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NI KADEK ARI UTAMI

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[THE JURNAL]

English Education Program Language And Arts Department

Faculty Of Teacher Training And Education

Mataram University

The Use of Information Gap Activity as a Strategy for Improving Students' Negotiating Ability. An Experimental Study at the Eleventh Grade Students of Marketing Program at Vocational School 1 Mataram in Academic Year 2013/2014

Ni Kadek Ari Utami

E1D109004

English Education Program Language and Art Department Faculty of Teacher Training and Education, Mataram University 2014

nikadekariutami18@gmail.com

ABSTRAK

Penelitian ini bertujuan mengetahui penggunaan *information gap activity* sebagai strategi untuk meningkatkan kemampuan bernegosiasi siswa dan meningkatkan pengetahuan mereka pada kelas XI PN (Penjualan) 1 di SMKN 1 Mataram tahun ajaran 2013/2014. Populasi dari penelitian ini adalah kelas siswa kelas XI yang belajar Bahasa Inggris sebagai bahasa asing dan ada enam kelas yang terdiri dari XI AP1, XI AP2, XI PN1, XI PN2, XI AK, XI PB. Jumlah siswa setiap kelas yaitu 32 siswa dan jumlah siswa secara keseluruhan yaitu 192 siswa. Sample untuk penelitian ini yaitu kelas XI PN 1. Dalam pengumpulan data, peneliti menggunakan dua test (pre and post test) dan mengamati siswa sebelum treatment. Peneliti mengevaluasi data menggunakan single group dan t-test. Rata-rata nilai siswa pada pre-test yaitu 58,8 dan 37% siswa mendapatkan nilai $41 - 55$ dan dikategorikan dalam klasifikasi buruk. Sedangkan setelah diberikan treatment nilai rata-ratanya meningkat ke 64,5 dan 55% siswa mendapatkan nilai 56-70 dan masuk kategori baik. Hasil dari t-table pada tingkat 95% adalah 2,042, sedangkan peneliti mendapatkan hasil t-obs 2,8 jadi peneliti menyimpulkan t-obs lebih besar dari t-table. Ini artinya *information gap*

activity mampu meningkatkan kemampuan bernegosiasi siswa kelas XI PN 1 di SMKN 1 Mataram tahun ajaran 2013/2014, sehingga *information gap activity* memiliki kontribusi dalam meningkatkan kemampuan bernegosiasi siswa yaitu sebesar 20%.

ABSTRACT

This study is aimed at observing the use of information gap activity as a strategy for improving students' negotiating ability and the students' knowledge at the eleventh grade students of marketing program at SMKN 1 Mataram in academic year 2013/2014. The population of this study is the eleventh grade students at SMKN 1 MATARAM who have learnt English language as a foreign language. There are six classes consist of XI AP1, XI AP2, XI PN1, XI PN2, XI AK, XI PB. The number of the students in each class is 32 students. Totally, the number of those students are 192 students. This sample for this study is taken from class XI PN 1. In collecting the data the researcher conducted two tests (pre and post test) and observed the students before given treatment. The researcher evaluates the data by using single group and t-test. The mean score of the students' in pre-test was 58,8 and 37% students got the score 41-55 and categorized into poor classification. Meanwhile, after given treatment the mean score up to 64,5 and 55% students with the score 56-70 and categorize into good. The result of t_{table} (t_t) at the confidence level 95% is 2,042, meanwhile the researcher had got t_{obs} is 2,8, so the researcher concludes that "t_{obs}" is higher than "t_t". It means that information gap activity could improve the students' negotiating ability at the eleventh grade students of marketing program at Vocational School 1 Mataram in academic year 2013/2014. The contribution of information gap in improving students' negotiating ability is 20%.

Key words: Speaking, Information Gap, Negotiating ability.

INTRODUCTION

Background of the Study

Based on the curriculum (2004, 2006 and KTSP) it is mentioned that the learners have to be able to produce English language (i.e. spoken and written). It means that the goal of language teaching is to facilitate students to achieve the communicative competence. Therefore, teaching learning process focuses on learners, and teachers are as facilitators. It can be seen in the process that the learners are more active than the teachers. The learners work in pairs or groups employing available language resources in problem solving tasks.

This is different from the way English is taught in SMKN 1 Mataram. The teachers are still using the traditional strategy without combining the materials with some innovative approaches which could make the students more interesting to learn. This is one of the reasons why the students are not able to speak to communicate ideas. Indeed, the students still do not have good capability and self confidence in speaking.

Especially for the students in the eleventh grade of SMKN 1 Mataram in marketing department they should be able to communicate well in English in handling the customers. This activity involves some sub skills that students should master in communication such as giving direction, asking information, requesting, offering, ordering and negotiating. Negotiation is one of the most difficult jobs a person can do. It requires not only good business judgment but also a keen understanding of human nature.

In addition, negotiation is something that we do all the time and it is not only used for business purposes. The aim of negotiation is to explore the situation, and to find a solution that is acceptable to both sides. Agreements can be successfully implemented only if the relevant parties and interest have been represented in the negotiations.

To improve students speaking skill teachers should choose activities that enhance students learning, and avoid ones that are waste teachers' and students' time.

Teachers should be able to create comfortable environment and be the facilitator. There are some activities which could help the students in improving their speaking skill such as reporting, discussion, presentation, storytelling, and information gap.

The information gap activities involve a transfer of given information from one person to another or from one form to another or from one place to another. The participants each have some knowledge or information not shared by any other one and can only solve the problem if they pool their information.

Therefore, the researcher would like to do the research about the use of information gap activity as a strategy to improve students' negotiating ability in speaking.

Statement of the Problem

The writer in this study formulates the problems as follows:

a) Is information gap activity effective in improving students' negotiating ability of the students at the eleventh grade of SMK Negeri 1 Mataram?
b) To what extent information gap activity could improve students speaking ability in learning English?

Purpose of the Study

This study aims to:

a) To identify whether information gap activity is effective in improving students' negotiating ability of the students at the eleventh grade of SMK Negeri 1 Mataram.
b) To identify to what extent information gap activity could improve students' speaking ability in learning English.

Research Hypothesis

This thesis is based on the following of null hypothesis:

a) The null hypothesis is rejected when Ho $\neq \parallel t_{count}$ is higher than t_{table}

b) The null hypothesis is failed to be rejected when Ho $= \parallel t_{count}$ is lower than t_{table} at one tailed test ($\propto$ .05 / 95%)

Scope of the Study

This study is restricted to the topic of bargaining with customer in the use of information gap activity to improve students' negotiating ability. Bargaining topic has the aims to the students in their speaking because this is the way to show and train their ability. Especially for marketing program they should be able to serve the customers. The study involves the students in the second semester at the eleventh grade of marketing program in academic year of 2013/2014 at SMK Negeri 1 Mataram.

RESEARCH METODOLOGY

Research Design

In this research the method that will be used to evaluate the respondents is organized the experimental method. Single group is a design in which a single sample of subjects is used for each treatment condition.

Population

The population of this study is the eleventh grade students at SMK 1 MATARAM who have learnt English language as a foreign language. There are six classes consist of XI AP1, XI AP2, XI PN1, XI PN2, XI AK, XI PB . The number of the students in each class is 32 students. Totally, the number of those students are 192 students.

Sample

This sample for this study is taken from class XI PN 1. Therefore, purposive sampling is applied in this research. There are some reasons why the writer chooses this class such as the students have high motivation to speak but their communication skill is very low and their score is under the KKM.

Data Collection

To identify whether the effect of information gap activity is positive or negative in teaching speaking, the researcher uses oral test to collect the data from this research.

Research Instrument

Test

There were two test applied in collecting the data in this research such as pre-test and post-test. Pre test was given in the first meeting and post test given at the end of the meeting.

Observation

Before the researcher gave the pre-test to the students, the researcher observed the classroom. The researcher observed the students in 90 minutes and there were some aspects being observed by the researcher such as how students comprehend English, how they spoke English in classroom, and the students' contribution in classroom.

Research Procedure

Pre-test

The first step to collect the data was the researcher gave the students pre-test. The students practiced their negotiating ability with their partner in front of the class room based on the topic, and then the researcher gave score to the students.

Treatment

In the treatment the researcher taught the students three times. Then, the teacher explained about information gap activity and the roles of negotiation

Post-test

In the end of the treatments, the researcher conducted a post-test. The instrument of post test was different from pre-test but the role is same. The learners were free to create their conversation based on the topic.

Data Analysis

The researcher scored the students' performance in practicing their negotiating ability based on four aspects as pronunciation, grammar, fluency and vocabulary. After collecting the data, the researcher analyzed the mean score of single group by using standard deviation.

FINDING AND DISCUSSION

Finding

In gathering the data, the researcher spent one month to do all the process of collecting the data. The researcher organized pre-test, treatment, and post test. This research used t-test in order to identify the effect of information gap activity in improving students' negotiating ability. The table 4.1.1 showed the students score in pre-test (before treatment). There were 33 students observed in this research before being given the treatment. The lowest score is 40 and the highest score is 90.

Table 4.1.1

Score of the Students' Negotiating Ability in Pre-Test

NO	SUBJECT	Pronunciation	Grammar	Fluency	Vocabulary	Score
1.	AS	2	2	2	2	40
2.	AS	5	5	4	4	90
3.	BR	3	3	3	3	60
4.	DM	2	3	3	3	55
5.	DN	3	2	3	2	50
6.	EA	4	4	3	4	75
7.	FA	2	2	3	2	45
8.	HK	3	4	3	3	65
9.	H	2	2	2	2	40
10.	HK	2	3	2	2	45
11.	IGNJ	2	2	2	2	40
12.	IKA	3	3	4	3	65
13.	IA	2	2	2	2	40
14.	KS	4	4	4	3	75
15.	LR	3	3	3	3	60
16.	MI	5	5	4	4	90
17.	MJ	3	2	3	2	50
18.	M	2	3	2	2	45
19.	MAA	4	4	4	4	80
20.	MB	2	2	3	2	45
21.	NNJ	3	4	4	3	70
22.	NNS	2	3	2	2	45
23.	NNSKD	4	3	4	3	70
24.	NR	4	4	5	4	85
25.	NAS	3	3	4	4	70

26.	NH	3	3	3	2	55
27.	PD	3	3	4	3	65
28.	R	3	3	3	2	55
29.	RAG	3	3	2	3	55
30.	R	2	2	2	2	40
31.	SZ	3	3	4	2	60
32.	YA	3	2	3	3	55
33.	ZK	3	3	3	3	60
N = 33						$\Sigma X_1 = 58{,}8$

Table 4.1.2

Classification of the Students' Negotiating Ability in the Pre-test.

Classification	Score	Rating	Frequent	Percentage
Excellent	86 – 100	5	2	6%
Very Good	71 – 85	4	4	12%
Good	56 – 70	3	10	30%
Poor	41 – 55	2	12	37%
Very Poor	25 – 40	1	5	15%

Source: http://masbied.files.wordpress.com/2011/05/download-skripsi-

bahasa-inggris-drama-chapter-four.pdf

The table 4.1.7 bellow shows that the students have good progress after given treatment. The highest lowest score is 45 and the highest is 95. The table bellow showed the students classify and percentage in negotiating ability.

Table 4.1.7

Score of the Students' Negotiating Ability in Post-test

NO	SUBJECT	Pronunciation	Grammar	Fluency	Vocabulary	Score
1.	AS	3	3	3	3	60
2.	AS	4	5	5	5	95
3.	BR	4	3	3	3	65
4.	DM	4	3	3	2	60
5.	DN	2	3	4	3	60
6.	EA	4	3	4	3	70
7.	FA	3	3	4	3	65
8.	HK	2	2	3	2	45
9.	H	3	3	4	3	65
10.	HK	2	3	3	3	55
11.	IGNJ	2	3	2	2	45
12.	IKA	3	4	4	3	70
13.	IA	3	3	4	3	65
14.	KS	5	4	5	3	85
15.	LR	4	4	3	4	75
16.	MI	4	4	5	5	90
17.	MJ	3	3	4	4	70
18.	M	2	3	3	3	55
19.	MAA	4	3	4	4	75
20.	MB	3	4	3	3	65
21.	NNJ	4	3	3	3	65
22.	NNS	3	3	3	3	60
23.	NNSKD	4	4	4	4	80
24.	NR	4	4	3	4	75
25.	NAS	3	3	4	2	60
26.	NH	3	4	3	3	65

27.	PD	3	3	2	2	50
28.	R	2	3	4	3	60
29.	RAG	3	2	3	2	50
30.	R	3	3	3	3	60
31.	SZ	3	3	4	3	65
32.	YA	2	3	2	3	50
33.	ZK	3	3	2	3	55
	N = 33					$\Sigma X_2 = 64,5$

As can be seen in the table 4.1.8 bellows, the students' classification in post test improved after given treatment. There were 33 students observed in this research.

Table 4.1.8

Classification of the Students' Negotiating Ability in the Post-test.

Classification	Score	Rating	Frequent	Percentage
Excellent	86 – 100	5	2	6%
Very Good	71 – 85	4	5	15%
Good	56 – 70	3	18	55%
Poor	41 – 55	2	8	24%
Very Poor	25 – 40	1	0	0%

Discussion

This section aims to describe findings and the result of the students' speaking skill by using information gap activity at the eleventh grade students at SMKN 1 Mataram in academic year 20013/20014. During the process in doing this research, the researcher gave pre-test in the first meeting. The test was given on 27th January 2014.

Then the researcher conducted treatment of Information gap activity. The researcher gave the treatment three times on 28th January, 3rd February, and 10th February 2014.

The researcher taught about information gap activity and bargaining. The last step was post-test. The theme was same with pre-test but the topic was different. They had one week to prepare the dialogue and memorize it with their partner. The test was given on 11st and 12th February 2014.

After finishing the process of collecting the data, the researcher got the mean score of students' negotiating ability in pre test and post test. In pre test (table 4.1.1) the mean score of the students is 58,8 and in post test (table 4.1.7) the mean score of the students is improving to 64,5.

Then the researcher found the value of t_{table} (t_t) at the confidence level .05 (95%) is 2,042 and level .01 (99%) is 2.750 in degree of freedom (df) 32. Meanwhile the researcher had got t_{obs} is 2,8, so the writer concludes that "t_{obs}" is higher than "t_t". It means that there is significant effect of information gap activity in improving students' negotiating ability.

After that the researcher calculated the result contribution of information gap activity in improving students' negotiating ability by using strength of association-- eta^2. The researcher got only 20% the contribution of information gap activity in improving students' negotiating ability in eleventh grade students of PN 1.

CONCLUSION AND SUGGESSTION

Conclusion

1. The students' negotiating ability in pre-test is categorized into poor category. It is proven by 37% of the students scored from 41 to 55. The biggest problem of the students in speaking is vocabulary, fifteen students (45%) with the score 2.

2. After given treatment (post-test) the data shows that 55% students get the score 56 to 70. Twenty students (61%) getting score 3. It means that the students' problems can be solved because the rate of the percentage is higher than pre-test.

3. The study also finds that the mean score before given treatment is 58,8. Meanwhile, the maximum and minimum score of the students are 90 and

40. The highest score that the students could get if they could speak well is 100.

4. The mean score of the students after given treatment is 64,5 and the maximum and minimum score are 95 and 45.

5. The t_{test} value of the students' achievement is 2,8 and t_{table} value in confidence level 95% is 2,042 and in confidence level 99% is 2,750. It means that there is significant effect of information gap activity in improving students' negotiation ability.

6. The data shows that 20% the contribution of information gap activity for improving the students' negotiating ability.

Suggestions

Based on the result of the data analysis and conclusion, the writer proposes some suggestions as follows:

1. For Students

   For the students, it is hoped that they can speak better than before and could develop their English language especially in speaking because speaking as a tool to communicate with others. The students also need to increase their motivation and interest to learn English. Notably for the students in marketing program should be able to be a good speaker and mastering English because after graduating from SMK they will be communicating with customers.

2. For Teachers

   For teachers, it is suggested that the teachers should combine the materials with some innovative approaches which could make the students more interested on learning English. The teachers also can use media to attract students' in learning English for example OHP, picture, radio, movie, etc. The students also can play some game or role play to make teaching and learning process more fun. So, English can be easy to learn.

3. Other Researchers

   For other researchers, it is hoped can be early information to conduct further researches. There are many other skills in speaking that related to

English language which can be analyzed such as students' performance in speaking (ex. Eye contact and gesture), the content of speaking, and sociolinguistic skill.

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