



## The Analysis of Students' Ability in Speaking by Using Information Gap Strategy at the Eighth of SMP Negeri 1 Gido in 2022/2023

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### Abstrak

Berbicara adalah salah satu keterampilan penting dalam bahasa Inggris selain mendengarkan, membaca, dan menulis. Hal ini penting karena berbicara selalu digunakan dalam kegiatan sehari-hari. Orang dapat menyampaikan pendapat, ide, dan mengungkapkan ekspresi atau perasaannya kepada orang lain. Berbicara sangat penting dalam pembelajaran bahasa karena dapat membuat siswa aktif dalam berkomunikasi dengan orang lain dan memberikan pendapat atau ide dalam proses belajar-mengajar. Tujuan dari penelitian ini adalah untuk menganalisis kemampuan berbicara siswa dengan menggunakan strategi Information Gap di kelas VIII SMP Negeri 1 Gido. Penelitian ini menggunakan penelitian kualitatif yaitu penelitian yang menekankan pada pemahaman masalah-masalah dalam kehidupan sosial berdasarkan kondisi realitas, atau latar alamiah yang nyata yang bersifat holistik, kompleks, dan rinci. Jumlah sampel sebanyak 34 siswa di kelas VIII-B. sedangkan teknik pengumpulan data adalah observasi, wawancara dan dokumentasi. Hasil penelitian dari tes adalah 9 siswa tergolong kurang baik, 19 orang tergolong baik. presentase dari yang tertinggi sampai terendah adalah: Baik (71,4%) dengan frekuensi 25, cukup (26,4%) dengan frekuensi 9, kurang (0%) dengan frekuensi 0, dan sangat kurang (0%) dengan frekuensi 0. Hasil kemampuan berbicara dalam menggunakan strategi kesenjangan informasi siswa kelas VIII-B masuk dalam kategori baik dan cukup, diketahui bahwa 9 siswa mendapat nilai 41-60, 25 siswa mendapat nilai 61-80, mereka berada pada tingkat yang baik yaitu sekitar 61-80, artinya nilai rata-rata mereka adalah 68.67.

**Kata Kunci:** Berbicara, Strategi Kesenjangan Informasi, Kualitatif

### Abstract

Speaking is one of the important skills in English besides listening, reading and writing. It is important because speaking is always used in daily activities. People can convey their opinions, ideas, and express their expressions or feelings to others. Speaking is very important in language learning because it can make students active in communicating with others and giving opinions or ideas in the teaching-learning process. The purpose of this research is to analyze students' speaking ability by using Information Gap strategy in class VIII of SMP Negeri 1 Gido. This research uses qualitative research which emphasizes understanding problems in social life based on reality conditions, or real natural settings that are holistic, complex, and detailed. The sample size was 34 students in class VIII-B. while the data collection techniques were observation, interview, and documentation. the research results from the test were 9 students classified as poor, 19 people classified as good. The percentage from highest to lowest is: Excellent (0%) with a frequency of 0, good (71,4%) with a frequency of 25, fair (26.4%) with a frequency of 9, poor (0%) with a frequency of 0, and very poor (0%) with a frequency of 0. The results of speaking ability in using the information gap strategy of class VIII-B

*students fall into the good and sufficient category, it is known that 9 students scored 41-60, 25 students scored 61-80, they are at a good level which is around 61-80, meaning that their average score is 68.67.*

**Keywords:** *Speaking, Information Gap Strategy, Qualitative*

## **Introduction**

Speaking is one method of producing language. Speaking referred to a person's capacity to communicate verbally in a language that others understand. According to Brown in Khalid & Wariyati (2022), speaking is a skill in producing oral language which occurs when two or more people interact with each other aiming at maintaining the social relationship between them. It is essential because speaking is always used in daily activities. People could convey opinions, ideas, and give their expressions or feelings to others.

Moreover, according to Stevick in Saleh et al (2021), speaking refers to the gap between linguistic expertise and teaching methodology. Speaking is very important in learning a language because it could make students to be active in communicating with others and giving opinions or ideas in the teaching-learning process, especially in using English. In schools in Indonesia, English is an important subject. Language is the main tool in education, language and education are interrelated Chairina (2019). speaking is one of the language skills that is important for someone, especially in English, to express opinions or ideas verbally with other people. Through speaking, students can share their experiences with their friends through conversation or discussion. Students' skill in conversation is a core aspect of teaching speaking, it becomes an important aspect of successful language teaching and learning because it functions as a system for expressing ideas.

It is mention in the standards of graduate competency stated by Permendiknas number 23 (2006:366), which is stated that "junior high school students must be able to express the meaning of interpersonal and transactional discourse orally, formally or informally, within form of recount, narrative, procedure, descriptive, and report".

In the syllabus of Kurikulum 2013 of SMP Negeri 1 Gido 2022/2023 particularly in the eighth grade, speaking is one of the skills that is taught to the eighth grade. Basic Competency is composing very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, and animals, taking into account social functions, text structure, and linguistic elements that are correct and in context. and as an indicator, it states the act of giving and asking for information regarding the whereabouts of people, according to the context of its use.

According to Richards and Renandya in Khalid & Wariyati (2022), 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. From Richards and Renandya's opinion, the researcher can conclude that speaking is a very important thing for us, but it is a difficult thing, especially for students. From the observation during the internship at SMP Negeri 1 Gido, in the classroom teacher often use the Information

Gap Strategy to facilitate students in speaking. In this strategy, the teacher can provide activities to students by providing information through pictures. Then from the picture, students can speak by understanding the content of the picture and conveying what is contained in the picture. In this phenomenon, students can discuss and speak in English. In speaking, students were very difficult to understand and convey messages in English. Students who experience problems still find it difficult to express their ideas orally in English. They tended to be silent when the teacher invited them to interact using English in the classroom. The students seemed unmotivated and had a poor attitude toward English. This strategy makes students not confident enough to express their ideas orally while the class is dominated by the teacher. Therefore, teachers can pay attention to the level of students' speaking ability.

From these problems, students can learn to get information contained in the picture, so that in the information students can discuss in small groups. Information Gap can help students to tell the content contained in the picture. So, in this Information Gap students can group and give each other opinions on the pictures that have been given by the teacher. According to Raptou in Khalid & Wariyati (2022), the Information Gap is a useful activity where one person has information that is not owned by another person, and this type of activity is very effective in the classroom. This strategy gives each student the opportunity to speak in the target language for a long time and students naturally produce more utterances than they would otherwise. In this strategy, the teacher can form small groups, for example, from 34 students, the teacher can divide groups of 2-

5 people per group to find information in the picture.

Based on previous research explaining the good Information Gap Strategy, according to Suharnita et al (2021), explain that the Information Gap is useful for training students to use the target language to communicate in real life by asking students to share information with peers. Students who were taught using the Information Gap technique had better scores than those who were not taught using the Information Gap technique. In line with the explanation above according to Rosalinah & Khilda (2019), explaining the Information Gap technique can make students more active in speaking the target language, especially in English. This could be seen in every meeting, students were active in communicating with others.

Then according to Lidiawati & Aminulloh (2022), information gap activities can have a significant effect on students' speaking skills and are a suitable alternative to be applied in teaching and learning speaking. This can be seen from the discussion which explains that information gives good results on student achievement. Meanwhile, another opinion that contradicts the above statement, according to Irona & Ratmanida (2018), explains that there are still many students who lack the motivation and time to speak in classroom interactions. This problem is caused by several factors such as activities carried out in class are not interesting for students, opportunities to speak are not given to students, lack of varied techniques for teaching speaking, teachers do not use interesting media for speaking in teaching English, and so on. So, from the different opinions of previous researcher, it could be concluded that the Information Gap Strategy was not effectively used in

learning. Then from the results of these differences of opinion, there are blemishes to be researched.

Based on the problem above, the researcher used qualitative research methods. The data collection methods are test, observation sheet, documentation, and interviews

### Method

In this study, the researcher used an inductive approach, which meant a way of thinking based on specific events to ascertain general theories, laws, and concepts. Mimansha & Nitin (2019), "The inductive approach does not involve the formulation of hypotheses". Starting with the research questions and the goals and objectives that need to be achieved during the research process. It meant that the inductive approach referred to a thinking process that starts from the observation of specific facts or phenomena, then a broader general conclusion is drawn.

This research is conducted to get an overview of students' speaking ability and the factors that influence their ability. This research includes descriptive research. It is called a descriptive search because this research tries to describe the condition of students to know their speaking ability in English class. This research data can be categorized into quantitative.

Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in natural settings Walidin, Saifullah & Tabrani in Fadli (2021). Creswell in Murdiyanto (2020:20), defines a qualitative approach as a process of

research and understanding based on a methodology that investigates a social phenomenon and human problems. In this approach, the researcher made a complex picture, examines words, reports in detail from the views of respondents, and conducts studies in natural situations. Therefore, qualitative research is research that emphasizes understanding of problems in social life based reality conditions, or natural setting real are holistic, complex, and detailed.

There are two variables in this research. The first was Information Gap Strategy as the independent variable (X), and the ability to spoke English as the dependent variable (Y). In this research, researcher used two variables in conducting this research, namely to find out the significant ability of the Information Gap Strategy on students' abilities at the eighth grade of SMP Negeri 1 Gido in 2022/2023.

This research was conducted at SMP Negeri 1 Gido which is located at Jln. Pemuda No.5 Hiliweto Gido, Gido District, Nias Regency. From May to June 2023. The time allocation referred to the education calendar of SMP Negeri 1 Gido.

Based on the research focus, the researcher used 4 types of research instruments namely.

#### 1. Test

According to Sudjana in Khalid & Wariyati (2022) a test means some questions for students to be answered. The test is used to analyze students' speaking ability when the teacher is carrying out the learning process using the information gap strategy.

#### 2. Observation

According Abdussama. et al (2021), observation is a data collection technique that is carried out systematically and

deliberately through observing and recording the symptoms investigated.

3. Interview

Interviews or interviews are a form of verbal communication so it is a kind of conversation that aims to obtain information or can be interpreted as a data collection technique that is carried out by asking and answering between the researcher and the object under study. Abdussama et al (2021:143).

4. Documentation

Arikunto in Abdussama. et al (2021), documentation method is: looking for data about things or variations in the form of notes, transcripts, books, newspapers, news magazines, magazines, inscriptions, minutes, report cards, leger and so on.

After collecting data, the researcher took and calculated the score from the rater and analyzed the students' speaking skills whether they spoke well or not. In this study, the researcher also used an assessment rubric adopted from Harris in Putri (2019), with the following ratings:

TABLE 3.1 Speaking Rubric

Level	Score	Indicators
Fluency	25	Speak fluently, nosignificant pause.
	20	Speak well enough, pause here and there.
	15	Speak diffluent, too many pause.
	10	Speak unclearly.
Vocabulary	25	Use key diction, supporting diction, additional.
	20	Use supporting diction and additional diction. Use supporting diction.
	15	There are no key diction, supporting diction
	10	And additional

		diction.
Comprehension	25	Understand the topic without any difficulties.
	20	Understand most of the topic, there are some repelitions.
	15	Understand only a little about the topic, there are many repelitions.
	10	Understand too little about the topic.
Pronunciation	25	The pronunciation is very clear and easily understood.
	20	Easily understood the word. Despite, the influence of mother tongue can be detected.
	15	The pronunciation is not really clear, but it can be understood by the listener.
	10	The pronunciation is not clear

1. To analysis the data, the researcher used arithmetic evaluations

81 – 100 : Excellent

61 - 80 : Good

41 – 60 : Fair

21 – 40 : Poor

0 – 21 : Very Poor

2. To find the percentage of the students'

$$P = \frac{F}{N} \times 100 \%$$

Where :

P = Percentage

F = Frequency

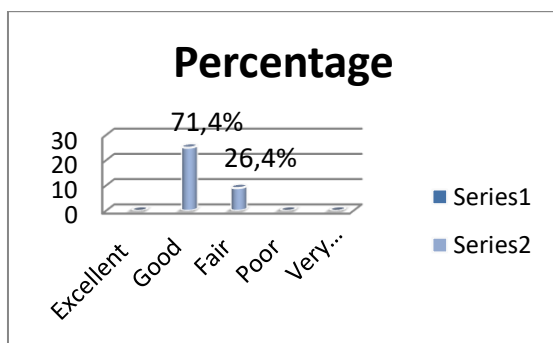
N = Number of cases

**Result and Discussion**

**The Result of the Test**

According to Sudjana in Khalid & Wariyati (2022), a test means some questions for students to be answered. The test is used to analyze students' speaking ability when the teacher is carrying out the learning process using the Information Gap Strategy. The form of the test can be grouped into three forms: oral, written, and behavioral. In it study, the researcher conducted an oral test.

**Table 4.2** Percentage of Students' speaking ability



Based on the students' scores in table 4.1, it was made in the form of recapitulation and percentages in analyzing students' speaking ability, which shows that the percentages from highest to lowest are: Excellent (0%) with a frequency of 0, good (71,4%) with a frequency of 25, fair (26,4%) with a frequency of 9, poor (0%) with a frequency of 0, and very poor (0%) with a frequency of 0.

**The Result of the Observation**

Observation activities were carried out based on participatory techniques where the researcher was involved with the daily activities of the person being observed or used as a source of research data where there were theoretical procedures in chapter III according to Abdussama. Zuchrid. H. et al (2021). where observation activities are

carried out based on the Learning Implementation Plan (RPP), especially in the application of the Information Gap Strategy carried out by the teacher.

**The English Teacher's Interview**

The English teacher interview was conducted on June 16, 2023. The purpose of this interview was to obtain data regarding the application of the Information Gap strategy in the teaching and learning process, especially in English speaking skills.

In the interview, the English teacher provided answers to the questions that had been asked by the researcher regarding the application of the Information Gap strategy in the teaching and learning process.

**The Result of the Documentation**

Documentation is carried out by researchers in the form of relevant field findings, in the form of photographs, notes, books, or so on that can be used as supporting data in conducting research that contains the theory in chapter III according to Arikunto in Abdussama. Zuchrid. H. et al (2021).

**Discussion**

The researcher describes the students' ability in speaking skills by using the information Gap Strategy. The researcher has conducted research at SMP 1 Gido in class VIII-B with a sample of 34 students. based on the research title, the researcher describes based on the analysis of students' speaking ability using the information gap strategy. The researcher has taken test data. the test was conducted by the teacher in the

classroom by using image media and forming 8 groups. The teacher has given instructions to the students to find the differences that exist in the pictures and tell them in front of the class. the students were assessed in four ways, namely Fluency, Vocabulary, Comprehension, and Pronunciation. The scores have been presented above. Based on the recapitulation and percentages in analyzing students' speaking ability, it showed that the percentages from the highest to the lowest were: Excellent (0%) with a frequency of 0, good (71,4%) with a frequency of 25, fair (26.4%) with a frequency of 9, poor (0%) with a frequency of 0, and very poor (0%) with a frequency of 0.

Based on the analysis results, most of the students were in a good category in the aspect of speaking knowledge. first, in fluency and accuracy, almost all students had difficulty with pronunciation. their pronunciation was a little unclear because some of them felt nervous, had difficulty pronouncing words, and lacked confidence when speaking in English in front of the class. From the test results, there were 25 people classified as good, and 9 were classified as poor. In the oral test, there were still many students who did not speak because they were still unfamiliar with the words and lacked confidence. In terms of accuracy, almost all students were in a good category. when students had conversations,

the accuracy in stringing words in English was good. although there were some words that were still inaccurate, they could still be understood by the teacher.

Then in fluency, when students have a conversation in front of the class, fluency in conveying the topic was also very important because fluency in speaking English can make it easier for listeners to understand the topic being discussed. Almost all students are classified with a poor level of fluency, although some students were still not fluent in conveying the topic. Other students also always say "eeeeeeee". This happened because students did not understand the meaning of the conversation or the pronunciation of words that they found difficult to pronounce. This is also one of the factors inhibiting fluency in speaking in front of the class. In this study, students were categorized into a moderate level of speaking. During the conversation, the students sometimes spoke in a voice that was unclear and not fluent. Some students did not pronounce the words clearly, usually, they stopped or paused while speaking in front of the class because they were trying to remember the topic and it affected their poor pronunciation and their voice disappeared.

The result of speaking ability in using the information gap strategy was that class VIII-B students were included in the good and sufficient category, but the average

score was included in the good category. Based on the table above it was known that nine students got a score of 41-60, nineteen students got a score of 61-80, and six students got a score of 81-100, they were at a good level of around 61-80, meaning that their average score was 70.88 which was considered a good level.

In accordance with the oral test conducted by the teacher, the researcher wants to know the students' speaking ability by using the information gap strategy in class VIII SMP Negeri 1 Gido. Speaking of the information gap strategy, there had been many studies that discuss it, one of which was research conducted by Khalid & Wariyati (2022). which was entitled teaching English Speaking through the Information Gap Technique, although it study also uses a type of quantitative research in the form of classroom action, but with the same theory and conditions. The theory underlying it study was based on Violet Raptou's theory which explains under the Information Gap technique can make students more active in speaking the target language, especially in English. It can be seen in every meeting; students become active in communicating with other students. Then according to Lidiawati & Aminulloh (2022), information gap activities can had a significant effect on students' speaking ability and were a suitable alternative to be applied in the

teaching and learning process of speaking. It can be seen from the discussion which explains that information provides good results on student learning achievement.

### Conclusion

Based on the explanation and description in the previous chapter, the researchers concluded that the analysis of students' speaking ability using the Information gap strategy at the eighth grade of SMP Negeri 1 Gido in 2022/2023. It showed that the percentages from the highest to the lowest were: Excellent (0%) with a frequency of 0, good (71,4%) with a frequency of 25, fair (26.4%) with a frequency of 9, poor (0%) with a frequency of 0, and very poor (0%) with a frequency of 0. From the test results, there were nine students who were classified as not good, two five people were classified as good. The results of speaking ability in using the information gap strategy of class VIII-B students fall into the good and sufficient categories, but the average value is in the good category. Based on table 4.1, it is known that nine students scored 41-60, twenty-five students scored 61-80, they are at a good level which is around 61-80, meaning that their average score is 68.67.

Based on the results of the analysis most of the students were included in the good category in the aspect of speaking knowledge. first, in fluency and accuracy,



almost all students had difficulty in pronouncing. their pronunciation was a little unclear because some of them felt nervous, had difficulty pronouncing words, and lacked confidence when speaking in English in front of the class.

Based on the above conclusions, the researcher proposes the following suggestions.

First, students' speaking ability will improve if it is used frequently. Therefore, practice and use English in class to get used to it. Don't be afraid to make mistakes. Second, considering that information gap activities can have a significant effect on students' speaking ability, it is hoped that this information gap activity can be one of the alternative ways to be used in teaching speaking and provide a significant effect on students' speaking ability. The application of Information Gap strategy is suggested to teachers in teaching English especially in Speaking because it provides many interesting activities that can make students understand more about descriptive text speaking skills so that it can make them more active in the classroom. Third, this study only has a small sample. The researcher suggested to other researchers to add more samples. Other researchers can investigate the use of Information Gap Activity Technique on other language skills and components such as reading, grammar, and vocabulary.

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