

## **II. LITERATURE REVIEW**

This chapter provides explanation related theories used in this study, such as; notion of speaking, notion of teaching speaking, notion of classroom interaction, categories of interaction analysis, patterns of interaction and notion of information gap task in speaking.

### **A. Notion of Speaking**

According to Chaney (1998:13), speaking is 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 conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings.

Scott in Johnson & 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 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 definition above, it can be said 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 same time, there is a process of understanding the message of the first speaker.

There are five aspects of speaking 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 joined 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) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Meanwhile, Syakur (1987) defines grammar as a correct arrangement sentence in conversation.

3. Vocabulary

One cannot communicate effectively or express ideas in oral form if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what is stated by Syakur (1987).

#### 4. Pronunciation

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

#### 5. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers' intention and general meaning (Heaton, 1991: 35). This idea means that if a person can answer or express well and correctly, it shows that he/she comprehends or understands well.

### **B. Notion of Teaching Speaking**

Teaching speaking is 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 understood 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.

### **C. Notion of Classroom Interaction**

The term “interaction” in the field of language teaching has been defined in a variety of ways. Wagner (1994) states that interaction is reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events mutually influence one another. Classroom interaction is the form and content of behavior or social interaction in the classroom (Marshall, 1998).

Brower et al. in Babelan (2010) remark that teaching takes place when the teacher interacts with one or more learners. Chaudron (1998:10) states that the meaningfulness for learners of classroom events of any kinds whether thought of

as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the learners. From that definition, it can be said that classroom interaction includes all of the classroom events, both verbal interaction and non-verbal interaction. The verbal interaction takes place because of the teacher and learners talk, while non-verbal interaction covers gestures or facial expression by the teacher and learners when they communicate without using words.

Interaction is a two-way communication between two people or more. Brown proposed (2001:165) that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Thus, interaction is an active process in which people try getting their meaning across to each other by imparting thoughts, feelings, or ideas. The interaction should be a meaningful communication for the concerned people, if it is not, there could be a communication barrier. In a classroom interaction, therefore, it is important that meaningful communication should be created and fostered.

Interaction in language learning refers to the condition in which students achieve facility in using language. When their attention is focused on conveying and receiving authentic message, that is, message that contain information of interest to speaker and listener in a situation of importance (Rivers: 1987). In addition, Rivers (1987: 4-5) states through interaction students could increase their language store as they listen to or read authentic linguistics material or even the output of the fellow students in discussion, problem solving tasks or dialogues

journals. In interaction, students can use all of their possession of the language-all they have learned or casually absorbed-in real life exchanges. Interaction involves not only expression of one's own ideas but also comprehensions. One listens to other, one responds (either directly or indirectly), other listen and respond. Interaction in language classroom will lead the learners to better learning, and will activate their competence (Malamah-Thomas,1987:45). As the students' interest is aroused, their anxiety, fear or even fatigue in the classroom will gradually diminish; if not completely disappear, and as a result they will actively involved in the classroom interaction.

Wagner in Yufrizal (2008) states that foreign language acquisition occurs especially when learners are engaged in the use of the language for communication. Pica et al. in Yufrizal (2008) states that, languag is best learnt and taught through interaction. In this view, interaction is treated as one of the most important aspects that influences the success or failure foreign language learning.

Educationalists believe that interactions between students and teacher are fundamental of the learning process. In order to have successful teacher-students interaction, there are three conditions that the teacher creates:

- a. Students should feel free to ask questions to the teacher and their peers.
- b. Students should feel free to answer questions.
- c. Students should not feel threatened by giving an incorrect response.

Some researchers state the importance of students' interaction in the teaching learning process. Garrison (1990) and Oliver & McLaughin (1997) say that it has

been found that students who interacted regularly with their instructor and with other students were more motivated and had better learning experiences. Moreover, Englander (2002) says that emphasized interaction among the students can enhance them to use the language. It is good way to develop students' speaking skills.

From some views about classroom interaction above, it can be inferred that being able to interact in a language is essential. Therefore, English teacher should provide learners with opportunities for meaningful communicative behavior about relevant topic which can promote interaction as the key to the teaching language for communication. It is crucial that teachers plan ways of enabling students to understand and use more target language in classroom interaction. Teacher should design the activity with the modified interaction (tasks) so that the learners can naturally acquire language through the conversational interaction. In addition, the students should practice speaking in English class to develop their speaking competence.

#### **D. Categories of Interaction Analysis**

According to Crookes (1991:3) interaction research analysis is an analysis of language phenomena found in the interaction activities involving two or more participants. The teaching and learning situations in the classroom involve interaction between the teacher and the students. The success of a teacher may be judged through the degree of effectiveness of his/her teaching which may be objectively assessed through his classroom behavior or interaction. Thus a systematic or objective analysis of the teacher's classroom interaction may



provide a reliable assessment of what goes on inside the classroom in terms of teaching and learning.

Flanders' Interaction Analysis is a system of classroom interaction analysis which has been used for many years by researchers to analyze the interaction between the teacher and the students during the teaching learning process in the classroom. There are ten categories of interaction analysis proposed by Flanders (1970), namely Flanders' Interaction Analysis Categories (FIAC). The starting point for many people was Flanders' pioneering work on interaction analysis. Flanders used this term for his ten-category observation schedule (Allwright and Bailey, 1991). Based on the FIAC, there are three categories in the classroom interaction, they are: teacher talk, students talk and silence or confusion.

#### A. Teacher Talk

In the classroom, teachers make adjustments to both language form and language function in order to help communication in the classroom. These adjustments are called 'teacher talk'. Teacher talk is a major way used by the teacher to convey information, to have discussion and negotiations and to motivate his students, so he can give the students knowledge and control their behavior. In other word, it can be said that the teacher should manage the class well during the teaching learning process.

There are three major aspect of teacher talk, they are:

##### a. Physiological aspect

This aspect related to the voice produced by the teacher. The teacher has to be able to control his voice during he speaks in the classroom.

b. Interpersonal aspect

This aspect related to how the teacher speaks with utterances which is structured appropriately with the situation to the students so it can make a good classroom climate.

c. Pedagogical aspect

This aspect related to how teacher organize the lesson, so it can create a good interaction.

Teacher talk is divided into indirect and direct influence. Indirect influence involves the following categories:

1. Accepts feeling

accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.

2. Praises or encourages

Praises or encourages student action or behaviour. Jokes that release tension, not at the expense of another individual, nodding head or saying 'um hm?' or 'go on' are included.

3. Accepts or uses ideas of students

Clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.

4. Asks questions

Asking a question about content or procedure with the intent that a student may answer.

Meanwhile, direct influence involves the following categories:

1. Lectures

Giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.

2. Gives directions

Directions, commands, or orders with which a student is expected to comply.

3. Criticises or justifies authority

Statements, intended to change student behaviour from non-acceptable to acceptable pattern, bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.

## B. Students Talk

Student talk can be said as student's speech when he imitates his teacher's examples, expresses his idea or gives comments and criticism about something in the classroom.

Student talk involves the following categories:

1. Student talk-responses

Talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

2. Student talk-initiation

Talk by students which they initiate. If 'calling on' student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.

### C. Silence or confusion

Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

### E. Patterns of Classroom Interaction

In classroom interaction analysis, patterns of interaction are also important to be analyzed to know the kinds of interaction occurred in the classroom during the teaching learning process. According to Edge, (2001) there are 6 kinds of interaction patterns, they are:

1. T-Ss (Teacher-Students)

This is the interaction where teacher gives instruction to the whole class.

2. Ss-T (Students-Teacher)

This is the interaction where there is an exchange between the teacher and the whole class such as question and answer.

3. T-S (Teacher-Student)

This is the interaction where teacher initiates the interaction with an individual of students. The teacher asks a student to answer question, repetition, confirmation and so on.

4. S-T (Student-Teacher)

This is the interaction where the communication with the teacher stated by student. The student initiates himself to question the teacher, gives opinion, complains, elicits in form of information and many others.

5. T-S-S (Teacher-Student-Student)

This is the interaction where the teacher tells one student to say something to another.

6. S-S (Student-Student)

This is the interaction where students communicate directly with each other in form of discussion, asking for the correct term, confirmation of information, giving opinion and so on.

### **F. Notion of Information Gap Task 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 & 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.

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. (Walcyn-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 student was given a complete picture of a kitchen contains 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 Walcyn-Jones in Yufriзал: 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. 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 activities in teaching speaking. Pica et al. (2005) states that information gap activities can promote real communication and facilitate language acquisition. Basturkmen (1994) said that is not only a more satisfying role for the learners but also promoting authentic language use in the class. Raptou (2001) in his research by using information gaps 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. 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 since the purpose of teaching speaking is communicative efficiency, it is essential that students should be given opportunity to practice communicating. 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.