

**THE EFFECT OF APPLYING INFORMATION GAP METHOD  
BY USING FLOW CHART MEDIA ON THE STUDENTS'  
SPEAKING ACHIEVEMENT**

**SKRIPSI**

*Submitted in Partial fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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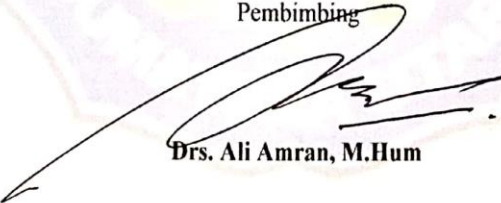
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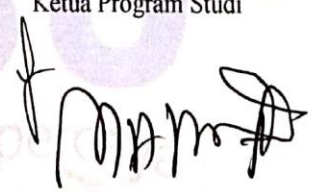
  
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## ABSTRACT

**Sugi Widiawati, 1502050266 “The Effect of Applying Information Gap Method By Using Flow Chart Media On The Students’ Speaking Achievement”. Skripsi English Department of Faculty of Training and Education University of Muhammadiyah Sumatera Utara.UMSU. Medan. 2019.**

This study was conducted as quantitative study. This research was intended to investigate the effect of applying information gap method by using flow chart media on the students’ speaking achievement. The objective of this research was to find out the significant effect of applying information gap method by using flow chart media on the students’ speaking achievement. This research was conducted at SMP Negeri 18 Medan. The location at Jalan Kemuning Raya, Perumnas Helvetia, Medan. The population of this research was the VII grade students of the academic 2018/2019. There were 11 classes consisting 352 students. The sample of 40 students were taken by using random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 20 students taught by using information gap with flow chart Media. The experimental research method was given multiple choices as the instrument. Each group was given a pre-test, treatment, and post-test. After analyzed the data by using t test formula, it was obtained that t-test was higher than t-table ( $2.10 > 1.68$ ) with  $\alpha = 0.05$  and the degree of freedom (df) 38. The final hypothesis showed that  $H_0$  was rejected and  $H_a$  was accepted. And there is no difficulty with students in learning to using flow chart as a media. It means that there was a significant effect of applying information gap method by using flow chart media on the students’ speaking achievement.

**Key words :** speaking, information gap, flow chart media

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Medan, September 2019  
The researcher,

**SUGI WIDIAWATI**  
**1502050266**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Study**

Speaking is an important skill from several other skills such as reading, writing and listening. Speaking has an important role in daily activities, precisely the students are required to be able to speak in the learning process. Generally, most students are passive in expressing ideas that are in their minds. so students are more silent than expressing these ideas. Than students think low in solving a problem in the learning process, because the media makes them passive in speaking. by talking students are able to exchange information that they have got. Speaking is very important in our life for interactions between humans and other humans. Speaking the right and good language is one of the most important communication tools for expressing problems, content, speaking or purpose. With the communication, the goals that will be achieved easily without any meaning. Based on Harmer, (1990) The aim of teaching speaking is to train students to communication.

The teacher is an important role in the process of successful learning. therefore the teacher must have the right learning strategy to bring material in the class. Learning strategies generally have a level that is less attractive and tends to make students passive to participate in the question and answer in the learning process in the classroom. So students find it difficult to develop their ways of thinking to be more active and respond to learning. One learning method that can

be used to develop critical thinking skills in problem solving is to use the information gap method. with it can stimulate students, help them see relevance by learning for their future lives, maintain motivation towards learning at a high level, and show students to be responsible.

According to Harmer, (2007: 223) states that an information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. It's mean that the Information GAP is a method of learning by exchanging or sharing information with others. Learning delivers information with the information GAP method giving students the opportunity to practice speaking directly and individually so students practice speaking. In addition, learning with the information GAP method uses visual image stimuli that are proven to help students remember. Most importantly, the information GAP method has elements that cannot be guessed before, this is important so that the communication process takes place realistically. Hopefully, after this learning students realize that what they learn is useful for their lives so that they are able to develop their potential to speak.

A teacher must have more skill to invite all students in class to be interested in learning and following the learning process with fun. To teach students speak without fear and shame. A teacher must start by building small groups in the learning process. Students will also be more willing to express their opinions when they are in a group and they are also able to make good exploration when working together. For example, students will be encouraged to express their

opinions because they are supported by their groups in situations that speak English.

English is an international language and some countries make it a second language. but in Indonesia most students still do not understand English, even in some schools they do not like to speak English. with this research using an information GAP method that students are expected to be able to communicate. Information GAP is one method that is easy to apply in the teaching process in class. with this method it is expected that students continue to share information and exchange information. of course, if all students are motivated to communicate with each other it will make the classroom atmosphere better and not boring. by talking accustoms them to communicating with each other.

In addition, the reason for choosing Information GAP method in learning to convey information is the characteristic Information GAP method that is in accordance with the indicators to be achieved in basic competency in conveying information contained in English language competency standards seven grade at SMP NEGERI 18 Medan. Students' can interaction with their friends or teachers fearlessly in the learning process and in the school environment. Information gap is a well-structured learning activity. so, students are more confident in communicating to greet opinions or even convey an idea of their thoughts. Learning process the media is aspect to increase students' interest in speaking achievement. So, students' can be more active on the learning process in the classroom.



Flow Chart is a Media in the form of grooves of a chart that have special keywords to exchange information for the others. Besides that, the Flow Chart have contains symbols can provide directions to students in capturing an information that explain from the teacher on the class.

Base on the description, the author is doing research with the title“ **The Effect of Applying Information Gap Method By Using Flow Chart Media on The Students’ Speaking Achievement**”

### **1.2. The Identification of the Problem**

1. The students’ are low in teaching speaking.
2. The students’ lack of speaking achievement in learning process.

### **1.3. Scope and Limitation**

The scope of this research focus on speaking achievement and it was limited on teaching Oral and written information by applying information GAP Method and Flow Chart Media at SMP NEGERI 18 Medan.

### **1.4.. The Formulation of the Problem**

The problem in this study are formulated as follows:

Is there increase in performance of speaking with Information GAP Method to help by the Flow Chart Media in the seven (VII) grade at SMP NEGERI 18 Medan.

### **1.5. The Objective of the Study**

In the formulation of the research problem above, the study aim :

To increase the students speaking skill with the Information GAP method assisted by media Flow Charts in grade VII students of SMP NEGERI 18 Medan.

### **1.6. The Significance of the Study**

#### **a. Theoretically**

This research will give a lot of understanding about learning speaking by using Flow Chart Media, especially in Oral and written text to initiate a surprising news or information.

#### **b. Practically**

The research findings are expected to be useful for:

##### **1. The teachers**

It is expected that the research can give inspiration to the teachers of SMP NEGERI 18 Medan to make efforts in developing various teaching techniques. And for teachers expected this research can help teachers in teaching material on English subjects.

##### **2. For the students**

Through the use media, they are expected to have good development in speaking skill. By using Flow Chart media, they will feel happy to learn English since they are put in an enjoyable situation.

3. For the researcher

For the authors hopefully get experiences of the world of work in the future especially in the field of education.

4. For the other researcher

The other researcher, who have interesting in this study to get information in teaching speaking.

## **CHAPTER II**

### **RIVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories were need to explain some concepts in research concern. In this chapter, there were some important theories that used in this study. These important theories might be clear from the beginning in order to avoid misunderstanding between the researcher and the reader and both of them must have the same perception on the concept of this research. The researcher presented this chapter in order to strengthen this study. The theories were classified in the following:

#### **1. Speaking**

##### **1.1. The Nature of Speaking**

Chaney ( 1998, p. 13)conveys that Speaking is the process of communication between several people who use symbols in context. There are some people who communicate using symbols to keep it a secret from others.Speaking is not only speaking without meaning, but conveying thoughts or feelings to others through speech or by spoken language.Further, Nunan (1999: 14) has defined speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information received orally.Hall (1995), claims that “speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating”. The ability to communicated and the steady development of speech are so natural that most people find it

unremarkable. Speaking is one form of communication that is easily accepted by others because it has something that is easily understood by other people's thoughts. Sometimes the process occurs without a plan being made but occurs naturally when one another greets one another. (Halliday,1985; Biber, 1988) speaking nevertheless differs from written language in a number of respects and he claims that speaking is the verbal language to communicate with others.According Ramlannarie (2011:88), Speaking is a process of thinking and reasoning someone so that the conversation can be accepted and understood well by others or by the listener carefully. Speaking is the activity of conveying information to someone in verbal communication.

## **1.2. Style of Speaking**

Brown and Levinson (1988) claim that successful speech style management can create a sense of courtesy that is essential for harmonious and friendly social relations. An important dimension of conversation is to use a style of speech that suits certain circumstances. Different speaking styles can reflect participants' roles, age, gender, and status in interactions and also reflect expressions of politeness. Consider various ways to ask someone's time, and the various social meanings that will be communicated.Lexical, phonological, and grammatical changes may be involved in producing of a suitable style of speaking. Different speaking styles can reflect perceptions about the social role of the participants in the speech program. when the speaker and listener are judged to have more or less the same status, an ordinary speaking style that emphasizes

solidarity is appropriate. If participants are considered to have uneven strength or status, a more formal style of speech is appropriate in the conversation, which marks the dominance of one speaker over another.

### **1.3. Functions of Speaking**

Brown and Yule (1993) claims that “ made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information”. Interactions which are done by another one reads on a conversation that has a certain purpose or message. Other than the interaction was created with the satisfaction to feel more focus in ranging an information. Jones (1996:14) defines In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationship. Another basic distinction when considering the development of speaking ability is between monologue and dialogue. They ability to give an uninterrupted oral presentation is very clear from interacting one people and another speakers for transactional and intersectional purpose, while, all native speakers can and do use language interaction, not all native speaker have the ability to be extempore on a given subject to group of listeners.

### **a. Strategies for Speaking**

Bachman (1990:106) conveys that “changed the definition of strategic competence to a general ability, which enable an individual to make the most effective use of available abilities to carry out a given task”. Bachman and Palmer (1996) claims that, “the strategic competence is broadened to include metacognitive strategies, such as setting goals in communication, assessing what is said, and planning utterances”. The taxonomies of strategies have multiplied in recent years ( Kasper and Kellerman, 1997) , but we have already indicated that the division between ‘internal’ and ‘external’ models and the various taxonomies associated with them are merely different ways of looking at the same phenomenon .

## **2. Teaching of Speaking**

The expertise of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their successful in language learning as well as the effectiveness of their English course on the basis of how much they think they have improved in their spoken language cleverness. verbal skills have hardly been neglected in EFL/ESL courses (witness the huge number of the conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debated.

Teaching is a fundamental activity of all the people beings and at least some other animals. Etymologically and historically, “teaching” is to show

someone how to live, then including how to die. Rousseau recognized what all religious traditions have known: teach people how to die or they will never learn how to live. Teaching-learning between human beings can be broken down into four steps: (1) student acts, (2) teacher contemplates the act, (3) teacher proposes modifying the act, and (4) student tries out the proposed change.

Richards (1990) argues that “ Teachers and textbooks make use of the variety of approaches, ranging from the directed approaches focusing on the specific features of oral interaction (e.g., turn-taking, topic management, and questioning of the strategies) to the indirect approaches that create conditions for the verbal interaction through group work, task work, and the other strategies”.

Wittgenstein, in describing teaching, says that the teacher provides examples and at some point the learner can “go on in the same way as those who are teaching us” (31–32). Harmer (1990) claims that “The aim of teaching speaking is to train students for communication”. Therefore, language activities in the speaking class should focus to language use individually. This requires the teacher not only to create a warm and humanistic class room atmosphere, but also to provide each student to talked that. Academic teaching is the providing of a use of speech that helps the student to join a human conversation and articulate his or her well grounded views of a subject.

For Augustine as a Platonist, God is the teacher who puts ideas into the soul; no human should be called teacher. In contrast, Thomas has every creature participating in divine creativity; everyone and everything is capable of teaching. In contemporary educational writing, Augustine’s view is easy to recognize; but if



one takes account of all forms of teaching-learning in the world, Thomas has the better case. These two thinkers represent the ultimate choice for the possibility of teaching: When teaching is limited to an individual trying to transfer knowledge, teaching is not possible; when teaching-learning is basic to human and nonhuman life, everything is a potential teacher.

### **2.1. Language Teaching Classroom**

The language of the language teaching classroom is distinctive because its purpose is to enable language learning to take place. All languages have special varieties for talking to speakers who are believed not to speak very well. Craig Chaudron (1988) conveys that cited figures from various sources which show that teacher talk takes up 77 per cent of the time in bilingual classrooms in Canada, 69 per cent in immersion classes, and 61 per cent in foreign language classrooms. Werner Hullen (1989) claims that 75 per cent of the utterances in German classrooms came from the teacher. A massive amount of the language of the classroom is provided by the teacher.

The teaching classroom is unique, however, in that language is involved in two distinct ways. The first of part, the organization and control of the classroom take place through language; second, language is the actual subject matter that is being taught; if the teacher asks 'How old are you?' in the second language, the student does not know whether it is a genuine question or a display question practicing a question structure. Steven Gaies (1979) conveys that recorded student teachers teaching EFL in the classroom.

Franklin (1990), claims that 90 per cent of teachers think it is important to teach in the target language. Hawkins, 1987 and Cook, 1989 conveys that In reciprocal language teaching students switch language at predetermined points. The method pairs students who want to learn each other's languages and makes them alternate between the two languages, thus exchanging the roles of teacher and students.

### **3. Information GAP**

Harmer, (2007: 223) argues that an information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. The Information Gap method is a useful activity in class. In an information gap activity, one person has absolute information that must be shared with others in order to solve a problem, gather information or make a decision (Neu&Reeser, 1997). These types of activities are extremely effective in classroom. They give every student the chance to speak in the target language for an extended period of time and students naturally produce more speech than they would normally otherwise do. Fluency to get the goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt actual communication, despite limited proficiency in English. In doing, learners would develop communication strategies and engage in discussion of meaning, both of which were considered essential to the development of oral skills. Learning to convey information with information gap techniques gives students the opportunity to practice speaking directly and individually so that students practice speaking. In

addition, learning with information gap techniques uses excitatory visual images that are proven to help students' memories. Most importantly, the information gap technique has elements that cannot be predicted beforehand, this is important so that the communication process takes place realistically.

Penny Ur (1996), argues the activities on the information gap principle make students participate of the actively in the process of learning. Swan (1985, p. 94) conveys that views information gap as a basic concept in contemporary methodology. He argues that, when one student talks to another, we feel that is important that the new information should be transmitted over the 'gap' between them. Larsen-Freeman (2000) claims that, an Information Gap exists when one person in an exchange know something that the other person doesn't and they complete the task by giving each other a clue or solution to the problem. Defrioka (2009) confirmed that implementation of information gap activities has improved the students interaction in speaking class. Jondeya(2011) defines that investigated the effectiveness of using information gap on developing speaking skills for eight graders in Gaza governorate school.

connected to how to use the information gap activities in teaching speaking, Zhang (2004) conveys the proposes some strategies to be applied in teaching.

1. The teacher must have arrange who is the Pair work and the group work. In order to get the new information and opinion from their fellow peers, the learners need to interact among themselves. They should exhausted most of their time working in pairs or groups, finding out their peer's point of view,

transmitting their own conception, exchanging ideas and questing for clues for solutions.

2. Personalization and individualization an Information gap collect views not only from others, but also form one's own contribution as well.
3. Interest is particularly important for the implementation of information gap activities.
4. A variety of information gap activities and techniques are almost essential in all teaching and learning.

If the information has been obtained then the student returns to his group to tell the story without carrying the picture and other members try to answer based on information that has been obtained.

### **3.1.The Advantages of Information Gap**

Information gap activities help the teacher in the language learning process. Information gap are included in the communicative that help the students to explore their skills. The students more interesting to speak in the class. Morrow (as cited in Larsen-Freeman: 2000) says that activities that are truly communicative have three features in common: information gap, choice, and feedback. Information gap can also be used as speaking practices that reflect the daily conversation. The giveand-take exchanges of messages will enable them to create discourse that conveys their intentions in real-life communication (Richards &Renandya, 2002: 208). Besides, using information gap are effective to create students' participation in speaking session. The reason is sometimes learners speak more willingly in class when they have a reason for communicating, such

assolve a problem or to give other classmates some information they need (Spratt, Pulverness, and Williams, 2005: 35). Thus, information gap also can enrich the types of activity that can be done in learning process. It also makes the class more fun and interesting.

### **3.2. The Disadvantages of Information Gap**

The disadvantages of information gaps is only minimal in the learning process in the class the teacher lacks time in teaching these learning methods.

## **4. The Characteristics of A Successful Speaking**

To make the students more active in the classroom, all students get a chance to speak up in front of the class.

- a. Students are required to talk a lot or discuss with friends. As much as possible organized the time allotted for the activity is actually occupied by students who are discussing and active.
- b. Participation is indeed. Classroom discussion is not dominated by a minority of talk active participant. All elicit a chance to speak, and contributions are fairly evenly distributed.
- c. they have high motivation. Students have a full desire to talk: because they are interested in a topic and have something unique and interesting to say about it, or because they want to contribute to achieving the objectives of the task.
- d. Language is an acceptable level. Students will express themselves in using words that are relevant, easy to understand with each other, and a good

level of language accuracy so that it can be accepted to achieve the objectives of the task.

## **5. Flow Chart Media**

Flow Chart is a Media in the form of grooves of a chart that have special keywords to exchange information for the others. Besides that, the Flow Chart have contains symbols can provide directions to students in capturing an information that explain from the teacher on the class( Dr. Rusman, (2010)).AccordingPahlevy (2010) that Flowchart is an illustration in the form of a flow diagram of algorithms in a program, which the direction the program. Jogyanto (2005) defines that flowchart is a chart that show the flow in a program or system procedure logically. Indrajani (2011) argues that flowchart is a graphical description of the step and sequence of procedure for a program. Krismiaji (2010) claims that Flowchart is an analytical technique used to explain aspect of information systems clearly, precisely and logically.

SariadinSiallagan (2009) conveys that flowchart is a chart or a flow chart that uses symbol or signs to solve a problem. DeniDarmawan (2012 : 64) defines that the media flowchart is a medium that facilitates individual understanding of the path of workmanship so that it can be followed thorough and meaningful.

## **1. The advantages of Flow Chart Media**

Arief S, et al (2006 : 28:29) claims that the advantages of flowchart media are :

- a. Able to make students interested in participating as well as in the learning process
- b. easier to convey that ideas of conversation in class
- c. Illustrating or decorating facts that might be quickly forgotten or ignored if not graphed.
- d. Very simple for students to understand
- e. easy to make by the teacher and easy to do anywhere
- f. And relatively inexpensive in manufacture.

## **2. The disadvantages of Flow Chart Media**

Arief S, (2006) conveys that the disadvantages of flowchart media are :

- a. The media only emphasizes the perception of the eyes
- b. images that are not too complex in providing information because it is used with the size of the media used by the teacher
- c. Limited size for a large enough class in the learning process.

## **B. Relevant Study**

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. That are some the relevant of the study with the research that has done as follows:

AndriDefrioka (2016), found that the use of information gap activities in teaching speaking (Classroom Action Research at SMK). He applying the Information Gap Activities could improve the students' speaking ability and how students responded about the use of these activities. The member of this research were the twelfth year students of Drawing Department A of SMK NEGERI 1 Padang included of 23 students.

MeritaIsmaili and LumturiJeBajrami (2016), this research is information GAP Activities To Enhance Speaking Skills of Elementary Level Students, find that teaching English oral skills to elementary level students at university is especially challenging. The biggest problem with low level is that they lack motivation and confidence when they speak and they are passive. Mostly students lack the vocabulary. With the information Gap have to use the lack of vocabulary in learning process. Information Gap helped students improve their speaking skills.

### **C. Conceptual Framework**

This research concept about teaching speaking by implementing the flow charts media and use Information GAP as a method. In the previous chapter, the researcher limit the identify problems and considers one main problem. The main problem is the students' lack of speaking achievement. Therefore, the researcher had to improve the students' achievement in speaking. The researcher will be try to use the Flow Chart media by Information GAP method to teach speaking. Using the method of Information GAP by Flow Chart Media in teaching speaking



provides some activities that encourage and support the students to speak and to express their ideas through critical thinking.

By implementing the action, that is using Information GAP Method by using Flow Chart media to teach speaking, the researcher hopes that there are some improvements of the students' achievement in speaking. The researcher give the students activities that encourage and support them to speak in order to make them able to speak English in daily communication. Therefore the researcher intent to conduct action research in SMP NEGERI 18 Medan, the researcher work collaboratively with the English teacher and the seven grade students of SMP NEGERI 18 Medan.

#### **D. Hypothesis**

This research is to answer the question about whether yes or no the effect of the Information GAP method and Flow Chart as media on students' speaking achievement. To get the answer of question, the researcher was purpose alternative hypothesis H and null hypothesis (Ho) as below:

H<sub>a</sub> : There is Significant Effect of Information GAP by using Flow Chart as Media on Students' Speaking Achievement.

Ho: There is No Significant Effect of Information GAP by using Flow Chart as Media on Students' Speaking Achievement.

Hypothesis test :

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

In which :

t = t-test

X<sub>1</sub> = Mean of variable 1 (experimental group VII-1)

X<sub>2</sub> = Mean of variable 2 (control group VII-2)

S<sub>1</sub> = standard deviation of sample 1 (experimental group VII-1)

S<sub>2</sub> = standard deviation of sample 2 (control group VII-2)

n = total sample

n<sub>1</sub> = number of cases for variable 1 (experimental group VII-1)

n<sub>2</sub> = number of cases for variable 2 (control group VII-2)

r = correlation of product moment between X and X

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Location and Time of the Research

The research was conducted at SMP NEGERI 18 Medan. The location at Jalan Kemuning Raya, Perumnas Helvetia, Medan. In the first semester of academic years 2019/2020. The reason for choosing this school because the researcher found the weakness in school, the students are not interested in learning English and didn't speak in English.

#### B. Population and Sample

##### 1. Population

This research has the population are seven grade in first semester students 2019/2020 academic year at SMP NEGERI 18 Medan. There are eleven parallel of classes namely VII-1, VII-2, VII-3, VII-4, VII-5, VII-6, VII-7, VII-8, VII-9, VII-10, VII-11. The writer only select a few of the population as the sample in order to make in efficient, more detailed as follows :

**Table. 3.1.**  
**The Total of Population 352 Students**

No	Population	Total
1.	VII-1	33
2.	VII-2	32
3.	VII-3	32
4.	VII-4	32

5.	VII-5	31
6.	VII-6	32
7.	VII-7	32
8.	VII-8	32
9.	VII-9	32
10.	VII-10	31
11.	VII-11	32
		<b>352</b>

## 2. Sample

In taking the sample, the researcher are use Random Sampling. According to Sugiyono (2018:149) random sampling can have equal opportunities in the formation of samples taken from population. The researcher taken the data from VII-1 have contains 20 students and VII-2 have contains 20 students as the sample of this research. With the table in bellow :

**Table 3.2.**

### **The Total of Sample 40 Students**

<b>No.</b>	<b>Sample</b>	<b>Total</b>
1.	VII-1	20
2.	VII-2	20
		<b>40</b>

### C. Research Design

The research design were apply by using quantitative research design to investigate the effect of Information GAP Method by using Flow Chart as media on students' achievement in speaking. Base on Sugiyono (2017 : 15) "Research methods based on the philosophy of positivism used for researching certain populations or samples, data collection using research instruments, data analysis quantitative or statistical nature, with the aim to testpredetermined hypothesis. "Qualitative research is based on a different philosophical approach, which sees the individual and his or her world as so interconnected that essentially the one has no existence of without the other. More likely to focus on discussing a phenomenon. In this research, there are two procedures done to collect the data. They are sequence as follow:

**Table 3.3**  
**Treatment of Experimental and Control Group**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental		Using Flow Chart as a Media and Information GAP as a Method	
Control		Using by Conventional Method	

This research have procedure to collect the data, there are sequenced as follow :

## 1. Pre Test

A pre-test was conducted to find out the students' ability in speaking before use the method of Information GAP and Flow Chart Media. The pre-test that give for each students and the test have a score. The results of the pre-test were considered as the preliminary data.

## 2. Treatment

The treatment was given to the experimental group by using Flow Chart as a Media and Information GAP as a Method.

**Table 3.4**  
**Activity of The Class**

<b>Activity of The Researcher</b>	<b>Activity of The Students</b>
The researcher explain the learning objectives the students involved in problem solving.	Students hearing or listening to the researcher speak.
The researcher divide students into groups.	Students create a group with their friends
The researcher push students to gather appropriate information, carry out experiments and investigations to get explanations and problem solving.	Students looking for information
The researcher helped the students	Students presentation

develop and presentation the work and help them share the task with their friends.	
The researcher analysis and evaluating the problem-solving process. The researcher were help students to do reflection or evaluation of their investigations and processes use.	Students evaluation their presentation

### 3. Post Test

The post-test functions to know whether the treatment give the effect or not on the students' achievement in speaking. The administrating of the post-test means to find the differences scores of both classes between VII-1 and VII-2. The post test that given for each students.

#### D. The Instrument of Collecting Data

This study collects data by giving oral test and observation sheet. The instrument of this research is make a short dialogue with show a chart in front of the class. Then students can changes any information with the other friend or giving the information to the other. After that the students presenting about they work in front of the class.

The indicator of the success of this research were base on oral proficiency scoring categories propose by Brown (2001: 173). The research is consider as successful if the students make a significant improvement on their grammar, vocabulary, comprehension, fluency, and pronunciation.

### **E. Technique of Collecting Data**

In the collecting of data is done by test and observation. Observation is used to observe the quality of teaching and learning process based on observation, and testing is done to know the quality of learning result.

There are steps were applying :

1. Giving the pre-test to both of the class
2. Applying the method of Information GAP by Flow Chart Media to both of the class
3. Giving the Post-test to both of the class
4. Collecting the students' work sheets
5. Giving the scores both of the class

### **F. Technique of Data Analysis**

After collecting the data from the test, the data will be analyzed by using the following procedure:

1. Identifying the activity from the students'.
2. Classifying the errors, they are:



- a. Grammar
  - b. Vocabulary
  - c. Comprehension
  - d. Fluency
  - e. Pronunciation
4. Measuring the different scores between Pre-test and Post-test from the VII-1 and VII-2.
  5. Listing the scores into two tables, first for the experimental group scores and the second for the control group scores.
  6. Calculating the total score pre-test and post-test in both of them. Calculating has conduct by using t-test as show below, according to Sugiyono (2017):

a. Calculating Mean Scores:

$$\bar{x} = \frac{\sum x_i}{n} \text{ (sugiyono 2017)}$$

Note :

$\bar{x}$  = Mean

$\sum x_i$  = The total of students' value

N = The number of students

b. Hypothesis test (t-test)

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

In which :

t = t-test

$X_1$  = Mean of variable 1 (experimental group VII-1)

$X_2$  = Mean of variable 2 (control group VII-2)

$S_1$  = standard deviation of sample 1 (experimental group VII-1)

$S_2$  = standard deviation of sample 2 (control group VII-2)

n = total sample

$n_1$  = number of cases for variable 1 (experimental group VII-1)

$n_2$  = number of cases for variable 2 (control group VII-2)

r = correlation of product moment between X and X

## **CHAPTER IV**

### **DATA ANALYSIS AND RESEARCH FINDING**

#### **A. Data Collection**

This research was conducted in two classes which consisted of 33 students in 7-1 and 32 students in 7-2. The data of study were obtained from the speaking test scores. The researcher conducted three meetings. The first meeting the researchers used conventional methods in both classes and without using media. Then the researcher gives an essay test that is a pre-test to the experimental class group and the control group. In the next meeting the researcher used the information gap method with helping of flow chart as a media in the experimental group and control group students in the learning process in the classroom. In the last meeting the researcher again gave an essay test that is a post-test to the experimental group students and the control group. There consisted some of the test for every group in the class, that are pre-test and post-test. The cumulative scores of the students' from group based on five indicators grammar, vocabulary, comprehension, fluency, and pronunciation. In the use of the information gap method with the helping of flow charts as a learning media, students are expected to be able to improve their abilities in speaking in English.

The following data were the students score on the pre-test and post-test of experimental group and control group.

**Table 4.1.**  
**The Score of Pre-test in the Experimental Group**

<i>No</i>	<i>Students Initial</i>	<i>Indicators</i>					<i>Score</i>
		<i>Grammar</i>	<i>Vocabulary</i>	<i>Comprehension</i>	<i>Fluency</i>	<i>pronunciation</i>	
1	AR	2	2	3	1	2	50
2	AS	2	2	2	2	2	50
3	DAN	3	2	2	2	2	55
4	FZL	2	1	2	1	1	35
5	FLS	3	2	2	2	2	55
6	FY	1	2	2	1	1	35
7	GB	1	2	2	1	1	35
8	MLSW	2	2	2	1	1	40
9	MAFZ	2	2	2	1	1	40
10	KPSA	2	2	2	1	2	45
11	MH	2	2	1	1	1	35
12	MR	3	2	2	2	2	55
13	NF	2	1	1	1	1	30
14	NAB	3	2	2	2	2	55
15	YSS	1	1	1	1	1	25
16	RJS	1	1	2	1	1	30
17	RS	3	2	2	2	2	55
18	VJAMD	1	1	2	1	1	30
19	YFRG	3	2	2	2	2	55
20	SAA	2	1	1	1	1	30

<b>SUM</b>	845
<b>MEAN</b>	42.25

The table above point out the data of this research composed of the students' initial as sample and the students' scores in pre-test of the experimental group can be seen in the table 4.1 display that the highest score pre-test in experimental group was 55 and the lowest was 25. Grammar was 42, vocabulary was 34, comprehension was 37, fluency was 22 and pronunciation was 29. Some of the reason in the low fluency of students are lack of concentration in learning. Most students chat with friends more often when the teacher is explaining the learning material in class. The learning process using media flow charts is very helpful and the grammar is easily understood by students. Than the total of score pre-test in experimental class was 845. The mean of the pre-test in experimental class was 42,25.

**Table 4.2.**  
**The Scores of Post-test in the Experimental Group**

<i>No</i>	<i>Students Initial</i>	<i>Indicators</i>					<i>Score</i>
		<i>Grammar</i>	<i>Vocabulary</i>	<i>Comprehension</i>	<i>Fluency</i>	<i>Pronunciation</i>	
1	AR	2	3	4	3	2	70
2	AS	3	2	3	4	4	80

3	DAN	3	3	4	3	3	80
4	FZL	4	2	2	4	2	70
5	FLS	3	3	4	2	2	70
6	FY	2	2	3	2	3	60
7	GB	2	2	3	2	3	60
8	MLSW	3	2	3	2	3	65
9	MAFZ	3	2	3	2	3	65
10	KPSA	3	3	3	2	2	65
11	MH	3	3	3	3	3	75
12	MR	2	3	3	2	2	60
13	NF	3	3	3	2	3	70
14	NAB	3	3	4	3	3	80
15	YSS	2	3	1	3	3	60
16	RJS	2	2	4	2	2	60
17	RS	2	3	2	2	3	70
18	VJAMD	3	3	2	2	2	60
19	YFRG	2	3	2	3	2	60
20	SAA	3	2	2	2	3	60
<b>SUM</b>							1340
<b>MEAN</b>							67

The data this research of the students' initial (sample) and the students' score in the post-test of the experimental group can be seen in the table 4.2 above. The data in the table 4.2 showed the highest score of post-test was 80 and the lowest was 60. The learning process using media flow charts is very helpful and the grammar is easily understood by students. So students' enjoyed in join the class and the students' have focused more. Grammar was 53, vocabulary was 52,

comprehension was 58, fluency was 50 and pronunciation was 53. So, the total of post-test in experimental class was 1340. The mean of post-test in experimental class was 67. So the scores of indicators pre-test was 164 and the score of indicators post-test was 266.

**Table 4.3.**  
**The Score of Pre-test in the Control Group**

<i>No</i>	<i>Students Initial</i>	<i>Indicators</i>					<i>Score</i>
		<i>Grammar</i>	<i>Vocabulary</i>	<i>Comprehension</i>	<i>Fluency</i>	<i>Pronunciation</i>	
1	ABS	2	2	1	1	2	40
2	ABS	2	2	1	1	1	35
3	CRFS	2	1	1	1	1	30
4	DTCP	2	1	1	1	2	35
5	DAF	1	2	2	2	2	45
6	FRMS	2	1	1	1	1	30
7	FIS	2	2	2	2	2	50
8	ICS	1	1	1	1	1	25
9	MAZ	2	2	2	2	2	50
10	MA	2	2	2	1	1	40
11	MA	2	2	2	2	2	50
12	RNQ	2	2	1	1	2	40
13	RG	2	1	1	1	2	35
14	RNSN	2	1	1	1	2	35
15	SG	2	2	1	1	2	40

16	SVBS	3	2	2	1	1	45
17	SNCN	1	1	1	1	2	30
18	TA	2	2	2	1	1	40
19	VA	2	1	1	1	2	40
20	ZA	2	2	1	1	2	40
<b>SUM</b>							775
<b>MEAN</b>							38.75

The table above shown the data of this research consist of the students' initial (sample) and the students' score in pre-test of the control group consisted 20 students' can be seen in the table 4.3 showed that the highest score pre-test in control group was 50 and the lowest was 25. Grammar was 38, vocabulary was 32, comprehension was 27, fluency was 24 and pronunciation was 33. Some of the reason in the low fluency of students are lack of concentration in learning. Most students chat with friends more often when the teacher is explaining the learning material in class. The learning process using media flow charts is very helpful and the grammar is easily understood by students. In learning process the teacher able make the students' relax and enjoyed in the class. So, the total score pre-test in control group was 775. The mean of the pre-test in control group was 38.75.



**Table 4.4.**  
**The Score of Post-test in the Control Group**

<i>No</i>	<i>Students Initial</i>	<i>Indicators</i>					<i>Score</i>
		<i>Grammar</i>	<i>Vocabulary</i>	<i>Comprehension</i>	<i>Fluency</i>	<i>pronunciation</i>	
1	ABS	3	2	3	2	2	60
2	ABS	1	2	2	2	1	40
3	CRFS	2	1	2	2	1	40
4	DAF	2	2	2	2	2	50
5	DTCP	1	1	2	2	1	35
6	FRMS	3	2	3	2	2	60
7	FIS	2	1	2	2	1	40
8	ICS	2	3	3	2	2	60
9	MAZ	2	1	2	2	1	40
10	MA	2	2	3	2	2	55
11	MA	2	2	2	2	2	50
12	RNQ	2	1	2	2	2	45
13	RG	2	3	3	2	2	60
14	RNSN	2	1	2	2	2	45
15	RVBS	3	2	2	2	2	55
16	SNCN	3	2	3	3	2	65
17	TA	2	2	2	2	2	50
18	VA	3	3	3	2	3	70
19	ZA	3	2	3	2	2	60
20	SG	2	1	2	2	1	40

<b>SUM</b>	1020
<b>MEAN</b>	51

The table above shown the data of this research consist of the students' initial (sample) and the students' score in post-test of the control group can be seen in the table 4.4 showed that the highest score pre-test in control group was 70 and the lowest was 35. The learning process using media flow charts is very helpful and the grammar is easily understood by students. So students' enjoyed in join the class and the students' have focused more. Grammar was 44, vocabulary was 36, comprehension was 48, fluency was 41 and pronunciation was 35. So, the total score post-test in control group was 1020 . The mean of the post-test in control group was 51.

**Table 4.5.**  
**The Score of Pre-test and Post-test of Experimental Group**

<b>No.</b>	<b>Student's Initial</b>	<b>Pre-test (X<sub>1</sub>)</b>	<b>Post-test (X<sub>2</sub>)</b>
1	AR	50	70
2	AS	50	80
3	DAN	55	80
4	FZL	35	70
5	FLS	55	70
6	FY	35	60
7	GB	35	60
8	MLSW	40	65
9	MAFZ	40	65

10	KPSA	45	65
11	MH	35	75
12	MR	55	60
13	NF	30	70
14	NAB	55	80
15	YSS	25	60
16	RJS	30	60
17	RS	55	70
18	VJAMD	30	60
19	YFRG	55	60
20	SAA	30	60
Total		$X_1 = 845$	$X_2 = 1340$

The data in the table above showed that the highest score of pre-test in experimental group was 55 and the lowest was 25. While the highest of score of post-test was 80 and the lowest was 60. It's means that using the information gap method with helping the flow chart as a media can helping the teacher in teach the students' achievement to influence the students' scores.

**Table 4.6.**  
**The Score of Pre-test and Post-test of Control Group**

No.	Student's Initial	Pre-test ( $Y_1$ )	Post-test ( $Y_2$ )
1	ABS	40	60
2	ABS	35	40
3	CRFS	30	40
4	DTCP	35	35
5	DAF	45	50

6	FRMS	30	60
7	FIS	50	40
8	ICS	25	60
9	MAZ	50	40
10	MA	40	55
11	MA	50	50
12	RNQ	40	45
13	RG	35	60
14	RNSN	35	45
15	SG	40	40
16	SVBS	45	55
17	SNCN	30	65
18	TA	40	50
19	VA	40	70
20	ZA	40	60
Total		$Y_1 = 775$	$Y_2 = 1020$

The data in the table above showed that the highest score of pre-test in control group was 50 and the lowest was 25. While the highest of score of post-test was 70 and the lowest was 35. It's means that using the information gap method with helping the flow chart as a media can helping the teacher in teach the students' achievement to influence the students' scores.

## B. Data Analysis

The Effect of Applying Information GAP Method By Using Flow Chart Media On The Students' Speaking Achievement. Based on the data from the test, pre-test and post-test the score were analyzed in other to know the distinction between pre-test and post-test of experimental group and control group.

**Table 4.7.**  
**The Differences between Pre-test and Post-test of Experimental Group**

No.	Student's Initial	Pre-test (X <sub>1</sub> )	Post-test (X <sub>2</sub> )	$\sum Xi^2$	$\sum Xi^2$
1	AR	50	70	2500	4900
2	AS	50	80	2500	6400
3	DAN	55	80	3025	6400
4	FZL	35	70	1225	4900
5	FLS	55	70	3025	4900
6	FY	35	60	1225	3600
7	GB	35	60	1225	3600
8	MLSW	40	65	1600	4225
9	MAFZ	40	65	1600	4225
10	KPSA	45	65	2025	4225
11	MH	35	75	1225	5625
12	MR	55	60	3025	3600
13	NF	30	70	900	4900
14	NAB	55	80	3025	6400
15	YSS	25	60	625	3600
16	RJS	30	60	900	3600
17	RS	55	70	3025	4900

18	VJAMD	30	60	900	3600
19	YFRG	55	60	3025	3600
20	SAA	30	60	900	3600
Total		$X_1 = 845$	$X_2 = 1340$	$\sum Xi^2 = 37875$	$\sum Xi^2 = 94400$

Based on the table 4.7 above it can be seen that there were differences between pretest and post-test scores of the experimental class. After calculating the data for the experimental group, the score for the pre-test was 845 and the total score post-test was 1340. This means the score for the post-test was higher than the pre-test.

The mean score was calculated as follows:

$$\bar{X} = \frac{\sum x}{nx} = \frac{1340}{2} = 67$$

Standard deviation of X variable

$$\begin{aligned} SD_1 &= \sqrt{\frac{n(\sum Xi^2) - (\sum Xi)^2}{n_1(n_1 - 1)}} \\ &= \sqrt{\frac{20(94400) - (1340)^2}{20(20 - 1)}} \\ &= \sqrt{\frac{(1888000) - (1795600)}{20(19)}} \\ &= \sqrt{\frac{(92400)}{(380)}} \end{aligned}$$

$$= \sqrt{24,31}$$

$$= 4.93$$

**Table 4.8.**  
**The differences between pre-test and post-test of control group**

No.	Student's Initial	Pre-test (Y <sub>1</sub> )	Post-test (Y <sub>2</sub> )	$\sum Y_1^2$	$\sum Y_2^2$
1	ABS	40	60	1600	3600
2	ABS	35	40	1225	1600
3	CRFS	35	40	900	1600
4	DTCP	35	35	1225	2500
5	DAF	45	50	2025	1225
6	FRMS	30	60	900	3600
7	FIS	50	40	2500	1600
8	ICS	25	60	900	3600
9	MAZ	50	40	2500	1600
10	MA	40	55	1600	3025
11	MA	50	50	2500	2500
12	RNQ	40	45	1600	2025
13	RG	35	60	1225	3600
14	RNSN	35	45	1225	2025
15	SG	40	40	1600	3025
16	SVBS	45	55	2025	4225
17	SNCN	30	65	1225	2500
18	TA	40	50	1600	4900
19	VA	40	70	1600	3600

20	ZA	40	60	3600	1600
Total		$Y_1 = 775$	$Y_2 = 1020$	$\sum Yi^2 = 30925$	$\sum Yi^2 = 53950$

Based on the table 4.8 above it can be seen that there were differences between pre-test and post-test scores of the control class. After calculating the data for the control group above, the score for pre-test was 775 and the total score post-test was 1020. It means the score for post-test was higher than pre-test. The mean score was calculated as follows:

The Average (Mean)

$$\bar{X} = \frac{\sum x}{nx} = \frac{1020}{2} = 51$$

Standard deviation of X variable

$$\begin{aligned} SD_1 &= \sqrt{\frac{n(\sum Yi^2) - (\sum Yi)^2}{n_1(n_1 - 1)}} \\ &= \sqrt{\frac{20(53950) - (1020)^2}{20(20 - 1)}} \\ &= \sqrt{\frac{(1079000) - (1040400)}{20(19)}} \\ &= \sqrt{\frac{(38600)}{(380)}} \end{aligned}$$



$$= \sqrt{10.15}$$

$$= 3.18$$

Based on the previous data it was concluded in the following table:

**Table 4.9**  
**Calculating Correlation Product Moment between X and Y**

<b>NO</b>	<b>Pre-Test (X<sub>1</sub>)</b>	<b>Post-Test (X<sub>2</sub>)</b>	$\sum X_i^2$	$\sum X_i^2$	$X_i - X_i$
<b>1</b>	50	70	2500	4900	3500
<b>2</b>	50	80	2500	6400	4000
<b>3</b>	55	80	3025	6400	4400
<b>4</b>	35	70	1225	4900	2450
<b>5</b>	55	70	3025	4900	3850
<b>6</b>	35	60	1225	3600	2800
<b>7</b>	35	60	1225	3600	2800
<b>8</b>	40	65	1600	4225	2600
<b>9</b>	40	65	1600	4225	2600
<b>10</b>	45	65	2025	4225	2925
<b>11</b>	35	75	1225	5625	2625
<b>12</b>	55	60	3025	6400	3300
<b>13</b>	30	70	900	4900	2100
<b>14</b>	55	80	3025	6400	4400
<b>15</b>	25	60	625	3600	1600
<b>16</b>	30	60	900	3600	1800
<b>17</b>	55	70	3025	4900	3850

<b>18</b>	30	60	900	3600	1800
<b>19</b>	55	60	3025	3600	3300
<b>20</b>	30	60	900	3600	1850
<b>TOTAL</b>	<b>X= 845</b>	<b>Y= 1340</b>	<b>X<sup>2</sup>= 36825</b>	<b>Y<sup>2</sup>=91000</b>	<b>XY=56850</b>

$$\begin{aligned}
 r_{xy} &= \frac{nXY - (X)(Y)}{\sqrt{\{n\sum X^2 - (X)^2\}\{n\sum Y^2 - (Y)^2\}}} \\
 &= \frac{20(56850) - (845)(1340)}{\sqrt{\{20(36825) - (845)^2\}\{20(130700) - (1610)^2\}}} \\
 &= \frac{(1137000) - (1132300)}{\sqrt{\{(757500) - (714025)\}\{(1820000) - (1795600)\}}} \\
 &= \frac{(4700)}{\sqrt{\{(43475)\}\{(24400)\}}} \\
 &= \frac{(4700)}{\sqrt{1060}} \\
 &= \frac{4700}{32.55}
 \end{aligned}$$

$$r = 1.44$$

### C. Testing Hypothesis

$$\begin{aligned}
 t &= \frac{(X_1) - (X_2)}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1^2}{N_1}\right)\left(\frac{S_2^2}{N_2}\right)}} \\
 &= \frac{(67) - (51)}{\sqrt{\frac{24.31}{20} + \frac{10.15}{20} - 2(1.44)\left(\frac{4.93}{\sqrt{20}}\right)\left(\frac{3.18}{\sqrt{20}}\right)}} \\
 &= \frac{(16)}{\sqrt{1.71 + 0.50 - (1.44)\left(\frac{7.59}{4.47}\right)\left(\frac{10.64}{4.47}\right)}} \\
 &= \frac{(16)}{\sqrt{1.71 - (1.44)(1.1)(0.71)}} \\
 &= \frac{(16)}{\sqrt{1.71 - 1.12}} \\
 &= \frac{(16)}{\sqrt{0.59}} \\
 &= \frac{(16)}{\sqrt{0.76}} \\
 t &= 2.10
 \end{aligned}$$

The assumption of this hypothesis as follow:

If  $t_{\text{test}} \leq t_{\text{table}}$ , the Null Hypothesis (Ho) is rejected. It means there is no significant effect of Applying Information Gap Method By Using Flow Chart Media On The Students' Speaking Achievement.

If  $t_{\text{test}} \geq t_{\text{table}}$ , the Alternative Hypothesis (Ha) is accepted. It means there is a significant effect of Applying Information Gap Method By Using Flow Chart Media on The Students' Speaking Achievement.

Based on the description of the calculation above, it can be inferred that:

- 1) The value of  $t_{\text{table}}$  in the significance 0.05% is 1.68.
- 2) The value of  $t_{\text{test}}$  **2.10**

After accounting the data previously by using formula that critical value 2.10 then after seeking the table of distribution dialog test method as basis of counting t-critical in certain degree of freedom (df), the calculation showed as follow:

$$\begin{aligned} df &= (N_1 + N_2 - 2) \\ &= (20 + (20 - 2)) \\ &= 20 + 18 \\ &= 38 \end{aligned}$$

Based on the table of distribution, the value of  $t_{table}$  with the degree of freedom (df) 38 at the level of significant 0.05% was at 1.68, while the critical value ( $t_{test}$ ) was 2.10. The result of computing indicated that the  $t_{test}$  was higher than  $t_{table}$  ( $t_{test} > t_{table}$  or  $2.10 > 1.68$ ). So, The researcher summarized that  $t_{test} \geq t_{table}$ , it means that the Alternative Hypothesis ( $H_a$ ) is accepted. The researcher analyzed the result of calculation that ( $H_0$ ) is rejected and ( $H_a$ ) is accepted or there was the Effect of Applying Information Gap Method By Using Flow Chart Media on The Students' Speaking Achievement.

#### **D. Research Finding**

Based on the data analysis above, the findings of this research were described that the students who were taught by applying problem based learning by using Flow Chart media got higher score than those who were taught the conventional method. From the result of calculation, it is obtained the value of the

( $t_{\text{test}}$ ) is 2.10 the degree freedom (df) is 38 at the level of significant 0.05% was at 1,68. If compared with each value of the degree of significance, the result is ( $t_{\text{test}} > t_{\text{table}}$ ,  $2.10 > 1.68$ ). According to Sugiyono if the result of calculation  $t$  is higher than  $t_{\text{table}}$ , the null hypothesis ( $H_0$ ) is rejected. If the result of calculation  $t_{\text{test}}$  is lower than  $t_{\text{table}}$  the null hypothesis accepted. Since the scores obtained from the result of calculating, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. In other word, the research hypothesis is accepted. So, the fact showed that the students' achievement in speaking by using Flow Chart media was more significant than those by using conventional method.

#### **E. Discussion**

The research aimed at describing how the use of Flow Chart Media on The Students' Speaking Achievement of class VII students of SMP Negeri Medan. The students are given pre-test, treatment and post-test in each class, and treatment in the experimental class is Information GAP and using the Flow Chart media, while the control class are given conventional method. Referring to the research objective, the findings showed that the using Information GAP by using Flow Chart media improved the students speaking achievement in the aspects of grammar, vocabulary, comprehension, fluency and pronunciation.

## CHAPTER V

### COCLUSION AND SUGGESTION

This chapter, the writer especially presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

#### **A. Conclusions**

Based on the data analysis conclusions can be drawn with the following results :

1. From the result of calculation, it is obtained the value of the t-test was 2,10 with the degree of freedom (df) 38 at the level of significant 0,05% was at 1,68. If compared with each value of the degree of significant, the result of t-test is higher than t-table which was 2,10 and the t-table which was 1,68 ( $t\text{-test} > t\text{ table}, 2,10 > 1,68$ ). ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. There were Significant The Effect of Applying Information Gap Method By Using Flow Chart Media On The Students' Speaking Achievement
2. There is no difficulty with students learning to use the information gap method by using the flow chart media students are more active and fluent in the learning process.

## **B. Suggestions**

Base on the conclusions above, the researcher have some suggestions for improving the teaching of English in speaking. The following suggestion are :

1. For the English teacher, especially for the English teacher of SMP Negeri 18 Medan. They can try information gap by using flow chart in teaching English to increase their knowledge and by applying a good strategy the students are easier and motivated to learn English. The English should select a strategy that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can use information gap by using flow chart as an active strategy to teach in the class.
2. For the students, the students should be active in the classroom because in the problem based learning by using Flow Chart as a media the students are supported to be active in learning process, its hope that the students can be increase the knowledge.
3. For the readers, it is suggested to use an effective strategy in teaching learning process, to make the students more interested to enjoy in studying English.

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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMP NEGERI 18 MEDAN

Tema/Mapel : I Love My Town/ speaking

Kelas/Semester : VII/1

Waktu : 2 × 40 menit

### I. Kompetensi Inti

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata

4. Mencoba, mengolah dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori

### II. Kompetensi Dasar

3.1 Memahami fungsi sosial, struktur teks, dan unsure kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari

4.1 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dan unsure kebahasaan yang benar dan sesuai dengan konteks

### III. Indikator

#### 1. Spiritual

Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional

#### 2. Sosial

Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten

#### 3. Pengetahuan

Memahami fungsi sosial, struktur teks, dan unsure kebahasaan dari teks lisan dan tulis untuk menyebut nama bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari

#### 4. Ketrampilan

Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan unsure kebahasaan yang benar dan sesuai konteks

### IV. Materi Pembelajaran

Teks lisan dan tulis tentang mendeskripsikan tempat

#### 1. Fungsi sosial

- a. Mengenalkan
- b. Mengidentifikasi

#### 2. Struktur teks

- a. Tempat yang digambarkan
- b. Ciri-ciri apa saja yang ada di tempat itu

#### 3. Unsur kebahasaan

- a. Nama bangunan umum: terminal laladon, stasiun Bogor, botani square
- b. Kata tanya : What? Which way? How many?
- c. Penyebutan kata benda singular dengan 'a' dan 'the' dan plural (-s)
- d. Kata ganti 'it, they, this, that, those, these
- e. Ungkapan There is/are ....., Are there .....

### V. Sumber/Media Pembelajaran

1. Sumber : picture of internet
2. Media Pembelajaran : flow chart media, White Board, Board marker, eraser

## VI. Metode Pembelajaran

1. Metode : Information GAP

## VII. Langkah Pembelajaran

<b>FASE</b>	<b>KEGIATAN PEMBELAJARAN</b>	<b>WAKTU</b>
Pendahuluan	<ul style="list-style-type: none"><li>• Peserta didik merespon salam dan pertanyaan dan guru dengan kondisi dan pembelajaran sebelumnya.</li><li>• Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan</li><li>• Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.</li></ul>	10menit

Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang fungsisosial, ungkapan yang terkait.</li> <li>• Peserta didik secara berkelompok mengidentifikasi nama-nama tempat umum berdasar gambar yang diberikan guru</li> <li>• Dengan bimbingan guru peserta didik mendiskusikan ciri-ciri tempat umum yang ada di gambar dengan bantuan preposisi semacam <i>near, next to, in front of dan behind</i></li> <li>• Peserta didik secara berkelompok mengamati peta kota yang berisikan tempa- tempat umum dengan bantuan media yang diberi oleh guru</li> <li>• Peserta didik mempresentasikan secara singkat peta kota yang telah mereka amati secara lisan</li> <li>• Peserta didik memperoleh balikan dari guru dan teman tentang performa presentasi yang disampaikan.</li> </ul>	60menit
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik bersama guru menyimpulkan pembelajaran.</li> <li>• Peserta didik melakukan reflexi terhadap kegiatan yang sudah dilakukan</li> <li>• Peserta didik menjawab pertanyaan yang diberikan oleh guru</li> </ul>	5 menit

#### VIII. Penilaian (Instrumen penilaian terlampir)

Aspek yang Dinilai	Kriteria	Score
Pengucapan (Pronunciation)	- Hampir sempurna	5
		4

	<ul style="list-style-type: none"> <li>- Ada beberapa kesalahan namun tidak mengganggu makna</li> <li>- Ada beberapa kesalahan dan mengganggu makna</li> <li>- Banyak kesalahan dan mengganggu makna</li> <li>- Terlalu banyak kesalahan dan mengganggu makna</li> </ul>	<p>3</p> <p>2</p> <p>1</p>
Intonasi (intonation)	<ul style="list-style-type: none"> <li>- Hampir sempurna</li> <li>- Ada beberapa kesalahan namun tidak mengganggu makna</li> <li>- Ada beberapa kesalahan dan mengganggu makna</li> <li>- Banyak kesalahan dan mengganggu makna</li> <li>- Terlalu banyak kesalahan dan mengganggu makna</li> </ul>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
Kelancaran (fluency)	<ul style="list-style-type: none"> <li>- Sangat lancar</li> <li>- Lancar</li> <li>- Cukup lancar</li> <li>- Kurang lancar</li> <li>- Tidak lancar</li> </ul>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

**Guru Bahasa Inggris**

**Diketahui, Agustus 2019**

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## Scoring Rubric

### a. Grammar

Score	Aspect (grammar)
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5	Equivalent to that of an educated native speaker.



**b. Vocabulary**

<b>Score</b>	<b>Aspect (vocabulary)</b>
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism

	and pertinent cultural references.
--	------------------------------------

**c. Comprehension**

<b>Score</b>	<b>Aspect (Comprehension)</b>
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.
2	Can get the gist of most conversation of nontechnical subjects. (i.e., topics that require no specialized knowledge).
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.



**d. Fluency**

<b>Score</b>	<b>Aspect (Fluency)</b>
1	(no specific fluency description. Refer to other four language areas for implied level of fluency.)
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

**e. Pronunciation**

<b>Score</b>	<b>Aspect (Pronunciation)</b>
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speakers.

So, the total score was calculated by using formula:

$S = \frac{R}{N} \times 100$  S = Scoring of the test

R = Number of correct answer N = Number of item

**Class VII-1**  
**The Experimental Group**













**Class VII-2  
The Control Group**





MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Form K-1

Kepada Yth :Bapak/Ketua & Sekretaris  
Program Studi Fendidikan Bahasa Inggris  
FKIP UMSU

Perihal :PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Sugi Widiawati  
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Program Studi : Pendidikan Bahasa Inggris  
IPK : 3,50  
Kredit Kumulatif : 154

Persetujuan Ketua/Sekret Program Studi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
	The Effect of Applying Information GAP Method By Using Flow Chart Media on The Students Speaking Achievement	
	The Effectivness of Using E-Learning on Students Motivation	
	Suffix and Prefix on Speech Prabowo and Jokowi in Debate of CAPRES 17 February 2019 English Version	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 12 Maret 2019  
Hormat Pemohon,

Sugi Widiawati

Keterangan :

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas.  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6622400 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada Yth : Bapak/Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat yang bertanda tangan di bawah ini :

Nama Mahasiswa : Sugi Widiawati  
N P M : 1502050266  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Applying Information GAP Method By Using Flow Chart Media on The Students' Speaking Achievement

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Drs. Ali Amran, S.Pd, M, Hum

Acc 06/04-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 9 Maret 2019  
Hormat Pemohon,

Sugi Widiawati

Keterangan :

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas.  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan



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Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 816 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Sugi Widiawati  
N P M : 1502050266  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Applying Information GAP Method By Using Flow Chart Media on The Student's Speaking Achievement.

Pembimbing : Drs. Ali Amran, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 8 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakaatuh.

Medan, 03 Sya'ban 1440 H  
08 April 2019 M  
Dekan  
  
Dr. H. Elfranto Nst, S.Pd, M.Pd.  
NIDN: 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Sugi Widiawati  
N.P.M : 1502050266  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Information GAP Method by Using Flow Chart  
Media on the Students' Speaking Achievement

Sudah layak diseminarkan.

Medan, Mei 2019

Disetujui oleh  
Pembimbing

**Drs. Ali Amran, M.Hum**



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Sugi Widiawati  
 N.P.M : 1502050006  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Effect of Applying Information GAP Method by Using Flow Chart Media on the Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
12/3-2019	Disclips Judul	
13/3-2019	Acc. Judul	
24/4-19	Revisi Bab 1	
2/5-19	Bimbingan Bab 2 dan 3	
7/5-19	Revisi Bab 2 dan 3	

Medan, Mei 2019

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)





**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Sugi Widiawati  
N.P.M : 1502050266  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Information GAP Method by Using Flow Chart Media on the Students' Speaking Achievement

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 24, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2019

Ketua,

**Mandra Saragih, S.Pd, M.Hum**



UMSU  
Gila menjiwb surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 526/II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 08 Dzulhijjah 1440 H  
09 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala  
SMP Negeri 18 Medan  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Sugi Widiawati  
N P M : 1502050266  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Applying Information GAP Method by Using Flow Chart Media on the Students' Speaking Achievement.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
  
**Dr. H. Elfrianto Nst, S.Pd., M.Pd.**  
NIDN : 0115057302

\*\* Pertinggal \*\*



PEMERINTAH KOTA MEDAN

## DINAS PENDIDIKAN

SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 18 MEDAN

Jln. Kemuning Raya Perumnas Helvetia Medan Telp. 8450515 Kode Pos – 20124

### SURAT KETERANGAN

Nomor : 421.3/221/ SMP N.18 / 2019

Sehubungan dengan Surat Izin Penelitian dari Universitas Muhammadiyah Sumatera Utara No.5206/II.3/UMSU-02/F/2019 tanggal 16 Agustus 2019, dengan ini Kepala Sekolah SMP Negeri 18 Medan, Kota Medan Provinsi Sumatera Utara menerangkan bahwa :

N a m a	: Sugi Widiawati
NPM	: 1502050266
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan Dan Ilmu Pendidikan
Tanggal Penelitian	: 23 Agustus s.d 6 September 2019
Tempat Penelitian	: SMP Negeri 18 Medan

Adalah benar nama tersebut diatas telah melaksanakan penelitian dengan judul : *The Effect of Applying Information GAP Method by Flow Chart Media on Students' Speaking Achievement*. Tahun pengajaran 2018/2019 di SMP Negeri 18 Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Medan, 7 September 2019

Kepala SMP Negeri 18 Medan



Dermawati, M.Pd

NIP. 19651117 198903 2 004