

IMPROVING THE WRITING ABILITY OF THE STUDENTS THROUGH INFORMATION GAP ACTIVITY

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Abstract: *Improving the Writing Ability of the Eleventh Years Students of MAN 1 Parepare through information Gap Activity.* The objective of research is to find out whether or not the using of Information Gap Activity was able to improve the writing ability of the eleventh year students of MAN 1 Parepare. The researcher applied quasi-experimental method, with two group pre-test and post-test design. The samples of the research were consisted of 24 students from two classes taken from the population of the eleventh year students at MAN 1 Parepare. The instrument of the research was writing test. The result of the data analysis shows that the students' writing activity improving significantly. It was showed by the mean score of pre-test was 38,07 and the post-test was 86,38. It shows that the using of Information Gap Activity can improve the students' writing ability of the eleventh year students of MAN 1 Parepare. After analyzing the data by using the test formula, the result of t-test value in post-test was 4 and t-table value was 2.074. It means that the t-test value (4) was higher than t-table value (2.074). Those indicate that H_1 was accepted and H_0 was rejected and the students who were taught through Information Gap Activity were better than the students who were taught conventional way.

Keywords: Activity, Information Gap Activity, Writing, Ability, Students

Abstrak: *Meningkatkan Kemampuan Berbicara Siswa melalui Information Gap Activity.* Tujuan penelitian ini untuk mengetahui apakah Information Gap Activity dapat meningkatkan kemampuan menulis siswa tahun 2015/2016 kelas sebelas MAN 1 Parepare. Peneliti menggunakan metode kuasi-eksperimen, dengan desain dua kelompok pre-test dan post-test. Sampel penelitian terdiri dari 24 siswa dari dua kelas yang diambil dari populasi siswa kelas XI MAN 1 Parepare. Instrumen dalam penelitian ini adalah test writing dalam bentuk wawancara. Hasil analisis data menunjukkan bahwa kemampuan menulis siswa meningkat. Hal ini ditunjukkan dengan nilai rata-rata pre-test adalah 38,07 dan post-test adalah 86,38. Hal ini menunjukkan bahwa penggunaan Information Gap Activity dapat meningkatkan kemampuan berbicara siswa tahun 2015/2016 kelas sebelas MAN 1 Parepare. Setelah menganalisa data dengan menggunakan rumus uji, hasil nilai t-test di post-test adalah 4 dan nilai t-table adalah 2.074. Ini berarti bahwa nilai t-test (4) lebih tinggi dari nilai t-table (2.074). Mereka menunjukkan bahwa H_1 diterima dan ditolak dan siswa yang diajarkan melalui Information Gap Activity yang lebih baik dari siswa yang diajarkan dengan metode yang lain.

Kata kunci: Activity, Information Gap, kemampuan, menulis, siswa.

Recently, English is the main language in the world which have a function as communication to make a relation with other people. English indeed involve all aspects of the human life Because English take the important role to all aspect in humans life, people should learn and master it. And to learn english, it means that a process that the people should study the four basic skills : listening, speaking, reading, and writing. Writing is one of english skill which is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.

Furthermore, for the reason above, students have to evidence in writing. However, in the reality there are still problems got by students in writing. For example, the students is hardly to express their idea in text form and students don't know how to write sentence in english. We can see the problems in the school, one of them is the eleventh year students of MAN 1 Parepare. At the eleventh years students of MAN 1 Parepare, the researcher found that the students over there still have the problems in writing ability. The students mean score is 43, this score category include poor clasification according to Depdiknas (2005).

Writing as the progressive activity (Hogue, 1997) is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading (Nation, 2009). Writing can be used as an indirect means of communication to others to convey information. Activities are not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing (Jonah, 2006).

There are several kinds of writing or texts, namely narrative, recount, news item, review, descriptive, report, explanation, procedure, hortatory, and discussion (Dahlan, 2013). Meanwhile, the stages of writing process are prewriting, rough draft, reread, share with a peer reviser, revise, clarify, editing, final draft, and publishing. Jacobs (1971) in Maming (2012) point out the significance component in writing, namely content, organization, vocabulary, language use, and mechanism.

Information gap is therefore a teaching strategy where the purpose is to activate the students, by letting out parts of vital information, so that the students has to find it themselves, by helping each other (Wolther, 2013). Information Gap as a method of the communicative approach based on corporation between groups (Jondeya, 2011) where learners are missing the information they need to complete a task and need to talk to each other to find it (Harmer, 2007).

RESEARCH METHOD

The researcher used the quasi-experimental design in this research. This research used two classes as sample, namely experimental class and control class. The population of this research is all of eleventh year students of MAN 1 Parepare in academic year 2014/2015. So the total numbers of population are 137 students. Sample of this research is eleventh year students of MAN 1 Parepare which took from population. In this research, the researcher used cluster random sampling technique with two classes and the research randomly choose to be experimental class and the other is control class. The instrument of the research will use in this research is writing test. The teacher gave to students worksheet contain

descriptive text, ask to students to answer the question based on the text, and then students made three paragraphs from developing of their answer by their self.

RESULTS

The writing ability of students in experimental class above showed that the students had very low scores of writing ability in pre-test. In experimental class, there was no student (0%) got very good and fair classification score. Although, there were 1 student (7,69%) got good classification but there were 12 students (92,3%) got very poor classification. Whereas, the rate percentage of control class above showed that the students had very low scores of speaking achievement in pre-test, where there was no student (0%) got very good, good and fair and poor classification score. Then, all of students (100%) got very poor classification in control class.

The result above explained that most of the students in the experimental class and control class were in very poor classification. The result of the pre-test in experimental class and control had same achievement both of the two groups.

The data of students writing ability of experimental class above showed that the students had the high score in post-test. In experimental class. There was no student got very poor, poor and fair classification. Then, there were 8 students (61,53%) got good classification, even there 5 students (38,46%) got very good classification. Whereas, the data of students writing ability of control class above showed the students had high enough score. Where, there was no student got fair, poor and very poor classification score. Then, there were 10 students (90,90%) got good classification and just 1 student (9,09%) got very good classification.

Based on the result above, it explained that most of the students in the experimental class got very good and good classification in post-test and in control class most of students were in good classification. The result of pre-test in experimental class and pre-test in control class had difference achievement.

Therefore, it could be concluded that the application of information gap activity in teaching writing was effective in improving the students' writing ability better than the students' writing ability were taught by conventional way.

Based on the result data above, the mean score of students writing ability of experimental class categorized in very poor classification (34,78), but after students gave the treatment, the mean score of students was increased and include into good classification. It was showed from the post test (86,38). While, the mean score of control class in pre-test was categorized very poor classifications (34,63) and post test was categorized good classifications too (80,09). The mean score of students writing ability between pre-test and post-test in experimental and control class showed that the students writing ability in experimental class more getting much progress rather than in control class. It means that the students' writing ability was increased significantly after they taught through information gap than after they taught through conventional way direct teaching

Standard deviation of experimental class in pre-test was (12,3) and post-test (3,26). Then, in control class, the standar deviation in pre-test was (0,87) and post-test was (3,31). pre-test in experimental class was higher than post-test. If the standar deviation was higher in pre-test than post-test in experimental class, it means that the treatment which gave by the researcher is success to improve the

writing ability of students. This happened because all of students more enthusiasm to follow the learning process through information gap.

In hypothesis testing , the researcher used t-test formulas. The level of significant was set at $\alpha = 0,05$ with degree of freedom ($df = N1 + N2 - 2$) was $df = 23 + 22 - 2 = 43$. In post-test, researcher found that the t-test value (4) was higher than t-table value (2,015). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was expected. Therefore, the researcher concluded that There were significant improvement of students writing ability who were taught by information gap activity and those are taught by direct teaching. In this case, the use of Information gap activity can improve the writng ability of the eleventh year students of MAN 1 Parepare.

DISCUSSION

This section, the researcher discusses about the result of finding according to the scope of the research. After comparing the result of the two tests, the researcher found some facts as follow:

1. Pre-test

Pre-test in this research was the writing test, researcher ask students to write a text about unforgettable experience. In experimental class, generally students can not write which appropriate with the instruction of the test. They was average written 20-40 word whereas the instruction test was 120 word. This can be happen because they were not ready to write if there were not the instruction which gave before for the teacher.

While, in control class was similar with the experimental class which the students writing ability was not good exactly, the problem was same. They don't have enough ability to write what the instruction of their teacher. So, when the researcher conduct pre-test, The students can't write about their experience. It showed that the writin ability in both class was very law.

2. Post-test

'Post-test in this research was writing test which gave to students after treatment. In this case, teaching writing through information gap activity in experimental class and teaching writing through direct teaching in control class. Post-test was conducted to know the progress of students' writing ability after gave the different treatment. The result finding in post-test of experimental class show that there difference mean score between pre-test and post-test, this proved that information gap activity gave the effect of students english skill. Most of students was able to write very well.

3. Comparison

After giving the treatment for four times two each class, there were improvement of the students progress from pre-test to post-test. It shows that mean score of post-test by the students in both the classes are different which the mean score in post-test was higher than in pre-test of experimental-class and the mean score in pre-test was higher than in post-test control-class. After applying in t- test formula, the result computation of t-test were 0,95 for pre-test and 4 for post-test. If we consulted with the t-table (2,015) value with the degree of freedom

$(df) = n_1 + n_2 - 2 = 23 + 22 - 2 = 43$ and level significant $\alpha = 0,05$ were significantly different.

As teaching and learning writing ability through information gap activity, the students' writing ability was improvement than before. The students was able to expressed their experience in writing text. It could be proved by t-test value (4) of post test was higher than t-table value (2,074).

This indicated that H_0 rejected and H_1 was accepted. It means that there any significant difference between the writing ability of the students who are taught through information gap activity and those who through direct teaching. In other hand, Teaching writing through information gap activity was getting much more improvement than conventional way direct teaching

This research was supported by other research, Watamni & Gholami (2012) conducted a research under the title "The effect of implementing information-gap tasks on EFL learners' speaking ability". Wholter (2014) conducted an action research under the title "Conversation Activity in English for the sixth Grade Students in Khon Kaen Demonstration Primary School (Suksasart) by using Information Gap". Amaliani (2011) conducted an action research which aimed to increase the students mastery of the simple past tense which less knowledge of form and the use have been the problem in second grade of SMP IT Annajiah Cibionong. The result of the research made the researcher conclude that information gap activity is one of activity which can use to improve the English skill of students.

CONCLUSION AND SUGGESTION

Based on the findings and discussion of the study, it can be concluded that information gap activity can improve the students writing ability of the eleventh year students of MAN 1 Parepare. It is proved by the difference between pre-test and post-test result of the five component of writing and final score of the students writing ability.

Based on the result of data analysis and conclusions, the researcher gives some suggestions for some elements related to this research. The teacher is able to use information gap activity as one way in teaching English to increase the students' writing ability, find a way to make the students can write very well, in this case, the mechanic writing, content, organization, the language use and the vocabulary, and has to be creative in making and giving material in conducting the teaching and learning process. Besides that, the teacher also has to apply vary of teaching method in order the students more enjoyable in comprehend the material. For the students, they should spend a lot of time to practice their writing and build up their vocabularies and know the grammatical or tenses which used in narrative text. And for the next researcher, information gap activity is one of alternative strategy which can be used in teaching writing because this way can make students more fluent to write very well.

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