IMPROVING STUDENTS’ SPEAKING COMPETENCE USING INFORMATION GAP TECHNIQUE
(A Classroom Action Research at VIIIB Grade Students of SMP Muhammadiyah Cilongok in Academic Year 2011/2012)

A THESIS
Submitted to English Department as a Partial Fulfillment of Requirement for S.Pd. Degree

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MOTTO

- Don’t be lost spirit in life.
- Don’t put till tomorrow what you can do today.
- Don’t depend on others but rely on yourself.
DEDICATION

From the deepest and purest of my heart, I would like to dedicate my thesis to:

1. Allah SWT, for his love, merciful and kindness. Thanks God for all the patience.

2. My beloved parents, father and mother (the deceased) who always give me support, motivation, advice, pray and endless love. They are my inspiration and my spirit to finishing my thesis. I Love You so much.

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7. All my friends in English Department 2006. Thanks for all.


9. All the students of VIIIIB grade students of SMP Muhammadiyah Cilongok. Thanks for your helping in finishing my thesis.
PREFACE

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    The writer thinks that this thesis is still far from being perfect. Therefore the writer would appreciate constructive criticism and suggestion, which would encourage her to further study.

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    Purwokerto, 28 Februari 2012

    The writer
ABSTRACT

IMPROVING STUDENTS’ SPEAKING COMPETENCE USING INFORMATION GAP TECHNIQUE

(A Classroom Action Research at VIIIB Grade Students of SMP Muhammadiyah Cilongok in Academic Year 2011/2012)

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This research was aimed at improving students’ speaking competence using Information Gap technique. The subject of the research was the students of class VIIIB in SMP Muhammadiyah Cilongok in the academic year 2011/2012. It consisted of 31 students. This research was a Classroom Action Research (CAR). The writer worked collaboratively with the English teacher as the collaborator teacher. The researcher used Kemmis and Mc. Taggart design: making plan creating activity, observing, evaluating and reflecting. There were 2 cycles and each cycle covered 2 actions.

The data were collected through observations, interview, speaking test (pre-test and post-test), questionnaire, field note and documentation. The writer employed qualitative and quantitative data as the technique for analyzing the data. The qualitative data were analyzed based on the observation result of students’ activities in the class and questionnaire, while the quantitative data were analyzed using speaking test.

Based on the data analysis result, data observation showed that the use of Information Gap could improve the students’ speaking competence. The mean of students’ speaking competence was as follows; the mean of pre test was 8.43 and the mean of post test cycle 2 was 14.31. Therefore, the improvement from pre test to post test in cycle 2 was 69.58%. The data observation showed that the average of the students’ improvement in speaking activity in cycle one was 23.81% and the cycle two was 11.87%. Then the improvement from cycle one to cycle two was 62.77%. The data from questionnaire which consisted of 10 questions showed that the students gave positive responses to the implementation. It was also supported by interview result that the students enjoyed and felt happy in following the teaching learning process. Consequently, teaching speaking using information gap could improve students’ competence in speaking activity.
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