

**THE EFFECT OF INFORMATION GAP TECHNIQUE AND STUDENTS'  
SELF CONFIDENCE ON STUDENTS' PEAKING ABILITY OF  
TRANSACTIONAL TEXT AT THE SECOND GRADE STUDENTS  
OF DYNASTY COMPUTER BUKITTINGGI  
AT 2015/ 2016 ACADEMIC YEAR**

**THESIS**



**By**

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## ABSTRAK

**Noval fadli. 2017. Pengaruh Teknik Information Gap dan Tingkat Kepercayaan Diri Siswa Terhadap Kemampuan Berbicara Siswa dalam Teks Transaksional di Semester 2 Dynsaty Computer Bukittinggi Tahun Ajaran 2015/2016. Tesis. Program Pacasarjana. Universitas Negeri Padang**

Penelitian ini bertujuan untuk menjelaskan pengaruh teknik *Information Gap* dan kepercayaan diri siswa terhadap kemampuan berbicara dalam teks transaksional. Desain penelitian ini adalah penelitian Eksperimen semu dengan rancangan faktorial 2x2. Populasi penelitian ini adalah siswa Semester 2 Dyanasty Computer Bukittinggi. Kemampuan berbicara dalam teks transaksional dan angket kepercayaan diri digunakan sebagai alat pengumpul data penelitian ini. Selanjutnya, data penelitian diolah menggunakan rumus uji-t dan ANOVA dua arah. Hasil penelitian menunjukkan bahwa (1) kelompok siswa dengan teknik *Information Gap* memiliki kemampuan berbicara dalam teks transaksional yang lebih baik dari pada siswa dengan teknik *Small Group Discusion*, (2) kelompok siswa dengan kepercayaan diri tinggi dengan teknik *Information Gap* memiliki kemampuan berbicara dalam teks transaksional yang lebih baik dari teknik *Small Group Discusion*, (3) kelompok siswa dengan kepercayaan diri rendah dengan teknik *Information Gap* memiliki kemampuan berbicara dalam teks transaksional yang kurang baik dari teknik *Small Group Discusion* dan (4) tidak terdapat interaksi antara kedua strategi dan kepercayaan diri terhadap kemampuan berbicara siswa. Jadi, penggunaan technique *Information Gap* dalam pengajaran berbicara dalam teks transactional, lebih efektif diaplikasikan pada siswa yang memiliki kepercayaan diri tinggi. Dalam hal ini dapat disimpulkan bahwa *information gap* dapat digunakan sebagai teknik pengajaran berbicara di Dynasty Computer Bukitinggi.

## ABSTRACT

**Noval Fadli. 2017. The Effect of Information Gap Technique and Students' Self Confidence on Students' Speaking Ability of Transactional Text at the Second Grade Students of DYNASTY COMPUTER Bukittinggi in 2015/2016 Academic Year. Thesis. Graduate Program of State University of Padang.**

This research was conducted to find out the effect of *Information Gap* Technique and Students Self Confidence toward the students' speaking ability of transactional text. The design of the reseach was quasi experimental with 2x2 factorial design. The population of the reseach was the second grade students of Dyansty Computer Bukittinggi. Speaking Transactional text and self confidence questionnaire were used as the research instruments. Then, the data were analyzed by t-test formula and Two Ways ANOVA. The findings of this reseach show that (1) Students who are taught by *Information Gap* Technique have better students' speaking ability in transactional text than those who are taught by Small Group Discussion Technique, (2) Students with high self confidence who are taught by *Information Gap* Technique have better students' speaking ability in transactional text than those who are taught by Small Group Discussion Technique, (3) The students with low self confidence who are taught by *Information Gap* Technique do not have better students' speaking ability in transactional text than those who are taught by Small Group Discussion Technique, and (4) There is an interaction between both treatment and students' self confidence in learning toward students' speaking ability. In conclusion, Information Gap works effectively to the students who have high self confidence and it can be used as teaching speaking strategy at Dynasty Computer Bukittinggi

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Padang, Agustus 2017

Saya yang menyatakan,

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Speaking is one of the important English skill that must be mastered by students. They need it to tell his or her idea, comment and share their feeling. It also assists them to produce an effective communication to other friends especially in studying process. It is also beneficial for other skills such as reading, listening and writing. When the students read a text, they have to tell what they have read to their friends even teacher. Then, it also happens in listening and writing skill like they have to respond their teacher in listening or writing activity by telling an idea or responding a question. So, it can be said that speaking is an important skill to support learning English skills.

In Institution of Dynasty Computer in Bukittinggi, speaking is included in the syllabus. Based on the curriculum there, speaking is learnt by the students in mastering English. Moreover, the students are required to be able to express the transactional or interpersonal dialogue and short spoken language. In order to master those requirement of English syllabus, there are some genres that have to be understood by the students, those are classified into interpersonal and transactional, functional, and monolog text. The interpersonal and transactional text are greeting, asking and giving information, expressing thank, introducing someone to another, asking and giving to do something and forbid someone to do something. Then, the

functional texts are greeting card, notice, advertisement, caution, short dialogue, etc. Moreover, in monolog texts are such as descriptive text, recount text and procedure text. Based on those components, the students are required to express their speaking skill to continue their next level.

Related to the preliminary research, the researcher found the problems in teaching and learning speaking of second grade students at DYNASTY COMPUTER Bukittinggi in 2014/2015 academic year, the students got problems in communication the transactional text. The students could not express and communicate the transactional text in learning and teaching speaking. It can be shown from the average score of students speaking test of transactional text that could not reach the standard of English score (75). In fact, the students can pass the transactional text only 30% of them.

Then, the researcher also did some observation toward teaching and learning speaking of second grade students at DYNASTY COMPUTER Bukittinggi in 2014/2015 academic year. First, problem is related to the techniques used by the teacher in teaching and learning process, for examples: the teacher asked the students to do a discussion without guiding them to be active in the classroom. Then, the teacher asked some questions to the students related to the topic and asked the students to have small group discussion. At the last, students reported their discussion. A reporting of discussion was told by one student in each meeting. The teacher did not guide the other students to report the result of discussion. The technique used also effects speaking learning to be passive. It appeared to another situation that the teacher did not allow the students to practice English with their friends.

Besides, the teacher was not too active in guiding students in presentation his material in the classroom. He could not make the students interested in learning English. While, in Curriculum used there, the students are required to be active in the classroom. In short, the students were still passive. For example: when the teachers asked about their opinion, the students were still shy to give their opinion. After some minutes, the students gave his/her opinion by using Indonesian language. So, it can be said that those activities did not guide the students to be active speakers in using English.

Then, related to speaking subject, Sun (2008) says that self confidence is one of the key to have any English conversation which in learning speaking, the students are expected to have self confident to catch some targets in mastering English. By having self confidence, they will show the good performances for each chance. It is in line with Kima (2013:1) states that the self confidence that comes from within yourself is based on your own personal assessment of your skills, abilities and accomplishments. That's why, to develop their self confidence, the teacher has to guide the students to be active in classroom activity. Self confidence also can help the students to speak English easily. They also can build up their self and accept some goals based on the English syllabus. It means that self confidence based on our view of how others access our competencies as the result of their observations of our behaviours and interactions with ourselves.



Based on the problems above, it is important for teachers to guide the students to be an active speaker. The teachers have to use the variation of the techniques in order the students can be motivated in learning speaking. It also makes the teaching speaking more comfortable. So, the students can enjoy learning speaking. Moreover, there are so many techniques for teaching speaking in combining English learning process. Teachers can vary some techniques, like role play, drama, jigsaw, interview, stimulations and the use of Information Gap technique in order to make the students enjoy and be motivated in teaching speaking. Information Gap technique is one of techniques in teaching speaking.

Harmer (2007: 223) states that an information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication in which motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing. Furthermore, Raptou (2002) states that Information gap activities can also reinforce vocabulary and a variety of grammatical structures taught in class. They allow students to use linguistic forms and functions in a communicative way. These activities bring the language to life for students.

Small group discussion is teaching technique is currently used by English teacher at Dynasty Computer Bukittinggi during teaching and learning process, especially in teaching speaking

In small group discussion, Porta (2014:289) adds this technique allows the students to have a small group to obtain and discuss on a specific topic, then the students have to answer some questions given by the teacher. So, this technique can help the students to be active in a learning process. They are requirement to answer some questions.

Small group discussion is one of the techniques in teching speaking. In small group discussion, the students are divided into some group, then they receive a topic to discuss in group members, then they share their ideas/ discussion to other group. In this technique the members of the group should be involved to discuss and solve the problem but sometime the smart student usually dominates in their speaking. In small group discussion the lazy students are just keeping silent while waiting for their friend finish solving the problem or the task.

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

Based on the background of the problem above, there were some problems in learning and teaching speaking of second grade students at DYNASTY COMPUTER Bukittinggi. The first problem comes from the teacher's technqie in teaching. The teacher just asked the students to have any discussions related to the topic given without guiding the students to practice English conversation. The second problems was about the way teacher's presenting the materials were not too interesting yet. Most of students were lazy to express their idea in learning speaking.

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

From the identification above, the researcher limits the problems on the technique used by the teacher in teaching speaking and students' self confidence that influence their speaking skill. In this case, the research was limited on the effect of Information Gap technique and students self-confidence toward students' speaking skill of transactional text at the second grade students of DYNASTY COMPUTER Bukittinggi in 2014/ 2015 academic year.

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

Related to limitation of the problem above, the researcher formulates the problem as following question: "Is there any significant effect of teaching speaking by using information gap technique and students self confidence toward students' speaking skill of transactional text at the second grade students of DYNASTY COMPUTER Bukittinggi in 2014/ 2015 academic year?"

### **E. Research Questions**

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

1. Do the students who are taught by using Information Gap technique have better speaking skill of transactional text than those taught by using small group discussion?

2. Do the students with higher self-confidence who are taught by using Information Gap technique have better speaking skill of transactional text than those who are taught by using small group discussion?
3. Do the students with lower self-confidence who are taught by using Information Gap technique of transactional text have better speaking skill than those who are taught by using small group discussion?
4. Is there any interaction between both technique and students' self-confidence toward their speaking skill of transactional text?

#### **F. The Purposes of the Research**

The purposes of this research are:

1. To find out whether students who are taught by using Information Gap technique have better speaking skill of transactional text than those taught by using small group discussion.
2. To find out whether students with higher self-confidence who are taught by using Information Gap technique have better speaking skill of transactional text than those taught by small group discussion.
3. To find out whether students with lower self-confidence who are taught by using Information Gap technique have better speaking skill of transactional text than those taught by small group discussion.
4. To find out whether there is any interaction between both technique (Information Gap technique and small group discussion) and students' self-confidence toward their speaking skill of transactional text.

## **G. Significance of the Study**

The result of this research is expected to be beneficial theoretically and practically. Theoretically, the result of this research are capable of enrich the theories of teaching and learning speaking especially in understanding of teaching speaking by using Information Gap technique. Practically, it can become an input to determine the step for teaching and learning of speaking skill by using Information Gap technique. The following are the significant contributions of the research:

1. For science: the finding of this research will be used as a reference to the effectiveness of the Information Gap technique toward student's speaking ability.
2. For the students: this study is expected to make the students aware about the importance of speaking ability.
3. For the teachers: through the study, it is expected that the teachers will get some information about speaking and its problems during teaching and learning process in speaking.
4. For the researcher: the researcher will develop and enhance her mastery about some techniques in teaching speaking.

## **H. Definition of Operational Key Terms**

To avoid misunderstanding, the operational key terms of the research is defined as followed:

1. Information Gap technique is one of the techniques in teaching speaking where the students grouped, each student had a information from the

teacher/others and then they have to discuss his/ her information together and confirm the solution.

2. Students' speaking skill is the ability obtained by the students in speaking which is shown by their scores on speaking test.
3. Transactional text is a kind of the text that can be found in any relations with others and it has a function to get things done.
4. Self-confidence is someone's belief that she/ he can do something and achieve what does she/he want to have.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND SUGGESTION**

#### **A. Conclusion**

Information Gap Technique is a good technique for teaching speaking especially in teaching transactional text. The teacher can use Information Gap technique in learning and teaching speaking process. Through this technique, the students can be active in learning speaking. This technique also allows the students to be creative in group discussion.

Information gap techniques teach students to take more responsibility for their own learning. They should act as active participants not as passive recipients, in order for them to carry out the tasks. The students are given opportunities to express their own ideas and opinions, and in the studying process they not only pay attention about what to say, but also how to say it.

Based on the result of the data analysis and findings of this research which was conducted at Second Grade of Dynasty Computer Bukittinggi, several conclusions can be drawn as follow:

1. Information gap is very advantageous in teaching speaking as it gives significant effect on students' speaking skill. It can be seen from the data statistic and the scores that the students' grouped to experimental class taught by using information gap strategy are higher than theirs in control class taught by using small group discussion.

2. The result of the data analysis and findings prove that the students' who motivated about learning and performing a task can contribute more actively in activities and great effort when they bump into difficulties. The students' speaking skill with high self confidence taught by using information gap is significantly higher than those taught by using small group discussion.
3. Information gap does not help students with low self confidence on their speaking skill. It is proven by the speaking skill of students' having low self confidence taught by information gap strategy are not significantly higher than those taught by small group discussion.
4. The finding of this research also shows that there is no interaction of self confidence toward students' speaking skill on transactional text. It shows that self confidence (high and low) does not influence the result of the students' speaking skill of transactional text.

## **B. Implication**

The students who are taught by using Information Gap technique have better speaking skill of transactional text.. For the students, they can share the information that they get to their friends to complete the task around the room, creating student-students-interaction or friendship and enhance their motivation and self confidence toward English because this strategy is intended to stimulate students' self confidence and promote cooperative learning. Then, the students can share the idea with their partner in the classroom in purpose to complete the tasks given. So, the students with higher



self-confidence who are taught by using Information Gap technique have better speaking skill

Furthermore, the teachers can use information gap as one of an option in teaching speaking of transactional text and learning activities for the students who have high and low self confidence. The teachers can promote the students who have low self confidence to preactice speaking a lot, beside the students who have high motivation. Then, the teacher can use information gap thecnique in teaching speaking to create good atmosphere classroom and activate students' enthusiastic.

There are some ways in teaching speaking by using information gap. It can be designed by using movie, texts, pictures, etc. It can show or give to the students in part and show the rest to other group of students In this research, the researcher designs the information gap to allow students practice speaking in the classroom, enhance students' self confidence or minimize the boringness. Information gap can be done in grouping the students or find the patner. Moreover, the activity in information gap can be modified depending on the learning' goal.

### **C. Suggestions**

Based on findings, conclusions and implications above, the researcher would like to suggest the following pointsfor the teachers, students, and further researchers.Information Gap Technique was the effective technique to incrase students' speaking ability at the second grade students especially in learning transational text.

1. The teachers can use this technique in teaching speaking. Although this research was only at Dynasty Computer Bukittinggi, the Information Gap Technique also can be introduced and applied in any level of education. In other words, this technique is not limited only for teaching in Dynasty computer.
2. The students are encouraged to enhance their self confidence and skill in learning process by getting involved actively in any activities in the classroom. As consequently, they will be able to gain better result in English particularly speaking ability.
3. The next reseacher can conduct futher research of using Information Gap technique. But, it is hoped the next reseacher can use another types of speaking skill as dependent variable and others psychological aspects as moderator variable.

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