

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

1. The findings of this study showed that the implementation of Information Gap Technique (IGT) significantly improved students' speaking skills. Based on the pre-test and post-test scores, the students' mean score increased from 72.5 to 77, with noticeable improvement in fluency, vocabulary range, pronunciation, and grammatical accuracy. In addition to the quantitative results, classroom observations also revealed that students became more confident and engaged during speaking activities. The IGT created a communicative learning environment that encouraged students to interact, express their ideas, and practice speaking English in meaningful contexts. This technique helped reduce students' anxiety and improved their willingness to participate actively in class.
2. The study identified several supporting factors in the implementation of IGT, such as students' enthusiasm, interactive learning atmosphere, peer collaboration, and the support of the English teacher. These factors contributed to increased student motivation and participation during the speaking lessons. However, there were also some constraining factors observed, including limited vocabulary, pronunciation difficulties, and

occasional grammatical errors. These obstacles indicated that while IGT is effective in enhancing speaking skills, it should be supported by additional activities focused on vocabulary enrichment and pronunciation practice to achieve better outcomes.

## **B. Suggestion**

Based on the conclusions above, several recommendations are proposed for different stakeholders involved in the teaching and learning process:

### **1. For English Teachers**

Teachers should integrate the Information Gap Technique regularly in their speaking lessons as it facilitates authentic communication and encourages student interaction. It is important to design lesson plans that include diverse and meaningful Information Gap activities that match students' proficiency levels and interests to maintain engagement. Since pronunciation and vocabulary remain challenging, teachers should include additional targeted exercises such as pronunciation drills, vocabulary games, and explicit grammar instruction to complement communicative activities. Providing constructive feedback and positive reinforcement during activities can further boost students' confidence and participation.

## 2. For Students

Students are encouraged to actively engage in Information Gap tasks and other communicative exercises both inside and outside the classroom to enhance their fluency and confidence. Self-directed learning, such as watching English media, practicing speaking with peers, or using language learning apps, can help overcome vocabulary and pronunciation limitations. Building a supportive learning community through group work and peer feedback is valuable for mutual improvement.

## 3. For Future Researchers

This study had limitations in terms of duration and the number of instructional cycles. Therefore, future researchers are encouraged to extend the number of cycles to obtain more in-depth results that better reflect the continuity of the learning process. In addition, further studies may explore the use of the Information Gap Technique in other language skills, such as writing or listening, or at different educational levels. Integrating this technique with digital media or interactive learning applications is also worth investigating to enhance student engagement and accessibility. Future research can also focus on developing Information Gap materials that specifically target the improvement of pronunciation and vocabulary in order to achieve more optimal learning outcomes.