

**THE IMPLEMENTATION OF INFORMATION GAP ACTIVITY
TECHNIQUE IN SPEAKING SKILL LEARNING
AT SECOND GRADE STUDENTS
OF MTSN 2 JEMBER**

UNDERGRADUATE THESIS



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English Education Department

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has been examined and approved as the requirements to obtain
a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
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MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ
رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

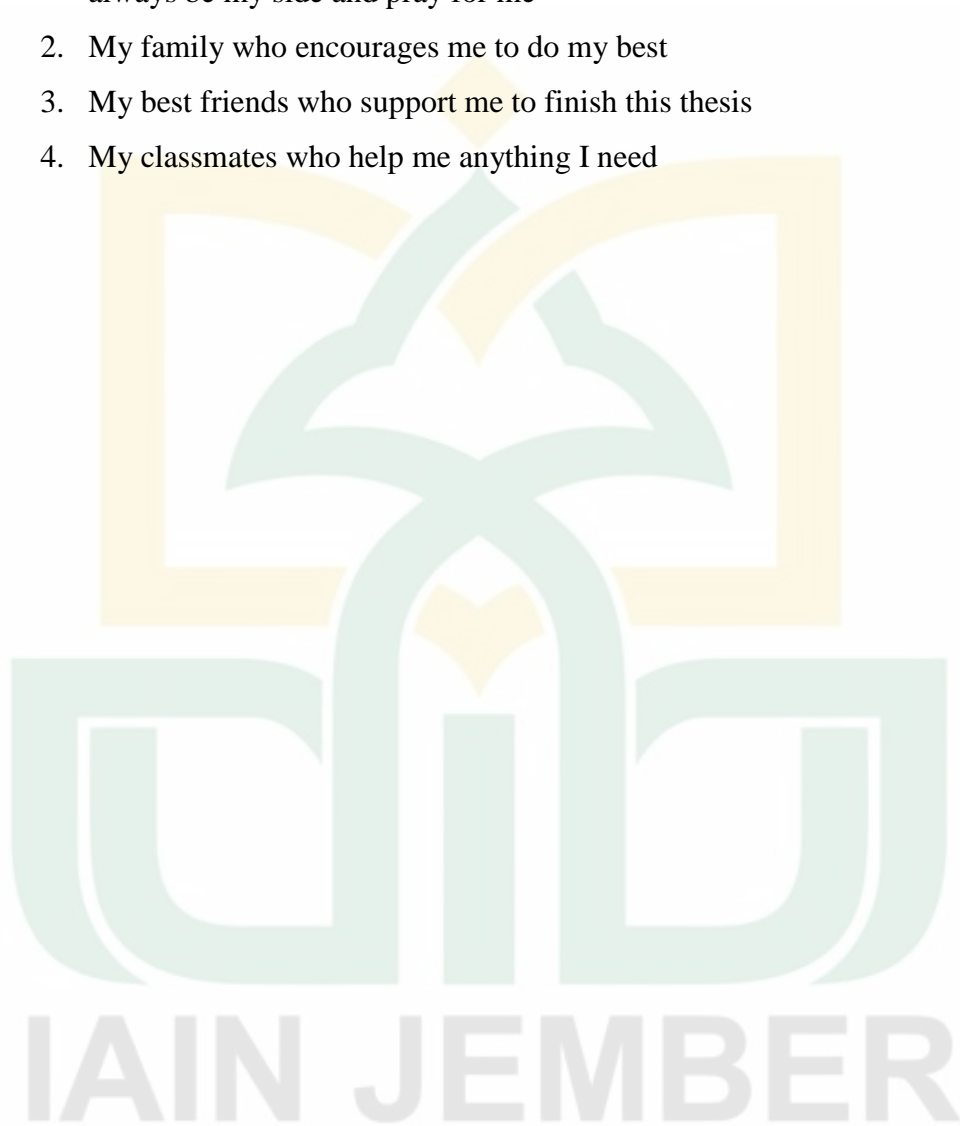
“Invite (mankind, O Muhammad) to the way of your Lord (i.e Islam) with wisdom (i.e with the Divine Revelation and the Quran) and fair preaching, and argue with them in a way that is better. Truly, your Lord knows best who has gone astray from His Path, and he is the Best Aware of those who are guided”.¹ (QS. An-Nahl:125)

¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in the English Language* (Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Quran), 367.

DEDICATION

I dedicate this thesis to:

1. My beloved parents, my father Sugiyono and my mom Siti luthfiyah who always be my side and pray for me
2. My family who encourages me to do my best
3. My best friends who support me to finish this thesis
4. My classmates who help me anything I need



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Alhamdulillah Rabbil ‘Alamin. Thanks to Allah SWT who has always given me his blessing and guidance, so i could accomplish this undergraduate thesis well. Shalawat and Salam are given to our phophet Muhammad SAW, who has guided us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of IAIN Jember. The Undergraduate thesis entitled “The Implementation of Speaking Skill Learning through Information Gap Activity at Second Grade Students of MTsN 2 Jember in Academic Year 2019/2020”

I also fully aware that the undergraduate thesis could never be finished without helping and supported from others during the process of writing. Therefore, in this occasion the writer expresses her respect and gratitude to:

1. Prof. Babun Suharto, S.E, M.M as a Rector of IAIN Jember who has given me opportunity to study in this institute
2. Dr. Hj. Mukni’ah, M. Pd. I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
3. As’ari, M.Pd.I as the Head of English Education Department and the advisor who has helped me to finish the thesis
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5. All students of VIII-F MTsN 2 Jember for being cooperative to be my research subject

6. My beloved mother and father who never stop praying for me and inspiring me to do my best and my grandmother who always encourages me
7. My friends in Universe Class, thanks for the endless support
8. My boarding house squad, thanks for being one of my support system and my best friend for four years and still counting

I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jember, May 1 2020

The Writer

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IAIN JEMBER

ABSTRACT

Ilma Zahriyatun Nadhiroh, 2020. The Implementation of Information Gap Activity Technique in Speaking Skill Learning at Second Grade Students of MTsN 2 Jember in Academic Year 2019/2020

Key Words: speaking skill learning, information gap activity

Speaking is one of English skill that should be mastered by the students. People are good at the language as long as they can speak it. Yet, the teacher usually uses lecturing method in teaching English and students didn't have spirit to study English especially speaking skill. Therefore, the English teacher used information gap activity technique in speaking skill learning to improve students speaking and their motivation to speak English. Therefore, the researcher was interested in conducting her research at MTsN 2 Jember.

The research questions in this thesis are: 1) What are the goals of speaking skill learning through information gap activity technique at second-grade students of MTsN 2 Jember in Academic Year 2019/2020? 2) What material does the teacher use in speaking skill learning through information gap activity technique at second-grade students of MTsN 2 Jember in Academic year 2019/2020? 3) How is the procedure of speaking skill learning through information gap activity technique at second-grade students of MTsN 2 Jember in Academic year 2019/2020? 4) How is the evaluation of speaking skill leaning through information gap activity technique at second-grade students of MTsN 2 Jember in Academic year 2019/2020?.

To analyze the data, the researcher used Miles Huberman and Saldana theory which consists of three steps, such as: data condensation, data display, and conclusion drawing. While for data collection technique, the researcher used observation, interview, and document review.

The results of the research are 1) the goals of speaking skill learning through information gap activity at the second grade students at MTsN 2 Jember are it encourages students motivation to speak English, it makes students be able to describe things orally, and it gives students opportunity to speak English. 2) The material of speaking skill learning through information gap activity at the second grade students at MTsN 2 Jember was describing something, such as animals and nature. 3) The procedure of speaking skill learning through information gap activity at the second grade students at MTsN 2 Jember were as follows: First, the teacher showed pictures to stimulus the students and asked them to describe it. Second, the teacher divided the students into some groups and asked them to be a drawer and describers. The describers described a picture they saw to the drawer and the drawer drew it. Third, the teacher asked them to describe what they had drawn in front of the class. The last, the teacher asked the students to conclude what they had learnt. 4) The evaluation of speaking skill learning through information gap activity at the second grade students at MTsN 2 Jember was the teacher assessed the students with formative assessment that was giving feedback and correction to the students and ask the students to describe what they had drawn (picture-cued task).

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IAIN JEMBER

CHAPTER I

INTRODUCTION

A. Background of the Research

In this era, one of the languages which are often used in communication is English. It is called an international language and as a second language in some countries. It becomes a dominant language around the world. In Indonesia, it is considered a foreign language, and it is supported by the Act 32 of 2013 concerning the national education standard article 77I first paragraph “*Bahasa asing terutama bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global*”.¹ It means that English is important to be learned by Indonesian students so that it is studied in every level of education.

English has four skills, they are listening, speaking, reading, and writing. One of the English skills that are stressed most is speaking since someone is considered a master in English when he can speak in English.² It becomes a skill that is stressed most since the goal of language learning is to make the language learners can use the target language to communicate orally.

Speaking skill signifies that the learner knows how to use that language. Brown stated that speaking has five components namely: grammar, vocabulary, comprehension, fluency, and pronunciation.³ To speak fluently,

¹ Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Standar Nasional Pendidikan, Pasal 77I.

² Sofyan A. Gani, et al, “Students’ Learning Strategies for Developing Speaking Ability”, <http://jurnal.unsyiah.ac.id/SiELE/article/view/2232> (19 Desember 2020).

³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York:

they must have plenty of vocabulary and they have to be able to arrange sentences. Moreover, they have to use correct pronunciation and before they speak they should know what they will say. If all the things have been done, the students can speak clearly and the listener will get the meaning easily.

Moreover, Allah states that we have to use a good sentence when we speak to avoid misunderstanding among others in surah Al-ahzab verse 70-71:

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اتَّقُوا اللّٰهَ وَقُولُوْا قَوْلًا سَدِيْدًا ﴿٧٠﴾

O you who have believed, fear Allah and speak words of appropriate justice

From the verse above, the researcher can conclude that in speaking we have to use a good sentence so the listener will not misunderstand. Someone is considered to be a good person based on she/he is speaking.

Based on the curriculum 2013, students are expected to be able to express either transactional or interpersonal communication in their daily life.⁴ For example, asking and giving feedback, agreeing and disagreeing, and so on. It means that the curriculum objective of teaching speaking is to enable students to use and understand the language appropriately. Ironically, the students were still unfamiliar with the use of it outside the class. It was because the speaking skill was not the main point to learn during their time at schools. The teacher focused on teaching reading, writing, and grammar. It made students had no time to practice using their English and no motivation to use their target language orally.

Pearson Education), 172.

⁴ Siti Wachidah, et al, *Buku Guru Bahasa Inggris; When English Rings a Bell* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2014), 4.

The researcher researched MTsN 2 Jember because it is one of the pilot schools of Islamic Junior High School in Jember and the English teacher implemented the technique in speaking skill learning. Based on the observation with the English teacher in MTsN 2 Jember, to overcome the problem mentioned above, the teacher implemented information gap activity. In this activity, the students should communicate with each other in the target language to get the information needed to be known to complete the task.

Based on the reason above, the researcher decided to conduct research under the title *“The Implementation of Speaking Skill Learning through Information Gap Activity Technique at Second Grade students of MTsN 2 Jember in Academic Year 2019/2020”*

B. Research Question

The research question is the fundamental core of the research project. It is important to make a statement of the case that had been explained above, to make it easier to find any possibility of the implementation of speaking skill learning through information gap activity technique at second grade students of MTsN 2 Jember in Academic year 2019/2020. According to the background of the research, the researcher formulated the research question as follow:

1. What are the goals of speaking skill learning through information gap activity technique at second-grade students of MTsN 2 Jember in Academic Year 2019/2020?
2. What material does the teacher use in speaking skill learning through

information gap activity technique at second-grade students of MTsN 2 Jember in Academic year 2019/2020?

3. How is the procedure of speaking skill learning through information gap activity technique at second-grade students of MTsN 2 Jember in Academic year 2019/2020?
4. How is the evaluation of speaking skill leaning through information gap activity technique at second-grade students of MTsN 2 Jember in Academic year 2019/2020

C. The Objectives of the Research

Based on the research questions above, the aims of the research were as follow:

1. To identify the goals of speaking skill learning through information gap activity technique at second-grade students of MTsN 2 Jember in Academic year 2019/2020.
2. To describe the material of speaking skill learning through information gap activity technique at second-grade students of MTsN 2 Jember in Academic year 2019/2020.
3. To describe the procedure of speaking skill learning through information gap activity technique at second-grade students of MTsN 2 Jember in Academic year 2019/2020.
4. To identify the evaluation of speaking skill learning through information gap activity technique at second-grade students of MTsN 2 Jember in Academic year 2019/2020.

D. The Significance of the Research

1. English teachers

The result of the research was expected to be useful for the English teacher of MTsN 2 Jember especially in teaching speaking, where the teacher could manage classroom activities communicatively by using information gap activity.

2. Other Researchers and Readers

This research is expected to be able to provide knowledge about teaching speaking. The results of the research were useful for readers. The findings of this research might be used as a reference to understand more about the technique of teaching English.

E. Definition of the Key-term

To avoid misunderstanding in this research, several terms would be explained by the researcher. The terms were as follows:

1. Speaking Skill Learning

Speaking skill learning is a process to make students speak English in an appropriate context by using some kind of technique and media.

2. Information Gap Activity Technique

Information gap activity is activities where a pair of students has different information and both of them should only concentrate on the information they have which they act as both a listener who listens to their friend's information and as a speaker who shares the information to their partner to complete the task.

What the researcher means by the title “The Implementation of Information Gap Activity Technique in Speaking Skill Learning at Second Grade Students of MTsN 2 Jember” is the teaching and learning process about describing something in the classroom to make the students use their target language or English through the pictures given by their teacher.



CHAPTER II

LITERATURE REVIEW

A. Previous Research

Previous research is important to investigate that the research which will be done by the researcher has the differences and similarities with previous researches.

1. The first research was conducted by Imam Arifin in 2017 entitled “*improving the students’ speaking skill through group investigation technique of the seventh-grade students of MTs Sudirman Jambu Semarang in the Academic Year 201/2017*”. The result of Imam's research showed that there was an improvement in students’ speaking achievement, it could be seen from the average score of students before and after the treatment. In the first pre-test in cycle 1, the mean was 53,5 while in the post-test was 59,5. In cycle II, the mean of the pre-test was 68,5 and the mean of the post-test was 76,5. It could be concluded that the use of group investigation techniques can improve students’ speaking skills.

The difference between Imam’s research and this research was he used Classroom Action Research as the method of his research and the researcher used qualitative method and the purpose of Imam’s research was to solve the problem faced in teaching and learning speaking activity

in the classroom. The similarity is both of the researchers talked about speaking skills.⁵

2. The second research was conducted by Emilyatul Hasanah in 2017 entitled “*the use of two stays two stray strategies to improve the eight grade students’ speaking ability at SMPN 3 Wates in the academic year 2015/2016*”. The result of Emilyatul's research showed that there was a significant influence of using two stays two stray strategies to the eighth-grade students of SMPN 3 Wates. It could be proved by the data collected by Emilyatul. The mean score of the pre-test was 55,5 while in the post-test the mean score was 78,5. Based on the result, it could be concluded that using two stays two stray strategies gave a better result in students’ speaking skills. The difference between Emilyatul’s research and this researcher was that Emilyatul used a quantitative method, the design of the research was experimental, the instrument to get the data was tested, and the technique of data analysis was independent t-test while this researcher used qualitative method. The similarity was both of the researchers talked about speaking skills.⁶
3. The third research was conducted by Erma Amaliani in 2011 entitled “*Increasing Students’ Mastery in the Simple Past Tense by Using Information Gap Activity*”. The result of Erma’s research showed that

⁵ Imam Arifin, “*improving the students’ speaking skill through group investigation technique of the seventh grade students of MTs Sudirman Jambu Semarang in the Academic Year 2016/2017*”, (Thesis of teacher training and education faculty State Institute of Islamic Studies Salatiga, 2017)

⁶ Elmiyatul, “*The Use of Two Stay Two Stray Strategy to Improve the Eight Grade Students’ Speaking Ability at SMPN 3 Wates in the Academic Year 2015/2016*”, (Thesis of Faculty of Teacher Training and Education University of Nusantara PGRI Kediri, 2017).

there was a significant improvement in teaching Simple Past Tense by using information gap activity and the students became more enthusiastic in the teaching and learning process. The improvement was also supported by the data which was collected. It showed that only 16,42% of students could pass the Minimum Mastery Criterion (KKM) before the invention was carried out and it increased to 71,42 %. The differences between Erma's research and this researcher were she used Classroom Action Research as the method of her research and she took Simple Past Tense as one of her variables of the research while this research used qualitative method and speaking skill as one of the variables of the research. The similarity is both of the researchers used information gap activity.⁷

Table 2.1
Differences and Similarities between Previous Researches and This Research

No.	Name/title of the research	Similarities	Differences
1	2	3	4
1.	Imam Arifin/improving the students' speaking skill through group investigation technique of the seventh-grade students of MTs Sudirman Jambu Semarang in the Academic Year 201/2017	- Both of the researchers talk about speaking skill	- Imam used Classroom Action Research method and this research used a qualitative method -
2.	Emilyatul Hashanah/The Use of Two Stay Two Stray Strategy to Improve The Eight Grade Students' Speaking Ability at SMPN 3 Wates in the Academic Year 2015/2016	- Both of the researchers talk about speaking skill	- Emilyatul used quantitative method while the researcher used a qualitative method

⁷ Erma Amaliani, "Increasing Students' Mastery in the Simple Past Tense by Using Information Gap Activity", (Thesis of Faculty of Tarbiya and Teacher's Training Syarif Hidayatullah State Islamic University Jakarta, 2011).

1	2	3	4
			<ul style="list-style-type: none"> - the data collection technique of Emilyatul's research was a test. while the researcher used observation, interview, and document review - Emilyatul used independent T-test as the technique of analyzing the data while this research used Miles, Huberman, Saldana's theory
3.	Erma Amaliani/Increasing Students' Mastery in the Simple Past Tense by Using Information Gap Activity	<ul style="list-style-type: none"> - Both of the researchers used Information Gap Activity as a teaching strategy 	<ul style="list-style-type: none"> - Erma used Classroom Action Research as the method of her research while the researcher used a qualitative method - Erma took Simple past tense as one of her variable of the research while this research took speaking skill learning as one of the variables of the research

The specialty of this research compared with the previous researches above is focused on analyzing the implementation of information gap activity in speaking skill learning. Imam and Amalyatul talked about speaking skill but they used another strategy which was different from this research. Erma used information gap activity as the strategy but she focused on increasing students'

mastery in the simple past tense while this research focused on speaking skill learning through information gap activity.

B. Theoretical Framework

1. Information Gap Activity Technique

As a human being, we need to communicate with each other in our daily life to get information or share the information that we have for other people that need it. Information gap activity is based on this natural characteristic of communication. Harmer stated that information gap activities are those where students have different pieces of information about the same subject and have to share this information to get information that they need to complete a task.⁸

Information gap activity involves a transfer of given information from one form to another. Prabhu also said it can be in the form of pair work in which each member of the pair has a part of the information needed to complete tasks, and attempts to convey it verbally to the other.⁹ It involves a transfer or gives information from one person to another or from one place to another. Each of the participants has the information that is not shared by another. Therefore, they have to talk to each other to complete the information.

Harmer stated that information gap activity is when one student has to talk to a partner to solve or complete the task which is given by the teacher. The task can be a puzzle, draw a picture (describe and draw), put

⁸ Jeremy Harmer, *How to Teach English* (Harlow: Pearson Education Limited, 2007), 275.

⁹ B. Kumaravadivelu, *Understanding Language Teaching: from Method to Post Method* (New Jersey: Lawrence Erlbaum Associates, Publishers, 2006), 147.

things in the right order (describe and arrange) or find similarities and differences between pictures.¹⁰

The researcher may infer that information gap activity is activities where a pair of students has different information and both of them should only concentrate on the information they have which they act as both a listener who listens to their friend's information and as a speaker who shares the information to their partner to complete the task.

a. The Goal of Using Information Gap Activity

According to Scrivener, by creating classroom activities that include such information gaps, we can provide activities that represent this communication, and this may be more motivating and useful to language learners than speaking without any real reason for doing so.¹¹

It means that by using the information gap activity technique in the classroom, the teaching activity will be more meaningful as long as we allow the students to use their target language or English because they have an accurate reason to do so.

Based on Harmer's statement, information gap activity is key to the improvement of the communicative purpose and the need to communicate.¹² Moreover, Weir said that one of the advantages of using information gap activity in the classroom is to obtain highly

¹⁰ Harmer, *The Practice of English Language Teaching Fourth Edition* (Harlow: Pearson Education Limited, 2007), 349.

¹¹ Jim Scrivener, *Learning Teaching: A Guidebook for English Language Teachers 2nd edition* (New York:McMillan), 53.

¹² Jeremy Harmer, *The Practice of English Language Teaching 3rd edition* (Essex: Longman, 2001), 85.

interactive tasks, and as such comes much closer than most other tasks in representing real communication, it recognizes the unpredictability of communicative situation and requires an ability to generate original phrases.¹³

From the explanations above, the researcher sees that the goals of using information gap activity technique in speaking skill learning are to make students interest in the learning process so it can motivate them to learn English especially speaking and it boosts students to use their target language or English in the learning process.

b. The Procedures of Information Gap Activity

According to Legutke and Thomas, there are several examples of various manifestations of information gap activity's techniques:¹⁴

1) Example 1: Using pictures (adult and high school learners of English at Intermediate level)

a) The class is subdivided into pairs and one person in the pair is given an unusual abstract drawing which he has to describe to his partner so that the latter can draw it unseen. The "drawer" can ask clarification questions but "describe" may not help by pointing the "drawer's" work and commenting on its likeness or otherwise to the original drawing.

b) When the participants agree that the drawing is finished, the versions from the other members of the class are displayed and

¹³ Cyril J. Weir, *Communicative Language Testing* (Hertfordshire: Prentice Hall International Ltd, 1990), 78.

¹⁴ Legutke and Thomas, *Process and Experience in the Language Classroom*, 96.

learners exchange comments on the various representations produced.

- c) The teacher elicits from the class the areas of difficulty in the task and feeds in the key vocabulary items.
- d) The two learners exchange roles and are given a different picture to work with.

2) Example 2: spot the difference (adult and high school learners at elementary/intermediate/advance level)

- a) Learners work in pairs and are given a picture each which is identical apart from some small alteration.
- b) Without showing each other the picture they must describe it to each other in such a way that they can identify all the differences.

3) Example 3: memorizing the picture (adult and high school learners at elementary/intermediate/advance level)

- a) The class is divided into five groups. Each group selects one person who will draw. All the “drawers” leave the room for one minute.
- b) The teacher projects the picture onto a screen for thirty seconds. The learners are asked to be quiet at this time.
- c) The “drawers” are back to the room and the other members who have seen the picture should tell the “drawers” what they

have seen and remembered. The “drawers” have five minutes to complete the incomplete picture.

- d) After about two minutes the picture is projected again for ten seconds so that they can correct the picture.
- e) The pictures from each group are displayed on the wall and they discuss which of them is closest to the original.

4) Example 4: using objects: Assembling a toy (adult and high school learners, all level)

- a) The class is divided into some groups which are each group consists of three learners. Each group is given a plastic toy and they have to assemble from the parts provided.
- b) Two members of the group are given the assembly instructions and have to explain to the third member how to assemble the object.

5) Example 5: Using the Jigsaw technique

- a) The class is divided into three groups. Each of them is given a text relating to a theme common to all three texts. To find a solution to a problem, information from all three texts is required.
- b) When group members have discussed and understood the information on their text, the class is regrouped in groups of three to include one member each from one of the previous groups.

- c) Each person in the sub-group of three has information which the other two do not have. They now share their information and try to solve the problem.
- 6) Example 6: reassembling a text
- a) The class is divided into sub-groups of four and each sub-group is given a text which has been photocopied and cut into several pieces according to the number of paragraphs in the text.
 - b) Each individual in the sub-group reads a piece of the text and shares the information with the others. From this collaborative pool of information, they try to sequence the paragraphs and thus reassemble the text.

Using information gap activity technique in speaking skill learning in the classroom will make students have an active role because they have to communicate to get and share the information to complete the task given. From the six examples above, the researcher may infer that there are four points in information gap activity technique, such as; it can be performed both in pair and in a group, it can use pictures or even a text as teaching materials, it presents the four English skills, and there is a task that should be completed by the students.

2. Speaking Skill Learning

a. Learning

1) The components of Learning

a) Learning Goals

The real learning goal is to acquire knowledge in a way that can train students' intellectual abilities and stimulate their curiosity and motivate their ability.¹⁵ It should be stated in terms of what students will understand and what they will be able to do as a result of the lesson.

Speaking skill learning needs some goals to make the learning process running well and has satisfying results. Through Information gap activity, it is hoped to motivate the students to speak English, make students be able to describe things around them orally in English, and give the students more opportunity to speak English.

b) Learning Material

The material can be everything that is used by the teachers or students to facilitate language learning.¹⁶ It refers to educational materials that the teachers used in the classroom to support learning activities and it is used by the students to facilitate them in learning. Richard and Renandya added that the learning materials could be in the form of printed materials,

¹⁵ R. W. Dahar, *Teori-Teori Belajar* (Jakarta: Erlangga, 1996), 106.

¹⁶ Brian Tomlinson, *Materials Development in Language Teaching* (Cambridge: Cambridge University Press, 1998), 2.

non-printed materials, and materials that compromise both print and non-printed sources.¹⁷ It could be textbooks, videos, the internet, podcasts, etc.

Mr. D Hall in Shraavan Kumar said that most people who learn communicate fluently in English which is not their first language by spending a lot of time in situations where they have to use the language for their real communication purposes.¹⁸ It can be concluded that materials should stimulate interactions and it can be achieved by providing activities that involve the situation and their real-time conversation. It means that the teacher should choose the suitable material related to the students' real life.

Tomlinson argued that materials are effective to help learners to notice features of the authentic language as they are exposed to facilitate and accelerate language acquisition.¹⁹ Hence, materials should provide experience in using English through spoken and written text with the potential to engage the students effectively.

c) Learning Procedure

The basic steps of learning were planning, implementation, and evaluation.

¹⁷ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66.

¹⁸ Shraavan Kumar, "Teaching Materials and Teaching Aids-1", *English Language Teaching*, 12 (May, 2017), 7.

¹⁹ Brian Tomlinson, *English Language Learning Materials* (London: Continuum, 2008), 15.

1) Planning

In this section, the teacher defined the learning objective that should be achieved by the students, prepared the material that would be taught, and determined the method that would be used. This preparation was carefully planned by the teachers referring to the lesson curriculum.²⁰

The planning of the learning process is namely lesson plan. It is the most operational plan before the teacher carried out the learning process.²¹ It can be concluded that the lesson plan described the procedure and learning management in doing learning activities.

2) Implementation

There are three steps in this section, such as pre-activity, main activity, and closing activity.²²

(a) Pre-Activity

Pre-activity is an activity carried out by the teacher at the beginning to make students' mentality and attention are focused on what they learn so that it will have a positive effect on teaching and learning activities.²³ It is intended to give simulation and

²⁰ Syaiful Sigala, *Konsep dan Metode Pembelajaran* (Bandung: Alfabeta), 136.

²¹ Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran* (Malang: UIN Maliki Press, 2010), 133.

²² Abdul Majid, *Perencanaan Pembelajaran* (Bandung; PT Remaja Rosdakarya), 104.

²³ B. Suryosubroto, *Proses Belajar Mengajar di Sekolah* (Jakarta: Rineka Cipta, 2002), 39.

motivation to the students about the material that will be learned.

This pre-activity could be conducted in several ways, such as:

- (1) Open the class by praying together
- (2) Checking the students' attendance list
- (3) Giving some illustration of the material that would be learned
- (4) Apperception or assessing the basic skill/knowledge
- (5) Creating the initial conditions of learning through efforts to create enthusiasm and readiness for learning through teacher's guidance to the students.

(b) Main Activity

In this section, the teachers implement teaching-learning strategies and methods that should be under the approach in the 2013 Curriculum that is scientific. The scientific approach is a science process-based approach that is done through the process of observing, questioning, exploring/experimenting, associating, and communicating.

- (1) Observing is a fundamental way of finding out about the world around us. It means that the students observe the material that was given by the teacher.
- (2) Questioning is one of the ways to develop knowledge in the form of concept, principle, procedure, theory and law, and meta-cognitive thinking. In this term, the students could ask something they didn't know to their teacher and friends about the material.
- (3) Exploring is a kind of activity that aims to internalize or explore the knowledge and skill that just learned.
- (4) Associating is the process of thinking logically and systematically over the empirical facts that can be observed to obtain a conclusion.
- (5) Communicating means point out the result of the study or present all knowledge and skill that understood by the students. the students usually present their work or show their result of the study.²⁴

²⁴ Hilwanah IMasai Irokhyandi and Puji Sumarsono, "Scientific Approach in Teaching Speaking Used by the English Teacher at SMA Islam Batu", <http://ejournal.umm.ac.id/index.php/celtic/article.com>, accessed on 18th of March 2020.

(c) Closing Activity

The closing activity is an activity that provides confirmation or conclusion and an assessment of the mastery of learning material given in the main activity. Activities that must be carried out in the closing activity, such as:

- (1) Carry out the final assessment and review the results of the assessment
- (2) Carry out follow up activities with alternative activities. It includes providing assignments related to the learning material and giving motivation.
- (3) Ending the learning activity by explaining or telling the subject matter that will be discussed in the next lesson.²⁵

3) Evaluation

The teacher's activity in this section is to evaluate students' learning. Many points of view regarded the evaluation activity was performed after the teachers do the teaching and learning process. Whereas evaluation activity can also be performed when the learning activity was in process.

²⁵ Abdul Majid, *Perencanaan*, 105-106.

d) Learning Evaluation

Evaluation is fixing the process of decision about some object that will be evaluated.²⁶ A teacher certainly had hope that what had been taught can be successfully understood by the students. So, it was to determine whether learning activities that had been carried out are successful or not. The Evaluation could be categorized into two, namely formative and summative.²⁷ Yet, the researcher tended to focus on formative evaluation.

Formative evaluation is an evaluation conducted at the end of each discussion of the subject or topic and intended to determine the extent to which the learning process has proceeded as planned. The use of tests during the learning process takes place or in the form of giving students comment or a suggestion, or call attention to an error, that feedback was offered to improve the learner's language ability.²⁸ The formative evaluation aimed to repair the teaching/learning process.

One of the tests which could be used in the formative evaluation and suitable for evaluating the students' speaking skill was the picture-cued task. It required description from the

²⁶ Mansyur,, et al, *Asesmen Pembelajaran di Sekolah: Panduan bagi Guru dan Calon Guru* (Yogyakarta: Pustaka Belajar, 2015), 9.

²⁷ Ibid., 12.

²⁸ Douglas Brown, *Language Assessment*, 6

test taker/students.²⁹ Pictures may be very simple and the test taker should tell or describe the picture.

b. Speaking Skill

As social creatures, we need to socialize with others in our daily life. One of the ways to socialize is communication. There are some ways to communicate with each other. Yet, there is a way to communicate which is used frequently by people in their daily life, it is speaking. We can communicate our feelings, ideas, and information that we have through speaking. Therefore speaking skill is very important in our daily life.

Nunan defined speaking is an ability to do conversation through language.³⁰ It means that speaking is used to make and join a conversation with other people. While Woods said that speaking can be effective depend on the speaker's ability to interact with other people.³¹ To make a good interaction trough speaking, it also needs a good listener. The listener should pay attention to the speaker so there will be no miscommunication between them. Therefore speaking skills can't be apart from listening skills. A speaker can't ignore the presence of the listener and vice versa.

From the definitions above, the researcher can conclude that speaking is a skill to express our feelings, opinions, and thoughts

²⁹ Ibid., 151

³⁰ David Nunan, *Languange Teaching Methodology; A Textbook for Teachers* (Cambridge: Cambridge University Press, 2001), 40.

³¹ Caroline Woods, *Teaching and Assessing Skills in Foreign Language* (Cambridge: Cambridge University Press, 2002), 41.

orally in the form of conversation. It is also to share the information that we have and get the information that we need. Therefore speaking is an important skill in our daily life because we need it to communicate with other people.

1) Accuracy

Accuracy is the ability to produce grammatically and lexically accurate English sentences. It refers to how correct learners' use of the language system is. It includes their use of grammar, vocabulary, and pronunciation.

a) Grammar

Grammar is one of the language aspects that must be mastered by students to produce and arrange words into correct sentences especially when they speak. Michel and Catherine stated that grammar is not the most important thing to be learned in the world but if you make mistakes in grammar, your words may be more difficult to be understood and some people may look down on you.³²

Linda and Peter defined grammar as the theory of how language puts together and how it works. More particularly, it is the study of wording.³³ It is used not only in writing but also

³² Michel Swan and Catherine Walter, *How English Works A Grammar: Practice Book with Answer* (China: Oxford University Press, 2002), 2.

³³ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Antipodean Educational Enterprises, 1995). 2.

in oral communication. To make the listeners understand what the speakers say easily, they must use correct grammar.

b) Vocabulary

Vocabulary is one of the English sub-skill that should be mastered also by the students. It is used to make a sentence, paragraph, or even a text. Vocabulary is a list of words that are known and collected by someone.³⁴ It can be concluded that when people want to say or write something, they have to have a vocabulary in their minds.

Vocabulary has an important role in communication in the form of spoken or written. People will do nothing in communication if they don't master the vocabulary. It's supported by Thornbury's statement that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.³⁵ Nunan also said that vocabulary is essential for successful second language use.³⁶ It can be concluded that vocabulary has an important function in making up communication.

c) Pronunciation

Pronunciation is required not merely for talking, but for communicating and making sense to another person. That is,

³⁴ David Nunan, *Practical English Language Teaching Young Learners* (New York: Mc-Graw-Hill ESL/ELT, 2006), 121.

³⁵ Scott Thornbury, *How To Teach Vocabulary* (London: Pearson Education Limited, 2002), 13.

³⁶ David Nunan, *Language Teaching Methodology: A Text Book for Teacher* (London: Phoenix, 1995), 117.

for making meaning in both an audible and understandable.³⁷ Pronunciation is the crucial starting point for all spoken language since words must be articulated correctly. It is to avoid misunderstanding in communication.

In speaking, pronunciation is the way for speakers to produce clearer sounds when they speak. It will be nice to speak by the proper pronunciation of words so that no misunderstanding will occur in the transmission of meaning. Besides, it is needed for the understanding of learning a foreign language.

2) Fluency

Fluency is the ability to produce language coherently and effortlessly. It refers to how well the learner communicates meaning rather than how many mistakes they make in grammar, vocabulary, pronunciation. In speaking, fluency is the aim of many language learners

a) Smoothly

If the students can speak fluently means they can speak smoothly. In this term, they learn how to effectively use 'fillers' when they speak and how to use synonyms, opposites, and related vocabulary that gives continuity to the speech. Fillers are used to telling the listeners that we haven't finished,

³⁷ Martha C. Pennington and Pamela Rogerson Revell, *English Pronunciation Teaching Contemporary Perspectives* (United Kingdom: Palgrave Macmillan, 2019), 1.

but we are thinking of what to say next. If the students can't manage their fillers, it won't make their speaking fluent.

b) Confidently

In oral performance, self-confidence can be showed by using eye contact or looking at someone when the speakers are talking to them, having a good posture, using gestures and body language, keeping conversation go on without too much hesitation like using 'eemmm....', and keeping a smile.

When the speaker can speak confidently means they have good self-confidence. Self-confidence is a crucial part of speaking skills because that can give enthusiasm, brave, and stimulation to the speakers.³⁸ Therefore, if the speakers have high self-confidence, they will achieve the best performance in speaking skill and they will speak fluently.

³⁸ Roysmanto, "A Correlation Between Self-Confidence and The Students' Speaking Skill", *Research and Innovation in Language Learning*, (January, 2018), 2.

CHAPTER III

RESEARCH METHODS

A. Research Design

This research used a qualitative method. According to Lodico, Dean, and Katherine “qualitative research reports data in a narrative (using words rather than numbers) form”.³⁹ Further, Donal Ary stated that “qualitative research is research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data”.⁴⁰ It means that the data in this research was analyzed in the form of description and identification or analysis of the text.

The researcher used descriptive as a kind of research. Cresswell stated that qualitative research is descriptive in that the researcher is interested in the process, meaning, and understanding gained through words or pictures.⁴¹ It means that the researcher should be interested in the process, meaning, and understanding then described it in the form of words or pictures. The researcher chose qualitative descriptive because the researcher described the data taken. It described the goals, material, procedure, and evaluation of speaking skill learning through information gap activity at second-grade students of MTsN 2 Jember in Academic year 2019/2020.

³⁹ Marguerite. G Lodico, Dean T Spaulding and Katherine N. Voegt, *Methods in Educational Research, 2nd Edition: From Theory to Practice* (San Fransisco: Jossey-Bass,2010), 143.

⁴⁰ Donal Ary, et. al, *Introduction to Research in Education, 8th Edition* (Belmont USA: Wadsworth, 2010), 29.

⁴¹ John W. Cresswell, *Research Design: Qualitative and Quantitative Approaches* (California: SAGE Publicitatitons, Inc, 1994), 162.

B. The setting of the Research

Place of the research is where the research was conducted and where the problem has occurred. This research was conducted at second-grade students of MTsN 2 Jember which is located at Jl. Merak No.11, Slawu, Patrang, Jember. The reason why the researcher chose MTsN 2 Jember as the place of the research was that the English teacher there applied information gap activity in the teaching speaking. The research was conducted in the VIII-F class because the class consists of the students with equal capability in English and it was based on the teacher's recommendation.

C. The subject of the Research

In qualitative research, the researcher did observations and interview with the people who knew well about the situation related to the title of the research. The researcher determined the informants by using a purposive way. Arikunto defined purposive sampling as the process of selecting a sample based on a specific purpose.⁴² It means that the researcher chose the informants of the research based on the exact considerations. It is believed to be appropriate to provide a maximum understanding of what the researcher is researching.⁴³ The researcher used her experience and knowledge to select a sample of participants that was believed could provide relevant information about the topic.

The informants of the research were:

⁴² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta), 183.

⁴³ Donal, *Introduction to Research*, 428.

1. The English teacher is Mr. Hans who applied information gap activity technique in speaking skill learning and knew well about the technique.
2. The students of VIII-F because it consists of students with equal capability. Yet, the researcher chose two students based on the teacher's recommendation. They were Hana and Iqbal.

D. Data Collection Technique

To obtain the data of the research, the data collection technique used in this research were:

1. Observation

Observation is the activity of giving total concern to the research object of the sense. In observation, the researcher took field notes on the behavior and activities of individuals at the research spot. It can also produce data for verifying or nullifying information provided in face to face meetings.⁴⁴ The researcher took a note about how the teacher implemented the information gap activity technique in speaking skill learning, the location of the research, and the situation in the classroom. The purpose of the observation was to explain the situation in classroom activities, figure out how the teacher implemented speaking skill learning through information gap activity, and the relation between situation, activity, and individual.

In conducting the observation, the researcher would use the observer as participant. In the observer as participant stance, researchers

⁴⁴ Beverly Hancock and friends, *An Introduction to Qualitative Research* (Nottingham: The NIHR RDS, 2009), 18.

may interact with subjects enough to establish rapport but do not really involved in the behaviors and activities of the group.⁴⁵ It means that the researcher was present at the scene of action but did not interact or participate.

The data which was gotten from the observation was:

- a. The setting of the research
 - b. Situation and condition of the classroom. It included how the teacher facilitated speaking skill learning through information gap activity technique and the students' reactions.
2. Interview

The interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and join the construction of meaning about a particular topic.⁴⁶ It is also one of the data collection methods which required direct communication between the researcher and the subject or informant.

In this research, the researcher used a semi-structured interview. It is the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process.⁴⁷ the researcher arranged questions list before doing an interview and it could be changed or added with other questions during the interview process. Applying this kind of interview was to create a relaxed

⁴⁵ Donal, *Introduction to Research*, 433.

⁴⁶ Kristin G Esterberg, *Qualitative Methods in Social Research* (New York: Mc Graw Hill, 2002), 212.

⁴⁷ Donal, *Introduction to Research*, 438.

and flexible situation so the subjects or informants would feel comfortable sharing the information they have.

The data which was gotten from the interview were:

- a. The goals of speaking skill learning through information gap activity
 - b. Teaching material used in speaking skill learning through information gap activity
 - c. The procedure for speaking skill learning through information gap activity
 - d. The evaluation of speaking skill learning through information gap activity
3. Document Review

Document review means the effort to collect data by investigating written objects.⁴⁸ It is also taken from the record, transcript, books, inscriptions, agendas, and so on. Besides, the document review helped the researcher to attach evidence supporting the research. With the method of document review, data obtained were:

- a. History of MTsN 2 Jember
- b. Profile of MTsN 2 Jember
- c. Teacher and employee data of MTsN 2 Jember
- d. Students data of MTsN 2 Jember
- e. Lesson plan

⁴⁸ Mudir, *Metode Penelitian Kualitatif dan Kuantitatif* (Jember: STAIN Jember Press, 2013), 186.

E. Data Analysis

After doing the observation and interview, the researcher analyzed the data based on observation's note and interview guide. All of the data that had been collected will be analyzed in several steps. As mentioned by Miles, Huberman, and Saldana, there are three steps in conducting the data analysis process in qualitative research. Those steps were explained as follow:

1. Data Condensation

Data condensation is an activity that leads the researcher to summarize, choose, and focus on the data that had been taken from participants. According to Miles et al, "data condensation refers to the process of selecting, focusing, simplifying, abstracting, and or transforming the data into the writer text (observation's note, interview transcript, and documents)".⁴⁹ Moreover, the researcher used data condensation by sifting through, categorizing, and making abstractions from field notes, interviews, and document review to identify the similar phrases in this research.

2. Display Data

In qualitative research, the data display was done in form of description. Description of the data directed to data condensation results are organized and arranged in relationship patterns, so that more easily understood and planned further research. In this step, the researcher tried to arrange the relevant data so the information can be concluded and have

⁴⁹ Mathew B, Michael, Huberman, *Analisis Data Kualitatif*.

a certain meaning. The process can be done by displaying the data, making the relationship between phenomenon to interpret what happened and what needed to be followed up to catch the research purposes.

3. Conclusion Drawing

The final step in qualitative data analysis is drawn and verified conclusion. In this step, the researcher identified the results of the interview that had been obtained and identified. The conclusion would be still temporary and it would be changed if there was no strong evidence to support the next data collection. Therefore, the conclusion obtained was a credible conclusion.

F. Data Validity

In qualitative research, some techniques could be used to increase researcher data validity. The validity of the research was very important in research. The researcher could use triangulation as one of the data validity techniques.⁵⁰ Moleong explained that “triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data”.⁵¹

In this research, the researcher used source triangulation and technique triangulation. Source triangulation used different sources to get the same data. It used to check the information which was taken from different times. The emphasis was on the source of data not in the data collecting method or others.

⁵⁰ Nusa Putra, *Metode Penelitian Kualitatif Pendidikan* (Jakarta: Raja Grafindo Persada, 2012), 103.

⁵¹ Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2008), 303.

Technique triangulation was done by collecting the same data by using different techniques or methods of collecting data. The emphasis was on the use of different data collecting methods to indicate the same source to test data validity.

The steps were four, namely:

1. Comparing observational data with the results of interviews
2. Comparing observational data with the contents of related document
3. Comparing what the English teacher says about the classroom activity with what students say
4. Comparing the results of interviews with the contents of the related document

G. Research Procedures

In this section, the research implementation plan carried out by researchers, starting from preliminary research, design development, actual research, and report writing. The research stages consisted of pre-field research, fieldwork stages, and data analysis stages.

1. Pre-field stage

There were several stages of activities that the researcher must do. There was research ethics that should be understood. It would be mentioned as follow:

- a. Arrange a research design
- b. Select research location
- c. Take care of licensing

- d. Explore and assess the research location
 - e. Select and use informants
 - f. Prepare the research instrument
2. Field-work stage
 - a. Apprehend background and objective of the research
 - b. Enter to the research location
 - c. Look for the data source
 - d. Participate while collecting the data
 - e. Complete the data
 3. Data analysis phase

The data analysis phase was the last stage of the research process that was discussed in the previous chapter. The activities as follow:

- a. Analyze data
- b. Take care of licensing complete research
- c. Arrange or serve the data which formed in report
- d. Conclusion withdrawal
- e. Revise the refined report

H. Research Outline

The result of this research will be divided into five chapters. Here will be explained what every chapter consists of:

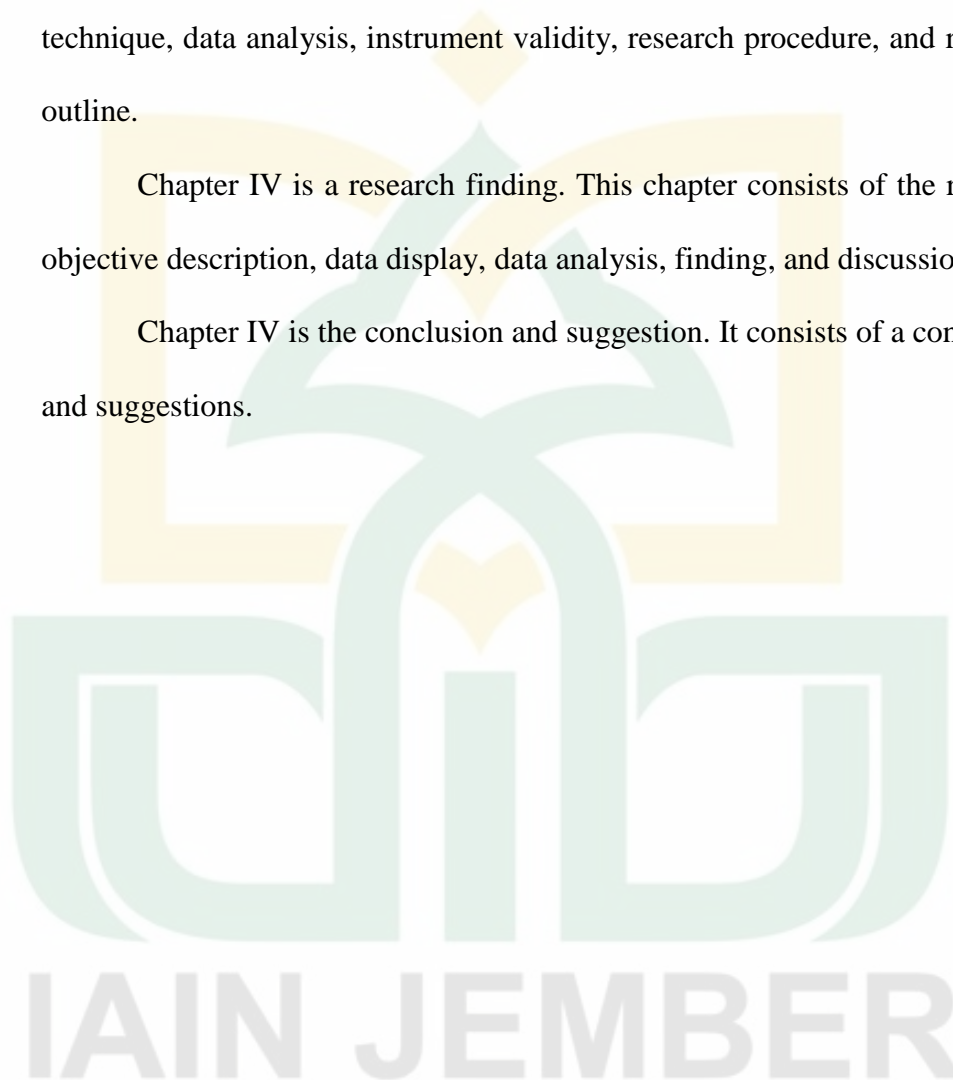
Chapter I is introductory. This chapter consists of the background of the research, research question, objective of the research, the significance of the research, definition of key-term.

Chapter II is a review of related literature. This chapter consists of previous research and theoretical framework.

Chapter III is a research methodology. This chapter consists of a research design, place of the research, source of data, data collection technique, data analysis, instrument validity, research procedure, and research outline.

Chapter IV is a research finding. This chapter consists of the research objective description, data display, data analysis, finding, and discussion.

Chapter V is the conclusion and suggestion. It consists of a conclusion and suggestions.



CHAPTER IV

RESEARCH FINDINGS

A. The Research Object Description

1. History of MTsN 2 Jember

MTsN 2 Jember is located in Merak street No. 11 Slawu, Patrang, Jember. it stood in 1978. As mandated by the constitution 1945 and all its changes, MTs Negeri 2 Jember was more engaged in the efforts to increase the teachers' competency and the ability of the administrator in the framework of the implementation of Curriculum 2006/KTSP and Curriculum 2013. In 2011, MTs Negeri 2 Jember followed accreditation conducted by the National Accreditation Body of Madrasah School (BAN-S/M) obtained the value of 94 or rank A.

In its development, MTs Negeri 2 Jember opened several programs as follow:⁵²

- a. Full-Day School in the academic year 2010/2011;
- b. Featured Classroom Program in the academic year 2010/2011;
- c. Acceleration class stipulated by the Decree of the Head of Regional Office of the Ministry of Religious Affairs East Java No: Kw. 13.4/1/PP. 00.5/1178/SK/2011 Dated 25 November 2011 in the academic year 2011/2012;
- d. Full-Day School with a deepening of English materials in cooperation with LBB EFB in the academic year 2012/2013;

⁵² Document Review, 25th of February 2020

- e. Acceleration Class in the academic year 2014/2015, it was based on the decree of the Head of Regional Office of the Ministry of Religious Affairs East Java number 410, 2015, about the determination of Madrasah Tsanawiyah and Madrasah Aliyah acceleration Program organizers in East Java.
- f. Semester Credit System (SKS) in the academic year 2015/2016, it was based on the decree of the Director-General of Islamic Education No. 3274 the year 2015 on the determination of Madrasah provider Credit System semester (SKS) academic year 2014/2015.

2. School Identity

School name	: MTs Negeri 2 Jember
School Statistic Number (NSM)	: 121135090002
National School Principal Number (NPSN)	: 20581534
Latitude	: -8.1558000
Longitude	: 113.6910000
Telephone Number	: 0331-482926
Website	: mtsnjember2.com
Address	: Merak Street No.11 Slawu
Sub-district	: Patrang
District	: Jember
Province	: East Java

3. Vision and Missions of MTsN 2 Jember

a. Vision

The realization of Islamic school which has Islamic generation, professional, competitiveness, and environmentally enlightened)

b. Missions

- 1) Carry out effective learning activities and guidance based on

Imtaq and Iptek

- 2) Carry out effective learning activities and guidance based on *Imtaq* and *Iptek*
- 3) Develop the potential and personality of the learners, educators, and educational forces optimally
- 4) Nurture the passions of academic and non-academic excellence
- 5) Implementing K-13 curriculum based on *Adiwiyata*⁵³

B. Data Display and Data Analysis

The researcher collected the data using observation, interview, and document review techniques. Based on the results of observation, interviews, and document review, the researcher found the data about the implementation of speaking skill learning through information gap activity at the second grade students of MTsN 2 Jember.

The data were displayed and analyzed based on research questions, such as; 1) What are the goals of implementing speaking skill learning through information gap activity at second-grade students of MTsN 2 Jember, 2) What material does the teacher use in implementing speaking skill learning through information gap activity at second-grade students of MTsN 2 Jember, 3) How is the procedure in implementing speaking skill learning through information gap activity at second-grade students of MTsN 2 Jember, and 4) How is the evaluation in implementing speaking skill learning through information gap activity at second-grade students of MTsN 2 Jember, were obtained the data as follow:

⁵³⁵³ Document Review, 25th of February 2020

1. The Goals of Speaking Skill Learning through Information Gap Activity Technique at Second-Grade Students of MTsN 2 Jember

The goals of implementing speaking skill learning through information gap activity at second grade students according to Mr. Hans as English teacher said:

“goals nya itu mbak untuk raise students’ motivation to speak in English dan siswa dapat mendeskripsikan sesuatu dengan bahasa Inggris secara lisan. (The goals are to raise students’ motivation to speak in English, encourage students to use English in the learning activity, and to make the students be able to describe something in English).⁵⁴

Mr. Hans said that the goals of implementing speaking skill learning through information gap activity are 1) to raise students’ motivation to speak in English and 2) to make the students be able to describe something in English.

It was also supported by Hana as one of the students in the class.

She said:

“Kita jadi terdorong buat ngomong pakai bahasa Inggris dan kita jadi bisa mendeskripsikan sesuatu dengan bahasa Inggris. (we were motivated to speak in English and able to describe something in English orally).⁵⁵

Hana said that she and her classmates became motivated to speak in English and be able to describe things in English orally.

According to the interview above, the goals of implementing the information gap were to raise students’ motivation to speak in English and make the students be able to describe things orally. Sometimes, students

⁵⁴ Mr. Hans, *Interview*, Jember, 6th of March 2020.

⁵⁵ Hana, *Interview*, Jember, 6th of March 2020.

were shy to speak English and information gap activity can make students use their target language or English because they have to give and ask some information to their friends to complete the task which was given by the teacher.

The interview above was also confirmed on lesson plan point C about the learning objectives that the students were able to:

“a. *Siswa* dapat menanyakan dan menyatakan deskripsi tentang sesuatu secara lisan, b. *Siswa* dapat mendeskripsikan sesuatu dalam kehidupan sehari-hari”⁵⁶

From the observation in the class, Mr. Hans didn't tell about the learning objectives. Yet, students could do what Mr. Hans said in the interview. Besides, the researcher also found that implementing information gap activity could give more opportunities for students to speak English. The students had many opportunities to speak English because they should give and ask information to their friends by describing and they must use their English in communication.⁵⁷

Based on the interview, document review (lesson plan), and observation above, it could be concluded that the goals of implementing information gap activity as follow: first, it encouraged students' motivation to speak English. Second, it made students be able to describe things orally. Third, it gave students' opportunity to speak English.

⁵⁶ Lesson Plan, *Document Review*, Jember, 5th of March 2020.

⁵⁷ Observation, 5th of March 2020

2. The material of Speaking Skill Learning through Information Gap Activity Technique at Second-Grade Students of MTsN 2 Jember

The material of implementing information gap activity in teaching speaking at second grade students according to Mr. Hans said was:

*“The material was about describing something. It was animal, nature, and so on. Materinya saya ambil dari buku paketnya anak-anak sama tadi itu ada gambar-gambar from Google, pokok sendiri sesuai kebutuhan mereka sekalian biar mereka dapet juga skill bahasa Inggrisnya mbak. Saya pakai describing karena sesuai dengan technique yang saya terapkan. (The material was about describing something. It was animal, nature, and so on. The material was based on the book and some pictures were from Google, it was based on what the students need to sharpen their skill in English. I chose to describe something as the learning material because it is suitable with the technique that I implemented)”*⁵⁸

From the interview above, the researcher found that the material used was describing something. The teacher took the material from the book and sometimes from the Internet. For describing things, the teacher took the pictures related to the material being discussed from the Internet. As a good teacher, it is better to choose the material based on what students needed and it could encourage students' English skills. The reason why the teacher chose that material was that it was suitable for the technique that he implemented in the class.

It was also supported by Hana as one of the students in the class, she said:

“tadi itu belajar tentang mendeskripsikan sesuatu. Pertamanya Mr. Hans menyuruh kita untuk mendeskripsikan tentang sapi & kucing terus yang berkelompok tadi suruh mendeskripsikan tentang alam,

⁵⁸ Mr. Hans, *Interview*, Jember, 6th of March 2020

ada gunung, pantai, sawah. (we studied about describing things. First, Mr. Hans asked us to describe about cow and cat then he asked us to describe about nature. It was mountain, beach, and rice field)⁵⁹.

Hana said that they learned to describe something such as describing animals and nature. For the first they described animals such as cow and cat together then the teacher asked them to make a group then they had to describe nature such as mountain, beach, and rice field.

The interview above also confirmed by the lesson plan point D about the learning material as follows:

“Materi Pembelajaran: Mendeskripsikan sesuatu. (The Learning material: Describing something)⁶⁰.

Based on the observation, the material which was used by the teacher was describing something such as animal, nature, and so on. In the simulation, the teacher asked the students to describe a cow and cat. The students answered as “it has four legs”, “the colors are white and black”, “it has a tail”, and so on. While, for group work, the teacher asked the students to describe nature such as mountain, beach, and rice fields to their friends.⁶¹

Based on the interview, document review, and observation above, the researcher concluded that the material used in implementing information gap activity in teaching speaking was describing something, such as animals and nature.

⁵⁹ Hana, *Interview*, Jember, 6th of March 2020

⁶⁰ Lesson Plan, *Document Review*, Jember, 5th of March 2020

⁶¹ Observation, 5th of March 2020

3. The Procedure of Speaking Skill Learning through Information Gap Activity Technique at Second-Grade Students of MTsN 2 Jember

The procedure of implementing information gap activity in teaching speaking at second grade students according to the interview with the teacher as follow:

“First, we prayed before starting the material then I gave them a little stimulus about what we would learn. Like I showed two pictures then I asked them about its characteristics. For example, I showed a picture about cat then I asked them about ‘what is it?’, ‘how does it look like?’, ‘what is its color?’, and they described it together with their friends. Afterward, I divided them into some groups which were consisted of 4-5 students for each group. One of them was a drawer and the rest of them became describer. They came forward one by one to see the picture then they went to their friend who became a drawer and described what they saw. The drawer tried to draw what their friends described. After they finished drawing, they come forward and tried to describe to their friends in the class what they had drawn. Then, I gave some feedback about their performance. The last, we concluded what we had learned together then prayed together.”⁶²

From the interview above, there were some steps used by the teacher. First, the teacher opened the class by praying together then gave the students a stimulus about what would be learned. Second, the teacher showed the animal picture then students should try to describe it together with their friends in the class. Third, the teacher divided the class into some groups then explained to the students what they should do. Fourth, the students did their role in their group. One of them became a drawer and the rest of them became describer. Fifth, if they finished drawing and describing, they came forward and described what they had drawn in front

⁶² Mr. Hans, *Interview*, Jember, 6th of March 2020

of the class. When the students came forward, the teacher gave some feedback. The last, the teacher asked the students to conclude what they had learned then prayed together. As a professional teacher, it is better to make teaching and learning procedures more effective.

It was also supported by the statement of one of the students of VIII F, he stated:

“Awalnya gurunya salam terus menjelaskan materi yang akan dipelajari dengan menunjukkan gambar hewan. Kita disuruh untuk menjelaskan tentang gambar itu. Setelah itu, dibentuk kelompok. Dalam satu kelompok itu ada yang jadi tukang gambar, lalu sisanya bertugas untuk mendeskripsikan gambar yang dilihat di depan. Setelah waktunya habis, Mr. Hans menyuruh kita untuk maju ke depan dan menjelaskan apa yang di gambar tadi. Setelah maju semua, Mr. Hans menyuruh kita untuk menyimpulkan hasil belajar tadi terus doa terus pulang miss. (The teacher gave greeting then explained what we would learnt by showing animal pictures. He asked us to identify those pictures. Afterward, we were divided into some groups. In each group, there was one student as a drawer and the rest was describers. After the time was up, Mr. Hans asked us to come forward and explained what we had drawn. After all the groups came forward, Mr. Hans asked us to conclude what we had learnt. The last were prayed then went home).”⁶³

He said that the teacher gave greeting then explained the material that would be learned by showing animal pictures. The students should describe the pictures. Afterward, the teacher divided the class into some groups. In each group, there was one student as a drawer and the rest was describers. After the time was up, the teacher asked the students to come forward and explained what they had drawn. After all the groups came

⁶³ Iqbal, *Interview*, Jember, 6th of March 2020

forward, the teacher asked us to conclude what they had learned. The last, they prayed then went home.

The interview above also supported by the lesson plan point F about the procedure of implementing information gap activity as follows:

*“a. Guru memberikan ilustrasi tentang materi yang akan dipelajari, b. guru menunjukkan sebuah gambar, c. Siswa diminta untuk mengamati dan mengidentifikasi gambar yang ditunjukkan, d. Guru meminta siswa untuk menyebutkan hal-hal yang ada di gambar seperti bentuk, ukuran, warna, fungsi, dan lain-lain, e. Guru memberikan pertanyaan seputar gambar, f. Siswa merespon pertanyaan yang berkaitan dengan gambar secara lisan, g. Guru membagi kelas menjadi beberapa kelompok, h. 1 siswa menunggu di bangku belakang dengan kertas kosong, sisanya bergantian memberikan informasi dengan mendeskripsikan tentang gambar yang mereka lihat kepada ‘drawer’, i. Siswa di bangku belakang menggambar apa yang dideskripsikan oleh teman mereka, j. Setelah selesai menggambar, guru meminta siswa untuk mendeskripsikan hasil kerja mereka ke depan kelas dan guru memberikan umpan balik, k. Siswa menyimpulkan materi yang telah dipelajari, l. Doa dan salam. (a. The teacher gave illustration about the material that would be learnt, b. The Teacher showed a picture, c. students were asked to observe and identify the picture showed, d. the teacher asked the students to mention things in the picture such as shape, size, color, function, and so on, e. The teacher asked questions related to the picture, f. The students answered the questions orally, g. The teacher divided the class into some groups, h. A student in each group waited in the backward with a blank paper, the rest of them gave information by describing what the saw by turns, i. A student in the backward drew as what his/her friends described, j. After they finished, the teacher asked them to come forward to describe their work in front their friends in the class then the teacher gave feedbacks, k. The students concluded the material, k. Prayed and greeting)”*⁶⁴

There were some steps in implementing speaking skill learning through the information gap activity technique, as follows: 1) The teacher gave illustrations about the material that would be learned. 2) The Teacher

⁶⁴ Lesson Plan, *Document Review*, Jember, 5th of March 2020.

showed a picture. 3) Students were asked to observe and identify the picture showed. 4) The teacher asked the students to mention things in the picture such as shape, size, color, function, and so on. 5) The teacher asked questions related to the picture. 6) The students answered the questions orally. 7) The teacher divided the class into some groups. 8) A student in each group waited in the backward with a blank paper, the rest of them gave information by describing what they saw by turns. 9) A student in the backward drew as to what his/her friends described. 10) After they finished, the teacher asked them to come forward to describe their work in front of their friends in the class then the teacher gave feedbacks. 11) The students concluded the material. 12) Prayed and greeting

While from the observation, the procedure of implementing speaking skill learning through the information gap activity technique was as follows: Mr. Hans showed cat and cow's pictures then he asked the students to observe and identify the characteristics of the picture. While students mentioned it, Mr. Hans tried to correct the student's pronunciation, grammar, and vocabulary. Afterward, he divided the students into 6 groups. Each group consisted of 4-5 students. One student became a 'drawer' and the rest became 'describers'. The describers should describe the picture that they saw to the drawer by turn. The drawer should draw what the describers described. Sometimes, the drawer asked about the description that they didn't clearly understand to the describer. At that time, the class became crowded because they were so excited. Yet, Mr.

Hans could handle it. When they finished drawing and describing, Mr. Hans asked the students to come forward to describe what they had drawn. After the students present their drawings, Mr. Hans gave feedbacks about their performance. The last, he asked the students to conclude what they had learned that day then prayed and gave greeting.⁶⁵

Based on the interview, document review, and observation about the procedure of implementing speaking skill learning through the information gap activity technique at the second grade students, the researcher could conclude it into four points. First, the teacher showed pictures to stimulate the students and asked them to describe it. Second, the teacher divided the students into some groups and asked them to be a drawer and describers. The describers described a picture they saw to the drawer and the drawer drew it. Third, the teacher asked them to describe what they had drawn in front of the class. The last, the teacher asked the students to conclude what they had learned.

4. The Evaluation of Speaking Skill Learning through Information Gap Activity Technique at Second-Grade Students of MTsN 2 Jember

The evaluation of implementing speaking skill learning through information gap activity technique at second grade students of MTsN 2 Jember based on the interview with the English teacher as follows:

“Jadi anak-anak tadi waktu kegiatan kan ada yang gatau bahasa Inggrisnya, salah grammarnya, kurang kosa kata, dan lain-lain saya benarkan, saya koreksi biar mereka bisa improve skill speaking. Terus mereka saya suruh untuk maju kedepan

⁶⁵ Observation Data, 5th of March 2020

mempresentasikan hasil gambaran mereka. (So, when students didn't know the English of the words, using uncorrect grammar, lack of vocabularies, etc I gave them feedback, suggestion, or comment so they could improve their speaking skill. Then, I asked them to come forward and present their drawing)".⁶⁶

From the interview above, the evaluation used by the teacher was giving feedback and comment directly for the students could improve their speaking skills. Besides, the teacher also used oral test by asking the students to describe the picture they had drawn.

It was also supported by Hana as one of the students, she said:

"iyaa tadi kalau kita gatau bahasa Inggrisnya, terus kita salah ngomong, grammarnya salah dikasih tau sama Mr. Hans. Kalau misal kita bener, Mr. Hans bakal muji kita dengan bilang "waaah good job" gitu terus kalau kita sudah selesai menggambar, Mr. Hans nyuruh kita untuk presentasi hasil yang kita gambar di depan kelas. (When we didn't know the English/vocabulary and using incorrect grammar Mr. Hans would help us. If we were correct, he would praise us by saying "good job" then when we finished drawing, Mr. Hans asked us to present what we had drawn in front of the class)".⁶⁷

When the students used incorrect grammar, Mr. Hans would help them to correct it. If they were correct, Mr. Hans would give compliments to the students such as good job. Then, if they finished drawing, Mr. Hans asked them to present what they had drawn.

Based on the observation in the classroom, Mr. Hans walked around the class to control the students, know their difficulties, and help them to face it. When the students didn't know the English of the words or lack of vocabulary, Mr. Hans helped them. If the students did a great job,

⁶⁶ Mr. Hans, Interview, Jember, 6th of March 2020.

⁶⁷ Hana, Interview, Jember, 6th of February 2020

Mr. Hans would say “very good!”, “good job”, etc. to boost students’ motivation to speak in English. When the students come forward and presented their drawings, Mr. Hans gave feedback and correction.⁶⁸

Based on the interview and observation above the teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to describe the picture they had drawn (picture cued-task).

Based on the results of the data description presented above, the results and findings of the research could be concluded. The conclusion of the results or research findings would be explained in the following table:

Table 4.1
Results or Research Findings

No.	Research Focus	Research Findings
1	2	3
1.	What are the goals of implementing information gap activity in teaching speaking skill at second grade students of MTsN 2 Jember in the academic year 2019/2020?	There were three points: first, it encouraged students’ motivation to speak English. Second, it made students be able to describe things orally. And Third, it gave students’ opportunity to speak English.
2.	What material does the teacher use in implementing information gap activity in teaching speaking skill at second grade students of MTsN 2 Jember in the academic year 2019/2020?	The material used in implementing information gap activity in teaching speaking was describing something, such as animals and nature.

⁶⁸ Observation, Jember, 5th of March 2020

3.	How is the procedure of implementing information gap activity in teaching speaking skill at second grade students of MTsN 2 Jember in the academic year 2019/2020?	First, the teacher showed pictures to stimulus the students and asked them to describe it. Second, the teacher divided the students into some groups and asked them to be a drawer and describers. The describers described a picture they saw to the drawer and the drawer drew it. Third, the teacher asked them to describe what they had drawn in front of the class. The last, the teacher asked the students to conclude what they had learned.
4.	How is the assessment of implementing information gap activity in teaching speaking skill at second grade students of MTsN 2 Jember in the academic year 2019/2020?	The teacher assessed the students with a formative assessment that was giving feedback and correction to the students and asked the students to describe the picture they had drawn (picture cued-task).

C. Findings and Discussion

In this discussion, the researcher described the data obtained by the researcher from the field and previously presented in the form of data presentation. The following data were:

1. The Goals of Speaking Skill Learning through Information Gap Activity Technique at Second-Grade Students of MTsN 2 Jember

The goal of teaching is teachers' purpose to guide in the learning process, to facilitate the teacher when measures the students' ability to know where this direction will be taken. If the students can follow and understand what has become the goal of the teacher. The major goal of teaching is to ensure that students learn what has been taught. It,

therefore, behaves the teacher to teach in such a way as to promote learning.⁶⁹

The goal finding of implementing speaking skill learning through information gap activity at second grade students of MTsN 2 Jember such as; it encouraged students' motivation to speak English, made students be able to describe things orally and allowed students to speak English. This is in accordance with was stated by Lewis and Hill in Brogan that working in groups will increase the students' talking time and decrease that of the teacher. So it can give students the opportunity to speak.⁷⁰

It is also in accordance with was stated by Scrivener that information gap could provide activities that motivate students to speak in their target language/English.⁷¹ Thus, the goals of implementing information gap activity in teaching speaking at second grade students of MTsN 2 Jember from the findings and theory could be concluded that it motivated the students to speak English, then it could make students be able to describe things orally, and gave the students opportunity to speak English.

2. The Material of Speaking Skill Learning through Information Gap Activity Technique at Second-Grade Students of MTsN 2 Jember

⁶⁹ Bethel T. Abiano, "Nature of Teaching: What Teachers Need to Know and Do", *International Journal for Innovation Education and Research*, 1 (2013), 38.

⁷⁰ Martyn Borgan, "Using Two Way Information Gap Task to Encourage Equal Participation From the Students in Group Work Activities in an EFL Class at Nha Trang Teachers' Training College", *Innovation*, (September 2006), 10.

⁷¹ Jim, *Learning Teaching*, 53.

Teaching material is materials that could be used by the teacher to help students in the learning process.⁷² It could be visual or audio materials. The teacher could choose the suitable material for the students. Yet, before choosing the material the teachers supposed to consider some factors related to the teaching and learning process especially for the suitability of the class. The material finding in implementing speaking skill learning through information gap activity at second grade students of MTsN 2 Jember was about describing things such as animal and nature. The students should ask and give descriptions to their friends who didn't have any information, so they had to build a conversation. This is in accordance with what stated by Shravan Kumar materials should stimulate interaction and it can be achieved by providing the activities which involve the situation and their real-time conversation.⁷³ The students could ask and give information about something in their daily life by describing it.

The teacher got the material from the textbook owned by the students and also the Internet. This is in accordance with what stated by Richard and Renandya that the learning materials could be in the form of printed materials, non-printed materials, and materials that compromise both print and non-printed sources.⁷⁴ The teacher used printed material in the teaching-learning process.

Thus, the material in implementing information gap activity in teaching speaking at second grade students of MTsN 2 Jember from the

⁷² Brian, *Materials*, 2.

⁷³ Shravan Kumar, *Teaching Material*, 7.

⁷⁴ Jack C, *Methodology in Language Teaching*, 6 5-66.

finding and theory could be concluded that the material was about describing things that could be useful in their real life.

3. The Procedure of Speaking Skill Learning through Information Gap Activity Technique at Second-Grade Students of MTsN 2 Jember

The procedure of implementing speaking skill learning through information gap activity at second grade students of MTsN 2 Jember, there were four steps. First, the teacher showed pictures to stimulus the students and asked them to describe it. Second, the teacher divided the students into some groups and asked them to be a drawer and describers. The describers described a picture they saw to the drawer and the drawer drew it. Third, the teacher asked them to describe what they had drawn in front of the class. The last, the teacher asked the students to conclude what they had learned.

This is in accordance with what stated by Legutke and Thomas that information gap activity could be implemented by an activity named memorizing the picture. The class was divided into some groups, in each group there was a 'drawer' and 'the describers'. The teacher projected the picture onto the screen for seconds. The 'drawers' were back to the room and the 'describers' should tell the 'drawers' what they had seen and remembered. The 'drawers' had five minutes to complete the incomplete picture. Last, the pictures for each group were displayed on the wall and they discussed it.⁷⁵ Yet, there were differences in implementing

⁷⁵ Legutke and Thomas, *Process and Experience in the Language Classroom*, 96

memorizing pictures between what the teacher did and Thomas and Legutke. These are the differences, such as: 1) The ‘describers’ described what they had seen to the ‘drawers’ in turn. 2) the pictures weren’t displayed on the wall but the students should present and describe it in front of the classroom. 3) The teacher gave feedback to the students’ performance.

4. The Evaluation of Speaking Skill Learning through Information Gap Activity Technique at Second-Grade Students of MTsN 2 Jember

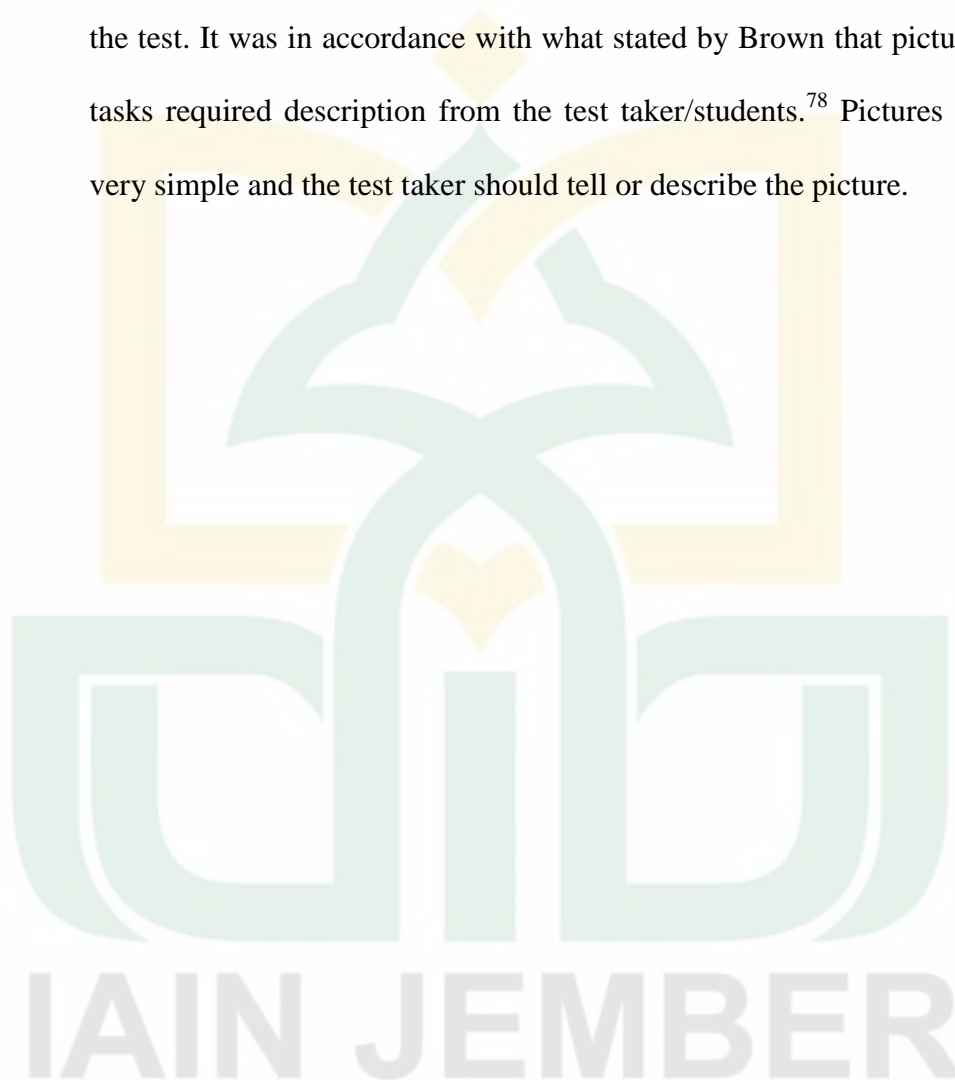
Evaluation, as the last component in learning, is to assess how far the goal has been achieved and the next action after it.⁷⁶ It was to know whether the material has been taught successfully understood by the students or not.

The evaluation of implementing speaking skill learning through Information Gap Activity at second grade students of MTsN 2 Jember was a formative assessment by giving feedback and correction to the students and asking students to present what they had drawn (picture-cued task). This was in accordance with what was stated by Brown that formative assessment could be in the form of giving students comment or a suggestion or call attention to an error, that feedback was offered to improve the learner’s language ability.⁷⁷ The teacher gave feedback, correction, help, etc. to the students to improve their speaking skills.

⁷⁶ Imas Kurniasih and Berlin Sani, *Sukses Mengajar Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 126.

⁷⁷ Douglas Brown, *Language Assessment*, 6

Besides, the teacher also used picture-cued tasks. It was one of the tests of formative evaluations. It was suitable for evaluating students' speaking skill learning through information gap activity with the material describing something because the students should describe the picture in the test. It was in accordance with what stated by Brown that picture-cued tasks required description from the test taker/students.⁷⁸ Pictures may be very simple and the test taker should tell or describe the picture.



⁷⁸ Ibid., 151

CHAPTER V

CONCLUSION

A. Conclusions

1. The goals of speaking skill learning through information gap activity technique at the second grade students at MTsN 2 Jember were three goals: First, it encouraged students' motivation to speak English. Second, it made students be able to describe things orally. Third, it gave students' opportunity to speak English.
2. The material of speaking skill learning through information gap activity technique at the second grade students at MTsN 2 Jember was describing something, such as animals and nature.
3. The procedures of speaking skill learning through information gap activity technique at the second grade students at MTsN 2 Jember were as follows: First, the teacher showed pictures to stimulus the students and asked them to describe it. Second, the teacher divided the students into some groups and asked them to be a drawer and describers. The describers described a picture they saw to the drawer and the drawer drew it. Third, the teacher asked them to describe what they had drawn in front of the class. The last, the teacher asked the students to conclude what they had learned.
4. The evaluation of speaking skill learning through information gap activity technique at the second grade students at MTsN 2 Jember was the teacher assessed the students with a formative assessment that was giving

feedback and correction to the students and ask the students to describe what they had drawn (picture-cued task).

B. Suggestion

1. For the Teacher

Based on the results of the research, the important thing for the teacher was it was better to design teaching and learning properly and to fulfill what the students need in the teaching and learning process to make teaching and learning successful.

2. For Other Researchers

Other researchers need to conduct further research on how to develop the students' speaking skills through information gap activity technique or experimental research on the effectiveness of the use of information gap activity in teaching speaking.

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APPENDIX 1

DECLARATION OF AUTHENTICITY

I, the undersigned below:

Name : Ilma Zahriyatun Nadhiroh

Student's Number : T20166043

Study program : English Department

Institution : IAIN Jember

Declare that this thesis entitled “The Implementation of Information Gap Activity in Teaching Speaking Skill at the Second Grade Students of MTsN 2 Jember in the Academic Year 2019/2020” is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted

Jember, 5th of June 2020

I declared



Ilma Zahriyatun Nadhiroh

T20166043

APPENDIX 2

RESEARCH MATRIX

TITLE	VARIABLE	INDICATOR	SOURCE	RESEARCH METHODOLOGY	RESEARCH QUESTION
The Implementation of Speaking Skill Learning through Information Gap Activity at MTsN 2 Jember in Academic Year 2019/2020	1. Information gap activity	1. the goals of speaking skill learning through information gap activity 2. The material of speaking skill learning through information gap activity 3. the procedure of speaking skill learning through information gap activity 4. the evaluation of speaking skill learning through information gap activity	1. Informant: a. The subject's teacher b. The students	1. Approach and type of research a. Approach: Qualitative descriptive research b. Type of research: Field research 2. Data collection method: a. Observation b. Interview c. Document review 3. Data analysis method: The analysis of qualitative descriptive a. Data condensation b. Display data c. Drawing conclusion 4. Data validity: a. Source triangulation b. Technique triangulation	1. What are the goals of teaching speaking by using information gap activity at second-grade students of MTsN 2 Jember in Academic Year 2019/2020? 2. What material does the teacher use in teaching speaking by using information gap activity at second-grade students of MTsN 2 Jember in Academic year 2019/2020? 3. How is the procedure of teaching speaking by using information gap activity at second-grade students of MTsN 2 Jember in Academic year 2019/2020? 4. How is the evaluation of teaching speaking by using information gap activity at second-grade students of MTsN 2 Jember in Academic year 2019/2020?
	2. Speaking Skill	1. Accuracy 2. Fluency			

RESEARCH INSTRUMENT

The interview's guide to English teacher

School	
Address	
The English teacher's name	
NIP	
Day/date	

1. What are the goals of implementing information gap activity in teaching speaking?
2. What material do you use in implementing information gap activity?
3. How is the procedure in implementing information gap activity?
4. How is the evaluation in implementing information gap activity?
5. How is the students' response in teaching learning process when you use information gap activity?
6. Is there any improvement in students' performance when you implement information gap activity in teaching speaking skill?
7. What are the advantages in implementing information gap activity?
8. What difficulties are faced in implementing information gap activity?
9. Do you think information gap activity is suitable for teaching speaking? why?
10. Do you think information gap activity is suitable for second grade students of MTsN 2 Jember? why?
11. Do you have any notes when you are implementing information gap activity?
What are they?

RESEARCH INSTRUMENT

The interview's guide to students

School	
Address	
Student's name	
NIS	
Day/date	

1. Does the English teacher divide the class into some groups?
2. Does the English teacher give you a different task in each group?
3. Does the English teacher ask you to complete the task given?
4. Does the English teacher ask you to look for the information you need by asking to your friends?
5. Can you complete the task?
6. Are you shy to speak up when you want to ask to your friends?
7. What is your response about the learning activity?
8. What are your difficulties in learning speaking during the classroom activity?
9. Is there any suggestion in teaching speaking process?

IAIN JEMBER

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTsN 2 Jember
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ II
Alokasi Waktu : 2 jam pelajaran / 1 x pertemuan

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dngan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3** : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4** : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1** : Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.2** : Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 3.10** : Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang

deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

- 4.11** : Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
- 4.12** : Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Siswa dapat menyusun teks deskriptif lisan dan tulisan
2. Siswa dapat menanyakan dan menyatakan deskripsi tentang sesuatu secara lisan
3. Siswa dapat mendeskripsikan sesuatu dalam kehidupan sehari-hari

D. Materi Pembelajaran

Mendeskripsikan sesuatu

1. Fungsi sosial : Mendeskripsikan sesuatu dengan tujuan memanggakan, menjual, mengidentifikasi, mengkritik, dsb.
2. Struktur teks : *Identification* (identifikasi) dan *description* (deskripsi)
 - a. Menyebutkan nama orang, binatang, benda, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
 - b. Menyebutkan sifat orang, binatang, benda, dan bagiannya, dan
 - c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai

dengan fungsi sosial yang hendak dicapai.

Panjang teks: kurang lebih 10 (sepuluh) kalimat.

3. Unsur kebahasaan :
- a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s/es*).
 - b. Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
 - c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
 - d. Frasa nominal seperti *dark, brown, cute, beautiful, red*, dst.
 - e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
 - f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
 - g. Ucapan, tekanan kata, dan intonasi.
 - h. Ejaan dan tanda baca.
4. Topik : Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

E. Metode Pembelajaran:

1. Information Gap Activity

F. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	WAKTU
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam 2. Guru meminta salah satu siswa untuk memimpin doa sebelum pembelajaran dimulai 3. Guru menanyakan kabar siswa 4. Guru mengecek daftar siswa yang hadir dan tidak hadir 5. Mengulang sedikit materi pertemuan terakhir dengan memberikan beberapa pertanyaan kepada siswa 6. Guru memberikan ilustrasi tentang materi yang akan dipelajari. 	5'
Kegiatan Inti		
Observing (Mengamati)	<ol style="list-style-type: none"> 1. Guru menunjukkan sebuah gambar. 2. Siswa diminta untuk mengamati dan mengidentifikasi gambar yang ditunjukkan. 3. Guru meminta siswa untuk menyebutkan hal-hal yang ada di gambar seperti bentuk, ukuran, warna, fungsi, dll. 	10'
Questioning (Menanya)	<ol style="list-style-type: none"> 1. Siswa bertanya tentang kosa kata yang tidak mereka ketahui. 2. Guru memberikan pertanyaan seputar gambar. 3. Siswa merespon pertanyaan yang berkaitan dengan gambar secara lisan. 4. Siswa saling berargumen dan bertanya tentang ungkapan-ungkapan dalam mendeskripsikan sesuatu. 	10'
Mengumpulkan data/infromasi	<ol style="list-style-type: none"> 1. Guru membagi kelas menjadi beberapa kelompok, setiap kelompok terdiri dari 3 siswa. 	15'

	2. 1 siswa menunggu di bangku belakang dengan kertas kosong. Sedangkan 2 siswa lainnya bergantian memberikan informasi dengan mendeskripsikan tentang gambar yang mereka lihat di bangku depan.	
Menalar	<ol style="list-style-type: none"> 1. Siswa di bangku belakang menggambar apa yang dideskripsikan oleh teman mereka 2. Siswa saling bertukar informasi untuk melengkapi gambar mereka hingga sempurna 	10'
Mengomunikasikan	<ol style="list-style-type: none"> 1. Setelah selesai menggambar, guru meminta siswa untuk mempresentasikan hasil kerja mereka 2. Siswa menyampaikan hasil kerja kelompok mereka dengan mendeskripsikan gambar mereka di depan kelas dengan berani dan percaya diri 3. Guru memberikan <i>feedback</i> tentang presentasi siswa 	25'
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan pertanyaan kepada siswa untuk memeriksa pemahaman siswa terhadap materi yang telah dipelajari 2. Siswa menyimpulkan materi pembelajaran yang telah dipelajari 3. Guru menugaskan siswa untuk mempelajari materi berikutnya. 4. Doa dan salam. 	5'

Mengetahui
Kepala MTsN 2 Jember

Jember, 05 Maret 2019
Guru Matapelajaran

Dra. Nurul Faridha

M. Shafihan Rosyid, S. Pd

SCORING RUBRIC

A. SIKAP

Scoring rubric dari aktif bertanya

No.	Nilai	Keterangan
1.	4 (76 – 100)	Selalu aktif bertanya
2.	3 (51 – 75)	Sering aktif bertanya
3.	2 (26 – 50)	Kadang-kadang aktif bertanya
4.	1 (0 – 25)	Tidak pernah aktif bertanya

Scoring rubric dari aktif menjawab

No.	Nilai	Keterangan
1.	4 (76 – 100)	Selalu aktif menjawab
2.	3 (51 – 75)	Sering aktif menjawab
3.	2 (26 – 50)	Kadang-kadang aktif menjawab
4.	1 (0 – 25)	Tidak pernah aktif menjawab

Scoring rubric dari aktif mengerjakan tugas

No.	Nilai	Keterangan
1.	4 (76 – 100)	Selalu aktif mengerjakan tugas
2.	3 (51 – 75)	Sering aktif mengerjakan tugas
3.	2 (26 – 50)	Kadang-kadang aktif mengerjakan tugas
4.	1 (0 – 25)	Tidak pernah aktif mengerjakan tugas

B. KETERAMPILAN

Scoring rubric dari berbicara

No.	Nilai	Keterangan
1.	4 (76 – 100)	Mendeskripsikan sesuatu dengan lancar, pelafalan benar, dan intonasi tepat
2.	3 (51 – 75)	Mendeskripsikan sesuatu dengan sedikit tersendat, pelafalan ada yang kurang benar, dan intonasi kurang tepat
3.	2 (26 – 50)	Mendeskripsikan sesuatu dengan tidak lancar, pelafalan tidak benar, dan intonasi tidak tepat
4.	1 (0 – 25)	Tidak mendeskripsikan sesuatu sama sekali



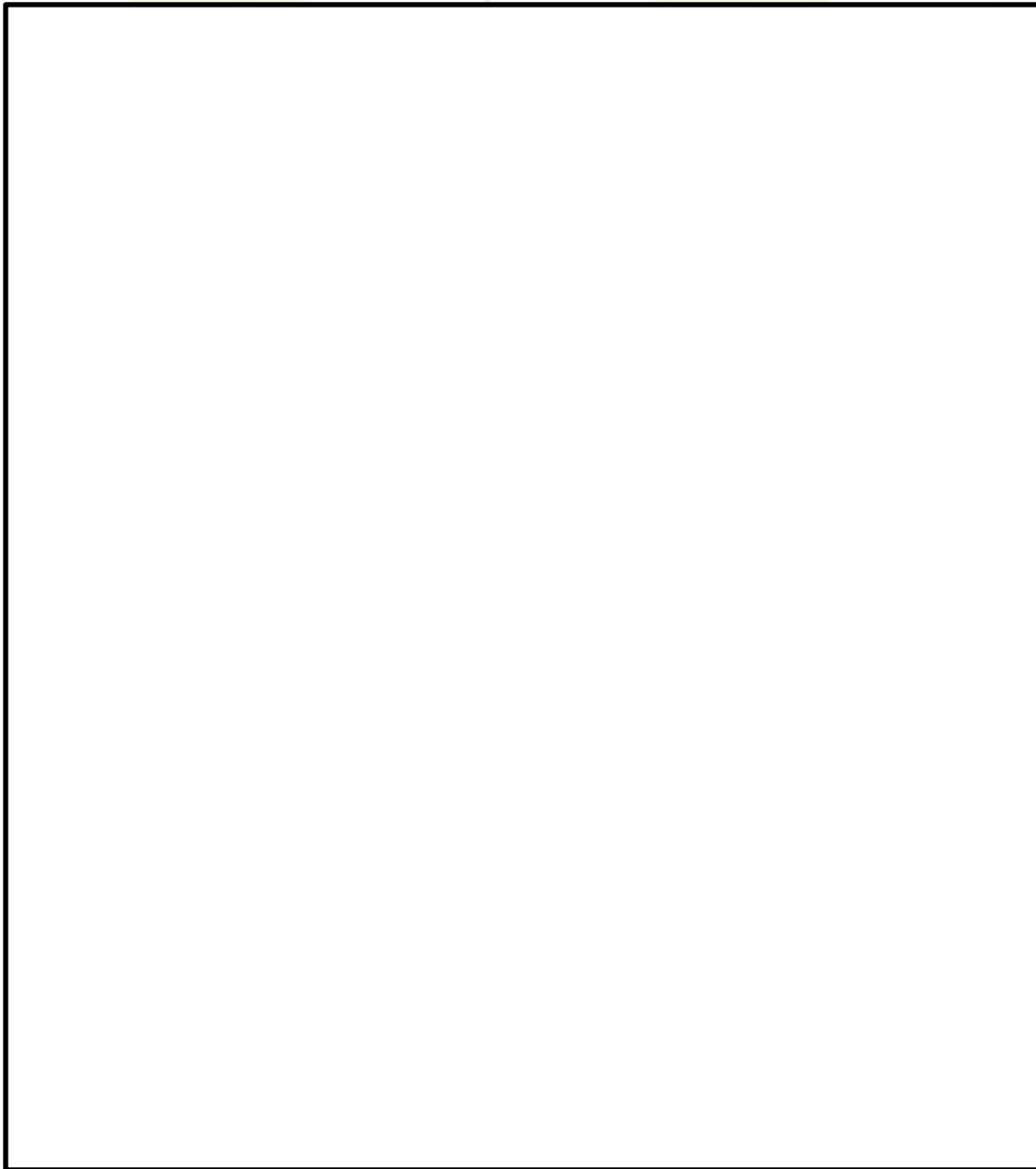
Name : 1.

2.

3.

Class :

Draw the picture in the box above.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 0082./11.20/3.a/PP.00.9/02/2020
Sifat : Biasa
Lampiran : -
Hal : Permohonan Ijin Penelitian

7 Februari 2020

Yth. Kepala MTsN 2 Jember
Desa Slawu Kecamatan Patrang Jember

Assalamualaikum Wr Wb.

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

Nama : Ilma Zahriyatun Nadhiroh
NIM : T20166043
Semester : VIII (Delapan)
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai The Implementation of Information Gap Activity in Teaching Speaking Skill at Second Grade Students of MTsN 2 Jember selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Ibu.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
2. Guru Bahasa Inggris
3. Peserta Didik

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,


Mashudi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI 2**

Jalan Merak Nomer 11 Jember 68116; Telepon (0331) 482926
Website: www.mtsn2jember.sch.id; E-mail: mtsn2jember@gmail.com

SURAT KETERANGAN

Nomor : B-275/Mts.13.32.02/PP.00.5/03/2020

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Negeri 2 Jember menerangkan dengan sebenarnya :

Nama : **Ilma Zahriyatun Nadhiroh**
NIM : **T20166043**
Fakultas : **Tarbiyah dan Ilmu Keguruan**
Program Studi : **Tadris Bahasa Inggris**


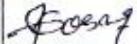






Telah selesai mengadakan Penelitian/Riset (Skripsi) yang berjudul "***The Implementation of Speaking Skill Learning Through Information Gap Activity at Second Grade Students of MTsN 2 Jember***" di MTs Negeri 2 Jember, selama kurang lebih 4 Minggu dari tanggal 18 Februari s/d 18 Maret 2020.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagai mestinya.



JURNAL PENELITIAN

The Implementation of Speaking Skill Learning through Information Gap Activity at Second Grade Students of MTsN 2 Jember in Academic Year 2019/2020

No.	Hari/Tanggal	Jenis Kegiatan	Tanda Tangan
1.	12 th of February 2020	Menyerahkan surat izin penelitian ke MTsN 2 Jember	
2.	12 th of February 2020	Melakukan Observasi tentang sekolah	
3.	15 th of February 2020	Pengambilan data tentang sejarah MTsN 2 Jember, profil, visi dan misi, struktur organisasi, dll.	
4.	18 th of February 2020	Melakukan observasi di kelas	
5.	25 th of February 2020	Melakukan wawancara dengan Mr. Hans selaku guru bahasa Inggris kelas VIII-F	
6.	3 rd of March 2020	Melakukan wawancara dengan murid kelas VIII-F (Hana)	
7.	7 th of March 2020	Melakukan wawancara dengan murid VIII-F (Iqbal)	
8.	08 th of March 2020	Pengambilan surat selesai penelitian	

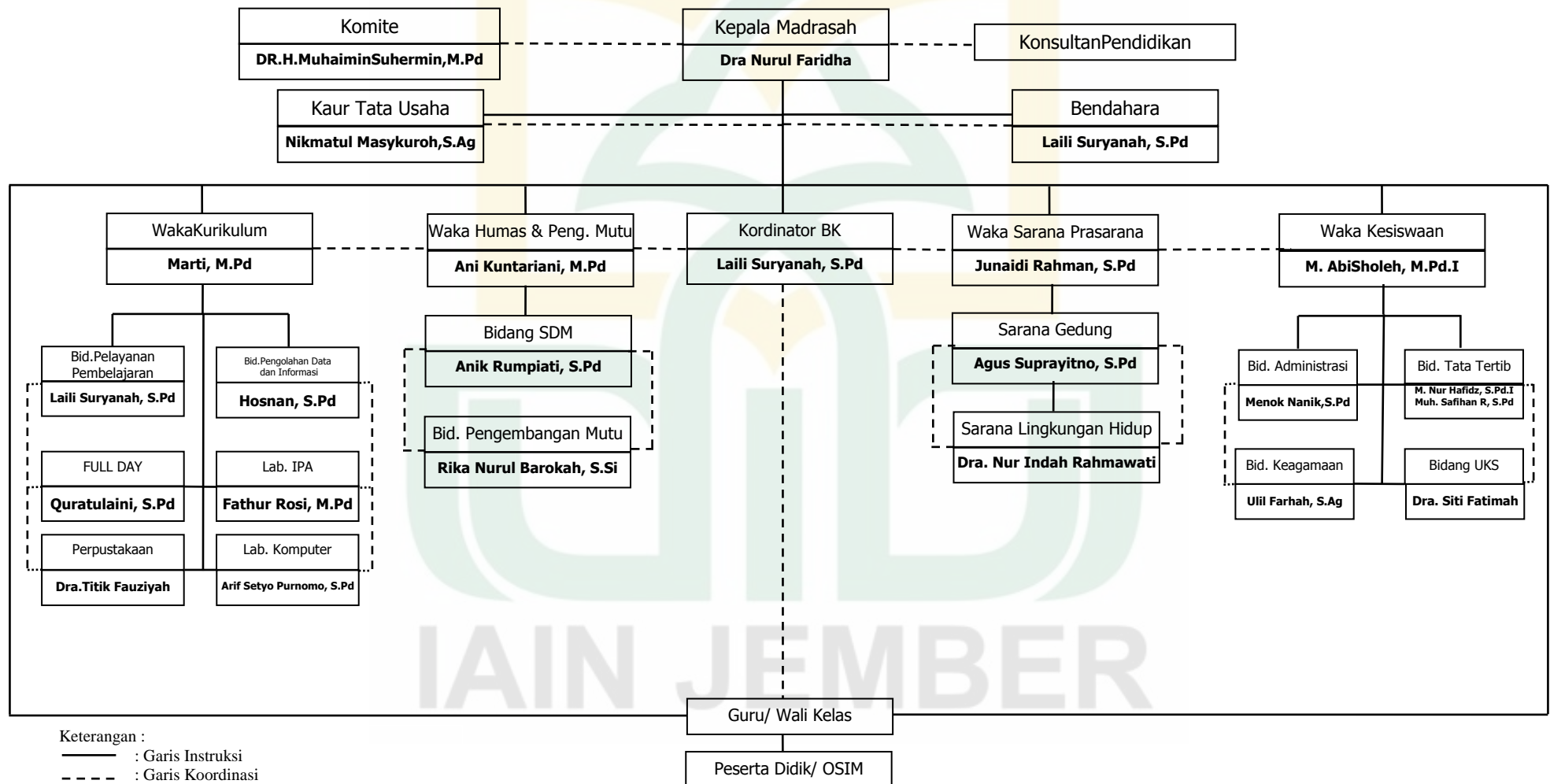
Jember, Maret 2020
Kepala MTsN 2 Jember



Dra. Nurul Faridha



STRUKTUR ORGANISASI MADRASAH TSANAWIYAH NEGERI 2 JEMBER PERIODE : 2019 - 2020

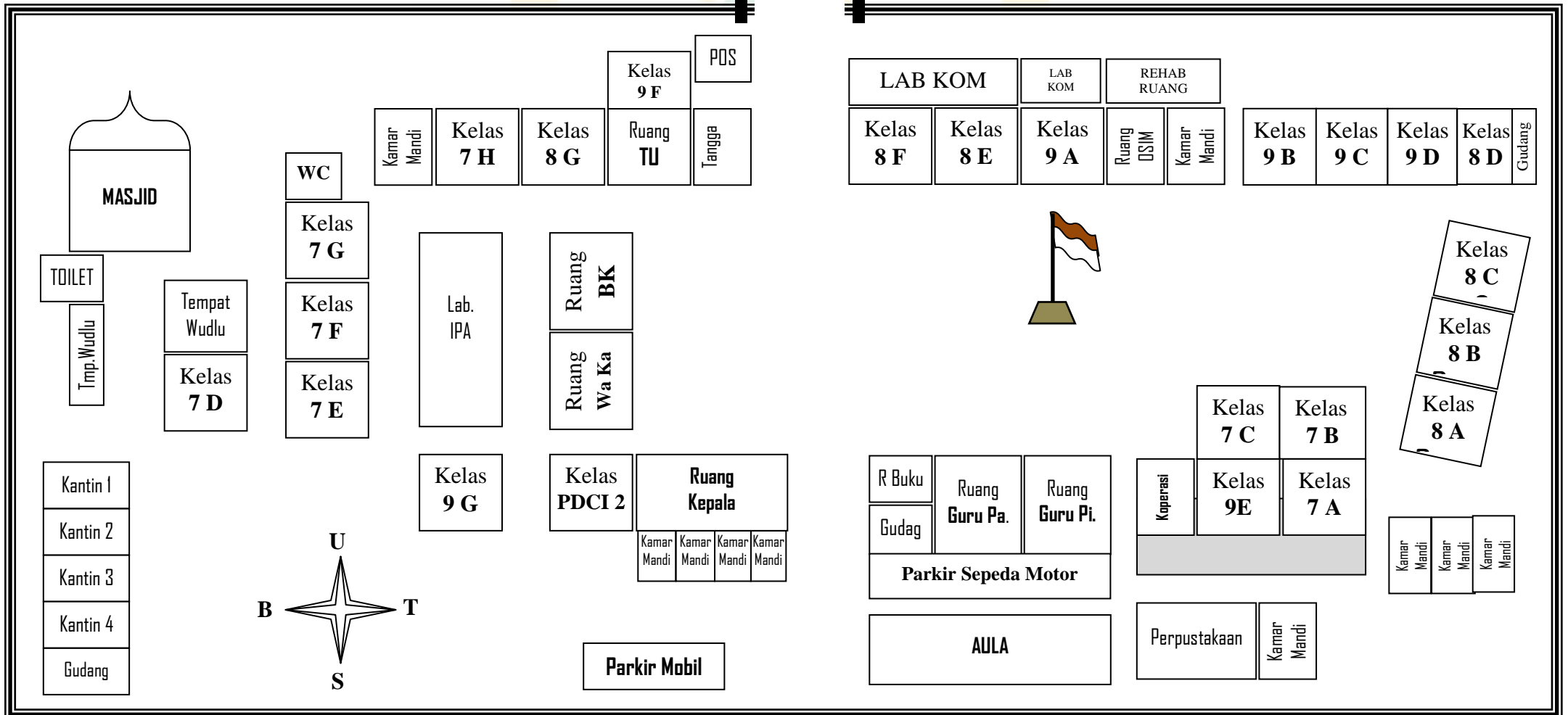


DENAH RUANG MTs NEGERI 2 JEMBER

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Website : mtsn2jember.sch.id e-mail : mtsn2jbr@gmail.com

TAHUN PELAJARAN
2019-2020

Jalan Merak



DOCUMENTATION



(Interview with Hana)



(Interview with Mr. Hans)



(The classroom's condition and situation at VIII-F)



(The classroom's condition and situation at VIII-F)

AIN JEMBER

BIODATA



Name : Ilma Zahriyatun Nadhiroh
Date of birth : 5th of March 1997
Gender : Female
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Religion : Islam
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Phone : 081230609121
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EDUCATION DETAILS

2004-2009 : MI Al-Mujahidi
2009-2012 : MTs Al-Mujahidi
2012-2015 : MAN 2 Jember
2015-2016 : Basic English Course (BEC) Pare, Kediri
2016-Nowaday : English Education Department, IAIN Jember