IMPROVING STUDENTS’ SPEAKING SKILL USING INFORMATION GAP AT SECOND YEAR OF SMP N I NGRAMPAL SRAGEN IN 2010/2011 ACADEMIC YEAR

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

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SCHOOL OF TEACHER TRAINING AND EDUCATION MUHAMMADIYAH UNIVERSITY OF SURAKARTA 2011
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TESTIMONY

Herewith, I testify that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published or others, except those which are referred in the manuscript and mentioned in the literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, May 2011

Dwi Handayani
MOTTO

- Life is a learning process
- Life is a sacrifice
- Life is a choice
- Studying without praying is nothing
- I accept and allow success in all areas of my life
- Where there is a will, there is a way. Verily, with every difficulty there is relief. (Q.S. Inshirah 7)
DEDICATION

From my deep heart and great love, this research paper is dedicated to:

♥ My beloved Mom and Father
♥ My beloved brother
♥ Dearest grandfather and grandmother
ACKNOWLEDGEMENT

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The writer realizes that this paper is still far from being perfect. To make it better, the researcher welcomes constructive criticism. At last, the writer hopes that this research paper will be useful for all.

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Surakarta, May 2011

The writer

Dwi Handayani (Dwiex Ha)
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SUMMARY


This research aims at knowing (1) the implementation of Information Gap technique in teaching speaking, and (2) describing the students’ response on Information Gap technique in teaching speaking.

This research was implemented in SMP N I Ngrampal Sragen at the second year (8D), using action research. The methods of collecting the data are observation, interview, test, and documentation. The researcher taught speaking English using information gap technique. To analyze the data the researcher compared the results of pre-test and post-tests using descriptive comparative and critic analysis technique.

The result of the research using information gap shows that the research consists of three cycles with each cycle consisting of four elements. By implementing information gap technique in teaching speaking, the students become active and cooperative in learning speaking. The students’ motivation to speak, to practice speaking, and the students’ achievement of speaking is improved. It can be seen from the result of the students’ activities during the action, and the students’ speaking achievement of speaking. The mean of pre-test is 64.94 (fair), and post-test is 85.76 and the improvement result of the implementation is 20.82%. Most of the students said that they love this technique. They could easily learn English speaking. The students’ confidence and bravery was improved. The students admitted that their speaking was improved. The students could do the post-test better than pre-test. To concludes the teaching speaking using information gap is successful to improve the students’ speaking skill.

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