

## The Effect of Using Information Gap Technique to Improve Students' Speaking Skill in The EFL Context

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### Abstract

*Using information gap technique in teaching speaking is a way where the pupil is lacking a few information important to finish a task or resolve a trouble, and they should communicate with their classmates to fill the gaps. The purpose of this studies turned into to find the effect of the use of the Information gap technique on EFL students' speaking competencies. the design of this research became the use of experimental research with Pretest and post-test procedures. The pattern of this research become 64 students on first grade students of SMPN 1 Rambah Hilir. They had been divided into two groups, the experimental group, and the manipulate institution. The information was analyzed the usage of the t-test approach to discover the whether or not significant distinction effect between the experimental group become taught the usage of the information gap technique and the control group became taught by the non-information gap technique. The result of this research turned into observed that the students' speaking skill in each of the groups inside the pretest became the same an average rating of 51.85 and their degrees have been mediocre. After being taught the information gap technique the experimental group had seventy 75 with a degree a good ability and the control group become taught the noninformation technique with average 51.85 or still mediocre ability. It could finish that using the information gap technique can improve the students' speaking skill at SMPN 1 Rambah Hilir in the EFL context. This technique can improve speaking skill for students at SMPN 1 Rambah Hilir.*

**Keywords:** Teaching Speaking, Speaking Skill, Information Gap Technique

### INTRODUCTION

Speaking is one skill should students have in English learning. Speaking is a productive skill where we as a speaker can express and respond the idea by using language. Teaching speaking is an important thing and the teacher has to pay more attention to how to increase and improve the students' speaking ability. Lundahl (2014) in Sana Haji, 2020 stated that (Sara Hajii & Sara Jejo, 2020) speaking is crucial for young learners to learn a language because speaking skills are the heart of language acquisition because learning a foreign language requires that all the learning skills, which are writing, reading listening and speaking, should be involved in the learning. The English teachers have to find a language-rich environment to increase learners' exposure to the target language. The oral communication provided pupils to participate in different social context, which prepare the pupils for real-life interactions

There are some purposes for teaching English at school, first, for a short time goal is

for the students can communicate in oral and written in English specially to get the job. For example, they can write an email and follow the meeting in English. The long-term goal is for students can speak fluently and confidently when doing something abroad. Thus, we can communicate freely without fear of making mistakes when interacting with citizens of the country being visited. Next, we learn English because we want to be able to teach our children to speak English. In addition, the thing that can cause us to learn English is our desire to understand English films. Thus, we can enjoy English films without difficulty understanding every dialogue in the film. Based on these purposes the teacher should know teaching and learning strategies. Because it can help the teacher to teach their students in various ways and make teaching and learning more fun and enjoyable.

Fillmore (1979) in (Namaziandost, Hashemifardnia, and Shafiee, 2019) argued that in speaking there are some defines of four skills to speak, first the ability to speak at duration with few pauses, the pupil can speak approximately a subject however nevertheless want time a way to express or supply their concept. second, students can state the sentences coherently and semantically, third students have appropriate expressions in a extensive range of contexts and remaining students are creative and creative in language use. Its manner that speaking is crucial in teaching a second language. There are a few troubles faced by means of students, including lack of vocabulary, worry of errors and shyness, anxiety, lack of self-assurance, and lack of motivation. lack of vocabulary is a not unusual trouble confronted by students in studying speaking capabilities. so, the trainer ought to locate the high-quality manner the way to increase the student's vocabulary

Harmer (2001) added in (Riswanto et al., 2022) that a few abilities should be mastered to have the ability to speak fluently, all abilities are language capabilities and social processing of the target language. Social processing way the ability of the speakers to conduct language in a logical order and to get the data given via different speakers and answer because the response. Social processing means that depending on varieties of capabilities: processing language and statistics and speaking with different speakers. The languages characteristic is the elements which might be essential for the spoken manufacturing of speech, the expressive of media, lexis and grammatical, and negotiation languages. In other phrases speaking, asking, and giving an opinion is one form of the terms contained in the lexis and grammar. So, a teacher needs to give one-of-a-kind terms to the students to make their English-talking skills extra fluent and make the assured in speaking

### **Teaching Speaking to EFL Students**

In teaching speaking to EFL students, the teacher will find some obstacles but the teacher should find a solution to increase students' speaking ability. The teacher as a guide the students should find how to develop the student speaking ability. Because teaching EFL students have a complex obstacle because English is not the students' language. In addition, Kosar & Bedir stated in (Ananto Prayogo, and Wahyudi, 2016), stated that speaking skill is the most important thing skill to be improved and make the students conduct communication directly, in other words speaking is an important thing because speaking can help the students to express of delivering what they want to share and it makes them can share more confident in the learning process. Brown 2001: 270-271 said that there are seven matters hard in coaching speaking, they may be, clustering, redundancy, reduced forms, performance variables, colloquial language, the rate of delivery, stress, rhythm, intonation, and interplay. Brown additionally argued that speaking is an oral interplay due to the fact college students need to barter the meaning of ideas, feelings, and statistics. It means that students should not only share their ideas but also the students have found the best word to say in words.

Richards (2005:2) said that the purpose of coaching speaking is to provide beginners with communicative competence, and lecture room activities that develop beginners' capacity to express themselves via speech. Richards and Renandya,2002 (Rahimi, 2016) said that speaking for foreign language inexperienced persons due to their need for oral communication calls for of ability in the use of the language for social interplay. In different words, not all Indonesian students can speak or use this language in their everyday language.

### **Information Gap Technique in Teaching Speaking Skill**

One coaching speaking technique that may teacher uses to enhance students' speaking skill is the information gap technique. according to (Wijayanti, 2018), the information gap technique is a kind of shape output activity. On this technique, college students whole the lacking data, solution the cellphone, send a message, and provide an opinion. In step with Kalayo (2007), a facts hole is a coaching talking method of communicative activity in which students in the pastime hold some facts different college students do not have and students ought to proportion the facts they have got with different students to complete a task or remedy a hassle.

In addition, Prabhu (1987) (Neira, 2019) argued that the "information gap technique is a transfer to give information from one person to another or from one place to another—generally calling for the decoding or encoding of information process from or into language". (Ismaili & Bajrami, 2016) also argued that a gap in the way of communication in the classroom. The information gap is the process of structured output activities. Its approach is based totally on completing facts by finishing missing records such as verbal exchange in a cellphone message, expression giving and asking an opinion, and so on. Penny (Ismaili and Bajrami, 2016) defined that the activities in teaching and getting to know at the information hole principle make the students greater enthusiastic to take part actively in the learning. Neu and Reeser (1997) in Umar imanudin, 2021 defined that the information gap method is extremely powerful in the 2nd language lecture room because it offers every scholar risk to speak in the goal language for an extended length and college students can produce more speech than they could in any other case

It is assumed that the students have studied English for a long time. However, their proficiency in learning English is still far from the expectation. Based on the researcher's preliminary research, observation, and information from the teacher of Junior High School SMPN 1 Rambah Hilir, they justify that many students still get difficulties learning English. To be able to speak English seems to be very difficult for students because of several reasons. First, the students feel embarrassed by their mistakes when they speak. Second, the students do not have enough opportunities to practice English because they lack vocabulary. So, they are not well motivated to communicate in English. It can be seen from some phenomena, as follows:

1. A number of the students appear not to apprehend the English speaking taught by the teacher.
2. A number of the students seem no longer to have the self-self-assurance to speak English.
3. a number of the students appear to maintain silent when the teacher asks them to speak without delay.
4. A number of the students appear to lack English vocabulary.
5. A number of the students seem to sense embarrassed by their errors.
6. A number of the students appear no longer to have ideas once they need to speak English.

In first grade student in SMPN 1 Rambah Hilir, they have some difficult in speaking, it can be seen by:

1. Some of the students seem do not understand the English speaking taught by the teacher.
2. Some of the students seem do not have self-confidence to speak English.
3. Some students difficult to get the information about the learning topic
4. Some student confuses to share their idea.

Based totally on the phenomena above, the researcher is interested in carrying out the research entitled “The Effect of Using Information Gap Technique to Improve students’ Speaking skill in EFL context at students in first-grade Students SMPN 1 Rambah Hilir”.

**METHOD**

This study used an experimental look at, which changed into supposed to discover the effectiveness of the information gap technique in coaching speaking skills. The researcher used two groups as samples where one turned into known as the experimental group (X) which is treated with the information gap technique, and another turned into the control group (Y) which changed into dealt with without using the information gap. Earlier than doing the treatment, the researcher gave a pre-test to all of the samples. The researcher selected instructions that had no one-of-a-kind scores notably and after treatment six meetings for 2 lessons, the researcher gave a publish-check to achieve the students' speaking abilities after the treatment. According to Suryabrata (1983), the type of this research can be designed as follows:

**Table 1. Research Design**

Group	Pre-Test	Treatment	Post-Test
E	T1	X	T2
C	T1		T2

Where:

- E = Experimental Group or VII 2 grade years
- C = Control Group class VII 1 grade year
- T1 = Pre-Test to Experimental and Control Group
- X = receive the treatment that is using information group
- T2 = Post-Test to Experimental and Control Group

The subject of this studies was the eleventh-grade students of Junior high school SMPN 1 Rambah Hilir. The item of this studies became the effectiveness of the information gap in each class; VII1, VII2, VII3, VII4, and VII5. The entire populace was 146 respondents, but the researcher constrained the population to only the eleventh-grade year which consists of five lessons. all of them have been taught with the aid of two instructors and studied in the morning. To make it clearer, see the desk under:

**Table 2. The Population of the seventh grade Year Students of SMPN 1 Rambah Hilir**

NO	CLASS	MALE	FEMALE	TOTAL
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1	VII <sup>1</sup>	11	15	26
2	VII <sup>2</sup>	12	14	26
3	VII <sup>3</sup>	14	19	33
4	VII <sup>4</sup>	12	19	31
5	VII <sup>5</sup>	14	16	30
<b>TOTAL</b>		<b>63</b>	<b>83</b>	<b>146</b>

So, the selected classes were magnificence VIII1 and VII2 because the sample of the studies that includes 52 students. Class VII2 changed into chosen as an experimental group and VIII1 as a control group. The experimental group turned into taught by means of information gap technique while the control group become taught without an information gap technique in teaching speaking.

In this study, the records had been accrued by means of distributing the take a look at to the student of participants. There have been two techniques in collecting the facts. They had been pre-test and post-test. A pre-test had been conducted to locate the capability of students' speaking ability of the manipulate group and experimental group earlier than being taught the use of the facts gap approach. After gave pre-test, the treatment had been performed for the experimental group the use of the information gap technique. During the treatment, the improvement of students' speaking skills may be visible. Then, a post-test turned into performed to find out the effect of the use of information gap in teaching speaking to the 7th-year students of SMP Negeri 1 Rambah Hilir.

The speaking test is used to know students' ability in speaking. The blueprint of those tests can be seen as follow:

**Table 3. Blue Print of the Test**

No.	Test	Topic	Experimental Group	Control Group
1.	Pre-Test	Favorite Artist	Giving a Short Speech based on the Topic	Giving a Short Speech based on the Topic
2.	Post-Test	Asking and Giving Help	Make and Practice a Short Dialogue based on the Topic	Make and Practice a Short Dialogue based on the Topic

### The Data Analysis Technique

On this research, the information had been analyzed with the aid of using statistical methods. The researcher used ratings of the post-test of the experimental group and control group. The researcher analyzed the data and used a t-test to understand whether the end result of the studies was statistically significant or not.

In line with Harris's theories (1989) in Yushal (2005), the speaking test should consist of 5 components, particularly; Pronunciation, vocabulary, grammar, fluency, and



comprehension. they've a typical scale wherein every element has a set of qualities (degree) to be rated a chain of feasible rankings; Harris describes the rating as follows:

**Table 4.** *The Speaking Aspects*

No.	The Aspect of Speaking to be Evaluated	Level	Description
1.	Pronunciation	5	Have few traces of a foreign accent?
		4	Always intellect thought one is conscious of a defined accent.
		3	Pronunciation limitations necessitate focused listening and now and again cause misunderstanding.
		2	Very horrible to apprehend because of pronunciation disputes. most usually be asked to copy.
		1	Pronunciation disputes are so intense as to make speech in reality uncertain.
2.	Grammar	5	Makes a few (if any) substantial errors in grammar or diction.
		4	Makes often errors in grammar and words which occasionally have unclear meanings
		3	Grammar and phrase order make comprehension tough.
		2	ought to often rephrase sentences or slender him/her to basic patterns.
		1	Error in grammar and word order so intense as to make speech surely incomprehensible
3.	Fluency	5	Speech as fluency and weak attempt as that of a native speaker.
		4	Speed of speech appears to be barely worried by using language troubles
		3	Pace and fluency as a substitute strongly concerned with language issues.

	2	Constantly reluctant; frequently into silence with the aid of language restrict.
	1	Speech is likewise awkward and fragmentary to make verbal exchange certainly.
4. Vocabulary	5	Occasion uses not appropriate time period and or has to rephrase thoughts due to lexical lack.
	4	Usually uses incorrect phrases, and verbal exchange is obstructed due to incomplete vocabulary.
	3	Abuse use of the phrase and really constrained vocabulary make comprehension extra tough
	2	Misuse use of words and really restrained vocabulary make comprehension extra hard
	1	Obstacles of Vocabulary as intense as to make verbal exchange definitely not feasible.
5. Comprehension	5	Arise to recognize every with out problem
	4	Expertise almost the whole thing at normal pace although every now and then repetition may be essential.
	3	Expertise discovers of what is said at slower than normal speech with repetition.
	2	Has hard tough following what's said. Can apprehend most effective social communicate, spoken slowly and with frequently repetition.
	1	Difficult to understand even easy conversations in English.

The table above explained that a speaking score rubric turned into created. every student got their score primarily based on pronunciation, vocabulary, grammar, fluency, and comprehension of their writing take a look at. The score rating changed into arranged from 1 up to 5 and the entire of all the additives changed into 25. The scoring rubric of the take a look at can be visible in the following table:

**Table 4.** *score Rubric of Speaking Test*

No.	Name	Pronunciation (P)	Vocabulary (V)	Grammar (G)	Fluency (F)	Comprehension (C)	Total Score (S)	Students Score (P)
1.								
2.								
3.								
4.								
5.								
6.								
etc.								

The data analyzed can be seen the following formulas were used:

- To observe the total score of students' speaking, the following formulas were used:

$$S = P + V + G + F + C$$

Where

S: The Total score

P: Pronunciation Students' ability

V: vocabulary Students' ability

G: Grammar Students' ability

F: Fluency Students' ability

C: Comprehension Students' ability

- To get the students' scores in speaking skills, the following formulas were used:

$$P = \frac{S}{N} \times 100$$

Where

P: The Score of students

S: The total score

N: The total score of items

(Wayan and Sumartana: 1983)

- After computing the individual rating of the students, the level of students' ability in speaking earlier than and after the use of information gap became classified, and percentage grading based totally on the following classification was used:



**Table 5.** classification of score

No.	Classification	Score
1.	Very good level	81 - 100
2.	Good level	61 - 80
3.	Mediocre level	41 - 60
4.	Poor level	21 - 40
5.	Very Poor level	0 - 20

(Harris: 1986)

4. To get the effectiveness of the information gap in improving the students' speaking skills, this research used:

a. To find the Mean Score

$$M_x = \frac{\sum X}{N} \quad M_x = \text{The Mean Score of the Experiment group}$$

$\sum X$  = The total Score of the Experiment group

$N$  = The number of students

(Hartono: 2004)

$$M_y = \frac{\sum Y}{N} \quad M_y = \text{The mean Score of the Control group}$$

$\sum Y$  = The total Score of the Control group

$N$  = The number of students

(Hartono: 2004)

b. To get the Standard Deviation

$$SD_x = \sqrt{\frac{\sum X^2}{N}} \quad SD_x = \text{The Standard Deviation of Experiment Class}$$

$\sum X^2$  = The total Square (Scores minus mean score)

$N$  = The Number of students in the Experiment group

$$SD_Y = \sqrt{\frac{\sum Y^2}{N}} \quad SD_Y = \text{Standard Deviation of Control group}$$

$\sum Y^2$  = Total Square (Scores minus mean score)

$N$  = Number of students in the Control group

(Hartono: 2004)

c. Finding the t-test

$$t_0 = \frac{M_x - M_y}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_y}{\sqrt{N-1}}\right]^2}}$$

(Hartono: 2004)

Where:

$t_0$  = The value of t-obtained

$M_x$  = Mean score of the experimental group

$M_y$  = Mean score of the control group

$SD_x$  = Standard deviation of the experimental group

$SD_y$  = Standard deviation of the control group

$N$  = Number of students

After computing the t-test, it is necessary to obtain the degree of freedom that will be used to determine whether the t-score is significant or not. The t-obtained value is consulted with the value of the t-table by using a degree of freedom. The formula for the degree of freedom is as follows:

$$df = (N_1 + N_2) - 2$$

Where:

$df$  = The degree of freedom

$N_1$  = the number of students in the experimental class

$N_2$  = the number of students in the control class

The calculation of the degree of freedom can conclude; If  $t_0 < t$  table,  $H_0$  is accepted. It can be said that there is no effect of using information gaps to improve students speaking skills. If  $t_0 > t$  table,  $H_a$  is accepted or there is the effect of using the information gap technique to improve students' speaking skills.

## FINDINGS AND DISCUSSION

After engaging in the test, the data from the test changed into taken by using scores or rater. earlier than giving the post-test, the researcher gave a pre-test to both groups to recognize the students' base scores both within the experimental group and within the control group. It was discovered that classes VII1 and VII2 had been having no specific ratings drastically in the pretest but, they have significant variations within the posttest.

**a. The Result of the Pre-Test of the experimental group**

Earlier than implementing of information gap technique, the activity changed into started by using giving a Pre-test to recognize students' speaking ability earlier than they have been taught by means of using the data gap. The data became shown in the following table:

**Table 6.** *Students' Ability to Pre-Test in Experimental Group*

Score	Level	Frequency (F)	Percentages
81 - 100	Excellent level	0	0.00%
61 - 80	Good level	0	0.00%
41 - 60	Mediocre level	25	96.10%
21 - 40	Poor level	1	3.90%
0 - 20	Very Poor level	0	0.00%

The table above showed that there were no students able to reach the excellent level and no students got poor level. There were only 25 students or 96.10% who could reach the mediocre level while the other 1 student or 3.90% was at the poor level. The average score of this Pre-Test was 51.85. It can be concluded that most of the students in the experimental group have a mediocre level of speaking skills.

**b. The Result of Post Test in experimental group**

After implementing the information gap technique, the test was given to the students in the experimental group to know their speaking skills. Then, the student's score was computed which is shown in the following table:

**Table 7.** *Students' Ability to Post-Test in Experimental Group*

Score	Level	Frequency (F)	Percentages
81 - 100	Excellent level	1	3.90%
61 - 80	Good level	25	96.10%
41 - 60	Mediocre level	0	0.00%
21 - 40	Poor level	0	0.00%
0 - 20	Very Poor level	0	0.00%

The table above showed that the level of students' speaking skills in the post-test was better than the score in the pre-test. It means there were increasing students' speaking skills. At the last of the treatment and post-test conducted, students who got excellent was 1 or 3.90%, students who got good level were 25 or 96.10%, there were no students or 0.00% who reached the mediocre level, and then no one student who got poor level also was 0 or 0.00%. The student's average score on Post-Test was 75.74 and which means that there was a significant

improvement in students' speaking ability after implementing of information gap technique in the experimental group. This data showed that using the information gap technique in teaching speaking had been successful to help the students to increase their speaking skills.

**c. The Result of the Pre-Test in the control group**

The control group activity was started by giving a Pre-Test to know students' speaking skills. The data was computed and it is shown in the following table:

**Table 8. Students' Ability to Pre-Test in Control Group**

Score	Level	Frequency (F)	Percentages
81 - 100	Excellent level	0	0.00%
61 - 80	Good level	0	0.00%
41 - 60	Mediocre level	25	96.10%
21 - 40	Poor level	1	3.90%
0 - 20	Very Poor	0	0.00%

The table above showed that there was no student able to reach the excellent level and no students got poor level. There were 25 students or 96.10% who could reach the mediocre level, and 1 student or 3.90% was at the poor level. The average score of the Pre-Test in the control group was 51.85. It means that most of the students in the control group have a mediocre level of speaking ability.

**d. The Result of Post Test in the Control Group**

The students inside the control group had been taught without the usage of the information gap technique, the test changed into given to the students inside the control group to recognize their speaking skills. The student's score became computed which is proven in the following table:

**Table 8. Students' Ability to Post-Test in Control Group**

Score	Level	Frequency (F)	Percentages
81 - 100	Excellent level	0	0.00%
61 - 80	Good level	10	38.46%
41 - 60	Mediocre level	16	61.54%
21 - 40	Poor level	0	0.00%
0 - 20	Very Poor level	0	0.00%

The table above showed that the level of students' speaking skills in the control group in the post-test was almost the same as in the pre-test. It means there was no significant improvement that the students could achieve. The post-test in the control group was conducted, students who got excellent was 0 or 0%, students who got good level were 10 or 38.46%, there were 16 students, or 61.54% who reach the mediocre level, students who got poor level was 0



or 0.00% and then students who got very poor level also 0 or 0.00%. The student's average score in this Post-Test was 59.90 and it can conclude that there was no significant improvement to the student's score in the post-test in the control class. This evidence showed that the students in the control group cannot improve their ability in speaking.

**Discussion**

In this study, the improvement of students speaking skills by using information gaps was found. It could be seen from the students' speaking skill level in the Pre-Test) and the second test as a post-test at the end of treatment. Below is the chart of students' levels of speaking.

**Table 9. Students' Level of speaking**

Score	Experimental Group				Control Group			
	Pre-Test		Post Test		Pre-Test		Post Test	
	F	P	F	P	F	P	F	P
<b>81 – 100 (Excellent)</b>	0	0.00%	1	3.90%	0	0.00%	0	0.00%
<b>61 – 80 (Good)</b>	0	0.00%	25	96.10 %	0	0.00%	10	38.46 %
<b>41 – 60 (Mediocre)</b>	25	96.10 %	0	0.00%	25	96.10 %	16	61.54 %
<b>21 – 40 (Poor)</b>	1	3.90%	0	0.00%	1	3.90%	0	0.00%
<b>0 – 20 (Very Poor)</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%

From the table above the base score of the students in speaking skills was dominated by mediocre levels (with an average score of 51.85) in both groups (experimental group and control group). In the post-test, there are significantly different between the experimental group and the control group. In the experimental group, the result of the test was dominated by the good level (with an average score of 75.74) of all students, and in the control, the group was still dominated by the mediocre level (with an average score of 59.90).

This research can find out whether or not or no longer there's an extensive distinction of information gap in teaching speaking of two groups, the calculated data was taken from the score of the students in the posttest and it became given after treatment. The researcher calculated the end result of the standard deviation of each class can see the following table below, it showed the distinction in students' average score (mean) and the standard deviation of both the experimental group and control group.

**Table 10. The Mean Score and Standard Deviation of Students' speaking skill**

	Experimental Group		Control Group	
	Pre-Test	Post Test	Pre-Test	Post Test
<i>Mean (M)</i>	51.85	59.90	51.85	75.74



<i>Standard Deviation (SD)</i>	5.41	2.93	5.41	4.65
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From the table above, it could be visible that there is a difference inside the mean score and the standard deviation between the experimental group and the control group. To determine the ability of the 2 groups in speaking, the students had been given a test based on their topic. To realize the effectiveness of the students' speaking skills through the use of information gap, the researcher analyzed through the use of a t-test as the following:

1. To find out the  $t_0$ , the following formula was used:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_y}{\sqrt{N-1}}\right]^2}}$$

$$t_0 = \frac{75.74 - 59.90}{\sqrt{\left[\frac{2.93}{\sqrt{26-1}}\right]^2 + \left[\frac{4.65}{\sqrt{26-1}}\right]^2}}$$

$$t_0 = \frac{15.84}{0.22}$$

$$t_0 = 15$$

Therefore,  $t_0$  of the student's ability in speaking is 15.

2. To find out the df (degree of freedom), the following formula was used:

$$df = (N1 + N2) - 2$$

$$df = (26 + 26) - 2$$

$$df = 52 - 2$$

$$df = 50$$

Therefore, the pdf of the student's ability in speaking is 50.

Based on the score t-test (15) with the degree of freedom (df: 50), it is greater than the t-table at the 5% grade of significance = 2.01, while the level of significance 1% = 2.68. It can be read that  $2.68 < 15 > 2.01$ .

The objectives of this research were to find out how the students speaking skills by using the information gap technique at SMPN 1 Rambah Hilir, to find out how the students' speaking ability without using the information gap technique at SMPN 1 Rambah Hilir, and to investigate the significant effectiveness of information gap in improving the students' speaking skill at Junior High School SMPN 1 Rambah Hilir. The finding of the whole sample (52 students; 26 students in the experimental group and 26 students in the control group) let the researcher conclude:

1. The students' speaking skill at SMPN 1 Rambah Hilir before using the information gap is the same in both groups (experimental group and control group) with an average score of 51.85 and the level of ability is mediocre.



2. The students speaking ability at SMPN 1 Rambah Hilir after using the information gap technique has 75.74 with a level of ability good and in the control group, the average score 59.90 with the level of ability is still mediocre.

According to Ehsan Namaziandost in 2019 stated that information-gap tasks were more effective than opinion-gap tasks and reasoning-gap tasks. In light of these findings, the researchers suggested some recommendations that are hoped to help syllabus designers, supervisors and English language teachers in developing teaching speaking skills. In Neri Wijayanti implementing Information Gap technique in teaching speaking, the students have chance to be active and cooperative in teaching speaking. The mean of pre-test is 68,7, post-test is 71,6 and the improvement result of the implementation is 2,9. The students' responses are positive. Ramón Antonio Ortiz Neira in 2019 stated that Results suggest an improvement in oral fluency and a positive perception of the technique used during the intervention. Mushoffan Prasetianto, students can speak fluently is better than speak accurately in EFL context. As long as, the students can deliver the message, it is enough for them because the purpose of communication is to deliver the missing information between speakers. The information gap technique is the way to develop the students' fluency. This technique provides the real communication which is delivering the missing information. In conclusion, students should speak fluently in EFL context

Based on the result finding in many research using or implementation of Information Gap Technique can solve the problems in students' speaking skill. In SMPN 1 Rambah Hilir students speaking skill can improve by implanted of Information Gap Technique. Student more interested to learn because they can share each other and they can also help their friend to get information. It can conclude that the information gap is effective to use in teaching speaking to improve the students' speaking skills. In other words, the information gap has been significant in improving the seventh-year students' speaking ability at SMPN 1 Rambah Hilir.

## CONCLUSION

To get the data on this research approximately the effect of the use of the information hole technique to improve students' speaking skills at SMPN 1 Rambah Hilir, the researcher used a test. The test became given to the experimental group and control group. The data from the test changed into taken by way of scores or rater. earlier than giving the post-test, the researcher gave a pre-test to all of the samples to decide groups as the sample to recognize the students' base scores each within the experimental group and within the control group. It became found that lessons VIII1 and VII2 had been having no extraordinary scores drastically inside the pretest but they have got good sized variations within the posttest, and the result using the information gap technique in teaching speaking is effective to improve students' ability in speaking at SMPN 1 Rambah Hilir. The information gap technique is one of the teaching techniques that can use by the teacher in teaching speaking and it can make the students have good skills in speaking.

The researchers want to provide some pointers are given as follows; (1) the information gap technique is suggested that in teaching speaking, the English trainer may consider using the information gap technique as one of the alternative teaching techniques since the end result can improve the students' speaking skills. Then, while implementing the information gap, the trainer suggests developing the ideal material and developing a great test for the students. The English trainer wishes to control the students' activities for this technique to run smoothly. Moreover, the English teacher need to be capable of encourage and create exciting study room

conditions for the students so that students can enjoy following the teaching and studying process. (2) The students should pay more attention to the lesson that has been defined by means of the trainer, because if they do not focus on this lesson they'll no longer recognize and they don't know the trainer's instruction in the teaching and gaining knowledge of process. In addition, they have to speak about the topic and share information with their friends to make sure that the facts they get is complete. Then, the students must attempt to speak in English and that they have to participate in a class interest while reading English.

ultimately, the authors hope that each one findings, implications, and recommendations on these studies may have a valuable contribution to the readers, and it is able to deliver the solution to teaching talking at school.

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