

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions for the study. The conclusion goes in line with the problem statements and the objectives that have been formulated in the previous chapters.

5.1. Conclusion

This study explores the use of the Information Gap Technique in teaching speaking skills among tenth-grade students at Sint Carolus Kupang. Several conclusions can be drawn based on the analyzed data.

First, the implementation of the information gap technique in teaching speaking yielded various outcomes. The findings indicated that in the second cycle, the students had more positive responses to all the questions compared to their responses in the first cycle. 50% of students agreed that they could identify and explain important information from descriptive texts about people (Q1), identify and explain the main ideas and details presented in descriptive text (Q2), share information about the descriptive text (Q3), use vocabulary and expressions that are appropriate to descriptive text (Q4), make speaking activities using descriptive text more exciting and enjoyable for the students (Q5), find it easy to understand the description of people given by my friend using the GAP information technique (Q6), talk more freely with their conversation partners or friends about a topic in descriptive text (Q7), feel motivated to talk about a topic in descriptive text using the information gap technique (Q9) and feel more confident to speak using the information gap technique (Q10). However, more than a quarter of students (33.4%) still disagree that the information gap technique helps them to share other information about unexpected topics in the descriptive text and fill it in appropriately (Q.8).

Second, regarding the challenges faced by the tenth-grade students of Sint Carolus Catholic Senior High School Kupang during the implementation of the Information Gap Technique in teaching speaking, the majority of the students stated that in both the first cycle and second cycle, they found it challenging to pronounce the English words correctly and lack of vocabularies to speak in English. They also found it difficult to understand the use of the information gap technique in the first cycle. However, after the second cycle, the challenges mainly addressed the lack of vocabulary and poor pronunciation when speaking in English.

5.2. Suggestion

Based on the analyzed data, several suggestions should be considered regarding the use of the information gap in the instruction of speaking skills.

The first scenario occurs when introducing new approaches or materials in speaking lessons unfamiliar to the students. In such cases, the teacher must exercise caution in clearly explaining these techniques and the corresponding instructional content. Based on the data gathered at the first meeting, it can be inferred that all students, or 100% of students in the first meeting, expressed a need for the researcher to offer further clarifications on the subject matter and methodologies employed in learning spoken language.

A clear and comprehensive explanation of the techniques and material taught can significantly enhance students' understanding. In the second meeting, it was observed that 53% of students were satisfied with the researcher's explanation. However, teachers must consider other factors, such as students' weaknesses, to improve their speaking skills. This is important because the results indicate that 26.6% of students expressed the need for the researcher's assistance in boosting their confidence and fluency in verbal communication. In addition, it is crucial to closely monitor students who may have difficulty comprehending the material or techniques being taught. Some

students may claim dissatisfaction with the explanations provided due to their lack of understanding. This is evident from the available data, indicating that 20% of students are dissatisfied with the explanations. Consequently, it is imperative to teach more about vocabulary and pronunciation and how to boost students' confidence to improve their speaking practice. The future researcher may use the Information Gap Technique in teaching speaking to various grades of students and multiple activities.