

**IMPROVING SPEAKING SKILL OF REPORT TEXT  
USING FINDING MISSING INFORMATION TECHNIQUE  
AT THE TENTH GRADE STUDENTS OF MA SHABILAL HUDHA  
SUNGAI EMPAT**

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**ABSTRACT**

This study aims at improving students' speaking skills in using English with the approach of finding missing information techniques in the report text in the tenth grade of MA Shabilul Hudha Sungai Empat. In learning English, especially those that focus on their learning abilities, making these they become brave enough to express or not dare to use and communicate using English is because they feel ashamed of their classmates and their habit of using mother tongue conversation. This research is a classroom action research, where the implementation time is one month or four meetings starting from April 13, 2019, to April 24, 2019, with participants in the tenth grade MA Shabilul Hudha Sungai Empat totaling 30 students in the data collection process; the researcher used tests to students in the form of report texts and the form of observations of students and teachers. The field data analysis results obtained students' value in the first cycle test with an average value of 68.07, so this study used two cycles for the assessment of students' speaking skills. In the second cycle test, the average score was 75.84; in other words, the study using learning methods finding missing information techniques to improve the speaking skills of tenth graders Shabilul Hudha Sungai Empat can improve students' speaking skills. Therefore, using learning methods to find missing information techniques is useful for improving students' speaking skills.

**Keywords:** *speaking skills, report text, finding missing information technique.*

**INTRODUCTION**

In learning English, there are four aspects, namely listening, speaking, reading, and writing. Each student has different difficulty levels, including difficulties in communication, difficulty understanding grammar, or minimal vocabulary. All students experience the same thing while learning English, memorizing vocabulary, and understanding grammar, and others. The problems above are not due to mistakes, only students' mistakes, but it could be an error in the learning method that is too rigid. Therefore it is necessary to have fun learning activities.

In learning English, students must be able to master four skill aspects. They learn how to pronounce words correctly, write sentences correctly according to

grammar and listen to foreign language sentences correctly. One aspect of skills that students find challenging to learn is speaking. Many students who still cannot understand do not even understand words or sentences spoken in English.

The reason is that first, the most urgent skills of students increase among four English language skills. The biggest drawback is productive speaking skills. Second, they are aware of the urge to improve their speaking skills. Moreover, this is desired by the students themselves. By choosing the area where they are needed and desired, their motivation and interest in learning English will be maintained and developed.

In the tenth grade of MA Shabilal Hudha Sungai Empat actually, a fun learning media will influence students in learning speaking. So much effort can be made to learn English, especially for teaching speaking. The students often find it challenging to learn speaking. They are because they don't understand how easy it is to learn to speak. It is how we communicate in English, whether it is directly or indirectly.

Several possibilities to improve the process; one is through the selection of activities because activities are significant in the English language teaching process. It can be seen, students' attitude towards English is positive, but because of wrong choices of activities, they cannot develop. Therefore, Communicative Language Teaching activities using *finding missing information techniques* can be one of the many choices worth considering.

## LITERATURE REVIEW

### Speaking

Speaking is one of the critical communication skills that students must master in learning English. Many experts define speech in different ways. According to Scoot and Ytberg (2000: 3), speaking is the most demanding skill for students to interact directly with ways of communicating to convey information and receive information from others. Putri et al. (2020: 15) clarify that speaking can be described as an activity where the Mother tongue can be spoken. We can communicate with the global society by speaking and speaking aims to educate, to amuse, to write, to encourage, and to encourage.

Hornby (1994: 398) says that speaking expresses ideas, feelings, goals, and thoughts verbally using language. Therefore, speaking not only expresses ideas or thoughts but also communicates and presents new information to others.

Nunan (1991: 39) said that for most people, mastering speaking is one of the most critical aspects of learning English, and success is measured in terms of the ability to have conversations in good English.

Based on the previous definition, the researcher concludes that speaking is the process of sharing information with other people, knowledge, interests, attitudes, opinions, or ideas. In general, speaking skills can say, convey, express, use, or can use specific languages in actual communication.

### **Functions of Speaking**

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Richards (2007: 2) in Jondeya (2011: 16), "The functions of speaking are classified into three; they are talking as interaction, talk as a transaction, and talk as performance. Below are the clarifications of these functions:

- 1) Talk as Interaction
- 2) Talk as Transaction
- 3) Talk as Performance

### **Assessment of Speaking**

In learning to speak, students must gain the ability to express their thoughts and opinions. As a result, these competencies must be mastered by the students. Here are the elements of speaking ability Jondeya (2011: 17) as calling it language features

- 1) Pronunciation
- 2) Vocabulary
- 3) Grammar
- 4) Fluency

### **Report**

Gerot and Wignell (1994: 196-197) state that the report is a text that serves to describe the way things are, concerning the various natural, human-made, and social phenomena in our environment. The report means text that describes things in general.

To tell the facts of the things described, the author usually uses a simple present tense. Unless past things, the simple past tense is used in the report. The report text contains the class or subclass of the topic described and then is followed by notifying the detailed form, section, behavior, and so on.

According to Linda (1995: 196), reports describe the way things are, with references to various things, man-made, and social phenomena in our environment. The subject is about world phenomena, whether living things such as plants, animals, or inanimate objects such as cars, volcanoes, and oceans. Information reports usually contain facts about subjects, descriptions, and general information.

According to Hyland (2004: 29), the report's social purpose is to present factual and up-to-date information, usually by classifying things and then describing the characteristics. Based on the statement above, that it can be concluded that the purpose of the report is to classify, describe or present information about a subject.

The above definition states that the report is a text that describes how things are, regarding various natural phenomena, human-made. The subject is about world phenomena, whether living things or inanimate objects. Information reports usually contain facts about the subject, description, and general information. The purpose of this report is to classify, describe or present information about a subject.

### **Language Features of report Text**

To make a report text, several things must be considered. The procedure makes it even processed in the language feature. You can no longer make mistakes in making report text.

- 1) Use a Conditional Connector
- 2) Use Simple Present Tense
- 3) Use Common Nouns
- 4) Use Related Verbs

### **Generic Structure of Report Text**

Gerot and Wignell (1994: 194), generic structure of report text:

1. General Classification: Contains general statements about the problem or discussed.
2. Description: This part gives a detailed description of the problem discussed in the general classification section.

**Finding Missing Information Technique**

Missing information is where two students or more work together. Each has some parts of the answers to some problem or a question. They have to explain their part of the information to their partner to end up with all the information. Precisely, Information gap activities are those in which students exchange information to complete a required task Harmer (, 2007: 129).

This is a classic gap that is used by the communicative approach. Bakshi (2009: 2) defines it as "a situation where one person knows something, while others do not. It fosters a sense of curiosity, inventive nature, self-confidence, problem-solving, crowd questions, finding questions, cooperation, and communication that will require students to speak.

According to Ur (1996: 281), an exciting type of task is based on the need to understand or send information, find out what information is lost through the image of a partner, for example. Opinion missing information where participants exchange views about what is given. Stern (1999: 32) defines it as "information is only known by one student at a pair, and different exercises can deliver that to other students.

Based on the theories above, Missing Information is where two students' or more work together where each has some parts of the answers to some problem exchange information to complete tasks. Cultivate curiosity, inventive nature, confidence, problem-solving, crowd questions, finding questions, cooperation, and communication to be delivered.

**Teaching Procedure Using Finding Missing Information Technique**

According to Rahayu (2017: 21), the principle underlying communicative activities is that the teacher structures the situation so that learners have to overcome an information gap or solve a problem.

Speaking activities based on the information gap principle can be divided into some categories, those are

1. Identifying pictures: learner A has a set of four, five, or six pictures that are very similar in content but contain several distinguishing features. Learner B has a copy

of these pictures. Learner A must find out which of the pictures learner B is holding by asking him questions.

2. **Discovering Identical pairs:** In this activity, the students work in a group; for instance, one group consists of five students. Four pictures are given among four students, and the fifth learner in the group holds a duplicate of one of those pictures. He must ask the others to discover which learner has the picture identical to his own.
3. **Discovering sequences or locations:** Learner A has a set of six patterns. There are arranged into a sequence from one to six. Learner B has the same set of patterns, but these are not in sequence. Learner B must discover the sequence of A "s pictures and arrange his pictures in the same way.
4. **Discovering missing information of features:** Learner A has information represented in tabular or picture form. However, some items of information have been deleted from the table of the picture. Learner B has an identical table or picture, but different items of information have been deleted. Each learner can complete his table or picture by asking his partner for the lack of information.
5. **Pooling information to solve a problem:** Learners have to pool information in order to solve a problem. For instance, learner A has a town plan showing the location of exciting places. Learner B has a list of a bus time table. Together they must devise an itinerary which would enable them to visit, say, five, places during one day, spending at least half an hour at each.

### **Teaching Speaking Using Finding Missing Information Technique**

For information, missing information technique is carried out in groups, teaching procedures such as workgroup activities. Group work is a technique where two or more students are given assignments involving collaboration and their own initiative language. This means that the teacher must divide students into pairs or groups of three or more students in group activities. Brown (2000: 187) in Rahayu (2016: 23) states the procedure of group work activities. Procedure the steps in teaching speaking using finding missing information.

### **Advantage of Finding Missing Information Technique**

Jondeya (2011: 45) Research also suggests 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.

- 1 Provide a situation that is not embarrassing because internal activity groups can increase learning motivation.
- 2 Increasing responsibility and autonomy learning because working in a group can accomplish teacher assignments.
- 3 They are arousing interaction of using language because it gives students a chance to be brave in speaking.
- 4 We are helping students for achieving different goals.
- 5 They are creating a situation where students do not be pressed.

### **The disadvantage of the Finding Missing Information Technique**

Amaliani (2011: 22) Research also shows that information gap activities have weaknesses in both teacher-student exchange and student interaction in speaking.

- 1 Missing information will make students use English to communicate without guidance from the teacher.
- 2 Every student in groups who work in missing information activities does not always complement students' ability to communicate in English.
- 3 In this technique, the teacher's role is passive, so students must be active and independent in carrying out this activity.
- 4 The activity of information lost in group work may not be enough to give students complete ability to communicate in English.

### **RESEARCH METHOD**

The research design of this research is classroom action research. This is a method for solving teaching problems. This is useful for improving and modifying learning and learning. Wallace (1998: 1) defines classroom action research as the systematic collection and data analysis related to improving some areas of professional

practice. The application of classroom action research will benefit students and teachers in their part during the teaching and learning process.

Burns (2010: 2) asserts that classroom action research is part of a broad movement taking place in general education for some time. Action research is a form of collective self-reflection undertaken by participants in social situations to improve the rationale and fairness of their own social or educational practice and their understanding of these practices and the situations in which they are practiced: Kemmis and Mc Taggart (1988: in Cohent et al. 2000: 227).

Classroom action research differs from other types of research that are more complex or additional because it focuses heavily on a group or individual professional practices and does not care about making public statements. Based on the above explanation, it can be concluded that classroom action research can produce real and sustainable improvements in schools. This gives students new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how practical the new approach is; to share feedback with fellow members; and to make decisions about which approach should be included in the curriculum, instruction, and assessment plan.

## **FINDING AND DISCUSSION**

### **The result of the cycle I**

The first cycle was held on April 13, 2019, and April 17, 2019. The meeting in the first cycle lasted 2 hours (2x40 minutes) at each meeting. The following is a description of English language learning implementation through a learning model finding missing information at MA Shabilul Hudha Sungai Empat.

At this stage, the researcher is assisted by the teacher to make observations. Observations made are observations of student learning outcomes during the learning process in the first cycle by using the Finding Missing Information Technique method of complete or incomplete observing students' skills in learning activities carried out by researchers using the finding missing method of technical information according to the observation sheet provided. An explanation of the results of observations in the first cycle.

Based on the percentage of student learning activities has not reached the expected criteria. The highest percentage of 40,00% in the indicator students discuss with friends, while the percentage of student learning activities is the lowest at 6,67% on the indicator students read the material studied. This shows that there is a need for a second cycle to make improvements to improve student learning activities.

Out of 30 students get grades above KKM, as many as nine students with a percentage of 30%. Students who have not reached KKM are 21 students with a percentage of 70%. These tests indicate that there are still many students who have not achieved mastery learning and need to be improved. Therefore it is necessary to carry out the second cycle to improve students' understanding and learning outcomes table 11. The following are data on test results and individual developmental scores of students in cycle I.

### **The implementation of the learning method finding missing information technique**

#### *1. Researcher's activities on the implementation of learning using learning methods finding missing information technique*

During the learning implementation, researchers have implemented the learning steps with the learning method finding missing technical information following the lesson plan. However, researchers still convey too much material so that it passes the deadline. Besides, researchers are still lacking in giving students motivation in learning activities, so that there are still students who are less enthusiastic about learning. Researchers divided the class into several groups with group members of 6 students each. The noise had occurred during the division of groups. However, researchers can overcome this by reprimanding rowdy students.

In the discussion activities, the researcher guides students to help each other in completing their group assignments. The researcher directs that all group members can understand the material being taught. Here the researcher acts as a facilitator in learning activities. After the discussion activities were completed, the researcher asked students to present their results in front of the class, which aims to improve students' speaking skills. At the end of learning, the researcher and students conclude the subject matter.

## *2. Students Learning Activities on Learning with Learning methods finding missing information technique*

Student learning activities during learning in cycle I am still lacking. This is indicated by the observations on student learning activities that have not reached the expected criteria. Student involvement in learning is still lacking. When the researcher conveyed the apperception and gave questions, students still did not answer the question and did not even notice. In group division activities, the classroom atmosphere is not conducive because of the noise caused by some students.

Similarly, when the researcher explains material. Some students chat with friends and are noisy. However, some students make notes in their books; students read the subject matter, and students ask questions and respond to researchers' opinions. Students begin to pay attention when researchers reprimand noisy students.

In the discussion activities, students ask each other questions and complete group assignments. However, not all students are actively involved in group discussions. Seen there are students not participating in the discussion. After the discussion activities, students presented the results of their discussion in front of the class. During the presentation, some students did not pay attention and even laughed at their friends when they shared the discussion results there was an error. Students pay attention to the explanation from the researcher. They were followed by concluding the subject matter.

### **The result of cycle II**

Cycle II was held on April 20, 2019, and April 24, 2019. The meeting in the second cycle lasted 2 hours (2x40 minutes) at each meeting. Learning English in the second cycle is an improvement from the implementation of learning in the previous cycle. The following is a description of English learning implementation through the learning method finding missing information technique at MA Shabilul Hudha Sungai Empat.

The observation results of student learning activities in the second cycle. Based on student learning activities, experience an increase from cycle I—the highest percentage of student learning activities on Student indicators equal to 83,34%. The

lowest percentage of student learning activities is the Students indicator tests with their abilities amounting to 23.34%.

Based on that, most students have reached KKM. The number of students who reached KKM where 29 students with a percentage of 93.34%, while students who did not reach KKM were two students with a percentage of 6.66%. The following is a comparison of students who reached KKM in cycles I and II.

Based on the above shows that there is an increase in the number of students who reach KKM. It is known in the first cycle of students whose learning outcomes reach KKM is nine students with a percentage of 30.00% and an average value of 70.17. In the second cycle, the students who reached KKM increased to 28 students with a percentage of 93.34% and an average value of 75.84. An increase of 63.34%. Data on student learning outcomes and the acquisition of individual development scores in cycle II.

## **CONCLUSION**

The results of classroom action research conducted by researchers in the tenth grade of MA Shabilul Hudha Sungai Empat in learning English by applying learning methods finding missing information techniques can improve students' speaking skills by using the text of the report; some conclusions can be drawn. The conclusions that can be taken are as follows:

- 1) The process of improving teaching actions carried out by researchers after being subjected to actions; namely, researchers act as facilitators and do not dominate learning activities, so students must develop their abilities. The researcher encourages students to be more active and motivated in following the process of learning English.
- 2) The application of learning methods finding missing information techniques in English language learning activities will increase the variety of learning models applied in schools to attract students' attention and make students more active and independent in following the process of learning English.

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