

ABSTRACT

A COMPARATIVE STUDY OF STUDENTS' PRODUCTION OF UTTERANCES USING INFORMATION GAP AND ROLE PLAY TASKS AT THE SECOND YEAR OF SMAN 8 BANDAR LAMPUNG

By

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According to School Based Curriculum (KTSP) the objective of Indonesian high school curriculum in teaching English is to make students able to communicate in English orally and in written form. Teaching English involves four skills i.e. listening, speaking, reading, and writing. Of the four language skills, speaking is one of the important skills that the students have to master. By speaking, one can convey information and idea, and maintain social relationship by communicating with others. The ability to communicate is the primary goal of foreign language instruction so that speaking is put ahead of the other skills. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently.

This research was done in order to see whether there is a significant difference of the number of utterances produced by students who are assigned through information gap and role play tasks in speaking class at the second grade of SMAN 8 Bandar Lampung.

The participants of the research were the students of the second grade of SMAN 8 Bandar Lampung in the academic year 2011/2012. The research dealt with one class. The subjects recruited from this class were 40 students in which the class was implemented Information gap task for two meetings and implemented role play for the next two meetings.

The data shows that there is no significant difference of the number of utterances produced by the students who applied Information Gap and Role Play Tasks. Although there is no significant difference, it can be seen that there is a difference in the quantity of the utterances produced by the students using those two tasks. The total number of utterances or C-units produced by the students using information gap task is 848 C-units. The highest number of C-units of Information Gap task is 33.0 C-units and the mean number of C-units generated in Information Gap is 21.20 C-units. Compared to the result in Role Play, the total number of utterances or C-units produced by the students using Role Play task is 813 C-units. The highest number of C-units of Role Play task is 30.0 C-units and the mean number of C-units generated in Role Play is 20.33 C-units. It can be concluded that *Information Gap* task is more effective to encourage students to produce utterances than *Role Play*.