

APPENDICES

Appendix I. Observation Sheet of Teacher's Activity

No	The Item of Score	Score			
		VG	G	A	I
1.	Getting the class and students in good shape	✓			
2.	Apperception		✓		
3.	Students must be motivated	✓			
4.	Communicating the signs that would be met	✓			
5.	Utilizing media in accordance with the instructional plan	✓			
6.	Descriptive text explanation	✓			
7.	Directing pupils' attention away from the teaching-learning process	✓			
8.	Using information gaps to illustrate the subject		✓		
9.	Putting together a conversation activity	✓			
10.	Group leadership			✓	
11.	Giving pupils the opportunity to share their ideas	✓			
12.	Giving children the opportunity to inquire	✓			
13.	Passionate about students' responses and perceptions	✓			
14.	observing the difficulty/development of the learning process of pupils	✓			

15.	The capacity to explain/conclude the topic matter presented	✓			
16.	The capacity to assess depending on indicators	✓			

Note:

VG : Very Good

G : Good

A : Adequate

I : Insufficient

Appendix II. Observation Sheet of Students' Activity

No	The Item of Score	Score			
		VG	G	A	I
1.	Students who like learning activities			✓	
2.	Participations of students in debating descriptive text			✓	
3.	Participation of students in asking and providing ideas			✓	
4.	Students' descriptive text fluency		✓		
5.	Students' attention to detail while describing the descriptive text		✓		
6.	Utilization of time efficiently		✓		
7.	Students' ability to answer questions fluently			✓	

Note:

VG : Very Good

G : Good

A : Adequate

I : Insufficient

Appendix III. Interview Guidelines Pre-Implementation

A. For the Students

1. Apakah pelajaran bahasa Inggris menarik bagi Anda?
2. Apakah pelajaran speaking menarik bagi Anda? Apa penyebabnya?
3. Kesulitan apa yang Anda hadapi saat belajar speaking?
4. Apa yang dilakukan dalam kegiatan speaking?

B. For the English Teacher

1. Bagaimanakah ibu menilai kemampuan berbicara siswa?
2. Kesulitan – kesulitan apa yang sering ibu alami saat mengajar speaking?
3. Teknik apa yang sering ibu gunakan untuk mengajar speaking?
4. Apakah ibu sering memberikan tugas secara in pairs atau in group kepada siswa dalam kegiatan speaking?
5. Apakah ibu sering menggunakan media untuk mengajar speaking?
6. Menurut ibu, aktivitas pembelajaran seperti apa yang efektif untuk pembelajaran speaking?
7. Bagaimanakah pendapat ibu tentang information gap? apakah ibu pernah atau sering menggunakan information gap untuk mengajar speaking?

Appendix IV. Interview Guidelines Post-Implementation

A. For the Student

1. Apakah pendapat Anda tentang kegiatan pembelajaran hari ini?
2. Adakah kesulitan yang Anda alami dalam kegiatan hari ini?
3. Bagaimana pendapat Anda tentang kegiatan tadi yang dilakukan dengan berpasangan atau dalam kelompok?
4. Apakah pendapat Anda mengenai pembelajaran vocabulary dan pengucapannya? Apakah itu membantu Anda untuk belajar vocabulary?
5. Apakah aktivitas yang dilakukan hari ini memotivasi Anda untuk belajar speaking?
6. Apakah aktivitas yang dilakukan hari ini meningkatkan kepercayaan diri Anda untuk berbicara dalam bahasa Inggris?
7. Apakah Anda merasa ada perbaikan dalam speaking Anda selama mengikuti pertemuan kita ini?

B. For the English Teacher

1. Bagaimana pendapat Anda tentang aktivitas hari ini?
2. Apakah aktivitas-aktivitas yang diberikan sudah berjalan dengan baik?
3. Bagaimanakah pendapat anda tentang respon/sikap siswa selama kegiatan pembelajaran?
4. Apa sajakah yang perlu ditingkatkan untuk aktivitas di pertemuan selanjutnya?

Appendix V. Lesson Plan

Lesson Plan – Cycle 1: Descriptive Text (Information Gap Activity)

School: MTsN 3 Kota Banjarmasin

Grade/Semester: VIII / 2

Subject: English

Main Material: Descriptive Text

Topic: Describing People and Characters

Time Allocation: 2 x 40 minutes

Technique: Information Gap

Learning Objectives

After participating in the learning activities, students are expected to be able to:

- Identify physical characteristics of a person in a descriptive text.
- Use vocabulary and simple present tense structures to describe people.
- Interact orally in a pair activity using the information gap technique.
- Increase self-confidence in speaking English.

Learning Activities

1. Introduction (10 minutes)

- The teacher greets students and motivates them by asking a light question such as, “Who is your favorite artist?”
- Explains the learning objectives and the importance of being able to describe someone in English.
- Conducts an apperception related to physical and personality vocabulary.

2. Main Activities (60 minutes)

a. Exploration (10 minutes)

- The teacher explains the structure and example of a descriptive text.
- Presents vocabulary related to physical appearance and personality.

b. Elaboration (35 minutes)

- Students are divided into pairs.
- Each pair receives a different picture and are not allowed to show it to each other.
- Students ask and answer questions to find differences between the pictures (Find the Difference) using descriptive sentences.

Example:

A: "Does your person have curly hair?"

B: "No, she has straight hair."

c. Confirmation (15 minutes)

- Some pairs present their findings in front of the class.
 - The teacher gives feedback on students' language use and speaking confidence.
-

3. Closing (10 minutes)

- Reflection: What did you enjoy about today's activity?
- The teacher reinforces and summarizes the material.
- Assigns a light homework: Find 3 new words to describe someone.

Aspects Assessed:

- Fluency
- Pronunciation
- Vocabulary
- Grammatical accuracy

Lesson Plan – Cycle 2: Descriptive Text

(Improved Information Gap + Game-Based Learning)

School: MTsN 3 Kota Banjarmasin

Grade/Semester: VIII / Even

Subject: English

Main Material: Descriptive Text

Topic: Describing People and Characters

Time Allocation: 2 x 40 minutes

Technique: Information Gap with Game-Based Learning

Learning Objectives

After participating in the learning process, students are expected to:

- Use descriptive sentences to describe a person orally.
 - Collaborate in groups to complete missing information.
 - Gather as much descriptive information as possible from different pictures.
 - Improve their confidence and participation in speaking through fun activities.
-

Learning Activities**Introduction (10 minutes)**

- Greeting, light ice breaking, and reviewing the previous cycle.
- The teacher drills pronunciation and provides examples of descriptive sentences.
- The teacher explains the objectives and rules of today's activities.

Main Activities (60 minutes)

a. Exploration (10 minutes)

- The teacher displays several examples of full and clear character descriptions.
- New vocabulary and sentence structures are introduced

b. Elaboration (35 minutes)

Main Activity – Game: “Description Challenge”

- Students are divided into small groups (4–5 students).
- Each group receives a set of character pictures (different pictures for each member).
- Task: Students must gather as many character traits as possible by asking and answering questions.
- Each response must be a full descriptive sentence.

Examples:

- “She has long curly hair.”
- “He is tall and wears glasses.”

- The group with the most accurate information wins and receives appreciation.

Presentation Session

- Each group selects one representative to orally describe a character in front of the class.

c. Confirmation (15 minutes)

- The teacher provides feedback and corrects mispronunciations or grammar errors.
- Students are encouraged to ask questions if they are still confused.

Closing (10 minutes)

- Teacher and students reflect together (What was fun? What was challenging?).
- The teacher summarizes the lesson.
- Homework: Students describe one of their family members orally using 3–5 sentences.

Assessment

Aspects Assessed:

- Completeness and accuracy of descriptive information
- Speaking fluency
- Pronunciation and grammar
- Group collaboration

Appendix VI. Score Pre-Test and Post Test

Inisial	Pre-Test	Post-Test
NA2	69	73
MYF	69	74
PFR	70	74
VP	70	75
F	71	75
NA	71	75
MN	71	75
AMS	71	76
DNF	71	76
LNL	71	75
MRA	72	76
NR	72	76
MA	72	76
RPP	72	76
A	72	76
AH	73	76
SAP	72	76
K	72	76
MHF	72	77
MLF	72	77
NA	73	77
MWAK	73	78

ZA	73	78
DKI	73	78
AA	74	78
MEF	74	79
NK	74	79
HAZ	74	79
J	75	80
NAR	75	80
MRE	75	80
AFF	75	80
MHD	76	81
HA	76	81

Appendix VII. Documentation



(Group Work)



(Interview with the teacher)



(Pair work)



(Students are describing a character in front of the class during the Information Gap activity.)



(The Researcher with the supervising teaching at MTsN 3 Kota Banjarmasin after conducting the research.)

Appendix VIII. Translation of Al-Qur'an

No	Name Of Surah	Indonesia	English
1	Al- Qhasas verses 34 وَإِخِي هَارُونَ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسَلْهُ مَعِيَ رِدْءًا يُصَدِّقُنِي إِنِّي أَخَافُ أَنْ يُكَذِّبُون	“Adapun saudaraku Harun, dia lebih fasih lidahnya daripadaku. Maka, utuslah dia bersamaku sebagai pembantuku untuk membenarkan (perkataan)-ku. Sesungguhnya aku takut mereka akan mendustakanku.”	And my brother Aaron is more eloquent than me in speech, so send him with me as support, verifying me. Indeed, I fear that they will deny me.”
2	Al- Alaq verses 5 أَلَمْ عَلَّمَ الْإِنْسَانَ مَا يُعَلِّمُ	“Dia mengajarkan manusia apa yang tidak diketahuinya.”	“Taught man that which he knew not.”

Appendix IX. Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
 Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
 Telepon: (0511) 3265426; (0511) 6783136
 E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 0093 /Un.14/III.1/PP.00.9/01/2025
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

20 Januari 2025

Yth. Kepala MtsN 3 Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Khairunnisa
 NIM : 210101030470
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Jl Pramuka Komplek Semanda Gg Semanda II Banjarmasin Timur
 Banjarmasin Kalimantan Selatan
 No HP : 089684295209

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Banjarmasin, 20 Januari 2025


Wakil Dekan Bidang Akademik dan Kelembagaan,



[Signature]
 Prof. Dr. Ahmad Muredi, M. Ag.
 NIP 197808082005011006

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan

Appendix X. Letter of Having Conducted Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANJARMASIN
MADRASAH TSANAWIYAH NEGERI 3 KOTA BANJARMASIN
 Alamat : Jl. Sholah RT. 32 No. 4 Pemonan Dalam
 Tel. 0511-3264322-4742538 Kode Pos 70248 - Banjarmasin
 Email : antan.banset@gmail.com

SURAT KETERANGAN
 Nomor : B-303/PP.00.5-MTsN.17-3/PP.00.5/05/2025

Yang bertanda tangan dibawah ini, Kepala MTsN 3 Kota Banjarmasin menerangkan dengan sebenarnya bahwa :


Nama	: Khairunnisa
NIM	: 210101030470
Program Studi	: Tadris Bahasa Inggris
Fakultas/Jurusan	: Tarbiyah dan Keguruan
Perguruan Tinggi	: UIN Antasari Banjarmasin

Mahasiswa tersebut diatas, telah melakukan Riset / menyelesaikan Penelitian Ilmiah dalam rangka pengumpulan Data untuk penyusunan Skripsi di Madrasah Tsanawiyah Negeri 3 Kota Banjarmasin selama 3 (Tiga) Minggu mulai dari Tanggal. 18 April 2025 s/d 03 Mei 2025, dengan judul :

***"TEACHING ENGLISH SPEAKING SKILLS TO JUNIOR HIGH SCHOOL
 LEVEL THROUGH INFORMATION GAP TECHNIQUE"***

Demikian Surat Keterangan ini diberikan, untuk dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 07 Mei 2025
 Kepala MTsN 3 Kota Banjarmasin,


 Misran

Appendix XI. Consultation Notes

CONSULTATION NOTES

NAME OF ADVISOR: Drs. Saadillah, M.Pd

No	DAY/DATE	NOTES	SIGNATURE
1	Tuesday, 31 th of December 2025	Consultation on the results of revisions to Chapters 1, 2, and 3, including the research instruments.	
2	Thursday, 16 th of January 2025	Revision of definition of key terms and request for research permit signature	
3	Tuesday, 4 th of February 2025	Chapter 4 (progress on finding)	
4	Monday, 5 th of May 2025	Consultation Data, checked for formatting and numbering	
5	Thursday, 12 th of June 2025	Consultation on revised Chapter 4, improve research questions, add missing content pages, and add attachments	
6	Monday, 16 th of June 2025	Chapters 4 and 5 revised, and full thesis checked for formatting, numbering, and get the approval	

CURRICULUM VITAE

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 - a. 2021-2024 : UKM Sanggar Musik Antasari
9. Academic Achievement :
 - a. -
10. Non-Academic Achievement :
 - a. -
11. List of Scientific Works :
 - a. -

Banjarmasin, June 15th 2025

Khairunnisa