

**THE USE OF INFORMATION GAP ACTIVITY ON STUDENTS'
SPEAKING SKILL**

A Paper

**Submitted to English Language Education Study Program, Faculty of
Teacher Training and Educational Sciences, Pakuan University as a partial
fulfillment of the requirements for *Sarjana Pendidikan* Examination**

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FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES
PAKUAN UNIVERSITY
2021**

Research Title: THE USE OF INFORMATION GAP ACTIVITY ON
STUDENTS' SPEAKING SKILL

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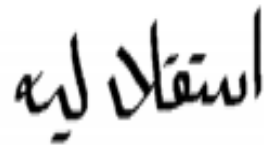
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DECLARATION

I hereby declare that the paper entitled “**The Use of Information Gap Activity on Students’ Speaking Skill**” is entirely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

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PREFACE

Alhamdulillahirabbil'alamiin, all the greatest praises are dedicated to Allah SWT who brings blessings, health, strength and compassion to the researcher until she could complete this research entitled "The Use of Information Gap Activity on Students' Speaking Skill".

This paper is written to fulfill one of the requirements for *Sarjana Pendidikan* examination in English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The researcher realizes that this paper is still far from being perfect. Therefore, all positive criticisms and suggestions will be readily accepted. Hopefully, this paper will be useful to the researcher herself and the readers.

Bogor, April 2021

The Researcher

ACKNOWLEDGEMENT

Praise be to Allah SWT who has given the researcher His love and compassion to complete this last assignment in her study. Peace be upon to the Prophet Muhammad SAW, his family, his companion, and his followers.

It is a pleasure to acknowledge the help, knowledge, advice and contribution to all lecturers of English Language Education Study Program. The researcher knew that she would never write this paper properly without motivations, advice, support and help of some people around her. Firstly, the researcher would like to express her sincere gratitude to Dr. Deddy Sofyan, M. Pd as the first supervisor and Istiqlaliah Nurul Hidayati, M. Pd as the second supervisor who have patiently given their time, valuable help, guidance, and corrections so that this paper could be completed.

Secondly, the sincere gratitude also goes to Dr. Entis Sutisna, M. Pd as the Dean of Faculty of Teacher Training and Educational Sciences, Istiqlaliah Nurul Hidayati, M. Pd as the Head of English Language Education Study Program, Asih Wahyuni, M. Pd as the Academic Counselor of class D/2016.

Thirdly, sincere appreciation is presented to the students of the eleventh grade, science department two of the Integrated Mutiara Senior High School Palabuhanratu who became very supportive and friendly participants.

Fourthly, the researcher should not forget to thank her beloved parents Dra. Teti Hartati and Dr. Raya Erwana, M. Pd who have been invariably support and

give their endless prayer to the researcher in every single day. She also would like to thank her little sisters Fatharani Tsaniya and Faridah Febrina Ghaida who have always encouraged the researcher to complete this paper.

Much thankfulness is also extended to her best friends: Regita Cahyani Kusnadi, Intan Aulia, Mutia Kusnadi, Abyyu Luthfifalah, Rudi Setiawan, Amalia Salsabila, Kirana Anbia Putri, Shafira Cahyani, Filsya Devara, Nuraini, Dwi Intan Yusti, Ricky Aditya Pratama and all members in class D/2016 who cannot be mentioned one by one that has been amazing family ever. She could not have been at this point without all of them.

ABSTRACT

Since English in Indonesia is a foreign language, classroom has to be the most comfortable place for students to speak English with others. In order to make students interested in learning English, especially in mastering speaking skill, teachers should try to use a variety of teaching techniques in order to adapt the students' level of proficiency. Unfortunately, not all teachers apply teaching techniques in teaching learning process. However, this research aimed to find out whether there is an effect on students' speaking skill by using teaching technique in the learning process. The researcher chose INFORMATION GAP ACTIVITY in conducting this research. The concept of Information Gap is one of the aspects of communication in classroom. Its concept is based on completing a task by completing missing or incomplete information. Its sets up practices for specific language projects. The research was conducted to the students of the eleventh grade, science two department of the Integrated Mutiara Senior High School. The research uses Pre-experimental method with one group pre-test pos-test design. After conducting this research, it was found that the null hypothesis (H_0) is rejected meanwhile the alternative hypothesis (H_a) is accepted. The result proved that the students' speaking score taught by using Information gap is better than using non-Information gap activities.

Keywords: Speaking skill, information gap activity, teaching technique.

TABLE OF CONTENT

APPROVAL PAGE	
DECLARATION	i
PREFACE	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT	v
TABLE OF CONTENT	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER I: INTRODUCTION	
A. Background of the Study	1
B. Reason for Choosing the Topic	2
C. Statement of the Problem	3
D. Aim of the Research	4
E. Limitation of the Problem	4
F. Operational Definition	4
G. Research Significance	5
CHAPTER II: THEORETICAL FOUNDATION	
A. Speaking	6
1. Definition of Speaking.....	6
2. Teaching Speaking.....	7
3. Principle for Designing Teaching Techniques.....	9
4. Teaching Teens.....	11
5. Elements of Speaking.....	12
B. Information Gap Activity.....	13
1. Definition of Information Gap Activity.....	13
2. Characteristics of Information Gap Activity.....	14
3. Advantages of Information Gap Activity.....	15
C. Related Research	16
CHAPTER III: RESEACH METHODOLOGY	

A. Research Method and Design	18
B. Population and Sample	19
C. Research Instrument	19
D. Data Collection.....	21
E. Data Analysis	22
CHAPTER IV: RESEARCH FINDING AND DISCUSSION	
A. Research Finding	24
1. Calculating Frequency Distribution of Pre-test	24
2. Calculating Frequency Distribution of Post-test.....	27
3. Calculating the Mean of Difference	29
4. Calculating Deviation of Difference	30
5. Calculating the T-test	30
6. Finding the Degree of Freedom and Testing Hypothesis	31
B. Discussion	31
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	35
B. Suggestion	36
BIBLIOGRAPHY	37
APPENDICES	40
Appendix 1: Lesson Plans	41
Appendix 2: Research Instrument (Pre-test).....	58
Appendix 3: Research Instrument (Post-test).....	65
Appendix 4: Students' Pre-test Work.....	74
Appendix 5: Students' Post-test Work.....	77
Appendix 6: Students' Pre-test Score.....	84
Appendix 7: Students' Post-test Score	85
Appendix 8: SK	86
Appendix 9: Surat Izin Penelitian	87
Appendix 10: Berita Acara Bimbingan.....	88

LIST OF TABLES

Table 3.1: Speaking Rubric Score.....	20
Table 4.1: Frequency Distribution of Pre-test Scores.....	25
Table 4.2: Frequency Distribution of Post-test Scores.....	27

LIST OF FIGURES

Figure 4.1: Histogram and Polygon Graph of Pre-test Scores.....	26
Figure 4.2: Histogram and Polygon Graph of Post-test Scores.....	29

CHAPTER I

INTRODUCTION

A. Background of the study

Speaking is considered as one of the most important means of effective communication. Teaching English-speaking skills to students is particularly challenging. As the researcher has made informal interview with teacher in one of senior high schools, the researcher got information that the most challenging thing when teaching English-speaking is how to aid students apply the knowledge learned in the classroom into a real-life situation. First, the biggest problems which are experienced by teachers are the lack of teaching and speaking competence. Teachers often ask students to read a dialogue, then act out the dialogue in front of the class. Therefore, teaching through the old method made students become saturated, lack motivation and confidence when they speak using a foreign language especially in English. In general, students invariably silent and passive. They feel doubt to answer any question or discuss material when they need to participate in learning activities.

Second, in most cases usually students lack vocabulary. Students are not able to share their ideas and comprehend information even the material well because they have very limited vocabulary and also are not able to pronounce the words well. Having this in mind, the researcher thinks that teachers must try to use or create various teaching techniques and use its activities that will be authentic, up-to-date, which will delight and motivate students, so they are able

to be actively involved in learning process. Thus, students to get interested in learning English. Moreover, in order to speak English fluently, students need more opportunities to practice the language and use it inside and outside classroom activity.

In this research, to overcome the problems the researcher tries to do a study through one of English language teaching techniques. One of speaking activities that promote communication competence is information gap technique. Thus far, an information gap is proposed as the technique that will be used. In this technique, students must use target vocabulary to share information. According to Defrioka (2009: 39) in Rosalinah and Khilda (2019) Information-gap activities are communication exercise in which each of two-paired students has information which they must orally relate to each other in order to fill the `gaps` in the information they have. The information gap is an activity to exchange information or convey information to opponents, based on sources or objects that people get. Information Gap is a fun way to improve students' speaking skills. Students are able to convey information to their friends, in groups or not this technique is very easy to do. Therefore, the researcher expects results in increasing students' motivation to speak English fluently and much more enthusiastically.

B. Reason for Choosing the Topic

Based on the background above, there are three reasons for choosing this topic. The researcher sees that some teachers still have to update their teaching style. In other hand, students' motivation is still weak although

they have a good concept of English in their mind they are disinclined to speak up. As the consequence, an interesting technique is needed in teaching English speaking.

Furthermore, students rarely use target vocabulary during learning activities. It has influenced them to hesitate to speak English considering the vocabulary used in foreign languages are different from their mother tongue, they are not able to pronounce the vocabulary well. When learning takes place students only pay attention to what teacher says then never practice it directly if there is no instruction from the teacher. In fact, students should have more opportunities to practice English and use it communicatively inside and outside the classroom to develop their speaking skill so that they are able to speak English fluently.

Therefore, using teaching techniques in teaching learning process that require students to speak using target vocabulary in a foreign language is very important to attract students' interest. Overall, by applying information gaps in speaking class, the researcher expects student will be motivated to express their ideas, interact actively and develop their speaking skill.

C. Statement of the Problem

Statement of this problem is:

“Does information gap affect students' speaking skill?”

D. Aim of the Research

The aim of this research is to investigate the effect of Information Gap Activity on students' speaking skill.

E. Limitation of the Problem

It is impossible for the researcher to overcome all the problems in English teaching and learning process in the Integrated Mutiara Senior High School, hence, the researcher is focus on investigating speaking skill in term of students' fluency, pronunciation, vocabulary and grammar through online class. The researcher adjusted the speaking aspect with the speaking assessment guidelines which adapted from Ur (1996:135) in Louma (2004).

F. Operational Definition

1. Information Gap Activities

According to Larsen-Freeman (2000) and Anderson (2011:162) an information gap exists when one person in an exchange knows something that the other person doesn't and they complete the task by giving each other a clue or solution to the problem. It means that in a communicative approach, it is a type of activity which requires students to use the language to exchange some information and get their meaning across. In other words, it makes students accomplish a task through using the language while concentrating on meaning rather than structure of the language, therefore learners learn by doing.

2. Speaking Skill

Speaking is one of the most commonly used skills for communication. People use it on an everyday basis for exchanging their ideas, news, and information. In recent years, English language teaching has focused on teaching the language rather than teaching about the language. The emphasize it is not only linguistic competence of the language learners but also on development of their communicative ability (Asrobi, Seken, & Suranjaya 2013, P.2). In order to speak the language fluently, students need more opportunities to practice the language and use it communicatively inside and outside the classroom.

G. Research Significance

It is expected that there are some benefits that can be achieved from this study. One of them is giving a contribution to education, particularly for teachers and students. The use of information gap activities can make students feel the real situations in practicing and developing their speaking skill. In addition, information gap activities can be used as an alternative activity for teachers to increase teachers' innovation in teaching and speaking competence.

CHAPTER II

THEORETICAL FOUNDATION

A. Speaking

1. Definition of Speaking

Speaking is a communicative skill which is used by people most frequently in human's daily life in purpose to convey also exchange information, opinion, idea, feelings and beliefs one another directly as asserted by Olvidar (2014) and Maharani (2016). Furthermore, Anggraini (2018) claimed that, speaking is a skill to convey words sounds of articulation to express or to deliver ideas, opinion, or feeling. It indicates that speaking is an essential tool for communicating and important need for everyone, being able to share or exchange information, ideas, give accurate communication to the other people.

Based on Thornbury (2005:1) stated that speaking is so much a part of daily life that people take it for granted. It means that speaking is an interaction which is carried out by people mainly in order to establish and maintain social relations at any time. Moreover, Cameron (2001:40) in Rosalinah & Khilda (2019) Speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of productive use of language can be applied to speaking. The researcher sees that speaking is the active use of language to deliver the speaker's meaning. However, speaking is not just saying something through speech

organs, speaking also needs thought to articulate our ideas through appropriate words and grammatically correct to deliver meaning accurately.

As cited in Harmer (2007:284) in Wahyuni (2016:6), speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. It represents that speaking ability is not only about knowing the language and saying ideas or opinions, but how to make it run by giving feedback to others.

From those theories, it can be concluded that speaking is related to communication. Speaking is the best way to ask and give information in a human's daily activity. It is not only producing words and sounds, but the speaker has intentions on doing communication which is to convey meaning, share ideas, exchange opinions accurately in order to establish and maintain social relations at any time.

2. Teaching Speaking

According to Nurvia (2016) teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing how to know or understand. It means that teaching is one of activity to give knowledge to the students so that students gotten to be mindful of what they did not know some time recently. In this case, the teachers become an instructor for students to

comprehend the material, and improve the errors of students; also, teachers provide evaluation to the students.

Furthermore, Gage in Palupi (2017) cited that teaching is a form of interpersonal influence aimed at changing the behavior potential of another person. It alludes that through teaching, teachers will be able to alter thought and potential of students, teaching is not only about supply a theory, but teachers can also transform students' attitude into a better person.

Putra (2014) said that teaching and learning English must be imaginative, purposeful, energizing and also the teacher has to create a competence, confidence, creativity as well as a building positive attitude of the learners to learn English. From that statement, most students consider that language lesson is complicated to learn, so that the teachers should be able to change the student's mindset by utilizing several interesting methods. Subsequently, teachers have obligations to direct the students during the learning process and give motivation to improve their English especially in speaking skill. Christianto (2019) stated that in teaching subjects, particularly in teaching language, the use of appropriate approaches in different situations is very important. Furthermore, one productive skill in English is speaking. Speaking has been taught at school based on the considerations of its importance for human beings. It should be taught in the language classroom since speaking is foundational to human communication. As Lawtie (2004) in Defrioka (2009:36) argued that the authorization of a target language is shown by the ability to speak the

language. Moreover, Kayi (2006) stated that the ability to communicate in a second language clearly and effectively contributes to the success of the learner and school and to his success later in every phase of life. Therefore, to aid students promote their speaking skill, teachers need an interesting strategy, the teachers will be able to master students in the class, especially in language lessons.

The researcher presents discussions about teaching speaking which are grouped into the following concepts for designing speaking techniques and teaching teens:

a. Principles for Designing Speaking Techniques

Students' speaking skills need to be improved by doing continuous practices. A language teaching used lately, communicative language teaching is proposed to make the learning more significant since it is intended to be as authentic as possible with the activities that occur in the real world. According to Richards (2006); Moss and Ross-Feldman, (2003) in Phisutthangkoon, (2012:4).

The objective of CLT is communicative competence, it makes use of pair and group works in the teaching learning process. In addition, it equals the accuracy and fluency in language teaching thus it tries to keep it stable. Therefore, these communicative activities include a number of activities that encourage and require the learners to speak with and listen to other learners.

In communicative language teaching, many exposures to language in use and opportunities to use it are very significant for student progress of

knowledge and skill. Therefore, activities in CLT should be typically implicate students in actual communication, where the accuracy of the language they use is less dominant than successful achievement of the communicative task they are performing. Among the classroom activities used in CLT are role play, interviews, information-gap, games, language exchanges, surveys, pair work, learning by teaching.

In relation to the activities, Richards (2006:14) in Ariska (2020) proposed two types of activities in language learning: activities focusing on fluency and that of focusing on accuracy. To implement the activities focusing on fluency does not mean to ignore the grammar. It tolerates the students' practice first. Then, the teacher and the students do the correction later on. This kind of activity is often used by language teachers when doing speaking classes. The other kind of activities, those focusing on accuracy, demand the students to master the grammar first, so they will be able to use the language grammatically properly later on.

The following guidelines for teaching speaking were suggested by Harmer (2001) in Pratiwi (2013). First, by motivating, giving facilities, and starting from something easy, it helps students overcome their reluctance to speak out. Students are often asked to talk about what they want to talk about and what they should talk about. It provides suitable feedback, then. It additionally consolidates speaking and other language skills i.e. listening and reading. And the last principle is that it incorporates the teaching of speech acts.

In conclusion, to make English teaching and learning more effective, the activities should be designed carefully so that they give the students a high opportunity to speak actively.

b. Teaching Teens

High-school age students are in the critical age since they are in the transition age from childhood to adulthood. Their range of age is around twelve to eighteen or so. These crucial-aged students, or terrible teens (Brown, 2001: 92) in Ambarsiwi (2015), are at an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Being in the process of finding their need for identity, they have a tendency to be troubled in the class and should cause discipline issues as well Harmer (2001: 39) in Ambarsiwi (2015). This complexity challenges teachers to organize their teaching which will fulfill their needs. Brown (2001: 93) in Ambarsiwi (2015) declared that the type of techniques, the management of the classroom, the body language, the teacher-student exchanges, and also the relationship that those changes conveyed are aspects that an ESL teacher ought to pay attention. However, teenagers, if they are engaged within the activities in the class, there are potential learners, inasmuch as they possess a great rate to learn, to create creativity, and to commit themselves passionately to things that interest them Harmer (2001: 39) in Nuraeni (2014). In brief, a teacher ought to offer activities that can grab the students' interests and facilitate them with meaningful learning. By doing so, the students

are expected to pay a lot of attention to the learning activities rather than to what the teacher says.

3. Elements of Speaking

According to Liao in Rosdalina (2015) there are several elements of speaking skills as explained below:

1. Accuracy

Based on Rosdalina (2015) accuracy concerns the ability to produce the grammatically correct sentence. In other words, accuracy in language means grammatical accuracy only. Nevertheless, Ayu in Rosdalina (2015) stated that accuracy seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well.

2. Grammar

Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.

3. Vocabulary

Students have a range of vocabulary that corresponds to the syllabus year list and uses words teachers have taught.

4. Pronunciation

Students speak and most people understand. Even broader than that, Liao in Rosdalina (2015) defined pronunciation as the ability to use correct forms in which utterances do not contain errors affecting phonological, syntactic, semantic and discourse features of the language.

5. Fluency

Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying.

From the statements above, accuracy, grammar, vocabulary, pronunciation and fluency are the components of speaking. Students have to use those elements to speak in a foreign language, especially in the English language. Those elements can develop students confident to speak and enhance vocabulary.

B. Information Gap Activity

1. Definition of Information Gap Activity

Byram and Garcia (2009:499) defined information gap as a teaching method that aimed at the creation of a communication gap where learners, usually in pairs, have to share information in order to solve a problem. It

demonstrates that the information gap is one of learning activities which is designed to encourage students to communicate with each other in English in order to get information they do not have. As stated by Harmer (2007:275) that information gap activities are those where students have distinct pieces of information about the same subject and must exchange this information in order to acquire all the information they need to carry out the mission. Harmer also stated (2007:349) that information gap activity is when one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures. There is a desire and a need for the students to communicate. That is going to complete a mission. The researcher probably infers that information gap activity is activities where a pair of students has different information and both of them should concentrate exclusively on the information they have which they act as both a listener who listens to their friend's information, and as a speaker who shares information to their partner in order to complete their task.

2. The Characteristics of Information Gap Activity

Nunan (1992) in Putri (2014) classified the following characteristics of information gap activity. In each activity the student is given a task, the information they need for the task is split into two parts (student A and student B), no student has enough information to be able to do it alone. Then, the students have to ask each other for the information they need and come to a decision together. The activities are not exercise, but contexts in

which the students can use language to figure out what they really need to know and exchange ideas. It means that information-gap activity carried out along with the task that should be completed through this activity; it is designed where no students have complete information they need to complete the task, thus they should communicate each other in order to get the information they needed and this activity is not actually the exercises itself, but it just a way in getting the information the student need for completing their task.

3. The Advantages of Information Gap Activity

Dealing with the benefits, Son (2009) in Putri (2014) presented some advantages of using information gap activity as describing below:

More communication takes place inasmuch as extending speaking practice, make learners to concentrate on the communication for information, learners talk a lot or produce more speech, learners help one another. Motivation can be high in that give students a reason to talk, keep them thinking, represent real communication and factual learning, equal opportunities of learning for mixed ability classes.

Build students' confidence since less intimidating than presenting in front of the entire class, comfortable, casual and non-threatened atmosphere, free interaction with peers.

Develop other sub-skills because of clarifying meaning, re-phrasing, negotiating meaning, solving problems, gathering information, making decision.

C. Related Research

To support this research, the researcher uses previous related research. There are some related researches of this research. The three related researches greatly contributed to this research in developing and improving better teaching methods and students' speaking skill so that the researcher proved successful in overcoming problems. The first related research is done by Ana Yupika Putri (2014) entitled Using Information Gap Activities to Improve the Speaking Skills of Grade VIII Students at SMP N 7 Yogyakarta. The researcher used both quantitative and qualitative data on her research. The data were in the form of qualitative data and supported by quantitative data. The quantitative data were taken from the description of teaching learning activities and also from the interview with the collaborator and the students. Meanwhile, the quantitative data were derived from the students' speaking scores in the pre-test, the progress test and the post-test. The findings showed that information gap activities successfully improved the students' speaking skill at SMPN 7 Yogyakarta. The students were more active in speaking class, they discussed well and they were able to comprehend the target language spoken by the teacher.

The second research entitled Using Information Gap Activities to Improve the English-Speaking Skills of XI KR 4 Students at SMK Negeri 3 Yogyakarta

in the academic year of 2013/2014 is done by Desi Sugiarti (2014). The research is an action research study for vocational students by using information gap activities to improve students' speaking skill. The result showed that information gap activities were effective in speaking classroom. It can be seen from the students' mean score of speaking before and after actions. The score changed from 17.81 in pre-test into 28.54 in posttest b.

The third research study is done by Nuraeni (2014) which entitled The Effectiveness of Information-Gap Toward Students' Speaking Skill. The researcher implemented information gap activities to check the effectiveness of its activities in speaking class. The researcher used quasi experimental toward second grade (A and B) of MTs Khazanah Kebajikan Pondok Cabe Ilir' students. The result proved that the students' score of speaking taught by using Information gap is higher than using non-Information gap.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

According to the issue that will be investigated, the method uses in this research is a quantitative approach using the Pre– experimental method with one group Pretest – Posttest design.

The one-group pretest and posttest design usually involve three steps: (1) administering a pretest measuring the dependent variable, (2) applying the experimental treatment X to the subjects, and (3) administering a post test, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and post-test scores (Ary et al, 2010: 303).

Furthermore, the researcher will assess students' speaking skill. The design is taken from Sugiyono (2015:111) as follows:

$$\mathbf{O_1 \text{ X } O_2}$$

$\mathbf{O_1}$ = Pre – test on speaking skill before giving treatment

$\mathbf{O_2}$ = Post – test on speaking skill after giving treatment

\mathbf{X} = Treatment (teaching speaking by using Information Gap activity)

B. Population and Sample

This research will be conducted at Mutiara Senior High School which is located at Jl. Bhayangkara, Km. 1, Palabuhanratu, Citepus, Sukabumi. The population of this research are students of the eleventh grade of the integrated Mutiara Senior High School academic year 2019/2020 which are divided into 3 classes, 2 classes of science and 1 class of social. Each class has a number from 20 to 30 students. The researcher uses random sampling technique to choose sampling data. The samples data of this research were from XI MIPA 2. The total number of students in the research were 20.

C. Research Instrument

The instrument used to collect the data of this research is speaking test. The tests are given twice, before the treatment (pre-test) and after the treatment (post- test) to discover the effect of information gap activities on students' speaking skill. The speaking test is given to assess students' speaking skill in terms of pronunciation, vocabulary, fluency and grammar. The researcher gets the score from students' speaking performance.

In pre-test session, the researcher asks students to read an article then answer the question provided on it orally. After the pre-test finished, the researcher applies information gap activity while observing mistakes or errors students make in their speaking performance for three meetings. Furthermore, in post-test session, the researcher gives the last material about short story then asks students to do the final assignment through information gap activity.

Moreover, to assess the students' speaking skill, the researcher uses the assessment for speaking that is a scoring rubric which adapted from Ur (1996:135) in Louma (2004). The rubric is shown in the following table.

Table 3.1
Speaking Rubric

Aspect	Score				
	5 points	4 points	3 points	2 points	1 point
Pronunciation	Virtually no Grammar Mistakes	Produces words with mostly Correct pronunciation but sometimes there is any Error	Produces words with some Errors Pronunciation	May have many strong foreign accents or produces words with too many errors Pronunciation And Nontangible	Little or no language Produces
Grammar	Uses Grammatical sentences or expressions or virtually no Grammar Mistakes	Uses a slightly Incorrect grammatical sentences or expressions or Occasional grammar slips	Makes obvious Grammar mistakes or makes some Grammar Mistakes	Makes mistakes in basic grammar or no correct Grammatical sentences or Expressions	Little or no Language Produces
Vocabulary	Uses wide vocabulary appropriately	Uses good range of vocabulary	Uses adequate but not rich vocabulary	Uses adequate but not rich vocabulary	Little or no language produces
Fluency	Speaks fluently with rare repetition and uses long turns easily and effectively	Speaks with occasional repetition and uses short turns in speaking	Gets idea across but hesitantly and briefly with some repetition	Speaks slowly and very hesitant with frequent repetition and sometimes	Little or no communication

				difficult to Understand	
Maximum score = 20					
Score = $\frac{\text{the result of scores} \times 100}{\text{Maximum score}}$					

D. Data Collection Technique

The researcher applies speaking test to collect data through zoom meeting and WhatsApp group application. The data are collected from pre-test and post-test score. The score is gained based on students' speaking skill on pre-test and post-test. The pre-test is provided before the researcher gives some treatments and then the post-test is given after the treatments. In the pre-test and the post-test, the students will be assessed by English teachers.

1. Pre-test

Pre-test is intended to measure students' speaking skills in conveying their answers individually as usual before they get in to the experimental circle.

2. Post-test

Post test is aimed to discover the effect of information gap activity.

The activities of this test is as follows:

- The researcher asks students to join online class through zoom meeting.
- After that the students listen to an explanatory material.

- The researcher asks students to do the assignment in pairs through Information Gap Activity.
- The teachers take a score based on speaking rubric which adapted from Ur (1996:135) in Louma (2004) while students do the last speaking test.

E. Data Analysis

To observe the result after treatments on student's speaking skill, the t-test is used to analyze data of pre-test and post-test results. The processes are shown below:

1. t-test

t-test is used to test significance of the mean difference between two groups. This test is also used for examine the effect of independent variable on the dependent variable. In this case, t-test is used to determine the effect of information gap activity on students' speaking fluency in speaking. To observe the result after treatment on student's speaking skill, the t-test is used to analyzed data of pre-test and post-test result. The following formula is taken from Supardi (2013:325). The t-test formula for one sample is showed as follows:

1. Calculating difference (d)

$$d = [y - x]$$

Y = the posttest result of one student

X = the pretest result of one student

2. Calculating the Mean

$$M_d = \frac{\sum d}{n}$$

M_d = Mean of gain

$\sum d$ = Sum of gain

n = Total of sample

3. Calculating Derivation of Difference

$$X_d = d - M_d$$

X_d = The Deviation of Difference

d = The Difference

M_d = The mean difference

4. Calculating the t-test

The formula is as follows:

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

t = t-test

M_d = Mean of gain

$\sum X_d$ = Deviation of gain score ($x_d = d_1 - M_d$)

n = Total of sample

$\sum X_d^2$ = Square deviation of gain score

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This research was conducted to the students of the eleventh grade, science department two of the Integrated Mutiara Senior High School Palabuhanratu. The research was started on February 1st, 2021 and then ended on March 5th, 2021. In collecting data of the research, the researcher gave a pre-test, treatments and a post-test. Speaking test was given before treatments as the pre-test, furthermore the students got three-time treatments by using Information Gap Activities, moreover the researcher gave the post-test. The data were analyzed by using t- test formula to find out whether there is an effect during teaching learning activities through Information Gap Activities on students' speaking skill.

1. Calculating Frequency Distribution of The Pre-test Scores

In this research there are 20 students as the respondents. The researcher gave speaking test to the students. Students did a simple explanation individually based on the question that related to a news they have read formerly. After getting the data, the highest of the Pre-test score is 50 and the lowest of the Pre-test score is 35. Based on the data which are the scores are presented in the table of frequency distribution. The scores are shown in the following table

Table 4.1

Frequency Distribution of Pre-test Scores

Table Frequency of Distribution Pre-Test Score				
Class Interval	Class Boundary	Mid-Point	F-Absolute	F-Relative
35-37	34,5-37,5	36	1	5%
38-40	37,5-40,5	39	8	40%
41-43	40,5-43,5	42	0	0%
44-46	43,5-46,5	45	8	40%
47-50	46,5-50,5	48,5	3	15%
Total			N = 20	100%

Highest score: 50

Lowest score: 35

a. Range

$$R = 50 - 35 = 15$$

b. Interval Class

$$\begin{aligned}
 K &= 1 + 3.3 (\text{Log } N) \\
 &= 1 + 3.3 (\text{Log } 20) \\
 &= 1 + 3.3 (1.301) \\
 &= 1 + 4.293 \\
 &= 5.293 \\
 &= 5
 \end{aligned}$$

c. Length of Interval

$$\begin{aligned}
 P &= \frac{r}{k} \\
 &= \frac{15}{5} \\
 &= 3
 \end{aligned}$$

The description of table 4.1 above presented the class interval for the scores of pre-test, class boundary stands for the limitation of students' pre-test, midpoint called the middle of the range score, frequency of Variable X namely F-absolute, the frequency percentage called F-relative and N stands number of respondents.

From the data of frequency distribution of pre-test, it shows that the score of the student's pre-test in 35-37 has 5% consist of one student. At range 38-40 has 40% with eight students. Furthermore, at range 41-43 has 0% with zero student. Hereafter, at range 44-46 has 40% with eight students. Moreover, at range 47-50 has 15% with three students. Therefore, the histogram and polygon graph of pre-test scores can be seen in figure 4.1 as follow.

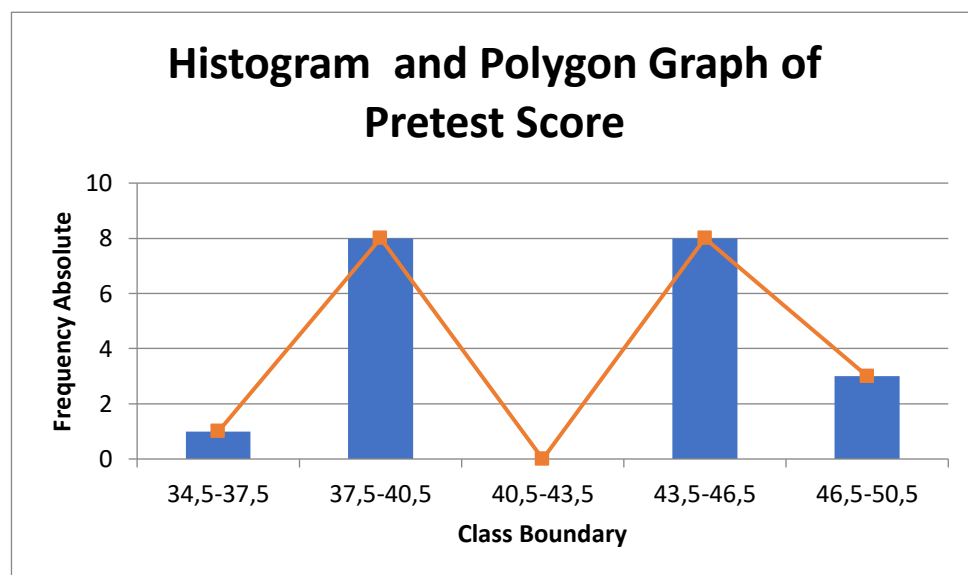


Figure 4.1

Histogram and Polygon Graph of Pre-test Scores

2. Calculating Frequency Distribution of Post-test Scores

From the data in table 4.1 the highest score pre-test was 50 and the lowest score of pre-test was 35. Having analyzed the treatment applied to students, the highest score of post-test was 90 and the lowest score of post-test was 70. The score of frequency distribution of post-test score can be seen in the following table 4.2.

Table 4.2

Frequency Distribution of Post-test Scores

Table Frequency of Distribution Post Test Score				
Class Interval	Class Boundary	Mid-Point	F-Absolute	F-Relative
70-73	69,5-73,5	71,5	5	25%
74-77	73,5-77,5	75,5	5	25%
78-81	77,5-81,5	79.5	8	40%
82-85	81,5-85,5	83.5	0	0%
86-90	85,5-90,5	88	2	10%
Total			N = 20	100%

Highest score: 90

Lowest score: 70

a. Range

$$R = 90 - 70 = 20$$

b. Interval Class

$$K = 1 + 3.3 (\text{Log } N)$$

$$= 1 + 3.3 (\text{Log } 20)$$

$$\begin{aligned}
&= 1 + 3.3 (1.301) \\
&= 1 + 4.293 \\
&= 5.293 \\
&= 5
\end{aligned}$$

c. Length of Interval

$$\begin{aligned}
P &= \frac{r}{k} \\
&= \frac{20}{5} \\
&= 4
\end{aligned}$$

The description of table 4.2 above presented the class interval for the scores of pre-test, class boundary stands for the limitation of students' pre-test, midpoint called the middle of the range score, frequency of Variable X namely F-absolute, the frequency percentage called F-relative and N stands number of respondents.

From the data of frequency distribution of pre-test, it shows that the score of the student's pre-test in 70-73 has 25% consist of five students. At range 74-77 has 25% with five students. Furthermore, at range 78-81 has 40% with eight students. Hereafter, at range 82-85 has 0% with zero student. Moreover, at range 86-90 has 10% with two students. Therefore, the histogram and polygon graph of post-test scores can be seen in figure 4.2

below

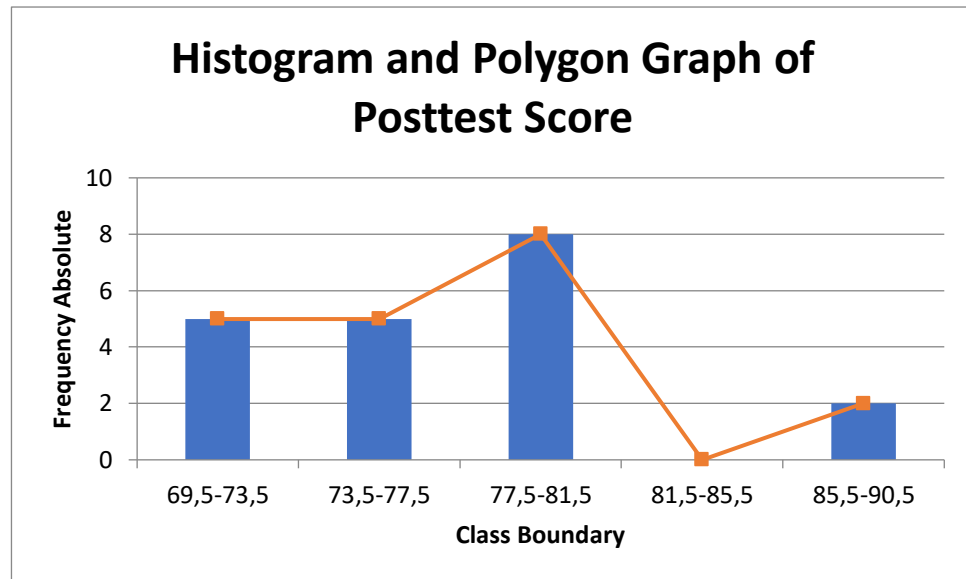


Figure 4.2

Histogram and Polygon Graph of Post-test Scores

3. Calculating of The Mean of The Difference

The mean can be found by dividing the total score of difference with the total number of respondents. Here is the calculation:

$$\begin{aligned}
 M_d &= \frac{\sum d}{n} \\
 &= \frac{680}{20} \\
 &= 34
 \end{aligned}$$

The mean result is gained from the total average of gain score. From the formula above, the total score of difference is 680 and the total number of

respondents are 20. To sum up the result, the researcher calculated $\frac{680}{20} =$

34. Therefore, the mean is 34.

4. Calculating Deviation of Difference

The deviation of difference is used to support the formula of t-test.

This formula is calculated as follows:

$$X_d = d - M_d$$

$$= 40 - 34$$

$$= 6$$

5. Calculating the t-test

Having calculated the mean and the deviation of difference, the t-test is calculated to find out the t-test value. The aim of calculating the t-test is to find out the effect of Information Gap Activities on students' speaking skill.

The calculation as follows:

$$\frac{M_d}{\sqrt{\frac{\sum x^2 d}{n(n-1)}}}$$

$$= \frac{34}{\sqrt{\frac{480}{20(20-1)}}}$$

$$= \frac{34}{\sqrt{\frac{480}{380}}}$$

$$= \frac{34}{\sqrt{1.263}}$$

$$= \frac{34}{1.123}$$

$$= 30.27$$

6. Testing Hypothesis

The degree of freedom (*df*) is calculated after the t-test value counted.

It is intended to gain the value of t-table. The calculation is as follows:

$$df = n - 1$$

$$= 20 - 1$$

$$= 19$$

The result shows that degree of freedom is 19. Based on t-table, degree of freedom of 19 at the significant level of 0.05 is 2.09. Meanwhile, the t-test value is 30.27. It means that the t-test value is higher than the value of t-table ($30.27 > 2.09$). So, it can be concluded that the null hypothesis (*H₀*) is rejected and the alternative hypothesis (*H_a*) is accepted.

B. Discussion

In conducting this research, speaking test was given to the students twice: before treatments (a pre-test) and after treatments (a post-test). The pre-test was given before the treatments through analytical exposition text material. As Berardo (2006:62) in Nuraeni (2014) stated that the sources of authentic materials that can be used in the classroom are unlimited, but the most common are newspapers, magazines, TV Programs, movies, songs, and literatures.

Therefore, the researcher decided to use one of the authentic materials, specifically article media contains the latest news. In this pre-test session, students were given an article. After they have read, they were given a speaking test to express their opinions individually. Furthermore, followed by the treatments which were given to the students for three times by using Information Gap Activities. After the researcher gave three-time treatments, the post-test was given to the students to discover the effect of using Information Gap Activities on students' speaking skill.

In giving the treatments, there were several steps done by the researcher. At the first treatment, the students were asked for working in pairs then did an information gap activity that is discovering missing information or features through similar invitation but there is different information on it, so that students A and B must communicate each other in order to complete the whole details about the invitation. It was intended to promote students speaking skill, so that the students can be more active during teaching learning activity particularly when speaking class conducted. At the second treatment, they were requested to discovering differences. The researcher shared a picture to each student. Each student A and B has a picture. The pictures are identical except for a number of details. The students must discuss the pictures in order to discover what the differences are. At the last treatment, they were demanded to did tell and draw activity. In this treatment, the researcher gave a picture to student A then student B must draw the picture held by student A as closely as possible to the original picture. They must speak one to another, did the question and answer correctly

so that their attainment would be appropriate. For the post-test, the researcher gave reconstructing story-sequence activity to the students. For instance, several pieces of the pictorial story were handed to student A and B. They must determine the correct arrangements of the original story and fill in the story map by communicating with each other.

During the treatment, students follow the instructions and steps explained by the teacher. When conducting the research, teachers and students have several problems in teaching learning activities. Such as signal errors, technical problems, both of teachers or students could not hear the voice clearly during the teaching and learning process. Based on that misadventure, it could be ascertained that it took more time.

The researcher took the data from pretest and posttest scores. After getting the data, she counted it by using t-test formula. At the first, the pretest and posttest scores were calculated. Second, mean of gain and the deviation of gain were computed. Last, the researcher calculated the data by using t-test formula to find out the t-test value and test the hypothesis.

According to the calculation, the mean of difference is 34. Meanwhile, the total of deviation of difference is 480. Next, the t-test value is 30.27. As stated in the t-table, the degree of freedom (df) of 19 at the significant level of 0.05 is 2.09. In this case, the t-test value is higher than the value of t-table ($30.27 > 2.09$). Therefore, it can be determined that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. In conclusion, the result shows

that using Information Gap Activities can encourage students to develop students' speaking skill.

After the treatments were finished, it shows that Information Gap Activities gave several positive effects. Firstly, students became actively and confident to speak English. Secondly, the students mastered a lot of new vocabulary and knew how to pronounce the vocabularies well. Thirdly, the students felt interested and enjoyed English classes through Information Gap Activities as they gain new experiences with fun learning process since Information Gap Activities learning provides a relaxed atmosphere to promote the target language. It was supported by Karimi (2010) revealed that the EFL learners' degree of learning was enhanced when they learn new words by the use of Information Gap tasks in the classroom.

Based on the data above, by using Information Gap Activities obviously could help the students to develop their speaking skill. Indeed, it was increased students' motivation to speak English much more enthusiastically. It could be seen from the progress in the class activities as well as the result of the post-test score is higher than the pre-test score. The result shows that there is more than one effect from the use Information Gap Activities on students' speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting this research, it was found that the null hypothesis (H_0) is rejected then the alternative hypothesis (H_a) is accepted. It is supported by the result of t-test value which is higher than t-table. T-test value is 30.27 with the value degree of freedom (df) is 19 and t-table value significant level of 0.05 is 2.09. The value of t-test is higher than t-table ($30.27 > 2.09$). Therefore, the researcher found that there are effects of Information Gap Activities on students' speaking skill. According to the data analysis, it could be seen that the development of the students' speaking skill was highly related to the use of Information Gap Activities in the teaching learning process.

Foremost, Information Gap Activities were carried out in pairs which made the students speak more willingly in class and gave more opportunities to practice their speaking skill by exchanging certain information with other friends. The activities demanded students to use the target language to fill in the gap. Hence, by continuously using the target language, the students felt motivated and confident to speak English.

Furthermore, the use of Information Gap Activities in speaking class can also facilitate an interaction between students and others by asking and giving the

required information in the target language. They had a lot of new vocabulary and a good discussion by actively asking and answering the questions.

Finally, based on the finding and discussion, it could be concluded that the use of Information Gap Activities is effective in teaching speaking skill. Students were more eager to learn and invariably excited, in contrast to those who only followed book activities without any connection to real life situations.

B. Suggestion

Based on the result of this research, the researcher would like to give some suggestions that might be useful especially for English teachers. To aid students in increasing their English skill, particularly in speaking skill, the teacher is expected to create a teaching strategy which can stimulate and motivate students to talk in English or the teachers may use better teaching technique such as Information Gap Activities as an alternative technique in teaching learning process than conventional way. Since Information Gap Activities were designed to communicate with each other, it will affect the increase in students' speaking skill. Moreover, information Gap Activity can be useful for teachers to increase teachers' innovation in teaching and speaking competence.

In addition, for other researchers who are interested in conducting research in the online field, the researcher suggests that the timing and types of activities to be used must be carefully checked. The other researchers also need to consider the level of English Proficiency.

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APPENDICES

Appendix 1

LESSON PLANS

DARING

SMA MUTIARA TERPADU PALABUHANRATU

Materi Pembelajaran	: <i>Invitation</i>
Semester	: 2 (dua)
Pertemuan ke	: 1 (satu)
Pengajar	: Fauziyyah Asfari Shafa
Teknik	: <i>Information Gap Activity</i>

A. Capaian Pembelajaran Akhir yang Diharapkan

1. *Hard Skill: Students' Fluency in Speaking skill*
2. *Soft Skill: Berpikir kritis dan berperilaku baik*

B. Pokok Bahasan

1. Teks undangan resmi lisan dan tulis dalam bentuk kartu undangan

C. Sub Pokok Bahasan

1. *Formal and Informal invitation*

D. Kegiatan Belajar Mengajar:

No	Kegiatan	Aktivitas Pengajar	Aktivitas Siswa	Media
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1	Pendahuluan	<ul style="list-style-type: none"> • Memberi kodekelas daring (link) undangan zoom kepada siswa untuk bergabung. • Menjelaskan tujuan penelitian kepada siswa • Menjelaskan kegiatan-kegiatan yang akan dilakukan selama penelitian berlangsung. 	Bergabung ke dalam kelas daring	Whatsapp Group. Zoom meeting.
2	Penyajian Materi	<ul style="list-style-type: none"> • Menyajikan gambar terkait materi invitation dan mengajukan beberapa pertanyaan untuk memusatkan perhatian pada topik materi yang akan dipelajari. • Menunjukkan jenis-jenis undangan, menjelaskan materi terkait invitation beserta struktur teks dan unsur kebahasaan yang digunakan di dalamnya. • Menampilkan video tentang contoh percakapan yang berisi 	Menyimak, berdiskusi dan bertanya jika terdapat kesulitan di forum chat.	Zoom meeting, power point, pictures, video.

		<p>ungkapan undangan. Video dapat diambil dari (http://www.youtube.com/watch?v=vz5bJoVFJMA)</p> <ul style="list-style-type: none"> • Menjelaskan pengertian information gap activity dan memberikan contoh pengaplikasian dari aktifitas kesenjangan informasi tersebut. • Meminta siswa untuk mengerjakan soal sesuai instruksi dan tampil secara berpasangan dengan cara bertukar informasi melalui information gap activities. • Guru menilai kemampuan berbicara siswa yang meliputi aspek pronunciation, vocabulary, fluency dengan menggunakan rubrik penilaian yang diadaptasi dari buku <i>Ur (1996:135)</i>. 		
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3	Penutup	<ul style="list-style-type: none"> • Pengajar dan siswa merefleksi kegiatan pembelajaran • Pengajar memberi penghargaan kepada siswa. • Pengajar menyampaikan materi pembelajaran berikutnya • Pengajar menutup kegiatan pembelajaran dengan mengucapkan salam dan do'a. 		Zoom meeting
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A. Penilaian

1. Penilaian (*Speaking*)

Aspect	Score				
	5 points	4 points	3 points	2 points	1 point
Pronunciation	Virtually no Grammar Mistakes	Produces words with mostly Correct Pronunciation but sometimes there is any Error	Produces words with some Errors Pronunciation	May have many strong foreign accents or produces words with too many errors Pronunciation And Nontangible	Little or no Language Produces
Grammar	Uses Grammatical sentences or	Uses a slightly Incorrect grammatical	Makes obvious Grammar mistakes or	Makes mistakes in basic grammar	Little or no Language produces
	expressions or virtually no	sentences or expressions or	makes some Grammar	or no correct Grammatical	

	Grammar Mistakes	Occasional grammar slips	Mistakes	sentences or Expressions	
Vocabulary	Uses wide vocabulary appropriately	Uses good range of vocabulary	Uses adequate but not rich vocabulary	Uses adequate but not rich vocabulary	Little or no language produces
Fluency	Speaks fluently with rare repetition and uses long turns easily and effectively	Speaks with occasional repetition and uses short turns in speaking	Gets idea across but hesitantly and briefly with some repetition	Speaks slowly and very hesitant with frequent repetition and sometimes difficult to Understand	Little or no communication
Maximum score = 20 Score = $\frac{\text{the result of scores} \times 100}{\text{Maximum score}}$					

LESSON PLANS

DARING

SMA MUTIARA TERPADU PALABUHANRATU

Materi Pembelajaran	: <i>Opinion</i>
Semester	: 2 (dua)
Pertemuan ke	: 2 (dua)
Pengajar	: Fauziyyah Asfari Shafa
Teknik	: <i>Information Gap Activity</i>

A. Capaian Pembelajaran Akhir yang Diharapkan

- a. *Hard Skill: Fluency in asking and giving opinion*
- b. *Soft Skill: Berpikir kritis dan berperilaku baik*

B. Pokok Bahasan

- a. Teks Interaksi Transaksional, informasi terkait pendapat dan pikiran

C. Sub Pokok Bahasan

- a. *Asking and Giving Opinion*

D. Kegiatan Belajar Mengajar:

No	Kegiatan	Aktivitas Pengajar	Aktivitas Siswa	Media
1	Pendahuluan	<ul style="list-style-type: none">• Membuka kelas dengan menyapa siswa di grup belajar.• Memberi link undangan zoom kepada siswa untuk bergabung.• Menyiapkan siswa.	Bergabung ke dalam kelas daring	Whatsapp Group. Zoom meeting.

2	Penyajian Materi	<ul style="list-style-type: none"> • Menyajikan video terkait penjelasan singkat asking and giving opinion. • Menampilkan video tentang contoh percakapan sederhana bertanya dan memberi pendapat. • Menunjukkan expressions yang digunakan terkait dengan ungkapan bertanya dan mengungkapkan pendapat pada percakapan sederhana, membaca expressions nya bersama-sama, kemudian menerjemahkan kosa kata yang ada di dalam percakapan ke dalam Bahasa Indonesia. • Meminta siswa untuk mengerjakan soal dan tampil secara berpasangan dengan cara berdiskusi tanya jawab mengenai pendapat mereka tentang perbedaan 	Menyimak, berdiskusi dan bertanya jika terdapat kesulitan di forum chat.	Zoom meeting
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		<p>gambar antara keduanya melalui information gap activities.</p> <ul style="list-style-type: none"> • Guru menilai kemampuan berbicara siswa yang meliputi aspek pronunciation, vocabulary, fluency dengan menggunakan rubrik penilaian yang diadaptasi dari buku <i>Ur</i> (1996:135). 		
3	Penutup	<ul style="list-style-type: none"> • Pengajar dan siswa merefleksi kegiatan pembelajaran • Pengajar memberi penghargaan kepada siswa sebagai bentuk apresiasi atas tugas yang dikerjakan. • Pengajar menyampaikan materi pembelajaran berikutnya • Pengajar menutup kegiatan pembelajaran dengan mengucapkan salam dan do'a 		Zoom meeting

A. Penilaian

1. Penilaian (*Speaking*)

Aspect	Score				
	5 points	4 points	3 points	2 points	1 point
Pronunciation	Virtually no Grammar Mistakes	Produces words with mostly Correct Pronunciation but sometimes there is any Error	Produces words with some Errors Pronunciation	May have many strong foreign accents or produces words with too many errors pronunciation And nontangible	Little or no language produces
Grammar	Uses Grammatical sentences or	Uses a slightly Incorrect grammatical	Makes obvious Grammar mistakes or	Makes mistakes in basic grammar	Little or no language produces
	expressions or virtually no Grammar Mistakes	sentences or expressions or Occasional grammar slips	makes some Grammar Mistakes	or no correct grammatical sentences or expressions	
Vocabulary	Uses wide vocabulary appropriately	Uses good range of vocabulary	Uses adequate but not rich vocabulary	Uses adequate but not rich vocabulary	Little or no language produces
Fluency	Speaks fluently with rare repetition and uses long turns easily and effectively	Speaks with occasional repetition and uses short turns in speaking	Gets idea across but hesitantly and briefly with some repetition	Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand	Little or no communication
Maximum score = 20 Score = $\frac{\text{the result of scores} \times 100}{\text{Maximum score}}$					

LESSON PLANS

DARING

SMA MUTIARA TERPADU PALABUHANRATU

Materi Pembelajaran	: <i>Opinion</i>
Semester	: 2 (dua)
Pertemuan ke	: 3 (tiga)
Pengajar	: Fauziyyah Asfari Shafa
Teknik	: <i>Information Gap Activity</i>

A. Capaian Pembelajaran Akhir yang Diharapkan

- a. *Hard Skill: Fluency in asking and giving opinion*
- b. *Soft Skill: Berpikir kritis dan berperilaku baik*

B. Pokok Bahasan

- a. Teks Interaksi Transaksional, informasi terkait pendapat dan pikiran

C. Sub Pokok Bahasan

- a. *Asking and Giving Opinion*

D. Kegiatan Belajar Mengajar:

No	Kegiatan	Aktivitas Pengajar	Aktivitas Siswa	Media
1	Pendahuluan	<ul style="list-style-type: none">• Membuka kelas dengan menyapa siswa di grup belajar.• Memberi link undangan zoom kepada siswa untuk bergabung.• Menyiapkan siswa.	Bergabung ke dalam kelas daring	Whatsapp Group. Zoom meeting.

2	Penyajian Materi	<ul style="list-style-type: none"> • Mengulas kembali materi sebelumnya yaitu masih tentang <i>opinion</i>. • Pengajar meminta siswa untuk menyebutkan ungkapan - ungkapan dalam bertanya dan memberi pendapat. • Siswa berlatih mengucapkan kosa kata yang ada dalam ungkapan berdasarkan bimbingan pengajar. • Pengajar meminta siswa untuk mengerjakan soal tell and draw dan tampil secara berpasangan dengan cara berdiskusi tanya jawab melalui information gap activities. • Guru menilai kemampuan berbicara siswa yang meliputi aspek pronunciation, vocabulary, fluency dengan menggunakan rubrik penilaian yang diadaptasi 	Menyimak, berdiskusi dan bertanya jika terdapat kesulitan di forum chat.	Zoom meeting
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		dari buku <i>Ur</i> (1996:135).		
3	Penutup	<ul style="list-style-type: none"> • Pengajar dan siswa merefleksi kegiatan pembelajaran • Pengajar memberi penghargaan kepada siswa sebagai bentuk apresiasi atas tugas yang dikerjakan. • Pengajar menyampaikan materi pembelajaran berikutnya • Pengajar menutup kegiatan pembelajaran dengan mengucapkan salam dan do'a 		Zoom meeting

A. Penilaian

1. Penilaian (*Speaking*)

Aspect	Score				
	5 points	4 points	3 points	2 points	1 point
Pronunciation	Virtually no Grammar Mistakes	Produces words with mostly Correct pronunciation but sometimes there is any Error	Produces words with some Errors Pronunciation	May have many strong foreign accents or produces words with too many errors pronunciation	Little or no language produces

				And nontangible	
Grammar	Uses Grammatical sentences or	Uses a slightly incorrect grammatical	Makes obvious Grammar mistakes or	Makes mistakes in basic grammar	Little or no language produces
	expressions or virtually no Grammar Mistakes	sentences or expressions or Occasional grammar slips	makes some Grammar Mistakes	or no correct grammatical sentences or expressions	
Vocabulary	Uses wide vocabulary appropriately	Uses good range of vocabulary	Uses adequate but not rich vocabulary	Uses adequate but not rich vocabulary	Little or no language produces
Fluency	Speaks fluently with rare repetition and uses long turns easily and effectively	Speaks with occasional repetition and uses short turns in speaking	Gets idea across but hesitantly and briefly with some repetition	Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand	Little or no communication
Maximum score = 20					
Score = $\frac{\text{the result of scores} \times 100}{\text{Maximum score}}$					

LESSON PLANS

DARING

SMA MUTIARA TERPADU PALABUHANRATU

Materi Pembelajaran	: <i>Short Story</i>
Semester	: 2 (dua)
Pertemuan ke	: 4 (empat)
Pengajar	: Fauziyyah Asfari Shafa
Teknik	: <i>Information Gap Activity</i>

A. Capaian Pembelajaran Akhir yang Diharapkan

- a. *Hard Skill: Fluency in speaking skill*
- b. *Soft Skill: Berpikir kritis dan berperilaku baik*

B. Pokok Bahasan

- a. *Narrative Text*

C. Sub Pokok Bahasan

- a. *Short Story*

D. Kegiatan Belajar Mengajar:

No	Kegiatan	Aktivitas Pengajar	Aktivitas Siswa	Media
1	Pendahuluan	<ul style="list-style-type: none">• Pengajar menyapa siswa di grup belajar• Memberi link undangan zoom kepada siswa untuk bergabung• Menyiapkan siswa	Bergabung ke dalam kelas daring.	Whatsapp Group. Zoom meeting.

2	Penyajian Materi	<ul style="list-style-type: none"> • Siswa mendengarkan pemaparan cerita pendek dengan memperhatikan fungsi social, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan cerita pendek yang digunakan. • Siswa mencari beberapa teks cerita pendek dari berbagai sumber. • Siswa berlatih memaparkan ungkapan cerita pendek dengan teman melalui simulasi. • Pengajar meminta siswa untuk mengerjakan soal dan tampil secara berpasangan dengan cara tanya jawab melalui Teknik information gap activities. • Guru menilai kemampuan 	Menyimak, berdiskusi dan bertanya jika terdapat kesulitan di forum chat.	Zoom meeting
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		berbicara siswa yang meliputi aspek pronunciation, vocabulary, fluency dengan menggunakan rubrik penilaian yang diadaptasi dari buku <i>Ur (1996:135)</i> .		
3	Penutup	<ul style="list-style-type: none"> • Pengajar dan siswa merefleksi kegiatan pembelajaran • Pengajar memberi <i>feedback</i> kepada siswa • Pengajar menyampaikan materi pembelajaran berikutnya • Pengajar menutup kegiatan pembelajaran dengan mengucapkan salam dan do'a 		Zoom meeting

A. Penilaian

1. Penilaian (*Speaking*)

Aspect	Score				
	5 points	4 points	3 points	2 points	1 point
Pronunciation	Virtually no	Produces words	Produces words	May have	Little or no

	Grammar Mistakes	with mostly Correct pronunciation but sometimes there is any Error	with some Errors Pronunciation	many strong foreign accents or produces words with too many errors pronunciation And Nontangible	language produces
Grammar	Uses Grammatical sentences or	Uses a slightly incorrect grammatical	Makes obvious Grammar mistakes or	Makes mistakes in basic grammar	Little or no language produces
	expressions or virtually no Grammar Mistakes	sentences or expressions or occasional grammar slips	makes some Grammar Mistakes	or no correct grammatical sentences or Expressions	
Vocabulary	Uses wide vocabulary appropriately	Uses good range of vocabulary	Uses adequate but not rich vocabular y	Uses adequate but not rich vocabulary	Little or no languageproduces
Fluency	Speaks fluentlywith rare repetition and uses long turnseasily and effectively	Speaks with occasional repetition and uses short turnsin speaking	Gets idea across but hesitantly and briefly with some repetition	Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand	Little or no communication
<p>Maximum score = 20</p> <p>Score = $\frac{\text{the result of scores} \times 100}{\text{Maximum score}}$</p>					

Appendix 2

RESEARCH INSTRUMENT (PRE-TEST)

Discussion

Describe a simple way based on your own perspective that we as human can do something good for someone else!

UN World Humanitarian Day

[Learn English Subscription: self-access courses for professionals](#)

What risks do people face when they are in countries at war?
And why are humanitarian workers a target for attacks?
The UN's World Humanitarian Day puts the focus on these important questions.

'No one is winning these wars. We are all losing.' UN Secretary-General, António Guterres

At the United Nations, 19 August is a day to reflect. It was on this day in 2003 that the UN building in Baghdad was hit by an enormous terrorist bomb. Most of the 22 people who died in the attack had been involved in humanitarian missions in Iraq. Among the dead was Sergio Vieira de Mello, the UN's top representative in the country. Every year, the UN commemorates the loss by observing World Humanitarian Day.

terrible dangers and even a risk to their lives. However, it is also a day to build public support for the people at the Centre of this humanitarian work: the many millions of civilians around the world whose lives have been affected by conflict. Therefore, 19 August is a day to ask

the world leaders to commit to protecting vulnerable civilians and to do more to end conflicts in the world.

Where do these conflicts exist?

The UN has recently reported that, at the time of writing, the world's worst humanitarian crisis is in Yemen. Due to war and a shortage of food, it is said that up to 75 percent of the population (that's about 22 million people) need humanitarian aid and protection. Meanwhile, wars continue in Syria and South Sudan and these are just a few of the countries where conflict is forcing people to live in extreme difficulty or to become refugees.

What risks do humanitarian workers face?

Humanitarian workers must often risk their own lives to provide civilians with food, shelter or healthcare. Sometimes these workers are attacked by people who want to steal food or medicine. Many conflict zones also have big problems with political or terrorist groups who see humanitarian workers as an ideal target to get international attention.

What is #notatarget?

In recent years, the UN has promoted this online hashtag. Its message is very clear. Humanitarian workers have just one mission: to help people in need. And they should be able to do this in safe conditions. They should not be a target. At the same time, these workers travel to very dangerous places to provide aid for innocent civilians who have not chosen to live in conflict. The hashtag also implies that civilians should not be a target.

What can I do?

It may seem as if the problems of the world are impossible to fix, but there are a few things that you can do to help in some way. As a first step, inform yourself about the major humanitarian problems that the world is facing at the moment. With a quick online search, you will probably also find online petitions asking global leaders to increase their help for civilians in conflict zones and for the refugees that come from these situations. Or if you would prefer to help in a more practical way, try following the advice from previous campaigns for World Humanitarian Day: do something good, somewhere, for someone else.

Sources:

- <http://www.un.org/en/events/humanitarianday/>
- <http://interactive.unocha.org/publication/globalhumanitarianoverview/>
- <https://learnenglish.britishcouncil.org/general-english/magazine/un-world>

[humanitarian-day](#)

Should a COVID-19 vaccine be an obligation for everyone?

By [Natasha Comeau](#) | 4 Mar 2021 | [Health and Wellness](#), [Human Rights](#), [World](#)

As COVID-19 vaccines are being rolled out around the world, there's an unanswered question: Should it be an obligation for all of us to be vaccinated?

A man receives a COVID-19 vaccination in Dubai, United Arab Emirates, 7 February 2021. (EPA-EFE/ALI HAIDER)

Does an unprecedented pandemic require the exceptional step of requiring everyone to be vaccinated?

That's a question that has been thrust to the fore as vaccines against COVID-19 are rolled out, at varying speeds, across the world.

Those who support making a coronavirus vaccination mandatory say such a step would help ensure the world emerges from a pandemic that has killed millions of people, stifled economic growth and exacerbated socio-economic inequality.

Opponents say making a COVID-19 vaccination obligatory would discriminate against those unable to be inoculated and violate human rights.

Vaccination passports would show who has been inoculated.

Some governments and companies are moving towards "vaccination passports" that would enable those who have been inoculated against COVID-19 to travel and participate in public events such as concerts that would be off-limits for the unvaccinated.

Qantas will be testing two digital apps to check passengers' medical history as the airline prepares to resume international travel. United Airlines CEO Scott Kirby has said he wants to make a COVID-19 vaccination mandatory for all employees, and he is encouraging other companies to do the same. Saga Cruises has begun requiring vaccination.

[Ticketmaster has said](#) it is exploring a way for fans to link their digital ticket to negative test results, vaccine status, health declaration or any other information that is determined to permit access.

Microsoft, Salesforce, Oracle and the Mayo Clinic have formed a coalition, the [Vaccination Credential Initiative](#), to begin developing a technology that allows individuals to have a digital copy of their immunizations that could be stored in a digital wallet, such as Apple Wallet or Google Pay.

Many countries mandate vaccinations for common diseases.

There is precedent for mandatory vaccinations when it comes to other diseases.

Mandatory vaccination rules for measles, tetanus and polio exist in 105 of 193 countries in the world, according to [a recent study](#). Most countries requiring vaccinations impose one or more penalties against individuals who do not comply, with educational and financial penalties the most common punishment.

Schools often require vaccinations. Seven European countries, two provinces of Canada, all 50 states in the United States (with exemptions in 45 states for religious, philosophical or non-medical reasons), Australia, Argentina, Jordan, Uganda and Indonesia mandate vaccines in public schools.

Some countries require vaccines for daycare enrolment, the military, pregnant women and healthcare workers.

Australia withholds welfare cheques from families who have not vaccinated their children, a controversial policy called “No Jab, No Pay.”

Many people just don’t want to be vaccinated.

Neena Gupta, an employment, labour and human rights lawyer in Ontario, Canada, said governments and companies must engage in a balancing act when considering making a COVID-19 vaccine mandatory.

“You’re balancing people’s rights to make their own medical decisions versus mandating public immunity,” Gupta said.

A growing number of people are reluctant to be vaccinated or oppose the very concept of vaccines, making rules requiring vaccinations difficult to impose on society.

Some people simply do not enjoy being jabbed with a needle. “There is just a visceral reaction to being injected with a fluid that we are asked to trust,” Gupta said. Many people do not understand how vaccines work.

The COVID-19 vaccines that have been approved have been rolled out far faster than usual, raising questions in some people’s minds. “These vaccines have been developed at a speed which never before has been accomplished by medical science,” Gupta said.

There are unanswered questions about whether the vaccines have long-term side effects, dosing requirements for different age groups and whether vaccinated individuals can continue to carry the virus.

To undermine trust in the COVID-19 vaccines, the anti-vaccine movement has peddled conspiracy theories and falsely linked them to autism.

"I am not surprised there is a hesitancy surrounding the COVID-19 vaccine," Gupta said.

Most countries are reluctant to make a COVID-19 vaccine an obligation.

With such hesitancy in mind, most countries have said they will not be making the COVID-19 vaccine mandatory, but the governor of São Paulo, João Doria, said a vaccine will be obligatory in Brazil's most populous state. Vaccine proponents say it's especially important to inoculate those most exposed to the virus. "If you work in a space where exposure to the virus is high, such as in healthcare, schools or jails, there is an employer's health and safety obligation to their workers," Gupta said.

But in Canada, some individuals who are eligible for the vaccine, especially personal support workers, are refusing to take it. In some cases, employers are not requiring the vaccine because there is already a shortage of trained workers, especially in long-term care facilities.

In workplaces where employees are less in demand, such as large warehouses or meat packing facilities, and where risks are high and social distancing difficult, could employers justify mandating vaccines?

Is a COVID-19 vaccine obligation a violation of civil liberties?

Privacy lawyer Allan Richarz says no.

"The requirement to carry some form of post-vaccine certificate in order to fully participate in a re-opened society is an unacceptable violation of civil liberties," [he wrote last month](#). "Such requirements are ripe for backsliding towards discrimination and stigma, as well as creating inequitable outcomes globally, with the harms arising far outweighing the purported benefits."

Richarz said: "Requiring proof of clean health in exchange for services and accommodation is an affront to the last 30 years of human rights progress."

Gupta said it is not necessary to mandate the COVID-19 vaccine to stop the virus from spreading. The world has a better chance of reaching herd immunity to COVID-19 with strong messaging from public health officials urging vaccination.

Still, she said there are sectors where COVID-19 vaccinations could be made mandatory. "There is not a constitutional or human right for someone to go to a fun concert, stay in a hotel or ride a Ferris wheel," Gupta said.

COVID-19: A passing phase or lasting change?

By [News Decoder](#) | 19 Mar 2020 | [Discovery](#), [Eyewitness](#), [Health and Wellness](#)

COVID-19 is forcing us to adapt to rapidly evolving circumstances. Two News-Decoder correspondents recount their challenges.

People stand in designated areas in an elevator as a social distancing effort, Surabaya, Indonesia, 19 March 2020 (AP Photo/Trisnadi)

Two of our [correspondents](#) have sent in accounts of how they are coping with the new coronavirus. One writer is in a hospital in Sydney, Australia, while the other is hunkered down at home in London.

COVID-19 is a waiting game

By Richard Hubbard

I currently reside in a small, 15-by-20-foot room in an undistinguished building, part of a hospital complex in eastern Sydney, Australia. I was diagnosed three days ago as having the coronavirus disease, COVID-19. The reason for my internment is the impact of the virus on my lungs and my body's oxygen levels. It has not caused any great flu-like symptoms other than the coughing.

While the medical staff are all doing what they can to help, that by their own admission is not a lot. They don't have any answers.

At present, I take paracetamol regularly. It helps, but you don't need a doctor to prescribe it.

Otherwise it's a waiting game. Keep washing hands, use tissues and dispose of them quickly, eat healthily — the advice is quite basic.

Meanwhile, the medical visits are rationed as protective equipment supplies run low but no one is panicking.

One is left waiting for nature to take its course with a little help from human intervention and a lot of hope the human body's great immune system will once again get us through.

Appendix 3

RESEARCH INSTRUMENT (POSSTEST)

The researcher divides students into A and B. Students A and B are given several different pictures by the researcher, and then they have to work in pairs to do the assignment.

Instruction : In this post-test, students have to asking questions, giving answers, and discuss each other to reconstruct the story structure of each picture they were holding without looking at each other. After the story is arranged, they have to fill in a story map together.

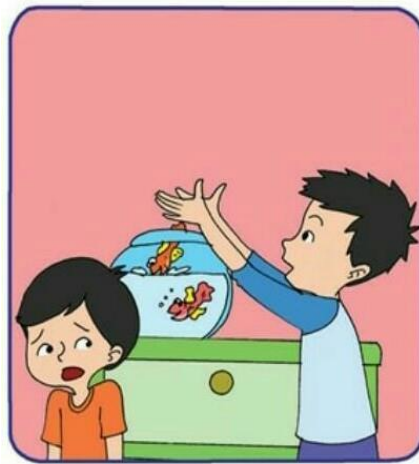
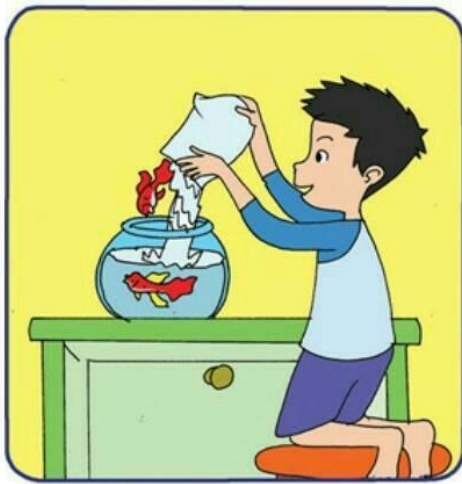




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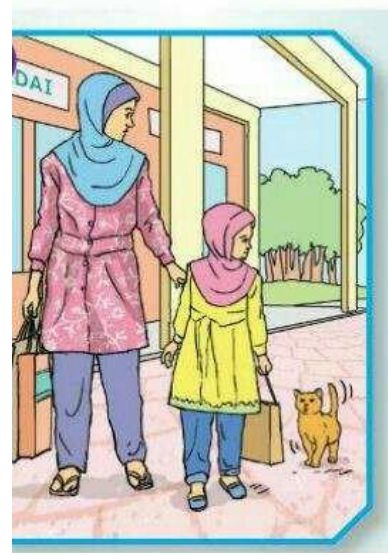


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STORY MAP

Title

Main characters

Setting

Problem

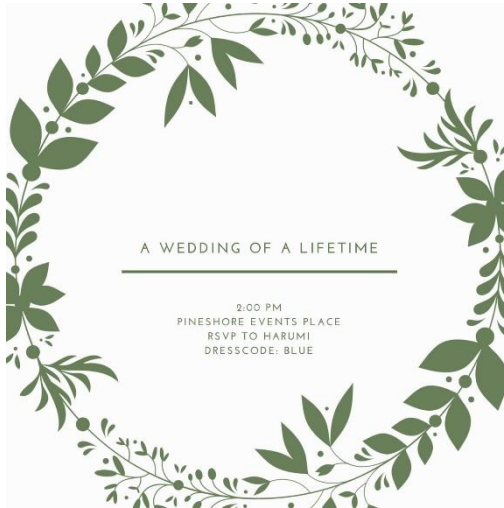
Solution/ moral value

RESEARCH INSTRUMENT

(TREATMENTS)

1. First treatment

Discovering missing information



Student A



Student B

2. Second treatment

Discovering differences activity



3. Third treatment

Tell and draw activity



Student B who hold a picture must share all details of the picture, meanwhile student A must draw as closely as possible to the original picture. They have to communicate clearly.

Appendix 4

STUDENT'S WORK

(Pre-test)

Student's Name : Salma Patimah

NIS : 1920. 10. 058

Skill : Speaking

Speaking Component: Pronunciation, Grammar, Vocabulary, Fluency.

Equipment : Sound Recorder

Score : 50

Students are given an article/news, after they have read the article, they must answer a question asked orally.

Instruction : After you read the article, please describe a simple way based on your own perspective that we as human can do something good for someone else!

Answer : Hmm... human play important part in quality of relationship hmm... so we can do something good by help people for keep good relationship.

Pronunciation	Grammar	Vocabulary	Fluency	Total Score	Final Score
3	2	3	2	10	50

Maximum score = 20

Score = $\frac{\text{the result of scores} \times 100}{\text{Maximum score}}$

STUDENT'S WORK

(Pre-test)

Student's Name : Fikri Sholehudin

NIS : 1920. 10. 021

Skill : Speaking

Speaking Component: Pronunciation, Grammar, Vocabulary, Fluency.

Equipment : Sound Recorder

Score : 45

Students are given an article/news, after they have read the article, they must answer a question asked orally.

Question : After you read the article, do you agree if covid-19 vaccine be an obligation for everyone?

Answer : I agree everyone should vaccine hmm... because I'm hmm... myself want to have normal life with no wear mask, not social distance and study hmm... real in school again.

Pronunciation	Grammar	Vocabulary	Fluency	Total Score	Final Score
2	2	3	2	9	45

Maximum score = 20

Score = $\frac{\text{the result of scores} \times 100}{\text{Maximum score}}$

STUDENT'S WORK

(Pre-test)

Student's Name : Klarina Wijaya

NIS : 1920. 10. 036

Skill : Speaking

Speaking Component: Pronunciation, Grammar, Vocabulary, Fluency.

Equipment : Sound Recorder

Score : 50

Students are given an article/news, after they have read the article, they must answer a question asked orally.

Question : After you read the article, what is your opinion about the following statement "Covid-19 is a lasting change"?

Answer : I think hmm... true because covid-19 hmm... forcing us to... adapt evolving situations. Until now there is not any change and best solution except isolation at house because not everyone can get treatment.

Pronunciation	Grammar	Vocabulary	Fluency	Total Score	Final Score
3	2	3	2	10	50

Maximum score = 20

Score = $\frac{\text{the result of scores} \times 100}{\text{Maximum score}}$

STUDENT'S WORK

(Post-test work)

Student's Name: Salma Patimah

Student's Name: Elsa Manora

NIS: 1920. 10. 058

NIS: 1920. 10. 016

Score: 90

Score: 70

Skill : Speaking

Speaking Component: Pronunciation, Grammar, Vocabulary, Fluency.

Equipment : Sound Recorder

The researcher divides students into A and B. Students A and B are given several different pictures by the researcher, and then they have to work in pairs to do the assignment.

Instruction : In this post-test, students had to asking questions, giving answers, and discuss each other to reconstruct the story structure of each picture they were holding without looking at each other. After the story is arranged, they have to fill in a story map together.

S: Elsa, what kind of pictures do you have?

E: I have pictures of grandparents.

S: Yeah, that same with me. Can you tell me about that situation in the picture? So we can start to choose where is first picture of this story.

E: Yes, Sal. In first photo, there is shabby grandfather holding goose. And in next photo, there is grandfather and grandmother, they are seeing goose when hmm... laying a golden egg. In next photo, grandfather and grandmother is holding a golden egg and they hmm... seems happy because goose is laying a golden egg again. But this hmm... last photo of grandfather is killing goose with grandmother. That's all. What about photo you get, Salma?

S: After hearing you, I'm still confuse to choose haha. Okay now I will share my first picture to you. In this picture, there is a grandmother. It looks like she is watching a goose eating from far. In second picture, there is a pair of grandparents who are in their goose cage. They are looking to goose straw that has a golden egg. In third picture, the grandparents are looking to the goose. Grandfather is seen holding a knife. In fourth picture, grandfather and grandmother look sad. They are looked feel sorry for lost their goose.

E: Sal, after listen to you and write half about your story photo hmm... I think I know this story will start with my picture. Hmm... I mean my first picture when I tell you first photo there is shabby grandfather holding goose. What do you think?

S: It can be true. I also try to match the picture that I got.

E: Okay.

S: Ohhh... Your guess looks like really true. I can also guess the next story is with me when I tell you there is a grandmother was watching her goose eating in one of my pictures, right?

E: I think yes. Let's continue set the story. What is next?

S: Wait, I'm trying to match my writing hand as the pictures that you told with the pictures that I hold.

E: Oh okay.

S: It looks like I can arrange all this story pictures. Can I tell you?

E: Sure, Salma.

S: This story starts with your picture when you say there is a shabby grandfather who holding a goose. The story continues with my first picture, which is there is a grandmother looking at goose that bring by her husband eating from far. The next plot is in your picture where the couple looks surprised and happy that the goose they are keeping is laying a golden egg. The next plot is back to my picture, when the couple find a golden egg again at the goose cage and seems happy because they get one more golden egg. The next plot is in your picture, when we find the couple being very happy because they succeed to take and get the golden egg that had just come out and the other plot is still in my picture where the grandfather is seen holding a knife accompanied by his wife. The story continues to your picture which contains a scene where the grandfather is seen killing the goose. I guess he did it to take all the golden eggs but unfortunately there is not a single egg available on her stomach and the story ends when the couple looks sad and feel sorry for lost their goose. What do you think, E? Please tell me if there is something that does not connect.

E: Your answer sounds hmm... reasonable and I'm agree with you.

S: Ok thank you. Now let's discuss about the story map together.

E: Yes, Salma. First question is what is the title of the story? Hmm... If we... give the title as "The goose lays golden egg"? Are you agree?

S: That's a good idea. Next question is who are the main characters? Of course, the answer is a couple of grandparents and a goose. Hmm... next question is where is setting of the story? I think... in a village, to be precise at their house ya?

E: Yes, that's right. For the problem, I think because hmm... they are poor so when they get luck they become hmm... greedy until they make a crime.

S: Yeah, I do agree. From the problems you said earlier, we can answer the last question about solution or moral value. This story reminds us to not be greedy because it is not good. We must be grateful so we don't regret it later.

E: Yes, that's true. That good message for all. Hmm... finally we finish this task ya Sal...

S: Haha ya good job.

STUDENT'S WORK

(Post-test work)

Student's Name: Fikri Sholehudin

Student's Name: Yadi Iskandar

NIS: 1920. 10. 021

NIS: 1920. 10. 074

Score: 80

Score: 75

Skill : Speaking

Speaking Component: Pronunciation, Grammar, Vocabulary, Fluency.

Equipment : Sound Recorder

The researcher divides students into A and B. Students A and B are given several different pictures by the researcher, and then they have to work in pairs to do the assignment.

Instruction : In this post-test, students had to asking questions, giving answers, and discuss each other to reconstruct the story structure of each picture they were holding without looking at each other. After the story is arranged, they have to fill in a story map together.

Y: Fikri, I have two picture.

F: So am I.

Y: Now, I want tell you about my picture.

F: Yes, please. I will listen to you.

Y: In my first picture, there are two boy. A big boy is putting a fish in aquarium and a little boy is looking scared. And in my next picture, there is a big boy moving a fish from a plastic bag to aquarium. Finish. Now is your time to tell about your picture.

F: Well, in the first picture there is a little boy. He is taking a fish out of the aquarium then putting the fish on the floor. And then in the second picture, there is a big boy with his mother I think... they looked very shocked when they see the fish on the floor. That's all. Now we have to decide which story to start from?

Y: I'm try to arrange the story through the picture.

F: Ohh... sorry Di, I think I already know where the story starts from hehe

Y: You can tell me if you know

F: This story starts from your last picture when you tell me there is a big boy moving a fish from a plastic bag to aquarium. Then the next story is in my first picture where there is a little boy and he is taking a fish out of the aquarium then putting the fish on the floor. The story still continues to my picture that is in me when there is a big boy with his mother. They looked very shocked when they see the fish on the floor. The story ends at your first picture when a big boy is putting back the fish in aquarium and a little boy is looking scared. Is the story connected?

Y: Yes, Fikri. That true explanation. Now let me try to answer the story map ya?

F: It's okay, I will try to fill it too.

Y: For title of this story how about we name it "The Fish"? Is that good?

F: I think so. That is good. For the main character we can see in the pictures there is fish, as well as a big boy and a little boy.

Y: Agree. For setting of the story is inside their house.

F: Yes, exactly. Last, for solution or moral value I think don't carelessly touch people's belonging, especially if we are taking it without permission of the owner. It is not polite.

Y: That's right.

STUDENT'S WORK

(Post-test work)

Student's Name: Klarina Wijaya

Student's Name: Lela Agustina

NIS: 1920. 10. 036

NIS: 1920. 10. 037

Score: 90

Score: 75

Skill : Speaking

Speaking Component: Pronunciation, Grammar, Vocabulary, Fluency.

Equipment : Sound Recorder

The researcher divides students into A and B. Students A and B are given several different pictures by the researcher, and then they have to work in pairs to do the assignment.

Instruction : In this post-test, students had to asking questions, giving answers, and discuss each other to reconstruct the story structure of each picture they were holding without looking at each other. After the story is arranged, they have to fill in a story map together.

K: Lela, I get three pictures in my phone. How about you?

L: Me too.

K: Okay. I will share what's in my three pictures. In this picture, there is a girl who is stroking a brown cat when the cat eats. In the next picture, the previous girl is seen carrying a cat while walking in front of the shop with her mother. And the last picture still has the previous girl holding the cat. Done.

L: Hmm... in my picture there is a mother and daughter holding hand while carrying shopping bag in front of the shop. Then in this picture, there is a same girl bathing a cat and her mother standing behind her holding a towel. In last picture, the mother and daughter seen looking back when they find a cat following them in front of the shop.

K: Let's discuss to determine this story will starts from whose picture.

L: Ya, okay. Give me time to think.

K: To shorten the time, can you please retell the picture that is about mother and daughter? I forget to write your whole sentence.

L: Oh ya, do you mean my first picture? When there is a mother and daughter holding hand while carrying shopping bag in front of the shop?

K: Yes, Lela. Do you think that picture is the beginning of the story?

L: It can be.

K: Then let me continue until it's finished.

L: Yes, you may.

K: So, this story starts with your picture that there is a mother and daughter holding hand while carrying shopping bag in front of the shop. This story can be connected to my last picture when the mother and daughter seen looking back when they find a brown cat following them in front of the shop. The story still continues through one of pictures that when the daughter holding the cat then the previous daughter is carrying a cat while walking in front of the shop with her mother. The story moves to one of pictures that is on you when the daughter bathing a cat and her mother standing behind her holding a towel. The story ends in my first picture when the daughter is stroking a brown cat when the brown cat eats with other cats. Does my explanation make sense?

L: Yes, I can understand and it does make sense. Now it's time to answer the story map Na.

K: Okay here we go again.

L: For the title of this story, we can name it "Cat Lover". What do you think? Is it suitable?

K: That's not bad idea. Let me answer the next question. The answer is daughter mother and brown cat.

L: Yes, of course that's right. And setting of this story is in front of the shop then their home.

K: For solution or moral value that I get from this story is we have to love animals as much as we love other living things. If we can help others to have a better life then do it.

L: That's really nice words Nana. I agree with you.

Appendix 6 STUDENTS' PRE-TEST SCORE

PRE-TEST SCORE						
Nu	Participants	Aspect				Total Score
		Pronunciation	Grammar	Vocabulary	Fluency	
1.	Ahmad Ferdiansyah	2	2	2	2	40
2.	Dea Salma Nabila	2	1	3	2	40
3.	Dian Febri Yanti	2	2	2	2	40
4.	Elsa Manora	2	2	3	1	40
5.	Fikri Sholehudin	2	2	3	2	45
6.	Giovani Putra Sagara	2	1	2	2	35
7.	Isnaeni Awalia	3	2	2	2	45
8.	Kaleda Zea Arisyandi	2	2	3	2	45
9.	Khairunnisa Nur Fadilah	2	2	2	2	40
10.	Klarina Wijaya	3	2	2	3	50
11.	Lela Agustina	2	2	3	2	45
12.	Lia Safitri	2	2	3	2	45
13.	Muhammad Sudrajat	2	2	2	2	40
14.	Neng Ravida Azkia	3	2	2	2	45
15.	Regi Mulyana	2	2	2	2	40
16.	Salma Patimah	3	2	3	2	50
17.	Sasa Amelia	2	2	2	2	40
18.	Siti Rantika Asih	2	2	3	2	45
19.	Widia Kustiani Waluya	3	2	3	2	50
20.	Yadi Iskandar	2	2	3	2	45
					Total	865
					Mean	43,25

Appendix 7 STUDENTS' POST-TEST SCORE

POSTTEST SCORE						
Nu	Participants	Aspect				Total Score
		Pronunciation	Grammar	Vocabulary	Fluency	
1.	AF	4	4	4	4	80
2.	DSN	4	4	4	4	80
3.	DFY	4	3	5	4	80
4.	EM	3	3	4	4	70
5.	FS	4	4	4	4	80
6.	GPS	3	3	4	4	70
7.	IA	4	3	4	4	75
8.	KZA	4	3	3	4	70
9.	KNF	3	3	4	4	70
10.	KW	5	3	3	5	80
11.	LA	4	3	4	4	75
12.	LS	4	3	4	4	75
13.	MS	4	3	5	4	80
14.	NRA	4	3	4	4	75
15.	RM	4	4	4	4	80
16.	SP	5	4	4	5	90
17.	SA	4	3	3	4	70
18.	SRA	4	4	4	4	80
19.	WKW	5	4	5	4	90
20.	YI	4	3	4	4	75
					Total	1545
					Mean	77,25

Appendix 8

SK BIMBINGAN



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Ketak Pos 452, E-mail: kip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 168/SK/D/ FKIP/ X/ 2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nmor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.

Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan :
Pertama : Mengangkat Saudara
1. Drs. Deddy Sofyan, M. Pd.
2. Istiqlalah Nurul Hidayati, M. Pd.

Sebagai pembimbing dari:

Nama : FAUZIYYAH ASFARI SHAFIA
NPM : 031116075
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Skripsi : TEACHING SPEAKING THROUGH INFORMATION GAP TECHNIQUE BY USING AUTHENTIC MATERIALS

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.



Tembusan :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 9

SURAT IZIN PENELITIAN



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: kip@unpak.ac.id, Telepon (0251) 8373608 Bogor

Nomor : 2585/WADEK I/FKIP/II/2021
Perihal : Izin Penelitian

29 Januari 2021

Yth. Kepala Sekolah SMA Mutiara Terpadu Palabuhanratu
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : FAUZIYYAH ASFARI SHAFA
NPM : 031116075
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 1 Februari s.d. 5 Maret 2021 mengenai: THE USE OF INFORMATION GAP ACTIVITY ON STUDENTS' SPEAKING SKILL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

Sandi Budiana, M.Pd.
NIK : 11006025469

Appendix 10


BERITA ACARA BIMBINGAN

14:10 📶 59

☆ Monitoring dan Evaluasi Bimbingan ... 🔄

Tanggal Bimbingan *

09-10-2021

 Date


Bimbingan Bab Ke- *

Chapter 1,2,3

Masukan dari Pembimbing *

Proceed to proposal seminar

Tanda Tangan Pembimbing *



14:11



★ Monitoring dan Evaluasi Bimbingan ...



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
LEMBAGA PENJAMINAN MUTU INTERNAL
Jl. Pakuan Kotak Pos 452, Bogor. Telp. 0251-8358848, Fax. 0251-8356927
Website: <http://ipmi.unpak.ac.id> E-mail : ipmi@unpak.ac.id



Monitoring dan Evaluasi Bimbingan Daring

Nama Mahasiswa *

Fauziyyah Asfari

Program Studi *

Pendidikan Bahasa Inggris

14:11



☆ Monitoring dan Evaluasi Bimbingan ...



Program Studi *

Pendidikan Bahasa Inggris

Fakultas *

- ☐ FH
- ☐ FE
- ☐ FT
- ☒ FKIP
- ☐ FISIB
- ☐ FMIPA
- ☐ Sekolah Pascasarjan
- ☐ Sekolah Vokasi



Nama Dosen Pembimbing (Beserta Gelar) *

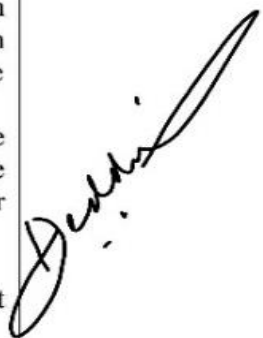

Deddy Sofyan



FORMAT BIMBINGAN


Nama : Fauziyyah Asfari Shafa

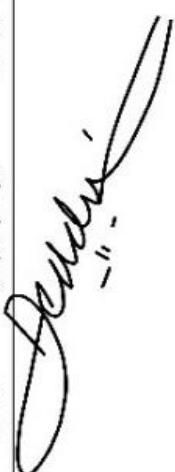

NPM : 031116075

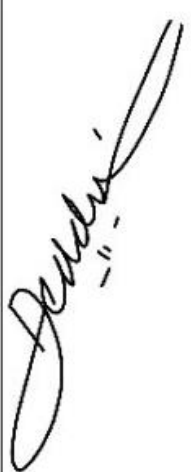
Tanggal	Bab	Catatan Bimbingan	Paraf
5 April 2021	IV	<ul style="list-style-type: none"> (In paragraph 1, line 1) correct this sentence: “The research was conducted” should be “<u>This</u> research was conducted...” In paragraph 1, line 1 – 2) “..... to the eleventh grade of science two students in the Integrated Mutiara Senior High School” should be “..... <u>to the students of the eleventh grade, science department two of the Integrated Mutiara Senior High School</u>” Continue writing chapter V 	
16 April 2021	V	<ul style="list-style-type: none"> Send preface, declaration, acknowledgment, and abstract! 	
17 April 2021	Cover	<ul style="list-style-type: none"> In sentence “TEACHING TRAINING AND EDUCATION FACULTY” must be consistent with the previous sentence. It should be 	

		<p>“FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES”</p> <ul style="list-style-type: none"> Remove Bogor 	
	Declaration	<ul style="list-style-type: none"> Adjust the contents of the declaration with those provided in English Language Study Program. At the first line (line 1) “I hereby declare that the paper titled...” Should be “I hereby declare that the paper <u>titled...</u>” 	
	Preface	<ul style="list-style-type: none"> (In paragraph 1, line 3) “... until she can equip this research which titled...” Remove <u>which</u> Change titled into <u>entitled</u> Should be “... until she could complete this research entitled...” (In paragraph 2, line 1) correct this sentence and add Pakuan University at the end of the sentence. “This paper is written to satisfy one of <u>Sarjana’s Pendidikan</u> requirements and examination in English Language Education Study Program, Faculty of 	

		<p>Teacher and Training Educational Sciences.”</p> <p>Should be</p> <p>“This paper is written to <u>fulfil</u> one of the requirements for <u>Sarjana Pendidikan</u> examination in English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.”</p> <ul style="list-style-type: none"> • (In paragraph 3, line 1) correct this sentence: “The researcher realized that this study is far from impeccable.” Should be “The researcher realizes that this paper is still far from being perfect.” • Remove aamiin. 	
	Acknowledgement	<ul style="list-style-type: none"> • In paragraph 1, line 1) Change “Praised” into “Praise” • In paragraph 1, line 2) correct this sentence: “Peace and Salutation be upon to the Prophet Muhammad SAW, 	

		<p>his family, his companion and his adherence.”</p> <p>Should be</p> <p>“Peace be upon to the Prophet Muhammad SAW, his family, his companion, and his followers.</p> <ul style="list-style-type: none"> • (In paragraph 2, line 2) Correct “lectures” into “lecturers” • (In paragraph 2, line 6) Correct this sentence: “..... who have patiently <u>gave</u> their time, valuable help, guidance, ...” Should be “..... who have patiently <u>given</u> their time, valuable help, guidance, ...” • (In paragraph 2, line 7) “..... so that this paper has completed.” Should be “..... so that this paper could be completed.” • (In paragraph 5, line 1) correct this sentence” “.... the researcher cannot thank enough to her family, 	
--	--	---	--

		<p>specially her beloved parents....”</p> <p>Should be</p> <p>“.....the researcher should not forget to thank her beloved parents.....”</p> <ul style="list-style-type: none"> • (In paragraph 5, line 5) correct this sentence: “..... who always been an encouragement to compile....” Should be “..... <u>who have always encouraged the researcher to complete</u> this paper.” • (In paragraph 6, line 1) correct this sentence: “Much thankfulness also given to...” Should be “Much thankfulness <u>is also extended</u> to...” 	
	Abstract	<ul style="list-style-type: none"> • (In line 1) remove thusly • (In line 6) remove in fact • (In line 8) correct this sentence: “..... which affect students become uninterested...” Should be “..... which makes students uninterested.....” 	

		<ul style="list-style-type: none"> • (In line 8 – 9) add “speaking skill” it should be “..... in developing their <u>speaking skill</u>.” • (In line 14-16) The sentences must be reversed. It should be the participant that is written first then followed by the place. • (In line 16) correct this sentence: “Then used Pre-experimental with one group pre-test post-test design.” Should be “The research uses Pre-experimental method with one group pre-test post-test design.” 	
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Monitoring Bimbingan Tugas Akhir/Skripsi/Tesis/Disertasi

Nama Mahasiswa

Fauziyyah

First Name

Asfari

Last Name

Program studi/Fakultas

in Bahasa Inggris/FKIP

Nama Dosen Pembimbing

Istiqlaliah N.H

Tanggal bimbingan

15-04-2020

Date

Bimbingan bab ke

2

Masukan dari pembimbing

- Perbaiki penulisan
- Perbaiki margin

Tanda Tangan Pembimbing



Clear



UNIVERSITAS PAKUAN
LEMBAGA PENJAMINAN MUTU INTERNAL
Jl. Pakuan Kotak Pos 452, Bogor. Telp. 0251-8358848. Fax. 0251-8356927
Website: <http://lpmi.unpak.ac.id> E-mail : lpmi@unpak.ac.id

Monitoring Bimbingan Tugas Akhir/Skripsi/Tesis/Disertasi

Nama Mahasiswa
First Name Last Name

Program studi/Fakultas

Nama Dosen Pembimbing


Tanggal bimbingan 
Date

Bimbingan bab ke

Masukan dari pembimbing

Perbaiki margin
Perbaiki tata bahasa

Tanda Tangan Pembimbing






[Clear](#)



FORMAT BIMBINGAN









Nama : Fauziyyah Asfari Shafa


NPM : 031116075

Tanggal	Bab	Catatan Bimbingan	Paraf
2 Januari 2020	I	<ul style="list-style-type: none"> Tentukan variable bebas yang mau dipakai, pilih salah satu saja information gap atau authentic material. Di background of the study kamu tidak terlalu mengeksplor authentic materials, jadi variable bebasnya information gap saja. Skills ubah ke singular (In paragraph 1) Change this sentence into passive: “....., the biggest problems <u>which experienced by</u> students are lack motivation...” Ubah “confidence” nya ke adjective Bagian limitation di kalimat pertama kata investigate harusnya gerund. Bagian operational definition, anaknya F jangan 1, Jadi kalau topiknya pakai abjad, sub topiknya huruf, dst. 	
5 Januari 2020	I	<ul style="list-style-type: none"> Ini sudah sangat bagus. Temui saya untuk ttd dan kamu lanjut ke bab 2. 	
11 Maret 2020	II	<ul style="list-style-type: none"> Perbaiki “Theoretical” typo. 	

		<ul style="list-style-type: none"> • Topik A. Speaking itu margin kanan harusnya 4 cm. • (In paragraph 1, line 1) buat bentuk pasif. • (In paragraph 1, line 9) sudah ada according to jangan pakai stated. • (In paragraph 1, line 10) dalam skripsi tidak boleh pakai I, we, you. Ganti. • Bagian sub topik 2. Teaching Speaking, angka 2 tidak sejajar dengan tulisannya, tulisan seharusnya sejajar dengan huruf T (Teaching) • Dalam skripsi tidak boleh ditulis seperti ini: • Role play • Interviews • Information-gap • Games • Language exchanges • Surveys • Pair work • Learning by teaching <p>Ditulis pakai koma aja ke samping.</p>	
--	--	---	--

		<ul style="list-style-type: none"> Gabisa dibuat seperti ini: <ul style="list-style-type: none"> a. In each activity the student is given a task. b. The information they need for the task is split into two parts (student A and student B), no student has enough information to be able to do it alone. c. The students have to ask each other for the information they need and come to a decision together. d. The activities are not exercises, but contexts in which the students can use language to find out about things they genuinely need to know and to share ideas. <p>karena bukan sub judul, jadi dibuat paragraph saja.</p>	
29 Maret 2020	II	<ul style="list-style-type: none"> Perbaiki kesalahan grammar. Cari tahu cara mengutip lebih dari 3 baris. Yang harus pakai spasi 1 dan menjorok. 	
12 April 2020	II	<ul style="list-style-type: none"> Di sub a. Principles for Designing Speaking Techniques, paragraphnya tidak boleh ditulis lebih kiri dari subjudul. Jadi seharusnya 	

		<p>sejajar dengan huruf P pada kata Principles</p> <ul style="list-style-type: none"> • Ketika mengutip yang dikurung hanya tahunnya saja. • Perbaiki margin, harap diperhatikan margin nya. • 	
29 April 2020	II	<ul style="list-style-type: none"> • Perbaiki sedikit. Terutama marginnya, kayaknya punya kamu itu terlalu kanan, padahal batas kanan itu 4. • Perbaiki penjelasan dibawah subjudul juga tidak sejajar. 	
3 Mei 2020	II	<ul style="list-style-type: none"> • Ini udah OK, lanjut bab 3. 	
1 Juli 2020	III	<ul style="list-style-type: none"> • Perbaiki kesalahan-kesalahan grammar. 	
10 Juli 2020	III	<ul style="list-style-type: none"> • Perbaiki grammar. 	
22 Juli 2020	III	<ul style="list-style-type: none"> • Rumus yang terlihat di computer ibu ini kotak2 coba dicek lagi. 	
28 Juli 2020	III	<ul style="list-style-type: none"> • Perbaiki hanya sedikit banget. Lainnya udah ok 	
11 Agustus 2020	III	<ul style="list-style-type: none"> • Hanya salah sedikit. Perbaiki sesuai instruksi, langsung bikin instrument. 	
28 Oktober 2020	Instrument	<ul style="list-style-type: none"> • Ini sudah bagus. • Daftar sempro 	
9 April 2021	IV	<ul style="list-style-type: none"> • Angka 1 pada subjudul harus sejajar dengan huruf R (Research Finding) di judul • Perbaikan grammar 	

		<ul style="list-style-type: none"> • Keterangan table diatas tabelnya tapi kalo keterangan gambar dibawah gambarnya. • Marginnya sesuaikan 	
14 April 2021	IV	<ul style="list-style-type: none"> • Keterangan Table 4.1 itu harusnya spasi 1 • Perbaiki sedikit grammar • Tulis bab 5 	
15 April 2021	V	<ul style="list-style-type: none"> • Ini sudah bagus • Jangan lupa kirimkan abstrak dll • Daftar sidang 	