II. LITERATURE REVIEW

2.1 Concept of Speaking

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. Haris (1974: 9) says that speaking is encoding process whereby, we communicate our ideas, thought, and feeling through, one or other forms of language. So we can produce spoken massage to someone. Spoken massage is our ideas, thought, and feeling that we want to share, influence, or interact to other people. So, here, speaking situation involves a speaker who put a massage with words or sentence that has content and a listener.

According to Byrne (1984) speaking is oral communication. It is a two ways process between speaker and listener and involve productive and reactive skill of understanding, while Welty (1976) states that speaking is the main skill in communication. Based on this idea it is understood that through speaking some one can communicate or express what she or he wants in order to understand one another.

Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which occurs, including the
participants themselves and the purposes for speaking. But speaking requires not only understand when, why, and in what ways to produces the language (sociolinguistics competence) but also that they know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistics competence).

Lado (1976: 240) defines speaking as an ability to converse or to express a sequence of ideas fluently. It 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 speakers 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 massage and the organize appropriate response for production.

Rivers (1978: 162) says through speaking someone can express her or his ideas, emotions and reactions to other person 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 massage is understandable to the listener.

According to Doff (1987: 2) in all communication or conversation, two people are exchanging information or they have a communication or conversation need. It means that the reason for the people to communicate with other is in order to tell people tings, which they do not know, or to find things out from other people.
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, taught and feeling. Celcea Murica (1978: 91) says speaking is the primary element of language and it can be developed from the beginning when someone was born, from the first contact with the language.

Brown (2001: 271) says that speaking ability class is the ability to perform the language in task. Speaking in this present research is defined as the ability to express our ideas, feelings, opinions, and wishes in carrying out speaking task in the classroom.

Haris (1974: 75) says that speaking has some aspects as described below.

1. Pronunciation refers to be the person’s way of pronunciation words. One who learns English as foreign language must be able to use English pronunciation as well as other skills (Oster, 1985: 431).

2. Grammar is the study of rule is the study of language inflection. It is a system of units and patterns of language (Lado, 1969: 221).

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 cannot speak at all (Wilkins, 1983: 111).

4. Fluency refers to the one who express quickly and easily (Ostler, 1985: 210). It means that when a person making a dialogue with another person, the other person can give respond well without difficulty.

5. Comprehension denotes the ability of understanding the speaker’ 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 understands well.

6. Accurancy is related to the closeness of a measurement, within certain limits, with the true value of the quantity under measurement. For instance, the accurancy of dose determinations by LTD is given by the difference between the measured valu (British Calibration Society, BCS Draft Document 3004).

2.2 Types of Speaking

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

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    \(\text{Planned} \quad \text{Unplanned}\)
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2. Dialogue

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    \(\text{Interpersonal} \quad \text{Transactional}\)
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In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, news broadcast, and the listener must process long stretches of speech without interruption-the stream of the speech will go on whether or not the hearer understands. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

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.

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-imitated or it can even from part of some pair work activity, where learners are “going over” certain forms of language.
c. **Responsive**

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

A: How are you today?
B: Good, thanks, and you?
A: What is the main idea of the first paragraph of this text?
B: The United Nations should have more authority.
A: So, what did you write or question number one?
B: Well, I was not sure, so I left it blank.

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 e.g.

A: What is the main idea of the first paragraph of this text?
B: The United Nations should have more authority.
A: More authority than what?
B: than it does right now.
A: What do you mean?
B: Well, for example, the United Nation should have the power to force a country like Iraq to destroy its nuclear weapons.
A: You do not think the United Nation has that power now?
B: Obviously not. Iraq is still manufacturing nuclear bombs,

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:

- A casual register
- Colloquial language
- Emotionally charged language
- Slang
- Ellipsis
- Sarcasm
- A covert” agenda”

For example:

John : Hi, Bob, How’s it going?
Bob : Oh, so-so.
John : Not a great weekend, huh?
Bob : Well, far be it from me to criticize, but I’m pretty miffed about last week.
John : What are you talkingbout?
Bob : I think you know perfectly well what I’m talking about.
John : Oh, that……how come you get so bent out of shape over something like that?
Bob : Well, whose fault was it, huh?
John : Oh, wow, this is great, wonderful. Back to square one. For crying out loud, Bob, I thought we’d settled this before. Well, what more can I say?
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 monologue can be planned or impromptu.

Information gap is an activity where the learners should complete the missing information by talking each other to find. 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 explanation, 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 extend form of responsive language. So the researcher considered to use the transactional dialogue in constructing the students’ conversation through information gap technique that can improve the students’ speaking skill.

**2.3 Concepts of Teaching Speaking**

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought, over feeling 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 students’ ability to express themselves through speech would therefore seem as in important component of a language course.
On the other hand, Jesperson in Marians (1978: 23) says that the essence of language is human activity on the part of the individual to make him understood by another. He then adds that language is an activity that permits people to communicate each other. So it is clear that communication through language is very important or the 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 when the topic has occurred. 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.

### 2.4 Concepts of Teaching Speaking by Information Gap

Information Gap is a interactive technique that gives opportunities for the students to practice communication in different social context and social roles.

In an 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 (Neu and Reeser, 1997). These types of technique are extremely effective in the L2 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. Another advantage of information gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task (Neu & Reeser, 1997).

Yufrizal (2008:103) defines that Interaction with negotiations of meaning (particularly in the implementation of information gap tasks) generated longer times of speaking, and stimulated learners to produce more turns.

Lan son (2009) defines that an information gap activity is an activity where students are missing the information they need to complete a task and need to talk each other to find it.

Heryani (2006 : 11) defines that Information gap is the activity in which students are given different information. By sharing separate information they can complete the task.

Each student has some, but not all, of the information needed for the activity. As partners to each other to fill in the “gaps” of missing information, they acquire communication skills in a way that is authentic and meaningful (Basturkmen, 1994). The pair creates questions and statements and each individual responds in turn (Annenberg Media, 2005). Since each partner knows something that the other does not they must communicate in order to attain complete understanding. These questions which seek unknown answers are known as referential questions, which contrast with display questions, that is, those which seek obvious answers.
For example, rather than asking “Do you sleep every day?, you could ask “When do you sleep?” (Annenberg Media, 2005).

From some definition above the researcher concluded that negotiation meaning is occurred in students speaking activities. There is a gap between students’ knowledge and their output information. Information gap is one of the negation meaning activities. “During communicative exchanges in which addresses had difficulty in understanding and addressee could reconstruct the conversation in order to make their input comprehensible to addresses and thus allow the conversation to continue”, (Yufrizal 2003: 80). So Information gap is an activity in a pair that students get different task and should complete the missing information by talking to others to find it. The information gap involves a transfer of given information from one person to another. The each participants have some knowledge or information that isn’t shared by any others. They can only finish the task if they pool the information.

2.5 Types of Activities Which Are Based on Information Gap

1. Discovering Identical Pairs

Four pictures are distributed among four students and the fifth student holds a duplicate of one the pictures. He/she must ask 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. For example:
3. Giving Direction

One student a complete map and the other has incomplete one. The students should communicate to complete the map by asking and giving direction.

4. Complementing The Crossword

Two students have the same crossword in which some of the boxes are the blank. Student A 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 givev 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.
5. 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 the student B. So the students should communicate in order to know the information. The example can be seen in appendix 8 p.102.

From those types of activities in Information gap technique, the researcher consider to use the finding missing information activities in information gap technique. Because finding missing information is more easy to understand by the student and doesn’t spend much time to create the real situation and conversation by using information gap technique.

2.6 The Advantage of Information Gap to ImproveSpeaking Ability

According to Lan Son (2009) The advantages of Information Gap Technique are :

1. It gives more communication take places. It means that Information Gap Technique can extend the student to more practice speaking. Beside that it can make the student to concentrate on communication and help each other for information.
2. It can improve the student motivation in learning speaking. Because Information Gap Technique give student a reason to talk, keep them thinking, and represent the real communication and factual learning.

3. It can built the student’s confidence. Because this technique give less than presenting in front of class, comfortable, casual and non threatened atmosphere and free interaction with peers.

4. It can develop other sub skill like clarifying meaning, re-phrasing, negotiating meaning, solving problem, gathering information and making decision.

2.7 The Disadvantage of Information Gap to Improve Speaking Ability

Since the aim of the technique is speaking ability, experimentation with the technique has showed that the technique has certain disadvantages (Huebener, 1969: 9). The disadvantages of Information gap technique are:

1. Information gap technique is ineffective and inefficient to apply in a big amount of students. Because it is difficult to create the real situation and conversation in big class by using information gap technique. The teacher should be able understand well about Information gap technique itself since the teacher should create real situation and conversation.

2. Information gap technique is understood difficultly by the students. So the teacher should be able also give motivation and modeling the technique to the students in the teaching learning process. So they can understand the aim of the technique.

3. Information gap technique spend much time. Because teachers have to make a good preparation in their teaching and also choose suitable
materials for the students’ need which are appropriate to their different background in order to create the successful learning process by using Information gap technique.

2.8 The Procedure of Teaching Speaking Through Information Gap

2.8.1 Pre – Activity

- Greeting the student. It is necessary to tell the student that the lesson will be begun. For Example, “Good morning student! How are you?”

- Giving brainstorming that require to introduce the topic. It can help student to understand easily about the lesson. For Example, the topic is about shopping list, the brainstorming are

  Teacher : Class, do you like shopping”?
  Students : Yes.

  Teacher : What do you do before go shopping?
  Students : making a shopping list miss

  Teacher : Have you ever make a shopping list?
  Students : Yes

  Teacher : What do you write in shopping list?
  Students : the price and the shopping item

2.8.2 While Activity

- Explaining the material about the expression of asking and giving an information

- Ask them to make the example of dialogue by using expression asking and giving an information
Figure 4. The Picture of Shopping List

- Telling them that they are going to do activity (information gap)

- Putting the student into pair. Each group is consist two students that are student A and student B

- Distribute the task in the group that one student get complete task and the other student missing task.

- Allow students enough time to discuss and construct the question and answer in transactional dialogue in 15 minutes.

- Ask the group to performance one by one in front of the class

2.8.3 Post Activity

- Doing reflection by asking the student what they have learned.

- Closing the lesson