ABSTRACT

THE IMPLEMENTATION OF INFORMATION GAP TASKS IN SPEAKING CLASS AT THE SECOND GRADE OF SMP NEGERI 8 BANDAR LAMPUNG

By

GITA KRISNAWATI

Guideline of School Based Curriculum *(KTSP)*, the students are expected to master four skills in English subject. They are listening, reading, speaking and writing. Speaking is one of the important skills that the students have to master. The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills. On the contrary, for most students, speaking is the most difficult part when they learn a foreign language. A common problem for foreign language teacher is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher and other students. This is important to create students' interaction by using appropriate formats.

This classroom interaction analysis was conducted to find out whether there are any differences in the quantity of utterances in the interaction categories and interaction patterns produced by the teacher and students in speaking class by using three information gap tasks; building map task, shopping list task and kitchenette task. The subjects of the research were the second grade students of

SMP N 8 Bandar Lampung. The research was done started from May 6th to May 20th 2011.

The primary data of this research were the teacher's and students' conversation gathered from video recording and audio recording. Then, those data were transcribed, coded and analyzed in the form of interaction categories proposed by Flanders namely Flanders' Interaction Analysis Category (FIAC) and also analyzed the interaction patterns.

The research showed that the there are relative differences in the quantity of utterances in the interaction categories and interaction patterns produced by the teacher and students in speaking class by using three information gap tasks building map task, shopping list task and kitchenette task.

Information gap tasks used in this research stimulate the students to speak a lot in the classroom. It can be used to increase the interactions among students. They become more confidence to speak, they enjoy their speaking and they are not afraid of making mistakes when they were speaking with their partner. It can be seen from the Student-Talk Response and Student-Student interaction which dominated the interaction. This reflects the ideal situation of classroom interaction in speaking classroom where the students speak more than the teacher.

Key words: Speaking, Information Gap Tasks, Interaction Categories, Interaction Patterns