The Use of Information Gap to Teach Speaking Descriptive Text

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Abstract

The objective of the study To describe how is the process of teaching speaking by information gap activity to The Tenth Grade of SMK PGRI 2 Sidoarjo and To describe the response of students′s speaking after using Information gap activity to the Tenth Grade Of SMK PGRI 2 Sidoarjo. , The researcher used descriptive qualitative as the design of the find out teaching speaking through Information Gap Activities to the tenth grade students of SMK PGRI 2 SIDOARJO. The purpose of the study was to describe the information gap activities in speaking. The data were obtained from several sources including, observation, field note and a questionnaire. The subject was X-APK 1 students at SMK 2 PGRI Sidoarjo in academic year 2017/2018, which consisted of 38 students. The researcher found that the implementation of teaching speaking descriptive text by using information gap almost was done perfectly and effectively. The students really enthusiastic to study descriptive text and searched the information about the picture and they can shared well with the member of the group. Based on the result of the questionnare From the questionnaire the researcher got the result that there were more students like using information gap activities, they could focus, interested, enjoy the lesson and understood the material. But there were some of students were not like information gap activities in learning speaking English.

Keywords: Information Gap, Teaching Speaking, Description Text

Abstrak

Tujuan penelitian Untuk mendeskripsikan bagaimana proses pengajaran berbicara melalui kegiatan informasi kesenjangan ke Kelas Sepuluh SMK PGRI 2 Sidoarjo dan Untuk mendeskripsikan respon berbicara siswa setelah menggunakan informasi aktivitas kesenjangan untuk Kelas X SMK PGRI 2 Sidoarjo. , Peneliti menggunakan deskriptif kualitatif sebagai desain untuk mengetahui pengajaran berbicara melalui Kegiatan Informasi Gap untuk siswa kelas X SMK PGRI 2 SIDOARJO. Tujuan dari penelitian ini adalah untuk mendeskripsikan informasi kesenjangan kegiatan dalam berbicara. Data diperoleh dari beberapa sumber termasuk, observasi, catatan lapangan dan kuesioner. Subyek penelitian adalah siswa X-APK 1 di SMK 2 PGRI Sidoarjo pada tahun akademik 2017/2018, yang terdiri dari 38 siswa. Peneliti menemukan bahwa pelaksanaan pengajaran teks deskriptif berbicara dengan menggunakan kesenjangan informasi hampir dilakukan dengan sempurna dan efektif.

Para siswa sangat antusias untuk mempelajari teks deskriptif dan mencari informasi tentang gambar dan mereka dapat berbagi dengan baik dengan anggota grup. Berdasarkan hasil kuesioner Dari kuesioner peneliti mendapatkan hasil bahwa ada lebih banyak siswa seperti menggunakan informasi kegiatan kesenjangan, mereka bisa fokus, tertarik, menikmati pelajaran dan memahami materi. Namun ada beberapa siswa yang tidak menyukai kegiatan informasi gap dalam belajar berbicara bahasa Inggris.
Kata Kunci : Informasi Gap, Mengajar Speaking, Description Text.

Introduction

The students have learned much about reading, grammar focus, vocabulary, writing and many others. It can be learned easily from the book. However, learning speaking is not an easy thing. According to Candlin (1990) " Getting students to talk is the major and the one most difficult tasks confronting any teacher". The students usually feel nervous and afraid when they are asked to speak English. Information gap activity requires the students to complete the missing information that they have already had. Students will exchange the information with their friends through asking each other question in order to get complete information. Information gap make the students more concerned with the meaning. In other words, it makes the students more cocentrate on meaning and how to use a language rather than put attention in form of language structure. And in this study the reseacher focus on How is the process of teaching speaking by information gap activity to the tenth grade students of SMK PGRI 2 Sidoarjo and what is the response of students after using information gap in teaching speaking to the tenth grade students of SMK PGRI 2 Sidoarjo.

Speaking is a skill and such as needs to be developed and practiced independently of the grammar curriculum Cameron (2001:41) states that speaking is active uses of language that makes on learners of language in term of sharing meaning. In other words, speaking is the active use of language to express meanings so that other people can make sense of them. The label productive uses of language can be applied to speaking receptively. To construct understanding in a foreign language, learners will use their existing language resources, built up from previous

experience of language use. The communication will be occurred in each speaking activity using information gap technique if the students can use their language resources in order to obtain information from the other students. In information gap, according to Pollard (2008:34) each student in the group has some information required to complete the task or activity which given by the teacher, the aim is to share the information and to complete the task. Moreover, this activity can force the student to ask some questions to get the information so the exchange can be communicative. A key to enhance a communicative purpose and the desire to communicate is the information gap. The researcher uses the Information Gap as a technique for give easy to students. Because the students can confident and more interested to join in speaking lesson on the tenth grade students of SMK PGRI 2 Sidoarjo.

As for the material or lessons that can be taught through Information Gap, that was Descriptive text, Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. According to Linda (2003,73) "Description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view".

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

The researcher hope this study give the students many opportunities to speak by saying thier opinion, idea, feeling, and many others in a variety of language form which can be practiced by the students with their friends and gives them more confidence to say somehing in English. In other words it can make the class situation become more interactive and help the language classroom experience more meaningful and authentic. ". Based on the background of the study, the

researcher takes the tittle " Teaching Speaking Descriptive Text by Using Information-Gap Activities to Tenth Apk-1 Grade Of Smk Pgri 2 Sidoarjo ".

Methodology

In this study, the researcher used descriptive qualitative as the design of the find out teaching speaking through Information Gap Activities to the tenth grade students od SMK PGRI 2 Sidoarjo. The purpose of the study was to describe the information gap activities in speaking. According to Sukmadinata (2005:60) states that qualitative research has two main purposes, the first was to describe and to explore, and then the second was to describe and to explain. Naturally, it can be indicated that qualitative research deals with data that are in form of words or picture rather than number and statistic. Therefore, this study used words in order to describe analyze the data.

Then the subject of this study was the teacher and students of Tenth grade APK-I at SMK PGRI 2 SIDOARJO. There were 38 students consisted of 35 girls and 3 boys. The researcher was used observation field note and questionnaire sheet. The questionnaire was gave in the last meeting. The questionnaire cinsist of ten questions in Bahasa.

Result Of Research

Here the researcher described the implementation of teaching speaking Descriptive Text by using Information Gap and the responses of the students in speaking activities during the teaching learning process.

The first meeting was conducted on 25th April 2018 and the teacher started class at 11.10 pm. The teacher entered the class followed by the researcher. The researcher sat at the right corner in the back row of the class to observe the teaching learning process and sometimes the researcher come to in front of the class to took a photos for documentation picture for the data. When the teacher entered the class, the class situation were not conducive yet after the class changing hours. Many students were still busy with their smartphones.

At 11.15 the teacher started the teaching learning process by greeting *"Assalamu'alaikum Warrohmatullahi Wabarokatuh"*, and also said *"Good Morning*

everyone? How are you today?" and praying together to start the lesson. Next the teacher check the attendant list and called their name one by one to know who was absent that day to make sure that all the students were present.

While the teacher prepared the material, only students who sat in front row were paying attention to the teacher, other students who sat in back row were still noisy, not focus and not ready yet to have a lesson. Before entered the main point, teacher asked questions to students about what was descriptive text. The students were just silent when the teacher asked question about definition of descriptive text. After all of the students paying attention to the teacher at 11.20 pm the teacher explained about descriptive text , and the generic structure of descriptive text. The example of the teacher asked about definition of descriptive text before entered the point .

The teacher gave an example and explained the location of generic structure of descriptive text through the example. After they understand about that, at 11.28 p.m. the teacher ask one student to come forward to read the example of descriptive text in front of the other students, and the teacher always accompany to make sure the student who read in front of the class to feel comfort and not afraid. When the teacher ask who wants to come forward to read the example, students just pointed to each other and call their friend's name, no body wanted to read in front of the class. So teacher chose one student. After all of material has been explained. At 11.32 p.m. the teacher instructed the students to make a random group consist six or seven students in a group by themself to shorted the time. After that the teacher gave their group name followed by the picture of artist that they choosed for their group. After the students make a group and sat with their group, at 11.40 pm the teacher explained that they will described about the picture that they choosed. The students have to search the information about that artist in the internet, but each member of the group have to search in different source, so they can shared the information about biography of that artist each other to complete the missed information. They were enthusiastic with the assignment and have a good attitude, but the class was a little bit noisy because they started to browse with their own smartphone and confirm each other that each member will shared about the

information. When they busy with their smartphone, there were some students said that they have not a data for connecting the internet, so they ask to the other member of the group to turned on the hotspot, that condition can make the students more have good interact with the other. After they have information about biography of the artist all of group have to determine the generic structure of the paragraph.

When one group already present in front of the class, the other group have to pay attention and give response to them, they will give a question about what are they have been presented. After they understand about the rules they started to discuss it with each group. The situation of the class was crowded because they must disscussed with their group to giving answered and asking information to the other group as their matery to shared in front of the class. The teacher was monitors this activity.

In the second meeting the X-APK 1 was conducted on 28th April 2018. The class started at 09.00 a.m. English teacher began the class by greeting to the teacher with said Assalamu'alaikum, like a previous day and ask the condition of the students. When the students and the researcher came to the class, like usually the class situation always noisy and many students ask permission to go to the toilet. After five minutes teacher prepared the class and make sure that all of students was sat on their chair, the teacher start the lesson. Firstly the teacher check the attendant list, praying together before started the lesson and then the teacher reviews the previous materials and given the stimulus and lead-in question to the student's remembered about what were they studied to the last meeting. And then at 09.15 am the second group go in front of the class and strated the presentation. The situation of the class was good atmosfer and they were ready to listen the presentation. At 09.27 am the third group was finished their presentation and closed the question answer. In the third performed the students more active to speak up and they was very enjoy when performed in front of the class. And because time was very limited so the second meeting just can two groups that has performed their presentation. Next groups who will present their perform was Verrel Bramastya group.

The presentation finish at 09.35 a.m. and they ended the presentation with giving applouse to each other and they felt enjoy to join the lesson. the teacher feel so proud of the students because they can more active and more confident to speak engllish than the day before.

Discussion

The data obtained from the two times observation. The observatiom process included the topic and the teaching learning process. The researcher observed the activity directly with the documentation picture, field note and the questionnaire.

In the first meeting, the researcher found that the implementation of teaching speaking descriptive text by using information gap almost was done perfectly and effectively it related with the statement of (Kayi, 2006:3) state that Information gap activities serve many purposes 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 has the opportunity to talk with their friends extensively in the target language. On the other hand Raptou (2001) conducted a research about the use of information gap which entitled "Using Information Gap Activities In The Second Language Classroom." In his article, he wrote that information gap activities were extremely effective in the second language classroom. He also wrote that it had given every student the opportunity to speak in the target language for an extended period of time and students naturally produced more speech than they would otherwise. In this reasearch The students really enthusiastic to study descriptive text and searched the information about the picture and they can shared well with the member of the group. The students has a good interact with othe friends, the work together to finished the assignment and while they were performed in front of the class they showed the best performed the tried to spoke English although mixed with Bahasa but the reseacher knew their effort to spoke in front of the class. But in the first meeting just two groups can showed their perfomance, because time was not enough.

In the second meeting, there were two groups had been perform their presentation. Same with the first meeting the class situation was crowded and noisy before the group started the presentation, but while the group perfomed, the class cloud accept the material and can gave the good response. They also had a good interact on the other. They were more active to speak English than the day before, but sometime they spoke English mixed with Bahasa. The teacher could feel the students effort to speak English. The teacher really appreciated it and felt so proud of the students.

Students' Response

| No | Questions | Students' Response | | Percentage |
		A : Yes	B : No	
1	Do you like English lesson?	25	13	65,7% (Yes)
2	Do you like speaking in English?	18	20	52,6% (No)
3	Do you have a problem in learning speaking English?	31	7	81,5% (Yes)
4	Do you have difficulties along teaching speaking by using Information Gap?	15	23	60,5% (No)
5	Do you feel interested in learning speaking by using Information Gap?	29	9	76,3% (Yes)
6	Do you like learning speaking by using Information Gap?	26	12	68,4% (Yes)
7	Does your teacher use information gap as a technique in teaching speaking before?	22	12	57,8% (Yes)
8	Can Information Gap technique help you to speak English?	26	12	68,4% (Yes)
9	Do you feel the progress or improvement in	21	17	55,2% (Yes)

	speaking after using Information Gap?			
10	Do you agree if information gap technique is applied learning speaking?	27	11	71% (Yes)

From the questionnaire the researcher got the result that there were more students like using information gap activities, they could focus, interested, enjoy the lesson and understood the material. But there were some of students were not like information gap activities in learning speaking English. It related with statement of Penny (2002), Information-gap Task makes students actively contribute in the process of learning. It can be the key in increasing students' motivation to learn English much more enthusiastically.

Conclusion

From the result of the observation, the researcher said that teaching speaking by using information gap acivities for describing people could make the students more confident to answer and asking when discussed the material. The teacher could do assesment with a fun way and the students were not felt shy and afraid to speak up their mind.

The use of information gap activities in the teaching speaking class also facilitated the student to interact with the others by asking and giving the information in target language. Working in a group, the students could learn from each other. Morever, the students can practice their knowledge and skill through speaking. Through the information gap the students can understand the description text.

Based on the students' response on the questionnaire, the researcher can said that teaching speaking descriptive text using information gap was conducted by the teacher can make the students enthusiastic and comfortable to learn speaking English. The students were more confident and enjoyable when the teacher asked them to speak in front of the class. They could decrease their fearful feeling and be more motivated to speak English.

Suggestions

Based on the conlusion and implications explained above, there are some suggestions for the students, the teacher and for the further researcher for using information gap to teach speaking descriptive text.

1. For the Students

    When the students apply the information gap for study speaking descriptive text, they have to know how to make a description , and put it in a sentence. The students have to extend they vocabulary related to the material.

2. For the English Teacher

    Information gap activities can be a good technique for teaching English especially for improving the student's speaking skills. It can be used to teach certain topic or language use in fun and interesting ways. The consideration of the student's interests is needed to make the activities grap the student's attention. However, the instructions must be clear and the control of the students must be maintained.

3. For the further researcher

    Before applying information gap to teach speaking descriptive text, the researcher need to make sure that the students know how to play the technique. And the class condition should be effective and conducive, because using information gap could make the students will get too excited and as a result, the class will get too noisy.

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