

## **II. THEORETICAL OF FRAMEWORK**

There are some concepts related to the research. In Theoretical of framework, the section discusses several concepts such as review of the previous research, concept of speaking, concept of teaching speaking, concept of small group work, concept of information gap, and procedure of teaching speaking through information gap.

### **2.1 Review of The Previous Research**

Information Gap is a very useful technique in teaching speaking because it helps the students to develop their way of communicating in second language. As what Basturmen (1994, p.50) in Jondeya (2011) stated that to help the students develop their communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skills in our learners.

According to Jondeya (2011) that gap means the differences, which, if there are two or more students, A and B, and if A has some more information which B does not, and possibly vice-versa, then there is a difference or gap between two students. A task which require task which requires B to find out the information that A has.

Bakshi (2009: p. 2) in Jondeya (2011) stated that a situation where one person knows something, which the other does not. This cultivates curiosity/ inquisitiveness,

inventive nature, confidence, problem solving, phrasing questions, discovering questions and above all communication.

From the previous research that using information gap task in improving the students' speaking skill, the researcher used the information gap task and chose the completing drawing activity as the media for the students to learn, because, by changing the information to each other in small group can help the students to encourage themselves in speaking.

## **2.2 Speaking**

### **2.2.1 Concept of Speaking**

Speaking has important role in human beings life because speaking is a productive skill in which the speaker produces to communicate among people in a society in order to keep the relationship going well. Speaking is the thing that we use to express ideas at the same time he/she tries to get the ideas from others. Rivers (1987:162) says that through speaking, someone can express his ideas, emotions, attentions, reactions to other person and situation and influence other person. So, through speaking, everyone can communicate well or express what he/she wants from other and responds to the speaker.

We try to communicate with each other and use our language to make other people understand. Byrne (1985:8) in Temuningsih (1997:6) states that speaking or oral communication is two ways of process between speaker and listener involving the productive skill and receptive skill as well. The skills in language learning are divided

into productive skill and receptive skills. Productive skills include speaking and writing and receptive skills include reading and listening.

The mastery of productive skills means that some one has ability in speaking, for instance; how to make the listener understand what he/she delivers in communication.

While mastering the receptive skills means that someone has the ability in listening, such as catching and understanding what he/she listens. How to understand or differentiate a word or a meaning and so on.

Byrne (1984: 8) in Temungingsih (1997:6) further says that speaking is an activity involving two or more participants as hearers and speakers who react to what they hear and their contributions. Each participant has an attention or a set of intentions goal that he wants to achieve in the interaction. In speaking, there is a goal or a purpose to be achieved by the speaker. Speaking involves two participants at least. It means that we cannot do it individually we need partner to communicate in the same language.

So, speaking is a process of transferring information, ideas and expressions that used the good form of sentence in order to make the listener understand of what we are saying.

There are five aspects must be fulfilled in speaking classroom, they are;

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers

of pauses. 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 join to other when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

## 2. Grammar

Heaton (1978:5) states that grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Meanwhile, Syakur (1978) defines grammar as a correct arrangement sentence in conversation.

## 3. Vocabulary

The speaker can not communicate well if he/ she does not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what stated by Syakur (1987).

## 4. Pronunciation

Pronunciation is the ability to produce easily comprehensible articulation (Syakur: 1987). Meanwhile Harris (1974: 81) defines pronunciation as the intonation patterns.

## 5. Comprehension

Comprehensibility denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1991: 35). Defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it (Syakur: 1987). This idea means that if a person can answer or

express the sentence well and correctly, it shows that he/ she comprehends or understand well.

### **2.2.2 Concept of Teaching Speaking**

Parasaribu and Simanjuntak (1983) stated that teaching is an effort of giving stimulus, guidance, direction and support the students in learning process. It means that the role of the teacher in learning process is as director and facilitator. Teacher also should motivate the students to do what the teacher asks them to do

Speaking is one of language skills considered difficult. Generally, the students can read English better than they speak it. That is the reason why speaking is the important aspect in learning a language. Because, mostly, after the students listened and read some sentences in foreign language, in this case, English, they will try to speak it.

Usually, English teacher hard to make their students to talk in the classroom. As what Byrne (Forum, 1973: 1978:80) stated that one of the English teacher's main task is to get the students to talk, to express themselves freely, but within of the language they have learnt. According to Rivers (1987:160) the teaching of speaking skill more demanding on the teacher than the teaching of any language skills. Based on the statement above, we can say that it is important for the teacher to prepare their material and the techniques in order to avoid boring class. As we know that the

purpose of speaking itself is to get the message or the information from the other. In order to make them understand each other, then the person should communicate.

Kayi (2006) stated that EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. There are so many teachers that try their best to find an interesting technique and method to teach speaking in order to make the class enjoyable for the students.

### **2.3 Concept of Small group work**

In learning process, one way to make the students comfortable in studying is by grouping them. Pica and Dorothy said that the students talk more in their groups than when talking with their teacher. Besides, may improve the quality of talk face to face communication. It has cohesive and coherent utterances, all members take equal roles in the interactions, and it produces variety of utterances and expressions.

Therefore, it is recommended to use group work in teaching speaking because it can encourage the students to talk in the classroom. Nation (1989:28) stated that there are many kinds of tasks that can be used in small group work:

1. Completion, e.g. completing the pictures by exchanging information, completing a story by exchanging ideas
2. Providing directions, e.g. describing a picture for someone to draw, telling someone how to make something.

3. Matching, classifying, distinguishing, e.g deciding if your partner's drawing is the same as yours, arranging pictures in the same order as your partner.
4. Ordering, e.g putting the sentences or pictures of a story in order.
5. Information Gap: where two or more speakers have more different parts of information. Because they have different information, there is a gap between them. One popular activity is called 'finding missing information' where each of the speakers has different information that force each of them to speak in order to make the tasks complete.
6. Surveys: one way of provoking conversation and opinion exchange is to get students to conduct questionnaire and surveys.
7. Discussion: learners works in pair or group to give his/her ideas based on the topic given.
8. Role play: the students are asked to imagine that they are in different situation and act accordingly.

All of those are used in pair work or small group work. The tasks should be used based on the students level, whether it is intermediate, advanced, or high level. Information gap is chosen as the task and it will be explained more detail below.

## **2.4 Concept of Information Gap**

When students choose to learn a language, they are interested in learning to speak that language as fluently as possible. We, therefore, need to actively engage students in

speaking activities that are enjoyable and that are based on a more communicative approach. One of the solutions is using information gap tasks.

Information gap is the activity where each student is given different information. By sharing the separate information, they can complete a task given by the teacher. The students can be put in pair or group or more. Each student has different information, so in order to get information he/she wants to know he must ask his partner. This activity is obviously effective in teaching L2 in the classroom. It gives every student the opportunity to speak in the target language for an extended time and students naturally will produce more speech than they would otherwise.

William (1981: 17) states that what the teacher might achieve through activities. The activities can help the teacher, to give reason for students to speak, to improve motivation, to create a context which supports learning, to give natural learning, to provide task practice. It means that, the teacher can also improve their way of teaching through Information gap tasks.

Types of activities which are based on information gap:

1. Discovering identical pairs

Four pictures distributed to four students and the fifth student hold a duplicate of one of the picture. He must ask the others to discover which student that holds the same picture as him.

2. Finding differences



The students are distributed pictures which look the same but actually there are some different things in the picture. And the students have to find out what are the differences.

3. Completing drawing

One student has a complete drawing while the other has incomplete one. The students must communicate to each other to complete the drawing.

4. Finding missing information

Two students have the same text but actually each of them has missing information. The student A has information needed by student B and student B has information needed by student A. so, those students have to communicate in order to know the information.

5. Completing the crosswords

Two students have the same crossword in which some of the boxes are blank. Student A should ask the student B and the student B should ask the student A in order to get the words he needs. When student A or student B wants to give the word, he should explain them. It is forbidden for each of them to say the word straightly. They have to use their own language to explain the words.

Here, the researcher used completing drawing. Completing drawing is just like the simulation in English speaking. Simulator is a tool of practice that present the reality closely, serve with a difficult yet controlled situation, (Bruce Joyce 2009).

### **2.4.1 The Advantages of Information Gap Task in Language Teaching**

1. The Information Gap activity can change the mood in the classroom, the class becomes more student-centered, enabling the teacher to change role from instructor to monitor/facilitator.
2. Students can practice their own language before they perform in front of the classroom, that makes them feel enjoy and not embarrassed to present their ideas.
3. Pairwork gives students time to think, collaborate and reflect on the task in hand, in relative ease.
4. Teachers can tailor-make the content of the activity to provide suitable practice of the language items being taught.

### **2.4.2 The Disadvantages of Information Gap task in Language Teaching**

1. There were some mismatch in the level of the students in a group and some lazy students simply copy the required information from their partner.
2. The noisy condition made the teacher difficult to control the students.

The students were more active to play in class. The teacher has to control the students one by one.

## **2.5 Teaching speaking through Small Group Work**

Speaking is easier when the students do not try by themselves. Like the writer have told before that the students are easier to speak and produce more sentences when they are in group than when they are with their teacher.

In accordance to the explanation above, the writer proposes the usage of small group in teaching speaking. As Long and Porter (1985) say that group work provides the learner with a conducive climate to participate in conversation. In a small group work, particularly when the students are familiar to each other, the students do not feel embarrassed to talk, because it provides an enjoyable and comfortable situations. They tend to easy to talk and they are not afraid of making language error that is, of course, exist in second language learning. Therefore, a small group provides freedom to the students to participate in a conversation.

Philip Waterhouse in *Managing the Learning Process* states that the underlying function of small group work is to increase the opportunities for students interaction. When students are talking to each other about their work although in the absence of the teacher, the situation is full of potential for learning.

The teacher has to prepare the material that based on the students' background knowledge. It will help the students when they work in small group. They can work together by sharing their ideas under the teacher's guidance. Pica (1980) says that students engage in more negotiation for meaning in small group work than in teacher-fronted, whole class meeting. It must be the teacher's duty to build up the

students' confidence. This depends on how the teacher operates the classroom so that each of the member in that group can participate in the dialogues.

## **2.6 Procedure of Teaching Speaking through Information Gap**

Information Gap is the task that can make students practice to speak with their friends in a small group under their teacher's guidance. The researcher chose the topic related to the requirement of curriculum of the second year of senior high school. The researcher described the procedure as follows:

### **A. Pre Activities**

- The teacher greets the students
- The teacher checks the attendance list

### **B. Main Activities**

- The teacher explains briefly about information gap.
- The teacher gives the example of information gap.
- Tell the students that they are going to do one of information gap activities.
- Explain the students what kind of information gap activities that they will do. For example; discovering identical pairs, finding differences, completing drawing, finding missing information, completing the crosswords that have been mentioned above.
- Put the students in pair or more.

- Choose one of the techniques that the students will do. Each of the students will do the same activities. In this case, the researcher will use Finding missing information activity.
- Ask the students to make a completing drawing activity with their own group by looking to the pictures. teacher give 15 minutes to make a dialogue. e.g
  - A: “look at your picture!”
  - B: “okay!”
  - A: “your picture is not the complete one!”.
  - B: “oh I see! Now we can help them to complete it!”.
  - A: “there are four things for us to *sit* in the classroom!”.
  - D: (starts to think and draw) “ there is only two here. Then I will draw two more!”.
  - C: “what about the thing for us to *write*? Where do we draw it?”.
  - A: “ there are some things for us to write in front of each of the things to sit!”.
  - C: “ oh we see!”.
  - B: “now in the classroom, we need to check the time!”.
  - A: “ draw the things to see the time on the wall!”.
  - D: “ which wall?”.
  - B: “ on the in front!”.
- Give the students time to practice the activity with their partner.

- The teacher asks the students to do the information gap activity in front of the classroom based on their own language.

### **C. Post Activity**

- Students answers the teacher's question to reflect them
- Teacher gives a homework for them

## **2.7 Theoretical Assumption**

The researcher assumes that the students can be more active and creative in learning speaking through information gap. It means that information gap can be helpful in improving students' speaking ability.

## **2.7 Hypothesis**

Based on the theories and the theoretical assumption above the hypothesis of this research is formulating as follows:

Information gap task make the students more active and creative in learning English speaking, the students are easy communicate to each other.

There is significant improvement of students' speaking ability before and after pretest and posttest through information gap task