

IMPROVING SPEAKING SKILL OF GRADE X STUDENTS OF SMAN 2 PALU THROUGH INFORMATION GAP ACTIVITY

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Abstrak

Penelitian ini di rancang sebagai penelitian tindakan kelas yang di laksanakan secara kolaboratif dalam rencana pembelajaran, mengimplementasikan tindakan, mengamati efek tindakan, dan merefleksi hasil tindakan. Penelitian ini di laksanakan dalam 2 siklus. Tiap siklus terdiri dari 3 pertemuan. Kegiatan melengkapi informasi di terapkan sebagai strategi untuk meningkatkan kemampuan berbahasa inggris. Subjek penelitian adalah 36 siswa kelas sepuluh di SMAN 2 Palu. Untuk mengukur kemampuan siswa dalam berbahasa inggris, tes berbicara di lakukan. Hasil siklus 1 menunjukkan bahwa 17 siswa atau 47% dinyatakan lulus dan 19 siswa atau 53% dinyatakan gagal. Rencana diubah pada siklus 2. Kemudian, hasilnya meningkat menjadi 29 siswa atau 80% dinyatakan lulus dan 7 siswa atau 20% dinyatakan gagal. Hal ini mengindikasikan bahwa penerapan kegiatan melengkapi informasi memberikan solusi terhadap masalah siswa dalam bahasa inggris.

Kata Kunci: meningkatkan, kemampuan berbicara, melengkapi informasi.

Learning English is necessary for Indonesian students, in order to support the developing of the country in all aspects of life. Therefore, English becomes important to be learned as stated by Murdibjono and Arwijati (1990) that English language becomes the most important foreign language in Indonesia. Using English in communication is very important. Someone who masters the language skills can obtain many benefits. First, people will find it easy to communicate with other people from other nations. Second, people will gain opportunity to get jobs. Third, people can go abroad without having any difficulty in language. English is the first foreign language which has been taught from elementary School up to Universities in Indonesia.

Therefore, in speaking class, English teachers should not only teach speaking just as a repetition or drills or memorization of dialogues, they have to improve students' communicative skills. It means that teachers should manage speaking class in various contexts, so students are able to communicate in English clearly and efficiently.

One of the purposes of English teaching and learning in the classroom is to improve the language skills and to master language components; fluency, accuracy and appropriacy. The students are also required to master the four language skills: writing, speaking, reading and listening based on the standard competence. It is expected that, at the end of the teaching and learning process, the students are able to use English both oral language and visual one. Speaking is the form of communication among people which is unique and more important in community life.

In the School Based-Curriculum it is stated that the students are expected to develop the competence both in oral and written English communication. Based on the researcher teaching experiences that English Teacher of Senior high school expect the students to study hard to improve their speaking and the reality was not completely reached because the teachers have not tried a method that is appropriate to increase the skill.

Speaking Skill

Speaking is one of the four language skills. It is a productive skill to express ideas, thoughts, messages and feelings. As Bailey (2005: 124) states that speaking is the productive oral skill. This skill comprises producing systematic verbal utterances to convey meaning that involves producing, receiving, and processing information.

Speaking refers to an activity involving two or more people in whom the participants are both listeners and speakers having reacted to what they listen and make their contributions at high speed (Jhonson, 1981). In addition speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994). Therefore, speaking involves speaker and listener for the communication occur.

Speaking is a Language Skill.

Speaking is used productively to communicate with one another. We often use it orally or speaking than the other skills. Brown (2004:140) defines, "speaking is a productive skill that can be directly and empirically observed and those observations are invariably colored by accuracy and effectiveness of a test takers listening skill, which necessarily compromises the reliability and validity of an oral production test".

It is speaking ability to communicate a speech articulation or to speak a talk for expressing an idea and messages it is also the ability to report acts or situation, or the ability to converse or to express a sequence of ideas fluently. We may say that speaking ability is a skill which is communicating the speech for expressing and conveying messages or ideas.

Language teaching may be examined by analyzing a series of lesson plans over a period of time which can tell us the procedures of presentations, the predominance of skills and the frequency of reviews how much by the method, what the

teacher has omitted or added to text aim, include a lesson plan.

Pronunciation

When we teach English we need to be sure that our students can be understood when they speak. They need to be able to say what they want to say. This means that the pronunciation should be at least adequate for that purpose. Pronunciation is important to be taught to assist the students who get some difficulties to pronounce certain sounds of English words. When we teach English we need to be sure that our students can be understood when they speak. They need to be able to say what they want to say. This means that their pronunciation should be at least adequate for that purpose our teaching, we will want to be that the students can make the various sounds that occur in the English language. Thus, pronunciation plays its significance role in delivering a message. In language, changing one will affect change the words and its meaning.

Grammar

The students' ability to use structure and to differentiate grammatical form is one of the aspects for effective speaking. What we can see from this point of view that grammar offers some rules how to construct a sentence. It is inevitably that people do need grammar because without knowing it, the formation of sentences that they perform will be in unstructured sentences and they will be meaningless to put in other words.

Vocabulary

There is no language without words. One of the most important thing in learning a new language is to master its vocabulary. It is one of the important language components that the students need to master in learning English. Having a great number of words will assist the students to be able to communicate in English.

It is quiet impossible to learn and use the language without knowing its vocabulary. By having some vocabulary people can learn more quickly and easily and it can help to build commnucation with others.

Components of Speaking skill

Skill is expertness or a knowledge that must be possessed by anyone and the ability to apply it in practical ways as science. Therefore speaking skill basically is the skill to utter the words with the ordinary voice in order to express our desires, our plans, our feeling about certain objects or events, our ambition in short about what is in our mind. In order to help learners strong in speaking there are three components that support the students' performance in their speaking skill. They are important components to affect the listener in comprehending messages produced by the speaker.

Fluency

Fluency in speaking is the quality of being fluent and it needs practices, talent, habit and proper speech. The main goal of teaching the productive skill of speaking will be oral fluency. We are speaking fluently if we speak at a normal rate of speed not too fast, we speak not too slow and with sufficient accuracy to be understood by speaker of the language with a minimum effort. In speaking, the teacher and the students use particular words, which are directed in a proper way. The students are able to deliver what they want to express. Someone can not be denied. Without having a great deal of vocabulary it is impossible to speak well. The ability to speak depends on the quality and quantity of vocabulary.

Accuracy

Accuracy is one of the components of speaking which requires the use of pronunciation, grammar and vocabulary correctly. It refers to the framework about general purposes of testing oral skill;

one of them is linguistically oriented which is cover vocabulary, grammar and pronunciation.

The measurement of accuracy can be viewed from a good pronunciation when speaking. A good pronunciation can make the listener easy to catch what the speaker talks about. Moreover, accuracy is not only about pronunciation but also about structure. The lack of grammar errors when conveying information or messages may be another side of measuring accuracy. For indonesian students as non nantive speakers, however, it is difficult to pronounce English word in utterances. It is because of the influence of their mother tongue.

Appropriacy

Another factor supporting speaking skill is appropriacy. Thinking about speaking does not mean we automatically speak well. Our speech must be understandable. it can be conclude that appropriacy is one of the important speaking components and the speaker is utteracing expression or sentences. If a non native speaker sends messages to us, it may be comprehended On the contrary if the messages aired by native speaker it is certainly hard to understand. A point that we can get from above statement is that a communication can run smoothly if the students who interactively engage in a communication have a skill of appropriacy.

Information gap Activity

In order to improving the students' speaking skills, the researcher uses Information gap activity. The idea of the information gap activity as an organizing concept for a speaking activity is that one person has information that another lacks. It means that the students must use English to share that information in order to accomplish a task. Information gap activity is a technique where the students usually working in pairs, each has accessed to some information. By working together they try to solve the Gap. Information Gap is an activity where learner are missing information they need to

complete a task and need to talk to each other to find it. Information Gap activity takes place between students, not between a student and a teacher, though a teacher can certainly demonstrate the activity.

The two students will be asking each other questions to which they don't know the answer; these questions are called referential questions. The goal of the activity is for the students to discover certain information, whether about the other person or related to a specific activity.

Interaction makes learning powerful. Information gap activity requires students to work together to exchange ideas, make plans and propose solutions. Information gap activity addresses both academic learning and social skill learning. It supports understanding, long-term retention of information, problem-solving skills, critical thinking and development of positive attitudes, and improves reflective practice.

In information Gap, the teacher simply explains the activity and reviews the vocabulary needed for the activity. Students are then on their own to complete the task. Each participant plays an important role and task cannot be accomplished without everyone participation.

In this information gap activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. 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 extensively in the target language.

There are two types of procedures in performing a task in this activities. In the first, one students has access to all the information and tries to import it to their partner. In the second, both students are given access to half

of the information and by working together try to solve the whole.

Advantages of Information Gap Activity

These activities help move the students from working in a more structured environment into a more communicative environment. They are using a lot of target language, and in the process discovering where they have gaps. Knowing where these gaps are given a direction in which to improve. Using Information Gap Activity also make learners to concentrate on the communication for information, Learners talk a lot, produce more speech, Build students confident, Less intimidating than presenting in front of the entire class, Represent real communication and factual learning.

Research Design

The research design used by the researcher was Classroom Action Research (CAR) The aim of this is to compare descriptively the chain of each cycle. Classroom Action Research (CAR) is an action research conducted with the aim of improving the quality of practice learning in the classroom. The characteristic of Classroom Action Research is cycle or measurable sequence in one cycle. The first stage is observation to find out the students speaking skill, to identify problems, which appear and to determine the kinds of treatment appropriate to be carried out. Each cycle consists of inter relevant stages. These are planning, action, observation and reflection.

Findings

After doing the research, it is important to present the research finding and discussion. Since the design of this research is Classroom Action Research, the implementation elaborated the teaching and learning process by using information gap activity. The observation was conducted by the researcher and her collaborator toward the teacher and the students activities. Whereas, the

reflection regarded as a necessity for the research since it was useful to know for futher whether the research work indeed or not after the researcher has had several teaching activities which implemented in two cyles.

Result from cycle 1

The result from cycle 1 there were 17 students or 47% who had qualification good means succeed, 19 students or 53% had qualification fair means failed. Based on the above statement, there were 17 students or 47% were successful and 19 students or 53% were not successfull. Since in criteria of success it is stated that there were at least 75% of students should achieve individual score at least 75, so the researcher calculated students successful percentage using formula as follows:

$$\begin{aligned} &\text{Successful percentage} \\ &= \frac{\text{Total successful students}}{\text{Total students joint the test}} \times 100\% \end{aligned}$$

$$\begin{aligned} \text{Successful percentage} &= \frac{17}{36} \times 100\% \\ &= 47\% \end{aligned}$$

The result showed that there were only 47% students were successful. It meant that this research was not succesful yet and should be continued to the next cycle. Related to findings above, it can be explained that students got different achievement. Average score was 73,3. It means that the students' achievement in speaking test of cycle one was unsuccessful. In test phase, the students were still hasitated and afraid to present their task. Some of them spoke smoothly. They started to deliver the report by saying greetings. When they run into the topic of report, they made movement and eye contact to the audience. Even there were a lot of forgotten words, they can let the information flow. Intonation was used properly. They knew where they used high or low pitch of intonation.

On the other hand, most of the students were not good yet to perform their speaking. They still had problem to share their information that they have. When they forgot their ideas, they rather gave up and stop the information than tried to remember it. The intonation was not good because they still

mixed Bahasa and English words. The performance toward the audience was also less of interaction. They did not use any eye contact or told others about their feeling or what make them cannot deliver the information smoothly. Some of students also relayed on their text.

Result from cycle 2

Cycle two was the continuation of the first cycle. It was also the place for the researcher to re-plan the teaching style in which it necessary to gain the real increasing on both students classroom participation and achievement in speaking skill. The planning of action in cycle 2 was conducted on the basis of the result of the reflection in cycle 1. The result of reflection done by the researcher and the collaborator at the end of the first cycle was the main basic to do the revision on the plan for the second cycle.

The four components of the research preparation as it was stated in the first cycle were not necessary to be all revised by the researcher. The revision was only on material the researcher employed to deliver modelling to students. To prepare the material that was suitable with the content of curriculum and the students needs, the researcher choose the material of street directions. It was expected that by preparing and presenting such exercise in the modelling phase, the students were motivated to join the class and to be more encouraged increasing the achievement in speaking skill evaluation.

The street directions contained the information that deal with how the students describe where their live. Since the subject of the researcher were students, the researcher planned to provide modelling to the students about how the teenagers actualize their hobby on the basis being the students.

Result of Observation

The observation was conducted in order to find discrepancy between lesson plan and its implementation. It was also used to get information about students' responses and participation toward the learning and teaching processes. In second cycle, the researcher give much more chance for students to make

clarification questions. She tried to facilitate the students who got difficulties but never confirmed them by involving herself in students activities. She also provided time to let student review their tasks before presenting it. In this cycle, the students seemed more relaxed and more enthusiastic to join the speaking class.

Based on the result of test in cycle two, there were 29 successful students or 80% of class percentage got the maximum score which was set up previously. The average score was 80. There were 7 students who got fair. They gave very less body language such as look at other friends. Nevertheless, the researcher realized that some of them were still hesitated to present their material.

CONCLUSION AND SUGGESTION

Conclusion

Information Gap is one of an effective way to be implemented to improve the senior High School student's speaking skill. It can be seen from the increased of average score and the class percentage in cycle 1 to cycle 2. This means that the teacher intervention by implementing information gap activity to the students improved their speaking skill.

To make the students' speaking skill better, the researcher followed procedures of information gap activity. It can be seen from the attitude and enthusiasm of the students towards information gap activity through test. There were 17 students or 47% who successful. It means that students respond toward previous technique was not good to improved speaking. In cycle 2, the researcher and collaborator indicate increasing of achievement compared to the result of tests in cycle I. There were 29 students or 80% who successful. It could be clearly viewed that students speaking skill increased by applying information gap activity.

Suggestion

1. For students, using Information gap to teach speaking skill is likely to motivate them to speak to master a great number of vocabularies to make them have a good achievement in speaking skill and also they should also practice their English anytime
2. For Teacher, the teacher should be encouraged to conduct the instructional process more efficiently, consider the time allocation and the comfort of the speaking class. It is one of the most important things the teacher should consider because the students will stay longer in classroom if the class is comfortable for them to study. The teacher should clarify the instruction or to make them easily understood by the students. If the students get it is so hard for them to grasp teacher instruction, it is one of the teachers responsibilities to provide example of instruction.

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