

II. FRAME OF THEORIES

2.1 Concept of Speaking

According to Byrne (1976) in Sumarjo (1998), speaking is oral communication. It is a two-way process between a speaker and listener or listeners and involves the productive skill of speaking and receptive skill of understanding (listening with understanding). In other words, in speaking ability, there must be at least two people; one is speaker who gives idea, information etc while the other one is listener who receives them. Both must be able to understand each other in order to make two-way process not one-way process. David Harris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. In other words, in speaking activity we produce spoken message to someone. Spoken message is our ideas, thought and feeling that we want to share, influence or interact with other people. So here, speaking situation involves a speaker who puts a message with a verbal code (word or sentence) that has content structure and a listener.

Furthermore, Doff (1991) says that very often people talk in order to tell people things they do not know, or to find things out from other people. We can say that there is information gap between them. Here, the conversation helps to close this gap so that both speakers have the same information. Therefore, speaking can also be said as one thing that makes people survive in their environment; because

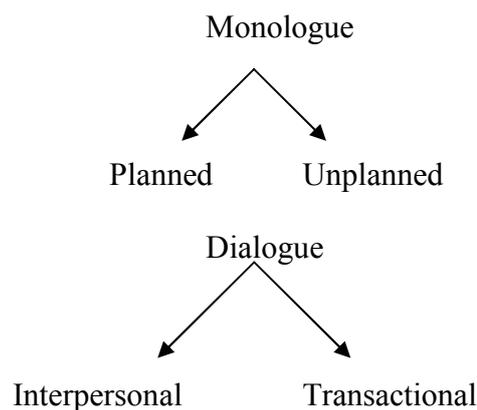
through speaking, they can ask other people what they need and they try to fulfill what other people ask them. And he adds that in all of communication or conversation two people are exchanging information or they have communication need. It means that the reason for people to communicate with each other to tell people things they do not know or to find things out from other people.

In summary, speaking ability is the ability of the students 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 communicated by the speaker.

And it can be concluded that people speak to others in order to ask for something they do not know.

2.2 Type of Speaking

Brown (2001:251) classifies the type of oral language as the figure below:



In monologue, when a speaker uses spoken language, the hearer has to process long stretches of speech without interruption. The streams of speech go on whether or not hearer comprehends. Examples of monologue are speeches, lectures, reading, news broadcast, etc. Monologue can be divided into planned and

unplanned. While in dialogues, there are two or more speakers involved. It can be subdivided into those that promote social relationship (interpersonal) and those for which the purpose is to convey factual information (transactional).

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

1. Imitative

Practicing an intonation contour or try to pinpoint a certain vowel sound is an example of imitative speaking. The imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. It is *goes one-step* beyond imitative speaking.

3. Responsive

A good deal of student speech in the classroom is responsive short replies to teacher or students-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaning full and authentic.

4. Transactional (dialogue)

Transactional dialogue is carried out for the purpose of conveying or exchanging specific information or idea is an extended form of responsive language.

Conversation, for example, that may have more of a negotiate nature to them than does responsive speech.

5. Interpersonal (dialogue)

Interpersonal dialogue carries out more for maintaining social relationship than for the transmission of facts and information. The conversation are little trickier for learners because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”.

6. Extensive (monologue)

Extensive monologue is extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

From the types of speaking described above, the researcher chooses transactional dialogue since its purpose is to convey or to exchange information or idea that may enable the students to discuss the information they have in which they cooperate one another.

2.3 Concept of Teaching Speaking

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought, or even feeling to other people. One of the success in teaching-learning process may depend much on technique or strategies the teacher employs in the classroom, Mahpul (2007:1). It means that teaching learning process must be so enjoyable for the students in which the students are fully involved in studying the materials. If the students feel enjoy it can encourage them to do a certain thing because they know that the thing please them. It is however not such an easy way for the teacher to choose the right techniques in teaching

speaking. The teacher teaches speaking by carrying out the students to certain situation when the topic has occurred. For instance, the topic is “Sport”, the teacher carries out to involve the 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 describe the topic.

It is clear that speaking is the ability to express one’s thought and it is one of the suitable forms of communication. There are several ways of teaching speaking that we can use during teaching learning process. Finding Missing Information is one of them. It is the activity based on the information gap; the students are put into such situation, which motivates them to speak in order to complete the task.

2.4 Explanation of Teaching Speaking in SMP

In teaching speaking the teacher should motivate the students to use English for a variety of communicative purposes, which means that people communicate with others for asking questions, sharing an idea or even giving suggestion when it is needed. Therefore, the teacher should be able to create certain situation and condition, as well as choose the technique can motivate the students to speak.

According to the KTSP, the first year students are expected to be able to:

- Express the meaning in transactional dialogue and very simple interpersonal dialogue with the nearest surrounding.
- Express the meaning in oral text functional and short monolog in descriptive text and procedure text with the nearest surrounding.

Based on the aim of teaching speaking, it is obvious that speaking as oral communication is very important to converse and express a sequence of ideas clearly.

So, in teaching speaking, the teacher should motivate the students to use English for a variety of communicative purposes. The teacher should be able to create certain situation and condition that encourage teaching learning process. The teacher should be able to choose techniques that develop students' speaking ability.

If the teacher has found the technique that is appropriate to the students' level, he/she should apply it in the teaching learning process and in order to know the students' ability, we need to give a test to the students. The purpose of this test is to measure how far they have mastered the information that has been given,. Harris (1974:3) stated that an achievement test indicates extend to which an individual; has mastered the specific information. Moreover, Briggs (1981) said that achievement is how well a learner performs a required course objectives, usually as measured by a test; performance of individuals and group.

2.5 Types of Information Gap

There are some types of information gap activity:

1. Discovering identical pairs

Four pictures are distributed among four students and the fifth student hold a duplicate of one pictures. He must give question to the others to discover which student has the picture identical to his own.

2. Finding Differences

The students are distributed pictures which look the same but actually they have differences. The students have to find the differences.

3. Completing drawing

One student has a complete drawing and the other has incomplete one. They should communicate to complete the drawing.

4. Finding missing information

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

5. Completing crossword

Two students have the same crossword in which some of the boxes are blank. Student A ask student B and student B should ask student A in order to get the words he/she needs. When student A or student B wants to give the words, he should explain them. It is forbidden to say the words. In this activity the students use their own sentences in explaining the words.

2.6 Concept of Finding Missing Information

According to Littlewood (1981:25) in Finding Missing Information, the students get some texts but some of the information are deleted and the students get different missing information, in order to complete a task, the students must ask his/her partner. By doing this activity, the students have a reason to speak. Here is the example of Finding Missing Information: Student A has information

represented by a tabular form or he/she may have a table showing distances between various towns or football league, etc. the table which is showing the summary of each team result so far (how many games they have played/won/lost, etc). However, some items of the information have been deleted. Each student can therefore complete his own table by asking his partner for the information that he/she lacks.

According to Littlewood (1981:25) there are some advantages of using Finding Missing Information that he/she lacks:

1. Students will be actively involved in the activity to obtain the information from the others.
2. They have courage to speak in order to get the information that he/she lacks from their partner.
3. FMI technique can improve students' attitude to learn social relationship between students in pairs. The students have to rely on each other for getting the information. Therefore, the students will value other students.

Having recognized the advantages of FMI above, the researcher assumes that FMI is beneficial for the students in the learning process in order to encourage or even increase their speaking ability, because:

1. It gives the students many opportunities to speak in their learning.
2. It makes the students work cooperatively.
3. It creates a good relationship between the teacher and the students because the teacher functions as a facilitator within the teaching learning process.
4. It encourages the students to speak with their partner in the class.

2.7 Procedure of Teaching Speaking through Finding Missing Information Technique.

Teaching Speaking by using Finding Missing Information 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.

The following are steps in teaching speaking by using Finding Missing Information technique:

Teacher	Students
<p>Pre Activities</p> <ol style="list-style-type: none"> 1. Teacher greets the students. 2. Teacher checks the attendance. 3. Teacher asks some questions related to the topic to build up their knowledge of field by asking them about their favorite. 	<p>Pre Activities</p> <ol style="list-style-type: none"> 1. Students answer. 2. Students say who are absent. 3. Students mention all of their favorites (hobby, food, book, music etc).
<p>While Activities</p> <ol style="list-style-type: none"> 1. Teacher explains the topic. 2. Teacher explains the sentence pattern related to the topic (Like and Dislike and Yes/No question). - Teacher asks the students to mention again all of their favorites. 	<p>While Activities</p> <ul style="list-style-type: none"> - Students mention again their

<p>been learned.</p> <p>2. The teacher closes the meeting.</p>	<p>Post Activities</p> <p>1. The students give some expressions of Like and Dislike and how to ask about Like and Dislike.</p>
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2.8 Aspects of Speaking

As stated in the background in the background, speaking is the most complicated skill of English by contrast with three other skills. In addition many aspects support it, such as: pronunciation, grammar, vocabulary, fluency and comprehension. Gower (1995,99-100) Littlewood et al (1981) note down that from communicative point of view, speaking has many different aspects including two major categories – *accuracy*, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and *fluency*, considered to be “the ability to keep going when speaking spontaneously”.

In this research the researcher takes those four aspects as a scoring criteria in Finding Missing Information technique, because:

Vocabulary

Through Finding Missing Information technique, the teacher will present new words to the students related to the speaking topic when the teacher explains the material.

Vocabulary refers to the selection of the words those are appropriate to the topic and occasion.

Pronunciation

It refers to the ability to produce easily comprehensible articulation (syakur:1987)

In teaching learning process, when the students do the activity the teacher correct the students' pronunciation. Providing the students with a clear model of how to pronounce new words/phrases and then getting the whole class and individuals to repeat.

Pronunciation refers to the sounds production, accent and intonation.

Fluency

Fluency is the ease and speed of the flow of the speech (Harris: 1974:81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases or joined together when speaking. Natural, normal, native-like speech characterized by appropriate pauses, intonation, stress, register, word choice, interjection and interruptions.

Fluency in speaking is the aim of many language learners' signs of fluency include a reasonably fast speed of speaking and only a small numbers of pauses and "ums" and "ers".

The signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

Grammar

Grammar that is described in terms of what people actually say and write, so, it is needed for students to arrange a correct sentence in conversation.

When we speak to other people it means that we express some of our ideas and thought orally, both of the listener and speaker should be understand each other, because speaking involves the skill of understanding. In order to understand each

other, the ideas or thought should be grammatically correct to avoid misunderstanding.

2.9 Explanation of each Topic

Because this technique deals with asking and answering to complete the missing information, so, the sentence pattern that relates to the topic deals with Questions.

And each topic is explained as follows:

1. The first treatment is “Asking for Information”

This topic focuses on **Wh Questions**.

Open questions are often called Wh.. questions:-

There are eight wh-questions - *what, when, where, which, who, whom, whose* and *why* and to this list we usually add *how* as they are all used to elicit particular kinds of information.

You use *what* when you are asking for information about something.

You use *when* to ask about the time that something happened or will happen.

You use *where* to ask questions about place or position.

You use *which* when you are asking for information about one of a limited number of things.

You use *who or whom* when you are asking about someone's identity.

You use *whose* to ask about possession.

You use *why* to ask for a reason.

You use *how* to ask about the way in which something is done.

Question word	Verb	+	Answer
<i>What</i>	is	your name?	My name is Lynne.
<i>When</i>	is	the party?	The party is on Tuesday.
<i>Where</i>	are	you from?	I'm from England.
<i>Which</i>	is	your car?	The red car is mine.

Who	are	you?	I'm Lynne.
Whose	is	this web site?	It's mine.
Why	is	this web site here?	Because it is!
How	are	you?	I'm fine thanks.

What, which and whose can be used with or without a noun as a question word.

For example:

What time is it? = What is the time?

Which car is yours? = Which is your car?

Whose web site is this? = Whose is this web site?

This Topic also focused on Simple Present Tense deal with Wh-Question

2. The second topic is expressing “Like and Dislike”

This topic focuses on **Yes/No Questions** and expressions of **Like and Dislike**.

Yes/no questions are asked using **be**, **have**, **do**, or a **modal verb**. *Yes/no* questions always begin with one of these verbs and can be answered with a simple **yes** or **no**, or with the question repeated as a statement.

Note: It's impossible to ask a yes/no question without one of these auxiliary verbs.

~~He want~~ Does he want a car?
a car?

DO

Do and **Does** are used in **yes/no question** of the **present tense**. **Do** and **Does** are used in the sentence which contain **verbs**. When there is **no verbs** in the sentence, **am**, **is**, or **are** are used. Use the verb *do* to obtain facts about people, places, or things.

The pattern of **yes/no question** using **Do** and **Does** is as follows:

Do/Does + S + V1 + ...

Remember!

Does is for the subjects *he, she, singular subject*

Do is for the subjects *they, we, I, you, plural subject*

Look at the examples below:

(+) —**He goes** to school.

(?) **Does** he **go** to school?

(+) —**She cooks** every morning.

(?) **Does** she **cook** every morning?

(+) —**Sally studies** every night.

(?) **Does** Sally **study** every night?

(+) —**Robert swims** twice a week.

(?) **Does** Robert **swim** twice a week?

(+) —**They work** in a hotel.

(?) **Do** they **work** in a hotel?

(+) —**You come** here everyday.

(?) **Do** you **come** here everyday?

(+) —**I come** late.

(?) **Do** I **come** late?

(+) —**we need** help.

(?) **Do** we **need** help?

(+) —**John and sally work** in Florida.

(?) **Do** John and sally **work** in Florida?

Do is always followed by the subject and then a verb in the infinitive without *to*.

If there is one verb, and the verb is **not** a form of *be*, the process is more complex.

1. Add *Do* to the beginning of the sentence.

The Johnsons live in that house.

Do the Johnsons live in that house?

2. If the main verb "carries" a third person singular **s**, move the **s** to *Do*, making it **Does**.

Jane drives a car.

Do Jane drives a car? (Not finished yet!)

Does Jane drive a car? (Good question!)

Some Expressions of Like and Dislike

Like

Dislike

- *I Like ...*
- *I'm keen on ...*
- *I love ...*
- *I'm crazy about ...*
- *I'm fond of.*
- *I really enjoy it.*
- *I don't like ...*
- *I'm not keen on ...*
- *I hate ...*
- *I can't stand it.*

3. The third topic is “Describing Thing”

This topic focuses on **Preposition of Places**. So, the question deal with this topic is *Wh-question (Where)*.

- Descriptive Text is to describe a particular thing, place or person.

The Generic Structure of Descriptive Text are:

1. **Identification**
2. **Description.**

Descriptive Text uses the Present Tense and no conjunction.

- ***Preposition of Places***
 - ***In***
 - ***On***
 - ***In the middle***
 - ***Above***
 - ***Below***
 - ***On the right side***
 - ***On the left side***
 - ***Next to***

2.10 Hypothesis

Regarding the theories and the assumptions above, the writer would like to formulate hypothesis as follows:

H₀ : there is no difference in students' speaking ability especially in terms of fluency, pronunciation, grammar and vocabulary among the three topics which is tested for the application of Finding Missing Information

technique; the sample will not do as well as the population from which it was drawn.

H_1 : there is a significant difference in students' speaking ability especially in terms of fluency, pronunciation, grammar and vocabulary among the three topics which is tested for the application of Finding Missing Information technique; the sample will do better than population.