

**IMPROVING STUDENTS' SPEAKING ABILITY BY USING
INFORMATION GAP ACTIVITIES
(A Classroom Action Research at the Eleventh Grade Students of
MAN 2 Surakarta in the Academic Year 2014/2015)**

THESIS

**Submitted as a Partial Requirements
for the Undergraduate Degree in English Education Department**



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DEDICATION

I proudly dedicate this thesis to:

My beloved mother

My greatest father

My beloved little brother

All of my friends

Everyone who always supports me

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Improving Students’ Speaking Ability by Using Information Gap Activities (A Classroom Action Research at the Eleventh Grade Students of MAN 2 Surakarta in the Academic Year 2014/2015)” is my real masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 24 February 2017

Stated by,

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MOTTO

Kesakitan membuat Anda berpikir. Pikiran membuat Anda bijaksana.

Kebijaksanaan membuat kita bisa bertahan dalam hidup.

(John Pattrick).

Orang yang menginginkan impiannya menjadi kenyataan, harus menjaga diri agar tidak tertidur.

(Richard Wheeler)

A fool thinks himself to be wise, but a wise man knows himself to be a fool.

(William Shakespeare)

Life is a dream for the wise, a game for the fool, a comedy for the rich, a tragedy for the poor.

(Sholom Aleichem)

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The researcher realized that this thesis was still far from being perfect. The researcher hoped that this thesis was useful for the researcher in particular and the readers in general.

Surakarta, 24 February 2017

The researcher

Resana Rahayu

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ABSTRACT

Resana Rahayu. 2017. Improving Students' Speaking Ability by Using Information Gap Activities (A Classroom Action Research in Eleven Grade of MAN 2 Surakarta in the Academic Year 2014/2015)". Thesis. English Education Department. Islamic Education and Teacher Training Faculty.

Advisor : Novianni Anggraini, M.Pd.

Key words : Speaking Ability, Information Gap Activities, Classroom Action Research.

The objectives of this research are to describe the implementation of Information Gap Activities in teaching speaking ability of the eleventh grade students of MAN 2 Surakarta in academic year 2014/2015 and to know the improvement of using Information Gap Activities in speaking ability of the eleventh grade students of MAN 2 Surakarta in the academic year 2014/2015.

In this research, the researcher used classroom action research. The research was done in two cycles at the eleventh grade of MAN 2 Surakarta in the Academic Year 2014/2015 from April until June 2016. The research was held in the second semester of the eleventh grade of MAN 2 Surakarta in the Academic Year 2014/2015. Each Cycle consisted of three meetings. Each cycle consisted of: planning, action, observation, and reflection. Technique of collecting the data used observation, interview and test. The researcher analyzed the data both qualitatively and quantitatively. The researcher gave pre-test, test cycle 1 and test cycle 2 especially in descriptive text to measure students' speaking ability.

The result of the test showed that (1) The implementation of Information Gap Activities in teaching speaking as follows. The first step, it starts giving to the student material about describing a thing, the second, the students discuss with their group to make conversation about describing something. Information Gap Activities was done in group. The students shared their information they had with their group in order to complete the task, the third, the students practice their conversation in group and the last the students are asked to come forward in front of class with picture to know how far they can improve their speaking ability. (2) Using Information Gap Activities technique can improve the students speaking ability. It can be seen from the result of pre test and post test 'mean score. Based on the result of mean score on pre test is 54.00. After the researcher taught speaking by using implementation Information Gap Activities, the students' mean score become 68.80 in post test 1. Then in post test 2, the students 'mean score improves to be 76.55. Information Gap Activities technique could help the students more confident in speaking activity. During teaching and learning process using Information Gap Activities, students showed that they were more active and enthusiastic in learning English. Besides, they paid attention more when the researcher explained about the material using Information Gap Activities.

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CHAPTER I

INTRODUCTION

A. Background of the Study

One of the important media of communication for human being is language. Language is needed by people since it constitutes an effective tool for them to communicate. By using a language someone can express the ideas and thoughts. It is obvious that language takes important rule in human's life. By language people can meet their needs by means of understanding each other. According to Baugh, Albert (1993:6) states that language becomes important thing, because of events that shape the balance of power among nations. Nowadays, English Language is an international language in the world. Especially in Indonesia, English Language as a foreign language has established to be taught from Junior High school until University.

In English language there are four major skills, these are listening, speaking, reading and writing. According to Charles Barber (1993:2) Basically, a language is something which is spoken: the written language is secondary and derivative. In the history of each individual, speech is learned before writing. Hornby (1994:398) says that speaking is expressing ideas or feelings using language. Therefore, speaking is not only uttering ideas in mind, but also delivering and presenting new information to other people.

From those, it can be concluded speaking is a tool of people to know everything about the language and to communicate with the other people, no matter how well or bad the speaker produces the language. Speaking is an

important skill which has to be taught in learning process of English language, because from speaking we can express our ideas and feeling. For this reason, students are forced to understand English language. Understanding English language means mastering four major skills in English. There is an assumption that students must learn and speak English fluently in this globalization in Senior High School, speaking should be learned and should be practiced in the classroom.

English teaching in Senior High School is intended to develop the students' communicative competence which is emphasized on the form of language skills covering listening, speaking, reading, and writing. Yet, English has been included into National Examination. Thus, the students should study English totally. Indirectly, it motivates the students to study hard. But, in fact, most of them cannot speak English after being graduated from Senior High School because the focus of the teaching learning process is to pass the standard score stated by the government. Speaking is the most important skill, because it is one of the abilities to carry out conversation.

One of the ways in communication is through speaking. It is very important to master speaking well. To master speaking ability, students must be trained to use English in communication orally. The frequency in using the language will determine the success in speaking ability. Without implementing the experience of learning the language in the real life, it is difficult for the students to master speaking ability. Besides, speaking competence can be accomplished by practicing it orally. With speaking we can express our idea to communicate with other people. Speaking skill is taught to students to make

the capability of communicating by using English correctly. There are some elements of teaching speaking that need to be mastered namely grammar, vocabulary, pronunciation (intonation, stress, and pitch), fluency, and comprehension. Those elements are needed in teaching learning process especially in speaking skill, so that the students are capable and confident in speaking. Based on the complexities of the speaking elements like grammar, vocabulary, pronunciation, fluency and gesture, a lot of students get many problems to learn speaking.

English teaching in Senior High School uses the standard curriculum (KTSP) and 2013 curriculum. Based on the curriculum, the ultimate goal of English instruction is to develop students' English communicative competence in the form of oral and written language, namely: listening, speaking, reading and writing.

Based on the observation conducted by the researcher, MAN 2 Surakarta had problems in learning English especially learning speaking. Some problems arise from the students and the teacher. These problems from the teacher sides: (1) the teacher gives the material based on the book, for example the technique of the teaching lesson just based on the book and the students feel bored when they just look at the book. (2) the teacher used traditional way, for example sometimes ask the students to read a certain text in the book or the students' exercise book and practice in front of the class, the monotonous process of the learning made students bored to learn. These problems not only came from teacher but also from students sides: (1) the students were passive in class, during the teaching and learning process. (2)

the students be noisy and talked each other when the teacher explained the materials (3) the students felt difficult to catch the teacher's explanation, there were no variations in teaching and learning process, so the students felt bored during teaching process in the class (4) the students have no motivation to learn about English language especially in speaking, they think that speaking is difficult to practice and they are not enough confident to speak.

The reasons above were also supported by the result of interview. The researcher did the interview with the teacher and the students. The interview was conducted to know students' opinion about speaking ability. When the researcher asked about speaking, most of them answered that speaking was difficult. The students were afraid of making mistakes in speaking English. They were not confident.

Considering the problems, the researcher was interested in doing her research here, because from problems above when the researcher did job training in this school the researcher know what the students faced in learning process and there is no various media to teaching and learning process in the class. They felt bored during learning process in speaking. So the researcher wants do this research here. The researcher tries to introduce a new media to teach English in that school, especially in speaking. So, teaching and learning process would be more varied. Based on the researcher's pre-observation and interview to the English teacher and some students of MAN 2 Surakarta, it could be known some information about condition of the students in the class.

Based on those reasons, the researcher want to solve the problems with a media. An effort would be done by using Information Gap Activities.

Information Gap Activities is two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information. In an information gap activity one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate. Information gap exists when one person in an exchange knows something the other person does not. For information gap activities to work, it is vitally important that students understand the details of the task (for example, that they should not show each other pictures).

They give every student the opportunity to speak in the target for an extended period of time and students naturally produce more speech than they would otherwise. In addition, they can help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunity for students to practice alone or with another student and then increasingly with a larger group of students. It is believed that Information Gap Activities can give an element of fun to students and it can get attention from the students.

Based on the background above, the researcher is interested in making an effort to know whether the use of Information Gap Activities show can improve students' speaking ability and conduct the research "*Improving Students' Speaking Ability by Using Information Gap Activities at the Eleventh Grade Students of MAN 2 Surakarta in the Academic Year of 2014/2015.*"

B. Problem Limitation

In order to focus on the topic, the researcher makes limitations of using Information Gap Activities in teaching and learning process in this research. The researcher limits the object into two variables: Information Gap Activities, as the independent variable, and students' speaking ability, as the dependent variable. The study tries to find out the improvement of students' speaking ability by using Information Gap Activities of the eleventh grade students of MAN 2 Surakarta in academic year of 2014/2015. In this research, the researcher focused about the implementation of using Information Gap in the teaching activities to improve students' speaking ability focus in the theme about descriptive text.

The researcher is interested in choose MAN 2 Surakarta as a subject of this research, because that school has a boarding class and regular class. But, on the research this school have problems in teaching process especially in teaching english lesson, so the researcher want to apply media to teaching English especially in teaching speaking because the Information Gap is not used in this school before. They felt bored when learning process in speaking. The researcher choose Information Gap as media because the researcher want to make various of teaching and learning process in the class especially in teaching speaking, and to get attention of students to enjoy the lesson.

The researcher choose XI MIA 4 class because this class should be given more attention in teaching and learning process especially in speaking. During the teaching and learning process, the students tended to be noisy and talked each other when the teacher explained the materials. It was because

they did not know what the teacher said and explained. Most of them were difficult to memorize some vocabularies, they thought that learning English is difficult. This class has the lowest score of English language than others based on the teacher information and English's scores they got, so they need for specific methods to increase their ability of speaking.

C. Problem Statement

From the background of the study, there would be problems arise. Some that can be identified are follows:

1. How is the implementation of Information Gap Activities in teaching speaking ability of the eleventh grade students of MAN 2 Surakarta in the academic year 2014/2015?
2. How does the Information Gap Activities improve speaking ability of the eleventh grade students of MAN 2 Surakarta in the academic year 2014/2015?

D. Research Objective

Based on the problem formulation above, the objectives of this research are :

1. To describe the implementation of Information Gap Activities in teaching speaking ability of the eleventh grade students of MAN 2 Surakarta in academic year 2014/2015.
2. To know improvement of using Information Gap Activities in speaking ability of the eleventh grade students of MAN 2 Surakarta in the academic year 2014/2015.

E. Research Benefit

The result of this action research is expected to give benefits both theoretical and practically.

1. Theoretical Benefits

- a. The result of this research is expected to provide a valuable contribution to the development of speaking skills of learning theory general.
- b. The result of this research can be used as the reference for those who want to conduct a research in English teaching and learning process.
- c. The finding of this research will enrich the theory of students' speaking ability.

2. Practical Benefits

a. To students

Students are interested in learning speaking and students can improve their speaking ability especially in daily speak.

b. To Teacher

To be increasing quality of teaching English especially in speaking, so teaching and learning process is not monotonous.

c. To Researcher

To know the development of teaching speaking with media especially with Information Gap Activities.

F. Key Term

There are some definitions :

1. Speaking Ability

According to Lado (1961:240), speaking ability as the ability to express oneself in life situation or the ability to report art or situation in precise words, or the capability to converse or to express sequence of ideas fluently. In language teaching and learning, speaking is considered a skill to practice and master. In this light, Nunan (2003:48) put it that speaking “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”.

2. Information Gap Activities

Information Gap Activity two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information; there is a “gap” between them. Harmer (2007:129)

3. Classroom Action Research (CAR)

According to (Stringer in Mulyasa, 1996:9), “action research is disciplined inquiry (research) which seeks focused efforts to improve the quality of people’s organizational, community and family lives”.

CHAPTER II

THEORITICAL REVIEW

A. Nature of Speaking Ability

1. Definition of Speaking Ability

Speaking is one of the important skills that have to be mastered by students in learning English. Many experts define speaking in different ways. According to Scoot and Ytberg (2000:3) state that speaking is perhaps the most demanding skill for the teacher to teach. Hornby(1994 : 398) says that speaking is expressing ideas or feelings using language. Therefore, speaking is not only uttering ideas in or mind, but also delivering and presenting new information to other people. It is a way to present new language English orally. Speaking is an act to express one's ideas, feeling, purpose, and thought orally. (Nunan 1991:39) says that to most people, mastering speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer (2001) says :

“They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.”

From the theory above it can be concluded that speaking is an

effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other. Speaking is an act to express one's ideas, feeling, purpose and think orally. Besides, people have to be able to pronounce correctly and they need to master intonation, conversation, either transactional or interpersonal conversation.

2. Concept of Speaking Ability

Nunan (1998:26) says that implies spoken language consists of short, often fragmentary utterances, in a range of pronunciations. There is often great deal of repetition overlap between one speaker and another, and speaker frequently use non-specific references.

The other theory is based on Guralnik (1994:2) state that "ability" is a generic word represents the term capacity, capability, intelligence, competence, mind power and others. It also relates to skill, knowledge to do something, proficiency, aptitude, faculty, expertise, talent, facility, qualification, and strength.

When people speak, they construct ideas in words , express their perception, their feelings and their intensions, so that interlocutors grasp meaning of what the speakers mean. If the learner does not have speaking ability, does not understand the English words about what the speaker's said, they can't grasp meaning of the speaker's mean. From that condition can be concluded that the learner have to be success in learning English, in order they can understand about the material.

3. The Elements of speaking Ability

There are some elements in speaking which must be considered by teachers and learners in pedagogy. According to Harmer (1998:266-271).

Generally, there are four elements in the speech process, they are:

a. Pronunciation

Pronunciation is a difficult component in learning speaking ability.

Pronunciation itself is defined as the way in which a word is pronounced(Oxford Advance Learner's Dictionary,1995:928).

b. Vocabulary

Vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicate effectively or express ideas in both oral and written. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

c. Grammar

It concerns with how to arrange a correct sentences in conversation. It is in line with explanation given by Heaton (1998:5) that the students' ability to manipulate structure and to distinguish appropriate grammatical forms from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language, both in oral and written form.

d. Fluency

Fluency is also can define as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means able to keep the language coming.

An another opinion is from Nunan(1989:32) he states that successful communication involves :

- a. The ability to articulate phonological features of the language comprehensibly
- b. Mastery of stress, rhythm, intonation patterns
- c. An acceptable degree of fluency
- d. Transactional and interpersonal skill
- e. Skill in taking short and long speaking turns
- f. Skills in the management of interaction
- g. Skills is negotiating meaning
- h. Conversational listening skills (successful conversations require good listener as well as good speakers)
- i. Skills in knowing about and negotiating purpose conversations
- j. Using appropriate conversational formulate and fillers

4. Problems in Speaking activities

According to Ur (1996:121) says that there are some problems faced by the learners in speaking activities. The problems include inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue”. Those problems can be explained as follows:

a. Inhibition

Unlike writing, reading, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

b. Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

d. Mother – tongue use

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using target language.

The problems not only from the students but also come from the teachers. She/ he may give a little exercise to develop speaking skill. The students who learn about a new language will not learn to speak merely

by hearing speech in a class. The teacher would be in the position of controlling a set of strategies that would help the students improve their performance.

5. Strategies in Speaking Activities

Many problems arise in speaking, we have to solve those problems. Improving the speaking skills of the students may be difficult, but the added benefit is building confidence in students for speaking skills and strategies. There are some suggestions proposed by Ur (1996:121) in order to overcome the problems in the speaking class. The strategies are explained in the following term:

a. Use the group work

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up.

b. Base the activity on easy language

Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts.

- c. Make a careful choice of topic and task to stimulate interest

The clearer purpose of the discussion will make the participants more motivated in doing the task.

- d. Give some instructions or training in discussion skills

The participants should give the contribution to the discussion; appoint a chairperson to each group who will regulate the participation.

- e. Keep students to speak the target language

The best ways to keep students in speaking the target language are: (1) try to be model from them by using the target language; (2) remind them to always use the language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students.

6. Role of the Teacher in Teaching Speaking

According to Byrne (1997:2) the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

- a. The presenting stage; the teacher as informant

As the presentation stage, the teacher's main task is to serve as a kind of informant. The teachers know the language; select the new material to be learned; and present the material in such a way that the meaning of the new language is as clear and memorable as possible. In this stage students listen and try to understand the material. So, When the teachers introduce something new to be learned, the

teachers play a role as informant.

b. The practice stage; the teacher as conductor and monitor

At the practice stage, it is the students' turn to do most of the talking. The main task of the teacher is to devise and provide the maximum amount of the practice. And at this stage, the teacher does the minimum amount of talking. The teacher is like the skillful conductor of an orchestra, giving each of the performers a chance to participate and monitoring the students' performance to see that is satisfactorily.

c. The production stage; the teacher as manager and guide

There is not a real learning that should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do this outside the classroom. Provision must be made as part of the lesson.

At any level of attainments, from elementary to advanced, the students need to be given regular and frequent opportunities to use language freely, even if they sometimes make mistakes as a result. It does not mean that mistakes are unimportant, but rather that free expression is through the opportunities, the students can use the language as they wish; try to express their own ideas, and encourage them to go on learning.

From the theory above, as a teacher we have to know what our roles in teaching and learning process. So, we can get the goals which we made. Explicitly, in teaching speaking, we do not use one role. As

an English teacher, it is better if we try to use all kinds of the roles above. Finally we can select what is the best role to improve our students speaking ability.

7. The Criteria of A Successful Speaking Activity

Based on Ur (1996:121) said that the speaking activity is the important part of language course, and there four characteristics for a successful speaking activity :

a. Learners talk a lot

As much as possible the period of time allotted to the activity is in fact occupied by the learner talk. This may seem obvious, but often most time is taken up with teacher talk pauses

b. Participation is even

The lesson should not be dominated by only some students but all get chances to talk and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it , or because they want to contribute to achieve a task objective. So the teacher should prepare an interesting material for the learners.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

B. Nature of Information Gap Activities

1. The Definition of Information Gap Activities

According to Richard (2006: 19), information gap is an activity which is based on information gap principle that in real communication people normally communicate in order to get information they do not possess. Information gap activity is an activity where two speakers have different bits of information, and they can only complete the whole picture by sharing that information – because they have different information, there is a ‘gap’ between them. (Harmer, 2007: 129).

In an information gap activity one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate. (Rohmatillah, 2010: 24). Information gap exists when one person in an exchange knows something that other person does not. (Freeman, 2000: 129). For information gap activities to work, it is vitally important that students understand the details of the task (for example, that they should not show each other pictures). (Folse, 2006:95)

These types of activities are extremely effective in the L2 classroom. They give every student the opportunity to speak in the target for an extended period of time and students naturally produce more speech than they would otherwise. In addition, they can help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunity for students to practice alone or with another student and then increasingly with a larger group of students. (Wallace, 2004: 12). It can be concluded

that information gap activities is each student has different information and they need to obtain information from each other in order to finish a task.

Based on theories above, it can be defined that Information gap activities is two speakers have different bits information to complete the whole picture by sharing that information.

2. Teaching Procedure Using Information Gap Activities

Rhohmatillah (2010: 14) defined some procedures in teaching by using Information Gap Activities as follow:

- a. Teacher practices the articulation of vocabulary on the task sheet that will be discussed
- b. Teacher practices the articulation of vocabulary on the task sheet
- c. Teacher discusses the language function that will be used on the task
- d. Teacher practices the articulation of language function that was discussed
- e. Teacher divides students to do couple task
- f. Teacher gives task sheet to the A and B group
- g. Teacher asks students to do dialogue
- h. Teacher observes and evaluate students' dialogue
- i. Teacher gives chance to students for asking
- j. Teacher gives reinforcement

3. Advantages of Information Gap Activities

- a. Giving situation that doesn't put to shame because activities in small group can increase learning motivation

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

4. Speaking Activities Based on Information Gap Activities

The teacher should design the speaking activity so as to provide an opportunity for learners to produce language that they had recently learnt (e.g. through open or cued dialogues) in order to prepare the learner for later communicative activity by providing them with the necessary linguistic forms and the necessary links between forms and meanings.

According to Littlewood (2006: 40-43), the principle underlying communicative activities is that the teacher structures the situation so that learners have to overcome an information gap or solve a problem.

Speaking activities based on information gap principle can be divided in to some categories, those are:

- a. Identifying pictures : learner A has a set of four, five or six pictures which are very similar in content, but contain a number of distinguishing features. Learner B has a copy of these pictures. Learner A must find out which of the pictures learner B is holding, by asking him questions about it.
- b. Discovering Identical pairs : In this activity the students work in group for instance one group consists of five students. Four pictures are given

among four students and the fifth learner in the group holds a duplicate of one of those pictures. He must ask the others to discover which learner has the picture identical to his own.

- c. Discovering sequences or locations : Learner A has a set of six patterns. They are arranged into a sequence from one to six. Learner B has the same set of patterns, but these are not in sequence. Learner B must discover the sequence of A's pictures and arrange his pictures in the same way.
- d. Discovering missing information of features : Learner A has information represented in tabular or picture form. However, some items of information have been deleted from the table or picture. Learner B has an identical table or picture, but different items of information have been deleted. Each learner can complete his own table or picture by asking his partner for the information that he lacks.
- e. Communicating patterns and pictures : Learner A has an assortment of shapes which he arranges into a pattern. Learner B has the same shapes. They must communicate each other so that B can reproduce as exactly as possible the same pattern as A.
- f. Discovering differences : Learner A and B each have a picture (or map, pattern, etc). The pictures are identical except for a number of details. The learner must discuss the pictures in order to discover what the differences are.
- g. Following directions : Learner A and B have identical maps. Only A knows the exact location of some building or other features. He must

direct B to the correct spot.

- h. Pooling information to solve a problem : Learners have to pool information in order to solve a problem. For instance, learner A has a town plan showing the location of interesting places. Learner B has a list of a bus time table . Together they must devise an itinerary which would enable them to visit, say, five, places during one day, spending at least half an hour at each.
- i. Reconstructing story sequences : a picture script story (without dialogue) is cut up into its separate pictures. One picture is handed to each member of a group. Without seeing each other's picture, the learners in the group must decide on the original sequence and reconstruct the story.

5. Teaching Speaking Using Information Gap Activities

As information, Gap activity is done in group, the teaching procedures is like group-work activity. Before talking more about group work activity, it is better to know the meaning of group work. According to Brown (2000:177), group work is a technique in which two or more students are assigned a task that involves collaboration and self-initiated language. It means that in group activity, the teacher should divide the students into pairs or group of three or more students. Further, Brown (2000:187) stated the procedures of group work activity. the procedures or steps in teaching speaking using information gap are as follows :

- a. Introduce the technique

In this step, the teacher introduces what activity will be done ,

including the rules where the students have to work in group or pairs and what they should do.

b. Model the technique

In this step, the teacher should give model as the example in doing the technique. In this case, the teacher can do it with one on the students to come forward as a model with the teacher. Next model is a pair of students in the class to come forward and practice it.

c. Give explicit detailed instructions

Here the teacher gives detail rules how to do this activity, including what the students should do in this activity.

d. Devide the class into groups

After giving example and gives detail rules, the teacher should devide the students into group or pairs. In this information gap activity, the teacher devides the students into pairs.

e. Check for clarification

What is meant by check for clarification here is the teacher asks the students whether they understand or not. It can be done by cotrolling the students' activity from group to group.

f. Set the task in motion

In this way, the teacher sets the activity in joyful and relax situation. Here, the students are free from being forced. So, they have to do the task freely and be motivated to do the task well.

C. Rationale

Based on the explanation above, teaching speaking using information gap means that the teacher used information gap in the class to teach speaking that focused on the speaking ability. The information gap contribute as the activities to help the teacher convey the material easily. It is expected that the material could be received by the students easily too. In this case, the use of information gap activities in teaching and learning process has expectation to improve the students' speaking ability.

In learning English, there are some difficulties faced by students. For the twelve grade students of MAN 2 Surakarta, speaking is considered as the most difficult ability. Based on the observation, it is found that students' speaking ability is still low. Some students could not speak well and were not confident to speak in front of the class. Besides they felt difficult start to speak, and they have lack vocabulary. But the teacher always try to ask some students to speak orally.

Based on the problem above, the researcher tried to make variety in teaching and learning process with information gap activities. The use of information gap activities could catch the students' attention, so it is expected that they feel more interested in learning the material. Besides, the use of information gap activities in teaching speaking was expected to help students in understanding the whole message that will be sent.

D. Hypothesis

In this research, the researcher conducted a research about using information gap activities to teach speaking. Information gap activities to

teach speaking can improve students' speaking ability of the eleventh grade students of MAN 2 Surakarta, the students' achievement in implementation of information gap activities improve higher than passing grade, and using information gap activities students more active, enthusiastic and more paid attention in teaching learning process at MAN 2 Surakarta.

E. Previous study

In this research, the researcher summarizes the relevant previous researches to improve the originally of the research. The first research has been conducted by Laily Efrianasari from IAIN Surakarta, her title untitled "Improving Students Speaking Skill Trough A Role Play Technique in Class XI – IPS 1 MA. AL – Islam Jamsaren Surakarta", the research is done at 2012 in MA. AL – Islam Jamsaren Surakarta.

Based on the Background of the research, commonly the second grade students of MA. AL – Islam Surakarta have low score in speaking skill. The benefit of the study is to describe the role play implementation in improving students' speaking skill and to know the factor that influences the effectiveness of role play technique. The research shows that the student in XI – IPS of MA AL – Islam Surakarta is more interest when they are in speaking class.

The result of the research implies that role play can improve students' speaking skill. It can be seen that the student become more active in joining and playing attention during the teaching learning English process. The improvement is also supported by the increase of the students' achievement. The mean score of base score was 53.8 and it improved in post test I to 71 and also improved to 80.1 in the post test II.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The researcher used classroom action research in her research. According Arikunto *et al.*(2008:57), classroom action research is a research that is done by a teacher, collaborate with the researcher (or a teacher, itself as a researcher) in a class or in a school that the teacher teaches to improve process and practice learning, moreover, Arikunto *et al.*(2008:105) says that classroom action research is developed through self-reflective spiral, a spiral of cycles of planning, acting, observing, reflecting, the re-planning

According to Kemmis and Mc Taggart in Burns (2010:8) which is also used in this research, this method consist of four steps; planning, action, observation, and reflection. The implementation of classroom action research included four steps as follows:

1. Planning

In this phase, the researcher developed action research after identifying problems. It included the planning for lesson plan, teaching method or technique, and teaching materials.

2. Action

Action is the realization which is planned before. The researcher will start to act what has been planned such as using technique and material.

3. Observation

In this phase, the researcher was assisted by the collaborator about the technique of teaching in the class in the material delivery and teaching learning process, about the student's interaction, opinions, performance, and other activities written down in a field note.

4. Reflection

In this phase, the researcher would reflect on, evaluate and describe the effects of the action. All the notes and field note from the researcher and the collaborator were collected and reflected. It would be used for better understanding or knowing improvement on the next planning or action.

This following figure can describe the research method according to Kemmis and Mc Taggart in Wijaya (2010:21) that there are four steps in this model of action research namely: planning, implementing the action, observation and reflecting.

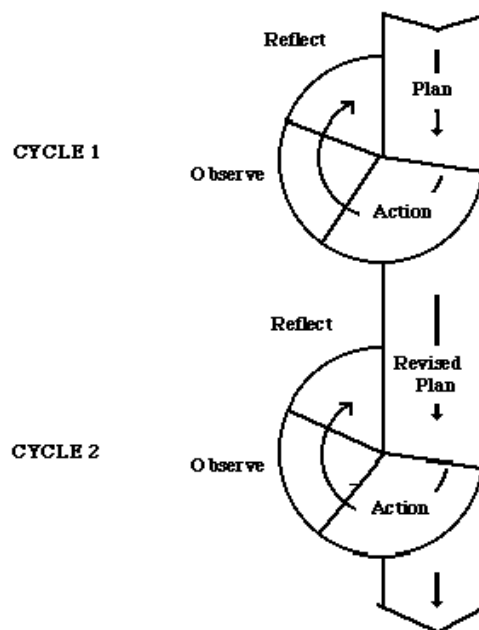


Figure 6. The Model of Action Research of Kemmis and Mc Taggart

B. Setting of The Research

1. Place of The Research

This research was conducted at the eleventh grade students of MAN 2 Surakarta in 2014/2015 academic year. The setting this research was MAN 2 Surakarta which is located in Jl. Slamet Riyadi. It is strategic location which make Man 2 Surakarta easy to be reached . This school had complete facilities that support the teaching and learning activities. There were language laboratory, computer laboratory and science laboratory.

This school was consisted of 3 grades. There were 23 classrooms, teacher office, headmaster office, administration room, multimedia room, library, laboratories, mosque, canteens, and also parking area. Each classroom was completed with some facilities which were set to support teaching learning process, such as whiteboard, tables and chairs which are fit with the number of the students, a teacher's desk and chair, a clock, LCD and screen, sound system, and good air circulation and lighting.

2. Time of The Research

This research was conducted to to improve students' speaking ability using information gap activities. The researcher implemented the teaching and learning activity using information gap activities in two cycles to teach speaking focused on descriptive text. This research was started from April –June, and the following was the timeline of the research.

Table.1.1.1. Timeline of the research

No	Activities	April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Pre-Research (Interview and Questionnaire)												
2.	Pre-Test												
3.	Treatment 1 (cycle 1)												
4.	Post-Test 1 (cycle 1)												
5.	Treatment (cycle 2)												
6.	Treatment 2 (cycle 2)												
7.	Post-Test 2 (cycle 2)												

C. Research Subject

The subject of this research was the eleventh grade students of MAN 2 Surakarta, especially XI MIA 4 class. It was consisted of 20 students. They were 12 females and 8 males. The researcher chose this school because of according to the teacher, class of XI MIA 4 was the class which has ultimate problem in speaking, so they need a right treatment to improve their speaking ability.

In school, XI MIA 4 class were seen students noisy and naughty. The problems are: the weak students tend to be passive, lack of motivation, not serious, noise and disturb the other students during teaching and learning process.

D. The Procedure of Classroom Action Research

In this classroom action research, the action research was conducted collaboratively. The researcher has a role as an observes researcher who implemented the plan of the action research while the collaborative observes as the observer of the research. The collaborators of this research were the

researcher's friends. Furchan (1982:46) proposed that the procedures of research are identifying the problem, analyzing the problem, choosing the research strategy and its instrument, collecting and analyzing the data, and reporting the research result. The procedures of action research in this research are as follow:

1. Identifying the problem

The researcher identified the problem before planning the action. The problem referred to the students which had low speaking ability. It was known after the researcher interviewed the teacher and doing observation in the teaching and learning process in the class two months ago. The problem found students could not speak fluently because they were still unconfident.

2. Planning the action

The researcher prepares everything related to the action as follows:

- a. Preparing materials, making lesson plan, and designing the steps in doing the action research.
- b. Preparing sheets for classroom observation. It would be prepared to know the situation of teaching and learning process when the technique would be applied.
- c. Preparing teaching aids
- d. Preparing test. It would be prepared to know whether students' speaking ability improves or not

3. Implementing and observing the action

The researcher implemented the teaching and learning process using information gap activities such as: first step, preparing LCD, preparing the material. Second, the researcher explained the material using information gap while demonstrated what the researcher said. Third, the students discussed with their group which were consisted of two students by making conversation. Fourth, the students practiced their conversation, and the last the students were asked to come forward in front of class with information gap to know how far they could improve their speaking ability.

The researcher implemented the teaching and learning activity using information gap in two cycles focused on descriptive text. The researcher explained a text by reading and using information gap order to get students' attention.

4. Reflecting the result of the observation

In conducting the evaluation process, the teacher gave pre-test before starting the action and at the end of the cycle one, students were given post-test. The test was given in the form of oral test. In this test students were asked to make group consist of two persons and make a conversation to show in front of class.

After giving the test, the researcher analyzed the result of the test to know the students' speaking ability. The researcher made an analysis based on the result of the test which had been done by the students. The

researcher made an analysis what she had observed to find the weakness of the teaching activity having been carried out.

There was a standard to stop the cycle. The cycle was stopped when the indicator could be achieved. The indicator was if the students could improve their score and there was a significant difference between students' speaking ability before and after the action.

5. Revising the plan

Based on the weakness of the activities that would be carry out using information gap activities in teaching speaking, the researcher revised the plan for the next cycle. It would take into two cycles to overcome students' problem in speaking ability.

E. Technique of Collecting Data

The technique of collecting the data used observation, interview, and test.

1. Observation

The researcher would be an observation dealing with the real situation of teaching and learning process. The purpose of the researcher did an observation because would be used to answered problem statement of number 2 and for the reflection.

The researcher made notes in each observation done. The collaborators of researcher in this research were researchers' friends. They were Anggita Dianingsih and Anisa Nur Hasanah. They also became researcher's collaborators in observation of this research.

2. Test

In this research, the researcher used test consisted of pre-test, post-test I, post-test II for eleventh grade students of MAN 2 Surakarta. Pre-test was conducted before the research implementation. It was purposed to know students' speaking ability. Pre test was held on 16 May 2016. In pre-test 1, researcher asked students to do the speaking test by asking them to describe something in front of the class. Then the post- test was conducted to know the progress of students' speaking ability. In post test I and II, researcher asked students to do the speaking test by using picture to be described by students in group. The first post-test was given after implementing the action in the first cycle. It was held on 30 May 2016. The second post-test was held on 13 June 2016 after implementing the action in the second cycle.

a. Validity of Test

Gronlund (in sitiNurkasih, 2010:54) said that validity referred to the appropriateness of the interpretations of test results. There were three ways to look at the validity, construct validity, and criterion related validity. Gay (in anggraheni, 2009:55) explained that logical validity includes content validity and it was also named because validity was determined primarily through judgment, they are item validity and sampling validity. Gay also insisted that content validity is determined by expert judgment. There was no formula in which it could be computed and there was no way to express in quantitatively. In this research the researcher used content validity.

b. Reliability of Test

According to Harris (in Anggraheni, 2007:54) reliability was meant the stability of test scores. Test reliability was affected by number of factors, chief among them being the adequacy of the sampling tasks. In addition, Gay (in Anggraheni 2007:55) said that reliability was the degree to which a test consistency of the students' achievement it means that the students would always get the same result.

In this research, the researcher used the scorer/rater reliability. Gay (in Anggraheni 2007:55) stated that scorer rater reliability refers to the situations for which reliability must be investigated, such as essay test, oral test, short answer test involving more than one word response, rating scale, and observation instrument. The researcher used assessment speaking of oral test by Penny Ur (1996:135). In taking oral test scores the research was done by collaboration with the English teacher.

F. Technique of Analyzing the Data

The data from the observation would take from activities during the teaching and learning process. The observation, which involved researcher, teacher, and students, it was conducted to know how the teaching and learning process in the classroom. The data would be analyzed by using qualitative and quantitative analyses. The qualitative data analyses were used to analyze the data would take during the teaching and learning process. The researcher used

the process of analyzing data that were explained by Burns (1999:156). The stages are:

1. Assembling the data

The researcher assembled the data that have collected over the period of the research: interviews, field notes and test.

2. Coding the data

The researcher gave a code to the instrument of the data to make it more manageable.

3. Comparing the data

After coding the data, the data were compared to see whether themes were repeated across different data gathering techniques.

4. Building interpretations.

The researcher described the data that have been collected, then categorizing the data such as scores of the students.

5. Reporting the outcomes

The last step involved presenting an account of the research for others.

The quantitative data analyses were used to analyze data from the result of the teaching learning process. It was done to compare between the result of pre test (before implementing IGA) and the result of post test (after implementing IGA). The formula of the mean of the pre test and post test could be calculated as follows:

$$X = \frac{\sum x}{N} \qquad Y = \frac{\sum y}{N}$$

Notes:

X : Mean of pre test scores

Y : Mean of post test score

N : Number of subject

$\sum x$: The sum of pre test score

$\sum y$: the sum of post test score

(Sumanto,1995:210)

Based on calculation result using the formula above, it would be known whether there is improvement of the result of pre test and post test. The researcher compares the mean score of pre-test, post test 1 and post test 2 for knowing the result of students speaking ability.

CHAPTER IV

RESEARCH IMPLEMENTATION

A. Research Finding

In this process, the researcher was helped by a collaborator/observer to observe the English teaching learning process. She was English teacher in MAN 2 Surakarta. The researcher findings were taken from the beginning until the last teaching learning process done in this research. The research was consisted of two cycles. The description of the finding could be explained as follows:

1. Identifying the Problem

In this step, the researcher did some observation to know pre-condition before the implementation of the action research. In the beginning of the research, the researcher conducted pre-observation toward the teaching and learning process and interviewed with the teacher and some students. She found out that there were some students who still afraid to speak up. They got nervous whenever they try to speak in front of the class. It was caused by of the lack of opportunity given to the students to speak up. The teacher admitted that even though she has managed the time for the students to speak up buy it has not been well done. She also said that the sum of the students is too big for an English class. From the interview with some students, the researcher also found that most of them were sometimes still

unconfident to speak up. It was caused by the condition of that class does not support them to be active.

Based on the pre observation and interview toward the teacher and students, the researcher identified that the students' speaking ability should be improve by implementing a technique of teaching and learning process that could overcome the problem. Therefore, the researcher designed the technique of teaching and learning process through IGA.

The researcher made a pre-test to know the condition of the students' speaking ability. The test was given by the researcher before doing implementation.

Then, the result of the pre-test showed that the students' speaking was still low. It was showed from the mean score of pre-test 54. It is still lower than the minimum standard. The minimum standard of English is 75. There were 2 students who got score more than 75. It meant that there were 18 students who got score under the minimum standard. The highest score in pretest was 80, and the lowest score was 40. The more detail result of pre test could be seen from the table below.

Table 2. The Student's Pretest Score before treatment

NO	NAME	PRE TEST	PASSING GRADE	PASS/FAIL
1	AF	50	75	Fail
2	AN	55	75	Fail
3	AB	60	75	Fail
4	LB	40	75	Fail
5	MT	50	75	Fail
6	US	60	75	Fail
7	YA	80	75	Pass
8	YH	55	75	Fail
9	AD	40	75	Fail
10	AT	40	75	Fail
11	AN	60	75	Fail
12	CS	70	75	Fail
13	FN	50	75	Fail
14	HN	65	75	Fail
15	IR	45	75	Fail
16	LT	40	75	Fail
17	NS	50	75	Fail
18	SM	50	75	Fail
19	SL	40	75	Fail
20	ZR	80	75	Pass
	SUM	1.080		
	MEAN	54		

So, the researcher identified that the students' speaking ability needed to be improved. The researcher decided to improve it through a technique that was supported by a media namely IGA. IGA is two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information; there is a "gap" between them. IGA could be defined as good way to combine instruction.

2. Research Implementation

The implementation of this action research was held in two cycles. Each cycle consisted of three meetings. This part covered two cycles in which each consisted of: planning, implementing, observing, and reflecting the action result. Every cycle was consisted of three meetings and every meeting opened, main activity, and closing stage.

a. Cycle 1

1) Planning

Based on the result of pre-test and interviews, the researcher arranged the planning. The plan was consisted of lesson plan, and teaching material. The first material was about descriptive text. The students could describe about people, animal and etc.

2) Implementing the Action Research

The implementation of the action was based on the teaching and learning activity stated in the lesson plan. There were three meetings in the first cycle. The implementation of each meeting was as follows:

a) First meeting

(1) Opening

The first meeting was conducted on Monday, May 26 2015 for about 90 minutes. There were 20 students in the XI MIA 4. The researcher was as the teacher in this class. The teacher came to the class then greeted the students." Assalamualaikum Warrahmatullahi wabaraktu".,

“ good morning everybody”, “ how are you today”? after that, the teacher checked the attendance one by one. In the first meeting, all of students came, nobody absent. The students was consisted of 8 male and 12 female.

(2) Main activity

The teacher introduced about the topic that would be learned. The topic discussed was about descriptive text. In the beginning the lesson, the teacher tried to explore the students' knowledge about descriptive text by giving some questions “Who can describing the picture?”. But nobody answered the question. Then, the teacher gave explanation about descriptive text such as the purpose of the text, the generic structure of descriptive text and linguistic feature. When the researcher was explained about that, some students felt bored. So, the researcher introduced IGA and explained the purpose of using IGA in teaching process. After explaining about the descriptive text using IGA, the researcher asked to the students to make paragraph about describing animal. They could open the dictionary to find the word that they were unfamiliar or did not know the meaning of certain word. They began to do the task. The bell was ringed. It meant that the time was up. In fact, the task had not been yet.

(3) Closing

In closing seasons, the teacher asked the students about the lesson, whether they had difficulty or not. They answered that actually they were understand about the lesson but the time was not enough. They needed much time to do. Finally, the teacher made decision that the task could be finish at home, and the following day it must be ready.

b) Second meeting (May 28, 2015)

(1) Opening

The second meeting was held on May 28 2015. The researcher expressed the greeting to the students' condition and checking student's attendance. Besides, the researcher checked the students' attendance also reminded the students about the previous lesson which was descriptive text. This activity was taken for about 45 minute.

(2) Main Activity

The teacher asked about the homework given two days ago. Some students had done the homework but the others did not. The teacher gave five minutes for the students to finish the homework, and then, they must spoke in front of the class. After five minutes, the researcher asked to the student to come forward to speak about their homework in front of class. Before they came forward to

practice, the researcher made an example about using IGA. After that, the researcher asked them to practice it in front of class, while one practice in front of the class, the other students practiced by their self using IGA.

(3) Closing

In the closing, the researcher asked the students whether they had difficulties or not and summarized about the lesson with the students. After that, the researcher said to the students that the next meeting would be post- test 1. The researcher closed the lesson by said salam.

c) Third meeting (May 30, 2015)

In the third meeting, the researcher just took the scores of the students. The third meeting was conducted on Saturday on May 30, 2015

(1) Opening

The third meeting was held on Saturday on May 30 2015 for about 90 minutes. At the opening as usual the teacher greeted her students, checked the students' attendance and told them some joke to refresh the situation.

(2) Main activity

In this step, the teacher just took the scores of the students. The scores took from the hard copy of students' work, that is the paragraph that they made, and the speaking ability of student to speak in front of the class without using text.

(3) Closing

In this part, the researcher just gave some advice to the students, to study English harder than before. The researcher also gave some advices before closing the lesson.

3) Observing

The teaching and learning situation was better than before when the researcher took pre-test. In the first meeting, a lot of students started to learn about introducing their self. The result of the observation could be explained as:

a) First meeting

The researcher came on time to the class. The students looked very crowded. In the first meeting, nobody absent in this class. The researcher was giving explanation about the material, some students did not pay attention to the researcher's explanation. But when the researcher gave an example of descriptive text and explained IGA, all of students to be calm, paid attention and more interested for a while. Sometimes, students tended to be passive in discussion, and they were shy when they were asked to practice it in front of the class what had been explained before.

b) Second meeting

In the second meeting, the researcher gave more explanation about descriptive text and technique using IGA. In this session, the students continued what they had been practice about descriptive text. Some students were difficult practiced about it,

but the researcher gave the motivation to the students in order not shy to practice it.

c) Third meeting

In the third meeting, the students were given post-test. The purpose of post test 1 was to know how far the students' improvement of speaking ability using IGA. The students' scores were increased, but some of them that increased from pre test 54.0 in the post test 68.8. And its improvement could be seen from table below :

Table 3. Students speaking achievement in cycle 1 by researcher

NO	NAME	PRE TEST	POST TEST 1	PASS/FAIL
1	AF	50	55	Fail
2	AN	55	70	Fail
3	AB	60	65	Fail
4	LB	40	75	Pass
5	MT	50	65	Fail
6	US	60	75	Pass
7	YA	80	85	Pass
8	YH	55	70	Fail
9	AD	40	60	Fail
10	AT	40	65	Fail
11	AN	60	75	Pass
12	CS	70	78	Pass
13	FN	50	68	Fail
14	HN	65	75	Fail
15	IR	45	65	Fail
16	LT	40	55	Fail
17	NS	50	60	Fail
18	SM	50	55	Fail
19	SL	40	75	Pass
20	ZR	80	85	Pass
SUM		1.080	1376	
MEAN		54	68,8	

4) Reflecting the Action

After analyzing the observation result in the cycle one, the researcher did reflection in order to evaluate the teaching and learning she did so far. Based on the observation, the researcher concluded that the English learning process using IGA did not run well. But there was improvement of students' achievement than before. It could be seen from the score of the post test 1.

Nevertheless, the improvement of the students' scores of speaking ability was not satisfying enough since there were still some students who had less attention. But the researcher found several positive results and some weakness from the first cycle. They were as follows:

a) Positive result

- (1) The students were active to practice the material using IGA than before without IGA.
- (2) There was an improvement of the students' speaking ability. It was seen from the result of the post-test 1 that was 68.8. It was higher than the mean score of pre test 54.0.

b) Weakness

- (1) Some students could not communicative well.
- (2) The students still had mispronunciations and less fluency in delivering the story using IGA.
- (3) Some students looked ashamed to come forward in front of class.

From the result of the reflection above, it could be concluded that the action in the first cycle resulted was not

satisfying. So, the researcher decided to take the second cycle in order to make better improvement to the students' speaking ability.

b. Cycle 2

1) Revised planning

In the cycle 2, the researcher tried to overcome the problems. The researcher decided to create activities which stimulate all of the students to participate in the teaching learning process. Besides, the researcher was necessary to make approaches to the students who are still ashamed. Then the researcher also planned to more pay attention to the pronunciation and the comprehension of the students. The researcher came to the students' discussion group and asked them about the difficult word and checked the pronunciation.

For the second cycle, the researcher planned 1 lesson plan for 2 meetings. The third meeting was for post test 2. The topics were the same as the first cycle.

2) Implementing the Action Research

1. The first Meeting (Saturday 8 June, 2015)

(1) Opening

The first meeting of cycle two was conducted on Saturday June 2015. The researcher and the observer entered the class and greeted the students. Before teaching and learning started, the researcher asked to the students to pray together. Then the researcher checked

the students' attendance there were 19 students in the class, one of them absent. The researcher always reminded and checked the students' understanding about the previous lesson which was descriptive text. In this meeting, the topic of the lesson is describing person. Before the teaching, the researcher informed the students about their score in post-test 1. Then when they know about their score, the researcher asked the students whether they were satisfied or not, and some students answer that they were not satisfied. So the researcher asked again whether they had any problems or any difficulty when doing the test.

(2) Main activity

Firstly, the researcher asked to the students in order to practice about their speaking ability in describing something. In this meeting the researcher just explained about the material before, which is used in post test 1.

The researcher asked the students to practice their task that are given. They are also given time to discussed with their group how to describing something. In the end of the lesson, the students spoke in front of the class.

(3) Closing

The researcher asked the students again whether they had difficulty or not and then she summed up the topic of today's lesson together with the students in order to review the students' understanding in speaking ability about descriptive text. Then she closed the lesson by said salam

2. The second meeting (wednesday, 10 June 2015)

(1) Opening

The second meeting of cycle two was conducted on Wednesday, 10 June 2015. The researcher opened the class by greeting and checking the students' attendance. Before the researcher starting the lesson, the researcher gave some questions about the last topic. It was done to check the students' understanding about the materials they had learned. Most of them still remembered it.

(2) Main activity

In this meeting, the topic was descriptive text about person. First the researcher asked to the students to describe their friend, especially about their physical appearance. After the researcher explained and gave an example about describing of person. The researcher gave picture and asked the students to make a

conversation with their group in front of the class.

Group was consisted of two people.

(3) Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not, and also summed up the topic of today's lesson with the students. The researcher reminded that the last meeting would be test.

3. Third meeting (Saturday 13 June 2015)

(1) Post test 2

In the third meeting the students did the post test 2. The post test 2 was held to know the students' achievements in speaking ability after they had been given two cycle of treatment.

(2) Observing

In the first meeting of the cycle 2, the students looked enthusiasts in following the teaching learning process. The students paid more attention and became more active. Moreover they looked happy and enjoy to follow the teaching learning process. The researcher conducted pots test 2. This post test was held to know the improvement of students' achievement in speaking ability after giving treatments in the cycle 2. Based on

the result of the post-test 2, there were improvements of students' mean score. The mean of the students' score improved in the post test 2. The mean score increased from 68.8 in post test 1 up to 76.55 in post test 2. In post test 2 the increasing of the mean score was 7.75. It showed that the application of IGA improved students' speaking ability.

(3) Reflecting the action

Reflection was done after analyzing the observation result either from the first meeting or from the second meeting. Based on the observation result, there were improvements toward the students. They were enthusiastic and more active during teaching and learning process.

The post test was conducted on Saturday, 13 June 2015. The result showed that there were improvements toward the score. The mean score of post test 2 was 76.55 the more detail result could be seen from the table below:

Table 4. The Comparison between the Post Test's Score in Cycle 1 and Post Test's Score in Cycle 2

NO	NAME	POST TEST 1	POST TEST 2	PASS/FAIL
1	AF	55	73	Fail
2	AN	70	78	Pass
3	AB	65	75	Pass
4	LB	75	75	Pass
5	MT	65	78	Pass
6	US	75	80	Pass
7	YA	85	85	Pass
8	YH	70	78	Pass
9	AD	60	71	Fail
10	AT	65	75	Pass
11	AN	75	78	Pass
12	CS	78	80	Pass
13	FN	68	75	Pass
14	HN	75	80	Pass
15	IR	65	75	Pass
16	LT	55	70	Fail
17	NS	60	78	Pass
18	SM	55	72	Fail
19	SL	75	80	Pass
20	ZR	85	75	Pass
SUM		1376	1531	
MEAN		68,8	76.55	

B. Discussion

The last step of action research was discussing the result of the research. The researcher decided to stop the cycle since the result of the second cycle had shown a good improvement of the students' score. The researcher concluded that IGA in teaching speaking could improve the students' speaking ability. This part presented the discussion of the research implementation.

1. The implementation of using IGA in teaching speaking

The implementation of IGA were the students listened the teacher who told the story, then the students repeated the story by their selves and discussed about text with their friends. The students wrote the text and then practiced with their friend about descriptive text.

First, the research was about the implementation of IGA in improving students' speaking ability. The implementation of IGA was easy. It made the speaking class more active because the students should participate within this activity. In the beginning, the students were still low in speaking ability but after implementing of IGA in their speaking ability were improved. It was showed that the students scores in post-test 1 and 2 were higher than score of pre-test.

The researcher guided the activity directly. It was aimed to know how far the students mastered their speaking ability. The researcher was more focused on how to motivate the students to produce speak well.

Opening was conducted to greet the students, checked attendance and gave motivation to the students for involving in teaching learning process. The students were also reminded about the material to check the students' understanding before starting the teaching and learning process.

The main activity was conducted through IGA. The researcher explained the step of IGA.

Based on the result of cycle 2, there were improvements. It could be proved by some indicators which showed the improvement in the students' speaking ability. They were:

- a. The students' self confidence improved
- b. The students more active
- c. The students more interesting to learned about descriptive text using IGA

From the result of the implementation of the action, the researcher and collaborator observe the research, there were some improvements as follows:

a. Observation

In this process, the researcher was helped by a collaborator/observer to observe the English teaching learning process. She was English teacher in MAN 2 Surakarta. From the observer, she identified several factors causing the low of student's speaking ability. First the students had low interest in speaking. They thought that speaking was so difficult because they did not unaccustomed to speak English. They did not feel confident to speak English. When they had to come in front of class to speak English, they felt nervous. They also had difficulties to speak in English because of lacking of vocabulary. They always opened the dictionary if they wanted to speak English.

After the researcher implementing the action plan, the teacher and the researcher concluded that IGA could improve the students 'speaking ability.

b. Interview result

The interview with students and the teacher was conducted to know the problem in the pre research. The interview was also held in

the end of the cycle 2 to know their opinion to the teaching activity by using IGA. The researcher interviewed the students in the end of the research. From the result interview, the research could conclude that IGA made them easier in doing speaking. They felt confident to speak English by IGA. IGA helped them in speaking.

2. The Improvement of Students' Speaking Ability using IGA

The improvements of students' speaking ability using IGA, especially for the students at XI MIA 4 class, the improvements of students' score in speaking ability.

There were some elements according to Harmer (1998:266-271) which is considered to score as follows; grammar, vocabulary, comprehension, fluency and. Based on the students' score above, there was improvement in the first cycle. But only 8 students who passed in the first post test. Then the researcher did cycle 2 to reapply IGA in speaking learning process. There were improvement achievements in post test cycle 2. Most of students passed in post test, only four students who were not passing.

The improvements of the students' score in test 2 could be seen on that data. The improvement were showed from the mean score in pre-test compared with test 2, the mean score improved from 68.8 became 76.55. Most of the students got good improvements. The students could increase their scores and they were successful on speaking. It indicated that implementation of using IGA could improve speaking ability.

The benefits of using IGA were as follow:

- a. Many students communicated easily with their own giving them confidence to express their ideas and feelings.
- b. If they were shy about interacting, they could become acquainted with others through the roles they take on.

The use of IGA provided an opportunity for student expression through the social aspects of communication. Students who were working in a group to prepare and present a IGA were learning to work cooperatively with others, where there was giving, taking and sharing of ideas. For many students the group work the use of IGA could provide help with public speaking, especially for the shy or apprehensive student.

Based on the explanation above, the researcher concluded that there was improvement in student's achievement. The researcher could conclude that the implementation of IGA in teaching speaking could improve the students 'speaking ability of the XI MIA 4 of MAN 2 Surakarta.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

- 1. The implementation of Information Gap Activities in teaching speaking ability of the eleventh grade students of MAN 2 Surakarta in the academic year 2014/2015.**

The implementation of Information Gap Activities in teaching speaking as follows: the first step, it starts giving to the student material about describing a thing. The second, the students discuss with their group to make conversation about describing something. Information Gap Activities was done in group. The students shared their information they had with their group in order to complete the task. The third, the student practice their conversation in group and the last the students are asked to come forward in front of class with picture to know how far they can improve their speaking ability. Students explain the material by using its picture media to ease understanding material.

- 2. The improvement of using Information Gap Activities in speaking ability of the eleventh grade students of MAN 2 Surakarta in the academic year 2014/2015?**

Using Information Gap Activities technique can improve the students speaking ability. It can be seen from the result of pre test and post test 'mean score. Based on the result of mean score on pre test is 54.00. After the researcher teach speaking by using implementation puppet, the

students 'mean score become 68.80 in post test 1. Then in post test 2, the students 'mean score improves to be 76.55.

Information Gap Activities technique could help the students more confident in speaking activity. During teaching and learning process using Information Gap Activities, students showed that they were more active and enthusiastic in learning English. Besides, they paid attention more when the researcher explained about the material using Information Gap Activities.

B. Implication

Based on the conclusion of this study, it can be concluded that after implementing the research, there are improvements in the students 'speaking ability. The use of Information Gap Activities could be an interesting media which could help students in speaking. Information Gap Activities is used as media to attract the students 'interesting in learning process.

The technique and media used by the teacher is based on the purpose of the related lesson, the characteristic of the students and the capability of the teacher. Implementing suitable media and technique can support the students 'interesting. When the students enjoy in speaking activity, they will get good understanding of the material they learn.

Based on the research, the researcher in this opportunity likes to give some implication to improve students 'speaking ability. Hopefully, the implication will be useful for those who are willing to improve the ability in speaking including teacher, students, other researcher and institutions.

C. Suggestion

Based on the research results and conclusion, the researcher would like to propose some suggestions for English teachers, the students and the other researchers. The suggestions are:

1. For the teachers

The teachers should use Information Gap Activities as alternative technique in teaching speaking that it should be creative to use it in order to make the students more active and interested in teaching learning process. Facilitate students to get better achievement by giving them necessary assistance whenever they get difficulties.

2. For the students

Students should realize that speaking is not as difficult as they think. Students should not feel shame in speaking activity. They should not be afraid of making mistakes. The students also are expected to have more practice in speaking activity.

2. For the other researcher

The other researcher can use as an additional reference for further researches. Moreover, it is expected to conduct further researches in different areas and topics.

3. For the Institution

As institute should provides good teaching learning facilities. The institution prepares a place where the students feel comfortable and enjoyable in their learning.

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SILABUS PEMBELAJARAN

Sekolah :
Kelas : VII (tujuh)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (dua)
Standar Kompetensi : 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Teks fungsional pendek berbentuk : 1. Instruksi 2. Daftar barang 3. Pengumuman 4. Ucapan selamat 2. Tata Bahasa • Imperatives • Quantifiers 3. Kosakata Kata terkait jenis teks	1. Tanya jawab yang berkaitan dengan materi 2. Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb 3. Menirukan ungkapan-ungkapan yang digunakan dalam percakapan sesuai materi 4. Mendengarkan teks fungsional / pendek 5. Menjawab pertanyaan tentang isi teks	Mengungkapkan makna dalam teks fungsional pendek berbentuk : - Instruksi - Daftar barang - Pengumuman - Ucapan selamat • Memberi instruksi secara lisan. • Menyebutkan daftar barang tertentu. • Mengumumkan sesuatu • Mengucapkan selamat	Unjuk kerja	Uji petik berbicara	1. <i>Give instruction to your friend orally based on the picture.</i> 2. <i>Mention the things you find in ...</i> 3. <i>Announce a certain information to your friend</i> 4. <i>Say something to your friend when ...</i> <i>a. He/She got good score</i> <i>at english test</i> <i>b. won the game</i>	4x40 menit	- Script percakapan dari buku teks - Alat peraga

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	4. Ungkapan Baku <ul style="list-style-type: none"> • Well done • Congratulations • Happy birthday 	yang didengar. 6. Menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi dengan teman berpasangan 7. Menggunakan ungkapan-ungkapan sesuai dengan materi dalam keadaan/situasi nyata						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)								
10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan	1. Teks monolog berbentuk : <ul style="list-style-type: none"> • <i>Descriptive</i> • <i>Procedure</i> 	1. Mendengarkan dan merespon berbagai hal tentang teks deskriptif/prosedur 2. Memperhatikan dan merespon	1. Mengungkapkan berbagai informasi dalam teks monolog berbentuk <i>-Descriptive</i> <i>-Procedure</i>	Tes lisan	Daftar pertanyaan	<i>Answer the following questions orally!</i>	4x40 menit	<i>Script</i> monolog teks deskriptif/prosedur dalam buku teks <i>Script</i> otentik

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(1)

Satuan Pendidikan : MAN 2 Surakarta

Kelas / Semester : XI / 1

Mata Pelajaran : Bahasa Inggris

Pokok Bahasan : Describing Animal

Alokasi waktu : 2 (2 X 45 menit)

Tahun Ajaran : 2014/2015

Aspek : *speaking***A. Standar Kompetensi**

Mendengarkan memahami makna dalam percakapan transaksional atau interpersonal resmi dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur.

C. Tujuan Pembelajaran

1. Siswa mampu memahami percakapan transaksional dan interpersonal dengan benar
2. Siswa mampu merespon percakapan transaksional dan interpersonal dengan benar

D. Indikator

1. Siswa mampu memahami percakapan transaksional dan interpersonal dengan benar
2. Siswa mampu merespon percakapan transaksional dan interpersonal dengan benar

E. Metode Pembelajaran

Mendengarkan, diskusi, dan membuat percakapan secara kelompok

F. Materi Pelajaran

Pengertian

Descriptive text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari yang bertujuan untuk menggambarkan, mendeskripsikan suatu benda, tempat, manusia, hewan dan lain sebagainya. Teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain.

Generic Structure

Ada beberapa susunan umum / generic structure. Susunan tersebut adalah :

1. Identification : berisi tentang identifikasi hal / seorang yang akan dideskripsikan.
2. Description : berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Ciri-ciri

1. Menggunakan Simple Present Tense
2. Menggunakan *attribute verb*, seperti *be (am, is, are)*
3. Menggunakan Adjectives (kata sifat) (*big, small, tall, short, fast, colorful, expensive*)
4. Menggunakan Adverbs (kata keterangan)
5. Hanya fokus pada satu objek tersebut.

Simple Present Tense:

1. Nominal

S + to be + adjective

The girl *is* beautiful

They *are* smart

I *am* smart

2. Verbal

1. For singular subject (untuk subjek tunggal)

S + V1(es/s) + O + adverb of time

Rani *goes to* school every day

The Cat *eats* fish every day

2. For plural subject (untuk subjek yang jumlahnya dua atau lebih)

S + V1 + O + adverb of time

Cindy and John *go* to school every day

Examples:

1). *Example 1*

Agus : ahmad, I do homework but it is so confuse, can you help me?

Ahmad : of course, what can I do for you?

Agus : can you describe about animal for example cat?

Ahmad : This is a cat. It has beautiful eyes. It has a clean and soft fur. The cat has four legs and two ears. Sometimes the cat hunts mouse. It likes fish. The cat hates with the dog. Many people like this animal, because it is cute pet.

Agus : okay thank you ahmad

Langkah-langkah Pembelajaran :

1. Kegiatan Awal

- Guru memasuki kelas dan membuka pertemuan dengan mengucapkan salam
- Guru mengabsen kehadiran siswa
- Guru memberikan motivasi siswa untuk lebih semangat dan antusias dalam menerima pelajaran

2. Kegiatan Inti

a. Eksplorasi

- Guru meminta siswa untuk mendeskripsikan mengenai binatang yang mereka sukai.
- Guru meminta kepada siswa untuk menjelaskan tentang descriptive teks sesuai dengan pemahaman siswa.

Implementasi pendidikan berkarakter:

Kreatif: siswa berusaha memahami materi mengenai descriptive teks

b. Elaborasi

- Guru menjelaskan tentang descriptive teks
- Guru memberi contoh teks dengan menggunakan *IGA* sebagai media
- Guru meminta para siswa membentuk grub terdiri dari 2 orang
- Guru meminta siswa latihan percakapan mengenai deskripsi tentang binatang dengan kelompoknya menggunakan *IGA*.
- Guru meminta siswa mendiskusikan membuat percakapan tentang mendeskripsikan binatang dengan kelompoknya.

Total nilai : **nilai 1 + nilai 2 + nilai 3 + nilai 4 + nilai 5 =**
hasil X 4

Surakarta, 19 May 2015

Mengetahui,

Guru Mata Pelajaran

Guru Praktikan

Endar Sutanto S.pd

Resana Rahayu

NIP.

NIM.113221253

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>	<p>2. Kosakata terkait tema / jenis teks.</p> <p>3. Ciri kebahasaan teks deskriptif / prosedur</p> <p>4. Tata Bahasa</p> <ul style="list-style-type: none"> • Present Tense • Imperatives <p>5. Ungkapan Baku Well,.. you know that ?</p>	<p>penjelasan tentang kosakata dan tata bahasa dalam teks monolog Deskriptif/prosedur tentang Tea/How to make a cup of tea.</p> <p>3. Mendengarkan model monolog lisan tentang teks deskriptif/prosedur</p> <p>4. Mendiskusikan dalam kelompok <i>draft</i> monolog mendeskripsikan kembali, menyampaikan prosedur dengan kata-kata sendiri</p> <p>5. Melakukan monolog lisan secara individu</p>	<p>2.Menyebutkan fungsi komunikatif teks yang didengar.</p> <p>3.Menyebutkan ciri kebahasaan teks yang didengar.</p> <p>4.Melakukan monolog dalam bentuk deskriptif / prosedur</p>	Unjuk kerja	<p><i>Uji petik berbicara</i></p> <p><i>Uji petik berbicara</i></p>	<p>2.a. Describe something / someone with your own words orally in front of the class!</p> <p>2.b. Tell your friends how to do something (make a cup of tea)</p>		<p>Rekaman monolog</p> <p>Alat peraga</p>
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(2)

Satuan Pendidikan : MAN 2 Surakarta

Kelas / Semester : XI / 1

Mata Pelajaran : Bahasa Inggris

Pokok Bahasan : Describing People

Alokasi waktu : 2 (2 X 45 menit)

Tahun Ajaran : 2014/2015

Aspek : *speaking*

A. Standar Kompetensi

Mendengarkan memahami makna dalam percakapan transaksional atau interpersonal resmi dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur.

C. Tujuan Pembelajaran

1. Siswa mampu memahami percakapan transaksional dan interpersonal dengan benar
2. Siswa mampu merespon percakapan transaksional dan interpersonal dengan benar

D. Indikator

1. Siswa mampu memahami percakapan transaksional dan interpersonal dengan benar
2. Siswa mampu merespon percakapan transaksional dan interpersonal dengan benar

E. Metode Pembelajaran

Mendengarkan, diskusi, dan membuat percakapan secara kelompok

F. Materi Pelajaran

Pengertian

Descriptive text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari yang bertujuan untuk menggambarkan, mendeskripsikan suatu benda, tempat, manusia, hewan dan lain sebagainya. Teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain.

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Ada beberapa susunan umum / generic structure. Susunan tersebut adalah :

1. Identification : berisi tentang identifikasi hal / seorang yang akan dideskripsikan.
2. Description : berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Ciri-ciri

1. Menggunakan Simple Present Tense
2. Menggunakan *attribute verb*, seperti *be (am, is, are)*
3. Menggunakan Adjectives (kata sifat) (*big, small, tall, short, fast, colorful, expensive*)
4. Menggunakan Adverbs (kata keterangan)
5. Hanya fokus pada satu objek tersebut.

Simple Present Tense:

1. Nominal

S + to be + adjective

The girl *is* beautiful

They *are* smart

I *am* smart

2. Verbal

1. For singular subject (untuk subjek tunggal)

S + V1(es/s) + O + adverb of time

Rani *goes to* school every day

The Cat *eats* fish every day

2. For plural subject (untuk subjek yang jumlahnya dua atau lebih)

S + V1 + O + adverb of time

Cindy and John *go* to school every day

Examples:

1). *Example 1*

Please describe about your friend

My friend

I have a close friend in the school. Her name **is** Tina. She has **curly** and **brown** hair. She is very beautiful girl and she is a very kind person. She is friendly, patient, and she loves to help people. We are always together.

Langkah-langkah Pembelajaran :

1. Kegiatan Awal

- Guru memasuki kelas dan membuka pertemuan dengan mengucapkan salam
- Guru mengabsen kehadiran siswa
- Guru memberikan motivasi siswa untuk lebih semangat dan antusias dalam menerima pelajaran

2. Kegiatan Inti

a. Eksplorasi

- Guru meminta siswa untuk mendeskripsikan mengenai orang yang mereka sukai.
- Guru meminta kepada siswa untuk menjelaskan tentang descriptive teks sesuai dengan pemahaman siswa.

Implementasi pendidikan berkarakter:

Kreatif: siswa berusaha memahami materi mengenai descriptive teks

b. Elaborasi

- Guru menjelaskan tentang descriptive teks
- Guru memberi contoh teks dengan menggunakan *IGA* sebagai media
- Guru meminta para siswa membentuk grup terdiri dari 2 orang
- Guru meminta siswa latihan percakapan mengenai deskripsi tentang orang dengan kelompoknya menggunakan *IGA*

II. *Vocabulary* : nilai maximal 5
III. *Comprehension* : nilai maximal 5
IV. *Fluency* : nilai maximal 5
V. *Pronunciation* : nilai maximal 5
Total nilai : **nilai 1 + nilai 2 + nilai 3 + nilai 4 + nilai 5 =**
hasil X 4

Surakarta, 19 May 2015

Mengetahui,

Guru Mata Pelajaran

Guru Praktikan

Endar Susanto,S.pd

Resana Rahayu

NIP.

NIM.113221253

FIELD NOTES

No : 01

Topic : Introduction and Pre test

Day, Date : Monday, May 19 2015

Time : 08.10am – 09.40 am

The first day, the researcher came into the class. The researcher greeted “*Assalamu’alaimum Warahmatullahi wabarakatuh*”, how are you today?”, then the students respond greeting by saying “*Wa’alaikum salam warahmatullahi Wabarakatuh*” I am fine thank you and you”. Then the researcher replied I am very well thanks. The researcher checked the attendance list and tried to make the class into a good condition. Then she explained that there would be a new comer in this class to teach speaking.

The researcher introduce herself and explained her propose. She mentioned the name, the address, the university, the purpose in coming to the class as researcher that will do research for 1 month. Then the researcher gave pre test to the students to know student’s achievement in speaking. Firstly the researcher asked the students to make a group. Then they had to introduce themselves and make a conversation with their group. After the researcher finished the pre test, she gave the motivation to the students in order that they always study hard. The time showed that the lesson time was up, and then researcher ended the class.

FIELD NOTES

No : 02

Topic : Implementing IGA of Cycle 1

Day, Date : Monday, May 26 2015

Time : 08.10 am- 09.40 am

The second day, the researcher opened the lesson by saying “*Assalamu’alaikum how are you today?*”, The students answered “*wa’alaikumsalam I am fine, thank you and you*”, but most of them did not answer louder because they were sleepy. The researcher replied “*I am very well, thanks*”. After that the researcher checked the students’ attendance by calling the students’ name one by one at attendance list. Then, the researcher started the lesson by give story about motivation to learn. After that the researcher introduced the media which would be used.

The researcher asked the students to make group. And one group consists of two students. Then, the researcher gave the material about describing something. Then the researcher asked the students about definition of descriptive text or describing something. Then the students answered “I don’t know miss”, so the researcher explained about definition of descriptive text. When the researcher explained about it, they did not pay attention and talked with other friends. Moreover there is student slept in the classroom. Therefore the researcher asked the students to repeat the definition about descriptive text.

Next, the researcher showed some picture and introduced it to students. The students looked interested and they want to try that media. Then, the researcher asked the students about IGA and gave them examples how to use it. The researcher gave treatment with IGA. In the implementation of IGA, researcher used some steps; first step, it starts giving to the student material about describing a thing. The second, the students discuss with their group to make conversation about describing something. Information Gap Activities was done in group. The students shared their information they had with their group in order to complete the task.

The third, the student practice their conversation in group and the last the students are asked to come forward in front of class with picture to know how far they can improve their speaking ability. Students explain the material by using its picture media to ease understanding material. After that, the researcher asked the students to practice with their friend. Afterward, the researcher gives home work to the students to make conversation appropriate the material describe something and practice by IGA. Then the home work did as post test 1.

Before finished the lesson, the researcher evaluated the teaching learning process. She asked the students about the puppet. They said that puppet was fun. Finally, the researcher closed the lesson by thanking the students for their attention and then saying goodbye.

FIELD NOTES

No : 03

Topic : Post Test 1 of cycle 1

Day, Date : Saturday, May 30 2015

Time : 12.30am – 13.45 pm

The third day the researcher gave post test 1 to the students to know the students' achievement in speaking ability after given treatment. The researcher opened the lesson by saying "*Assalamu'alaikum*", "how is life?" The students answered "*wa'alaikumsalam*", but most of them did not answered the greeting. So, the researcher asked to the students "why you did not answered the greeting?", the students answered "I don't know miss". Then the researcher explained that "how is life same with how are you?". After that, the students answered "oh..i am fine miss". Then the researcher checked the attendance list. She did post test 1 at that time. The condition of the class was quiet because most of them still afraid to come forward and did not confident. Then the researcher gave motivation to the students in order to become confidents. Then the students come forward group by group.

Before finished the lesson, the researcher asked the students whether they had difficulty or not during the teaching learning process and the material. Then the researcher suggested the students to study hard. After that the researcher finished by saying thanks to the students and say "*wassalamu'alaikum*"

FIELD NOTES

No : 04
Topic : Implementing IGA of Cycle 2
Day, Date : Saturday, June 8 2015.
Time : 06.45 am – 08.30 am

The researcher greeted the students by saying “*assalamu’alaikum*”, the students answered “*wa’alaikum salaam*”. The researcher said” how is life?” the students answered” I’m fine thank you, and you? And the researcher replied” I’m very well”. As usual, the researcher checked the students’ attendance. In this section the researcher informed the students about their score in post test. The first step, it starts giving to the student material about describing a thing, the second, the students discuss with their group to make conversation about describing something. Information Gap Activities was done in group. The students shared their information they had with their group in order to complete the task, the third, the students practice their conversation in group and the last the students are asked to come forward in front of class with picture to know how far they can improve their speaking ability

This meeting was the end of the teaching learning process. In the closing of the meeting, the researcher evaluated the meeting by asking the students’ opinion and just for sharing about teaching and learning process during using IGA in the class. Finally the researcher closed the meeting by see you and *Wassaamu’alaikum*”.

FIELD NOTES

No : 05

Topic : Post test of Cycle 2

Day, Date : Saturday, June 13 2015

Time : 12.30 am – 13.45 pm

The last meeting, the researcher conducted post –test 2. The post test 2 was held to know the students’ achievements in speaking ability after they had been given two cycle of treatment. As usual the researcher came into the class and greeted” “ *Assalamu’alaimum Warahmatullahi wabarakatuh*”, good afternoon students?”, then the students respond greeting by saying “ *Wa’alaikum salam warahmatullahi Wabarakatuh*” Good afternoon miss”. Then, the researcher checked the attendance list.

Then, researcher apply IGA. The first step, it starts giving to the student material about describing a thing, the second, the students discuss with their group to make conversation about describing something. Information Gap Activities was done in group. The students shared their information they had with their group in order to complete the task, the third, the students practice their conversation in group and the last the students are asked to come forward in front of class with picture to know how far they can improve their speaking ability. Then, researcher ends the meeting by saying hamdallah and giving salam.

The Result of the Speaking test of the Eleventh grade students of MAN 2 Surakarta

NO	NAME			PRE TEST	PASSING GRADE	PASS/FAIL
1	Adrian Fadhli Melandari			50	75	Fail
2	Amin Nur Rochman			55	75	Fail
3	Arif Billah Maulana			60	75	Fail
4	Luay Bachtiar Rifa'i			40	75	Fail
5	Mohammad Taufik			50	75	Fail
6	Ubaid Syaiful Anwar			60	75	Fail
7	Yahya Abdul Haq			80	75	Pass
8	Yoga Hendy Andrianto			55	75	Fail
9	Agita Dianingsih			40	75	Fail
10	Anastasia Tri Susilowati			40	75	Fail
11	Anisa Nur Hasanah			60	75	Fail
12	Clara Shinta Elpradita			70	75	Fail
13	Fauziah Nur Rohma			50	75	Fail
14	Hanifah Naim Auy Assahra			65	75	Fail
15	Ilyas Atha Rivonda			45	75	Fail
16	Linda Trisniawati			40	75	Fail
17	Natalia Setya Kwintasari			50	75	Fail
18	Salisa Mujahidah			50	75	Fail
19	Samara Inas Labiba			40	75	Fail
20	Zulaikha Ni'matur Rohmah			80	75	Pass
	SUM			1.080		
	MEAN			54		

The comparison between Post- Test 1 and Pre-test

NO	NAME	PRE TEST	POST TEST 1	PASS/FAIL
1	Adrian Fadhli Melandari	50	55	Fail
2	Amin Nur Rochman	55	70	Fail
3	Arif Billah Maulana	60	65	Fail
4	Luay Bachtiar Rifa'i	40	75	Pass
5	Mohammad Taufik	50	65	Fail
6	Ubaid Syaiful Anwar	60	75	Pass
7	Yahya Abdul Haq	80	85	Pass
8	Yoga Hendy Andrianto	55	70	Fail
9	Agita Dianingsih	40	60	Fail
10	Anastasia Tri Susilowati	40	65	Fail
11	Anisa Nur Hasanah	60	75	Pass
12	Clara Shinta Elpradita	70	78	Pass
13	Fauziah Nur Rohma	50	68	Fail
14	Hanifah Naim Auy Assahra	65	75	Fail
15	Ilyas Atha Rivonda	45	65	Fail
16	Linda Trisniawati	40	55	Fail
17	Natalia Setya Kwintasari	50	60	Fail
18	Salisa Mujahidah	50	55	Fail
19	Samara Inas Labiba	40	75	Pass
20	Zulaikha Ni'matur Rohmah	80	85	Pass
SUM		1.080	1376	
MEAN		54	68,8	

The score of Post-test 2

NO	NAME	POST TEST 1	POST TEST 2	PASS/FAIL
1	Adrian Fadhli Melandari	55	73	Fail
2	Amin Nur Rochman	70	78	Pass
3	Arif Billah Maulana	65	75	Pass
4	Luay Bachtiar Rifa'i	75	75	Pass
5	Mohammad Taufik	65	78	Pass
6	Ubaid Syaiful Anwar	75	80	Pass
7	Yahya Abdul Haq	85	85	Pass
8	Yoga Hendy Andrianto	70	78	Pass
9	Agita Dianingsih	60	71	Fail
10	Anastasia Tri Susilowati	65	75	Pass
11	Anisa Nur Hasanah	75	78	Pass
12	Clara Shinta Elpradita	78	80	Pass
13	Fauziah Nur Rohma	68	75	Pass
14	Hanifah Naim Auy Assahra	75	80	Pass
15	Ilyas Atha Rivonda	65	75	Pass
16	Linda Trisniawati	55	70	Fail
17	Natalia Setya Kwintasari	60	78	Pass
18	Salisa Mujahidah	55	72	Fail
19	Samara Inas Labiba	75	80	Pass
20	Zulaikha Ni'matur Rohmah	85	75	Pass
SUM		1376	1531	
MEAN		68,8	76.55	