

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains three sub-units, which are conclusion, implication and suggestion. In this chapter conclusion made based on the research findings in the previous chapter. The details of each point will be explained as follows.

5.1 Conclusion

This research succeeded in answering the research questions which are; (1) to what extent information gap activity is implemented at Englishopedia (2) how is the students' perception on the implementation of information gap activity. The researcher conducted the data through observation and interview. Observation is done in three times and interview with three participants.

The researcher concludes that the extent of using information gap activity at Englishopedia is to help students in learning interactive speaking. The activities that used in learning process indicated as the characteristic of information gap activities, such as; pair work and discussion. Those activities are designed for the students to interact each other. Pair work or discussion gives students opportunity to interact and practice speaking by using target language. It gives benefit for students in gaining information they do not possess and sharing opinion too. In terms of EFL context, the students have capability in English unequally, especially in speaking. Conquering this

issue, the teacher gives preceding activities that make students familiar with the vocabulary and some expressions that would be used for interactive speaking. The activities preceded by pronunciation and drilling, hence it provides equality among students in terms of vocabulary and pronunciation. In short, preceding activity gives prior knowledge to students, and then they can use it appropriately. By doing information gap activities, it helps students to practice their speaking by interacting with other students.

The second is students' perception towards the implementation of information gap activity. Based on the findings and discussion in the previous chapter, it can be stated that by implementing information gap activity during the class, it helps the students for practicing their speaking. It provides them to sharing their ideas, and giving opinion to other students. Additionally, information gap activity successfully motivated students eager to learn speaking. It can be seen from students' enthusiasm following the activities in the class, started by grammar, pronunciation, and speaking sessions, which are pair work or discussion. They really enjoy following those activities actively. The teacher gives students opportunity to interact with native speaker, by doing this it challenges students to encounter cultural issues and also gives new insight about another country. In short, the students are brave enough to speak with native speaker, which means it help students to practice their speaking at Englishopedia.

5.2 Suggestions for Further Research

Generally, the researcher wrote suggestion regard those points above; conclusion and implication. Based on those points above, the researcher addresses the following suggestion for the teacher, students and researcher itself for further studies.

In terms of information gap activities as implemented for interactive speaking, the teacher should concern to the use of real world topics that would be comforted the students to talk about. Another case, during learning process the researcher suggests that the teacher may need more classroom space. By giving more classroom spaces during practice speaking, students are able to change their partner.

The activities before speaking session may seem worthless, but actually the students need to aware that pronunciation and drilling help students to comprehend the vocabulary deeper. Hence by following the preceding activities may lead them to be able on giving response or information to other students.

Major interest for the researcher is more studies related information gap activities with emphasis to other adequate speaking activities for EFL students that suitable with the level of proficiency. Equally important that more studies is needed to analyze how environments and background influence students' speaking skill.