

**IMPROVING STUDENTS' SPEAKING COMPETENCE
THROUGH INFORMATION GAP (AN ACTION
RESEARCH AT THE FIRST YEAR OF
SMP 2 PANINGGARAN PEKALONGAN)**



RESEARCH PAPER

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

by

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2010

CHAPTER I

INTRODUCTION

A. Background of the Study

One of the basic competences of language is speaking. Using speaking we can express our idea to communicate with other people. Speaking skill is taught to students to make them capable of communicating by using English correctly. There are some elements of teaching speaking that need to be mastered, namely grammar, vocabulary, pronunciation (stress, intonation, and pitch), fluency, and gesture. The elements are needed in teaching learning process in teaching speaking skill so that the students are capable of and self confident in speaking. The elements are needed to measure the capability of the students in speaking using appropriate technique. Because the complexities of the speaking elements, like grammar, vocabulary, pronunciation, fluency, hence a lot of students get many problems.

There are many problems in teaching speaking especially in the classroom. The first, the students always do mistake in grammar and pronunciation aspect. Basically they only speak English. They do not pay attention to the sentence structure and correct pronunciation. The second, the students are afraid of making mistake in speaking English. It indicates that the students have limited vocabulary. The last, the teacher dominates in teaching the students using Indonesian so it can not increase students' speaking ability.

Those problems also appear in SMP 2 Paninggaran. Based on interview with the teacher some students get difficulty in mastering speaking skill. It can be seen from the following phenomena. The first, the students have limited vocabulary which can be seen from their difficulty in spelling and arranging the sentence. The second, the students are not enthusiastic in learning English. The third, the speaking ability of the students is low. The last, environmental and family factors also influence such as, they came from village, and they only get English teaching in school. From those problems, now the teachers are demanded to create some strategies which can explore the student's speaking competence. One of the strategies that can be used to teach speaking is information gap strategy.

In teaching English speaking, there are many interactive techniques which can be used and one of them is by giving them information gap activity which might make the students easy in using spoken English, because the oral fluency activity increases the opportunity for meaningful individual students practice. Information gap is the activity where learners are missing information gap they need to complete a task and need to talk to each other to find it. (<http://www.teachingenglish.org.uk/think/knowledge/wiki/information-gap>).

Information gap is the activity, in which the students may be in pair or in group in two or more students. They can be given grids which contain difference pieces of information about a topic to enable them to complete a task by sharing this separated information. By information gap the teacher is

able to improve the students speaking ability because it is an interesting technique to apply in classroom. The students become comfortable to speak everything. Teacher only gives simple explanation about the activity and reviews the vocabulary needed for the activity. The students get opportunity to develop their communicate competence more freely. Based on this reason, the researcher decides to carry out the research entitled “IMPROVING STUDENTS’ SPEAKING COMPETENCE THROUGH INFORMATION GAP (AN ACTION RESEARCH AT THE FIRST YEAR OF SMP 2 PANINGGARAN PEKALONGAN)”.

B. Problem Statement

In this research the researcher formulates the research problems as follows:

1. How is the implementation of teaching speaking through information gap to the first year students of SMP 2 Paninggaran Pekalongan ?
2. Can information gap activities improve speaking competence of the first year students of SMP 2 Paninggaran Pekalongan ?

C. Objective of the Study

In general, this study is to increase the students’ speaking competence through information gap. Specifically, it is to:

1. describe the implementation of teaching speaking through information gap to the first year students of SMP 2 Paninggaran Pekalongan, and
2. describe the process of improving speaking skill through information gap activities to the first year students of SMP 2 Paninggaran Pekalongan.

D. Limitation of the Study

In this research, the researcher limits her research on teaching speaking through information gap to the first year students of SMP 2 Paninggaran Pekalongan because the researcher wants to know the ability of speaking students with information gap. Hence with information gap the students are easier to speak with other friends and then can increase their vocabulary.

E. Benefit of the Study

This study has two major benefits: practical and theoretical benefits.

1. Practical Benefits

This study is expected to help the teacher apply information gap activity in the process of teaching and learning. And for the students it is hoped that it can improve their ability in English speaking for daily communication. And the result will help the researcher in increasing the students to express their opinion, and the students easily speak English. This research also aims to give contribution to junior high school students to enlarge their knowledge of the real situation.

2. Theoretical Benefits

Conducting this research, the researcher is able to apply and enlarge her knowledge in teaching speaking and get useful experience in doing this study. It can be used as the reference for the next researchers, and will help the researcher solving their problem in speaking class and can enrich the theory of teaching English speaking to the junior high school students.

F. Research Paper Organization

This study divided into five chapters. Chapter I is introduction, which consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, research paper organization.

Chapter II deals with underlying theory. It consists of previous study, concept of teaching; notion of speaking; notion of teaching speaking; character of successful speaking , kinds of English teaching speaking includes information gap, conversation, pair work, role play, group work; importance of teaching speaking; concept of information gap; problem with speaking activity. Theoretical framework, working hypotheses.

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

Chapter IV deals with the research result and discussion. This chapter deals with data analysis and discussion.

Chapter V draws conclusion and suggestion.