



**A COMPARATIVE STUDY BETWEEN INFORMATION GAP
AND GROUP INVESTIGATION METHODS
ON STUDENTS' SPEAKING ABILITY
AT GRADE VIII SMP N 3 SIABU**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for Degree of
Islamic Educational (S.Pd.I) in English*

Written By:

ROBIAH

Reg. No. 09. 340 0093

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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Padangsidempuan, January 23th 2015
To:
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Appendix : 7 (seven) exemplars

Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Robiah, entitle "A Comparative Study Between Information Gap and Group Investigation Method on Students' Speaking Ability At Grade VIII SMP N 3 Siabu ". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Islamic Educational (S.Pd.I), English Educational Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

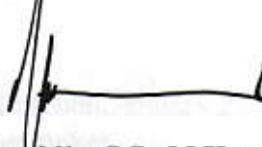
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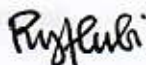


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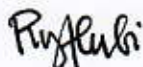
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ABSTRACT

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The Title of Thesis : A Comparative Study Between Information Gap Method and Group investigation Method on Students' Speaking Ability at Grade VIII SMP N 3 Siabu

This research hold about the comparative study on students' speaking ability by using information gap and group investigation at VIII grade SMP N 3 Siabu. The formulation of the problem: Was there any different in students' speaking ability by using information gap and group investigation at VIII Grade SMP N 3Siabu? This research intended to know the comparative both of test methods on students' speaking ability at VIII grade SMP N 3 Siabu.The aims of this research are to find out the different on students' speaking ability by using information gap and group investigation.

The research was conducted by quantitative approach. The population of this research was of students at VIII grade in SMP N 3 Siabu, it was 48 students. Then, the sample of research was VIII¹and VIII³of the students. Next, this research used test as instrument, test was divided to Information gap and group investigation about speaking ability conversationn.To analysis the data, the writer used formulation of t-tes.

After calculating the data, there is the different result both of methods on students 'speaking ability. It can be seen from calculating the data, the score of group investigationclassis higher than information gap class, from the calculation of t_o 70,41, and t_t 69,62 from 1% significance degree, it means that, t_o is higher than t_t ($70,41 > 69,262$), So, "there was different between score of students' speaking ability by using group investigation and information gap at VIII GradeSMP N 3 Siabu". It means that the hypothesis of this research is accepted.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the merciful

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis with the title “A Comparative Study between information gap method and group investigation on Students’ Speaking Ability at Grade VIII SMP N 3 Siabu”. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

In writing this thesis, I have found various difficulties. Fortunately, many people help me to finish my thesis. May be without supporting, helping, praying this thesis would not be as it is now.

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I realize this thesis is imperfect. Therefore, critics and suggestion are really needed to make this thesis becomes better in the future.

Padangsidempuan, January 23th 2015

The Researcher,

ROBIAH
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CHAPTER I

INTRODUCTION

A. Background of the Problems

English is one of the international languages, used by most people all over the world. It becomes more important and need to both the development of science and technology now days. In our country is Indonesian, English is taught to the students from junior high school up to university level.

English language basic is learning alphabets. They should be taught to us at a very young age. In the world English is the language of business and professional communication. Even in our academics, English language plays a very vital role.

English is significant position in educational curriculum. It is studied from elementary schools, junior high school, until senior high schools and up to university. Institute and university in our country offers the language as the main medium of instruction. Therefore, knowledge of communicating in English language is a must. This would help us in excelling in our academic. From this phenomenon appears that English is every important to study about writing, speaking, reading, and listening. That is way English must be taught from primary should up to university levels as me of compulsory subject.

It is known that in the context of English, communicative competence includes four major aspects categorized in two main ways that is receptive competence and productive competence. Receptive competence consists of two different modes of language behavior, namely listening and reading and productive competence consists of two modes namely speaking and listening.

Speaking is a language skill that is developed in child life, which is produced by listening and at that period speaking is learned. Speaking is very important to be able participate in the wider world of work. Speaking is an important activities too, because without speaking we are alike dumb person. Without speaking we would not understand each other with speaking, we will take and give information asking, order, message, request, etc. so impossible we can communication to each other without speaking well.

Now days, speaking is an important case in English many efforts have been done by teachers to increase the students' ability in speaking. A lot of technique, method and strategy has been done but the reality in the society shows that there are many junior high school students still unable to understand and speaking ability. This condition is signal that the students' do not have ability in speaking.

Speaking is easy, but to understand the speaking is not easy.because by understanding the speaking, enable the readers to know the purpose of the writer in conversation of dialogue nevertheless, speaking is problematic at SMP N 3 Siabueither in the aspect of lest score, the substantive fact will describe in the

following case that when the English teacher orders the students are low to answer the question about conversation. Then, the English teacher has taught the students by many methods in speaking such as group investigation role play, jig saw and other but the students ability are still low in speaking.

Speaking method is one of the most effective to helping students in speaking method can be defined an conscious action that learners take to achieve desired goals or adjective using method in second language learners not only knowing what method to use, but also know how to use and integrate a range of methods, speaking methods plays important role in guiding students to gain materials of teaching, speaking methods is the way to make the, listener easier to understand and more interest in speaking conversation, by applying suitable methods the students will easy what the teacher are not get bored or surfeited.

There are method that can solve the students' problems in speaking ability such information gap group investigation, role play, jigsaw, and others.all method can increase students' speaking.

From some alternative above, the researcher chooses between information gap and group investigation method. Those methods can increase students, speaking and generally, the students speaking material textbooks, group information methods help the students to realize the need to consider both information in the conversation and information from their one background knowledge. Beside it group investigation asks the students to make prediction

from the conversation, so information gap and group investigation methods make the students to be active listener.

Information gap is students supposed to be working in pairs. One students will have the information that other partner does not have and the partners many purpose such as solving a problem or collecting information also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody have the opportunity to talk extensively in the target language.

Group investigation is very important in teaching speaking because in group investigation students collaborate to produce a group product for presentation. This is an open ended investigation which students may help determine the focus of their investigation. The activity is structures to emphasize higher-order thinking skill.

Based on the discussion above, the researcher is interested in conducting a simple research entitled: “A Comparative Study between Information Gap Method and Group Investigation Method on Students’ Speaking Ability at Grade VIII SMP N 3 Siabu”. This research was conducted compare the difference of students speaking by using method with information gap method and group investigation method in students’ speaking.

B. Identification of the Problem

Based on the background of this research, there are many factors that influence the successfulness the learner itself. Based on the nation curriculum there are many materials in teaching such as speaking, grammar, writing, and listening. Speaking is the important material in teaching English. Many students are difficult to study speaking. Beside them, method of the learning is also the problem on speaking ability. The teacher has taught students by using some speaking method, but students' speaking ability is still low.

There are many methods, which can be used to teach speaking such as role play, jig saw, discussion, and group investigation and information gap. In this reason, the researcher does compare of the method, the neither to compare two method only, they are information gap and group investigation. So in this case the researcher wants to teach speaking by using information gap method and group investigation method.

C. Limitation of the Problem

The problem in this research with unit in order to make it specific. The problem limit as students speaking by using information gap method and group investigation at junior high school Negeri 3 Siabu. The researcher after use information gap and group investigation to increase speaking treated by grade VIII students' speaking after school.

This research also unit to the methods of students speaking by using information gap method and group investigation method, at junior high school Negeri 3 Siabu make only using gap information gap and group investigation in learning speaking. So many classification of method such as, discussion method, debate, role play, jig saw, group investigation and information gap one other.

From the explanation above, the researchers focus on two methods, such as, information gap and group investigation. Because the researcher mind, neither method most effect in speaking.

D. Formulation of the Problem

Based on the background, identification and limitation of the problem above of the research the problem can be formulated as follows:

1. How was students' ability in speaking by using information gap method at grade VIII SMP N 3 Siabu?
2. How was the students' ability in speaking by using group investigation methods at grade VIII SMP N 3 Siabu?
3. Was there any significant difference of students' ability in speaking ability by using information gap method and group investigation method at grade VIII SMP N 3 Siabu?

E. The Aim of the Research

From the problems formulation above, the aim of the research are:

1. To know the speaking ability of the students at grade VIII of SMP N 3 Siabu in information gap method.
2. To know the speaking ability of the students at grade VIII of SMP N 3 Siabu in group investigation.
3. To know whether there are significances between information gap method and group investigation method on students speaking ability at grade VIII of SMP N 3 Siabu.

F. Research Significance

The results of research are expected as follow:

1. Teacher, to the result will give alternative method that can be used to get successful learning, especially teach speaking
2. Headmaster, to as a consideration to motivate the English teachers to teach English in a good way.
3. Other writer or researcher, to increasing the quality of education especially in English by information gap and group investigation method to increasing speaking ability.

G. Outline of The Thesis

As the research, the writer is going to arrange this research in order to make readers easier comprehend.

In the chapter one, it consists of background of the problem what explain about the students' ability in speaking still low. Second, is consists of identification of the problem what explain about students' problem. Third, is limitation of the problem that telling about writers ways focus for the research,Fourth, formulation of the problem that consist about the both method will use in this research. Fifth, the aims of the research are the purpose of the research. Sixth, research significant is for whom this research will be use.

In the chapter two, it consists of theoretical description which will explain about information gap method, group investigation method and speaking. And then, review related findings, conceptual framework and hypothesis.

In the chapter three, consists of place and time of the research, research design, population and sample, instruments of data collecting, procedure of the research, testing of the instrument, data collecting and data analysis.

In the chapter four, consists of the research which consist of the description of the data, the testing of the hypothesis, the result of the research.

And the last, chapter five consist of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Description of Speaking

a. The Definition of Speaking

Speaking ability is the productive oral skill, and we contrasted speech with writing.¹ Speaking ability is a language skill that develops in human young, which is produced by listening skill, and at that period speaking skill is learned.

Speaking is one of the language skills that is comprehended as productive skill. It is a spoken language, it matches at least two participants that are group as the speakers and listeners. In the process of communication. Mc. Donough says, "speaking is not only the oral production of written language, but also learners in the mastery of a wide range of sub skills, which added together constitute an overall competence in the spoken."²

Speaking should be taught as it is life in real life where people use it for communication to express feeling, idea and emotion. Speaking also a productive skill that can be directly and the accuracy and

¹ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003) p.64

² Joe Mc. Donough, *Material and Method ELT*, (A Teachers Guide Cambridge: Blackwell, 2003), p. 151.

affective of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test³.

Richard stated that⁴, speaking from theory to practice state that: “ in speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. We may use speaking to describe thing, to complaint about people’s behavior, to make polite request, or to entertain people with jokes and anecdotes.

b. The Principles of Speaking

Speaking is very inportant, because speak is the process by which a person understanding the meaning of spoken language.there are five basic principles of spoken are:

- 1) Open with a bang: Too many speeches by before begin. To skill have executive opening up by telling the audience, what a pleasure it is to be with them. That is an amenity reduced to an inanity
- 2) Use analogies and illustrations
- 3) Focus on the theme : a speech may have three or your major points, but they should be wrapped up in a single theme such as peace through strength
- 4) Keep the language simple: stuffy syntax and the use of self-important words can rob power from a speech
- 5) Makes the conclusion emotional or dramatic: if you don’t hit your dominant theme strongly what true close, your audience many not grapes your real message, humor should never be

³H. Douglas Brawn, *Language Assessment: Principles and Classroom Practice*, (California: Longman, 2004), p. 140.

⁴Jack C. Richards and Willy A. Renandya, *Methodology and Language Teaching*, (New York: Cambridge University Press, 2002), p. 201.

used at the end or beginning, but should be slipped into the middle.⁵

According to DjagoTarigan the techniques of teaching speaking are:

“Repeat the say, View and saying, Describe, Substitution, Transformation, completing the sentence, Answer the question, Ask the question, Probing question, Advancing the story, Series of the story, Repeating the story, Conversation, Paraphrase, Invention of storytelling, Giving instruction, Telling things, Dramatizing things, Statement view, Playing the actor, Talking phone, Interviewing, Discussing”⁶

Commonly in teaching speaking teacher should practice the students with giving the opportunities to use English in real life, helping them confidence in using English to express their thoughts, telling and ideas.

c. The Types of Speaking

Speaking is an ability that is also required to be mastered by the students during the learning process in the classroom. According to Douglas, the types of speaking

1) Imitative

One of continuum types of speaking performance is the ability is simple and allowed to focus of word or possibly a sentence.

2) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological, relationship (such as elements, intonation, stress, rhythm, juncture).

3) Responsive

⁵ As. Hornby. *Oxford learners Pocket Dictionary*(New York: Oxford University Press,2008). P. 271

⁶DjagoTarigan, *TeknikPengajaranKeterampilan Bahasa*, (Bandung: Aksara, 1986), p. 90.

Responsive assessment are usually sufficient and test comprehension but at the somewhat limited level of very short conversation

4) Interactive

The differences between responsive and interactive speaking are true length and complexity of the interaction, which sometimes includes multiple exchange and or multiple participants.

5) Extensive (monologue)

Extensive oral production task include speech, oral presentation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps nonverbal responses) or ruled out altogether.⁷

d. The Component of Speaking

As Proverb says practice makes perfect therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that to speak English we have to know some import component of speaking. According Gerard to speaking a complex skill because at least it is concert with components of grammar, vocabulary pronunciation, and fluency.⁸

- 1) Grammar: it is needed for students to arrange a correct sentence in conversation. that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one, the utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form".⁹
- 2) Vocabulary: vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from

⁷H. Douglas Brawn, *Op. Cit.*, p. 267-268.

⁸Gerard, *The Practice of English language teaching*, (Essey: Person Education, 2000). P.11

⁹*Op., Cit.* p. 38

learning a language. Language teachers, therefore should process considerable knowledge on how to manage. An interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without grammar very little can be conveyed, without vocabulary, nothing can be conveyed.¹⁰

3) Accent

Accent is the way for student's to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sound very and pattern in language. There are two features of accent, phonemes and supra segmental features. A speaker who constantly mispronounces arrange of phonemes can be extremely difficult for a speaker from another language community to understand.¹¹

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably last speed of speaking and only a small number of pauses and "ums" or "ears". These sign indicate that the speaker does not have to spend a lot of time searching for the language items needed to express to massage.¹²

5) Comprehension

Hornby states that" comprehension is the mind's act or power of understanding".¹³ Comprehension is the capacity for understanding ideas, fact.¹⁴a longer definition of comprehension will be as the act of understanding the meaning. Comprehension can be identified looks like this:

- a) Understand too little for the simplest types of conversation
- b) Understand only. Slow, very simple speech or comment social and tourist topics. Requires constant repetition and rephrasing

¹⁰Hornby, *Oxford Advanced Learner's Dictionary of Current*,(New York: Oxford University Press, 2005),p1494

¹¹BangbangSetiyadi, Ag. *Teaching English as a foreign Language*(Yogyakarta: GrahaIlmu 2006).p.147

¹²H. Douglas Brawn, *Op. Cit.*, p. 4

¹³A.S. Hornby,*Advanced Learners Dictionary Current English*, (London, Oxford University, 1974), p. 234.

¹⁴Victoria Neufalt, *Webster New World College Dictionari-3 rd*,(New York: Simon & Schuster Inc, 1995,),p.7

- c) Understand careful , somewhat simplified speech directed to him or her, with considerable repetition and rephrasing
- d) Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing
- e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

e. Material of Speaking

Speaking is one of the English skills. It is taught in junior high school with different material. The materials of speaking at VIII junior high school are asking information about sport competition, health, clothing and music.¹⁵ Below will be the explanation.

1. Accepting

Accepting are elements required for the formation of a legally binding contract, the expression of an offer to contract on certain terms by one person (the "offeror") to another person, and an indication by the offeree of its accepting of those terms.¹⁶ Accepting an express act or implication by conduct that manifests assent to the terms of an offer in a manner invited or required by the offer so that a binding contract is formed.

Here are ways of accepting:

¹⁵Emalia Iragilati Sukarni, *Adventurous English year 8* (PT Pabelan Cerdas Nusantara, 2003). P. 124

¹⁶Ibid, p. 82

Okey
Certainly
Of course
All right
Yes, please
I will

Example:

Accepting politely may depend on what you are Sport
competition

A : would you like to play tennis tomorrow?

B : Thank you. I'd love to play tennis

A : would you like to come to my birthday party?

B : Thanks very much. I look forward to it.¹⁷

2. Offering

Offering is an an expression of willingness to contract on certain terms, made with the intention that it shall become binding as soon as itis accepting by the person whom it is addressed.¹⁸

It is known that these structures to make an offering:

Can	
-----	--

¹⁷Dion P.Sihotang,*English For Communication*(Jakarta: PT Gelora Aksara Pratama,2001), p.8

¹⁸*Op., Cit*, p. 32

Shall	Verb
Do you want me to	
Would you like me to ¹⁹	

Example:

1. Can I carry that suitcase?
2. Shall I carry your suitcase?
3. Do you want me to carry your suitcase?
4. Would you like me to carry your suitcase?
5. Would you like a lift to the hotel?
6. Do you want tea or coffee?
7. Would you like a seat?
8. Do you want loan of my newspaper?²⁰

Example Offering politely may depend on what you are clotching

A : Would you like some clotching?

B : Okay, sound good

B : Sure.I'd love to

3. Refusing

¹⁹*Ibid.p.82*

²⁰Emalia Irakilati sukarni. Op .Cit.p.25

Refusing implies determination and often brusqueness. to show or express unwillingness to do or comply with refused to answer the question.²¹

Here are ways of refusing :

No, thanks
 No, it's all right
 Thanks very much,
 but...
 Thanks, I'd love
 to, but....
 I want to, but....
 I'm afraid I can't, but
 thanks anyway

Example :

A : Do you want me to carry your suitcase?

B : No, thank you

A : Would like to play tennis tomorrow?

B : Thanks very much. but I have something to do tomorrow

A : Would like to come to my party on Sunday?

B : Thanks. I'd love to, but I'm going to visit my uncle on
 Sunday

²¹*Ibid*, p. 52

Example Offering politely may depend on what you are clotching

A :would you like to hear a music?

B : No,I'd rather not

B : No, thanks

Based on the speaking material at grade VIII junior high school, the researcher has used the same kinds of the text above as a material and test in doing this research.

2. The Role of Method in Speaking

A method is a plan for presenting the language material to be learned and should be based upon a selected approach. In order for an approach to be translated in to a method, an instructional system must be designed considering the objectives of teaching / learning, how the content is to be selected and organized, the types of task to be performed, the roles of students and the roles of teachers.²²

Another explanation that method is the subroutine associated with a class. Method have the special property that a runtime, they have access to data stored in an instance of the class they are associated with and are there by able to control the state of the instance. A technique is a very specific, concrete stratagem or trick designed to accomplish an immediate objective. Such are derived from the controlling method and less directly with the approach.

²²<http://www.nc.irc.org/essential/developspeak.htm> Accessed on Wednesday, September 17th 2014 at 10. 20 am),

Method is an overall plan for systematic presentation of language based upon a selected approach. Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore harmony with an approach well. The terminology of the pedagogical literature in the field appears to be more in line with Anthony's original term, but with some important additions and refinements.

Method a generalized set of classroom specification for accomplishing linguistic objectives. Method tends to be primarily concerned with teacher and students roles. Behaviors and secondarily with such features as linguistic and subject matter objectives, Sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audience in a variety of contexts.²³

In teaching learning speaking process teacher may use various methods in order to make material more interesting. It will be better if the teachers are not bound by one method. Method is the ways in which teaching content is conveyed so that students acquire the knowledge, skill, or attitude. Base learning specified in the objectives. There are several kinds of learning methods, which serve different purpose and require different resource to implement frequently used learning methods, include:

3. Information Gap Method

²³H. Douglas Brawn, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: State University, 1994), p. 51

a. The Definition of Information Gap

The understanding of information gap activities. According to Prabhu, “Information gap activities are where each person in a pair is only part of the required information”.²⁴ Furthermore, according to Morrow, an information gap means that the speaker must tell the listener something that he or she does not know yet.²⁵

Information gap is a useful activity in which one person has information that the other lacks.²⁶ 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. Many information gap and jigsaw activities can be done with sample props, such as coins.

Scrivener defines information gap as one person know something that other doesn't, and such gaps of information between people gives us a need and desire to communicate with each other. Based on Harmer's opinion “information gap activities is when one students is to talk to partner in order to solve a puzzle, draw a picture (describe and draw). Put things in the right order (describe and arrange), or find similarities and differences between picture.”²⁷

²⁴Jo McDonough and Christopher Show, *Materials and Method in ELT, A teacher Guide*, (Oxford: Black Well Publisher, 1993), p. 60.

²⁵K. Morrow, *Principle of Communicative Methodology*, (Essey: Longman, 1981), p. 59.

²⁶David Nunan, *Practical English Language teaching* (New York: McGraw Hill Companies, 2003), p. 56

²⁷Jeremy Harmer, *The Practice of English Language Teaching*, (Essay: Person Education Limited, 2007), p. 349.

One natural information gap task especially if the students don't know each other well is to have one learner describe his family to another, while his partner draws a family tree diagram and labels it with names and information about the speakers family.

In information gap, the students are to try an information gap with language seating. Using simple object, give a friend instruction about how to arrange the items as you are doing the same thing with yours. (you and your partner must have identical sots of objects) when you have finished, compare the result.²⁸

Authors have many ways to define an Information Gap (IG). However, most of them entered into an agreement that in an IG (Information Gap), one person has certain information that the other doesn't and they must be shared with other in order to fulfill a task.

In addition, Werner, Nelson, and Spaventa state that information gap activity is a communicative activity to be done orally in pairs in which each student is given part the information required to complete a particular task and should look only at his / her own information by listening and to exchange the information to successfully complete the task.²⁹

b. Purposes of Information Gap

²⁸*Ibid*, p. 57

²⁹Patricia K. Werner, John P Nelson and Marilyn Spaventa, *a Communicative Grammar*, (Boston: Mo Graw Hill, 1997), 2nded, p. 11.

Information gap method is the speaking method that helps students to answer many types of question. Sometimes the student feel confusing how to answer of question, especially conversation. The answer that prepared in the conversation does not speak in the dialog. So,this method is helpful for students to answer the types of question.According to Violet Raptau and Neu are six purpose of using Information Gap method :

- 1) The most important reason for information gap is to develop oral fluency that is the ability to express oneself intelligibly, reasonable accurately and without undue hesitation.
- 2) Information gap is to train students for communication.
- 3) Language activities in information gap class should focus to language use individually. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student to speak.
- 4) Solving problem or collecting information.
- 5) Partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.
- 6) Will give valuable contributions to the both students and teacher. In part of students, these activities will have a change to speak with their partner and exchange ideas.³⁰

Previous studies have generally positive effects of information gap for students. Bastruvkmen said that is not only a more satisfying role for the learner but also promoting authentic language use in the class.³¹

³⁰Jonathan,*Teaching ESL/ EFL Listening and Speaking* (Routlesge, Taylor and Francis:2000),p.106

³¹ Bastukvment and Helen, *Using learner Writing for Oral Iformation gap activities*,(English Teaching Forum,1994),p.50-53

From the explanation above, information gap method helps the students to avoid the misconception about the content that sometimes the information is not written in the dialog.

c. Principle of Information Gap

As speaking method, Information Gap is very important to teach for the students who have the problem in the speaking skill. Therefore, this method should be done appropriately. The principles of Information Gap, they are:

- 1) Is a method of communication development in a laboratory class by the teacher not predominantly communicating with any student directly.
- 2) variation of a surprised activity called as information gap, language students should be involved in as many situations as possible where one of them has some information and the other doesn't have but one has to get it from the other who does have it to breach the information gap between the participating students in the activity based classroom.
- 3) Practice there is necessity of pair practice on variety of different language skill drills.
- 4) They do not have or process with them they should interact between each other to improve their communication skills in the language.³²

Therefore, Right there and Think and Search are book questions, because the answer can be found directly in the dialog. On the other hand, Author and your own question are brain questions, in that listener must consider what they know as well as what they have learned from the speaking.

³²Raptau Violet, *Using Information gap in the second Language Classroom*.
<http://www/easieorg>. Accessed on Monday, August 28 th 2014 at 10.20 am

d. The Characteristics of Information Gap

Information gap activity is characterized as follow

- 1) In each activity the student is given a task
- 2) Since the information they need for the task is split into two parts (student A and student B), no student is enough information to be able to do it alone.
- 3) The student has to ask each other for the information they need come to a decision together.
- 4) The activities are not exercise, but contexts in which the students can use language to find out about things they genuinely need to know and to share ideas.³³

Based on some characteristic above can be conclude that the information gap method motivates students to do a good job explaining each other, and then, infers that there are four mains points as the characteristic of information gap activity. Task based, learning, work in pair or group, there is information sharing through speaking. and use language to bridge “a gap” between them.

e. The Advantages and Disadvantage of Information Gap

Based on the citation above, the writer sees that the advantages of applying information gap activities in the class room are it can stimulate

³³David Nunan, *Designing Task for the Communicative Classroom*, (New York: Cambridge University Press, 1992), p. 124.

and motivate students in interesting teaching learning process, and also can encourage students by real communication method.

The phrase communicate without the direct intervention of the teacher as the unstated weakness of information gap without direct intervention of the teacher, it means that the teacher will not be involved in such information gap activity to prevent the mistakes or errors done by students or even to help them.

Using information gap method helps the student to develop critic weakness. Not only will develop the ability to set up a purpose for speaking; students also can to make logical prediction and decision based on the information gap. According Weir. J the advantages of information gap method are:

1. As a normal feature of the interaction they can use question form, elicit information, make request, and ask, for clarification and paraphrase in order to succeed in the task, i.e. deploy improvisational as well as interactional skills.
2. The main advantage is that there is a stronger chance that the interlocutor will react in a similar manner with all candidates allowing a more equitable comparison of their performance.
3. The task is highly interactive and as such as comes much closer than most other task in this section to representing real communication.³⁴

According to the problems of the students above, they can be helped by the information gap process, because the students will learn that not all answer can be found in one place.

³⁴Cyril J. Weir, *Communicative Language Testing*, (New York: Prentice Hall International, 1990), p.78-79

From the explanation above, it can be concluded that information gap method helps the students to answer the question to answer the question that are not written in the dialog.

The writer may infer that at least there are two disadvantages of using information gap activity in the classroom. Basically, information gap is very useful to increase students speaking skill, but is undeniable that information gap method has some weakness. In apply this method, some problems will be appeared. The weaknesses of Information Gap method are :

- 1) Teachers role is passive, so that the students need to be active and independent in doing this activity
- 2) Information gap in group work may not be sufficient to give the learners complete ability to communicate in the target language.³⁵

So , the students bacground knowledge play important role in this method. Students without background knowledge will feel diffult to comprehend the text and to answer the question.

f. The step of Information Gap Method

Information gap can be used with a individual a small group or a whole class. This activity can be adapted easily for a variety a subject. This method helps conversation and critical of speaking. The teacher

³⁵Ed Joyce, *Modern English Teagher*(Group of work the information gap and the individual,1982),p.9

should be guided the process of this method. So, information gap method must follow this step:

- 1) The teacher discuss vocabulary in task
- 2) The teacher to just mine pronounce of vocabulary in the task
- 3) The teacher discuss language function the use to the task
- 4) The teacher to just mine pronounce of language function
- 5) The teacher divided the student becomes partner
- 6) The teacher to divided task to student group A and B
- 7) The teacher incurring the student to do dialogue when student task working
- 8) The teacher to identify and teacher will do correct of student dialogue
- 9) The teacher gives all student to comparison result of student task
- 10) The teacher give five to student for ask by material
- 11) The teacher give corroboration³⁶.

So, Information Gap method asks the teacher to use all its types question by using right, think and search, on my own, and author and me because the main point of this method by using all the types question. This method does do not only give the students an opportunity to work individually, but also work in pairs. Furthermore, it will be better if the teacher apply this method repeatedly.

4. Group Investigation Method

a) Definition of Group Investigation Method

In group investigation, students collaborate to produce a group product for presentation. This is an open ended investigation which students may help determine the focus of their investigation the activity

³⁶Violet Raptau, "Specializing in Second Language Education" (<http://www.casit.org>. Accessed on Tuesday, September 02nd 2014 at 10. 20 am),

is structured to emphasize higher order thinking skills. In Henry Guntur's book said "method means an accurate plan about activity to get a particular purpose."³⁷

A method explain about the general components of instructional material and procedure to get purpose which prepared by the teacher. In teaching learning process the teacher who wanted to deliver the lesson in front of class in able to choose the suitable teaching method, because method can influence the result of teaching. In other words by applying the suitable method the students will be easy to understand what the teacher conveyed, the students can be motivated to learn the material that though the teacher and students are not boring or curtailed.

From the quotation above, it can infer that method is away and operational planning to do something be the best or an activity is arranged as good as possible for achieving the aim of action.

Group investigation method is a group that made by students. In this group, students may choose their friend to be the member of group, then the students are given the material to solve together. Nurhadiyasin and sendak say, "pembelajaran dengan metode group investigstion menuntut melibatkansiswa sejak perencanaan baik dalam menen

³⁷ Henry Guntur Tarigan, *Strategi Pengajaran Bahasa* (Bandung: Angkasa, 1993), p. 45.

tukan topic cara untuk mempelajari melalui investigasi”.³⁸ It means by learning the lesson with group investigation method, the students are involved from the planning, either in choosing the topic the way to investigate it. Jhon Dewey and Thelen stated,

Model investigation kelompok yaitu: “pandangan proses social yang demokratik dengan penggunaan strategi intelektual atau ilmiah untuk membantu manusia menciptakan pengetahuan masyarakat yang teratur”.³⁹ Group investigation method is a democratic social process that uses intellectual strategy to help people to create knowledge and good society.

The goal of group investigation method in teaching skill for participant in democratic social process through combination inquiry, so, group investigation is a learning method which the students may choose their group to work together.

Group investigation has its origins in philosophical, ethical, and psychological writing dating to the early years of this century.⁴⁰ First among the prominent in the classroom is cooperative enterprise where teacher and pupils build the learning process on natural planning based

³⁸Nurhadi and Yasin, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta Timur: Bumi Aksara, 2009), p. 145

³⁹Jhon and Thelen, *Guru Professional*, (Bandung: Bumi Aksara, 2009), p.108

⁴⁰Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice*, (United State of America: Allyn and Bacon, 1995), p. 112.

on their respective experience capacities and needs. Learners are active participants in all aspects of school life, making decisions that determine goals toward which they work, the group offering true social vehicles for their process.

In group investigation method, students are working together to accomplish shared learning goals and they have to work in small groups that consist of two to four persons and each student has to take an active role in a group and work cooperatively on projects (students' goal achievement is positively correlated). The shared learning goals are reached if students in the group reach their goals, to carry out the cooperation, social interaction sequence.

The method attempts to combine the democratic process and academic inquiry⁴¹. The teacher needs to adopt an indirect style of leadership, acting as a resource person while providing direction and clarification as needed. The teacher's task is to create a simulating work environment. Group investigation gives learners control over their learning and allows them to work together collaboratively for learning while emphasizing collaborative skills.

The classroom is a cooperative environment where the teacher and the students build the learning process on mutual planning based on

⁴¹Beulah Isaacs Vanessa, *Cooperative Learning: Implementing an Alternative Teaching and Learning Strategy in grade 7 Technology Class*, (Cape Town, 2008), p. 25

their respective experience, capacities and needs. The students are active participants in making a discussion of the goal of their project.

Group investigation cannot be implemented in an educational environment that does not support interpersonal dialogue that regards the effective-social decision of classroom learning.⁴² Cooperative and communication among classmates are best achieved within the small group, where exchange among peers and cooperative inquiry can be sustained the social effective aspect of the group, its intellectual exchange and the meaning of the subject matter itself provide the primary sources of meaning for students' effort to learn.

In the class conducting a group investigating project the teacher serves as a resources person and facilitator. He or she circulates among the groups. Sees that they are managing their work and help out with difficulties they encounter in group interaction and the performance of the specific tasks to learning project.

b) The purpose of Group Investigation

As the teacher guides the process, the group investigation teaches students to determine the purpose for speaking and make adjustmetn to what students think will come next based on the conversation. Group investigation five primary purposes :

⁴²Robert E. Slavin, *Op.Cit.*, p. 112

- 1) The development of the academic skills and also personal understanding.
- 2) Investigation can be an effective educational tool. The investigation of the topic and the student development of sub-topics can be applied to nearly any discipline.
- 3) Can help address several problems that students face.
- 4) Can help the development of social interactions amongst students.
- 5) Help identify the topic to be investigated, organize students into groups and allow students to develop sub-topics.
- 6) Can be applied across the curriculum.⁴³

It can be concluded that group investigation method makes the students to be a good listener because this method asks the students to makes predictions and verify or refute them as they dialog. Students also make adjustment to what they think will come next based on the conversation. Therefore, group investigation is a method that explicitly teaches students to good speaking habits.

c) Principles of Group Investigation

Group investigation method is speaking method that engages between the teacher and students. Group investigation builds three key “problem solving” action by the teacher. These can be done in sequence after a few paragraphs, pages, or the entire selection, as suggested by need:

- 1) Teacher plays a facilitative role directed at group process (helps learners formulate plan, act, manage group) and requirements of inquiry (consciousness of method).

⁴³Sharan, *Mendesain model Pembelajaran Inovative- Progresif* (Jakarta: Akademik Presindo 2008),p.31

- 2) The central teaching moves to build a cooperative social environment and teach students the skills of negotiation and conflict resolution necessary for democratic problem solving.
- 3) The teacher cannot behave mechanically but must “read” the students’ social and academic behavior and provide the assistance that keeps the inquiry moving without squelching it.
- 4) The teacher needs to guide the students in methods of data collection and analysis, help them frame testable hypothesis and decide what would constitute a reasonable test of a hypothesis.
- 5) Teacher implements the group investigation model.⁴⁴

Thus, group investigation method is the teacher to guide the process. In this case, the teacher ask the students to determine the purpose for speaking and to introduction this method, the teacher gives example of how to make prediktion. The prediction made at the beginning of the lesson should be revised at the end as aclosing activity.

d) The Advantage and Disadvantage of Group Investigation

Using Group Investigation method helps the students to develop critical thinking expertise. Not only will develop the ability to set up a purpose for speaking , students also learn to make logical prediction and desicion based upon the information speak. According to Zainal Aqib, the advantages of group investigation, Here there are the advantages of group investigation.

- 1) The provide opportunities for a more intensive investigation of students’ problem. The student will be investigated their subtopic or problem. The students will find the material related their project and learn it intensively. Group investigation

⁴⁴B. Joyce & M Weil, *Model of Teaching* ,(Boston: Pearson, 2004),p.449

strategy makes the students understand more about the subtopic.

- 2) It allows students to use inquiry skill as educations believe that preparing learners for the future is better than traditional teaching learning method.
- 3) It allows students become more activity involve in their own learning and participant more effectively in small group situation.
- 4) In unable the teacher to give more information attention to teach to meet students' need. The students choose the subtopic which they want to learn.⁴⁵

In preparing group investigation method, a teacher should be observed the students' experience or level of the students. It is used to determine the dialog that will be used in teaching this method. Some problem will be appeared when applying this method, the problems.then, there are the disadvantage of group investigation method is:

- 1) In using group investigation requires a lot of time. The procedures of group investigation consist of six stages. Most of activities in group investigation are discussion. The teachers need several meeting to apply group investigation method in classroom.
- 2) The students sometime are not thought social skill prior to the implementation of the model. So, they do not have social skill to collaborate with others. The students use to do the task individually. So it is difficult for them to work in group.
- 3) The students often end up doing the entire work heterogenic group. It is difficult for the students to collaborate with new group because they used work with their close friends.⁴⁶
- 4) The teachers sometime are not extremely flexible and some of the teachers are strict. Furthermore, it is difficult for the teacher to apply investigation.

⁴⁵ZainalAqib, *Model-Model Pembelajaran dan Strategy Pembelajaran Kontektual Inovatif*, (Bandung: 2013), p. 87.

⁴⁶ZainalAqib, *Ibid.*, p. 87

So, in application group investigation method the teacher will face some problem, the problem occurs on the students background knowledge. Without background about the speak, the students will feel difficult in speaking the conversation.

e) The step of Group Investigation Method

In group investigation, pupils' progress thought six stages. These stages and their components are outlined below and then described in detail, of course teachers will have to adapt these guidelines to their pupils' background, ages, and abilities, as well as the constraints of time, but guidelines are sufficiently general to apply in a wide range of the classroom conditions.⁴⁷ According to Sharan the steps of group investigation are:

- 1) Identifying of topic
Topic is main idea in paragraph which is being a problem".⁴⁸ It means, the paragraphs usually consist of sequence of event that is related one sentence to each other and it appears main idea cognitively.
- 2) Cooperative planning
Cooperative planning is the teacher and students a make a procedure planning, the task and the special goal that is consistent with the subtopic that has been chosen in the first step.⁴⁹ It means that after choosing the topic, the teacher and the students discuss can important case in choosing topic.
- 3) Implementation

⁴⁷ Robert E. Slavin, *Op.Cit.*, p. 113

⁴⁸ZainalArifin, *CermatBerbahasa Indonesia*, (Jakarta: AkademiPresindo, 2008), p. 116.

⁴⁹Sharan, *Log.Cit.*, p. 80

Implementation is a form a promote review, reflection, revision of the circumstance based on careful complication of information from a variety of different sources.

4) Analyze and synthesis

Analyze and synthesis is the student analyze the information from the third step and plan how to conclude and serve an interesting way as a material to be presented in the class

5) Presentation of the final research

Presentation is all groups present their report in the class, with which is involved the other students. Presentation is the each group presents their result of the result in the class. Both of statement mean after the task has been finished by each group, directly they present the result of the class. So, all the students involve in the discussion.

6) Evaluation

Evaluation is the teacher and students do evaluation of their task. It means after all groups have finished presenting the result of their discussion, so the teacher and the students can evaluate the result of each group. It the result, the teacher know directly what group is better than another. Then Farida adds. "Evaluation is the process that certain of education how far is get the students. It directly means the evaluation is one of a significant factor to understand how far the students competence in achieving the mastery of lesson.

So, the teacher's involvement is mainly the asking of relevant focus question to active children thinking. It is important for teacher measure the students' background knowledge and experience, the essential activity of this method to emphasize the students to make prediction about conversation. The group investigation approach can be used with children at any stage of speaking development. It is easily accommodated at a simple level in shared book session.

From the explanation above, the writer will teach speaking ability by using information gap method and group investigation method at

SMP N 3 Siabu. Information gap and group investigation is the method that used in this research, purpose setting, critical thinking and personal social adjustment as measured by increase in constructive verbal responses during lesson.

B. Review of Related Findings

The research is related to Hanipah, in university Muhammadiyah of south Tapanuli (UMTS) had done research about “The effect of demonstrative method on the students’ ability in speaking English of the grade VIII at SMP Negeri 6 Siabu in 2010-2011 academic year⁵⁰. The conclusion in her research was there a significant effect of demonstrative method on the students’ ability in speaking English of the grade VIII students of SMP Negeri 6 Siabu in 2010-2011 academic year.

The last, Marwah in university Muhammadiyah of south Tapanuli (UMTS) has done research about “The comparative study between direct instruction technique and question technique to the students’ speaking ability in teaching speaking of the grade XI students’ at SMA Negeri 6 Padangsidempuan in 2012-2013 academic year⁵¹. The result of her research said that direct instruction has better than question technique.

⁵⁰Hanipah, “The effect of demonstrative method on the students’ ability in speaking English of the grade VIII at SMP Negeri 6 Siabu in 2010-2011 academic year” (*Unpublished Thesis*), UMTS Padangsidempuan, 2010-2011), p. 2.

⁵¹Marwah, “*The comparative study between direct instruction technique and question technique to the students’ speaking ability in teaching speaking of the grade XI students’ at SMA Negeri 6 Padangsidempuan in 2012-2013 academic year*”, (*Unpublished Thesis*), UMTS Padangsidempuan, 2012-2013), p. 65.

So, from the description of related findings above, it can be concluded that Group Investigation can increase the students' speaking ability. Furthermore, using Information Gap and Group Investigation can increase students' speaking ability. These methods make them interested in studying. Next, it is hoped that using Information Gap and Group Investigation methods also can increase students' speaking ability at grade VIII SMP N 3 Siabu.

C. Conceptual Framework

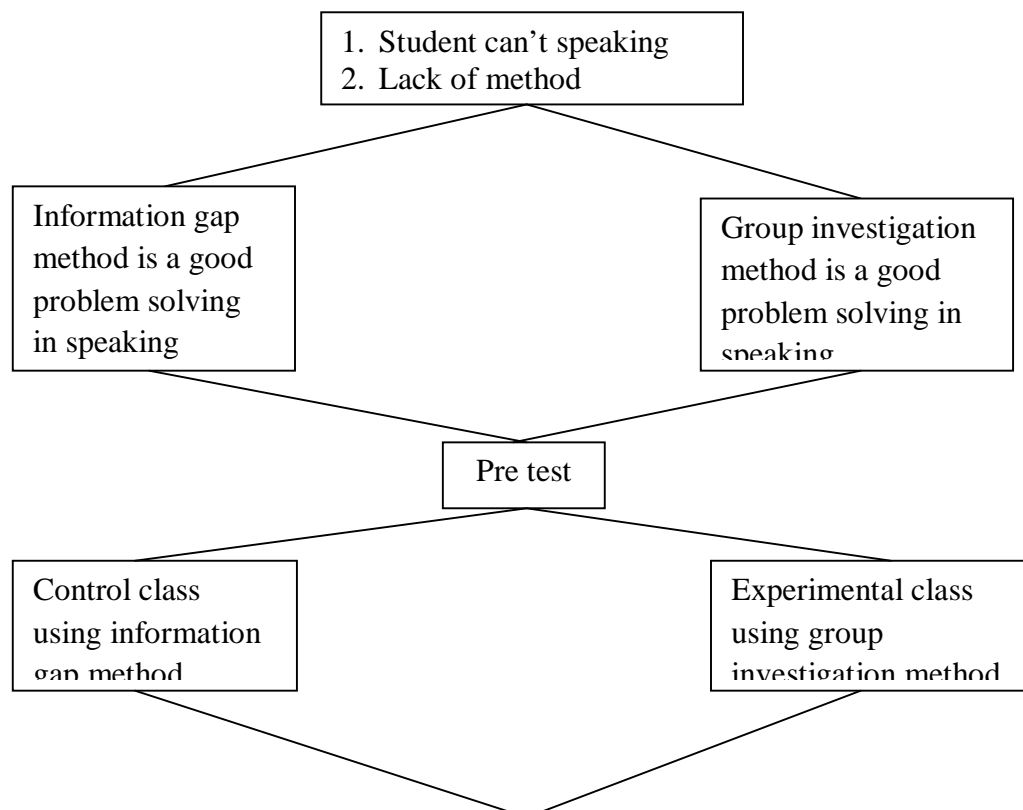
Speaking is very important to be able to participate in the real world of work. Speaking is an important activity, because without speaking we are like dumb people. Without speaking we would not understand each other. With speaking we will take and give information, ask questions, and request things so that we can communicate with each other without speaking well.

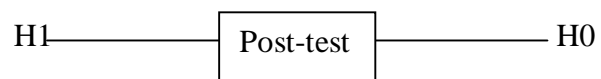
A method is one of the most important factors in language teaching. A method is a particular way of doing something. Group investigation is one of the cooperative methods that emphasize participation and activation of students for material or lessons that have been prepared. It will help them cooperate and solve their problems in speaking.

Information gaps have been advocated as an ideal method for teaching speaking. It is important to have the capability

between students' preferences for information gap activities and teachers preferred teaching method.

Therefore, the researcher assumes that group investigation method is better than information gap method. This is method that can solve the students' problem in speaking ability. This method is suitable to increase students' speaking ability, especially for the students who have been low in speaking.





D. Hypothesis

Hypothesis of the research is “there is a significant differences of using the information gap method and group investigation method on students’ speaking ability at SMP N 3 Siabu.”

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Place and Time

1. Place

The research was done at SMP N 3 Siabu Kec. Siabu Kab. Mandailing Natal. The location of school at village of Huraba. This research conducted in junior high school (SMP) N 3 Siabu. It's located at street Medan-Padang.

2. Time

This research has been conducted Mei 2014 to January 2015 up to finished.

B. Research Design

The writer used experimental method in doing this research. According to Creswell "Experimental researches include the experiment with the random assignment of subject to treatment that uses nonrandomized".¹ L. R. Gay and Airasian said that the experimental research is only type of research that can test hypothesis to established cause and effect.² Next, Paul stated experimental research is to attempt to account for the influence of a factor or as in the case of complex design of multiple factors conditioning a given situation.³

¹John w. Creswell, *Research Design*, (New York: Sega Publication, 2002), p. 14

²L.R. G and Airasian, *Educational Research*, (New York: Merrill, 2000), p. 367.

³Paul D.C, *Practical Planning and Design*, (New York: Mc. Milan Publishing Company, 1990), p. 221.

In conducting the experimental, the writer manipulate a stimulate treatment or experimental condition. Then causes the observations existence of such treatment or manipulate.⁴

The research design experimental method has been used by giving pre-test and post-test control class to experiment class and control class. In this case, both classes will be given different treatment. The experimental class conducted by given information gap method and group investigation method to make clear, the researcher design is illustrate through the following:

Table 1
Illustration through Research Design

Group	Pre-test	Treatment	Post-test
Experiment (X1)	√	√	√
Control (X2)	√	√	√

C. Population and Sample

1. Population

SuharsimiArikunto says, “A population is a set (collection) of all elements processing one or more attributes of interest”,⁵ and according to Sugiyono and Ruslan⁶ that population is generalization area consist of subject or object has special quantity and characteristic which determined by

⁴NurulZuriah, *MetodologiPenelitianSosialdanPendidikan*, (Jakarta: BumiAksara, 2006), p. 57-58

⁵SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktek*, (Jakarta: RinekaCipta, 1993), p. 108.

⁶Sugiyono and Ruslan, *Statistikuntuk Penelitian*, (Jawa Barat: IKAPI, 2006), p. 55.

researcher to get concluding. Based on the statement above, the writer will decide to choose population of grade VIII SMP N 3 Siabu. It can be seen in the table below.

Table 2

The population of the grade VIII SMP N 3 Siabu 20013/2014

No	Class	Total
1	VIII ¹	24
2	VIII ²	25
3	VIII ³	24
4	VIII ⁴	25
TOTAL		98

2. Sample

Sample is preventatives whole of population. In obtaining the sample, the researcher used purposive sample. L.R Gay and Peter Airasiandescrbed: “purposive sampling referred to as judgments sampling, the research select a sample based his or her experience knowledge of the group to be sampled”.⁷ According to SuharsimiArikunto, “Jika kita hanya akan meneliti sebagian dari populasi, maka peneliti tersebut disebut sebagai penelitian sampel. Sampel adalah sebagian atau wakil populasi yang diteliti”.⁸(Sample is a part

⁷L. R Gay & Peter Airasian, *Educational Research: Competence for Analysis & Application*, (USA Prentice Hall, 2006), p. 138.

⁸*Ibid.*109

of population which will be research). In this research, the research has decided to divide one group to be to group was as sample one group was as an experimental and the other was as control. The sample of the research was students from grade VIII¹ Where 24 students as the experimental group and grade VIII³ 24 students were as the control group.

a. The normality of test

To calculate normality test by use Liliefors formula, as follow:⁹

- Calculating average and standard deviation by the formula:

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

- Perception x_1, x_2, \dots, x_n made permanent number z_1, z_2, \dots, z_n by using formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

- To every this permanent number and by using enlist of permanent normal distribution, and then calculating the opportunity.

$$F(Z_i) = P(Z < Z_i)$$

- Counting the difference $F(Z_i) - S(Z_i)$, and then determine its absolute price.

- Taking the biggest price among absolute price of the difference and mentioning the price by L_0 .

⁹DarwyanSyahDkk, *PengantarStatistikPendidikan* (Jakarta: Gaung Persada Press) p.29.

- If $L_o < L$ obtained from the critical value test, the data follows with the real level $\alpha = 0,05$, hence the distribution is normal

b. The homogeneity of test

To test whether variants of both homogenous samples, variants equality test, that is:

$F = \frac{\text{the biggest variants}}{\text{The smallest variants}}$

Here, after comparing to the F_{table} , its criterion is :

If $F_{calculating} < F_{table}$, then both samples are homogeneous

To calculate the result of liliiefors researcher doing the calculation, researcher found that $L_o = 0.2699 < L_t = 0,3754$ at the real level 0.05 and $n = 4$. If result $L_o < L_t$. So, it was could be concluded that the data was distributed by normal.

Then, the coefficient of $F_{count} = 1.41$ is compared with F table. Where F table was determined at real $\alpha = 0, 05$, and the same numerator $dk = N - 1 = 24 - 1 = 23$ and denominator $dk N - 1 = 24 - 1 = 23$. So, by using the list of critical value at F distribution is got $F_{0,05(22,23)} = 1,57$. It shows that $F_{count} (1,57) < F_{table} (2,01)$. So, it can be concluded that the variant from the data of the students' speaking ability in SMP N 3 Siabu was homogeny.

Table 3
Sample at the grade VIII student of SMP N 3 Siabu

No	Class	Students	Method
1	Experiment class	24	Group Investigation
2	Control class	24	Information Gap
Total		48	

D. Instrument of Data Collection

The research instrument is an important role to collect the data. SuharsimiArikunto stated “instrument of research is a tool of facility is use by researcher in collecting data.”¹⁰ The data of this research was conducted by test. Test is suit to the curriculum of SMP N 3 Siabu for grade VIII students. The test will use to spoken test, namely dialogue test. They will include of 20 items test of informal speaking.

The test is consisting of fluency, grammar, intonation, pronunciations and vocabulary. It is give informal situation and expression to the students’ conversation about “tell me about yourself”. The topic consist about their name, old, hobby, school, activity after school, weakness, strength, and may be about their family (parents, brother and sister) or sometimes about someone special

To know students’ speaking skill improved, there were some criteria that must be considered. Arthur Hughes formulates that there five elements should be

¹⁰*Ibid.*, p. 106

measured in speaking test, namely, accent, grammar, vocabulary, fluency, comprehension. According to Arthur Hughes here the indicators of speaking test.

Table 4
The Indicator of Speaking Test

No	Frequency	Accent	Point
1	Excellent	Pronunciation frequently unintelligible.	5
	Very good	Frequent gross errors and a very heavy accent make understanding difficult.	4
	Good	“Foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
	Enough	Marked “Foreign accent” and occasional mispronunciations, which do not interfere with understanding.	2
	Bad	No conspicuous mispronunciations, but would not be taken for a native speaker.	1
2		Grammar	
	Excellent	Grammar almost entirely Inaccurate phrases.	5
	Very good	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	4
	Good	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.	3

	Enough	Occasional errors showing imperfect control of some pattern but not weakness that causes misunderstanding.	2
	Bad	Few errors with no pattern of failure.	1
3		Vocabulary	
	Excellent	Vocabulary inadequate for even the simplest conversation.	5
	Very good	Vocabulary limited to basic personal and survival areas (time, food, transportation, family).	4
	Good	Choice of word some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic	3
	Enough	Professional vocabulary adequate to discuss special inters; general vocabulary permits discussion on any non-technical subject with some circumlocution.	2
	Bad	Professional vocabulary broad and precise; general vocabulary	1
4		Fluency	
	Excellent	Speech is no halting and fragmentary that conversation is virtually impossible.	5
	Very good	Speech is very slow and uneven except for short or routine sentence.	4
	Good	Speech is frequently hesitant and jerky: sentence may be left uncompleted.	3

	Enough	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for word.	2
	Bad	Speech is effortless and smooth, But perceptibly non-native in speed and evenness.	1
5		Comprehension	
	Excellent	Understand too little for the simplest types of conversation.	5
	Very good	Understand only slow, very simple speech or common social and tourist topic; requires constant repetition and rephrasing.	4
	Good	Understand careful, somewhat simplified speech directed to him or her, with considerable Repetition rephrasing.	3
	Enough	Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.	2
	Bad	Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech. ¹¹	1
	Score	Total of point.....x4= (Maximal Score)100	

¹¹Arthur Hughes Op.cit p. 131-132

E. Technique of Collecting Data

The data is gathered by observing the students' speaking thought running a modified dialogue performance pretest and posttest .the research collects student pretest and posttest to data. Test is some of question or view and other tool used for measuring skills, knowledge, mastering and intelligence and ability.

To get data from students, the writer conducted by giving test. The test was applied to the class A and class B and was given the same test to both of classes. From test is "telling something". Then, the result of this test conducted used as data of research. The process data collected done by pre-test, treatment and post-test. To make clear this research it can be seen below:

1. Pre-test

The pre-test will give to both classes. The experiment class has been done tell or explain about sport and control class has been done tell about clothing and music. It will forget the mean scores of the information gap method and group investigation method better give treatment. In this case, the researcher hope that the whole students' speaking ability are same, or if there is differences between these classes and the differences is hopefully not significance.

2. Treatment

The experiment class and control class were giving different material, and that will be taught by the researcher in different method. In this case, the researcher will give the material about "conversation of sport" by

information gap method and will give the material about “music” by group investigation method.

3. Post-test

After giving treatment, the researcher a posttest which the same test with the pre-test, but the post-test will be more specific than pre-test. This post-test is that tests in the research, especially measuring the treatment whether is significant or not, after conducting the post-test, the research and analyzed the data. And the researcher will find out the effect of investigation gap method and group investigation method.

Table 5
Criteria of Score¹²

No	Class of score	Predicate
1	80-100	Excellent
2	70-79	Very good
3	60-69	Good
4	50-59	Enough
5	0-49	Bad

F. Definition of Operational Variable

There are many variable of this research as follow:

1. Information gap method

Information gap is a situation there is a communication between or more people and information is known only to some of the people present.

2. Group investigation

¹²Muhibbinsyah. *Psikologi paendidikan dengan pendekatan Baru*, (Jakarta : Remaja Rosdakarya,2000) ,p.153.

Group investigation is kind of teaching method with teacher the student to work together to accomplish shared learning goal and to the work. In small that consist of two or four person.¹³

3. Students' Speaking Ability is a process learning where students are productive aural/oral skill.

G. Technique of Data Analysis

The analysis of data will be done by using "t" test. Anassudjono said "t" test were one statistic examine which be used in comparative research which done comparing between two variables, that were: were there compare significant two variables.¹⁴ After, the researcher got the data; it will enter in frequency table with the formula as follows:

Where:

$$Tt = \frac{M1 - M2}{\sqrt{\left(\frac{\sum X1 - \sum X2}{n1 + n2 - 2}\right)^2 \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

- T = the value which the statistical significant
- M1 = the average score of the experimental class
- M2 = the average score of the control class
- X1 = Deviation of the experimental class
- X2 = Deviation of the control class
- N1 = Number of experiment
- N2 = Number of control

¹³Nurhadi and Yasin, *Strategy Pembelajaran Inovatif Contemporer*, (Jakarta: Bumi Aksara, 2000), p.57

¹⁴Ana Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 1987), p. 78.

CHAPTER IV

DATA ANALYSIS

To get the data from the students, the researcher gave pre test and post test to students. It was done to know whether there was difference of students speaking ability by using information gap method and group investigation method at VIII grade SMP N 3 Siabu. Applying quantitative analysis, the writer uses the formulation of t_{test} . Next, the writer described the data as stated below:

A. Description of Data before Using Information Gap and Group Investigation

1. Description of Pre –test Data

Before using experimental or group investigation method and information gap method, the research gave test to control group. The result of the test in experiment class by group investigation can be seen as follow :

Table 6:
The score of pre-test in experimental group by group investigation

No	Student's Initial	Pre-test
(1)	(2)	(3)
1	NUR	63
2	YAN	58
3	KHOI	61
4	SY	53
5	KH	62
6	AD	68

(1)	(2)	(3)
7	SA	62
8	RA	72
9	AS	65
10	SAH	68
11	SE	53
12	AH	64
13	LA	60
14	ZA	60
15	LH	58
16	RN	65
17	WH	68
18	RY	72
19	AG	62
20	SR	60
21	YH	68
22	RS	66
23	K	61
24	M	69
	Total	1518
	Mean	66,95
	Mode	64,24
	Median	61,59
	The Lowest	53
	The highest	72

Based on the table, the sum of the score in experiment class was 1518, the highest was 72, the lowest was 53, mean was 67.33, mode was 64.24, median was 61.59.

2. The Score of pre-test in Control Group

Before using experimental or group investigation method and information gap method, the researcher gave test to control group. The result of test the pre-test test in Control Group by information gap can be seen as follow:

Table 7

The Score of pre- test in control group by information gap

No	Student's Initial	Pre-test
(1)	(2)	(3)
1	AZ	72
2	S	58
3	MA	53
4	NAS	60
5	MAH	68
6	FH	69
7	SA	61
8	AFT	61
9	ABD	68
10	ADR	67
11	NS	62
12	TRK	65
13	HJ	58
14	TY	60
15	KL	65
16	FG	62
17	HI	67
18	JK	67
19	WE	62
20	RT	61
21	HY	68
22	IM	68
23	NB	69
24	RB	66
	Total	1537
	Mean	64,16
	Mode	71,92
	Median	55,5
	The Lowest	53
	The Highest	72

Based on the table, the sum of the score in experiment group was 1537, the highest was 72, the lowest was 53, mean was 64.16, mode was 63.3, median was 61.21.

B. Description of post-test DataAfterUsing Information Gapand Group Investigation

1. Description Data of Experimental Group

The result of test in after experimental group by group investigation method can be the following:

table 8:

The score of test post- test in experimental group by Group investigation

No	Student's Initial	Post-test
(1)	(2)	(3)
1	NUR	68
2	YAN	67
3	KHOI	70
4	SY	58
5	KH	70
6	AD	77
7	SA	69
8	RA	79
9	AS	74
10	SAH	72
11	SE	67
12	AH	71
13	LA	65
14	ZA	68
15	LH	68
16	RN	74
17	WH	72
18	RY	77
19	HG	70
20	SR	66
21	YH	69
22	RS	72
23	K	70
24	MA	77
	Total	1690
	Mean	70,20

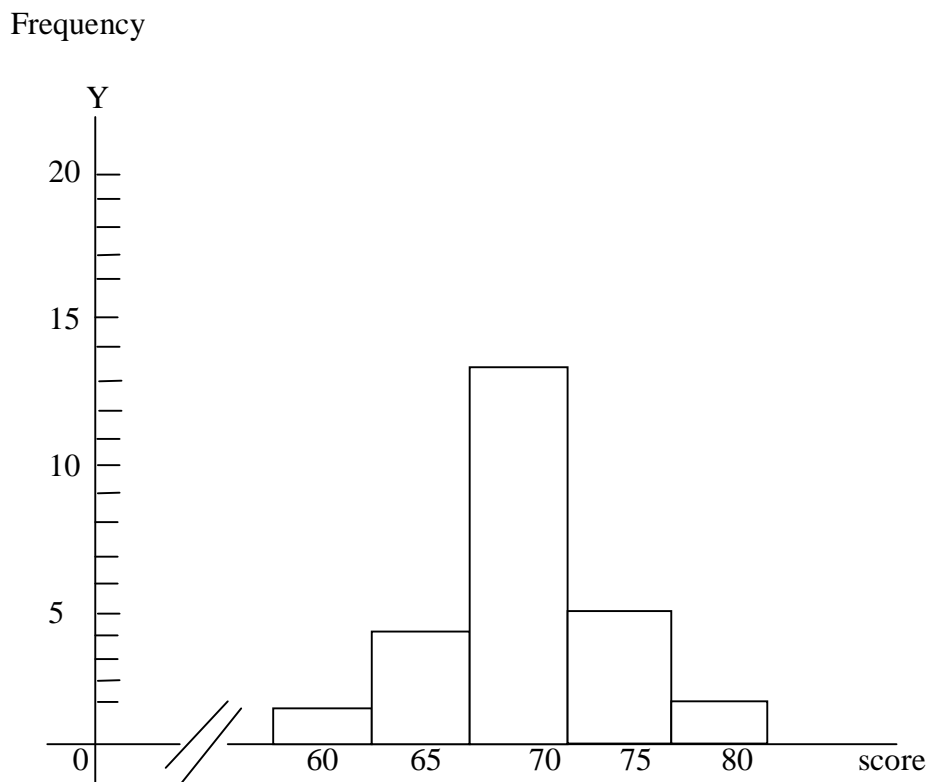
(1)	(2)	(3)
	Mode	72,1
	Median	61,5
	The Lowest	58
	The Highest	79

Based on the table, the sum of the score in control group was 1690, the highest was 79, the lowest was 58, mean was 70.20, mode was 72.1, median was 68.41. Next, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 9
The frequency distribution of student's score in post test experimental group

No	Interval	Median	Frequency	Percentages
1	58-62	60	1	4,1%
2	63-67	65	4	16%
3	68-72	70	13	54%
4	73-77	75	5	20%
5	78-83	80	1	4.1%
	TOTAL		24	98.2%

Based on the above table, it can be drawn at histogram as below:



Picture 3. Histogram for the percentage of students` score in post-test of Experimental group.

From the table frequency distribution above shown that the students` score is there in class interval between 58-62 was 1 students` (4,1%), class interval 63-67 was 4 students` (16%), class interval 68-72 was 13 students` (54%), class interval 73-77 was 5 students` (20%), the last class interval 78-83 was 1 students` (4,1%).

2. Description Data of Control Group

The result of the test in control group by using information gap method can be in the following table:

Table 10
The score post –test in control group by Information Gap

No	Student's Initial	Post-test
(1)	(2)	(3)
1	AZ	77
2	S	66
3	MA	57
4	NAS	66
5	MAH	74
6	FH	78
7	SA	65
8	AFT	68
9	ABD	71
10	ADR	70
11	MAS	72
12	TRK	67
13	HJ	68
14	TY	66
15	KL	69
16	FG	72
17	HI	70
18	JK	70
19	WE	69
20	RT	65
21	HT	71
22	LM	71
23	NB	77
24	RB	72
	Total	1671
	Mean	69,20
	Mode	70,7
	Median	57,5
	The Lowest	57
	The Highest	78

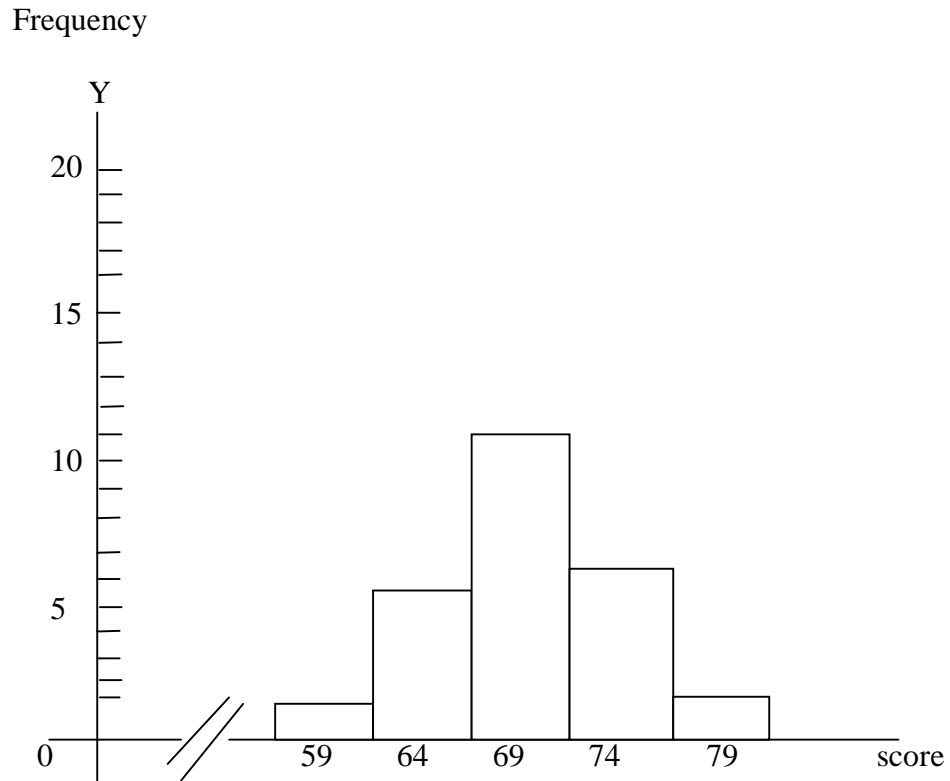
Based on the table, the sum of the score in control group was 1671, the highest was 78, the lowest was 57, mean was 69.20, mode was 70.7, median was 66.34. Next, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 11

The frequency distribution of students' score in control group

No	Interval	Median	Frequency	Percentages
1	57-61	59	1	4%
2	62-66	64	5	20%
3	67-71	69	11	45%
4	72-77	74	6	25%
5	78-82	79	1	4%
	TOTAL		24	98%

Based on the above data, it can be drawn at histogram as below:



Picture 4. Histogram for the percentage of students' score in post-test of Control group.

From the table frequency distribution above shown that the students' score is there in class interval between 57-61 was 1 student's (4%), class interval 62-66 was 5 students' (20%), class interval 67-71 was 11 students' (45%), class interval 72-77 was 6 students' (25%), the last class interval 78-82 was 1 student's (4%).

C. Hypothesis Testing

The hypothesis of this research is “there was differences students’ speaking ability by using group investigation method and information gap method at VIII grade SMP N 3 Siabu. The hypothesis have been accepted if the calculation score (t_0) is bigger than the table score (t_t) or ($t_0 > t_t$) in this case to it said the calculation score (t_t) which has significant degree of 5%.

In turn, the hypothesis is rejected if the calculation score (t_0) is lower than the able score (t_t) or ($t_0 < t_t$). Based on the collected, the data had been analyzed to prove hypothesis

Next, the result mean score of the students’ speaking ability by using group investigation method is 1690 and students’ speaking ability by using information gap method is 1671. It is mean the students speaking ability by group investigation method is bigger than students speaking ability by information gap method ($1690 > 1671$). And the score of mean (x_1), it can be seen as follow:

$$\bar{x} = \frac{\sum F_i X_i F_i}{n} = \frac{1690}{24} = 70.41$$

And the score of mean (x_2), it can be seen as follow:

$$\bar{x} = \frac{\sum F_i X_i}{F_i} = \frac{1671}{24} = 69.62$$

So that, from the calculation above, it was concluded that there was the differences between group investigation method and information gap method. Although actually, the result was not significant 70,41 from

group investigation and 69,62 from Information gap. Then, the group investigation method is better than information gap method.

The hypotheses of this research are:

a. The first step, to find average score each group

1. The average score of experimental group

$$M_1 = \frac{y_1^2}{y_1}$$

$$= \frac{1390}{172}$$

$$= 8.08$$

2. The average score of control group

$$M_1 = \frac{y_2^2}{y_2}$$

$$= \frac{898}{134} = 6.70$$

b. The second step, to find deviation score each group

1. The deviation score of experimental group

$$\sum x_1 = \sum y_1^2 - \left(\frac{\sum y_1}{n} \right)^2$$

$$= 1390 - \frac{(172)^2}{24}$$

$$= 1390 - \frac{(29584)}{24}$$

$$= 1390 - 1232.9$$

$$= 157.4$$

2. The deviation score of control group

$$\sum x_2 = \sum y_2^2 - \left(\frac{\sum y_2}{n}\right)^2$$

$$= 898 - \frac{(134)^2}{24}$$

$$= 898 - \frac{(17956)}{24}$$

$$= 898 - 748.16$$

$$= 149.84$$

c. The third step, to use the formulation of T-test

Table 12
List of score

No	Symbol	Score
1	M ₁	8.08
2	M ₂	6.70
3	X ₁	157.4
4	X ₂	149.84
5	N ₁	24
6	N ₂	24

$$Tt = \frac{M1 - M2}{\sqrt{\left(\frac{\sum X1 - \sum X2}{n1 + n2 - 2}\right) \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$= \frac{8,08 - 6,70}{\sqrt{\left(\frac{157,4+149,84}{24+24-2}\right)\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$= \frac{1,38}{\sqrt{\left(\frac{307,24}{46}\right)\left(\frac{2}{24}\right)}}$$

$$= \frac{1,38}{\sqrt{\left(\frac{13,34}{24}\right)}}$$

$$= \frac{1,38}{\sqrt{0,55}}$$

$$= \frac{1,38}{0,74}$$

$$= 1,86$$

d. $b = (24+24-2)=46$.next, did test missing one

he score to $0,05=2,75$ and $ts\ 0,01=2,04$ $ts = 1,86$ ($1,86 < 2,04 < 2,75$).it means that there are significant difference between information gap method and group investigation method at grade VIII SMP N 3 Siabu.so , the hypothesis was accepted.

Based on the calculation result of the difference test of the average, the score of both classes were $80.8 > 6,70$, so that, the students speaking ability taught by using group investigation (experimental class) was better than

information gap(control class). Then, from the calculation of t-test, the researcher found that $t_{\text{count}} = 1,86$. Then t_{count} was compared with t_{table} , at real level $\alpha = 0.05$ with $dk = 24 + 24 - 2 = 46$, and the researcher found that $t_{\text{table}} = 2.75$, cause $t_{\text{count}} > t_{\text{table}}$ ($2.75 > 1.87$). So that, from the calculation above, it was concluded that there was a significant difference between students' Speaking ability taught by using group investigation and information gap method . Thus, H_a was accepted and H_0 was rejected.

Table 13
The table coefficient difference of interpretation

Coefficient interval	Effect level
0.00-0.20	Very Low
0.20-0.40	Low
0.40-0.70	Enough
0.70 -0.90	High
0.90 -1.00	Very high ¹

To know the coefficient difference, to minimized $t_s(2,75-1,86=0,89)$. Next, the result of it interpreted to above table. So, based on the statements above, it can be know that the writer got in this research enough difference.

¹Suharsimi Arikunto. *Manajemen Pendidikan*,(Jakarta, Rineka Cipta,1993),p.57.

D. DISCUSSION

Based on principles and the purpose of the Information gap and Group Investigation methods in the chapter II said that the primary skill to develop between Information Gap method and Group Investigation method is student's speaking ability. Information Gap method empowers students to think about a speech they are speaking and beyond it. It inspires students to think creatively and work cooperatively while challenging students to use literal and higher level thinking skill. Then, Group Investigation is designed to assist students in setting a purpose for speaking, making, justifying and verifying prediction and coming to.

Based on the data described above, the comparison between students' speaking ability by using information gap and group investigation are obtained that the value of information gap 69,62 and group investigation 70,41 it means that students' ability in group investigation method is higher than Information Gap method.

The students' ability in information gap method lower than group investigation method because information gap method and group investigation method have different aspect speaking activity, information gap measures the product of speaking whereas group investigation measures the process of speaking. The curriculum teaching speaking in SMP focus to the product of speaking, so the students easier to answer the test by using group investigation method.

From the explanation above, it can be concluded that to know the students' ability in product speaking activity is advisable using group investigation method, while to know the students' ability in process of speaking activity is better using information gap.

The implication of this research is suggested for the teacher if want to know the students' ability in product of speaking better use group investigation method, conversely if the teacher want to know students' ability in process speaking better use information gap method.

E. Threats of the Research

The researcher felt that research was still far from perfect. They were may be mistakes and weakness, mistakes and weakness were caused by limitation of the research time, the original answers of the students'. The researcher can not control the seriousness of the students in answering the test. The researcher found the threat of this research as follow:

1. The students needed more time for answering the test.
2. The students were lack serious to perform the strategy in their group
3. The limited of the instrument of research.
4. The limited of English books (especially speaking book) in the researcher's campus.
5. The researcher was lack of experience in processing data or lack of knowledge about it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data, the writer got the conclusion that there was differences students' speaking ability by using information gap method and group investigation method at grade VIII SMP Negeri 3 Siabu. Then, based on the result had been obtained mean score of the group investigation method is higher than information gap method to students speaking ability(70,41> 69,62).

So,the implication of the research is the Group Investigation method is better than Information Gap method to students' speaking ability.

B. Suggestion

Based on the conclusion of the research, we can get several suggestion that are useful for improving the students' speaking abilitylater,After the researcher finished this research, the researcherhas suggestions below:

1. For teacher, as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students. Then, from the result of the research, group investigation method is better than Information gap method. So that, the researcher suggests Group Investigationcan be applied on the

English teaching classroom especially for the teachers who want to increase students' speaking ability.

2. For headmaster, to make students get the goal of learning, the teachers make a good preparation and headmaster must give teaching media to teacher to make students enjoy in learning.
3. For other researcher should improve the research about information gap and group investigation dealing with speaking ability.

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CURRICULUM VITAE



A. Identity

Name : Robiah
NIM : 09 340 0093
Place and Birthday : MalintangJulu, 01 Oktober 1989
Sex : Female
Religion : Moslem
Address : TanggaBosi, Kec. Siabu, Kap. Mandailing Natal

B. Parent

1. Father's name : BidunNasution, Deceased
2. Mother's name : MaslenaRangkuti

C. Education Background

1. Graduated from Elementary School (SD) TanggaBosi, Siabu from 1997-2002
2. Graduated from Junior High School for Islamic (MTsN) Siabu from 2002-2005
3. Graduated from Senior High School for Islamic (MAN) Siabu 2005-2008
4. Be University Student in IAIN Padangsidimpuan

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama	: SMP N 3 SIABU
Mata Pelajaran	: Bahasa Inggris
Kelas semester	: VIII / I
Alokasi Waktu	: 2 x45 menit(1 x pertemuan)
Topik Pembicaraan	: Conversation
Pertemuan	:

A. Standar Kompetensi

Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari- hari.

Berbicara

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari –hari.

B. Kompetensi dasar

1. Merespon makna yang terdapat dalam percakapan transaksional (to get things done)dan interpersonal (bersosialisasi) resmi dan tidak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lencer dan berterima dalam konteks kehidupan sehari –hari dan melibatkan tindak tutur: Greetings, meminta, menerima, dan menolak.
2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi tak resmi secara akurat, lencer dan berterima dan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari –hari melibatkan tidak tutur: Greetings, meminta, menerima, dan menolak.

C. Indikator

1. Mengidentifikasi makna tindak tutur greetings.
2. Merespon tindak tutur greetings
3. Menggunakan tindak tutur greetings.
4. Mengidentifikasi makna tindak tutur meminta, menerima ataupun menolak.
5. Merespon tindak tutur meminta, menerima ataupun menolak.
6. Menggunakan tindak tutur meminta ,menerima atau pun menolak.

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Merespon dengan benar terhadap tindak tutur: Greetings ,meminta,menerima, menolak.
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional:Greetings,meminta,menerima, menolak.

E. Materi Pokok

Study the ways someone's make offers an accepting below :

- A : Would you like sports ?
- B : I' love to
- A : what about sport Mr.?
- B : That would be nice
- A : Would you care to sport Mr.?
- B : Thank you, the sport is of my generation
- A : What sport do you play?
- B : Ok. Sound great . I play badminton and volleyball
- A : Would youlike to play Badmintons it often?
- B : Thank you, I'd love to play Badminton it twice a week
- A : Do you want need any special clothing?
- B : Yes, you need sport shoes, a tee shirt and shoes.
- A : Have you a clubs?
- B : Yes, there's Badminton
- A : Would you like to come to clubs competition?
- B : Thanks very much, I look forward to it
- A : Then please let me give you a score?
- B : I would won the game with a nice score of 3-2
- A : Have you happy your score ?
- B : Yes, please. I very happy and proud.

F. Metode Pembelajaran/ Teknik

Information Gap

G. Langkah-langkah Kengiatan Pembelajaran

Eksplorasi

1. Mengucapkan salam dengan ramah kepada sisswa ketika memasuki ruang kelas (nilai yang ditanamkan :santun, peduli)
2. Mengecek kehadiran siswa (nilai yang ditanamkan:disiplin rajin)
3. Menggaitkanmateri / kompetensi yang akandipelajaridengankarakter
4. Dengan merujuk pada silabus ,RPP,dan bahan ajar ,menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.

Elaborasi:

1. Mengidentifikasi makna tindak tutur greetings
2. Menggunakan tinda tutur greetings
3. Mengidentifikasi makna tindak tutur meminta ,menerima, atau pun menolak.
4. Merespon tindak tutur menerima, menerima atau pun menolak.
5. Menggunakan tindak tutur meminta,menerima atau pun menolak.

Konfirmasi:

1. Menayakan kesulitan siswa dalam memahami percakapan yang mengungkapkan berkenalan dan menyetujui ajakan / tawaran/ undangan.
2. Menyimpulkan materi yang baru dipelajari.

RUBRIK PENILAIN SPEAKING		
ASPEK	SCORE	KETERANGAN
Pengucapan	4	<ul style="list-style-type: none"> • Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalah pahaman • Sulit dipahami karena ada masalah pengucapan, sering diminta pengulangan • Masalah pengucapan serius sehingga tidak bisa dipahami
	3	
	2	
	1	
Tata bahasa	4	<ul style="list-style-type: none"> • Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna • Sering membuat kesalahan tata bahasa yang mempengaruhi makna • Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat • Kesalahan tata bahasa begitu parah sehingga sulit dipahami
	3	
	2	
	1	
Kosa kata	4	<ul style="list-style-type: none"> • Kadang-kadang menggunakan kosakata yang tidak tepat • Sering menggunakan kosa kata yang tidak tepat ,percakapan menjadi terbatas karena keterbatasan kosa kata • Menggunakan kosa kata salah an kosa kata terbatas sehingga sulit dipahami • Kosa kata sangat terbaas sehingga percakapan tidak mungkin terjadi
	3	
	2	
	1	
Kelancaran	4	<ul style="list-style-type: none"> • Kelancaran tampak sedikit terganggu oleh masalah bahasa • Kelancaran agak banyak terganggu oleh masalah bahasa • Sering ragu-ragu dan terhenti karena keterbatasan bahasa • Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin
	3	
	2	
	1	

		terjadi
Pemahaman	4	<ul style="list-style-type: none"> • Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu
	3	<ul style="list-style-type: none"> • Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau da pengulangan
	2	<ul style="list-style-type: none"> • Susah mengikuti apa yang dikatakan
	1	<ul style="list-style-type: none"> • Tidak bisa memahami walaupun percakapan sederhana

Mengetahui
Co-Teacher

Peneliti,

Ahmad Rosadi, BA
NIP.1956 0425 1987 03 1 003

Robiah
NIM. 09 340 0093

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Nama Sekolah	: SMP N 3 SIABU
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/I
Alokasi Waktu	: 2 x 45(1 x pertemuan)
Topik Pembelajaran	: Conversation
Pertemuan Ke	:

A. Standar Kompetensi

Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

Berbicara

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1. Merespon makna terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tidak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: accepting, refusing, an offer.
2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tidak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: making, accepting and refusing an offer.

C. Indikator

1. Mengidentifikasi makna tindak tutur making, accepting, refusing an offer.
2. Merespon tindak tutur making, accepting, refusing an offer.
3. Menggunakan tindak tutur making, accepting, refusing an offer

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Merespon dengan benar terhadap tindak tutur: making, accepting, refusing an offer.
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: making, accepting, refusing an offering.

E. Materi Pokok

Expression of an accepting / refusal

Yes, please. I don't have the telephone number

No, thanks. I have one in my bag

Tea, please

No, it's thanks, I'll get a lift

No, thanks, I'm

Offer

Would like a

Do you want

F. Metode Pembelajaran

Group investigation method

G. Langkah –langkah Kegiatan Pembelajaran

Eksplorasi

1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruangan kelas (nilai yang ditanamkan : santun, peduli).
2. Mengecek kehadiran siswa (nilai yang ditanamkan :disiplin ,rajin)
3. Mengaitkan materi /kompetensi yang akan dipelajari dengan karakter.
4. Dengan merujuk pada silabus, RPP,danbahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/ KD.

Elaborasi:

1. Guru membagi siswa menjadi dua kelompok
2. Guru memberi kan tugas untuk membaca materi
3. Setelah selesai membaca materi ,guru merujuk pada salah satu anggota kelompok untuk berbicara,setelah selesai ditanggapi oleh kelompok lain . demikian seterusnya sampai sebagian besar siswa bisa msngemukakan pendaoatny

Konfirmasi:

1. Menanyakan kesulitan siswa dalam memahami percakapan yang mengungkapkan ,accepting, refusing an offering
2. Menyimpulkan materi yang baru.

RUBRIK PENILAIN SPEAKING		
ASPEK	SCORE	KETERANGAN
Pengucapan	4	<ul style="list-style-type: none">• Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalah pahaman• Sulit dipahami karena ada masalah pengucapan, sering dimainta pengulangan• Masalah pengucapan serius sehingga tidak bisa dipahami
	3	
	2	
Tata bahasa	1	
	4	<ul style="list-style-type: none">• Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna• Sering membuat kesalahan tata bahasa yang
3		

	2	<p>mempengaruhi makna</p> <ul style="list-style-type: none"> • Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat
	1	<ul style="list-style-type: none"> • Kesalahan tata bahasa begitu parah sehingga sulit dipahami
Kosa kata	4	<ul style="list-style-type: none"> • Kadang-kadang menggunakan kosakata yang tidak tepat
	3	<ul style="list-style-type: none"> • Sering menggunakan kosa kata yang tidak tepat ,percakapan menjadi terbatas karena keterbatasan kosa kata
	2	<ul style="list-style-type: none"> • Menggunakan kosa kata salah an kosa kata terbatas sehingga sulit dipahami
	1	<ul style="list-style-type: none"> • Kosa kata sangat terbaas sehingga percakapan tidak mungkin terjadi
Kelancaran	4	<ul style="list-style-type: none"> • Kelancaran tampak sedikit terganggu oleh masalah bahasa
	3	<ul style="list-style-type: none"> • Kelancaran agak banyak terganggu oleh masalah bahasa
	2	<ul style="list-style-type: none"> • Sering ragu-ragu dan terhenti karena keterbatasan bahasa
	1	<ul style="list-style-type: none"> • Bicara terputus-putus dan terhenti sehingga percakan tidak mungkn terjadi
Pemahaman	4	<ul style="list-style-type: none"> • Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu
	3	<ul style="list-style-type: none"> • Memahami sebagian besar apa yang dikatakan bila

	2	bicara agak diperlambat walau da pengulangan
	1	<ul style="list-style-type: none">• Susah mengikuti apa yang dikatakan• Tidak bisa memahami walaupun percakapan sederhana

Mengetahui
Co-Teacher

Peneliti,

Ahmad Rosadi, BA
NIP.1956 0425 1987 03 1 003

Robiah
NIM. 09 340 0093

Appendix III

Study the ways someones make offers an accepting below :

1. A : Would you like sports ?
B : I' love to
2. A : What about sport Mr.?
B : That would be nice
3. A : Would you care to sport Mr.?
B. : Thank you , the sport is of my generation
4. A : What sport do you play ?
B : Ok. Sound great . i play badminton and volleball
5. A : Would you like to play Badmintron it often ?
B : Thank you, I'd love to play Badminton it twice a week
6. A : Do you want need any special clothing?
B : Yes, you need sport shoes, a tee shirt and shoes.
7. A : Have you a clubs?
B : Yes, there's Badminton
8. A : Would you like to come to clubs competition ?
B : Thanks very much, I look forward to it
9. A : Then please let me give you a score?
B : I would won the game with a nice score of 3-2
10. A : Have you happy your score ?
B : Yes, please. I very happy and proud.

Study the ways someone make refusing an offer below :

1. A : Anyone want another coke or something ?
B : I think we ren't all. Thanks.
2. A : What about music Mr.?
B : I don;t mind
3. A : Would you care to music Mr.?
B : Thank you, but no, the music isn't of my generation
4. A : Yuo see have regular disscussion and they often carry an after school here at the youth centre. You could come and sit in some time if yopu like
B :That'd be interesting
5. A : Have you got a music Mr.?
B : No, there's a dance
6. A : Then please let me give you a music
B :I wouldn't want to take you out of your music

- A : Not at all
7. A :Do you want me to hear music?
B : Sorry, I can't. Thank you any way
8. A : Should I get some music for the picnic?
B : No,we've prepared it. Thanks any way
9. A :Do you want to buy clothes your music singging yourfavourite?
B :Thanks, but I don't want
10. A :Would you like to music rock?
B : No, it's ok. Thanks.

APPENDISX IV

THE SCORE OF PRE-TEST EXPERIMENTAL CLASS

1. 53 60 61 63 66 68
 53 60 62 64 68 69
 58 60 62 65 68 72
 58 61 62 65 68 72

2. High Score : 72

Low Score: 53

3. Range : High score –Low score

$$72-53 = 19$$

4. The total of Lasses(BK) = $1+ 3,3 \text{ Log } n$

$$= 1+3, 3(\log 24)$$

$$= 1+ 3, 3(1,380)$$

$$= 1+ 4, 14$$

$$= 5, 14$$

$$= 5$$

5. Interval (i)

$$I = \frac{R}{BK} = \frac{19}{5} = 3, 8=5$$

6. Mean score (x) = $\sum \frac{fixi}{fi}$

Interval	Fi	xi	Fixi
----------	----	----	------

53-56	2	54,5	109
57-60	5	58,5	392,5
61-64	7	62,5	437,5
65-68	7	66,5	456,5
69-72	3	70,5	211,5
	24		1607

$$X = \sum \frac{Fixi}{fi} = \frac{1607}{24} = 66,95$$

7. Median

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{63+62}{2} = 62,5$$

$$p = 5$$

$$F = 5+5+5 = 15$$

$$f = 5$$

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 62,5 + 5 \left\{ \frac{\frac{1}{2} \cdot 24 - 15}{5} \right\}$$

$$= 62,5 + 5 \left\{ \frac{12 - 15}{5} \right\}$$

$$= 62,5 + 5 \left\{ -\frac{3}{5} \right\}$$

$$= 62,5 + 5 \{-0.6\}$$

$$= 62,5 + \{-3\}$$

$$= 59,5$$

$$\text{Me} = 61,59$$

8. Mo : 64,24

APPENDIX V

Score of pre-test Control Class

- 53 60 62 65 67 68
58 61 62 66 68 69
58 61 62 67 68 69
60 61 65 67 68 72

2. High score : 72

Low score: 53

3. Range : High Score – Low Score

$$72 - 53 = 19$$

4. Total of lasses (BK) : $1 + 3,3 \text{ Log } n$

$$= 1 + 3,3(\text{log } 24)$$

$$= 1 + 3,3 (1,380)$$

$$= 1 + 4,14$$

$$= 5,14$$

$$= 5$$

5. Interval (i)

$$I = \frac{R}{B} = \frac{19}{5} = 3,8 = 4$$

6. Mean score (x) $= \sum \frac{fixi}{fi}$

Interval	Fi	xi	Fixi

53-56	1	54,5	54,5
57-60	4	58,5	234
61-64	6	62,5	375
65-68	10	66,5	665
69-72	3	70,5	211,5
	24		1540

$$X = \sum \frac{fixi}{fi} = \frac{1540}{24} = 64,16$$

7. Median

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{63+62}{2} = 62,5$$

$$p = 5$$

$$F = 6+10+3 = 19$$

$$f = 5$$

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 62,5 + 5 \left\{ \frac{\frac{1}{2}24 - 19}{5} \right\}$$

$$= 62,5 + 5 \left\{ \frac{12-19}{5} \right\}$$

$$= 62,5 + 5 \left\{ -\frac{7}{5} \right\}$$

$$= 62,5 + 5\{-1,4\}$$

$$= 62,5 + \{-7\}$$

$$= 55,5$$

$$\text{Me} = 55,5$$

8. $\text{Mo} = 71,92$

APPENDIXS VI

SCORE OF POST-TEST EXPERIMENTAL CLASS

1. 58 67 69 70 72 77
65 68 69 70 72 77
66 68 70 71 74 77
67 68 70 72 74 79

2. High : 79

Low : 58

3. Range : high – low

$$79-58=21$$

4. Total of classes (BK) = $1 + 3,3 \log n$

$$: 1 + 3,3(\log 24)$$

$$: 1 + 3,3(1,380)$$

$$: 1 + 4,14$$

$$: 5,14$$

$$: 5$$

5. Interval (i)

$$I = \frac{R}{BK} = \frac{21}{5} = 4,2 = 5$$

6. Mean score (x) = $\sum \frac{Fixi}{fi}$

Interval	Fi	Xi	Fixi

58-62	1	60	60
63-67	4	65	260
68-72	13	70	910
73-77	5	75	375
78-83	1	80	80
I=5	24	350	1685

$$X = \sum \frac{fixi}{fi} = \frac{1685}{24} = 70,20$$

$$7. \text{ Median} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{68+67}{2} = 67,5$$

$$p = 5$$

$$F = 13+4+1 = 18$$

$$f = 5$$

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 67,5 + 5 \left\{ \frac{\frac{1}{2}24 - 18}{5} \right\}$$

$$= 67,5 + 5 \left\{ \frac{12 - 18}{5} \right\}$$

$$= 67,5 + 5 \left\{ -\frac{6}{5} \right\}$$

$$= 67,5 + 5 \{-1,2\}$$

$$= 67,5 + \{-6\}$$

$$= 61,5$$

$$\text{Me} = 61,5$$

8. Mo :72,1

APPENDIX VII

THE SCORE OF POST-TEST IN CONTROL GROUP

1.	57	66	68	70	71	74
	65	66	69	70	72	77
	65	67	69	71	72	77
	66	68	70	71	72	78

2. High :78

Low : 57

3. Range : high – low

$$78 - 57 = 21$$

4. The total of Lasses (BK) : $1 + 3,3 \log n$

$$= 1 + 3,3 \log n$$

$$= 1 + 3,3 (\log 24)$$

$$= 1 + 3,3 (1,380)$$

$$= 1 + 4,14$$

$$= 5,14$$

5. Interval (i)

$$I = \frac{R}{BK} = \frac{21}{5} = 4,2 = 5$$

6. Mean score (x) = $\sum \frac{fixi}{xi}$

Interval	Fi	xi	fixi
57-61	1	59	59
62-66	5	64	320
67-71	11	69	759
72-77	6	74	444
78-82	1	79	79
I:5	12	345	1661

$$X = \sum \frac{fixi}{xi} = \frac{1661}{24} = 69,20$$

7. Median

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{68+67}{2} = 67,5$$

$$p = 5$$

$$F = 6+11+5 = 22$$

$$f = 5$$

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 67,5 + 5 \left\{ \frac{\frac{1}{2}24 - 22}{5} \right\}$$

$$= 67,5 + 5 \left\{ \frac{12 - 22}{5} \right\}$$

$$= 67,5 + 5 \left\{ -\frac{10}{5} \right\}$$

$$= 67,5 + 5\{-2\}$$

$$= 67,5 + \{-10\}$$

$$= 57,5$$

$$\text{Me} = 57,5$$

8. Mo : 70,7

APPENDIX VIII

THE SCORE OF PRE-TEST AND POST-TEST IN EXPERIMENTAL GROUP

No	Initial	Pre-test	Post-test	X_1	x_1^2
(1)	(2)	(3)	(4)	(5)	(6)
1	NUR	63	68	5	25
2	YAN	58	67	9	81
3	KH	61	70	9	81
4	AD	53	58	5	25
5	HK	62	70	8	64
6	AD	68	77	9	81
7	SA	62	69	7	49
8	RA	72	79	7	49
9	AS	65	74	9	81
10	SAH	68	72	4	16
11	SE	53	67	14	196
12	AH	64	71	7	49
13	LA	60	65	5	25
14	ZA	60	68	8	64
15	LH	58	68	10	100
16	RN	65	74	9	81
17	WH	68	72	4	16
18	RY	72	77	5	25
19	AG	62	70	8	64
20	SR	60	66	6	36
21	YH	68	69	1	1
22	RS	66	72	6	36
23	K	61	70	9	81
24	M	69	77	8	64
	Total			172	1390

APPENDIX IX

THE SCORE PRE-TEST AND POST-TEST OF CONTROL CLASS

No	Initial	Pre-test	Post-test	X ₁	X ₂ ²
(1)	(2)	(3)	(4)	(5)	(6)
1	AZ	72	77	5	25
2	S	58	66	8	64
3	MA	53	57	4	16
4	NAS	60	66	6	36
5	MAH	68	74	6	36
6	FH	69	78	9	81
7	SA	61	65	4	16
8	AFT	61	68	7	49
9	ABD	68	71	3	9
10	ADR	67	70	3	9
11	NS	62	72	10	100
12	TR	65	67	2	4
13	HJ	58	68	10	100
14	TY	60	66	6	36
15	KL	65	69	4	16
16	FG	62	72	10	100
17	HI	67	70	3	9
18	JK	67	70	3	9
19	WE	62	69	7	49
20	RT	61	65	4	16
21	HY	68	71	3	9
22	IM	68	71	3	9
23	NB	69	77	8	64
24	RB	66	72	6	36
	Total			34	898

APPENDIX X
THE SCORE OF EXPERIMENTAL GROUP

No	Student's Initial	Pretest						Posttest					
		AC	GR	VC	FL	CM	Total	AC	GR	VC	FL	CM	Total
1	NUR	2	18	18	10	15	63	3	24	16	10	15	68
2	YAN	1	24	12	6	15	58	2	24	12	10	19	67
3	KH	2	24	12	8	15	61	3	24	12	12	19	70
4	SY	2	18	8	6	19	53	3	18	12	6	19	58
5	HK	3	24	12	8	15	62	3	24	16	12	15	70
6	AD	3	30	12	8	15	68	6	30	16	10	15	77
7	SA	3	24	12	8	15	62	4	24	16	10	15	69
8	RA	3	24	16	10	19	72	4	24	16	12	23	79
9	AS	3	24	16	10	12	65	3	24	20	12	15	74
10	SAH	3	24	12	10	19	68	3	30	12	8	19	72
11	SE	2	18	8	6	19	53	2	24	12	10	19	67
12	AH	3	18	18	10	15	64	4	24	13	12	19	71
13	LA	1	24	12	8	15	60	3	24	16	12	15	65
14	ZA	1	24	12	8	15	60	3	24	16	10	15	68
15	LH	1	24	12	6	15	58	3	24	16	10	15	68
16	RN	3	24	16	10	12	65	3	24	20	12	15	74
17	WH	3	30	12	8	15	68	3	30	12	8	19	72
18	RY	3	24	16	10	19	72	6	30	16	10	15	77
19	AG	3	24	12	8	15	62	3	24	16	12	15	70
20	SR	1	24	12	8	15	60	3	24	12	8	19	66
21	YH	2	30	12	8	15	68	4	24	16	10	15	69
22	RS	2	24	12	8	19	66	3	30	12	8	19	72
23	K	2	24	12	8	15	61	3	24	16	12	15	70
24	M	2	24	12	12	19	69	6	30	16	10	15	77

Ac : Accent
 Gr : Grammar
 Vc : Vocabulary
 Fl : Fluency
 Com : Comprehension

APPENDIX XI

THE SCORE OF CONTROL GROUP

No	Student's Initial			Pre-test					Post-Test				
		AC	GR	VC	FL	CM	Total	AC	GR	VC	FL	CM	Total
1	AZ	3	24	16	10	19	72	2	30	16	10	19	77
2	S	1	24	12	6	15	58	1	24	20	6	15	66
3	MA	2	18	8	6	19	53	2	18	12	6	19	57
4	NAS	1	18	16	10	15	60	5	18	16	12	15	66
5	MAH	3	30	12	8	15	68	5	30	16	8	15	74
6	FH	3	30	12	8	16	69	3	30	16	10	19	78
7	SA	2	24	12	8	15	61	2	24	16	8	15	65
8	AFT	2	24	12	8	15	61	5	24	16	8	15	68
9	ABD	3	24	12	10	19	68	4	24	12	12	19	71
10	ADR	2	24	16	10	15	67	5	24	16	10	15	70
11	NS	3	24	12	8	15	62	5	24	16	8	19	72
12	TRK	2	24	18	6	15	65	3	24	16	12	12	67
13	HJ	1	24	12	6	15	58	2	24	20	8	14	68
14	TY	1	18	16	10	15	60	3	24	12	8	19	66
15	KL	2	24	16	8	15	65	2	24	12	12	19	69
16	FG	3	24	12	8	15	62	5	24	16	8	19	72
17	HI	2	24	16	10	15	67	5	24	16	10	15	70
18	JK	2	24	16	10	15	67	5	24	16	10	15	70
19	WE	3	24	12	8	15	62	2	24	12	12	19	69
20	RT	2	24	12	8	15	61	2	24	16	8	15	65
21	HT	3	24	12	10	19	68	4	24	12	12	19	71
22	LM	3	24	12	10	19	68	4	24	12	12	19	71
23	NB	3	30	12	8	16	69	2	30	16	10	19	77
24	RB	3	24	12	8	19	66	5	24	16	8	19	72

Ac : Accent
 Gr : Grammar
 Vc : vocabulary
 Fl : Fluence
 Cm : comprehension

APPENDIX XII

Data of Experimental Class by using Group Investigation Method in Pre-test

No	Student's Initial	Score
(1)	(2)	(3)
1	NUR	63
2	YAN	58
3	KHOI	61
4	SY	53
5	KH	62
6	AD	68
7	SA	62
8	RA	72
9	AS	65
10	SAH	68
11	SE	53
12	AH	64
13	LA	60
14	ZA	60
15	LH	58
16	RN	65
17	WH	68
18	RY	72
19	AG	62

20	SR	60
21	YH	68
22	RS	66
23	K	61
24	M	69
	Total	1518
	Mean	66,95
	Mode	64,24
	Median	61,59
	The Lowest	53
	The highest	72

APPENDIX XIII

Data of Control Class by using Information Gap Method in Pre-test

No	Student's Initial	Score
(1)	(2)	(3)
1	AZ	72
2	S	58
3	MA	53
4	NAS	60
5	MAH	68
6	FH	69
7	SA	61
8	AFT	61
9	ABD	68
10	ADR	67
11	NS	62
12	TRK	65
13	HJ	58
14	TY	60
15	KL	65
16	FG	62
17	HI	67
18	JK	67
19	WE	62
20	RT	61
21	HY	68
22	IM	68
23	NB	69
24	RB	66
	Total	1537
	Mean	64,16
	Mode	71,92
	Median	55,5
	The Lowest	53
	The Highest	72

APPENDIX XIV

Data of Experimental Class by using Group Investigation Method in post-test

No	Student's Initial	Score	Category
(1)	(2)	(3)	(4)
1	NUR	68	Enough
2	YAN	67	Enough
3	KHOI	70	high
4	SY	58	Low
5	KH	70	High
6	AD	77	High
7	SA	69	Enough
8	RA	79	High
9	AS	74	High
10	SAH	72	High
11	SE	67	Enough
12	AH	71	High
13	LA	65	Enough
14	ZA	68	Enough
15	LH	68	Enough
16	RN	74	High
17	WH	72	High
18	RY	77	High
19	HG	70	High
20	SR	66	Enough
21	YH	69	Enough
22	RS	72	High

23	K	70	High
24	MA	77	High
	Total	1690	

APPENDIX XV

Data of Control Class by using Information Gap Method in Post-test

No	Student's Initial	Score	Category
(1)	(2)	(3)	(4)
1	AZ	77	High
2	S	66	Enough
3	MA	57	Low
4	NAS	66	Enough
5	MAH	74	High
6	FH	78	High
7	SA	65	Enough
8	AFT	68	Enough
9	ABD	71	High
10	ADR	70	High
11	MAS	72	High
12	TRK	67	Enough
13	HJ	68	Enough
14	TY	66	Enough
15	KL	69	Enough
16	FG	72	High
17	HI	70	High
18	JK	70	High
19	WE	69	Enough
20	RT	65	Enough
21	HT	71	High
22	LM	71	High

23	NB	77	High
24	RB	72	High
	Total	1671	

APPENDIX XVI

THE SCORE OF INSTRUMENT

No	Accent	Score 0-5
1	a. student is able to pronounce each word b. student is able to mark the foreign accent c. student is able to comprehend what he/she pronounced	2 3 5
Grammar 6- 36		
2.	a. student is able to simplify his/her phrases and sentences b. students are able to formulate accurate phrases c. student is able to formulate the grammar phrases; coherent and unity d. student is able to control his/her failure pattern e. student tries to decrease the errors	6 12 18 24 36
Vocabulary 2-24		
3.	a. student is able to complete the missing text given b. student is able to limit his/her vocabulary to simplest the phrases and certain topic c. student is able to choice of words accurately d. student is able to make the phrase coherent by completing the suitable words to the missing text	2 8 12 24

Fluency 2-12		
4.	a. students' speech is very fluent and in routine sentences	2
	b. student is not halting in speech	5
	c. student's speech is not hesitant: sentence is not left incompletely	8
	d. student's speech is not occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	10
	e. Student's speech is not effortless and smooth	12
Comprehension 4-23		
5.	a. Student does not only understands too little for the simplest types of conversation	4
	b. Student has no repetition and rephrasing in presenting his/her idea	8
	c. Student does not only understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing	18
	d. Students understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech	23
Maximal Score		100

Appendix XVII



