CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents any reviews of related literature, including the speaking skill, teaching speaking skill, teaching speaking using Information Gap, and review previous study.

A. Speaking Skill

Language will be beneficial if someone can use it in spoken for communicative purpose. It means that learning language is not only learning about theory, but also learning how to practice it in a real communication, as the function of language. Therefore, speaking skill is most important skill among for skill in English such as writing skill, reading skill, and listening skill. In fact, language is measured by its result in speaking skill or oral communication. In other word, we can also measure someone ability of language from his or her ability in speaking.

1. Definition of Speaking skill

Speaking means to say words; to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc (Oxford Advanced Learner's Dictionary). Speaking is one of important language skills. Philosophically, it occurs after listening skill because the first cycle in learning language is accomplish listening skill, then speaking skill, after that reading skill, and finally writing skill.

Speaking is the productive oral skill (Nunan, 2003:64). By speaking, someone will be able to interact with other.

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1999:39). Speaking skill, like listening skill, is often neglected in the classroom or teachers assume that speaking is an area that does not require instruction or facilitation. Scott and Ytreberg(1990:33) stated that peaking perhaps the most demanding skill for the teacher to teach. In verbal communication skills, students learned through practice and observation of an effective speaker from teachers.

Speaking proficiency plays very important role in language learning, including foreign language learning because speaking is a process of building and sharing meaning through the use of verbal and non symbol, in a variety context. In all of life activities, of course, speaking is needed. Although another tool of communication (writing) can be used in daily life, speaking has more capacity of the use in daily life. For example, speaking happens in the case of calling or greeting someone. In this situation, it is impossible to use written communication.

2. **Function of Speaking**

Numerous language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule (1991), as quoted in Richards (2008: 21) state that the functions of

speaking are classified into three; they are talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches. Below are the clarifications of these functions:

a. **Talk as Interaction**

Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. For example, when people meet, they exchange greeting, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with other. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. That is why some students who do not need such skills and find them lacking report sometimes feel awkward and avoid this kind of situation because they often lose for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk for conversation can be important. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner- learner interaction as the key to teaching language for communication.

b. Talk as Transaction

This type of speaking refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Burns (1998) as quoted in (Richards, 2008: 26) distinguishes talk as transaction into two. The first type involves situations where the focus primarily on what is said or achieved such as asking someone for directions. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in restaurant.

In this type of spoken language, students and teachers usually focus on meaning. So it is very important for students to obtain those two kinds of talks to master speaking ability, as Donald (2005) suggests, students need to be competent at both 'message-oriented' or transactional language and interactional language, language for maintaining social relationships.

c. Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk. It is the talk which transmits information before an audience such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than

dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture.

In this type the function of speaking is to show about the speaker's performances when he/she conveys the message. Talk as performance is closer to written language than conversational language (Richards, 2008: 27). The speaker's preparation in the form of a written text before performing in from of the audiences is needed. So, the speaker ready to speak when he/she has the readiness of her/his mental. Consequently, it is very important when teachers teach English take care in applying these functions.

In this research, the researcher just focused on one of speaking functions that is speaking as transaction because this research intended to find the effectiveness teaching speaking as transaction through Information Gap.

3. **Aspect of Speaking**

Speaking is used to interact or to communicate by with others. Speaking is needed in all of life activities. In speaking, there are five aspects to be mastered if people want to speak well that consist of grammar, pronunciation, vocabulary, fluency, and comprehension.

a. **Grammar**

According to Richard (1999: 161) grammar is description of language and they way in which linguistic units such as words and phrase are combined to produce sentences in the language. Meanwhile,

in the Advanced Learner's Dictionary, grammar is the rule about how words change their form and combine with other words to make sentences. It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

By using grammar well, someone will speak accurately. On the other hand, if someone talks or speak by making grammatical errors, his/her ideas will not get across easily.

b. **Pronunciation**

Pronunciation is the way a certain sound or sounds are produced (Richards et al, 1992:296). It deals with phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Pronunciation focuses on accent. Accent is an emphasis given to syllable or word by means of stress or pick (Hornby, 1995:6). When a speaker says, she/he will give an emphasis on a certain word suitable with pronunciation.

c. Vocabulary

Vocabulary is the number of words in language (Hornby. 1995:1331). In Oxford Learner's Pocket dictionary (2003:482), vocabulary is defined as all the words that a person knows or uses. One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. It means the vocabulary is the appropriate diction which is used in communication. Someone cannot give accurate information if he/she does not have sufficient information. He/she also can give wrong information because he/she does not find appropriate words to express his information. So by having sufficient vocabulary it will help him/her communicate and interact with other people well.

Vocabulary is more than a list of target language words. As a part of the language vocabulary is intimately interrelated with grammar. The teaching of vocabulary is assumed as rightful place as a fundamentally important aspect of language development. This is partly due to the influence of comprehension based approach to language development.

d. Comprehension

Comprehension is the power of understanding (Hornby, 1995:235). For oral communication certainly requires a subject to respond and speech as well as to imitate it. If we review to the factions of speaking of speaking as transactional and interpersonal,

comprehensions the one important part of catch these functions. The speakers will be able to communicate or to interact effectively if they have the topic. By understanding what they talk, there will comprehension between speaker and listener.

e. **Fluency**

According Richards, (1999:1441) the features which give speech the qualitative of being natural and normal, including native-like of pausing, rhythm, intonation, stress, rate of speaking and use of injection. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking.

Fluency in Oxford Learner's Pocket dictionary (2003:165) is defined as being able to speak a language easily and well. Based on Nunan (2003:55) fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pause, false starts, word searches, etc. Fluency is also one of important things in oral language because if a speaker speaks fluently, the listener can catch the messages easily. Fluency in speaking is the aim of many language learners.

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluently include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

In this study, all of the aspects above are used to score students ability in speaking by administering a test for them. The test is used to measure the students' proficiency in speaking.

B. Teaching Speaking Skill

Teaching speaking is important due to the large number of student who wants to study English in order to be able to use English for communicative purpose. Moreover, students are considered successful if they can communicate effectively in the language. The way does decrease the student difficulties in the classroom, the lecturer use creative strategies to improve students speaking skill.

1. Types of Classroom Speaking Performance

According to Brown (2001:271) there are six basic types of classroom speaking performance that student are expected to carry out in the classroom. They are consisted of:

a. Imitative

Imitative is the ability to simply imitate a word or phrase or possibly a sentence. Imitation of this kind is a purely phonetic level of oral production that carried out not for the purpose of meaningful interaction or to convey meaning. Drills offer students an opportunity to listen and to orally repeat certain string of language that may pose some linguistic difficulty-either phonological or grammatical. In other word, the only role of listening here is in the short-term storage of a

prompt that allow students to retain the short stretch of language that must be imitated.

b. Intensive

Intensive speaking is goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language such as prosodic elements-intonation, stress, and rhythm. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where students are "going over" certain forms of language. They must be aware of semantic properties in order to be able to respond.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher, standard greetings and small talk, simple request and comments, and so on. The stimulus is almost always a spoken prompt and the replies are usually sufficient and do not extend into dialogues.

d. Transactional (dialogue)

Transactional dialogue is one of interactive speaking. It has thepurpose of conveying or exchanging specific information that is extended form of responsive language for example conversation. It was simply short question and answer.

e. **Interpersonal (dialogue)**

The other form of interactive speaking is interpersonal dialogue. It is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

f. **Extensive (monologue)**

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral presentation, summaries, story-telling, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

In this study, transactional speaking performance played an important role, as the activity that applied in classroom is to exchange information between two students in pair through simple form of conversation.

2. **Teacher Roles in Teaching Speaking**

As with any other type of classroom procedure, the teacher has to know about different roles in the classroom during different speaking activities. However, Harmer (2007:347) stated that there are three roles of the teacher in speaking activities to get students to speak fluently in the classroom, they are:

a. **Prompter**

Students' sometimes get the difficulties to say about something fluency. Teacher may be able to help them and the activity to progress by offering discrete suggestion. However, teacher can leave them to struggle out of such situations on their own when they get lost, cannot think what to say next or in some other way lose fluency. If this can be done supportively, without disrupting the discussion or forcing students out of role, it will stop the sense of frustration that some students feel when they come to a 'dead end' of language or ideas.

b. **Participants**

Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. In other times, the teachers may want to participant in certain classroom activities. Teachers can introduce new information, and at the same time stimulate and present new language, without taking the main initiative for communication away from the students themselves. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing the attention to them.

c. **Feedback provider**

It is necessary to provide a positive feedback that is likely to motivate students and bring about some kind of improvement, along with pointing out what went wrong during the activity. When students

are in the middle of speaking task, over correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations. Everything depends on tact and the appropriate of the feedback teacher give in particular situation.

The teacher's role above is important in this studyin activating and developing students' speaking ability and motivating the student. As a participant and prompter, teacher encourage some quiet and shy pairs or groups to talk without worrying about mistakes, to offer linguistic support, or to prompt some clues. In addition, as feedback provider teacher can motivate students. Motivation given by the teachers can add their spirit to speak up, so motivation in this aspect is needed. The students feel that the teacher believes that they have skill and talent to be improved. So, the teacher's has to awaken the student confidents by giving some motivations to speak English fluency.

3. **Kinds of Speaking Activities (Interactive)**

In speaking, there are many kinds of activities in teaching and learning English we need encourage the learners to practice both production and interaction. Production is related to the learners' ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people.

In controlling, activities the teacher usually gives guided to do his or her instruction. The teacher make their class effectively and having fun.

For example in oral language, the teacher uses a puppet or object to help the learner express their idea and practice the word-telling the time.

Good speaking activities can and should be extremely engaging for the students (Harmer, 2007: 123). For getting a good students' speaking ability, teachers are allowed to implement some activities in the classroom. It is addressed to make students more interested and they will not be bored during the class. By having a fun activity and being enjoyable, students are assumed to talk a great deal in class and they can express it freely. The teacher should create their classroom environment where students have real-life communication and meaningful in oral language.

There are some speaking activities that can be held by the teacher and the learners:

a. **Discussion**

Most teachers hope that they will be able to organize discussion in their classroom, particularly if the exchange of opinions provokes spontaneous fluent language use. Many find, however, that discussion sessions are less successful than they had hoped.

The first thing to remember is that people need time to assemble their thoughts before any discussion. The ability to give spontaneous and articulate opinions is challenging in our own language, let alone the language we are struggling to learn. The following sequence, therefore, stresses the need for discussion preparation and shows the teacher building the discussion up in stages.

There are many discussion possibilities. The important thing is that students need to be engaged with the topic. They then might do some study and move quickly to activate stages which include the discussion itself. Almost certainly, however there will be feedback, including study, after the discussion is over.

b. Story telling

Story/text retellings involve having students retell stories or text selections that they have listened to or read. If you ask the students to read a story silently, however you should first ensure that the text is at his or her reading level. Otherwise, this activity becomes an assessment of the student's reading skill in addition to oral skill. It is especially important with retelling to be clear of the purpose of the assessment. Retelling can also be use to determine students' understanding of story structure (O' Malley and Pierce, 1996:83). In retelling, choosing the story or text orally to students means that you will be assessing both listening comprehension and listening skill. Retellings are appropriate for individual assessment of students at beginning and intermediate levels and require no preparation on the part of the students.

According to Harmer, (2007:129) telling stories is we spend a lot of time telling other people stories and anecdotes about what happened to us and other people. The best stories are those which the students tell in about themselves and their family or their friends.

When students tell stories based on their experiences, their classmate can ask them the question in order to find out more about what happened. Story telling fosters creative thinking. It also helps the students express their idea in retelling.

c. **Picture cued description or stories**

Picture cues can be used for assessment of individual student and are probably most appropriate for beginning and intermediate learners. Picture cues require no prior preparation on the part of the student and can be used to elicit the following language function: describing, giving information, or giving opinion (O' Malley and Pierce, 1996:79). The picture that used should appropriate for the age and interest level of the learners. Learners can choose single picture or a series of picture. The picture that use should be real people rather than cartoon character in order to ensure appropriate interpretation.

Students are given picture and having them describe what happened in the picture. For this activity students can choose single picture or series of picture. Then teacher given a few minute to understand the picture that the students had. Students describe the picture to the whole class. This activity fosters the creative and imagination of the learners as well as their public speaking skills.

d. **Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have

and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

e. **Role Plays**

One way of getting students to speak is role-playing. Role playing is excellent way in which to stimulate, in the classroom, real communication that is relevant to experience out outside the classroom. Role play has appeal for students because it allows the students to be creatively to put themselves in another person's place for a while. Role play can be like mini-dramas (Lindsay and Knight, 2006:67).

Role plays are also excellent activities for speaking in the relatively safe environment of the classroom. In a role play, students are given particular roles in the target language. Role plays give learner practice speaking the target language before they must do so in a real environment. They have to speak and act from their new character's point of view (Harmer, 2007:125).

Role plays tend to be more structured than improvisation but less scripted than plays (O' Malley and Pierce, 1996:85). Role play provides the opportunity for the students to develop and revise their

understanding and perspectives by exploring thoughts and feeling of characters in given situations.

Role play is more than just play acting: it offers changes for rehearsal and engagement the some other activities fail to give (Harmer, 1998). In role play learners can play about real action in their life. Learner can used their idea and their imagination in role play to made situation more real. In role play activities, teacher gives information to the learners such as what they thing on the character.

From the explanation of speaking activities above, the research chose Information Gap activity. This activity played the role that represents communicative purpose.

C. Teaching Speaking using Information Gap

To get the further understanding about teaching speaking using Information Gap, there are some parts about Information Gap that must be understood. They are as follow:

1. Definition of Information Gap

The concept of Information Gap is an important aspect of communication. This essentially is based on the fact that in real communication, people normally communicate in order to get information they do not possess. Sometimes other people have information that we need, and on the other hand others need information that we need.

Therefore, we share information. This natural characteristic of communication is referred to as an Information Gap.

Byram and Garcia (2009:499) define Information Gap as a teaching method that aims at the creation of a communication gap where learners, usually in pairs, have to share information in order to solve a problem. Meanwhile, Freeman stated that Information Gap exist when one person in exchange know something the other person does not. Information Gap activity encourage students to work in pairs to communicate each other in order to get information they do not have.

Furthermore, Harmer (1998: 88) stated that Information Gap is one of speaking activity where students have different parts of information about the same subject and have to share this information in order for them both to get whole information. The students should communicate each other in target language in order to get the information needed to be known by them to complete the assignments given by the teachers.

In another book, 'The Practice of English Language Teaching', Harmer (2007: 349) explained that 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 to find similarities and differences between pictures. The typical types of Information Gap activities that might be found includes "describing and drawing", "spotting the difference", "jigsaw speaking and listening", and "split dictations".

The researcher may infer that Information Gap is the activity where a pair of students has different information and both of them should exchange the information they have to their partner in order to complete their task.

2. The Steps of the Implementation of Information Gap

In Information Gap, students are given a task. They are divided into peer group with each student have different set of information. The objective is that the two students in each group should communicate in order to get necessary information from the pair to complete the task. 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.

According to Goh (2007: 20), to achieve an outcome in doing Information Gap activity, the students have to do the following:

a   Understand the information that they have

b   Explain to one another the type of information they need

c   Orally communicate with their partners or members in the group the information they have processed.

d   Ask question to clarify meaning.

e   Ask for repetition as often as necessary

f   Complete the gap in the information in whatever form it is required.

The steps above explained that Information Gap activity conducted along with the task thatshould be understood by students. In this activity,

students have to complete the task, thus they should orally communicate each other in order to get the information by asking question or repetition. Through the activity, students get theinformation from another studentfor completing their task.

3. **The Advantage of Information Gap**

    Information Gap activities are useful for various reasons. Below some researchers and specialists agreed the benefits of using Information Gap activities in teaching English language skills. To begin with, Harmer (2007: 85) stated that Information Gap is a key to enhancement of communicative purpose and the desire to communicate. Information Gap gives 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 other-wise. In addition, through Information Gap, students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task. So, there is a need and reasons for the students to communicate through the task.

    Furthermore, Raptou (2002) states that Information Gap activities can also reinforce vocabulary and a variety of grammatical structures taught in class. They allow students to use linguistic forms and functions in a communicative way. These activities bring the language to life for students. Grammar is no longer a concept they have difficulty with in applying their speaking. Students have much the opportunity to use the language which is taught to them to speak in the target language.

Viewed from teachers' preparation before teaching, Rees (2002) says that by keeping the notion of a gap between students in mind, it is easy to come up with speaking activities that often require very little preparation but can increase the total amount of student talking time in any lesson. Teachers only give simple explanation about the activity and review the vocabulary needed for the activity. Students, on their turn, get an opportunity to develop their communicative competence more freely.

Viewed from the authentic of information that occur, Richards (2006:18) stated if students can be involved in Information Gap activities in order to practice the language forms for their own sake and use their linguistic and communicative resources in order to obtain information in language classrooms, more authentic communication is likely to occur in the classroom. More authentic information is likely to occur in the classroom students go beyond. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.

In conclusion, Information Gap activities are useful to increase students' communicative skill. There is more authentic communication in classroom. The teacher is able to improve the students' speaking ability because it is an effective technique to apply in the classroom. The students become comfortable to speak about everything. In addition, speaking with friend is less intimidating than presenting in front of the entire class and being evaluated.

D. Review of Previous Study

The previous study was written by the students of Al- Azhar University-Gaza, entitled "The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools" by Jondeya, Rania Sameer (2011). She adopted the Experimental design. To get the data, the researcher used two tests, there are pretest and posttest. An oral speaking test was designed and validated to be used as a pre-test and post-test for the two groups of students. After getting result of score between pretest and posttest, the data were analyzedstatistically by using T-test paired sample to find out whether there is any significant different before and after being taught using Information Gap.

The result of the study showed that after the researcher given the treatments, the average of students' achievement is higher than before. It can be seen from the mean score of written test in pretest and posttest. Moreover, the majority of students gave positive response toward the implement of using Information Gap. It can be conclude that teaching is really effective in teaching speaking using Information Gap.

Another research was conducted by Nuraeni (2014) entitled "The Effectiveness of Information Gap toward Student's Speaking Skill". She used Quasi-Experimental design and library research for completing the data. She applied Information Gap activity to teach the material about Short Message Service (SMS). To get the data, the researcher used pretest and posttest. Both of pre-test and post-test were administered to Experimental class and Control

class. The result of her research showed that the student's of Experimental class taught by using Information Gap more interested in learning English, more active and more communicative in the class. So, they were not bored in learning English especially speaking.

Furthermore, a research was conducted by Ana (2014) entitled "Using Information Gap Activities to Improve the Speaking Skills of Grade VIII Students at SMP N 7 Yogyakarta". In her research, she used Class Action Research design. She applied Information Gap for teaching speaking Narrative text. The result also showed that Information Gap conducted in pairs or in group gave opportunity for students to speak, increased the students' motivation and confidence, and the students were able to increase their vocabulary.

Based on some previous study above, the researcher concluded that the Information Gap was successfully improves student's speaking ability. Information Gap can make students more interested and active in learning English.