

ABSTRACT

APPLYING THREE TYPES OF INFORMATION GAP TASK IN SPEAKING CLASS AT THE SECOND GRADE OF SMA NEGERI 1 SEPUTIH MATARAM

By

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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. One of the ways in communication is through speaking. This research was aimed to investigate whether there are any significant differences of task types in quantity and quality of speaking interaction by the second grade of SMA Negeri 1 Seputih Mataram.

This study used quasi-experimental design. The subjects of this research were 22 students of the second grade of SMA Negeri 1 Seputih Mataram. They were taken randomly. The data were collected through speaking test. The data were analyzed in two ways in quantity and quality of speaking interaction. The quantity of the interaction consist of three elements namely the length of speaking time, the number of turns taking, and c-unit. The quality of speaking interaction consists of fluency, pronunciation, grammar, comprehension and vocabulary. Nevertheless, the focuses of speaking skills assessed were fluency and pronunciation.

To collect the data, speaking test applied that was administered three different types of information gap tasks. Repeated Measure T-test was used to analyze the data and the hypothesis testing at the level significance (0.05). The computation showed that T-ratio (10,608) is much higher than T-table (1.81246), it means that $T\text{-ratio} > T\text{-table}$. The results of the analysis of quantity of speaking interaction revealed that students produced statistically different quantities of speaking interaction in terms of length of speaking time, c-unit and turns taken. Task 1 generated the highest mean score of the quantity of speaking interaction among the other tasks. With respect to quality of speaking interaction, students' quality of speaking interaction was good in terms of fluency and pronunciation is in task 3.

In other words, it can be inferred that the alternative hypothesis is accepted. The students produced different mean score in quantity and quality of speaking interaction based on the different difficulties of given task types.