

CHAPTER V

CONCLUSION

This chapter is aimed to provide the point of this study including the conclusion, limitation, recommendation and pedagogical implication. The former is to inform all matters of the discussion in a brief explanation. The second is to consign shortcoming as the feedback on this study for gaining future better research.

5.1 Conclusion

Based on the findings and discussion in the previous chapter, the information gap activity can help the students to increase their motivation to speak in the classroom. From the result of the observations and students', in the first to last meeting students have shown that they really like and enjoy with information gap activities. The students felt enjoy and happy because this activity was very interesting, and not boring also make the class enjoyable. In addition, the students can be enthusiastic in the classroom when the researcher taught them using information gap activity.

Explicitly, this present study tries to mainly contribute to developing students' motivation to speak. Firstly, students' speaking motivation improvement was highly related to the use of the teaching-learning information gap activities process that gave more opportunities to practice speaking. All of the students were able to communicate and collaborate with their pairs in doing the task. Next, information gap activities also increases the students' confidence to speak or

communicate in English. In this case, the increased trust and student motivation can make student communications become more developed. So, through those activities, the students were more confident and enthusiastic to perform their work in front of the class.

Secondly, in the learning process, the students were more active during the speaking teaching and learning activities. They discussed well by actively asking and answering the questions, so the students can understand and did a task well. Besides, the students also understood English classroom very well. They were able to comprehend the target language spoken by the teacher.

5.2. Limitation

In completing the result in this research, the researcher found several problems when collecting the data. The researcher outlined some explanations of the limitations of this research. Firstly, the researcher did not give questioner to gain the information or did an interview with students for strengthening data and help the researcher to get more information about information gap activities.

Secondly, when giving reflection to students, several students gave the clouded answer based on questions. Sometimes they just answer the question by “Yes” or “No” without explanation. So, researchers must provide explanation to students before filling the reflection answer sheet correctly.

Lastly, the researcher should give a reflection of five meetings. However, the researcher could only provide the reflection on students for three meetings to gain deeply information. This happened because the researcher has limited time.

The school where the researcher is conducting research is on vacation. So, the researcher was forced to cancel the meeting which was supposed to be held two more times. Although at the third meeting, the researcher was able to get the required data, it would be nice if the researcher added the meeting twice more in order to get even more accurate data.

5.3 Recommendation

After doing the research and based on the discussion results above, the researcher provides some suggestions for English teachers, students, and other researchers. Some suggestions or recommendations for this research are as follows:

English teacher should give the students more chances to practice their speaking skills. The information gap activities can be a good technique for teaching English, especially for increase students' motivation to speak. It can be to make the students more active, do not get bored, and attract the attention of students in learning English in the classroom. The teacher also may implement other interesting and communicative activities in the teaching and learning process. Thus, the quality of English teaching and learning process can be better, can continue to make students always motivated, and confident to speak English with their friends.

For the students, it is suggested to be engaged in the whole activities in order to improve their speaking skills and increase their motivation to speak. The students also should be confidence to speak in English with their teacher or friend, do not be afraid to express opinions or ideas. Not only that, the students must also dare to

move forward when the teacher asks students to present the results of their discussion with their friends.

In addition, to other researchers who are interested in doing research in the same field. They should communicate more with collaborators to get more accurate data because this research still has shortcomings and obstacles in conducting research. Researcher hope that this research can be used as one of other research reference in same research studies related to improving student motivation in speaking using information gap.

5.4 Pedagogical Implication

In reference to the findings, the use of information gap can increase the students' motivation and confidence to speak in English with their friends. Then, in this part, the researcher can propose some items of the implication that can be implemented in the field, especially for educational institutions, teachers, and students. Firstly, for the education institution based on the findings of the researcher, the information gap activities can be as the proper English teaching methods or techniques to increased students' motivation to speak. This can be seen from the results of the analysis that students are very interested in learning English if they often practice. So the use of teaching materials in senior high school needs to be re-established with specific objectives.

Second, students should be aware that communication in the English class is very important. In this context, the students should see it as a factor that can make them motivated again to be able to talk and communicate in class. Thus, the students

should be active in every teaching of English. Furthermore, to be able to communicate smoothly, the students should always confident and not afraid to collaborate with their partners or groups. The students also should pay attention to each explanation or instruction given by the teacher. So, the students can better understand what their teacher is saying and can create a comfortable and not noisy. Then, the students should be brave enough to ask their teacher in English. This can make the students speak English fluently in class and can develop their motivation to speak.

