

The Effectiveness of Information Gap Activities for Improving Listening Comprehension of Seventh Grade Students

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Abstract

This research aimed to determine the effectiveness of Information Gap Activities (IGA) for improving students' listening comprehension of seventh grade at SMP Wahidiyah Kediri in the academic year 2025/2026. Information Gap Activity is a communicative learning technique that encourages students to exchange missing information in order to complete a task. This technique requires students to listen carefully, collaborate with their peers, and actively participate in the learning process. The researcher used a quantitative approach with a one-group pretest-posttest design. Class VII B served as the experimental class, consisting of 33 students. The pre-test was administered before the treatment, and the post-test was administered after the treatment. The treatment was conducted in six meetings using Information Gap Activities with descriptive texts about places entitled My School, My Hometown, Malioboro, Monas, Honolulu, and Bandar Lampung City. The students' listening comprehension was assessed using a scoring rubric adapted from Shockingawful (iRubric, 2017), which consisted of four criteria: ability to focus, general understanding, listening for specific information, and accuracy of answer. The data were analyzed using a paired sample t-test. The mean score of the pre-test was 42.05 (out of 100), and the mean score of the post-test was 85.42 (out of 100), indicating an improvement of 43.37 points. The t-test result was 5.53, and the t-table value was 2.037 (t-test > t-table, 5.53 > 2.037). It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. This result indicated that the use of Information Gap Activities had a significant effect on students' listening comprehension.

Kata Kunci: Listening Comprehension, Information Gap Activities, Pre-experimental Design.

INTRODUCTION

Teaching English has become an essential component of education in many countries where English is taught as a foreign language, including Indonesia. English is regarded as a key subject because it enables students to access global knowledge, communicate internationally, and develop academic as well as professional competencies. According to Vandergrift and Goh (2021:5–7), foreign language proficiency involves four interconnected skills, namely listening, speaking, reading, and writing, which cannot be separated in the language learning process. Among these skills, listening plays an essential role in language learning, particularly in academic contexts, because it supports learners' comprehension and communication abilities. According to Brown (2015:118–120), listening is an essential language skill that supports learners in acquiring vocabulary, pronunciation, and grammatical structures. Through listening, learners understand spoken messages and develop their communicative competence, including speaking ability.

In Indonesia, English is considered a foreign language that is very important to include in the educational curriculum, as stated in UUD Republik Indonesia Number 20 of 2003 concerning the National Education System.

In *Kurikulum Merdeka*, English learning is directed at developing students' communication skills through a student-centered approach and the use of various contextual learning media. In the field of English teaching, especially in mastering English, listening skills play an important role in supporting the development of the four main language skills, namely writing, speaking, reading, and listening. The researcher focuses this study on listening skills because listening is considered the most difficult skill to learn.

Listening is a process of hearing spoken symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message, and understand the meaning of communication conveyed by the speaker through speech or oral language. According to Howatt and Dakin (in Saricoban, 1999:1), listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, grammar and vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously. Rost and Hamouda (in Gilakjani and Sabouri, 2016:1671) define listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination,

previous knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic clues. Through receptive listening skills, learners absorb as much information as possible, which is very necessary for speaking or writing skills. Therefore, listening learning is carried out integratively and receives the same attention as other language skills.

Based on the preliminary study conducted by the researcher through observation and interview with the English teacher at SMP Wahidiyah Kediri, several fundamental problems were found in the teaching and learning of listening skills. Most seventh-grade students at SMP Wahidiyah in Kediri have insufficient knowledge and show little interest in learning listening skills. Most students still have difficulty understanding sentences, comprehending the main ideas, specific information, and details in listening texts, resulting in low listening achievement. The students' listening comprehension was still relatively low because they lacked vocabulary, were not accustomed to listening to English audio, and rarely practiced listening activities in the classroom. However, in school learning, the teaching of listening skills has not been optimally implemented. Listening still receives less attention and is often underestimated by both students and teachers. The reasons causing listening learning not to run well were due to some fundamental problems which became worse because students rarely practiced and listening learning media were not used effectively by teachers. The main problem was that teaching techniques are less varied, where the teaching and learning process was carried out only by reading texts and asking students to listen. Teachers should apply more varied teaching techniques and use available media. Therefore, the application of methods and learning media by teachers is one way to improve the learning process. To achieve this, it is necessary to use learning methods that encourage students to be active in learning English. Moreover, the method of implementing listening learning in English lessons at school cannot stimulate students to be active in learning English because listening learning was still conventional, with the teacher only reading texts without using learning media. The lack of innovation in using media and methods in the learning process makes the learning process boring. Most students become uninterested in the learning process; some are too lazy to pay attention, joke with friends, or even fall asleep during the lesson. As a result, only a few students really pay attention. The impact of these learning conditions was that the teaching-learning process did not run effectively, and most students experienced difficulties in understanding spoken English materials.

Therefore, English teachers need to apply more appropriate and engaging teaching methods to increase

students' motivation and attention in listening activities. One effective method to improve students' listening skills is Information Gap Activities (IGA). Information Gap Activities are learning activities that require students to listen carefully in order to obtain missing or incomplete information needed to complete a task. These activities encourage learners to focus on spoken input and actively process meaning through listening and interaction (Harmer, 2021:84–86). According to Byram and Garcia (2009:499), information gap is a teaching method that aimed at the creation of a communication gap where learners, usually in pairs, have to share information in order to solve a problem. It demonstrates that the information gap is one of learning activities which is designed to encourage students to communicate with each other in English in order to get information they do not have. As stated by Harmer (2007:275), information gap activities are those where students have distinct pieces of information about the same subject and must exchange this information in order to acquire all the information they need to carry out the mission. Harmer also stated (2007:349) that information gap activity is when one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures. There is a desire and a need for the students to communicate. Information Gap Activities can be implemented through various listening tasks, such as gap-filling activities, listening for specific information, and jigsaw-style listening tasks. In this research, the researcher applied Information Gap Activities where students work collaboratively to exchange information and complete the tasks. Each student receives different pieces of information, and they must listen carefully and communicate in order to fill in the missing information. This approach encourages students to concentrate, cooperate, and actively participate in the listening process. By exchanging information, students become more responsible for their own understanding as well as for achieving the learning objectives. It also improves their attention, motivation, and listening achievement. The implementation of Information Gap Activities requires clear and systematic steps to ensure effective classroom interaction. According to Richards and Rodgers (2001:223-227), in communicative language teaching, activities like information gap tasks involve three main stages: pre-activity, while-activity, and post-activity. The pre-activity stage focuses on introducing the topic and necessary language. The while-activity stage involves students interacting to exchange missing information. The post-activity stage emphasizes reflection, correction, and evaluation of the task. This three-stage model aligns well with the teaching procedures designed in this study, particularly in organizing the treatment stages for the experimental class, as it ensures a clear and logical

progression from preparation and execution to assessment and feedback. Information Gap Activities create an interactive and participatory learning atmosphere. Students become more involved in the learning process because they have the opportunity to share and discuss their ideas. This involvement can increase students' motivation and interest in listening. Therefore, based on the description above, the researcher conducted a research entitled "The Effectiveness of Information Gap Activities (IGA) for Improving Listening Comprehension of Seventh Grade Students at SMP Wahidiyah Kediri in Academic Year 2025/2026."

The aim of this research was to find out the significant difference between students' pre-test and post-test scores after being taught using Information Gap Activities (IGA) at the seventh grade of SMP Wahidiyah Kediri in the academic year 2025/2026.

Listening comprehension refers to the understanding of what the listener has heard and the listener's ability to repeat the text, although repeating sounds does not always guarantee real comprehension. According to Nadig (in Gilakjani and Sabouri, 2016:1671), listening comprehension is the various processes of understanding and making sense of spoken language. Those involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. According to Brown and Yule and Hamouda (in Gilakjani and Sabouri, 2016:1671), listening comprehension is an individual's understanding of what he has heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension. There are several elements of listening that support learners in comprehending spoken language effectively. According to Shockingawful (in iRubric, 2017:1), there are four elements of listening: (1) Ability to Focus, the capability of students or listeners in listening to the material from the audio; (2) General Understanding, the students can understand the main idea of the content from the text; (3) Listening for Specific Information, understanding the task and focusing to catch certain information; (4) Accuracy of Answer, the capability of students or listeners to answer the task with the correct answer. In addition, Brown (2004:119–120) states that there are several micro-skills of listening, namely: discriminating sounds, recognizing grammatical patterns, recognizing stress and intonation, and inferring meaning from context. Richards (2008:3–6) explains that listening involves two main elements: bottom-up processing (understanding spoken language from sounds to words to sentences) and top-down processing (using background knowledge and context to interpret meaning). According to Byram and Garcia (2009:499), Information Gap Activity is a teaching method that aimed at the creation of a communication gap where learners, usually in pairs, have

to share information in order to solve a problem. Harmer (2007:275) states that information gap activities are those where students have distinct pieces of information about the same subject and must exchange this information in order to acquire all the information they need to carry out the mission. The characteristics of Information Gap Activities follow Nunan's theory (as cited in Putri, 2014), which emphasizes that in each activity, students are given a task where the information they need is split into two parts (Student A and Student B), and no student has enough information to complete it alone. Therefore, students must ask each other for the information they need and come to a decision together. Previous studies have shown that Information Gap Activities have a positive and significant effect on students' listening comprehension. Sari (2022) found that the use of Information Gap Activity significantly improved students' listening comprehension at the eighth grade. Pratiwi (2021) found that students' average scores improved in each cycle of classroom action research. Rahman (2020) concluded that Information Gap Activity encourages students to listen more carefully because they need to obtain missing information to complete the task. Wulandari (2019) revealed that students taught using Information Gap Activity performed better in identifying general understanding and specific information compared to those taught using traditional listening techniques. However, most of the previous studies focused on two-class experimental designs (experimental and control groups) or used classroom action research. In addition, none of the studies specifically examined the use of Information Gap Activity in teaching descriptive text (describing places) for seventh-grade junior high school students using a one-group pretest-posttest design. Therefore, this research aims to fill the gap by focusing on the effectiveness of Information Gap Activity in improving listening comprehension of descriptive texts for seventh-grade students at SMP Wahidiyah Kediri, using a practical classroom-based design that is adapted to the school's conditions and available facilities.

Based on the description above, the research problem is formulated as: "Is there any significant difference between students' pre-test and post-test scores after being taught using Information Gap Activities (IGA) at the seventh grade of SMP Wahidiyah Kediri in the academic year 2025/2026?" The hypothesis of this research is that there is a significant difference between students' pre-test and post-test scores after being taught using Information Gap Activities.

METHOD

Pada This research used a quantitative approach with a pre-experimental design. According to Creswell (2012), a pre-experimental design is a type of research design that

does not include a control group and is suitable when the researcher cannot establish a control group due to practical constraints or school policies. This design was chosen because the school only allowed one class to be used as the sample. The design can be illustrated as $O_1 \rightarrow X \rightarrow O_2$, where O_1 is the pre-test, X is the treatment, and O_2 is the post-test. By comparing O_1 and O_2 , the researcher can determine whether the treatment has a significant effect on students' listening comprehension.

This research was conducted at SMP Wahidiyah Kediri, located on Wachid Hasyim street, Bandar Lor, Mojoroto district, Kediri, East Java. The population of this research was the seventh grade of SMP Wahidiyah Kediri in the academic year 2025/2026, which consisted of three classes, namely class VII A with 32 students, class VII B with 33 students, and class VII C with 40 students. The sampling method used simple random sampling. According to Bhardwaj (2019), simple random sampling is an extensively used sampling method in scientific research and is selected for populations which are highly homogenous where the members of the research are randomly selected to participate in the research. In this research, the researcher took class VII B as the sample, consisting of 33 students. The class served as the experimental class and received the treatment (Information Gap Activity). Due to school policy and time constraints, a control class was not used in this study. This is still acceptable within the one-group pretest-posttest design framework (Creswell, 2012).

The instrument used in this research was a test. According to Arifin (2016:118), a test is a technique used to carry out measurement activities, consisting of various questions or a series of tasks that must be completed or answered by students in order to measure aspects of students' behavior or ability. The tests used in this research were a pre-test and a post-test in the form of listening comprehension tasks. The pre-test was administered before the implementation of Information Gap Activity to measure the students' initial listening comprehension, while the post-test was administered after the implementation of Information Gap Activity to measure the students' listening comprehension after the treatment. Both tests used multiple-choice questions consisting of 15 items related to descriptive texts about places. The pre-test used the text "Kiluan Bay", and the post-test used the text "Krakatau Monument". The students' listening performance was assessed using a rubric adapted from iRubric by Shockingawful (2017) which consisted of four criteria: Ability to Focus, General Understanding, Listening for Specific Information, and Accuracy of Answer. Each criterion was scored on a scale of 1–4, with a maximum total score of 16. The final score was calculated using the formula: Final Score = (Total Score Obtained / 16) × 100.

The procedure of this research was divided into three main phases, namely pre-test, treatment, and post-test. The pre-test was administered to measure the students' initial listening comprehension using a conventional method where the teacher dictated the text "Kiluan Bay" to the students. The researcher explained to the students that they would listen to a text dictated by the teacher and then answer 15 multiple-choice questions based on what they heard. The researcher then read the text slowly and clearly, repeating it twice to ensure that all students could follow the dictation. After the dictation was completed, the researcher distributed the pre-test question sheets and collected the students' answer sheets at the end of the session. The treatment was conducted in six meetings using the Information Gap Activity method based on the three-stage framework proposed by Richards and Rodgers (2001:223-227), namely pre-activity, while-activity, and post-activity. The pre-activity stage focused on introducing the topic and necessary language, the while-activity stage involved students interacting to exchange missing information, and the post-activity stage emphasized reflection, correction, and evaluation of the task. The topics used in each treatment meeting were "My School" in Meeting 2, "My Hometown" in Meeting 3, "Malioboro" in Meeting 4, "Monas" in Meeting 5, "Honolulu" in Meeting 6, and "Bandar Lampung City" in Meeting 7. In the pre-activity stage, the researcher explained the learning objectives and introduced the topic of descriptive text, explained the definition, purpose, structure (identification and description), and language features of descriptive text especially about describing a place, introduced key vocabulary that appeared in the audio to facilitate students' understanding, divided the students into small groups consisting of 6-7 students, and distributed different worksheets (Worksheet A and Worksheet B) to each group member which contained different missing information related to the descriptive text. In the while-activity stage, the researcher played an audio describing a place, each student listened carefully and completed the missing information in their worksheet individually, after listening students discussed in groups to share the missing information where they exchanged the information they had to complete each other's missing parts, each group worked collaboratively to complete the full story and answer comprehension questions based on the combined information, and the researcher monitored, guided, and facilitated students during the discussion. In the post-activity stage, the researcher discussed the answers together with the whole class, gave clarification, feedback, and evaluation on students' answers to reinforce their understanding, summarized the key points of the descriptive text, and motivated students to continue practicing their listening skills. After the treatment was

completed, the researcher administered a post-test to measure the students' listening comprehension after the implementation of Information Gap Activities. The post-test used the audio "Krakatau Monument". The researcher played the audio twice, distributed the post-test question sheets containing 15 multiple-choice questions, and collected the students' answer sheets at the end of the session.

The data were analyzed using the paired sample t-test because this research used a one-group pretest-posttest design where the same group was tested twice. According to Sugiyono (2016), the paired t-test is used when comparing two sets of data from the same group of subjects, such as scores obtained before and after a treatment. The formula for paired sample t-test is $t = (\bar{X}_2 - \bar{X}_1) / \sqrt{(\sum D^2 / (N(N-1)))}$, where $\bar{X}_1$ is the mean of pre-test, $\bar{X}_2$ is the mean of post-test, D is the difference between pre-test and post-test, and N is the number of students. The result of the t-test (t-count) was compared with the t-table value at the significance level of $\alpha = 0.05$ with degrees of freedom (df) = N - 1. The criteria for hypothesis testing were if t-count > t-table, then H_0 is rejected and H_a is accepted which means the treatment is effective. On the other hand, if t-count $\leq$ t-table, then H_0 is accepted and H_a is rejected which means the treatment is not effective.

RESULT AND DISCUSSION

Bagian This research was conducted to determine the effectiveness of Information Gap Activities (IGA) for improving students' listening comprehension at the seventh grade of SMP Wahidiyah Kediri. The experimental class (VII B) consisted of 33 students. The pre-test was administered before the treatment to measure students' initial listening comprehension, and the post-test was administered after six meetings of treatment using Information Gap Activities.

The results of the pre-test showed that the average score of the experimental class was 42.05 out of 100. The lowest score was 25 and the highest score was 56. This indicates that most students had low listening comprehension before the treatment. Students had difficulty catching specific information, understanding the main idea of the descriptive text, and focusing on the audio. The lowest scores were found in the criteria of "Listening for Specific Information" and "Ability to Focus", which means that students struggled to concentrate and catch specific details from the audio. This confirms that the conventional teaching method used by the teacher, where texts were only read aloud without audio media or interactive activities, was not effective in developing students' listening skills.

After the treatment was conducted over six meetings using Information Gap Activities, the post-test results showed a significant improvement. The average score of

the experimental class increased to 85.42 out of 100, with the lowest score being 75 and the highest score being 100. All students experienced improvement, with the highest improvement seen in the criteria of "Listening for Specific Information" and "Accuracy of Answer". This indicates that students became better at catching specific details from the audio and providing accurate answers. The improvement from the pre-test to the post-test was 43.37 points out of 100, which is considered substantial.

Table 1. Comparison of Pre-Test and Post-Test Scores

Test	Lowest Score	Highest Score	Mean Score	Improvement
Pre-Test	25	56	42.05	-
Post-Test	75	100	85.42	43.37

Table 2. Comparison of Listening Criteria Scores

Criteria	Pre-Test Mean	Post-Test Mean	Improvement
Ability to Focus	1.58	3.61	2.03
General Understanding	2.12	3.45	1.33
Listening for Specific Information	1.39	3.36	1.97
Accuracy of Answer	1.67	3.36	1.69

To determine whether the improvement was statistically significant, the researcher used the paired sample t-test. The calculation showed that the t-count was 5.53. With degrees of freedom (df) = 32 and a significance level of 0.05, the t-table value was 2.037. Since the t-count (5.53) was higher than the t-table (2.037), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This means that there is a significant difference between students' pre-test and post-test scores after being taught using Information Gap Activities. In other words, Information Gap Activities have a significant effect on students' listening comprehension.

The findings of this research answer the research problem: "Is there any significant difference between students' pre-test and post-test scores after being taught using Information Gap Activities (IGA)?" The results confirm that there is a significant difference, as evidenced by the increase in mean scores from 42.05 to 85.42 and the t-test result ($5.53 > 2.037$).

Before the implementation of Information Gap Activities, the students' listening comprehension was still low. This was evident from the pre-test results where students had difficulty catching specific information, understanding the main idea, and focusing on the audio. These problems were caused by their lack of vocabulary

and limited exposure to English listening activities. The teacher also explained that the students' motivation to learn listening was low because the teaching method used was still conventional, where the teacher only read texts aloud without using audio media or interactive activities. As a result, the students were not actively engaged in the learning process, and only a few students paid attention during listening activities. According to Vandergrift and Goh (2021:5–7), listening is an essential language skill that supports learners in acquiring vocabulary, pronunciation, and grammatical structures. However, when listening is taught using conventional methods without proper media and interactive activities, students fail to develop their listening comprehension effectively. This condition confirms that the conventional teaching method was not effective in developing students' listening skills, and a more interactive and engaging technique was needed.

After the treatment was given using the Information Gap Activity method, the students' listening comprehension improved significantly. This improvement happened because Information Gap Activity encouraged students to be active listeners. Unlike conventional methods where students just listen passively, Information Gap Activity requires students to listen for specific missing information (Worksheet A and Worksheet B) and share it with their partners. This process makes students focus on the audio, discuss the content, and build their understanding collaboratively. According to Byram and Garcia (2009:499), information gap is a teaching method that aimed at the creation of a communication gap where learners, usually in pairs, have to share information in order to solve a problem. Harmer (2007:275) states that information gap activities are those where students have distinct pieces of information about the same subject and must exchange this information in order to acquire all the information they need to carry out the mission. In this research, the collaborative nature of Information Gap Activity significantly improved students' listening skills because they were required to listen carefully to catch the details needed by their partner. Furthermore, Information Gap Activity provides a meaningful context for listening because students are not just listening for the sake of answering questions, but they have a purpose: to complete the missing information needed by their partner. This makes the listening activity more engaging and increases their motivation. As stated by Nunan (as cited in Putri, 2014), in each activity students are given a task where the information they need is split into two parts, and no student has enough information to complete it alone. Therefore, students must ask each other for the information they need and come to a decision together. This characteristic of Information Gap Activity encourages students to communicate actively and take responsibility for their own

understanding as well as for achieving the learning objectives.

The results of this research align with previous studies conducted by Sari (2022), who found that Information Gap Activities significantly improved students' listening ability, especially in finding specific information from spoken texts. The statistical calculation using t-test indicated that there was a significant effect of Information Gap Activity on students' listening comprehension. Pratiwi (2021) also found that students' average scores improved in each cycle of classroom action research, and most students were able to complete the listening tasks accurately. The improvement was also reflected in students' participation, as they became more confident and actively exchanged information with their peers. Rahman (2020) concluded that Information Gap Activity encourages students to listen more carefully because they need to obtain missing information to complete the task, which resulted in students' ability to identify main ideas and specific details improving. Wulandari (2019) revealed that students taught using Information Gap Activity performed better in identifying general understanding and specific information compared to those taught using traditional listening techniques. The statistical analysis confirmed that there was a significant difference between the experimental and control groups, and students reported that the activity made listening tasks more interesting and less monotonous.

However, this research had several limitations. First, the study only involved one class with 33 students, so the results cannot be generalized to a larger population. Second, due to school policy, a control class was not included, making it difficult to compare the effectiveness of Information Gap Activity with traditional teaching methods. Despite these limitations, the positive results of this study suggest that Information Gap Activity is a promising technique for teaching listening comprehension, especially for descriptive texts about places. Teachers of English at the junior high school level are encouraged to adopt Information Gap Activity as an alternative to conventional listening activities, as it promotes active participation, collaboration, and meaningful communication in the classroom.

Conclusion

Simpulan

Based on the results of data analysis and discussion in the previous chapter, it can be concluded that the Information Gap Activity method has a significant effect on improving students' listening comprehension at SMP Wahidiyah Kediri. This conclusion is drawn from the comparison between the pre-test and post-test results. Before the treatment was given, most students had difficulty understanding spoken English texts because they

lacked vocabulary, were not accustomed to listening to English audio, and rarely practiced listening activities in the classroom. The pre-test results showed that the average score of the experimental class was only 42.05 out of 100, with the lowest score being 25 and the highest score being 56. Students had difficulty catching specific information, understanding the main idea of the descriptive text, and focusing on the audio. Most students scored below 50, which indicated that they still struggled to understand spoken English texts. The lowest scores were found in the criteria of "Listening for Specific Information" and "Ability to Focus", which means that students struggled to concentrate and catch specific details from the audio. This confirmed that the conventional teaching method, where the teacher only read texts aloud without using audio media or interactive activities, was not effective in developing students' listening skills, and a more interactive and engaging technique was needed.

After the treatment was given using the Information Gap Activity method, the students' listening comprehension improved significantly. The treatment was conducted over six meetings using six different descriptive texts, namely "My School", "My Hometown", "Malioboro", "Monas", "Honolulu", and "Bandar Lampung City". The post-test results showed that the average score of the experimental class increased to 85.42 out of 100, with the lowest score being 75 and the highest score being 100. All students experienced improvement, and the increase from the pre-test to the post-test was 43.37 points out of 100. The highest improvement was seen in the criteria of "Listening for Specific Information" and "Accuracy of Answer", which means that the students became better at catching specific details from the audio and providing accurate answers. The students were more confident and active in listening activities compared to their initial condition before the treatment.

The statistical analysis using the paired sample t-test also confirmed that the improvement was significant. The t-count (5.53) was higher than the t-table (2.037) at the significance level of 0.05 with degrees of freedom (df) = 32. This means that H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is a significant difference between students' pre-test and post-test scores after being taught using Information Gap Activities. In other words, Information Gap Activities are effective in improving students' listening comprehension at the seventh grade of SMP Wahidiyah Kediri. This finding confirms that information Gap Activity is a promising technique for teaching listening comprehension, especially for descriptive text about places, as it promotes active participation, collaboration, and meaningful communication in the classroom.

Suggestion

Based on the findings and discussion of this research, several suggestions are proposed for English teachers, students, and other researchers.

For English teachers, it is recommended to be more innovative in their approach to teaching listening in the classroom. Teachers need to provide interesting listening resources to encourage students' interest in listening. To maximize the learning process, teachers must also use the time given to them efficiently. Students also need to be given more opportunities to practice listening with engaging activities. Additionally, teachers must be innovative in how they use resources and methods to teach English to students, such as the Information Gap Activity method used in this research. Teachers are encouraged to adopt Information Gap Activity as an alternative to conventional listening activities, as it promotes active participation, collaboration, and meaningful communication in the classroom.

For students, it is hoped that they will no longer have difficulty understanding spoken English texts using the Information Gap Activity method in listening instruction. They can ask for feedback on their listening tasks from their classmates. To produce accurate and high-quality results related to the given topic, students are also expected to actively participate in group discussions with their friends. Students should take advantage of collaborative learning opportunities to improve their listening skills and build their confidence in understanding English audio texts.

For other researchers who wish to conduct similar studies, the following points should be considered. First, include a control class in future research. Since this research only used one class (VII B) without a control group due to school policy, future research should include a control class to compare the effectiveness of Information Gap Activity with traditional teaching methods more accurately. Second, explore other language skills. While this research focused on listening comprehension, future researchers can investigate the effectiveness of Information Gap Activity on other language skills, such as speaking, reading, or writing. Third, examine other variables. Researchers may also explore the impact of Information Gap Activity on students' motivation, engagement, or learning autonomy, as these factors may contribute to the overall effectiveness of the method. Fourth, conduct research at different educational levels. This research focused on seventh-grade junior high school students. Future research can be conducted at different educational levels, such as elementary school, senior high school, or university, to determine whether the effectiveness of Information Gap Activity varies across different age groups and proficiency levels. Finally, use more comprehensive research designs. Future researchers are encouraged to use

more comprehensive designs, such as quasi-experimental or true experimental designs, to strengthen the validity and generalizability of the findings.

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