

## **II. LITERATURE REVIEW**

The fundamental study should be undertaken based on some relevant theoretical reviews. The study would be conducted based on reviews and discussions of some theories. There are the following theoretical reviews: (1) concept of speaking skill, (2) type of speaking, (3) concept of teaching speaking by information gap (4) the advantages and disadvantages of teaching speaking through information gap, and (5) Hypothesis testing. Those are the literature reviews that will be discussed in this sub chapter.

### **2.1 Concept of Speaking Skills**

Speaking is very important ability in doing daily activities because people can react to other person and situation and express our ideas, thought, and feeling through spoken language. (Pollard, 2008) says that one of the most difficult aspects for students to master is speaking. It is difficult when learners have to consider and think about their ideas, what to say, language, grammar, vocabulary, pronunciation in one time and how to react with a person who communicates with them.

According to Haris (1974) said that speaking is encoding process whereby, we communicate our ideas, thought, and feeling through, one or other form of

language. So we can produce spoken message to someone. So, here speaking situation involves a speaker who puts a message with words or someone that has content and a listener. Meanwhile, Byrne (1984) state that speaking is oral communication. It is a two way process between speaker and listener and involve productive and reactive skill of understanding. Based on this idea it is understood that through speaking someone can communicate or express what she or he wants in order to understand one another.

In addition, (Brown, 2004) says that speaking is a productive skill that can be directly and empirically observed, those observations are in variably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Moreover, he divides speaking skill into two, namely: micro and macro skills of speaking. The micro skills refer to producing the smaller chunk so language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skill simply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication and strategic options.

In relation to this, Lado (1976: 240) stated that speaking as an ability to converse or to express a sequence of ideas fluently. Its means that in the process of speaking there must be at least two people, one is the speaker and one other as the listener. In communication or speaking process, the speaker must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he or she must comprehend in coming message and the organize appropriate response for production. Rivers (1978: 162) also says through speaking someone

can express her or his idea, emotions and reactions to other or situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone's ideas, the speaker must also attend the aspect of speaking, in order that the message is understandable to the listener.

Tarigan (1982: 18) refers to speaking as the ability to produce articulation, sounds or words to express, to say, to show, and to think about ideas, thought and feeling. In summary, speaking skill is the ability of the students or people to communicate their ideas orally. In other words, the listener can receive the message and reacts communicatively to the speaker by producing the sound and by using correct pronunciation, the listener will be able to understand or catch the ideas and the meaning communicate by the speaker.

## **2.2 Aspects of Speaking Skill**

There are basically six components of these skills they are :

1. Pronunciation refers to be the person's way of pronunciation words.

Someone who learns English as foreign language must be able to use English pronunciation as well as other skills (Oster,1985: 431). To be concrete below is pronunciation have various aspect and would be describe below based on (Kenwothy, 1987) :

- a. Combination of sound

All learners expect English to have new and different sounds, in fact they may even already know about a few of the most distinctive sounds. Like

the 'th' sound in 'the' and 'three'. Sometimes sounds occur in groups. Two consonants occur at the end of the word 'salt'. When this happens within a word it is called a consonant cluster.

b. Word stress

In words have more than one syllable, one of these is made to stand out more than the other(s). This is done by saying the syllable slightly louder, holding the vowel a little longer, and pronouncing the consonant very clearly these features combine to give that syllable prominence or stress. For example in 'table', 'isn't', and 'any' the first syllable are stressed. When speaking, it is important to put the stress on the correct syllable. Otherwise, it would sound unnatural, and might even be difficult to understand. Here are some example of the word stress of some common word (the stress part is **bold**)

-water : **wa**' ter                      -potato: po' **ta** to  
 -together: to' **geth** er                -before: be' **fore**

c. Rhythm

Having been introduced to word stress, learners will be ready to move on to the rhythm of English. There are group of syllables, just like bars music, and within each group there are strong and weaker beats. There is a tendency in English for the strong beats to fall on nouns, verbs, adjectives, and adverb (word that carry a lot of meaning) and for the weak beats to fall on preposition, articles, and pronoun (word with grammatical function). If we apply this to our sentence, we get the following rhythm:

*There isn't's any salt on the table*

da Da da da da Da da da Da da

The following short sentence has the rhythm strong-weak-weak, strong-weak-weak:

*What do you think of it?*

Da da da Da da da

So, it actually has a “waltz rhythm”

d. Intonation

Intonation is the name given to sentence stress, or what is sometimes called the ‘music of the language’. Speech is also like music in that it uses changes in pitch, speaker can change the pitch of their voice as they speak and they can make it higher or lower. They can even jump up suddenly in pitch. So pitch has a melody called intonation. Speaker use pitch to send various message. For example, *if A had said ‘there isn’t any salt on the table’ B might have repeated the same words but with gradually rising pitch and this would have had the effect of sending message such as ‘Are you sure – I’m amazed – I was sure I put it there’*

The correct use of the following features will determine the pronunciation grade are combination of sound, word stresses, rhythm, and intonation. I have evaluated them in this research.

2. Grammar which is the rule of study of language inflection. It is a system of units and patterns of language (Lado, 1969: 221). In relation to contexts, a speaker should consider the following criteria:

a. Who the speaker is

- b. Who the audience is
- c. Where the communication takes place
- d. What communication takes place before and after a sentence in question
- e. Implied versus Literal Meaning
- f. Styles and Registers

The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. The students are intended to speak English which is grammatically true. However, the students often make some mistakes in putting *to be* and putting *verb* in sentence. For example: *I'm sit in my class*. The sentence should be *I am sitting in my class*. They sometimes wrong to use *to be* and verb with adjective, not with verb. The other example is : *you was my friend*. The sentence should be *you were my friend*. The students sometimes wrongly choose *to be* in subject.

3. Vocabulary refers to the words used in language. Phrases, clauses, and sentence are built up by vocabulary. In short, vocabulary is very important because without words we can not speak at all (Wilkins, 1983: 111). Vocabulary is divided into two parts, close class and open class. The close category is so called because it does not easily accept new word. Its mean that members are fixed and do not change. Close category/class consist of preposition, pronoun, and conjunction. Here are the example of close class :

- 1). *I like dancing **and** singing (Conjunction)*
- 2). *What is **your** favorite food?(pronoun)*
- 3). *My home is **beside** the market (preposition)*

Besides that open class consist of noun, adjective, verb, and adverb. Words in the open category are usually further divided into simple and complex word. And here is the example of :

- Noun is a part of speech that identifies a person, place, thing, or idea. Here are the example of noun.

1). *I love playing **game** (noun)*

2). *My hobby is reading **story book** (noun)*

- Verb is a word that express action or a stated of being. Here are the example of verb:

1). *Rudi is **playing** football with his brother. (verb)*

2). *Shinta **makes** a cup of coffee for her father. (verb)*

- Adjective is a kind of word that modifies a noun. Here are the example of adjectives:

1). *Kinan is a **good** singer (adjective)*

2). *I always **bored** if i am stay at home alone (adjective)*

- Adverb is

1). *He study english **everyday** (Adverb of time)*

2). *My mother is cooking **in the kitchen** (adverb of place)*

4. Fluency refers to the one who express quickly and easily (Oster, 1985: 210).

It means that when a person making a dialogue with another person, the other person can give respon well without difficulty. Fluency refers to the smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking. In the classroom, the students often speak English with pause, they often say “*ums*” or “*a*”. They not pluent speak English in classroom. Based on Thornbury (2005: 8) people can be said as fluent speakers if they fulfill the following features:

- a. Pauses maybe long but not frequent
- b. Pauses are usually filled
- c. Pauses occur at meaningful transition points
- d. There are long runs of syllabes and word between pauses.

5. Comprehension denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1991: 35). It means that if person can answer or express well and correctly, it shows that he comprehends or understand well. For example : the students that given a question from teacher, they can answer question correctly. It means that they comprehend what teacher said. They are correct to speak and the audience can understand what they said.
6. Accuracy is related to the closeness of a measurement, within certain limits, with the true value of the quantity under measurement. Accuracy is relative. A child in early primary isn't capable of the same level of accuracy as an adult. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English.

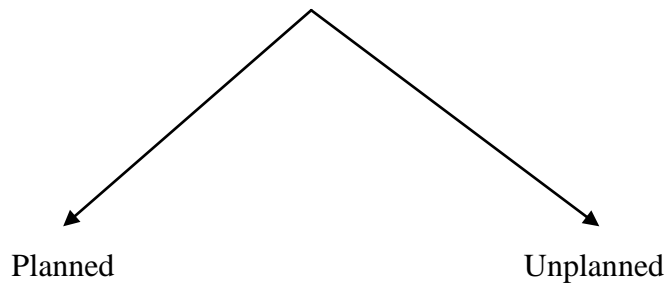
However, since this research focused on these aspect of speaking skill, therefore only three elements that is pronunciation, vocabulary, and grammar are deeply analyzed.

### **2.3 Types of Speaking skill**

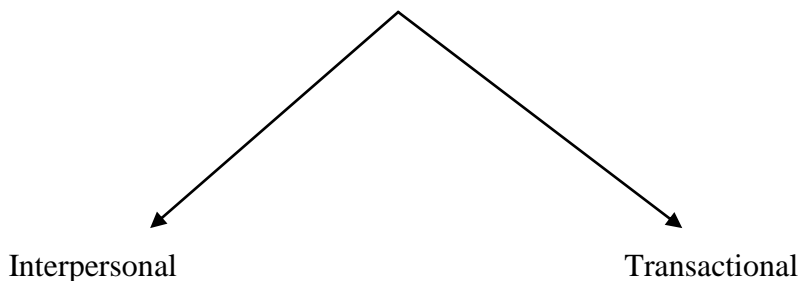
Brown (2001: 250) said that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below:



## 1. Monologue



## 2. Dialogue



The meaning of Monologue is the oral language involves only one people in it. There is only one person who speaks as in lectures, news casting, radio broadcast, etc. monologue can be divided into two types, planned monologue and unplanned monologue. Planned monologue is the person who speaks use monolog which has prepared a note or text to help him or her to speak fluently. The unplanned monologue is the person who speaks in monologue does not use any notes or texts. All words spoken emerge from the speaker's mind naturally and spontaneously.

The meaning of dialogue is the oral language involves two or more speaker in it. Based on the function dialogue can be divided into two types, interpersonal and transactional. Interpersonal dialogue is functioned to promote social relationship meanwhile the transactional dialogue is aimed to convey proportional or factual

information.

Brown also provides type of classroom speaking performance, they are :

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “Human tape-recorder” speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction but for focusing on some particular element of language form. For example *Students listen to the teacher and repeat the pronunciation of English words and expressions such as: Words: Bus Terminal, police station, desk clerk, information counter, downtown*

b. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitative or it can even from part of some pair work activity, where learners are “going over” certain forms of language. For example *directed response tasks, reading aloud, and dialogues such as, reading aloud*, When doing a read-aloud, it is best if all students have a copy of the text so that they can follow along, usually taking notes as they listen. The teacher or a volunteer can begin reading the text, reading a few lines or a whole paragraph.

c. Responsive

A good dealt of student speech in the classroom is responsive short replies to teacher-or-student-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and

authentic. For example *students doing question and answer about giving instructions and directions, and paraphrasing*. Such as, “*Can you tell me where is the post office in this area, please?*” *The answer is: “Yes, Sure, post office is behind this restaurant.”*

d. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is extend form of responsive language. Conversation for example may have more of a negotiate nature to them than does responsive speech. For example *Role plays, Oral interview, Discussions, and Conversation*. Such as, Role-playing can be thought of as unstructured drama (Dallman-Jones et al., 1994). In these exercises, a student looks at the topic from the perspective of a character, who will affect and be affected by the topic.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information. The conversations are little trickier for learners because they can involve some or all of the following factors:

1. A casual register

Casual register is the informal language of a broader but still well defined social group, and includes slang, elliptical and elided sentence, and frequent interruption. For example *buddies, chat and emails, and blogs* usually used casual register.

## 2. Colloquial language

Colloquial language is informal language that is not rude, but would not be used in formal situations. For example, when someone said “*a soft drink*”, they called “*pop*”.

## 3. Emotionally charged language

Emotionally charged means using language that stirs the reader in some form.

## 4. Slang

Slang can be divided into four different types; country slang, urban slang, gay slang and common slang. Country slang is used by those who are in the rural parts of a country, while urban slang is spoken by those from the city or by African-Americans. Gay slang is used by gays, bisexual, homosexuals or transsexuals. Common slang is used by almost everybody. Every culture and every region has its own slang. Some of these include American slang, Costa Rican slang, Spanish slang and South African slang. English regions such as Wales, Ireland and Scotland also have their own slang. (Literary device) for example *Y'all, wanna, gonna, and so on.*

## 5. Ellipsis

An ellipsis proves to be a handy device when you're quoting material and you want to omit some words. The ellipsis consists of three evenly spaced dots (periods) with spaces between the ellipsis and surrounding letters or other marks. The ellipsis can also be used to indicate a pause in the flow of a sentence and is especially useful in quoted speech. For example “*I'm wondering ...*” *Juan said, bemused.*

## 6. Sarcasm

Sarcasm is an ironic or satirical remark that seems to be praising someone or something but is really taunting or cutting. Sarcasm can be used to hurt or offend or can be used for comic affect. Example "*I work 40 hours a week to be this poor*", "*Is it time for your medication or mine*".

### f. Extensive (monologue)

Finally, students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this the register is more formal and deliberative. This monologues can be planned or impromptu. For example *oral presentations, story telling, retelling story, or news event*.

Information Gap is an activity where the learners should complete the missing information by talking each other. So the purpose of information gap technique is to create a conversation or dialogue that can convey specific information to complete the missing information. From those explanations, information gap is more suitable to use the transactional dialogue. Because transactional dialogue which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. So the researcher considers to use transactional dialogue in constructing the student's conversation through information gap technique that can improve the student's speaking skill.

#### **2.4. Technique of Teaching Speaking**

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought, over felling to other people. Rivers(1978: 6) states that speaking is developed from the first context with the language. Thus, we have to introduce speaking with the language that we learn, because by speaking we can transfer our ideas or thoughts to other people. Classroom activities that develop student's ability to express themselves through speech would therefore seem as in important component of a language course.

It is clear that communication through language is very important to other people. We cannot only teach what will be spoken but also the situation that we deal with. The teacher teaches speaking by carrying out students to certain situation. For instance, the topic is "sport", the teacher carries out to involve students' activities in this situation. The topic here must be familiar to the students, so that the ideas and their organization are clear and the learners have an oral command of the language need to be described the topic. It is clear that speaking is the ability to express ones though and it is one of suitable forms of communication. There are several ways of teaching speaking that the teachers can use during teaching learning process. One of them is Information Gap Technique.

#### **2.5. Concept of Information Gap Technique**

As human being, we need to communicate and interact with other people. We need to exchange information because sometimes other people have information that we need, and on the other hand other people need information that we have.

Therefore we share information. So, to develop the students' speaking skills, the researcher uses Information gap technique. The idea of the information gap technique as an organizing concept for a speaking activity is that one person has information that another lacks. It means that the students must use English to share that information in order to accomplish a task. Information gap technique is a technique where the students usually working in pairs, each has accessed to some information (Walcyn. J, 1995). By working together they try to solve the whole.

Afterwards, there are three definitions of information gap. The first by Neu & Reeser (1997) he states in information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions. The second is by Harmer who writes information gap is where two speakers have different bits of information, and they can only complete the whole pictures by sharing that information because they have different information, there is a 'gap' between them. The third is by Dorit Sasson who defines that information gap activities are those in which students exchange information in order to complete a required lesson plan activity. Most information gap activities are done in pairs, with each student having a part of the information.

According to (Littlewood, 1981), information gap means a type of activity which one or more of the students has to get information from somewhere or someone else. Information gap tasks are the activities in which learners must use the target

language to convey information known to them but not to their speaking partners (Bailey:191). Beside that, (Sasson, 1991) state that in information gap activity, students are supposed to be working in pairs. One student will has the information that other partner does not has and the partners will share their information. Information gap activities served many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

## **2.6. Teaching Speaking by Information Gap**

One way of getting student to practice speaking is by conducting Information Gap activity in the classroom. Harmer (2007: 129) say that an Information Gap where two speaker have different bits of information, and because they have different information, there is 'Gap' between them. In this activity, students work in pair. One student have information that other partner does not have and the partner will share their information. According to Wood (2005: 47) the aim of information gap activity is to get the students to use the language they are learning to interact in realistic and meaningful way. Besides that information gap activity also have many purposes such as solving problem or collecting information.

On the other hand, Hayriyekayi (2013) states that in information gap, each partner plays an important role because the task can not be completed if the partner do not provide the information the other need. These activites are effective because



everybody has the opportunity to talk extensively in the target language. Actually information gap gives the students opportunity to practice where there is a task to complete and speaking is the way to complete it.

Meanwhile Harmer (2007) say that the example of activities in where the information gap exists are Describe and Draw activity and find the difference. The procedure of this activity are in describe and draw, there are two students in which each of them has different task, one as the instructor who describe the original picture to his/her partner, and the other one act a artist who draw the picture based on his/her partner instruction. While in find the differences, two students are given to very similiar picture, then each of them will ask to share information to find the difference between their picture.

## **2.7. Types of Activities Which Are Based on Information Gap**

The teacher should design the speaking activity so as provide an opportunity for learners to produce language that they had recently learn. The principle underlying communicative activities is that the teacher structure the situation so that learners have to overcome an information gap or solve a problem. Speaking activities based on information gap principle can be divided into some categories, those are:

a. Discovering Identical Pairs

There are four, five, or six pictures given to student A for example and student B holds a duplicate of these pictures. He/she must ask questions to the other to discover which student has the picture identical to his own.

b. Finding differences

The students divided into two groups, students A and students B. Each student has a picture which looks the same but actually they have differences. The students must discuss the picture in order to discover what the differences are.

c. Giving Direction

Student A and B have identical maps but only student A has a complete map and the other has an incomplete one. Student A knows the exact location of some buildings or other features. He/she must direct student B to the correct spot.

d. Complementing the crossword

Students divided into two groups. Two students have the same crossword in which some of the boxes are blank. The procedure of this activity is student A asks student B and student B should ask student A in order to get words which he/she needs. When student A or student B want to get words they must explain them. They are forbidden to say the words.

e. Finding Missing Information

Two students, student A and B have the same text, tabular, or picture. But each student has missing information. Student A has the information needed by student B. So each student should communicate in order to know the information.

From those type of activities in Information gap technique, the researcher considers to use the finding missing information, finding difference, and giving direction in her research. Because three of activities in information gap is more easy to understand by students and does not spends much time to create the real situation and conversation by using information gap technique.

## 2.8. Procedure of Teaching Speaking through Information Gap Technique

Teaching speaking by using information gap technique is done by dividing the students into pairs and they work orally with their partner to complete a given task, so the students in the class are involved directly in communicative activity. In this research, the writer made the procedures of teaching speaking through Information Gap technique as follow:

**Table 2.1. Procedure of Teaching Speaking through Information Gap**

Teacher	Students
<p>Pre Activities</p> <ol style="list-style-type: none"> <li>1. Teacher greets the students. (“ <i>Assalamualaikum, Good Morning Class, How are you today?</i>”)</li> <li>2. Teacher checks the attendance (<i>Who is absent today?</i>”)</li> <li>3. Teacher asks some questions related to the topic to build up their knowledge of field by asking them about building near their house. (<i>“Is there any public building near your house?”</i>)</li> </ol> <p>While Activity</p>	<p>Pre Activity</p> <ol style="list-style-type: none"> <li>1. Students answer. (<i>“Walaikumsalam. Good Morning Miss I am fine Miss thankyou, how are you?”</i>)</li> <li>2. Students say who are absent. (<i>“Ginta is absent... she is still sick Miss”</i>)</li> <li>3. Students mention some of building near their house. (<i>No Miss, my home is a housing development, Yes Miss, my house is near the market”</i>)</li> </ol> <p>While Activity</p>

<p>1. Teacher explain the topic  <i>("Well students, do you know what is it ?. Here, we can learn how to give direction to the other people by asking and answers questions", for example when you meet tourist in your town, and he/she ask you to show the way. Can you help them by give them description about the building?")</i>.</p> <p>2. Teacher explain the sentence pattern related to the topic (Asking direction and Preposition) (<i>"Before you doing the tasks, i will explain you about preposition used in the sentences, For example : beside, behind, in front of, near, and etc).</i></p> <ul style="list-style-type: none"> <li>• Teacher asks the students to mention again some building near their house. (<i>"okey students, please mention again any building near their house used the right preposition" please iis can you mention it?</i>).</li> <li>• Teacher explain to the student how ask and answer about asking direction (<i>"when you want to ask someone to show the way, you must ask clearly, so someone else can understand what do you want. In the other hand, if you want to give the right direction to someone, you must also explain it clearly, so the others can get the right information"</i>). Do you know how to ask and answer when you want to ask and help people to show the way?</li> </ul> <p>3. Teacher makes sure that the</p>	<p>1. Students respond the topic  <i>(" it is a map miss" )</i></p> <ul style="list-style-type: none"> <li>• Students mention again their some of the building near their houses. (<i>"Yes miss, my home is behind padang restaurant"</i>).</li> <li>• Students respond (<i>"hahahaha yes miss</i>)  - (<i>"In indonesia maybe i can miss"</i>)</li> </ul> <p>• Students respond (<i>"yes miss, i really</i></p>
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<p>explanation about the topic have been clearly understood by everyone in the class. (<i>“well class, do you understand about this topic?”</i>).</p> <p>4. Teacher gives the task to the students and asks them to complete the tasks, with divided the class into pairs and gives them handout and remind them not to look each other. (<i>“Oke next, to check your understanding about the topic which has been explained before, i want give you task, first please choose your partner individually. I will give you direction</i>)</p> <p>5. Teacher asks the students to sit face to face on their desk (<i>“well students, please sit face to face with your partner in your desk and start to complete the tasks now”</i>)</p> <p>6. Teacher aks students A to ask first and students B answer and after that changed so they have take turn asking for information. (<i>“oh ya, for students A you may asked first after that students B answered and then changed, do you understand?”</i>)</p> <p>7. Teacher makes sure that the instruction have been clearly understood by everyone in the class</p> <ul style="list-style-type: none"> <li>• And the teacher asks them to do their task (<i>Okey class, do you undestand well ? Doing your tasks now”</i>)</li> </ul> <p>8. While the students are complete the</p>	<p><i>understand about this topic”</i>).</p> <p>The students start the conversation on their desk with sit face to face</p>
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<p>task, the teacher moves around the class listening unobsively and giving help if they have found some difficult.</p> <p>9. When the students have completed the task, teacher asks them to see their partner task to check whether their answer is correct or not. (<i>“ to make sure your tasks is correct, the next step you may check your partner’s sheet”</i>)</p> <p>10. The teacher correct the students’ answer and conclude the best answer.</p> <p>Post Activity</p> <p>1. The teacher ask the students about the material that has just been learned. (<i>“Well students, what we have learn today? Can you explain it again?”</i>)</p> <p>2. The teacher closes the meeting. (<i>“Okey thankyou for today students, see you next time. Wassalamualaikum</i>)</p>	<p>The students check their partner’s answer</p> <p>Post Activities</p> <p>1. The students give example of asking and giving direction about some building</p>
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## 2.9. The Advantages of Information Gap to Improve Speaking Skill

The advantages of teaching speaking in information gap are student will have active in role in the classroom. Both group work and pair work students is suitable in conducting Information gap. Scrivener said that by creating classroom activities that include such information gap, we can provide activities that mimic this reason for communication, and this maybe more motivating and useful for language learners than speaking without any real reason for doing so, it means that by

conducting information gap in the classroom, the teaching of speaking will be more meaningful since we can give the opportunity to the students to use the target language because they have the reason/purpose to do so.

Moreover, Lan Son (2009) states that the advantages of using information gap are it can improve student's motivation in learning speaking because information gap technique gives student a reason to talk, keep them thinking, and represent the real communication and factual learning. It is also can built student's confidence. Because this technique give less than persenting in front of class, comfortable, casual and non threatened atmosphere and free interaction with peers.

#### **2.10. The Disadvantages of Information Gap to Improve Speaking Skill**

According to (weir, 1990) see that there are some problem which might appear when information gap used in the classroom. He state that there will be have problem if in a pair work information gap, one of the participant dominates the interaction as his/her partner may have more limited opportunity to demonstrate communicate potensial. Besides that pair work in information gap is not easy to be to be administered, since in one class consist of a number of pair and each pair cannot be paid attention at the same time, therefore noise and indiscipline such as the use of students' native language is difficult to be controlled.

The disadvantages of information gap in teaching speaking also is this technique spend much time, because the teachers have to make a good preparation in their teaching and also they must choose suitable material for the students' need which

are appropriate in their different background. The teachers also should be able give motivation and modeling the technique to the students in teaching learning process because information gap technique is difficult to understand by the students.

### **2.11. Theoretical Assumption**

From the frame of theory and explanation above, it could be assumed that applying Information gap technique in teaching speaking can give positive effect in improving students' speaking skill and it can also increase three aspects of speaking; pronunciation, vocabulary, and grammar. Information gap technique can give the students easier to communicate. By utilizing information gap activity , it is assumed that students can create the interaction with others and able to communicate some information. Thus, the students would be able to communicate well. As the result, students' speaking ability can be increased.

### **2.12. Hypothesis**

Concerning the theories and the assumption above, the hypothesis could be formulated as follows:

H<sub>1</sub> : There is a significant difference in students speaking ability especially in terms of pronunciation, vocabulary, and grammar among three topics which are tested for the application of Information Gap Technique. The criteria is H<sub>1</sub> is accepted if alpha level is lower than 0.05

H<sub>0</sub> : There is no difference in students' speaking ability especially in term of pronunciation, vocabulary, and grammar among three topic which is tested for the application of information gap technique. The criteria is H<sub>0</sub> is accepted if alpha level higher than 0.05