Journal of Language, Literature, and English Teaching (JULIET), 2(1) (2021)

p-ISSN 2746-0312
e-ISSN 2745-522x
https://ojs.umrah.ac.id/index.php/juliet

Information Gap Technique on Speaking Skill: An Experimental Study at SMK Negeri 4 Tanjungpinang

[1]Ryzka Suharnita, [2]Muhammad Candra, [3]Rona Elfiza
[1]English Language Education Study Program, Universitas Maritim Raja Ali Haji, Tanjungpinang, Indonesia
[2]English Language Education Study Program, Universitas Maritim Raja Ali Haji, Tanjungpinang, Indonesia
[3]English Language Education Study Program, Universitas Maritim Raja Ali Haji, Tanjungpinang, Indonesia
Corresponding email: *ryzkasuharnit4@gmail.com*, *m.candra09@gmail.com*, *rona.umrah@gmail.com*

Received August 6, 2021; Revised August 20, 2021; Published September 13, 2021
https://doi.org/10.31629/juliet.v2i2.3647

Abstract

Speaking is one of the most important skills to be developed in the education curriculum in Indonesia. It indicates communicative purposes involving authentic oral interaction material because students do not study the language as a subject but also use it for social communication. The purpose of the study was to investigate whether or not there is a significant effect of using Information Gap technique on students' speaking skill. The population of this research were the tenth grade students at SMK Negeri 4 Tanjungpinang and chose randomly by using cluster sampling. The sample of this research were 30 students of X RPL 3 as the experimental group and X MM 1 as the control group consisted of 30 students. This research employed Information Gap in the experimental group as the source of ideas to make the students communicate. Meanwhile, in the control group, the students were taught by using Rote Learning. The instrument used in the study was an oral test. The data were analyzed quantitatively using descriptive statistics and inferential statistics. The result showed that there is a significant effect of using Information Gap on students' speaking skill, as tcount = 2.666 and sig = 0.010 < 0.05 and the mean score of post-test in experimental was higher (74.00) than control group (69.23). It can be concluded there is any effect of using Information Gap Technique on speaking skill at SMK Negeri 4 Tanjungpinang.

Keywords: Information Gap, Communicative Activity, Speaking Skill

I INTRODUCTION

Speaking is one of the productive skills that should be learnt by the students. It is supported by Richards (2008) that the mastery of speaking skills in English is a priority for many second-language or foreign-language students. Brown (2001) stated speaking is an interactive process of constructing meaning which involves sending, receiving and processing information. The

importance of interaction in communication is negotiation. Negotiation of meaning refers to the skill of communicating ideas clearly and to deal with communication problems that may occur. An important benefit of negotiation of meaning is that students have to actively produce spoken output. There are many definitions related to speaking proposed by experts in language learning. Thus, another definition Nation (2011) stated speaking as a way of expanding language knowledge, such as vocabulary knowledge. It includes the learning of a clear pronunciation of the language, as well as control of grammatical and discourse features.

It is exceedingly important to be able to speak English considering that it is the most commonly accepted language in the world. Moreover, in daily life, the students tend to speak a lot to communicate. Nevertheless the students faced difficulties in speaking. According to Brown (2001), one of the difficulties of speaking is caused by affective factors. Affective factors refer to students' anxiety over the risk of blurting things out that are wrong, silly or incomprehensible. The language ego that makes the students reluctant to be judged by the listeners. The students keep their mouths closed rather than to open it and be laughed at. Therefore, the teacher's job is to provide the kind of joyful learning technique that trains the students to speak, although their speech is halting. This is in line with Harmer (2007) that students are reluctant to speak because of shyness.

When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through words of mouth. This skill is often ignored in some teachers' classes. Learners do not have enough opportunity either in their classes or outside to speak English.

Because interaction in the classroom is important, the teacher has to create a joyful teaching-learning atmosphere in the classroom. To realize this situation, Information Gap is needed to be applied to create the good atmosphere in the classroom. This is expected to attract students' attention in speaking class. The purpose of this study is to find out whether or not there is a significant effect of using Information Gap on students' speaking skill at SMK Negeri 4 Tanjungpinang. It is expected that Information Gap can be used in the classroom to attract students' attention in speaking.

The English teacher should design the speaking activity to provide an opportunity for students to participate in speaking and guide experiences for learning to speak. According to Richards (2008) speaking as a transaction means that the central focus in speaking is someone understood clearly in the message. For example: asking for direction which involves situations where the participants focus primarily on what is said or achieved.

Asking questions and giving direction is one of the basic language skills that is important so students benefit from learning. This is related to communication in any daily life that is intentional or spontaneous. In asking for directions, students are taught how to ask questions to find out where the place is and give direction is the question response.

II METHOD

This research used a quantitative method in which the data is served by numerical and tested by statistical formula. The research design is quasi-experimental design. According to Creswell (2009) experimental design is used to test the impact of a treatment on an outcome. In the other words, the experimental design is intended to investigate the effect of a treatment (X) for the variable (Y). Information Gap acted as an independent variable while students' speaking skill as the dependent variable. In this design, both groups were given a pre-test and post-test. Only the experimental group received the treatment.

The research was conducted at SMK Negeri 4 Tanjungpinang and the researcher took the population of the tenth grade. The researcher used random cluster sampling in choosing the sample. According to Gay et al., (2011) cluster sampling is sampling in which groups are selected randomly, not individuals. The sample of the research consisted of 30 students in X RPL 3 as the experimental group and 30 students in X MM 1 as the control group. Experimental group students were taught by using Information Gap, while Control group students were taught by using Rote Learning. Time research was carried out for four weeks. The first meeting was used to conduct the pre-test. The treatment was carried out in the second and third meeting. The post-test was implemented in the last meeting of the research.

The students' speaking skill is measured through an oral test. The assessment criteria of this tests were grammar, fluency, vocabulary, and content. The data were collected from the scores from pre-test and post-test. In the pre-test, the students were asked to memorize some dialogues in asking and giving directions in front of class. It was conducted before the research implementation, it aimed to know the students' primary proficiency in speaking. Treatment was conducted during pandemic covid-19, so the researcher needed to utilize assisted language learning applications for creating online interaction between learners and teachers which offer simultaneous functions of response such as mobile chat applications. According Van De Bogart & Wichadee (2015) Mobile chat application such as LINE can facilitate language learning since it can be accessed easily. LINE application was used in an experimental group as an additional tool assisted language practice Information Gap on speaking skill. The researcher used descriptive statistics mean and standard deviation, also inferential statistics was normality, homogeneity and Independent sample T-Test to analyze the students' score.

III RESULT

3.1 Data Description

Based on the data description, it was found that the students in the experimental group which was treated by using the Information Gap technique showed a significant difference in their post-test scores after the implementation of the Information Gap technique in the teaching process. The researcher carried out the calculations of mean and standard deviation for both groups.

The mean is used to investigate the average score of the students and standard deviation is an indication of the amount of score variability. Adapted by Gay et al., (2011)

$$SD = \sqrt{\frac{SS}{N-1}} \text{ where } SS = \sum fixi^2 - \frac{(\sum fixi)^2}{N}$$

In which: SD = Standard Deviation
SS = the sum of square
N = total number of students
*x*i = the midpoint of interval class
*f*i = frequency of interval class

Table 1. Descriptive Statistics of Experimental and Control Group

Group		N	Mean	SD
Experimental	Pre-test	30	62.90	6.17
	Post-test		74.00	5.18
Control	Pre-test	30	63.83	7.15
	Post-test		69.23	8.08

Table 1 shows descriptive statistics for experimental and control groups' scores. The result shows that the scores of the pre-test in the experimental group (M = 62.90, SD = 6.17) were lower than the control group (M = 63.83, SD = 7.15). It could be seen that after being given treatment in the experimental and carried out the post-test, the result of post-test of experimental and control group indicated that there was a significant difference. The mean in post-test score of experimental (M = 74.00, SD = 5.18) was higher score than control group (M = 69.23, SD = 8.08).

3.2 Data Analysis

In order to determine whether the data distribution from the sample is normal, those data were analyzed by using Kolmogorov-Smirnov to prove the normality and using Levene Statistics to know whether the data homogeneous or not (p> 0.05).

Table 2. Data Normality of Experimental and Control Group

Test of Normality			
	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Pre-test Experimental	.134	30	.180
Pre-test Control	.152	30	.076
Post-test Experimental	.150	30	.084
Post-test Control	.135	30	.171

Based on Kolmogorov-Smirnov test, data were stated as distributed normally when sig. score was above 0.05. The table showed that both experimental and control groups distributed normally. The sig. score of pre-test in the experiment and control group were 0.180 (0.180 > 0.05) and 0.076 (0.076 > 0.05). The sig. score of post-test between both of the classes were 0.084 (0.084 > 0.05) and 0.171 (0.171 > 0.05).

Table 3. Homogeneity Test of Experimental and Control Group

	Group	N	Significance Value P-value
Pre-test	Experimental Control	30	0.402
Post-test	Experimental Control	30	0.07

Homogeneity test was obtained from calculations using the SPSS version 21 program. In the result of the homogeneity test, data were called as homogeneity or had equal variances when sig. score was above 0.05. From the table above, Sig. score in those columns were 0.402 (0.402 > 0.05) and 0.070 (0.070 > 0.05) which mean that these data had homogeny distribution.

Since the normality test has been fulfilled, the next step was examining the data using a parametric test. The parametric test used in this study is Independent t-test. The independent sample test was obtained from the calculation using SPSS 21. This analysis technique aimed to determine the differences of mean score of experimental and control group in the post test. The result used to determine the hypothesis testing of this research.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test	Equal variances assumed	3.413	.070	2.666	58	.010	4.767	1.788	1.188	8.345

Table 4. T-Test calculation of post-test

Based on the computation of t-test showed that t_{count} = 2.666 while the t_{table} distribution was taken at α = 5%. : 2 = 2.5% (2-tailed test) with degrees of freedom (df) = 58 is 2.002. Because the value of $t_{count} > t_{table}$ (2.666 > 2.002) and P value (0.010 < 0.05) then Ho was rejected and Ha was accepted. It means that there was significance of difference mean scores of post-tests between experimental and control group.

Since the data was normality and homogeneity, thus it continues to hypothesis testing. To measure which hypothesis would be accepted and which hypothesis would be rejected, it could be seen from two things, from the t-test of post-test of both groups. If t_{count} was higher than t_{table} with a certain significance level of 0.05 then Ho was rejected and Ha was accepted. Based on the table above, it could be seen t_{count} was higher than t_{table} (2.666 > 2.002). The second was comparing the mean score of the two groups and showed that the experimental group pretest was 62.90 becoming 74 in the post-test and the control group pre-test was 63.83 becoming 69.23 in the post-test.

It could be concluded that Ho was rejected and Ha was accepted which means that "There is any significant effect of using Information Gap Technique on students' speaking skill at SMK Negeri 4 Tanjungpinang". As for the result of t-test calculation and difference of mean score of experimental and control group which determine the accepted hypothesis

IV DISCUSSION

Based on the results and supported by inferential statistics for the research about students' speaking skill, it is proved that data comes from the population which is distributed normally. Then the data is processed to test the hypothesis. From the testing of hypothesis, it is gained that the score of significance (Sig) is 0.010 and t_{table} is 2.002. Since the score of Sig is lower than 0.05 so Ho is rejected and Ha is accepted, which means there is a significant effect of using Information Gap Technique on students' speaking skill.

The result of the study showed that the group of teaching-learning speaking skill using Information Gap was better than those who were not using Information Gap. Information Gap creates real and smooth communication among the students. The students could do the interaction smoothly and naturally based on the topic that they have. The aim of a communicative activity such as Information Gap was to get learners to use the language they were learning to interact in realistic and meaningful ways, which involves exchanges of information. It was in line with the goal of learning a language which usually enables learners to take part in exchanges of information.

These findings can be proved by the theories from Harmer (2007) that the Information Gap is a key to the communicative purpose and the desire to communicate. The students have reasons and opportunities to interact with partners in using target language since they are communicators. It is in the same view of Spratt, Pulverness, & Williams (2011) Information gap will give opportunities to practice communication and interaction. Students need to try to get their message to one another. This makes them concentrate on how to communicate the intended meaning, not on the language forms.

During the research, it was found that the experimental group who had lower score in pre-test than control group could achieve higher score than control group in post-test, it was because the students in the experimental group practiced to speak more than the students in rhe control group. Moreover, in the experimental group, the students' memory toward the material was better than the students in control group who could easily forget the material after the learning process. The researcher comes to the conclusion that Information Gap Technique brought effect to the achievement of students' speaking skill significantly.

V CONCLUSION

The researcher drew the conclusion that there is a significant effect of using the Information Gap technique in teaching speaking to tenth grade students of SMK Negeri 4 Tanjungpinang in the academic year 2019/2020. Information Gap is useful to train the students to use the target language to communicate as in real life by asking the students to share information with peers. The students who are taught using information Gap technique have a better score than those who are not taught using Information Gap technique. It can be proved by the analysis of the students' scores.

The result of this research is that the mean score of the post-test from the experimental group is higher (74.00) than the post-test from the control group (69.23). It has been found that the comparison value (t count) between students who are taught using Information Gap and those who are not is 2.666 higher than (t table) which is 2.002 at the level of significant 5% with df = 58. So, Ha is accepted.

REFERENCES

Brown. H. D. (2001) *Teaching by Principles an Interactive Approach to Language Pedagogy*. San Francisco: Person Education.

Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). United State of America: SAGE Publications.

Gay, L. ., Mills, G. E., & Airasian, P. (2011). *Educational Research Competencies for Analysis and Applications* (10th ed.). United State of America: Pearson.

Harmer, J. (2007). *How to teach English*. United Kingdom: Pearson Education Limited.

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). New York: Oxford University Press.

Nation, I. S. (2011). Handbook of Research in Second Language Teaching and Learning. New York: Routledge

Richards, J. C. (2008). *Teaching Listening and Speaking From Theory to Practice*. United State of America: Cambridge University Press.

Spratt, M., Pulverness, A., & Williams, M. (2011). The Teaching Knowledge Test Course Modules 1, 2 and 3. In *The TKT Course Modules 1, 2 and 3*. United Kingdom: Cambridge University Press.

Van De Bogart, W. & Wichadee, S. (2015). Exploring students' intention to use LINE for academic purposes based on technology acceptance model. *International Review of Research in Open and Distributed Learning*, *16*(3), 65-85

Hornby. (2008). *Oxford Advanced Learner Dictionary*. New York: Longman.

Miles and Huberman. (1994). *Qualitative Data Analysis (Terjemahan).* United States America: Sage Publication.

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia. (2017). Jakarta.

Pernanda. (2009). *The Effectiveness of Group Work Technique In Increasing the Second Year Students of SMPN 1 Muara Lembu*. UIN Suksa Riau.

Pradana, A. B. A. (2018). English Learning Based on Multiple Intelligence in Type of Linguistic Intelligence. *Didaktika Tauhidi: Jurnal Pendidikan Guru Sekolah Dasar*, *5*(1), 41.

Sugiyono, & Republik Indonesia. (2010). *Metode Penelitian Kuantitatif & kualitatif. In Journal of Experimental Psychology.* Bandung: Alfabeta.

Sugiyono. (2012). *Metode Penelitian Kuantitatif & kualitatif. In Journal of Experimental Psychology*. Bandung: Alfabeta.

Vincey. (2016). *A study of linguistic intellgience and academic acheievement*. *3*(4), 78–84.