

ABSTRACT

THE APPLICATION OF INFORMATION GAP TECHNIQUE TO IMPROVE SPEAKING SKILL AT THE SECOND GRADE OF SMP NEGERI 4 BANDAR LAMPUNG

By

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Speaking is one of difficult subjects for students in learning language because it has many elements such as pronunciation, vocabulary, grammar, fluency, comprehension and accuracy used to carry out a communication among the people. Some problems in speaking are still experienced by the students of Junior High School. They still look hesitate to interact with their friends and their teacher by using English. This might happen because they are shy or afraid of making mistakes in their pronunciation and grammar.

The aim of this research was to find out the application of Information Gap technique in improving students' speaking skill especially in terms of pronunciation, vocabulary, and grammar from the analysis of quantity and quality of speaking. Information gap technique has many various of tasks, but in this research the researcher only gave three different tasks of information gap activity to the students and tried to analyze quantity and quality of speaking. The research was conducted at SMPN 4 Bandar Lampung. The sample was the students of eighth grade (class 8.L) in academic year of 2014/2015.

This study used quasi experimental design with repeated measured design. To collect the data, speaking test applied that was administered three different topics with three treatments in each meetings. There were two raters to judge the students' speaking performance. Repeated Measure T-Test was used to analyze the data and the hypothesis testing at the significant level of 0,05.

The result showed that there was a difference in students' speaking skills especially in term of pronunciation, vocabulary, and grammar among three topics which are test for the application of information gap activity. From the data it can be seen from the topic 1 that was finding missing information gap technique students'

mean score was 66,58 and students' mean score in the second topic that was finding difference topic was 67,64 while in topic 3 that was giving direction topic, student' mean score was 68,37. And the analysis of Repeated Measure T-test shows that there is significant difference and significant improvement of students' speaking skill in every topics. Moreover in analysis of quantity and quality of speaking, there was a significant difference in three topics, and topic which has better pronunciation, vocabulary, and grammar and could produce more time of speaking and turn taken was topic three (giving direction topic).

In according with the results, it is suggested that is one of the weak aspect of speaking was pronunciation and also grammar. To improve these two elements, teacher should apply more effective strategies is dealing with these, for example teacher more teach student' pronunciation in saying the words and teach students about putting to be and verb correctly.