THE USE OF INFORMATION GAP TECHNIQUE TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE FIRST GRADE OF MA ALKHAIRAAT SIBALAYA

A SKRIPSI

A thesis submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) in English tadris Study Program Teacher Training and Tarbiyah Faculty Datokarama State Islamic University Palu

By

MIFTHAHUL FIRDA
NIM : 161160037

STUDY PROGRAM OF ENGLISH TADRIS
FACULTY OF TARBIYAH AND TEACHER TRAINING
DATOKARAMA STATE ISLAMIC UNIVERSITY PALU
2022

STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled " The Use Of Information Gap technique To Improve Students' Vocabulary Mastery at The First Grade Of MA Alkhairaat Sibalaya" has been officially approved as my work and it has not been and will not be submitted in the whole or part to another Datokarama State Islamic University for the award of any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rule and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

Palu, March 7th, 2022 M
4 Sya'ban 1443 H

The Researcher

MIFTHAHUL FIRDA
NIM. 16.1.16.0037

APPROVAL PAGE

A thesis entitled "The Use of Information Gap Technique to Improve Students Vocabulary Mastery at the First Grade of MA Alkhairaat Sibalaya" by Mifthahul Firda, NIM: 16.1.16.0037, the student of Study Program of English Tadris of Teacher Training and Tarbiyah Faculty, Datokarama State Islamic University (UIN) Palu. After carefully observing and correcting the proposal, each advisor's view is that the proposal has met scientific requirements and can be submitted for thesis examination.

Palu, 7th March 2022 M

Palu, 7th March 2022 M
4 Sya'ban 1443 H

Advisor I,

Yuni Amelia, S.Pd., M.Pd
NIP. 199006292018012001

Advisor II,

Andi Muh. Dakhalan, S.Pd.I., M.Pd
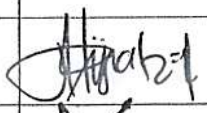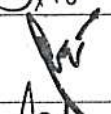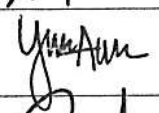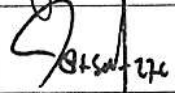NIP. 198705272015031002

LEGALIZATION

Thesis by **Mifthahul Firda**, NIM: 16.1.16.0037 with title **"The Use of Information Gap Technique to Improve Students Vocabulary Mastery at the First Grade of MA Alkhairaat Sibalaya"** which has been examined in front board examiner Teacher Training and Tarbiyah Faculty, Datokarama State Islamic University (UIN) Palu on 21 April 2022 M/20 Ramadhan 1443 H. It is seen that thesis has met the criteria for writing scientific papers and can be accepted as a requirements to be obtain a Degree of Sarjana Pendidikan (S.Pd) in English Tadris Study Program with some improvements.

Board Examiner

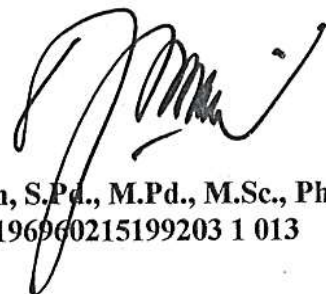| Position	Name	Signature
Head	Hijrah Syam. S.Pd., M.Pd	
Examiner I	Fitriningsih, S.S., S.Pd., M.Hum	
Examiner II	Rasmi S.Pd., M.Pd	
Advisor I	Yuni Amelia, S.Pd., M.Pd	
Advisor II	Andi Muh. Dakhalan, S.Pd.I., M.Pd	

Approved by:

Faculty of Tarbiyah and Teacher Training Dean,

English Tadris Study Program Head,

Dr. H. Askar, M.Pd.
NIP. 19670521199303 1 005

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196960215199203 1 013

iii

ACKNOWLEDGMENTS

بِسْـــــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

اَلْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الأَنْبِيَاءِ وَالْمُرْسَلِيْنْ وَعَلَى اَلِهِ وَ صَحْبِهِ أَجْمَعِيْنْ أَشْهَدُ أَنْ لَا إِلَهإِلَّا اللهِ وَحْدَهُ لَا شَرِيْكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُوْلُهُ ، أَمَّابَعْدُ

In the name of Allah, the beneficent and merciful. all praises are to Allah, Lord of the entire world, because it's thanks to His grace so the researcher can finish this research. Prayers and peace are given to the great prophet Muhammad SAW, who has directed us from the darkness to the lightness.

From the sincere of the deepest heart of the researcher, He realized and admitted that He could never be able to finish this research without the help of many people. Therefore, He would like to express his gratitude and give a great appreciation to :

1. Prof. Dr. H. Sagaf S. Pettalongi, M.Pd. as the Rector of Datokarama State Islamic University.

2. Dr. H. Askar, M.Pd as the Dean of the Faculty of Tarbiyah and Teacher Training (FTIK).

3. Ruslin, S.Pd.,M.Pd.,M.Sc.,Ph.D. as the Head of Study Program of English Tadris and Hijrah Syam, S.Pd., M.Pd. the Secretary of English Department, who have given valuable advice, support, and who directed the researcher during the process of her study at UIN Palu.

11. All of the researcher's classmates of the TBI second batch, the first generation of the English Department who always encourage the researcher compiling this thesis.

12. All of the participants (all of the first-grade students of MA Alkhairaat Sibalaya) have been willing to take the time for the researcher to conduct the research in their class.

Palu, March 7th, 2022 M
4 Sya'ban 1443 H

The Researcher

MIFTHAHUL FIRDA
NIM. 16.1.16.0037

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

1. Test (pre-test and post-test)

2. Lesson Plan

3. Documentation

4. Proposal Seminar Invitation

5. Official Report

6. Permission Letter of Research

7. Letter of Research Completion

8. Appointment Letter of Advisor

9. Consultation Book

10. Seminar Card

11. Quotes

12. Curriculum Vitae

ABSTRACT

Name   : Mifthahul Firda
Nim   : 161160037
Title   : THE USE OF INFORMATION GAP TECHNIQUE TO
                IMPROVE STUDENTS' VOCABULARY MASTERY
                AT THE FIRST GRADE OF MA ALKHAIRAAT SIBALAYA

Vocabulary mastery is one of the important aspects that must be learn students in foreign language learning. Moreover, an individual has to know vocabulary to communicate with other individuals because vocabulary can support their four skills listening, speaking, reading and writing. Most of the students at MA Alkhairaat Sibalaya has lacking of vocabulary, with this problem the researcher used the information gap technique to solve that problem. The information gap is a very useful technique that can help the student's by some activity such as fill in the blank, missing the information, and incomplete maps and they can communicate with their classmates to fill in the gaps.

The population of this study was the first-grade students of MA Alkhairaat Sibalaya. The sample of the research was 20 students and the total number each class was 10 students. X IPA as the experimental class and the X IPS as the control.

The research analyzes the data statistically. In analyzing the data, the researcher used a 0.05 level of significance and the degree of freedom ((df) = Nx+Ny=10+10=2=18)

The result data analysis shows that the posttest means score of the experimental class was 77 meanwhile the posttest mean score control class was 54,5. The result of the analysis showed that there was a significant difference. It means that the use of the Information Gap technique in teaching was better than the conventional method. It could be concluded that H1 was accepted that the use of the Information Gap Technique was improve students' vocabulary mastery. The result of t-counted (2,500) was higher than t-table (2.158). It means that hypothesis in this research was accepted

In conclusion, there is any significant improvement before and after giving a treatment by using the information gap technique at the first grade of MA ALkhairaat Sibalaya.

CHAPTER I

INTRODUCTION

A. *Background of the Research*

Mastering English is very important for the students, it means English is necessary for getting knowledge because some references are written in English. English is one of the international languages used as a means of communication in international relationship and is widely used in all branches of knowledge.[1] Moreover, English can help us to communicate with other people from a different countries because English is an international language.

Vocabulary is one of the important components of language. It is a key to communication. Without vocabulary, communication cannot function properly and effectively. The study of language begins with learning vocabulary. Vocabulary can be defined as the words that someone needs to know in order to effectively communicate spoken words (expressive vocabulary) and listening words (receptive vocabulary).[2] Hornby state

---

[1] Brown, H Douglas. *"Teaching by Principle: An Interactive approach to Language Pedagogy 2nd Ed (New York: Addison Wesley Longman , 2001) 118*

[2] Neuman,S.B & Dwyer,J. " *Missing in Action: Vocabulary Instruction in Pre-K. The Reading teacher''* (Boston University,2009) 62

vocabulary as all the words that a person knows or uses when they are talking about a particular subject in a particular language.[3]

Vocabulary is one of the important aspects that students have to learn in learning a foreign language. Linse[4] said that a vocabulary is the set of words that an individual knows. Each individual has a collection of words Certainly an individual has a different total of words. In addition an individual must know the vocaulary to communicate with other individuals.

The information gap technique is a useful technique that is usually for a pair of students in which each student has part of the required information. They share the information to complete the task. One student will have information that the other partner does not have and the partner will share the information. Information gap activity, one person has certain information that must be shared with others to solve the problem or make a decision.[5]

According to Raptou information gap has positive effects she used the information gap in her french classes and she found that they were very successful, they were all happy to do the activity because they knew that is was helping them to increase their confidence in speaking French

---

[3] A. S Hornby "*Oxford Advanced Learner's Dictionary" (*Oxford University Press, 2006) 896

[4] T.Caroline. Linse " Practical English Language Teaching Young Learners (New York: McGraw-Hill Companies.2005)121

[5] Neu,H and Reeser,T. " *Information Gap Activities for Beginning French Classes"*(Boston: Heinle, 1997)

and also information gap can reinforce vocabulary and a variety of grammatical structure taught in class.[6]

Madrasah Aliyah Alkhairaat Sibalaya is one of the private school provinces in central Sulawesi that is involved in implementing education to prepare generation quality. Madrasah Aliyah curriculum is the same as Senior High School except that madrasah Aliyah has more portion regarding Islamic religious education. The school emphasizes the education of the character. Most of the students at the school are not able to understand learning English. This statement is supported by students have lack vocabulary. Furthermore, students do not understand the importance of learning English other than as one of the subjects on the national exam.

Based on the problem above, the students need a new technique to improve students vocabulary. One of the technique is the information gap technique, it require students to speak and to practice teamwork, working with their classmates to acquire the missing information they can fill the gap and complete the task or activity. It can help students easily practice conversation, vocabulary and make the students more active and enjoy while learning English. The researcher used the information gap technique to overcome and interest to apply this technique so that this researcher conducted the research entitled " The Use of Information Gap technique to

---

[6] Raptou, V *"Using Information Gap Activities in the Second language Clasrrom"* (Canadian Association of Second Language teachers,2001)

Improve Student Vocabulary Mastery at the second grade at Madrasah Aliyah Alkhairaat Sibalaya" .

B. Question of the Research

Based on the explanation above, the research can identify some problems at MA Alkhairaat Sibalaya. The problem is found as follow:

1. Is there any improvement before and after giving the Information gap technique in students' vocabulary mastery at the first grade of MA Alkhairaat Sibalaya?

C. Objective and Significance of the Research

1. Referring to the formulation of the problems started, the objective to be achieve in this study is as follows:

a. To find out can the information gap technique in teaching improving students' vocabulary mastery at the first grade of MA Al-Khairaat Sibalaya

b. To find out the implementation of information gap technique to improve student vocabulary at the first grade of Ma Al-Khairaat Sibalaya

2. Significance of the research

a. Theoretically

1) The results of this research can be used as references for further research

2) The results of this research can improve knowledge to the reader about descriptive on student learning English.

 b. Practically

1) Students

The research expects the student can enjoy themselves in learning English in the class and enlarge their vocabulary.

2) Teacher

The information gap make the teacher enrich their teaching technique to make their class more interesting, fun in the classroom while teaching their students.

D. Limitation of the Research

To limiting and directing this research, as well as the limited ability of the researcher. Then in the study was be given several limitations of the problem including:

1. The using of information gap technique in learning process in the classroom.

2. In this research, the researcher focused on the use several kinds of materials, namely asking and giving direction, which used the material on the first grade students of MA Alkhairaat Sibalaya.

E. Key of the Terms

a. Improving is to establish something large or greater in size, amount and number.

b. Vocabulary is defined as all the word known to a person or used in a particular book, subject, etc

c. Information gap is a learning technique where two students or more work in together in which each student answer to some kinds of a problem or question.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In this part the researcher presents some studies previously are conducted by other researcher.

Dila Nawang Kharisma in her thesis entitled "A Study on Student's Vocabulary in Learning English at the Eight Grade of SMP Ta'mirul Islam Surakarta in the academic Year 2018/2019".[7] found that: based on the research finding in the result of observation and interview. Dila concluded that the students have high vocabulary in learning English. The students were motivated by the enjoyment of the learning process itself or by their internal desire. They want to learn English because it gives them pleasure and develops a particular skill. From the result of the interview for students, the research found some students' extrinsic vocabulary. They were motivated to learn English because of their goals such as they want to get a good score in final exam, they are supported by their parents.

Asrobi M, in his entitled " The Effect of Information Gap Technique and Achievement Vocabulary Toward Student Speaking Ability Of the Tenth Grade Students Of MAN Selong".[8] found that : by using

---

[7] Dhila Nawang Kharisma "*A study on Student's Vocabulary in Learning English at the eight grade Of SMP Ta'mirul islam Surakarta In Academic 2018/2019*"

[8] Asrobi M,"*The Effect of Information Gap Teachnique and Acievement Vocabulary Toward Student Speaking Ability of The Tenth Grade of MAN Selong*"

information gap technique, the students with high achievement vocabulary were participated actively in each activity of information gap activities. They also had more effort by asking vocabularies they did not know in English. In order to maintain their speaking activities with their seat partner or they group.

They also did more speaking practice even though they are not monitored by the teacher. By doing so the student with high achievement vocabulary seen very interested in the process of learning because they can share their ideas freely to each other, and this made the class becoming more alive with the speaking practice. So that is why this information gap technique is more effective to be applied for teaching speaking to the student with high achievement vocabulary than applying conventional technique.

Desi Sugiarti in her entitled " Using information Gap activities to improve English speaking skills of XI KR 4 students at SMK 3 Yogyakarta in the academic year of 2013/2014."[9]

This study was aimed at improving the English speaking skills of XI KR 4 students at SMK Negeri 3 Yogyakarta through the use of information-gap activities during the teaching and learning process. It consisted of two cycles with three meetings in each cycle. The instruments used were observation checklists, interview guidelines, a camera, a

---

[9] Desi Sugiarti," *Using Information Gap Activities to Improve English Speaking Skills of XI KR 4 Students at SMK 3 Yogyakarta* In The Academic Year Of 2013/2014".

recorder, and speaking rubrics. The data were collected in two forms: qualitative (through interviews and observations) and quantitative (through speaking tests). The qualitative data were analyzed through data collection, data reduction, data display, and conclusion, while the quantitative data were analyzed using the descriptive technique to obtain the mean, median, mode, and standard deviation. A t-test in SPSS 16.0 was also applied using the students' scores to investigate the improvement. The data of this study were reliable by the fact that their Pearson's coefficient correlations (r) were 0.850198 (in the pre-test) and 0.935613 (in the post-test). The results of the research showed that the use of information-gap activities was able to improve the students' speaking skills. Based on the qualitative data, the pre-communicative activities improved the grammatical competence of the students, while the drills improved their accuracy and fluency. Furthermore, the information-gap activities could grab the students' attention and make them calmer, be focused during the class, and enthusiastically joined the teaching and learning activities. Based on the quantitative data, the students' mean score for the speaking skills improved from 17.81 in the pre-test to 28.54 in the post-test.

According to Raptou, she used information gap in her French class and she found they were very successful, they were all happy to do the

activity because they knew that is helping them to improve their confidence in speaking French.[10]

Based on the description above it can be concluded that the information gap can increase student vocabulary so that the student can be more confident and have the courage and express their ideas.

From the study above, there are similarities to the previous one. The similarities between the related study and this study are:

1. The first previous research using information gap for speaking skill

2. The second previous reserach to know how to motivate the student in learning English,

The differences between the previous research and this research are:

1. The location of the research is the second grades students of MA Alkhairaat Sibalaya.

2. The study using information gap in teaching technique

3. The study will use quantitative descriptive research

4. The study will use Maps as media

Based on the previous study above, the researcher will try to implement the other technique in improving students' vocabularies in learning English by using the information gap technique. The researcher

---

[10] Raptou V, *"Using Information Gaps Activities In the Second Language Classroom"* http:/www.caslt.org.Retrived on april 5,2014

will implement the media of information gap technique and the researcher will see how the technique will interact in the classroom and how it will make the student's vocabularies improve in learning English.

B. Literature Review

1. Vocabulary

Vocabulary is a list of words and their combination in a particular language.[11] vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs, especially academic needs.[12] Vocabulary learning can be applied in classroom activities by the teacher by considering the level of language proficiency of the students so successful and effective vocabulary learning can be reached.

Vocabulary is the basis of language, it is very important to master in our language. vocabulary is a set of words known to a person or other eternity, or that are parts of all words that are understood by that person when constructing new sentences.[13]

a. Importance of Vocabulary

Vocabulary is very important in learning a language because without sufficient vocabulary people cannot understand others or express

---

[11] Joklova : 2009 in Elsa Yuriska Situmpol. "Teaching Vocabulary Using Flashcard and Word List." (Jakarta, Universitas Indonesia,2013) 53

[12] Komachali and Khodariza,2012 in Elsa Yuriska Sitompul " Teaching Vocabulary Using Flashcard and Word List." (Jakarta, Universitas Indonesia,2013) 53

[13] Aitchitson, Jean. " New Media Language". (London and New York, 2001) 331

their ideas. Vocabulary is about words, where they come from, how they change how they relate to each other and how to use them to view the world[14]. From the explanation the researcher concluded that vocabulary is important component without vocabulary students will not able to understand the reading, writing, listening and speaking. If the students have lack of vocabulary, she or he will be confused or lack of confidence in communication because of all the skills in the English language dealings with words.

b. *Kinds of Vocabulary*

In English, there are four kinds of vocabulary.

1) Content words represent nouns is name of objectives or things for example mouse, motorcycle, and house. The verb is action by with those things for example sleep, write and walk. An adjective is the qualities of these things for example fat, handsome, ugly and pretty. Adverb is the indication such meaning as frequency, degree, manner, and place for example right now, diligently, there.

2) Function words are those words that are used as a means of expressing relation of grammar/structure. Such as conjunction (and, or but) preposition (in, to, of), pronouns (she, they)

---

[14] L, Bauer " Morphologycal Productivity (Cambridge: Cambridge University Press. 2001)

3) Substitute words are those that represented individual thing or specific action as substitute for whole from classes for words (anyone, somebody, anybody)

4) Distributed words, those are distributed in the according to grammatical matter as presence or absence of noun and negative. Such as any, either, and neither.

From the explanation above all notes there are four types of English vocabulary: content words, function words, substitute words and distribute words. It can be concluded that the vocabulary is words that have meaning each and can be used to transfer the message from the speaker or writer for the listener or reader in the communication network.

2. Information Gap

Information gap activities is an activity where learners are missing the information they need to complete a task and need to talk to each other to find.[15] Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication in which vocabulary can be high. The information gap is a task involving two-way communication as in the information gap exercise

---

[15] Hamer , *ibid,223*

when one or both parties, (and a large group) must share information to achieve some goal.[16]

Information gap activities can be useful to teach speaking since it gives a valuable contribution to the student and the teacher as well. Another research study by Sari, show positive results, after applying information gap activities her student was brave, easier to understand, more comfortable, and the student enthusiastic while learning process, full of concentration, and confidence. From the interview done with the student, she claimed the student enjoyed the application of the information gap activities to improve their speaking English. Information Gap involves the students in sharing the information that they have to solve a problem, gather information, or make a decisio.[17] Information Gap gives every student opportunity to speak in the target language for an extended period and students naturally produce more speech than they would otherwise

a. Advantages of information Gap

Information Gap can reduce the students' nervousness to speak English. The students look confident because students do not work the speaking English task individually.

---

[16] Brown H Douglas, *ibid,143*

[17] Rees, G "*Find the Gap Increasing Speaking in Class*". Retrived on 27th 2012 http://www.teachingenglish.org.k/think/speak/find gap.shtml.

1) Applying Information Gap teaches the students how to ask and give information to their friends.

2) Information Gap makes speaking lessons more enjoyable. The students are all happy to do the activity because it is fun. Therefore, the students do not get bored during the lesson.

b. Disadvantage of information Gap

Besides those advantages, Information Gap also has some disadvantages:

1) Such as Information Gap consumes much time to do or conduct. Considering that eighty minutes English class.

2) Information Gap demands teachers to be skillful in controlling the class. The more students there are the more difficulty controlling the class and, therefore, the more chances of problems.

3. Maps

Maps is as automatic creating a scene in our minds from the dots on the page that make up a photograph. The ability to read a map even a very simple one is a skill that must be learned and can require considerable time and effort. Although nearly everyone acquires the basic map reading skills

by the time they have completed the primary grades, that does not diminish

the magnitude of this accomplishment for young learners.[18]

C. Theoretical Framework

The theoretical framework of this research which has been done

served in the following diagram:

INPUT		PROCESS		OUTPUT
Vocabulary material	➤	Teaching and learning process by applying jnformation Gap	➤	Improve Students'

In which:
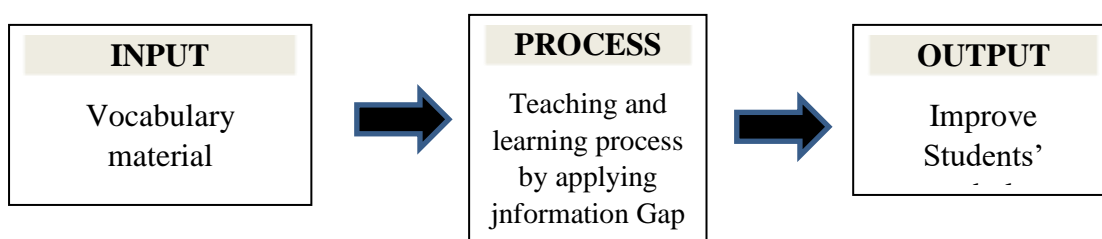
1. Input, refers to the reading materials with any activities that were committed to knowing the prior knowledge the students in the class during the research based on the Information Gap technique.

2. Process, refers to the vocabulary test given whose aims to know the effectivity of the Information Gap technique.

3. Output, as the output of the process, refers to students' vocabulary mastery.

D. Hypothesis

The hypothesis of this research is:

1. The null Hypothesis (Ho)

---

[18] Daniel C.Edelson, Education 2014 "*The Imprtance Of Teaching Children To Read Maps*" in National Geographic https://www.esri.com/about/newsroom/arcnews/the-importance-of-teaching children-to-read-maps/Education2014 (accessed on September 15, 2021)

There is no a significant difference between the result of pre-test and post-test of the students' vocabulary skills through information gap.

2. The alternative Hypothesis (Ha)

There is a significant between the result of pre-test and post-test of the students' vocabulary skills through the information gap.

CHAPTER III

RESEARCH METHODOLOGY

A. *Research Design*

Research design is a way of thinking and preparing to complete research and achieve research goals. In this research, there were two variables. The first variable is the gap technical information (X1) and the second variable is the student's vocabulary (Y1).

This study as called a quantitative research because it used a number of statistics. The following definition, taken from Aliaga and Gunderson, describes what we mean by quantitative methods very well:

Quantitative research is "explaining phenomena by collecting numerical data that is analyzed using methods based on mathematics (especially statistics").[19] We could give our definition through what has been mentioned that quantitative research is research where data is processed using a statistical system and will be relevant.

The design of this study used a semi-empirical design focusing on a non-equivalent control group. A semi-empirical design is meant to approximate as closely as possible the benefits of the empirical design in which the problems mentioned above occur, such as the need to execute a program in a explosive school environment.[20]

---

[19]Daniel Muijs. Ed in Alijaga Gunderson " *Doing quantitative Research in Education with SPSS"* (London:SagePublication,2004),1.
[20] Ibid,14.

In conducting this research, two classes of tenth graders participated. The first class was the experimental class and the second class is the control class. The experimental class used the Information gap technique and the control class did not use the Information gap technique.

This design is a common semi-empirical approach, experimental group A and control group B were selected by random assignment. Both groups performed a pre-test and a post-test

This design is a popular approach to quasi-experiments, the experimental group A and the control group B were selected random assignment. Both groups took a pre-test and post-test.

Only the experimental received a treatment.

Group A = O1 x O2

Group B = O3   O4

In which:

O1 and O3 = Pre-test

O2 and O4 = Post-test

X   = Treatment by using Information Gap Techniques

In this design, one class was an experimental group and the other one was a control group. The observations were not twice. Before and after treatment 'X' in the box above is a treatment (in this case, the researcher used the information gap technique. O2 and O3 are the observations before the treatment or usually known as post-test. The difference between O1 and O2

and the difference between O3 and O4 are assumed as the effect of the treatment.

B. *Population and Sample*

1. Population

Donal Ary et.al population is defined as all members of any well-defined class of people, events, or subject.21 Marczyk et.al defines a population is "all individuals of interest to the researcher".[22] The population of this research were the students of the first grade of MA Alkhairaat Sibalaya consists of two classes, it was X IPA consist of nineteen students and X IPS consist of seventeen students

2. Sample

Gay, Mills, and Airasian state that a sample is defined as a group of individuals, items, or events that represent the characteristics of the larger group from which the sample is drawn.[23] Testing a sample, especially in the quantitative research can allow the researcher to make inferences about the performance of the larger group. In which divide two classes, class A and B. Class X IPA students are considered as an experimental class, while class X IPS students are the control group.

---

[21]Donald Ary, et.al, *Introduction to Research in Education* (Canada: Wadsworth, .2006), 101.

[22]Geoffrey Marczk, et.al., *Essensial of Research Design and Methodology* (New Jersey: John Willey & Sons, Inc, 2005), 18.

[23]Gay and Airasian in Maskhurin (*http:// repo. iain-tulungagung. ac. id/ 394 /3 /skripsi% 20CHAPTER%20III%2026-36.pdf* (accessed on December 09, 2019*)

The technique used in this research was cluster sampling. Gay states that cluster sampling randomly selects the groups, not individuals. In cluster sampling, intact groups, not individuals, are randomly selected. Any location within which we find an intact group of population members with similar characteristics is a cluster. Examples of clusters are classrooms, schools, city blocks, hospitals, and department stores.[24]

C. *Operational Definition of Variables*

The variable is constructed that are properties have been given number (quantitative) or can also be interpreted variable is a concept that has a value, inform quantitative or qualitative value can fluctuate.[25] Variable in this research were Information Gap Technique and vocabulary mastery. Based on the statement above, the operational defined as follows:

1. Independent Variable

Independent variable is one or more groups receive the experimental manipulation or treatment from the research. It is the variable that is measured, manipulated, or selected by the research to determine the relationship with a symptom that will be observed.[26] Independent of this research was the information gap technique.

---

[24] L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application. Six Ed.* (New Jersey: Prentice-Hall, Inc, 2000), 135.

[25] Sofyan Siregar, *Statiska Deskriptif untuk Penelitiam: Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 1,* (Rajawali Pers: Jakarta, 2010), 109-110

[26] Jonathan Sarwono, *Metode Penelitiam Kuantitatif dan Kualitatif,* (Jogjakarta: Grahaha Ilmu, 2006), 54.

In this research, the researcher used the information gap technique to observe the students' vocabulary in the first grade of MA Alkhairaat Sibalaya. In addition, the research collected the data by using a multiple-choice tests.

2. Dependent variable

The dependent variable is the variable that is observed and measured to determine the effect of the independent variable.[27] The dependent variable of this research is vocabulary. It mastery can be defined as knowledge in identifying the text that students have been read. This variable is measured by giving the written test.

D. Instrumenst of the Research

The instrument was the tool used by the researcher to collect data. Gay, Mills, and Airasian stated that an instrument is a tool that is used in collecting data.[28] While Sugiyono revealed instrument is a data collection tool used to measure the observed natural and social phenomena. Thus, the use of research instruments is to find complete information about a problem, natural or social phenomenon.[29]

The pre-test and post-test are administrated to the experimental and control class. The pre-test was administrated before the treatment and the post-

---

[27] *Ibid, 54.*

[28] Gay and Airasian in Maskhurin (*http:// repo. iain-tulungagung. ac. id/ 394/ 3/ skripsi% 20CHAPTER% 20III%2026-36.pdf* (accessed on December 09, 2019*)

[29] Sugiyono," *Metode Penelitian Kuantitatif, Kualitatif*" (Bandung:Alfabeta) 2014,92

test aim at finding out the students' giving direction after treatment. The treatments were given by using the information gap technique.

E. Technique of Data Collecting

To collect data, the following instruments were used:

1. Test

The purpose of the test is using to know the score of students' Vocabulary mastery. In this test, the researcher gave pre-test and post-test. The type of this research was written text the technique used by the researcher is multiple choices.

Hughes says that many techniques can assess the students' vocabulary one of them is multiple-choice techniques.[30] Then, the researcher used multiple-choice techniques consisting of 20 items. Multiple choice techniques is a technique designed by using four choices and the participants choose one of the correct answers. This technique could assess the giving direction.

Their ability would be classified into five levels. the levels of ability are as follows:

---

[30]Arthur Hughes, *Testing for Language Teacher: 2nd Edition* (Cambridge: Cambridge University, 2003), 143.

Table 1

Qualification of Students' Scores

Score	Category
90-100	Very Good
80-89	Good
70-79	Fair
40-69	Poor

Source: (Dirjen Pendidikan 2005)

a. Pre-test

Before treatment, the students were given a pre-test to know their vocabulary mastery. Pre-test aimed to measure and know how far students' vocabulary ability in both experimental and control classes. The pre-test was conducted on January, 12th 2022 and it was held at the first meeting and before treatment. The research prepared the material in form multiple choice the total numbers of test are 20 questions.

b. Treatment

After giving a pre-test to the students, the researcher gave treatment explained the material four times through the information gap and the map as the media. The materials applied in this treatment were using maps to ask and give directions. In giving treatment, the research carried out the class meeting.

The ways of research to presenting the material in the classroom interaction are followed:

1) The researcher introduce and explain about asking and giving direction.

2) The researcher divided them into some pairs and give them a maps as a media to the material asking and giving direction.

3) Each pairs would practice in front of the class with or without the maps and symbols of asking and giving direction in each meetings.

4) The research will give some quiz each meetings about asking and giving direction vocabularies.

5) The last step will giving them individual test and practice about asking and giving direction.

c. Post-test

Post-test was the last procedure post-test aimed to determine whether there were improve in students vocabulary after the pre-test and after given treatment. The researcher held the post-test on February 23th 2022. The test of post-test was same with he pre-test, it consisted of 20 questions of multiple choice. It was used to know the result of treatment also used to know whether there is an improvement or not.

According to Cresswell[31]. the type of this research could be designed as follows:

Table 2

Scheme of study

Group	Pre-test	Treatment	Post-test
E	Test1	X	Test2
C	Test1	-	Test2

In which:

E = Experimental group

C = Control group

T1 = Pre-test to the experimental and control group

X = Receive the treatment using the explicit instruction strategy

T2 = Post-test to the experimental and control group

F. Documentation

Suharsimi Arikunto defined the documentation method as "a way to collect data about things in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, and so on".[32]

---

[31]John W.Creswell. *Educational Research Planning,Conducting, and Evaluating Quantitive and Qualitative Research* (new jersey: person education.2008), 313.

[32]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2008), 274.

The documentation in this study the researcher used to obtain the data related to the Utilization of the school environment as a source of learning for students at MA Al-Khairaat Sibalaya.

G. Technique of Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that it could be easily understood, and the findings could be shared with others.[33] The data was analyzed by using manual calculation.

To determine the individual score, the writer had analyzed the students' standard score in the pretest and the posttest by using the following formula.[34]

$$\frac{A}{N} x\ 100$$

Where:

A   = the number of students who answered the item correctly

N   = the total number of students who attend the item

100   = constant number

Then, the writer analyzed the mean of the groups on pretest and posttest using the formula purposed by Hatch and Farhady[35] as follows;

$$\bar{X} = \frac{\sum X}{N}$$

---

[33] Sugiono "Metode Penelitian Kuantitaif Kualitaif dan R&D" (Bandung:CV Alfabeta,2013),244.

[34] Cohen L," Reseacrh Methode and Education ,fifth ed (London:Taylor&Francis e-Library

[35] Hatch, E & Farhady,H." Research Design and Statistic For Applied Linguistic (1982:55)

Where:

$\overline{X}$ = mean score

$\sum x$ = amount of each data

N   = amount of data

       After getting the mean score of both the experimental and the control class, the writer computed the mean score and the square of the deviation to find out the significant difference between the experimental and the control class. The writer compared the mean score and the significant deviation by using the formula suggested by Arikunto[36] as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x^2)}{N}$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y^2)}{N}$$

Where:

$\sum x^2$ = Deviation score of experimental class

$\sum y^2$ = Deviation score of control class

N   = Number of students

       In order to find the significant difference or testing hypothesis, the researcher analyzed the data by using t-count formula[37] as follows:

---

[36] Arikunto, S "Prosedur Penelitian Suatu Pendekatan Praktik.(2006,312)
[37] Arikunto, S "Prosedur Penelitian Suatu Pendekatan Praktik.(2006,312)

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{n_x + n_y - 2}\right]\left[\frac{1}{n_x} + \frac{1}{n_y}\right]}}$$

Where:

Mx = Mean of experimental class

My = Mean of control class

$\sum x$ = Sum of Square of experimental class

$\sum y$ = Sum of Square of control class

N_x = Number of students of experimental class

N_y = number of students of control class.

To see if there is a significant difference between the mean of the score of both experimental and control groups the value of Sig. 2 tailed was being hypothesized:

Ho: $p > 0.05$

Ha: $p < 0.05$

Ho is accept if $p > 0.05$ or there is no effect after giving the treatment using information gap technique to increase the mastery of students vocabulary.

Ha is accepted if $p < 0.05$ or there is effectiveness after giving the treatment using information gap technique to increase the mastery of student Vocabulary.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. *Research Finding*

This chapter presents the result of research in MA Alkhairaat Sibalaya. It describe two parts of the research, those are research finding and discussion. Research finding reported all the data obtained and discussion represented the result.

1. Finding of The Research

In this part, the data collected from 20 students and scored the test was given form multiple choice the research tabulated the data by using manual statistical calculation. After the researcher got the result of the students the test, the research provided category provisions for the given test.

Table 3

Qualification of Students' Scores

Score	Category
90-100	Very Good
80-89	Good
70-79	Fair
40-69	Poor
10-39	Very Poor

Source: (Dirjen Pendidikan 2005)

Table 4

The results of pre-test of the controlled class

No	Initial name	Correct	Score	Category	Qualification
1	AR	6	30	Very Poor	Unsuccessful
2	AS	6	30	Very Poor	Unsuccessful
3	B	5	25	Very Poor	Unsuccessful
4	C	7	35	Very Poor	Unsuccessful
5	EY	8	40	Poor	Unsuccessful
6	F	9	45	Poor	Unsuccessful
7	M	5	25	Very Poor	Unsuccessful
8	R	10	50	Poor	Unsuccessful
9	T	7	35	Very Poor	Unsuccessful
10	W	6	30	Poor	Unsuccessful
Amount		**69**	**345**		

After the researcher obtained the data. Therefore, the researcher needed to know mean score by using formula proposed by Hatch and Farhady.[38] as follows :

$$\bar{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{345}{10}$$

$$\overline{X} = 34,5$$

---

[38] Hatch, E & Farhady, H " Research Design and Statistic For Applied" (1982:55)

Accordingly, based on the calculation above the mean (average score) of the pre-test of the controlled class, 34,5 (Very Poor)

Table 5

The results of pre-test of the experimental class

No	Initial name	Correct	Score	Category
1	AL	8	40	Poor
2	D	5	25	Very Poor
3	DS	10	50	Poor
4	FT	7	35	Very Poor
5	GA	6	30	Very Poor
6	NE	7	35	Very Poor
7	RD	8	40	Poor
8	S	8	40	Poor
9	TB	7	35	Very Poor
10	W	9	45	Poor
Amount		**75**	**375**	

After the researcher obtained the data. Therefore, the researcher needed to know mean score by using the formula proposed by Hatch and Farhady[39] as follows:

---

[39]Hatch, E & Farhady, H "Research Design and Statistic For applied (1982:55)

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{375}{10}$$

$$\bar{X} = 37,5$$

Based on the calculation above the mean (average score) of the pre-test of the experimental class = 37,5 (Very Poor) it was higher than the controlled class.

Table 6

No	Initial name	Correct	Score	Category
1	AR	12	60	Poor
2	AS	10	50	Poor
3	B	5	25	Very Poor
4	C	11	55	Poor
5	EY	14	70	Fair
6	F	16	80	Very Good
7	M	7	35	Very Poor
8	R	15	75	Fair
9	T	12	60	Poor
10	W	7	35	Poor
Amount		**109**	**545**	

The results of post-test of controlled class

After the researcher obtained the data. Therefore, the researcher needed to know mean score by using formula proposed by Hatch and Farhady[40] as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{545}{10}$$

$$\bar{X} = 54,5$$

Based on the calculation above the mean (average score) of the post-test of the controlled class =54,5 (Poor) It was higher than their pre-test.

Table 7

The results of post-test of experimental class

No	Initial name	Correct	Score	Category
1	AL	15	75	Fair
2	D	14	70	Fair
3	DS	13	65	Poor
4	FT	15	75	Fair
5	GA	14	70	Fair
6	NE	14	70	Fair
7	RD	15	75	Fair

[40] Hatch, E & Farhady, H "Research Design and Statistic For applied (1982:55)

8	S	17	85	Good
9	TB	19	95	Very Good
10	W	18	90	Very Good
Amount		**154**	**770**	

After the researcher made the table he also needed to know the the mean of these data. It will be formulated by using the formulation proposed by Hatch and Farhady[41] as follows :

$$\bar{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{770}{10}$$

$$\overline{X} = 77$$

Then the mean was 77 (Fair) It was higher than the mean of their pre-test.

Since the researcher calculated the mean score of both of the classes, further the researcher made the table of deviation and square deviation of both of the classes as follows:

Table 8

Deviation and square deviation of controlled class

No	Initial name	Test Score		Deviation	Square deviation
		Pre	**Post**	Y	y^2

---

[41]Hatch, E & Farhady, H "Research Design and Statistic For applied (1982:55)

1	AR	30	60	30	900
2	AS	30	50	10	400
3	B	25	25	0	0
4	C	35	55	20	400
5	EY	40	70	30	900
6	F	45	80	35	1.225
7	M	25	35	10	100
8	R	50	75	25	625
9	T	35	60	25	625
10	W	30	35	5	25
Amount		**345**	**545**	**190**	**5.200**

Table 9

Deviation and square deviation of experimental class

No	Initial name	Test Score		Deviation	Square deviation
		Pre	**Post**	Y	y^2
1	AL	40	75	35	1.225
2	D	25	70	45	2.025
3	DS	50	65	15	225
4	FT	35	75	40	1.600
5	GA	30	70	40	1.600
6	NE	35	70	35	1.225
7	RD	40	75	10	1.225
8	S	40	85	45	2.025
9	TB	35	95	60	3.600
10	W	45	90	45	2.025
Amount		**375**	**770**	**370**	**16.775**

After obtained the deviation and square deviation of the controlled and experim ental classes. Then, the researcher was carried out to calculate the mean deviation of the two classes used the formula:

1. Experimental Class   2. Control Class

$$M_x = \frac{370}{10}$$ $$M_y = \frac{190}{10}$$

$$M_x = 37$$ $$M_y = 19$$

Next, the researcher analyzed the square deviation of control and experimental classes by using the formula as follows:

1. Experimental Class

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

$$\sum x^2 = 16.775 - \frac{(370)^2}{10}$$

$$\sum x^2 = 16.775 - \frac{136.900}{10}$$

$$\sum x^2 = 16.775 - 13.690$$

$$\sum x^2 = 3.085$$

2. Controlled Class

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{n}$$

$$\sum Y^2 = 5.200 - \frac{(190)^2}{10}$$

$$\sum Y^2 = 5.200 - \frac{36.100}{10}$$

$$\sum Y^2 = 5.200 - 3.610$$

$$\sum Y^2 = 1.590$$

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{37 - 19}{\sqrt{\left(\frac{3.085 + 1.590}{10 + 10 - 2}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{18}{\sqrt{\left(\frac{4.675}{18}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{18}{\sqrt{\left(\frac{4.675}{18}\right)\left(\frac{2}{10}\right)}}$$

$$t = \frac{18}{\sqrt{(259,72)(0.2)}}$$

$$t = \frac{18}{\sqrt{(51,944)}}$$

$$t = \frac{18}{7.2}$$

$$t = 2.500$$

2. **Testing Hypothesis**

The last step was testing the hypothesis, there were two hypotheses in this research, namely the null hypothesis ($H_o: \beta = 0$: the information gap technique cannot improve the student's vocabulary mastery at the first grade of MA Alkhairaat Sibalaya), and the alternative hypothesis ($H_a: \beta \neq 0$: the information gap can improve the student's vocabulary mastery at the tenth grade of MA Alkhairaat Sibalaya). The researcher needed to knew which hypotheses that accepted, so that the researcher tested the hypotheses, where :

If the t-counted was higher than the t-table, it means that the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, the use of information gap technique can improve the student's vocabulary mastery at the tenth grade of MA Alkhairaat Sibalaya.

If the the t-counted was lower than the t-table, it means that the null hypothesis was accepted and alternative hypothesis was rejected. In other words, the use of Information gap technique cannot improve the student's vocabulary mastery at the tenth grade of MA Alkhairaat Sibalaya.

However, before decided which hypothesis was accepted and rejected, the researcher needed to know the critical t-table using 0.05 level significance and the degree of freedom (df) Nx + Ny -2 = 10 + 10 − 2 = 18. The researcher used the interpolation formula as follows:

$$\frac{a}{b} \; x \; c$$

Based on the result of degree of freedom above, whe know that the value 18 lied between the interval 10 and 30, so :

$$a = 18 - 10$$

$$= 8$$

$$b = 30 - 10$$

$$= 20$$

$$c = 10 => 2.228$$

$$= 30 => 2.042$$

$$= 2.228 - 2.042$$

$$= 0.186$$

$$\frac{a}{b} \; x \; c \;\; = \frac{8}{20} \; x \; 0.186$$

$$= 0.0744$$

Df (18) = 2.228 – 0.0744

 t-table   = 2.153

Based on the result of the data analysis above, we can see that t-table was 2.153, while the t-counted was 2.500. It means that Ha was accepted. In other words, the use of the information gap technique can improve the students' vocabulary masteryat the tenth grade of MA Alkhairaat Sibalaya.

B. Discussions

As it was stated in second chapter, that information gap technique was a learning process that was design to allow students to learn direct learning materials in the actual object. So the learning will be more obvious. From the explanation on the previous data analysis, the research concluded that the information gap is a very useful technique could make the students more enjoy and the students were not bored as long the learning process by using maps and divided them into some groups.

The description of the students is using information gap in terms vocabulary deals with the result of data that is explained previously finding and the description of students vocabulary pre-test and post-test. Here were the description:

Asking and giving direction using information gap technique terms of vocabulary is supported by the mean score of students on pre-test and post-test. The students mean score in post-test was higher than pre-test. Before applying information gap technique, the students were difficult to have a good vocabulary in asking and giving direction. But after applying the technique,

they are easily to make explanation. It means that the use of information gap technique is can improve the students vocabulary mastery.

According Raptou, information gap has positive effects she used information gap in her French classes she found that they were very successful, they were all happy to do the activity because they knew that is was helping them to increase their confidence in speaking French. Therefore, it can be concluded that information gap technique can improve students vocabulary mastery.

Based on finding of the research, it has found that the students who are taught by using information gap technique has been improved in learning asking and giving direction than the students who are teach without using information technique. It made them more understanding the asking and giving direction. Information gap also made students more passion in learning given a lot of inspiration vocabulary. Because they felt atmosphere of the new that was not boring and the students were enthusiastic in learning asking and giving direction.

According to Yufrizal, the information gap should be done in a pair group work. By using information gap the students become comfortable to speak everything to help themselves. The students of MA Alkhiaraat Sibalaya can easily understand the learning asking and giving direction. Information gap is was a good technique in vocabulary because it helped the students to improve and the students more interacting in vocabulary.

Based on the research many students in IPA 1 and IPA2 do not like English subject because of several factors including lack of vocabulary so that there is lack of confidence and teaching media so that the students are not motivated in learning English. When the researcher apply information gap technique students can be enjoy and focus during the class. It can helps the students to understand either practices or reading class and easy to learn vocabulary. It means information gap can help and improve the students vocabulary in English also make the students interest and confidence while learning English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the previous chapter, the result and discussion showed that there is a significant improvement in the vocabulary mastery of the first grade students' in the experimental class of MA Alkhairaat Sibalaya. It was shown by the mean score before and after giving treatment is 34,5 becomes 77. It means the post test is higher than pre test.

B. Suggestions

Based on the conclusions and implications explained above, the researchers address the following suggestions for:

1. The students should learn more about English vocabulary, particularly in the use of Information Gap technique.

2. For teacher this study can be other resources of important information especially for English teachers so that they will have a various technique to improve student's vocabulary

3. Further researcher who get the same research should use this research as the guidance to develop their research.

REFERENCES

Aitchitson, Jean. *New Media Language*. London and New York, 2001

Arikunto, Suharsmi. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta, 2008

Arikunto, S. *prosedur penelitian satu pendekatan praktik*, *edisi revisi ke-6* (2006)

Ary, Donald. et.al, *Introduction to Research in Education*. Canada: Wadsworth, ,2006

Asrobi, M, *The Effect of Information Gap Teachnique and Acievement Vocabulary Toward Student Speaking Ability of The Tenth Grade of MAN Selong.*

Brown, H Douglas. *Teaching by Principle: An Interactive approach to Language Pedagogy 2nd Ed.* New York: Addison Wesley Longman , 2001

Bauer, L" *Morphologycal Productivity, Cambridge: Cambridge Univerity Press,2001*

Cohen L . *Research Method in Education (fifth ed.). London: Taylor & Francis e-Library, 2006*

Creswell, John W. *Educational Research Planning,Conducting, and Evaluating Quantitive and Qualitative Research*. new jersey: person education, 2008

Edelson, *Daniel C. in National Geographic (https://www.esri.com/about/newsroom/arcnews/the-importance-of-teaching-children-to-read-maps/)Education2014 (accessed on September 15, 2021)*

Gay and Airasian in Maskhurin (*http:// repo. iain-tulungagung. ac. id/ 394 /3 /skripsi% 20CHAPTER%20III%2026-36.pdf* (accessed on December 09, 2019*)*

Hatch, E & Farhady. H. (1982 :55) *Research Design and Statistic For Applied Linguistics.*

Hughes, Arthur. *Testing for Language Teacher: 2nd Edition*. Cambridge: Cambridge University, 2003

Joklova : 2009 in Elsa Yuriska Situmpol. "*Teaching Vocabulary Using Flash card and Word List.*" *Skripsi. Jakarta, Universitas Indonesia,2013*

Kharisma, Dhila Nawang. "*A study on Student's Vocabulary in Learning English at the eight grade Of SMP Ta'mirul islam Surakarta In Academic 2018/2019*". *Skripsi: 2018*

Komachali and Khodariza,2012 in Elsa Yuriska Sitompul " *Teaching Vocabulary Using Flashcard and Word List.*". *Skripsi, Jakarta, Universitas Indonesia,2013*

L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application. Six Ed.* New Jersey: Prentice-Hall, Inc, 2000

Linse, T Caroline "*Practical English Language Teaching Young Learners. NewYork:McGraw-Hill Companies, 2005,121*

Marczk, Geoffrey. et.al., *Essensial of Research Design and Methodology*. New Jersey: John Willey & Sons, Inc, 2005

Muijs, Daniel. Ed in Alijaga Gunderson.*, Doing Quantitative Research in Education with SPSS. london: Sage Publication, 2004*

Sarwono, Jonathan. *Metode Penelitiam Kuantitatif dan Kualitatif.* Jogjakarta: Grahaha Ilmu, 2006

Sugiarti, Desi. "*Using Information Gap Activities to Improve English Speaking Skills of XI KR 4 Students at SMK 3 Yogyakarta In The Academic Year Of 2013/2014*". *Skripsi, Yogyakarta: 2013*

Caroline, Linse T. *Practical English Language Teaching.* New York McGraw-Hill Companies,2005

Neu,H and Reeser,T. *Information Gap Activities for Beginning French Classes.* Boston: Heinle, 1997

Neuman,S.B & Dwyer,J. *Missing in Action: Vocabulary Instruction in Pre-K. The Reading teacher.* Boston University,2009

Raptou V, *"Using Information Gaps Activities In the Second Language Classroom"* http:/www.caslt.org.Retrived on april 5,2014

Raptou, V. *Using Information Gap Activities in the Second language Clasrrom.* Canada: Canadian Association of Second Language teachers,2001

Rees, G "*Find the Gap Increasing Speaking in Class*". Retrived on 27th 2012 http://www.teachingenglish.org.k/think/speak/find gap.shtml.

S Hornby "*Oxford Advanced Learner's Dictionary*. Oxford*:* Oxford University Press, 2006

Siregar, *Sofyan*. Statiska Deskriptif untuk Penelitiam: Dilengkapi Perh Manual dan Aplikasi SPSS Versi 1, Rajawali Pers: Jakarta, 2010

Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung : CV Alfabeta, 2013