

**IMPROVING STUDENT'S SPEAKING MASTERY USING
INFORMATION GAP AT THE SECOND YEAR OF SMP N 3
KEBAKRAMAT KARANGANYAR IN 2007/2008
ACADEMIC YEAR**



RESEARCH PAPER

**Submitted as a partial fulfillment of the requirement
For Getting Bachelor Degree of Education
In English Department**

By:

VICKA MULIA SARI

A.320 040 29I

**SCHOOL OF TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2008

APPROVAL

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by:

Vicka Mulia Sari

A. 320. 040. 291

Approved to be Examined by

Consultant I

(Aryati Prasetyarini, M. Pd)

Consultant II

(Drs. H. Maryadi, M. A)

ACCEPTANCE

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by

VICKA MULIA SARI

A 320 040 291

Accepted and approved by the Board of Examiners

School of Teacher Training and Education

Muhammadiyah University of Surakarta

on October..... 2008

Team of Examiner

1. **Aryati Prasetyorini, M. Pd .** ()
(Chair Person)
2. **Drs. H. Maryadi, M. A.** ()
(Member I)
3. **Drs. Djoko Srijono, M. Hum.** ()
(Member II)

Dean

Drs. H. Sofyan Anif, M.Si.

NIK. 547

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 the writing 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, October 2008

Vicka Mulia Sari

MOTTO

What is with you must vanish: what is with Allah will endure. And we will certainly bestow, on those who patiently persevere, their reward according to the best of their actions,

(Qs. An Nahl/ 16: 96)

Manusia yng paling lemah ialah orang yang tidak mampu mencari teman. Namun yang lebih lemah dari itu ialah orang yang mendapatkan banyak teman tetapi menyia-nyiakannya

(Ali bin Abu Thalib)

DEDICATION

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

My beloved parents, my father and my mother,

My dear younger sisters “RILA”, and “ARIN”, and

My husband to be.

ACKNOWLEDGEMENT

Firstly, the writer would like to express her deepest gratitude to Allah SWT for having given her health and ability so that the writer could accomplish this research paper on time. However, this success would not also be achieved without the help of many individuals and institutions. Thus, on this occasion, the writer would like to thank to:

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10. All of friends in FAIRUZ Islamic boarding house thank all!, and
11. Her husband to be. All of the love is Allah's...." Lord, you will surely gather all the people for a day that will come in which there is no doubt “.

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

Surakarta, October 2008

The writer

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SUMMARY

Vicka Mulia Sari. A. 320. 040. 291 IMPROVING STUDENTS' SPEAKING MASTERY USING INFORMATION GAP TO THE SECOND GRADE OF SMP N 3 KEBAKKRAMAT KARANGANYAR IN 2007/2008 ACADEMIC YEAR. Research Paper. Muhammadiyah University of Surakarta. 2008.

This study is aimed at describing the implementation of Information Gap, describing whether or not information gap technique improves the students' speaking mastery and describing the students' response on information gap in teaching speaking.

The study was implemented in SMP N 3 Kebakkramat Karanganyar at the second grade, using action research. The writer took 40 students as the subject of the research. The writer teaches speaking English using information gap method. To find the results, the researcher got the information from the students' answers on oral test in the form of pre-test and post test.

The result of the research using information gap shows that, the writer used the CAR (Classroom Action Research) principle to collect the data. The study consist of three cycles with each cycle consist of four elements. By implementing information gap in teaching speaking, the students have chance to be active and cooperative in teaching speaking. The students' motivation to speak, to practice speaking, and 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 68.7, post-test is 71.6 and the improvement result of the implementation is 2.9. Most of the students said that they love this technique. They could easily learn English speaking. The students admitted that their speaking was improved. The students could do the post-test than pre-test which means that the teaching speaking using information gap is successful to improve the students' motivation to speak.

Key Words: Information Gap Technique, Speaking Mastery.

Consultant I

Aryati Prasetyarini, M. Pd

Consultant II

Drs. H. Maryadi, M. A

Dean,

Drs. H. Sofyan Anif, M. Si

CHAPTER 1

INTRODUCTION

A. Background of the Study

Communication is an essential need for human being. Language as the tool of communication has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication and life can not be separated. Language can be applied in many aspects, such as: education, society, politics, economics, and culture.

One of the ways in communication is through speaking. It is very important to master speaking well. To master speaking ability, students must be trained to use English in communication orally. The frequency in using the language will determine the success in speaking ability. Without implementing the experience of learning the language in the real life, it is difficult for the students to master speaking ability. Hence, speaking competence can be accomplished by practicing it orally.

In teaching English at the second grade of SMP N 3 Kebakkramat, the teacher teaches the students traditionally. They let the students only memorize the vocabulary, instead of using it. Then, the teacher asks the students to write down the words without asking the students to use it in the communication, yet some of the students do not know the function of this

language exercise. This teacher-centered technique makes the student passive in learning English.

The traditional method influences the teaching of speaking in which there are many problems appear. First, it relates to the condition of students who are lack of vocabulary which will make them unable to say words during speaking class. Second, the students get used to speak their Javanese language. Third, they rarely practice to use English to communicate. Fourth, most of the students are not confident to use English in speaking class. For instance, when the teacher asks them to come forward to have a conversation with their friends, they refuse it. They are shy to perform English conversation in front of their friends. Finally, the student is they are not interested in the material given to them.

The teacher is also having difficulties to teach in large class. The main problem is the way to manage it. During the teaching hours the teacher should make the students pay attention to the materials given to them. It needs hard work for getting the students attention. Lack of control also occurs when they teach in the large class. Therefore, it is difficult to implement the individual control for each student. Thus, the teacher cannot evaluate each student's proficiency.

From the problems above the writer tries to give a solution for the teacher to implement one of teaching methods. There is a method of teaching learning method which is interesting and it can improve student's ability and liveliness, namely information gap method. This method is

designed to create the students' interest to learn with pleasant method. The core of information gap method is corporation between groups and shared.

In an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions (Neu&Reeser). Information gap is a useful activity in which one person has information that the other lacks. Another advantage of information gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task (Neu&Reeser, 1997: 128)

These types of activities are extremely effective in the L2 classroom. They give every student opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated.

If our goal as second language educator is to have our learners speak with confidence in the target language, then we must make an effort to provide our students with a greater variety o opportunities to speak in the target language. Information gap activities are an effective means for accomplishing this goal.

B. Previous Study

The first previous research was done by Muljayanah (2004) entitled “The Implementation of communicative language teaching speaking AT LIA SURAKARTA: Ethnography. In her research, she describes the implementation of communicative language teaching and the strength and the weakness of teaching speaking using communicative language teaching. The second previous research was done by Dwi Henrie W. A (2002) entitled “Improving Students’ Pronunciation in Speaking Class through Repetition Technique: An Action Research at the Fifth Year Students of SDN PREMULUNG. In his research, she describes the implementation of Repetition Technique to improve the students’ pronunciation speaking ability.

The previous research describes the implementation of improving students’ speaking mastery using information gap. The present research also deals with the new technique applied in English speaking at SMP N 3 KEBAKKRAMAT KARANGANYAR. So, it can be said that this research is quite different from the previous studies above.

C. Limitation of the Study

To make the problem easy to be discussed deeply, the writer focuses the problem as follows.

1. The subject of researcher in this research is the second grade students of SMP N 3 KEBAKKRAMAT KARANGANYAR.

2. The implementation of information gap technique to improve the students' speaking mastery.

D. Problem Statement

The problems that will be studied in this research are stated as follows.

1. How is the implementation of Information Gap Technique to improve the students' speaking mastery?
2. Does information gap technique improve the students' speaking mastery?
3. What are the students' response on the implementation of information gap technique?

E. Objective of the Study

This research is aimed at

1. describing the implementation of information gap to improve the students' speaking mastery.
2. describing the improvement of the students' speaking mastery.
3. describing the students' response on the implementation of information gap technique.

F. Benefit the Study

1. Theoretical Benefit

- a. The result of the research can be useful for students on pronunciation, memorize and vocabulary in implementation of information gap.
- b. The result of the research can be useful for English teacher in implementation of information gap to improve the speaking mastery.
- c. The result of the research is used as the reference for those who want to conduct a research of students' speaking mastery using information gap.

2. Practical Benefit

- a. The result will help the teacher increasing the students' speaking mastery.
- b. The result will help the students in increasing their speaking mastery.
- c. The result will help the students to increasing their speaking ability in interaction with each other.
- d. The result will give the information to the teacher in the way in carrying out the information gap on teaching speaking to increase the students' speaking mastery.

G. Research Paper Organization

The research paper comprises five chapters; chapter 1 is introduction which covers background of the study, previous study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theories that consist of the notion of teaching speaking and the notion of information gap method.

Chapter III is research method that consists of type of research, object of the study, subject of the study, research location, research procedure, and method of collecting data and technique for analyzing data.

Chapter IV is related to the process of the implementation of teaching speaking using information gap method, the result of the implementation of teaching speaking using information gap method in teaching learning process and the student's opinion on the implementation of information gap technique.

Chapters V is conclusion and suggestion.

CHAPTER II

UNDERLYING THEORY

In this chapter, the researcher would like elaborate the theory related to the research which is done by the researcher. It is crucial for the researcher and the readers to recognize the definition or the meaning of title of this research in order to make easier for the researcher in analyzing and understanding the problem deeply. Follows are the theories that will be discussed in this research globally: teaching speaking and information gap.

A. Teaching Speaking

1. Notion of Speaking

Speaking skill should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, so speaking skill needs the special treatment. In the reality, in our daily life most of us speak more than we write; yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Based on the statement above, there should be a good balance to practice in classroom.

According to Hornby (1995:826) speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore the writer infers that speaking uses the word and produces the sound to express

ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication is often dependent as much on the listener as on the speaker.

There are three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar.

According to Walter (1973:11) speaking is one way of learning about one self. In speaking, someone must face problems that have history and relatively to other people, groups, and the predictions we have formed for living together. While Tarigan (1990:3) states speaking that is gotten by the children preceded by listening skill. After getting the language input the students are able to master speaking skill. So that, speaking is the way to express our idea and feeling to one another.

2. Notion of Teaching Speaking

Teaching speaking is sometimes considered as a simple process of commercial language school around the world, which hires people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple (Nunan, 2003:48).

Based on the statement above that teaching conversation to the students in foreign language is simple. Because learning spoken language sometimes ignores the grammar rule and the other hand the students need to form good habit in English speaking practice.

Furthermore, the writer will elaborate the notion of teaching according to Oxford Advanced Learner's Dictionary teaching which means giving the instruction to someone else: give someone else (knowledge, skill, etc)

While Haskew and Mc Lendon in Sutopo, (2000:9) states as follows:

- a. Teaching is action to increase the odds that potential learners will learn.
- b. Teaching is action to point learning toward desired to accomplishment by learners.
- c. Teaching is action to make knowledge create sense.
- d. Teaching is to present learners a live opportunity to learn.
- e. Teaching is action to enhance the persons who are learning.

Moreover, teaching speaking skill emphasizes on the activities to make the students active and creative. West (1968) in Fauziati,(2002:145) states that to increase students' speaking mastery the teacher must concern with the student –to –student –interaction. The great part of time in the process of learning speaking is dominated by students. Afterwards, it's dominated by the instructor. This maximizes the students' competence in speaking. The students learn what they are going to say with other in front of the class and try to develop their creativity orally. Therefore, the writer tries to give definition of teaching speaking is the instruction of the teacher/tutor to the students to encourage them in using the language orally to express their ideas, feeling and opinion to someone else and also encourage the potential of the learners to develop their speaking skill naturally.

3. Element of Speaking

In speaking, it is very important for student to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by the learners of language. Following are the elements of speaking ability according to (Harmer, 2001:269-271), a. language features such as the connected speech, expressive devices, lexis and grammar, and negotiation language. Connected speech is the modifying in sounds production or utterances such as assimilation, omission, addition, weakened (through contraction and stress patterning). An expressive device is the alteration of the speed, volume, and stress of utterances to show the feeling. The use of this device contributes the ability to convey meaning. Then lexis and grammar is necessary for the teacher to give of supply of certain words and language function, such as agreeing or disagreeing, surprise, and so forth. Those make students can produce at various stages of an interaction. Lastly, negotiation language is the benefits to clarify and to show the structure what we are saying. Therefore, those elements are completely significant a speaking ability.

Furthermore, Harmer (2001: 104) states that the other element of the speaking is mental/social processing except the language skill for the speaker, but the rapid processing skill is also necessary, such as language processing, interaction, and information processing. The language processing is the effective speaker to convey their intention to someone else and they process the words or retrieval of words or phrases from memory to

communicate with people. It helps the students to develop habits of rapid language processing English. Then, interaction is the student interacting with the other and they understand each other. Lastly, information processing is related to the perception of some else concerning the response to other feeling in using the language. Consequently, the mental has important role to succeed the communication particularly in speaking ability.

4. Principles of Teaching Speaking

Principles of teaching speaking are as follows (Harmer, 2001: 102)

- a. Help students overcome their initial reluctance to speak. Be encouraging; provide opportunity; start from something simple;
- b. Ask students to talk about what they want to talk about.
- c. Ask students to talk about what they are able to talk about.
- d. Provide appropriate feedback.
- e. Combine speaking with listening and reading.
- f. Incorporate the teaching of speech acts in teaching speaking.

5. Method of Teaching Speaking

The method of teaching speaking as suggested by Harmer (1998:95) is Engage Activate-Study. Engage means that the teacher gives warming to the students. For instance: the topic of the discussion is about 'daily activity,' so, the teacher tells or gives stimuli to the students concerning with the topic. Then, activate the teacher give an opportunity to the students to express their ideas and opinions. Afterwards, study means that it concerns with the material of the discussion. Therefore, the students can get the learning experience.

The other method of teaching speaking skill is through **information gap** activities that are suggested by Raptou (2001: 211). Information gap is useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate. One type of speaking activity involves the so-called ‘information gap’-where two speakers have different parts of information making up a whole. Because they have different information, there is a ‘gap’ between them.

6. Classroom Speaking Activities

The activities of speaking class are as follows (Harmer, 2001:271-274).

a. Acting from a script.

In this section the teacher asks the students to perform the play based on the dialogue in the script. Thus, the teacher as the director and the students perform the dialogue.

b. Communication Games

A game is one of activities that can help students relaxed in learning the language. This technique is particularly suitable for the children in mastering the language. It is designed to provoke communication between students, so that the students has to talk to a partner in order to solve a puzzle, draw a picture, puts the things in right order, and differences between picture.

c. Discussion

The problem in conducting the discussion is the students’ reluctant to give opinion in front of their friends. Particularly when the students are not mastering the topic of discussion. Therefore to encourage the students is to provide activities which force the students in expressing the ideas through the topic which is familiar with student’s world. For instance, are: their daily activity, the situation of their class, and describing.

d. Problem solving

The material is used in this technique giving the students to work in pairs or groups. They share their problem, opinion and feeling. In this case the teacher as the bridge to communicate among the participants. Then, the students give a question and answer each other. This communication will help the students practicing and expressing their ideas in spoken language.

e. Role Play

A popular way of the aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different situation, either as themselves or playing the role of someone is quite different. We could ask them to be guest at some parties and go there as different characters. They could, as themselves, pretend to be at an airport trying to check luggage, or either as themselves or another character take part in a television program. In all these cases the students are using language in order to participate in the activity rather than other way round! Some students find it very comfortable to use language in a simulated environment, playing the role of someone else –it allows them to experiment freely to be another people.

7. Problem in Speaking Skill

The learners have their own difficulties in learning the language.

Particularly in improving speaking skill is not easy for the students. The

Following are the problems of speaking skill (Munjayanah ,2004:17):

- a. *Inhabitation*: unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.
- b. *Nothing to say*. Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c. *Low or uneven participation*. Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.
- d. *Mother tongue use*. It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the

students are not disciplined in using the target language in the learning process.

B. Information Gap

Information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate.

I teach core French at the secondary level and students complain that when they go to a French-speaking part of the world, they cannot say what they wish to say in French, even though they have had years of French education. We, therefore, need to actively engage students in speaking activities that are enjoyable and that are based on a more communicative approach. One solution is using an information gap activity that is suggested by Violet Raptou (2001: 213)

One of the challenges many second language-teachers face is motivating their students to speak in the target language, confident students always participate and students who are less confident are reluctant to speak. Even when students speak in the target language, they are usually answering a question and this approach greatly limits students output. Oral presentations provide opportunities for students to speak in the target language for an extended period of time and these activities are useful, but they should not be the only opportunities students have to speak at length. Because students prepare for this presentation by writing a script and then rehearsing it, they have difficulty speaking in the target language

spontaneously because they are given little opportunity to do so. When students choose learn a language, they are interested in learning to speak that language as fluently as possible. One solution is using information gap activities.

In information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions (Neu & Reeser, 1997). These types of activities are extremely effective in the L2 classroom. They give every student to opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated. Another advantage of information gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task (Neu & Reeser, 1997: 156).

C. Conceptual Framework

Information gap is useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate. With information gap give each student has an opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise and

in this activity the students must make what they are saying comprehensible to others. As a result, such a technique can improve students' speaking mastery.

D. Action Hypothesis

Dealing with the underlying theories, the action hypothesis of this research is: By giving information gap technique, the students' speaking mastery can be improved or better".

E. Performance Indicator

The writer needs to establish some criteria in order to know whether the research is effective or event not. The writer considers the research to be effective if the subjects of the study are able to increase students' achievement after being taught through information gap technique. Here, the subject is categorized as successful, if the students' scores belong to adequate level. While an adequate level is titled to subject that is not only able to improve but also to convey, at least the standard of performance which is 2.9. It means that teaching speaking using information gap is significant.

It is line with the score as explained below:

Table II.1 Standard of Performance

	Performance
3.6-4.0	Excellent
3.1-3.5	Very Significant
2.6-3.0	Significant
2.1-2.5	Fair
0-2.0	Less Significant

CHAPTER III

RESEARCH METHOD

A. Type of the Study

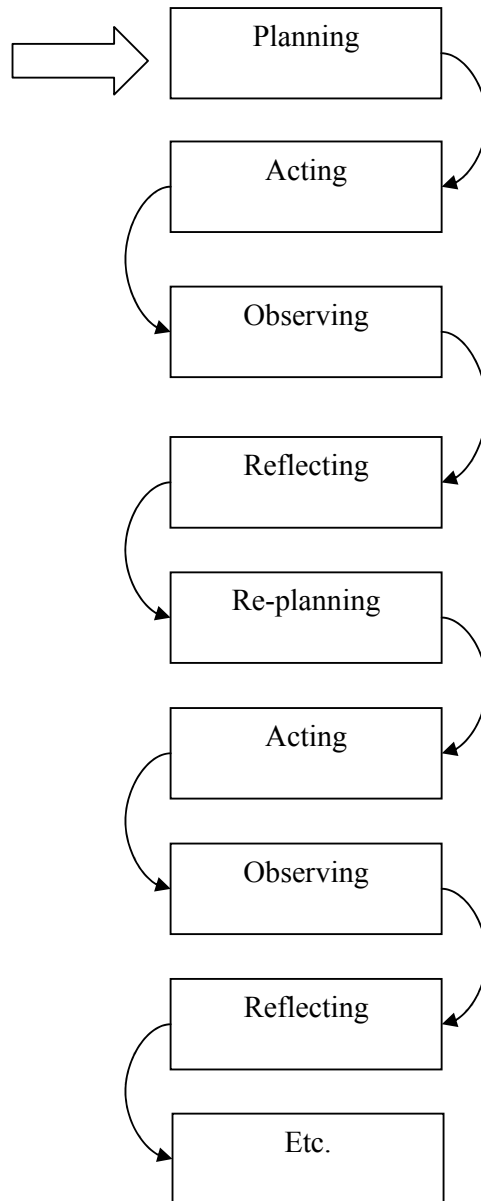
In this research, the writer uses classroom action research (CAR). Mc Niff (1992) in Arikunto (2006:102) states that action research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. It consists of planning, acting/implementing, observing, and reflecting.

Furthermore, Kasbolah (2001:15-17) states that there are four characteristics of action research; firstly, the action research is carried out by practitioners rather than outside researcher. In this research, the classroom action research was carried out by the researcher and English teacher as the collaborator. Secondly, action research is the systematic study attempting to overcome real problems. In this research the classroom action research (CAR) was the attempts to overcome students' problem in speaking mastery. Thirdly, the action research is intended to change thing to be better than before. In this research, the class action research (CAR) was intended to change the students' ability in speaking mastery to be better than before. Fourthly, action research is a kind of collaborative research, it means that the research take participants in the form of a team

consisting of insider and outsiders. Then insiders were some teachers who want to do action research and outsiders were the researchers in their field. In this research, the classroom action research (CAR) was done by the writer and the English teacher.

B. Action Procedures

In this Classroom Action Research (CAR), the writer used the CAR principle to collect the data. The research consist of three cycles with each cycle consist of four elements. The writer describes the cycles through the scheme of action research steps and each of the phases can be explained briefly as follows:



The cycle of Classroom Action Research (Hopkins, 1993: 52)

a. Planning

In this phase, the writer makes the lesson plan and then chooses teaching aids to imply the information gap method. In this

phase, the writer use dialogue, short paragraph, describe and draw material.

b. Acting

The teacher puts the class into four groups, calling them A, B, C, D. To each group he gives one of the pictures. The students in the groups have to memorize everything they can about the pictures-which's in them, what's happening etc. They can talk about the details in their groups.

The teacher now takes the pictures and asks for one student from each group (A, B, C, and D) to form a new four person group. He tells them that they have seen different picture but that the pictures taken together. The task is for the students to work out what the story is. The only way they can do this is by describing their pictures to each other and speculating on how they are connected.

The final stories may be different. The groups tell the whole class what their version is, and the teacher can finally re-show the pictures.

c. Observing

In this phase, the writer observes the students response, participation and everything which is found during the teaching and learning process.

In speaking learning process, most of the student are interested in information gap method. Sometimes, from one group to other group do a mistake, like: misunderstanding, inability to memorize the story.

d. Reflecting

After collecting the data, the writer will evaluate the teaching-learning process. Then, the writer will reflect herself by seeing the result of the observation, whether the teaching learning process of speaking using information gap method is good to imply in teaching learning process at SMP N 3 KEBAKKRAMAT KARANGANYAR in 2007/2008 Academic Year or not. If the first plan is unsuccessful, the writer should make the next plan (re-planning) to get a good result.

During the process of the action research in the first class of SMP N 3 KEBAKKRAMAT KARANGANYAR, the writer uses the diary and document as the instrument for gathering the data. Diaries contain personal accounts of the observation on feeling, reaction, interpretations, reflections, explanations and documents

are used to provide information, which is relevant to the problem under investigation. The documents used by the writer are lesson plan and the sample of children's work. Mc Cormick James (1983) in (Tilston, 2002:52) state that the successful document used is still photography in the collection on information, particularly when evidence is being collected to evaluate lessons. So, the writer includes the photography as the document too.

Furthermore, Kasbolah (2001:15-17) states that there are four characteristics of action research; firstly, the action research is carried out by practitioners rather than outside researcher. In this research, the classroom action research was carried out by the researcher and English teacher as the collaborator. Secondly, action research is the systematic study attempting to overcome real problems. In this research the classroom action research (CAR) was the attempts to overcome students' problem in speaking mastery. Thirdly, the action research is intended to change thing to be better than before. In this research, the class action research (CAR) was intended to change the students' ability in speaking mastery to be better than before. Fourthly, action research is a kind of collaborative research, it means that the research take participants in the form of a team consisting of insider and outsiders. Then insiders were some teachers who want to do action research and outsiders were the researchers in their field. In this research, the classroom action research (CAR) was done by the writer and the English teacher.

C. Research Location

This research takes place at SMP N 3 KEBAKRAMAT KARANGANYAR. The writer chooses this place to do an action research because the writer sees it necessary to develop the way in teaching particularly to develop the students' speaking mastery in junior high school. In teaching English at the second grade of SMP N 3 Kebakkramat Karanganyar, teacher teaches the students traditionally. They let the students only memorize the vocabulary, instead of using it and they don't know about information gap. So, the researcher want to do the research in this school.

D. Object of the Study

The object of the study is teaching speaking learning-process using information gap method to the second grade of SMP N 3 KEBAKKRAMAT KARANGANYAR in 2007/2008 Academic Year.

E. Subject of the Study

The subject of the study is to the second grade students of SMP N 3 KEBAKKRAMAT KARANGANYAR in 2007/2008 Academic Year. There are 40 students in class VIII a.

F. Method of Collecting Data

The method is a means that is used to solve problems. There are some methods of collecting data. They are observation, interview and test. In this case the data are taken from the source by employing observation and test.

1. Observation

The writer does the observation directly toward teaching speaking learning-process in SMP N 3 KEBAKKRAMAT KARANGANYAR 2008/2009 Academic Year. In this research, the writer acts as an active observer. The writer interacts with the students as well as the teacher. In speaking lesson, the writer observes their speaking skill, such as; their pronunciation, vocabulary, memorizes and their brave in speaking lesson.

2. Test

According to Sudjana (1987:16) a test means some question to students to be answered. The test is used to compare the students' speaking achievements before conducting the research (post-test) and after conducting the research (pre-test). The form of the test can be grouped into three forms, namely: oral, written, and behavior form. In this research, the writer conducts an oral test. The students make story

depend on picture, what they do or everything in the picture. Then, they memorize the story and tell to their friend in front of class or other group.

3. Interview

One of the ways to get deep and more information in the classroom the writer will interview the English teacher. In here, the researcher takes 10 samples of 40 students. What's problem of speaking, about speaking lesson during before and after using information gap method in speaking lesson.

G. Data and Data Source

The data of this research are the procedure and the result of teaching speaking using information gap. The result is in the form of the comparison between pretest and post-test score.

- The sources of data in this study are:

1. Event

It is the teaching speaking using information gap in the second grade of SMP N 3 KEBAKKRAMAT KARANGANYAR.

2. Informant

The informant is the English teacher and students in SMP N 3 Kebakkramat Karanganyar.

3. Place

The researcher observes and teaches in the classroom of SMP N 3 Kebakkramat Karanganyar.

H. Technique for Analyzing Data

The researcher conducts the action research of teaching speaking using information gap technique at the second grade of SMP N 3 KEBAKKRAMAT KARANGANYAR.

What follows are steps in analyzing the data based on Miles and Huberman (1984: 170).

a. Reducting the data

This is the first component in analyzing the data that contains selection process, focusing, and summarizing data from field notes. In this step, the researchers' selects, limits, and summarize the data from the implementation of teaching speaking using information gap technique.

b. Displaying the data

The second step of analyzing the data is describing the data in narrative which the research conclusion will be possible to be done. This step is describing the result of the research which is described in systematic and logic sentence, therefore the result is

understandable the form of displaying is not always in the sentences, but can displayed in table form which supports the narrative data.

c. Drawing Conclusion

The last step is the researcher makes conclusion of the research. Then the researcher also verifies the conclusion the technique is by discussing the research conclusion with the collaborator of the research. This step is very important to be done in order to get good research conclusion.

CHAPTER IV

RESULT AND DISCUSSION

In this results and discussion, the writer presents the data that have been collected. The data description consists of the implementation of teaching speaking using information gap, the improvement result of the implementation, and the students' responses to the implementation of information gap.

A. Result

1. The Implementation of Information Gap Technique in Teaching Speaking

Based on the information from the English teacher of SMP N 3 Kebakkramat Karanganyar, the students were not interested in learning English. They were difficult to learn the English lesson, specially speaking. Their score of the English test was poor. They felt the way to teach English was monotonous or not interesting. They needed a method to make them pay attention to the English lesson. They had limited vocabulary, they like to use their native language more than English to express their opinion, and they had less motivation in speaking activity. The teacher had some problems when she taught in class. The problem was the teacher also had a difficulty in handing the passive students during the teaching learning process.

To overcome the problem in that school, the researcher used information gap to support the teaching-learning process. The researcher teaches the students

using information gap as a technique of teaching the students. The topics used in this research were recreation, health, and daily activities.

In this research implementation, the researcher arranged pre-test and post-test orally. The test is aimed to measure the students' achievement in speaking. The test was telling a story or their experience in holiday and telling a picture. The students tell a story or their experience individually. They come in front of class. Then, the students were divided into five groups, each groups must tell the picture and they have different picture. For example, in pre-test each of group must tell a story based on the picture. They must retell the story in front of class, and group two do this activity too, and so on.

After knowing that the students' speaking ability is still low, that can be seen in the result of pre-test score, the researcher prepare three cycles. Each cycles consist of four steps, they were planning, implementing, observing, and reflecting. After each cycle was done the researcher conducted post-test, to know the improvement of students' speaking ability. The description of each cycle can be explained as follows.

a. Cycle One

This research was held in SMP N 3 Kebakkramat Karanganyar on March 3th until March 24th in three cycles. Every cycle was conducted three meetings: such as; Monday, Tuesday, and Saturday.

1. Planning

To find the students' speaking ability, the researcher did pre-test in cycle one. The researcher planned a lesson plan and selected the appropriate material. There is one lesson plan in cycle one, the lesson is recreation. This lesson discussed a story and understanding. The researcher also prepared picture, new vocabulary and arranged the students' seats into five groups.

2. Implementing

In the implementing phase, the researcher did action by teaching the second year students of SMP N 3 Kebakkramat Karanganyar using information gap. The researcher explained about recreation briefly and speaking activity about recreation in English language. In this phase the researcher taught using teachers' method before in order to know the students' speaking mastery while the teacher sat down in the back row or sometime in front of class, in order to make easy in observing and monitoring all of the activities during the action, and also not disturb the teaching learning process.

In this phase, the researcher used four steps in each cycle, namely; Building Knowledge of the Field (BKOF), Modelling of Text (MOT), Join Construction (JC), and Independent Construction (IC). In BKOF, the student's enrichment and storm brain their knowledge based on their field. In MOT, the students get models or example of genre then discuss together with their teacher. In JC, the students begins to do something, get understand and do exercise with their group. In IC, the students create and show their performance individually.

First meeting

Day/Date : Monday, March 3, 2008

Topic : Recreation

a. Opening the class

In this time, the researcher tried to focus the students' attention on the goal of learning process. The researcher came to the class, greeted and asked the students about their condition.

Example:

Researcher: *Assalamu'alaikum wr wb*

Students : *Wa'alaikumsalam wr wb*

Researcher: Good morning students!

Students : Morning Miss!

Researcher: How are you students?

Students : I'm Fine Thanks, *Alhamdulillah*, and you?

Researcher: I'm Fine too.

Usually, the writer took about 5-10 minutes for opening the class, greeting and motivating them.

b. Core Learning

(1) Building Knowledge of the Field (BKOF)

The researcher started the lesson by giving warming up to the students about the vocabulary related with the material.

Researcher: Liburan Kemarin Kemana?

Please answer my question!

Students : *Saya bu...saya!*

(Hampir semua murid mengangkat tangan)

Researcher: Ok, Anita where did you go?

Anita : Parangtritis miss!

Researcher: Ok, good! And Nizar, where you go?

Nizar : sawah, miss!

Students : ha...ha...ha...

Researcher: Quite please! What's wrong? *Nizar suka ke sawah, sawah juga indah*

After that, the teacher invited the students to guess the picture. This activity is aimed at getting students to able to understand the meaning of picture and increase their imagine.

Example:

The researcher showing the picture in front of class.

Researcher : OK, I have some picture!

Tolong kalian sebutkan nama gambar disini!

Students : OK, miss!

Researcher : do you know, what's the picture?

Ini gambar apa?

(researcher sambil menunjuk gambar no.1)

Students : *Saya bu...saya....*

(Banyak yang ingin menjawab)

- Researcher : OK, Anita. What's your answer?
- Anita : Beach, parangtritis beach.
- Researcher : Good. Anita please choose ono of your friend!
- Anita : Fathi bu!
- Reaearcher : OK, you!
- Fathi : Mountain, Bromo mountain.
- Researcher : OK, good! Then, pika!
- Pika : Gembiroluko Zoo.
- Researcher : Good pika!
- (she backs to hear seat and sit down)

In this activity, the students must have a clear understanding to the teacher instruction and reach to the instruction. Then, she shows her understanding by building communication and expresses his emotion.

(2) Modelling of Text (MOT)

The researcher gave exercise to the students. She asked the students to make short story about their experience and she gave example of short story taken from "English On Sky" book example (see appendix...)

Then, the researcher asked the students to retell the story, memorize and understanding. Then, she would asks the students come in front of class.

(3) Independent Construction of Text (ICOT)

The teacher instructed the students to tell their story. They had to make the short story about their experience holiday. In this case, the teacher emphasized the

students understanding of story. In order to stimulate and to make them active, the researcher promised that for those who practice in front of class, they would get additional score. In that time, there some students who told the story in front of class.

Example :

Researcher : OK, stop! Time is up.

Students :Huu...huu...huu...(ribut karena belum semuanya selesai).

Researcher : OK, who want to tell in front of class? Please rise your hand!

Feronika : Saya....miss!

Researcher : OK, feronika.

Feronika : (She tells her story....)

Researcher : Good, then who's?

Oktavian : Me, I want to tell you

Researcher : Very good, any others?

OK, you Ririn.

Ririn : (She tells her story...)

Researcher : OK, thank you! I think that all of you can speak up, but you're grammatical, memorize and understanding still low. Please study hard again!

In the last step the researcher commends the students' performance giving some advice and information about what will learn tomorrow. She also encouraged the students always to practice English, not to be shy in speaking English

because practice makes perfect, and then she says “thank you very much and see you next time, bye”

From the first meeting, it was found that the researcher used three steps in the process of teaching and learning, they are opening, core learning and closing. The core learning is started by Building Knowledge of Field. In this step, the researcher focuses on vocabulary competence in the step of Modelling of Text (MOT), the researcher give story to the students. She asked the students to tell the story in order to understand and practice their memorize.

Second Meeting

Day/Date : Tuesday, March 6, 2008

Topic : Recreation

a. Opening the class

In this time, the researcher tried to focus the student’s attention on the goal of learning process. The researcher came to the class gives greeting asks the students about their condition and check the student’s attendances.

b. Core Learning

(1) Building Knowledge of Field (BKOF)

Before the researcher gave the material, researcher gave warming up to the students about the material. The researcher asked the students to open the last worksheet. The researcher wants review the difficult of word in the last meeting by asking the students.

Example :

- Researcher : *Assalamu'alaikum wr.wb.* Good Morning!
- Students : *Wa'alaikum salam wr.wb.* Morning Miss!
- Researcher : OK, *saya mau tanya tentang materi kemarin ada kesulitan?*
- Students : *Ada bu..! (beberapa siswa yang mengangkat tangan)*
- Researcher : OK, Oktavian what's the problem?
- Oktavian : *Apa bahasa Inggrisnya perjalanan bu?*
- Researcher : Vacation, you!
- Nizar : *Bagaimana cara mudah membuat karangan?*
- Researcher : *Untuk mudahnya, pakai bahasa Indonesia terlebih dahulu,selanjutnya menggunakan bahasa inggris.*

In this activity, the researcher invited the students to make five groups. The researcher built the students' imagination by giving picture. Then, she asked the students to make story/sentence according the picture. The aim of this activity is the student know what they should say, tell, understanding and know what's the picture about.

(2) Joint Construction of Text (JCOT)

In this time, the researcher asked the students to do the exercise. They divided into five groups (A, B, C, D, and E). The students made sentence with their partner, following the example or explanation given by the researcher. Then, the researcher, asked the students to perform their sentence in front of class.

Example :

Researcher : Ok, time's enough! Please every group performs the sentence.

Students : OK, miss!

Researcher : Please group A, come in front of the class!

Students : (See Appendix....)

Etc

The aim of this activity is make the students active creative and have big confidence to perform the study.

(3) Modelling of Text (MOT)

The researcher invited the students to make sentence and speak up. The researcher use different picture in every groups and she gave key word to help them.

Example :

(4) Independent Construction of Text (ICOT)

The researcher invited the students to speak up their story with their version. They come in front of class one by one, she gave explanation.

Example :

Uswatun. K
No. 37

Last holiday, my family and I went to Tawang Mangu by car. Last month my father bought it I like it. For about one hour we arrived in there. I'm very happy because I could see beautiful scenery. With my car I could bring many things. I love my car.

Most of students tried to be active. There are only a few students kept silent. They looked unconfident to speak up. The aim of this activity is increased the students' speaking ability. Therefore, they can make correct sentence based on the correct grammar.

c. Closing

Before the researcher closed the lesson, she tried to review the material of the day. The researcher asks the students to study make a sentence and how to speak English correctly. And the researcher said to the students that the next meeting would be pre-test. Most of the students looked tired and low motivate after hear that next meeting must pre-test. But the researcher tried to create a good atmosphere. The researcher makes sure the students that next pre-test would be easy.

3) Third Meeting

Day/Date : Saturday, Marc 8, 2008

Topic : Recreation (pre-test)

a. Opening the Class

In this time, the researcher tried to focus the students' attention on the goal of learning process. The researcher came to the class, gave greeting, asked the students about their condition and checked their attendances.

b. Core Learning

(1) Building Knowledge of Field (BKOF)

In this time, the researcher gave warming up to the students related with the material. She asked the students about the last material, gave warming up before pre-test through guess the picture.

Example :

Picture A about.....

Picture B about.....

Its aim is to build the students awareness about their speaking and help to memorize.

(2) Modelling of Text (MOT)

The researcher asks the students to make short story about their experience, free written, and must memorize. She gave 20 minutes to do the pre-test. The students looked nervous and confuse what should they do or make.

Example :

Researcher : Please make short story everything!

Students : Yes miss!

Researcher : About your holiday experience and you must re-tell in front of class one by one. Remember I give you 20 minutes to do.

Students : Yes miss!

Then she asks the students to kept silent and concentrate during 20 minutes. In 20 minutes, they must make sentence, memorize and understanding about the picture. The aim of this activity is the students to be able to understand the text and build their imagination by re-tell story used their own words.

(4) Independent Construction of Text (ICOT)

After 20 minutes, the researcher asks the students to stop the activity. The researcher call one by one the students to came in front of class and tell their sentence orally.

Example :

Oktavian Arif. A
No.21

Recreation in the Parangtritis Beach

Last Sunday, I went to Parangtritis. Parangtritis was a Big beach. A lot of domestic and foreign tourist went there. They're enjoyed the beauty of the submarine park, some of them dove in the sea.

The researcher would make evaluation about their pronunciation, grammar, expression, and understanding from the result of the students speaking but incorrect pronunciation and grammar. There are two students, Anita and Diah who got difficulty about memorize of story.

c. Closing

The time to pre-test was over, and all of the students finished the pre-test. Then, the researcher evaluates the pre-test by give example and discussion the pre-test together. The researcher gives explanation briefly and gives the answer correctly. As the bell was ringing, the time was over for English subject. Then she closed the class by wishing “Thank you very much. Wa’alaikumsalam wr.wb and see you next time, bye”.

3. Observation

The researcher carried out the observation. The researcher observed the teaching learning process by monitoring the students’ activity in this cycle. The researcher could see that most of meeting was not running well. The students still looked confused, ashamed and afraid when they were asked to speak up. The students still felt difficult to memorize and speak correctly and pay less attention to the lesson.

4. Reflecting

After analyzing the data by seeing and evaluating the result of observation of teaching learning process in cycle one, the researcher concluded that it is very important for her to introduce the native speakers’ sounds to the students. And it’s very important for the students to exercise and practice frequently to speak

English. The researcher should give more attention and keep approaching the students in order to make them braver and more confident to speak in English. She should be able to recognize the students who get difficulty to understand.

b. Cycle two

1. Planning

After finding the fact that the students' speaking mastery was low, which is proven by their first test score that is 68.7 (Appendix...), the researcher planned the strategies of the research by designing one lesson, still same lesson and selecting the appropriate material. The lesson is recreation. The researcher prepare some picture and arranged the students' seats into five groups; group A, B, C, D, and E. The second cycle was carried out to solve the problem in cycles 1, which were students still low in speaking ability. The researcher used the same lesson with different technique.

2. Implementing

In the implementing phase, the researcher conducted the teaching learning process in the second cycle to get better result that was significant in improving speaking mastery by using information gap in order to improve the students' speaking mastery. The researcher explains the new method briefly. As stated in planning phase, there were three meetings. They are:

1) First Meeting

Day/Date : Monday, March 10, 2008

Topic : Health

a. Opening the class

In this time, the researcher tried to focus the students' attention on the goal of learning process. The researcher came to the class, greets and asked the students about their condition.

Example :

Researcher: *Assalamu'alaikum wr.wb*, good morning!

Students : *Wa'alaikumsalam wr.wb*, morning miss!

Researcher: How are you today?

Students : I'm fine and you?

Students : Fine too.

Usually the writer took about 5-10 minutes for opening the class, greeting and checked the attendance.

b) Core Learning

(1) Building Knowledge of Text (BKOF)

The researcher started the lesson by giving warming up to the students and she would introduce about information gap.

Example :

Researcher: *Sebelum saya melanjutkan ke materi, ada pertanyaan?* Any question?

Students : No..!

Researcher: Now, I have new method to teach speaking. It is called information gap,
do you know?

Students : No, miss!

Researcher: (*Researcher menjelaskan metode baru secara perlahan dan member contoh*) do you know?

Students : yes, miss!

Researcher: OK, *ibu akan memberitahu hasil pre-test kemarin!*

(*Researcher menyebutkan nilai mereka satu-persatu*)

Students : (*Mereka tenang sejenak mendengarkan researcher menyebutkan nilai*)

Researcher: *Siapa yang pernah sakit?*

Students : (*semua mengangkat tangan*)

Researcher: *Gimana cara kita menjaga kesehatan?*

Students : *Olah raga miss!*

In this activity, the researcher invited the students to make five groups (A, B, C, D and E) then asks the students to be silent and prepare themselves. The researcher built the students imagination by giving picture. Then, she asked the students to make story/sentence according the picture.

(2) Join Construction of the Text (JCOT)

In this phase, the researcher asked the students to make five groups (A, B, C, D and E). The researcher use story-telling activity, the researcher gave different picture to each of group. The groups have to memorize everything they can tell about the picture that's in them, what's happening, etc. She gave 30 minutes to do and memorize the story. After finished, she now collects back the pictures and ask for one student from each of group (A, B, C, D and E) to form new five person group. She tells them that they have each seen a different picture but that the pictures taken

together in some order or other tell story. Then, the students must work out what the story is. Most of students describe their pictures to each other and speculating. Then, the researcher asks the students to stop activity. The researcher asks to each of groups tell to the whole of class with their version, from group A, group B and so on. Then the researcher can finally re-show the pictures.

(3) Modelling of Text (MOT)

The researcher gave each of group different pictures. In every pictures, there different story. She gave 30 minutes to do exercise. Then she invited the students to speak up randomly.

Example :

2) Second Meeting

Day/Date : Tuesday, March 13, 2008

Topic : Health

a. Opening the class

In this time, the researcher tried to focus the students' attention on the goal of learning process. The researcher came to the class, gives greeting asks the students about their condition and check the students' attendance.

b. Core Learning

(1) Building Knowledge of Field (BKOF)

Before the researcher gave the material, researcher gave warming up to the students about the material. The researcher wants review the difficult of word in the last meeting by asking the students.

Example :

Researcher: *Sebelum kita mulai, apa ada pertanyaan? Any question?masih bingung?*

Students : *(beberapa murid mengangkat tangan)*

Researcher: OK, Murtini

Murtini : *Tolong dijelaskan lagi metode kemarin!*

Researcher: *(menjelaskan berulang kali secara perlahan) do you understand?*

Murtini : Yes, miss!

After that, the teacher asked the students to make five groups, use different picture with last meeting.

(2) Join Construction of Text (JCOT)

In this phase, the researcher asked the students to make five groups. The researcher use story-telling activity. Then the researcher gives different picture to each of groups. Before the activity began, the researcher explains briefly of the rules. This activity same with last meeting. Some of students looked tired and not motivated. She gave 30 minutes to do.

Example :

Researcher: OK, stop! Now, I want volunteers from each group.

Students : (noisy, less attention, afraid)

Researcher: Who?

Students : (*tidak ada satupun murid yang mau*)

Researcher: Birgita, please tell your story!

And so on.

The aim of this activity is to make the students more confident to speak up and increase their speaking ability.

(3) Modelling of Text (MOT)

The researcher gave each of group different pictures. In every picture, there different story. She gave 30 minutes to do the exercise. Then she invited the students to speak up randomly.

Example :

c. Closing

Before the researcher closed the lesson, she tried to review the material of the day. The researcher asked the students to study hard in speaks English. She wants the students practice frequently. And she said that the next meeting would be held post-test 1. Suddenly, the students looked shocked and worried. The researcher tried to build the students' confidence.

3) Third Meeting

Day/Date : Saturday, March 15, 2008

Topic : Health

a. Opening the class

In this time, the researcher tried to focus the students' attention on the goal of learning process. The researcher came to the class, gave greeting, asked the students about their condition and checked their attendances.

b. Core Learning

(1) Building Knowledge of Field (BKOF)

In this time, the researcher gave warming up to the students related with the material. She asked the students about the last material and she said that the day was test.

Example :

Researcher: Are you ready?

Students : Yes...Not yet (*sebagian menjawab siap dan sebagian belum*)

Researcher: *Sudah belajar kan?*

Students : *Sudah!*

Researcher: Quiet please!

The students looked worried, nervous, afraid and noisy. The researcher said that almost all of the students have made improvement, and then the students were calm.

(2) Join Construction of Text (JCOT)

In this phase, the researcher asked the students to make five groups. The researcher use story-telling activity. The researcher still uses information gap method

to do test. So, the researcher gave different picture to each of groups, the researcher gave 20 minutes to do.

Example :

Researcher: *Saya minta bentuk 5 kelompok (A-E) sekarang! Now!*

Students : *Baik miss! (dengan sedikit gaduh mereka membentuk 5 kelompok)*

Researcher: *Now, saya minta 5 perwakilan dari masing-masing kelompok maju mengambil gambar!*

Researcher: I'll give you 20 minutes to do, OK!

Students : OK miss!

Then, the students do the test. According the picture, students must memorize and tell what happen in the picture and they must know what story is. The researcher not only evaluates the group but individual too. In this phase, she can measure the students' speaking mastery.

(3) Modelling of Text (MOT)

The researcher gave different picture to each of group. There are five picture was consist of boy and girl, second picture was sport activity, third was accident, fourth was doctor and patient, the last was drink a medicine. So, according the picture, students must memorize and tell what happen in the picture. And they must know what story is. In post-test 1, she gave 20 minutes to do.

Example :

The aim of this activity is the students to able to understand the text and build their imagination by re-tell the story used their own words. In this Post-test 1, she can know the students' speaking mastery using information gap.

c. Closing

The time to test is over and all of the students finished the test. Then, the researcher evaluates the post-test 1 with discussion together. The researcher gives explanation briefly. As the bell was ringing, the time was over for English subject. Then she closed the class by wishing "Thank you very much. Wassalamu'alaikum wr wb and see you!"

3. Observing

The researcher carried out the observation. She observed the teaching learning process by monitoring the students' activity in this cycle. And this observation was done to get data from the students' progress during their activity when teaching learning process occurred.

The students' responses in the cycle 1 were not good. Most of meeting was not running well. Some of students still looked confused, and afraid to speak up in front of class. Some of students still difficult to memorize and what should they tell.

4. Reflecting

After analyzing the data and evaluating the result of observation of teaching learning process in cycle 1, the researcher should give more attention and keep approaching the students in order to make them braver and more confident to speak in English. She should be able to recognize the students who get difficulty to understand and often produced incorrect speaking.

Based on the result of cycle 1, the writer concluded that by using information gap in teaching speaking, the students understand and practice to speak up easily.

c. Cycle Three

1. Planning

After analyzing the result of cycle 2, the researcher concluded that using information gap in teaching speaking could improve students' speaking mastery. It can be said that information gap were effective in improving students' speaking mastery. Cycle 2 didn't give a satisfactory result because it did not reach the target score yet. It was necessary to continue the next cycle to improve students' speaking mastery. The third cycle was carried out to solve the problem in cycle 2, which were students still felt strange to speak up.

The researcher used the same action with different theme. There was one lesson plan of this cycle. They discussed the picture about who's in them, what's happening etc and they can talk about the details in their groups. But, in this cycle, the pictures were different with last meeting. Besides that, the researcher prepared the picture and arranged the students' seats into five groups.

b. Implementing

In this phase, the researcher conducted the teaching learning process in the third cycle to get better result that was significant in improving speaking achievement by using information gap. As stated in planning phase, there were three meetings.

They are:

1) First Meeting

Day/Date : Monday. March 17, 2008

Topic : Daily Activities

a. Opening the class

In this time, the researcher tried to focus the students' attention on the goal of learning process. The researcher came to the class, greets and asked the students about their condition.

Example :

Researcher: *Assalamu'alaikum wr wb*, good morning miss!

Students : *Wa'alaikumsalam wr wb*, morning miss!

Researcher: How are you today?

Students : I'm fine and you?

Researcher: Fine too.

The writer took about 10 minutes for opening the class, greeting and checked the attendances.

b. Core Learning

(1) Building Knowledge of Text (BKOF)

Before the researcher gave the material, she gave warming up to the students about the material, and she showed the result of post-test 1.

Example :

Researcher: *Untuk post-test 1 kemarin, ada yang ditanyakan? Masih bingung?*

Stusents : *Tidak miss!*

Researcher: *Siapa yang sudah membuat jadwal sehari-hari?*

Students : *(Cuma satu orang yang membuat)*

Researcher: *Siapa yang sering terlambat masuk sekolah?*

Students : *(2 orang mengangkat tangan)*

Researcher: *Kenapa terlambat?*

Students : *Kesiangan miss!*

Students : *Ha...ha...*

In this phase, the researcher showed the result of post-test 1. The results were not reaching the target average score yet. She said that the speaking of students must still improve.

(2) Join Construction of Text (JCOT)

In this phase, the researcher still uses information gap method and uses story-telling activity. She asked the students to make five groups and she gave different picture to each of group, the picture about the daily activity. Every groups consist of 8 members, group A until E. Then, they must make new group to solve the problem and find the story about. The aim of this activity is make the students creative and have big confidence, practice their memorize and imagination.

(3) Modelling of Text (MOT)

The researcher began the lesson; they looked enthusiastic because it was the new theme and different picture. She gave different picture to each of group, the picture about the daily activity. The groups have to memorize everything they can about the pictures that's in them, what's happening etc.

Example :

2) Second Meeting

Day/Date : Saturday, March 22, 2008

Topic : Daily Activities

a. Opening the class

In this time, the researcher tried to focus the students' attention on the goal of learning process, the researcher came to the class, gives greeting asks the students about their condition and checks the students' attendances.

b. Core Learning

Before the researcher gave the material, researcher gave warming up to the students about the material. The researcher wants review in the last meeting by asking the students and sometime she gave a little joke to make familiar condition.

Example :

Researcher: *Siapa yang masih ngantuk?*

Students : *Saya miss! (Ha...ha.., 2 murid mengangkat tangan)*

Researcher: Why? *Mengapa?*

Students : *Tidur kemalaman bu, lihat film!*

(ha..ha..hampir semua murid menertawakannya)

Researcher: OK, *bagaimana post-test 1 kemarin? Bisa?*

Students : *Bisa miss!*

Researcher: Good!

Then, the researcher asked the students to make five groups, still use information gap method, she use story-telling activity with different picture to each of group.

(2) Join Construction of Text (JCOT)

In this phase, the researcher asked the students to make five groups (A, B, C, D and E) the researcher use story-telling activity. Before the activity began, the researcher explains briefly of the rules. She gave 30 minutes to do.

Example :

Researcher: Please make five groups, now!

Students : Yes...miss!

Researcher: Then, please the leader of group came here to take the picture together!

Students : (*murid maju mengambil gambar*)

Researcher: Please make story! I gave 30 minutes to do! Kept silent!

Students : OK, miss!

The aim of this activity is to make the students more confident to speak up, increase their speaking and know the measure of their speaking ability using information gap method.

(3) Modelling of Text (MOT)

The researcher gave each of group different pictures, of course different key word and story; she gave 30 minutes to do the exercise. Then, she invited the students to speak up in front of class.

Example :

(4) Independent Construction of Text (ICOT)

The researcher instructed the students to tell their story with their version. Not only in group but must tell individually. In order to the researcher know their improving in speaking activity. Other that, to stimulate and to make them active. The researcher promised that for those who practice in front of class can tell the story completely with their version, they would get additional score and prize.

Example :

Researcher: Time is up! Please group A-E come in front of class to tell the story!

Students : (*setiap kelompok maju bergiliran*)

Researcher: OK, good!

Then I want one by one tell the story! If you can tell completely, I will give a prize.

In the last step, the researcher commends the students' performance, giving some advice. She also encouraged the students to always practice English, not to be shy in speaking English because practice makes perfect.

c. Closing

Before the researcher closed the lesson, she tried to review the material of the day. The researcher asked the students to study and practice. She wants the students practice frequently. She said that the next meeting would be held post-test 2. Some of the students looked shocked and worried, but most of them looked enjoy and confident. But the researcher tried to make calm condition. She said that everyone can

do it and she would give the best student a present. They looked brave and motivate to do post-test.

3) Third Meeting

Day/Date : Monday, March 24, 2008

Topic : Daily Activities (post-test)

a. Opening the class

As usual, the researcher entered the class, the researcher pointed the lead of class to lead the students pray, give greetings and then, she checked the students' attendances. Usually the researcher took about 10 minutes for opening the class.

b. Core Learning

(1) Building Knowledge of Text (BKOF)

In this time, researcher gave warming up to the students related with the material. She asked the students about the last material and she said that the day was post-test.

Example :

Researcher: Please close your book!

Students : Yes, miss!

Researcher: Make five groups now!

Students : *(berlangsung lebih cepat karena sudah terbiasa)*

Researcher : *Kalian sudah siap? Ready?*

Students : *Sudah, miss!*

The students looked worried, nervous and noisy. The researcher said that almost all of the students have made improvement when the students were calm.

(2) Join Construction of Text (JCOT)

In this phase, the researcher asked the students to make five groups (A, B, C, D and E). The researcher use story-telling activity. The researcher uses information gap method to do test. Then, she gave each group different pictures, the student must memorize and tell what happen in the picture and they must know what story is. The aim of this activity is to make the students creative and have big confidence, practice their memorize, imagination and of course to increase their speaking mastery. Then, the researcher pointed one student from each of groups to form five-person groups. After that, the five student back at each of their groups and re-tell the complete story to discuss what story is. Then, the researcher pointed the student randomly to speak up in front of class. She measure the student's speaking mastery individually. One by one come in front of class to tell the story with their version.

(3) Modeling of Text (MOT)

The researcher asks the student to make sentence and speak up. The researcher use different picture in every groups and she gave key word to help them.

Example:

C) Closing

As the bell was ringing, the time was over for English subject, and the post-test² was finished, before the researcher close the meeting, the researcher said to the student if she has a mistake please apologize her, and she gave a message to practice, practice and practice speak English.

3. Observing

As it was explained in the previous section, observation was done to get the data from the students' progress during their activity when teaching learning process occurred. It was expected that the result in the third cycle would be better than which had been achieved in the second cycle.

The students' responses in the cycle 3 were very good. They were very enthusiastic to follow the teaching learning process. The students looked braver and more confident to speak up. They competed to be volunteers when the researcher

asked them to speak up or answer the questions. When the researcher gave worksheet, the students were full concentration, so the material given could be absorbed optimally.

4. Reflecting

Based on the result of the observation, the researcher evaluated the students' speaking as well as the action procedures of teaching learning process that she carried out. The result implied that the students got more significant progress in teaching speaking using information gap. They were braver, easy to understand, easy to memorize, full of concentration and confident. To know the speaking mastery progress, the researcher conducted after cycle 3 and carried out outside the lesson time.

Post-test

After doing the one lesson plan in cycle 3, the researcher conducted post-test. It is to know the improvement of students' speaking mastery after the treatment in cycle 3. Their speaking scores in post-test were 71.6

Based on the result of post-test, the researcher comes to the conclusion that by using information gap in teaching speaking, students could improve their speaking ability. All of students' progress score can be seen clearly in the next point of discussion.

2. The Improvement Result of Students' Achievement

To know whether the teaching speaking using information gap is successful or not and whether the score is significantly increased or not to the

students of SMP N 3 Kebakkramat Karanganyar, the writer describes the result of pre-test and post-test. By this result the writer wants to know the result of teaching action to the students in pronunciation, grammar, vocabulary, fluency. The evaluation is based on technique by Oller and Valette (in Nugriyanto, 2002:287) as follows.

Table IV.1 The Scoring Table

Description	1	2	3	4	5	6
Pronunciation (P)	0	1	2	2	3	4
Grammar (G)	6	12	18	24	30	36
Vocabulary (V)	4	8	12	16	20	24
Fluency (F)	2	4	6	8	10	12
Comprehent (C)	4	8	12	15	19	23

Source: Oller,1979:323; Valette,1977:160

The Average of the students scores of pre-test:

$$\begin{aligned} \sum \text{Pre-test} &= 2748 \\ \text{Mean} &= \frac{\sum \text{pre-test}}{N} \\ &= \frac{2748}{40} \\ &= 68,7 \end{aligned}$$

The Average of the students scores of post-test 1:

$$\begin{aligned} \text{Mean} &= \frac{\sum \text{post-test}}{N} \\ &= \frac{2869}{40} = 71.6 \end{aligned}$$

$$\sum \text{Post-test} - \sum \text{Pre-test} = 71.6 - 68.7 = 2.9$$

Table IV.3 Standard of Performance

	Performance
3.6-4.0	Excellent
3.1-3.5	Very Significant
2.6-3.0	Significant
2.1-2.5	Fair
0-2.0	Less Significant

From the table above showed that the average score of pre-test is 68.7. In post-test, the average score is 71.6 The highest score is 87 (1 student), and the lowest score is 55 (1 student). And the improvement result of the implementation is 2.9 is significant. So, there is a significant improvement of the students' achievement in speaking. The result of pre-test and post-test indicate that teaching speaking using information gap is significant and very effective. Because in the post-test, students have significant improvement in speaking mastery.

3. The students' Responses on the Implementation of Teaching Speaking by Using Information Gap

After the teaching action had been implemented, the writer interviewed the students. The interview was done after school time, in order not to disturb the teaching learning process. The researcher took ten samples of students to be interviewed she asked them what they felt during the English lesson and their responses toward the technique of teaching speaking by using information gap.

1) The process of English lesson.

As stated by student on Monday, March 24, 2008 at 09.00 am. According

10 students, the process of English lesson are:

- Student 1: Saya cukup merasa senang*
Student 2: Rasanya menyenangkan tapi juga susah
Student 3: Mengasyikkan
Student 4: Seneng banget
Student 5: Menyenangkan tapi kadang susah
Student 6: Menyenangkan tapi kadang membosankan
Student 7: Kadang menyenangkan kadang tidak
Student 8: Menyenangkan
Student 9: Menyenangkan tapi kadang susah
Student 10: Mengasyikkan

From statement above showed that 5 student like with English lesson and 5 other answer that they like but difficult to understand. For the student, English lesson can be fun but difficult to understand. So, we must use new method in order to them better in English lesson.

2) The method of Mrs. Satiti as English teacher use in English lesson.

As stated by student on Monday, March 24,2008 at 09.00 am. According

10 students, the method of English teacher use, are:

- Student 1: Keras tapi mudah dipahami*
Student 2: Tegas tapi membosankan
Student 3: Menyenangkan
Student 4: Tegas, ramah dan lucu
Student 5: Kadang mudah dipahami, kadang susah
Student 6: Keras tapi enak
Student 7: Ceramah/menerangkan
Student 8: Tegas
Student 9: Menyenangkan
Student 10: Dengan ceramah

From statement above showed that Mrs. Satiti as teacher still uses old method. The teacher should use new method to teach English in order to the students more active and English can be fun.

3). Feeling of the students during learning speaking lesson.

As stated by students on Monday, March 24, 2008 at 09.00 am. According 10 students, the feeling during learn speaking lesson, are:

Student 1: Seneng, tapi kalo disuruh mengartikan susah

Student 2: Kadang menyenangkan, kadang menyebalkan

Student 3: Kurang senang, susah

Student 4: Senang

Student 5: Kadang menyenangkan kadang menyebalkan

Student 6: Seneng

Student 7: Biasa saja

Student 8: Senang

Student 9: Senang

Student 10: Cukup senang

From statement above, the students like with speaking lesson. With speaking, they can express their idea or opinion.

4) Favorite things in speaking lesson.

As stated by students on Monday, March 24, 2008 at 09.00 am. According to students the favorite's things in speaking lesson are:

Student 1: Tentang Dialog

Student 2: Saat dialog

Student 3: Bercerita

Student 4: Bercerita

Student 5: Percakapan, bercerita

Student 6: Percakapan, bercerita

Student 7: Bercerita gambar

Student 8: Percakapan, bercerita

Student 9: Dialog

Student 10: Percakapan, dialog dan bercerita

From statement above showed that student want to be active, they can express their idea or opinion. According them, learn speaking with multimedia more fun.

5) Problems in Speaking Lesson.

As stated by students on Monday, March 24, 2008 at 09.00 am. According to students, problems in speaking lesson are:

Student 1: Menghafalkan dan disuruh mengartikan

Student 2: Kalo disuruh maju ke depan

Student 3: Bila menghafalkan

Student 4: Kalo disuruh maju

Student 5: Bila harus menghafal

Student 6: Mengartikan

Student 7: Kalo disuruh maju

Student 8: Menghafal

Student 9: Mencari arti

Student 10: Tidak ada

From statement above showed that students don't like with monotone lesson and they don't have brave to express their idea or opinion.

6) Feeling of students when they must in front of class in speaking class.

As stated by students on Monday, March 24, 2008 at 09.00 am. According to student, the feeling when they must in front of class in speaking class, are:

Student 1: Cukup tegang

Student 2: Grogi

Student 3: Berani dan percaya diri, kadang gugup

Student 4: Gemetar, takut salah

Student 5: Gemetaran, takut salah

Student 6: Cukup tegang

Student 7: Takut salah

Student 8: Gugup, malu

Student 9: Kurang percaya diri

Student 10: Percaya diri dan motivasi untuk belajar

From the statement above showed that most of student aren't confident with their ability in speaking, they afraid to do a mistake. The teacher must give spirit to them that they can do it.

7) Feeling of the students when they learn speaking using information gap method.

As stated by students on Monday, March 24, 2008 at 09.00 am. According to students, the feelings are:

Student 1: Senang, karena bisa belajar bersama

Student 2: Senang

Student 3: Asyik dan menyenangkan

Student 4: Sangat senang dan tidak membosankan

Student 5: Menyenangkan, tidak bosan

Student 6: Cukup menyenangkan dan mengasyikkan

Student 7: Mengasyikkan

Student 8: Mengasyikkan, senang

Student 9: Menarik

Student 10: Mengasyikkan karena pake gambar

From statement above showed that most of student like and enjoy with information gap method. They felt fun and enjoy to learn speaking with this method.

8) Favorite things using information gap method in speaking class.

As stated by students on Monday, March 24, 2008 at 09.00 am. According to students, the favorite things using information gap are:

Student 1: Kita bisa tukar pendapat dengan teman

Student 2: Bisa berinteraksi dengan teman

Student 3: Kita bisa mudah memahami

Student 4: Belajar bareng dan mencari vocab

Student 5: Bercerita dengan gambar

Student 6: Menambah vocab dan lebih percaya diri

Student 7: Mudah dipahami

Student 8: Dapat berlatih berbicara, bisa dipahami

Student 9: Lebih menyenangkan karena ada gambar

Student 10: Lebih mudah untuk memahami, selalu aktif

From the statement above showed that the students like with this method, they more confident, enjoy and easy to understand, they like with cooperate, and they can be active in speaking class.

9) Problem in speaking lesson when use information gap method.

As stated by students on Monday, March 24, 2008 at 09.00 am. According to students, the problem in speaking lesson when use information gap method are:

Student 1: Tidak ada

Student 2: Tidak ada

Student 3: Tidak ada

Student 4: Tidak ada

Student 5: Tidak ada

Student 6: Tidak ada

Student 7: Tidak ada

Student 8: Tidak ada

Student 9: Tidak ada

Student 10: Tidak ada

From the statement above showed that students hasn't problem on information gap method in speaking class.

10) The obstacle during use information gap method in speaking class.

As stated by students on Monday, March 24, 2008 at 09.00 am. According to students, the obstacles during use information gap method in speaking class are:

Student 1: Tidak ada

Student 2: Tidak ada

Student 3: Tidak ada

Student 4: Tidak ada

Student 5: Tidak ada

Student 6: Tidak ada

Student 7: Tidak ada

Student 8: Tidak ada

Student 9: Tidak ada

Student 10: Tidak ada

Most of the students said that they loved this technique. They could easily learn English speaking. The students admitted that their speaking is improved. The students could speak up confident in front of class. For those reasons, the students could be more familiar with speaking activity.

The students also admitted that they were not bored during the teaching learning process. The students looked braver and more confident to speak up and express their feeling. They became active and full of concentration in the classroom during the lesson. They are motivated to practice and try to speaking English.

B. Discussion

1. The Implementation of Information Gap Technique to Improve the Students' Speaking Mastery.

There were the problems faced by the second grade of SMP N 3 Kebakkramat Karanganyar in speaking. First, the students had limited vocabulary and understanding to speak English and can cause miscommunication and low confident. It could be proven by the students' average pre-test score that was 68.7. Second, the students have difficulty to memorize the story or arrange the sentence. Of course, the students' speaking ability was low.

2. Whether or not Information Gap Technique Improve the Students' Speaking Mastery.

After the problems were analyzed, it was determined to use information gap to overcome the problems. The use of information gap especially makes groups and uses the picture can make the students' speaking mastery improve. Then classroom action research was held. The researcher had done three cycles. The problems found in cycle 1 have been solved in cycle 2 and 3. Each cycle consists of three meetings. After one cycle was done, the researcher conducted a post-test. It aims to know the students' improvement. The average of pre-test score before the treatment was 68.7. Whereas the average score after the treatment in cycle 2 is 71.6 and the improvement result of the implementation are 2.9. It showed that teaching speaking using information gap is significant.

3. The Students' Response on the Implementation of Information Gap Technique.

The students admitted that they loved this technique. They do not feel bored, but more enthusiastic to follow the teaching learning process. The students looked braver and more confident to speak and express their feeling. They also admitted that they become active and full of concentration in the classroom. They are also motivated to speak English.

Considering the explanation above, the researcher concluded that the research is successful and the technique of information gap can improve the

students' speaking mastery. The improvement of students' speaking ability can be seen in the improvement of students' scores. The result of the pre-test and post-test showed the significant improvement. The use of information gap in teaching speaking can overcome the researchers' problem that is how to make students motivated in speaking activity. The students also have a positive response to the implementation of teaching speaking by using information gap. The students' speaking ability can be improved through information gap, because in information gap methods they can share information, which makes it easy to understand. And if they get difficulty of arranging the sentence, lack of vocabulary and low confidence, of course with information gap method they can reduce those problems. They can help each other. So, it's fun and interesting. They can be motivated and more easily in learning English speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of the study shows that the use of information gap in teaching speaking can overcome the students' problem effectively. The conclusions drawn from results of the research are as follows:

1. By implementing information gap in teaching speaking, the students have chance to be active and cooperative in speaking activity. Information gap is a different method that can be effective to teach the students in a big class. Finally, the students' speaking of SMP N 3 Kebakkramat Karanganyar is improved.
2. The improvement of students' speaking ability can be seen in the improvement of the students' scores. The result of the pre-test and post-test showed the significant improvement. The average of pre-test score is 68.7 (before treatment in cycle 1), and average of post-test score is 71.6 (after being treatment in cycle 3). And the improvement result of the implementation is 2.9. It showed that teaching speaking using information gap is significant. Thus, it can be said that the teaching English speaking by using information gap is successful.
3. The students' responses are positive. They do not feel bored, but more enthusiastic to follow the teaching learning process. The students look

braver and more confident to speak and easy to understand, easy to memorize, and express their feeling. They also admitted that they become active, enjoy, and full of concentration in the classroom.

B. Implication

Information gap method can make the students more confident, easy to understand, to practice cooperate with other and practice to speaking. They can improve their vocabulary, pronunciation and express their idea or opinion.

C. Suggestion

Having concluded the result of research, the writer would like to propose some suggestions that hopefully will be useful for the students, and other English teachers or researchers.

1. For the students

Being aware that speaking is important in English communication, the Students should be trained or practice to speaking individually or in group.

2. For the teacher

The teacher should learn and be creative to find the way of how to teach speaking using effective method. She must also give motivation and explanation about the importance of speaking in English communication or universal communication.

3. For the researcher

The result of the study can be used as an additional reference or further research with different discussion.

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SMP : SMP N 3 Kebakkramat Karanganyar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIIIU/Dua

Standar Kompetensi :

10. Mengungkapkan makna dalam teks lisan fungsional, monolog pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

Indikator : melakukan monolog pendek sederhana dalam bentuk narrative dan recount.

Jenis teks : Narrative

Tema : Recreation

Aspek / Skill : Berbicara

Alokasi : 1 x 40 menit

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Dapat mengungkapkan / bercerita dengan baik.
2. Dapat menceritakan pengalaman mereka dengan baik.
3. Dapat berinteraksi dengan lingkungan sekitar.

II. Materi Pembelajaran

1. Bercerita tentang pengalaman berlibur / rekreasi
2. Kosakata terkait tema/jenis teks.

Misalnya: Holiday, enjoy, vacation, beach, park.

III. Metode Pembelajaran : Penugasan

IV. Langkah-langkah Kegiatan

A. Tujuan

- Siswa dapat bercerita dengan bahasa Inggris.
- Siswa dapat memperoleh banyak vocab baru.
- Siswa berlatih untuk berinteraksi

B. Kegiatan pendahuluan

- Tanya jawab berbagai hal terkait kondisi siswa.
- Siswa menjawab pertanyaan tentang recreation.

C. Kegiatan inti

- Membahas sekilas tentang recreaton.
- Menyuruh dan memberi waktu siswa untuk membuat cerita pengalaman liburan.
- Menyuruh siswa untuk bercerita ke depan.
- Mengevaluasi hasil siswa.

D. Kegiatan penutup

- Memberi sedikit permainan untuk refreshing
- Menyimpulkan materi pembelajaran
- Menugaskan siswa untuk belajar membuat cerita.

V. Sumber Belajar

Buku teks yang relevan:

1. Let's Talk/Bachtiar Bima M. Cicik K/Unit 7.
2. Gambar-gambar yang relevan.
3. Cerah Bahasa Inggris / SMP / VIII / Semester.

VI. Penilaian

- a. Jenis Tagihan : Lisan
- b. Tindak lanjut:

- Siswa dinyatakan berhasil jika tingkat pencapaiannya lebih dari 70%.
- Memberikan program remidi kepada siswa yang tingkat pencapaiannya kurang dari 70%
- Memberikan program pengayaan bagi siswa yang tingkat pencapaiannya lebih dari 70%

Mengetahui Kepala
SMP N Kebakkramat

Karanganyar,.....2007
Guru B Inggris Kelas VIII

SUKINTO SIP,SPd,MM
NIP. 131102792

SATITI HANDAYANI, S.Pd.
NIGB. 040303060