THE EFFECT OF INFORMATION GAP TECHNIQUE
AND ACHIEVEMENT MOTIVATION
TOWARD STUDENTS' SPEAKING ABILITY
(An Experimental Study of the Tenth Grade Students of MAN SELONG)

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Abstract

This study aims at investigating the effect of information gap technique and achievement motivation toward the speaking ability of the tenth grade students of MAN Selong. Designed as an experimental study, it examined a sample of two classes of grade ten students of MAN Selong. Cluster random sampling technique was used to take the sample. The data were collected through a speaking test and questionnaire of achievement motivation and analyzed by using two way ANOVA analysis and Tuckey test. Then, the findings can be stated as follows: (1) information gap technique is more effective than conventional technique in teaching speaking; (2) there is interaction effect of teaching techniques and achievement motivation toward students' speaking ability; (3) there is a significant difference of speaking ability between high achievement motivation students who were taught using information gap technique and high achievement motivation students who were taught using conventional technique; (4) there is no significant difference of speaking ability between low achievement motivation students who were taught conventional technique and low achievement motivation students who were taught using information gap technique. In general, information gap technique is more effective than conventional technique for teaching speaking either for high achievement motivation students or for those with low achievement motivation students.

Key words: Information Gap, Achievement Motivation, and Speaking Ability

INTRODUCTION

In recent years, English language teaching has focused on teaching the language rather than teaching about the language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. Richards and Rodgers (2001: 153) point out that learner should learn how to use the language spontaneously and flexibly in order to express their intended message and should be placed in situations where they must use language as an instrument for satisfying communicative needs, where the criterion for success is functional

effectiveness rather than structural accuracy.

Speaking as one of the basic language skills requires communicative competence including pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, and comprehension skill which are needed to build a good communication. These elements are needed to measure the capability of the students in speaking using appropriate technique. Brown (1994: 103) states that speaking is a skill in producing oral language which occurs when two or more people interact with each other aiming at maintaining social relationship between them. Moreover, as Widowson (1994) has assured us, speaking is the active production skill and use of oral production.

Speaking is a major skill to be learned by learners of English as a foreign language in Indonesia. In relation to the importance of English language in all aspects of life today, Indonesia as a developing country has an educational curriculum which includes the instruction of English as one of the important subjects to be taught from Junior high school to university level. As English is a compulsory subject in school, the Indonesian government always develops the English lesson in school. The purpose is to make it easy for the students to learn and to use it every day.

However, the students in Indonesia often find difficulties in mastering speaking skills. In line with this, Richards and Renandya (2002: 204) state that speaking in a foreign language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Furthermore, Richards and Renandya (2002: 201) state that to speak in a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. Each of these different purposes of speaking requires knowledge of the rules that account for

how spoken language reflects the context or situation in which speech occurs.

In line with Richards and Renandya said, a research which was conducted by Jondeya (2011) shows that many complaints are being raised by teachers regarding students' low level of English language. This proves that English is really difficult for a lot of EFL students who try to use and understand it. Therefore, students need more opportunities to practice the language and use it communicatively inside and outside the language classroom.

As found in the researcher's observation in the process of teaching and learning English in Madrasah Aliyah Negeri (MAN) Selong during pre-observation, similar problems in speaking ability were also faced by the students. The students still face difficulty to express their ideas orally in English. They tend to keep silent when the teacher invites them to interact using English in the classroom. The students seem to be unmotivated and have unfavorable attitudes toward English. These problems can not only be attributed to the students' personal factors but also to the types of teaching technique used by the teacher in delivering the materials which is still teacher-centered. This technique fails to make the students feel confident enough to express their ideas orally while the class is dominated by the teacher.

In order to make the students strongly interested in the teaching and learning process especially in acquiring the speaking skill, the teachers should use the most appropriate teaching technique which is suitable to the students' level. To help them in teaching speaking to Senior High School students, English teachers should use an interesting teaching technique to present their teaching materials which is expected not only to increase students' ability in speaking English but also to help them in creating fun in the classroom. In this case, one of the alternative techniques is information-gap technique.

The concept of information gap is an important aspect of communication in a CLT classroom. This is based on the fact

that in their everyday lives people generally communicate in order to get information they do not possess. This is referred to as an information gap. If students can be involved in information gap activities in order to exchange unknown information in language classrooms, more authentic communication is likely to occur in the classroom.

Harmer (2007: 223) states that an information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication in which motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing. Furthermore, Raptou (2002) states that Information gap activities can also reinforce vocabulary and a variety of grammatical structures taught in class. They allow students to use linguistic forms and functions in a communicative way. These activities bring the language to life for students. Grammar is no longer a concept they have difficulty with in applying their speaking. Students have much the opportunity to use the language which is taught to them to speak in the target language. Typical types of information gap activities that might be found includes "describing and drawing", "spotting the difference", "jigsaw speaking and listening", and "split dictations".

Using information gap technique, the teacher is able to improve the students' speaking ability because it is an effective technique to apply in the classroom. The students become comfortable to speak about everything. Teachers only give simple explanation about the activity and review the vocabulary needed for the activity. Students, on their turn, get an opportunity to develop their communicative competence more freely.

In brief, information gap activities are communicative exercises in which each of two paired students has information. In addition, it is only through "negotiation of meaning" that the information transaction is made possible. Negotiating meaning presupposes speakers to be able to make use of a series of communication strategies: asking for more clarification, paraphrasing, and using circumlocutions.

Meanwhile, the conventional teaching technique is concerned with the teacher being the controller of the learning environment. Tracey (2008) states that a teacher-centered method of teaching is a traditional/ conventional teaching strategy in which the teacher transmitting his knowledge to a group of passive students. The conventional teaching technique in the process of teaching and learning focuses on how the teacher delivers information rather than how the students absorb it. It tends to involve more passive learning by the students, such as listening to lectures in which the teacher disseminates the information and it is up to the students to absorb and process it. Surely, this technique has its weaknesses with regard to its effectiveness in increasing students' speaking ability.

In addition, in order to learn a foreign language successfully, the students should have achievement motivation since without sufficient achievement motivation in a speaking class the students will be passive and have no interest in joining the class. Bernard (2010) states that motivation is vital in language learning. It makes language learners positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication.

Achievement motivation in language-learning plays a vital role. It is achievement motivation that produces effective foreign/second-language communicators by planting in them the seeds of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal (Ryan and Decy, 2000). Moreover, Zenzen (2002) states that achievement motivation also creates the drive in students to acquire the targeted language, enjoy the learning process, and experience real communication. Experience of success and satisfaction

has a strong connection with motivation. By realizing their improvement and achievement, students always gain the feeling of success.

In brief, the role of achievement motivation in learning a foreign language is very important. The teacher should be able to create the learning that arouses students' achievement motivation in foreign language learning. So, in order to have high competency in English, one should learn continuously, especially in learning speaking. During the process of learning, there will be some challenging problems which have to be faced. In this case, the students who have high achievement motivation will be challenged to improve their knowledge and performance to achieve the best goal.

Based on the description above, this study was primarily intended to investigate the students' speaking ability who were taught by using information gap technique and those who were taught by using conventional technique as moderated by students' achievement motivation and to find out whether or not there was an interaction effect of the implementation teaching techniques and achievement motivation toward students' speaking ability.

If such an analysis proved to have a significant role on the level of the students' speaking ability, The result of this study is expected to be useful theoretical, practical, and methodological significance in relation to English language education in Indonesia as well as to research in language teaching.

Theoretically, this study expected to give contribution in form of information about teaching technique and it was also expected that this study provides some evidences about the implementation of information gap techniques in teaching speaking so the teachers were able to use the technique appropriately.

Practically, this study was expected to give positive effect for the teacher to empower the teacher's knowledge on how to apply the kinds of teaching technique in teaching speaking, so speaking class will not be in monotonous atmosphere and automatically the students will have high

enthusiasm in learning. To the Students, the result of this study was also expected to help and to be beneficial for the students in finding out the effective way or technique to solve their difficulties in developing speaking skill. To other researchers, this study was expected to give valuable things in developing the researchers' knowledge on the development of various teaching methods implemented in the teaching English to the senior high school students and developing another research

Methodologically, information gap technique as one of innovative techniques in teaching speaking comes up with the answers to solve the problems and changes in the world of English language teaching and find ideas for teachers to take away. The research findings of this study are expected to provide some innovative solution in solving teaching language problems, especially in speaking skills at senior high school.

METHOD OF STUDY

An experimental research method was used in this study since this study concerns with investigating whether there is significance different of speaking ability between the students who are taught by using information gap technique and those who are taught by using conventional technique as moderated by their achievement motivation level and to find out whether there is an interaction effect of teaching technique and students' achievement motivation toward students' speaking ability.

In this study, the researcher used a posttest-only control group design. In this design, one group received an experimental treatment while the other got a different treatment. Here, the experimental group was treated by using information gap technique, while the control group was treated by using conventional technique.

The population of this study is all of the tenth graders of MAN Selong in the academic year of 2012/2013. Based on the writer's investigation on MAN Selong,

the total number of the tenth graders of MAN Selong in the school year of 2012/2013 was 219 students and they were spread into 7 classes. Then, the writer took 20% of the population as the sample of this study (Arikunto, 2006). In this case, Cluster Random Sampling technique was used to determine the two groups of sample.

To obtain the data, the researcher used a questionnaire of achievement motivation, a speaking test and the scoring was determined by an analytical scoring rubric. The speaking test used comprises in the form of performance test. This was the instrument to obtain data concerning the students' speaking ability. In this case, the oral test was administrated to the students in the experimental group and control group. Based on the topic of oral test or speaking, the respondents were asked to speak about their unforgettable experience or make a description about place and person maximally 3 minutes. Moreover, to obtain achievement motivation data, the students was tested by using achievement motivation questionnaire. This questionnaire was given to know whether they had achievement motivation in learning or not.

Then, the data were analyzed using descriptive and inferential statistics. Descriptive statistics was used to measure the central tendency or averages (mean, median, and mode) and the spread or desperation, while inferential statistic was used to test the hypothesis. In this case, analysis of variance ANOVA 2 X 2 was used to analyze the data. Before administrating the two way ANOVA analysis, the normal distribution of the data and the homogeneity of the variance were tested.

In testing the normality of the data, the researcher used SPSS19 for windows and applied Kolmogrov-Smirnov statistics. The sample is on normal distribution if α < asymp.Sig at the level of significance $\alpha = 0.05$. The result of Kolmogrov-Smirnov statistics analysis showed that the significant score for all groups are higher than 0.05, it means that the data of the students' speaking ability were obtained from normal distributed samples.

Table 1: The Result of Normality Distribution Test.

Group of samples	Number of sample	Kolmogorov-Smirnov	Significant score	Remark	Conclusion
exp_high	16	0.183	0.158	0.158 > 0.05	Normal
exp_low	16	0.161	0.200	0.200 > 0.05	Normal
cont_high	16	0.198	0.095	0.095 > 0.05	Normal
cont_low	16	0.171	0.200	0.200 > 0.05	Normal
Experiment	32	0.127	0.200	0.200> 0.05	Normal
Control	32	0.167	0.063	0.063 > 0.05	Normal

Meanwhile, for testing homogeneity of the data, the researcher used SPSS19 for windows and applied Levene statistics. The data is on homogenous if α < asymp.Sig at the level of 0.05. The result of Levene statistics showed that the significant score based on mean 0.297 was higher than 0.05, this indicated that the data of speaking ability of the students between experimental and control group was obtained from a homogenous samples.

Table 2: The Result of Homogeneity of Variance Test

		Levene Statistic	df1	df2	Sig.
speaking_score	Based on Mean	1.235	5	122	.297
	Based on Median	.959	5	122	.446
	Based on Median and with adjusted df	.959	5	112.162	.446
	Based on trimmed mean	1.228	5	122	.300

After the data had proven to be normal and homogenous, therefore, the hypothesis could be computed using two-way ANOVA. After the two way ANOVA found the significant interactional effect existed on the students' speaking ability between the implementation of the techniques in teaching speaking and students' achievement motivation, then the Tukey test was used to prove the better group in order to be able to make appropriate inference about their interaction. The result of 2 X 2 ANOVA analysis and the summary of Tukey test can be seen in the following tables:

Table 3: The Result of 2 X2 ANOVA Analysis

Source of Varian	JK	Df	RJK	F_{ob}	F_{tabel}	Conclusion
A	900	1	900	21.077	4.00	Significant
B	400	1	400	9.368	4.00	Significant
AB	441	1	441	10.328	4.00	Significant
Within	2562	60	42.7			
Total	4303	63				

Table 4: Summary of Tuckey Test

Between group	Mean Difference	Q_o	Q_t (0.05)	Meaning	Conclusion
A_1 - A_2	7.50	6.493	2.83	$Q_o > Q_t$	Significant
A_1B_1 - A_2B_1	12.75	11.038	2.83	$Q_o > Q_t$	Significant
A_1B_2 - A_2B_2	2.25	1.948	2.83	$Q_o < Q_t$	Not significant

RESEARCH FINDINGS

The data of this study were arranged and classified into categories and were analyzed by using ANOVA or variance analysis. The students under study were divided into 8 groups. The first group was the students who were taught using information gap technique (A1); the second group was the students who were taught using conventional technique (A2); the third group was the students with high achievement motivation (B1); the fourth group was the students with low achievement motivation (B2); the fifth group was the students with high achievement motivation and who were taught using information gap technique (A1B1); the sixth group was the students with low achievement motivation and who were taught using information gap technique (A1B2); the seventh group was the students with high achievement motivation and who were taught using conventional technique (A2B1) and the last group was the students with low achievement motivation and who were taught using conventional technique (A2B2). From the result of the analysis, the findings can be stated as follows:

First, The null hypothesis of this study is there is no significant difference between students' ability of the group which is taught using information gap technique in teaching and learning speaking and the group which is taught using conventional technique. The result of two way ANOVA revealed that F_o = 21.007 was higher than $F_{t\ (0.05)(1:60)}$ = 4.00. In this case, the null hypotheses is rejected and the alternative hypothesis is accepted. The mean scores of both groups (the experimental group and the control group) also indicated that the implementation of teaching technique affected the students' speaking ability. The mean score of the students who were taught by using information gap (64.87) is higher than the mean score of those who were taught using conventional technique (57.37). It can be concluded that there was a significant difference between the use of information gap technique and conventional technique in teaching speaking. The table bellow shows the comparison of the score between experimental group and control group.

Table 5: The Comparison Score of A1 and A2

Aspects	Information gap technique	Conventional technique
Maximum score	80.00	68.00
Minimum score	52.00	48.00
Mean	64.87	57.37
Median	64.00	58.00
Mode	68.00	68.00

Second, the result of the analysis also showed that there was an interaction effect between teaching technique and the students' achievement motivation in teaching speaking. In this case, the null hypothesis is rejected and the alternative hypothesis is accepted since the result of two way ANOVA revealed F_{AB}= 10.328, is higher than $F_{t\ (0.05)(1:60)}$ = 4.00. This is strengthened by the result of Tukey Test where the Q_o of students having high motivation A_1B_1 and A_2B_1 11.038 is higher than Q_t (2.83), and the Q_o of students having low achievement motivation A_1B_2 and A_2B_2 (1.948) is lower than Q_t (2.83) in 0.05 level of significant. It can be concluded that the effect of teaching technique depends on the degree of students' achievement motivation level.

Third, the null hypotheses of the teaching technique used for teaching speaking to the students having high achievement motivation and being taught by means of information gap technique compared to those having high achievement motivation and being taught using conventional technique do not differ significantly. Based on the summary of Tuckey test above, it was found that Q_{ob} 11.038 is higher than Q_{table} 2. 83 in 0.05 level of significant, therefore, Ho was rejected and H_a is accepted. In this case, information gap technique is more effective than conventional technique for teaching speaking to the students who had high achievement motivation. The mean scores of the students having high achievement motivation being taught using information gap technique and those being taught using conventional technique also confirmed this. The result of Tukey test showed that the mean score of the students with high achievement motivation who were taught by using information gap (70.007) is higher than the mean score of those who have high achievement motivation and being taught using conventional technique (57.25).

Table 6: the comparison score of A1B1 and A2B1

Aspects	Experiment high motivation	Control high motivation
Maximum score	80.00	68.00
Minimum score	60.00	48.00
Mean	70.00	57.25
Median	68.00	48.00
mode	68.00	60.00

Fourth, the null hypothesis saying that using conventional technique is less effective technique used to teach speaking to the students with low achievement motivation compared to information gap technique is accepted and the alternative

hypothesis is rejected. It can be seen from the mean score of A_1B_2 (59.75) which is different only (2.25) than A_2B_2 (57.50). The result of Tukey test also strengthened that Q_{ob} 1.948 is lower than Q_t 2.83 in 0.05 level of significant. It can be concluded that conventional technique is less effective than information gap technique for teaching speaking to the students with low achievement motivation. The following table shows the differences of the students' scores.

Table 7: The Comparison Score of A1B2 and A2B2

Aspects	Experiment Low Motivation	Control Low Motivation
Maximum score	68.00	68.00
Minimum score	52.00	48.00
Mean	59.75	57.50
Median	60.00	56.00
Mode	60.00	68.00

DISCUSSION AND IMPLICATION

The purpose of this experiment study is to see effectiveness of information gap techniques in the process of teaching and learning, especially in teaching speaking to senior high school students. The discussions of the finding are as follows:

The result of the study reveals that information gap technique is more effective to be used for teaching speaking to the tenth grade students of MAN Selong than conventional technique. Information-gap technique encourages cooperative relationships among students. This further gives students the chance to work on negotiating meaning and feel more comfortable to speak. On the other hand, when students work in small groups, the communicative practice they receive will be maximized. In this way, students also learn to pay attention not only to communicating the intended meaning, but also to the social context of the communicative event.

In addition, during information-gap activities, students were not under pressure to produce correct speech and as a result, their mental were established and made them as risk taking students. In information gap activities, the only thing they need to do is to communicate with others. In this case, mostly the students expressed their joy and happiness when they all participated in each activity. In fact, this technique makes the students concentrate on how to communicate and express their feeling and ideas freely. Moreover, The students who were taught using information-gap technique were seen to become less dependent on the teacher's assistance. The students were often engaged in information gap activities since this technique provides some interesting activities such as: describing and drawing, spot the difference, problem-solving, etc. Therefore, the students instructed through this technique rarely get bored and tired during learning process. These activities teach students to take more responsibility for their own learning. They should act as active participants not as passive recipients, in order for them to carry out the tasks.

The discussion of the finding above confirms the theory which proposed by some experts related to the effectiveness of information gap technique for teaching speaking. To begin with, Ellis (2003: 271) affirms that information gap activities assist the students to achieve their goals of meaningful communication. Through pair and group work, the students can get more opportunities to speak and feel more confident about speaking after cooperating to practice. Furthermore, they get enjoyment from learning language which motivates them to reach a higher level. Moreover, Zhang (2004) as quoted in Klanri (2007) declares that information gap activities provide the learners opportunities to express their opinions, suggestions, or taste, to share their real life experiences or ideas, and applying their issues or concerns to some controversial topics. Information gap activities also allow the learners to act at their own pace, in their own manner and style, and on the topics or content of their own choice. Then they will find their own way, taking charge of their learning and make their own

opportunities for practice in using the language inside and outside the classroom.

The finding of this study also strengthen the result of previous studies conducted by Liao (2001), Klanri (2007), and Jondeya (2011) which investigated the use of information gap technique toward students' speaking ability. The result of those studies revealed that information gap technique is effective technique to be used to improve students' speaking ability.

Furthermore, it cannot be denied that teaching technique which is used by the teacher in the class gives a big influence to the success of the teaching and learning process. In this case, information gap technique automatically force the students to be more active in acquiring the academic content without neglecting their social and human relation with other students unconsciously. During treatments process, applying information gap technique for teaching speaking made the students more creative and active in joining the teaching and learning process.

Moreover, achievement motivation gives big influence to the student to improve their speaking ability. In learning activity, achievement motivation determines students' success and without having sufficient achievement motivation, the students find difficulty to be succeeded in learning. From this statement, it can be stated that achievement motivation has an important role in influencing learning activity which includes emotion, feeling, attention, satisfaction, creativity, and pleasure. Ryan and Decy (2000) state that achievement motivation in language-learning plays a vital role. It is achievement motivation that produces effective foreign/second-language communicators by planting in them the seeds of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal. In order for English instructors to motivate them, a number of methods are needed both in and outside of class.

Presenting information gap in speaking class is really hoped by the students with high achievement motivation because the activities offered by information gap technique are relevant to the characteristics of the students with high achievement motivation. Meaningful situations were established using pair work and group work, both important features of Communicative Language Teaching in the language classroom. Based on the treatments, the students with high achievement motivation were more interested in learning speaking using information gap than using conventional technique. The teacher and students can do several activities in or outside the class, like asking and answering question, describe and draw, etc based on information gap.

Thus, by using information gap technique, the students with high achievement motivation were participated actively in each activity of information gap activities. They also had more effort by asking the vocabularies they did not know in English in order to maintain their speaking activities with their seat partner or their group. They also did more speaking practice even thought they were not under monitored by the teacher. By doing so, the students with high achievement motivation 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 technique (information gap) is more effective to be applied for teaching speaking to the students with high achievement motivation then applying conventional technique.

Meanwhile, teaching speaking using conventional technique is easier to be prepared and to do than using information gap. Moreover, the use of conventional technique in teaching speaking was less effective than the use of information gap technique, because the students taught using conventional technique were directed to be active in drilling the materials and tend to be passive and not creative in the classroom activities. Through drill activities, the students

seemed to be able to speak communicatively, but they just rather memorized verbally without any hint of communicative purposes. when they were asked to performed a dialogue, they tended to keep silent and be confuse in expressing their idea spontaneously. In this case, teacher-centered limited the students' creativity and activities since this technique did not enable the students to say something except to repeat what the teacher said.

It much differs from the application of Information gap which is a useful and interesting technique because it gives every student an opportunity to speak, and it reflects the way we use language as a means of communication in real life. In addition, speaking with peers is less frightening than presenting in front of the whole class and being evaluated. However, during the treatments, it was observed that the students with low achievement motivation tend to do less effort to keep the conversation on and tend to do less practice in speaking. So, these characteristics disable the students with low achievement motivation learn and follow the information gap activities presented in their class. Related to this, McClelland (2010: 3) in Astiti (2012) states that the students with low achievement motivation are more concern about the environment in which they want to know how the people feel about themselves rather than how well they are doing. In addition, Marhaeni (2005) confirms that the students with low achievement motivation interested in static condition in which they feel secure and comfortable because they are not ready to face new thing (feedback) and tend to consider the feedback as their weaknesses. So, that why the use of information gap technique is less effective to the students with low achievement motivation.

The above findings and discussion have revealed that students' speaking ability increases when they learn new lessons using of information-gap activities in the classroom. So, teachers must revise their speaking teaching strategies in order to encourage students to expand their communicative ability. Moreover, the

language teachers can benefit from this technique in order to educate more active students in order to be better communicators. In this way, language teachers can save great amount of energy and money. In other words, instead of wasting their time and energy on a technique which has little practical activities, the teachers can concentrate using information gap technique which is practically more powerful and useful in encouraging students' speaking ability.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis presented in the previous section, it can be concluded that: (1) Using information gap technique is much better than conventional technique for teaching speaking skill to the tenth grade students of MAN Selong; (2) Using information gap is more effective than conventional technique to teach speaking skill to the tenth grade of MAN Selong students who have high achievement motivation; (3) Using conventional technique is not more effective than using information gap technique to teach speaking skill for the students having low achievement motivation.

Based on the conclusion above, it is necessary to have other investigation as the follow up to the research which has been done. Replication of similar study will reinforce the findings. Some suggestions for teachers, students, and future researchers can be listed as follows: For the teachers, in developing their skills in teaching, they can use various techniques of teaching or strategies in teaching speaking, so that the class will not run in boring atmosphere and the students will enjoy learning English. The more the students enjoy learning English, the more easily they understand the material. Moreover, the English teacher should try to use the media in order to help the students with low achievement motivation to be more active and more interested in learning English. Besides, the teacher should also use the best and the most appropriate way of their own personal

creations. For the students with high motivation, the teacher can use information gap technique to teach speaking since the result of this study; quantitatively and qualitatively, mutually reveals the significance effect of this technique to increase students' speaking ability. For the Students, the use of both information gap and conventional technique are not the only way of solving the students' problems in learning speaking. However, it can be said that there are many meaningful techniques to overcome their problems in improving their speaking ability. For the future researchers, a replication of this research design using information gap and conventional technique as teaching techniques in teaching speaking can be done with some revision. A similar research to different population characteristic is also possible. It may also be useful to have research with different students' condition like students' habit, interest or other personal factors.

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