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**THE INFLUENCE OF TEACHING ENGLISH BY USING INFORMATION
GAP TECHNIQUE ON THE STUDENTS' ACHIEVEMENT IN SPEAKING
ENGLISH AT THE SEVENTH GRADE OF SMPN 1 GUNUNG JATI
KABUPATEN CIREBON**

A THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* the
State Institute for Islamic Studies in Partial Fulfillment of the Requirements for
Islamic Scholar Degree in English Education or S.Pd.I



By

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CIREBON**

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ABSTRACT

NURUL FADHILLAH : “THE INFLUENCE OF TEACHING ENGLISH BY USING INFORMATION GAP TECHNIQUE ON THE STUDENTS’ ACHIEVEMENT IN SPEAKING ENGLISH AT THE SEVENTH GRADE OF SMPN 1 GUNUNG JATI KAB. CIREBON”

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. In learning English especially in speaking, sometimes the students feel bored with certain teaching atmosphere. The students are not enjoyed and not confidence if they speak English, the students haven't known well about pronunciation and vocabulary in speaking English. By this problem the writer would like to know and try to research this case by using information gap technique to the students' achievement in speaking English, as the problem solving. So the writer do hopes by using information gap technique help them to study English well especially in speaking.

The aims of the research that the writer wants to find out the data from the students, such as: to find out the students' response of teaching English by using information gap technique, the students' achievement in speaking English before and after teaching English by using information gap technique, and the influence of teaching English by using information gap technique on the students' achievement in speaking English.

The method of the research is quantitative research. The population of the research is the seventh grade of *SMPN 1 Gunung Jati Kab. Cirebon*, there are 360 students and choose class VII-A for 30 students. In this research, the techniques of collecting data used by the writer are observation, interview, questionnaire and test. The quantitative data that analyzed by using t-test (pre-test and post-test one design group).

Having analyzed the data, the writer found that the mean score of the students' response of teaching English by using information gap technique is good responses, the average score is 8. The mean score of the students' achievement in speaking English before and after teaching English by using information gap technique namely 54.4 and 76.3, and the score of t_{test} is 7.87. So the result of t_{test} is $7.87 > t_{table}$ is 2.04. So, H_a (Alternative Hypothesis) is accepted and H_o (Null Hypothesis) is rejected.

From the result above, it can be known that there is a positive and significant influence of teaching English by using information gap technique on the students' achievement in speaking English at the seventh grade of *SMPN 1 Gunung Jati Kab. Cirebon*. So the teaching English by using information gap technique is one of techniques that can help and improve students' achievement in the process of learning in speaking English.



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PREFACE

Bismillahirrahmaanirrahim.

In the name of Allah, Most Gracious, Most Merciful. All praises be to Allah, the Cherisher and Sustainer of the world. The writer has been capable of carrying out and finishing her thesis. The writer innovation and safety always be given to the prophet Muhammad (peace be upon him), his family, his companions, and his followers till the end of the world. The thesis entitled in “ **THE INFLUENCE OF TEACHING ENGLISH BY USING INFORMATION GAP TECHNIQUE ON THE STUDENTS’ ACHIEVEMENT IN SPEAKING ENGLISH AT THE SEVENTH GRADE OF SMPN 1 GUNUNG JATI KABUPATEN CIREBON**” is submitted to the English Educational program Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in partial fulfillment of the requirements for Islamic Scholar Degree in English Education.

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So, the writer would like to convey her sincerely profound thankfulness and gratitude to:

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The writer also realizes that this thesis is far from perfect. For this reason, the writer invites the reader to give any suggestions, correction, and comments for revision if it is needed.

I hope that this thesis will become a great valuable contribution to the thoughts of anybody who reads it, especially for the writer herself and all reader who want to improve their English.

Cirebon, July 2012

Writer



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CHAPTER 1

INTRODUCTION

A. The Background of the Problem

Education is one form of manifestation of human culture is dynamic and developmental conditions. According to UU Number 20 of 2003 on the National education system says, that the functioning of national education to develop skills and characters of the civilization of dignity in the context of the intellectual life of the nation. (Trianto; 2009:1).

Based on the notion of education above then we can take the sense that one task of a teacher is to develop all the potential of students and give them skills and make them smart. But in the habit activity, teachers are accustomed only to give his theory without equipping them with skills. So it is not surprising that these aspects are not achieved in accordance with the purpose of learning, such as cognitive, affective, and psychomotor.

English has been the first foreign language taught formally in Indonesia for years. With regard to the new curriculum, students of primary beginning from the fourth class have an opportunity to learn English at school. Thus, English becomes a compulsory subject, taught to the students from primary school to university. School as formal institution not only has a role to expand academic ability, but also other ability such as social skill and emotion.

English teaching learning process at school must be able to give experience for students to have a chance to win a competitive competition. As we all know that



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mostly Indonesian students have some difficulties to improve their skills in English nevertheless as the demand of this competitive era, we have to be able to speak, listen to, write, and to read English.

Learning English is very important to us, especially for students, because English is international language and English language must already be a first for us, because English is very important to our lives. So let us learn English, especially in spoken English language support.

There are four major language skill in Communication in oral language (through listening and speaking) is a major activity in our communication. In order to make people understand our speech, we need to speak in a good way.. Jones (1986:4) defines 'good' speech as "a way of speaking which is clearly intelligible to all ordinary people". On the other hand, he defines 'bad' speech as "a way of talking which is difficult for most people to understand".

According to Fletcher (1983:1) Speech is "essential" to some seven of every ten jobs says the Department of labor. Of the job, speech is even more important. In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factor affecting adult learners' oral communication, components underlying speaking proficiency, and specific skills or strategies used in communication.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal



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communication, but also paralinguistic elements of speech such as pitch, stress, and intonation (Richard and Renandya; 2002: 204).

Although speaking is an important skill, it is still considered difficult. Richard and Renandya, (2002: 201) state that “A large percentage of the world’s language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved”. So, the teacher should help their students to speak.

Previous research in this field has been directed to find out how to improve students’ speaking skill. The students’ assumption that the dialogues can be used to accelerate students’ speaking ability in English was studied by Izzah (2010). On the other hand, “Group Work” encourages the students to speak and gives much opportunity to speak with minimum intervention from the teacher (Hanipah: 2004). While Aina (2010) recommended that speaking needs partner or partners to practice. But, Susylawati (2003) state that the contribution of stimulus response theory (S-R Theory) towards speaking skill make teaching and learning measurable and reasonable with Eclectic Theory.

In learning English especially in speaking, sometimes the students are bored with certain teaching atmosphere. There are various approaches and methods or techniques used for teaching language skill, one of them is information gap technique.



Information transfer activities can be used to help learners produce a description involving several sentences (Palmer, 1982 in Nation and Newton, 2009: 30). For example, the information transfer diagram could consist of small pictures and phrases showing the process of cooking a certain food, or making something such as a clay pot. Most of the sentences needed in the description would be in the passive (White, 1978 in Nation and Newton, 2009: 30). The learner could repeat the description several times, each time with a different audience and with less opportunity to consult the information transfer diagram.

Other names of the information transfer can also be called information gap. According to Richards (2006:18), an information aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if the students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.

Richards (2006:18) suggest steps in conducting information gap technique, as follows : Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contain a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight



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differences from the A picture. Students must sit back to back and ask question to try to find out how many differences there are between the two pictures.

Many of the problems of students in learning English, especially in the speaking. Most students, they do not understand when the teacher talked with the English language, if they are asked by their English language at a loss to answer. They lack the confidence to speak English, learning English and sometimes very boring because they do not understand what was learned. Commonly used method have less variation from the teachers, so students get bored in learning, especially learning English.

Therefore, the writes tries to apply the techniques for teaching English language support, especially in speaking and to know response of teaching English by using information gap technique on the students achievement in speaking English at the Seventh Grade of *SMPN 1 Gunung Jati Kabupaten Cirebon*, and the writer hopes that this technique can assist students in learning English, especially in speaking.

B. The Identification of the Problem

The identification of the problem in writing this thesis is as follow:

1. The Field of the Research

The field of the research is speaking. This thesis, which is entitled: “The Influence of teaching English by using information gap technique on the students’ achievement in speaking English at the seventh grade of *SMPN 1 Gunung Jati Kab.Cirebon*”. The writer would like to know and try to



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research this case by using information gap technique on the students' achievement in speaking English.

2. The Kinds of the Problem

There are many problems in learning English especially in speaking.

The researcher would like to mention the kinds of problem in this thesis:

- a. The students haven't known well about pronunciation and vocabulary in speaking English.
- b. The students are afraid of the speaking English.
- c. The students are not enjoy and not confidence in speaking English.
- d. Methods or techniques that are less interactive learning between students and teachers.

3. The Main of the problem

The main of the problem in this thesis is the students' weakness in learning English, especially in speaking. Therefore, the writer tries to apply new technique by using Information Gap Technique on the students speaking achievement. And hopefully it is one way to solve students' problems in speaking in learning English.



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C. The Limitation of the Problem

The research is focused on the Teaching English by Using Information Gap Technique and the Students' Achievement in Speaking English.

D. The Questions of the Research

Based on the reason above, the writer has tried to give close attention to know:

1. How is the students' response of teaching English by using information gap technique?
2. How is the students' achievement in speaking English before and after teaching English by using information gap technique?
3. Is there any positive and significant influence of teaching English by using information gap technique?

E. The Aims of the Research

The aims of the research that will be obtained are as follows:

1. To find out the students' response of teaching English by using information gap technique.
2. To find out the students' achievement in speaking English before and after teaching English by using information gap technique.
3. To find out the influence of teaching English by using information gap technique on the students' achievement in speaking English.



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F. The Use of the Research

The researcher hopes that this thesis is able to:

1. Through the Teaching English by Using Information Gap Technique in learning process, the students are expected can be motivated in learning English especially in speaking.
2. Find the method that enjoying.
3. Help the students' achievement in speaking English.
4. The research can be a reference for the next research.



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