USING INFORMATION GAP TO MOTIVATE STUDENTS IN SPEAKING: A STUDY AT SMA WACHID HASYIM 2 TAMAN-SIDOARJO



STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL SURABAYA TARBIYAH FACULTY ENGLISH DEPARTMENT













USING INFORMATION GAP TO MOTIVATE STUDENTS IN SPEAKING: A STUDY AT SMA WACHID HASYIM 2 TAMAN-SIDOARJO

THESIS

Submitted to State Institute For Islamic Studies Sunan Ampel Surabaya to Fullfill The One of The Rules in Finishing English Department

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ABSTRACT

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Key words: information gap, students' motivation, speaking competence.

Many students who learn English think that Speaking is difficult. There are many problems in speaking, such as: students feel bored in the class, students can not arrange the sentences well because they have poor vocabulary, students are afraid if they speak in front of their friends, etc. Considering about those problems, there are many methods and strategies in the teaching and learning process. In this research, the researcher uses information gap as the method to motivate the students in speaking.

Because at SMA Wachid Hasyim 2 Taman - Sidoarjo has never used the information gap, the researcher conducts the classroom action research at that school. The research has three cycles. The research was in descriptive qualitative research. Conducting the research at that school, the researcher wants to know how information gap implemented in the teaching of speaking, how the students response the information gap, and how information gap could motivate students in speaking.

The research result showed the using of information gap to motivate the students in speaking of each cycle. The first cycle, only several students are motivated. It can be seen from the students' activities and responses in the teaching and learning process. In this cycle, most of the students are shy, afraid to make mistakes, and are not confident if they speak in front of their friends.

In the second cycle, the students could be motivated better to speak using English. Half of the students participated actively although they still have speaking mistakes. In the third cycle, most of the students could be motivated by using information gap in the teaching and learning process. Most of the students answer the teacher's question as they were in competition. The information gap is suitable method to motivate the students in speaking because the students will find the reason to speak in the information gap.

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CHAPTER I

INTRODUCTION

This chapter provides the background of the study that describes the reason why the researcher intends to conduct the study. Because of this reason, problem of the study, objective of the study, and significance of the study are formulated. Next the scope and limitation are presented. Finally, the last part is the definition of the key terms.

A. Background of the Study

Language is the system of sounds and words used by humans to express their thought and feeling¹. Speaking is to express ideas in some other ways by talking². Such as participating at the class, students should talk to show their ideas.

Another definition of language is a system of arbitrary conventionalized vocal, written, or gesture system that enable members of given community to communicate intelligibly with one another³. Such as for the students, they use language for communication with their friends and their teacher.

English as an International language has become the most used language around the world. Nowadays, many books are written in English. Many science and social teachers teach using English. Many English films in the movies and instructions in the medicines or cosmetics use English. They can be the fact that English is around our life. Indonesian young generations should be able to communicate using English as an

¹ A.S. Hornbi, Oxford Advanced Learner's Dictionary (New York: Oxford University Press, 1995) Page 662

² Jeremy Harmer, The Practice of English Language Teaching (Longman, 4th edition, 2007) Page 27

³ H. Douglas Brown, Principles of Language Learning and Teaching (Longman, 4th edition, 2002) page 5

International language. To increase the ability in communications using English, it is able to learn English in many places, like English course, private course, or at school.

Moreover, most of foreign learners are primarily interested to learn how to speak using language⁴. It means that speaking is important goal for language leraners both in foreign or secong language. This also means that teachers must also provide the opportunity for students to use language in their daily life and to communicate with anyone. Sometimes, language learners have difficulty to perform their ability in speaking English. Most of them choose to be silent when they study English at school. They may have some reasons when they choose to be silent. "There are some problems in speaking activities, such as students feel shy when they will show their idea, using their mother tongue that able to make them become accustomed in speaking English. They do not know about the words or sentences that they must say, and the last they do not have enough motivation to speak up⁵.

To minimize the students' problems in English speaking learning the teacher must be creative in determining the method that is used at the classroom. The variety of teaching is one of the teaching aspects that must be mastered by the teacher to motivate students in speaking to show their ideas by saying something because sometimes students need different situation in the English learning process, especially in the speaking competence.

In language learning, the learners of language define fluency as the ability to converse with other, more than the ability to read, write, or comprehend oral language.

⁴ Penny Ur, A Course in Language Teaching (Cambridge University Press, 1996) Page 120

⁵ Ibid, page 121

They assume speaking as one of the most important skill. And they assess their progress in terms of their accomplishments in spoken communication.

Among those the teaching speaking technique, information gap is considered as an effective way to make students speak up. In this activity students need to accomplish the information that they should get from their partner. In this case, the researcher uses information gap as the model which uses to motivate students in speaking.

By using information gap, the teacher wants to motivate the students to speak in English because in this information gap gets some missing information that make the students speak something.

The research is done at SMA Wachid Hasyim 2 Taman - Sidoarjo. The researcher chooses this school to do the research because this school is one of Islamic private school which has 12 classes of each grade and there are two kinds of English lesson. They are general English and Conversation.

B. Problem of the Study

Based on the background of the study above, this study will try to find out the answers to the following questions:

- 1. How could information gap be implemented in the teaching of speaking in senior high school?
- 2. How do the students response to the information gap?
- 3. How could information gap motivate students in speaking?

C. Objective of the Study

- 1. To describe how information gap is implemented in the teaching of speaking.
- 2. To describe how the students response the information gap.
- 3. To describe how information gap could motivate students in speaking.

D. Significance of the Study

The researcher hopes that the result of the study will be useful for the writer self in motivating the students to participate actively. For English department students, the researcher hopes that they will be motivated to speak and participate during the teaching and learning process. And also English teacher will be motivated to think and use various methods in English teaching.

E. Scope and Limitation

The research would be held at the regular class of first year students of SMA Wachid Hasyim 2 located at Jalan raya Ngelom 86 Sepanjang Taman-Sidoarjo. It was conducted to the students' period 2009/2010, actually in the first semester. The research would be done at the first grade (X-7). The study was focused on the English Conversation lesson

F. Definition of the Key Terms

- 1. **Information Gap**: the activity where learners are missing the information they need to complete a task and need to talk to each other to find it⁶.
- 2. **Students' Motivation**: Student motivation naturally has to do with students' desire to participate in the learning process⁷.
- 3. Speaking Competence: the quality or extent of being completed that used for or engage in speech and able to communicate in a specified language.

⁶ http://www.teachingenglish.org.uk/think/knowledge-wiki/information-gap 7 http://www.kidsource.com/kidsource/content2/Student_Motivatation.html

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speaking Skill

1. The Nature of Speaking English

Speaking is produced, oral skill. It consists of producing systematic verbal, utterances to convey meaning. It is able to be the alternative process of construction meaning that involved the producing and receiving processing information. Speaking is one of the necessaries to live and make social relation with others. Speaking is also used in naturally of spoken communication. It is used for many different purposes, like to make social contact with people, to discuss with someone, clarify the information and share the idea, etc. The purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about the other doesn't have. To achieve their purpose, participants may have to clarify their meaning or ask for communication of their own understanding. People will not know and understand what one mean if one does not speak using language.

As language learners, the ability of speaking is needed to learn and show the target language. It means that the ability to speak always becomes an important goal of language learner in both native and foreign or second language setting. Many

⁸ Kathleen M Bailey, *Practice English Language Teaching: Speaking* (New York: San Francisco, 2005)
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⁹ Rebecca Hughes, Teaching and Researching Speaking (Hong Kong: Longman, 2002)

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people assume that to be able to measure the ability of language learners is from speaking competence. As language learners, students should listen, talk, and negotiate meaning, focused on meaning, high motivation to speak up, and communication competence.¹⁰

2. Teaching Speaking

Language learners regard speaking ability as the measure of knowing a language. ¹¹ These learners define fluency as the ability to converse with others, much more than read, write, or comprehend oral language. They assume that it is speaking decree anything which is important for them to get because they measure their proficiency with speaking.

Language learners often think that the ability to speak a language is product of language learning, but speaking is also crucial part of the language learning process. Effective teacher teaches students speaking strategies using minimal responses, recognizing script, and using language to talk about language and their confidence in using it. These learners help the students learn to speak so that the students can use speaking to learn.

Languages learners who are more confidence in their ability to participate are successfully in oral interaction often listen in silence while others do the talking. One of ways to encourage such learners to participate is to help them built up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable. Having a

¹⁰ H. Douglas Brown, Op.cit. page 246

¹¹ http://findarticles.com/p/articles/mi_hb6679/is_9_63/ai_n28839337

stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

English learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teacher can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can give students strategies and phrases to use for clarification and comprehension check.

By encouraging the students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom self. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that may encounter outside the classroom.

To reduce the students' speaking problem in the classroom, the teacher should be able to choose the right method of speaking methods which is used at the class to motivate the students to speak up. There are many methods used to motivate the students in speaking lesson such as: role play, information gap, discussion, story telling, etc. Here the researcher will use information gaps in her research to motivate the students in speaking.

By applying the information gap, the teacher is expected to motivate the students to speak English. The desire to speak would not exist if the students did not know what they would say.

•

B. Information Gap

1. Description of Information Gap

One of the speaking problems is that there is no reason to speak. 12 Students need the reason to speak. This reason is called an information gap. In an information gap activity, students are able to ask and tell their friends about the material. Here, the students will speak something to get and give the information.

In speaking class, the function of information gap is to achieve better, understanding of situation by experiencing a realistic simulation. There are three of the information gap's functions. They are:

- a. Information gap gives a hidden practice where the students use the expression about material which is learnt
- b. Information gap includes the students more: it is suitable for the whole class.
- c. Information gap gives the students fell happiness because Information gap is kind of games which will make students feel happy. Information gap can also give the students new information.

2. Information Gap Activities

Information gap is one kind of structured out put activities. In this information gap students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap also sets up practice on specific items of language.

There are four common forms of information gap. They are:

¹² Jim Scrivener, Learning Teaching, (Thailand: Macmillan Heinemann, 1994) Page 59.

a. Fill in the information gap in a new different information partner, A and B have different information from each other. A asks to the B about the A's gap.
 And B answers according to his/her card. Than B asks about her/his gap like
 A does to her/him

b. Completing the picture

The two partners have similar pictures, each will have different missing details, and they cooperate to find all the missing details. Examples: On A's picture there is a house with 2 doors and 2 windows but in B's picture there is a house with 1 door and 1 window but there is small kitchen. Each other finds the differences about each other's missing and differences.

c. The experience gap

All of the students have different experiences in their life. In this situation, each of them should be able to ask and tell about each other's experience. By telling their different experience, the other students are able to fill the unknown information before.

d. The opinion gap

Most of people have different opinion, feeling, situation, reaction and events. In this gap each students can ask about their partner's opinion about certain events, picture, etc.

By exploiting the experience or opinion gap, students can rank the information and compare their decisions with each other's students. 13

¹³ www.teachingenglish.org.uk/think/articles/find-gap-increasing-speaking-class

e. The knowledge gap

Each student has different knowledge. This gap can be exploited in brainstorms of knowledge and such as quizzes.

C. Motivation

1. Description of Motivation

Motivation is the struggle to do something. 14 Motivation is some kinds of material drive which pushes someone to do things in order to achieve something. 15 It is to active, guide, and keeps the activities continually. It is the most important thing from the effective learning. People who have the desire to do something they can do whatever they want.

According to Mc. Donald, motivation is the changing of people's body which is marked by feelings and begins with the goal. ¹⁶ Motivation is complex. It can be the cause of something changing and happening. It influences to the emotion and feeling. It is caused by the desire and purpose of each person.

Motivation is also called the necessary of life. It can be formed from internal and external factors. The motivation formed from internal factors, such as; master English, to know something interesting, etc. Motivation formed from external factors, such as; the desire to get a job, to do what the teacher asked.

¹⁴ Sudirman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: 1996) Page: 73

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition* (New York: Longman, 2001) Page: 51

¹⁶ Sudirman, Op.cit.

2. Motivation to speak English

The lesson in the classroom should be able to motivate the students to speak. It means that the teacher should have the varieties of teaching method. The students often feel bored, sleepy, lazy, etc when they feel uncomfortable with the condition of the class. Students' concentration will decrease if the students have felt bored with their lesson.

Motivate students in speaking is important to make the students sure how important and interesting their material. It means that teacher should inspire the students' desire to know of the certain material.

After inspiring the students' desire, the teacher also should keep the students' desire. The professional teacher uses varieties of learning strategies to keep the students' desire. Example. In this research, the researcher uses the information gap to motivate students in speaking.

Giving motivation to the students means ask the students to do something. In the first time it causes the subjects study because they want and they feet that it is their necessaries

CHAPTER III

RESEARCH METHODOLOGY

This chapter will focus on research design, research location and subject, research procedure, research instrument and data collection, and also data analysis.

A. Research Design

The research design consists of sequence process in which a specific education project of implementing information gap. Here the researcher would use Classroom Action Research (CAR). Classroom Action Research is the form of reflection study which is done by the actor to increase the rational steadiness from their action in doing the duty of deepen understanding to the action, and make the condition of learning practice better. 17 The characteristics of CAR are:

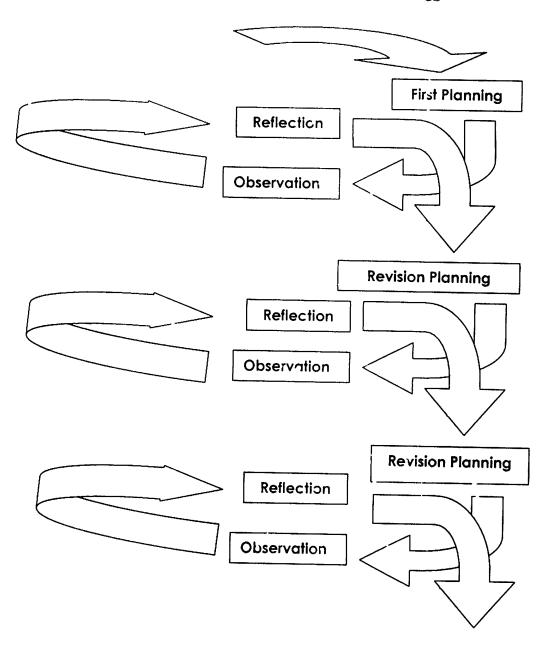
- 1. Done by the teacher her/him self.
 - 2. There is repairing efforts.
 - 3. Beginning from the simple problem, obvious, clear, and the aim of the class.
 - 4. Research collaboration.
 - 5. More than 2 cycles.
 - 6. Do not need any population or sample.
 - 7. Suitable and belief method.

¹⁷ Budi Jatmiko, Penelitian Tindakan Kelas (PTK), *Kumpulan Makalah-Makalah Penelitian Tindakan Kelas*, (Surabaya, Universitas Negeri Surabaya press: 2002)

- 8. Can not disturb the teaching duty.
- 9. May not seize the time.

The research of CAR is to motivate the students in speaking. In this CAR, the plot can be seen in the following picture:

Classroom Action Research in Kemmis and Mc. Taggart' Model



The picture's explanation:

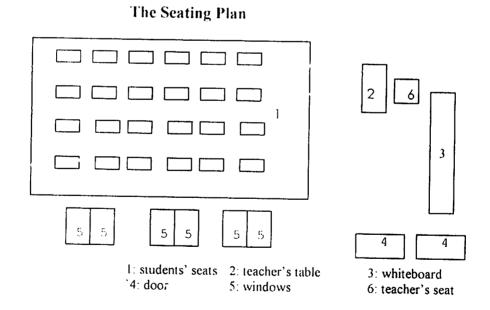
- 1. Planning : before doing the research, the researcher arranges the problems' formulation, aims, and research planning.
- 2. Observation: kind of method or action which is done by researcher to the students.
- 3. Reflection : evaluate the activities, research planning and methods, to do the next cycle better.
- 4. Revision according to the reflection, the researcher makes planning revision for the next cycle.

B. Research Location, Time, and Subject.

This research was conducted at SMA Wachid Hasyim 2 Jln. Raya Ngelom 86 Sepanjang Taman-Sidoarjo 61257 East Java, Indonesia. SMA Wachid Hasyim 2 Taman-Sidoarjo has 36 classes. Each grade has 12 classes. Each class consists of 35-48 students. SMA Wachid Hasyim 2 Taman is one of the Islamic private senior high school in Taman-Sidoarjo. In this school, the classes are divided into three kinds of classes. They are: Intensive Class, Plus Class, and Regular Class. The students that belong to certain class are determined by their score, achievement, and the background of the school before (the previous junior high school).

In this school, the English lesson is divided into two parts. They are General English and Conversation. The researcher chose the Conversation Class for her research.

This research was conducted at the first semester for the students grade X-7 and at the English Conversation Lesson. The total number of students in class X-7 was forty seven students consisting of twenty eight female and twenty male students and the English Conversation teaching-learning activity in this class was carried out twice a week with twelve total class hours and duration of forty five minutes per class hour. The English Conversation teacher in this class was one permanent teacher.



C. Research Procedure

This study was conducted at the following procedures like: primarily study, implementation the plan, reflection and revision. 18

1. Preliminary Study

It was carried out to identify the students' problem in the speaking competence. Before the researcher conducted the information gap in the classroom, the researcher looked for the speaking problems of class X-7.

First was classroom speaking problem. Here, the researcher asked the teacher by interviewing her. The second was students' problem in speaking. Here, the researcher interviewed the students one by one. The researcher asked them what their problems are in the classroom.

The researcher also observed the teaching and learning process before she conducted the information gap to the students. It was to ensure that the data was taken it's really occurred in the teaching and learning process.

After finding the speaking problems, the researcher prepared the lesson plan, information gap, material and other instruments.

2. Implementation The Plan

The researcher implemented the information gap at the Conversation Class is to motivate in speaking. There were three steps in doing the research:

¹⁸ Suharsimi Arikunto, Procedur Penelitian Suatu Pendekatan Praktik Edisi Revisi VI, (Jakarta: 2006), Page: 98-99

a. Planning

It was used by the researcher to prepare the material, lesson plan of three cycles, and things to record the action, checklist, questioner, and field notes. Before the research was applied, the researcher had to choose and design something needed in the teaching and learning process. Here, the lesson plans of three cycles could be seen at the appendix.

b. Action and Observation

In this research, the researcher implemented the lesson plan to motivate the students in speaking. During implementing the lesson plan, the researcher was observed by the observers using checklist. Something which observed was the teachers' and the students' activities in the teaching and learning process. The researcher also took notes about her research during teaching and learning process.

3. Reflection

The researcher reflected on her lesson plan as soon as she finished her lesson plan, collected the notes and checklist data taken by the observer and made plan for the next cycle.

D. Research Instrument and Data Collection

1. **Interview**: asking several questions which is done by the researcher. It was to know the speaking problem at the teaching and learning process.

- 2. Checklist: the group of statements which related to the research. The statements were about the topics, technique of conducting information gap, teaching and learning process, students' and teacher's activities.
- 3. Questionnaire: it was to know how information gap was able to motivate the students. This questioner was given to the students in each cycle to know how information gap responded by the students.
- 4. Documentation: it was used as the method to get something using books, papers, or others that related with the research. In this research, the researcher would use the recorder to record the students' conversation while information gap was being applied.

E. Data Analysis

In this research, to analyze the data the researcher described the result of the research from the teacher's field notes, observation checklist, interview, and students' questionnaire.

The researcher used the field notes to note about the students' activities in the class. Here, the researcher described the speaking mistakes in the teaching and learning process.

The researcher also described the students' opinion about using information gap during the teaching and learning process.

Here, the observer analyzed observation checklist which was taken by the observers using four criteria. These were the criteria of scoring checklist:

- a. Very bad
- b. Bad
- c. Good
- d. Very good

CHAPTER IV

DISCUSSION AND RESULT OF THE RESEARCH

In this chapter the researcher described the result of the research, analyzed and discussion from the data taken. Here the researcher discussed about the finding during the action.

Before the information gap was applied in the lesson plan for grade of X-7, firstly the researcher interviewed the teacher of grade X-7. From that interview, the researcher got the data of speaking problems, they were: 1) Students did not have any struggles to speak English, 2) The class was noisy but they didn't pay attention to the lesson, 3) Some students felt afraid to speak English.

In this research, the researcher was observed by three observers, they are: collaboration teacher (the English Teacher), an English Department student of year 2005 and a graduate English Department student of year 2009.

A. First Cycle

Teaching and learning process was done on November 3rd, 2009 in the grade of X-7 SMA Wachid Hasyim 2 Taman – Sidoarjo. This action and observation were done by applying the Information Gap to motivate students in speaking.

1. Planning the lesson

In this plan, the teacher would give the students motivation to speak by guessing the topic; the teacher asked the students about their previous lesson and motivated the students to speak by guessing the topic. Teacher would divide the class into 2 groups and one of the students from each group come forward become mode. Teacher would give topic to the students who become models and they must deliver the topic by giving the clues to their each group. Then the others guessed what the model's mean.

Second was the main activities; in this step the teacher would explain the material and how to do the information gap. Teacher read the expression louder, and then the students repeated after her. Teacher asked the students about the example.

Then, teacher explained about the information gap. The teacher divided the students into pairs and gave them various topics each pairs. In one pair, the students had two cards. The cards were same topic but there were some different missing information. Then, each student asked the missing information to their each partner by using their own sentences. Then partner told about the missing information and asked as their partner had been done.

While the students were doing the information gap, the teacher observed each pairs one by one. In her observation, the teacher noted the speaking mistakes which were made by the students.

In the end of teaching and learning process, the teacher would ask some questions to the students about the topic. Then the teacher wrote down the speaking mistakes made by the students on the white board. The teacher explained to the students how to arrange the simple sentences and giving the drilling of how to pronounce certain expressing. In this cycle, the teacher

motivated the students to more active in the next meeting. After that, the teacher and the students concluded the material together.

2. Action and observation

Here, the researcher described what happen during the teaching of the lesson especially in the main activities.

a. Giving Warmer

The teacher came to the class and students seemed were not ready to get the lesson. The students made a joke with their friends and they were busy with their own problem. Than, the teacher tried to get the students' attention by greeting and asking the previous lesson. Teacher asked the students, "Students.....Do you still remember our previous lesson? What did we learn last week?". When the teacher asked about the previous lesson, most of the students were silent and they were only smiled and shook their head. Only several students responded the teacher's questions. Then the teacher gave the students warmer to stimulate them. Students were divided into two groups. Teacher asked one student from each group to come forward and the teacher gave them the topic about expression of pleasure. The both delegation from each group delivered their topic to their group by giving some clues but did not mention the topic. Example: Student A said to his group, "Friends... I got new bike from my father (saying with laughing). What do I feel now?". Then, the other students guessed. The group who could answer correctly,

they would get reward and point. The group which could get more point than other, they would be the winner. But, in the fact they did not really interest with that warmer. Only several students guessed and the others were only passive.

b. Introducing the topic

Second is the main activities; in this step the teacher explained the material and how to do the information gap. The teacher explained about the expressing of pleasure. She wrote some expressions on the white board and gave some examples, such as "!t's great! Congratulation! I'm so happy to get the scholarship, etc". Only some students paid attention to the teacher's explanation about material and the information gap instruction. They seemed that they had eager to learn more about it. And the rest of the students did not interest to pay attention about what the entire teacher's said. It happened not only because of the students but also it could be from the teacher. When the teacher explained, she did not bring any media to make easy of delivering the topic and made the students interest to learn.

c. Giving Instruction

Then, the teacher divided the students into pairs and gave them various topics of expression of pleasure each pairs. Example: teacher said to the students, "Students, now you sit down face to face and I'll give you a variety of topic. Here, each pair will get the same card but with a different statement, from that missing information, you need to ask and

tell with your each partner, ok!" Here, only some students understand what the teacher said.

Then the teacher graded her language and said, "Ok, now all of you must sit face to face. I will give the right students A card, than the left students will get B card. A card and B card are different. To get the same statements, each of you must ask and tell about each other's missing information. Do you understand?

After grading the language, the students seemed to have more understanding about what the teacher's instruction. Most of them started to sit down face to face and do the information gap.

d. Monitoring

While the researcher was monitoring them, the third pair got the card about graduation. The students' names of third pair were Alfiah and Citra. Citra had the card with the words in next ambition column and gift column. In the contrary, Alfiah got missing column of next ambition and gift but she got the words in gift from column and the score column. Then, each student asked the missing information to their each partner by using their own sentences. Then partner answered the question and asked as their partner had been done.

Here the example of student's dialog, in this dialog, Citra as Bruce and Alfiah as Mike.

Citra : Hi, Alfiah.

How do you do?

Alfiah : Hi, Citra.

How do you do.

Citra : Alfiah, do you know about our friends news?

Alfiah : Who do you mean?

Citra : I heard that Mike and Bruce graduated yesterday.

Alfiah: Oh yeach....I am very happy to hear that. Just know, my friend told me that Mike got the best score in his class. He got something as gift from his parents. But I do not know about that's give. Do you know about Mike's gift?

Citra : Yups! I know....he got new mobile phone.

Alfiah: Wow....fantastic....!!!

Then, the teacher monitored them one by one, the teacher found some students were passive and did not do the information gap. They were: Binar Usfiah Ashana, Rizki Amalia Mawaradi, Febriansary bamboa, Dwi Rahmawati, Anggi Dwi and Boby Pratama Dirja. Then the teacher approached them and asked "Why are you just silent?". The students smiled and just said that they were shy and the others said that they did not understand about the teacher's instruction. The teacher tried to approach, grade the language and demonstrated the instruction so that the students understand about it. The teacher also noted the students' speaking mistakes

e. Going trough the answers

In the end of teaching and learning process, the teacher asked some questions to the students about the topic. For example: when the teacher asked. 'Students, how much is Bruce' score?". Most of the students still did not pay attention to the teacher. They seemed confuse and did not know what they wanted to say about. About eleven students answered the teacher's questions because the others were still confused about the material. In the secondly, the teacher asked, "What do you feel if your father give you a new bike?". Most of the students did the same thing when the teacher asked them for the second time. The teacher wrote down the speaking mistakes made by the students on the white board, such as the vocabulary and grammatical mistakes. The teacher explained to the students how to arrange the simple sentences and giving the drilling of how to pronounce certain expressing. Because the students did not interest about the information gap because they did not understand well about it and the material. It caused the students did not want to ask anything to the teacher

There were some of the students' mistakes during the teaching and learning process. In this first cycle, the researcher noted several wrong pronunciations of words made by the students. They were:

- a. Thank you [tengkiu] instead of [θæŋk ju:]
- b. Love [lof] instead of [IAV]
- c. I am [a:m] instead of [ai ei 'em]

- d. Could [cold] instead of [kəd;]
- e. That [det] instead of [Öæt]
- f. Fantastic [ventashtick] instead of [fæn'tæstik]
- g. Come [kom] instead of [$k\Delta m$]
- h. Satisfied [satisfayed] instead of [sætisfaid]

Students also made grammatical mistakes:

- a. "I am like your new dress" instead of I like your new dress.
- b. "She have special time for you in this day" instead of She has special time for you today.
- c. "This is a nice perment" instead of This is a nice candy.

In this cycle, students were still influenced by their first language. The speaking mistakes of mispronounced and grammatical mistakes happened because the students are not familiar with the English in their daily activity.

In this cycle, the teacher motivated the students to more active in the next meeting, brought the dictionary for next meeting, and tried to practice the material with their friends. The teacher also asked the students' difficulties during teaching and learning process. After that, the teacher concluded the material.

3. Reflection

Here, the students started to understand about the teacher's instruction after the teacher graded her language. When the teacher asked the students about their problems in speaking, most of the students said that speaking English was

difficult for them Actually they had ideas in their mind, but they felt difficult to express.

In this cycle, only a few students tried to speak English in the teaching and learning process. When the students were in the teaching and learning process, most of them just looked at the book without speaking anything else. It was happened because some of them felt that speak English was something difficult to do. The students seemed that they did not have any struggle to be able to speak English. In the fact, only two students brought their English dictionary to the class. Most of them felt lazy to bring the dictionary. Some of them said that they did not have any dictionary. This condition made the students could not arrange the sentences well.

The teacher asked the student to bring their dictionary in order to find out the meaning, more active in participating during the teaching and learning process. For the next meeting, the teacher would motivate the students in order to active in the class. The teacher also revised the weakness of the first cycle, such as teacher would be more relax in the classroom to keep the students' comfortable, the teacher would change the media of information gap, etc.

B. Second Cycle

In this cycle, the teacher made the revision planning to revise the weakness which was made in the first cycle. According to the observation in the first cycle, in this cycle the teacher should make the students more active than the first cycle, the teacher would be more relax in the classroom, using different media of information gap. Here, the

teacher would give the students short story to provoke the students to understand the material, ask and tell about the story to their friend.

1. Planning the lesson

In the second cycle, firstly, the teacher greeted the students, prayed, and took the students' attendance. Next, the teacher did the pre teaching activity by giving the students guessing game as warmer. Teacher acted in front of the class than asked the students to try to guess what the teacher's doing. If the students were still confused, the teacher would grade the language and changed the sentences. The teacher also asked the previous lesson to remind the students about their previous lesson.

The main activities were explaining the material and implementing the information gap. Here, the teacher explained the material about expressing of pleasure and wrote some vocabulary on the white board. After that, the teacher divided the students in pairs and allowed them to do Information gap about someone's experiences and asked each others partner.

While the students were doing the information gap, the teacher controlled the pairs one by one. In this cycle, the teacher tried more relax in ordered keeping the students' feeling of shy and nervous in doing the information gap and in speaking English. Not only just relax but the teacher also motivated and approached them one by one.

By the end of the lesson, the teacher asked the students about what they had learned. The teacher also gave the drilling of their s speaking mistakes, such as the

pronunciation and wrong grammatical sentences. It was done as the feedback to the students.

2. Action and Observation

This teaching and learning process was done on November 17th, 2009 in the grade of X-7 SMA Wachid Hasyim 2 Taman - Sidoarjo.

a. Giving Warmer

Firstly, the teacher greeted the students and asked their condition. The teacher said "Good morning students? How are you today?". Here, the students answered together. Then, the teacher did the pre teaching activity by acting about something relation with the topic and said "Wow... your bag is good! I like it" in front of the class and asked the students "Students, do you know what's my action about?". It was done by the teacher to remind the students about the previous lesson. Some of them responded actively but the others were still confused. The teacher graded her language. She said," I'm very happy when I got good score". Than, the teacher asked the students, "What do you feel if your mother gave you much money?", than the students could answer well. Students seemed have understood about the teacher's mean.

b. Introducing the topic

Here, the teacher explained the material about expressing of pleasure and wrote some vocabulary on the white board and asked the students to repeat the expressing which the teacher's said. After that, the teacher divided the students in pairs and gave them short story. The short story was

about someone's experience. There was several missing information which would be as reference for the students to conduct the information gap.

In this second cycle the students could spend their time more to pay attention to the teacher's explanation. Students seemed had enjoyed and understand with the situation. Some of them started to understand about what the entire teacher's said. While the others still did not pay attention to the teacher's explanation.

c. Giving Instruction

Teacher told the students to sit down face to face as they did on the last meeting. Teacher said, "Students... now sit down face to face with your friend bench". When the teacher gave the instruction, the students responded immediately with the instruction. Students sat down with their friend bench.

d. Monitoring

While the students were doing the Information Gap, the teacher controlled the pairs one by one. In this cycle, the teacher tried more relax in ordered keeping the students' feeling of shy and nervous in doing the information gap and in speaking English. Not only just relax but the teacher also motivated and approached them one by one. In this cycle, some of the students started to like and enjoy speaking English although they still had not spoken English well. But the others still could not enjoy the information gap activities.

Some of the students could be motivated better by doing the information gap than the previous cycle. Here was the changing numbers of students liked information gap. At the first cycle, only several students liked information gap. At the second cycle, there were 28 students liked information gap. They began interesting of an information gap because they felt that the fact information gap was fun to do. In fact, students who tried to speak English increased from the first cycle. In this cycle the teacher also found some students were still not confident to speak English. The students started to enjoy the information gap and they began to say something. They tried to find out the meaning of the vocabulary by asking to their friends or their teacher. Students chose asking the meaning of vocabulary to their friends or teacher more than looked at the dictionary because it was more simple way to find out the meaning without big effort and did not spend more time.

And some of the students brought the electric and book dictionary. The other students did not bring dictionary because of many reasons, such as: they did not have it, they felt the dictionary is heavy to bring, etc. Here about 21 students had tried to arrange the sentences better than the first cycle. And the others were waiting for their friends helping to make the sentences.

Next the teacher monitored the other pairs and also motivated them by approaching them one by one. The teacher also noted the students' speaking mistakes.

e. Going trough the answers

The end of the lesson, the teacher gave the inducement to the students by acting in front of them. Here, the teacher approached some of the students and gave them something. Then the teacher asked to them, "What do you fell when I give you this thing? It is special for you". Some of the students said, "Wow....it's nice! I like it mom. Thank you." After that, the teacher concluded the material.

Some students tried to relax when they speak English in the teaching and learning process although they still had some mistakes of their speaking. Some students felt nervous when they spoke English. The others were still shy to speak and afraid to make mistakes. They are:

- a. Drank [drang] instead of [drænk]
- b. Because [bikaus] instead of [bikσz;]
- c. Where [w3re] instead of [web(r)]

In this cycle the students did not had any grammatical mistakes in their sentences because the teacher have taught them how to make the simple sentences.

3. Reflection

In this cycle, some students paid attention to the teacher's explanation about material and the information gap instruction. They seemed that they had eager to learn more about it. The teacher also motivated the students to more active in the classroom, the teacher also tried to be more relax in the classroom. This condition made the students felt comfortable and they did not feel afraid to speak English. Students seemed to have understood the material well, although in a different form.

In this cycle, the students participated better than the first cycle. Half of them tried to speak English although they still had some pronunciation mistakes.

By the end of the lesson, the teacher asked the students about what they had learned. The teacher also gave the drilling of their s speaking mistakes, such as the pronunciation and wrong grammatical sentences. It was done as the feedback to the students. In this cycle, students began interest about the information gap, they began understand about the material. Some of them could answer the teacher's question. In conclusion, in the second cycle students had motivated better to speak English. The students also began understand about the topic.

C. Third Cycle

In this cycle, the teacher made the revision planning to revise the weakness which was made in the second cycle.

1. Planning the lesson

In this cycle, the teacher would try to get the students' attention and made sure that they were fine by greeting them. Teacher asked some students about previous lesson and asks the students to make the example.

In the second activities, the teacher would explain about the expression of sympathy and wrote some vocabularies on the white board. Then, the teacher read the expression loudly and asked the students to repeat after her.

Teacher divided the students into the pairs and allowed them to do information gap about someone experience based on the pictures and asked them to ask each other. Teacher controlled the pairs one by one and noted the students'

speaking mistakes. Teacher also motivated the students by approaching them one by one.

Teacher gave the students elicits about what they have learned just know and concluded the material. Teacher repairs the students' mistakes in speaking by drilling by the teacher.

2. Action and Observation

This teaching and learning process was done on December 3rd, 2009 in the grade of X-7 SMA Wachid Hasyim 2 Taman – Sidoarjo

a. Giving warmer

Firstly, when the teacher came to the class with her new spirit, the students welcome the teacher by their full enthusiasts. The students seemed that they had felt comfortable with the teacher's attendance. As the warmer, the teacher asked the students about the previous lesson and asked about the examples. The teacher asked, "Anyone knows what we learnt in the last meeting?" Some of the students answered correctly. Then the teacher demonstrated the expressing of pleasure by acting in front of the students. Then the teacher said." What would you say if you were me?" Suddenly, the students answered, "I'm very happy."

b. Introducing the lesson

The teacher explained about the new material. It was expressing of sympathy. While the teacher was explaining the material, the students paid attention well. The teacher also demonstrated the explanation by showing the

picture related with the topic. Then the teacher wrote down the expression of sympathy and read it. The teacher also asked the students to repeat after her.

The increasing data of the students' number who tried to understand the material could be seen at each cycle, at the first cycle, only some students tried to understand the material. But at the second cycle, the numbers of students who tried to understand about the material was increasing. And at the third cycle, most of the students could understand about the material well. It meant that the students had big struggle to understand the material. The students' understanding were able to see from their responses when the teacher gave them elicit. The students could answer the teacher's question.

c. Giving instruction

Like the first and the second cycle, the teacher asked the students to sit down in pairs. In this cycle, the students were very enthusiast to participate in the classroom activities.

After explaining the material, the teacher divided the students into pairs and gave them the picture card. The students got the different picture but still in the same topic. The teacher allowed the students to do the information gap by asking and telling about their missing information on their card to their each partner.

d. Monitoring

At the third cycle, most of the students liked information gap. Students felt that information gap was one of important things in the speaking because there was missing information that as the reason for them to say something.

While the students were doing the Information gap, the teacher controlled and motivated them by approaching them one by one. When the teacher controlled the students one by one, the first pair told about the floods. Student A and student B had different opinion about their each picture. From different missing information, the students could do information gap effectively. In this cycle the teacher did not have many notes of students' mistakes. The students seemed had enjoyed their Conversation Class. It could be seen from the students' activities, most of them cooperated their speaking and ideas well.

In this cycle more than 90% students were motivated to speak using their English. It could be seen from the following data:

- 1. Students were able to interact with their friends about the material using their English because students had felt familiar with the topic and understand well about it.
- 2. The easy and fun of the information gap could motivate the students speak actively and work together with their friends because they had known how did the information gap.
- 3. In this cycle the teacher had prepared the necessaries well, such as: the material, lesson plan and recorder.
- 4. The teacher also motivated the student by approaching them when they were doing the information gap.

5. Students could understand what the material about and they tried to speak actively to show their ideas bravely. It could be seen from the students' activities during the teaching and learning process.

The end of teaching and learning process the teacher asked the students about what they had learned. The students could answer the teacher's question actively. In the fact the students participated of showing their ideas bravely and look like in the competition. They seemed as compete each other in speaking of showing their ideas.

Based on the observation, most of the students tried arrange the sentences correctly in the second and the third cycle. It caused by the teacher had taught them about how to make simple sentences in the first cycle. Only a few students still confuse of making the sentences correctly but after the teacher approached, motivated, and gave the drilling, they could make the sentences correctly.

In the third cycle, the student did not have any notes of speaking mistakes. The students also could enjoy the information gap game and understand about the material. So that they could answer the teacher's questions very well and enthusiastic.

e. Going trough the answer

When the teacher gave the students elicit by asking them about some picture, the students could answered well. They answered as if they were in competition. Example: the teacher said," students what s the picture about?" And the students answered, "It's about the flood, mom." Next, the teacher

asked, "what do you sad if your friends were the boy in this picture?" The students were also able to answer the teacher's question. They said, "I'm sorry to hear that."

In this cycle most of the students could answer the teacher's question. When the teacher asked them "Students'... mention some of expression of sympathy!". Then, the students answered the teacher's question as they were in the competition. They were enthusiast; it might because they had understood about the material well. There were several shy students, to know about their understanding, the teacher called her name and asked "Febriansary, mention about expression of sympathy which you knew!" then, she answered correctly.

3. Reflection

In this third cycle, the result of the action and observation could motivate the students in speaking. The missing information could make the students asking and telling their friends about the topic.

The pictures could make the students easy to understand the material.

And the pairs made the students comfortable in speaking. Here the students could decrease their nervous and shy.

Before conducting the information gap, most of the students were shy and felt unconfident to speak English with their friends. Students seemed motivated better after they did the information gap. They were enthusiastic to participate at the classroom.

After conducting the information, the students could use the expressions in their daily. For example: I'm sorry to hear that, that's a pity, oh my God..! In each cycle, students seemed enthusiast better to speak something about the material in the teaching and learning process. The students looked enjoy speaking English in their pairs to find out the missing information about the topic. The missing information could push the students to ask something to their each partner.

CHAPTER V

CONCLUSION AND SUGGESTION

After explaining the result and the discussion of the research in the previous chapter, there were the conclusion of the research and suggestion.

A. Conclusions

In order to motivate the students in speaking in the teaching and learning process in the grade X-7 SMA Wachid Hasyim 2 Taman - Sidoarjo. The researcher and the research team members have done collaborative work of identification of problem, implementation the information gap and observation. The conclusions concerning the research result are as follows:

- To describe how information gap implemented in the teaching of speaking, something fun, and something reason to speak were needed by the students to show their ideas in the teaching and learning process.
 Students asked about the missing information to their each partner and their each partner answered. They did those activities by turns.
- 2. To describe what the student's responses the information gap. The students' responses of implementing the information gap were enjoying it and they liked it. They interested to speak something; they could speak something and showing their ideas according to the topic. The students could speak without any feeling of nervous, shy, and afraid to make mistakes when they spoke because the teacher have taught about how to make simple sentences, the teacher have given the drilling how to say

some vocabulary, and the teacher also have motivated the students one by one when they were doing the activities in the teaching and learning process.

3. To describe how information gap could motivate students in speaking. This action gave positive result to the students; more than half of the students' numbers liked, enjoyed and were motivated to speak English. The shy students became more active to speak using English. They seemed enjoy and had reason to speak with their partner. The active students become more active in the teaching and learning process.

The conclusion says that with the use of information gap, the students were more participated actively in the teaching-learning process, more focused on the learning material, and more interested in the subject matter, implies that in the teaching-learning process, teachers need to increase their use of media as things that can attract the students to their learning so that they can keep being actively in participated and involved in the process of learning and teaching.

The conclusion says that implementing the information gap in the teaching-learning process made the students more motivated and involved in the learning implies that a joyful situation of learning makes the students enjoy and become more active participated and involved in their learning so that teachers need to create the reason to speak teaching-learning process for the students, one of which is by using information gap.

B. Suggestion

According to the research, there ware some suggestion to motivate the students in speaking.

- 1. Based on the research that in the teaching-learning process, teachers need to create the reason to speak, such as information gap—that can attract the students in their learning so that they can keep being active and involved in the process of teaching and learning process, then, this research suggests that teachers use media or something that can attract the students' interest in learning, be better in knowing what the students' needs and their characters are, and make the students learn more practically rather than theoretically. Besides, the research suggests other researchers to find other efforts in improving the students' involvement in the teaching-learning process and develop teaching-learning media for motivating the students in the teaching-learning process
- 2. The teacher should consider the number of students, time, and the character of each student. It is done to choose the suitable method and make the teacher easy to motivate the students.
- 3. The teacher should keep the a joyful situation of learning makes the students enjoy and become more active involved in their learning so that teachers need to create a joyful teaching-learning process for the students, one of which is by using information gap, then the research suggests that the teacher implement 'something missing' in the teaching-learning process like

competition, games, or giving small prizes. Those things are very supportive to make the students more involved in their learning.

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