CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter explains the review of previous study related to this topic, discusses review of related literature including the nature of speaking, teaching speaking, and information gap technique. It also discusses the theoretical framework analysis.

2.1 Review of Previous Study

In this study, the researcher takes some review of related studies from the other research as principle or comparative study.

The first was a study conducted by Habsari (2014). The purpose of the study was to find the differences of achievement in writing descriptive text of students who were taught by using flash cards and those who were taught by using BBC Nature Videos. He explained that the use of BBC Nature videos was effective technique in teaching writing descriptive text.

The second study was conducted byMubarok (2012). In the study, he explained that peer feedback strategy could improve students' motivation in writing narrative text. The strategy helped students to identify mistakes of their writing, so the students could improve their writing such as the organization, grammar, context and mechanics from draft to draft and cycle to cycle.

The third study was conducted by Hervinia (2015). In the study, she explained that graphic organizer was the effective method in teaching vocabulary recount text in SMP 6 Semarang. After conducting the research, she concluded that the method could improve students' active vocabulary in individual or group. It was really help students to organizing their note.

The forth study was conducted by Purwasih (2015). In this study, the researcher found students' motivation, enjoy, enthusiastic and interest in speaking English by using the combination of Quartet and Dart games method. After conducting the research, she found that the students could

describe something easily. It also proved that the combination of Quartet and Dart games was effective to improve speaking skill.

The next study was conducted by Choyimah (2014). The purpose of the study was to improve students' speaking skill of the fourth grade in SDIT Salsabila 3 by using information gap activities. The students could apply and respond to the expression well during the activities. The students became more confident and enthusiastic to speak English, so the students' motivation more increased.

After that, the study was conducted by Ismailia (2016). She concluded that information gap activities can motivate students to speak English in the classroom because students do the conversation in pair. It made students more confident and active to interact with their partner.

In addition, the study who conducted by Mahrum (2014). He stated that information gap technique could improve students' speaking skill of grade XI students at SMA Negeri 1 Pamona Barat. In the study showed that there was a significant progress of students' speaking skill when applied information gap technique.

The last study was conducted by Asrobi, Seken, & Suarnajaya (2013), they stated that information gaptechnique was the innovative techniquesin teaching speaking because it could solve the problems andchanges English languageteaching in this world especially in speakingskills at senior high school.

Based on the previous studies above, the researcher finds the differences of techniques are used to improve students speaking skill. Information gap technique is showing a high level of students' motivation in speaking but the technique is still rarely used in teaching speaking. It never been applied at the school of MA NahdlatulUlama. Therefore, the researcher interested to use the technique in this study entitled "The Effectiveness of Information Gap Technique in Teaching Speaking". This study determines whether there is a significance difference achievement in speaking between students who are taught by using information gap technique and those who are

not taught by using information gap technique at the eleventh grade students of MA NahdlatulUlamaBatealitJeparain the academic year of 2017/2018.

2.2 Review of Related Literature

In this review of related literature, there are three sub theories such as the nature of speaking, review of related literature and the framework analysis that explained as follows:

2.2.1 The Nature of Speaking

There are three subs theories of the nature of speaking such as the definition of speaking, the elements of speaking, micro and macro skills of speaking. The theories explain as follows:

a) The Definition of Speaking

Speaking is the product of language learning because communication is more needed in the daily life than other skills such as reading and writing skill.There are some various definitions of speaking by some experts.

First of all, Mahrum (2014:2) stated that speaking is how a speaker put their ideas intosentences and produce it in a proper speech in order to affect a listener.

The second, Thornbury (2005:1)stated thatspeaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that.

Meanwhile, based on Ramelan (2003:4), he stated that speaking is a matter of habit likes walking or cycling. It means that speaking English need to be practiced constantly to build speaking habit.

b) The Elements of Speaking

Getting students speak English fluency is a satisfactory thing for teacher because it can reflect the successful teacher in teaching speaking English. It is important for the teacher to know the elements of speaking English, so that the teacher can teach speaking English based on the students' need. Many experts have different opinion about the elements of speaking.

Harmer (2007:343) stated that if the students want to be able speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech. When the teacher has been know the important elements of speaking English, the teacher needs to pay attention to the students' pronunciation, stress, intonation and connected speech even corrects the students' errors.

Based on the Harmer's opinion, there are four elements of speaking. The first is pronunciation. It refers to the way to produce sounds. The second is stress. It means the degree of force and loudness with which a syllable is pronounced so as to give it prominence (Ramelan, 2003:25). Intonation is the third element of speaking English. It refers to the going up and down of pitch over different syllables in utterance (Ramelan, 2003:32). The last is connected speech. It is when the sounds produce phonemes such as assimilation, elision, linking words and so on (Harmer, 2007:267).

c) Micro and Macroskills of Speaking

The microskills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units (Brown, 2004:142). The smaller chunks are the small unit of English language. For example, phonemes is where people learn the smallest unit of sounds that has the own meaning. It means that words have different functions to indicate or define something.

Brown (2004:142) also stated that the macroskills imply the speaker`s focus on the larger elements such as fluency, discourse, functions, style, cohesion, nonverbal communication, and strategic options. After people muster the microskill of speaking, they also have to pay attention to the larger elements such as pronunciation, intonation, fluency and so on. It can help listener to understand the meaning of what the speaker says.

2.2.2 Teaching Speaking

Teaching speaking becomes more challenging for the teacher because success people in learning language is determine by success in speaking. According to Idrissova, Smagulova, & Tussupbekova (2015:278), speakingseems to be the most important skill that should be paid attention to in the process of teaching and learning. It means that the teacher have to use the appropriate methods for teaching speaking.

Based on statement of Richards (2008:19), consequently learners often evaluate their successin language learning as well as the effectiveness of their English course on thebasis of how much they feel they have improved in their spoken language proficiency. In the teaching and learning process of speaking, the teacher has to encourage learners to do evaluation of their speaking progress then they can improve their weaknesses in spoken language.

There are three important aspects that must be known by teacher as the principles in teaching speaking. For example, the teacher has to know the goal, the principles, and the difficulties in teaching speaking which are explained as follow.

a) The Goal of Teaching Speaking

There are some goals of teaching speaking explained by some experts. For example, Idrissova, Smagulova, & Tussupbekova (2015:278) explained that The goal of teaching speaking should

improve students' communicative skills,because, only in that way, students can express themselves and learn how to follow the social and culture rules.

Harmer (2007:123)described three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities or chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. The last, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

From the explanation above, it can be concluded that classroom is the first place for students to speak and develop their speaking skills. However, the teacher is as a monitor during the speaking activities in the classroom. So, the students can understand easily how to speak English.

In addition, Williams (2010:5) mentioned the purposes of speaking as follows:
1. Speaking is to develop children's thinking skills.
2. Speaking is to extend children's vocabulary.
3. Speaking is to help to sequence and structure children's thoughts.
4. Speaking is to give all children the opportunity to express themselves regardless of ability and language.
5. Speaking is to develop social skills-e.g. turn taking, formality of speech, conventions ofspeaking and listening, talk in a range of contexts.
6. Speaking is to improve children's self esteem and confidence.

7. Speaking is to develop speaking and listening skills such as: explanation, instruction,characterisation, debate, recount, interview, point of view, fact and fiction.

8. Speaking is to improve standard English and articulation.

b) **Principles of Teaching Speaking**

There are some principles of teaching Speaking. For example is explained by Bailey (2003:54) as follows:

1. Be aware of the differences between second language and foreign language learning contexts.

2. Giving students with both fluency and accuracy.

3. Providing opportunities to students to talk by using group work or pair work, and limiting teacher talk.

4. Planning speaking tasks that involve negotiation for meaning.

5. Designing classroom activities that involve guidance and practice in both transactional and interactional speaking. Interactional speech is communicating with someone for social purposes while transactional speech involves communicating to get something done.

Meanwhile, Brown (2004:275) explained some principles for designing speaking technique.

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning and fluency.

2. Provide intrinsically motivating techniques.

3. Encourage the use of authentic language in meaning contexts.

4. Provide appropriate feedback and correction.

5. Capitalize on the natural link between speaking and listening.

6. Give students opportunities to initiate oral communication.

7. Encourage the development of speaking strategies.

c) The Difficulties in Teaching Speaking

Speaking is the productive skill in learning English language but teacher often gets the difficulties in teaching speaking.According to Richards (2008:24), mastering the art of talk as interaction is difficult and may not be a priority for all learners. As we know that based on the curriculum, writing and reading skill are more often taught in the school. So that the students regard that speaking is not important in the learning language process.

From the case, there are various statements from the experts about the difficulties in teaching speaking.

The first is conveyed by Hattingh (2014:24), he stated that spoken English cannot usually be planned or organized, unless is preparing a speech or a presentation, there is not much time for reflection so, it is frequently full of repetitions, pauses, incomplete sentences, hesitations or fillers. So the teacher has to prepare well before teach students, such as the method, technique, media used to teach speaking English.

Sasson (2013:25) also stated that another challenge for developing the language skill of speaking is monitoringand evaluating the progress of speaking, particularly in the areas of fluencyand accuracy, or promoting form vs. meaning, while also taking intoaccount the stages of second-language acquisition.

The most difficult aspect of spoken English is that it is always accomplished via interaction with at least one other speaker and this is one reason why many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction (Hattingh, 2014:22). So, it is better when teacher asks students to practice speak English in pair to bound more interaction.

In addition, the difficulty of teaching Speaking is the design of elicitation techniques which is explained byBrown(2004:140), he stated that speaking is the product of creative construction of

linguistic strings, the speaker make choices of lexicon, structure, and discourse.

In students speaking activities, teacher needs to measure and know the development of students' speaking ability by using some test. But, the designing of the test are not simple so the teacher need much time to give score for students. It like conveyed by Mickiewicza (2011:46), she stated that difficulties concern not only from the choice of the appropriate elicitation technique and form of assessment, but they may also emerge while designing oradministering the test.

The difficulties of teaching speaking also faced by teacher in teach speaking comprehensively such as teach sociolinguistic to learners. It is explained Idrissova (2015:278) that speaking requires not only that learners know how toproduce specific points of language, such as grammar, pronunciation, vocabulary (linguistic competence), but alsothat they understand when, why and in what way to produce language (sociolinguistic competence).

2.2.3 Information Gap Technique

The concept of information gap is animportant aspect of communication in aCLT classroom. This is based on the fact that in their everyday lives peoplegenerally communicate in order to getinformation they do not possess (Asrobi, 2013:2).

In the sub theories will be explained about the definition, the types and how to implement information gap technique.

a) The Definition

Information gap is the one technique of communicative language teaching methods. It is a good technique used to teach language English especially in speaking skill. There are some definitions of information gap technique.

First of all, Richards (2006:18) stated that an important aspect of communication in CLT is the notion of informationgap that refers to the fact that in real communication, people normally communicatein order to get information they do not possess.

Next, an information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information, there is a 'gap' between them (Harmer, 2007:129). Two students complete pictures by sharing information but there is gap between students. For example, students bring the pictures on the sheet of paper but each student does not allow to look at the partner's paper.

After that, Cooke (2005:4) also stated that information gap activities are ones in which a student has some information that other students need and in turn requires information that other students have got.

In addition, Mahrum (2014:2) stated that information gap is anactivity which requires at least two different versions of material. Students work together inother by using the target language in order to complete it.For example completing a task byobtaining missing information, conveying telephone, and expressing opinion. It sets uppracticing on specific item of language. It is like more drill than real communicationpairs and each student has different information on their card, hence they have to talk each

Finally, according to Williams (2010:89), information gap activities are each student has or is given information that his/her partner doesn't have. Students have to interact in order to share their information, in other words to 'bridge the gap' between them.

b) The Types of Information Gap

Actually there are various information gap techniques used to teach English especially in speaking skill that explained by some experts.

For example, Harmer (2007:129) explained that one popular information gap activity called describe and draw. In this activity, one student has a picture which they must not show their partner (teachers sometimes like to use surrealist paintings empty doorwayson beaches, trains, coming out of fireplace, etc).

The second, Asrobi (2013:3) stated that typical types ofinformation gap activities that might befound includes "describing and drawing","spotting the difference", "jigsaw speakingand listening", and "split dictations".

The next, Richards (2008:18) said that information gap can be based on the pictures, diagrams, maps, letters, personal fact files, stories, in fact just about anything.

In addition, Harmer (2007:349) explained that many games depend on an information gap: one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange or find similarities and differences between pictures.

c) The Strategies of Information Gap

There are some strategies of implementing information gap technique in teaching English language. It is explained by some experts.

Firstly, Cooke (2005:5)described the example of implementing information gap technique below.

1. Pupil A has a table about the size, color and feeding habits of six animals. However, pupil A is missing some information that pupil B has, and pupil B is missing information that pupil A has.

2. They can both complete the graph by asking and answering questions

3. Students describe their picture to other students in the class and ask questions until they find another student who has exactly the same picture.

4. They use language like *"On the right there's a black cat. Have you got a black cat? How many birds are there? Is your door white?",etc, s*o their conversation will flow easily because those likes in the real daily activities.

Secondly, Richards (2006:18) also explained the strategies of implementing information gap.

1. Students are divided into A-B pairs.

2. The teacher has copied two setsof pictures. One set (for A students). contains a picture of a group ofpeople. The other set (for B students) contains a similar picture but it.

3. Contains a number of slight differences from the A-picture.

4. Studentsmust sit back to back and ask questions to try to find out how manydifferences there are between the two pictures.

5. Students practice a role play in pairs.

6. One student is given theinformation, she/he needs to play the part of a clerk in the railwaystation information booth and has information on train departures,prices, etc.

7. The other needs to obtain information on departuretimes, prices, etc. They role-play the interaction without looking ateach other's cue cards.

Furthermore, Phillip (1993: 36) suggested teachers to implement information gap technique by using pictures in young learner level such as:

1. Sketch a few field with animals in them on the board.

2. Then ask the children how they could describe them in English.

3. Tell the children in their native language that they are going to complete a picture of the farm, and show them the two versions of the picture.

4. Explain that they are going to work in pairs: both partners will have the same picture, but with different part partner missing. They are going to take turns to describe the picture and to draw in what is missing.

5. Put the children in pairs and give out the pictures, one of each version to each pair. Make a sure there is no peeping. Let them start.

6. When the children finished, get them to check by looking at each other's pictures.

Harmer (2007:129) described the strategies of implementing information gap as follows:

1. All the partner has to do is draw the picture without looking at the original.

2. The one with the picture will give the instructions and descriptions, and the 'artist' will ask questions.

3. Make students understand the detail of the task.

4. Demonstrate how an activity works by getting a student up to the front of the class.

5. Doing the activity with that student, so that everyone can see exactly how it is meant to go.

The other strategies of information gap technique that described by Hadfield (1984:8) elaborated as follow:

1. The game may be played in groups of three or four. For groups of three, leave out plan 4.

2. Copy one set of plans and one rules sheet for each group.

3. Divide students into groups of three or four and give out the plans and the rules sheets (The object of the game is to fill in the names of all the places and the plan).

4. Students must pool the information they have on their individual plans.

5. They should take it in turns to offer information about their plans to the rest of the group.

6. Each player should in turn make a statement about the plan, for example "the post office is next to the bank".

7. The other players should then fill not able to use the information immediately, if they do not yet know where the bank is.

8. They may then make a note of the information for the future use.

9. The game is finished when all the players have completed their plans.

2.3 Theoretical Framework

This sub chapter discusses the framework of the study that described as follow:

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│      Students have problem in practicing Speaking English │
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│   First Experiment    │                    │
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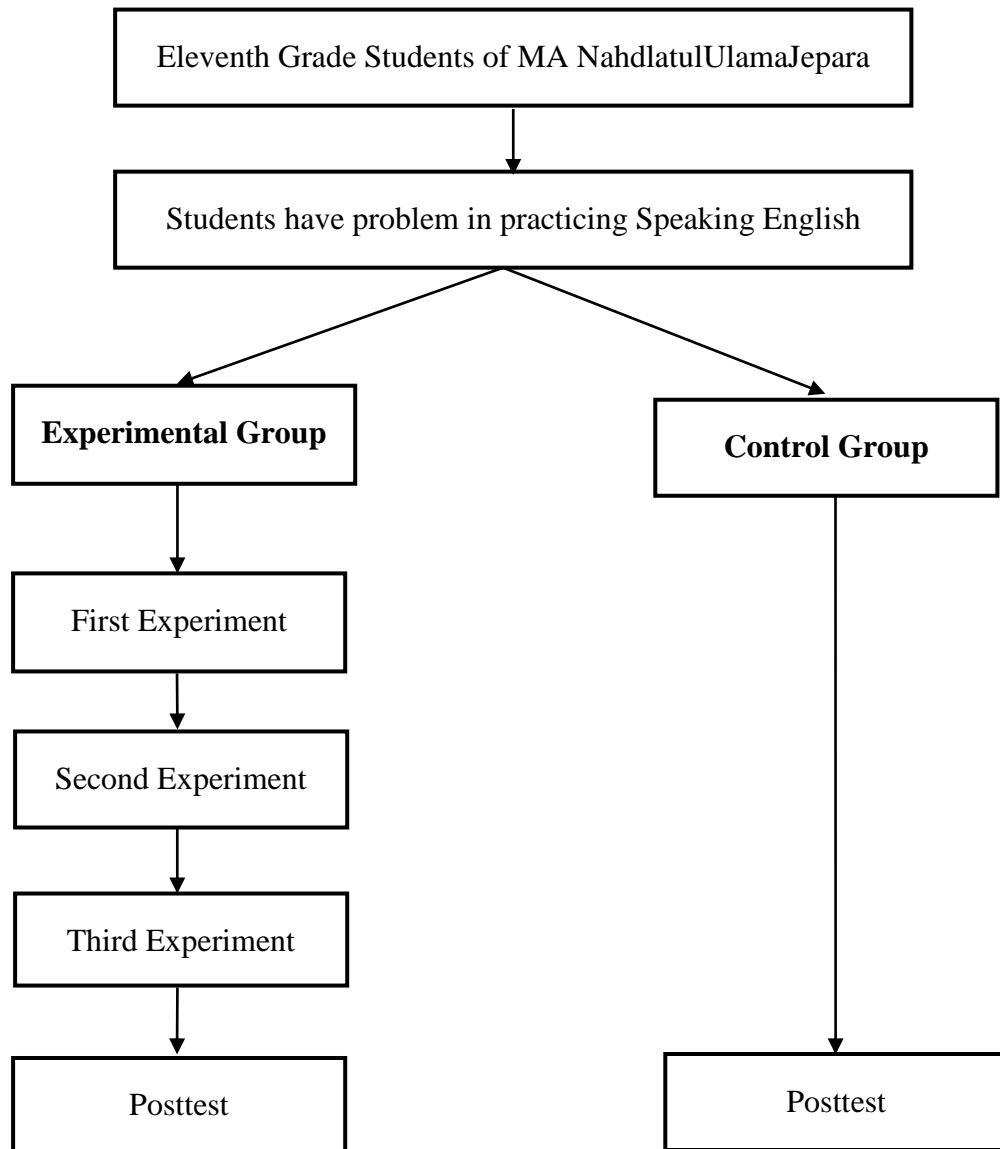
The theoretical framework started from the idea that speaking is the most important aspect for people that learning English language. Students need to be success to speak English language because English as the communication tool in this 21st century. Based on the observation was conducted by researcher before doing this study, the students had several problems in speaking class. For example, the students had less vocabulary, they were been shy to speak English, the students' pronunciations were not good, even their fluency were really bad. Thus, the researcher conducted the true experimental study. Since the participants of this study were the eleventh grade students of MA NahdlatulUlamaBatealitJepara in the academic year of 2017/2018.

In the concept of the framework, the researcher divides the participants in two groups. They are experimental and control group. In this study, the researcher trying to prove that the information gap is the effective technique in teaching speaking. She compares the students' speaking achievement between experimental group who are taught by using information gap technique and the control group who are not taught by using information gap technique. The result can be seen after conducted the posttest to both of two groups.