

THESIS
TEACHING SPEAKING USING THE INFORMATION GAP TECHNIQUE
TO THE TENTH GRADE OF SINT CAROLUS CATHOLIC SENIOR
HIGH SCHOOL KUPANG



CHRISTIAN ALDO BATISTA AJA

REG NO 12119008

TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG

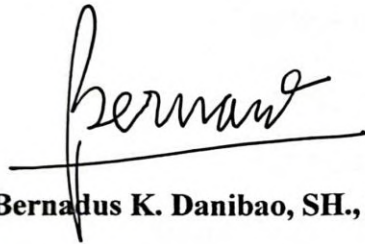
2023

THESIS

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Approved by

Advisor 1



Dr. Bernadus K. Danibao, SH., M.Ed

NIDN: 0820087301

Advisor 2



Maria Regina Jaga, S.Pd., M.Pd., MS. ECE

NIDN: 1511048701

Acknowledged by

Head of the English Education Study Program

Teacher Training and Educational Sciences Faculty

Widya Mandira Catholic University Kupang



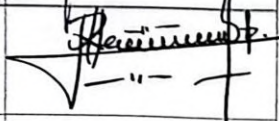
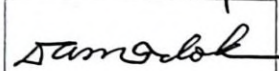
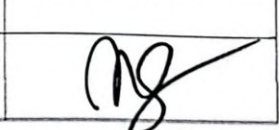


Dr. Elvis Albertus Bin Toni, S.Pd., MA

NIDN: 0823028101

This Thesis Examination was on Monday, June 24th 2024

Board of Examiners

NO	NAME	POSITION	SIGNATURES
1	Dr. Madar Aleksius, M.Ed NIDN: 0829076201	Chairman	
2	Dr. Bernadus Kopong Danibao, M.Ed NIDN:020087301	Examiner III	
3	Maria Regina Jaga, S.Pd., M.Pd., MS. ECE NIDN: 1511048701	Secretary	
4	Dr. Daminaus Talok, MA NIDN: 0812026001	Examiner I	
5	Maria Goreti Djehatu, S.Pd, M.Pd NIDN:0827128001	Examiner II	

Acknowledged by

Dean of FKIP UNWIRA


UNIVERSITAS KATOLIK
WIDYA ANDIRA
KUPANG
Dr. Madar Aleksius, M.Ed
NIDN: 0829076201

Head of English Education Study Program
of FKIP UNWIRA Kupang


UNIVERSITAS KATOLIK
WIDYA ANDIRA
KUPANG
Dr. Elvis Albertus Bin Toni, S.Pd. MA
NIDN: 0823028101

STATEMENT OF ORIGINALITY

I am Christian Aldo Batista Aja, hereby declare that this thesis entitled “TEACHING SPEAKING USING THE INFORMATION GAP TECHNIQUE TO THE TENTH GRADE OF SINT CAROLUS CATHOLIC SENIOR HIGH SCHOOL KUPANG” is my original work. It has been written to fulfill the requirements for the degree of Bachelor of Education at the Widya Mandira Catholic University Kupang

This thesis is entirely my effort, and to the best of my knowledge, it does not contain any material previously published or written by another person, except where appropriate acknowledgment is made. All sources and references used in the research are properly cited following academic standards.

I understand that my thesis may be checked for originality using plagiarism detection software, and I am fully aware of the consequences of academic dishonesty as outlined by the institution. Therefore, I sincerely declare that this thesis is my original work, and I'm responsible for every content and statement contained therein.

Kupang, January 2025



Christian Aldo Batista Aja

MOTTO

“Start now

Start where you are

Start with fear

Start with pain

Start with doubt

Start with hands shaking

Start with voice trembling, but start

Start and do not stop

Start where you are, with what you have. Just... start.”

— Ijeoma Umebinyuo

The journey of a thousand miles begins with one step.

—Lao Tzu

DEDICATION

This thesis is mainly dedicated to my beloved:

1. *Parents, Mr. Primus Aja, SE., and Mrs. Agustina Salwati, SE.*
2. *Siblings, Maria Angelica V. Aja and Mario Juan F. Aja*
3. *All of my family*
4. *Almamater, Widya Mandira Catholic University, Kupang*

ACKNOWLEDGEMENT

The writer dedicated a substantial amount of time, thoughts, and resources to the creation of this thesis. Nevertheless, because of God's divine intervention, guidance, and boundless love, all of them have been accomplished with success. Hence, the writer wishes to convey his utmost appreciation to the Divine Being who consistently aided him throughout the entire process of composing this thesis.

Moreover, the writer also acknowledges that they did not walk and labor alone. Several individuals such as his parents, family, friends, and his beloved person, driven by their devotion to God, have actively supported and assisted him during his four-year learning journey. Their invaluable contributions and involvement played a crucial role in enabling him to conduct and write this thesis successfully. This scientific writing endeavor may not have been completed as intended without their presence and assistance.

The writer would like to express gratitude to the individuals listed below for their valuable assistance and voluntary contributions to the production of this thesis.

1. Fr. Dr. Philipus Tule, SVD, the rector of Widya Mandira Catholic University Kupang, supervises the faculty, including the English study Program where the writer studies and gets the Sarjana Degree in English Language Education.
2. Dr. Madar Aleksius, M.Ed, the Dean of Teacher Training and Educational Science Faculty of Widya Mandira Catholic University, wisely manages the faculty and handles all the administrative affairs for this thesis.

3. Dr. Elvis A. Bin Toni, S.Pd, MA, the Head of the English Education Study Program, who wisely manages the study program, handles all the administrative affairs for this thesis.
4. Bernadus Kopong Danibao, M.Ed, as the first advisor, and Maria Regina Jaga, S.Pd., M.Pd., MS. ECE as the second advisor, who patiently guided the writer in writing the proposal, conducting the research and writing this thesis thus this thesis could be completed. Both of them mean a lot to him.
5. Dr. Damianus Talok, MA, was the first examiner, and Maria Goreti Djehatu, S.Pd, M.Pd, was the second examiner who gave valuable input for improving this thesis.
6. All English Educational Study Program lecturers of the Teacher Training and Educational Science Faculty of Widya Mandira Catholic University have provided the writer with full knowledge and education.
7. All the administrative staff at the study program level, faculty, and university who have handled all administrative affairs.
8. All the participants voluntarily provided the data for the study.
9. His beloved parents, Mr. Primus Aja S.E. and Mrs. Agustina Salwati S.E., have prayed, loved, motivated, and ensured the writer's financial needs.
10. His precious siblings, Maria Angelica V. Aja, and Mario Juan F. Aja, always supported the writer.
11. All of his family who always gave him support and motivation in conduct this thesis

12. All of his best friends, Petra Jodri, Gibert Stefanus, Isman Remson, Paul, Jose, and Axel, for their care, love, togetherness, and contribution to the success of this thesis writing.
13. His beloved person, Maria Januaria Insantuan, S.Pd, was always there for him.
14. This thesis may not be perfect. Several errors and deficiencies in content, grammar, and technological issues may still exist. Constructive criticism is acknowledged and valued.

Kupang, June 2024

The Writer

ABSTRACT

This study entitled Teaching Speaking Using Information Gap Technique to the Tenth-grade Students of Sint Carolus Catholic High School Kupang. The study is going to answer the following questions: 1) How is the information Gap Technique used in teaching speaking to the tenth-grade students of Sint Carolus Catholic High School Kupang? 2) What are the challenges faced by the tenth-grade students of Sint Carolus Catholic High School Kupang during the implementation of the Information Gap Technique in teaching speaking? The study aims to find out how to use the Information Gap Technique effectively in teaching speaking to the tenth-grade students of Sint Carolus Kupang and to discover the challenges in applying the Information Gap Technique in teaching speaking to the tenth-grade students of Sint Carolus Catholic High School Kupang. The researcher used the classroom action research method (CAR). The instruments used in this study were observation, questionnaire, and documentation involving students from class X.C. This research consisted of two meetings from March 21st to March 22nd, 2024. The researcher used descriptive text as the material used to use the information gap technique in teaching speaking to the tenth-grade students, by following the procedures of teaching speaking using the information gap in the classroom. In this study, the researcher used descriptive text as the material used to use the information gap technique in teaching speaking to the tenth-grade students, by following the procedures of teaching speaking using the information gap in the classroom. The results of this study revealed that most students responded positively to the use of Information Gap Techniques in learning to speak. Where the students felt better about understanding the material provided. Moreover, students could use the Information Gap Technique to share information using appropriate vocabulary and expressions. Students also indicated that the speaking activities were more exciting and accessible and that they had more ideas to speak about the topic. They also felt motivated to talk about a topic and more confident to speak. The researcher also found several challenges the students experienced in learning to speak by using the information gap technique. The challenges were that students found difficulties in comprehending the materials and the information gap technique, particularly in the first meeting. Students also found challenges in pronouncing words correctly in English and that they lacked vocabulary. This study suggests that in terms of the Information Gap Technique, the researcher should explain clearly the technique and the materials used in teaching speaking. Hence, the students will not be confused and can understand easily. Regarding speaking, English teachers should create various teaching techniques to improve students' ability in vocabulary and pronunciation.

Keywords: Information Gap Technique, teaching speaking

ABSTRAK

Penelitian ini berjudul Mengajar Berbicara Menggunakan Teknik Kesenjangan Informasi kepada Siswa Kelas Sepuluh SMA Katolik Sint Carolus Kupang. Studi ini akan menjawab pertanyaan-pertanyaan berikut: 1) Bagaimana informasi Teknik Kesenjangan digunakan dalam mengajar berbicara kepada siswa kelas sepuluh SMA Katolik Sint Carolus Kupang? 2) Apa saja tantangan yang dihadapi oleh siswa kelas sepuluh SMA Katolik Sint Carolus Kupang selama penerapan Teknik Kesenjangan Informasi dalam mengajar berbicara? Penelitian ini bertujuan untuk mengetahui bagaimana menggunakan Teknik Kesenjangan Informasi secara efektif dalam mengajar berbicara kepada siswa kelas sepuluh Sint Carolus Kupang dan untuk menemukan tantangan dalam menerapkan Teknik Kesenjangan Informasi dalam mengajar berbicara kepada siswa kelas sepuluh SMA Katolik Sint Carolus Kupang. Peneliti menggunakan metode penelitian tindakan kelas (CAR). Instrumen yang digunakan dalam penelitian ini adalah observasi, kuesioner, dan dokumentasi yang melibatkan siswa dari kelas X.C. Penelitian ini terdiri dari dua pertemuan dari tanggal 21 Maret hingga 22 Maret 2024. Peneliti menggunakan teks deskriptif sebagai bahan yang digunakan untuk menggunakan teknik kesenjangan informasi dalam pengajaran berbicara kepada siswa kelas sepuluh, dengan mengikuti prosedur pengajaran berbicara menggunakan kesenjangan informasi di kelas. Dalam penelitian ini, peneliti menggunakan teks deskriptif sebagai bahan yang digunakan untuk menggunakan teknik kesenjangan informasi dalam pengajaran berbicara kepada siswa kelas 10, dengan mengikuti prosedur pengajaran berbicara menggunakan kesenjangan informasi di kelas. Hasil penelitian ini mengungkapkan bahwa sebagian besar siswa merespon positif penggunaan Teknik Kesenjangan Informasi dalam belajar berbicara. Dimana para siswa merasa lebih baik memahami materi yang diberikan. Selain itu, siswa dapat menggunakan Teknik Kesenjangan Informasi untuk berbagi informasi menggunakan kosakata dan ekspresi yang sesuai. Siswa juga mengindikasikan bahwa kegiatan berbicara lebih menarik dan mudah diakses dan bahwa mereka memiliki lebih banyak ide untuk berbicara tentang topik tersebut. Mereka juga merasa termotivasi untuk berbicara tentang suatu topik dan lebih percaya diri untuk berbicara. Peneliti juga menemukan beberapa tantangan yang dialami siswa dalam belajar berbicara dengan menggunakan teknik kesenjangan informasi. Tantangannya adalah siswa menemukan kesulitan dalam memahami materi dan teknik kesenjangan informasi, terutama pada pertemuan pertama. Siswa juga menemukan tantangan dalam mengucapkan kata-kata dengan benar dalam bahasa Inggris dan bahwa mereka tidak memiliki kosakata. Penelitian ini menunjukkan bahwa dalam hal Teknik Kesenjangan Informasi, peneliti harus menjelaskan dengan jelas teknik dan materi yang digunakan dalam pengajaran berbicara. Dengan demikian, siswa tidak akan bingung dan dapat memahami dengan mudah. Mengenai berbicara, guru bahasa Inggris harus menciptakan berbagai teknik pengajaran untuk meningkatkan kemampuan siswa dalam kosakata dan pengucapan.

Kata Kunci: Teknik Kesenjangan Informasi, pengajaran berbicara

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