

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the research findings and the data analysis of the collected data. The data of this research is presented in the research findings and its analysis is presented in discussion.

4.1 Research Findings

This sub-chapter presents the data which is collected through interview and observations. The collected data will be categorized into certain themes and codes to support the research findings and its discussion.

4.1.1 Observation

The observation of this research was conducted in three meetings. The table below is presented the details of observation.

Table 4.1 Observation List

No.	Observation	Date & Time	Students	
			Female	Male
1.	1 st observation	August 2 nd 2018 4pm – 6pm	5	1
2.	2 nd observation	August 16 th 2018 7pm – 9pm	2	9
3.	3 rd observation	September 6 th 2018 7pm – 9pm	2	14

The researcher made field notes and video recording to be used for analyzing the data. The researcher is going to analyze the whole class to analyze the Information Gap Activity that occurred in the class. The activity that used during the class will be analyzed by the researcher by following these three points; speaking activities, the characteristics of information gap activities and the advantage of information gap activity. The researcher made observation transcripts during the class and it intended to analyze the implemented speaking activities at Englishopedia. The finding of observation result is presented in the table below. The researcher categorized the participant in three categorizations, those are teacher (T), students (S) and guest (G). The guest in this research means the foreign speakers from other countries that invited to come and interact directly with the students. The teacher hopes, the students will learn how to speak English for communication with them.

4.1.1.1 Speaking Types

This research involved 3 speaking types according to Brown (2004), which are *responsive* (R), *intensive* (Int), and *interactive* (Inr).

(t) : Teacher (ss) : Students (s1): student 1 (s2) : student2

Table 4.21st Observational Tool; Speaking Types

No.	Observation	Speaking Activities		
		R	Int.	Inr.
001	(t) ...and then you use this (pointed <i>grammar material</i>). Whose feel handsome? (ss) Paijo	√		
002	(t) When he feel handsome?	√		

	(ss) Last year	
003	(t) It's not <i>put</i> but <i>poet, poetry...</i>	√
004	(t) When you pronounce <i>recognition</i> , you have to give stress at G like <i>recognition</i>	√
005	(s1) where do you live? (s2) I live in Bantul	√

The researcher analyzed the speaking activities based on the first observation. There are three points occurred in the first observation that suitable with Browns' (2004) speaking types which are *responsive*, *intensive* and *interactive*. For responsive, during the first observation occurred 35 times, while the table above show the examples of responsive speaking that occurred during learning process. The second is intensive speaking that occurred 79 times. It occurred during vocabulary learning. The students practice how to pronounce words correctly, and the teacher showed to the students how to say the word with the correct intonation and stressing. The interactive speaking occurred during speaking practice. The students talked through conversation and sharing their opinions and daily life as college students. The table above is the example of their conversation during observation.

Table 4.32nd Observational Tool; Speaking Types

No.	Observation	Speaking Types		
		R	Int.	Inr.
001	(t) ...okay the second verb is... (ss) Take...	√		
002	(t) Grandmother shit or not? (ss) Shit...	√		
003	(t) Giving 'th' sound, <i>think</i>		√	

	(ss) <i>Think...</i>	
004	(t) For 'p' sound you have to use 'p' <i>uppil</i> to get 't' sound at the end. Once again.	√
	(ss) <i>Point...</i>	
005	(s1) car? What car you will buy?	√
	(s1) I will... hm... mini cooper haha	
006	(s1) What will you do if you are the most beautiful?	√
	(s2) maybe I will become a model	

On the second observation, all of speaking types; responsive, intensive and interactive occurred during learning process. Responsive speaking, occurred 40 times during learning process, and the table above showed the example of responsive speaking between teacher-students. Intensive speaking occurred 112 times as the highest portion in the second observation. Table above revealed the intensive speaking in the second observation. The last is interactive speaking that occurred 35 times. In the second observation, the teacher allocated quite a lot times for speaking practice that divided into three sessions based on the topic. The students mostly talked about their opinions and experience about the topic in pair.

(t): teacher (ss): students (s): student (g): guest

Table 4.43rd Observational Tool; Speaking Types

No.	Observation	Speaking Types		
		R	Int.	Inr.
001	(t) at the end of word, it is not 't' sound but 'd'. forbid		√	
	(ss) forbid (<i>students imitated</i>)			
002	(t) Okay we skip this activity (<i>pronunciation</i>)		√	

	because it is not effective. So we move to talk-fast	
003	(g) Okay...is there something you want to know about Holland and Hungary. You want to know about the country	√
004	(s) Can you tell me about <i>Tamansiswa</i> scholarship?	√

The third observation was special from others because the teacher invited two guests which are foreign speakers from Netherland and Hungary. The teacher invited these foreign speakers in purpose to be interacted with the students directly. The teacher was aware that students objective in learning speaking is to going abroad, thus cultural knowledge would be an important thing to be prepared and such a motivation for students to go there. Students should be familiar with the culture of other countries to enable them to use target language appropriately, which are culturally and socially acceptable (Abbaspour, 2016).

Meanwhile, in the third observation not all speaking types occurred during learning process. Due to technical error and the focus on the learning process is interacting with the guests, thus the teacher skipped some activities; grammar lesson and pronunciation. The researcher found there were only two speaking types revealed in this observation; intensive and interactive speaking. In learning process, intensive speaking was identified 59 times meanwhile interactive speaking 92 times. According to the number, interactive speaking happened more often than intensive speaking, due to the

invited guest to interact with the students. It means that the teacher maximized this opportunity by skipped some activities, thus the students could focus on discussion with the foreign speakers or native speakers.

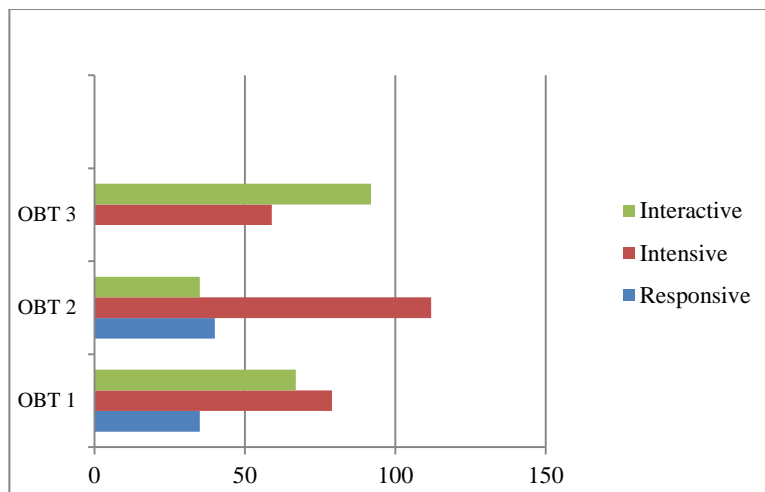


Figure 4.1 Chart of Observation Analysis of Speaking Types at Englishopedia

The chart above is focused on the implemented of speaking activity in Englishopedia. Brown(2004) stated five types of speaking; imitative, intensive, responsive, interactive and extensive. Meanwhile the researcher highlighted three points are suitable with the focus in this research. Those points are intensive, responsive and interactive. The researcher found three types of speaking occurred in during observations. The figure above shows how many times it occurred in each observation. The responsive speaking was mostly occurred during grammar lesson and vocabulary learning. While the teacher explaining the material, students often giving response during learning

process. The example of the responsive speaking can be seen in the table observation in the foregoing pages.

Intensive speaking was mostly occurred during vocabulary learning. According to Brown (2004), intensive speaking tends how students produce word, such as giving stress and intonation. Because of the criteria of this types, intensive speaking mostly occurred during vocabulary learning; pronunciation and talking-fast. During vocabulary learning, the students is trained how too day a word correctly. The 4.1 figure revealed that intensive speaking increased from the first observation to the second observation, meanwhile in the third observation decreased because in the third observation the teacher focused on the interactive speaking.

The last is interactive speaking that including exchanging information and aim at maintaining social interaction (Brown, 2004). This type of speaking mostly occurred during speaking practice, while the teacher making students in pair to talk to each other. In the 4.1 figure above, it shows that from the first observation interactive speaking decreased to the second observation. It might happen because the teacher allocated more time for preceding activities; grammar lesson and vocabulary learning. It supported with the increasing number of intensive speaking from the first observation to the second observation. However, the figure above showed in the third observation interactive speaking increased. It might be happened because the

teacher skipped some activities and more focus on the discussion between the students and guests.

4.1.1.2 The Characteristics of Information Gap Activity

(t): teacher (ss): students (s): student

Table 4.5 *Observation Tool; The Characteristics of Information Gap Activity in the 1st Observation*

No.	Observation	The Characteristics of Information Gap Activity				
		TK	PW	OI	EO	IS
001	(t) I'll give the topic after you meet your partner		√			
002	(s) Salatiga is near from here just about two hours	√		√		
003	(s) a: what <i>ade</i> in English? b: brother	√		√		
004	(s) Maybe you can tell me about your time management	√		√		

The table above is presented the example of characteristics of information gap activities that occurred in the first observation. Those points that involved as the characteristics of information gap activities are *pair-work*, *transfer-knowledge*, *obtaining-information*, *information-selection* and *expressing-opinion*. In the first observation, pair work occurred in 2 times because the teacher making two sessions for speaking session. Transfer knowledge and obtaining information 15 times. The teacher allocated around

less than an hour for speaking practice, and divided the speaking session into two sessions. The first session, the students talked with their partner about their personal information and introduction. The second session, the students talked about occupation and they expressed their opinion about anything related to job and future job.

(t): teacher (ss): students (s): student

Table 4.6 *Observation Tool; The Characteristics of Information Gap Activity in the 2nd Observation*

No.	Observation	The Characteristics of Information Gap Activity				
		TK	PW	OI	EO	IS
001	(t) some of people could be so attractive but some of them could be so bored				√	
002	(t) Why Barack Obama is different from the other President? Because he can manage the power of the nation and every single word become				√	
004	(t) When you speak, the partner will be changed		√			
005	(s) I think, maybe I'm just being an entrepreneur				√	
006	(s) Maybe I prefer a woman who loves boy without hair				√	

In the second observation, pair work occurred in 3 times because the teacher making three sessions for speaking session. During the speaking

session, the teacher announced that each 10 minutes the partner would be changed and they would begin to discuss new topic. In this meeting, the teacher have chosen three topics; *what will you in Saturday and Sunday*, *what will you do if you are the most beautiful/handsome*, and the last *what will you do if you are rich people*. In this meeting, expressing opinion occurred 14 times, it might make the students talked based on their perspective towards the topic. The chosen topics encourage students to express what they were thinking and they expressing through interaction in pair work.

Table 4.7 Observation Tool; The Characteristics of Information Gap Activity in the 3rd Observation

No.	Observation	The Characteristics of Information Gap Activity				
		TK	PW	OI	EO	IS
001	(S) I'm sorry, but I think you speak so fast				√	
002	(S) There is a special program from Australia for people from Aceh, NTB, NTT and Papua, the privilege lower score of TOEFL and IELTS	√		√		
003	(G) So are you always talking fast like that huh? It's like pronunciation class		√			
004	(S) What is the first language in Netherland?		√			
005	(G) The first language in Netherland is Dutch	√		√		
006	(G) Well I think it isn't				√	

	the official second language because everyone speak it (G) Like we speak it when we were younger and ya I think it's			
007	because of the education. But not everyone speaks at the same level			√
008	(S) You can visit Borobudur temple or Prambanan, or you can you can visit Pathuk.	√	√	
009	(S) Pathuk is sub-district in GunungKidul and I think it's a beautiful place	√	√	√
010	(G) In Netherland, you can go to the shop to buy ganja and smoking ganja	√	√	

In the third observation, the researcher find out there was not pair work during speaking practice. The teacher also skipped some activities due to technical support; the light was out. It affected another activity and also the allocated time. Those skipped activities were grammar lesson and vocabulary learning. The teacher skipped pronunciation session and moved to talking-fast. The special case from this observation is the teacher invited two guests; foreign speakers from another countries, to be interacted with the students directly. Therefore, it can be seen from the observation tool that teacher making practice speaking more focuses on across cultural knowledge. Making

in big group of discussion, thus the students can freely asking related cross cultural thing to the guests.

In this observation, transfer knowledge and obtaining information occurred in 14 times and in this meeting, expressing opinion occurred 14 times too. During interaction between the students and guests, many information related scholarships and their experiences. It tended to be more like sharing experiences and information related cultural thing. The students got new insight from the interaction, especially about the cultural habits in Netherland and Hungary.

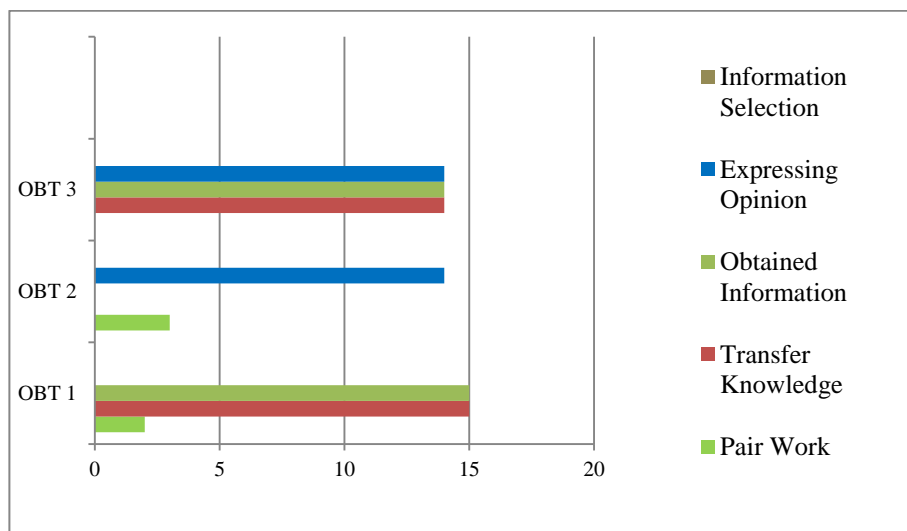


Figure 4.2 Chart of Observation Analysis of Characteristics of Information Gap Activity during Interactive Speaking

The figure above is focused on the characteristics of Information Gap Activity that occurred in Englishopedia. The analysis data of Characteristics of Information Gap Activity that occurred at Englishopedia according to Prabhu (1987) and Hasibuan (2012) included five points that mentioned

above. Those points are *transferred-knowledge, pair work, obtaining information, expressing an opinion and information selection.*

In the first observation on 2nd August 2018, there are three points occurred in the chart categorized as the characteristics of information gap activity. Those points are *pair work, transfer knowledge and obtaining information.* Transfer knowledge and obtaining information occupied the same portion because while students obtained new insight from other students, transfer knowledge would be happened first. Another point that occurred is pair work in 2 times, because the teacher designed speaking practice in two sessions.

The second observation on 16th August 2018, there are two points showed up categorized as the characteristics of information gap activities. Expressing opinion mostly came up in the first place, the second place is pair work. The points occurred in the figure 4.2 indicates students expressing their opinion freely through pair work with the relevant topic. Meanwhile, the teacher divided into pair work but there are some students have their own partner then they join with another student.

In the third observation, the researcher analyzed there are 3 activities occurred in the observation. In this observation, the class was not running effectively because the light was out at that time. Then the teacher skipped some activities and the class was running conditionally. Those 3 points showed up in the third observation are *transfer knowledge, obtained*

information and *expressing opinion*. In this time, the teacher invited two foreign speakers from Netherland and Hungry thus, the students able to interact with them directly. The activity mostly contained by speaking activities. Furthermore, *transfer knowledge*, *obtained information* and *expressing opinion* have the same results.

4.1.1.3 The Advantages of Information Gap Activity

Table 4.8 1st Observational Tool; The Advantages of Information Gap Activity

No.	Observation	The Advantages of Information Gap Activity		
		MC	BSC	MBH
001	(T) This activity made you compete with yourself, not anybody else			√
002	(T) You trained hard with your mouth. If you think you can never be like a native, don't mind it.		√	
003	(T) Are you two a friend? Okay I want you to talk with her (<i>pointed another student</i>)	√		

According to the table above presented the advantages of information gap activity at Englishlopedia. The data showed all three points that included occurred in this observation. Those points are *more communication*, *build students' confidence*, and *motivation can be high*. All those points occurred once in this observation.

Table 4.92nd *Observational Tool; The Advantages of Information Gap Activity*

No.	Observation	The Advantages of Information Gap Activity		
		MC	BSC	MBH
001	(T) we are going to do this one (<i>tongue twister</i>) together and then we will do this one by one	√		
002	(T) We do this (<i>tongue twister</i>) three times and then you will talk to each other	√		
003	(T) When you can make the people understand with the message that you want to deliver, it's good.		√	√

In the second observation, the data showed that *more communication* occurred two times, *build students' confidence* and *motivation can be high* each occurred once.

Table 4.103rd *Observational Tool; The Advantages of Information Gap Activity*

No.	Observation	The Advantages of Information Gap Activity		
		MC	BSC	MBH
001	(T) So I have two guests tonight that will tell you their story. You can ask anything to them	√		
002	(S) I want to speak English because I want to go abroad and continue my study in Australia			√

The table above presented that there are two points occurred in the advantages of the information gap activity. Those points are more communication (occurred once) and motivation can be high (occurred once).

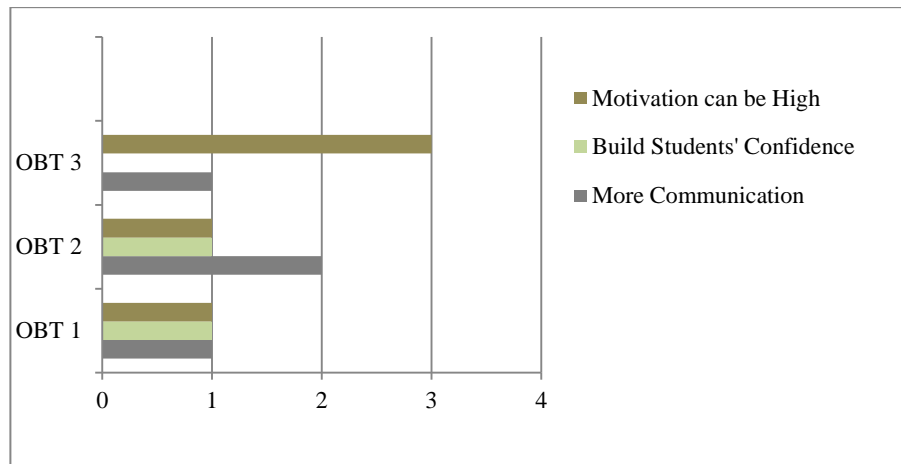


Figure 4.3 Chart of Observation Analysis of Advantages of Information Gap Activity

The figure above presented the analyzed data towards the advantages of information gap activity that occurred at Englishopedia. According to Son (2009), the advantages of information gap activity included some points more communication, build students' confidence and also motivation can be high. Based on the figure above and observation results, those points occurred during the class. In the first observation, the teacher tried to build students' awareness about pronouncing words correctly before they started to speak in conversation. Thus from all of the observation result, more communication is occupied as the highest number from build students' confidence and motivation can be high. The researcher analyzed in the first observation those points have the same result. In the second observation more communication

has two points than the others. Build students' confidence and motivation can be high were having one point each. The third observation found that more communication and motivation can be high have the same result with one point each.

Table 4.11 below shows the example of field note of speaking class in Englishopedia, while another data is attached in the appendix 1.

Table 4.11 Sample of Field Notes

Meeting	Time	Note
1	August 2 nd 2018 4pm – 6pm	<p>The class consisted of six students; five females and one male. The teacher started the class by giving worksheet about grammar. Students finished the worksheet in 15 minutes and another 15 minutes is going to discuss the worksheet. During this activity, most of them are interacting to discuss the worksheet, and many of them are trying to solve it together. After that, the teacher gave the vocabulary list and moved to the pronunciation session for 30 minutes. In pronunciation session, the teacher guided the students for pronouncing the words. For the difficult word, students imitated the teacher how to pronounce it correctly. One hour was going to be speaking session. Teacher divided students in pair and gave the topic about introduction and job, and then they were talking to each other. Teachers' role only as a facilitator for speaking session.</p> <p>Most of the students are engaged to follow the teacher instruction and really motivated during</p>

speaking session. They talked a lot especially about the job, they have shared many ideas and their vision about their job in the future.

4.1.2 Interview

The interview hired three participants, including two students (male and female) from different class and the teacher itself. The student is chosen by following two characteristics; an active student and less-active student. The first participant is a less-active student and has joined Englishopedia less than a month. The second participant is an active student in the class and she has joined Englishopedia more than a month. The third participant is the teacher and the founder of Englishopedia.

In this research, the researcher observes the participants' view related to the information gap activity in speaking class. Hopefully, those participants, including the students and the teacher could give rich data related to the research. In this case, the students would present the data based on their point of view related to the implementation of information gap activity in speaking learning. How information gap activity is not only enhancing their speaking skill and also proved to build their confidence to communicate by using English in society. The teacher, the one and only mentor at Englishopedia would give his view related speaking activity at Englishopedia. How he has developed the material for learning speaking. He would present

the data based on his views about his class and how he managed the students during the class.

The interview is done in three times with those participants. The first interview is done on Tuesday, August 14th 2018 and started around 7 pm. The participant in this interview was the college student of Yogyakarta Technology Institute. He has been going to Malaysia for attending a conference and going abroad for another international event. He experienced quite a lot of international event although he could not speak English well. He realizes that he needs to improve his speaking skill and because of that he joined Englishopedia to help him enhance his speaking English.

The second and third interview was done on Thursday, August 16th 2018 around 9 pm at Englishopedia. First, the researcher interviewed the second participant which is the college student of Yogyakarta State University. She has good speaking skill because based on the observation, she was very active while doing conversation with another student at Englishopedia. The last participant is the teacher of Englishopedia. He has a unique method to train his student at improving their speaking skill. The unique method makes the class atmosphere really fun and the students enjoy practicing speaking and he also encourages the students' confidence to speak in front of another student.

While doing the interview from all those participants, the researcher focus on two sides, based on the students' view and the teachers' view. The

researcher investigates through the interview how students successfully improved the speaking skill by learning at Englishopedia and from the teachers' side related to the information gap activity that occurred at Englishopedia.

Transcription 1

Participant : Student 1
 Time : 7pm – 8.30 pm
 Date : August, 14th 2018
 Place : KFC at Magelang St.

I : Interviewer P : Participant

Table 4.12 Excerpt of Interview Transcript

Subject	Line	Transcription
I		In what way do you feel interested?
P	5	The first, I interested in the teacher. The teacher is great and mastered on speaking. His class is so fun and very simple, so it's cool.
I		What is your purpose to learn English at <i>Englishopedia</i> ?
P	6	I used to be a participant of student exchange in Malaysia and Singapore. I have no idea how to speak English, that's why I have to learn about it

The table above is the excerpt of interview transcription that researcher obtained through an interview session with the participant. The complete interview transcription is attached to the other interview transcriptions in the appendix 2.

4.1.3 Documentation

In this research, the documents were analyzed are the table of grammar and list of vocabulary. Another documentation will be presented in this sub-chapter are some pictures during the class. Those documents are gained from the teacher. The learning process runs flexible and suitable to the students' needs. Based on the interview, the teacher allocated two hours for each meeting, and he divided into three main parts; the first 30 minutes is for grammar, the next 30 minutes is for pronunciation and the rest one hour is for speaking (conversation).

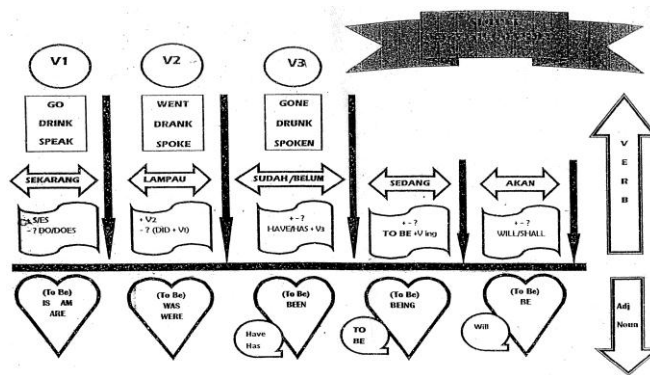


Figure 4.4 Grammar Material

Figure 4.3 shows the table of grammar that used by the teacher to teach grammar to the students. The teacher stated in his interview, he used the pattern for teaching grammar and using the worksheet in Bahasa for exercise. From the figure 4.4 is the grammar formula that used to teach the students.



Image 4.1 Learning process at Englishopedia

Meanwhile, image 4.1 is the picture to describe how the learning process at Englishopedia. In the picture, it can be seen from the picture, how the class formation that possible for the students to interact during the class. the teacher allow the student to discuss during the class because by enhancing their interaction, it builds up students' willing to speak. The other documents that used in this research can be seen in the appendix 3.

4.1.4 Coding

Coding is a process to put the specific code and categorized the proved that suitable with the theme (Creswell, 2012). In this research, the researcher categorized the proved by creating the code system from all collected data.

Table 4.13 Coding Systems

Data source	Coding	Meaning
Interview	I/1/ST/5	‘I’ means the data is collected from the interview. ‘1’ means participant 1. ‘ST’ means is the theme, abbreviation from Speaking Types. ‘5’ direct to the line of interview transcription.
Observation	O/2/ST/6	‘O’ means the data is collected from the observation. ‘2’ means the data occurred in the second observation. ‘ST’ means to the theme and abbreviation from Speaking Types. 6 directed to the 6 th line of observation transcription.
Documentation	ON/1/ST	‘ON’ means observation notes made by the researcher during the class. 1 is directed to the first observation. ST means the categorization and abbreviation from Speaking Types.

4.1.5. Thematizing

Kvale (1996) states in Guion, Diehl, & McDonald (2001) stated thematizing as the first stage of conducting in-depth interview. Thematizing is

the process of clarify the collected data through interview into several themes.

The researcher clarifies the themes into specific sub-themes.

Table 4.14 *Themating Matrix*

No.	Code	Theme	Sub Theme
1.	ST	Speaking Types	Responsive Intensive Interactive
2.	CIGA	Characteristics of Information Gap Activities	Transfer Knowledge Pair Work Obtaining Information Expressing Opinion Information Selection
3.	AIGA	Advantages of Information Gap Activities	More Communication Build Students' Confidence Motivation Be High

4.2 Discussion

This part contains the researchers' interpretation and analysis towards the collected data. The data interpretation and analysis is elaborated with the prefigured

theme matrix. There are three main points are discussed in this part. The first is about speaking activities that implemented at Englishopedia. The second is discussing the characteristic of Information Gap Activities that occurred at Englishopedia. The third is the discussion about the advantages of Information Gap Activities that occurred at Englishopedia.

4.2.1 Speaking Types

Englishopedia is an English course focuses on developing speaking through step by step. Although Englishopedia focus on speaking skill, but the teacher provided grammar lesson too. The teacher considered that speaking may cause the students tend to ignore the English structure. It is suitable with Ismaili & Bajrami (2016) statement that it takes the students' attention away from the grammatical form.

In this research, the researcher identified three types of speaking according to Brown (2004), those types are intensive, responsive and interactive. Intensive speaking type tends to be more like oral production, stress, and pronunciation. Before the students speaking in real context, it is important to train their accuracy in speaking, in order to speak in real context.

“The first is grammar, second pronunciation and then speaking. Why I put the grammar first? Because I want to set the students' thoughts, so they can make a sentence in the correct order not only speak by ignoring grammar." (I/3/ST/5)

“If I don’t teach them about grammar, they will speak randomly...”
(I/3/ST/7)

The teacher stated that grammar is the same important as speaking. Although the class focuses on speaking, the teacher teaches the students grammar too. Levelt (1989) stated in Abbaspour (2016) in the speaking process including three points; *conceptualization, formulation and articulation*. All these processes can be implemented depends on students’ needs. In this point, grammar is an aspect of the formulation. It shapes how students arrange the proper sentence to be spoken. It supported by the teacher statement below.

“They are good actually, but **they don’t know the basic how to pronounce it correctly** and it’s really bad.” (I/3/ST/5)

“I have improved in pronunciation. How to pronounce word in English and also the grammar...” (I/1/ST/11)

Englishopedia aims their students to enable to use English as communication. In contrast, the evidence above revealed that basically, the students are well known about English even they still lack in speaking. It could be a problem for students to be able to speak English because speaking is the capability to communicate with other people (Ismail, 2014). Because of that, the teacher guides them from the basic then the students can improve their speaking skill step by step. It has proven by the students through

interview (I/1/ST/11) above and supported from the observation that identified as intensive speaking below.

(t): teacher (ss): students (s): students

Table 4.15 excerpt of observation transcription

No.	Subject	Observation	Code
159.	(ss)	Place (pronounced)	
160.	(t)	Nah why you can't get it right? <u>Because you only use the usual p without stress</u>	O/1/ST/160

That is the example of intensive speaking during learning process. In reality, during pronunciation, some of the students do not know how to pronounce words correctly. The example above, the teacher taught the students how to put stress in a word, as part of pronunciation learning. Mispronouncing a single word may cause misunderstood while students use it for communication. Pronunciation has an important role in learning English said Goh (2007) in Abbaspour (2016). It stated by participant above too, moreover for evaluating, teacher show them how to pronounce it correctly and then the students imitated the way the teacher pronounces the word. It supported by the students' statement through interview below;

“Yes we have to be shameless while learning speaking. **When I'm alone in my own room I practice to pronounce some words like a fool. How to pronounce it well, we imitate how the teacher pronounce it.**” (I/1/ST/29)

“They are more focus on how the students understand it(English structure) but **they don't prepare the students to speak and Englishopedia has to do something about it...**” (I/3/ST/7)

Brown (2004) stated that intensive speaking including pronunciation, stress, and intonation. In other words, intensive speaking how is the student learning vocabulary before students speaking English for communication. For the speaking activities, Englishopedia implemented the pronunciation as the first step for the students in improving their speaking skill. According to the participants' statement above, the students still lack to pronounce the word, thus it could be a problem for them if they cannot accomplish the basic, how they can be fluent in speaking English. Pronunciation and vocabulary are important factors to be emphasized in building students' fluency for EFL learners (Boonkit, 2010).

Another speaking type that occurred during observation is responsive speaking. Responsive speaking quite has the same typical with interactive speaking but the difference is the length (Brown, 2004). The data below revealed that responsive speaking happened during learning process.

(t): teacher (ss): students (s): students

Table 4.16 excerpt of observation transcription

No.	Subject	Observation	Code
14.	(t)	<i>Paijo ganteng tahun lalu karena minum kratindeng, it's an important information. The first is Paijo ganteng, up or down? (pointed grammar material)</i>	
15.	(ss)	Down...	O/1/ST/15

That is the example of responsive speaking during learning process. Responsive speaking mostly occurred in preceding activities, specifically during grammar lesson. While the teacher asked about the correct answer to the students, the students were giving their response. Meanwhile, responsive speaking also happened in speaking session.

(sa): student a (sb): student b

Table 4.17 excerpt of observation transcription

No.	Subject	Observation	Code
343.	(sa)	Salatiga is near from here, just about 2 hours. So you now a college student right?	
344.	(sb)	<u>Yes...</u>	O/1/ST/344

Despite of two speaking types mentioned above, there is another speaking type that included in this research according to Brown (2004). Interactive speaking is more complex than responsive speaking, because this type aims at maintaining social interaction. Understanding the context, speaking accurately and sharing opinion or thoughts are required (Brown, 2004).

“...we sharing opinion and also material too. It’s fun to know what other people mind. And we were sharing ideas too.” (I/2/ST/16)

During learning process, the students stated from interview that they do sharing ideas and opinion. Brown (2004) stated that interactive speaking including expressing opinion and other specific information. Based on the

students' statement above, the students do interactive speaking while they were practicing speaking in the class. By doing practice speaking it considered as effective way to eliminate fear of making errors and build up students' confidence (Boonkit, 2010).

(sa): student a (sb): student b

Table 4.18 excerpt of observation transcription

No.	Subject	Observation	Code
395.	(sa)	So you have planned that one year you memorize about 15 juz and the second year you have mind to memorize about all of it (Al-Quran)?	O/1/ST/395
396.	(sb)	Yes	O/1/ST/396
397.	(sa)	MasyaAllah... how about the method that you did?	O/1/ST/397
398.	(sb)	I don't have method but I niat lillahi ta'ala	O/1/ST/398

The example above showed the students conversation during speaking session. It shows that interactive speaking happened in Englishopedia. The teacher avoided the students to be over-focused on the structure thing that may lead students to be hesitated to speak. Therefore, the teacher allocated around 1 hour for speaking. Thus the students have a lot of time to practice their oral proficiency through conversation.

“The objective of this class besides for the knowledge, I'd like to give more practice. My students have to practice because they can feel the improvement...” (I/3/ST/7)

Conversation is talk between two or more people in terms of thoughts, feeling, and information and expressing opinion, it is relevant with the evidence above revealed that the teacher encourages students to interact with others and communicate in conversation. Conversation is a part of interactive speaking that required the students to comprehend the topic and speak accurately. Therefore, the students know the purpose of speaking and how to speak. The correct use is very essentials for oral proficiency. Since all process happens simultaneously, thus the teacher creates activities started by the pronunciation included imitating and continues with the conversation. It could be more complex because it is involving delivery process (Boonkit, 2010).

Other type of speaking is responsive speaking. Brown (2004) stated that, responsive speaking requires interaction between students and very limited level, in other word is very short conversation. Then what is the difference between responsive and interactive? The difference between both of them is the length of conversation. Interactive is longer than responsive. Of course responsive speaking rarely found in speaking practice, because the teacher designed for students to work together.

4.2.2 Characteristics of Information Gap Activities

The objective of Englishopedia is prepared the students to be able to speak English. The researcher is done the observation in three different classes and found out there are some activities that suitable with the

characteristics of information gap activity. Hasibuan (2012) and Prabhu (1987) stated the characteristics following these points; *pair work, transfer knowledge, obtaining information, expressing opinion* and *information selection*. Researcher analyzed the collected data, from those points mentioned by Hasibuan and Prabhu towards the characteristics of information gap activity only *pair work, transfer knowledge, obtaining information* and *expressing opinion* that occurred.

Information gap activity is the main tool for learning speaking. it provides students to train their speaking skill effectively. This technique meant to activate the ability of communication in each student, therefore in information gap activity two students practice together (Wolther, Piengkes, Nooyod, & Prameteerawatchai, 2013).

“There is no discussion in group but **we communicate in pair by using English and talk about the topic** such as introduction, and then our personal life.” (I/1/CIGA/17)

“Yes, **because pair work is really help me to improve my speaking skill...**” (I/1/CIGA/26)

This finding is supported by data from researchers’ observation note (ON/1/CIGA) and (ON/2/CIGA) below;

Table 4.19 Excerpt of Observation Notes 1 (ON/1/CIGA)

Observation	Time	Note
1	August 2 nd 2018 4pm – 6pm	One hour was going to be speaking session. <u>Teacher divided students in pair and gave the topic about introduction and job,</u> and then they

were talking each other. Teachers' role only as facilitator for speaking session.

Table 4.20 Excerpt of Observation Note 2 (ON/2/CIGA)

Observation	Time	Note
2	August 16 th 2018 7pm – 9pm	The last activity was going to be speaking session. <u>The class divided into pair and will talk everything about the topic.</u> The researcher highlighted one thing, the teacher changed the partner in 5 five minutes, it same as rolling system. Thus the students have different partner every 5 minutes and topic was changing too. Before the class ended, the teacher assigned each student to create a sentence related to topic of the day (orally).

(t): teacher

Table 4.21 Excerpt of observation transcription

No.	Subject	Observation	Code
348.	(t)	...move to <u>discuss if you are the most handsome and beautiful person in the world.</u> what are you going to do?	O/3/CIGA/348

Based on the findings, it proved that pair work is implemented to reach the objective learning at Englishopedia. It is suitable with Defrioka's (2016) study that used an action research to prove that it helps for improving the outcomes. The evidences of his study showed from the good response of the students that participated in all activities.

Transfer knowledge and obtaining information are a must occurred as the characteristics of Information Gap Activities. The interview revealed that students obtained information from another student during the class.

“For instance, when the teacher write down the questions on board even it has discussed but I still don’t get it. **Sometimes I asked another student ‘how to solve that?’ or ‘is it the right answer?’ and then another student will give the correct answer...**” (I/2/CIGA/12)

The data above supported by the researchers’ observation notes below

Table 4.22 Excerpt of Observation Note 3 (ON/3/CIGA)

Observation	Time	Note
3	September 6 th 2018 7pm – 9pm	<u>The students got new information about cultural things from another country. There is discussion between the native speakers and students.</u> They discussed about many places and habits in Yogyakarta. <u>They exchanged some information about languages and some scholarship programs.</u>

The data above revealed that during learning process, students did transfer knowledge and obtained information indirectly. It happened while students interacted with other student. They talked about the material and solve the problem together. Exchange information included transfer knowledge and obtained information as key role in information gap activities. Defrioka (2016) confirmed that information gap activities focused on students’ centered that provide them to interact and exchange information. It

concluded that information gap activity occurred during learning process and it is useful because the students are involved in the process equally. From the data, it showed that the students transferred knowledge which one student has information and the other one has not. Utomo & Margana(2016) suggested information gap in teaching speaking due to it brings advantage for students by collecting information and promote real communication in the class. It supported by Ismaili & Bajrami (2016) that students speak more when they have more reason for speaking for instance to solve problem or give another student some information they need.

One of the essential ones of information gap activities is discussion. Englishopedia facilitates students to speak in real communication. It aims to reach the learning objective, students be able to speak English. It supported by the students' statement through interview below;

“I used to be a participant of student exchange in Malaysia and Singapore. I have no idea how to speak English, that’s why I have to learn about it.” (I/1/CIGA/5)

The students stated through interview that the aim to learn speaking at Englishopedia is to be able to speak English for communication. The teacher considered to facilitate the students by giving speaking session in each meeting. It helps students to reduce their anxiety in speaking and train them to use target language.

“Hmmm, no. actually joined Englishopedia by me so **I don’t know other**

students at the first time. So yaa I was trying to have discussion with many students too. Tried to welcome to another student, have conversation even I don't interested with some topic but yaa its fun." (I/2/CIGA/13)

Through interview, the student said that through discussion it helps to interact with other students. It helps to build new connection among students. They can interact and talk about many things beyond the topic actually.

Information gap facilitates students to train their speaking skill by communicating each other. By doing that, students are not sitting and paying attention only to the teachers' explanation. The concept of information gap by completing information could be achieved through expressing opinion (Ismaili & Bajrami, 2016). By communicating each other, it provides students to improve their speaking skill by talking towards the topic and express their opinion and the teachers' role as a facilitator in the class.

"In speaking session, **I don't involve amongst them, they already know how to speak.**" (I/3/CIGA/10)

"It tends to be like expressing opinion. **We express our opinion and yaa it (speaking session) doesn't like debates. We sharing opinion and also material too.** It's fun to know what other people mind. And we were sharing ideas too." (I/2/CIGA/16)

Those statements above means the students engaged to participate in the class activities including speaking session. Thus, the teacher is not involved during speaking session. It means that Englishopedia has focused in

speaking skill and the emphasis is not only on grammar but also on the development of their communicative skill.

4.2.3 Advantage of Information Gap Activities

English is not widely spoken in society, it leads the EFL students difficult to improve their speaking English because they lack exposure and in experiencing to use English for communicating. In contrast, Karimi (2013) in Ismaili & Bajrami (2016) revealed information gap helps EFL students enhanced by learning new words through speaking session in the class.

Among various activities at Englishopedia, researcher analyzed some activities occurred as the characteristics of information gap activities. Those activities included as the character of it seems have many beneficial for students in improving speaking skill. Son (2009) listed some advantage of information gap activities, including; *more communication, build students' confidence and motivation can be high.*

It (the activitiv) encourages me to speak more and think like “how he can speak English fluently?” (I/1/AIGA/24)

At Englishopedia, the teacher encouraged students to interact with other students and communicating in real situation although some students' speaking filled by false-start or hesitant. The teacher facilitates students with speaking session to train students' speaking skill. Thus a language instructor

needs to facilitate students with meaningful communication (Abbaspour, 2016). It supported by the observation note below;

Table 4.23 Excerpt of Observation Note 1 (ON/1/AIGA)

Observation	Time	Note
1	August 2 nd 2018 4pm – 6pm	Teacher divided students in pair and gave the topic about introduction and job, and then they were talking each other. <u>Teachers’ role only as facilitator for speaking session.</u> Students share their opinion and vision related to topics, especially about job. They are sharing their thoughts and what will they do in the future.

Englishopedia provides activities that help students to be confidence during speaking session. Confidence is a must for students while they speaking in society with aim to maintain social relationship.

“Yes, because pair work is really help me to improve my speaking skill. **It builds my confidence and the teacher encourages us to speak confidently.**” (I/1/AIGA/26)

“Because, when I speak to another people I **feel like brain freeze ‘what I suppose to talk about?’ but in here I have learned how to speak to another people, so it’s better.**” (I/2/AIGA/9)

The evidence above proved that through pair work, it trained students’ speaking skill and build students’ confidence indirectly. They trained to use English to talk about the selected topic, thus it shaped how students speak with other people, it reduces students’ hesitance to start talking to other

people. It is an effective technique to be implemented in the classroom because it shaped students feel comfortable to talk about anything (Asrobi, Seken, & Suarnajaya, 2013).

Most of students think that Englishpedia offer new way to learn English, especially for improving speaking skill.

“It’s (the class) fun. **He is funny so ya two hours is gone so fast and always ‘hahahahaha’...**” (I/2/AIGA/23)

“The first, I interested with the teacher. **The teacher is great and mastered on speaking. His class is so fun and very simple, so it’s cool.**” (I/1/AIGA/4)

Despite how the teacher delivers the material, sometimes the teacher invited native speakers to be guest in the class to interact with the students. Through that way, effectively help students to experience in improving speaking skill and enhance motivation of students too. It trains their speaking skill with native speaker and learning beyond English skill but also about cultural things. The result, it is enhanced students’ motivation to learn English more enthusiastically.

“...but **I interested with the cultural and places in other countries** and English unites us to communicate each other...” (I/2/AIGA/27)

It supported by the researchers’ observation note below that noted the teacher invited two native speakers to be guest and talk about their country to the students.

Table 4.24 Excerpt of Observation Note 3 (ON/3/AIGA)

Observation	Time	Note
3	September 6 th 2018 7pm – 9pm	Another case is the teacher skipped speaking session and replaced it by inviting 2 native speakers to the class today. <u>The native speakers talked about their experiences in Yogyakarta and students interacted with them directly too.</u> The students really enthusiast to ask about many things. <u>The students got new information about cultural things from another country. There is discussion between the native speakers and students. They discussed about many places and habits in Yogyakarta. They exchanged some information about languages and some scholarship programs.</u>

Despite to enhance their motivation, students need to be familiar with the culture of native speakers to enable the students to speak English and culturally acceptable with native speakers (Abbaspour, 2016).

It concluded that indirectly, information gap activities has implemented during speaking class at Englishopedia. It proved from the analyzed data by the researcher above. The essential goal of information gap activities is relevant with the students' goal; to be able to speak English for communication. Information gap activities involved all of the activities at Englishopedia.

The teachers' role is as a facilitator; explain the activity and reviews vocabulary needed for the activity (Ismaili & Bajrami, 2016). In this case, the teacher assessed students' vocabulary through pronunciation at the beginning before speaking session. Each student has role and they cannot accomplish it without all students' participation (Ismaili & Bajrami, 2016). At Englishopedia students are engaged during speaking session, they shared ideas, opinion and solve the worksheet together. Englishopedia contains with various motivational tasks and activities, and it is suitable with information gap activities that motivation is very essential because students eager to speak and want to contribute to achieving the goal.