

AN UNDERGRADUATE THESIS

INCREASING SPEAKING ABILITY
BY USING INFORMATION GAP TECHNIQUE
AMONG THE TENTH GRADERS OF THE SMK N 1
PEKALONGAN EAST LAMPUNG

By:

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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO

1439 H / 2017 M

**INCREASING SPEAKING ABILITY
BY USING INFORMATION GAP TECHNIQUE
AMONG THE TENTH GRADERS OF THE SMK N 1
PEKALONGAN EAST LAMPUNG**

Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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It has been agreed, so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be discussed on the munaqosyah. Thank you very much.

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Sudah dapat kami setuju dn dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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ABSTRACT

INCREASING SPEAKING ABILITY BY USING INFORMATION GAP TECHNIQUE AMONG THE TENTH GRADERS OF THE SMKN 1 PEKALONGAN EAST LAMPUNG

**By:
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This research is aimed to know the use of Information Gap Technique can increase the students' speaking ability and to discuss how Information Gap Technique increase the students' speaking ability at the tenth graders of the SMKN 1 Pekalongan East Lampung. This research is based on the last observation result that the learning process and students' speaking score have been active by using Information Gap Technique.

The problem that faced by the students is the students have difficulties to express idea in speaking and they afraid of making mistakes when they speak english. This reearch is carried out to solve the students' problem in speaking.

This research is Classroom Action Research (CAR). The CAR design used in this research is Jean Mc Kniff and Jack Whitehead that consists of four procedure: planning, acting, observing and reflecting. This research is conducted in 2 cycles and every cycle consists of 2 meetings. The subject of the research were 30 students of tenth graders on accountancy B of the SMKN 1 Pekalongan East Lampung. The data of the research were collected through the observation, documentation, and tests.

Based on the result of this reseach, it can be said that the use of Informtion Gap Technique to increase speaking ability is success, because the criteria of success was achieved. The research will be called success if there is 70% or more of the students who passed the standard minimum criteria 70 and there is increasing in learning activity. The result shows that in the pre test 2, there is 73,30% of students who passed the standartd minimum criteria. Before the action was conducted, there is just 16,70% of the students who passed the minimum criteria. The data showed that the students' average in the pre test was 54,3 in the post test 1 was 63,8 and in the post test 2 was 71. It means that there was increasing on students' score from the pre test to cycle 1 and cycle 2. Besides, the increasing can be seen from the students learning process. They seem more active during the teching learning process.

Keyword: Speaking Ability, Information Gap Technique

ABSTRAK

PENINGKATKAN KEMAMPUAN BERBICARA SISWA DENGAN MENGGUNAKAN TEKNIK *INFORMATION GAP* TERHADAP SISWA KELAS X SMKN 1 PEKALONGAN LAMPUNG TIMUR

**Oleh:
VIVI ZUNITARA**

Penelitian ini bertujuan untuk menunjukkan bahwasannya teknik *Information Gap* dapat meningkatkan kemampuan berbicara siswa dan juga bertujuan untuk mendiskusikan bagaimana teknik *Information Gap* dalam meningkatkan kemampuan berbicara siswa kelas X SMKN 1 Pekalongan Lampung Timur. Penelitian ini berdasarkan pada hasil penelitian terakhir yang menyatakan bahwa proses pembelajaran berjalan aktif dan nilai berbicara siswa dapat ditingkatkan melalui teknik *Information Gap*.

Maalah yang dihadapi siswa yaitu kesulitan dalam menyampaikan ide dalam berbicara dan mereka takut melakukan kesalahan ketika berbicara bahasa Inggris. Penelitian ini diadakan untuk memecahkan masalah siswa dalam berbicara.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Desain PTK yang digunakan dalam penelitian ini adalah desain oleh *Jean Mc Kniff and Jack Whitehead* yang terdiri dari 4 prosedur berikut: perencanaan, pelaksanaan, observasi dan refleksi. Penelitian ini dilakukan dalam 2 siklus dan setiap siklus terdiri dari 2 pertemuan. Subyek dari penelitian adalah siswa kelas X akutansi B yang berjumlah 30 siswa di SMKN 1 Pekalongan Lampung Timur. Data dari penelitian didapat menggunakan observasi, dokumentasi dan tes.

Berdasarkan hasil dari penelitian ini, dapat dikatakan bahwa penggunaan teknik *Information Gap* berhasil untuk meningkatkan kemampuan berbicara siswa, karena kriteria keberhasilan telah diraih. Penelitian dapat dikatakan berhasil apabila 70% atau lebih siswa dapat meraih KKM 70 dan siswa mengalami peningkatan dalam aktifitas belajar. Hasil penelitian menunjukkan bahwa dalam post test 2, terdapat 73,30% siswa yang melampaui KKM. Sebelum penelitian dilakukan, hanya ada 16,70% siswa yang mampu melampaui KKM. Data penelitian menunjukkan bahwa rata-rata siswa pada pre test adalah 54,3, post test 1 adalah 63,8 dan post test 2 adalah 71. Hasil tersebut menunjukkan bahwa terdapat peningkatan antara pre test, siklus 1 dan siklus 2. Selain itu, peningkatan dapat dilihat dari proses pembelajaran. Siswa terlihat lebih aktif selama proses belajar mengajar.

Kata Kunci: Kemampuan Berbicara, Teknik Information Gap

STATEMENT OF RESEARCH ORIGINALITY

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Yang menyatakan,


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MOTTOS

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ

One will gain nothing without making any efforts
(QS. An Najm: 39)

Making mistakes simply means you are learning faster
(Weston H. Agor)

DEDICATION PAGE

“This undergraduate thesis is especially dedicated to:

Firstly, my beloved parents Sukatman and Suryati (Almh)

Secondly, my pleased brother, Afri Khairudin and Nanda Santiko Ramadhani

Thirdly, my beloved friends (Gembredeks: Aulia, Ervi, Mifta, Mugi, Novia, Putri, Wahyu) and b_Hitz group, Chandra, Liftin and Elsi.

Finally, my sponsor and co-sponsor (Dra. Umi Yawisah, M.Hum and Ahmad Subhan Roza, M.Pd) and my lovely college, IAIN METRO”

ACKNOWLEDGEMENT

The glory be to Allah who has been the inspiration of her life and who has been giving the researcher mercies and blessing so that the researcher can complete this undergraduate thesis. It is entitled Increasing Speaking Ability by Using Information Gap Technique among the Tenth Graders of The SMKN 1 Pekalongan East Lampung. Peace be upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has been leading us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and situation, and the researcher somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr.Hj. Akla, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro
2. Ahmad Subhan Roza, M. Pd, the head of English Education Department and the co-sponsor of had given the knowledge patiently.
3. Dra. Umi Yawisah, M. Hum, the sponsor who had educated, directed and given the researcher advice, suggestion, and recommendation for this undergraduate thesis.
4. All the lecturer in English Education Department who always give knowledge.
5. All of the staff of English Education Department who have helped the researcher in processing of administration.

6. My parents, brother and all of my beloved friends who always give support, motivation, their prayers and a huge care in the process of writing and counseling this undergraduate thesis.

Last but not least, nobody is perfect. The researcher do apologizes for all mistakes she has made in writing and presentation items. May this undergraduate thesis can be beneficial for all readers properly.

Metro, November 7th, 2017

The researcher,

VIVI ZUNITARA
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a sign that is used to communicate, to interact and to share information each other. There are many language in the world, every region has different language and one of that is English. English is important because it becomes one of international language and almost learned by all of people. It is useful for our life especially when we attend international event.

In Indonesia, English increases rapidly, although English becomes foreign language but many people are enthusiastic to learn it. It is proved with many course institution in regions and English becomes one of main lesson in every level of education, although the learning process in basic level not too complex.

Studying language not only how the word is made but also has to pay attention the sound and the fluency when we speak up especially in English that commonly difficult for some people. English has four components, those are listening, reading, speaking and writing. Speaking is the main component that has to be mastered because it can measure as much as good someone language ability.

One of the linguists who states the importance of speaking is Scott Thornbury. He said that speaking is a part of our daily life. Commonly, people produce thousands words a day, even more than that like politicians and auctioneers. Speaking is very important and natural so we forget how we

struggled to achieve this ability. We have to learn how to speak in foreign language continuously.

Furthermore, Grauberg propose many students consider that the main goal of learning foreign language is in order that they can speak with that language. Therefore, Grauberg suggested that the language teachers have to help the students to achieve their goal.

Speaking in English has not care on sentences structure but the accurateness of pronouncing in order that other people can understand what we say, so will not happend mis communication. Beside that, when we speak up especially in the public, we have to be confident before, because our mental condition will influence our fluency. Speaking is component that not only theory but also need practice. Speaking becomes the scared component by many students because of the differences between prounciation and the written of words itself.

In fact, now many students do not like English because they are scared if they can not speak fluently. It is also supported by teachers' learning process and how the way they can develop students' potential as well as possible. Then, the use of appropriate learning approach also becomes one of proponent factors in speaking learning process. In this research, reseacher did pre-survey to know the difficulties of students' speaking learning.

Here were the result of pre-survey that is done by reseacher at the tenth graders of the SMKN 1 Pekalongan East Lampung.

Table 1**Result of the Pre-Survey Data at the Tenth Graders of the SMKN 1 Pekalongan East Lampung**

No	Name	Score	Interpretation and Percentage
1	AE	45	Low
2	AMP	55	Low
3	AS	50	Low
4	BNP	70	High
5	CA	50	Low
6	DMS	60	Fair
7	DP	60	High
8	EF	65	Fair
9	EN	55	Low
10	EA	60	Fair
11	EW	40	Low
12	FND	35	Low
13	FA	35	Low
14	FF	25	Low
15	FAR	50	Low
16	GH	50	Low
17	INK	40	Low
18	KH	70	High
19	KDL	60	Fair
20	LW	60	Fair
21	LSA	65	Fair
22	MSD	70	High
23	PWN	60	Fair
24	RWA	60	Fair
25	RF	25	Low
26	SAD	70	High
27	SO	70	High
28	SW	65	Fair
29	SS	60	Fair
30	VA	60	Fair
Total		1590	
Average score		53	

Source: The teacher's archives, taken on October 15, 2016

Tabel 2
The Criteria of Learning Result

No	Value	Student	Percentage %
1	≤ 70	25	83,3 %
2	≥ 70	5	16,7 %
Total		30 Students	100 %

From the table above it could be seen that the level of the students' speaking ability were low. The total subject of the research was 30 students, only 5 students with percentage 16,7% who value ≥ 70 , because student minimum mastery criteria for English is 70 (MMC). Then, the difficulties that was faced by students because of the learning process was less interactive. Beside that, students were not confident and scared to speak English. In teaching process the teacher was only explanation.

The researcher assumed it is caused the teacher didn't give the variation in his teaching process with using media. To increase the condition, there should be some actions to do in the classroom with creating and implementing suitable approach to make the students interested in learning English.

Because of the importance of information gap technique to help the students increase their speaking ability, therefore, reseacher conducted the research about INCREASING SPEAKING ABILITY BY USING INFORMATON GAP TECHNIQUE AMONG THE TENTH GRADERS OF THE SMKN 1 PEKALONGAN EAST LAMPUNG.

B. Problem Identification

Based on background of the study above researcher can identify the following problems:

1. Students were lack of motivation to speak English.
2. Students felt unconfident when they were speaking.
3. Most students were lack of vocabulary.
4. Students could not pronounce the words well.
5. Students were rarely practice their speaking, so they could not speak fluently.
6. Students were afraid of making mistakes when they spoke English.
7. The students were difficult to speak English well.

C. Problem Limitation

Based on the problem study and focus on the problem identification above, the researcher focused on the increasing the students' speaking ability by using information gap technique at the tenth graders of the SMKN 1 Pekalongan East Lampung.

D. Problem Formulation

Based on the problem limitation above researcher concludes that the problem formulation of this research is: Can the information gap technique increase the students speaking ability at the tenth graders of the SMKN 1 Pekalongan East Lampung?

E. Objective and Benefits of The Study

1. Objective of Study

The objective of study is to know whether the information gap technique can increase the students' speaking ability at the tenth graders of the SMKN 1 Pekalongan East Lampung.

2. Benefits of Study

a. For Students

This research is expected to increase the students' speaking ability. They can get information how to increase their speaking ability easier and as well as possible. Furthermore, they are more interested to learn speaking in English.

b. For Teacher

To give information to the teachers especially English teachers that every learning process has different technique, one of that is the Information Gap Technique for speaking learning. Beside that, the teachers can improve their skill in learning process, so it can be more interactive.

c. For The School

The result of this research can be used as the information material to other researcher and the contribution of knowledge in learning English for the future time.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concept of Speaking Ability

1. Definition of Speaking Ability

In Oxford Learner Pocket Dictionary, speaking is the use of voice to say or to talk with someone about something.¹ Then, in International Journal of Language Academy, Brown states that speaking is an interactive process of constructing meaning which is comprised of producing and receiving information.² Furthermore, Chaney propose that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.³ According to Gert and Hans, speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.⁴ Beside that, According to Scott Thornbury speaking is so much a part of daily life that we take it for granted.⁵

¹Oxford Learner Pocket Dictionary Fourth Edition, (New York:Oxford University Press, 2008), p.426.

²Gulten Kosar & Hasan Bedir, "Strategies-Based Instruction: A Means of Improving Adult EFL Learners' Speaking Skill" in *International Journal of Language Academy*, (Volume 2/3 Autumn, 2014), p. 13,

³Maryam Bahadorfar and Reza Omidvar, "Technology in Teaching Speaking Skill" in *Acme International Journal of Multidisciplinary Research*, (India: University of Mysore, Volume-II, Issue-IV, April-2014), p. 9.

⁴Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia" in *International Journal of Humanities and Social Science*, (Indonesia: State Institute of Islamic Studies (IAIN) Bengkulu, Vol. 2, No. 20.2012), p. 127.

⁵Scott Thornbury, *How To Teach Speaking*, (England: Longman, 2005), p. 1.

Based on description above, the researcher can conclude that speaking is an activity to say something or activity of using symbols which has a meaning and can be understood by people who talk with us.

Speaking is the important part of every day interaction because we use it to share information, to express ourself, to deliver ideas and most often the first impression of a person is based on her/his ability to speak fluently and comprehensively. Then, the aim of learning foreign language is in order to speak by using that language, because learning speaking is one of the main goals of teaching English as foreign language.

As Brown states successful oral communication in the target language with other speakers serves as a display of successful language acquisition.⁶ The statements indicate that competent language learner is influenced by the significance of developing speaking ability. How far the peoples' successful of language acquisition can be seen by their speaking ability. Beside that, speaking becomes an important part of second language learning because it is an art of communications and one of skill that have to be mastered in learning foreign language.

Furthermore, according Oxford, ability is to dosomething the fact hat subject/something is able to do something.⁷ Then, ability is power or capacity of special skill or competence n activity.⁸ According to Chomsky, ability is (of person) having competence, power, authority, skills, knowledge (to do what is needed). Meaning of ability or competence is the speaker hearer's

⁶ *Ibid*, p. 13

⁷ Oxford Dictionary, Op. Cip, p.2.

⁸ [http: Dictionary reference.Com/Browser/Ability](http://Dictionary.reference.Com/Browser/Ability).

knowledge and ability thus includes concepts of appropriateness and acceptability. So, speaking ability is not fluent speaking but conversation. Speaking ability means conversation ability or conversation skills. It performs mutual interdependent, interactive nature of conversation.⁹

It is an awareness on the activity as well as feedback activity so that a series of task is developed to sharpen the students' awareness on the activity and assess their own progress performance. When those awareness and feedback activity done gradually, automatic conversation becomes accustomed; speaking ability, in this case, conversation skills, needs gradual practice-controlled, awareness, and finally fluency conversation.

According to Laoma on her book that speaking ability are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.¹⁰

Based on the definition above, the researcher concludes that speaking ability is not fluent speaking but conversation. It is an awareness on the activity as well as feedback activity so that a series of task is developed to sharpen the students' awareness on the activity and assess their own progress performance.

⁹ Brumfit and Johnson, "*Teaching English to Children*," (Englang: Group Ltd, 1998), p. 13.

¹⁰ Sari Laoma, "*Assessing Speaking*," (Cambridge: Cambridge University Press, 2004), p. 1.

2. Elements of Speaking Ability

Harmer states that the ability to speak especially in English needs the elements necessary for the spoken production as the following:

a. Language Features

The elements necessary for spoken production, as the following:

- 1) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).
- 2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterance, vary volume and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face t-to-face interaction).
- 3) Lexis and grammar: teachers should therefore supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, or approval.
- 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental/social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

- 1) Language processing: that involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- 2) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- 3) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.¹¹

3. Problem of Speaking Ability

Speaking has some aspects that has to be known by students. Those are speech production, pronunciation, vocabulary, and fluency. Good speaker is someone who can develop words that can be understood by listeners but sometimes students are difficult to speak English because there is differences between the pronouncing and the word its self. Then, these aspects also can be the problem of speaking so it must be a concern of learning speaking and the following is the discussion:

a. Speech Production

The first aspects that can be a problem is speech production. Thornbury states that speech is produced utterance by utterance in response to the word by word and utterance by utterance production or

¹¹Jeremy Harmer, *"The Practice of English Language Teaching"*, England. Edinburgh Gate, 2001, p.269

the person we are talking to.¹² From the statement the researcher can conclude that speech production is the essential thing in speaking English because it will explain the characteristic of the form of spoken language. Learners need to know how speakers differ from one another and differ forms of speech in particular circumstances. They have to learn how speaking styles influence the acquisition of listener.

Then, the rate when they speak, the volume and the precision of pronunciation may differ substantially from one situation to another. Therefore, it is useful for students to know that speech should differ in formality, such as when speaking to a judge, a teacher, a parent or a playmate. It may also benefit from learning about the differences among various dialects. Then, there are the factors that might cause difficulties in speech production of English. The factors include age, individual factors, instruction and input, social factors, and accent in speaking.

Tatham and Morton present a model of speech production that incorporates the physical level of speech production as well as the cognitive level. They maintain that there are two planes of speech production: the static level which refers to the knowledge base of language, where utterance plans are made and the dynamic level which is procedural and operates with instantiations of utterances.¹³ These two

¹²*Ibid*, p. 2

¹³Henna Paakki, "Difficulties in Speaking English and Perceptions of Accents (A Comparative Study of Finnish and Japanese Adult Learners of English)" in *School of Humanities*, (University of Eastern Finland, October 2013), p. 9.

levels of speech production can be useful to explain some difficulties in speaking, so it might give some insight into what kind of a process they go through when speaking English.

b. Pronunciation

Then the second is pronunciation. In Oxford Learner Pocket Dictionary, pronunciation is the way in which a language or a particular word or sound is spoken.¹⁴ While according to Broughton pronunciation teaching deals with two interrelated skills: recognition or understanding the flow of speech, and production or fluency in the spoken language.¹⁵ Then according to researcher pronunciation is the way how we say or express a word that has to be understood by listeners.

Moreover, the aim of pronunciation teaching is that the students can produce English speech which can be understood by others. Thus, the teacher has to concern on the important phonemic contrasts and select allophonic variations only to ensure intelligibility, not to achieve a total set of native speaker, like variations.

Students consider that pronouncing a word in English is very difficult because they can not pronounce it like a native speaker. Klein argues that phonological facilities are not bound to biological reasons,

¹⁴Oxford Learner Pocket Dictionary Fourth Edition, New York: Oxford University Press, 2008, p. 352

¹⁵Geoffrey Broughton, *Teaching English as a Foreign Language*, (London and New York: Routledge, 2003), 2nd Ed, p. 49.

but to psychological ones.¹⁶ Beside that, the trouble of pronouncing word in English because of the differences of American and British pronunciations.¹⁷ From the statements, the researcher's opinion is students will feel attached to their native identities, to their original social identities, so it prevent them from achieving perfection in second language pronunciation. Students consider that they have to speak carefully in order to focus on pronouncing words and sound accurately. Thus, although the cases of speaking in second language without any accent are not very common, this does not mean that it is imposible to receive pronunciation like a native.

Then, because of the differences of American and British pronunciation the The students can not consistent in use of either American or British pronunciation. For some words, it can use American pronunciation and for some other words it can use British pronunciation. It makes them confuse and get trouble about that.

c. Vocabulary

Liu and Jackson claim that lack of vocabulary was regarded as a main obstacle for spoken communication.¹⁸ While Baker and Westrup argue that the lack of vocabularies cause many students difficult to

¹⁶Wolfgang Klein, *Second Language Acquisition*. Cambridge: Cambridge University Press, 1986, p. 10.

¹⁷Zhengdong Gan, "Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong" in *Australian Journal of Teacher Education*, (Hong Kong: The Hng Kong Institue of Education, Volume 37 Issue 1, 2012), p. 50

¹⁸*Ibid*, p. 49

respond when the teachers ask them to say something in a foreign language because they may have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.¹⁹ Based on the explanatin above, it prove that vocabulary becomes a major reason why the students can not speak English clearly and appropiatly. As much as vocabularies that they have influence when they speak up.

Beside that, students often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers believes that the students have nothing to express maybe because the teacher had chosen a topic which is not suitable for them or about vocabularies which they know very little.²⁰It prove that the role of vocabularies is very important in speaking English. Finally, because of the lack of vocabularies, students will speak using mother-tongue, they tend to use it because it is easier for them.

Harmer suggests some reasons why students use mother- tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable, if they want to say anything about the topic they will use their own language.²¹ Another reason is that the use of mother- tongue is a natural thing to do in the class. In addition, using the first language to explain something to another and if there is no

¹⁹Nguyen Hoang Tuan and Tran Ngoc Mai, "Factors Affecting Students' Speaking Performance At Le Thanh Hien High School" in *Asian Journal of Educational Research*, (Vietnam: University of Thu Dau Mot, Vol. 3, No. 2, 2015), p. 10.

²⁰*Ibid*, p. 10

²¹*Ibid*, p. 10

encouragement from the teachers it will make the students feel comfortable to do it.

d. Fluency

According to Segalowitz, the term fluency is an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately.²² While Matthews states that fluency refers to speaking smoothly with as few hesitations and repetitions.²³ Based on the definition above the researcher can conclude that fluency is the accuracy of speech, the rhythm, and the tempo in order to be understood easier by listeners. Fluency is very important because it can influence the emotion of listeners. For example, when we speak quickly the listeners are difficult to understand our statements but if we speak slowly it also can make listeners bored.

Sometime, the pausing is needed in speaking because it can bring the listeners into the conversation. When people communicate of course they focus on the fluency, it ensure the way of a conversation because the good fluency will not make mis understanding each others. Then, the function of communicate are to inform or to share information, if the fluency is less so the message will not be understood by the others.

²²Bc. Petra Solcova, *English Language and Literature and Teaching English Language and Literature for Secondary Schools*. (Masaryk University Faculty of Arts, Department of English and American Studies, 2011), p. 65

²³Candace Matthews, *Speaking Solution (Interaction, Presentation, Listening, and Pronunciation Skill)*. (The United State of America: Longman, 1994), p.78

Therefore, it is importance to improve fluency of speaking and one of the way to improve it is practice.

Conversation class can be used to improve fluency, because with conversation the students will practice to say a word or sentences fluently and accurately. According to Broughton, conversation classes are very common at intermediate and advanced levels, often with small groups and individuals rather than large classes. They usually take place in private schools or with private teachers rather than in state-run institutions. The general assumption is that simply talking in a free and easy way, preferably to a native speaker, is the best way to improve oral fluency.²⁴ It is true that speaking and conversing with a native speaker, especially allied to the extra attention that comes to individuals or small groups, is useful. The students expect talking to do far more for them than it is capable of doing. The best approach is to give as much as attention and preparation time to conversation classes.

4. Teaching Speaking

English speaking ability is very important for people interaction where people almost speak everywhere and every day. In this global era, many people use English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. Then, having good English speaking is very essential

²⁴*Ibid*, p.84

especially for the students because it becomes the bridge for them to know the world, so increasing the English speaking ability is very important for the Indonesian students where we know speaking is need to gives the big contribution to students to perform their communication skill better. There are many reasons for focusing on speaking whenteaching English as a foreign language, not least of which is the fact that we ashumans have been learning languages through our mouth for thousands of years. Ourbrains are well programmed to learn languages through sound and speech.

The following are the way that teachers can use to teach speaking,

a. Speaking Practice

Actualypractice is the main way to increase students' speaking ability because it can make students habitual with English language. Like Walberg's states that teachers have to provide students with opportunities for practising specific speaking ability.²⁵ It means that students will increase their formal speech when teachers provide insights on how to organize their ideas for presentation. Students can give better speeches when they can organize their presentation in a variety of different ways.

Moreover, students need practice in organizing their speech around problems and solutions, causes and results, and similarities and differences. After deciding about the best means of organization, they can practise speeches with another student or with the whole class.

According toElizabeth, Lyn, Carol and Lourrine, working in small

²⁵Trudy Wallace, *Teching Speaking, Listening, and Writing*. (Switzerland: the International Academy of Education (IAE), Palais des Académies, 1, rue Ducale, 1000 Brussels, Belgium, and the International Bureau of Education (IBE), 2004), p.10.

groups has an important role to play in achieving speaking ability, through group discussion and interaction the range of purposes for pupils should include investigating, selecting, sorting, planning, predicting, exploring, explaining, reporting, and evaluating.²⁶ The aim of practice is to wide the students's talk ability and improve their communication skills and an activity like this will encourage students to communicate effectively. Through talk the students will develop their thinking and extend their ideas through discussion.

Teachers can also help students adapt their speeches to correspond the audience and the information that will be communicated by students. Beside that, teachers can enable learners to present ideas to individual peers, peer groups and entire classes of students. They can learn to speak on a subject of their own choosing or on teacher assigne topics.

b. Reducing Speaking Fears

Students sometimes fear to speak up in formal speaking before large groups. Teachers can help reduce fears by pointing out how common they are among people and what to do about them. Elizabeth states that teacher can help to reduce students' fears by maintaining a friendly atmosphere in the class and providing opportunities for students

²⁶Elizabeth Grugeon, Lyn Dawes, Carol Smith and Lorraine Hubbard, *Teaching Speaking & Listening in the Primary School*. (London: David Fulton Publishers, 2005), 3rd Ed, p.28.

to practice alone or with one other student and then before increasingly larger groups.²⁷

Based on the statement above, thus, students can practice speaking in front of their peers who face the same situation. Then, the way a group of teachers will recognise the different resources that students already had, and how they respond to the others and develop their speaking ability. These accounts reflect their own, as well as the students' growing understanding of ways in which narrative may help children to make sense of a wide range of experiences while providing evidence of their developing speaking ability.

Then, as teachers we are aware of the students fear, perhaps we need to consider how we can address it explicitly in the classroom. Children need to be in groups for this kind of activity and it must be a task which requires them to talk to each other. The possibilities for talk, not just in the making of puppets but in their presentation are very wide ranging and can help to widen the students's talk repertoire. Students for whom English is an additional language are able to use puppets as a vehicle for speaking in their first language as well as their second. A book is a useful starting point, preferably a well-known story so that the children can roam around the known, explore the story and make it their own.

²⁷*Ibid*, p.11

5. Assessment of Speaking Ability

Assesment of speaking can be a very judgemental issue, in which people tend to relate on native/non native speakers on the basis of pronunciation.²⁸ Additionally, Nunan viewed that speaking is requires someone to be linguistically competence in term of well articulating the sound, having suffisient vocabulary, and mastering structural and grammatical component. Nunan designs the speaking assessment depend on the type of speaking assessed, the following are the assesments:

a. Grammar

Grammar is the rules in a language for changing the form of words and joining them into sentences.²⁹ Test takers are assessed on how to control its usage within sentences, to cunstruct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

b. Vocabulary

Vocabulary is total number of words in a language; vocabulary is all the words known to person or used in particular book, subject; vocabulary is a list of words with their meaning.³⁰ The range, precision and the usage of vocabulary features in a converstion used by test takers indicate the level of how proficient they are.

²⁸ Sari Louma, "*Assessing Speaking*", Cambridge: Cambridge University Press, 2004, p. 79.

²⁹ *Ibid*, page.586.

³⁰ A S Hornby, "*Oxford Advanced Learener's Dictionary of Current English*", (Oxford University Press,1995), p.662.

c. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words. Fluency was due in large part to the fact that, rather than constructing each utterance from scratc, he was using prefabricated chunks sequences he had memorized through constant practice.³¹

d. Pronunciation

Pronunciation is the cultivation of sung speech that is free from regionalisms and is easily understood by the audience.³² Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.³³ To speak English, the students need to be training how to speak like the native speaker.

Then, each rating criteria is worth some points, the table bellow shows the number:

³¹ Scoott Thornbury, “*How To Teach Speaking*”, (Longman: Pearson Education Limited, 2005), p.7.

³² Kathryn Labouff, “Singing and Communicating in English: A Singer’s Guide to English Diction”, (New York: Oxford University Press, 2008), p. 3.

³³ Yenny Rahmawati and Etin, “*Developing Assessment for Speaking*” in IJEE, (Jakarta: Syarif Hidayatullah State Islamic University, Vol. 1, No. 2, 2014), p.202.

Table 3
Rating Points of Assessment Criteria

Initial	Criteria	Score
E	Excellent	25 points
VG	Very good	20 points
G	Good	15 points
S	Satisfactorily	10 points
P	Poor	5 points

Rating Points of Assessment Criteria by Brown and Abeywickrama³⁴

B. Concept of Information Gap Technique

1. Definition of Information Gap Technique

Information Gap Technique (IGT) challenge students to exchange information in order to complete a lesson plan activity. Most IGT work is done in pairs where each student has a part of information on a task to be done. There are some linguists who describe information gap technique, such as Neu & Reeser argue that the information gap technique is a useful activity in a speaking class. In an information gap technique, one person has certain information that must be shared with others in order to solve a problem, gather information or make a decision.³⁵ Then, Richards states that information gap refers to the fact that in real communication, people normally communicate in order to get information they do not possess.³⁶

³⁴ *Ibid*, p.205

³⁵Dewi Sartika, "Teaching Speaking Using The Information Gap Technique", in *ENGLISH EDUCATION JOURNAL (EEJ)*, (Banda Aceh: University of Syiah Kuala, 7(3), July 2016), p. 277.

³⁶Jack C.Richards,*Teaching Listening and Speaking From Theory to Practice*. (Cambridge: Cambridge University Press, 2008), p.18

In addition, according to Harmer, an information gap technique is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it³⁷ Furthermore, Morrow describes, an information gap means that the speaker must tell the listener something that he or she does not know yet.³⁸ Information-gap technique according to Harmer in *How to Teach English*, “Information-gap technique are those where the students have different pieces of information about the same subject and have to share this information (usually without looking at what their partner has got) in order for them both to get all the information they need to perform a task.³⁹ While, Kayi mentions that IGT are learning activities in which each student has a duty to work with his or her partner. One student has certain information which the other student does not have. Each student has different information. In this way, the students have to exchange information in order to complete the missing one or to fill in the gap.⁴⁰

Based on the definition above, researcher infers that information gap technique is a technique of sharing information about a subject that he or she does not know before. In an activity, one person has certain information that must be shared with others in order to solve a problem, gather information or

³⁷ M. Asrobi, K. Seken, W. Suarnajaya, “The Effect Of Information Gap Technique And Achievement Motivation Toward Students’ Speaking Ability (An Experimental Study of the Tenth Grade Students of MAN SELONG)” in *e-Journal Postgraduate Program Ganesha University of Education, Language Education Study Program*. (Singaraja: Ganesha University of Education, Volume 1 Tahun 2013), p.3.

³⁸ K. Morrow, *Principles of Communicative Methodology*, (Essex: Longman, 1981), p.59.

³⁹ Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2007), p.275.

⁴⁰ M. Afrizal, “A Classroom Action Research: Improving Speaking Skills Through Information Gap Activities” in *ENGLISH EDUCATION JOURNAL (EEJ)*, (Bireuen: Almuslim University, 6(3), July 2015), p. 347.

make decisions. Information gap technique is useful activity in which one person has information that the other lacks and they must use target language to share the information. This is supported by the students have to communicate in order to achieve the task outcome.

2. Characteristics of Information Gap Technique

According to Brown, information gap technique has two characteristics. The first one is that information gap focuses on the information and not to language forms. Second, information gap prioritize the communicative interaction in order to reach the objective.⁴¹

Then, Nunan characterizes information gap technique as follow:⁴²

- a. In each activity, the students is given a task.
- b. During the information the students need for the task is split into two part (Student A and Students B), no students has enough information to be able to do it alone.
- c. The students have to ask each other for the information that they need and come to a decision together.
- d. The activities are not exercise, but context in which the students can use language to find out about things they genuinely need to know and to show ideas.

⁴¹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), 2nd Edition, p.185.

⁴²David Nunan, *Designing Task for the Communicative Classroom*, (New York: Cambridge University Press, 1992), p.124.

Then, the researcher can infer that there are four main points as the characteristics of information gap technique, those are task-based learning, work in pair or group, there is information sharing through speaking, and use language to bridge a gap between them.

3. The Teachers' Roles in the Information Gap Technique

In order to get an effective information gap technique during the English teaching and learning process, a teacher should know the roles in the activity. According to Son, there are three teacher's roles in information gap activities.⁴³

a. Teacher as a facilitator.

In this first role, a teacher can perform as: a material provider, an activity initiator, an organizer of the classroom activities, an error-corrector, a standby teacher, and a consultant or adviser.

In the beginning of an information gap activity, students may not be able to begin the communicative information gap activity directly and they still lack the knowledge in linguistic forms or skills which create communicative ability so that a teacher should act as a material and activity initiator. Meanwhile, as an organizer of the classroom activities, teachers should tell the students about the topic and the activity that will

⁴³T. L. Son, "Using Information Gap Activities to Promote Communication In EFL Classes" (In 5th National VTTN ELT, 2009), p.

be learned. Moreover, they have to divide the class into pairs or groups because information gap is a group work.

As an error corrector, teachers should monitor and correct the linguistics errors in the pre communicative activity, but at the group work and class work levels in the process of communicative activity, teachers do not correct the errors since the errors do not inhibit communication. Meanwhile, as a standby teacher, lets communication take place through independent activities. The last, as a consultant or adviser, teachers just walk to and from the classroom and help the students when necessary or when asked.

b. Teacher as a participant

In this role, the teachers should participate as an equal part in the activity. Teachers may offer information, stimulate and present new language at the same time. However, when engaging in such activity, teachers should act equally in position to the students.

c. Teachers as the observer and learner

The teachers may monitor the strengths and the weaknesses of the students while the students are engaging with the independent activity. By knowing the students' weaknesses, the teacher can create more controlled pre-communicative activities.

4. Information Gap Activities to Increase Speaking Ability

To increase the students' speaking, the researcher needed to create a creative class by conducting a suitable technique called Information Gap Technique (IGT). Many experts in language teaching suggest information gap technique to teach speaking. Firstly, it is suggested by Raptou that "information gap is a useful activity in which one person has information that the other lacks. All of the speakers must use the target language to share the missing information". For instance, a student has the directions to a party and he must give them to a classmate. One type of speaking activity involves the so-called 'information gap' where two speakers have different parts of information making up a whole, because they have different information, there is a 'gap' or information gap.⁴⁴ Secondly, Liao and Raptou in Defrioka serve many purposes such as solving problem or collecting information. Besides, they also promote real communication and facilitate language acquisition, especially in mastering vocabulary and grammatical structures taught in the class.⁴⁵ Moreover, communicative activities, in this case information gap activities can increase students' speaking ability.

Then, Solvoca states that information gap activities are a common type of speaking skills training.⁴⁶ It can be inferred that using information gap activities is another technique of teaching speaking. Nation and Newton

⁴⁴ *Ibid*, p. 345.

⁴⁵ Andri Defrioka, "Improving Students' Interaction in Speaking Class through Information Gap Activities", 2009. p.40.

⁴⁶ Bc. Petra Solcova, *English Language and Literature and Teaching English Language and Literature for Secondary Schools*. (Masaryk University Faculty of Arts, Department of English and American Studies, 2011), p.85.

distinguish information gap activities into a split information arrangement (in which each student has different essential information) and a superior-inferior arrangement (in which one student has all the information that the others need).⁴⁷

Because of students work together or a team, they must work and share the information together. This activity can increase the classroom interaction, because an information gap activity takes place among the students, not between a student and the teacher, though a teacher can certainly demonstrate the activity.

In brief, information gap activities can be useful to teach speaking since it gives valuable contributions to the students and the teachers as well. For the students, information gap activities provide wide opportunity to speak during the class, and for the teachers, information-gap activities help them to facilitate the students with the real communication to practice the use of the vocabulary and grammatical structures taught previously in the class.

5. Advantages and Disadvantages Information Gap Technique

a. Advantages of Information Gap Technique

Information gap activities help the teacher in the language learning process. Information gap activities are included in the communicative tasks that help the students to explore their skills. Some experts have

⁴⁷I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking: ESL & Applied Linguistics Professional Series*, (New York: Routledge. 2009), p.101.

discussed the advantages of applying information gap activities in teaching speaking. Hess states, that information gap activities can provide a comprehensive feedback from the learners, such as a wide diversity of opinions, references, and values, many different experiences and styles of learning. Then, she also adds that information gap activities can foster a learner-autonomous learning style.⁴⁸

Then, Morrow mentions that activities that are truly communicative have three features in common: information gap, choice, and feedback. Information gap activities can also be used as speaking practices that reflect the daily conversation. The give and take exchanges of messages will enable them to create discourse that conveys their intentions in real-life communication.⁴⁹

Besides, using information gap activities are effective to create students' participation in speaking. The reason is sometimes learners speak more willingly in class when they have a reason for communicating. Thus, information gap activities also can enrich the types of activity that can be done in learning process. It also makes the class more fun and interesting.

⁴⁸Ranti Harvi Rahimi, "The Use Of Information Gap Technique To Improve Speaking Skill" in *Journal of English Education, Literature, and Culture*, (Sultan Agung Islamic University: Volume I, Number 1, February 2016), p. 59.

⁴⁹ Richards, and W. A. Renandya, *Methodology in Language Teaching*,(Cambridge: Cambridge University Press, 2002), p.208

b. Disadvantages of Information Gap Technique

Group work in information gap activity do not always complete the learners' ability to communicate in the target language.⁵⁰ It indicates that not all students will active and give feedback each others and the active students will take more time than the passive students. Then, because of the teachers just become fasilitators so the students will communicate without the direct intervention of the teachers, so the teachers will not be involved in such information gap technique to prevent the mistakes or errors that done by the students and even they cannot help the students.

C. Action Hypothesis

Action hypothesis which is submitted in this research is “By using information gap technique, the students will be able to increase their speaking ability at the tenth graders of SMK N 1 Pekalongan East Lampung”.

⁵⁰Ee Joycey. *Modern English Teacher: Group Work, The Information Gap and The Individual*. Vol. X, No. 1, September 1982.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

This research use Classroom Action Research (CAR), because classroom action research is one of the effort to improve the teaching program quality in all educational level intend senior high school. Action research could be done the researcher or teacher as manager of teaching program. According to Daniel Tomal, action research is a systematic process of solving educational problems and making improvements.⁵¹ Therefore, classroom action research is mean that the teacher can know what do and dissolve the problem in their class. Here, the resecher held collaboration with the other English teacher. We worked together to plan and design classroom action research process.

B. Subject of the Research

This research did at the tenth graders of the SMKN 1 Pekalongan, which consists of 30 students. The reseacher choosed this class, because it had the lowest English ability, especially in speaking. The reseacher choosed the tenth graders because most of the students were low in English especially in speaking ability. They also had low interest in learning English.

⁵¹Daniel R. Tomal. (2003). *Action Research For Educators*. Scarecrow Press: The United States of America, p.5

Table 4
The object of the research

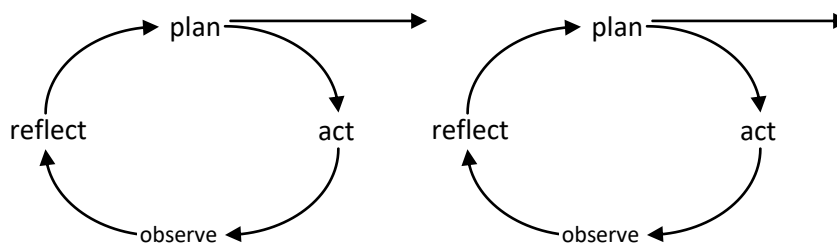
Class	Male	Female
X	1	29
Total Students	30	

C. Procedure of the Research

In this classroom action research, the research conducted based on the one group pre test and post test design. The researcher took one class where the students were given on pre test before they were given material about speaking, that is showing felling. The students were also given post test after they were given the treatment. Then, the researcher would like to hold the research at least in two cycles. There were four steps in cycle, they were planning, acting, observing, and reflecting. If the first cycle had fail, the cycle must be reviewed for the second cycle. There was a relationship between one and other.

Here was steps classroom action research design by Jean Mc Kniff and Jack Whitehead:⁵²

Figure 1



The explanation of the steps of cyle was follow:

⁵² McNiff, Jean and Jack Whitehead, *Action Reasearch: Principles and Practice (Second Edition)*, London and New York:RoutledgeFalmer. 2002, p.41

1. Cycle 1

a. Planning

Planning was the first step in each activity. Here were step that the reseacher could make in planning:

- 1) The reseacher prepared the lesson plan, the material and the media.
- 2) The reseacher prepared souch learning.
- 3) The reseacher planed to give the task and evaluation.

b. Acting

The second in the action research ws acting. It was the realization from the planning which had made by researcher. The steps were as follows:

1) Preparing

The reseacher observed the students in this research to know the problems in the process of learning. After getting the problems, the reseacher arranged a learning design with an technique and evaluation.

2) Process of Learning

The reseacher used a sheet of observation. It aimed to make some notes of the activities in the process of learning speaking by using information gap technique.

A pre test was given to the students to know the early students' ability before treatment and gave a post test to know the students

ability after they were taught by information gap technique. In this case, the researcher would compare the scores before and after using information gap technique. It was aimed to see whether the students' scores increased or not.

c. Observing

Observation was the activity to record the event and action. In this research, the observation did in a learning process. In other words, this observation finished together with action that had been mentioned in action stage. The observation in teaching learning process was recorded by using note. This was to know how far the students' speaking ability by using information gap technique.

d. Reflecting

In this step the data got from observation in each action. From the data was analyzed to know the decrease or increase in learning process. It was used to increase the students' speaking ability in following cycle. After comparing the score distribution of pre test and post test, the researcher reviewed and reflected the students' attitude and performance whether it was positive or negative. The result is for evaluation material and for reflection to the second research.

2. Cycle 2

The step at the second cycle was same with the first cycle by the less action. Here were the step of second cycle:

a. Planning

Planning was the first step in each activity. Here were step that the reseacher could make in planning:

- 1) The reseacher prepared the lesson plan, the material and the media.
- 2) The reseacher prepared souch learning.
- 3) The reseacher planed to give the task and evaluation.

b. Acting

The second in the action research was acting. It was the realization from the planning which had made by researcher. The steps were as follows:

1) Preparing

The reseacher observed the students in this research to know the problems in the process of learning. After getting the problems, the reseacher arranged a learning design with an technique and evaluation.

2) Process of Learning

The researcher used a sheet of observation. It aimed to make some notes of the activities in the process of learning speaking by using information gap technique.

A pre-test was given to the students to know the early students' ability before treatment and gave a post test to know the students ability after they were taught by information gap technique. In this case, the researcher would compare the scores before and after using information gap technique. It was aimed to see whether the students' scores increased or not.

c. Observing

Observation was the activity to record the event and action. In this research, the observation did in a learning process. In other words, this observation finished together with action that had been mentioned in action stage. The observation in teaching learning process was recorded by using note. This was to know how far the students' speaking ability by using information gap technique.

d. Reflecting

In this step the data got from observation in each action. From the data was analyzed to know the decrease or increase in learning process. It was used to increase the students' speaking ability in following cycle. After comparing the score distribution of pre test and post test, the

researcher reviewed and reflected the students' attitude and performance whether it was positive or negative. The result is for evaluation material and for reflection to the second research.

D. Data Collection Method

Here were the following techniques that had used to collect data:

1. Observation

Donald Ary defined that observation are made with respect to some characteristic of the behavior of the subject employed in the research.⁵³ Here, the observation method focus on entire process of teaching learning speaking ability by information gap technique.

Moreover, the researcher used observation as data collection method to know how teaching speaking ability by information gap technique worked in the class, how the students respond the technique and how far information gap technique can help the students' speaking ability in learning English.

2. Test

In this research, the researcher gave the students two tests, that was pre test and post test. The tests gave to know the students' achievement before and after the learning process.

⁵³ Donald Ary, *et. al.* (1979). *Introduction to Research in Education*. United States of America: Holt, Rinechart and Wiston, p. 237

a. Pre-test

Pre test conducted before presenting the treatments to know how far the students' speaking ability. The researcher used objective test in the form oral test. Students showed their feeling in front of the class and the researcher evaluated the students' performance. There were four aspects to evaluate students' speaking ability, those are: fluency, pronunciation, vocabulary, and accuracy. The score of each aspects was 25, so the total score of oral test were 100.

b. Post-test

The post test conducted to know the progress of students' speaking ability by using information gap technique after the treatments. The type of post test was objective test in the form oral test like a pre test. The aspects and score of evaluation were same with the pre test.

3. Documentaion

Documentation is method that is used to get information from written sources or documents like books, magazines, regulation, notes of meeting and daily report.⁵⁴

The researcher used this method to get the data about the history of the school, the sum of teachers, official employed and students at SMK N 1 Pekalongan East Lampung.

⁵⁴*Ibid.*, p. 102

E. Instrument of the Research

Instrument is the tool of research used in each method. Furthermore, the research instrument data by used the test and the test consist of pre test and post test. The instrument of the research is below:

In the test, the reseacher asked students to show their feling with a group in front of the class. The students showed what they felt, such as: hapy, sad, angry, bored, confuse, tired, full of spirit and others. Then, the other test reseacher devided the students into pairs and gave them some picture then they gave opinion based on the picture to others.

F. Data Analysis Technique

To investigate whether there were any positive and significance increase of using information gap technique to increase students' speaking ability at the tenth graders of the SMKN 1 Pekalongan East Lampung, the reseacher analyzed the data by taking the average of the pre test and post test. Then, the researcher gave test at the early cycle and the last cycle to know students achievement after the actions. The average was calculated by applying the following formula:

$$M = \frac{\sum X}{N}$$

Note:

M = The average score.

$\sum X$ = Total of the score every cycle.

N = Total of students that follow test.

G. Indicator of Success

The indicator of the success took from the process and the result of the action research. The students were called success if 70% students got 70 and 70% actived in learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

3. Description of Research Location

a. The History of SMKN 1 Pekalongan East Lampung

SMKN 1 Pekalongan is the one of vocational school in East Lampung with school statistic number 401120810056. It is located on Bengkok street No.29 Sidodadi, Pekalongan, East Lampung and it was established on 2013. SMKN 1 Pekalongan East Lampung has three levels of class, those are the tenth, eleventh, and twelve grades, then consists of three study program those are Akutansi, Agribisnis Ternak (ATR), and Teknik Kendaraan Ringan (TKR). SMKN 1 Pekalongan East Lampung has 478 students, 24 teachers and 6 administration staffs. Then, the leader headmaster of the school had been changed as followed:

- 1) Muhammad Khotib, S.Pd.M.Pd (2013 until 2016)
- 2) Martin Indra, S.T.M.M (2016 until now)

b. The building of SMKN 1 Pekalongan East Lampung

In order to support teacher and students, SMKN 1 Pekalongan East Lampung has some buildings, those are: 11 Class Room, 1 Library, 1 Teachers and Principal's Room, 1 Sains Laboratory, 1 Computer

Laboratory, 1 Language Laboratory, 1 Mosque, 1 Counselor Room, 1 UKS, 1 garage, 1 Bathroom For Teacher and Principal, 2 Bathroom For Students, 1 Sport Yard, 3 Canteens, 2 Parking Areas, 1 coral cow and 1 corral goat.

- c. The Number of Teacher and Official Employees in SMKN 1 Pekalongan East Lampung

The number of teachers and official employees can be identified as follows:

Table 5
Number of Teacher and Official Employees of SMKN 1 Pekalongan East Lampung

Teachers Education Background			
SMA/MA	D1 - D3	S1	S2
2	2	24	2

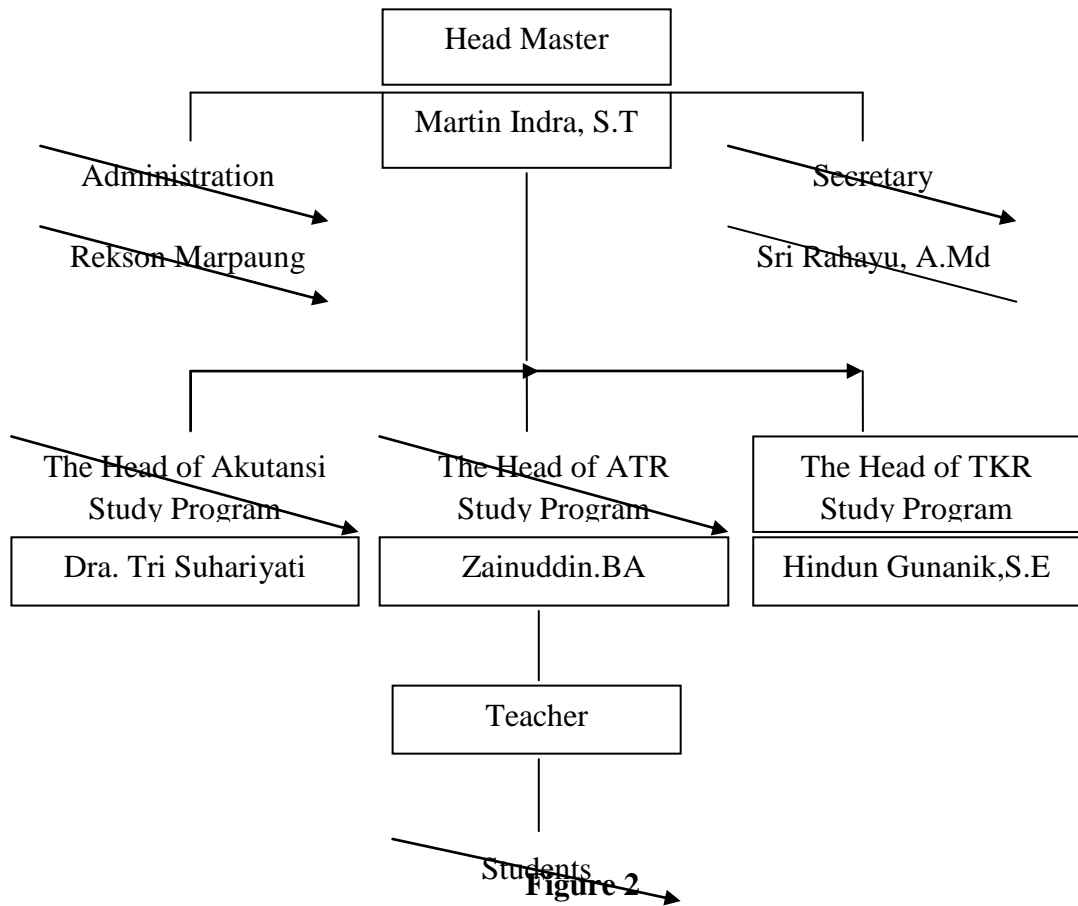
- d. The Quality of SMKN 1 Pekalongan East Lampung

The numbers of SMKN 1 Pekalongan East Lampung students are 478 that can be identified as follows:

Table 6**The Quality of SMKN 1 Pekalongan East Lampung Students**

No	Class	Program	Sex		Total
			Male	Female	
1	X	Akutansi	9	60	69
		ATR	18	33	51
		TKR	54	-	54
		Total			174
2	XI	Akutansi	1	63	64
		ATR	35	17	52
		TKR	52	-	52
		Total			168
3	XII	Akutansi	12	50	62
		ATR	15	7	22
		TKR	52	-	52
		Total			136
Total Students					478

e. Organization Structure of SMKN 1 Pekalongan East Lampung



Organization Structure of SMKN1 Pekalongan East Lampung

f. Vision and Mission of SMKN 1 Pekalongan East Lampung

1) Vision

To create qualified vocational school with knowledge and technology and godfearing.

2) Mission

To create the quality and quantity of students who have creative skills, profesional, and be able to increasing fieldwork in sectors as automotive, agribusiness, and finances with a good service.

4. Description of the Research

The researcher conducted this research in two cycles and each cycle consists of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' speaking ability before giving treatment and it used as the comparison score with post-test. The pre-test used in this research is in the form of spoken test. The result of pre-test could be seen on the table below:

Table 7

The Result of Students' Pre-Test at the Tenth Graders of SMKN 1 Pekalongan East Lampung

No	Students' Name	The Score of Pre-Test	Interpretation
1	AE	45	FAILED
2	AMP	50	FAILED
3	AS	50	FAILED
4	BNP	65	FAILED
5	CA	55	FAILED
6	DMS	70	PASSED
7	DP	50	FAILED

8	EF	50	FAILED
9	EN	40	FAILED
10	EA	50	FAILED
11	EW	55	FAILED
12	FND	40	FAILED
13	FA	60	FAILED
14	FF	40	FAILED
15	FAR	50	FAILED
16	GH	65	FAILED
17	INK	50	FAILED
18	KH	65	FAILED
19	KDL	60	FAILED
20	LW	55	FAILED
21	LSA	60	FAILED
22	MSD	70	PASSED
23	PWN	60	FAILED
24	RWA	65	FAILED
25	RF	50	FAILED
26	SAD	70	PASSED
27	SO	70	PASSED
28	SW	70	PASSED
29	SS	55	FAILED
30	VA	55	FAILED
Total		1627	
Average		54,3	

Taken on July 14th, 2017

Table 8
The Criteria of Learning Result

No.	Score	Interpretation
1.	90-100	Excellent
2.	70-89	High
3.	60-69	Fair
4.	0-59	Low

Source: Ledger of the English Teacher in SMKN 1 Pekalongan East Lampung

Based on the table, it could be analyzed that there were 5 students (16,7%) who passed the pre-test and 25 students (83,7%) who failed the pre-test. The lowest score in pre-test was 40 and the highest score was 70. It means that the students did not fulfill the minimum standard at SMKN 1 Pekalongan East Lampung and the students' speaking ability was low. Besides, from the result of pre-test, the researcher got the average 54,3. So, it was the reason why the researcher used Information Gap Technique to increase the students' speaking ability.

a. Cycle 1

1) Planning

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English

subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the treatment.

2) Acting

The second meeting was treatment. The researcher conducted the treatment on July 15th, 2017. In this meeting, the researcher as an English teacher and Mrs. Mira Rahma Dewi, S.Pd, as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Then, the researcher explained about information gap technique before. Afterwards, the researcher gave the material about inviting someone.

At the beginning of teaching learning process, the researcher asked to the students about inviting someone. Some of the students forgot and just a little of them have known the word or phrase to invite someone. Secondly, the researcher explained about the word or phrase to invite someone, how to invite someone, how to accept or refuse the invitation, and gave audio of inviting someone. After that, the researcher gave some theme, such as: come to birthday party, go swimming and play basketball. The students were asked to choose one of the theme and make a conversation about accepting invitation in pairs, then practice it in front of the class.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and

informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on July 21st, 2017. The post test was done to know how the students' speaking ability after giving treatment. The researcher divided the students into pairs. The pairs of the students worked together on speaking activities. Each pairs was given a condition by the researcher. Then the students should make a conversation about refusing and pratice it in front of the class. The researcher guided the students to be active in the pair and listened how the pair worked. The result of post-test in cycle 1 could be seen on the table, as follow:

Table 9

The Student's Result at Cycle 1

No	Students' Name	The Score of Post-Test 1	Interpretation
1	AE	55	FAILED
2	AMP	60	FAILED
3	AS	65	FAILED
4	BNP	70	PASSED
5	CA	60	FAILED
6	DMS	75	PASSED
7	DP	70	PASSED
8	EF	65	FAILED

9	EN	55	FAILED
10	EA	60	FAILED
11	EW	65	FAILED
12	FND	50	FAILED
13	FA	60	FAILED
14	FF	50	FAILED
15	FAR	50	FAILED
16	GH	65	FAILED
17	INK	55	FAILED
18	KH	65	FAILED
19	KDL	60	FAILED
20	LW	60	FAILED
21	LSA	70	PASSED
22	MSD	75	PASSED
23	PWN	60	FAILED
24	RWA	70	PASSED
25	RF	60	FAILED
26	SAD	75	PASSED
27	SO	75	PASSED
28	SW	75	PASSED
29	SS	70	PASSED
30	VA	70	PASSED
Total		1915	
Average		63,8	

From the table 3, it could be analyzed that the students' average score was 63,8. The highest score was 75 and the lowest score was 50. Based on the minimum mastery criterion (KKM), there were 11 students that had passed on post-test 1 or got score ≥ 70 . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

3) Observing

In observation of the researcher action, the collaborator observed the researcher activities. The researcher as a teacher gave material about inviting someone by using Informtion Gap Technique.

In the learning process, there were three part used and mentioned to know the researcher activity. The cllaborator gave a thick in observation sheet.

Table 10
The Researcher's Activity of Cycle 1

Researcher activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability	✓		
2. While teaching			
a. Informing the objective of learning		✓	

b. Explaining the material uses information gap technique		✓	
c. Guiding the students to follow the lesson		✓	
3. Post-teaching			
a. Concluding the result of learning		✓	
b. Class closing ability.	✓		

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

The researcher and collaborator analyzed and concluded that some of students still got difficulties and hesitate to speak English. They were not confident to speak English because they were afraid and shy if they wrong in pronunciation. The teacher should give more motivation in the next cycle to make the students be confidence. The teacher should urgent the students to practice more, so that the students were used to speak up their mind naturally. Reinforcement in teaching technique is needed in the next cycle to make the students more enjoy and fun. It should be done to resolve the student's problem in speaking English.

b. Cycle 2

1) Planning

In the planning, the researcher and collaborator Mrs. Mira Rahma Dewi, S.Pd plan the materials about giving opinion. The researcher prepared several things that related with material to identify and finds the cause of problem.

2) Acting

In the first meeting in cycle II was conducted on July 22nd, 2017. It was started by greeting, asking the student's condition, and checking the attendance list. The teacher reviewed the last material shortly. Then, the researcher explained about giving opinon. After that, the researcher asked the stdents to gie opinion about their school in pairs.

To know students speaking ability after giving treatment, in the last meeting all of students were given a post-test that has to do in group. The students was gave some picture, they have to choose one of the picture then, give opinion based on the picture.

The result of post-test in cycle 2 could be seen on the table, as follow:

Table 11**The Student's Result at Cycle 1**

No	Students' Name	The Score of Post-Test 2	Interpretation
1	AE	65	FAILED
2	AMP	70	PASSED
3	AS	70	PASSED
4	BNP	70	PASSED
5	CA	65	FAILED
6	DMS	80	PASSED
7	DP	75	PASSED
8	EF	75	PASSED
9	EN	60	FAILED
10	EA	70	PASSED
11	EW	75	PASSED
12	FND	60	FAILED
13	FA	65	FAILED
14	FF	60	FAILED
15	FAR	60	FAILED
16	GH	75	PASSED
17	INK	65	FAILED
18	KH	75	PASSED
19	KDL	70	PASSED
20	LW	70	PASSED
21	LSA	75	PASSED
22	MSD	80	PASSED

23	PWN	75	PASSED
24	RWA	75	PASSED
25	RF	70	PASSED
26	SAD	80	PASSED
27	SO	80	PASSED
28	SW	75	PASSED
29	SS	75	PASSED
30	VA	75	PASSED
Total		2130	
Average		71	

From the table, it could be analyzed that the students' average score was 71. The highest score was 80 and the lowest score was 60. Based on the minimum mastery criterion (KKM), there were 22 students that had passed on post-test 2 or got score ≥ 70 . It means that in cycle 2 there were increasing of the students' speaking ability.

3) Observing

In observation, the researcher presented two meetings in cycle 2, The researcher used Information Gap as technique for teaching speaking. In the first meeting tried to make the lesson enjoy and active by keeping interaction with the students. The students started to interest and there was not hesitating to speak English. They felt confident to give their opinion in front of their friends. In the second

meeting, the student's speaking ability was better. The student's confident were good. They were brave to speak up with a little mistake. In the second meeting, the researcher gave post test. The result was good because most of the students can speak well.

Table 12
The Researcher's Activity of Cycle 2

Researcher activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability	✓		
2. While teaching			
a. Informing the objective of learning	✓		
b. Explaining the material uses information gap technique	✓		
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability.	✓		

Based on the table that prepared to submit the data in cycle 2, it can be seen that planning of the learning got the Good category. So, there was the increasing from the activity of the teacher in cycle 2.

4) Reflecting

Based on the result of observation learning process in cycle 2, it can be said that the instructional process by using Information Gap as a technique has achieved criteria minimum of the research. This success caused the researcher has revised and improved the instructional process in cycle 2. In the cycle 2, the students were also active to speak up than before. They felt have motivation in doing task. Based on result, the students can increase the speaking ability. And the researcher stopped in cycle 2.

B. INTERPRETATION

1. Interpretation and Learning Result at Cycle 1

Table 13

The Increasing of Students Score at Pre-Test and Post-Test 1

No	Name	Score (Pre-Test)	Score (Post-Test 1)	Note
1.	AE	45	55	Increased
2.	AMP	50	60	Increased
3.	AS	50	65	Increased
4.	BNP	65	70	Increased
5.	CA	55	60	Increased
6.	DMS	70	75	Increased
7.	DP	50	70	Increased
8.	EF	50	65	Increased
9.	EN	40	55	Increased

10.	EA	50	60	Increased
11.	EW	55	65	Increased
12.	FND	40	50	Increased
13.	FA	60	60	Constant
14.	FF	40	50	Increased
15.	FAR	50	50	Constant
16.	GH	65	65	Constant
17.	INK	50	55	Increased
18.	KH	65	65	Constant
19.	KDL	60	60	Constant
20.	LW	55	60	Increased
21.	LSA	60	70	Increased
22.	MSD	70	75	Increased
23.	PWN	60	60	Constant
24.	RWA	65	70	Increased
25.	RF	50	60	Increased
26.	SAD	70	75	Increased
27.	SO	70	75	Increased
28.	SW	70	75	Increased
29.	SS	55	70	Increased
30.	VA	55	70	Increased
Total		1627	1915	Increased
Average		54,3	63,8	

Based on the table above, it can be seen that the students Pre-test the highest score was 70 and Post-test is 75. We know the progress score was 5.

And average of the students Pre-test was 54,3 and Post-test 1 was 63,8. There was increase 9,5 point. Then the presentation of the students that pass in Pre-test was 16,7% and Post-test was 36,7% the progress was 20%. The result of Post-test 1 was higher than the result of Pre-test.

2. Interpretation and Learning Result at Cycle 2

Table 14
The Increasing of Students Score at Post-Test 1 and Post-Test 2

No	Name	Score (Post-Test 1)	Score (Post-Test 2)	Note
1.	AE	55	65	Increased
2.	AMP	60	70	Increased
3.	AS	65	70	Increased
4.	BNP	70	70	Constant
5.	CA	60	65	Increased
6.	DMS	75	80	Increased
7.	DP	70	75	Increased
8.	EF	65	75	Increased
9.	EN	55	60	Increased
10.	EA	60	70	Increased
11.	EW	65	75	Increased
12.	FND	50	60	Increased
13.	FA	60	65	Increased
14.	FF	50	60	Increased
15.	FAR	50	60	Increased
16.	GH	65	75	Increased

17.	INK	55	65	Increased
18.	KH	65	75	Increased
19.	KDL	60	70	Increased
20.	LW	60	70	Increased
21.	LSA	70	75	Increased
22.	MSD	75	80	Increased
23	PWN	60	75	Increased
24	RWA	70	75	Increased
25	RF	60	70	Increased
26	SAD	75	80	Increased
27	SO	75	80	Increased
28	SW	75	75	Constant
29	SS	70	75	Increased
30	VA	70	75	Increased
Total		1915	2130	Increased
Average		63,8	71	

3. Comparison of Pre-test, Post-test 1, and Post-test 2

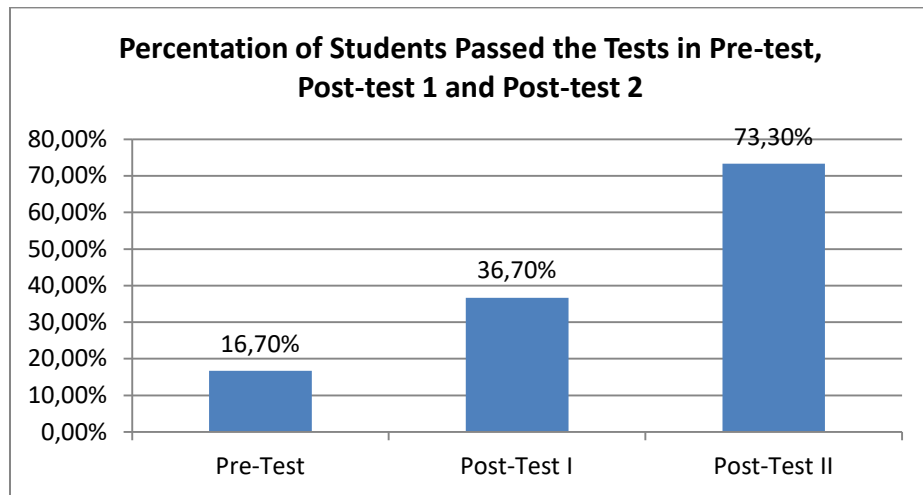
To know the comparison of Pre-test, Post-test I and Post-test II it showed on the table bellow:

Table 15

The Comparison of Pre-test, Post-test 1, and Post-test 1

Pre-Test	Post-Test 1	Post-Test 2
54,3	63,8	71

Figure 3



Based on the table above, it can be concluded that using Information Gap Technique could increase the students' speaking ability. The table told about the significant improvement of the students' average score from pre test, post test 1, and post test 2. From the average score of pre-test (54,3) to post-test 1 (63,8), it increased 9,5 point, and from post-test 2 (63,8) to post-test 2 (71) increased 7,2 point. Then the chart told presentation of the students that pass in pre-test was 16,7% and post-test 1 was 36,7% the progress was 20%, from post-test 1 (36,7%) to post-test 2 (73,3%), the progress was 36,6%. To sum up, it can be said that using Information Gap Technique could increase students' score in speaking ability.

C. The Analysis of the Phenomenon in the Field

The instruction activities in the class were more active and effective, the students were easier to accept the lesson. In summary, Information Gap

Technique was an activity that enjoying and can share their knowledge, it can provide motivation to learn for the students. Then, the result of analysis of the theory, the students abled to apply in the daily activities. The students have to be active in learning speaking by using Information Gap Technique.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, some conclusions are drawn based on the findings and discussion the previous chapter and allowed by some suggestion.

A. Conclusion

Based on the result and discussion of the study, the researcher concludes that teaching speaking by using Information Gap Technique could increase the students' motivation in learning. So, it could help the students in speaking ability. Those result are proved by the higher scores made by students in the post-test. In the pre-test the average score is 54. Whereas the average in the post-test 1 was 63 and post-test 2 was 71.

The result in cycle 2 becomes better than cycle 1, it means that the action influenced the students to get better achievement and better score. The students were interested and active during the action although they faced difficulties in memorizing and pronouncing the new words. However, Information Gap Technique can create positive influence for students. Information Gap Technique can increase the students' speaking ability because after giving action the fact showed that there was an increasing of the students' speaking ability and their attending in learning process.

Then, the result of analysis of the theory, the students able to apply in the daily activities. The students must be active in learning speaking by using Information Gap Technique.

B. Suggestion

Based on the research and the conclusion started previously, the researcher would like to propose some suggestions as follow:

1. For Institutional

- a. The institution should supply the support book, such as magazine, book story, dictionary etc.
- b. The school should provide the quality of English teacher.
- c. The institution should provide some text books to be read by students, in order to improve their knowledge.

2. For Headmaster

- a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
- b. The headmaster is recommended to make the further research about increasing the students' speaking ability by using Information Gap Technique.

3. For English Teacher

- a. The English teacher should motivate the students to be more active in learning English by using Information Gap Technique in English learning process.
- b. The English teacher is suggested to help students to increase their speaking ability by using Information Gap Technique.
- c. The English teacher should prepare some books to improve their knowledge especially in English subject.

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APPENDICES

PERMOHONAN SURAT IZIN RESEARCH

Kepada Yth.,
Rektor IAIN Metro
di-
Metro

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama : VIVI ZUNITARA
NPM : 13108717
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris (PBI)
Semester : 8 (Delapan)
IPK Sementara : 3,42 (Tiga Koma Empat Dua)
Alamat Tempat Tinggal : Dusun V
HP. 085768279077

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi.
Judul dan Tempat Research sebagai berikut:

Judul Tugas Akhir/Skripsi : INCREASING THE STUDENTS' SPEAKING ABILITY BY USING
INFORMATION GAP TECHNIQUE AT THE TENTH GRADER OF SMK
N 1 PEKALONGAN EAST LAMPUNG
Tempat Research : SMK N 1 PEKALONGAN


Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Foto Copy KTM
2. Foto Copy Slip Pembayaran SPP terakhir
3. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
4. Asli Pengesahan Proposal
5. Asli Surat Bimbingan Skripsi yang dikeluarkan Jurusan
6. Asli Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk S1), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Metro, 03 Mei 2017
Pendaftar,



VIVI ZUNITARA
NPM 13108717



88203003060



Nomor : B-2422/In.28/R.1/TL.00/05/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMK N 1 PEKALONGAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2421/In.28/R/TL.01/05/2017, tanggal 08 Mei 2017 atas nama saudara:

Nama : VIVI ZUNITARA
NPM : 13108717
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK N 1 PEKALONGAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' SPEAKING ABILITY BY USING INFORMATION GAP TECHNIQUE AT THE TENTH GRADER OF SMK N 1 PEKALONGAN EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2017
Wakil Rektor Bidang Akademik
dan Kelambagaan,


Dr. Suhairi S. Ag, MH
NIP. 197210011999031003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 PEKALONGAN
NSS : 401120810056 NPSN : 69763267



Alamat : Jln. Bengkok No. 29 Desa SidakadiKec. Pekalongan Lampung Timur-Tp. 08538052631 Email : smkn1_pklampung@gmail.com
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Nomor : 425/063/SMKN1-Pkl/VI/2017
Lampiran : -
Perihal : Surat Tanggapan Izin Research

Kepada
Yth. : Wakil Rektor Bidang Akademik dan Kelembagaan
Institut Agama Islam Negeri Metro
Di Tempat

Dengan hormat,

Menanggapi surat permohonan nomor : B-2422/In.28/R.1/TL.00/05/2017
tanggal 8 Mei 2017 tentang Izin Research atas nama :

Nama : VIVI ZUNITARA
NPM : 13108717
Jurusan : Pendidikan Bahasa Inggris

Pada dasarnya kami tidak berkeberatan untuk menerima mahasiswa tersebut diatas untuk melakukan Research yang akan dilaksanakan pada bulan Juli 2017 di SMK Negeri 1 Pekalongan, Kecamatan Pekalongan, Kabupaten Lampung Timur.

Demikian surat ini kami buat dan sampaikan, atas perhatiannya diucapkan terimakasih.

Pekalongan, 5 Juni 2017
Kepala Sekolah,

MARTIN INDRA, S.T
NIP. 19740222 200902 1 001





SURAT TUGAS

Nomor: B-2421/In.28/R/TL.01/05/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : V/VI ZUNITARA
NPM : 13108717
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK N 1 PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' SPEAKING ABILITY BY USING INFORMATION GAP TECHNIQUE AT THE TENTH GRADER OF SMK N 1 PEKALONGAN EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
Pejabat Setempat
an: *Handoro*
Handoro
Susyo Handoro, SE
NIP. 19800915 200801 1018

Dikeluarkan di : Metro
Pada Tanggal : 08 Mei 2017
an: Rektor
Wakil Rektor Bidang Akademik,
Suhairi
Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Vivi Zunitara
NPM : 13108717

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 25/17 /09 29/9-17			<ul style="list-style-type: none">• Revise cover, etc• Abstract, Table of Contents• Chapter I• Add the number of teacher in appendices• Give teacher educational background• Recheck the page acc for munazasyah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Vivi Zunitara
NPM : 13108717

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 8/17 09			✓ Revisi Bab 4-5	
2.	Rabu 13/17 09			✓ Revisi • Abstract • Mottos • Table of contents • List of figure • chapter 5	
3.	Jum'at 15/17 09			✓ • Add diagram of Result of pre-test, post-test 1 and post-test 2	
4.	Rabu/ 20/17 09			✓ in menyempatkan	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
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SILABUS

NAMA SEKOLAH : SMK N 1 PEKALONGAN

MATA PELAJARAN : Bahasa Inggris

KELAS/SEMESTER : X / 2

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar	<ul style="list-style-type: none"> Words and expressions used to show regrets and apologies: <ul style="list-style-type: none"> I'm sorry that ... Words and expressions used to express sympathy: <ul style="list-style-type: none"> I'm sorry to hear that .. Adjectives for expressing feelings: <ul style="list-style-type: none"> happy, terrible, sad, etc Adjectives ' -ing' vs ' -ed' <ul style="list-style-type: none"> boring x bored Adjective set expressions <ul style="list-style-type: none"> get bored; turn bad, etc Subject – verb agreement: <ul style="list-style-type: none"> John is very happy to see you 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Dictation Listening for information Completing passages Speaking: <ul style="list-style-type: none"> Pronunciation practice Dialogue practice In pairs, creating and practising dialogues dealing with regret and apologies, sympathy, asking for and giving information , offering things and services. Expressing feelings about certain 	<ul style="list-style-type: none"> Bersahabat Komunikatif, Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja keras Disiplin Senang membaca Religius Santun 	<ul style="list-style-type: none"> Mandiri Kreatif Berani mengambil risiko Berorientasi pada tindakan Kepemimpinan Kerja keras Jujur Disiplin Inovatif Tanggung jawab Kerjasama Pantang menyerah Komitmen Realistis Rasa Ingin tahu Komunikatif Motivasi kuat untuk sukses 	<ul style="list-style-type: none"> Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat. Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat Ungkapan berbagai perasaan disampaikan dengan tepat Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat Ungkapan perintah dan permintaan digunakan secara tepat. <ul style="list-style-type: none"> Ungkapan penawaran barang dan jasa digunakan secara tepat. 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Dialog Merespon pernyataan Tes tertulis <ul style="list-style-type: none"> Melengkapi kalimat Membuat kalimat berdasarkan gambar. Menyusun cerita. 	22			<ul style="list-style-type: none"> Global Access to the World of Work American Business English Person to Person Grammar in Use

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
	<ul style="list-style-type: none"> • Words and expressions used in asking for and giving permission: <ul style="list-style-type: none"> - May I use the phone? - You can leave now. • Grammar: Modals + Auxiliary • Expressions and verb forms used in commands and requests: <ul style="list-style-type: none"> - Can you lend me a pen, please? - Come here!; Stand up! • Responses to commands: <ul style="list-style-type: none"> - Yes, I will. - Certainly. • Expressions used for offering things and services. <ul style="list-style-type: none"> - Would you like to have some tea? - Would you like to taste 		•	•	•					

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi	<ul style="list-style-type: none"> Words and expressions used in the context of telling or describing events. <ul style="list-style-type: none"> The students are cleaning the floor. When you arrive, the guests will be travelling around the city. Grammar: Present continuous, future continuous. Sentences using 'there + be' Prepositions: in, on, at, under, etc. <ul style="list-style-type: none"> There is a napkin on the table Questions about events: <ul style="list-style-type: none"> How/When did it happen? 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Matching pictures and sentences. Completing passages Speaking: <ul style="list-style-type: none"> Pronunciation practice Dialogue practice telling what's happening in pictures. Giving responses to the events shown in pictures, films, or dramas. Dialogue practice using "there" Writing: <ul style="list-style-type: none"> Writing short paragraphs 	<ul style="list-style-type: none"> Bersahabat Komunikatif, Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja keras Disiplin Senang membaca Religius Santun 	<ul style="list-style-type: none"> Mandiri Kreatif Berani mengambil risiko Berorientasi pada tindakan Kepemimpinan Kerja keras Jujur Disiplin Inovatif Tanggung jawab Kerjasama Pantang menyerah Komitmen Realistis Rasa Ingin tahu Komunikatif Motivasi kuat untuk sukses 	<ul style="list-style-type: none"> Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian. Pernyataan dengan menggunakan "there is/are" disampaikan dengan tepat sesuai dengan waktu dan tempat kejadian. Pertanyaan tentang peristiwa yang sedang terjadi disampaikan dengan tepat Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Menceritakan gambar Dialog Tes tertulis <ul style="list-style-type: none"> Melengkapi kalimat Menjawab soal cerita. Membuat kalimat berdasarkan gambar. 	22			<ul style="list-style-type: none"> American Business English Person to Person Pictures from newspapers or magazines Breakthrough

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaran umum, dan rambu-rambu lalu lintas	<ul style="list-style-type: none"> • Samples of memo • Sample of menu • Words and expressions to explain signs and symbols: <ul style="list-style-type: none"> - That "P" sign means that you can park here. - The symbol "Lady" means that the toilet is for women. - "No smoking" means that you are not allowed to smoke in that area. • Samples of time table and schedule • Degrees of comparison: <ul style="list-style-type: none"> - Bus is fast. - Train is faster than the bus. - Plane is the fastest of all 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Dictation - Completing memos and menus - Matching pictures based on signs, symbols, time tables and schedules given. • Speaking <ul style="list-style-type: none"> - Pronunciation practice - Dialogue practice involving memos, menus, signs, symbols, time tables and schedules - Making sentences using degrees of comparison, pronouns 	<ul style="list-style-type: none"> • Bersahabat • Komunikatif, • Peduli sosial • Rasa ingin tahu • Demokratis • Mandiri • Kerja keras • Disiplin • Senang membaca • Religius • Santun 	<ul style="list-style-type: none"> • Mandiri • Kreatif • Berani mengambil risiko • Berorientasi pada tindakan • Kepemimpinan • Kerja keras • Jujur • Disiplin • Inovatif • Tanggung jawab Kerjasama • Pantang menyerah • Komitmen • Realistis • Rasa Ingin tahu • Komunikatif • Motivasi kuat untuk sukses 	<ul style="list-style-type: none"> • Pesan ditulis dalam bentuk memo dengan benar. • Memo yang sudah ada dijelaskan dengan tepat. • Menu ditulis dan dijelaskan dengan tepat. • Tanda-tanda dan lambang (misalnya: rambu lalu lintas) dijelaskan dengan benar. • Berbagai macam jadwal (<i>time table</i>) dibuat dan dijelaskan dengan benar. • Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingkan sesuatu. 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Menjawab pertanyaan secara lisan - Menjelaskan jadwal perjalanan, rambu lalu lintas, simbol dan tanda. • Tes tertulis <ul style="list-style-type: none"> - Membuat memo - Menulis menu - Menulis jadwal - Menjawab pertanyaan tentang menu, jadwal, memo, rambu lalu lintas. 	22			<ul style="list-style-type: none"> ❖ Various kinds of memos and menus, time tables and schedules from different sources ❖ Person to Person ❖ American Business English ❖ Breakthrough

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
1.7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus	<ul style="list-style-type: none"> Words and expressions used in expressing preference: <ul style="list-style-type: none"> I prefer coffee to soft drink at this time of the day. I'd rather stay home over the weekend than go to movies. I like badminton better than volley ball. Conditional sentence type 1: <ul style="list-style-type: none"> If the weather is nice this morning, we can go to the beach. Words and expressions used to talk about capabilities: <ul style="list-style-type: none"> Can you 	<ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> Dictation Listening for information : dialogues Listening and completing maps. Speaking <ul style="list-style-type: none"> Interviewing for one's preferences and capabilities, asking and giving directions based on maps given. Responding to questions using conditional sentences type 1. Reading <ul style="list-style-type: none"> Reading for information : passages, dialogues, etc. 	<ul style="list-style-type: none"> Bersahabat Komunikatif, Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja keras Disiplin Senang membaca Religius Santun 	<ul style="list-style-type: none"> Mandiri Kreatif Berani mengambil risiko Berorientasi pada tindakan Kepemimpinan Kerja keras Jujur Disiplin Inovatif Tanggung jawab Kerjasama Pantang menyerah Komitmen Realistis Rasa Ingin tahu Komunikatif Motivasi kuat untuk sukses 	<ul style="list-style-type: none"> Berbagai ungkapan untuk menyatakan pilihan (<i>preferences</i>) digunakan dengan tepat. Ungkapan untuk menyatakan pengandaian (<i>conditional type I</i>) digunakan dengan tepat. Berbagai ungkapan untuk menyatakan kemampuan (<i>capabilities</i>) digunakan dengan tepat. Ungkapan untuk meminta dan memberi arah dan lokasi (<i>direction</i>) digunakan dengan tepat. 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Dialog tentang preference, direction, capabilities conditional. Tes tertulis <ul style="list-style-type: none"> Melengkapi dialog Menuliskan arah /petunjuk. pilihan ganda 	22			<ul style="list-style-type: none"> Person to Person Grammar in Use Maps Breakthrough English for Hotel Services Global Access to the World of Work

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
	<ul style="list-style-type: none"> Words and expressing used in asking for and giving direction (location): <ul style="list-style-type: none"> - Could you tell me the way to the Zoo, please? - Go straight on as far as the junction, then turn left. The Zoo is on your left ... Prepositions of place: in front of, behind, beside, dsb. 	<ul style="list-style-type: none"> Writing <ul style="list-style-type: none"> - Writing sentences expressing preferences and capabilities, directions or locations. - Writing sentences using conditional type 1. - Composing dialogues involving preferences and capabilities and giving directions. 								

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
1.8 Menuliskan undangan sederhana	<ul style="list-style-type: none"> Grammar review: “will”, “could”, “would” and prepositions: in, on at. Samples of invitation (personal invitation). Parts of personal invitations. Contents, style, spelling and punctuation. 	<ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> Completing invitations Listening for information Speaking <ul style="list-style-type: none"> Pronunciation practice Dialogue practice Responding to questions dealing with invitations using “yes-no” and “wh-” questions. Telling about invitations, Creating dialogues in pairs Reading <ul style="list-style-type: none"> Reading for information : invitations Writing 	<ul style="list-style-type: none"> Bersahabat Komunikatif, Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja keras Disiplin Senang membaca Religius Santun 	<ul style="list-style-type: none"> Mandiri Kreatif Berani mengambil risiko Berorientasi pada tindakan Kepemimpinan Kerja keras Jujur Disiplin Inovatif Tanggung jawab Kerjasama Pantang menyerah Komitmen Realistis Rasa Ingin tahu Komunikatif Motivasi kuat untuk sukses 	<ul style="list-style-type: none"> Sejumlah kata dirangkai menjadi kalimat yang mengandung unsur undangan Kalimat dirangkai dengan benar untuk membentuk undangan Undangan sederhana (misalnya: undangan ulang tahun) dituliskan dengan benar. 	<ul style="list-style-type: none"> Test Lisan <ul style="list-style-type: none"> Mengundang secara lisan Dialog Test tertulis <ul style="list-style-type: none"> Membuat undangan 	18			<ul style="list-style-type: none"> ❖ Different kinds of invitations ❖ Person to Person ❖ Breakthrough ❖ Global Access to the World of Work

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMKN 1 PEKALONGAN
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Berbicara (Speaking)
Alokasi Waktu : 2 x 45 Menit (1x pertemuan)

A. Standar Kompetensi dan Kompetensi Dasar

1. Berkomunikasi dengan bahasa Inggris setara Level Novice
 - 1.4. Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

B. Indikator Pencapaian Kompetensi

- Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat.
- Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat
- Ungkapan berbagai perasaan disampaikan dengan tepat
- Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat
- Ungkapan perintah dan permintaan digunakan secara tepat.
- Ungkapan penawaran barang dan jasa digunakan secara tepat.

C. Materi Pembelajaran

Expressions	Words
Apologies	I'm sorry that ...
Sympathy	I'm sorry to hear that ..
Asking For and Giving Permission	May I use the phone? You can leave now.
Commands and Requests	A: Can you lend me a pen, please? B: Yes, I will.

	A: Come here!, Stand up! B: Certainly.
Offering Things and Services	Would you like to have some tea? Would you like to taste this food?

D. Tujuan Pembelajaran

Siswa mampu mengungkapkan, dan merespon ungkapan simpati.

E. Metode Pembelajaran/Teknik

Information Gap Technique

F. Sumber, Alat dan Bahan Pembelajaran

- Script dialog.
- Video/audio dialog.
- Buku Effective Communication : an integrated course of english for vocational high school
- Proyektor dan Laptop

G. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (Pendahuluan)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
- Berdoa sebelum membuka pelajaran
- Memeriksa kehadiran siswa
- Mendoakan siswa yang tidak hadir karena sakit atau karena halangan lainnya
- Memastikan bahwa setiap siswa datang tepat waktu
- Menegur siswa yang terlambat dengan sopan
- Menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran;

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Mempersiapkan materi ajar, model, alat peraga.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

Pendidikan Budaya dan Karakter Bangsa yang ditanamkan :

Bersahabat	Demokratis	Senang	Analitis	Teliti
Komunikatif,	Mandiri	membaca	Logis	Peduli
Peduli sosial	Kerja keras	Religius	Lapang	lingkungan
Rasa ingin tahu	Disiplin	Santun	dada	Gigih
		Kritis	Terbuka	Berani

Kewirausahaan/ Ekonomi Kreatif yang ditanamkan :

Mandiri	Kerja keras	Tanggung jawab	Realistis
Kreatif	Jujur	Kerjasama	Rasa Ingin tahu
Berani mengambil	Disiplin	Pantang	Komunikatif
risiko	Inovatif	menyerah	Motivasi kuat
Berorientasi pada		Komitmen	untuk
tindakan			sukses
Kepemimpinan			

2. Kegiatan Inti

Eksplorasi

- Memberikan stimulus berupa pemberian materi tentang showing feelings
- Memberikan contoh dialog tentang showing feelings
- Mendiskusikan materi bersama siswa mengenai showing feelings
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau tanya jawab mengenai showing feelings

Elaborasi

- Siswa mengidentifikasi beberapa ekspresi tentang sympathy, offering things, giving and responding
- Siswa membuat dialog atau percakapan dengan situasi yang diberikan dan dipraktikkan di depan kelas
- Siswa Memberi respon dari situasi yang diberikan
- Memfasilitasi siswa melalui pemberian evaluasi mengenai showing feelings yang sudah di sampaikan oleh guru.

Konfirmasi

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi jawaban atau opini ketika guru bertanya
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai showing feelings

3. Kegiatan Akhir (Penutup)

- Siswa diminta memperagakan dialog secara berkelompok di depan kelas
- Guru menyimpulkan materi pembelajaran kemudian memberikan pertanyaan kepada siswa secara acak
- Guru memberi motivasi bahwa siswa harus belajar dengan rajin
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan

H. Penilaian

Aspect	Criteria
Fluency	Speak fluently with only rare repetition or self-correction.
Pronunciation	Pronounce word correctly, articulate clearly, intonate appropriately.

Vocabulary	Express with some flexibility and appropriateness word, giving effective description and expressing viewpoints on a variety of topics.
Grammar	Complex sentence use and minor grammatical occurrence.

Rating Points of Assessment Criteria

Initial	Criteria	Score
E	Excellent	25 points
VG	Very good	20 points
G	Good	15 points
S	Satisfactorily	10 points
P	Poor	5 points

I. Instrumen Penilaian

Please make a conversation about showing feeling with your group then practice in front of class !

Pekalongan, July 2017

Mengetahui,
Guru Mata Pelajaran

Researcher,

Mira Rahma Dewi,S.Pd
NIP. 19850729200804 2 006

Vivi Zunitara
NPM. 13108717

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMKN 1 PEKALONGAN
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Berbicara (Speaking)
Alokasi Waktu : 2 x 45 Menit (2x pertemuan)

A. Standar Kompetensi dan Kompetensi Dasar

1. Berkomunikasi dengan bahasa Inggris setara *Level Novice*.
 - 1.5. Menjelaskan secara sederhana kegiatan yang sedang terjadi.

B. Indikator Pencapaian Kompetensi

- Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian.
- Pernyataan dengan menggunakan "there is/are" disampaikan dengan tepat sesuai dengan waktu dan tempat kejadian.
- Pertanyaan tentang peristiwa yang sedang terjadi disampaikan dengan tepat
- Pengungkapan perasaan/pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat

C. Materi Pembelajaran

- Words and expressions used in the context of telling or describing events.
 - The students are cleaning the floor.
 - When you arrive, the guests will be travelling around the city.
- Expressions of feelings/opinions concerning an event
 - I was very shocked to learn about the number of the victims.

Example:

Nina : What are you doing now, Anton?

Anton : I watch soccer match on TV. How about you?

Nina : I am waiting for my friends, but I think they will not come.

Anton : I think you should call your friends.

Nina : Thank you for your advice.

D. Tujuan Pembelajaran

Siswa mampu mengungkapkan, dan merespon ungkapan tentang peristiwa yang sedang terjadi.

E. Metode Pembelajaran/Teknik

Information Gap Technique

F. Sumber, Alat dan Bahan Pembelajaran

- Buku 1 Get Along with English for Vocational School Novice level
- Pictures from newspapers or magazines
- Breakthrough

G. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (Pendahuluan)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
- Berdoa sebelum membuka pelajaran
- Memeriksa kehadiran siswa
- Mendoakan siswa yang tidak hadir karena sakit atau karena halangan lainnya
- Memastikan bahwa setiap siswa datang tepat waktu
- Menegur siswa yang terlambat dengan sopan
- Menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran;
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Mempersiapkan materi ajar, model, alat peraga.

- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

Pendidikan Budaya dan Karakter Bangsa yang ditanamkan :

Bersahabat	Demokratis	Senang	Analitis	Teliti
Komunikatif,	Mandiri	membaca	Logis	Peduli
Peduli sosial	Kerja keras	Religius	Lapang	lingkungan
Rasa ingin tahu	Disiplin	Santun	dada	Gigih
		Kritis	Terbuka	Berani

Kewirausahaan/ Ekonomi Kreatif yang ditanamkan :

Mandiri	Kerja keras	Tanggung jawab	Realistis
Kreatif	Jujur	Kerjasama	Rasa Ingin tahu
Berani mengambil risiko	Disiplin	Pantang menyerah	Komunikatif
Berorientasi pada tindakan	Inovatif	Komitmen	Motivasi kuat untuk sukses
Kepemimpinan			

2. Kegiatan Inti

Eksplorasi

- Memberikan stimulus berupa pemberian materi tentang describing and giving opinion the events
- Memberikan contoh dialog tentang describing and giving opinion the events
- Mendiskusikan materi bersama siswa mengenai describing and giving opinion the events
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau tanya jawab mengenai describing and giving opinion the events

Elaborasi

- Siswa mengidentifikasi beberapa ekspresi dalam describing events
- Siswa mendeskripsikan suatu event berdasarkan gambar
- Siswa memberi pendapat berdasarkan gambar
- Siswa memberi respon dari situasi yang diberikan
- Siswa mendiskusikan bersama teman apa yang dilakukan orang-orang berdasarkan gambar
- Memfasilitasi siswa melalui pemberian evaluasi mengenai describing and giving opinion the events

Konfirmasi

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi jawaban atau opini ketika guru bertanya
- Memberikan motivasi kepada siswa yang kurang dan belum bisa dalam mengikuti materi

3. Kegiatan Akhir (Penutup)

- Siswa diminta mendeskripsikan gambar secara berkelompok di depan kelas
- Guru menyimpulkan materi pembelajaran kemudian memberikan pertanyaan kepada siswa secara acak
- Guru memberi motivasi bahwa siswa harus belajar dengan rajin
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan

H. Penilaian

Aspect	Criteria
Fluency	Speak fluently with only rare repetition or self-correction.
Pronunciation	Pronounce word correctly, articulate clearly,

	intonate appropriately.
Vocabulary	Express with some flexibility and appropriateness word, giving effective description and expressing viewpoints on a variety of topics.
Grammar	Complex sentence use and minor grammatical occurrence.

Rating Points of Assessment Criteria

Initial	Criteria	Score
E	Excellent	25 points
VG	Very good	20 points
G	Good	15 points
S	Satisfactorily	10 points
P	Poor	5 points

I. Instrumen Penilaian

1. *Please give opinion about your school in pairs!*
2. *Please describe and give opinion based on the picture, choose one of the pictures!*





Pekalongan, July 2017

Mengetahui,
Guru Mata Pelajaran

Researcher,

Mira Rahma Dewi,S.Pd
NIP. 19850729200804 2 006

Vivi Zunitara
\ NPM. 13108717

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMKN 1 PEKALONGAN
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Berbicara (Speaking)
Alokasi Waktu : 2 x 45 Menit (2x pertemuan)

A. Standar Kompetensi dan Kompetensi Dasar

3. Berkomunikasi dengan bahasa Inggris setara Level Novice
1.8. Menuliskan undangan sederhana

B. Indikator Pencapaian Kompetensi

- Sejumlah kata dirangkai menjadi kalimat yang mengandung unsur undangan
- Kalimat dirangkai dengan benar untuk membentuk undangan
- Undangan sederhana (misalnya: undangan ulang tahun) dituliskan dengan benar.

C. Materi Pembelajaran

- Grammar review: “will”, “could”, “would” and prepositions: in, on at.
- Samples of invitation (personal invitation).
- Parts of personal invitations.
- Contents, style, spelling and punctuation.

Example:

Anton : Hello Dave... Do you have planning tommorrow?

Dave : No, I don't. Why?

Anton : Could you came to my birthday party?

Dave : Of course, I will come to your party. Well, what do you want from me?

Anton : Up to you. I just want you came. I wait you.

D. Tujuan Pembelajaran

Siswa mampu mengungkapkan, merespon dan menyampaikan ungkapan undangan dengan baik dan tepat.

E. Metode Pembelajaran/Teknik

Information Gap Technique

F. Sumber, Alat dan Bahan Pembelajaran

- Buku 1 Get Along with English for Vocational School Novice level
- Different kinds of invitations
- Person to Person
- Breakthrough
- Global Access to the World of Work

G. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (Pendahuluan)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
- Berdoa sebelum membuka pelajaran
- Memeriksa kehadiran siswa
- Mendoakan siswa yang tidak hadir karena sakit atau karena halangan lainnya
- Memastikan bahwa setiap siswa datang tepat waktu
- Menegur siswa yang terlambat dengan sopan
- Menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran;
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

- Mempersiapkan materi ajar, model, alat peraga.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

Pendidikan Budaya dan Karakter Bangsa yang ditanamkan :

Bersahabat	Demokratis	Senang	Analitis	Teliti
Komunikatif,	Mandiri	membaca	Logis	Peduli
Peduli sosial	Kerja keras	Religius	Lapang	lingkungan
Rasa ingin tahu	Disiplin	Santun	dada	Gigih
		Kritis	Terbuka	Berani

Kewirausahaan/ Ekonomi Kreatif yang ditanamkan :

Mandiri	Kerja keras	Tanggung jawab	Realistis
Kreatif	Jujur	Kerjasama	Rasa Ingin tahu
Berani mengambil	Disiplin	Pantang	Komunikatif
risiko	Inovatif	menyerah	Motivasi kuat
Berorientasi pada		Komitmen	untuk
tindakan			sukses
Kepemimpinan			

2. Kegiatan Inti

Eksplorasi

- Memberikan stimulus berupa pemberian materi tentang invitation
- Memberikan contoh dialog tentang invitation
- Mendiskusikan materi bersama siswa mengenai invitation
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau tanya jawab mengenai invitation

Elaborasi

- Siswa mengidentifikasi ekspresi dan frasa yang biasa digunakan dalam invitation
- Siswa merespon pertanyaan tentang invitation menggunakan “*yes-no*” dan “*wh-*” questions.
- Siswa memuat dialog secara berkelompok
- Siswa mempraktekan dialog

Konfirmasi

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi jawaban ketika guru bertanya
- Memberikan motivasi kepada siswa yang kurang dan belum bisa dalam mengikuti materi

3. Kegiatan Akhir (Penutup)

- Siswa diminta mempraktekan dialog secara berkelompok di depan kelas
- Guru menyimpulkan materi pembelajaran kemudian memberikan pertanyaan kepada siswa secara acak
- Guru memberi motivasi bahwa siswa harus belajar dengan rajin
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan

H. Penilaian

Aspect	Criteria
Fluency	Speak fluently with only rare repetition or self-correction.
Pronunciation	Pronounce word correctly, articulate clearly, intonate appropriately.
Vocabulary	Express with some flexibility and appropriateness

	word, giving effective description and expressing viewpoints on a variety of topics.
Grammar	Complex sentence use and minor grammatical occurrence.

Rating Points of Assessment Criteria

Initial	Criteria	Score
E	Excellent	25 points
VG	Very good	20 points
G	Good	15 points
S	Satisfactorily	10 points
P	Poor	5 points

I. Instrumen Penilaian

1. *Choose on of the situations below and make short dialogs. Practice the dialogs in front of the class!*
 - a. You invite your friend to go to your birthday party. Your friend accepts your invitation.
 - b. You invite your friend to go swimming on Saturday. Your friend accepts your invitation.
 - c. You invite your friend to play basketball on Friday. Your friend agrees to go with you.

2. *Make short dialogs based on the situations below. Practice the dialogs in front of the class!*

- a. You ask your friend to come to your house. Unfortunately, they can't come.
- b. You ask your friend to go shopping after school, but they can't go with you.

Pekalongan, July 2017

Mengetahui,
Guru Mata Pelajaran

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OBSERVATION SHEET IN PRE-TEST

Subject : English

Theme : Showing Feeling

Class : X Accountancy B

No	Name	Score				Total
		Fl	Pr	Vc	Gm	
1	AE	10	10	15	10	45
2	AMP	15	10	15	10	50
3	AS	15	5	20	10	50
4	BNP	20	15	20	10	65
5	CA	10	15	15	15	55
6	DMS	15	20	20	15	70
7	DP	10	15	15	10	50
8	EF	10	15	15	10	50
9	EN	10	10	10	10	40
10	EA	15	10	15	10	50
11	EW	15	15	15	10	55
12	FND	5	10	15	10	40
13	FA	10	10	20	20	60
14	FF	5	10	15	10	40
15	FAR	15	10	15	10	50
16	GH	20	15	15	15	65
17	INK	15	10	20	5	50
18	KH	15	20	20	10	65
19	KDL	10	20	20	10	60
20	LW	10	20	15	10	55
21	LSA	15	15	15	15	60
22	MSD	15	20	25	10	70

23	PWN	5	15	20	20	60
24	RWA	10	20	20	15	65
25	RF	5	15	20	10	50
26	SAD	15	20	25	10	70
27	SO	15	20	20	15	70
28	S					
29	SW	15	20	25	10	70
30	SS	10	15	20	10	70
31	VA	10	15	20	10	55

Note : Fl : Fluency Pr : Pronunciation

 Vc : Vocabulary Gm: Grammar

OBSERVATION SHEET IN TREATMENT 1

Subject : English

Theme : Invitation

Class : X Accountancy B

No	Name	Score				Total
		Fl	Pr	Vc	Gm	
1	AE	10	15	15	10	50
2	AMP	15	15	15	15	60
3	AS	15	20	20	10	65
4	BNP	20	20	20	10	70
5	CA	10	10	15	15	50
6	DMS	15	15	20	15	65
7	DP	10	20	20	10	60
8	EF	10	15	20	15	60
9	EN	10	15	15	10	50
10	EA	15	15	15	15	60
11	EW	10	10	20	10	55
12	FND	10	10	15	10	45
13	FA	15	15	20	10	60
14	FF	10	10	15	10	45
15	FAR	10	10	10	10	40
16	GH	15	15	15	15	60
17	INK	5	10	15	10	40
18	KH	15	15	15	15	60
19	KDL	10	15	15	10	50
20	LW	10	15	15	10	50
21	LSA	20	20	20	10	70

22	MSD	15	20	20	15	70
23	PWN	10	15	15	15	55
24	RWA	15	20	20	15	70
25	RF	15	15	15	15	60
26	SAD	10	20	20	15	65
27	SO	15	20	25	15	75
28	S					
29	SW	10	20	25	15	75
30	SS	15	15	20	15	65
31	VA	10	15	20	15	60

Note : Fl : Fluency Pr : Pronunciation

 Vc : Vocabulary Gm: Grammar

OBSERVATION SHEET IN CYCLE 1 (POST TEST 1)

Subject : English

Theme : Invitation

Class : X Accountancy B

No	Name	Score				Total
		Fl	Pr	Vc	Gm	
1	AE	10	15	20	10	55
2	AMP	15	15	15	15	60
3	AS	15	20	20	10	65
4	BNP	20	20	20	10	65
5	CA	10	15	20	15	60
6	DMS	15	25	25	10	75
7	DP	15	20	25	10	70
8	EF	10	20	20	15	65
9	EN	10	15	15	15	55
10	EA	15	15	15	15	60
11	EW	15	10	25	10	65
12	FND	10	15	15	10	50
13	FA	15	15	20	10	60
14	FF	10	15	15	10	50
15	FAR	15	15	10	10	50
16	GH	15	15	20	15	65
17	INK	10	15	15	15	55
18	KH	15	15	20	15	65
19	KDL	15	15	15	15	60
20	LW	15	15	15	15	60
21	LSA	20	20	20	10	70

22	MSD	15	20	25	15	75
23	PWN	10	15	20	15	60
24	RWA	15	20	20	15	70
25	RF	15	15	20	10	60
26	SAD	10	20	25	15	75
27	SO	15	20	25	10	75
28	S					
29	SW	10	20	25	15	75
30	SS	15	20	20	15	70
31	VA	10	20	25	15	70

Note : Fl : Fluency Pr : Pronunciation

 Vc : Vocabulary Gm: Grammar

OBSERVATION SHEET IN TREATMENT 2

Subject : English

Theme : Giving Opinion

Class : X Accountancy B

No	Name	Score				Total
		Fl	Pr	Vc	Gm	
1	AE	10	15	20	15	60
2	AMP	10	15	20	15	60
3	AS	15	15	20	15	65
4	BNP	15	15	20	15	65
5	CA	15	15	20	15	65
6	DMS	20	20	20	15	75
7	DP	20	20	20	15	75
8	EF	15	20	20	15	70
9	EN	15	15	15	15	60
10	EA	15	20	20	15	70
11	EW	15	20	20	15	70
12	FND	10	15	15	15	55
13	FA	10	15	20	15	60
14	FF	10	15	15	15	55
15	FAR	15	15	15	10	55
16	GH	15	20	20	15	70
17	INK	10	20	20	10	60
18	KH	15	20	25	10	70
19	KDL	15	20	15	15	65
20	LW	15	20	20	15	70
21	LSA	20	20	20	15	75

22	MSD	20	20	25	15	80
23	PWN	15	20	25	15	75
24	RWA	15	20	20	15	70
25	RF	15	20	20	10	65
26	SAD	20	20	20	15	75
27	SO	20	20	20	15	75
28	S					
29	SW	20	20	20	10	70
30	SS	15	20	20	15	70
31	VA	10	25	25	15	75

Note : Fl : Fluency Pr : Pronunciation

 Vc : Vocabulary Gm: Grammar

OBSERVATION SHEET IN CYCLE 2 (POST TEST 2)

Subject : English

Theme : Giving Opinion

Class : X Accountancy B

No	Name	Score				Total
		Fl	Pr	Vc	Gm	
1	AE	10	20	20	15	65
2	AMP	10	20	25	15	70
3	AS	15	20	20	15	70
4	BNP	15	20	20	15	70
5	CA	15	15	20	15	65
6	DMS	20	20	25	15	80
7	DP	20	20	20	15	75
8	EF	15	20	25	15	75
9	EN	15	15	15	15	60
10	EA	15	20	20	15	70
11	EW	15	20	25	15	75
12	FND	10	15	20	15	60
13	FA	10	20	20	15	65
14	FF	15	15	15	15	60
15	FAR	15	15	15	15	60
16	GH	15	20	25	15	75
17	INK	10	20	25	10	65
18	KH	15	25	25	10	75
19	KDL	15	20	20	15	70
20	LW	15	20	20	15	70
21	LSA	20	20	20	15	75

22	MSD	20	20	25	15	80
23	PWN	15	20	25	15	75
24	RWA	15	20	25	15	75
25	RF	15	20	20	15	70
26	SAD	20	20	20	20	80
27	SO	20	20	20	20	80
28	S					
29	SW	20	20	20	15	75
30	SS	15	20	20	20	75
31	VA	10	25	25	15	75

Note : Fl : Fluency Pr : Pronunciation

 Vc : Vocabulary Gm: Grammar

OBSERVATION SHEET OF RESEARCHER IN CYCLE 1

Meeting : 2nd Meeting (Treatment 1)

Day/Date : July, 15th 2017

Researcher activities	Good	Enough	Low
1. Pre-teaching			
d. Preparing the lesson	✓		
e. Preparing the material	✓		
f. Class opening ability	✓		
2. While teaching			
d. Informing the objective of learning		✓	
e. Explaining the material uses information gap technique		✓	
f. Guiding the students to follow the lesson		✓	
3. Post-teaching			
c. Concluding the result of learning		✓	
d. Class closing ability.	✓		

Pekalongan, July 2017

Collaborator (English Teacher)

Researcher

Mira Rahma Dewi,S.Pd
NIP. 19850729200804 2 006

Vivi Zunitara
NPM. 13108717

OBSERVATION SHEET OF RESEARCHER IN CYCLE 2

Meeting : 4nd Meeting (Treatment 2)

Day/Date : July, 22th 2017

Researcher activities	Good	Enough	Low
4. Pre-teaching			
c. Preparing the lesson	✓		
d. Preparing the material	✓		
e. Class opening ability	✓		
5. While teaching			
a. Informing the objective of learning	✓		
b. Explaining the material uses information gap technique	✓		
c. Guiding the students to follow the lesson	✓		
6. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability.	✓		

Pekalongan, July 2017

Collaborator (English Teacher)

Researcher

Mira Rahma Dewi,S.Pd
NIP. 19850729200804 2 006

Vivi Zunitara
NPM. 13108717

**The Condition of Teachers and Official Employees
of SMK N 1 Pekalongan East Lampung**

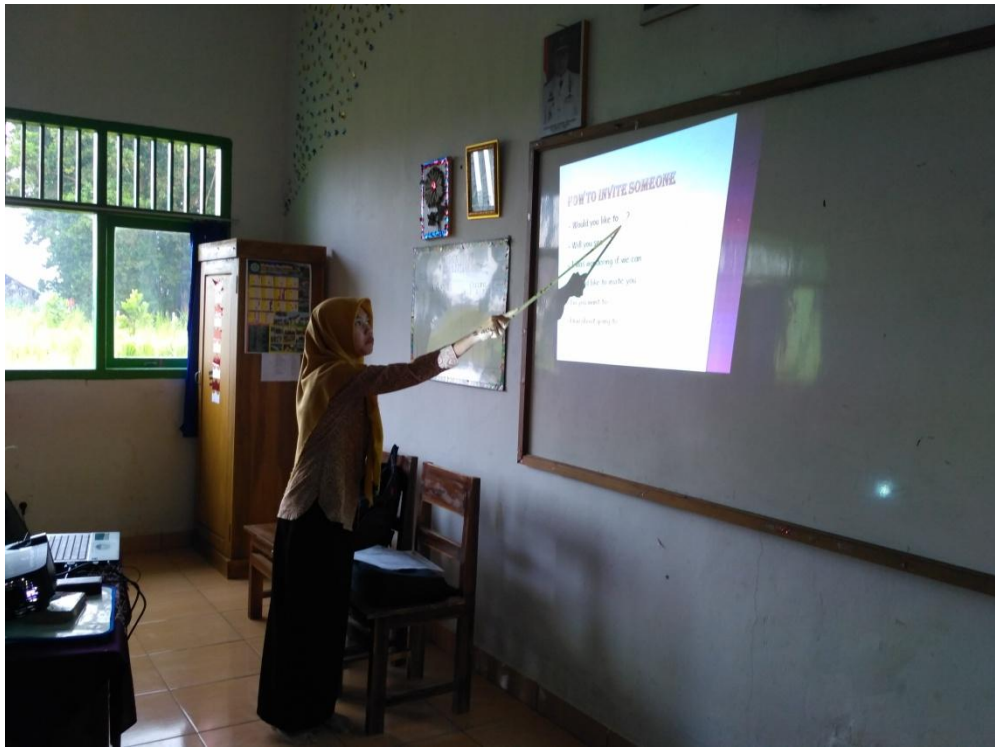
No	Name	Sex	Occupation	The last education
1.	Martin Indra, S.T.M.M	Male	Head Master	S1
2.	Drs. Yusuf	Male	Teacher	S1
3	Dra. Tri Suhariyati	Female	Teacher	S1
4.	Drs. Suwarto	Male	Teacher	S1
5.	Sunaryo, S.Ag. M. Pd.I	Male	Teacher	S2
6.	Sriyono, S.Pd	Male	Teacher	S2
7.	Zainuddin, B A	Male	Teacher	D2
8.	Siti Nurrohmah	Female	Teacher	S1
9.	Hindun Gunanik, SE	Female	Teacher	S1
11	Sri Puji Astuti, S.Si	Female	Teacher	S1
12	Mira Rahma Dewi	Female	English Teacher	S1
13	Muhalimi,S,Sos I	Male	Teacher	S1
14	Ambar Bintoro, S.T	Male	Teacher	S1
15	Susilo Handoko, SE	Male	Teacher	S1
16	Subiyanto, S.Pd	Male	Teacher	S1
17	M.Darkani, SPd	Male	Teacher	S1
18	Siti Mutmainah, S.TP, S.Pd	Female	Teacher	S1
19	Amri Yahya N, S.Pt	Male	Teacher	S1
20	Yuswarti, S.Pd	Female	Teacher	S1
21	Fitriyani Wulandari, S.Pt	Female	Teacher	S1
23	Cahya Arif Budiman, S.T	Male	Teacher	S1
24	Kusmai Yudi Setiawan, S.Pd	Male	Teacher	S1

25	Yulia Dwi Pusparini, SE	Female	Teacher	S1
26	Belardo Farjan Toky, S.Pd	Male	Teacher	S1
27	Desto Toto Sugiyanto, S.Pd.I	Male	English Teacher	S1
28	Rekson Marpaung	Male	Head of Administator	SMA
29	Sri Rahayu, A.Md	Female	Secretary	D3
30	Pepti Diana Tharius	Female	Administator	SMA
31	Liza Hadi Kurnia, SE	Female	Administator	S1
32	Maili Afriza, S.IP	Male	Administator	S1

Source: The Observation Result of SMK N 1 Pekalongan East Lampung on July 28th, 2017.

DOCUMENTATIONS









CURRICULUM VITAE



The researcher was born in Gantiwarno, East Lampung, on June 21, 1994. She is the second child and the only one daughter of the three children of happy couple, Mr. Sukatman and Mrs. Suryati.

The researcher entered the Elementary school in SD N 4 Gantiwarno 2000 and graduated in 2006. She continued the study in SMP N 1 Pekalongan and graduated in 2009. Further she entered in SMA N 1 Pekalongan and graduated in 2012. And than, she continued in State Institute for Islamic Studies of Metro in 2013.