

II. FRAME OF THEORIES

This chapter explains several theories related to this research and divided into four sections, that is, review of previous relevant research, review of related literature, theoretical assumption and hypothesis.

2.1 Review of Previous Research

The researcher is interested in discussing about previous researches that investigated about speaking skill. She wants to see what had been gotten by the previous research and what kind of problems which are still unsolved.

The research that had been conducted by Septirina (2002) from English Education Study Program, Lampung University had qualitatively found that small group has higher number of interaction than pair work which was conducted by first year students of University of Lampung.

The other research was made by Emayuta (2011) from English Education Study Program, Lampung University. She investigated on students' production of utterances and negotiation of meaning using information gap task in two types of pattern; pair and small group work. This study has qualitatively found that small

group has higher number of interaction than pair work conducted by second year students of SMK Karya Pembangunan Gajah Mada Metro.

The previous research made by Irawan (2012) from English Education Study Program, University of Lampung investigated the difference of utterances produced by students who are assigned through information gap and role play tasks. The study took one group and used Repeated Measure T-test which is used to compare the means of one group and the data of the two tasks (information gap task and role play). The data shows that there is no significant difference of number of utterances produced by the students who applied information gap and role play but he concluded that information gap task is more effective to encourage students to produce utterance than role play.

From the research above, the researcher sees Septirina, Emayuta, and Irawan only focused on the students' production of utterances, negotiation of meaning and students' interaction. They did not find out the difference of using pair and group work to increase students' speaking ability through information gap. So, the researcher made further investigation about comparative study between information gap task in pair and small group work of students' speaking ability at second grade of SMAN 1 Seputih Raman.

2.2 Review of Related Research

2.2.1 Concepts of Speaking

Speaking is the basic skill in language that able to utter sound of word and people can share and send their ideas or feelings. Speaking is very important ability in

doing daily activities because people can react to other person and situation and expresses our ideas, thought, and feeling through spoken language, (Hardayani, 2012). 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 message to someone. Spoken message is our ideas, thought, and feeling that we want to share, influences, or interact to other people. It means that speaking situation involves a speaker who put a message with words or sentence that has content and a listener.

Rivers (1978:162) says through speaking someone can express her or his ideas, 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.

Speaking is a productive skill in which the speaker produces and uses the language by pressing a sequence of ideas and at the time she/ he tries to get ideas or message across. In this case, there is a process of giving message, which is called as the encoding process. At the same time, there is a process of understanding the message of the first speaker.

Lado (1970:240) states that speaking is described as the ability to express oneself in life situation, converse, to report acts or situation in precise words or the ability to express a sequence of ideal fluently. It means that in the process of speaking there must be at least two people, one is speaker and one other as listener. In

communication or speaking process, the speaker communicates, he or she must comprehend in coming message and the organize appropriate response for production.

Jeremy (1983:41) confirms that someone speaks because:

1. He wants to speak. The speaker makes the definite decision to address someone.
2. He has some communicative purposes. The speaker says something because he wants something to happen as result of what he says. The speaker may want to charm his listener, to give information, to express pleasure.
3. He selects from his language store. In order to achieve his communicative purpose he selects from the store of language he possesses, the language he thinks is appropriate.

According to Doff (1978:162), 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 things, which they do not know, or to find things out from other people.

Channey (1998: 13) states that speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of contexts. Bryne (1998: 8) also says that speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding. In the same respect, Nunan (2003: 48) agrees

with Bryne that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.

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 used English pronunciation as well as other skills (Oster, 1985:431)
2. Grammar is the study of rule 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. Phases, clauses, and sentences 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 dialog with another person, the other person can give respond well without difficulty.
5. Comprehension denotes the ability of understanding the speakers' intention and general meaning (Heaton, 1991:35). It means that if person answer or express well and correctly, it shows that he comprehends or understands well.
6. Accuracy is related to the closeness of a measurement, with certain limits, with the true value of the quantity under measurement. For instance, the accuracy of dose determinations by LTD is given by the difference between the measured value (British Calibration Society, BCS Draft Document 2004).

Besides defining concepts of speaking, Brown (2001:250) classifies the types of spoken language. They are as follows:

a. Monologue

In monologue, when a speaker uses spoken language like in speech, lecture, etc., the hearer must process long stretches of speech without interruption the stream of the speech will go on whether or not the listener comprehend.

b. Dialogue

Dialogue involves two or more speaker and can be subdivided into interpersonal and transactional. An interpersonal language is a dialogue with the purpose is to promote social relationship between speakers; on the other hand transactional language is a dialogue which involves two or more speakers and the purpose into convey propositional or factual information.

Based on the previous definition, the researcher concludes that speaking is a skill of comprehending pronunciation, and being fluent and accurate in using grammar and vocabulary.

Brown (2001:250) also provides types 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 meaningful 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 designed to practice some phonological aspect of the language. Intensive speaking can be self-imitated or it can even form 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:

T : “How are you to day?”

S : “ Good, thanks, and you?”

T : “Fine, what is the main idea of this essay?”

S : “The United Nations should have more authority.”

T : “So, what did you write for question number one?”

S : “I left it blank cause I was not sure with the answer.”

d. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is extend form of responsive language.

Coversation, for example, may have more of a negotiate nature to them than does responsive speech e.g.:

T : “What is the main idea of this essay?”

S : “The United States Nation should have more authority.”

T : “More authority than what?”

S : “Than it does right now.”

T : “What do you mean?”

S : “Well, for example, the UN should have the power to force a country like Ira to destroy its nuclear weapons.”

T : “You don’t think the UN has that power now?”

S : “Obviously not, Iraq is still manufacturing nuclear bombs.”

e. Interpersonal (dialogue)

Interpersonal dialogue carry out more for maintaining social relationship that 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
2. Colloquial language
3. Emotional charged language
4. Slang
5. Ellipsis
6. Sarcasm
7. A covert “agenda”

For example:

Weni : “Hi Wi, how’s it going?”

Dewi : “Oh, so-so.”

Weni : “Not a great weekend, huh?”

Dewi : “Well, far be it from me to critic, but I’m miffed about last week.”

Weni : “What are you talking about?”

Dewi : “I think you know perfectly well what I am talking about.”

Weni : “Oh, that ... how come you get so bent out of shape over something like that?”

Dewi : “Well, whose fault was it, huh?”

Weni : “ Oh, wow, this is great, wonderful. Back to square one. For crying out loud, Wi, I thought we’d settled this before. Well, what more can I say?”

f. Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches.

In this reseach, the reseacher has chosen transactional dialogue as a type of classroom speaking performance.

2.2.2 Concept of Teaching Speaking

Speaking is the way for students to express their emotions, communicative needs, to interact and to influence other persons in any situation. 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 is to make the students communicate efficiently (Burnkart, 1998:2). Learners are able to make themselves understood, using their current proficiency to the fullest. They try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules applied in each communication situation.

Brown (1997: 4) has defined the five components of testing speaking skills as follows:

1. Comprehension: for oral communication certainly requires a subject to respond to speech as well as to initiate it.
2. Grammar: it is needed for students to arrange a correct sentence in conversation, or the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of

grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. Vocabulary: one cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.
4. Pronunciation: pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language.
5. Fluency: fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. The writer evaluates and analyzes the data to come at the fixed result of the research and makes conclusion and suggestion.

In teaching speaking, teacher must know the types of spoken language that will make teaching activity easier. According to Nunan (1991:20-21), spoken language is drawn as such:

Monologues: 1. Planned

2. Unplanned

Dialogue : 1. Interpersonal: familiar and unfamiliar

2. Transactional: familiar and unfamiliar

In monologues when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcaster, and the hearer must process long stretches of speech without interruptions-the stream of speech will go on

whether or not hearer comprehends. Monologues are divided into two kinds; i.e. planned and unplanned.

Planned usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations, can help or hinder comprehension.

Dialogues involve two or more speaker and can be exchanged that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

In teaching language, it is also needed to determine the focus of speaking skill in order to make the learning speaking in transactional form easier to be planned. In speaking, there are some aspects to be considered. According to Haris (1974: 84), there are five components of speaking, they are pronunciation, fluency, grammar, vocabulary and comprehension. Meanwhile in transactional speaking, the component that can be reached according to Richards (1990) that an issue that arises in practicing talk as transaction using different kinds of communicative tasks is accuracy. Futhermore, Higgs and Clifford (1990) state that transactional speaking develops accuracy and fluency. If the students are able to deliver their mind accurately and fluently the comprehension can increase their speaking ability.

According to Richards (1990), teaching speaking with transactional types can be arranged by determining the goal of speaking skill:

1. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.
2. Functional (transactional and interaction): knowing when clarity of message is essential (transactional/information exchange) and when precise understanding is not required (interaction/relationship building).
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

From the explanation above, the researcher taught speaking as dialogue (interpersonal and transactional dialogue) in pair and small group work to encourage students to express their emotions, communicative needs, interact and influence to other persons in any situation. The researcher concerned to make the students mastered in pronunciation, fluency and comprehension by giving the students chance to more active and more practice in their pair and group work.

2.2.3 Concept of Information Gap Task

The concept of information gap is an important aspect of communication in a CLT classroom. This essentially is based on the fact that in their everyday life, people generally communicate in order to get information which they do not possess. This is referred to as an information gap.

Pica and Doughty (1986) state that information gap tasks cope the students to talk more with a number of communication strategies used. Information gap is the activity in which the students are given different information. By sharing the

separate information they can complete a task. The students can be put in pair or group. Each student has different information, so he must ask his partner in order to get information he wants to know.

If students can be involved in information gap activities in order to exchange unknown information in language classrooms, more authentic communication is likely to occur in the classroom. By doing so, they draw available vocabulary, grammar, and communication strategies to complete a task (Ozsevik, 2010: 41).

While, Harmer (1991: 48) defines information gap as a “gap” between the two (persons) in the information they possess, and the conversation helps to close that gap so that now both speakers have the same information”.

William (1981:17) states that what the teacher might achieve through the activities. The activities can help the teacher:

1. To give the reason for students to speak
2. To improve motivation
3. To create a context which support learning
4. To give natural learning
5. To provide task practice

Accordingly, (Harmer, 1991: 49) states the benefits of information gap activities with the following points:

- a) Information gaps serve as a stimulus to elicit speech. Foreign language learning is always a process of collaboration as well as individual endeavor. The learners interact freely with one another to gather information from their peers, thus creating a casual atmosphere, in which everybody feels comfortable and non-threatened to offer their contributions. If there is an

information gap between the learners, lifelike conversation can be ensured always with a more unpredictable, diverse, meaningful, interesting and vivid output.

- b) Information gap activities can be adapted for multilevel learners: from the elementary to the advanced. Generally speaking, the instructor-monitored but learner-participation activities are designed for the beginners and the intermediate, and the instructor-guided but learner-monitored activities are for the advanced and some intermediate.
- c) Information gap activities can not only prove to be useful at the productive stage in the classroom, but also for the receptive stage as well. Or “it possesses a nature of communication both for input and output stages”.

While Hess (2001: 3 - 6) classifies the benefits of information gap activities as follows:

1. Information gap activities can provide a comprehensive feedback from the learners, such as a wide diversity of opinions, references, and values, many different experiences and styles of learning.
2. Information gap activities can serve as a means to share a task jointly and help to establish a kind of atmosphere that encourages learners to help one another or ask for help from their peers. Information gap activities collect intelligence by allowing each learner to brainstorm information, and then display and contribute to the communication as a unified group. This makes learning always a most effective experience. Furthermore, “such a collaborative and interdependent learning style will aid the learners in

fostering a positive mutual reliance and help them to function better in a highly complex, interdependent society”.

3. Information gap activities can foster a learner-autonomous learning style. The learners are allowed to have a sense of self owing to the following four factors :“Collaboration” (having students work together toward common goals);“personalization” (arranging for the kinds of activities that will allow students to express their own opinions and ideas); “individualization” (arranging activities that will allow students to work at their own pace); and that of “enlarging the circle”(including as many students as possible in any activity).As mentioned above the researcher concludes that information gap activities give valuable contributions to students. Personalization activities provide the learners with opportunities to express their opinions, suggestions, or taste, to share their real life experiences or ideas, and to apply these issues or concerns to some controversial issues.

In these activities, students have a chance to speak with their partner and exchange ideas. The students have reasons to interact with their partners or classmates because they have to complete the communicative task. So, information gap activities are effective means to create the students’ interaction and to develop the students’ speaking skills.

2.2.4 Types of Information Gap

There are two types of information gap activities: one-way and two-way. According to McKay & Tom (1999) as quoted in (The National Center for Family

Literacy & Center for Applied Linguistics, 2004: 4)) say, one-way occurs when one person holds information which other group member(s) do not have. An example of a one-way information exchange is one in which one person has a picture and describes it to his/her partner who tries to draw it. A two-way information gap activities, both learners have information to share to complete the activity e.g., both have some information about directions to a location, but they have to share the information that they have to complete the directions (Ellis, 1999: 95).

According Emayuta (2011), types of activities which are based on information gap, they are:

1. Discovering identical pairs

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

2. Finding differences

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

3. Completing Drawing

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

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

information needed by student B and also student A need information from student B, so they should communicate in order to know the information.

5. Completing the crossword

Two students have the same crosswords in which of the boxes are blank. Student A and B should ask each other to get the words that they need. When student A or B wants to give the words, he/she forbids asking the word but just giving the explanation about the words. In this activity, students must use their own sentences to explain the needed words.

The researcher uses finding differences and completing the crossword as the activities for pair and small group works in this research.

2.2.5 Procedure of Implementing Information Gap Task

In line with the principles according to Brown (2001), the researcher modify the procedures of teaching speaking through Information Gap in class as follows:

Pre-activity;

1. The teacher greets the students
2. The teacher checks the students' attendance list
3. The teacher shows the picture and leads in question related to the theme.
 - a. What is the picture about?
 - b. What do you think of ...?

While activity;

1. The teacher gives the example of expression of asking and giving opinion
2. The teacher tells them a picture related to opinion
3. The teacher discusses the vocabulary and language feature related to the theme
4. The teacher divides the students into pair and or/ small group work
5. The teacher distributes pictures to each group

6. The teacher gives the students a few minutes to speak with the others and work out their dialogues from the picture
7. The teacher asks the students to perform their parts in front of the class
8. The teacher makes the situation conducive to make the play run smoothly and asks the students to make note about misspelling pronunciation and whoever possible wrong grammar or difficult vocabulary that students need.

Post activity:

1. The teacher asks the students difficulty related to the lesson
2. The teacher delivers the summarization of the lesson
3. The teacher closes the meeting

By applying this procedure, the researcher expects that students learn speaking easily in pair and small group work and use information gap as the task. In the first class, she recorded the students in pair and recorded the students in small group work in the second class.

2.2.6 Advantages of Information Gap Task

According to Lan Son (2009), the advantages of information gap task are:

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

3. It can built the students' confidence because this technique gives less than presenting in front of class, comfortable, casual and non-threatening 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.

2.2.7 Disadvantages of Information Gap Task

Huebener (1969:9) says that the disadvantages of information gap technique are:

1. Information gap technique is ineffective and inefficient to apply in big amount of students because it is difficult to create the real situation and conversation in big class by using this 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.
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 this technique.

2.2.8 Concept of Tasks

Long (1985:37) states that task is a piece of work undertaken for oneself or for another, freely or for some rewards. A more pedagogically oriented definition of

tasks is proposed by Richard, Platt and Webber (1985:38) in Yufrizal (2006); they define a task as an activity or action which is carried out as the result of processing or understanding language (i.e. as response).

Furthermore, Pica et al (1993:40) suggest that there are four conditions that should be met a task in order to meet the communicative goal expected:

- a. Each participant holds a different portion of information which must be exchanged and manipulated in order to reach the task outcome.
- b. Both participants are required to request and supply this information to each other.
- c. Participants have some convergent goals.
- d. Only one acceptable outcome is possible from their attempts to meet this goal.

Based on the explanation above, it can be confirmed that the task has become under scrutiny. Tasks have helped up well under scrutiny and have demonstrated a capacity to provide condition which can nurture the kinds of communication considered essential to language learning.

2.2.9 Concepts of Pair Work

Kerr (1986) states that pair work is work on two. It is learning to solve the task or the problem between two people. Pair group work provides greatly exchange opportunity for communication between students and almost in the real communication.

In dyadic form or pair work, students can provide each other with the comprehensible input that has been cleaned to be crucial element in second acquisition (Krashen, 1981 in Foster 1998: 3).

From the explanation above, the researcher concludes that there some benefits in doing pair work because the students can help each other and they can share their ideas and knowledge and also this arrangement make students more involved and active in classroom activity. This is the activity that can stimulate students to speak and can give more chanced for the students to express their ideas orally.

In this research, the students work in pair and discuss the material given. They must talk each other to complete their missing information. They are given five minutes to speak the others and work out their dialogue from the picture. After that, they perform their part in front of the class.

2.2.10 Concepts of Small Group Work

According to Silbert (1976: 86), group work is a process in which members working cooperatively rather that individually, formulate and work toward common objectives under the guidance of one or more leaders. While Long and Porter (1976: 6, 1983: 8) say that group work provides the learners with settle circumstance to participate in a conversation.

More, in small group work, students can produce more frequent negotiation of meaning, Pica and Doughty (1985: 273). Porter (1983, 1986: 53) also confirms that learners do not produce more errors when working together in small group work.

Small group work is the work consists of 3-4 students in the learning process in which the students try to learn from one to another doing and discussing something. The activity of the group work is based on the teacher's task.

In this research, the students work in group consist of 4 students and discuss the material given. They must talk each other to complete their missing information. They are given five minutes to speak the others and work out their dialogue from the picture. After that, they perform their part in front of the class.

Based on the explanation above, the writer concludes that there are some benefit doing pair and small group work because the students can help each other with sharing their ideas and knowledge and also this arrangement makes the students more active in learning process so the writer propose the usage of pair and small group work in teaching speaking.

2.3 Theoretical Assumption

Making a new arrangement which can make the students practice in learning process is important. Pair and small group work are two of some arrangements that have done in practicing students' speaking ability. By using different patterns, the students have different result of the task.

Some studies also show that learning arrangement cause different pattern of interaction. As foster (1998:4) say that pair set-up is better in getting students to talk than group. While Septirina (2002) qualitatively found that small group has

higher number of interaction than pair work which was conducted by first year students of University of Lampung.

2.4 Hypothesis

Based on the problems, theories, and theoretical assumption above, the writer would like to formulate the hypothesis as follows:

- a. There is a significant difference of students' speaking ability between students who taught through information gap task in pair and small group work at second grade of SMA N1 Seputih Raman.
- b. The small group work is better pattern in encouraging the students to talk at second grade at SMAN 1 Seputih Raman than pair work.