CHAPTER II
LITERATURE REVIEW

This chapter discusses several points and theories used in this research. They are: concept of speaking, concept of Information Gap in speaking, concept of teaching speaking, procedure of applying Information Gap in the class, theoretical assumption, and hypothesis.

2.1 Concept of Speaking

There are several definitions of speaking offered. Chaney (1998:13) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Tarigan (1987:81) defines that speaking is a skill of articulation to express or to deliver ideas, opinions, or feelings.

Scott in Johnson and Morrow (1981) typifies speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions at high speed. In other words, each participant must have an intention or set of intentions he wants to achieve in the interaction. Each participant has to be able to interpret what is said to him, and reply with the language he has which reflects his own intention.

Byrne (1984: 81) says that speaking or oral communication is a two-way process between speaker and listener and involves productive skill of speaking and receptive skills of

understanding. It means that we try to communicate with each other and use our language to send our message to others (listeners).

Speaking is the instrument of language and the primary aim of speaking is for communication (Tarigan, 1987: 5). From this definition, it is clear that the students learn to speak in order to be able to communicate. Language is for communication, and in communication, a speaker has a choice not only about what to say but also how to say it (Freeman, 1986: 130).

According to Widdowson (1994) speaking is the active production skill and use oral production. It is capability of someone to communicate orally with others. The one who has skills in speaking can be identified from his/her ability in using the oral language fluently, clearly and attractively. Moreover, Brown (1994) says that speaking is a skill in producing oral language. It is not only an utterance but also a means of communication. It occurs when two or more people interact to each other, which aims at maintaining social relationship between them.

Lado (1961: 240) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. This idea means that, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report, etc with the language he has.

From the definitions above, it can be inferred that speaking is two-way process between speaker and listener. This is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the

message across. In this case, there is a process of giving message and at the same time, there is a process of understanding the message of the first speaker.

However, there are some aspects to consider. Heaton (1991) says that speaking has some aspects as follows:

1. Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur, 1987). For example, the researcher gives the words to the students below:
   - Cinema /ˈsinəmə/
   - Opinion /əˈpinjən/
   - Feel /fiːl/

2. Fluency refers to 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 are joined. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty. For example, A asks B: "How are you today?" B answers:"I am fine, thank you." It is answered well and quickly.

3. Comprehensibility denotes the ability of understanding the speakers' intension and general meaning (Heaton, 1991:35). It means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand well. For example, A asks B (in dialogue): "Where are you going?" Then B answers it well, quickly and correctly. He says: "I am going to Bali."

So that, three aspects of speaking is important to measure the increase in speaking skill. Pronounciation used to measuring the articulation, fluency used to measuring the flow of the speech, and comprehensibility used to measuring the understanding of the speakers.

2.2 Concept of Information Gap Task in Speaking

There are several opinions from the experts about the concept of Information Gap in speaking. Willis (1996:23) states that a task is an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.

In an Information Gap activity, one person has certain information that must be shared with other in order to solve a problem, gather information or make decisions (Neu and Reeser, 1997). These types of activities are extremely effective in the foreign language classroom. They give every student the opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated. The teacher simply explains the activity and reviews the vocabulary needed for the activity.

Based on Thomas and Nation there are five types of activities which are based on Information Gap are:

1. Discovering identical pairs

    Four pictures are distributed among four students and the fifth student holds a duplicate of one of the picture. He must ask the others to discover which student has the same picture with him.

2. Finding the differences

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

3. Completing drawing

One student has a complete drawing and the other has incomplete one.

4. Finding missing information

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

5. Completing the crossword

Two students have the same crossword in which some of the boxes are blank. Student A should ask student B and student B should ask student A in order to get the words he 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.

Yufrizal (2007: 59) states that in Information Gap task, one participant held the complete information while the other didn't have information. The participant with complete information had to inform the interlocutor and the interlocutor had to request the information to accomplish the tasks. Only one solution was expected from the tasks. Information Gap task requires a one-way information requester-supplier relationship. In one-way task, there is only one participant who has the information to give.

Information Gap activities are the activities in which students are asked to perform a task together, they fall into two types. In the first, one student has access to all the information and tries to impart it to his or her partner. In the second, both students are given access to half the information and by working together try to solve the whole. (Watcyn-Jones, 1984: 4).

The examples of Information Gap tasks which can be used in speaking class to create the students interaction are:

a. The kitchenette

In this task one students were given a complete picture of a kitchen containing items such as *a set of drawers, a fridge, a sink, a cooker cupboards, shelves and utensils such as a wall clock, a calendar, glasses, forks, spoons, knives, and a pan*. The other student was given an incomplete picture of the kitchen. The only items available were *the cupboard, the shelf, the set of drawers, the cooker, the sink, and the fridge*. The student with the complete picture was expected to identify other items available to the student with the incomplete picture. (This task was taken from Watcyn-Jones in Yufrizal, 2007)

b. General building maps

In this task each student was given a map with not all buildings named. The participants were expected to fill in the missing names of the buildings by asking and giving information available. The buildings to be identified are general buildings such as *cinema, bookshop, bank*, and so on. (This task was taken from Watcyn-Jones in Yufrizal, 2007)

The ideas of applying the Information Gap activities appeared because of four reasons (Liao, 2001). First, traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. This question and answer are structured and predictable and often there is only one correct answer. Second, in many classes teacher pupil exchanges have little communicative value because there is no real information being exchanged. Third, traditional grammar oriented-class, teacher often spends a large proportion of class time asking questions for which they and the students already know the answer. Fourth, teacher asks a "display question" that is a question the teacher knows the answer to an individual students answers, the teacher evaluates or directly corrects the answer and then the cycle begins again with another student and another question that everyone knows the answer to.

Some experts have discussed the advantages of applying Information Gaps for teaching speaking. Liao (2001) clarifies that Information Gap activities give students opportunities to use English inside or outside the class. They also have the genuine communicative value. Besides, Pica and Doughty in Liao (2001) states that Information Gap activities can promote real communication and facilitate language acquisition. Viewed from teachers' preparation before teaching, Rees (2002) says that by keeping the notion of a gap between students in mind, it is easy to come up with speaking activities often require very little preparation but can increase the total amount of student talking time in any lesson.

Previous studies have generally positive effects of Information Gap activities for students. Basturkmen (1994) said that is not only a more satisfying role for the learners but also promoting authentic language use in the class. Raptou (2002) did a research in using Information Gap activities in teaching French. He found that the students were all happy to

do the activity because it was fun and they knew that it was helping them to increase their confidence in speaking French. They can motivate the students to speak because they can be free to respond the missing information without memorizing the dialogue.

From the above views, it can be inferred that teacher's role is to facilitate students' communication. When providing speaking practice in the classroom, we need to ensure that students have motivation to speak and some information or ideas to share. Creating or exploiting Information Gap task can provide reasons to speak or to interact. By using Information Gap task, the students are expected to have confidence in speaking English. They should not prepare or memorizing the material for speaking, they only need to speak with partner based on the task given. Information Gap task will facilitate the students in speaking and they will also actively involved in classroom interaction.

2.3 Concept of Teaching Speaking

Teaching speaking is teaching the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill, it is necessary to have clear understanding involved in speech.

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation (Burnkart, 1998:2).

According to Harmer (1990), the aim of teaching speaking is to train students for communication. Therefore, language activities in speaking class should focus to language use individually. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student to speak.

Moreover, Japerson in Marians (1978) says that the essence of human language is human activity on the part of the individual to make him understand by another and activity on the part of other understands what was on the first. Then, he adds that the languages as an activity that permits people to communicate with each other. So it is clear that language is very important. We cannot only teach what will be spoken but also the situation what we deal with. The teacher teaches speaking by carrying out the students in certain situation when the topic is being talked about. The topic must be familiar with the students so what the ideas have an oral command of the language need to describe the topic.

It can be concluded that teaching speaking is one of important steps to increase students' speaking skill and give them freedom to express their ideas to another people as clear as possible without feel confuse.

2.4 Procedure of Applying Information Gap in the Class

In this part, the way of teaching speaking by using Information Gap in the class is described.

Pre activities (10 minutes)
- The students answer the greetings are given by the teacher.

- The students answer the attendance list is asked by the teacher.

- The students answer some questions related to the topic that will be learnt (Brainstorming).

While activities (55 minutes)

- The students are divided into pairs.

- The students get the tasks for each pair (First student will be given task A, and second student will be given task B).

- The students notice the simple explanation about the procedure of using the task and modelling are given by the teacher.

- The students make the conversation with their partner based on the task given. (This activity involves the students in requesting and informing the information to complete the task).

- The students give the information about the content of their task orally to the teacher.

Post Activities (25 minutes)

- The students answer some question related to the tasks that are given by the teacher and that question will be given to another pair. (In this activity, there will be question and answer session among students).

- The students do reflection to remind what they get.

- The students get reinforcement from the teacher.

- The students and the teacher close the meeting.

2.5 Theoretical Assumption

In communication through speaking, there are many activities to promote speaking. One of them is Information Gap activity which can be an alternative to make the students easy in using spoken English, because the oral fluency activity increases the opportunity for meaningful individual students practice.

Information Gap is the activity in speaking in which the students are divided into pairs or groups. One student have complete information while the other partner does not have. One student is the describer and the other is the information seeker. The information seeker asks some questions to the describer in order to complete the task and the describer gives the information needed. Based on the literature review and the explanation above, it can be assumed that this kind of activity stimulates the interaction among students in speaking, so that Information Gap can make the students easy in using spoken English.

2.6 Hypothesis

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

1. There is a difference of the students'speaking achievement before and after being taught through Information Gap technique.

2. There is significant increase of the students'speaking achievement after being taught through Information Gap technique at the second grade of SMA Negeri 3 Metro.