

ABSTRACT

Sari Mawarni. 2019. The Use of Information Gap in Teaching Reading by The English Teacher at the Eighth Grade Students of SMP Negeri 33 Banjarmasin. Thesis. English Education Department, Faculty of Tarbiyah and Teachers Training. Advisor : (I) Nani Hizriani, MA , (II) Puji Sri Rahayu, MA

Keywords : Information Gap, Teaching Reading

This research is about the use of information gap in teaching reading by the English teacher and the responses of the eighth grade students of SMP Negeri 33 Banjarmasin toward the use of information gap in learning english . The purpose of this research are to know how is the use of information gap in teaching reading by the english teacher, and the student's responses toward the use of information gap in learning english at SMP Negeri 33 Banjarmasin. The subject of this research is the English teacher and VIII F grade students of SMP Negeri 33 Banjarmasin. The object of this research were the use of Information Gap technique in teaching reading and the student's responses toward the information gap in learning english.

To collect the data, the writer uses several techniques, such as observation, interview and questionnaire. After the data was obtained by the writer, then the data was processed with the some of the technique, that is editing, data interpretation, and tabulation. Next, all of the data was analyzed use qualitative descriptive technique, then gived the conclusion that purposes to complete the description with make the description and qualitative analysis.

Based on the results of the research, the writer know that the use of information gap that gived by the teacher to the students of eighth grade of SMP Negeri 33 Banjarmasin can be said to be good because the teacher uses the good procedure and technique in teaching and learning process through Information Gap in the classroom, so the students' learning process become more interesting and enjoyable. As for, The students' responses about using information gap in learning english meeting was so enthusiastic during information gap activities because it make them easier to understand about passage. Although some of student feel bored with the lesson, but it didn't reduce the enthusiasm of the other student to learn it.