

**THE INFLUENCE OF USING INFORMATION GAP ACTIVITIES BY  
DIALOGUE TOWARDS STUDENTS' SPEAKING ABILITY  
AT TENTH GRADE OF SMAN 1 WAY TENONG IN  
ACADEMIC YEAR OF 2019/2020**

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**A Thesis**

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Speaking is one of the most important skills in learning foreign language especially English. Speaking is similar oral interaction which conventional ways of speaking information, expressing our idea, and thought have our mind.<sup>2</sup> It means that speaking is a productive skill that requires learners to produce words to express their ideas orally.

According to Harmer, speaking is as a form of communication, so a speaker must convey what he/she is saying affectively.<sup>3</sup> Speaking is arguments in your mind that our tried to express them openly.<sup>4</sup> It means that speaking is the ability to express something such as the idea or feeling orally. It can be used to communicate what feeling we have, to give report, idea, advice, instruction, complaint and so on. In our daily activities we need the ability to speak well in order to make our partner understand about what we want to talk about, what feeling we have and what the information that we share.

In learning speaking skill, there are several problems involved in getting students to talk in the classroom. First, students did not enjoy their feeling to study English. Factor caused this situation are: Students are worried about making mistake, fearful of criticism, or simply shy in getting attention of their speech.

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<sup>2</sup>Ahmad K. Seken and L.P. Artini, *A Study on Strategies for Teaching Speaking and Reading comprehension Skills* E-journal Pasca Sarjana Universitas Pendidikan Ganesha, Vol.1, (Available at: <http://iteslj.org/e-journal/K.Seken> and L.P.Artini- Teaching Speaking), P.13

<sup>3</sup>Jeremy Harmer, *How To Teach English*, (London: Addison Wisley Longman, 1996), p.14

<sup>4</sup>Victoia Bull, *Oxford Learner Dictionary*, (New York: Oxford university Press, 2011), p. 426

Second, because they have lack motivation to practice the second language in daily conversation and the last, they are also shy and afraid to take part in the conversation.<sup>5</sup>

Based on preliminary research at SMAN 01 Way Tenong, by interviewing the English Teacher, Doni Wirianto said that he used conversation by reading text technique in teaching speaking skill in the class. He teaches 4 classes they are X IPS 1, X IPS 2, X IPS 3, X IPS 4 . Based on the teacher experiences, using conversation by reading text technique has some weaknesses to teach speaking are (1) Students' speaking ability was still low (2) Students were lack practice in speaking English in the class room, (3) Students were shy and unconfidently in sharing their ideas using English, and (4) The students had low motivation in learning English.<sup>6</sup>

The researcher also asked the teacher about the students' English score especially in speaking ability test in the tenth grade at SMAN 1 Way Tenong it can be seen in the table below:<sup>7</sup>

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<sup>5</sup>Doni Wirianto, S.Pd, an English Teacher of SMA NEGERI 01 WAY TENONG, on an Interview, July 26 th 2019, unpublished

<sup>6</sup>*Ibid.*

<sup>7</sup>Doni Wirianto, *The Teacher Documentation*, unpublished.

**Table 1.1**  
**The Student's score on speaking skill at SMAN N 1 WAY TENONG**

Classes	Score		Total
	≥75	<75	
X IPS 1	7	23	30
X IPS 2	13	19	32
X IPS 3	17	13	30
X IPS 4	19	13	32
<b>Total</b>	<b>56</b>	<b>68</b>	<b>124</b>
<b>Percentages (100%)</b>	<b>45.16%</b>	<b>54.84%</b>	<b>100 %</b>

*Source: the data from English teacher of SMAN 01 Way Tenong*

From the data on the table 1.1, the researcher could conclude that of 124 students at tenth class of SMAN 01 Way Tenong, 68 students (54.84%) got score under 75. It means that their scores are still lower than the criteria of minimum mastery (KKM) score of English subject in SMAN 01 Way Tenong as 75.<sup>8</sup> It indicates that most of students still face difficulties in mastery the speaking skill.

Based on preliminary research by giving questionnaire to the students the researcher also found some factors of students' problems in learning English especially in speaking are (1) they were afraid to make a mistake, and (2) the students were lazy to follow lesson because the teacher did not use an interesting

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<sup>8</sup>Ibid.

technique in teaching process.<sup>9</sup> it made class atmosphere become bored in learning.

From the preliminary research, the researcher found the problem is that the student's speaking ability is still need to be increased. In improving the students' speaking ability, the researcher will use the appropriate teaching technique in teaching speaking. Then, the researcher will take the information gap activities technique in teach speaking ability, it is not only useful to communicate but also useful to make students are confident to speak in the class with other friends and to increase the students' learning motivation and interest. By using this technique, it will make the students to improve their speaking ability easier.<sup>10</sup>

There are some researches that used Information Gap Activities to Improve Speaking Skill. One of the researches was done by Ranti Harvi Rahimi. In the research she used Information Gap Activities in teaching speaking. In her research, it showed that the Information Gap Activities was better than the conventional method. Information Gap Activities was effective to improve students' speaking skill.<sup>11</sup>

Another previous research was conducted by Putik Delima, entitled "Improving Student's Speaking Skill Through Information Gap Activities of seventh class of SMPN 6 Kota Tangerang Selatan". Those results showed that of

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<sup>9</sup> The Students of SMA NEGERI 01 WAY TENONG, on a Questionnaire, July 26 th 2019, unpublished

<sup>10</sup> Muhammad Alan Arrosy Bimantara, *The Implementation of "Information Gap Activities" to Teach Speaking Descriptive Text to The Seventh Graders of SMPN 3 Krian*, (Available at <http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/3440>), p. 3

<sup>11</sup> Ranti Harvi Rahimi, *The Use of Information Gap Technique to Improve Speaking Skill* (Sultan Agung Islamic University, 2016)

information gap could improve students' speaking skill.<sup>12</sup> The differences between this research with those previous research is about to know the influence of information gap activities towards students speaking skill. While the previous research is talking about improving students speaking skill with information gap activities.

Based on the background of the problem above, the researcher will conduct this research entitled *The Influence of Using Information Gap Activities' Speaking Ability at the first semester of the tenth Grade of SMA NEGERI 01 WAY TENONG in the Academic Year of 2019/2020.*

## **B. Identification of the Problem**

Based on the background of the problem above, the researcher will identify the problem as follow:

1. The students' speaking in English is still low.
2. Students were lack practice in speaking English in the class room.
3. Students were shy and unconfidently in sharing their ideas using English.
4. The students had low motivation in learning English.
5. The teacher uses monotonous method.

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<sup>12</sup>Putik Delima, *Improving Student's Speaking Skill Through Information Gap Technique* (Jakarta, UIN Starif Hidayatullah, 2018)

### **C. Limitation of the Problem**

Based on the identification of the problem, the researcher would like to focus on the use of Information Gap Activities in speaking ability by using dialogue by describing something materials at the tenth grade of SMA NEGERI 01 WAY TENONG.

### **D. Formulation of the Problem**

Based on the background of the problem, the researcher will formulate the problem as follows: is there any significant influence of using Information Gap Activities towards Students' Speaking Ability at the tenth Grade of SMA NEGERI 01 WAY TENONG in the Academic Year of 2019/2020?

### **E. Objective of the Research**

Objective of the Research is to know whether there is a significant influence of using Information Gap Activities towards Students' Speaking Ability at the first Semester of the seventh Grade of SMA NEGERI 01 WAY TENONG in the Academic Year of 2019/2020.

### **F. Significance of the Study**

The uses of the research are as follows:

#### 1. Theoretically

The result of this research can be used as the reference for those who want to conduct a research in English Teaching Process.

## 2. Practically

For students:

- a. This research can be used to improve their ability especially in speaking.
- b. This research can improve their interest and their motivation in learning English.

For teacher:

- a. This research can be used by English teachers to add their teaching technique in certain material of learning.
- b. For alternative technique to teach speaking ability.

## **G. Scope of the Research**

### 1. Subject of the Research

Subject of the Research was the students at the first semester of the tenth grade of SMA NEGERI 01 WAY TENONG.

### 2. Object of the Research

Object of the Research was used Information Gap Activities and students' speaking ability.

### 3. Place of the Research

The research was conducted at SMA NEGERI 01 WAY TENONG.

### 4. Time of the Research

The research was conducted at the first semester of SMA NEGERI 01 WAY TENONG in the academic year 2019/2020.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Teaching English as a Foreign Language

People learn a foreign language for two different purposes. On one hand, they learn a foreign language for “instrumental” purposes. This group of learners includes tourists, salesmen, and science students. They need the foreign language for “operational” purposes such as reading a book in the target language and communicating with other speakers of that language.<sup>1</sup>

Based on this, people learn English as a foreign language either to visit England, to communicate with other tourists who speak English, or to read English books and newspapers. On the other hand, some people learn a foreign language for “integrative” purposes. Learners of this group have the urge to identify with the speech community of the target language (foreign language). By knowing the language, they feel at home and understand the attitude and world view of that speech community. English as a second language, EFL is only taught in schools; it has nothing to do with the national or social life of the learners.<sup>2</sup>

Whether first, second, or foreign language, that the emergence of English as a global language has had a great impact on the whole concept of language teaching. English is either the language of a “neighboring” country or that of a language of global importance as a result of which educators allocate more

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<sup>1</sup>Any Joukolian, *Teaching English as a Foreign Language Today Integrated Approach Versus Communicative Approach*, The Lebanese University

<sup>2</sup> Ibid

teaching hours for English rather than other languages or subjects of the curriculum. Regardless of the methodology used in language classes and the wide range of educational settings used worldwide, all good language teaching classes share some basic principles that are derived from the interaction of aspects that contribute to the theory and practice of EFL.<sup>3</sup>

So, teaching English as a foreign language means that the language is not a first or second language to use. Usually it is taught only for the communication with native speakers or foreign people in Indonesia, tourists for example.

## **B. Concept of Speaking**

Speaking is the direct route from one mind to another, and is the way usually chosen when we want to ask a question or give an explanation.<sup>4</sup> Speaking is the process between speaker and listener and it involves the productive skill understanding.<sup>5</sup>

Speaking as a form of communication, so a speaker must convey what he/she is saying effectively.<sup>6</sup> Moreover speaking is productive ability in which speaker produces and uses the language to express their sequence and at the same time he tries to get ideas or the message. In this situation, there is a process of giving or transpiring, encoding and understanding the message.

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<sup>3</sup> ibid

<sup>4</sup> Turk Christopher, *Effective Speaking Communicating In Speech*, (Prancis: Spon Press, 2003), p.9

<sup>5</sup> Donn Byrnn, *Teaching Oral English, Longman Hand Books for Language Teacher*, (California: Longman Group LTD Limited 1984), p.8

<sup>6</sup> Jeremy Harmer, *How To Teach English* (London: Addison Wesley Longman, 1996), p.

Meanwhile, Scott in Johnson and Morrow defines speaking as an activity involving two (or more) people. In which the participants are both hearers and speakers having to react to what they hear and make the contribution at high speed.<sup>7</sup> It means that in the process of speaking there must be at least two people, one is the speaker and the other is listener. Based on ideas, speaking is very important in daily activities, because we can react to other person and situation, express our ideas, thought and feeling, through spoken language.

From our skills mentioned earlier, we can make the group into two categories; oral and written features. Hornby stated that orally means through spoken word, of, by, or for the mouth. While written on other hand is the form of letters, symbols, words, or message especially on paper. Among those language skills, speaking is unfortunately in many ways treated as an undervalued skill. Maybe it is because we almost all speak, so we take the skill too much for granted. The phenomenon that most language teachers emphasize their teaching in mastery of grammar is the clearest evidence. They seem to forget that speaking also deserves attention as much as literary skill.<sup>8</sup>

From those definitions above, it is clear that the students should be careful in choosing words and style in communication, somebody who wants to speak English well, she/he has to know the ways of speaking English. Speaking as activities by which human beings try to express feeling, opinion and to exchange

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<sup>7</sup>Keith Johnson & Morrow, *communication In The classroom*, (New York: Longman, 2000), p. 70

<sup>8</sup>AS Hornby, *Okford Advanced Learner's Dictionary of current English* (Okford: University Press, 1995), p. 13

information by using utterances in the form of communication. Therefore, as a tool of communication, it is necessary for people to have a good speaking ability.

From the definition above, the researcher can conclude that speaking is an ability to express ideas, feelings and emotion to other people. The language is used not only to produce language correctly but also to express one self to be understood by other. Speaking is a process of communication to express our idea among people in society to keep the relationship going well.

### **C. Concept of Speaking Ability**

To be good in speaking, the students must have the mastery of pronunciation, fluency, grammar, vocabulary and comprehension. Speaking is one of four basic skills of language and it has important role in daily because it is the main skill in communication. Linse stated that speaking must fulfill these criteria, they are: pronunciation, fluency, grammar, vocabulary, and comprehension.<sup>9</sup> Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.<sup>10</sup> It is often spontaneous, open-ended, and evolving but it is not completely unpredictable.

Speaking is a means to deliver opinions. Speaking ability is important in language learning, because we can communicate through our oral expression to gain much more information. In addition, defines that “speaking is the verbal use of language to communicate with others”.<sup>11</sup> By speaking, people will be able to

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<sup>9</sup>A. Don Whelty and Dorothy R. Welty, *The Teacher Aids in the Instruction Team*, (New York: Mc. GrawHill, 1976), p. 159

<sup>10</sup>ibid

<sup>11</sup>ibid

communicate with others because they could deliver their ideas, opinions, feels and interact to each other.

In conclusion, the researcher concludes that the student speaking ability is their ability to express their ideas, opinions, feelings, and experiences, using English with good pronunciation, grammar, vocabulary, Fluency and comprehension. That means, speaking is very important in daily activities because we can react to order person and situation, express our ideas, though and feeling through spoken language.

#### **D. Types of Speaking**

Generally there are two types of spoken language, as follow :

##### **a. Monologue**

According Brown states in Ani that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcast, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

##### **b. Dialogue**

It is different with monologue, dialogue is the speaking that involves two or more speakers. The interurption may happen in the speech when the interlocutor does not comprehend what the speaker say. We might make a difference between speaking, that is planned (such as

lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.<sup>12</sup>

In this research, the researcher will use dialogue as type of speaking on this session. Where the students will describing a thing in dialogue.

### **E. Teaching Speaking**

We know that English is a foreign language in Indonesia. Therefore there are some principles that teacher should comprehend to make students are easier to learn english. According to Finocchiaro in Ani there are a handful of principles in teaching language throught speaking to the students as follow :

1. Language items should be taught to th students in situations which will clarify their meaning.
2. Good pronunciation should be showed to the students correctly, so that they can differentiate each word and the meaning well when they produce the language in their speaking.
3. In addition to the sound system, learnears must be taught the structure system of the language.
4. The essential of language learning thorough speaking is improving the ability to ask, answer question, make statements and response appropriately.
5. Confirming comprehension of the students.
6. Learning speaking is not similar with writing.

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<sup>12</sup> Ani Dwi Wahyuni, *THE EFFECTIVENESS OF SHORT MOVIE FOR TEACHING SPEAKING*, Purwokerto, Universitas Muhammadiyah Purwokerto, 2016

The students should understand what are the points in speaking above before they present it in front of their friend. Start from pronunciation, intonation and other.

The teacher needs to play a number of different roles during students' speaking activity to get students to speak fluently. These are the following roles of teacher as stated :

1. As a prompter, teacher should help the students who has no ideas or cannot think of what they will say or on the other hand they lose the fluency that we expect of them to have.
2. As a participant, teacher may want to participate in discussion or role-plays themselves .
3. As a feedback provider, a teacher has the ability to consider the effect of possible different approaches carefully.<sup>13</sup>

Not only students, but also teacher have to pay attention with their students speaking's skill. In other word, teacher have to help students to improve their speaking.

## **F. Concept of Information Gap Activities**

### **1. Definition of Information Gap Activities**

Speaking is a skill which is crucial in teaching English. Its necessary an activity in teaching english especially for speaking. Thus, an activity must be given the student's activeness so that they can understand the material about and practice their speaking skill. Information Gap

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<sup>13</sup>ibid

Activities is a methods for teaching speaking which is appropriate that the students can be practice in class.

Information gap means “a gap” between the two (person) in the information they process, and the conversation helps to close that gap so that both speakers have the same information. Information gap activities in which one group has half of the information required to complete the task and other group has the other half ( or pair of students ).<sup>14</sup>

In information gap activities ,one person has certain information that must be shared with others in order to solve problem, gather information or make decisions.<sup>15</sup> This refers to the fact that in real communication people normally communicate in order to get information they do not process.

Information gaps activities are the activities in which students are supposed to be working in pairs.<sup>16</sup> One students will have the information that the other partner will share information. They serve many purposes such as solving a problem or collecting information.<sup>17</sup>

Harmer agrees by saying that in information gap activities, each students has different information which they have to share regarding

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<sup>14</sup>Andri Defrioka,the use information gap activities in teaching speaking (padang,lingua didaktika,2016)

<sup>15</sup>Ibid

<sup>16</sup>Ibid

<sup>17</sup> Andri Defrioka,the use information gap activities in teaching speaking (padang,lingua didaktika,2016)



the same subject without looking at what their partner has got in order to get a completed information to perform a task.<sup>18</sup>

Richards also states that information gap refers to the fact that in real communication, people normally communicate in order to get information they do not possess<sup>19</sup>

From the explanation above, the researcher concludes that information gap activity is an activity for a pair or a group of students in which each students has part of the required information and has to share it to each other by using the target language.

### **1. Procedure of Information Gap Activities**

In using Information Gap Activities, there some steps which must be followed. These following are steps of that:<sup>20</sup>

- a. Students will be got a task by teacher then they present it in each activity. The task is making a kind of descriptive text which has been determined by the teacher.
- b. The students will get the information for the task and it will split into two parts (student A and student B).
- c. The students are formed by teacher to become a pair, so they can change information one another.

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<sup>18</sup>Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2007). p. 275.

<sup>19</sup> Richards JC, *Communicative Language Teaching Today*, (Cambridge: Cambridge University Press, 2006), P:18

<sup>20</sup>David Nunan, *Designing Task for the Communicative Classroom*, (New York: Cambridge University Press, 1992), p.124

- d. The students have to ask each other for the information they need and come to a decision together.
- e. The activities are not exercises, but contexts in which the students can use language to find out about things they genuinely need to know and to share ideas. The students would be given the task, the task was an instruction which told the students followed it.

This activity only for see how the student's speaking skill and how the students can be understood what is their friend talking about.

## 2. The Advantages of Information Gap Activities

As stated by Harmer that Information Gap is a key to the enhancement of communicative purpose and the desire to communicate.<sup>21</sup> In addition, Scrivener said that by creating classroom activities that include such information gap, we can provide activities that mimic this reason for communication, and this may be more motivating and useful for language learners than speaking without any real reason for doing so.<sup>22</sup> It means that by conducting formation Gap in the classroom, the teaching of speaking will be more meaningful since we can give the opportunity to the students to use the target language because they have reason/ purpose to do so.

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<sup>21</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Essex:Longman,2001), Third Edition, p.85

<sup>22</sup>Jim Scrivener, *Learning Teaching:AGuidebook for English Language Teachers*, (New York: Macmillan,2005), Second Edition,p. 53

Moreover, Nunan points out that it has been found that small-group, two ways information gap tasks seem to be particularly appropriate for stimulating such language.<sup>23</sup>

in addition, Weir in 'Communicative Language Testing' said that one of the advantages of using Information Gap in classroom is to elicit highly interactive task, and as such comes much closer than most other tasks in representing real communication, it recognizes the unpredictability of communicative situations and demands an ability to generate original phrases.<sup>24</sup>

### **3. The Disadvantages of Information Gap Activities**

Weir sees that there are some problems which might appear when information Gap used in the classroom, He stated that there will be a problem if in a pair work information gap, one of the participants dominates the interaction as his/her partner may have a more limited opportunity to demonstrate communicative potential. Similarly, if there is a large difference in proficiency between the two learners that this may influence performance.<sup>25</sup>

Moreover, pair work information gap is not easy to be administered, since in one class consists of a number of pairs and each pairs cannot be paid attention at the same time, therefore noise and

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<sup>23</sup>David Nunan, *Designing Task for Communicative Classroom*, (Cambridge: Cambridge University Press, 1992), p.64

<sup>24</sup>Cyril J. Weir, *Communicative Language Testing*, (Hertfordshire: Prentice Hall International Ltd, 1990), p.78

<sup>25</sup>*Ibid.*, p. 79

indiscipline such as the use of students' native language is difficult to be controlled.<sup>26</sup>

### **G. Reading Aloud**

Reading aloud is an activity to read something loudly. Reading aloud is necessary to be learned<sup>27</sup>. Reading aloud is an important part in education for all-around development, which has several functions in English teaching.

In reading aloud, students can test themselves whether the pronunciations that they are saying is correct or not<sup>28</sup>. If the pronunciations are not correct, it can be revised directly by the teacher. Reading aloud can support pronunciation skill. Meanwhile, reading aloud is used as the major and magic way to improve students' oral-English.

Based on the explanation above, reading aloud is important in reading activity such as help students reach better reading of language item, and help them to practice word stress, intonation, and pronunciations. They stop and start frequently, mispronouncing some words and skipping others.

There are some function of reading aloud, they are:

#### a) Practice pronunciation

Reading aloud is a kind of comprehensive practice of pronunciation. The material for reading aloud is the passage with certain content and circumstances. Not only should we pronounce every word properly, but we

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<sup>26</sup>Nuraeni, *The Effectiveness Of Information-Gap Toward Students Speaking Skill*, (jakarta, UIN SYARIF HIDAYATULLAH, 2014 )

<sup>27</sup> Ahmad Junaidi, *The Effectiveness of Reading Aloud To Improve the Student's Vocabulary Mastery at Second Grade of SMPN 3 Parangloe* (Makassar, UIN ALAUDDIN, 2017) P14

<sup>28</sup>Ibid P15

should divide the meaning groups correctly, arrange the pause based on the content. Meanwhile, we should apply suitable stress, intonation and rhythm. Therefore, reading aloud is a very good pronunciation practice. Our students come from many places of the country, some of them have strong local accent. Reading aloud can help them correct their dialect effectively.

b) Improve oral English

The students with perfect oral English should pronounce properly and speak fluently. Most students learn English with a focus on reading and writing skill. For some students who don't have the confidence to practice spoken English, reading aloud can help them overcome the faults of fluency, repeat, improper pause, and develop natural and good pronunciation habit.

c) Get deeper understanding

In fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice. Therefore, standard reading not only can make the students keep great attention, arouse their sense and imagination, but help them understand original correctly and deeply. Based on the explanations from these some experts above, it can be concluded that reading aloud very helpful to increase students' vocabulary mastery. There are two reasons why reading aloud is necessary, first it ensures that the reading process is going on and help the teacher to improve it. Second it gives a practice in the manipulation of sound and practice in speech and pronunciation.

According to Evgenia Nikolayevna Stroh in her journal, she assumed that there were correlation between reading aloud with speaking performance. Because there is little evidence in the literature that the practice of repeated reading aloud can have a positive effect upon speaking fluency.<sup>29</sup>

#### **H. Frame of Thinking**

Information-gap is one of communicative activities. It can act as an activity which makes the learners use the language they are learning to interacting realistic and meaningful ways by involving realex changes information and opinions. It is a classroom activity which can train learners not only to speak, but also to listen to one another. Moreover, information-gap is useful since it gives opportunity to learners to do something useful with the vocabulary they already learned, therefore it can be said that some skills in English are practiced through the use of information-gap.

The use of information-gap activity can be an alternative in teaching and learning process. It can gives opportunity to learners to practice using the target language to communicate as in reallife. In doing so, learners will instantly using their vocabulary, grammar, and communication strategy that they have already learned.

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<sup>29</sup> Evgenia Nikolayevna Stroh, *The Effect of Repeated Reading Aloud on the Speaking Fluency of Russian Language Learners*. Center for Language Studies : Rusia. 2012

## **I. Hypothesis**

The hypothesis of this research are:

Ho: there is no significant influence of using information gap activities by monologue toward student's speaking ability.

Ha: there is a significant influence of using information gap activities by monologue toward student's speaking ability.

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