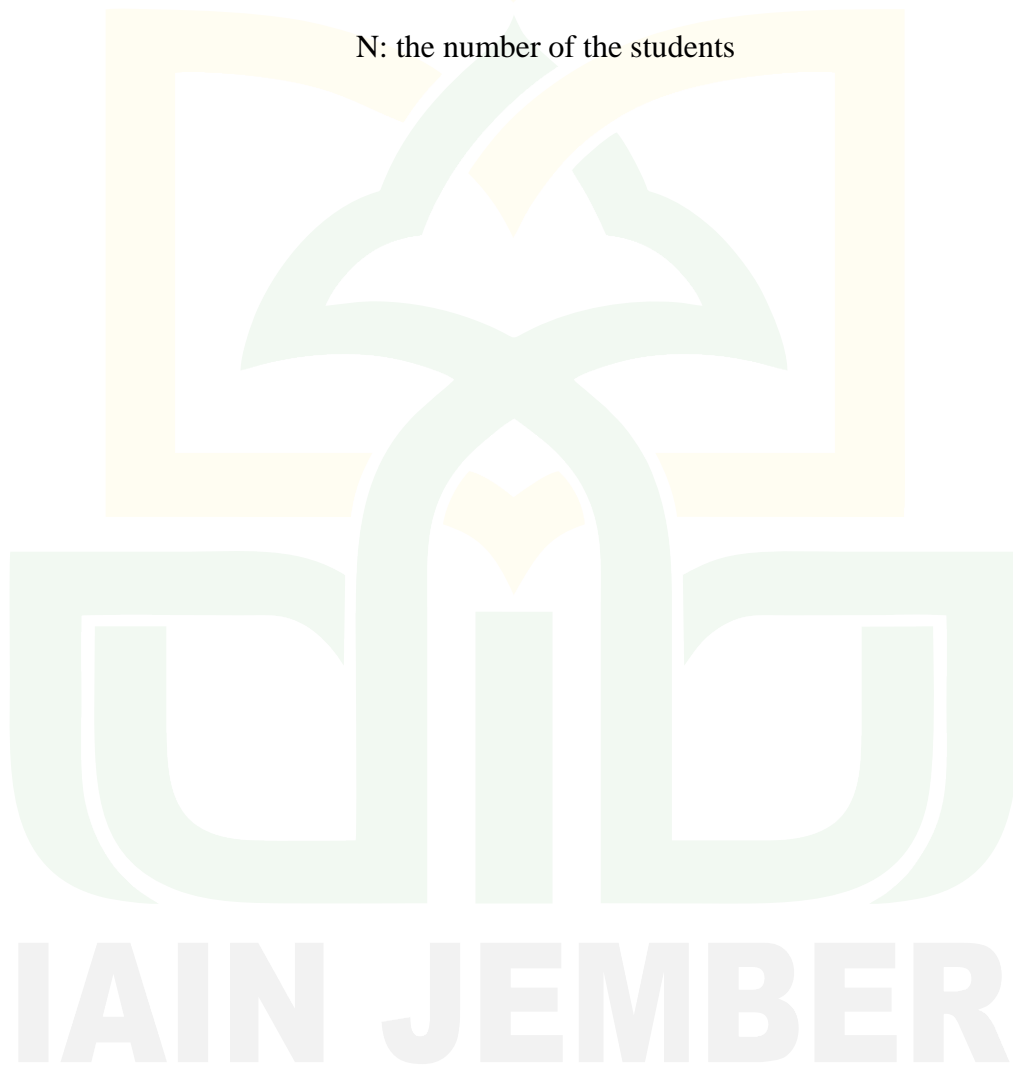[49] Sugiyono, *Statistik Untuk Penelitian* (Bandung: CV Alphabeta, 2017), 49

class percentage of who passed the standard minimum score by using formula:

P = F/N

Explanation: P: the class percentage

F: the number of students who passed KKM

N: the number of the students

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. Research Finding

In this chapter, the researcher discussed the research finding. In this research was classroom action research on improving students' speaking skills used information gap activity in second grade in junior high school 1 Ajung. The research consists of preliminary research and cycle one. The results were as follows:

1. Preliminary Research

The researchers have observed and identified problems that occur in teaching and learning and found several problems in the learning process such as feeling nervous to speak English, lack of grammar mastery, lack of vocabulary, feeling afraid to make mistakes and also environmental school do not support. Next the researcher interviewed one of the English teacher about problems that often occur in the classroom and the results were the same as what happened when the researcher observed the learning process in classwhich was carried out on5th October 2019.In this research, the researcher gave the pre-test to know the students speaking skill (Appendix 4). The pre-test was conducted on Tuesday, 15th October 2019. The result of the pre-test score as follows:

40

Table 4.1

The result of the pre-test score

No.	Students	Students Score of Speaking Test Based on the Indicators			Calculation for total score	Final Score
	Indicator	F	P	Total	$\underline{Total}$ x 100 12	
1.	AfifaitulAisah	3	3	6	6 : 12 x 100	50
2.	AgungMaulana I.	5	4	9	9 : 12 x 100	75
3.	AlifiaRizkiIlham	3	3	6	6 : 12 x 100	50
4.	AnandaAyu Lestari	4	4	8	8 : 12 x 100	67
5.	DesintaAdelia P.	3	3	6	6 : 12 x 100	50
6.	DewiJuliatul J.	4	4	8	8 : 12 x 100	67
7.	DheaAprisa F.	2	4	6	6 : 12 x 100	50
8.	DwiRahayuPutri	3	3	6	6 : 12 x 100	50
9.	FajarudinZaini Z.	4	2	6	6 : 12 x 100	50
10.	GaluhAprilia F. M	4	3	7	7 : 12 x 100	58
11.	Hardiawan A. P	4	4	8	8 : 12 x 100	67
12.	M. AlbiAmrullah	3	3	6	6 : 12 x 100	50
13.	M. Ridho Bastian	3	4	7	7 : 12 x 100	58
14.	Moh. Taufiqur R.	3	3	6	6 : 12 x 100	50
15.	Mohammad Faris B.	4	3	7	7 : 12 x 100	58
16.	Muhammad Farok	3	3	6	6 : 12 x 100	50
17.	Nabila Zhavana P.	4	4	8	8 : 12 x 100	67
18.	NailatulImtihanah					
19.	NailaturRahmah A.	3	4	7	7 : 12 x 100	58
20.	Nur Aida	3	4	7	7 : 12 x 100	58
21.	NurilAnwari	4	4	8	8 : 12 x 100	67
22.	PutriDwiHastia N.	5	4	9	9 : 12 x 100	75
23.	R. AjunaMujahid N.	3	4	7	7 : 12 x 100	58
24.	RaffiErlangga W.	4	4	8	8 : 12 x 100	67
25.	Sabilatul. H	4	2	6	6 : 12 x 100	50
26.	SeptiyaniDewi					
27.	ShafiraAulia R.	4	4	8	8 : 12 x 100	67
28.	Sheila Febriyanti	4	4	8	8 : 12 x 100	67
29.	SitiYuliana	3	3	6	6 : 12 x 100	50
30.	Sri FentiYunani					
31.	WindaAnggun L.					

32.	ZiqniIlma	**4**	**4**	**8**	**8 : 12 x 100**	67
Total						1651
Maximum						75
Minimum						50

The mean of students score was:

$$M = \frac{\sum x}{N}$$

$$= \mathbf{58,96}$$

To know the class percentage which pass the standard minimum score by using formula:

P = F/N X 100

2 : 28 x 100 = 7.14%

So, the preliminary was done after calculating the students' score pre-test. The percentage of students who got 70 was 7.14%. Based on the result of the pre-test, it could be said that the requirement 92.86% of the students who got 70 in speaking subject have not been successful. Because the student feeling nervous to speak English, lack of grammar mastery, lack of vocabulary, feeling afraid to make mistakes and also environmental schools do not support.

2. Cycle one

Cycle one was held on 17th October 2019 and 22th October 2019. It just held in two meetings. The steps were:

a. Planning

Planning in this research was one of the steps that should be arranged in order to run the implementation of the action. It is intended

to plan and prepare everything that related in all steps in implementing the action of the research, such as preparing the material and preparing the students' worksheets. The researcher carried out the action based on lesson plan that was made with the English teacher. In the first cycle, the theme was "Come to My Birthday, Please". In third until fifth meeting, the researcher gave worksheet to the students. The first cycle was done in six meetings and each meeting was 80 minutes. Then it was processed with the implementing of the action just one cycle which were carried out from October 15th 2019 to October 31th 2019.

So, the researcher made a lesson plan, prepared the material and prepared the students' worksheets. The researcher made plans aimed at achieving the targets to be achieved.

b. Implementing

The action of the research was conducted based on the lesson plan that had already been prepared (Appendix 13). The action was conducted during the English subject in the school, after all materials and the students' worksheets had already prepared. The first meeting was done on 15th October 2019.

In the implementation, the action was done in six meetings that are one meeting for the pre-test, two until fifth meetings for the teaching process and one meeting for the post-test. The allocated time

for the action in each meeting was 2 x 40 minutes and the test was administered for 80 minutes.

The first meeting which was done on 15th October 2019, the researcher gave the speaking test to the students. Every student understood the assignment given by the teacher for 40 minutes. Then two students randomly moved forward and practiced the dialogue given by the teacher.

The second meeting was on 17th October 2019, the students had to know about the types of declarative and interrogative sentences related to asking to ask, invite, and ask permission. The researcher explained the types of declarative and interrogative sentences related to asking to ask, invite, and ask permission text with the title is "Come To My Birthday, Please"

The third meeting was on 22th October 2019, the teacher repeated the lesson from the previous meeting. Then, the researcher explained the types of declarative and interrogative sentences related to asking to ask, invite, and ask permission simply, so that students understood better. The teacher divided students into pairs and the teacher shared assignments according to the information gap strategy, students then listened to the instructions given by the teacher. Then, students are asked to discuss with their partners about fill in the blanks with the correct answers based on information gap activity strategies that have been made accurately and the researcher asked several

questions about the types of declarative and interrogative sentences related to asking to ask, invite, and ask permission to find out whether they still remembered or not. There were some students who still forgot and did not understand about it, researchers could remind students by explaining about the types of declarative and interrogative sentences related to, invite someone briefly. After that, they were asked to correct their answers together and spelled them accompanied by the teacher.

The fourth meeting was on 24th October 2019,the teacher repeated the lesson from the previous meeting. Then, the researcher explained the types of declarative and interrogative sentences related to asking to ask, invite, and ask permission simply, so that students understood better. The teacher divided students into pairs and the teacher shared assignments according to the information gap strategy, students then listened to the instructions given by the teacher. Then, students were asked to discuss with their partners about fill in the blanks with the correct answers based on information gap activity strategies that have been made accurately and the researcher asked several questions about the types of declarative and interrogative sentences related to asking to ask, invite, and ask permission to find out whether they still remembered or not. There were some students who still forgot and did not understand about it, researcher could remind students by explaining about the types of declarative and

interrogative sentences related to ask permission briefly. After that, they were asked to correct their answers together and spell them accompanied by the teacher.

The fifth meeting was on 29th October 2019, the teacher repeated the lesson from the previous meeting. Then explained the types of declarative and interrogative sentences related to asking to ask, invite, and ask permission simply, so that students understood better. The teacher divided students into pairs and the teacher shared assignments according to the information gap strategy, students then listened to the instructions gave by the teacher. Then, students were asked to discuss with their partners about fill in the blanks with the correct answers based on information gap activity strategies that have been made accurately and the researcher asked several questions about the types of declarative and interrogative sentences related to asking to ask, invite, and ask permission to find out whether they still remembered or not. There were some students who still forgot and did not understand about it, researcher could remind students by explained about the types of declarative and interrogative sentences related to asking to ask briefly. After that, they were asked to correct their answers together and spelled them accompanied by the teacher.

The six meeting was on 31[th]October 2019, the researcher gave the speaking test to the students. The purpose of speaking test was to

know the valueof the students after receiving treatment information gap-activity treatment.

So, the researcher has already done the research in the class from 15th October 2019 until 31[th]October2019. The first meeting was pre-test, the second meeting until fifth meeting was learning process, and the six meeting was speaking test or post test.

c. Observing

In this step, the researcher observed the students' behaviour in the teaching- learning process. The data were described as follows:

Table 4.2
Observation checklist

No.	Behavior	Level					Score
		1	2	3	4	5	
1.	Students pay attention to the teacher						
2.	Take note the learning material provided						
3.	Students answer teacher question						
4	Students ask question to clarify understanding						
5	Understand the rules of information-gap activities well						
6	Students enthusiasm in doing information-gap						
Total							21

The score of the observation as follows:

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

$$= \frac{21}{28} X\ 100\ \%$$

$$= 75\%$$

Table 4.3
Observation checklist

No.	Behavior	Level					Score
		1	2	3	4	5	
1.	Students pay attention to the teacher						
2.	Take note the learning material provided						
3.	Students answer teacher question						
4	Students ask question to clarify understanding						
5	Understand the rules of information-gap activities well						
6	Students enthusiasm in doing information-gap						
Total							24

The score of the observation as follows:

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

$$= \frac{24}{28} X\ 100\ \%$$

$$= 85.71\%$$

Table 4.4
Observation checklist

No.	Behavior	Level					Score
		1	2	3	4	5	
1.	Students pay attention to the teacher						
2.	Take note the learning material provided						
3.	Students answer teacher question						
4	Students ask question to clarify understanding						

5	Understand the rules of information-gap activities well						
6	Students enthusiasm in doing information-gap						
	Total						26

The score of the observation as follows:

$$p = \frac{S}{N} \text{ X } 100\%$$

$$= \frac{26}{28} \text{ X } 100 \%$$

$$= 92.71\%$$

According to result of observation above, it was concluded that students were interested in doing information gap-activity and doing the task. So, the teaching learning process ran well and students enjoyed doing the task.

After students finished the task, the researcher asked the students to submit the test. The results of the test were described as follows:

Table 4.5
The results of cycle one

NO	Students	Students Score of Speaking Test Based on the Indicators			Calculation for total score	Final Score
	Indicator	F	P	Total	$\frac{Total \text{ x } 100}{12}$	
1.	AFIFAITUL AISAH	5	5	10	10 : 12 x 100	83
2.	AGUNG MAULANA I.	6	5	11	11 : 12 x 100	92
3.	ALIFIA RIZKI ILHAM	5	5	10	10 : 12 x 100	83
4.	ANANDA AYU LESTARI	5	5	10	10 : 12 x 100	83
5.	DESINTA ADELIA P.	5	5	10	10 : 12 x 100	83
6.	DEWI JULIATUL J.	4	5	9	9 : 12 x 100	75
7.	DHEA APRISA F.	5	5	10	10 : 12 x 100	83
8.	DWI RAHAYU PUTRI	5	5	10	10 : 12 x 100	83

9.	FAJARUDIN ZAINI Z.	5	5	10	10 : 12 x 100	83
10.	GALUH APRILIA F. M	5	5	10	10 : 12 x 100	83
11.	HARDIAWAN A. P	6	5	11	11 : 12 x 100	92
12.	M.ALBI AMRULLAH	4	5	9	9 : 12 x 100	75
13.	M. RIDHO BASTIAN	5	5	10	10 : 12 x 100	83
14.	MOH. TAUFIQUR R.	5	4	10	9 : 12 x 100	75
15.	MOHAMMAD FARIS B.	5	5	10	10 : 12 x 100	83
16.	MUHAMMAD FAROK	6	4	10	10 : 12 x 100	83
17.	NABILA ZHAVANA P.	5	4	9	9 : 12 x 100	75
18.	NAILATUL IMTIHANAH					
19.	NAILATUR RAHMAH A.	5	4	9	9 : 12 x 100	75
20.	NUR AIDA	6	4	10	10 : 12 x 100	83
21.	NURIL ANWARI	6	5	11	11 : 12 x 100	92
22.	PUTRI DWI HASTIA N.	4	5	9	9 : 12 x 100	75
23.	R. AJUNA MUJAHID N.	5	5	10	10 : 12 x 100	83
24.	RAFFI ERLANGGA W.	6	5	11	11 : 12 x 100	92
25.	SABILATUL. H	5	4	9	9 : 12 x 100	75
26.	SEPTIYANI DEWI					
27.	SHAFIRA AULIA R.	6	4	10	10 : 12 x 100	83
28.	SHEILA FEBRIYANTI	5	5	10	10 : 12 x 100	83
29.	SITI YULIANA	4	5	9	9 : 12 x 100	75
30.	SRI FENTI YUNANI					
31.	WINDA ANGGUN L.					
32.	ZIQNI ILMA	5	4	9	9 : 12 x 100	75
	Total					**2.288**
	Maximum					**92**
	Minimum					**75**

The mean of students score was:

$$M = \frac{\sum x}{N}$$

$$= 81.71$$

To know the class percentage which pass the standard minimum score by using formula:

P = F/N X 100

28 : 28 x 100 = 100%

So, the speaking test was done after calculating the students' score post-test. The percentage of students who got 70 was 100%. Based on the result of the pre-test, it could be said that the requirement 100% of the students who got 70 in speaking subject was done and success.

d. Reflecting

From the result above, the researcher concluded that implementing of information gap-activity could improve students speaking skill. In this cycle students were more motivated to speak, because the researcher did not teach the material but also motivated the students to enjoy English and be better in speaking.

The reflection was done after calculating the score of the speaking skill test in this cycle. Based on the calculating result, the score requirement was 70 and the percentage of the students who got score 70was 100%. Based on the results of the preliminary test the student in speaking subject who got 70 was 7.14%. So, the action could be stopped in the one cycle. Nevertheless, the researcher has been discussed with the collaborator about this result. In conclusion, the used of information gap activities could improve students' speaking skills.

Diagram 4.6
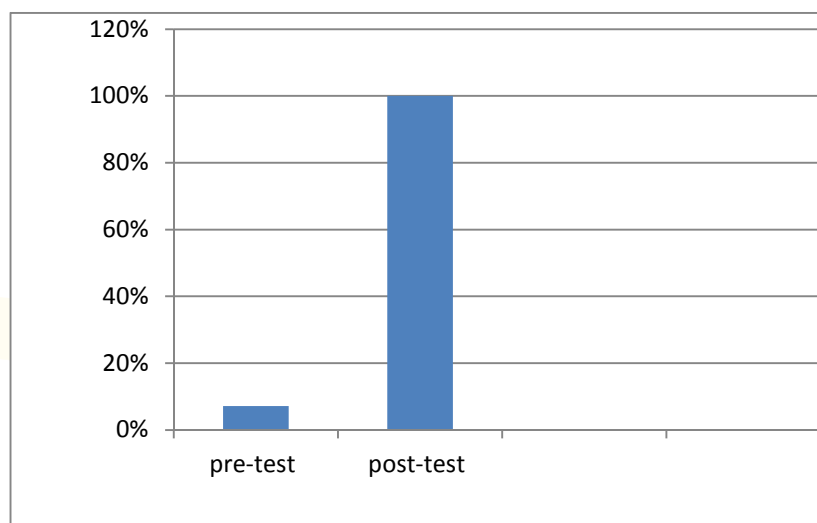
B. Discussion of data

The researcher presented improvement of students' speaking skill using information gap-activity and the students' response how they enjoyed the teaching learning process after the implementation of information gap-activity for second grade at junior high school 01 Ajung Jember 2019/2020 academic year, especially at VIIIA class.

The researcher played role as the teacher. She taught the teaching learning process in the class. In the first meeting, the researcher gave the speaking test to the students. The second meeting until fifth meeting the researcher explained the material used learning strategy and media. At the last meeting the researcher gave the post-test for students.

Variation in teaching is one of aspect of teaching that must be mastered by teacher to improve students' ability to speak. Lots of learning methods speak pleasant English that can be used by teachers, for example: games, presentation, and production (PPP), describing something, role playing, and

information gap-activity. According to Hayriye is in an activity, students should work in pairs. One student will have information that does not have another partner and these partners will share their information.[50]Information gap activities serve many purposes such as solving problems or gathering information, also each partner plays an important role because the task cannot be completed if the partner does not provide information that other people need. This activity is effective because everyone has the opportunity to speak broadly.

After implementing the learning strategy, the researcher get the data from the preliminary research and cycle one. The result of the research shows that there was improvement of students' speaking skill. It can be seen on the table below:

Table 4.7
The result of the post-test

No.	NAME	Pre-test	Post-test
1.	AFIFAITUL AISAH	50	83
2.	AGUNG MAULANA I.	75	92
3.	ALIFIA RIZKI ILHAM	50	83
4.	ANANDA AYU LESTARI	67	83
5.	DESINTA ADELIA P.	50	83
6.	DEWI JULIATUL J.	67	75
7.	DHEA APRISA F.	50	83
8.	DWI RAHAYU PUTRI	50	83
9.	FAJARUDIN ZAINI Z.	50	83
10.	GALUH APRILIA F. M	58	83
11.	HARDIAWAN A. P	67	92
12.	M.ALBI AMRULLAH	50	75
13.	M. RIDHO BASTIAN	58	83
14.	MOH. TAUFIQUR R.	50	75
15.	MOHAMMAD FARIS B.	58	83
16.	MUHAMMAD FAROK	50	83
17.	NABILA ZHAVANA P.	67	75
18.	NAILATUL IMTIHANAH		

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[50] Kayi, Hayriye. 2006.*Teaching Speaking: Activities To Promote Speaking in A Second Language.*The Internet TESL Journal,Vol, XII No. 11, Nov 2006

19.	NAILATUR RAHMAH A.	58	75
20.	NUR AIDA	58	83
21.	NURIL ANWARI	67	92
22.	PUTRI DWI HASTIA N.	75	75
23.	R. AJUNA MUJAHID N.	58	83
24.	RAFFI ERLANGGA W.	67	92
25.	SABILATUL. H	50	75
26.	SEPTIYANI DEWI		
27.	SHAFIRA AULIA R.	67	83
28.	SHEILA FEBRIYANTI	67	83
29.	SITI YULIANA	50	75
30.	SRI FENTI YUNANI		
31.	WINDA ANGGUN L.		
32.	ZIQNI ILMA	67	75
	Total	1651	2288
	Maximum	75	92
	Minimum	50	75

Based on the data above, it could be seen from the average of the students' score. Before they were given the action, their speaking skill has low. Therefore, it meant that the strategy of information gap-activity could improve students' speaking skill and this research was successful. The aspect of speaking such as fluency and pronunciation improved after the students conducted the task.

In preliminary research, the average of students' score was 58,96. Meanwhile, the percentage of students who got 70 was 7.14%. Based on the result of the pre-test, it could be said that the requirement 92.86% of the students who got 70 in speaking subject have not been successful. In this cycle one the students were given a treatment by using strategy of information gap-activity for fourth meetings. At the last meeting, they have answered the questions on the worksheet given by the teacher. The percentage of students who got 70 was 100%. Based on the result of the pre-test, it could be said

that the requirement 100% of the students who got 70 in speaking subject was done and success.

The result from the preliminary of Neneng's research, the average of students' score was 41,138. Therefore, in applying information gap techniques at the second year students of Private Islamic Junior High School Nurul Islam of Gunung Toar District of Kuantan Singingi Regency Kampar to improve students speaking ability is categorized good, the average of students' score was 54.769.

Based on the analysis above, it could be concluded that the use of information gap-activity could improve students' speaking skill. Harmer stated that the key to the enhancement of communicative purpose and the desire to communicate is information gap.[51] In this case the communication carried out was to find something that was intended / stimulating for students to talk by exchanging information on a small scale / small group such as what was said by Nunan that it has been found that small-group, two way information gap tasks seem to be particularly appropriate for stimulating such language.[52] The advantage of using information gap was to make students talked and did not miss anything. This information gap also did not make students lazy or bored studying in class, as Nunan said in his book, information gap is a transfer of given information from one person to another, generally calling for the

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[51] Jeremy Harmer, *The Practice Of English Language Teaching,* (Essex: Longman, 2001), Third Edition, 85

[52] Jeremy Harmer, *The Practice,* (Essex: Longman, 2001), Third Edition, 64

encoding of information from or into language.[53] So that it involved all students to complete the given task.

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[53]Nunan, *David. 1992.Designing…, (New York: Cambridge*university Press,). 66

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The research was conducted to solve the problems related to speaking skills through information gap-activity. The research consisted of some steps those are: preliminary, planning, implementations and reflections.In preliminary research, the average of students' scores was 58,96. Meanwhile, the percentage of students who got 70 was 7.14%. Based on the result of the pre-test, it could be said that the required 92.86% of the students who got 70 in speaking subjects were not successful. In this cycle one, the students were given a treatment by using a strategy of information gap-activity for four meetings. At the last meeting, they answered the questions on the worksheet given by the teacher. The percentage of students who got 70 was 100%. Based on the result of the pre-test, it could be said that the required 100% of the students who got 70 in speaking subject was achieved and successful.

B. SUGGESTIONS

By using Information Gap techniques toward increasing students' speaking ability, the writer would like to give some suggestionsas follows:

a. Suggestion for the teacher

1. The teacher should have the ability to guide the students in learning English in order their ability is increasing especially in speaking English.

2. The teacher should give the students opportunities to share or express their ideas in front of their friends.

3. The teacher should be creative in improving the teaching and learning process.

4. The teacher should give move attention to the students' interest.

b. Future Researcher

Regarding the limitation of this research, future researcher would be better to conduct a research that focus on the other skills to fill in the gap that was leaved in this research.

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Appendix 1

Matrix of Research

Title	Variable	Indicator	Data Collection	Research Method	Research Program
The Implementation Of Information Gap-Activity To Improve Students Speaking Ability At SMPN 1 Ajung	1. Information Gap Activity 2. Speaking Ability	1. Information Gap-Activity: 1) Information Gap-Activity 2) The character of Information Gap-Activity 3) The advantages og Information Gap-Activity 2. Speaking skill: 1) Speaking 2) Function of speaking 3) Basic types of speaking 4) Micro and macro skill of speaking 5) Aspect of speaking 6) Difficulty of speaking	students at SMPN 1 Ajung	research design: CAR (classroom action research): 1. Preliminary syudy 2. Planning 3. Implementing 4. Observing 5. Reflecting	1. How is the implementation information gap-activity in teaching speaking ability at SMPN 1 Ajung??

Appendix 2

JOURNAL ACTIVITY

No.	DATA	ACTIVITY	INFORMANT
1.	1th October 2019	Provide a latter of research to the headmaster.	headmaster of junior high school (Sigit Suyitno, S.pd,M.Pd)
2.	5th October 2019	Asking about the student, student schedule, and KKM	English teacher (W. Ika Septiayani, S.Pd, M. Pd.)
3.	8th October 2019	Consultation about lesson plan one, lesson plan two, and worksheet	English teacher (W. Ika Septiayani, S.Pd, M. Pd.)
4.	15th October 2019	Applying pre-test in classroom (VIII A)	English teacher (W. Ika Septiayani, S.Pd, M. Pd.)
5.	17th October 2019	Applying Cycle one in classroom (VIII A) : lesson plan one	English teacher (W. Ika Septiayani, S.Pd, M. Pd.)
6.	22th October 2019	Applying Cycle one in classroom (VIII A): lesson plan two	English teacher (W. Ika Septiayani, S.Pd, M. Pd.)
7.	24th October 2019	Applying Cycle one in classroom (VIII A): lesson plan third	English teacher (W. Ika Septiayani, S.Pd, M. Pd.)
8.	29th October 2019	Applying Cycle one in classroom (VIII A): lesson plan fourth	English teacher (W. Ika Septiayani, S.Pd, M. Pd.)
9.	31th October 2019	Applying post-test in classroom (VIII A) and distributing questionnaires	English teacher (W. Ika Septiayani, S.Pd, M. Pd.)

		to students	
10.	12th November 2019	completed research letter	headmaster of junior high school (Sigit Suyitno, S.pd,M.Pd)

Appendix 3

Observation checklist in lesson plan second

No.	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the teacher						
2.	Take note the learning material provided						
3.	Students answer teacher question						
4	Students ask question to clarify understanding						
5	Understand the rules of information-gap activities well						
6	Students enthusiasm in doing information-gap						
Total							21

The score of the observation as follows:

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

$$= \frac{21}{28} \times 100\%$$

$$= 75\%$$

Observation checklist in lesson plan third

No.	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the teacher						
2.	Take note the learning material provided						
3.	Students answer teacher question						
4	Students ask question to clarify understanding						
5	Understand the rules of information-gap activities well						
6	Students enthusiasm in doing information-gap						
Total							24

The score of the observation as follows:

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

$$= \frac{24}{28} \text{X } 100\%$$

$$= 85.71\%$$

Observation checklist in lesson plan fourth

No.	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the teacher						
2.	Take note the learning material provided						
3.	Students answer teacher question						
4	Students ask question to clarify understanding						
5	Understand the rules of information-gap activities well						
6	Students enthusiasm in doing information-gap						
Total							26

The score of the observation as follows:

$$p = \frac{S}{N} \text{X } 100\%$$

$$= \frac{26}{28} \text{X } 100\%$$

$$= 92.71\%$$

Appendix 4

<div align="center">

Pre-test/ preliminary test

</div>

Dialogue 1: accepting an invitation

Nina   : Good morning ditto.

Ditto   : Good morning nina. How are you?

Nina   : I am fine, thank you. And you?

Ditto   : I am good. Thanks. I will have a birthday party next Friday. I w**ould like to invite you to** come to my birthday?

Nina   : sure, **I would love to** come/ **I would like to** come/ thank you for inviting me.

Ditto   : great. The party starts around 7 pm at my house.

Nina   : okay, I will be there.

Ditto   : you must wear a T-shirt. We will play outdoor games there.

Nina   : really. Okay, I will wear my favorite red T-shirt.

Ditto   : thank you. See you on my birthday party

Nina   : see you too.

Appendix 5

<div align="center">

Post-test

</div>

Dialogue 1: accepting an invitation

Nina   : Good morning ditto.

Ditto   : Good morning nina. How are you?

Nina   : I am fine, thank you. And you?

Ditto   : I am good. Thanks. I will have a birthday party next Friday. I w**ould like to invite you to** come to my birthday?

Nina   : sure, **I would love to** come/ **I would like to** come/ thank you for inviting me.

Ditto   : great. The party starts around 7 pm at my house.

Nina   : okay, I will be there.

Ditto   : you must wear a T-shirt. We will play outdoor games there.

Nina   : really. Okay, I will wear my favorite red T-shirt.

Ditto   : thank you. See you on my birthday party

Nina   : see you too.

Appendix 6

SHEET A

Good	I am fine	invite
	Morning	red T-shirt

Filling in the blank with complete answer!

1. Good ………… Ditto.
2. Good morning nina. How are you?
3. ………………, thank you. And you?
4. I am good. Thanks. I will have a birthday party next Friday. I w**ould like ……… you to** come to my birthday?
5. Sure, **I would like to** come/ thank you for inviting me.
6. Great. The party starts around 7 pm at my house.
7. Okay, ………. be there.
8. You must wear a T-shirt. We will play outdoor games there.
9. Really. Okay, I will wear my favorite …………..
10. Thank you. See you on my birthday party
11. See you too

Sheet B

birthday party	7 pm	good
I would like to	T-shirt	

Filling in the blank with complete answer!

1. good morning Ditto.
2. …………morning nina. How are you?
3. I am fine, thank you. And you?
4. I am good. Thanks. I will have a birthday party next Friday. I w**ould like to invite you   to** come to my birthday?
5. Sure, **…………………** come. Thank you for inviting me.
6. Great. The party starts around …….. at my house.
7. Okay, I will be there.
8. You must wear a ……….. We will play outdoor games there.
9. Really. Okay, I will wear my favorite red T-shirt.
10. Thank you. See you on my ………………
11. See you too

Appendix 7

SHEET A

a party	May I	Before	say no

1. Hi dad, today is Ditto birthday. Tonight there will …….. at his house.
2. And then?
3. …………..go to Ditto's party ?
4. At what time you will get home ?
5. ………11, I promise.
6. Who will pick up you ?
7. James.
8. I have to………….. Unless me who take you there.
9. Ok dad. I will be ready at 7.

SHEET B

Ditto birthday	get home	pick up	ready at 7

1. Hi dad, today is………. Tonight there will a party at his house.
2. And then?
3. May I go to Ditto's party ?
4. At what time you will…………?
5. Before 11, I promise.
6. Who will ……….you ?
7. James.
8. I have to say no. Unless me who take you there.
9. Ok dad. I will be……….

Appendix 8

Sheet A

Hello	I will go	See you

1. hi, Romy
2. ………ditto, how's your life?
3. I am great. How about you?
4. I feel good too. Where will you go ?
5. …………to the canteen
6. would you like to buy foods for me?
7. I would like to, but I must goto Mr. Mahmud's room. / iam sorry, I don't think I can't
8. oh, it's okey. ……….Ditto.
9. see you Romy

Sheet B

How about	Where will	I would like

1. hi, Romy
2. Hello ditto, how's your life?
3. I am great. ……….you?
4. I feel good too. ………..you go ?
5. I will go to the canteen
6. would you like to buy foods for me?
7. ……………to, but I must goto Mr. Mahmud's room. / iam sorry, I don't think I can't
8. oh, it's okey. See you Ditto.
9. see you Romy

Appendix 9

Preliminary Study

No.	Students	Students Score of Speaking Test Based on the Indicators			Calculation for total score	Final Score
	Indicator	F	P	Total	$\underline{\text{Total}} \times 100$ 12	
1.	AFIFAITUL AISAH	3	3	6	6 : 12 x 100	50
2.	AGUNG MAULANA I.	5	4	9	9 : 12 x 100	75
3.	ALIFIA RIZKI ILHAM	3	3	6	6 : 12 x 100	50
4.	ANANDA AYU LESTARI	4	4	8	8 : 12 x 100	67
5.	DESINTA ADELIA P.	3	3	6	6 : 12 x 100	50
6.	DEWI JULIATUL J.	4	4	8	8 : 12 x 100	67
7.	DHEA APRISA F.	2	4	6	6 : 12 x 100	50
8.	DWI RAHAYU PUTRI	3	3	6	6 : 12 x 100	50
9.	FAJARUDIN ZAINI Z.	4	2	6	6 : 12 x 100	50
10.	GALUH APRILIA F. M	4	3	7	7 : 12 x 100	58
11.	HARDIAWAN A. P	4	4	8	8 : 12 x 100	67
12.	M. ALBI AMRULLAH	3	3	6	6 : 12 x 100	50
13.	M. RIDHO BASTIAN	3	4	7	7 : 12 x 100	58
14.	MOH. TAUFIQUR R.	3	3	6	6 : 12 x 100	50
15.	MOHAMMAD FARIS B.	4	3	7	7 : 12 x 100	58
16.	MUHAMMAD FAROK	3	3	6	6 : 12 x 100	50
17.	NABILA ZHAVANA P.	4	4	8	8 : 12 x 100	67
18.	NAILATUL IMTIHANAH					
19.	NAILATUR RAHMAH A.	3	4	7	7 : 12 x 100	58
20.	NUR AIDA	3	4	7	7 : 12 x 100	58
21.	NURIL ANWARI	4	4	8	8 : 12 x 100	67
22.	PUTRI DWI HASTIA N.	5	4	9	9 : 12 x 100	75
23.	R. AJUNA MUJAHID N.	3	4	7	7 : 12 x 100	58
24.	RAFFI ERLANGGA W.	4	4	8	8 : 12 x 100	67
25.	SABILATUL. H	4	2	6	6 : 12 x 100	50
26.	SEPTIYANI DEWI					
27.	SHAFIRA AULIA R.	4	4	8	8 : 12 x 100	67
28.	SHEILA FEBRIYANTI	4	4	8	8 : 12 x 100	67
29.	SITI YULIANA	3	3	6	6 : 12 x 100	50

30.	SRI FENTI YUNANI					
31.	WINDA ANGGUN L.					
32.	ZIQNI ILMA	**4**	**4**	**8**	**8 : 12 x 100**	67
Total					**1651**	
Maximum					**75**	
Minimum					**50**	

The mean of students score was:

$$M = \frac{\sum x}{N}$$

$$= \textbf{58,96}$$

Appendix 10

The results of cycle one

	Students	Students Score of Speaking Test Based on the Indicators			Calculation for total score	Final Score
	Indicator	F	P	Total	$\dfrac{Total \times 100}{12}$	
1.	AFIFAITUL AISAH	5	5	10	10 : 12 x 100	83
2.	AGUNG MAULANA I.	6	5	11	11 : 12 x 100	92
3.	ALIFIA RIZKI ILHAM	5	5	10	10 : 12 x 100	83
4.	ANANDA AYU LESTARI	5	5	10	10 : 12 x 100	83
5.	DESINTA ADELIA P.	5	5	10	10 : 12 x 100	83
6.	DEWI JULIATUL J.	4	5	9	9 : 12 x 100	75
7.	DHEA APRISA F.	5	5	10	10 : 12 x 100	83
8.	DWI RAHAYU PUTRI	5	5	10	10 : 12 x 100	83
9.	FAJARUDIN ZAINI Z.	5	5	10	10 : 12 x 100	83
10.	GALUH APRILIA F. M	5	5	10	10 : 12 x 100	83
11.	HARDIAWAN A. P	6	5	11	11 : 12 x 100	92
12.	M.ALBI AMRULLAH	4	5	9	9 : 12 x 100	75
13.	M. RIDHO BASTIAN	5	5	10	10 : 12 x 100	83
14.	MOH. TAUFIQUR R.	5	4	10	9 : 12 x 100	75
15.	MOHAMMAD FARIS B.	5	5	10	10 : 12 x 100	83
16.	MUHAMMAD FAROK	6	4	10	10 : 12 x 100	83
17.	NABILA ZHAVANA P.	5	4	9	9 : 12 x 100	75
18.	NAILATUL IMTIHANAH					
19.	NAILATUR RAHMAH A.	5	4	9	9 : 12 x 100	75
20.	NUR AIDA	6	4	10	10 : 12 x 100	83
21.	NURIL ANWARI	6	5	11	11 : 12 x 100	92
22.	PUTRI DWI HASTIA N.	4	5	9	9 : 12 x 100	75
23.	R. AJUNA MUJAHID N.	5	5	10	10 : 12 x 100	83
24.	RAFFI ERLANGGA W.	6	5	11	11 : 12 x 100	92
25.	SABILATUL. H	5	4	9	9 : 12 x 100	75
26.	SEPTIYANI DEWI					
27.	SHAFIRA AULIA R.	6	4	10	10 : 12 x 100	83
28.	SHEILA FEBRIYANTI	5	5	10	10 : 12 x 100	83
29.	SITI YULIANA	4	5	9	9 : 12 x 100	75
30.	SRI FENTI YUNANI					

31.	WINDA ANGGUN L.					
32.	ZIQNI ILMA	5	4	9	9 : 12 x 100	75
Total						2.288
Maximum						92
Minimum						75

The mean of students score was:

$$M = \frac{\sum x}{N}$$

$$= 81.71$$

Appendix 11

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMPN 1 Ajung

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII A/ Ganjil

Topik   : Come To My Birthday, Please

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 keberdayaan.

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

KI 4. Mengolah menyaji dan menalar 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 bahsa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.4   Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya

4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya dengan memperhatikan funsi sosial struktur teks yang benar dan sesuai konteks penggunaannya.

C.   Indikator Pencapaian Kompetensi

•   Menunjukkan rasa syukur dapat belajar bahasa inggris yang diwujudkan dalam semangat belajar

•   Membiasakan berperilaku santun dan peduli dalam tindakan menyuruh, mengajak, dan meminta ijin.

•   Mengkomunikasikan secara interpersonal dengan guru dan teman dalam tindakan menyuruh mengajak, dan meminta ijin.

•   Mengungkapkan tindakan menyuruh mengajak, meminta ijin.

•   Merespon ungkapan menyuruh mengajak, dan meminta ijin.

•   Menyusun *script* percakapan tentang ungkapan/tindakan menyuruh mengajak, dan meminta ijin.

D.   Tujuan Pembelajaran

•   Siswa dapat menunjukkan rasa syukur dapat belajar bahasa inggris yang diwujudkan dalam semangat belajar

•   Siswa dapat membiasakan berperilaku santun dan peduli dalam tindakan menyuruh mengajak, dan meminta ijin.

•   Siswa dapat mengkomunikasikan secara interpersonal dengan guru dan teman dalam tindakan menyuruh mengajak, dan meminta ijin.

•   Siswa dapat mengungkapkan tindakan menyuruh mengajak, meminta ijin.

- Siswa dapat merespon ungkapan menyuruh mengajak, dan meminta ijin.

- Siswa dapat menyusun *script* percakapan tentang ungkapan/tindakan menyuruh mengajak, dan meminta ijin.

E.   Materi Pembelajaran

Teks-teks interaktif pendek dan sederhana, lisan dan tulisan, tentang ungkapan menyuruh mengajak, dan meminta ijin, serta responnya, sesuai dengan konteks penggunaannya yang secara otentik dicontohkan oleh guru secara langsung dalam komunikasi selama proses pembelajaran.

Fungsi Sosial

- Memberikan informasi: memberitahu, membacakan dan menambahkan

- Meminta informasi   : bertanya, mengecek, dan meminta persetujuan

Struktur Teks

- Kalimat deklaratif dan interogatif terkait ungakapn menyuruh, mengajak, dan meminta ijin:

o **Let's** go out. Don't be lazy

o **Let me** drink some mineral water

o **Can I** sit here?

o **Would you like** come to my birthday party?

o **May I** wash my hands miss?

o **Please**, open it. There is something in it.

- Ucapan, intonasi tekanan kata yang tepat serta ejaan dan tanda baca yang benar

F.   Metode Pembelajaran

Scientific approach

G.   Media Alat dan Bahan Pembelajaran

Media:

-     Kertas HVS yang berisikan percakapan

-     Buku pegangan siswa

Alat:

-     Papan tulis

-     Board marker

Bahan:

-     Alat tulis

-     Buku tulis

H.   Sumber Belajar

-     Buku Bahasa Inggris rev 2017 (When English Rings a bell)

-     Bima M, Bactiar dan Yuniarti Dwi. 2017. *Bahasa Inggris.* Klaten: PT Intan Pariwara

-     Beberapa artikel dari internet

I.   Langkah-langkah Pembelajaran.

1.   Pertemuan Pertama (2 jam pelajaran)

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1.	**Pembukaan** • Membuka pelajaran dengan salam dan berdoa bersama. • Memperlihatkan kesiapan siswa dengan memanggil nama siswa melalui presensi dan memeriksa kerapihan pakaian, dan posisi tempat duduk yang disesuaikan	• Menjawab salam dan berdoa bersama. • Menjawab presensi dari guru dam merapikan diri serta menyusun tempat duduk disesuaikan dengan tujuan pembelajaran.	10'

	dengan kegiatan pembelajaran. • Meninjau kembali tentang materi sebelumnya • Menyampaikan tujuan pembelajaran dan kegiatan yang akan dilakukan melalui penjelasan guru secara implisit tentang *how to invite someone to do something*	• Menjawab sesuai dengan pengetahuan setiap siswa • Menyimak guru dengan baik	
2	**Kegiatan inti** **a. Mengamati** • Guru bertanya pada siswa tentang apa yang akan dilakukan siswa jika ingin meminta orang lain untuk melakukan sesuatu • Guru akan menanggapi jawaban dari murid dengan menerjemahkan ungkapan tersebut kedalam bahasa inggris. • Guru akan memberikan beberapa contoh ungkapan dalam bahasa inggris yang	• Siswa akan menjawab sesuai dengan pengetahuan dan pengalaman mereka • Siswa akan mendengarkan dengan seksama • Siswa akan mengamati dan mencatat beberapa ungkapan dalam bahasa	60'

digunakan *to invite someone to do something* (Lampiran 1)	inggris yang digunakan *to invite someone to do something*	
b. Menanya • Guru akan bertanya contoh ungkapan yang digunakan *to invite someone to do something* kepada siswa.	• Siswa akan memberikan beberapa ungkapan terkait dengan *to invite someone to do something*	
c. Mengasosiasi • Guru meminta siswa untuk membuat ungkapan yang digunaka *to invite someone to do something* • Guru meminta setiap siswa untuk menuliskan kalimat yang mereka telah buat di papan tulis	• Siswa akan membuat ungkapan yang digunaka to invite someone to do something • Siswa akan menuliskan kalimat yang mereka telah buat di papan tulis	
d. Mencoba • Guru akan memberikan contoh dialog yang berisikan tentang *to invite someone to do something* (Lampiran 2) • Guru akan menjelaskan beberapa contoh ungkapan	• Siswa akan menerima contoh dialaog yang berisikan tentang *to invite someone to do something* • Siswa akan memahami	

	yang digunakan dalam menolak atau menerima ajakan dari orang lain sesuai dengan dialog yang telah diberikan • Guru akan membagi siswa untuk berpasangan-pasangan • Guru akan meminta siswa untuk membuat 3 kalimat tentang *to invite someone to do something*	dan mendengarkan dengan seksama • Siswa akan duduk bersama kelompok masing-masing • Siswa secara berkelompok akan membuat 3 kalimat tentang *to invite someone to do something*	
	e. Mengkomunikasi • Guru secara acak meminta kepada siswa untuk membacakan kalimat yang telah dibuat di depan kelas	• Siswa akan membacakan kalimat yang telah dibuat di depan kelas	
3	**Penutup** • Guru memberikan umpan balik terhadap proses pembelajaran hari ini dengan bertanya beberapa ungkapan *to invite someone to do*	• Siswa menyebutkan beberapa ungkapan *to invite someone to do something*	20'

	something	
	• Guru menanyakan kepada siswa kesulitan materi pembelajaran dan membahasnya.	• Siswa menyampaikan kepada guru kesulitan materi pembelajaran
	• Guru menyimpulkan hasil pembelajaran dan menyebutkan kegiatan dan topik pembelajran berikutnya	• Siswa menyimak dengan baik
	• Guru menutup pembelajaran dengan berdoa dan salam	• Siswa membaca doa dan menjawab salam dari guru

Lampiran 1

- **would you like to** close the door, please?

    - **would you like to** buy some food for me?

    - **I would like to invite you to** come to my birthday party.

    - We will go to the cinema. **Would you like to** join with us?

Lampiran 2

Dialogue 1: accepting an invitation

Nina : Good morning ditto.

Ditto : Good morning nina. How are you?

Nina : I am fine, thank you. And you?

Ditto : I am good. Thanks. I will have a birthday party next Friday. I w**ould like to invite you to** come to my birthday?

Nina : sure, **I would love to** come/ **I would like to** come/ thank you for inviting me.

Ditto : great. The party starts around 7 pm at my house.

Nina : okay, I will be there.

Ditto : you must wear a T-shirt. We will play outdoor games there.

Nina : really. Okay, I will wear my favorite red T-shirt.

Ditto : thank you. See you on my birthday party

Nina : see you too.

Dialogue 2: refusing an invitation

Romi : hi sasa,

Sasa : hello romi, how's your life?

Romi : I am great. How about you?

Sasa : I feel good too. Where will you go?

Romi : I will go to the canteen

Sasa : would you like to buy some foods for me?

Romi : **I would like to, but** I must go to Mr. Mahfud's room. / **I am sorry, I don't think I can't.**

Sasa : oh, it's okay. See you romi.

Romi : see you sasa.

Appendix 12

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 1 Ajung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII A/ Ganjil

Topik : Come To My Birthday, Please

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 keberdayaan.

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

KI 4. Mengolah menyaji dan menalar 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 bahsa inggris sebagai bahsa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya

4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya dengan memperhatikan funsi sosial struktur teks yang benar dan sesuai konteks penggunaannya.

C.   Indikator Pencapaian Kompetensi

•   Menunjukkan rasa syukur dapat belajar bahasa inggris yang diwujudkan dalam semangat belajar

•   Membiasakan berperilaku santun dan peduli dalam tindakan menyuruh, mengajak, dan meminta ijin.

•   Mengkomunikasikan secara interpersonal dengan guru dan teman dalam tindakan menyuruh mengajak, dan meminta ijin.

•   Mengungkapkan tindakan menyuruh mengajak, meminta ijin.

•   Merespon ungkapan menyuruh mengajak, dan meminta ijin.

•   Menyusun *script* percakapan tentang ungkapan/tindakan menyuruh mengajak, dan meminta ijin.

D.   Tujuan Pembelajaran

•   Siswa dapat menunjukkan rasa syukur dapat belajar bahasa inggris yang diwujudkan dalam semangat belajar

- Siswa dapat membiasakan berperilaku santun dan peduli dalam tindakan menyuruh mengajak, dan meminta ijin.

- Siswa dapat mengkomunikasikan secara interpersonal dengan guru dan teman dalam tindakan menyuruh mengajak, dan meminta ijin.

- Siswa dapat mengungkapkan tindakan menyuruh mengajak, meminta ijin.

- Siswa dapat merespon ungkapan menyuruh mengajak, dan meminta ijin.

- Siswa dapat menyusun *script* percakapan tentang ungkapan/tindakan menyuruh mengajak, dan meminta ijin.

E.   Materi Pembelajaran

Teks-teks interaktif pendek dan sederhana, lisan dan tulisan, tentang ungkapan menyuruh mengajak, dan meminta ijin, serta responnya, sesuai dengan konteks penggunaannya yang secara otentik dicontohkan oleh guru secara langsung dalam komunikasi selama proses pembelajaran.

Fungsi Sosial

- Memberikan informasi   : memberitahu, membacakan dan menambahkan

- Meminta informasi   : bertanya, mengecek, dan meminta persetujuan

Struktur Teks

- Kalimat deklaratif dan interogatif terkait ungakapn menyuruh, mengajak, dan meminta ijin:

o   **Let's** go out. Don't be lazy

o   **Let me** drink some mineral water

o   **Can I** sit here?

o   **Would you like** come to my birthday party?

o   **May I** wash my hands miss?

o   **Please**, open it. There is something in it.

- Ucapan, intonasi tekanan kata yang tepat serta ejaan dan tanda baca yang benar

F. Metode Pembelajaran

Scientific approach

G. Media Alat dan Bahan Pembelajaran

Media:

- Kertas HVS yang berisikan percakapan

- Buku pegangan siswa

Alat:

- Papan tulis

- Board marker

Bahan:

- Alat tulis

- Buku tulis

H. Sumber Belajar

- Buku Bahasa Inggris rev 2017 (When English Rings a bell)

- Bima M, Bactiar dan Yuniarti Dwi. 2017. Bahasa Inggris. Klaten: PT Intan Pariwara

- Beberapa artikel dari internet

I. Langkah-langkah Pembelajaran.

1. Pertemuan Ke-dua (2 jam pelajaran)

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1.	**Pembukaan** • Membuka pelajaran dengan	• Menjawab salam dan	10'

	salam dan berdoa bersama. • Memperlihatkan kesiapan siswa dengan memanggil nama siswa melalui presensi dan memeriksa kerapihan pakaian, dan posisi tempat duduk yang disesuaikan dengan kegiatan pembelajaran. • Meninjau kembali tentang materi sebelumnya	berdoa bersama. • Menjawab presensi dari guru dam merapikan diri serta menyusun tempat duduk disesuaikan dengan tujuan pembelajaran. • Menjawab sesuai dengan pengetahuan setiap siswa	
2	**Kegiatan inti** **a. Mengamati** • Guru bertanya pada siswa tentang apa yang akan dilakukan siswa jika ingin meminta orang lain untuk melakukan sesuatu • Guru akan memberikan beberapa contoh ungkapan	• Siswa akan menjawab sesuai dengan materi yang telah diterangkan pada pertemuan terakhir • Siswa akan	60'

dalam bahasa inggris yang digunakan untuk merespon ungkapan *to ask for permission*	memperhatikan dengan seksama	
b. Menanya • Guru akan bertanya contoh ungkapan lain yang digunakan untuk merespon ungkapan *to ask for permission* kepada siswa	• Siswa akan memberikan beberapa ungkapan yang digunakan untuk merespon ungkapan *to ask for permission to ask for permission*	
c. Mencoba • Guru akan membagi siswa untuk berpasangan-pasangan • Guru membagikan soal kepada siswa (lampiran 1 (sheet A dan sheet B)) • Guru menjelaskan peraturan dalam mengerjakan soal yang	• Siswa akan membuat ungkapan *to ask for permission* • siswa akan menerima soal yang diberikan oleh guru • siswa akan	

telea diberikan.	mendengarkan bagaimana cara mengerjakan soal dan selanjutnya siswa akan mengerjakan soal yang diberikan guru.	
Penutup • Guru memberikan umpan balik terhadap proses pembelajaran hari ini dengan bertanya beberapa ungkapan *to ask for permission* • Guru menanyakan kepada siswa kesulitan materi pembelajaran dan membahasnya. • Guru menyimpulkan hasil pembelajaran dan menyebutkan kegiatan dan topik pembelajran berikutnya • Guru menutup pembelajaran dengan berdoa dan mengucapkan salam	• Siswa menyebutkan beberapa ungkapan *to ask for permission* • Siswa menyampaikan kepada guru kesulitan materi pembelajaran • Siswa menyimak dengan baik	

	• Siswa membaca doa dan menjawab salam dari guru	

Sheet A

Good	I am fine	invite
Morning	red T-shirt	

Filling in the blank with complete answer!

1. Good ………… Ditto.
2. Good morning nina. How are you?
3. ………………, thank you. And you?
4. I am good. Thanks. I will have a birthday party next Friday. I w**ould like ……… you   to** come to my birthday?
5. Sure, **I would like to** come/ thank you for inviting me.
6. Great. The party starts around 7 pm at my house.
7. Okay, ………. be there.
8. You must wear a T-shirt. We will play outdoor games there.
9. Really. Okay, I will wear my favorite …………..
10. Thank you. See you on my birthday party
11. See you too

Sheet B

birthday party	7 pm	good
I would like to	T-shirt	

Filling in the blank with complete answer!

1. good morning Ditto.
2. …………morning nina. How are you?
3. I am fine, thank you. And you?
4. I am good. Thanks. I will have a birthday party next Friday. I w**ould like to invite you to** come to my birthday?
5. Sure, **…………………** come. Thank you for inviting me.
6. Great. The party starts around …….. at my house.
7. Okay, I will be there.
8. You must wear a ……….. We will play outdoor games there.
9. Really. Okay, I will wear my favorite red T-shirt.
10. Thank you. See you on my ………………
11. See you too

Appendix 13

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMPN 1 Ajung

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII A/ Ganjil

Topik   : Come To My Birthday, Please

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 keberdayaan.

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

KI 4. Mengolah menyaji dan menalar 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 bahsa inggris sebagai bahsa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya

4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya dengan memperhatikan funsi sosial struktur teks yang benar dan sesuai konteks penggunaannya.

C.   Indikator Pencapaian Kompetensi

•   Menunjukkan rasa syukur dapat belajar bahasa inggris yang diwujudkan dalam semangat belajar

•   Membiasakan berperilaku santun dan peduli dalam tindakan menyuruh, mengajak, dan meminta ijin.

•   Mengkomunikasikan secara interpersonal dengan guru dan teman dalam tindakan menyuruh mengajak, dan meminta ijin.

•   Mengungkapkan tindakan menyuruh mengajak, meminta ijin.

•   Merespon ungkapan menyuruh mengajak, dan meminta ijin.

•   Menyusun *script* percakapan tentang ungkapan/tindakan menyuruh mengajak, dan meminta ijin.

D.   Tujuan Pembelajaran

•   Siswa dapat menunjukkan rasa syukur dapat belajar bahasa inggris yang diwujudkan dalam semangat belajar

- Siswa dapat membiasakan berperilaku santun dan peduli dalam tindakan menyuruh mengajak, dan meminta ijin.

- Siswa dapat mengkomunikasikan secara interpersonal dengan guru dan teman dalam tindakan menyuruh mengajak, dan meminta ijin.

- Siswa dapat mengungkapkan tindakan menyuruh mengajak, meminta ijin.

- Siswa dapat merespon ungkapan menyuruh mengajak, dan meminta ijin.

- Siswa dapat menyusun *script* percakapan tentang ungkapan/tindakan menyuruh mengajak, dan meminta ijin.

E.   Materi Pembelajaran

Teks-teks interaktif pendek dan sederhana, lisan dan tulisan, tentang ungkapan menyuruh mengajak, dan meminta ijin, serta responnya, sesuai dengan konteks penggunaannya yang secara otentik dicontohkan oleh guru secara langsung dalam komunikasi selama proses pembelajaran.

Fungsi Sosial

- Memberikan informasi   : memberitahu, membacakan dan menambahkan

- Meminta informasi   : bertanya, mengecek, dan meminta persetujuan

Struktur Teks

- Kalimat deklaratif dan interogatif terkait ungakapn menyuruh, mengajak, dan meminta ijin:

o   **Let's** go out. Don't be lazy

o   **Let me** drink some mineral water

o   **Can I** sit here?

o   **Would you like** come to my birthday party?

o   **May I** wash my hands miss?

o   **Please**, open it. There is something in it.

- Ucapan, intonasi tekanan kata yang tepat serta ejaan dan tanda baca yang benar

F. Metode Pembelajaran

Scientific approach

G. Media Alat dan Bahan Pembelajaran

Media:

-   Kertas HVS yang berisikan percakapan

-   Buku pegangan siswa

Alat:

-   Papan tulis

-   Board marker

Bahan:

-   Alat tulis

-   Buku tulis

H. Sumber Belajar

-   Buku Bahasa Inggris rev 2017 (When English Rings a bell)

-   Bima M, Bactiar dan Yuniarti Dwi. 2017. Bahasa Inggris. Klaten: PT Intan Pariwara

-   Beberapa artikel dari internet

I. Langkah-langkah Pembelajaran.

1. Pertemuan Ke-tiga (2 jam pelajaran)

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1.	**Pembukaan** • Membuka pelajaran dengan	• Menjawab salam dan	10'

	salam dan berdoa bersama. • Memperlihatkan kesiapan siswa dengan memanggil nama siswa melalui presensi dan memeriksa kerapihan pakaian, dan posisi tempat duduk yang disesuaikan dengan kegiatan pembelajaran. • Meninjau kembali tentang materi sebelumnya	berdoa bersama. • Menjawab presensi dari guru dam merapikan diri serta menyusun tempat duduk disesuaikan dengan tujuan pembelajaran. • Menjawab sesuai dengan pengetahuan setiap siswa	
2	**Kegiatan inti** **a. Mengamati** • Guru bertanya pada siswa tentang apa yang akan dilakukan siswa jika ingin meminta orang lain untuk melakukan sesuatu • Guru akan memberikan beberapa contoh ungkapan	• Siswa akan menjawab sesuai dengan materi yang telah diterangkan pada pertemuan terakhir • Siswa akan	60'

	dalam bahasa inggris yang digunakan untuk merespon ungkapan *to ask for permission*	memperhatikan dengan seksama
	b. Menanya • Guru akan bertanya contoh ungkapan lain yang digunakan untuk merespon ungkapan *to ask for permission* kepada siswa	• Siswa akan memberikan beberapa ungkapan yang digunakan untuk merespon ungkapan *to ask for permission to ask for permission*
	c. Mencoba • Guru akan membagi siswa untuk berpasangan-pasangan • Guru membagikan soal kepada siswa (lampiran 1 (sheet A dan sheet B)) • Guru menjelaskan peraturan dalam mengerjakan soal yang	• Siswa akan membuat ungkapan *to ask for permission* • siswa akan menerima soal yang diberikan oleh guru • siswa akan

	telah diberikan.	mendengarkan bagaimana cara mengerjakan soal dan selanjutnya siswa akan mengerjakan soal yang diberikan guru.	
	Penutup • Guru memberikan umpan balik terhadap proses pembelajaran hari ini dengan bertanya beberapa ungkapan *to ask for permission* • Guru menanyakan kepada siswa kesulitan materi pembelajaran dan membahasnya. • Guru menyimpulkan hasil pembelajaran dan menyebutkan kegiatan dan topik pembelajran berikutnya • Guru menutup pembelajaran dengan berdoa dan mengucapkan salam	• Siswa menyebutkan beberapa ungkapan *to ask for permission* • Siswa menyampaikan kepada guru kesulitan materi pembelajaran • Siswa menyimak dengan baik	

		• Siswa membaca doa dan menjawab salam dari guru	

SHEET A

a party	May I	Before	say no

1. Hi dad, today is Ditto birthday. Tonight there will …….. at his house.
2. And then?
3. …………..go to Ditto's party ?
4. At what time you will get home ?
5. ………11, I promise.
6. Who will pick up you ?
7. James.
8. I have to………….. Unless me who take you there.
9. Ok dad. I will be ready at 7.

SHEET B

Ditto birthday	get home	pick up	ready at 7

1. Hi dad, today is………. Tonight there will a party at his house.
2. And then?
3. May I go to Ditto's party ?
4. At what time you will…………?
5. Before 11, I promise.
6. Who will ……….you ?
7. James.
8. I have to say no. Unless me who take you there.
9. Ok dad. I will be……….

Appendix 14

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMPN 1 Ajung

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII A/ Ganjil

Topik   : Come To My Birthday, Please

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 keberdayaan.

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

KI 4. Mengolah menyaji dan menalar 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 bahsa inggris sebagai bahsa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya

4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya dengan memperhatikan funsi sosial struktur teks yang benar dan sesuai konteks penggunaannya.

C.   Indikator Pencapaian Kompetensi

•   Menunjukkan rasa syukur dapat belajar bahasa inggris yang diwujudkan dalam semangat belajar

•   Membiasakan berperilaku santun dan peduli dalam tindakan menyuruh, mengajak, dan meminta ijin.

•   Mengkomunikasikan secara interpersonal dengan guru dan teman dalam tindakan menyuruh mengajak, dan meminta ijin.

•   Mengungkapkan tindakan menyuruh mengajak, meminta ijin.

•   Merespon ungkapan menyuruh mengajak, dan meminta ijin.

•   Menyusun *script* percakapan tentang ungkapan/tindakan menyuruh mengajak, dan meminta ijin.

D.   Tujuan Pembelajaran

•   Siswa dapat menunjukkan rasa syukur dapat belajar bahasa inggris yang diwujudkan dalam semangat belajar

- Siswa dapat membiasakan berperilaku santun dan peduli dalam tindakan menyuruh mengajak, dan meminta ijin.

- Siswa dapat mengkomunikasikan secara interpersonal dengan guru dan teman dalam tindakan menyuruh mengajak, dan meminta ijin.

- Siswa dapat mengungkapkan tindakan menyuruh mengajak, meminta ijin.

- Siswa dapat merespon ungkapan menyuruh mengajak, dan meminta ijin.

- Siswa dapat menyusun *script* percakapan tentang ungkapan/tindakan menyuruh mengajak, dan meminta ijin.

E.   Materi Pembelajaran

Teks-teks interaktif pendek dan sederhana, lisan dan tulisan, tentang ungkapan menyuruh mengajak, dan meminta ijin, serta responnya, sesuai dengan konteks penggunaannya yang secara otentik dicontohkan oleh guru secara langsung dalam komunikasi selama proses pembelajaran.

Fungsi Sosial

- Memberikan informasi   : memberitahu, membacakan dan menambahkan

- Meminta informasi   : bertanya, mengecek, dan meminta persetujuan

Struktur Teks

- Kalimat deklaratif dan interogatif terkait ungakapn menyuruh, mengajak, dan meminta ijin:

o **Let's** go out. Don't be lazy

o **Let me** drink some mineral water

o **Can I** sit here?

o **Would you like** come to my birthday party?

o **May I** wash my hands miss?

o **Please**, open it. There is something in it.

- Ucapan, intonasi tekanan kata yang tepat serta ejaan dan tanda baca yang benar

F.   Metode Pembelajaran

Scientific approach

G.   Media Alat dan Bahan Pembelajaran

Media:

- Kertas HVS yang berisikan percakapan

- Buku pegangan siswa

Alat:

- Papan tulis

- Board marker

Bahan:

- Alat tulis

- Buku tulis

H.   Sumber Belajar

- Buku Bahasa Inggris rev 2017 (When English Rings a bell)

- Bima M, Bactiar dan Yuniarti Dwi. 2017. Bahasa Inggris. Klaten: PT Intan Pariwara

- Beberapa artikel dari internet

I.   Langkah-langkah Pembelajaran.

1.   Pertemuan Ke-empat (2 jam pelajaran)

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1.	**Pembukaan** • Membuka pelajaran dengan salam dan berdoa bersama. • Memperlihatkan kesiapan siswa dengan memanggil nama siswa melalui presensi	• Menjawab salam dan berdoa bersama. • Menjawab presensi dari guru dam merapikan diri serta menyusun	10'

	dan memeriksa kerapihan pakaian, dan posisi tempat duduk yang disesuaikan dengan kegiatan pembelajaran. • Meninjau kembali tentang materi sebelumnya	tempat duduk disesuaikan dengan tujuan pembelajaran. • Menjawab sesuai dengan pengetahuan setiap siswa	
2	**Kegiatan inti** **a. Mengamati** • Guru bertanya pada siswa tentang apa yang akan dilakukan siswa jika ingin meminta orang lain untuk melakukan sesuatu • Guru akan memberikan beberapa contoh ungkapan dalam bahasa inggris yang digunakan untuk merespon ungkapan *to ask for permission*	• Siswa akan menjawab sesuai dengan materi yang telah diterangkan pada pertemuan terakhir • Siswa akan memperhatikan dengan seksama	60'
	b. Menanya • Guru akan bertanya contoh ungkapan lain yang digunakan untuk merespon ungkapan *to ask for permission* kepada siswa	• Siswa akan memberikan beberapa ungkapan yang digunakan untuk merespon ungkapan *to ask for permission to ask for permission*	
	c. Mencoba • Guru akan membagi siswa untuk berpasangan-pasangan • Guru membagikan soal kepada siswa (lampiran 1 (sheet A dan sheet B)) • Guru menjelaskan peraturan dalam mengerjakan soal yang telah diberikan.	• Siswa akan membuat ungkapan *to ask for permission* • siswa akan menerima soal yang diberikan oleh guru • siswa akan mendengarkan bagaimana cara	

		mengerjakan soal dan selanjutnya siswa akan mengerjakan soal yang diberikan guru.	
	Penutup		
	• Guru memberikan umpan balik terhadap proses pembelajaran hari ini dengan bertanya beberapa ungkapan *to ask for permission* • Guru menanyakan kepada siswa kesulitan materi pembelajaran dan membahasnya. • Guru menyimpulkan hasil pembelajaran dan menyebutkan kegiatan dan topik pembelajran berikutnya • Guru menutup pembelajaran dengan berdoa dan mengucapkan salam	• Siswa menyebutkan beberapa ungkapan *to ask for permission* • Siswa menyampaikan kepada guru kesulitan materi pembelajaran • Siswa menyimak dengan baik • Siswa membaca doa dan menjawab salam dari guru	

Sheet A

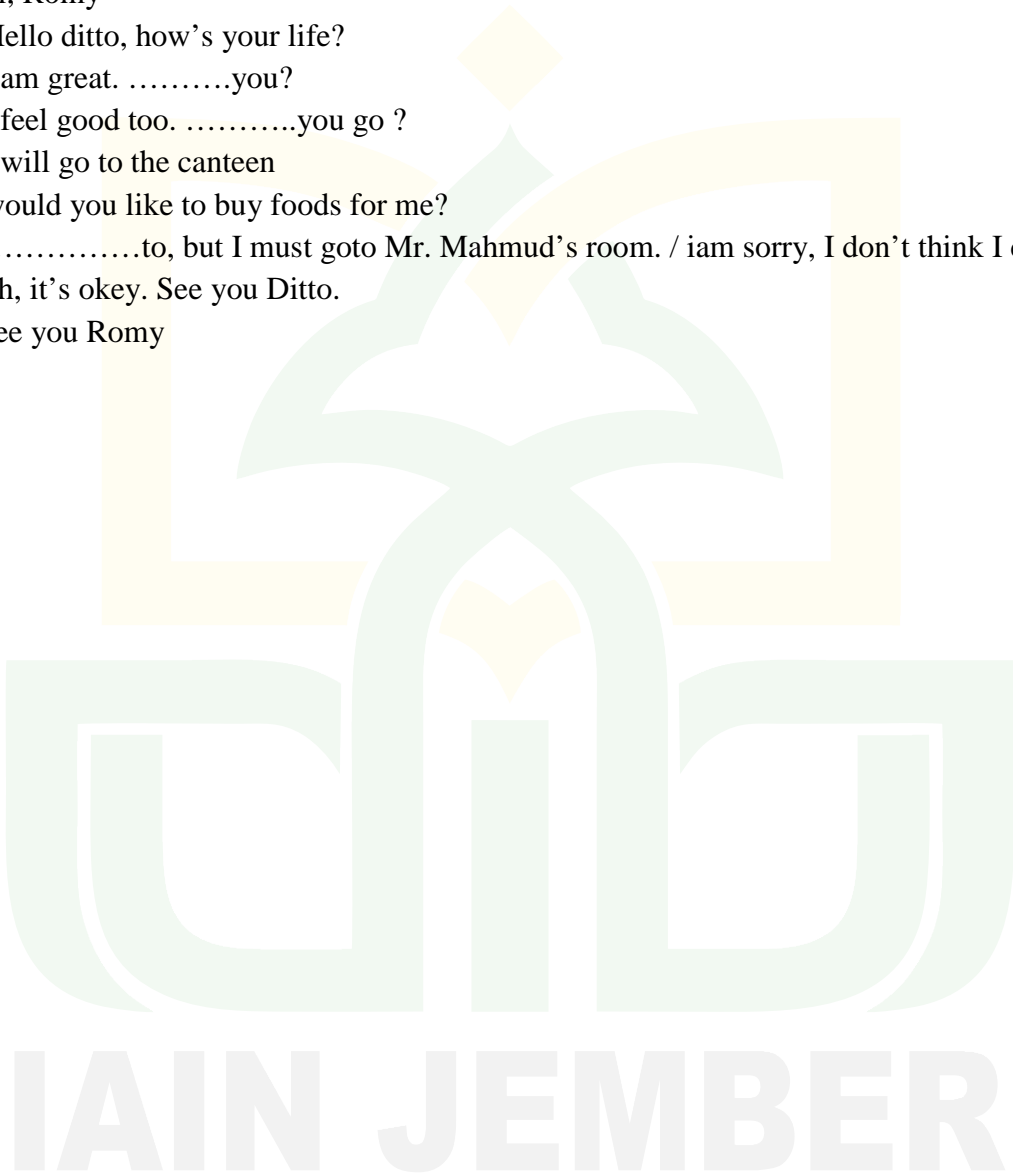| Hello	I will go	See you	say no

1. hi, Romy
2. ………ditto, how's your life?
3. I am great. How about you?
4. I feel good too. Where will you go ?
5. …………to the canteen
6. would you like to buy foods for me?
7. I would like to, but I must goto Mr. Mahmud's room. / iam sorry, I don't think I can't
8. oh, it's okey. ……….Ditto.
9. see you Romy

Sheet B

How about	Where will	I would like

1. hi, Romy
2. Hello ditto, how's your life?
3. I am great. ……….you?
4. I feel good too. ………..you go ?
5. I will go to the canteen
6. would you like to buy foods for me?
7. …………...to, but I must goto Mr. Mahmud's room. / iam sorry, I don't think I can't
8. oh, it's okey. See you Ditto.
9. see you Romy

Appendix 15

Photos of Research

The students did pretest

The process of teaching and learning using English movie subtitle

with student in cycle one (Aladdin)

Students doing the speaking test (Cycle One)

Students doing strategi information gap-activity

Interview about students ability with English teacher

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IAIN JEMBER

Nomor	:	B.3015 /In.20/3.a/PP.00.9/09/2019	17 September 2019
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Izin Penelitian**	

Kepada Yth. Kepala SMPN 01 Ajung
Jl. Semeru 141 Pancakarya, Jember

Assalamualaikum Wr. Wb.

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

Nama	:	Wildatul Umah
NIM	:	T20156089
Semester	:	IX (Sembilan)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset tentang "The Implementation Of Information Gap Activity To Improve Students Speaking Ability At Junior High School 1 Ajung" Selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
2. Guru Bahasa Inggris
3. Siswa Kelas VIII

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

PEMERINTAH KABUPATEN JEMBER

DINAS PENDIDIKAN
SMP NEGERI 1 AJUNG

Jl. Semeru No. 141 Pancakarya – Ajung Telp. (0331) 757354

SURAT SELESAI PENELITIAN

Nomor : 421.3 / 89 / 413.18.20523858 / 2019

Yang bertanda tangan di bawah ini

N a m a	: SIGIT SUYITNO,S.Pd M.Pd
N I P	: 19621120 198412 1 002
Pangkat / Gol. Ruang	: Pembina Tk.I, IV/b
J a b a t a n	: Kepala Sekolah

Menerangkan bahwa

Nama	: Wildatul Umah
NIM	: T20156089
Semester	: IX (Sembilan)
Jurusan	: Pendidikan Bahasa
Prodi	: Tadris Bahasa Inggris

Bahwa Mahasiswa tersebut telah selesai melaksanakan Penelitian di SMP Negeri 1 Ajung selama 6 minggu.

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Ajung,12 November 2019

Kepala Sekolah,

SIGIT SUYITNO,S.Pd,M.Pd
NIP. 19621120 198412 1 002

Appendix 19

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama	: Wildatul Umah
NIM	: T20156089
Prodi/Jurusan	: Tadris Bahasa Inggris/ Pendidikan Bahasa
Fakultas	: Tarbiyah dan Ilmu Keguruan
Institusi	: IAIN Jember

Dengan ini menyatakan bahwa isi skripsi ini yang berjudul "The Implementation Of Information Gap-Activity to Improve Students Speaking Ability At Junior High School 1 Ajung." adalah hasil penelitian/karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Jember, 10 Janauri 2020

Saya yang menyatakan

Wildatul Umah
T20156089

Appendix 18

Research's Biodata

Personal Information

- ➢ Full Name : Wildatul Umah
- ➢ NIM : T20156089
- ➢ Gender : Female
- ➢ Place, Date of Birth : Jember, August 14th 199
- ➢ Address : Jl. Yos Sudarso Wirolegi Sumbersari Jember
- ➢ Religion : Islam
- ➢ Department/Majors Courses : Language Education/ English Department
- ➢ Email Address : husainwilda25@gmail.com

Educational Background

2003 - 2009: SDN Kranjingan 05 Jember

2009 - 2012: SMPN 09 Jember

2012 - 2015: SMA Plus Darul Hikmah Jember