

Teaching English Speaking Through Information GAP Technique

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Abstract: *Speaking is an important skill in learning English. However, the teacher still need an appropriate technique to teach speaking. So that, the writer used Information Gap technique in learning English speaking. This study aims to apply Information-Gap techniques in teaching speaking English in 8th grade students at MTs.Al-Husna Depok. In this study, the writer uses A Classroom Action Research (CAR). The writer analyzes and collects data during the teaching process through; interviews, observation, literature study, and the internet. Moreover, in order to collect the result of the significant differences before and after of using Information Gap, the writer uses pre-test and post-test during the observation. The research findings include: 1) Information Gap is an interesting technique in learning speaking, so that the students can enjoy the learning process. 2) With the Information Gap technique can make students more active in communication, and increase the courage and confidence of students. 3) In addition, by applying this technique students do not feel bored, because there are many different and interesting activities in Information Gap technique. So, it can be concluded that the Information Gap technique is very effective in teaching English speaking to students.*

Keyword: *Teaching, Speaking, Information Gap Technique*

INTRODUCTION

English is an international language, almost people from all over the country use English for their communication that is why English is a very important language. Someone who will work abroad is required to master English. To study English people need the least ability in writing, speaking, listening and reading, those are four language skills. Being able to read English is very important because when you want to speak in English you need to learn for a good conversation.

In this world, learning English has become applied in every school levels from kindergarten until university level. In studying English, grammar and vocabulary are important, but speaking is also very important. Students should be able to speak words well and clearly and get used to speaking in English, so that they have no difficulty when delivering information in a foreign language class.

According to (Putra, 2014), “Teaching is giving or transferring the knowledge to the learner in order to gain and acquire a capability to understand and also

comprehend of a certain material.”It means that teaching is an activity where the teachers provides new knowledge to learners, the teachers becomes student`s companion when teaching activities take place

Based on (Nurvia, 2016), “Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing how to know or understand.” It means that teaching is one of action to provide knowledge to the students so that they become aware of what they did not know before. In this case, the teachers become a guide for students to understand the material, and correct the errors of the students; also the teachers give some evaluation to the students.

Based on Gage in (Palupi, 2017), “Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person.” It refers that, through teaching teachers will be able to change thinking and potential of students, teaching is not only about teach a theory, but teachers can also change students behavior into a better person.

According to (Christianto, 2019) said "In teaching subjects, particularly in teaching language, the use of appropriate approaches in different situations is very important. Teachers need to know that the choice of correct approach in teaching the correct subject is necessary." It means that, in teaching foreign language, teachers need a good approach to teaching students. With a good strategy, the teacher will be able to master students in the class, especially in language lessons.

From the explanation above, the writer concludes that Based on the explanation of some expert above the writer concludes that teaching is a process students are treated as consumers of knowledge. It does not always have a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. Students need interesting learning activities, so the teachers should prepare interesting and creative methods.

As one of the basic skill learning English is speaking. Speaking is an activity used by someone to communicate with others. According to Cameron in (Nuraeni, 2014), stated that "Speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of productive use of language can be applied to speaking." It means that speaking is an oral expression of an interactive process of constructing meaning which involves a phonological and Grammatical. When someone speaks, they interact and use the language to express their ideas, feeling, and thought.

On the other hand, (Putra, 2014) said "Teaching and learning English must be imaginative, purposeful, energizing and also the teacher has to create a competence, confidence, creativity as well as a building positive attitude of the learners to learn English." From that statement, most students consider that language lesson is difficult to learn, so that the teachers should be able to change the student's mindset by using interesting methods. Creative teachers can make the students interest in the lesson, build students' knowledge and increase students' enthusiasm.

Teaching speaking English is not easy, especially for students in Indonesia. Many students are still having difficulty speaking English, because they have a very limited vocabulary, and they are embarrassed to speak English. They did not know what have to say when they wanted to convey information to their teachers and friends or asked some questions in English. They are able to work on questions and exercises in English lessons, but they have difficulty when they want to speak using

that language. In getting students to speak English, the teacher must have interesting techniques and methods.

In this study, speaking is one component for people to communicate with other people. 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.

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

1. Accuracy

Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication break downs. According to Ayu in (Rosdalina, 2015), accuracy concerns "the ability to produce the grammatically correct sentence." In other words, accuracy in language means grammatical accuracy only. Nevertheless, Ayu in (Rosdalina, 2015), the terms "accuracy" seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set a clear scale for assessment of accuracy.

2. Grammar

Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.

4. Vocabulary

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

5. 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.”

6. Fluency

Fluency is also used as a criterion to measure one’s speaking competence. Speaking fluently means being able to communicate one’s ideas without having to stop and think too much about what one is saying.

From the statement above, accuracy, grammar, vocabulary, pronunciation, 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.

Teaching speaking English is not easy, especially for students in Indonesia. Many students are still having difficulty speaking English, because they have a very limited vocabulary, and they are embarrassed to speak English. They did not know what have to say when they wanted to convey information to their teachers and friends or asked some question in English. To overcome these problems, the writer should choose a proper technique that can involve students in as many communicative situations as possible. Many strategies can be used in teaching speaking, one of the strategies is Information gap technique.

Based on (Pakula, 2019) said “Teaching speaking is an important part of teaching any second language, because in the end the students are supposed to know how to use the gained knowledge in different situations that occur in life.” The writer assumed that teaching speaking is an important part of the language. Without one of these lessons, students will not know how to learn to speak well, especially in a foreign language lesson. According to Nunan in (Sinaga Boru Riska, 2017) also stated that teaching speaking is to teach learners to:

1. Produce the English speech sounds and sound patterns.

2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

In this case, students learn to speak a foreign language well and clearly by communicating with others; it means that the Communicative approach is the best aim to teach speaking students. In teaching speaking, teachers have to provide authentic practice that prepares students for real communication.

According to (Richards, 2006), “Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.” It means that, communicative language teaching is one of the ways to teach speaking directly. With that method, learners can be understood in learning speaking.

There are eight basic principles of the communicative approach according to (Bekele Abate, 2014) namely:

1. Teaching of language was emphasized of language as a means of communication.
2. Diversification was acknowledge and accepted as a part of language development.
3. Students competency was relative.
4. Language variation was recognized as a model that was run continuously
5. Culture was recognized as an instrument that formed communicative competence.
6. There was no single method defined.
7. The use of language was recognized as an ideal service, which had textual and international function.

8. Students loved the language that was used for various purpose.

From statement above, the writer assumed that teachers need to understand about the rules to teaching students in applying communicative approach, and teachers can manage the classroom situation in teaching speaking.

From the statement above, teachers should have known the situation in the class. When delivering the material in speaking lesson, teachers need more knowledge about the communicative approach. So, teachers can control the students in the class.

Based on (Defrioka, 2009: 39), Information-gap activities are “communication exercise in which each of two-paired students has information which they must orally relate to each other in order to fill the ‘gaps’ in the information they have.” The information gap is an activity to exchange information or convey information to opponents, based on sources or objects that people get. Information Gap is a fun way to improve students' speaking skills. Students are able to convey information to their friends, in groups or not this technique is very easy to do. This technique can be used as an alternative to decreasing the problems in teaching. In this session, students are demanded to be good at speaking skills.

All people in the world need communication to interact with others. People shared and exchange information to get what they need. It is a natural human being. According to Raptou in (Afrizal, 2015) said “Information gap is a useful activity in which one person has information that the other lacks. All of the speakers must use the target language to share the missing information”. It means that, students have to share information to their classmates in target language.

According to Neuand Reeser in (Sartika, 2016) said “In an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make a decision.” It means that, the Information gap is an activity to exchange and provide information to others, such as giving opinions, information obtained from the source, or others. The examples of Information gap activity is like drawing a picture, find the difference, and any else. According to Raptou in (Sugiarti, 2014), “Using information-gap activities is another technique of teaching speaking.” It refers that, many strategies can be used to teach speaking; one of them is an Information gap. Based on Harmer in (Nuraeni, 2014) said “Information-gap activity is when one student has to talk to partner in order to solve a

puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.” It means that, in the information gap technique, there are a lot of activities teachers can do when teaching speaking in the class.

According to Legutke and Thomas in (Nuraeni, 2014) give several examples of various manifestations of the information gap's technique:

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

- a. The class is subdivided into pairs and one person in the pair is given an unusual, abstract drawing which he has to describe to his partner so that the latter can draw it unseen. The drawer can ask clarification questions but describer may not help by pointing to the drawers work and commenting on its likeness or otherwise to the original drawing.
- b. When participants agree that the drawing is finished, the versions from the other members of the class are displayed and learners exchange comments on the various representations produced.
- c. The teacher elicits from the class the areas of difficulty in the task and feeds in the key vocabulary items.
- d. The two learners exchange roles and are given a different picture to work with.

Example 2: Spot the difference (adult and high-school learners at elementary/intermediate/advanced level)

- a. Learners working in pairs are given a picture each which is identical apart from a number of small alteration.
- b. Without showing each other the picture they must describe them to each other in such a way that they can identify all the differences.

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

- a. The class is divide into sub-groups of five. Each group selects one person who is going to draw. All the drawers leave the room for one minute.
- b. The teacher projects the picture onto a screen for thirty seconds. The learners are asked not to talk during this time.
- c. The drawers return and the other group members, who have seen the picture describe the picture from what they remembered. The drawers, who now has five minutes to complete the drawing, may ask questions.

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

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

- a. The class is divided into sub-groups of three learners. Each subgroup is given a plastic toy, e.g. a Lego car or similar taken from a breakfast cereal packet which has to be assembled from the parts provided.
- b. Two members of the group are given the assembly instructions and have to explain to the third member how to assemble the object.

Example 5: Using the Jigsaw technique

- a. The class is divided into three groups each of whom is given a text relating to a theme common to all three texts. In order to find a solution to a problem, information from all three texts are required.
- b. When a group members have discussed and understood the information on their text, the class is regrouped in groups of three to include one member each from one of the previous groups.
- c. Each person in the sub-group of three has information which the other two do not have. They now share their information and try to solve the problem.

Example 6: Reassembling a text

- a. The class is divided into sub-groups of four and each sub-group is given a text which has been photocopied and cut into several pieces according to the number of paragraphs in the text.
- b. Each individual in the sub-group reads a piece of the text and shares the information with the others. From this collaborative pool of information, they try to sequence the paragraphs and thus reassemble the text.

It means that teachers can teach speaking through several techniques from the information gap teachers have to prepare several tasks for students. And students are able to learn English speaking by exchanging information through assignments that teachers give.

For these reasons, the writer is interested in doing research with the writing entitled **TEACHING ENGLISH SPEAKING THROUGH**

INFORMATION GAP TECHNIQUE (A Classroom Action Research at the 8th Grade Students of Madrasah Tsanawiyah Al-Husna Depok).

RESEARCH METHODOLOGY

This study is conducted in the 8th grade of MTs. Al-husna Depok. In the term of research methodology, the writer used qualitative method and Classroom Action Research as a design to get an optimal result. According to (Fraenkel, 2012), "Classroom Action Research (CAR) is conducted in order to obtain information for solving problems". It means that Classroom Action Research (CAR) is a method used to solve a problem directly in learning with actions used by an interesting activity until it can be solved. In analyzing the data, the writer takes a lot of theory from books, internet, journal, and doing the observation and interviews the students in 8th grade at Mts. Al-Husna Depok.

FINDING AND RESULT

The analysis of the results based on the writer's teaching in MTs. Al-Husna. Good communication can build a good environment. But it will not happen if the students are bad in speaking, how they can communicate when they are afraid to be mistaken in speaking English. The writer analyses the usage of information gap in teaching speaking as a good technique. The writer will analyze the teaching process at the beginning of teaching such as preparation, greetings, and warm up to get closer to students, and do not forget the writer also evaluates after the material is finished. This data was taken when the writer became a temporary teacher at MTs.Al-Husna Depok. The writer finds that courage students, vocabulary, and confidence in English speaking is still low. From this explanation, it can be known that activities speaking English students in the class are still lacking, and maybe rarely used. That is because students think that speaking English is very difficult, so they do not have the courage to speak English.

Based on the teaching description or process, the writer finds some facts. The first, the writer has to prepare all the equipment before teaching, because with good preparation the teaching process will be much better. The writer prepares material, lesson plan, and guidebook for teaching. The writer also prepares to warm up before starting the lesson. The writer chooses to warm up which can increase the

concentration of students, and asks students to follow what the writer says. Warming up is also used to encourage students to learn. Getting student attention is also very important during learning, so students can concentrate and not ignore the teacher who is explaining in front of the class. Therefore, the writer needs to tell a joke.

The second, students are easy to get bored in foreign language learning. So, the writer uses some interesting images that are printed out as a medium for teaching English. To make students understand, the writer also provides several examples in using sentences to provide information. The writer asks students to present the results of their assignments in front of the class. From these activities, the courage of students to speak English becomes good and increases their confidence. Also, get new knowledge from the information they get.

Information gap can be used as a technique for every teacher in teaching students in English speaking lesson, it is really useful in a way to get the students enthusiasm, and more fun in learning English, moreover for the students who do not like to pay attention because of the lesson are so boring or they do not understand the lesson. It is also by some experts of Information gap technique itself, especially in speaking. It was done by the writer in the teaching process. From these activities, students can exchange information with others.

The writer gives several tasks at different times, namely oral tasks and individual tasks. The first task, the writer asks students to look for information about the images given by the teacher. In this task there are several questions based on the image, students must ask the question to their partner to get information. The writer also divides students into several pairs. From these activities the writer can find differences at the beginning and end of teaching speaking, as before the lesson begins students are still passive and embarrassed to speak using English, then after the application of information gap techniques the students begin to express their courage in speaking English, even though there are some pronunciation of wrong words, but the writer correct it. In addition, the writer gives individual assignments to students at the end of the lesson, by giving a few simple questions to students and writing them in the assignment book.

After that, the writer collects the assignments and tells the students to sit down on each side. Then the writer concludes the material that has been given and provides motivation to students in the

importance of learning English from an early age to prepare for competition in the world of work.

In the 8th grade teaching process, it is not easy. Many students do not know the function and purpose of learning English as an international language. The writer should be patient in guiding students in the classroom when students start not conducive, the writer must be able to get their attention back. The writer also has to slowly explain the material, because not all students can quickly understand the material provided. There are students who quickly understand the material, and there are students who need more guidance. Some students also chat during the learning process; obviously, it disrupts learning activities in the classroom. In addition, the writer also has to mix English with Indonesian when explaining the material, so students can understand what the writer is saying.

In the process of teaching English speaking, the writer must be able to manage students well. Getting their attention is very important during the learning process. The writer must be able to make interesting learning activities, so students are interested in learning. Learning activities also do not have to be in the classroom, students are more interested in learning outside, but the teacher must be able to manage students because they will be more active. Therefore, the teacher must have a learning strategy that can make students take lessons well. Using warming up that fits the situation of the student or in accordance with the material to be delivered can also help improve the enthusiasm of student learning in English.

Teaching English speaking by using Information gap technique is more effective and fun when there is a good relationship between teacher and students in communication. The teacher must have good communication in delivering the materials. It can make students interested and not bored. These are some of the very important benefits of Information gap as follows:

1. Information gap can make students become more active in speaking English.
2. Information gap trains students' knowledge about something that students don't know before. Students can issue ideas and information they know to other students.
3. In learning to speak foreign languages, the Information gap technique is one of the excellent learning techniques, because this technique is able to facilitate students in communicating using foreign languages, especially English.

4. Exchanging information becomes an interesting activity in the Information gap, students must have goals in providing and asking for the information needed before sharing information with others.
5. The information gap is a fun way to learn English Speaking. Students can learn well and comfortably when exchanging information. By using several artist images as learning media, make students interested in the learning process.
6. In addition to learning English speaking, Information gap can also add new vocabulary; students become aware of what they did not know beforehand.
7. The information gap technique can improve the courage and confidence of students in speaking using English in the classroom.

Based on the advantages explained above, teaching using Information Gap also has a disadvantage as follows:

1. The use of Information Gap in learning activities speaks English takes a long time, because students must find information to their friends and read the results in front of the class.
2. Another problem is that when students work in pairs, it will make one person more active than their partner.

CONCLUSION

In this study, the writer concluded that the Information Gap technique can make students more active in speaking the target language, especially in English. It can be seen in every meeting; students become active in communicating with other students. The writer assigns tasks based on theory and techniques that are used which requires students to communicate with each other. This activity trains students to use the target language that is English to communicate in real life, asking students to share and exchange information with their group partners. To make students interested in the learning process, the writer also provided several photos of famous artists they knew as learning media. By using the Information Gap technique, the writer involves students in some communication activities to make students accustomed to using the target language.

The writer also find some advantages by applying the Information Gap technique, students become more active in speaking English, this technique can improve the courage and confidence of students, and also students get a lot of new vocabulary and

new information that they did not know before and write it in the assignment book. From this activity can also increase the courage and confidence of students to speak in front of the class using English.

Teaching English Speaking through Information Gap technique is one technique that can help teach foreign languages to speak to students, especially English. This technique is very interesting, because many activities can be applied during the teaching process. The writer will give some suggestions in teaching speaking which may be useful especially for the readers, viewers, and researcher. In teaching process the teacher must be a good mirror for students.

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