THE USE OF INFORMATION GAP AND PICTURE SERIES TO IMPROVE STUDENTS’ SPEAKING SKILL

(A Classroom Action Research of the Eleventh Year Students of MAN Salatiga in the Academic Year of 2015/2016)

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) English Education

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SALATIGA

2015
DECLARATION

Bismillahirrahmanirrahim
In the name of Allah, the Most Gracious and Merciful.

Hereby, the researcher declares that this graduating paper is written by the writer her/himself. This paper does not contain any materials which have been published by other people; and it does not cite any other people’s ideas except the information from the references.

This declaration is written by the researcher to be understood.

Salatiga, 23 Agustus 2015
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ATTENTIVE COUNSELOR’S NOTE
Case: Ayu Kurniaawati’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Ayu Kurniaawati’s graduating paper entitled “THE USE OF INFORMATION GAP AND PICTURE SERIES TO IMPROVE STUDENTS’ SPEAKING SKILL (A Classroom Action Research of the Eleventh Year Students of MAN Salatiga in the Academic Year of 2015/2016)”. I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Waasalamu’alaikum Wr. Wb.

Counselor

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A GRADUATING PAPER

THE USE OF INFORMATION GAP AND PICTURE SERIES TO IMPROVE STUDENTS’ SPEAKING SKILL
(A Classroom Action Research of the Eleventh Year Students of MAN Salatiga in the Academic Year of 2015/2016)

WRITTEN BY:
AYU KURNIAWATI
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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga August 29th 2015, and hereby considered to complete the requirements for the degree of SarjanaPendidikan Islam (S.Pd.I) in English and Education.

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ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the writer can complete this graduating paper as one of requirements to finish the study in English Department of States Institute for Islamic Studies Salatiga.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

1. Dr. Rahmat Hariyadi, M. Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd.as the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Malihah, M. Pd. As the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
4. Setia Rini, M. Pd. as a counselor of this graduating paper. Thanks for all your support, advise, suggestion, and recommendation for this graduating paper from beginning until the end. Thanks for your patience and care.
5. All lecturers in English Education Department who have given much knowledge, the writer deeply thanks to you all.

6. My beloved family, thanks for your spirit and patient.

7. All of staffs, who have helped the writer in processing of graduating paper administration.

8. All friends in English Education Department. Thank for your friendship and kindness.


10. Those cannot be mentioned one by one.

Eventually, the graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvements of this graduating paper.

Salatiga, 23 Agustus 2015

The Writer

Ayu Kurniaiwati

113 11 025
MOTTO

What is with you must vanish: what is with Allah will endure.

And we will certainly bestow, on those who patiently persevere,

their reward according to the best of their actions,

(Qs. An Nahl/ 16: 96)
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents, my mother (Mukrifah) and my father (Haryono) who always pray for me, guide, support, and motivate me to become better person.

2. My beloved sister and brother (Hilda Rohmah Setyowati and Sholikhin), and my big family who fill my life with love and affection.

3. My lovely best friends (Nurul Mifhtakul Janah, Chozinatul Asroriyah, Dwi Ambarwati, Lailatis Syarifah) and all my friends from English Education Departement.
ABSTRACT


Keywords: speaking skill, Information gap, Picture series

The aims of this research were to find out whether any difference of students’ speaking skill before and after using Information gap and Picture series. The subject of this research consisted of 31 students of the eleventh year in MAN Salatiga. This research applied the classroom action research by giving two pre-test, two treatments, and two post-test. In analyzing the data, this research uses mixed qualitative and quantitative approach. The result of the data analysis show that the means score of pre-test and post-test are 47.42 and 60.97 in cycle I. The mean score of pre-test and post-test in cycle II are 55.65 and 77.90. Besides that the percentages of students in cycle I, almost all students who didn’t pass, there is 74.19% but in cycle II almost all students achieve the standardized, the percentage students who didn’t pass is 6.45%. The result shows that the mean of the finding in cycle I and II is higher than the standardized score in score 70. It means that any improvement of speaking ability after using Information gap and Picture series.
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the tools which use to communicate between one person to other person which has a meaning. By language, people have chances to communicate with others, share experiences, learn each other and improve their intellectual. Consequently, every person is required to have good skill in language so that they can communicate well. The communication is a process of delivering thought, concept, idea, opinion, agreement, wish, information about some events etc to others by using language. There are four skills of language that must be taught by english teacher of SMA/MA namely listening, speaking, reading, and writing (Depdiknas, 2006:307). One of the skills that must be mastered by students is speaking because it has important role in communication.

Speaking skill is one of the language skills that are very essential to support further oral communication especially in English. Bryne (1986:8) states that speaking is oral communication between listener and speaker that involves the productive skill and understanding. Brown (2001:250) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Lado (1977:240) states that speaking is described as an ability to converse or to express a sequence of ideas fluently. Although speaking skill is very essential to support further oral communication but it is the most difficult skill to develop. The environment in Indonesia provides less support or exposure for the learners, because English is not spoken in the
community. Speaking needs practicing as often as possible. Speaking is different with other language skills, even though when it is compared with writing, the answer must be writing. What makes speaking difficult is just because the language. English is a foreign language and the use of it is very seldom. We can see easily of many things in our life using English in the written form and it doesn’t need to be read aloud, so we don’t need to be embarrassed. Speaking difficult according to Nunan (2003:270) are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, interaction.

To speak English, we have to know some important component that needed to be mastered and it needed in teaching learning process of teaching speaking skill. Here is the component of speaking skill according to Brown (2001: 397), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency. The component is what aspect influencing how students speak English well. Sometimes, a lot of students get many problems because they don’t master the component of speaking.

There are some problems in teaching speaking that found by the researcher when doing an observation at MAN Salatiga. First, students do not want to talk or say anything. Students feel really shy about talking in front of other students, they are suffering from a fear of making mistakes. Second, some students have a good ability in english language skills but when they should communicate with english, they fail in expressing their ideas. They are afraid and anxious of saying something wrong or incomprehensible. Third, the other students always do the mistake in grammar and pronunciation aspect. Basically, they
only speak English. They do not pay attention to the sentence structure and correct pronunciation.

In teaching English at the eleventh year of MAN Salatiga, the teacher has applied some techniques, method, instruments and materials in order to stimulate the students to learn English, but English teachers have many handicaps. One of them is the students’ low motivation and low achievement in speaking English is probably due to the lack opportunity in practicing it. It means that the mastery of speaking English needs much time to practice it. Realizing such condition in speaking class, English teachers should be more creatively to look for the best way for communicative activities that urge and motivate the students to improve their ability to speak English.

There are many techniques applied in teaching english speaking skill such as role play, games, information gap, song, discussion, and simulation (Harmer, 2007:128). These techniques could be implemented in any grade. Thus, the writer here tries to implement a good teaching speaking techniques using the information gap. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

To help the students, teacher can use the picture series, in order to the students remembering the story and they can retell his story by his way. Wright (1989) states that pictures are very important in helping students to retell experiences or understand something
since they can represent place, object, people, etc. It is enjoyable for the students because it encourages activity in guessing the messages from the picture based on their imagination. Students can understand the content of the whole series of pictures because the pictures are related.

Based on this reason, the researcher decides to carry out the research entitled “THE USE OF INFORMATION GAP AND PICTURE SERIES TO IMPROVE STUDENTS’ SPEAKING SKILL” (A Classroom Action Research of the Eleventh Year Students of MAN Salatiga in the Academic Year of 2015/2016).

B. Problems of Study

In this research, the researcher discusses the following problem:

1. How far is the students’ speaking skill in MAN Salatiga of the eleventh year before using information gap and picture series?

2. How far is the students’ speaking skill in MAN Salatiga of the eleventh year after using information gap and picture series?

C. Objectives of the Study

Objectives of the study are:

1. To find out the students’ speaking skill in MAN Salatiga of the eleventh year before using information gap and picture series.

2. To find out the students’ speaking skill in MAN Salatiga of the eleventh year after using information gap and picture series.
D. Benefits of the Study

The researcher is conducted in order to give theoretical and practical benefits.

1. Theoretical

The research finding can be used to enrich the theory and the method in the teaching speaking using information gap and picture series.

2. Practical

The research finding can be used by the students, teacher, school, and the writer himself and it will be useful to the other researches who are interested in analyzing teaching learning speaking:

a. For the Students

1) It can improve the students’ speaking skill.

2) The students will be able to speak better.

b. For the Teacher

1) The teacher knows the level of student’s mastery in speaking skill.

2) The result can become an input to determine the step and strategy for teaching speaking. Furthermore, we can reach the maximal teaching as a feed-back to improve in the process of English teaching learning especially in speaking, and it can be as the important information in using media to improve the quality of teaching speaking.

E. Limitation of the Study

In this research, the researcher limits her research on teaching speaking for the eleventh year students of MAN Salatiga by using of information gap and picture series,
because of the researcher wants to know the skill of students’ speaking through information gap and picture series. Hence through information gap and picture series the students are easier to speak with the other friends.

**F. Classification of Key Terms**

To make this research title easy to understand, the writer wants to clarify and explain the term used. They are follow:

1. **Information Gap**

   Information gap activity is an activity where learners are missing the information and they need to complete a task and need to talk each other.

2. **Picture Series**

   Picture series is one of techniques that appropriate to use in teaching writing, speaking, and reading. The teacher can help the students to make a good writing, speaking, and reading by some picture with fun and easy.

3. **Students**

   Student is person who is studying at a college or university. Person who studying at secondary school. Any person interested in a particular subject (Oxford University Press, 2011:441).

4. **Speaking**

   Speaking is oral communication between listener and speaker that involves the productive skill and understanding (Bryne, 1986:8). Brown (2001:250) states that
speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

G. Research Organization

To facilitate the reader in understanding this paper, the researcher will describe the parts in this paper are:

Chapter I contain introduction which covers the background of the study, the statement of study, the objectives of the study, the benefits of the study, limitation of the study, classification of key term, and the research organization.

Chapter II the writers present theoretical framework of teaching speaking which consist of previous research, definition speaking, elements of speaking, notion of teaching speaking, activities to promote speaking, the definition of information gap and picture series, and the procedures of information gap and picture series.

Chapter III is the research methodology which consist of general situation, method the research, subject of the research, data collecting method, role of researcher, the model of research and technique of analyzing data.

Chapter IV is data analysis, it consist of research finding and analysis and discussion.

Chapter V is closure that consists of conclusion and suggestions. The last part is references and appendix.
A. Review of Previous Research

In this study, the writer took review of related literature from the other graduating paper, and the first title was “Improving Students’ Speaking Competence Through Information Gap Strategy” (A Classroom Action Research of the First Year Students of Madrasah Tsanawiyah Negeri (MTs N Klego) in the Academic Year of 2011/2012). Researched by Siwi Handayani in 2011, the student of State Institute of Islamic Studies (STAIN) Salatiga. The result of this research showed that information gap of teaching speaking was able to help the students to improve their speaking skill.

In the second review related to this research, the title is “Improving Students Speaking Skill Through Story Telling Using Puppets (Classroom Action Research of the Eighth Grade of SMPN 06 Salatiga in the Academic Year 2013/2014). Researched by Risma Hanifa in 2013, the student of State Institute of Islamic Studies (STAIN) Salatiga. The result of this research showed that story telling using puppets was able to help the students to improve their speaking skill.

In the third review related to this research, the title was “The Use of the Picture Series to Improve Writing Skill of the Eight Grade Students of MTs Negeri Sucen, Simo, Boyolali in the Academic Year of 2011/2012” researched by Agus Setiyabudi in 2011, the Student of State Institute of Islamic Studies (STAIN) Salatiga. The result of this research shows that picture series could improve the writing skill. Therefore, the researcher would
research the use of picture series to improve speaking skill. It will be improved the speaking skill or not.

B. Speaking

1. Definition of Speaking

Speaking has various definitions since in this field many experts have their own idea about the notion of speaking. Each of the definition is proposed from the different point of view. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in variety of contexts (Chaney, 1998: 13). According to Kayi (2006) speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving (Nunan, 1997: 216).

According to Brown (2004: 141) there are basic types of speaking as follows:

a. Imitative

The ability to simply parrot back a word, phrase or possibility a sentence.

b. Intensive
The production of short stretches of oral language designed to demonstrate competence in a narrow band of Grammatik, phrasal, lexical, or phonological relationship.

c. Responsive

Interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments, and the like.

d. Interactive

The difference of responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple participants. Interactive can take two forms of transactional language, which have the purpose of maintaining social relationship. In the interpersonal exchanges, oral production can become pragmatically with the complex with the need to speak in causal register the use colloquial language, ellipses, slang, humor, and other sociolinguistics conversation.

e. Extensive (Monologue)

Extensive is an oral production task including speech, oral presentation, and storytelling, during the opportunity for oral interaction from listener is either highly limited (perhaps to non-verbal response) or ruled out together.
2. Elements of Speaking

The ability to speak fluency presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2001: 269).

a. Language Features

Among the elements necessary for spoken production, are the following:

1) Connected speech: effective speakers of English need to able to produce the individual phonemes of English. In connected speech sound are modified (assimilation), omitted (elision), and added (linking). It is for this reason that we should involves students in activities designed specifically to improve their connected speech.

2) Expressive devices: native speakers of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

3) Lexis and grammar: spontaneous speech id marked by the use of number of common lexical phrases, especially in the performance of certain language function. Teacher 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 benefit from the negotiator language. We use to seek clarification and show the structure of what 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. Metal processing

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

1) Language processing: effective speakers need to able to process language in their own heads and put it into logical order so that it comes out in form that are not only comprehensible, but also convey the meanings that are intended. Language processes involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

2) Interactive with other: most speaking involves interactive with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feelings. Knowledge of how linguistically to take turns or allow other to do.

3) (On the spot) Information processing: quite apart from our response others’ feeling, we also need to be able to process the information they tells us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific and it is not prized by speakers in many other language communities.
3. Notion of Teaching Speaking

Brown (2001: 8) state that teaching cannot be defined a part from learning, because it is guiding and facilities of learning, enabling the learner to learn and setting the condition for learning. Speaking is a skill requiring the simultaneous use of member of different abilities. There are five components in speaking skill:

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language.

b. Grammar

Grammar is the rules for forming words and making sentences. It is needed for students to arrange a correct sentence in conversation, or the students’ ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. Vocabulary is the total number of words that make up a language.
d. Fluency

Fluency is quality or condition of person to speak a language easily and well.

e. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

4. Activities to Promote Speaking

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly and then give sympathetic and useful feedback. They will get tremendous satisfaction from it. There are many activities to promote speaking, as Hayriye Kayi inferred from many linguistics on his articles in the internet on Teaching English as a Second Language (TESL) journal, there are activities to promote speaking:

a. Information Gap

Information gap is a useful activity in which one person has information that the other lack. They must use the target language to share that information. For instance, one student has the direction to a party and must give the information to a classmate.
b. Role plays

Role plays are also excellent activities for speaking in the relatively safe environment of the classroom. In role play, students are given particular roles in the target language. For example, one student plays the role of a police officer trying to help the tourist file report. Role play gives learners practice speaking the target language before they must do so in the real environment.

c. Simulations

Simulations are more elaborate than role play. In a simulation, properties and documents provide a somewhat realistic environment for language practice. So for instance, in a language lesson about the grocery store, a teacher might bring in ‘product’ for the students to buy (a box of crackers, coffee, a jar of jam) practice and even play money for making their purchase. A checkout would be set up for the students to practice transactional speaking with the cashier.

d. Discussion

For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.
e. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the
class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.
k. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

l. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

m. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

C. Information Gap

1. Definition of Information Gap

Information-gap activities is an information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing
that information, because they have different information, there is a ‘gap’ between them (Hermer, 2007:123). According to Corbett (2003:22) in his following statement, the information gap or information transfer task became the archetypal communicative activity. Typically leaner would be given access to information that was denied to another learner. Then, in pairs or groups, the learners would exchange the information.

The information gap activities involve a transfer of given information from one person to another or from one place to another. The participants each have some knowledge or information not shared by any other one and can only solve the problem if they pool their information.

In the classroom, using information gap is very useful for various responses especially in teaching speaking. The learners provide an opportunity for extended speaking practice. They represent real communication, motivation can be high, and they require sub skills such as clarifying meaning and re-phrasing.

2. Benefit of Using Information Gap

Harmer (2007:129) stated the benefits of information gap activities with the following points:

a. Learners interact freely with one another to gather information from their peers, thus creating a casual atmosphere, in which everybody feels comfortable and non-threatened to offer their contributions. If there is an information gap between the learners, lifelike conversation can be ensured always with a more unpredictable, diverse, meaningful, interesting and vivid output.
b. Information gap activities can be adapted for multilevel learners: from the elementary to the advanced. Generally speaking, the instructor-monitored but learner-participation activities are designed for the beginners and the intermediate, and the instructor-guided but learner-monitored activities are for the advanced and some intermediate.

c. Information gap activities can not only prove to be useful at the productive stage in the classroom, but also for the receptive stage as well. Or “it possesses a nature of communication both for input and output stages”.

While (Hess, 2001: 3) classified the benefits of information gap activities as follows:

a. 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.

b. Information gap activities can serve as a means to share a task jointly and help to establish a kind of atmosphere that encourages learners to help one another or ask for help from their peers. Information gap activities collect intelligence by allowing each learner to brainstorm information, and then display and contribute to the communication as a unified group. This makes learning always a most effective experience. Furthermore, “such a collaborative and interdependent learning style will aid the learners in fostering a positive mutual reliance and help them to function better in a highly complex, interdependent society”.

c. Information gap activities can foster a learner-autonomous learning style. The learners are allowed to have a sense of self owing to the following four factors:
“Collaboration” (having students work together toward common goals); “personalization” (arranging for the kinds of activities that will allow students to express their own opinions and ideas); “individualization” (arranging activities that will allow students to work at their own pace); and that of “enlarging the circle” (including as many students as possible in any activity).

D. The Picture Series

1. Notion of Picture Series

Student can construct their knowledge during learning easily by using media. One of the media is picture series which draws a story. Picture is the general medium used by teacher, because picture is easier to understand than using explanation. Picture is something which has full meaning part of the object. According to Sadiman (1996:29) picture is a common language, which can be understood and enjoyed everywhere.

Picture series is one of techniques that appropriate to use in teaching writing, speaking, and reading. The teacher can help students to make a good writing, speaking, and reading by some picture with fun and easy. Picture series can be in a book or handout, drawn on the board or OHP, or on flashcard or posters. Traditionally, they have been used as a starting point for writing exercise, but they are also very useful for focusing on specific language points or as material for speaking and listening.
2. Source of Picture series

According to Wright (1989: 182-187) there are some sources of picture:

a. Newspaper

Picture in newspaper are not reproduced very well. However, old newspaper are available everywhere and in some counties are the main source of free picture material.

b. Magazines

In many countries these are the major source of useful picture material of high quality, though they are rarely free.

c. Advertisement and Publicity

These include direct mail leaflets, poster, and advertisements in magazines and newspaper.

d. Holiday brochures

These brochures are usually richly illustrated. Most of pictures are of hotels, but many are of places, historical sites or places of great beauty.

e. Business brochures

Many business produce brochures so their costumers and the public know about the services they offer. Banks and post offices can be a good source of publicity picture.

f. Catalogues

In some countries catalogues are an amazingly rich source of picture material. In Britain, there are catalogues with literally thousands of pictures of every sort of object which a big store can sell, from beds and bicycles.
g. Calendar

Calendar usually illustrated and, furthermore the pictures are usually big enough for class use.

h. Greeting cards

Most greeting cards are illustrated. The range of subjects is very wide, and in every case the illustration has been chosen to “say” something to the receiver. It is often worth keeping the text and the picture together. There are greeting cards for, various seasonal celebration, wishing people well if they are ill, congratulation them on a success, etc.

i. Postcards

Every possible subject is illustrated on postcards. Postcards are associated with writing and thus postcards are not just pictures.

j. Reproduction of art

Painting, drawing, and art photographs are reproduced on postcards, greeting cards, calendars, in books, and as separate reproduction available in shops and galleries.

k. Posters

Posters are designed to be big enough to be seen from a distance and they are thus ideal for class use.

l. Wall charts

Wall charts are produced by some institutions to explain what is done in or by institutions: how steel is made how a firm exports around the world, how to grow rice, how to deal with a road accident, the journey of a letter.
m. Instruction

Instructions for carry out a process such as cooking or putting on a life jacket are often illustrated.

n. Old books

It is same to throw away a book if it contains illustrations. Old children’s books are a particularly good source of illustrations which can often charm older student. Old books are often too decrepit or dated to keep, but they may contain unique illustrations.

o. Comics and cartoon strips

These are heavily illustrated. They are sequences of pictures which are closely related to narrative text. The stories in some publications are illustrated by hundreds of photographs.

p. Family photograph and slides

Sometimes family photograph can be brought to the lesson, shown and talked about. We all have photographs and slides which we do not really want to keep and never look at (and that applies to our students as well).

q. Stamps

Most stamps have pictures of them. The most obvious way of using stamps is to talk about them as stamps: where they come from, why the design were chosen, how much they are worth, etc. however, they can also be tuck into separate cards and used as “playing” cards for group work.
r. Playing cards

Many playing cards have illustrations. The cards can be used for their original purpose and the students asked to play the game in the target language. However, the cards can also be used for the pictures that are on them.

s. Wrapping papers

Wrapping paper is often decorated with pictures. The repetition of the design means that pairs of pictures are available.

t. Course book

There are usually illustrations in the course book. These illustrations can often be used in ways which the author does not suggest.

u. The teacher’s and students’ own drawings

Of course, it is very useful if the teacher is talented artist or if there is talented artist in the class. However, it is not necessary to be artistically talented in order to produce picture.

v. Photocopying

Picture can be photocopied but, if they are in copyright, only by permission. Some countries have schemes whereby schools can acquire a blanket license for photocopying. In other countries permission should be obtained from the copyright holder. However, the photocopying machine may be used by the teacher to make picture, for example, by photocopying objects such as keys, ticket, etc.
3. Some Roles for Pictures in Speaking

According to Wright (1989:17) there are some roles for pictures in speaking that are:

a. Picture can motivate the student and make him or her want to pay attention and want to take a part.

b. Picture can contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train).

c. The picture can be described in an objective way (‘This is train’) or interpreted (‘It’s probably a local a train.’) or responded subjectively (‘I like travelling by train’).

d. Picture can cue responses to questions or substitutions through controlled practice.

e. Picture can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

E. Procedure of Information Gap and Picture Series

According to (McKay, 1999: 116), as the implementation of teaching speaking using information gap, the students share information in order to complete a list giving information. To help students memorize the information, teacher gives picture series. In the class, teacher makes some group, every group has a different story and every member in one group has a same story. After that, students might share their information in the
other group by their words. Teacher would make a new groups, every member of group has a different story.
CHAPTER III

RESEARCH METHODOLOGY

A. General Situation of MAN Salatiga

This research was conducted in MAN Salatiga which was located in Jl. KH. Wahid Hasyim no 12 Salatiga. The object of this research was the students of eleventh year in the academic years of 2015/2016. MAN Salatiga was a school that was derived from Pendidikan Guru Agama, then in 1990 based on the decision of the Minister of Religious Affairs of the Republic of Indonesia No. 64/1990 changed its status became MAN Salatiga.

As a formal education institutions distinctively Islamic beside open major science, social studies and language, MAN Salatiga also had local content Java language and IT, as well as the favorite self-development those were automotive and fashion design.

B. Method of Research

The writer used the classroom action research. The definition of classroom action research combines as substantive act with a research procedure, it is action disciplined by enquiry, a personal attempt at understanding while engage in a process of improvement and reform. The goal of classroom action research is to improve your own (teacher) teaching in your own (teacher) classroom, department, or school (Hopkins, 1993:44).

The definition of classroom action research according to Taggart, 1998: in (Muslich, 2012: 8) classroom action research is a form of self-reflective enquiry undertaken by
participants in social (including educational) situation in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situation in which practice are carried out.

C. The Subject of the Research

The researcher took class XI-IS4 that consists of 31 students, 12 were males and 19 were females. Their native languages were Bahasa Indonesia. The average age of the participant was 17 years old. They have been taught English since the first year of school. They have English lesson at least five meeting in a week which are each meeting along with two hours lesson in twice and one hours lesson in once; one hour lesson was 45 minutes. The list of XI-IS4 class could be drawn as follows:

**TABLE 3.I**

The List of XI-IS4 Class Group of MAN Salatiga in the Academic Year of 2015/2016

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACHMAD HIDAYATULLAH</td>
<td>M</td>
</tr>
<tr>
<td>2</td>
<td>AFIF FUDIN</td>
<td>M</td>
</tr>
<tr>
<td>3</td>
<td>AHMAT SOFYAN</td>
<td>M</td>
</tr>
<tr>
<td>4</td>
<td>AMIRATUN NAUVAL</td>
<td>F</td>
</tr>
<tr>
<td>5</td>
<td>ANIS KUSWATI</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>DENY KURNIA SARI</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>DWI ARIYANTO</td>
<td>M</td>
</tr>
<tr>
<td>8</td>
<td>DWI PUJIANI</td>
<td>F</td>
</tr>
<tr>
<td>9</td>
<td>FAAZA QOWWAMUDDIN</td>
<td>M</td>
</tr>
<tr>
<td>10</td>
<td>FASDA QUN AQIDAH</td>
<td>F</td>
</tr>
<tr>
<td>11</td>
<td>FERLITA ARFRIYANTI</td>
<td>F</td>
</tr>
</tbody>
</table>
D. Data Collecting Method

1. Test

In simple term, test is number measuring a persons’ ability, knowledge, or performance in a given domain (Brown, 2004: 3). The writer used pre-test and post-test.

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>FRISKA MEIVIA ANDARA</td>
<td>F</td>
</tr>
<tr>
<td>13</td>
<td>GANGSAR ARBI ANTORO</td>
<td>M</td>
</tr>
<tr>
<td>14</td>
<td>GARRY KHASRIMA ADINUGRAHA</td>
<td>M</td>
</tr>
<tr>
<td>15</td>
<td>INDAH SHOLIKHATUN</td>
<td>F</td>
</tr>
<tr>
<td>16</td>
<td>INDAH WULAN SARY</td>
<td>F</td>
</tr>
<tr>
<td>17</td>
<td>LAILATUL ARIFA</td>
<td>F</td>
</tr>
<tr>
<td>18</td>
<td>M. ARIFIN</td>
<td>M</td>
</tr>
<tr>
<td>19</td>
<td>MUHAMMAD KHOMIDILLAH SOFIYULLAH</td>
<td>M</td>
</tr>
<tr>
<td>20</td>
<td>MUHAMMAD ZIDNI MUBARROK</td>
<td>M</td>
</tr>
<tr>
<td>21</td>
<td>SAIFUL AQIL</td>
<td>M</td>
</tr>
<tr>
<td>22</td>
<td>SALWA FEBRIYANI</td>
<td>F</td>
</tr>
<tr>
<td>23</td>
<td>SHINTA MEILAHAYU</td>
<td>F</td>
</tr>
<tr>
<td>24</td>
<td>SISKA PRAFITASARI</td>
<td>F</td>
</tr>
<tr>
<td>25</td>
<td>SRI TAKMIRUL BIROH</td>
<td>F</td>
</tr>
<tr>
<td>26</td>
<td>ULFA NUR ARIFAH</td>
<td>F</td>
</tr>
<tr>
<td>27</td>
<td>UMI SEPTIANY NUGROHO</td>
<td>F</td>
</tr>
<tr>
<td>28</td>
<td>VENA RAHMAWATI</td>
<td>F</td>
</tr>
<tr>
<td>29</td>
<td>WAHYUNI MUNAWAROH</td>
<td>F</td>
</tr>
<tr>
<td>30</td>
<td>WHENDY ANNISA PERTIWI</td>
<td>F</td>
</tr>
<tr>
<td>31</td>
<td>WISNU MURTI BAGAS PRAKOSO</td>
<td>M</td>
</tr>
</tbody>
</table>

Source: MAN Salatiga
Pre-test and post-test used to know the different of students’ speaking skill before and after the technique was given by teacher.

a. Pre-test was given toward students before the teacher used her technique and teaching learning process. In the pre-test in cycle I teacher asked students to tell story about “Snow White” and In cycle II teacher asked students to choose story that will they tell with their friends, and the story were choose by them was story about “Malin Kundang”

b. Post-test is given into students after the technique was implemented. In the post-test of cycle I teacher asked them to tell story about “Snow White” and in cycle II teacher asked them to tell about “Malin Kundang”

2. Observation

Observation plays an important role not only for classroom research, but also more generally for supporting the professional growth of teacher, in addition in the process of school development. The writer has role as a teacher and observer. In this observation, the writer uses a technique which is field note.

3. Documentation

Method of documentation that is looking for data about things or variables in the form of notes, transcripts, books, newspaper, magazines, etc (Aikunto: 2010: 247). In the case, researcher chooses to use the media of record the activities of students in class so that the data obtained is valid, which is by using cameras and video record.
E. Role of Researcher

In teaching speaking using Information gap and picture series technique, the researcher has roles in the class especially in learning process. These are the roles of teacher as follow:

1. Teacher

The researcher as a teacher in the classroom. She teaches the lesson and give some information and ask the students to do a work.

2. Facilitator

The researcher as facilitator of communication may need to perform in a variety a specific role, separately or simultaneously.

3. Participant

The researcher has part to participate as an equal in the activity. She can offer his information, and at the same time stimulate and present new vocabulary.

F. The Procedures of Research

This research used classroom action research and the procedures are follows:

1. Planning

The activities are:

a. Prepare materials, making lesson plan, and designing the steps in doing the action.

b. Preparing list of students name scoring.

c. Preparing sheets for classroom observation (to know the situation of teaching learning process when the strategy is applied).
d. Preparing a test (to know whether students’ speaking improve or not).

2. Action
   a. Giving pre-test
   b. Teaching speaking using information gap and picture series.
   c. Giving occasion to the students to ask about difficulties or problem.
   d. Giving post-test

3. Observation

   Observing is an observation activity to know how far the effect of action reach the target. Observation was conducted by observing and scoring through oral tests to students’ skill in speaking English.

4. Reflection

   Reflection was conducted for evaluating all of the actions done in every cycle. The results of the observation was analyzed, it is to remember what occurred that has been written in observation. Reflection seeks to memorize sense of the process, problem, and real issues in strategic action. The writer’s reflection was done by discussing with his collaborator. If the researcher finds problem in teaching in the first cycle, she will try to solve the problem in the next cycle.

G. The Model of Research

   The model which is used in implementation of this research is as follows:
H. Techniques of Analyzing Data

The writer conducted the classroom action research of teaching speaking using Information-gap and Picture Series at eleventh year students of MAN Salatiga. In analyzing the data this research uses mixed qualitative and quantitative approach.

According to Cresswell (2005) a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting details views of informant, and conducted in a natural setting.
Quantitative research method is a research method based on positivism philosophy and used to observe specific sample or population. Technique of sampling in quantitative research method is done by random, collecting data using research instrument, and analyzing data is quantitative or statistic which has purpose to test the hypothesis that has been decided.

This method is used to know the students’ score of speaking in each cycle. The formula according (Iriyanto, 2004:29) is:

1. Mean

\[ M = \frac{\sum x}{N} \]

Explanation:

- \( M \): Mean of students’ score
- \( \sum x \): The sum of students’ score
- \( N \): The total number of respondent

2. Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

Explanation:

- \( SD \): standard of deviation for one simple t-test
- \( D \): deference between pre test and post test
N : number of observation in sample

3. T-Test

After calculating the SD, the researcher account the T-test to know is there any significant differences or not between pre-test and post-test. It uses to analyze the significant influence of using Information-gap and Picture Series toward students’ speaking skill

\[
T = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD}{\sqrt{N-1}} \right)}
\]

Explanation:

T : T-test for difference of pre-test and post test
SD : Standard deviation for one simple t-test
D : Difference between pre-test and post-test
N : Number of observation in sample
CHAPTER IV

DATA ANALYSIS

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. This chapter is likely the main discussion of the research conducted. It displays the finding of the collecting data since in the beginning until the end of the research. The findings consist of result of the cycle 1 and cycle 2. The two cycles are treatment of the implementation of the Information-Gap and Picture Series technique in speaking skill.

A. Research Finding

In this research, the researcher as a teacher and learning process observed by her partner Chozinatul Asroriyah. The collaborator in teaching English was Nurul Jazimah, S.Pd. M.Pd.I. The researcher arranged two cycle, each cycle consist of planning, action, observing, and reflection. The whole steps of this research are explained in the description bellow:

1. Cycle 1
   
a. Planning

   Before conducted the research, researcher prepared the instruments of the research, they are as follows:

1) Lesson plan
In order to control the teaching learning process, the researcher used the lesson plan as guidance for the researcher’s activity in the class.

2) Material

In the first cycle, the researcher used theme about “narrative text”. The researcher used narrative text because the text is very easy to implement with Information gap and Picture series. She used several books as a resource and looking for the material in the internet.

3) Teaching aid

The researcher prepared some instrument, such as: blank paper, rubrics, and board marker.

4) Sheet for classroom observation

Sheet for classroom observation was prepared in order to know the condition of teaching learning process.

5) Test (pre-test and post-test)

Pre-test was a test that was given to the students before the teaching learning process. Meanwhile, post-test was a test that was given to the students after teaching learning process was conducted. The test was the teacher asked to students to answer some questions about narrative text.

b. The implementation of the action

The researcher and collaborator did research on 9th September 2015 in XI.IS.4 class. The condition of class was too crowded but the researcher could handle it. The
students of XI.IS.4 are very different with other class. They were more active and the class often crowded. This was a challenge for researcher to face this situation. Before they start their lesson, they usually recite “asmaul husna” together with all students and teachers. Then, the researcher introduced herself and checked the students’ present. In the first meeting, it was followed by 30 students in the class.

Teacher : “Assalamu’alaikum wr.wb.”

Students : “Wa’alaikumsalam wr.wb.”

Teacher : “Good Morning class”

Students : “Good Morning Miss”

Teacher : “How are you today?”

Students : (together) “I’m fine, thank you and you?”

Teacher : “I’m fine too thank you. “

“Ok class, we will discuss about narrative text. Before we start our material, I want to ask you. What do you know about narrative text?”

Indah Sari : (Cerita lampau) “Past story”

Teacher : “And then, any someone else about narrative?”

Saiful Aqil : “Narrative is a story about fairy, animal, and aaaaaa”

Teacher : “Can you give an example of narrative text?”

Ulfa : “Cinderella, Tangkuban Prahu, Snow white”
Teacher: “Ok about Snow White, what do you know about Snow White? Please tell to me and your friends about Snow White. Are you ready?”

Students: “Yes” (together)

Teacher asked the students to do pre-test by telling story about Snow white in front of class. The teacher gave the students ten minutes to prepare. Most of them did their task well and they were very enthusiasms, although their vocabulary were luck. The situation in the class was conducive.

Teacher: “Anyone who want to tell firstly?”

“Any volunteer? Please raise your hand”

But no one raised their hands, finally the teacher called six students to tell in front of class one by one. In the first cycle the researcher gave 45 minutes to do pre-test and 15 minutes to give explanation about narrative text and discuss the example about narrative text.

Teacher: “Ok guys because all of you have presented now we will discuss about narrative. What is narrative? Anyone who want to explain with your friends?”

Saiful Aqil: “Narrative is a text focusing specific participants which tells an interesting story. (He translate in Bahasa) “jadi narrative text itu adalah teks yang fokus pada partisipan yang spesifik yang menceritakan tentang cerita yang menarik. Biasanya menceritakan tentang animal, fairy ato dongeng-dongeng.””
Teacher : “It is true thank you Saiful Aqil”

“And then the example of narrative text? Who want to mention?”

Hidayat : “Myth (Story about gods and goddesses passed down from ancient thing). Legend (a story about human heroes in the recent past). Folktale (a fictional story it occurs “once upon a time” and features human and non human characters). Folklore (a collection of fictional story, traditional beliefs myths and tales). (Read a book).

(Jadi yang termasuk dari teks narrative itu contohnya mitos, legenda, folktale, dam foklor). “So the including of narrative text is myth, legend, folktale, and folklore.”

Teacher : “Ok thank you Hidayatullah, do you understand guys?”

Students : “Yes miss” (together)

Teacher : “What is the purpose of the narrative text?”

Students : “To amuse or entertain the readers with actual or imaginary Experience in different way” (together)

Teacher : “(Jadi tujuan dari text narrative itu adalah untuk menghibur pembaca, atau menggambarkan sebuah pengalaman dengan cara yang berbeda). So, the purpose of narrative text is to entertain the reader or imaginary an experience with a different way.”
“The generic structure of narrative text is orientation (Dalam orientation biasanya menceritakan siapa yang terlibat, kapan, dan dimana). In orientation usually tell about who were involved in the story, when, and where.”

“And then, complication (disini masalah muncul). Here, the problem is raises.”

“And the last is resolution or re-orientation, here the problem was solved.”

“Any questions?”

Students : “No miss”

Teacher : “Because time is up, I think it’s enough, but I will give you some picture and I ask you to save this picture and tomorrow we will discuss about this picture. Do you understand?”

Students : “Yes miss”

Teacher : “Please take one from this picture!”

Students : (Take picture one by one).

Teacher : “Have you got a picture?”

Students : “Yes miss.”

Teacher : “Please save your picture!”
“That’s all our lesson today and thanks for your attention, see you next time, Wassalamu’alaikum wr.wb.”

Students : “Wa’alaikumsalam wr.wb.”

On Thursday, 10 September 2015 the researcher entered the class, but all of the students did not ready yet to do learning process, because they have been doing a physical exercise. All of them still wearing a sport uniform and some of them went to canteen.

Student : “(Sebentar miss, capek!). For a moment miss, tired!

Teacher : “Ok I give you ten minutes to break.

The situation in the class very crowded and it’s not conducive. In the second meeting, it was followed by 29 students. Almost students look tired then the teacher wrote the group on the white board. Teacher divided students into 5 groups.

Teacher : “Attention please! Time is up, now we will start our lesson today. Ok class let’s start our lesson by saying basmalah together.”

Students : “Bismillahirrahmanirrahim.”

Teacher : “Today, we will discuss about the picture. You can join with your friends who have same picture with you. Every group has a different picture, and now I will give you story about yours picture. Please discuss with your group about the story. Do you understand?”

Students : “Yes miss.”
Teacher gave ten minutes to them to discuss with their friends. The teacher gives instruction to each group and asked the difficult words. Teacher explains about the Information-Gap and Picture series technique. Every picture has a story and every student has a different story. After they finished discussing, teacher asked the students to make a new group or re-group with other students from other group who got the same number so that the group becomes heterogeneous. The member of groups has a different picture and story and they must tell with their friend in their group by their own words. Teacher gives 15 minutes to them to tell with their friends.

After they finished discussing, teacher asked them to tell the entire stories which have they gotten, in front of class one by one.

Teacher : “Are you ready to tell your story in front of class?”

Students : (Belum bu) “Not yet miss.”

Teacher : (Gunakan kata-kata kalian sendiri, saya akan memberi kalian gambar. Ini bisa membantu kalian). “Please, use your own words I will give you the picture. It can help you.”

“Who want to tell firstly?”

Sofyan : (Rising his hand)

The condition in the class was crowded. The teacher couldn’t handle it well. After they tell in front of class, some of them left the class to go to the canteen, and the time in that moment was almost a rest and the position of the class near a canteen.
Teacher : “Ok class we will continue our material next meeting. We will tell about the other story. See you next time, Wasalamu’alaikum wr.wb.”

Students : “Wa’alaikumsalam wr.wb.”

(It was taken from the video).

c. Observation

In the first cycle, in the first meeting students looked enthusiastic to follow teaching learning process, but in the second meeting students didn’t look enthusiastic because they felt tired. The time of English lesson was after physical exercise so their energy was depleted. The teacher might motivate them to active in class. The using of Information-Gap and picture series technique led the students to be active in discussion and it could interest the students because using a picture. When students told in front of class, some of students have high confidences although their pronunciation is not well and they lack of vocabulary. They look enthusiastic to tell in front of class although they didn’t tell story completely. A few of them felt shy and afraid if they would do mistake.

d. Reflecting

Based on the observation of the cycle 1, the researcher had to reflect the weakness that happened in the learning process to maximize the students’ speaking skills.

1) The researcher has to motivate the students to always practice to speak in English
2) The researcher has to organize more than the time in order to in the next meeting the process teaching and learning be better.

Furthermore, to know there is a significant improvement in speaking ability, the researcher analyzes by using *t*-test calculating from the result of pre-test and post-test. Before analyze *t*-test, the researcher will show the data presentation of pre-test and post-test.

e. Score of Speaking

Score of pre-test and post-test Cycle I

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</table>

1) Mean of pre-test I

\[
M = \frac{\sum x}{N} = \frac{1470}{31} = 47.42
\]

2) Mean of post-test I

\[
M = \frac{\sum fx}{N}
\]
Mean of pre-test = 47.42

Mean of post-test = 55.65

Mean of pre-test ≤ than post-test

d) There is improvement of speaking skill through Information-gap and picture series.

3) SD of post-test and pre-test

From the data above, the teacher calculates SD pre-test and post-test.

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2}
\]

\[
= \sqrt{\frac{7025}{31} - \left( \frac{255}{31} \right)^2}
\]

\[
= \sqrt{226.61 - 67.73}
\]

\[
= \sqrt{158.88}
\]

= 12.60

4) T-test calculating

\[
T = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD}{\sqrt{N-1}} \right)}
\]
$$= \frac{\left( \frac{255}{31} \right)}{\sqrt{31-1}} \cdot \frac{12.60}{\sqrt{31}}$$

$$= 8.23$$

$$= \frac{8.23}{12.60} \cdot \frac{\sqrt{31}}{5.48}$$

$$= 8.23$$

$$= 2.30$$

$$= 3.578$$

a) T calculation is 3.58

b) T-table (α= 0,05) < T-calculating = 1.697 < 3.578

5) Percentages scores:

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

$$< 70 = \frac{23}{31} \times 100\%$$

$$= 74.19\%$$

$$\geq 70 = \frac{8}{31} \times 100\%$$

$$= 25.81\%$$
The score of the result above shows that students’ score increase from the pre-test to the post-test. The mean of pre-test is 47.42 while the mean of the post-test result is 55.65. There are 25.81% students who pass the standardized score (kriteria ketuntasan minimal) and 74.19% students who are not pass the standardized score because the standardized is 70. Based on the comparison, the students’ speaking ability enhance since they got the treatment.

The calculating also shows that there is significant influence of Information-gap and picture series technique in improving the students’ speaking ability. It can be seen in the T-calculation of this cycle. The T-calculating is bigger than T-table, its means that there is considerable influence in cycle I. The calculation shows that the T-table is 1.697 while the T-calculation is 3.580.

2. **Cycle II**

Based on the result of cycle I, it is necessary for the teacher to continue the next cycle:

a. Planning

The activities are prepared:

1) Lesson plan as a guide for teacher, activities in the class, so teaching and learning process can be controlled.

2) Material (the basic element of narrative text).

3) Picture and teaching aids (Information-gap and picture series technique).

4) Sheet for classroom action research
5) Test (pre-test and post-test) to know whether students’ speaking skill improve or not.

b. The implementation of the action

On Wednesday, 16 September 2015 the researcher and her partner entered the class to teach English. In action 2, the teacher revised the teaching learning process in cycle 1 where some students still have difficulties in speaking and the condition in the class was not conducive. Teacher usually started the meeting by greeting and asking students’ condition.

Teacher : “Assalamu’alaikum wr.wb”

Students : “Wa’alaikumsalam wr.wb”

Teacher : “Good morning class. How are you today?”

Students : “Good morning miss. I’m fine, and you?”

Teacher : “I’m fine thank you. Before we start our lesson I will check you attendance.”

In the first meeting in the cycle II, it was follow by 29 students in the class. Before they started their lesson usually they recite “Asmaul Husna” and then praying together. After the teacher checked their attendance the teacher asked the students about the material in the last meeting and the teacher gave post-test.

Teacher : (Di kelas ini siapa ketua kelasnya?). “In this class who is the chairman?

Students : “Amira miss.”
Teacher: “Ok guys, like in the last meeting we will try to tell the story with different story. Amira will take lottery that contains the topic. And you must tell like previous meeting. Do you understand?”

Students: “Yes miss.”

Amira: (Take a lottery and open it) “Malin Kundang”

Teacher: “Thank you Amira. Ok class you must tell about Malin Kundang. Use your own word. Do you understand?”

Students: “Yes”

Teacher gave 10 minutes to them to prepare their story and 50 minutes to pre-test. Some of them discussed with their friends and the other searched in Internet. They had to tell about the story of Malin Kundang one by one. After pre-test teacher gave a material.

Teacher: “Today we will discuss about the basic elements of narrative text. Its can help you when you tell a story. You can use it and it makes you easy to tell a story.”

Teacher explains to the students the basic elements of narrative text. After the teacher explains, she asked the student to make a group. Like in the previous meeting, the teacher gave pictures and text of the pictures for each group and explained with them about the role. It is same with the previous meeting. They had to discuss with their friends about the story that they got. Teacher gave 15 minutes to them to discuss.

Teacher: “Attention please! Because time is up we will continue our discussion tomorrow.”
Students: (Quiet)

Teacher: “Thank for your attention, Wasalamu’alaikum wr.wb”

Students: “Wa’alaikumsalam wr.wb.”

On Thursday, 18 September 2015 the researcher and her partner entered the class. The condition in the class was better than previous meeting in the cycle I. Some students have ready to follow the lesson.

Teacher: “We will start our lesson, are you ready?”

Students: “Yes miss.”

Teacher: “Let’s start our meeting by saying basmallah together.”

Students: “Bismillahirrahmanirrahim” (together).

Before the lesson began, the teacher wrote down the group in white board. The teacher asked them to join with their group, and then they numbered each member in group. Every student had to join with their friend who got a same number. They made a group with different member. Every group had members which have a different story. So, they had to tell with their friends about their own story. The teacher gave 20 minutes to them to tell with their friends.

After finishing their work, they presented in front of class with their group. Every group consist 5 students and there are any 6 groups. The teacher gave 50 minutes to them to present in front of class. After time was up, teacher closed the meeting.
Teacher: “Ok class because the time was up let’s close our meeting by saying *hamdallah* together.”

Students: “*Alhamdulillahi rabbil’alamin.*”

Teacher: “Thank for your attention, billions thanks for you, you have helped me. *Wasalamu’alaikum wr.wb.*”

Students: “You’re welcome miss. *Wa’alaikumsalam wr.wb.*”

(It was taken from the video).

c. Observation

In the Cycle II teacher still used some technique that was Information-gap and Picture series. The activities started by dividing pre-test to measure student comprehension about material presented. Students looked enthusiastic in following teaching and learning process. Before completing the pre-test, teacher remained to the material that has been studied previously, with giving questions to students. Almost all students could answer the question from the teacher, after that teacher completing the pre-test.

After completing pre-test teacher gave new material for them and then teacher asked them to make a group. The teacher gave some pictures for them every group has difference picture and story. They had to discuss the story in their picture, and then teacher made new groups with the other member. Every member in new group has different story, so every student had to tell to their friend in their group.
Most of students were active in the discussion, and they looked more confidence. The condition the class more conducive then previous meeting in cycle I.

d. Reflecting

In this cycle, the researcher conclude that the treatment of Information gap and picture series were successful in improving speaking skill. It could be seen the students’ speaking improvement in the students’ score. Most of students paid attention to the teacher’s explanation and active in the learning process; such as responding question, enthusiastic in discussion and to speaking in front of class.

e. Score of speaking

Score of pre-test and post-test in Cycle II

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1) Mean of pre-test II

\[
M = \frac{\Sigma x}{N} = \frac{1890}{31}
\]
2) Mean of post-test II

\[ M = \frac{\sum x}{N} \]

\[ = \frac{2415}{31} \]

\[ = 77,90 \]

a) Mean of pre-test \[ = 60,97 \]

b) Mean of post-test \[ = 77,90 \]

c) Mean of pre-test \leq \text{than} \text{post-test}

d) There is an improvement of speaking skill by using Information-gap and Picture series technique between pre-test II (before the treatment) and post-test II (after treatment).

3) SD of post-test and pre-test

From the data above, the teacher calculates SD pre-test and post-test.

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ = \sqrt{\frac{10675}{31} - \left( \frac{525}{31} \right)^2} \]

\[ = \sqrt{344,35 - 286,96} \]

\[ = \sqrt{57,39} \]
4) T-test calculating

\[ T = \frac{\frac{\sum D}{N}}{\frac{SD}{\sqrt{N-1}}} \]

\[ = \frac{\frac{525}{31}}{\frac{\sqrt{7.58}}{\sqrt{31-1}}} \]

\[ = \frac{16.94}{7.58} \]

\[ = \frac{16.94}{5.48} \]

\[ = 16.94 \times \frac{1}{1.38} \]

\[ = 12.275 \]

\[ T\text{-}table (\alpha = 0.05) < T\text{-}calculating = 1.697 < 12.275 \]

c) T calculation is 12.275

d) T-table (\alpha = 0.05) < T-calculating = 1.697 < 12.275

5) Percentages scores:

\[ P = \frac{F}{N} \times 100\% \]

\[ < 70 = \frac{2}{31} \times 100\% \]

\[ = 6.45\% \]
In the cycle II, the result shows that the students’ speaking skill increases significantly. It is described in the result above. It displays that the mean of pre-test is 60.97 and the means of post-test 77.90.

The result of the t-calculation is bigger than t-table that is 12.275 and from t-table with significant (α 0.05) is 1.697. There are 93.55% students who pass the standardized score (kriteria ketuntasan) and 6.45% students who are not pass the standardized score because the standardized score is 70. It means that there is significant different between pre-test and post-test.

In addition, after analyzing the result of cycle I and II the researcher concluded that by using Information-gap and picture series technique, it could improve students speaking ability. Student could tell the story and convey their ideas so that they had to more practice in the class. Students became active in the class and not afraid to talk in front of their friends. it can be seen in the result of pre-test and post-test is higher than the standardized score (kriteria ketuntasan minimal) in score 70.

B. Analysis and Discussion

From the result of analyzes in cycle I and II, the writer analyzed the students improvement from cycle I to cycle II. The improvement as follows:
Table 4.3

The Mean of Students’ Scores

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<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Means</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Pre-test</td>
<td>47.42</td>
<td>60.97</td>
</tr>
<tr>
<td></td>
<td>✓ Post-test</td>
<td>55.65</td>
<td>77.90</td>
</tr>
<tr>
<td>2.</td>
<td>T-table N= 31</td>
<td>1,697</td>
<td>1,697</td>
</tr>
<tr>
<td></td>
<td>σ= 0.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>T-calculation</td>
<td>3.578</td>
<td>12.275</td>
</tr>
</tbody>
</table>

Chart 4.1

The Mean and T-calculating of Students’ Scores
From the chart above, we know that the mean of post-test 60.97 is higher than mean of pre-test 47.42 in cycle I. In cycle II, mean of post-test 77.90 is higher than mean of pre-test 55.65.

The table and the chart display that the improvement of the students’ speaking skill is significant from the cycle I to the cycle II. The difference among whole result is obviously great. This means that the treatment, speaking skill by Information-gap and Picture series, can improve the students’ speaking skill.

The table above also shows that t-calculating in cycle I and II are greater than t-table, it means that there are significant difference between mean of pre-test and post-test. Based on the comparison among T-calculation of cycle I and cycle II the implementation of Information-gap and Picture series technique on speaking skill is successful to improve the students’ speaking skill. It can be seen in the table. The table shows that T-calculation of cycle I is 3.578 and the cycle II 12.275.

In addition, the mean of pre-test and post-test of each cycle increases significantly. The table above display that the mean of cycle I improves, the mean of pre-test is 47.42 and the mean of post-test is 55.65. In the cycle II the mean of pre-test and post-test increases significantly. The mean of pre-test and post-test in cycle II is 60.97 and 77.90.
### Table 4.6

<table>
<thead>
<tr>
<th>Category</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>74,19%</td>
<td>6,45%</td>
</tr>
<tr>
<td>≥70</td>
<td>25,81%</td>
<td>93,55%</td>
</tr>
</tbody>
</table>

The table shows the improvement of students’ speaking ability in cycle II. There was descent rapidly on students category who could not pass the standardized score (<70) from cycle I and cycle II. While, there was good enough increasing on the students’ category that can pass the standardized score (≥70) from cycle I and Cycle II.

Besides that the percentages of students in cycle I, almost of students who didn’t pass, there is 74,19% but in cycle II almost all students achieve the standardized, the percentage students who didn’t pass is 6,45%. The result shows that the mean of the finding in cycle I and II is higher than the standardized score (*kriteria ketuntasan minimal*) in score 70.

From the result above, we know that the theory is true. In the previous chapter, it was explained that the use of Information-gap and Picture series gives positive effect not only in improving students’ speaking skill, but also in activeness and creativity of students. According to Corbett (2003:22) in his following statement, the information gap or information transfer task became the archetypal communicative activity. Typically leaner would be given access to information that was denied to another learner. Then, in pairs or groups, the learners would exchange the information.
In addition, it can be seen from the result of pre-test, post-test and oral test which have changed significantly from cycle I up to cycle II. Besides that, the using of this technique is also be able to increase creativity and activity on academic assignment.
CHAPTER V

CLOSURE

A. CONCLUSIONS

After conducting the research of speaking ability to improve the students’ speaking ability through Information-gap and Picture series technique, the researcher can conclude based on the findings discussed in the previous chapter that:

1. The result of the study before using Information-gap and Picture series technique, in the students’ speaking skill of the eleventh year students in MAN Salatiga show that the mean of students’ score of pre-test in cycle I and cycle II are 47.42 and 60.97. It means that the students’ speaking skill were low because the result show that the standardized score (70) is higher than the mean of pre-test (47.42) in cycle I and II (60.97). Many students who didn’t achieve the standardized score. From the students’ pre-test the researcher could conclude that many students speak english less fluently, sometimes most of them just were silent when the teacher asked them to speak, and they were unconfident to speak english because their poor of vocabulary.

2. The result of the study after using Information-gap and Picture series technique, in the students’ speaking skill of the eleventh year students in MAN Salatiga show that the students’ score of post-test in cycle I and cycle II are 55.65 and 77.90. The mean of post-test in cycle I (55.65) is higher than the means of pre-test in cycle I (47.42) and the mean post-test in cycle II (77.90) is higher than the mean of pre-test in cycle II (60.97). The
The mean of post-test in cycle II is higher than the mean of post-test in cycle I. It means that this technique could improve students’ speaking skill. From the students’ post-test the researcher conclude that the students who speak English less fluently at first, after the teacher applied this technique they become more fluently. It also helped the students to speak up in front of class, helping the students to explore their ideas. In addition, the students were not only successful improving their speaking skill but also they are successfully built their self-confidence. It could motivate the students to be more active in the class and their vocabulary increased. Besides that the percentages of students in cycle I 74.19% students didn’t achieve the standardized score. Many students didn’t pass, there were 23 students but in cycle II almost all students achieve the standardized, the percentage students who didn’t pass is 6.45%, there were 2 students. The result showed that the mean of the finding post-test in cycle I was under the standardized score but the mean of cycle II is higher than the standardized score.

B. SUGGESTIONS

The successful of teaching speaking not only depend on the lesson programs but also important to know how are the teachers present the lesson and using various method and technique to manage the class more and make the class more enjoyable. Regarding to teaching speaking by Information-gap and Picture series, the researcher gives some suggestion for the teacher, students, and upcoming researcher.

1. Teacher
The teacher should provide the students with more chance to speak so that the students get more speaking practice in class. The teacher should facilitate the students if they are getting difficulties in learning English. The teacher can apply the Information gap and Picture series technique to teach speaking in the class.

2. Students

The students should study hard and feel motivated to develop their speaking skill. They should practice speaking either inside or outside of the class without hesitating and being afraid of making mistakes. When the teacher explains the material, students should pay attention to the explanation.

3. Upcoming researcher

It has been known from the result of the study that using Information-gap and Picture series can improve the students’ speaking ability. The researcher would like to suggest upcoming researcher, the result of the study can use as additional reference for further research with the different sample and occasion.
REFERENCES


Depdiknas. 2006. *Curriculum for Senior High School*. Jakarta: Depdiknas


APPENDIXES
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Alokasi Waktu : 4 x 45 menit
Topik Pembelajaran : Narrative
Pertemuan Ke : 1 dan 2

A. Standar Kompetensi

        Berbicara

        4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

        4.2 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative.

C. Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya Dan Karakter Bangsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merespon wacana monolog berbentuk narrative</td>
<td>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri</td>
</tr>
</tbody>
</table>
D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:
1. Merespon wacana monolog berbentuk narrative
2. Melakukan monolog berbentuk narrative

E. Materi Pokok

Narrative is a text focusing specific participants which tells an interesting story.
Myth (Story about gods and goddesses passed down from ancient thing).
Legend (a story about human heroes in the recent past).
Folktale (a fictional story it occurs “once upon a time” and features human and non human characters).
Folklore (a collection of fictional story, traditional beliefs myths and tales).

Purpose
To amuse or entertain the readers with actual or imaginary experience in different ways.

Text organization
a. Orientation (who were involved in the story, when, and where).
b. Complication (a problem arises followed by other problem).
c. Resolution (solution of the problem).

Example of Narrative text:

<table>
<thead>
<tr>
<th>Title</th>
<th>Ali Baba and The Forty Thieves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/</td>
<td>Ali Baba had gone with his three donkeys to cut wood in</td>
</tr>
</tbody>
</table>
Orientation | the oasis. Suddenly, he looked up and saw dust cloud raised by many horsed coming across the desert toward him. Immediately, he hid himself. It turned out that it was a band of robbers returning to the oasis, laden with treasure, the leader got down from his horse and went up to a large rock.

Complication | “Open sesame,” he said. Ali Baba saw the rock open up and the whole band of robbers ride inside. After a while the rock opened again and out came the robbers, Ali forty of them.

“Close sesame,” ordered the leader, and the rock closed.

Ali Baba waited until the horseman had ridden away across the desert, before leaving his hiding place.

He went up the great rock and said, “Open sesame.” When the rock obeyed, Ali Baba entered and found himself in a cavern full of treasure. He filled as many bags with gold coins as his donkeys could carry, and then he fled the oasis.

Resolution | From then on, Ali Baba lived happily, but he never returned to the Oasis. He was a kind and generous, he used the money from forty thieves to help his friends.

---

F. **Metode Pembelajaran/Teknik:**

Information-Gap, Picture series dan Diskusi

G. **Langkah-langkah Kegiatan Pembelajaran**

1. **Kegiatan Pendahuluan (50’)**
   a. Greeting
   b. Memotivas siswa
   c. Tanya jawab mengenai *narrative text*
   d. Menyampaikan tujuan pembelajaran
2. Kegiatan Inti

a. Eksplorasi (30’)
- Siswa mendengarkan penjelasan guru mengenai materi narrative text.
- Guru membagi siswa menjadi beberapa kelompok, guru memberikan instruksi mengenai teknik yang digunakan serta memberi tugas kepada masing-masing kelompok.
- Guru memberikan gambar yang berbeda untuk masing-masing kelompok dan setiap anggota kelompok mempunyai gambar yang sama.
- Guru meminta siswa untuk mendiskusikan isi cerita dengan masing-masing kelompok.

b. Elaborasi (90’)
- Guru membuat kelompok yang baru yang beranggotakan dari kelompok lain, sehingga setiap anggota kelompok mempunyai cerita yang berbeda.
- Guru meminta pada masing-masing siswa untuk saling bertukar cerita dengan anggota kelompok, sesuai dengan gambar yang diperolehnya.
- Setelah selesai dan siswa mengetahui cerita secara urut dan keseluruhan, guru meminta masing-masing kelompok untuk mendiskusikan dan menentukan Text Organization.
- Post test
  Siswa diminta untuk menceritakan cerita yang telah didapattnya didepan kelas satu persatu.

c. Konfirmasi (5’)
- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
• Guru memberikan motivasi kepada siswa untuk lebih aktif dalam pembelajaran berikutnya.

3. Kegiatan Akhir (5’)
   a. Membuat kesimpulan tentang materi yang telah dipelajari.
   b. Menanyakan tentang tingkat pemahaman siswa terhadap materi yang sudah disampaikan.
   c. Guru memberikan tugas dirumah, yaitu membaca cerita narrative dari Indonesia.

H. Sumber/Bahan/Alat

   ▪ Buku teks yang relevan : LKS kelas X
   ▪ Gambar dan text narrative

I. Penilaian

   a. Teknik : Tes Lisan
   b. Bentuk : Oral
   c. Pedoman Penilaian :
      1) Fluency : 20%
      2) Content : 20%
      3) Vocabulary : 20%
      4) Grammar : 20%
      5) Pronunciation : 20%
   d. Scores :
      1) Bad : 1-5
Salatiga, 17 September 2015

Mengetahui

Guru Mata Pelajaran

Nurul Jazimah, S.Pd, M.PdI.
NIP.197802192005012002

Salatiga, 17 September 2015

Guru Pengajar

Ayu Kurniaawati
NIP.11311025
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Alokasi Waktu : 4 x 45 menit
Topik Pembelajaran : Narrative
Pertemuan Ke : 3 dan 4

A. Standar Kompetensi

Berbicara
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

4.2 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative.

C. Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya Dan Karakter Bangsa</th>
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<tbody>
<tr>
<td>Merespon wacana monolog berbentuk narrative</td>
<td>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri</td>
</tr>
</tbody>
</table>
D. **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Merespon wacana monolog berbentuk *narrative*
2. Melakukan monolog berbentuk *narrative*

E. **Materi Pokok**

**Basic Elements of Narrative text**

1. *Setting.* The setting refers to the background in which the story takes place. There are several components necessary to create a setting:
   a. *Place.* This usually refers to the geographical location of the story. The story may move from one place to another.
   b. *Time.* This refers to the period of historical. Time also refers to the season, month, and even time of day.

2. *Characters* refers to people, animal, robots, etc, who play parts in the action of the story.
   a. *The protagonist*
   b. *The antagonist*

3. *Plot* is a synopsis of the story line in chronological order. The plot usually arises out of the conflict in the story, which eventually builds to a climactic moment. The basic plot is comprised of the following:
   a. *Introduction* refers to the beginning of the story where the characters and setting are presented
   b. *Problem / conflict.* This is where the events in the story become complicated and the problem in the story revealed.
   c. *Climax.* This is the turning point in the story in which the problem is solved.
   d. *Solution / Conclusion.* This is the point in the story in which the problem is solved.

4. *Conflict.* This is referred to as the struggle between opposing forces in the story.
F. Metode Pembelajaran/Teknik:

Information-Gap, Picture series dan Diskusi

G. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (50’)
   a. Greeting
   b. Memotivas siswa
   c. Menanyakan kembali tentang materi yang telah didapat siswa pada pertemuan sebelumnya.
   d. Menanyakan tugas rumah yang telah disampaikan pada pertemuan sebelumnya.
   e. Pre test

Siswa diberi sebuah gambar (Malin Kundang) dan meminta mereka untuk menceritakan didepan kelas satu persatu.

2. Kegiatan Inti

   a. Eksplorasi (30’)

   - Guru menjelaskan kelanjutan materi tentang narrative text
   - Guru membagi siswa menjadi beberapa kelompok, guru memberikan instruksi mengenai teknik yang digunakan serta memberi tugas kepada masing-masing kelompok. Guru membagi siswa menjadi beberapa kelompok, guru memberikan instruksi mengenai teknik yang digunakan serta memberi tugas kepada masing-masing kelompok.
   - Guru memberikan gambar yang berbeda untuk masing-masing kelompok dan setiap anggota kelompok mempunyai gambar yang sama.
   - Guru meminta siswa untuk mendiskusikan isi cerita dengan masing-masing kelompok.

   b. Elaborasi (90’)


• Guru membuat kelompok yang baru yang beranggotakan dari kelompok lain, sehingga setiap anggota kelompok mempunyai cerita yang berbeda.
• Guru meminta pada masing-masing siswa untuk saling bertukar cerita dengan anggota kelompok, sesuai dengan gambar yang diperolehnya.
• Setelah selesai dan siswa mengetahui cerita secara urut dan keseluruhan, guru meminta masing-masing kelompok untuk mendiskusikan dan menentukan basic elements of narrative text.
• Post test
  Siswa diminta untuk menceritakan cerita yang telah didapatnya didepan kelas satu persatu.

d. Konfirmasi (5’)
• Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
• Guru memberikan motivasi kepada siswa untuk lebih aktif dalam pembelajaran berikutnya.

3. Kegiatan Akhir (5’)
  a. Membuat kesimpulan tentang materi yang telah dipelajari.
  b. Menanyakan tentang tingkat pemahaman siswa terhadap materi yang sudah disampaikan.

H. Sumber/Bahan/Alat
• Buku teks yang relevan : LKS bahasa ingris
• Gambar yang relevan

I. Penilaian

  Teknik : Tes Lisan
  Bentuk : Oral
  Pedoman Penilaian :
    1) Fluency : 20%
    2) Content : 20%
3. Vocabularv : 20%

- Guru memberikan motivasi kepada siswa untuk lebih aktif dalam pembelajaran berikutnya.

3. Kegiatan Akhir (5')
   a. Membuat kesimpulan tentang materi yang telah dipelajari.
   b. Menanyakan tentang tingkat pemahaman siswa terhadap materi yang sudah disampaikan.

H. Sumber/Bahan/Alat
   - Buku teks yang relevan : LKS bahasa inggris
   - Gambar yang relevan

I. Penilaian

   Teknik : Tes Lisan
   Bentuk  : Oral
   Pedoman Penilaian :
   1) Fluency : 20%
   2) Content : 20%
   3) Vocabulary : 20%
   4) Grammar : 20%
   5) Pronunciation : 20%
   Scores :
   1) Bad : 1-5
   2) Fair : 6-10
   3) Good : 11-15
   4) Excelent : 16-20

Salatiga, 17 September 2015

Mengetahui

Guru Mata Pelajaran

Nurul Jazimah, S.Pd. M.PdI.
NIP. 197802192005012002

Guru Pengajar

Ayu Kurniawati
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Pre-test I
What do you know about this story? Please tell about the story by your words!

Post-test I
Please retell this story using your own words!

1. 2. 3.

5. 6.
Pre-test II

What do you know about this story? Please tell the story by your words!

Post-test II

Please retell this story by your own words

1. 
2. 
3. 
4. 
5. 
6.
# Descriptive Speaking Rubric

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
<th>20-16</th>
<th>15-11</th>
<th>10-6</th>
<th>5-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Able to keep flow of language with an occasional hesitation</td>
<td>Some hesitation and short pauses</td>
<td>Speech disconnected not easy to follow</td>
<td>Not connected speech</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Use all the sentence patterns</td>
<td>Use most of the sentence patterns</td>
<td>Use a few of the sentence patterns</td>
<td>Use limited sentence patterns</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Effective use of a vocabulary</td>
<td>Uses basic and learned vocabulary</td>
<td>Limited vocabulary</td>
<td>Incomprehensible because of insufficient vocabulary</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>Effective use of structure with few or no mistakes</td>
<td>Meaning is conveyed, some mistake</td>
<td>Many mistakes with basic structure</td>
<td>Lack of use of structures</td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Pronunciation and intonation are almost always very clear or accurate</td>
<td>Pronunciation and intonation are usually clear or accurate with few problem areas</td>
<td>Pronunciation and intonation errors, sometimes it make difficult to understand by the student</td>
<td>Frequent problems with pronunciation and intonation</td>
<td></td>
</tr>
</tbody>
</table>

Note

---

Salatiga, 17 September 2015

Mengetahui

Guru Mata Pelajaran

\[\text{\[signature\]}\]

Nurul Jazimah, S.Pd, M.Pdl.

NIP. 197802152000121002

Peneliti

\[\text{\[signature\]}\]

Ayu Kurniawati

NIM.11311025
Pre-Test
Discussion
Post-Test