

CHAPTER I

INTRODUCTION

This chapter discusses about background, research question, objective of the research, limitation of the problem, the significance of the research, definition of key terms and the organizational of the research paper.

A. Background of the Research

As language learners we need to have a sufficient understanding about the language that we learnt, we are not only obliged to have a sufficient skill about the language, like listening, speaking, reading and writing. But also need to understand the grammatical pattern appeared in the language, in order to fully comprehend the language. To master the grammar, we need to give more attention in learning it, because English grammar has many rules to understand, in line with that, According to Swan (2005) grammar is “the rules that show how words are combined, arranged or changed to show certain kinds of meaning.” That definition shows that grammar is like a policy that used to manage every sentence in order to create a proper meaning, in other words if we do not use a good grammar it is hard in mastering English language skills (listening, Speaking, Reading, Writing).

The simplest mode of grammar that we learn so far is learning the English tenses. From this, we can see that through the grammar, we definitely have a clear information about the time reference, when the activity happen, for example when the

sentence using “will” it shows the future action, or when we use verb 2 it indicates past activity. Without grammar the time reference of the sentence will not be unclear. Moreover, in grammar we also learn about part of speech: Noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection. In this research the writer focuses on the use of preposition.

Preposition is the part of English grammar that we have to learn well. Moreover prepositions are relationship directional words. They link the nouns, pronouns, verbs and phrases together in a sentence. Without prepositions, it would be hard to communicate in English.

In consequence, prepositions are important, because they work to connect various parts of a sentence. Prepositions tell us, where something is in relation to something else or how things are related in space (in, on, to, with, over, under, onto, into, beside, etc). Others show physical connections or possession between nouns or pronouns and another word such as *of, with, by, etc*. Some refer to relationships in time: *while, during, after, until, before and since, etc*.

Since that preposition is important to understand students need to comprehend and understand about it. But, many students face problem in using the preposition, because propositions are hard to learn. This statement in line with the idea from Lorincz and Gordon (2012) “Prepositions are notoriously difficult for English Language Learners to master, due to the sheer number of them in the English language and their polysemous nature”. Moreover, Lorincz and Gordon (2012) also stated that numerous analyses of the linguistic output of ELLs have revealed that prepositional errors of

substitution, omission, and addition account for the majority of syntactic errors. Since prepositions present such an immense challenge for language learners, it is vital that teachers develop effective instructional methods. In this research, then writer will investigate the process of teaching prepositions using alternative method called IGA.

As the name suggests, information-gap activities are “communication exercises in which each of two-paired students has information which they must orally relate to each other in order to fill the ‘gaps’ in the information they have”(Defrioka, 2009). This refers to the fact that in real world, people may communicate in order to get any information (Goh in Brogan, 2006). in the application IGA has shown a significant result in improving students speaking skill, as Sugiarti (2014) mentions in her thesis that the implementation of information-gap activities could improve students ‘speaking skills.

From the description above, in this research the writer wants to investigate the use of IGA in improving students understanding about English prepositions. So, the writer formulates her research entitled “Teaching Preposition Using Information Gap Activity (IGA)”.

B. Research Question and hypothesis

1. Research question

From the background of the research above, it could be seen that this research has two important variables; *preposition* and *information gap activity*. In order to see to manage the research holistically and make the research have a clear path to follow, the writer

formulates her research questions as could IGA improve student's understanding in using English preposition?

1. Hypothesis

According to Tavakoli (2012) "hypothesis is an educated and testable guess or hunch, generally based on prior research and/or theory, to subject the process of verification or disconfirmation. There are two types of hypothesis i.e. *null hypothesis* and *alternative hypothesis*. The hypotheses of this research are:

a. Null hypothesis

According to Pierce (2008), "Null hypothesis is the only reason that the two group *means* are different from each other is *chance*". The null hypothesis of this research is:

IGA could not improve students understanding in using the English preposition.

C. The Objective of the Research

According to the research question above, the writer formulated the research objectives as to find out whether or not IGA is effective in improving students understanding in using English prepositions.

D. Limitation of the Problem

To concentrate the scope of the research, the writer limits this research in two layers; the *first* the layer is in the idea of preposition. In this research the preposition that use is the preposition of place, *second* the layer is in the idea of IGA.

E. Significant of the research

The researcher formulates the significance of this research based on the proposed problem, and the benefits are categorized in three categories i.e. pedagogical, theoretical, and practical.

1. Pedagogical Implication

- a. This major of this research is to give the information for the teacher that there are several techniques that can be interactive and innovative in teaching English language, one of them is IGA technique in teaching preposition.
- b. This research expected to help the teacher to choose the proper media in teaching grammar especially in teaching preposition.
- c. As mentioned in the background of the research that there are many problems that face by the students in order to use preposition, this research is aimed to help the student to gain more understanding about the preposition in fun way.
- d. As the main goal, the research expects that student not longer confuse to use preposition in both academic life and daily life.

2. Theoretical Implication

- a. Through this research we can found the most updated definition and function of the Information Gap Activity.
- b. This research is aimed to give valid information on the effectiveness IGA in improving students understanding preposition in the certain sample of the research.
- c. Moreover this research is expected to be used as reference to conduct further research, or research in other field for example improving students' speaking ability using IGA.

3. Practical Implication

- a. Through this research, learning and teaching processes can be more interesting especially in teaching preposition.
- b. The communication between teachers and students can be developed.
- c. Teaching and learning grammar especially preposition can be conducted in more interactive by using an appropriate and contextual media.

F. Definition of The Key Terms

To avoid misunderstanding of the research, the researcher provide the definition of the key terms that relate to this research, namely:

a. Preposition

Preposition has a very wide type, proposition in this research means as a variable to be improved by using Information Gap Activity. Moreover, Preposition Expresses a

relation in space between two or more entities or a relation in time between two events, other abstract relation such as instrument and cause” (Carter, & McCarthy, 2016).

b. The Gap Activity

Bakshi (2009) define IGA as “a situation where one person knows something, while the other does not. This cultivates curiosity inquisitiveness, inventive nature, confidence, problem solving, phrasing questions, discovering questions, and above all English communication. IGA in this research is a method that used for treatment to help students in using English prepositions.

G. Organization of the Paper

This paper is systematically divided into five chapters. The following is short description about what each chapter contains.

Chapter I: To present an introduction, which contains the general background of the study, reason for choosing the topic, statement of the problem, objective of the study, limitation of the study, significance of the study, method of investigation, terms definitions, and organization of the paper.

Chapter II: To present the review of related literature that discusses, the theoretical background used as the basis of this research report.

Chapter III: To discuss the method of investigation which consists of population and sample, including the choice of population and the technique of sampling, the instruments, real tests and item analysis, including the difficulty level and discriminating power of each item.

Chapter IV: To present the data analysis that discusses the analysis covering statistical analysis, and non-statistical analysis.

Chapter V: To present the conclusions and suggestions. It contains conclusions and suggestions of the writer, based on the previous discussions.

CHAPTER II

LITERATURE REVIEW

This chapter gives comprehensive theory related to the keyword of the research. This chapter presents the detail explanations about English prepositions; definitions and type of preposition. Moreover, this research also displays the explanation of IGA or Information Gap Activity.

A. Theoretical Framework

1. Preposition

a. Definition

In the simplest perspective, preposition is defined as useful little words. Preposition is regarded as Content word. As we know in the perspective of morphology there are two main types of word; content and function word. Content words is word that bring a fundamental meaning in the sentence, words that included as contentive word (content word) are, Verb, Noun, Adjective, Adverb, and Preposition. As stated by Radford, A. (2004) for typographical convenience, it is standard practice to use capital-letter abbreviations for categories, and so to use N for noun, V for verb, P for preposition, A for adjective and ADV for adverb. The words which belong to these five categories are traditionally said to be contentives (or content words). However, in addition to content words languages also contain fuctors (or function words) – i.e. words which serve primarily to carry information about the grammatical function of particular types of

expression within the sentence (e.g. information about grammatical properties such as person, number, gender, case, etc.).

The differences between contentives and functors can be illustrated by comparing a (contentive) noun like *car* with a (functional) pronoun like *they*. A noun like *car* has obvious descriptive content in that it denotes an object which typically has four wheels and an engine, and it would be easy enough to draw a picture of a typical car; by contrast, a pronoun such as *they* have no descriptive content (e.g. you can't draw a picture of *they*), but rather is a functor which (as we shall see shortly) simply encodes a set of grammatical (more specifically, person, number and case) properties in that it is a third person plural nominative pronoun

Going deeper on the idea of preposition, Preposition: are words (*at*, *in*, *on*, *near*, *with*, *without*) used with nouns in phrases providing information about time (*at* five o'clock, *in* the morning), place (*on* the table, *near* the window) and other connections (*with* a knife, *without* a thought) involving actions and things (Yule, 2010). Yule mentions a various type of preposition and the function of preposition as the tool to fill the meaning gap.

Moreover, Preposition can be the controlling word in a group. Prepositions link nouns to nouns (books *about* antiques), adjectives to nouns (rich *in* minerals) and verbs to nouns (aimed *at* the target). Most prepositions must be followed by a group of words containing a noun, or by a noun on its own, as in they sat *round* the table, Claude painted *with* this paintbrush, I've bought a present *for* the children. A small number of prepositions allow another preposition between them and the noun: In behind the

woodpile (was a hedgehog), an owl swooped on the rabbit *from* up in the beech tree. In allows behind and from allows up. That is, the preposition controls whatever word or phrase follows it. Another aspect of this control can be seen from the fact that in standard English prepositions can be followed by pronouns, but they exclude I, he, she, we and they and require me, him, her, us and them: *I've bought a present for she, I've bought a present for her.

From the explanation above, we can conclude that, Prepositions are used to show relationships between a noun and other words. They express a number of relationships, including time, location, manner, means, quantity, purpose, and state or condition. For example, in “the book on the table”, “she leaves in the morning”. Meanings of prepositions change in very subtle ways and the reasons for these changes are often difficult to explain. The common ways that prepositions are used are often absorbed as a person grows up and learns language. Prepositions also frequently used in English to relate a noun or pronoun to some other words in the sentence.

b. Type of preposition

There are some kinds of preposition that can be used in the English language which are used in different situation. Each kind of preposition will occur in different context because they have specific rules about when to use them correctly.

1) Preposition of time

According to Anderson et al (2007) and Digned et al. (2007) “the preposition of time is used to say or indicate when something happens. They say there are several prepositions that can be used as the preposition of time, there are on, in, at, before, after, until/till, for, since, during, from...to..., and by”. All of the preposition above cannot be used in the same situation. In other words, each preposition has its own rule which settle when to use it correctly. For example, it happened *in* the twentieth century, that house was burned *at* night, and we were met *on* my birthday. This type of preposition indicates the time elements of the sentence that show when the activity happen, and show the time range of the activity. This preposition also provides a psychological boundary of time in the sentence.

2) Preposition of place

Dignen et al. (2007) state that preposition of place is used to tell someone where someone is or something is. They state that there are some prepositions that can be used to talk about location there are in, on, at, near, under, between, beside, among, above, and below. For example, my sister is cooking *in* the kitchen, I read it *on* a magazine the exhibition will be held *in* Japan, and the national monument is *in* Jakarta.

In other words, Preposition gives specific information about where the certain act happens. Through this type of preposition, we can have a clearer concept about place that appeared in the sentence.

3) Preposition of movement

The third of preposition is preposition to show movement. Dignen et al. (2007) state that preposition of movement is the preposition which are used to talk about direction or where someone or something to go. They also state that there are several varieties of preposition of movement, such as to, towards, into, out of, onto, off, across, along, over, through, up, and down. For example, we ran into the sea as soon as we arrived there, and he climbed out of the pool.

4) Preposition of agent

Anderson et al. (2007:149) state that this type of preposition refers to preposition used to explain the doer of an action or tools used to accomplish it. Preposition *with* and *by* are several preposition which can be used in this situation. Both of them can be used to explain about means, that is how to do something and tools to accomplish that action. For example, you can learn a lot by reading the instructions, dry yourself with a towel, they chased the mangoes with a stick, and some thieves broke into my house by breaking the window, she came here by train, he was hit by a ball, and she was helped by her sister.

c. Problem in learning preposition

As mention in the background of the research preposition is a tricky topic. Some students will have several problems in choosing proper preposition for a certain function. In process of teaching and learning teacher should have ability in selecting appropriate method, technique, strategies and media to build a comprehensive

understanding about the preposition in order to select what pedagogical methods are most effective, it is important to first understand what makes learning prepositions difficult; According to Koffi (2010) First, prepositions are generally polysemous. Polysemy is “a semantic characteristic of words that have multiple meanings”. From the definition we can see that one preposition can have various meaning based on the context surrounding the preposition. Thus, learners often become frustrated when trying to determine prepositional meanings and when trying to use them appropriately.

Second, as Lam (2009) points out, prepositions can be difficult to recognize, particularly in oral speech, because they typically contain very few syllables. Many English prepositions are monosyllabic, such as on, for, or to. As a result, language learners may not be able to recognize prepositions in rapid. Moreover, the use of prepositions in context varies greatly from one language to another, often causing negative syntactic transfer. The same prepositions can carry vastly different meanings in various languages. For instance, a native speaker of Spanish would have difficulties translating the preposition for into English, since it can be “expressed in English by the prepositions for, through, by, and during” (Lam, 2009).

Last, the sheer number of prepositions in the English language also contributes to their difficulty. English has 60 to 70 prepositions; a higher number than most other languages (Koffi, 2010). This huge amount of preposition will lead the confusion for the students.

2. Information Gap Activity

a. Definition

In several perspectives, teaching regarded as process of enhancing students understanding about several topics that already been managed in syllabus and curriculum. Teacher as facilitator has an obligation to invent or modify a teaching methodology, strategy, technique, and media in order to achieve the aim of the study. CLT is regarded as one of the effective method in managing a good communication between students and teacher, and creating a creative and collaborative act of the students. One of the CLT technique than can be used is IGA or Information Gap Activity. Bakshi (2009) defined IGA as "a situation where one person knows something, which the other does not. This cultivates curiosity inquisitiveness, inventive nature, confidence, problem solving, phrasing questions, discovering questions, and above all communication". On other word, Information gap activities are communicative exercises in which each of two paired students has deferent information, and then each student will investigate the other students to get the information they need.

Moreover, Son (2009) said that 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. This activity trains the learners to have interpersonal interaction in order to get the information they need to complete understanding on a task or to complete information that they do not have. From the definition we can see that IGA facilitate the students to access their curiosity about the incomplete information they have and allows them to find it through communication with their friend.

Montoya (2011) also provide definition about IGA, he said that this activity refers to the fact that in real communication people normally communicate in order to get information they do not possess Information. From definitions, IGA is activities that facilitate students to act as they act in daily life. Moreover, from this definition we can see IGA as a contextual teaching and learning.

Relate to this paper, 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 form sand 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. From this definition we can see that even though IGA is commonly used in developing speaking activity, IGA also can help students to understand the concept of grammar through more communicative way. In this case the grammar means is the use of preposition.

From all definitions, we can define that IGA is an activity that help students to do communication with other students in order to get their missing information. This activity can help students to be more engage in learning activity, Information gap activity is actually covered in Structured Output Activity includes Jigsaw activity. Each type of information gap implies the finding missing information and negotiating information to complete any task given. Information Gap Activity also regarded as media that not only grows student language skill but also enrich students understanding, on other linguistics subject such as grammar.

b. Type of Information Gap Activity (IGA)

From some literatures mention that information gap activity consists of two types namely *One-way* and *Two-way*. According to McKay & Tom (1999) in Jondeya (2011) stated that one-way occurs when one person holds information which other group member(s) do not have. In contrast with One-way, Ellis (1999) in Jondeya (2011) said a two-way information gap activity, both learners have information to share to complete the activity e.g., both have some information about directions to a location, but they have to share the information that they have to complete the directions.

The Two-way seems to be better activity rather than One-way because Two-way activity is more communicative and performing more action verbally to complete the tasks.

According to Savignon (2002) that competence is defined in terms of the expression, interpretation, and negotiation of meaning and looks to both psycholinguistic and socio cultural perspectives in second language acquisition (SLA) research to account for its development. Dealing with meaning-focused activity, Prabhu (1987) presented three types of Gap activity as follow:

1) Information Gap

This activity involves a transfer of given information from one person to another or from one form to another, or from one place to another, generally calling for the decoding or encoding of information from or into language. The pair work task is

appropriate to this gap activity in which each part of the pair has a part of the total information and attempts to convey it verbally to the other. The other activity in this Gap is completing a tabular representation with information available in a given piece of text.

2) Reasoning-gap Activity

This activity involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. This activity necessarily involves comprehending and conveying information, as in information-gap activity, but the information to be conveyed is not identical with that initially comprehended. Students can do Filling the gaps in a schedule or timetable and completing the picture.

3) Opinion-gap Activity

This activity involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. In this activity, the students can do story completion and also taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

In Gap activity, there are two types of information involved as Jondeya (2011) presented as follow:

1) Supplied-to-the-learner

This kind of information appears when the gap is created by giving one or more group members information which others do not have. This type of information is called by Jondeya (2011) as spotting the difference. For instance, give one person one versions of a picture, give another version of the same picture to their partners, and ask them to identify the differences between the two pictures.

2) Supplied by the Learner

This type of information is supplied by the learners to give information concern their life or knowledge they possess. For instance, Jondeya (2011) presented such as asking students to interview each other about their families would be an example of unique information which learners supply from knowledge they already possess.

c. Benefits for Students from Using Information Gap Activities

Several researchers also suggest that the presence of information gap activities is beneficial both in teacher-student exchanges and student-student interaction in the form of pair work and group work. Kayi (2006) says that in information gap activities, students are supposed to be working in pairs or in groups. One student will have the information that other partner does not have and the partner will share the information. Furthermore, he adds that information gap activities serve many purposes such as

solving problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

IGA are effective because everybody has the opportunity to talk extensively in the target language. Basturkmen (1994) added that, it is not only a more satisfying role for the learners but also promoting authentic language use in the class. Raptou (2002) said that the students were all happy to do the activity because it was fun and they knew that it was helping them to increase their confidence in speaking French. He adds that, "I teach core French at the secondary level and students complain that when they go to a French-speaking part of the world, they cannot say what they wish to say in French, even though they have had years of French education. Rosmaliwarnis (2007) in her study showed that students who were taught through information gap activities had better speaking skill. They can motivate the students to speak because they can be free to respond the missing information without memorizing the dialogue. Neu and Reeser (1997) added 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.

d. The Teacher's Roles in Information Gap Activities

It has already been agreed that teacher take a very important role in managing a good teaching and learning process, and teacher is the first responsible for the actual standard of teaching English in schools and the level of the students` achievement. The

following points clarify the teacher's role in activating and developing students' ability as shown by different methodologists:

1) Designer and Organizer:

In information gap activities the instructor is like a director in a movie, to design the structure of the class, to make out the content of the interaction, and “to keep the learning process flowing smoothly and efficiently” (Brown and Yule, 2001). In addition, Byrne (1991) compares the teacher to an actor claiming that the teacher ‘will have to play different roles at different times’. While Nunan and Lamb (1996) point out that the roles that the teachers adopt are dynamic, not static, and are subject to change according to the psychological factors brought by the participants. While Harmer says that, different learners require different activities to get their satisfaction, which leads to the instructors behaving differently according to the demand of their learners. However, “the most effective activities can be made almost useless if the teacher does not organize them properly” (Harmer, 1991).

2) Participant and Prompter

Liao (2008) said that "There is no reason why the teacher should not participate as an equal in the activity". He can offer his information, and at the same time stimulate and present new language, without taking the main initiative for communication away from the students themselves. Harmer (2001) states that, while taking the role of a prompter, the teacher offers discrete suggestions or lets students struggle out of a difficult situation (when students get lost, cannot think of what to say next, lose fluency), which can stop the sense of frustration when coming to a ‘dead end’ of language ideas. Thus,

the teacher needs to talk to the learners in a personal way from time to time, to find out their opinions about the ongoing topic, to encourage some quiet and shy pairs or groups to talk without worrying about mistakes, to offer linguistic support, or to prompt some clues.

3) Investigator and Assessor

The teachers themselves want to develop their own skills and will hope for a gradually deepening insight into the best way to foster language learning. The feedback regularly enriches the teachers' understanding, pedagogical devising techniques, and activity designing diversities. On the other hand, as assessors, the teachers will see the feedback of how well the learners are performing or performed in the activities, evaluate the appropriateness of the activities they set, and adjust their teaching target in relating to the real situations (Harmer, 1991). Therefore, the successful implementation of the activities relies on the precise organization of the classroom and that the lesson is well prepared. So, teachers should act as follows:- First, as an organizer, the teacher behaves and acts diversely. Second, as a controller, who keeps all attention focused on him/her in the front by presenting, instructing, cueing, nominating, disciplining, inspiring, and assessing. Third, as a resource, who is always the learners' most important roughly-tuned comprehensive input and output facilitator. Fourth, as a manager, who maintains the whole class running in a cooperative atmosphere but enables each learner to display in his/her own individual areas of expertise freely. As mentioned above, the teacher is less dominant, but by no means less important than in the traditional classroom

activities. He is a facilitator of the communicative process in which he may play the roles of an instructor of language items, organizer of the communicative activity, assessor and error corrector, passive viewer, and consultant. He may also take part in the information-gap activities as a participant or co-communicator, and observe the students' performance for planning future activities.

e. Teaching English Preposition Using Information Gap Activity (IGA)

Preposition is one of difficult topic in learning English, because English preposition has a lot of numbers it make students face difficulties to determine what appropriate preposition that relate to the context. This situation is worsen by the perspective of students about learning grammar that grammar is difficult topic. This problem then can be solve by giving the students opportunity to communicate with others so they can have more communicative activity.

In line with Ur, he states that, one of the implementation of the active language use is put certain constraints on the process of achieving task objective in order to make sure that maximum language use in fact take place, such as practicing preposition which include oral work forms by information gap activity.

According to Johnson, information gap activity which practice grammar is a communicative drill to provide to provide a focus on form. Moreover, Base on Cook's opinion, the very act repetition (drilling) also allows greater time for processing and creates a generally more secure and relaxed atmosphere which may aid receptivity.

The researcher may conclude that the implementation of information gap activity to increase students' understanding in preposition is a communicative drill which allows constant repetition providing a focus on the form and the use of this kind of preposition.

B. Previous Study

In this previous study, the writer displays three previous studies about the use of IGA in the learning and teaching activity; first, Amaliani (2011) conducted a research entitled increasing Students' Mastery of the Simple Past Tense by Using Information Gap Activity. This research is aimed to increase students' mastery of the simple past tense in which less knowledge of the form and the use have been the problem in second grade of SMP IT Annajiah Cibinong. The writer did classroom action research. This research was conducted on August until October 2010 at SMP IT Annajah Cibinong that involved second grade students that consist of twenty-eight students as the respondent. Furthermore, this research used two cycle that consist of four stage: planning, acting, observing, and reflecting for each cycle. In order to get accuracy in data collecting, the writer combined both qualitative and quantitative data which are observation, interview, and test. After two cycle done, the writer find that there is a significant improvement in teaching Simple Past Tense by Using Information-Gap Activity. From the students' score in cycle 1 calculated by N-Gain Formula, the improvement is still low, which is 0.28. Furthermore, the improvement of students' score in cycle 2 is 0.53 which s categorize medium. The different between this research

and research from Amalianis' is the grammar that wants to be improved through the implementation of IGA. Amalianis' research focus on improving students' understanding in using Past Tense while this research wants to improve students' understanding in using Preposition especially preposition, time, and place. Moreover, the methodology used is also different. But, from this research we can see that IGA not only used for speaking but also for other elements of language.

Second, this research was conducted by Husnul, Muchtar, and Nur Sehang (2014). The objective of this research was to find out whether or not the implementation of information gap could develop the speaking skill of the eleventh grade students at SMAN Model Terpadu Madani. The researcher applied a pre-experimental research design. The sample of the research was XI IPA 1 consisting of 30 students. The sample was taken through cluster random sampling technique. The data gathered through test was analyzed statistically. The result of the data analysis showed that there was a significant difference between pretest and posttest. It was proved by testing hypothesis. By applying 0.05 level of significance with 29 (30-1) degree of freedom (df), the t-counted value (20.60) was higher than the t-table value (1.699). It means that the research hypothesis was accepted. In other words, the implementation of information gap could develop the speaking skill of the eleventh grade students at *SMAN Model Terpadu Madani*. The research shows a major deferent with this current research. This research focuses in developing skill while my research focuses on the grammar especially the use of preposition.

Third, Jondeya (2011) conducted the research about IGA. This study aimed at investigating the effectiveness of using information gap on developing speaking skills for the eighth graders in Gaza governorate schools. For achieving this aim, the researcher adopted the experimental approach. The sample of the study consisted of (70) female students equally divided into (35) students for the experimental group and (35) students for the control one. It was randomly chosen from Al- Majdal Higher Basic School in Gaza east. The researcher designed activities related to speaking topics discussed in English for Palestine 8textbook. These activities were based on information gap concept which was used in teaching the experimental group, while the ordinary method was used in teaching the control one in the first term of the school year (2010-2011). An oral speaking test was designed and validated to be used as a pre and post test for the two groups of students. The data were analyzed statistically by using T-test paired sample to measure the differences between the performance of the experimental group in the pre and the posttest. T- Test independent sample was used to measure the differences in the speaking skills at each level of the five levels (comprehension, pronunciation, fluency, grammar, and vocabulary) for the experimental and control groups in the post test. The effectiveness of using information gap activities on developing speaking skills was measured by using the effect size technique (Eta Square). The results proved that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the pre & post speaking test of the experimental group in each level of speaking skills in favor of the post test. The results also indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the

mean scores of each level of speaking skills in the post test for the experimental group compared with the control group. In the light of those findings, the researcher suggested some recommendations that are hoped to help syllabus designers, supervisors and English language teachers in developing teaching speaking skills.

CHAPTER III

RESEARCH METHODOLOGY

In research activities the function of method is very important because the success of research is depending on the method applied. This chapter explains: research Method, research design, research population and sample, instrument data collecting, data analysis.

H. Research Methodology

1. Research Method

According to Sign (2007) “Method is a style of conducting a research work which is determined by the nature of the problem”. Since this research the writer uses Quantitative method. There are several design in Quantitative method; experimental design, co-relational design, causal-comparative design and survey design.

There are several types of research method; First, quantitative research method, Second, qualitative research method, and Third, mixed methods research method (Tavakoli, 2012; Creswell, 2009; Lavrakas, 2008; Jupp, 2006). Based on the objective of this research, the researcher uses Quantitative research method. Because by this method researcher can have valid answer about how IGA can or can not improve students understanding in using English preposition by giving a result of statistical analysis.

According to Crowl (in Koharudin, 2016) “Quantitative research design are used to examine questions that can best be answered by collecting and statistically analyzing data that are in numeral form”. The writer chose quantitative because this design can appeal the statistics data that need to legitimate the result of the research.

2. Research Design

According to Tavakoli (2012) “Research design is the arrangement of condition for collection and analysis of data in manner that aims to combine relevance to the research purpose. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. As such, the design includes an outline of what the researcher will do from the formulation of the research questions and hypotheses to reporting the research finding”.

Based on the research design above the writer uses Experimental design to investigate this research. In experimental design there are three experimental designs; pre-experimental design, quasi-experimental design, and true experimental design. In this research the writer uses pre-experimental design. There are three types of pre-experimental design; one shot case study, one group pretest posttest design, and static group comparison (Crowl, 1996). The researcher chose one group pretest posttest design.

Pretest 01	treatment x	Posttest 02
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1. Population and Sample

a. Population

According to Fraenkel et al. (2016) Population is the large group to which one hopes to apply the result and the population of this research is seventh grade of MTsN 1 Cianjur. MTsN 1Cianjur has eight classes and the amount of student in MTsN 1 Cianjur is 326 students.

b. Sample

According to Fraenkel et al. (2016) Sample is the group on which information is obtained. Since that this research is pre-experimental research, the writer only use one class as the sample of the research namely seventh C class, this class has 38 students. This class was selected by the recommendation of the teacher in the school.

2. Instrument

According to Crowl (1996) the instrument used to measure the variables being investigated. In other words, instrument of the research is use as the media or toll to collect the data. Mainly, there are two types of instrument test and non-test instrument. No-test instrument is used for qualitative data, while test is used for quantitative research. Since that this is a quantitative research the writer uses test as the instrument of the research. There are two types of test Pre-test and Post-Test, Pre-test is taken before the treatment and Post-test is addressed after treatment. The data from pretest is used to reveal the preliminary knowledge of the students about the topic, while posttest is used to indicate the effect of treatment i.e. IGA in improving students' understanding in preposition especially preposition time and place.

a. Pretest

Pretest is addressed before the treatment. The main objective of doing the pretest in this research is to assess the preliminary knowledge of the students about preposition. Through the pretest, the score will become quantitative data and will be analyzed using SPSS (Statistical Package for social science) program. The pretest contains 20 questions in the form of fill in the blank. In that questions, a half of them relates to preposition of time and another half focus on preposition of place. The following are procedures taken in giving the pretest.

b. Treatment

The treatment is given to the students after the writer gives them pretest. The treatment was conducted five times. The general activities in treatment are implementing IGA in teaching preposition. In every treatment the researcher address two main activities; First, explanation and drilling. In this phase the teacher explain about preposition in general and show two different pictures which contain Different Information, after that the teacher ask the student to see and analyze the different of the pictures, and the phase is asking the student to talk in front of the class in order to complete the Gap. Second is doing a daily quiz. This phase is conducted in order to track down the students' understanding about the topic that already explained. The question of the quizzes can be seen in the appendixes.

c. Posttest

The posttest is address after the treatment. The objective of giving the posttest is to know whether there is an improvement in the students' understanding about the use of preposition or not. Through the posttest, the score will become quantitative data and will be analyzed using SPSS (Statistical Package for social science) program. The pretest contains 20 questions in the form of fill in the blank. In that questions, a half of them relates to preposition of time and another half focus on preposition of place. The following are procedures taken in giving the posttest.

After giving the pretest and posttest, the writer analyze the data of those tests using SPSS (Statistical Package for Social Science) 24.

1. Data Collection Technique and Analysis

a. Data Collection Technique

To collect the data, writer used test. As mentioned, there are two type of test that used, first is pre-test. This test is conducted before the treatment in the class. Second is post-test, this test is conducted after the treatment in the class.

b. Data Analysis

After all data is collected, the writes will analyze using SPSS Software version 24. Moreover, some type of the tests is used; normality test, homogeneity test and t-test. Normality test is used to determent whether then data is normally distributed or not. Homogeneity test is test to reveal whether the data is homogeny on not. And finally t-test is used to conclude whether the null hypnotist is accepted or rejected.

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter the writer presents the data of the research that gain from both pre-test and post-test. Moreover, this chapter also describes the result of data analysis that presented based on statistical analysis, and non-statistical analysis.

A. Result

1. Pretest and Posttest Result

The function of this research is to answer the question is information gap activity (IGA) effective in improving students' understanding in using preposition. To answer the question, the research used two tests; pre-test and post-test, both result of the tests is used as primary data. The score of the students can be seen in the table 4.1.

Table 4.1
Students' score of pre-test and post-test

No	Students	Pretest	Posttest	Gain
1	Students 1	55	80	25
2	Students 2	70	80	10
3	Students 3	50	70	20
4	Students 4	45	75	30
5	Students 5	40	70	30
6	Students 6	30	50	20

7	Students 7	40	60	20
8	Students 8	55	60	5
9	Students 9	70	80	10
10	Students 10	75	80	5
11	Students 11	40	60	20
12	Students 12	60	70	10
13	Students 13	40	70	30
14	Students 14	60	65	5
15	Students 15	55	65	10
16	Students 16	55	85	30
17	Students 17	70	75	5
18	Students 18	40	65	25
19	Students 19	45	70	25
20	Students 20	35	75	40
21	Students 21	60	75	15
22	Students 22	50	75	25
23	Students 23	45	80	35
24	Students 24	65	95	30
25	Students 25	60	65	5
26	Students 26	50	65	15
27	Students 27	50	66	16
28	Students 28	45	70	25
29	Students 29	55	70	15
30	Students 30	40	70	30

31	Students 31	40	75	35
32	Students 32	55	65	10
33	Students 33	45	60	15
34	Students 34	50	70	20
35	Students 35	50	75	25
36	Students 36	65	85	20
37	Students 37	45	80	35
38	Students 38	45	80	35
Mean Score		51	72	

From the table above, we can draw several notions: first, in pre-test only one student who past 75 score as the minimum score criteria. It simply indicated that most of the students still have a limited understanding about the use of preposition. The highest score of pretest is 75 while the lowest score is 30 while in the post test the highest score is 95 and the lowest score is 50, from this data we can see that there is an improvement of the student's achievement in doing the test. Other justification from the data above is it can be seen from the mean score. In pretest the mean score is 51 while in the post test is 72, this data shows an improvement of the mean score which mean there is also an improvement of students understanding about preposition after learning using IGA. Moreover, the table above also indicates that the score of each student has increased even though some of them show slight improvement. This improvement indicates that IGA or information gap activity can help the student to understand more about preposition. But this particular table cannot give a valid justification about the effect of

IGA in proving students understanding about preposition, therefore the researcher conducted some statistical calculation to get a valid conclusion. There are some tests that have been conducted namely normality test, homogeneity test and t-test.

2. Statistical Result

As mention earlier there are several test that been used by the researcher to answer the research question.

a. Normality test

The function in this test is to determent whether the data is normal or not, by that we can determent what kind of further test should be taken. If the data normal we can use Homogeneity test while if the data is not normal we can use Wilcoxon test. This statement also in line with Elliot and Woodward (2007: 25) they argue that normality test is supplementary to the graphical assessment of normality. The result of normality test of this research can be seen in table 4.2.

Table 4.2
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.139	38	.063	.959	38	.176
PostTest	.132	38	.094	.966	38	.289

a. Lilliefors Significance Correction

The table above shows two different result of calculation namely Kolmogorov-Smirnov and Shapiro-Wilk. Since the subject of the research is more than 30 students,

the researcher uses data of Kolmogorov-Smirnov. From the table 4.2, we can see that the data is normal because the significant value is more than 0.05. From the table we can see that the sig. value of pre-test is 0.063 while sig. value of pre-test is 0.094, in other words we can assume that the data of this study has normal distribution. Since the data is normal the next test that the researcher conducted is homogeneity test.

b. Homogeneity test

This test is conducted in order to fine discover whether the data is homogeny or not. The homogeneity test should be conducted in order to find out the value of homogeneity of variances can be determined whether the data is homogeny or not. The result of the data can be seen in the table 4.3.

Table 4.3
Test of Homogeneity of Variances

Levene Statistic	PreTest		Sig.
	df1	df2	
1.871	5	29	.130

From the table we can see that that the sig. value of homogeneity variance is 0.130 since the sig. value is more than 0.05 it can be said that the data is homogeny. The next test is t-test to prove whether the null hypothesis is rejected or accepted.

c. t-test

After having a result of two previous tests the next test that conducted is t-test. This test is the last test that being conducted in order to find out whether IGA give an effect

for students understanding about preposition, more over through this test we also can determine whether the H_0 or the null hypothesis is rejected or accepted. The result of the t-test can be seen in table 4.4.

Table 4.4
One-Sample Test

Test Value = 0							
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
					Lower	Upper	
PreTest	29.365	37	.000	51.184	47.65	54.72	
PostTest	50.822	37	.000	71.737	68.88	74.60	

Based on the table 4.4 t-observed from pretest is 29.365 and the t observed from posttest is 50.822. The degree of freedom of this test was 37 for both of pretest and posttest, significance value (2-tailed) lower than 0.05 the significance value (2-tailed) is 0.000. It means that the null hypothesis (H_0) is rejected and IGA is effective to improve students' understanding in using preposition.

B. Discussion

IGA as a method of learning that accommodate students to communicate with others bring a lot a benefits not only in academic point of view such as the improvement of student score, but also in non-academic sector like student's communication skill, students learning engagement and students' motivation during learning.

During conducting this research, the researcher found some facts that students show major improvement in their communication. In first meeting the researcher found

that students did not communicate with their friend, they also seem to be afraid in learning English. During the research, the researcher talks to some students and they said that they don't really like learning English because it is a difficult subject especially learning grammar such as preposition. In second and third meeting, the classroom situation shows a positive progress most of the students getting engage in learning process they also doing pair conversation. It indicates that IGA can give wider opportunity for the students to communicate with their friend. This finding also similar with Amalia (2011), she found that after the implementation of IGA student more enthusiast during learning process.

Moreover, in Raptau (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. This statement supports the finding of the study. During the research, the students seem change their mind about grammar. Previously they think that grammar is very difficult to be mastered, but after using IGA they look more fun and highly motivated to learn English especially grammar.

During the treatment the researcher uses on-way of IGA. According to McKay & Tom (1999) in Jondeya (2011: 4) one-way IGA occurs when one person holds information which other group member(s) do not have. This type of IGA is used because by this type of IGA students forced to talk to other students to complete the gap. Moreover, by this type of IGA students with better understanding can help others

who weak. Even tough, Ellis (1999) in Jondeya (2011) said that two way is better activity to facilitate students in doing communication with others, during the research the researcher found that the students also have better communication by using one way IGA.

During the implantation of IGA the researcher, made lesson plan and needed media that related to the process of teaching and learning, more over the researcher also manage the classroom so the students can feel comfortable and the classroom become more manageable. During the learning activity the research also involved in all class room activity and in the same time also investigating and evaluation how the learning process occurred. This activity also in line with statements from several theorists, teacher in IGA act as designer and organizer, participant and prompter, investigator and assessor. In conclusion, IGA also an effective model in teaching preposition, this statement support by the result of this research that show from the statistical analysis. As mentioned, t -observed from pretest is 29.365 and the t observed from posttest is 50.822. The degree of freedom of this test was 37 for both of pretest and posttest, significance value (2-tailed) lower than 0.05 the significance value (2-tailed) is 0.000. It means that the null hypothesis (H_0) is rejected and IGA is effective to improve students' understanding in using preposition.

CHAPTER V

CONCLUSIONS AND SUGGESTION

In this chapter, the researcher presents the conclusions and suggestions. In conclusion the researcher provides the concluding remarks of the researcher that comes from statistical analysis. In suggestion the researcher provides some suggestions for the teachers, students, and further researchers about teaching preposition using IGA.

A. Conclusion

As mention previously that the research question of this research is; Can IGA improve students' understanding in using preposition?. From the results of the analysis the answer is yes. IGA can improve students' understanding in using preposition. This statement support by the statistical analysis, based on the table 4.4 the t-observed of the pretest is 29.365 and the t observed from posttest is 50.822. The degree of freedom of this test is 37 for both of pretest and posttest, significance value (2-tailed) lower than 0.05 the significance value (2-tailed) is 0.000. It means that the null hypothesis (H_0) is rejected. So, it can be concluded that IGA is effective to improve students' understanding in using preposition.

B. Suggestion

During the research, there are some obstacles and problems. The researcher presents some suggestions for the teachers who are going to use IGA, is the teaching- learning English. Some suggestions are as follow:

1. For the Teacher

There are several things that need to be considered by the teachers, when they want to use IGA as a technique in the teaching preposition, namely:

- a. Information Gap Activity is very helpful to initiate student's communication, so the teacher should prepare a grouping work or pairing in order to make that GAP activity run well. The teacher also should make sure that all students already understand all the steps of activity
- b. Teacher should make a very clear and visible picture for both cards so the students won't have difficulties in understanding the GAP.
- c. Using colorful pictures make the students more enthusiasts in involving the learning activity.
- d. Since that the answer of the sheet can be found in the students' partners, the teacher should make sure that the students get the gap by questioning but not by seeing it to their partners' cards.

2. For the students

- a. During learning Using IGA students should pay attention to all the instruction from the teacher, so that they can follow the activity.
- b. Students should engage in all activities and talks to their pairs, so that they have ability to complete all tasks given by their teacher.

3. For the next Researcher

- a. Even though IGA is proven effective method for the teaching English grammar, IGA is fit to use in improving the students' English language skills: Listening, Speaking, Reading, and Writing.

Finally, the researcher realizes that this paper is far from being perfect. Any constructive suggestions and criticisms from the readers are warmly welcome.