

CHAPTER I

INTRODUCTION

1.1 Background

An essential part of human social interaction is language as a medium of communication. English is a crucial worldwide language because it serves as a conduit for communication. In Indonesia, English is one of the required topics that is taught as the first foreign language in junior high school, senior high school, and university. There are four skills that students need to master in order to learn English. One of them is speaking. (Anggraini, 2018) asserts that "speaking is a skill to convey words sounds of articulation to express or to deliver ideas, opinion, or feeling." It implies that speaking is a crucial human need for everyone, as is the ability to express information, thoughts, and opinions clearly.

Speaking is a crucial and necessary skill that must be honed to communicate verbally. People may learn about the many situations in the world via conversing. Speaking-capable individuals will communicate with others more effectively while sending and receiving information and messages. One of the fundamental language skills is speaking, which calls for communicative proficiency in areas such as pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, and comprehension. These components are necessary to gauge a student's ability to speak with acceptable technique. On the other hand, speaking is the productive aural-oral ability that entails creating orderly verbal utterances to transmit meaning, according to Bailey in (Alawiah, 2018). It indicates that speaking is a sound-producing activity in which the speaker must pronounce each word clearly in order for the listeners to understand the speaker's words and meaning. Therefore, it is clear that speaking skills are crucial for students at this time.

Developing speaking skills among students still can be a big problem. Based on the academic curriculum in 2013, the objective of language learning is to empower students to communicate the language. The main purpose of learning is to increase the students' skills in communicating English well. Furthermore, the

students should master all of the components of speaking; they are pronunciation, fluency, comprehensibility, vocabulary, and grammar.

The students' capacity to talk in everyday situations does not necessarily support the value of speaking, either. A few issues with the students, the English teacher, and the teaching media. Many students struggled to articulate their thoughts and opinions in English. In the speaking class, they were required to read their texts out or remember them. If they had to talk and perform in English, they were reluctant, concerned, and anxious. They may have those issues if their vocabulary was insufficient, their word pronunciation was poor, they were worried about grammatical errors, and they lacked confidence. As a result, they were still unable to speak English well. Challenging students in speaking English consists of two things, namely linguistic and non-linguistic problems, linguistic problems namely vocabulary, grammar, and pronunciation. Meanwhile, non-linguistic problems are obstacles, lack of confidence, nothing to say, anxiety, embarrassment, lack of confidence, and low motivation (Widyasworo, 2019).

Besides, many students were not paid attention to the teacher, they seemed unenthusiastic. Many of them were busy talking to their friends or doing another business instead of listening to their teacher. In addition, the teacher did not really create communicative situations to the students. Although the teacher could deliver the materials well, she did not give enough opportunities for students to practice their speaking. Mostly, the activities were teacher-centred. The English teacher was the one who actively spoke and gave instructions to the students. Furthermore, the English teacher also did not make use of any learning media to support her teaching process. Teachers do not use good methods, techniques and approaches. This situation made the students become more bored and exhausted of the same activities in the class.

To tide over these problems, the researcher decided to use the information gap technique to involve students directly among the many techniques. Based on Freeman (2000:148), the information gap is the activity where there is a process of exchanging information among participants in completing the task. In the information gap technique, students are given a limit amount of information. They, therefore, must work collaboratively with other classmates with their

information in order to solve a puzzle, understand a phenomenon, or otherwise make meaning of an academic concept. Information gap technique is one of the teaching techniques that can be applied in the speaking classroom activities. In the other hand, Wijayanti (2018) describes the information gap technique as a kind of structure output activities which leads to the language practice features and brief sentences. These activities are like completing a task by obtaining missing information, conveying telephone message and expressing an opinion.

Based on that, the researcher decided to do a study entitled “The Use of Information Gap Technique To Improve The Students’ Speaking Ability”

1.2 Formulation of the Problem

The researcher formulated the research problem: is the use of information gap technique can improve the students’ speaking ability?

1.3 Objective of the Research

The objective of study is: to know whether the information gap technique can improve the students’ speaking ability.

1.4 Significances of the Research

1. The Student

The result of this study is expected to be useful and to be beneficial for the students in finding out the effective way or technique to solve their difficulties in developing speaking skill. In the other side, through this study, they can improve their motivation to learn English, especially speaking.

2. The English Teacher

The study is expected to help and to be beneficial for the teachers how to apply the kinds of teaching technique in teaching speaking. Beside that, it helps teachers to find interesting speaking teaching alternatives.

3. The Further Researcher

This study is expected can enrich their references if they want to conduct a research for the same and related topic.

1.5 Scope of the Research

This research is limited to know the improvement of the students' speaking ability by using information gap technique for eighth grade students of SMA Negeri 6 Palopo. The researcher will apply speaking test that focuses on improving students' speaking ability in the two aspects; vocabulary and fluency.

1.6 Operational Definition

The researcher gives the definition of some important terms related to the title:

1. Speaking is a way for someone to express something through voice or ability to communicate with other in talking everything.
2. Gap information technique is learning technique that contain elements of the game by forming groups or pairs.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Chapter discusses several factors related to the research, namely; speaking, the teaching of speaking, gap information techniques, previous study, conceptual framework and hypothesis :

2.1 Speaking

1. Definition of Speaking

Speaking is very important component. These skill are needed in communicating between humang beings. There are some ways to communicate. One of the ways of communication which used most frequently in human"s daily life is speaking. We can communicate our feelings, ideas, or just information we have to others directly by speaking. According to (Anggraini, 2018), "Speaking is a skill to convey words sounds of articulation to express or to deliver ideas, opinion, or feeling." It means that speaking is an important need for all people, being able to give information, ideas, opinion, and to give clear communication with other people. On the other hand, based on (Zuhriyah, 2017) said "Somebody is considered successful in learning a foreign language when he or she has the ability to speak it." From that statement above, successful in learning a foreign language is the people who have a good conversation in speaking a foreign language, especially students in Indonesia English is being to secondary language in education.

According to Bailey in (Alawiah, 2018), "Speaking is the productive aural-oral skill which consists of producing systematic verbal utterances to convey meaning." It means that, speaking is an activity that produces sound, where the speaker must clearly say a word, so that it can be heard well from the words and meaning of the speakers by the listeners.

From those definitions, the writer concludes speaking is very important skill because it is very necesarry in communicating between humans. By speaking we can express ideas, information that we have producing systematic sounds or verbal utterances to convey meaning. The mastery of speaking skill is a priority for second and foreign language learners since people often form judgements

about one's language competence from his other speaking rather than from any of the other language skills.

2. Objective of Speaking Skill

The main objective of speaking is to communicate. The other objective of speaking is to inform the speaker ideas to the listener. Speaking as communication can be used in several objectives. Speaking is a purposeful activity. Just like other activities such as listening, reading, and writing. We have reasons and objectives in speaking, the objective of our speech can define the strategy we use to do it. Just as stated by Richards and Renandya (2002: 201) that Speaking is used for many different objectives and each objective involves different skill, the different objectives of speaking are as follow:

- a. In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.
- b. When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.
- c. In some other situations, we use speaking to describe things, to complain about people's behavior, or to make polite request. Each of these different objectives for speaking implies knowledge of the rules of how spoken language reflects the context or situation in which speech occurs.

In the other side, Tarigan (1980) classifies the objectives of speaking into three important parts:

- a. To inform

To inform means that the speaker informs to the need of the listener about the ideas, thoughts, or feelings they want to share.

- b. To entertain

To entertain means that through this, the speaker can express themselves while speaking. For example; when someone feels sad, the speaker can entertain the listener using nice words and confronting the listener.

c. To persuade

To persuade means that through this, everyone can use speaking to persuade someone else to do a certain activity. For example, in learning English, the teacher can persuade the students in learning English by giving them an example of the material. This can lead the students to understand the mindset of the materials, though.

From the statements above, the writer concludes that the main objectives of speaking is to communicate accompanied by other other objectives.

3. Elements of Speaking Skill

According to Liao in (Rosdalina, 2015), there are some elements of speaking skill.

a. Accuracy

Accuracy is undoubtedly one of the most crucial factors to consider when evaluating a person's language skills and protecting language users from communication breakdowns. Accuracy, in the words of Ayu in (Rosdalina, 2015), "concerns 6" the capacity to construct the grammatically right statement." In other words, grammatical precision alone constitutes linguistic accuracy.

b. Grammar

Students correctly employ words, tenses, and tense agreement. The use of articles, prepositions, and challenging tenses is not skipped by students.

c. Vocabulary

Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught

d. Pronunciation

Students speak and most people understand. Even broader than that, Liao in (Rosdalina, 2015) defined accuracy as "the ability to use correct forms in which utterances do not contain errors affecting phonological, syntactic, semantic and discourse features of the language."

e. Fluency

Another factor used to gauge speaking proficiency is fluency. Speaking with ease refers to being able to express thoughts without pausing too much to think them through.

In addition, some aspects in speaking namely Brown (in Lalu Buhari, 2019), including the following:

- a. Vocabulary, One of the linguistic factors in which it is a number of words with the role of combining them to make up the language in speaking. Vocabulary is a total number of words, which a make up a language.
- b. Grammar, grammar is the rule in spoken language and written language. The students' must obey the rules of grammar to obtain a good result, the students' can also find the grammar rule in pronunciation, morphology, and syntax.
- c. Fluency, someone can be said fluent if she can require some criteria or categories those are the students can say the words fluently with good pronunciation. The students have many vocabularies so they can say the words fluently and they know what they will say then.
- d. Comprehension, In speaking the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech as well as to initiate it. But in this research, the researcher will call the comprehensibility.
- e. Pronunciation, pronunciation is the way we make a sound of the language how and where we place the stress and how we use pitch and intonation to show how we are feeling and what we mean.

Edam taves (2015:587) states that there are three main categories of students while speaking English.

- a. Vocabulary, the students might be anxious about not being able to use already acquired vocabulary.
- b. Pronunciation, the students did not have confidence in pronouncing the words and they are afraid of mispronunciation.
- c. Grammar, the students feel hesitant about speaking English since the want to make grammatically accurate sentences and them afraid of making mistakes.

It's there are three categories the students influence English learning. The first lack vocabulary, the students anxious when want long speak, because vocabulary their mastered so few and they hesitant use vocabulary, vocabulary use not standards. The second students less of confidence when utterance pronouncing

the words and they are afraid mispronunciation. The last grammatical concern, the students afraid sentence their make less precise.

There are several aspects of speaking that must fulfilled. Harris (1974:49) says that speaking has some aspects as described below:

- a. Fluency, this relates to oral proficiency in the target language among students. A normal speaking pace and little pauses are characteristics of fluency.
- b. Vocabulary, vocabulary refers to the words used in a language. Phrases, clauses, and sentence are built up by vocabulary.

From the statements above, accuracy, grammar, vocabulary, pronunciation, comprehension and fluency are the elements of speaking. Learners have to use those elements to speak in a foreign language, especially in the English language. Those elements can build learners confident to speak and increase vocabulary. That is why the learners should note the elements of speaking.

In this research, those aspects above can be used by researcher to measure and analyse students' speaking. If those aspects can be fulfilled by the students, the speaking can be said well. In short, used five aspects mentioned by Harris as the scoring standard for the students' speaking ability.

4. Characteristics of Successful Speaking Activity

According to Ur (1996:121) there are some characteristic of successful speaking they are:

- a. Learners talk a lot

The learners talk as much as possible based on the period time allowed to do the activity. It is very obvious but in reality, most of time it is taken up with teacher's talk or pauses.

- b. Participation is even

The classroom discussion is not dominated by a minority of talkative participants. All of the learners get the same chance to contribute in the speaking activity.

- c. Motivation is high

The learners are eager to speak as they are interested in the topic and have something new to say about it or simply because they want to contribute in order to achieve task objectives.

d. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. For example, teacher use an appropriate vocabulary in students' level of knowledge.

2.2 The Teaching of Speaking

1. Definition of Teaching Speaking

According to Nunan (2003) the meaning of teaching speaking is to teach the students to be able to : Produce English speech sounds and sound patterns; use word and sentence stress, intonation patterns, and the rhythm of the second language; choose the right words and sentences for the situation, audience, situation, and subject; logical and meaningful sequences; utilize language to communicate values and judgments; and use the language rapidly, confidently, and with minimal awkward pauses (this is referred to as fluency).

The important part when teacher doing the action of teaching learning process is deciding what is the best method to be applied in the activity he or she might has. Sartika (2016) stated that the communicative efficiency is the aim of teaching speaking. It is needed to be taught in order to form the students' capability of communication by using English. In order to develop the students' capacity to communicate in English, it must be taught. According to Terry (2018), "teachers must be aware of, informed about, and conversant with the teaching stages of a speaking activity as well as the teaching approaches utilized to promote speaking in the class in order to provide a successful speaking lesson. Additionally, the efficacy of the exercise depends on the teacher's role.

2. Reasons for Teaching Speaking

Harmer (2000) states there are three main reasons to teach speaking. First, it serves rehearsal chances to practice students' speaking skills in the classroom safely. Second it serves feedback both of teacher and students in doing the speaking tasks. Third, the more students practice their speaking the more language stored in their brains. These three factors make teaching speaking in the classroom important. Students require experience in order to talk with partners or in groups. They may therefore correct each other's flaws or blunders, which gives them the

chance to enhance their speaking. The instructor's assessment of the students' speaking abilities is crucial as well; the teacher can offer advice or criticism to assist the students advance in their speaking abilities. Engagement plays a crucial role in creating pleasurable teaching and learning experiences. Students are therefore engaged in and motivated by the teaching and learning process.

3. Principle for Teaching Speaking

The principle in teaching and learning is necessary in considering the theoretical and model in teaching. It can be said that it is as a basic foundation of teaching a foreign language. According to Nunan (2003) there are five principles for teaching speaking:

- a. Recognize the distinctions between the circumstances for learning a second language and a foreign language. The teacher's job is to decide which aspect of the target language's context should be mastered. Since there are two main settings for learning speaking, they are called foreign language (FL) and second language (SL), respectively. In a FL situation, the target language is not the language utilized for social communication.
- b. Give students practice with both fluency and accuracy. For students at the novice and intermediate levels in particular, the teacher must provide chances for practice and improvement of fluency and accuracy. The teacher must understand that learning a new language involves making mistakes on sometimes.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting the teacher talk. According to several studies, between 50% and 80% of the time teachers spend talking in the classroom. If the teachers need to be reminded to stop talking and allow the students a chance to speak. As a result, student conversations won't be interrupted. One strategy for increasing student speaking time is to develop a group project for the speaking class. It may be done in small groups or couples.
- d. Planspeaking tasks that involve negotiation for meaning. The technique of employing the target language in communication to generate the development of students' learning is called "negotiation for meaning." Understanding what others are saying and being understood while speaking are the two most

crucial components of any engagement. We can utilize reiteration, clarification, or explanation to make sure the audience understands.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. The key to having a successful speaking class is knowing how to construct the teaching and learning activities for the students in a way that includes instructor assistance and practice time, which is also referred to as rehearsal for the students. The instructor has to be aware of the appropriate context and style of speech. As a result, the teaching and learning activity in the class has to address both the transactional and the interactional goals.

2.3 Information Gap Technique

1. The Understanding of Information Gap

The information gap is an activity which requires students to use the language to complete the gap of their limited amount of information. This activity can be done by a pair or group.

In contrast, Kayi (2002) suggests that information gaps tasks are practices in which students are expected to work in pairs. Each participant will have the data that the other partner does not have and that the pair must share the information. We have a variety of goals, including information gathering and issue solutions. One of the teaching methods that may be used in speaking classroom activities is the information gap approach. The information gap technique, according to Wijayanti (2018), is a type of structure output activity that results in language practice characteristics and short phrases. By gathering the necessary data, communicating a telephone message, and giving an opinion, these tasks are similar to doing a task.

Harmer (1991) says the information gap means "a difference" in the information we have between the two participants, and the discussion helps close that gap so that both speakers have the same information. Apart from Harmer, Raptou also says that in information gap operations, one person has certain information that needs to be shared with others in order to solve an issue, gather information or make decisions. It refers to the fact that, in

realcommunication, people usually talk in order to obtain knowledge that they donot have.

On the other hand, the information gap technique, according to Brown (2000), includes two features: The first attention of the student is not to the language form but to the information. It implies that rather than the language's constituent parts, the process of transferring information is being the emphasis of how the pupils are learning it. Second, the objective achievement is on the students' communicative interaction. This indicates that the emphasis of teaching and learning activities is on the interaction of the students. Fuqaha" (2015) states the activity of information gap can be applied for speaking in teaching and learning activities. Because the teacher merely offered different sentences or words, it is simple. In order to encourage pupils to contribute knowledge, several pieces of information are employed.

In conclusion, Information Gap can encourage students to work in pair or group to complete a certain gap in the information by sharing the required information they have using the target language.

2. Kinds of Information of Gap Activities

According to Littlewood (2006: 40-43) points out that the principle underlying communicative activities is that the teacher structures the situation so that learners have to overcome an information gap or solve a problem. Speaking activities based on information gap principle can be divided in to some categories, those are:

- a. Identifying pictures: learner A has a set of four, five or six pictures which are very similar in content, but contain a number of distinguishing features. Learner B has a copy of these pictures. Learner A must find out which of the pictures learner B is holding, by asking him questions about it.
- b. Discovering Identical pairs: In this activity the students work in group for instance one group consists of five students. Four pictures are given among four students and the fifth learner in the group holds a duplicate of one of those pictures. He must ask the others to discover which learner has the picture identical to his own.

- c. Discovering sequences or locations: Learner A has a set of six patterns. There are arranged into a sequence from one to six. Learner B has the same set of patterns, but these are not in sequence. Learner B must discover the sequence of A's pictures and arrange his pictures in the same way.
- d. Discovering missing information of features: Learner A has information represented in tabular or picture form. However, some items of information have been deleted from the table or picture. Learner B has an identical table or picture, but different items of information have been deleted. Each learner can complete his own table or picture by asking his partner for the information that the lacks.
- e. Communicating patterns and pictures: Learner A has an assortment of shapes which he arranges into a pattern. Learner B has the same shapes. They must communicate each other so that B can reproduce as exactly as possible the same pattern as A.
- f. Discovering differences: Learner A and B each have a picture (or map, pattern, etc.). The pictures are identical except for a number of details. The learner must discuss the pictures in order to discover what the differences are.
- g. Following directions: Learner A and B have identical maps. Only A knows the exact location of some building or other features. He must direct B to the correct spot.
- h. Pooling information to solve a problem: Learners have to pool information in order to solve a problem. For instance, learner A has a town plan showing the location of interesting places. Learner B has a list of a bus time table. Together they must devise an itinerary which would enable them to visit, say, five, places during one day, spending at least half an hour at each.
- i. Reconstructing story sequences: a picture script story (without dialogue) is cut up into its separate pictures. One picture is handed to each member of a group. Without seeing each other's picture, the learners in the group must decide on the original sequence and reconstruct the story.

3. The Advantages of Information Gap Technique

According to Watamni and Gholami (2012), the information gap is the best communicative strategy for students who are engaging in speaking activities as

part of Communicative Language Teaching in the classroom. It enables students to fully absorb the content by utilizing the target language. All of the students will have the opportunity to speak out and share their thoughts by leveraging the information gap. Additionally, if individuals learn knowledge that they find intriguing, it could increase their passion and provide them with additional information when they share or debate certain subjects or problems related to the social phenomena.

Neu and Reeser in Raptou (2001) add that in information gap, the information that one has should be shared with others, thus they can solve a problem, gather information, or make decisions. Moreover, information gap activities are very effective for they give every student chance to speak in the target language for a lengthened period of time and students naturally develop their speech.

Information gap activities according to Teacher's Corner (2015) offer several advantages, such as:

- a. Increase student talking time

Creating the active collaboration among students in completing the task while teacher facilitates the activity.

- b. Increase student motivation

Students have purpose to communicate since they have to exchange and collect information needed to complete the task. Moreover, each student gets an important role because everyone has essential information about the task.

- c. Incorporate authentic communication situations and materials

Teacher can create information gap activities that are related to students' real spoken English needs, such as asking for and following directions, asking for opinions, and problem solving with others. Teacher also can use authentic materials such as maps, brochures, and other real-world content that students usually meet in their everyday life.

- d. Can be creatively designed to focus on meaning, form, and/or curriculum content

Teachers can create activities that require or encourage students to orally use recently taught vocabulary or grammatical forms. Teachers can also build

information gaps around themes from non language curriculum content areas, such as science or history.

- e. Encourage critical thinking skills and teamwork

Information gaps activity demands students to exercise problem-solving skills, like categorizing and analyzing the collected data, seeking clarification from others, and working together with classmates to achieve the activity's objectives.

In addition, according Widiya Cahyani (2022), the advantages of information gap, namely :

- a. Giving situation that doesn't put to shame because activities in small group can increase learning motivation
- b. Increasing responsibility and autonomy learning because working in small group can accomplish teacher assignment
- c. Arousing interaction of using language because this activity gives chance for students to be brave in speaking
- d. Helping students for achieving separated goals
- e. Creating situation where students doesn't be pressed

In line with them, Kayi agreed that information gap activities are effective because everybody has the opportunity to produce speech in the target language and provide many purposes such as solving a problem or collecting information

Based on the experts' opinion above, a conclusion can be drawn that information gap activities can improve not only students' speaking skill, but also students' motivation, critical thinking, teamwork. Information gap can also increase student enthusiasm and make learning process fun and not boring. Information Gap is also useful for the teachers when they have familiar with the Information Gap activities; they can create various activities in teaching-learning English.

4. The Disadvantages of Information Gap Technique

Beside applying information gap technique provides many benefits, it also has disadvantages as what stated by in term of controlling the students during their discussion with their pair, allocating and managing the time, motivating and paying more attention to the lower level students.

According to Ee Joyce (1982) Group work in information gap activity do not always complete the learners' ability to communicate in the target language. It suggests that some students will participate in peer feedback and that those who do will take longer than those who don't. The teachers won't be involved in such information gap techniques to stop the mistakes or errors that the students make, and they won't even be able to assist the students because they have merely become facilitators for the students' communication without their direct involvement.

5. The Characteristics of Information Gap Activity

Nunan (1989) in his book admitted Information gap activity into the communicative activity which characterized as follows:

- a. In each activity the student is given a task.
- b. Students cannot do the task alone since the information they need for the task is split into two parts.
- c. The students have to ask each other for the information they need and come to a decision together.
- d. The activities are not exercises, but contexts in which the students can use language to find out about things they genuinely need to know and to share ideas.

From the explanation above, it can be inferred that information gap activity is a task-based learning which make students work in pair or group and there are information being exchanged using target language.

6. The Procedures of Information Gap Activity

Rohmatillah (2010) defined some procedures in teaching by using Information Gap Activities as follow:

- a. The teacher practices the articulation of vocabulary on the task sheet that will be discussed
- b. The teacher practices the articulation of vocabulary on the task sheet
- c. The teacher discusses the language function that will be used on the task
- d. The teacher practices the articulation of language function that was discussed
- e. The teacher divides students to do a couple of tasks
- f. The teacher gives the task sheet to the A and B group

- g. The teacher asks students to do dialogue
- h. The teacher observes and assesses the students' dialogue
- i. Teacher gives a chance to students to asking
- j. Teacher gives reinforcement.

Further, Brown (2000:187) stated the procedures of group work activity. The procedures or steps in teaching speaking using information gap are as follows:

- a. Introducing the technique. In this step, the teacher introduces what activity will be done, including the rules where the students have to work in group or pairs and what they should do.
- b. Modelling the technique. In this step, the teacher should give model as the example in doing the technique. In this case, the teacher can do it with one on the students to come forward as a model with the teacher. Next model is a pair of students in the class to come forward and practice it.
- c. Giving explicit detailed instructions. Here the teacher gives detail rules how to do this activity, including what the students should do in this activity.
- d. Dividing the class into groups. After giving example and gives detail rules, the teacher should divide the students into group or pairs. In this information gap activity, the teacher divides the students into pairs.
- e. Checking for clarification. What is meant by check for clarification here is the teacher asks the students whether they understand or not. It can be done by controlling the students' activity from group to group.
- f. Setting the task in motion. In this way, the teacher sets the activity in joyful and relax situation. Here, the students are free from being forced. So, they have to do the task freely and be motivated to do the task well.

In this research, the two procedurs above can used by researcher to be applied in teaching speaking using the information gap technique. Nevertheless, researcher will use the procedurs stated by Brown as a basis or reference in teaching speaking using the information gap technique.

2.4 Previous Study

There some previous studies which have been conducted by some researchers about information gap techniques, including :

1. Widya Cahyani (2022) in her research entitled “Improving Students’ Speaking Ability Through Information Gap Technique on First Graders at SMAN 2 Tulang Bawang Udik” The objectives of her study are to find out whether there is any significant difference between students’ speaking ability before and after being taught through Information Gap Technique and to describe what aspect that the highest and lowest improve after being taught Information Gap Technique. In her study, she envolved the first grade students of SMAN 2 Tulang Bawang Udik as her subject. She used several instruments; they are pretest and post-test. She found that there is a significant difference of students’ speaking achievement after being taught through information gap technique.
2. Amalia Distiningtyas (2019) in her research entitled “Applying Information Gap Technique to Increase Students’ Speaking Skills (A Classroom Action Research at the Seventh Grade Students of SMP Islam Ruhama Ciputat In Academic Year 2019/2020). In her study, she envolved the seventh grade student of SMP Islam Ruhama as her subject. She conducted the study using interviews, observations, and tests as the tools. Her research seeks to understand how Information Gap helps first-year SMP Islam Ruhama Ciputat students improve their speaking abilities. According to her research, the test's outcome revealed an increase in students' vocabulary accomplishment scores; 78.3% of students had successfully completed the KKM and attained. the Information Gap Technique is effective,
3. Putik Delima (2018) in her research entitled “Improving Students’ Speaking Skill Through Information Gap Technique (A Classroom Action Research at the Seventh Grade Students of SMPN 6 Kota Tangerang Selatan in Academic Year 2017/2018”. In her study, she envolved the seventh grade student of SMPN 6 Kota Tangerang Selatan as her subject. The purpose of her study was to improve the seventh-grade students' of SMPN 6 Kota Tangerang Selatan speaking skills. In her research finding using a classroom action research, it shows a significant improvement before and after applying the Information Gap technique. She used interview, observation and tests as the instruments to conduct the study. The researcher concluded that the

Information Gap technique could improve VII-9 students of SMPN 6 Kota Tangerang Selatan speaking skill.

In conclusion, all of those researches have a similarity with this research which is focused on improving the students' speaking skill using the Information Gap technique. Even though, there was one previous study using different subject, but each of studies was able to improve students' speaking ability by using the information gap technique. In other words, that use of information gap technique is succeeds in improving students' speaking ability.

2.5 Conceptual Framework

The conceptual framework in this research is shown in diagram below :

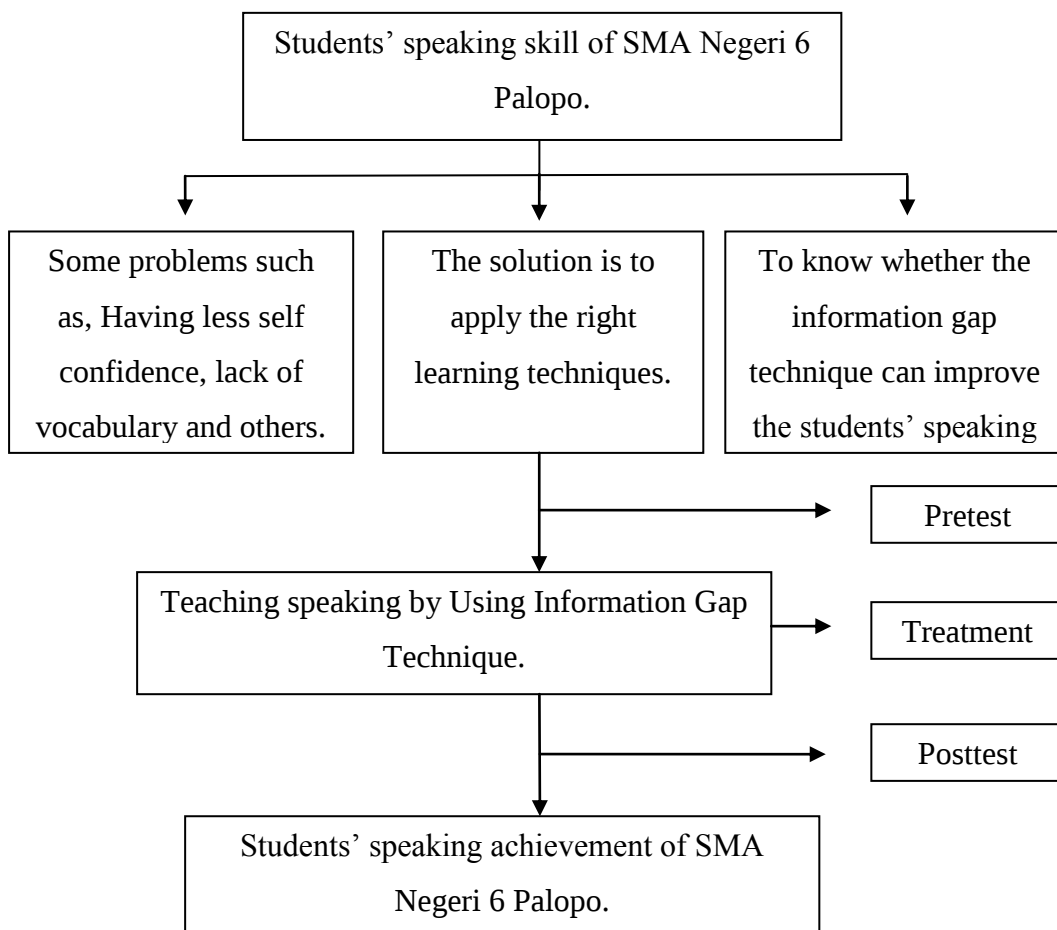


Figure 1. Conceptual Framework

The researcher started to find out some problems in students' speaking. Then, it was found some problems such as having less self confidence, lack of vocabulary having, low motivation, feeling afraid of making mistakes, afraid of

wrong grammar and others. So that, the solution was to apply the right learning techniques to overcome the problems. Therefore, it can be decided that the aim was to know whether the information gap technique can improve the students' speaking. After that, the researcher conducted pre-test to students to get the students' score of their skill in speaking before giving treatment. Then, the second step was treatment. The step was implementation of the use of information gap technique to the students. The last step was giving posttest to find out the achievement of students' speaking ability.

2.6 Hypothesis

In this research, the researcher formulates the hypothesis as follows:

H_0 = There is no significant difference between the result of pre-test and post-test of students after the treatment of speaking ability by using information gap technique.

H_1 = There is significant difference between the result of pre-test and post-test of students after the treatment of speaking ability by using information gap technique.

If the result of calculation that the value of (α) is higher than (p) ($0.05 > 0.00$), the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. Whereas, if the result of calculation that the value of (α) is lower than (p) ($0.05 < 0.00$), the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected.