

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

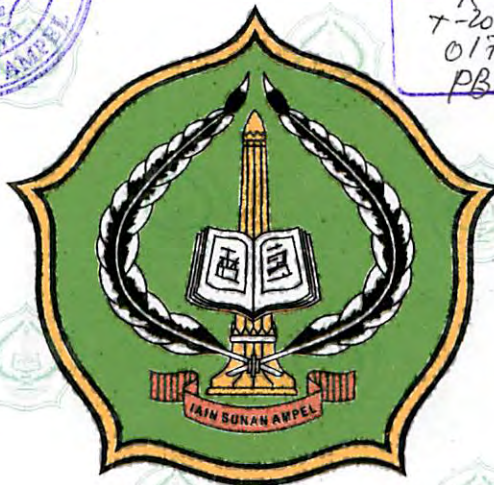
THESIS

By :

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**STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL SURABAYA
TARBIYAH FACULTY
ENGLISH DEPARTMENT
FEBRUARY 2010**

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IN SPEAKING: A STUDY AT
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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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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_Motivation.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 information⁸. Speaking is one of the necessities to live and make social relation with others. Speaking is also used in naturally of spoken communication⁹. 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)
Page 2

⁹ Rebecca Hughes, *Teaching and Researching Speaking* (Hong Kong: Longman, 2002)

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 feel 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.

e. The knowledge gap

Each student has different knowledge. This gap can be exploited in brainstorming 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 feel that it is their necessities.

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)

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).

C. Research Procedure

This study was conducted at the following procedures iike: 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. Very bad
- b. Bad
- c. Good
- d. Very good

class into 2 groups and one of the students from each group come forward become model. 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

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 “It’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

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 : Yup! 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.

- d. Could [cold] instead of [kəd;]
- e. That [det] instead of [ðæt]
- f. Fantastic [ventashtick] instead of [fæn'tæstik]
- g. Come [kom] instead of [kʌm]
- h. Satisfied [satisfayed] instead of [sætisfaɪd]

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

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.

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 necessities 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.

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.

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.

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

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