

**The Effect of Information Gap Technique and Students' Motivation
toward Students' Speaking Ability: An Experimental Research at MAN 1
Pesisir Selatan**

Thesis



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*Submitted as a partial fulfillment of the requirement
to obtain a degree in Master of Education*

ENGLISH EDUCATION DEPARTMENT

POSTGRADUATE PROGRAM

UNIVERSITAS NEGERI PADANG

2021

ABSTRACT

Gibran Arjuna. 2021. The Effect of Information Gap Technique and Students' Motivation toward Students' Speaking Ability: An Experimental Research at MAN 1 Pesisir Selatan

This research was aimed at finding out the effect of information gap technique and students' motivation toward students' speaking ability of the first grade students at MAN 1 Pesisir Selatan. This research was quasi-experiment with a 2x2 factorial design. The population of this research was the first grade students in the 2020/2021 academic year that consisted of 6 classes (163 students). The sample of this research was chosen by using the clustering random sampling technique. X PK 1 consisting of 20 students was chosen as experimental class and X PK 2 consisting of 18 students was chosen as control class. The instruments used to collect the data were the questionnaire of motivation and students' speaking test. The results of this research reveal that: (1) information gap technique gives a significant effect in students' speaking ability than those taught by using conventional teaching (2) information gap technique gives a significant effect toward students' with high motivation in speaking ability than those taught by using conventional teaching (3) information gap technique doesn't give a significant effect toward students' with low motivation in speaking ability than those taught by using conventional teaching (4) there is no interaction between information gap technique and motivation toward students' speaking ability. It can be concluded that information gap technique had a significant effect especially for students with high motivation in speaking ability. Moreover, there was no interaction between teaching technique and students' motivation toward students' speaking ability.

Keywords: *Information gap technique, motivation, speaking ability*

ABSTRAK

Gibran Arjuna. 2021. Pengaruh Teknik Information gap dan Motivasi Siswa terhadap Kemampuan Berbicara Siswa : Penelitian Eksperimen di MAN 1 Pesisir Selatan. Tesis. Pendidikan Bahasa Inggris. Program Pascasarjana Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan pengaruh teknik information gap dan motivasi siswa terhadap kemampuan berbicara siswa pada siswa kelas pertama di MAN 1 Pesisir Selatan. Penelitian ini merupakan eksperimen semu yang menggunakan rancangan *factorial* 2x2. Populasi penelitian ini adalah siswa tahun pertama MAN 1 Pesisir Selatan tahun ajaran 2020/2021 yang terdiri dari enam kelas (163 siswa). Sampel penelitian ini dipilih menggunakan teknik kluster acak. Kelas X PK 1 terdiri dari 20 siswa sebagai kelas eksperimen dan kelas X PK 2 terdiri dari 18 siswa sebagai kelas kontrol. Instrumen yang digunakan untuk mendapatkan data adalah angket jenis motivasi dan tes kemampuan berbicara. Hasil penelitian ini mengungkapkan bahwa: (1) Information gap memberikan efek yang signifikan terhadap kemampuan berbicara siswa daripada siswa yang diajarkan dengan cara konvensional. (2) Information gap memberikan efek yang signifikan pada siswa dengan motivasi tinggi yang diajarkan dengan Information gap (3) Information gap tidak memberikan efek yang signifikan pada siswa dengan motivasi rendah yang diajarkan dengan Information gap (4) tidak ditemukan adanya interaksi antara Information gap dan motivasi terhadap peningkatan kemampuan berbicara siswa. Dapat disimpulkan bahwa Information gap memberikan efek yang signifikan terhadap kemampuan berbicara siswa terutama pada siswa dengan motivasi tinggi. Akan tetapi, tidak ada perbedaan yang rerata yang bermakna antara teknik pengajaran dan motivasi terhadap kemampuan berbicara siswa.

Kata Kunci: *Information gap, motivasi, kemampuan berbicara*

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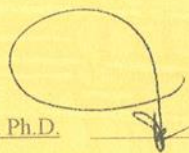
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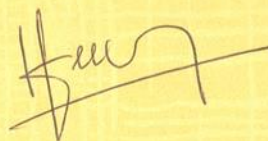
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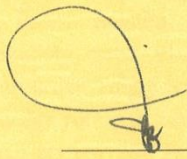
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ACKNOWLEDGEMENTS

The completion of this thesis could not have been possible without the participation and assistance of so many people whose names may not all be enumerated. Their contributions are sincerely appreciated and gratefully acknowledged. However, I would like to express my heartfelt gratitude particularly addressed and extended to the following:

I owe an immense debt to my advisor, Prof. Dra. Yenni Rozimela, M.Ed. Ph.D. for her excellent guidance, caring, patience, and providing me with an excellent atmosphere for completing writing this thesis.

To my examiners, Prof. Dr. Jufrizal. M.Hum and Sitti Fatimah, S.S., M.Ed., Ph.D. I would like to thank them for their evaluations, suggestions, and valuable contributions to the improvement of the content of this thesis.

I would also like to thank the Head of English Language Teaching Graduate Program, Dr. Hamzah, M.A., M.M., for all of the academic facilities provided during my study in this department.

The last, I would also like to express my indebtedness to my mother, father, sister, and brother who have not only given me the necessary technical assistance but also convinced me to never stop believing in myself while I was engaged in doing this research.

Padang, Juni 2021

Gibran Arjuna

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CHAPTER I

INTRODUCTION

A. Background of Problem

Speaking plays an important role in making communication with other people to obtain information. Thus, every people must have a good speaking ability. Dealing with the modern world development today, people do not only communicate with those who come from the same country, but also with those who come from different countries. Therefore, English as an international language is very important for us because people need to communicate and cooperate with others from different countries for many purposes.

Realizing the importance of English, Indonesian governments settled that English must be taught formally at schools. They issued several regulations on the National Education System that stating that foreign languages can be used as the language of instruction in certain education units to support students' foreign language skills. They also design an educational curriculum which includes the instruction of English as one of the important subjects to be taught from elementary to university level.

An aspect that shows students mastering English is to see their ability to speak in English. Many language learners regard speaking skill as the measure of knowing a language. This statement is supported by Nunan (1991) who states that mastering the art of speaking is the single

most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Furthermore, Richards (2008) states the mastery of speaking skills in English is a priority for many second languages or foreign language learners. In short, learners tend to evaluate their success in language learning based on how much they feel the improvement in their spoken language proficiency.

However, the students tend to find difficulties in mastering English speaking ability. As found in the researcher's observation on several schools, this case happened since the conventional technique used in the learning process is not attractive enough for students. In this research, conventional teaching refers to the technique that is usually used by an English teacher in teaching speaking generally. In its implementation, the learning process in conventional teaching is still dominated by the teacher as the center role in the classroom. The teacher usually instructs the students to memorize the dialogue from the textbook and asks the students to create a short dialogue and practice it with their seatmate based on the patterns that are already taught. This technique is effective but only for students' pronunciation since they just practice to speak what they memorize from the book and perform it in front of the class by turns.

To some extents, students are often afraid of making mistakes and shy while trying to say something in the target language. In addition, students also have very little talking time as the teacher only asked them to

speak when they performed English conversation in front of the class. In line with this, Richards and Renandya (2002) state that speaking in a foreign language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Furthermore, Richards and Renandya (2002) state that speaking in a second or foreign language well is a very complex task if we tried to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes and each purpose involves different skills. Each of these different purposes of speaking requires knowledge of how spoken language reflects the context or situation where speech occurs. Moreover, Jondeya (2011) shows that many complaints are being raised by teachers regarding students' low level of English language achievement. This proves that English is really difficult for a lot of EFL students who try to use and understand it. Therefore, students need more opportunities to practice the language and use it communicatively inside and outside the language classroom.

Then, to support a teaching technique in giving a positive effect on students' language development, the motivation of students also needs to be considered as the success in learning also depends on it. As Sukmadinata (2011) notes that motivation also can function to activate and increase the activity. If the students have high motivation, they will be more enthusiastic in the studying process and surely they will get better results than the students without motivation. Hence, learning and

motivation are closely bound together and influence one another. For instance, based on the researcher's observation, the students of MAN 1 Pesisir Selatan have different difficulties and problems related to their learning and motivation. Some of the students feel that English is very difficult to be learned, but they have high motivation to study hard for obtaining a good achievement. On other hand, some students get anxiety and bored in learning. As the result, they got low achievement in English. In this case, the teacher must have an idea to build the students' motivation in learning English as motivation is the one of important factors to the success of learning English.

From the explanation above, teachers are required to create teaching activities from a particular technique that can explore students' speaking competencies and can motivate students to speak the target language in the learning process. Among many teaching approaches, one that can get the students into the purposeful speaking situation as mentioned above is task-based language teaching. Willis and Willis (2007) state that the task-based language teaching approach is a learning approach that actively engages students in the use of meaningful language in the classroom through planning various assignments. In other words, task-based language teaching is a teaching approach that focuses on the use of educational tasks or classroom tasks that involve students in understanding, manipulating, producing, or interacting in target languages where they focus more on understanding than form. Task-based language

teaching is believed to advance students' academic progress and interacting skills. In short, task-based language teaching allows students to produce target languages through communicative task completion.

One technique in the task-based language teaching approach that can be used to teach speaking is information gap technique (IGT). According to Kayi (2006), the information gap is a learning activity where students are obliged to work in pairs. One student has information while another student has no information. They must exchange information with each other to finish a task. They can be given a grid containing different pieces of information on a topic to enable them to complete the task by sharing separate information. The teacher only provides a simple explanation of the activities and vocabulary reviews needed for the activity. Then, students have the opportunity to develop their communication competence more freely.

Through IGT, teachers can give significant impact in students' speaking skills as it is an interesting technique to be applied in class and it enables students to speak comfortably in the learning process. As stated by Spratt, Pulverness, and Williams (2005), sometimes students speak more willingly in class when they have a reason for communicating, e.g. to solve a problem or to give other classmates some information they need. In addition, Kathryn (1990) states that the information gap technique provides practices using newly learned sentence patterns, speaking opportunities, reducing teacher dominance of speech, giving opportunities

to interact between students to negotiate, and making target languages understandable. IGT provides some problem-solving activities or gathering information. Each partner has a very important role because the task cannot be completed if the partner cannot provide information to the other. This technique is effective because each individual has the opportunity to speak intensively to the target language.

There is a lot of research on the application of speaking learning using information gap. Delima (2018) conducted research aimed at finding solutions to problems experienced by almost all students in learning speaking skills, such as lack of self-confidence, limited vocabulary, or often incorrect pronunciation of words, using a technique called Information Gap. She found that information gap can improve students' speaking ability. While Soleimani (2014) from The Department of Applied Linguistics, Payame Noor University, had ever conducted a study with the title "The Effect of Pre-task Planning through Information Gap on Speaking Skill of Foreign Language Learner". His study was an attempt to examine whether implementing the pre-task phase through information gap in EFL English classrooms affects students' speaking abilities or not. It was an experimental study with a pretest posttest control group design. The technique he used in collecting data was by using pre-test and post-test. After the study has done, it is found that the experimental group's performance on the post-test was better than the control group. Then, Bajrami (2016) found that the experimental application of speaking

learning using the information gap technique had a positive impact on students at South East European University, Macedonia. Based on these studies, it can be concluded that the application of speaking learning using the information gap technique has a positive impact.

Although showing positive results, there is a lack of studies focusing on the effectiveness of information gap technique. Further, this research has linked learning using this information gap technique to the level of student motivation as one of the important factors influencing the application of such learning. To see this idea can be an effective way or not in the teaching and learning process for Senior High School level, a scientific study is needed to be conducted to see the effectiveness of information gap technique for English language learning. Hence, in this research, the researcher tried to investigate the effect of information gap on students' speaking skills with different levels of motivation at the high school level.

B. Identification of Problem

Based on the background of the problem above, the researcher concluded that there are some problems related to the teaching and learning process, particularly in the students' speaking activity. Below was the description of the problems that were found.

First, since the students assume that speaking is the most difficult skill in language learning, they often be afraid of making mistakes and shy while trying to say something in English. Second, the conventional

teaching used in the learning process is not attractive enough for students. Some students have no motive to express themselves if there is no task that stimulate them to speak. In short, the students have no reason to speak or interact. Moreover, the technique used by the teacher affects students' motivation as well. They may have high or low motivation in it. Third, students also have very little talking time as the teacher only asks them to speak when they performed English conversation in front of the class.

C. Limitation of the Problem

Related to the identification of the problem above, the researcher limits the problems in this research on the technique applied by the teacher is not effective. Teaching technique is one of important elements in order to conduct successful process of teaching and learning in classroom. In this research, the researcher has conducted an experimental study about the implementation of information gap as a teaching technique in teaching speaking. Furthermore, the researcher used five indicators to score students' speaking skills. The five indicators of students' speaking consist of grammar, vocabulary, comprehension, fluency, and pronunciation as a reference grading system to assess the student's speaking ability.

In addition to the problem above, students' motivation type in speaking was also included in this research. It was assigned as moderating variable. Instead of controlling its variations, the motivation was allowed to be various among the students in order to see the influence it gives to

their speaking ability under the implementation of different teaching technique.

D. Formulation of the Problem

Referring to the limitation problem above, the problem of this research can be formulated as follows: Does the use of information gap technique and students' motivation give a significant effect on students' speaking ability?

E. Research Questions

Based on the formulation of the research problem, the research questions are stated as follow:

1. Does the use of information gap technique give a significant effect on students' speaking ability than the use of the conventional teaching?
2. Does the use of information gap technique give a significant effect than the use of the conventional teaching for students with high motivation?
3. Does the use of information gap technique give a significant effect than the use of the conventional teaching for students with low motivation?
4. Is there any interaction between both models of teaching technique (information gap technique and conventional way) and students' motivation toward students' speaking ability?

F. Purpose of the Research

Based on the research questions, the purposes of the research can be stated as follow:

1. To find out whether the use of information gap technique gives a significant effect on students' speaking ability than the use of the conventional teaching.
2. To find out whether the use of information gap technique gives a significant effect on students' speaking ability than the use of the conventional teaching for students with high motivation.
3. To find out whether the use information gap technique gives a significant effect on students' speaking ability than the use of the conventional teaching for students with low motivation.
4. To find out whether there is any interaction between both models of teaching technique (information gap technique and conventional way) and students' motivation toward students' speaking ability.

G. Significance of the Research

This research is expected to give some valuable information related to the use of information gap technique in the teaching and learning process. Theoretically, this research is expected to enrich the knowledge of language teaching and learning, especially with the study and implementation of information gap technique to teach speaking for Senior High School level by integrating this technique in the learning process. Practically, it is expected that the result of this research can give a positive contribution to teachers in teaching and learning process and provides them to be more creative and innovative in language learning.

By knowing the results of this research, hopefully, the language learners can avoid or overcome the problems in their language learning especially for speaking ability. Moreover, this research can also raise an awareness for the teachers about the students' problem in learning process and help the teachers in dealing with teaching technique to get a better result in language learning achievement.

H. Definition of the Key Terms

To avoid misunderstanding, the researcher defines the key terms used in this research. The key terms are as follow:

1. Information gap refers to a technique in language teaching where students are supposed to be working in pairs. One student will have the information that the other partner does not have and the partner will share information to complete a particular task for the first grade students in the 2020/2021 academic year at MAN 1 Pesisir Selatan.
2. Speaking refers to an English skill that required the first grade students in the 2020/2021 academic year at MAN 1 Pesisir Selatan to do interactive process of constructing meaning that involves producing, receiving, and processing information.
3. Motivation refers to the enthusiasm, commitment, and persistence of the first grade students in the 2020/2021 academic year at MAN 1 Pesisir Selatan as the key to determine the success or failure reactions.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents conclusions and implications which deal with the implementation of information gap technique as well as suggestions for teachers in teaching speaking. Besides, this chapter also suggested the next researcher to conduct the more complete studies or to discuss similar issues in different aspects.

A. Conclusion

Based on the result of this research, the researcher could note some conclusions as stated below:

1. Students who are taught by using information gap technique have a significant effect in speaking ability than those who are taught by conventional way. After the implementation, information gap as a teaching technique for speaking is beneficial for the students' speaking ability. It can be inferred from students achievement in speaking activity in the classroom. Then, the statistical data in mean score also showed that students who were taught by using information gap technique have better speaking score than those who were taught by using conventional teaching ($79.7 > 73.1$). Hence, information gap technique is valuable to be applied during the learning process in speaking activity since it can affect the students' speaking ability significantly.

2. High motivated students who are taught by using information gap

technique have a significant effect in speaking ability than those who are taught by conventional way. The mean score of high motivated students' speaking ability in experimental class was higher than high motivated students' speaking ability in control class ($80.6 > 73.6$). Then, students with high motivation showed positive response to the application of information gap technique during the learning process. This is because the teacher usually gives appraisal once the students complete the task in information gap technique. In addition, the task itself has priority of completion. Thus, it stimulated students with high motivation to finish the task to avoid punishment and the feeling of guilty or embarrassment.

3. Low motivated students who are taught by using information gap technique do not have a significant effect in speaking ability than those who are taught by conventional way. The mean score of low motivated students' speaking ability in experimental class was not really significant to low motivated students' speaking ability in control class ($79.1 > 75.5$). In addition, the students with low motivation tend not to follow the learning process follow enthusiastically. This happened since the motivation does not only come from both the teacher and students, but also the factor of friends, environment, and also parents that can be the reason why some of the students were not motivated in learning. Hence, it is difficult for students who have low motivation to get a significant effect in language learning especially for speaking skill

eventhough the teacher provides them with an innovative or interesting technique.

4. There is no interaction between both models of teaching technique (information gap technique and conventional way) and students' speaking motivation towards students' speaking ability. The value of significance was higher than the level of significance ($0.337 > 0.005$). It means that both teaching techniques can be used without considering students' motivation, but the result shows that information gap technique is more effective than conventional technique. In addition, motivation is not solely factor in influencing students' speaking ability significantly. It might be caused due to the nature of motivation types that need a supportive condition to be optimally worked. In other words, motivation should be supported by teachers in the classroom through, for example, accentuating rewards or punishment to the students or facilitating the students in every way to be involved in the learning process so that the motivation can be significantly influenced the students' speaking ability.

B. Implications

The result of this research have some implications on English language teaching, especially in teaching speaking. Teaching speaking through information gap technique affects students' speaking ability significantly. It is proven that IGT is better than conventional teaching. As a technique in teaching, information gap is effective, especially in teaching

speaking. Information gap as one of the teaching techniques promoted communicative language teaching and very suitable to be applied in learning speaking. Besides, information gap is a technique that train students to use the target language to communicate as in real life by asking the students to share information with their peers so that they can complete a task. By using IGT, students are actively involved in the teaching learning process and they are trained to use the target language to communicate.

Furthermore, it is important for the teachers to ensure that their students have motivation toward the topic in teaching speaking. One of the ways to bring motivation in is by using a teaching technique which can provide the students with communicative competencies and purpose for them to speak. Then, teachers have to consider students' motivation type in speaking activities as motivation type influence students' interest and comprehension toward speaking ability. In short, motivation cannot be separated from the teaching and learning process because it is the also the fundamental element in resulting student's success in their learning.

C. Suggestion

Based on the findings, conclusions, and implications of this research, the following points are suggested by the researcher for the teachers and further researchers dealing with information gap technique.

1. Since information gap technique is scientifically proven as one of the effective techniques in teaching speaking, teachers can consider using it as an alternative technique in their speaking class.
2. Before implementing information gap technique in speaking activities, teachers should consider its challenges including task designs, implementation procedures, and students' ability.
3. In this research, the implementation of information gap technique in teaching speaking was moderated by motivation types. There are still many other factors such as gender, anxiety, interest, etc. which may strongly influence students' speaking ability under information gap implementation. This can be taken into consideration by further researcher that can conduct the same research with different variables and skills to offer something different and get a new result.

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