

## CHAPTER II

### LITERATURE REVIEW

#### A. Speaking

##### 1. Definition of Speaking

Speaking is the action of conveying information or expressing someone thoughts and feelings in spoken language. According to Byrne (1984:81) says that speaking or oral communication is a two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.

In line with Byrne, Cameron (2001:40) says that “Speaking is the active use of language to express meanings so that other people can make sense of them”. People can communicate with other people by using sign or writing, but speaking is easier to communicate with other people. That is why speaking becomes one of the basic language skills that should be mastered by those who want to master English for better communication.

Moreover, Brown (2001) also cited that when someone speaks a language, it means that he or she can carry on a conversation reasonably competently. Competent means when one party with another understands what is being conveyed. So speaking does not only say something through the organ of speech but how one can convey the ideas they have so that others can understand them.

In a brief, from the three definitions of speaking according to the experts, it can be concluded that speaking is a way for someone to convey their ideas, thoughts or feelings to communicate orally with others. Because this is a productive skill so every party who will speak will definitely have the responsibility to make others understand what the speaker is about to say.

## **2. Aspects of Speaking**

Learners of English as a second language, especially in this country where the use of English is not widely spoken outside the classroom or in daily activity often creates difficulties for learners in developing their speaking skills. There are some aspects that should be developed by students to mastered speaking skills According to Thornburry (2005:6-7). There are some aspects of speaking, those are:

### **a. Fluency**

Fluency does not simply mean an ability to speak fast. Speed is one of the factors but some pauses need to speak fluently. People can be said as fluent speakers if they can fulfill the following features:

- 1) Pauses may be long but not frequent
- 2) Pauses are usually filled
- 3) Pauses occur at meaningful transition points

- 4) There are long runs of syllables and words between pauses

**b. Accuracy**

Both fluency and accuracy are important elements of communicative approach. Accuracy refers to the mechanics of the language, more specifically in producing clear and articulate speaking, free from grammar mistakes, the word spelled and pronunciation correctly, appropriate to the situation and or context. It is also stated by Mazouzi (2013) that learners should pay more attention on the exactness and the completeness of language from speaking such as focusing on grammatical structures, vocabulary, and pronunciation.

**c. Pronunciation**

Pronunciation becomes important because it gives meaning not only about what is being said but also how to control their pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation refers to the student's ability to produce comprehensible utterances.

**d. Grammar**

Every language has grammar, so do with English. Brown (2001: 362) stated grammar is the system of rules governing the conventional arrangement and relationship of

words in a sentence. The grammar that is used in writing and speaking is not the same, there are some differences. For the clear explanation, it can be seen in the following table.

Writing Grammar	Speaking Grammar
<ol style="list-style-type: none"> <li>1. Sentence is the basic unit of construction</li> <li>2. Clauses are often embedded (subordination)</li> <li>3. Subject + Verb + Object Construction</li> <li>4. Reported speech favored</li> <li>5. Precision favored</li> <li>6. Little ellipsis</li> <li>7. No question tags</li> <li>8. No performance effects</li> </ol>	<ol style="list-style-type: none"> <li>1. Clause is the basic unit of construction</li> <li>2. Clauses are usually added (co-ordination)</li> <li>3. Head + Body + Tail Construction</li> <li>4. Direct speech favored</li> <li>5. Vagueness tolerated</li> <li>6. A lot of ellipsis</li> <li>7. Many question tags</li> <li>8. Performance effects, including: Hesitations, Repeats, False stats, Incompletion, Syntactic blends.</li> </ol>

#### **e. Vocabulary**

Learning a language without having a large of vocabularies is impossible. Vocabulary is the total number of words, a list or set of words in a particular language that a person knows or uses. It should be learned and taught to the students because for the basic communication mastering vocabulary is a must. According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for a particular language or a list of words that individual speaker of language use. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words.

#### **f. Comprehension**

When someone has been able or has some of the above skills, that is fluency, grammar, pronunciation, and vocabulary, then naturally a person will have an understanding of a language. Someone will easily understand what other people say and what they will convey.

### **3. The Activities in Teaching Speaking**

Speaking can be taught by using communicative activities so that it can attract students to be directly involved in learning. Considering Speaking is learning about skills, it can be said that practicing is needed. So, being involved in the classroom activities as well as being able to communicate with other students can increase students' motivation in learning English.

To see the best way to be used in speaking class, there are several activities that can be done by the teacher in speaking class to improve students' speaking skills. Here are some activities that can be used in teaching speaking according to Jeremy Harmer (2001):

#### **a. Acting from a script**

In this activity, students are asked to play the scenes in the drama and or their course book. This activity focuses on the imitation of existing dialogue, so the teacher must pay attention to the right intonation, stress, and speed and provide feedback. So that it can be said that this acting activity is a learning activity and producing language.

#### **b. Communication Games**

This is a game created to learn more pleasant communication. One of the games that are designed to start a communication between students is an information gap.

Information gap games can be done by giving each student different information so that they have to communicate with the other students, either the games are set in pairs or in groups, in order to find the complete information.

**c. Discussion**

Discussion perhaps is one of the ways most often used to improve speaking skills. This requires members or groups of more than three people for example, the small-group interactions which include a buzz group, an instant comment, a formal debate, and an unplanned discussion.

**d. Prepared talks**

The point of this activity is the students make preparations before presenting a topic of their own choices, so it can not be said as informal spontaneous conversation, but it more like writing-like activity.

**e. Questionnaire**

Harmer in his book stated that students can design questionnaires on any topic that is appropriate. This activity is useful because it is pre-planned so that both questioner and respondent have something to say to each other.

**f. Simulation and role-play**

This activity is quite simple because students must have a partner to be able to practice it, and also they have to know

the situations and they need to be given sufficient information about the activities. These activities can be used to encourage general oral fluency and to train students for specific situations.

## **B. Information Gap Activity**

### **1. Definition of Information Gap Activity**

As social beings, we will definitely need each other for many things. One way to get something is by communication. Communication can be through verbal or non-verbal like speaking, writing, gestures, or symbols. However, speaking is an easier way to communicate. The purpose of communication is to get information. The fact is in everyday life, we can say we need information from other people. This natural characteristic of human and communication are where information-gap activity based on.

According to Harmer (2005) information-gap activity is when one student has to talk to partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures. Not too different from Freeman (2000) he stated that “an Information-gap exists when one person in an exchange knows something the other person does not”. It can be concluded from both of the opinions that Information gap activity is an activity where students will exchange information with other students in a

pairs or in a group of work. From this process, we can see that when a person needs information while the other does not have, there is a need and reason that they have to solve a problem by doing communication. Typical types of information gap activities that might be found includes “describing and drawing”, “spotting the difference”, “jigsaw speaking and listening”, and “split dictations”.

Information gap activities provide several problems solving activities or collecting information. Each partner has a very important role because the task cannot be completed if the couple cannot provide information to others. This activity is effective because each individual has the opportunity to speak intensively into the target language.

## 2. Pattern of Information Gap Activity

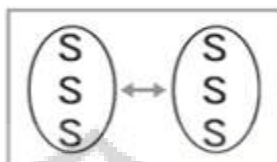
Ismukoco in his journal entitled Joyful Learning: Information Gap Activity, stated that there are many patterns of Information Gap Activity that can be used by teacher in classroom activity.

- a. Information Gap Activities between two students. The pattern is as follows:

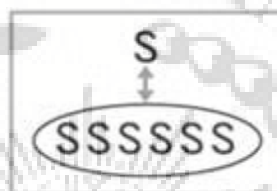


- b. Information Gap Activities between two groups or more.

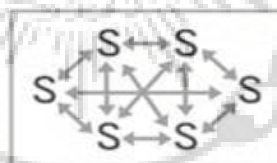
The pattern is as follows:



- c. Information gap Activity between one student or teacher and all the other students. The funds are as follows:



- d. Information Gap Activities among all students. The pattern is as follows:



### 3. The Benefits of Using Information Gap Activity

Using Information Gap Activity as one of the Speaking learning activities is very beneficial. Information gap Activity easy to apply by the teacher during classroom activity and also students will feel enjoy during the lesson.

According to Son (2009) the benefits of using Information Gap Activity includes, first, more communication that occurs during the lesson. This will bring students to speak more or produce a lot of

speech and students can help each other in creating communication itself. The second benefit is that it can increase student learning motivation. Here, the teacher will provide a reason for speaking, make them keep thinking, real communication and factual learning, and giving equal learning opportunities for mixed ability classes. In addition, Information Gap Activity also builds students' confidence, that is when their activities are less intimidating, the atmosphere is comfortable, relaxed, and not threatened, and students can interact freely with peers.

#### **4. Teaching Speaking Using Information Gap Activity**

Teaching using the Information Gap Activity technique actually has several ways, the following are examples of steps for using Information Gap Activity according to Legutke and Thomas (1991):

Example 1: Using pictures (for high-school learners of English at intermediate level)

- a. The teacher divides students into pairs, each pair will get a role as "Drawer" and "Describer". Then the teacher will give the task in the form of a picture, which must be described by "Describer".
- b. "Drawer" may ask questions or clarification to "Describer", but "Describer" cannot help by pointing and commenting on similarities to the original picture.

- c. After each pair finishes drawing, the other students will be shown the results and will exchange comments on the various representations produced.
- d. The two learners exchange roles and are given a different picture to work with.

Example 2: Spot the differences (for high-school learners at elementary / intermediate / advance level)

- a. The teacher divides students into pairs.
- b. Each student in the pair is given an identical picture but has a number of differences.
- c. Without showing pictures to each other, they must describe each other's images to find some differences.

Example 3: Memorizing the picture ( for high-school learners at elementary / intermediate / advance level )

- a. The class is divided into sub-group which consist of five members each groups. Then, they have to select one person who is going to draw. The person who becomes a drawer should leave the class for five minutes
- b. Teacher provides a picture in front of the class then the students should pay attention on it.

- c. After few minutes, the drawer come back to the class then the group member should describe the picture from what they remember.
- d. The drawer can ask question and will be given two minutes to complete the picture. After that, the result of the picture is displayed in front of the class to see which one is closest to the original one.

Example 4: Reassembling a text (for high-school learners at elementary / intermediate / advance level)

- a. The class is divided into several groups and each group will be given a text which has been photocopied and cut into several pieces according to the number of paragraphs in the text.
- b. Each person in the sub-group reads a piece of the text and shares the information with the others students. From this collaborative pool of information, they try to sequence the paragraphs and thus reassemble the text.

Example 5: Finding the missing information (for high-school learners at elementary / intermediate level)

- a. Two students have the same picture or text but each student has missing information.

- b. The two students have different missing information. Student A has the information needed by student B and student B has the information needed by student A. So the students should communicate in order to know the information.

### **C. Relevant Previous Studies**

There are many studies that discuss about the use of Information Gap Activity in improving English language skills, one of which is improving speaking skills. Nuraeni in her study entitled *"The Effectiveness of Information Gap-Activity Toward Students' Speaking Skills"*, with Second Grade Students of MTs Khazanah Virtue Pondok Cabe Ilir as the subject of her research. In conducting her research, she used a quasi-experimental method by dividing the subject into experimental classes and control classes and then given a post-test and pre-test for data collection. The data generated from these studies is that the experimental class has a higher score than the control class means that it is significant.

In addition, Rania Shameer Jondeya from Al-Azhar University-Gaza with the results of a study entitled *"The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools"* said that the information gap activity method was significantly effective in improving students' speaking skills. She used pre-

test and post-test to collect data on his research subjects whose total of the students are 70 female students at Al-Majdal Higher Basic School.

From both references above, the researcher can conclude that the use of information gap activity is effective in improving students' speaking skills at the junior high school level. Similarly, the researcher will apply the use of information gap activity to improve speaking skills which will focus on the subject of first-semester college students.

#### **D. Basic Assumption**

Speaking is one of the skills that have an important role in language acquisition as a tool for communication. This skill is a soft skill that is quite difficult to master, especially since this is not an Indonesian mother tongue. So it requires stimulation and also regular training to develop this skill.

Therefore, the use of Information Gap Activity as one of the teaching techniques of speaking is expected to improve students' skill abilities. Because through this technique, students will indirectly be motivated in practicing or processing their vocabulary until it is arranged into a sentence that is delivered orally.

The use of Information Gap Activity in addition to being an alternative in teaching and learning process also provides opportunities for students to not only cultivate vocabulary they have learned, but more than that. That makes what they say has informative value. Because this activity

provide an opportunity for the students to practice using the target language to communicate as in real life. Students can not only practice their information skills but also their interactional skills, and their skills in managing interactions. That is sharing information that they have with their partners or groups. This means students not only share information, but use this opportunity to practice some language functions verbally, and use them to get the information they need. Because they make communication as a necessity as it should in real life.

From the explanation above added with the existing relevant previous studies, researchers assume that the use of Information Gap Activity in the Speaking class can improve their speaking abilities. Judging from some of the benefits above and also some research that proves that this technique is effective in improving students' speaking abilities.

#### **E. Hypothesis**

The researcher formulates the hypothesis in this research that the Information Gap Activity is one of the learning techniques that can be applied to the speaking class. Along with the background of the problem and the problem formulation the researcher formulates the hypothesis in this research that if  $t$ -counted is higher than  $t$ -table then the hypothesis is reached, there is an effect in using information gaps activity in enhancing students' speaking skills. Meanwhile, if  $t$ -counted is lower than  $t$ -table, it means the hypothesis is rejected.