

**APPLYING INFORMATION GAP TECHNIQUE TO
IMPROVE STUDENTS' VOCABULARY IN WRITING**

*(Pre Experimental research at the Eighth Grade Students of MTs.
Muhammadiyah Lempangang)*



A THESIS

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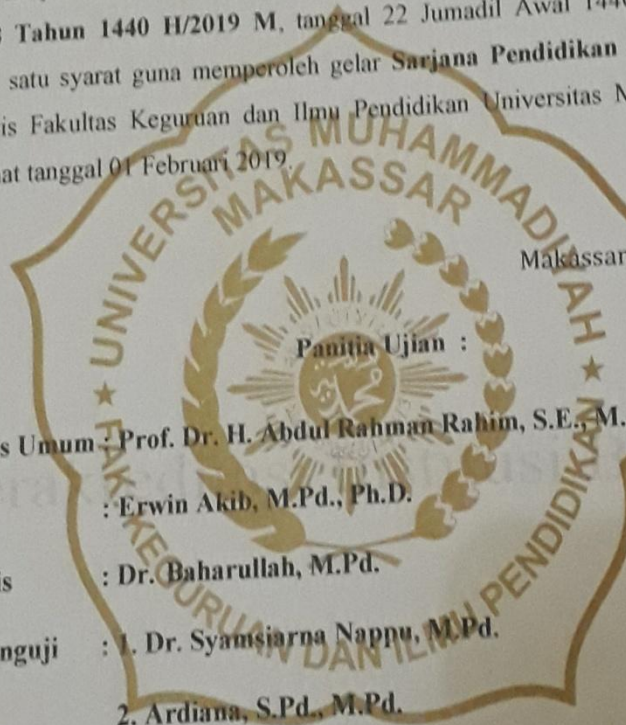


**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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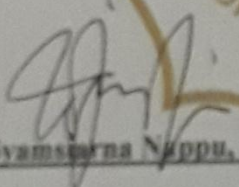
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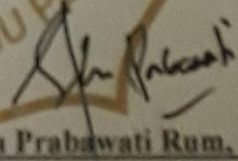
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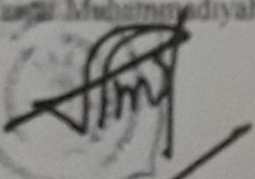
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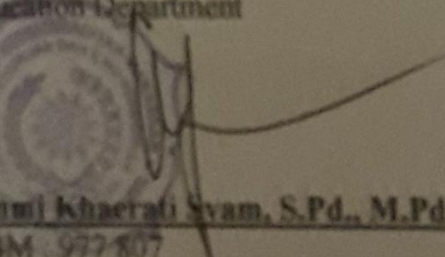

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ABSTRACT

ANDI RAHMAYANTI, 2018, *Applying Information gap technique to Improve Students' Descriptive Writing (A Pre-Experimental Research at the Eighth Grade Students' of MTs. Muhammadiyah Lempangang)*. A thesis guided by Syamsiarna Nappu and Eka Prabawati Rum.

This research used pre-experimental method with pre-test and post-test design. The population of the research was the eighth grade students of MTs. Muhammadiyah Lempangang. The researcher applied purposive sampling. The number of the sample was 19 students. The research variable were teaching writing skill through Information gap technique as independent variable and students' writing skill in descriptive text as dependent variable.

The result of the data analysis shows that the mean score of the students to write to vocabulary in post-test 85.52 % was higher than the mean score of the students in pre-test 58.94 %. It means that, through of Information gap technique was very good in enhancing the students' writing skill especially in writing vocabulary.

Keywords: *Information gap technique, Descriptive Text, Vocabulary.*

ABSTRACT

ANDI RAHMAYANTI, 2018, *Menerapkan teknik kesenjangan Informasi untuk Meningkatkan Kemampuan Menulis Deskriptif Siswa (Sebuah Penelitian Pra-Eksperimental di Siswa Kelas VIII MTs. Muhammadiyah Lempangang)*. Tesis yang dibimbing oleh Syamsiarna Nappu dan Eka Prabawati Rum.

Penelitian ini menggunakan metode pre-eksperimen dengan desain pre-test dan post-test. Populasi penelitian adalah siswa kelas delapan MTs. Muhammadiyah Lempangang. Peneliti menggunakan purposive sampling. Jumlah sampel adalah 19 siswa. Variabel penelitian adalah keterampilan menulis melalui teknik kesenjangan informasi sebagai variabel bebas dan keterampilan menulis siswa dalam teks deskriptif sebagai variabel terikat.

Hasil analisis data menunjukkan bahwa skor rata-rata siswa untuk menulis ke kosakata di post-test 85,52% lebih tinggi daripada skor rata-rata siswa di pre-test 58,94%. Artinya, melalui teknik Information gap sangat baik dalam meningkatkan keterampilan menulis siswa terutama dalam kosakata.

Kata kunci: *Teknik kesenjangan informasi, Teks Deskriptif, Kosa kata.*

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CHAPTER 1

INTRODUCTION

A. Background

Language as the tool of communication has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication and life can not be separated. Language can be applied in many aspects, such as: education, society, politics, economics, and culture. One of the ways in communication is through speaking.

In the English, writing is hard skill to master. It is caused by grammatical in English. Almost human who is studying writing, they can read, even speak English, but when they are asked to write, they cannot. They get difficulty to master grammar or the form of tenses. Because of the writing is important, but difficult to be learnt, some efforts have been done to solve the problem. The main objective is to make writing become easier to be learnt, so that teacher has to an interesting method.

Writing is one of the historical things in human being's life, they can make a long term of communication by writing, all about their life in book or encyclopedia. Robert Todd Carroll (1990) stated that the most important in human history is writing it provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. He states that writing allow us to share our communication not only contemporaries, but also future generations. Human need learn it, especially for their international

education. When they got an international education, of course they have to master English, especially in their skill writing. They can make a passage in English for saving a long time . In writing, there are some genres of text should be mastered; recount, narrative, report, procedure, explanation, description, etc. The researcher here wants to know how the students improve their writing on vocabulary.

Vocabulary is one of important aspect that must be learn students in foreign language learning. Every individual has a collection of words certainly. An individual has a total of words differently. Moreover, an individual has to know vocabulary to communicate with other individuals. Vocabulary can support the four skills: listening, speaking, reading and writing

.Teaching students to master in English writing especially in vocabulary text needs a lot of things including the teachers' learning strategies in the class, learning methodologies, and so on. But, there are many teachers often faced problems when guiding the students in mastering English especially writing. Furthermore, the teachers gets difficulties to solve those problems. For instance, the teachers of English Subject at MTs Muhammadiyah Lempangang have many problems in teaching English especially in vocabulary..

Based on the preliminary research observation in 2017, the researcher occasionally found 3 problems. First, the students are difficult to deliver their ideas into a good sentences or paragraphs. The cause is the students still poor of vocabulary. So, the students feel confused to choose the appropriate words to begin wirting. Second, the students' grammatical error. There are some students

still difficult in using an appropriate grammar when write text, it makes the students' text unstructured and confused to continue writing text. Third, the Students feel bored to study English in the classroom. This method only emphasized the students to keep silent in the class and giving the students task on module without explanation, as a result it was hard for the students to begin write. Finally, the students cannot improve their creativity and imagination. One method that can be used to help students'problem is the information gap technique.

There are many researchers who investigate about Information gap technique as a strategy in teaching English (Wolther, 2013 and Agus, 2014). Unfortunately, they only focus on applying the information gap technique with speaking skills. In fact, if examined further from the ability to speak. So, the researchers conducted this study to determine the effectiveness of the Information gap technique in teaching writing, especially vocabulary.

Information gap is a useful activity in which one person has information that the other lacks. Another advantage of information gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task Neu and Reeser (1997).

Based on the problems above, this researcher will use Information Gap Technique to overcome the problems and interested to apply this technique so that this researcher will conduct the research entitled "Applying Missing Gap Technique to Improve Students' Vocabulary in Writing".

B. Problem Statement

Based on the background above, the research problem statement is formulated as follows: “Does Information Gap technique to improve students’ vocabulary at MTs. Muhammadiyah Lempangang?”

C. Objective of the Study

The objective of the research are to find out whether or not the use of Information gap technique improves students’ vocabularywriting in terms of language use and vocabulary.

D. Significance of the Study

The research is expected to give both positive theoretical and practical significances. Theoretically, the research is expected to be useful and helpful for the teachers in general to improve the quality of the English teaching, to add information and improve teaching skill, and to encourage students to be more active, creative, and innovative to write. Practically, the research is expected to be a reference to search for an approach or the appropriate learning methods in teaching writing skill. In addition, this research will provide insight and understanding to English University students as prospective teachers to develop a model of learning that can be used to make the students interested and motivated in learning.

E. Scope of the Study

This research is limited on the use of information gap technique to improve the students' writing ability. It is focused on the students' vocabulary.

These items are chosen because those are very important to be identified by the researcher to improve vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research of Related Study

There are some researchers who conduct research by using few of technique in teaching English especially in teaching writing skill. These researches are mostly carried out to find techniques that are more efficient, and easy in teaching and learning process.

The first research by Agus, at all. (2014) stated that the students with different levels of English proficiency toward writing instruction based on the Genre Based-Approach the information gap or information transfer task became the archetypal communicative activity.

The second research by Herdianti, at all. (2017) stated that Information gap techniques will be more optimal if sending various media such as pictures, videos and sounds in speaking skills.

The third research by Wolther, at all. (2013) stated that the main purpose of this research is to teaching strategy where the purpose is to activate the students, by letting out parts of vital information, so that the students has to find it themselves, by helping each other.

The fourth research by Dewi Sartika (2016) stated that the findings showed that the students who were taught by using the Information Gap technique got better results in speaking compared to those who were taught by the use of the conventional technique. Second, the findings reveal that there was a positive progression of students' speaking proficiency in all five

aspects: pronunciation, grammar, lexical, speaker's intentions, and general meaning. This can be seen from the improvement in the aspect of speaking after being taught using the information gap technique.

The last research by Jondeya (2011) stated that Information gap activities can better improve the students' interaction with the teacher and other students. It meant that students' participation in the class also improved. On the other hand, they decreased the amount of teacher talking time.

Based on the reviews of previous research above, the researcher concludes that the strategy, exactly information gap technique is very effective to use in teaching process especially in speaking skill . As we know that from the some findings above there are a significant influence to the students to understand the lesson easily. Moreover, by using this strategy can make the students more enthusiastic and enjoy the learning process.

All the researchers above have the similarity and the differences with this research. The similarity of the reseach is the researchers find out the learning strategies used Information gap technique in teaching learning process. The differences of the research, the first research conducted research in speaking skill, the second research conducted missing gap with multimedia, the third research focuses on conversation activity, and the fourth and fifth research focus on improvement in the aspect of speaking after being taught using the information gap technique, while in this research, the researcher will focus on teaching writing ability with Information gap technique.

B . Defintion of Information Gap

Neu and Reeser (1997) stated that information gap is the most interactive technique for the student in creating communicative learning, because it will help them speak actively in the class by using conversation.

Yufrizal (2007) stated that Information Gap should be done in a pair or group work. By appropriating Information gap, the students become comfortable to speak everything to help themselves understand and be understood by their interlocutors.

Harmer (2004) stated that the Information gap technique will assist students to reduce their anxiety and to feel comfortable to express their ideas in communicating in the target language.

Pramesti (2010) stated that Information gap is the activity where learners are missing information they need to complete a task and need to talk to each other to find it.

Harmer (2007) stated that information- gap activities are those where students have different pieces of information about the same subject and have to share this information (usually without looking at what their partner has got) in order for both of them to get all the information they need to perform a task.

Corbett (2003) stated that the information gap or information transfer task became the archetypal communicative activity. Typically learner would be given access to information that was denied to another learner and then, in pairs or groups, the learners would exchange the information.

Information gap activity is the most enjoyable technique to organize teaching. It is suitable for teaching and learning English because the learners can drill their language skills. For example when the learners are provided with the information in the form of table or diagram, it can motivate or stimulate them to writing ability, because some learners are usually so difficult to find new ideas.

In information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions Neu & Reeser, in Mila (1997). These types of activities are extremely effective in the L2 classroom. They give every student opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated.

Information gap activities is the communicative information which is transferred is of the interpersonal or social type rather than the factual. Example of a communicative activity: Students A has pictures and students B has words, which when fitted together create a puzzle. In an idea information gap activity, both students need to communicate and share information Widdowson (1985: 145).

Based on the some of the definitions above, the researcher conclude that information gap is an activity which requires at least two different versions of material. Students work together in pairs and each student has

different information on their card, hence they have to talk each other by using the target language in order to complete it. So, the students are easily to understand the material who presented by the researcher.

1. Types of Gap

On the word of Browning in Mila (2008:20) provides four types of gap as follows:

a. The information gap

The information gap is ideally suited to pair and small group work and usually relies upon pre-prepare information cards.

b. The experience gap

The experience gap is easily exploited in questionnaires particularly those that aim to practice part forms.

c. The opinion gap

Most people have different opinion, feeling and reaction to situations, events and propositions. The increase in personalized activity that is evident in many text books is treatment to the value of this gap.

d. The knowledge gap

Students know the different things about the world. This gap can be exploited in brainstorming and general knowledge style quizzes.

2. The Advantages of Using Information Gap

According to Widdowson (1985: 147) gives some advantages of Information gap technique as follows:

a. It can give variety of teaching technique include four skills they are:

Listening, speaking, reading and writing.

- b. It can be used from very wide range of text.
- c. It can be arranged or organized easily that it develops the learner ability to organize information.
- d. It can force learners' ability to understand the material deeply.
- e. It interests and stimulates learners to make questions.
- f. It easily used by teachers, it easily to make and it is easily to score.

C . The Writing Ability

1. Notions of Writing

Brown (2001:335) states that the written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.

In addition, Brown (2001:335) states that when write something, it is usually expect somebody to read it. It is easy for the reader to understand what the writers have written. However, it might be difficult for other people to understand. The writing process is the stage goes through in order to produce something in its final written form. The writer not only needs to know the process of writing, but also need to apply these processes to the works. It will help the writer to organize idea logically.

Yagelski (2015), states that writing is powerful way not only to describe but also to examine, to reflect on, and to understand our thoughts, feelings, ideas, action and experiences.

Saptiani (2013) states that writing is a written productive language skill. The purpose of writing skill is to share information from spoken language into written language. It needs a great thinking to produce writing which begin from getting main idea, planning, and revising procedure. To reach the whole, it requires the specific skill which not all the people could develop it.

Jim A.P in Hongqin (2014) stated that writing skill in second language, explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter.

According to the statement above, it can be conclude that writing is a complex process. Writing is the activity to create pieces of written work, communicative act, and a way of sharing observation, information, thoughts, or ideas with ourselves or others into language that linked together in certain ways.

2. Notions of Teaching Writing

Writing skill is one of language skills which are taught to students. Also, writing skill determine the students' communicative competence in English. According to BSNP (2006), communicative competences are having discourse abilities; they are comprehending oral and written texts

and producing oral and written texts. Those abilities are carried out into four language skills, listening, speaking, reading and writing.

The teaching of writing skill has some objectives and indicators. It is stated in BSNP 2006 that the teaching and learning of writing skill in Junior High School is targeted to achieve a functional level. On the functional level, students are able to communicate adequately both in the spoken and written form to complete daily activities. Moreover, students are able to create some monologue short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report. The other target on the functional level is students can develop their linguistic competence (using grammar and vocabularies).

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts. Rivers (1981: 294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms.

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer (2001: 25), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He stated that

focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

The writing approaches, including a process approach, are applied to get the objectives of study in writing skill; they are enabling the students to understand the materials and helping them to express their ideas grammatically and orderly in English. In addition, Nunan (1989: 36) says that a process approach in writing sees the act of composition from a different perspective, or focusing as much on itself. He also stated that the process approach focuses on the steps involving drafting and redrafting a piece of work. In other words, on this process approach, the important one is not only in the product, but also in the writing process. Therefore, the process approach can be developed through writing practices routinely with effective activities also a better input to improve the students' writing skill.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore, Richard and Renandya (2002: 303) stated that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not pre occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a

responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers. Types of writing activities to perform writing should be based on the students' level and capacity. According to Brown (2001: 343), there are five major categories of classroom writing performance:

1). Imitative, or writing down This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

2). Intensive, or controlled This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure through out.

3). Self-writing The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

4). Display writing For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques.

5). Real Writing Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

3. Kinds of Writing

Kinds of Writing according to Brown (2004: 220), types of writing there four categories. They are:

1. Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2. Intensive

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and

appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3. Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to the reading, and interpretations of charts or graphs.

4. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes up to the length of an essay, a term paper, a major research project report or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support and illustrate ideas, demonstrating syntactic and lexical variety and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

According to the standard of competence and the basic competencies of students at the second grade of Junior High School, the students are expected to write a narrative and a recount text orderly and grammatically. To produce qualified narrative and recount writings, the

students need to be stimulated in expressing ideas and to be guided in their writing process. Besides, they also need to be supported by providing them qualified and understandable inputs.

4. The Process of Writing

According to Fauziati (2010: 50) these stages interact together and repeatedly in order to discover meaning. Writing viewed from this perspective is the process of exploring one's thoughts and learning from the act of writing itself what these thoughts are. Harmer (2004:4-5) suggests the main elements of processing writing:

1) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decided what it is they are going to say, for some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they have planned, nevertheless just as the shopping list writer has thought at some level of consciousness about what food needed before writing it on the piece of paper. When planning writer have to think about three main issues. In the first place, they have to consider the purposes of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced researcher think of the audience they are writing for, since this will influence not only the shape of the writing, but

also the choice of language. Thirdly, researchers have to consider the content structure of the piece that is, how the best to sequence the facts, ideas of arguments which they have decided to include.

2) Drafting

The people can refer to the first version of a piece of writing as a draft. This first “go” as a text is often done on the assumption that it will be emended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (Reflecting and Revising)

Once researchers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may use different form of words for a particular sentence. More skilled researcher tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

4) Final Version

Once writes have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. From the explanation above, it can be statedd that writing is not a simple task which can be done in short time. The researcher, unconsciously, do some processes when they are writing.

They plan their writing by determining their purpose to write. Next, they make a draft by writing their idea. Then, they edit what they have written and they check their writing. The last is the writers finish our writing called final version. Each of those stages can occur or recur at any moment during the production of a finished piece of writing.

5. Evaluating Writing

Writing is one of the historical things in human being's life, they can make a long term of communication by writing, all about their life in book or encyclopedia. Robert Todd Carroll said that the most important in human history is writing it provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. He states that writing allow us to share our communication not only contemporaries, but also future generations. Human need learn it, especially for their international education.

On the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity.

According to Brown

(2001: 357), the categories for evaluating writing are:

- 1). Content It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.

2). Organization It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.

3). Discourse It includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation.

4). Syntax

5). Vocabulary

6). Mechanics

It includes spelling, punctuation, and citation of references, neatness and appearance.

6 . Reason for the Teaching Writing

According to the Shaw (2003:134) as a skill that enables us to produce utterance, when genuinely communicative, writing is desire and purpose driven. In other words, we genuinely want to communicate something to achieve a particular a wish or a desire to do something. Writing skill is very important in our life. It provides the base for growth in speaking, reading, and listening abilities. According Lyons (1987-135) states that there are three stage in the proces of writing, those are pre-writing, writing, and rewriting.

a. Pre-writing

Pre-writing stage generally involves the writer in choosing a topic or if the topic has been assigned, in thinking about the topic and deciding on a way to respond to it, and selecting the appropriate ideas and information to use in a response, the pre-writing stage should be very active, with discussion

of the topic area to make sure everyone has something to write. In planning, student involve the activities, such as reading, viewing the video, mind mapping ,discussing, fast writing, questioning, encourage them before they write the sentences in the first draft. In this stage the teacher can use some media to brainstorm the learners about the topic in order to integrate the ideas which will be drafted to their writing. By this way students would get motivation to write because they feel that they have something matter to say.

b. Writing

Writing is the stage where actually the writer makes a draft of their writing based on the pre-writing stage that they have done before she or he finds the right words and concentrates more on what they want to say through paper, s/he also needs to arrange the draft in such way that the reader can follow his or her though easily. The content might be written without considering the grammatical aspect first.

c. Rewriting

Rewriting is the final stage and essential to succesful writing. Rewriting draft includes editing and proofreading. The editing proses is realy an extention of the writing stage, involving the students in taking a critical look at their writing in order to be sure that the writer product, the out comes of the writing process is as they intended it to be. In this stage, the students review a draft to check content and organisation based on the feedback from him or herself and teacher or peers. The teacher helps the

students through the revision to shape and reshape the text in to final form, and it is focused more on organization, content of writing sentences structures. Proofreading simply means rereading the text and corecting minor errors such as miss spealing, verb tense consistently and puntuations the students check their final text for some mistakes they have made.

Harmer (2004 : 79) stated that reason for teaching writing to English students as a foreign language include :

a) Reinforcement : writing reinforces the grammatical structure, idioms, and vocabulary that we have been teaching our student .

b) Language Development : the actual process of writing (rather like the process or speaking) help us to learn as we go along. The mental activity we have to go thought in order to construct proper write text is all parts of on learning experience.

c) Learning style, for many learners, the time to think things through to produce language in a slower way is invaluable. Writing is a appropriate for such learns. It can be a quiet reflective activity instead of the rush and bother of interpersonal face –to –face communication.

d) Writing as a skill. By for the most important reason for teaching writing, it is a basic language skill, students need to know how to write letters, how to put written reports together, how to reply to advertisement, they need to know some of writing's special conventions.

D. Descriptive Text

1. Definition of Descriptive Text

The researcher chooses descriptive text because it describes a piece of a person, place, thing, or idea using concrete and also vivid details. Furthermore, According to Hyland (2007: 29) the social purpose of the descriptive text is to give an account of imagined or factual events. Besides the social location are travel brochures, novels, and product details. Genres such as narration, description, and exposition are sometimes referred to as text types.

In addition, Hyland (2007: 31) stated that descriptions tend to use present tense. Descriptions make use of *be*. The goal of description is to identify some objects. Description defines, classifies, or generalizes about a phenomenon. The aspect of description is to describe attributes of each category of the phenomenon. Besides, the conclusion sums up the description. Oshima (2000:47) stated that descriptive text contains:

1. Prewriting: clustering; is a prewriting technique used by the writer to produce idea.
2. Organization: description; descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds.
Spatial order; is the arrangement of items in order by space.
3. Grammar and mechanic: present continuous tense; is used to describe actions that are actually taking place at the present time and are temporary. The subject *it*; is used in statement about weather, time,

distance, and identification. It is the subject of the sentence but does not have any real meaning. The expletive 'there'; the expressions there is and there are are used in English to state that something exists.

4. Sentence structure: compound sentence with yet, for, and nor; compound sentence is composed of two simple sentences joined together by a comma and a coordinating conjunction. Rules for using coordinating conjunction, position of prepositional phrases.

According to Djuharie in Mike Amelia (2017) states that descriptive text is describe about something a particular person, place, or thing that have characteristic that related to location, purposes, function, features, and proof and noun. Descriptive text is also the text that describes something in order the reader or listeners are able to get the same sense as what the reader experienced. Descriptive text gives more information about person, thing, and animals specifically.

According to Wardiman in Karsinah (2015) states that descriptive text is a kind of text which describes particular thing, person, or other. Besides, Ploeger states that description is used to add details about something physical like a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses: sight, hearing, smell, taste and touch. To create the most accurate picture in reader's mind, the writer has to be precise in the choice of words. What is include to sight, hearing, smell, taste and touch. With adequate

sensory detail, the reader can create a clear and specific picture in her or his mind about the topic that the writer wants to describe.

2. Generic Structure of Descriptive Text

In writing descriptive text, it should consist of generic structure, such as: identification, description, and conclusion. Anderson and Anderson in Artamani (2013:9) stated that features of a factual description have regarded as following generic structure of descriptive text.

1. Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

2. Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

3. Conclusion

The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

3. Grammatical Features

According to Knapp and Watkins in Siti Masitoh (2015) write there are several grammatical features of descriptive writing as the following:

1. In descriptive text, the present tense is predominantly used
2. Although present tense may be used in literary description, it is past tense that tends to dominate.
3. Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
4. Action verbs are used when describing behaviors/ users.
5. Mental verbs are used when describing feeling in literary descriptions.
6. Adjective are used to add extra information to nouns and may be technical, every day, or literally, depending on the text.
7. Personal and literary description generally deal with individual things.

E. Vocabulary

1. Definition of Vocabulary

McCarthy (1990) vocabulary is the experience of most language that the single, biggest component of any language course.

Watkins (2005:34) states that in an approach which values the ability to communicate, vocabulary is essential, and in recent years vocabulary has become increasingly central to language teaching.

Harimurti (1993:127) vocabulary is a component of language that maintains all of information about meaning and using word meaning.

Nation & Newton (2013:71) vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context.

Roy (1999:6) vocabulary is the number of words known by a person. This includes the words which are understood, and used for speaking and writing the language.

Graves (2006:5). Vocabulary is very important to the students to build a new word from language experiences that they learn through listening, speaking, reading, and writing.

Whereas Hornby (1995:133), states that vocabulary is the total number of words in a language. Every individual has a collection of words certainly

Learning new words is an important part of learning a new language. Learning a word is very important to communicate, vocabulary is essential and in recent years vocabulary has become increasingly central to language teaching. Vocabulary is one of

important aspect that must be learned by students in foreign language learning. Vocabulary can help the learners master skills in language learning. Moreover, an individual has to know vocabulary to communicate with other individuals. Vocabulary can support the four skills: listening, speaking, reading, and writing.

Based on the statements from experts above, it can be concluded that vocabulary is an important part of language and that the total number of words in language is important. Vocabulary has important roles in four English skills and in communication both oral and written communication.

2. Kinds of Vocabulary

According to Thornbury (2002:3), there are many kinds of vocabulary, namely:

a. Word Classes

We can see from our example sentence that words play different roles in a text. Word classes are often called Part of Speech. Part of Speech consists of noun, pronoun, verb, adjective, adverb, preposition, and conjunction.

1) Noun

Noun is one of the most important parts of speech. It is usually used as a subject or object. Its arrangement with the verb helps to form the sentence. It could be the name of a person, place, and thing. Examples of nouns: Sista, Manahan Stadium, cat, door, and the others.

2) Pronoun

Pronoun is a substitute for a word. It is used to substitute a person, thing, animal, and others. Personal pronouns substitute words of persons. It can be used nominative (subject), accusative (object), possessive adjective and possessive pronoun. Examples: He is a doctor, My name is Sista, His shoes are black.

3) Verb

Verb is the word which expresses an action or a help to make a statement. It is usually used as predicate in a sentence. Example of verb: see, take, put, like and others. Example in sentences: He put the ball from a bucket.

4) Adjective

Adjective is a word used to qualify noun or pronoun. Example of adjective: clever, smart, handsome, lazy, new, old, and others. Example in sentences: „She is a smart student in the class. He is handsome boy.

5) Adverb

Adverb is a word used for qualifying the meaning of verb, adjective, or another adverb. Example: The class is very dirty in this school.

6) Conjunction

Conjunction is a word to related one word to another one, or one sentence to another one. Example: He is handsome and smart people. I want to buy a ball but I do not have a money.

B. Word Families

1) Affixes

Affixes are a feature of the grammar in most language. Example: look, looking and looked.

2) Inflexions

Inflexions are the different grammatical forms of a word. Example: plays, playing, played are inflexions of play.

3) Derivative

Derivative is a word that result from the addition of an affix to a root, and which has a different meaning from the root. Example: replay, player, and playful are derivatives of play.

C. Word Formation

In English language this was called composite from of word, such as:

1) Compounding, the combining of two or more independent words. Example: second-hand“, „word processor, typewriter, and soo on.

2) Blending, two words can be blended to form one new one. Example: brunch, breakfast, lunch, infotainment, information and entertainment.

3) Conversion, the process a word can be co-opted from one part of speech and used as another.

4) Clipping, a new words can be coined by shortening or clipping longer words. Example: flu (from influenza), email (from electronic mail), and dorm (dormitory).

3. Students' Problems in using Vocabulary

According to Watskin (2005:41) learner"s problem and their cause in vocabulary there are:

1. The students have both had problems with selecting the right word class, and some more activities on word building (adding bits to the beginnings and endings of a root word to make new, related, words) may help.

2. These errors are both to do with collocation. Collocation is not always predictable. For example, we say deep trouble but shallow trouble is not acceptable.

3. Messed up seems too informal to be used successfully in a business letter. Departs seems too formal to use with a friend. The students do not appreciate the degree of formality associated with these words.

4. The likeliest explanation for each of these is that the student is confused by a false friend. A false friend is when a word in the

mother tongue looks like an English word and so the student guesses that it means the same, but in fact it has a different meaning in English.

5. The learners do not appreciate the grammar associated with the vocabulary that they are using.

According to Thornbury (2002:27) Anyone who has learned a second language will know that some words seem easier to learn than others. The factors that make some words more difficult than others are:

1. Pronunciation: Research shows that words that are difficult to pronounce are more difficult to learn.
2. Spelling: Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words difficulty.
3. Length and complexity: Long words seem to be no more difficult to learn than short ones.
4. Grammar: Also problematic is the grammar associated with the word. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty.
5. Meaning: When two words overlap in meaning, learners are likely to confuse them.
6. Range, connotation and idiomaticity: Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus put is very wide ranging verb, compared to impose, place, position, etc.

F. Conceptual Framework

The schematic conceptual framework is presented as follows:

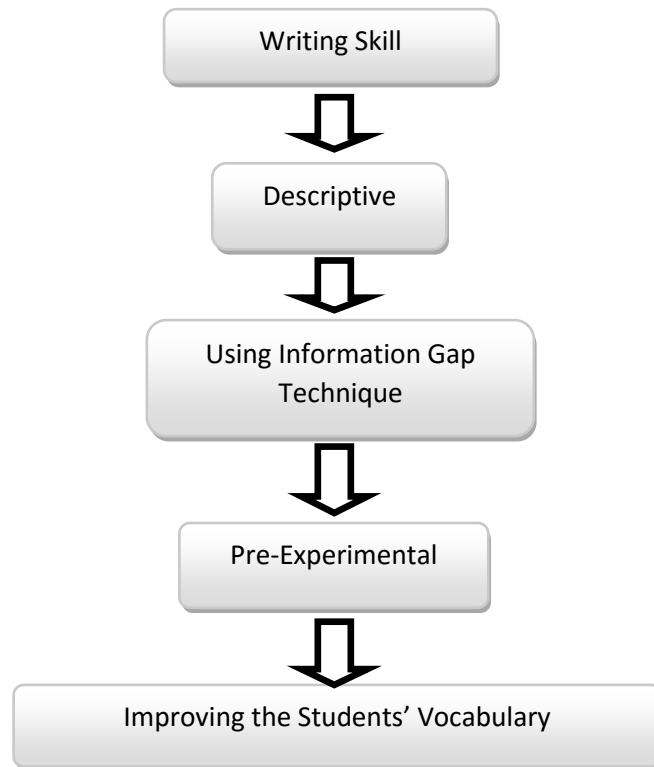


Figure 2.1 The Theoretical Framework

Based on the conceptual framework this researcher teaches English to improve students' language skill especially in writing competence. Writing is one of a competence should be mastered by students. Writing has important role in learning process. The students will be better in their study if they master writing.

Teaching writing in junior high school is not easy thing. In teaching writing, the teacher must truly understand the students. Using monotonous way teachings students get bored. The teacher must know how to make teaching writing more interesting. Therefore, the teacher should use the

appropriate way and have a method that can make students interested and become active students which have relations if they teach some kind of text.

Descriptive text is one of the genres of the text. The purpose of descriptive text is to describe the things or people. The students have to master this genre. The teacher should make the students interest in teaching learning process. In this research, the researcher used descriptive writing to improve vocabulary mastery of the students.

Information gap activity is one person has certain information that must share with others in order to solve a problem, gather information or make decisions. Based on the theory, the researcher thinks that Information Gap is the most interactive technique for the student in creating vocabulary mastery.

Vocabulary is very important to the students to build a new word from language experiences that they learn through listening, speaking, reading, and writing. This research is pre-experimental research which describe about using information gap techniques in teaching writing comprehension. By using information gap technique, hope the students will motivate in their teaching learning process, especially in teaching vocabulary.

CHAPTER III
RESEARCH METHOD

A. Research Design

The researcher adopted the experimental approach of research. Which is considered as "the only way to approach (Causes and Effect) a method of controlling all variables expect the interest which is manipulated by the investigator to determine if it affects another variable" (Jonassen, 1996). Such an adoption was due to the nature of the research which aimed at finding the effectiveness of using information gap on developing speaking skills. To achieve the aim of this study, two groups were chosen, an experimental one and a control one. Both groups are pre-tested. Then the experimental group was taught writing by using information gap activities which activated students' writing proficiency in each lesson. And the control group was taught writing through the ordinary method. This research consists of three steps; they are pre-test, treatment, and post-test. The design of this research is presented in the following table:

Tabel 3.1: Research design

O_1	X	O_2
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B.

Notes:

O_1 : Pre-test

X: Treatment

O_2 : Post-test

(Gay, 2006:252)

B. Research Variables

To affirm the accuracy of the results, the researcher defined the variables as the dependant variable and the independent one. The dependent variable was vocabulary. The independent variable was information gap activities. There variables in this research are:

- a. Independent variable (X) : Information gap technique
- b. Dependent variable (Y) : Students' vocabulary

C. Population and Sample

a. Population

The population of the research was the Eighth Grade Students' of MTs. Muhammadiyah Lempangang in the academic year of 2017-2018.

b. Sample

The researcher applied purposive sampling. The researcher chose one class as the sample of this research as a representative of the population as a sample. To get the sample, the researcher used lottery method of creating a purposive sampling technique. One class would be the sample. The sample of this research w

as class VIII B because in this class they need more knowledge of writing. Total of samples of this research were 19 students in class VIII B.

D. Research Instrument

In collecting data, the researcher used test consisting of some questions about description text. The researcher gave the topic to measure the students' competence in writings before treatment and after treatment.

E. Procedure of Collecting Data

1. Pre-test

In Pre- test, the researcher explained about descriptive text in general to the students in the class and the researcher ask the students to write one paragraph about their experience.

2. Treatment

Treatment was conducted for 4 meetings, it takes 60 minutes for each meeting. The steps conduct in treatment as follows:

1. The researcher explained descriptive text and the researcher gave example about descriptive text.
2. There was several missing in the descriptive text, the researcher gave the students uncompleted text for the students.
3. The researcher asked the students to complete the text based on the instruction.
4. The researcher asked the students to write the text based on the missing word.

3. Post-test

In the last meeting after the treatment, the researcher gave post-test to find the students' vocabulary mastery. The students completed the missing words in the text.

F. Data Analysis

After collecting the data, the researcher in pre-test analyzed the of pre-test related vocabulary from the students and after collecting the data from post-test the researcher analyzed the result in vocabulary criteria and gave the students treatment 4 meetings and analyzed the result based on the criteria.

Table 3.1
Scoring of writing ability by analytic system

Item Analysis	Score	Description
Vocabulary	91-100	Excellent: sophisticated range-effective word/idiom choice and usage
	81-90	Very Good: adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured .
	71-80	Good: limited range-frequent errors of word/idiom form, choice, usage
	50-60	Fair: essentially translation- little knowledge of english vocabulary, idioms, word form. Poor: using wrong vocabulary.
Total	100	

Alice C. Omaggio (2001)

The data collecting in this research analyzed by using the procedures as follows:

1. Scoring the students correct answer of pre-test and post-test.

$$\text{Students Score} = \frac{\text{The Number of Student's Correct Answer}}{\text{Total Score}} \times 100$$

(Gay, 1981:316)

2. Calculating the mean score of the students' writing test used the following table:

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

Notation : \bar{X} : Mean Score

$\sum x$: Total sum of all scores

N : The total number of the sample

(Gay, 1981:264)

3. Calculating the percentage of students' score:

$$P = \frac{F}{N} \times 100\%$$

Notation :

P : Percentage

F : Number of correct answer

N : The number of subjects

(Gay, 1981:168)

4. To classify the students' score in writing

Table 3.3 Classification of students' score

No.	Score	Classification
1.	9.6 – 10	Excellent
2.	8.6 - 9.5	Very good
3.	7.6 - 8.5	Good
4.	6.6 - 7.5	Fairly good
5.	5.6 - 6.5	Fair
6.	4.6 - 5.5	Poor
7.	0 - 4.5	Very poor

(Depdikbud, 1985:6)

5. Calculating the value of t-test to indicate the significance between post-test and pre-test, the researcher used the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notation :

t : Test of significance

\bar{D} : The mean of different score

$\sum D$: The sum of total score of significance

$\sum D^2$: The square of the sum for difference

N : The total number of subject

(Gay, 1981:361)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answers of problem statement in the previous chapter and consists of findings and discussion. Findings shows description of result from the data that had been collected through writing test in pre-test and post-test which are described in graphic or chart or table form. Then, discussion contains explanation of findings which reflect to the result of the data. In this discussion, the researcher uses their own word to explain it.

A. Findings

The findings of the research that teaching writing through Information gap technique could improve Vocabulary and also could increase writing decriptive text. For further interpretation of the data analysis are given below:

1. Students' Writing Using Information gap technique in Term of Vocabulary

Students' vocabulary skill in information gap technique had different in pre-test and post-test. In pre-test students still less understand about Vocabulary but after applied Information gap technique the students more understand about Vocabulary, can be seen clearly in Table 4.3.

Table 4.3 Students' Writing Using Information gap technique in Term of Vocabulary

No	Component of Writing Skill	The Student's Score	
		Pre-Test	Post-Test
	Vocabulary	59.47	85.52

Based on Table 4.3, it shows that the mean score of students' Vocabulary Skill in post-test improved after teaching writing Descriptive Text by using Information gap technique. The mean score of the students in pre-test were 59.47 and post-test which to be 85.52.

Table 4.4. Classification of the Students' Writing Using Information gap technique in Term of Vocabulary (Pre-Test and Post Test)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	18-20	-	-	8	42.1
2	Good	14-17	2	10.5	11	57.8
3	Fair	10-13	16	84.2	-	-
4	Very Poor	7-9	1	5.26	-	-
Total			19	100	19	100

Table 4.4 shows that the Classification of the students score in Vocabulary Skill from pre-test there are 2 (10.5%) students good, 16 (84.2%) students got fair good, 1 (5.26%) students got fairly. While, from Post-test there are 8 (42.1%) students excellent, 11 (57.8%) students got good, 8 (26.7%) students fairly good, and none of them got excellent and fairly.

The hypothesis is tested by using T-test analysis. In this case, the researcher used t-test (test of significance) for paired sample test, that is, a test to know the significant difference between the result of students' mean scores in pre-test and post-test the researcher used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (19 students) then the value of t-table is 2.04 the t-test

statistical, analysis for paired sample is applied. The results of the data analysis t-test of the students' writing descriptive text through Information gap technique.

B. Discussion

As it was stated in second chapter, that Information gap technique was a learning process that was designed to allow students to learn direct learning materials on the actual object, so the learning will be more obvious. From that definition, the researcher concluded that Information gap technique was a strategy which was very helpful in teaching especially in English, Information gap technique could make the students more open their mind to explain any object that would be described moreover the students also enjoy the learning process and the students were not bored as long as learning English.

The description of the students' writing descriptive text using information gap in terms vocabulary deals with the result of data that is explained previously in findings and the description of the students' writing between Pre-test and Post-test. Here were the description :

Students' writing descriptive text 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 the Pre-test. Before applying information gap technique, the students were difficult to have a good vocabulary in writing descriptive text as well. But after applying the strategy, they are easily to make detail explanation. It means that the use of information gap technique is effective to improve the students' writing skill in descriptive text.

The students' text in terms of vocabulary in Pre-test experience difficulties because of the lack of knowledge about writing especially on vocabulary they were overwhelmed when working on pre-test. The sample of their writing are presented below:

"I always fall in love with basketball t-shirt . It is not because I love to play basketball, I just feel comfort and confidence it. I finally got one from my father when we were in Solo three years ago. At that moment, when I come to the store with my father, I try a couple of shoes, and when I put this one of me, I knew it right away that this is my favorite shoes". (S-2)

According to Brown in writing, they have to gain the basic sub-skill such as vocabulary, punctuation, sentences, and spelling. Intensive writing involves vocabulary based on the context. Therefore, it can be concluded that Outdoor Learning Strategy could improve the students' writing skill in vocabulary. On the other hand, the students' organization in writing in Post-test is better than Pre-test. The students' mean score in Pre-test was 58.94 and Post-test was 85.52 which are classified as fair good and good. Introduction is minimally recognizable; vocabulary can barely be seen and the students can begin to order ideas in body as well. The sample of their writing are presented below:

Domestic tourist usually go there by bus, private cars, while foreign tourist like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. They are some money easier to change their money. But some of them to bring credit cards and checks. (S-17)

According to Brown that writing is the written products of thinking, drafting, and revising that require specialized skills on how to

generates the ideas, how to organize them coherently. Therefore, it can be concluded that information gap technique could improve the students' writing skill in vocabulary.

By seeing the effectiveness of the students' vocabulary and vocabulary in writing skill, it is concluded that information gap technique could improve the students' writing skill in terms of vocabulary and vocabulary. Before applying information gap technique, the students were difficult to have a good vocabulary in writing descriptive text as well. But after applying the strategy, they are easily to make detail explanation. It means that the use of information gap technique is effective to improve the students' writing skill in descriptive text. It could be showed from the students' writing test in Pre-test and Post-test. In Pre-test, some students were difficult to write descriptive text especially vocabulary. But, the students' writing descriptive text in Post-test, which the vocabulary could be understood. And then, the students were easy to generate their ideas and write it to be a good descriptive text.

To sum up, based on the result of this study, which showed the students' scores were much higher after the treatment in the sample class using information gap technique in teaching writing was surely beneficial improve students' writing skill.

The result of this research was suitable with the theory of Nunan (2008: 18) that information gap is one of the teacher technique is excellent strategy for the learning and teaching English. A teacher helps the learners

to develop their language skill. This technique is based on the fact that the learners' attention should be entirely on understanding meaning through language, so that the learners are not focused mainly on form oriented procedure in teaching.

Some findings from experts that supports the findings of this research, they were first from Wolther (2013) teaching strategy where the purpose is to activate the students, by letting out parts of vital information, so that the students has to find it themselves, by helping each other and also from Agus (2014) found writing instruction the information gap or information transfer task became the archetypal communicative activity.

Same to this research, it was perceived that the learners were more interested in learning English, especially by implementing information gap technique. It was proved that this strategy influenced the learners' motivation to study English comfortably.

From the discussion above, it can be concluded that information gap technique can improve students' understanding about the materials given. Such findings from Agus (2014) found writing instruction the information gap or information transfer task became the archetypal communicative activity. For this case, the findings above in line with this research, the students of MTs. Muhammadiyah Lempangang can easily understand the materials. Information gap technique was good strategy in teaching writing because it helped the students to increase their skill in writing and also it made the students feel enjoyable and enthusiastic in writing.

Based on findings of the research, It has found that the students who are taught by using information gap technique shas been improved in teaching writing descriptive Text than the students who are taught without using information gap technique because the students who are taught by using It made them more understanding the descriptive text because they got saw immediately what would they know about feel in the blank and choose the best answer, learn information gap technique also made them more passion in learning given a lot of inspiration in learning writing, because they felt atmosphere of the new that was not boring, and the students were enthusiastic in learning descriptive text.

Positive attitudes towards Yufrizal (2007) stated that Information Gap should be done in a pair or group work. By appropriating Information gap, the students become comfortable to speak everything to help themselves understand and be understood by their interlocutors.

Moreover, it was perceived that the learners were more interested in learning English, especially by implementing information gap technique. It was proved that this strategy influenced the learners' motivation to study English comfortably.

Based on the data analysis, The Information gap technique can improve students' understanding about the materials given, this is relevant with the theory by Corbett (2003:22), state that the information gap or information transfer task became the archetypal communicative activity. Another difficulty for learners explained by Harmer (2007:275) state that

information gap technique is to share the information to each other from a task. For this case, the findings above in line with this research. The students of MTs. Muhammadiyah Lempangang can easily understand the materials. Information gap technique was good strategy in teaching writing because it helped the students to increase their imagination in writing and also it made the students feel enjoyable and enthusiastic in vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous chapter, the researcher has found the conclusion of this analysis that related to the result of applying information gap technique to improve students' vocabulary. Information gap technique is effective to improve the students' vocabulary, it was shown by the mean score before and after giving treatment is 59.47 becomes 85.52. It means that there is significance difference between before and after giving the treatment.

B. Suggestion

There were a lot of learning strategies or methods to be used in teaching learning progress. But, using information gap technique was an alternative way of teaching writing, especially vocabulary. There are some suggestions to as follows:

1. Information gap technique was suggested to use for teacher as an alternative strategy or method in teaching English especially vocabulary.
2. The teacher should provide the students with more chance to speak so that the students get more writing practice in class. The teacher should facilitate the students if they are getting difficulties in learning English.
3. The further researchers are suggested to find out much references about Missing gap technique.
4. Information gap technique is not only used for the beginning but also for advance itself.

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APPENDICES

APPENDIX I

Lesson Plan

LESSON PLAN

School : MTs. Muhammadiyah Lempangang

Subject : English

Grade : VIII

Skill Focus : Writing Descriptive Text

Strategy focus : Missing Gap Technique

Time Allotment : 2 x 45 minutes (90 minutes)

A. Kompetensi Inti

1. Memahami dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku yang jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan , teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
4. Mencoba mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Tujuan pembelajaran

Pada akhirnya pembelajaran, siswa dapat:

1. Siswa dapat membuat kalimat untuk membuat teks descriptive.
2. Siswa dapat menyusun struktur teks
3. Merespon pertanyaan.
4. Merespon instruksi.

C. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.7 Teks Deskriptive Text	4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. Materi Pembelajaran

1. Pengertian Descriptive Text

Descriptive Text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya. Descriptive text diartikan sebagai sebuah teks bahasa Inggris untuk menggambarkan seperti apa benda atau makhluk hidup yang kita deskripsikan, baik secara kenampakan, bau, suara, tekstur, jumlah, maupun sifat-sifatnya dari benda atau makhluk hidup tersebut.

2. Tujuan Descriptive Text

Dilihat dari pengertiannya di atas, maka sebenarnya kita sudah bisa memahami apa itu tujuan descriptive text. Tujuannya adalah untuk menggambarkan segala sesuatu baik itu manusia, hewan, tumbuhan atau benda mati dengan sifat yang melekat padanya seperti ukuran, jenis,

warna, dan sebagainya sehingga pembaca atau reader dapat mengetahui seperti apa sesuatu itu dari gambaran yang kita sampaikan meskipun ia belum pernah melihatnya.

3. Generic structure

- a. Identification: Tujuannya adalah untuk mengidentifikasi sesuatu yang ingin dideskripsikan atau digambarkan. Penjelasan mudahnya, identification berfungsi untuk memperkenalkan kepada pembaca tentang objek atau sesuatu yang akan kita gambarkan sebelum kita beritahu tentang sifat-sifatnya.
- b. Description: Bagian ini – pada paragraf kedua dan seterusnya – berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraf pertama.

4. Ciri-ciri berikut ini ketika akan menulis menggunakan genre descriptive text:

- a. Menggunakan Simple Present Tense. Hal ini karena kita akan menggambarkan sebuah fakta atau kebenaran yang melekat pada sesuatu atau orang. Dan salah satu fungsi dari simple present adalah untuk menggambarkan sebuah fakta atau kebenaran (contoh fakta: matahari itu panas).
- b. Karena fungsinya adalah untuk menggambarkan sesuatu dengan menjelaskan sifat-sifatnya, maka dalam descriptive text akan banyak dijumpai kata sifat (adjective), seperti handsome, beautiful, tall, small, big, atau jika kata sifat tersebut berasal dari kata kerja, maka kamu akan mendapati tambahan -ve, -ing, -nt di belakangnya.
- c. Dalam descriptive text kita juga akan sering menjumpai relating verb (kata kerja penghubung) yaitu is (seperti pada ciri nomor 1). Is dalam bahasa Indonesia sering diartikan dengan “adalah”. Karena tujuan atau fungsi descriptive text adalah untuk menggambarkan, maka pasti kita akan sering menjumpai kata adalah (is). His name is Andy (namanya adalah Andy), his height is 160 cm (tingginya adalah 160 cm).

5. Contoh Descriptive Text

Title	My Classroom
Identification	My school, State Junior High School 1 of Yogyakarta, is at 20 Jl. Diponegoro in center of city.
Description	<p>My school is big. It has 18 clean classrooms, ten clean toilets, there laboratories, a big library, a teacher room and a headmaster room. It has a beautiful school park in the center of the school.</p> <p>The computer room is next to the library and a sport hall is behind the computer room. There is a large parking area beside the sport hall. There are notice boards in every classroom. There is also a beautiful mosque in front of the teacher's room.</p>

E. Metode Pembelajaran

Missing Gap Technique

F. Langkah-langkah Kegiatan

Pertemuan ke-1

Phase	Activities	Time
Opening	<ol style="list-style-type: none"> 1. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students..." 2. The researcher checks the students' roll 3. The researcher introduces himself and his purpose 4. The students are asked to introduce themselves one by one by using english 5. The researcher builds the students' 	25 minutes

	<p>motivation</p> <ol style="list-style-type: none"> 6. The researcher explains about missing gap technique and the rules when applying it 7. The researcher divides the students into some groups (4-5 students each group) and ask them to out the class 8. The researcher asks the students to sit together with their group mate (in a Cyrcler) 	
Main	<ol style="list-style-type: none"> 1. The researcher asks the students about their prior knowledge of descriptive text 2. The researcher describes general description about what descriptive text is, what the social function of descriptive text, and what the generic structure of descriptive text 3. The students are asked to explore their school and make a list of words in indonesia about the school address, the school name, number of class rooms, number of facilities, number of students, number of teachers etc. 4. The students are asked to back and sit together with their group mate 5. The students are asked to discuss about their writing and looking for the meaning on dictionary 6. The students are asked to make a simple descriptive text based on their writing (list of word) 7. The researcher checks the students task 8. The researcher ask the students to make a 	50 minutes

	paragraph from missing words.	
Closing	<ol style="list-style-type: none"> 1. The researcher gives a game to the students 2. The researcher gives a conclusion about the materials (descriptive text) 3. The researcher gives the students home work about the generic structure and the purpose of descriptive text and closes the class 	15 minutes

Pertemuan Ke-2

Phase	Activities	Time
Opening	<ol style="list-style-type: none"> 1. The researcher opens the lesson by greeting “Assalamualaikum wr. Wb, Good Morning students...” 2. The researcher checks the students’ roll 3. The researcher asks the students about the previous material and give explanation 	15 minutes
Main	<ol style="list-style-type: none"> 1. The researcher continues the materials about descriptive text. The researcher explains language features of descriptive text, exactly simple present tense in nominal sentence and verbal sentence 2. The researcher shows the pattern of nominal sentence and some example : <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> S + TO BE (am, is, are) + ADJ, NOUN, ADV </div> <p>Examples:</p> <p>a. They are teacher in SMP</p> 	55 minutes

	<p>Muhammadiyah 1 Makassar</p> <p>b. She is beautiful</p> <p>3. The researcher asks the students randomly about their understanding</p> <p>4. The researcher asks the students to explore their school and write any object that they found</p> <p>5. The students are asked to back and sit together with their group mate</p> <p>6. The students are asked to discuss about their writing</p> <p>7. The students are asked to make a simple descriptive text by using simple present tense</p> <p>8. The researcher explains the students' error in making descriptive text such grammar errors</p>	
Closing	<p>1. The researcher gives a game to the students</p> <p>2. The researcher gives a conclusion about the materials (Language features of descriptive text)</p> <p>3. The researcher gives the students home work about the language features of descriptive text (Adjective and noun proffesion) and closes the class</p>	15 minutes

Pertemuan Ke-3

Phase	Activities	Time
Opening	1. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good	10 minutes

	<p>Morning students...”</p> <ol style="list-style-type: none"> 2. The researcher checks the students’ roll 3. The researcher explains the previous materials 	
Main	<ol style="list-style-type: none"> 1. The researcher asks the students about the previous materials of descriptive text and give an explanation 2. The researcher continues the material about descriptive text. The researcher explains language features of descriptive text, exactly simple present tense in verbal form 3. The researcher shows the pattern of verbal form and some example : <ul style="list-style-type: none"> S + V1 + s/es S + Do/Does + not + V1 Do/does + S + V1 <p>Example :</p> <ol style="list-style-type: none"> a. She eats cakes b. She does not eat cakes c. Does she eat cakes? 4. The researcher asks the students randomly about their understanding 5. The researcher shares papers to the students and ask to find out the verb of the descriptive text 6. The students are asked to explore their school and found any object that will be described 7. The students are asked to back and sit together with their group mate 	60 minutes

	<ol style="list-style-type: none"> 8. The researcher checks the students' task 9. The researcher explains the students error in grammar 	
Closing	<ol style="list-style-type: none"> 1. The researcher gives a game to the students 2. The researcher gives a conclusion about the materials (Language features of descriptive text) 3. The researcher gives the students home work about describing their family 	20 minutes

Pertemuan ke-4

Phase	Activities	Time
Opening	<ol style="list-style-type: none"> 1. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students..." and then checking the students' roll 2. Before starting the teaching learning process, the researcher gives brain gym to students as an ice breaking to make students felt relaxed and created enjoyable atmosphere in the clas 	15 minutes
Main	<ol style="list-style-type: none"> 1. The researcher repeats and reminds all the material about descriptive text briefly to all of the students. 2. The researcher asks one by one the students about their understanding when they learn descriptive text 3. The researcher gives the students a task to write a simple description text with the 	70 minutes

	<p>theme <i>My Teacher</i>. The aims is to prepare the students to face the post-test</p> <p>4. The researcher checks the task and gives explanation to the students</p> <p>5. The researcher gives advices and suggestions</p>	
Closing	The researcher closes the class	5 minutes

Sungguminasa, November 2018

Mengetahui

Guru Mata Pelajaran

Mahasiswa

ST. SAHDANA HUSNAINI, S.Pd
NBM. 123170

ANDI RAHMAYANTI
NIM. 10535606414

APPENDIX II

Research Instrument

PRE- TEST

Name :

Class :

Feel in the blank spaces with the correct noun and verb.

My Favorite Shoes

I always _____ in love with basketball _____. It is not because I _____ to play basketball, I just _____ comfort and confidence it. I finally got one from my _____ when we were in Solo three years ago. At that moment, when I _____ to the _____ with my father, I try a couple of shoes, and when I put this one of me, I knew it right away that this is my favorite shoes.

The colour of my favorite _____ is black. There are two gray stripes on the outer side of the shoes. The colour of _____ is white with some circular pattern painted in black on the bottom of it. The surface of the sole is flat, which means this shoes has no heel. The shoes has white shoelace and two strap binding the *eyestay* of the shoes. It _____ the tongue of the shoes always I steady position. The _____ is made of foam rubber and the colour is red. It is very soft and comfortable.

POST-TEST

Name :

Class :

Fill in the blank spaces with the correct noun and verb.

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resort in _____. It is situated in central java. Borobudur temple is one of the seven wonders of the world which Borobudur is one of the greatest art works that ever known since long time ago. Borobudur temple was by _____ Syailendra Dynasty during the eight century. It needed more than two million river stones. It is the biggest temple in the world. After going into some restorations, Borobudur is visited by more and more tourist, both domestic and foreign tourist. _____ of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourist usually go there by bus, private cars, while foreign tourist like to join travel bureau because they don't _____ to _____ of the transportation, accommodation, and itinerary. They are some _____ easier to change their money. But some of them to bring credit _____ and checks.

APPENDIX B.2

B.2 DATA ANALYSIS OF THE STUDENTS SCORE

B.2.1. Data Analysis of Vocabulary

No	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
1.	60	90	3600	8100	30	900
2.	60	70	3600	5625	15	225
3.	70	65	4900	9025	25	625
4.	65	65	4225	7225	20	400
5.	55	65	3025	5625	20	400
6.	55	65	3025	5692	20	400
7.	65	65	4225	7225	20	400
8.	70	75	4900	8100	20	400
9.	60	70	3600	8100	25	625
10.	65	60	4225	7225	25	625
11.	45	65	2025	8100	45	2025
12.	50	65	2500	7225	35	1225
13.	65	65	4225	8100	25	625
14.	55	95	3025	7225	30	900
15.	55	65	3025	7225	30	900
16.	60	85	3600	7225	25	425
17.	50	80	2500	6400	30	900
18.	55	95	3025	8100	35	1225
19	60	65	3600	8100	30	900
Total	1120	1625	66850	139575	505	14325

Dokumentasi











CURRICULUM VITAE



Andi Rahmayanti is the first child of her beloved parents Muhammad Adnan Udjang and Andi Opu. He was born in Makassar, on May 12th 1996. She began her education with finishing her elementary school in SDN 6 Bontokamase at 2008. She continued him junior school at SMP 2 Sungguminasa and finished at 2011; she then continued him Senior high school at SMAN 1 Sungguminasa and finished at 2014. She registered and she was accepted as a student of English Educational Department, Faculty of Teacher Training Education, Muhammadiyah University of Makassar 2014.