

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher review of the definition of speaking, discuss general concept information gap activity and the previous study about information gap activity.

A. Speaking

1. Definition of Speaking

Speaking is a very important skill. As human being, students need to socialize with one another. One way to socialize is to communicate. There are some ways to communicate. One of the way of communication which used most frequently in human's daily life is speaking. Brown(1994:98) states speaking is definitely the main way people communicate. They use it to express their feelings and ideas and also to convey their message to each other. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Besides that, speaking is to express own language, ideas, and express emotion to interaction with others. In line with the definition above, Cameron (2001:40) state, ‘‘Speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of productive use of language can be applied to speaking’’. From this definition, the researcher sees that speaking is a productive skill, speaking is

not just saying something through organs, speaking is thinking how to articulate our ideas through words.

Moreover, Woods (2005:41) said that speaking effectively depend very much on the speakers' ability to interact with interlocutor. Successful speaking cannot therefore take place without effective listening skill. Speaker must pay attention to their listener, and adapt their own responses and questions according to the need of the listener. Speaking is an activity that cannot be apart from listening since when someone speaks, it means that someone else listens. Therefore, a speaker cannot neglect the existence of his listener as his partner in doing an interaction. From the definition above, it can be synthesized that speaking is the ability to express our ideas, feelings, or opinions orally in a conversation. It is a productive skill because when the speakers speak something it means that they think about something. A good speaking event is when the delivery messages can be understood and is needed by the listener.

2. The Objective of Speaking

Speaking is a purposeful activity. Just like such as listening, reading, and writing. Speakers have reasons and objectives in speaking, the objectives of our speech can define the strategy speakers use to do it. Just as stated by Richards and Renandya (2002:201) that speaking is used for many different objectives are as follows;

- a. In casual conversation, for example, our objectives may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.
- b. When engaged in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.
- c. In some other situations, we use speaking to describe things, to complain about people behaviour, or to make request.

Each of these different objectives for speaking implies knowledge of the rules of how spoken language reflects the context or situation in which speech occurs.

3. Elements of Speaking

According to Harmer (2001:269-270), there are elements which are recognized in speaking skill. These elements explain that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Elements which are categorized as language features are as follows;

The first, connected speech. Connected speech is the use of the ability to modify sounds when we speak. Modifications are made by assimilating (assimilation), omitting (elision), adding (linking *r*), or weakening (through contractions and stress pattering).

The second, expressive devices. Expressive Devices is the use of pitch and stress, vary volume and speed, and the use of paralinguistic (physical and nonverbal language) in producing utterance in order to convey the truth meaning of the message meant by the speaker. By using expressive devices, speakers will be able to show their feeling to whom they are talking to.

The third, lexis and Grammar that the ability to select the appropriate words and to use different phrases in different context when the speakers speak is very important, because sometimes there is an utterance which should be said differently when the speakers speak in difference situations and to different addresses. Therefore, it is very important for learners to know a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, expressing shocks etc.

The last, negotiation language that the speakers use negotiation language to give clarification or reformulate what we are saying in order to be clearer, especially when the speakers see that we are not being understood. Negotiation language is used because sometimes the listeners did not understand what the speakers have said. That is because they did not hear or the speakers spoke too fast.

4. Function of Speaking

Each of speech activities has different purpose. According to Brown and Yule in Richard (2008:21) there are three function of speaking; talks as transaction, talk as interaction, and talk performance.

The first, Talk as Transactional is produced in order to get something, or to get something done. Talk as transaction refers to situations where the focus is on what is said or done. In talk as transactional, the speaking activity focuses on a message that is conveyed and makes other people understand what they want to convey clearly usually focus on meaning or how they understand someone's said. The examples of talk as transaction are classroom group discussion and problem solving activities, buying something in a shop, ordering food a menu in restaurant, asking someone for directions on the street.

There are two different types of talk as transaction dependent on the focus. Burn in Richard (2008:26) distinguishes between two different types of talk as transaction. The first type involves situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transaction that focuses on obtaining goods in a restaurant. There are some of the skill involved in using talk for transaction are explaining a need or intention, describing something, asking question, making suggestion, agreeing and disagreeing.

The second, talk as interaction. Interaction language is produced for social purpose. Talk as interaction refers to conversation with other people. When people meet someone, they exchange greetings, engage with small or tell their recent experience to their friends. Our daily communication which

is done spontaneously by two or more people. Therefore, they must intention in this functional is social relationship.

Some of the skill involved in using talk as interaction involve knowing how to do the following things are opening and closing conversation, joking, making small talk, recounting personal incidents and experiences, interrupting. The last, aspect of speaking. Speaking is not simply expressing something orally.

5. The aspect of speaking

Speaking is not simply expressing something orally. The aspect of speaking are used to complete the skill itself. Just like other abilities, speaking is complex. Teaching speak second language is not easy. It need a hard work and along process. According to Jill (2008:15) there are five aspect of learning speaking that should be mastered to make our speaking well, they are pronunciation, grammar, vocabulary, comprehension and fluency.

In the learning of speaking, it should be considerable about the important aspect to encourage the interaction and communicative skill. The aspect of speaking are; The first, vocabulary is the essential element to learn before practice speaking is vocabulary. Speakers feel difficult to speak without mastering vocabulary. Hornby (1995) states that vocabulary is all the words that person knows or user. The learners should have many vocabularies it will be easier for him to express her/his idea.

The second, grammar is one factor in influencing the students' speaking skill is the functional grammar. Sometimes the students speak English with lack of functional grammar. Hornby (1995:17) states that grammar is the rule in a language for changing them into sentences. The third, pronunciation. Hornby (1995) states that pronunciation is way in which a language or a particular words or sound is spoken. Pronunciation is how to say a word in made of sound, stress and intonation. The fourth, fluency. Byrne in Paisal (2011:14) states that main goal in teaching the produce skill of speaking will be oral fluency. This can define as the ability to express on self intelligibly, reasonably, and without too much hesitation in communication. Fluency also aspect of speaking when the people take the communication. The last, accuracy. According to Hornby (1995) accuracy is the state of being correct or exact and without minor, especially as result of careful effort. While Marcel (1978) states that accuracy is a manner of people in using appropriate word and the pattern of sentences.

6. Teaching Speaking

Richards (2001 8:21) states that teaching speaking is the activity of importing knowledge and skill of speaking to the students. Teaching speaking is process to teach students how to use the language for communication, expressing ideas, or share information. The goal of teaching speaking should improve students' communicative skills, because students are insisted to be able to express themselves and learn how to

follow the social and cultural rules appropriately in each communicative circumstance. Harmer (2001: 270) states that Speaking is the basis skill that the students should master in learning a second language. The students can be stated as being success learners in learning the second language if they can master the speaking skill.

Teaching is the activity of importing knowledge or skill from the teacher to the learners or students. In speaking skill, the students must be active in the class. To make the students active in learning speaking, the students must practice it. In this case, the teacher must be standing beside their students. The teacher should help students speak by helping them find ideas and supporting them, so they feel confident enough to speak. The speakers can give them opportunity to interact with friends in English.

In teaching speaking the teacher must know what the learning focuses on and we must choose appropriate strategies in teaching speaking based on both the students' background and need. Harmer (2007:123) stated that are three reasons for teaching speaking, those are:

- a. Speaking activities provide rehearsal opportunities chance to practice real-life speaking in safety of the classroom
- b. Speaking task in which students try to use any all of the language they know provide feedback for both teacher and students
- c. The more students have opportunities to active the active the active the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. According to Nunan (2003), there are some principle teaching speaking. Some of the term are described below:

- a. Give the students practice with both fluency and accuracy at the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, the students should get practice on both accuracy and fluency
- b. Use technique that cover the spectrum of the learners.
- c. Provide intrinsically motivating techniques.
- d. Give students opportunities to initiate oral communication. use group work or pair work o improve students speaking, they should be given enough opportunities to speak English in class. So, teacher talk time should be less and students talk time should be more. It is important for language teachers do not take up all the time.

7. Kinds of speaking activities

This part explores kinds of speaking activities. There are some kinds of speaking activities. Teachers must consider the speaking activities that are appropriate to the students' level, so it can give the best result in teaching speaking.

Based on Kayi's (2013:14) statements, the following are some kinds of speaking activities: the first, information-gap activities. An Information gap is where two speakers have different information, and they can only complete the whole picture by sharing that information, there is a gap between them. By having discussion they will get information that is appropriate with the picture. In this activities can discuss using English language. This activity is effective because everybody has the opportunity to talk intensively in the target language. The second, telling story. Telling story is one of activities to practice the students speaking skill. In this activities, students must be able to tell story in English as a target language. Teacher can ask the students to retell the story. They have read from books, newspaper or internet. It helps the students express the ideas in the format of beginning, development and ending. Students can tell about themselves and their family or friend. When they do so, they can do it easily for telling because it comes from their own experiences.

The third, picture differences in this activity students can work with one two pictures. The pictures are almost same, but the picture have some differences. The students' task is to find the differences of the pictures, and

the students must give their answer orally. The teacher must find the differences of two the pictures before applying this activity. In the last section the teacher give more descriptions about differences of the picture that provides to the students. The fourth, describing picture this is another way to make students speak up through the use of picture. In this activity, the students are given just one picture and they have to describe the picture. It can be done individually or in group. In a group they can share ideas by describing the picture, and then each group tells the picture, and then each groups tells the picture in turn. The last, story completion this is a very enjoyable, class with free speaking activity in which the students sit in a circle. In this activity is initiated by teacher who tells a story. The teacher does not tell the story completely. Students should complete the story about four to ten sentences. Student can add new characters, events, descriptions and so on.

8. Difficulties in speaking

One of them analyzed by Nurhayati et al. (2016) Speaking is one of four English skill which brings many problems for Indonesian students, especially how to speak English fluently in conducting teaching English process. In the Some one can see easily of many things in daily life using English in the written form and it doesn't need to read aloud, so we don't to be embarrassed. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult

according to Nunan (2003) there are: the first, clustering fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering. The second, redundancy sometimes it is used to make meaning clearer. The third, reduced forms it is including contractions, elisions, reduced vowel, etc. If the learners don't know about this, it will sometimes develop a stilted, bookish quality of their speaking. The fourth, performance variables it is the difference between native and non-native speakers of language is in their hesitation phenomena. Learners should know when to pause, backtrack or correct the language when they have to speak with it. Then, colloquial language it's The learners should also about the words, idioms and phrases of colloquial language and that they practice in producing these forms.

Next, rate of delivery its Another salient characteristic of fluently is rate of delivery. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency. Next, stress, rhythm, and intonation this is the most important characteristic of English and its intonations pattern convey important messages. The last, interaction speaking is about how you interact and what kind of language that you use that will make the communication goes smoothly.

9. The Assessment of Speaking

Assessing speaking can possess many problems. It can be very time consuming nightmare with a big test where thousands of learners have to be

tested quickly. Also there are the many different levels on which performance has to be assessed. There are also the many different levels on which performance has to be assessed. There are difficulties involved in marking objectively with face-to-face contact. As Hughes in Johnson (2008:319) said that it is obvious that scored should not be influenced by such features as candidate's pleasantness, prettiness, or the cut of their dress. Meanwhile, in determining the rating scale used to describe the score of speaking assessment, the writer used a speaking rating system which is recognized by Hughes (1990: 111-112) that for assessing spoken English production, teachers have to assess students' pronunciation, grammar, vocabulary, fluency and comprehension. Hughes presented the sample of an oral English rating scale that used 1-5 points a follow.

No.	Element of Speaking	Score	Criteria
1.	Comprehension	1	Students didn't understand or ignored most question and statements. Students may have been using notes.
		2	Students failed to answer some questions appropriate or failed to acknowledge some statements and incorporate these into the spoken.
		3	Students more understand the acknowledged and started spoken bravely.
		4	Students responded to most questions, acknowledge most statements, and incorporated many of these into the spoken.
		5	Student responded to question with appropriate answers, acknowledged all statements and incorporated them into the spoken.
2.	Vocabulary	1	Communication was severely hampered due to lack of vocabulary.
		2	Some difficulties arose due to limited vocabulary and/or bad diction.
		3	Able to speak the language with sufficient vocabulary to participants effectively.
		4	A few minor difficulties arose from not using appropriate vocabulary.
		5	Vocabulary studied in class was used to express

			ideas eloquently.
3	Pronunciation	1	Pronunciation, inflection, and/or expression confused communication. Students may have been very difficult to hear.
		2	Some communication problem arose due to unclear pronunciation and/or lack of inflection and/or expression. Students may have been difficult to hear.
		3	Errors in pronunciation never interfere with understanding and rarely disturb the native speaker.
		4	No serious problem arose, but better pronunciation, inflection, and/or non-verbal communication could have made communication more efficient.
		5	Pronunciation was clear and inflection and expressions were used to enhance communication.
4	Fluency	1	Much effort was required to maintain the spoken. There may have been many long paused.
		2	Some effort was required to maintain the spoken. There may have been a few long paused.
		3	Speech is relatively smooth, some hesitation and unevenness caused by rephrasing and searching for word.
		4	Some minor difficulties maintaining the spoken were evident.
		5	Students acted as a facilitator helping the spoken were evident.
5	Grammar	1	Grammatical errors severely hampered communication
		2	Grammatical errors le to many minor difficulties or one major breakdown in communication.
		3	Control of grammar is good
		4	A few minor difficulties arose from not using the grammar studied.
		5	Grammar used to communicate effectively.

By using oral English rating scale presented above, the objective of oral assessment will likely to happen. Each number represented the characteristic of student's ability; therefore the students' speaking ability can be measured. Based on the score from the table above, the speakers can see that the lower is 1, while the highest score is 5, to make the score in where the perfect performers get score 100, the researcher writer converts

the small scale of Hughes (1990:111-112) that to the scale of 100 as follows : 5 = 100, 4 = 90, 3 = 85, 2 = 70, and 1 = 60.

B. Information-Gap

Information gap activities are useful activities in which one person has information that the other lacks. They must use the target language to share the information. Richards (2006:18) also states that information gap refers to the fact that in real communication, people normally communicate in order to get information they do not possess.

1. The Definition of Information-Gap Activity

As human being, the speakers need to communicate and interact with other people. We need to exchange information because sometimes other people have information that we need, and on the other hand others need information that we have. Therefore, we share information. This natural characteristic of communication is where information-gap activity based on. Information-gap activity is one of learning activities which designed, encourage students to communicate each other in English in order to get information they do not have. As stated by Harmer (2007:275) that information-gap activities are those where students have different pieces of information about the same subject and have to share this information in order to for them both to get all the information they need to performs task.

Harmer (2007:275) also states in his other book that “information-gap activity is when one student has to talk partner in order to solve a puzzle,

draw a picture, put things in the right order, or find similarities and differences between pictures.” There is a need and reason for the students to communicate. That is to complete a task. The typically tasks should be performed by students through information gap activity are draw a picture, complete a puzzle, and so on.

The activity of Information-gap activity is in where a pair of students has different information and both of them should only concentrate on the information they have which they act as a listener who listen to their friends' information, and as a speaker who share information to their partner in order to complete their task. As an example, Prabhu (2006:147) suggests pair work in which each member of the pair has a part of the information needed to complete a task, and attempt to convey it verbally to the other. For the statement above, it can be said that information gap activity is extremely engaging for the students in where they are all participating fully. Therefore, information gap is considered as good speaking activities.

2. The Characteristics of Information-Gap Activities

Information-gap activity is characterized as follow by Nunan (1992:124) stated that: the first, in each activity the students is given a task The second, the information they need for the task is split into two parts (students A and students B), no students has enough information to be able to do it alone. The third, the students have to ask each other for the information they need and come to a decision together. The last, the

activities are not exercises, but contexts in which the students can use language to find out about things they genuinely need to know and to share ideas.

It means that information-gap activities conducted along with the task that should be completed through this activity; it is designed where no students have complete information they need to complete the task, thus they should communicate each other in order to get the information they needed and this activity is not actually the exercises itself, but it just a way in getting the information the student need for completing their task.

3. The Techniques of Information-Gap Activities

Legutke et.al (1991: 96-99) state that give several example of various manifestations of the information-gap technique:

Example 1: Using picture (adult and high-school learners of English at intermediate level). The first, the class is subdivided into pairs and one person in the pair is given an unusual, abstract drawing which he has to describe to his partner so that the latter can draw it unseen. The 'drawer' can ask clarification question but 'describer' may not help by pointing to the 'drawer's work and commenting on its likeness or otherwise to the original drawing. The second, when participants agree that the drawing is finished, the versions from the other members of the class are displayed and learners exchange comments on the various representations produced. The third, the

teacher elicits from the class the areas of difficulty in the task and feeds in the key vocabulary items. The last, the two learners exchange roles and are given a different picture to work with

Example 2: Spot the difference (adult and high-school learners at elementary/ intermediate/advanced level). The first, learners working in pairs are given a picture each which is identical apart from a number of small alternation. The second, without showing each other the picture they must describe them to each other in such a way that they can identify all the differences.

Example 3: Memorizing the picture (adult and high-school learners at elementary/intermediate/advance level). The first, the class is divide into sub-groups of five. Each group selects one person who is going to draw. All the 'drawer' leave the room for a minutes. The second, the teacher projects the picture into a screen for thirty seconds. The learners are asked not to talk during this time. The third, the 'drawers' return and the group members, who have seen the picture, describe the picture from what they remembered. The 'drawers', who now has five minutes to complete the drawing, may ask question. The fourth, after about two minutes the picture is projected again for ten seconds so that correction can be made. The last, the picture from each sub-groups are displayed on the wall and the groups discuss which of them is closest to the original.

4. The Advantages of Information Gap Activities

As stated by Harmer (2001:85) that Information Gap is a key to the enhancement of communicative purpose and the desire to communicate. It means that by conducting Information Gap in the classroom, the teaching of speaking will be more meaningful since we can give the opportunity to the students to use the target language, because this strategy be more motivating and useful for language learners.

Information gap activity help the teacher in the language learning process. Information gap activity are included in the communicative tasks that help the students to explore their skills. Morrow (as cited in Larsen-Freeman: 2000) says that activities that are truly communicative have three features in common: information gap, choice, and feedback. Information gap activities can also be used as speaking practices that reflect the daily conversation. Besides, using information gap activities are effective to create students' participants in speaking.

5. The Disadvantages of Information Gap Activities

Weir (1990:78) sees that there are some problems which might appear when Information Gap used in the classroom, He stated that there will be a problem if in a pair work information gap, one of the participants dominates the interaction as his/her partner may have a more limited opportunity to demonstrate communicative potential. Similarly, if there is a large difference in proficiency between the two learners that this may influence

performance. Moreover, pair work information gap is not easy to be administered, since in one class consists of a number of pairs and each pairs cannot be paid attention at the same time, therefore noise and indiscipline such as the use of students' native language is difficult to be controlled.

C. Previous Studies

There are some previous studies that also discuss about Information gap activities to improving the student's speaking skill. One of them is analyzed by Asrobi et al (2003). They state in their experimental study of information gap activities and conventional technique. One of the finding shows that information gap activities are more effective than conventional technique in teaching speaking. The experimental group was treated by using conventional technique. The oral test was administrated to both experimental and control group. The students were asked to speak about their unforgettable experiences or make a description about a place and a person maximally 3 minutes.

Hassan Soleimani (2014) from Department of Applied Linguistics, Payame Noor University, Iran has ever conducted a study with the title "The Effect of Pre-task Planning through Information Gap on Speaking Skill of Foreign Language Learner" his study was an attempt to examine whether implementing pre-task phase through information gap in EFL English classrooms affects students' speaking abilities or not. It is an experimental study with pre-test , post-test control group design. The technique he used in collecting data is by test, which is pre-test and post-test. After the study has

done, it is found that the experimental group performance on post-test was better than control group.

Maman Asrobi et al. (2013) conducted a research with the title "*The Effect of Information Gap Technique and Achievement Motivation Toward Students' Speaking Ability (An Experimental Study of the Tenth Grade Students of MAN SELONG)*", the purpose of the research is investigating the effect of information gap technique and achievement motivation toward the speaking ability of the tenth grade students of MAN Selong. It is an experimental study. The data were collected through test and questionnaire. The result of their research showed that information gap technique is more effective than conventional technique for teaching speaking either for high achievement motivation students or for those with low achievement motivation students.

Pariyaporn Setjun et al. (2013) from Faculty of Humanities and Social Sciences, Mahasarakham University conducted a research under the title "*Improving Sixth Grade Students' Speaking Skill through Information Gap with Different Task Types and Complexity*". The research aimed to develop the English speaking skill of sixth grade students using information gap through jigsaw and picture description activities, based on the complexity of the activities, and to study students' attitudes towards the use of information gap.

The samples used in the research were 24 students in sixth grade, selected through simple random sampling from a private school in north eastern Thailand. The instruments used in the research were: 1) the lesson plans for English communication course emphasizing information gap

activities, 2) the tests of English speaking skill for communication, and 3) the questionnaire of attitudes towards the learning activities. The research results revealed that the students developed English speaking skill through the use of information gap activities which were arranged according to the complexity of activities. The students were satisfied at the highest level with the use of information gap in teaching. Different from the researchers above, the writer focuses on teaching speaking using information gap in which the purpose is to see that whether information gap effective to improve student's " speaking skill or not. It is a quantitative study using quasi experimental method with pre-test post-test control group design. The technique used by the researchers in collecting data is by test, which are pre-test and post-test.

D. Thinking Framework

Information-gap is one of communicative activities. It can act as an activity which makes the learners use the language they are learning to interact in realistic and meaningful ways by involving real exchanges information and opinions. It is classroom activity which can train learners not only to speak, but also to listen to one another. Moreover, information-gap is useful since it gives opportunity to learners to do something useful with the vocabulary they already learned, therefore it can be said that some skills in English are practiced through the use of information-gap.

The use of information-gap activity can be an alternative in teaching and learning process since it can gives opportunity to learners to practice using the

target language to communicate as in real life. In doing so, learners will instantly use their vocabulary, grammar, and communication strategy that they have already learned.

Information-gap activity will also improve the students' motivation in speaking, because information-gap activity will give the students an opportunity to communicate which is what the students wish themselves since they believe that they study English in order to be able to communicate with it, it is as not what happens in most classrooms now where students have little opportunity to speak because it is the teacher who speaks most, and thus by information-gap their motivation to participate in speaking increased.

Information-gap activity takes place inside the learners themselves which operates when they are involved in communication, thus this activity is actually a natural learning. It means that the students share information with each other not only just to practice some language function orally, but to use the language function to communicate in order to get information they need, and because they conducted communication as a necessity to get some information, thus this communication activity is natural as what happens in humans who involve in communication because they need to. Information-gap activity will also give opportunities in building personal relationships between students and students during the activity, it means that by often communicating with each other the students will be used to interacting with each other, thus their relationship will strengthen. By using Information-gap is effective to create students' participation in speaking. The reason is sometimes learners speak more willingly in class when

they a reason for communicating, e.g. to solve a problem or to give other classmates some information they need (Spratt, Pulverness, and Williams, 2005: 35). Thus, information gap activities also can enrich the types of activity that can be done in learning process. It makes the class more fun and interesting.

E. Hypothesis

In this research, the researchers states that the hypothesis as follows:

1. Hypothesis (Ha) : there is significance difference between students' ability in speaking through information-gap activity.
2. Null hypothesis (Ho) : there is no significance difference between the students' ability in speaking through information-gap activity.

The hypothesis criterion states that; if $t_o > t_t =$ Ha is accepted and Ho is rejected, and if $t_o < t_t =$ Ha is rejected and Ho is accepted. t_o is t observation, and t_t is t test. Along with the background of the problem, the problem formulation, and the theoretical framework, the writer formulate the hypothesis in this research that the students' speaking ability is higher where the information-gap activity is conducted than the students' speaking ability in where the information-gap activity is not conducted.