

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter describes review of related literature. It includes Speaking, Information Gap Strategy, Teaching English as a Foreign Language and previous study.

A. Speaking

1. Definition of Speaking

Speaking is one of the four linguistic abilities that a person who speaks English should work on developing. Speaking is also a good way to gauge whether or not English is being used for actual communication or if it is just being taught. It is a talent that may produce results. Speaking fluently is considered by many people to be the most important aspect of language learning. To put it another way, the ability to communicate effectively is an essential talent that places a greater priority on fluency than accuracy (Hasibuan and Ansyari, 2007:101).

There are many different reasons why speaking exercises are currently used as a method to evaluate a student's progress in learning a foreign language. According to Harmer (2007:123), there are three reasons why a person should make an effort to learn English. These reasons are as follows:

- 1) Participating in speaking activities provides the students with a variety of possibilities to use English in real situations.

- 2) Participating in speaking activities provides students with opportunities to apply what they have learned in previous lessons to actual speaking contexts.
- 3) Students who participate in more speaking activities develop the ability to use English in a natural and fluent way.

Richards (2008) states that there are 2 approaches that can be used to find an effective speaking teaching strategies:

- 1) Direct approach

In this approach, both teachers and textbooks focus on oral interactions in terms of learning topics and in questioning strategies.

- 2) Indirect approach

In this approach, both teachers and textbooks create conditions for students to oral interactions through group formation strategies, task collection, or other strategies.

Richards (2008) also mentions 3 functions of speaking in human interactions. These 3 functions are:

1. Talk as interaction

Talk as interaction can be interpreted as performing the main social function, namely "conversation". The speaker will focus on how they want to express themselves with the other person.

2. Talk as transaction

Talk as transaction denotes a situation where the speaker focuses on what was said or done. The speaker has the main focus to convey a message that is easy to understand, clear, and accurate.⁹

3. Talk as performance

Talk as performance shows that there is a conversation in public, where the speaker is obliged to convey information

It is possible to describe speaking as the ability to verbally express our ideas, feelings, or views in the context of a conversation. Because speaking about something indicates that we have given it some consideration, it is a skill that may be useful. It is a good speaking event when the audience is able to comprehend the messages that are being communicated and when they need to hear them.

2. The Objective of Speaking

Speaking is a purposeful activity. similar to other activities like reading, writing, and listening. People communicate for a variety of reasons and with specific goals in mind, and the latter can shape the approach that use. The following are the speech's goals:

- a. In casual conversation, for example, our goal may be to build social connections, build rapport, or simply carry on the harmless conversation that fills most of our time with friends.
- b. When engage in discussion with someone, the goal could be to gather or convey opinions, persuade someone of something, or to provide clarification on something.
- c. In other contexts, we use speaking to provide an explanation of something, to criticize the actions of other people, or to make a request in a respectful way.

3. Elements of Speaking

According to Harmer, there are components that may be recognized in an individual's level of speaking ability. The capacity to talk fluently may be attributed in part to these factors. In addition to this, the ability for both language and the processing of information. The things that fall within this category of linguistic characteristics are as follows:

a. Connected speech

The capacity to alter sounds in one's own speech is required for the usage of linked speech. To edit sounds, one may either modify them (assimilation), omitting (elision), adding (linking r), or weaken them (weakening) (through contractions and stress patterning).

b. Expressive Devices

The use of pitch and emphasis, changing volume and pace, and using paralinguistic (physical and nonverbal language) in the production of utterances are all examples of expressive devices. They are used to produce utterances and convey the true meaning of the message intended by the speaker. Speakers can express their feelings to the person they are speaking to by employing expressive tools.

c. Lexis and Grammar

It's crucial to have the ability to choose the right words and phrases to use in various scenarios when speaking because there are some things that should be said differently depending on the audience and the situation. Therefore, it's crucial for students to be familiar with a

range of expressions for various purposes, such as nodding in agreement or disagreement, showing surprise or shock, etc.

d. Negotiation Language

Especially when we sense that we are not being understood, we utilize negotiating language to provide clarification or rephrase what we are saying in order to be clearer. Because sometimes the listeners do not understand what we have said, negotiation language is employed. It can be that we speak too quickly or that they didn't hear.

B. Information Gap Strategy

1. The Definition of Information Gap Strategy

One method of classroom instruction known as the "information-gap" is meant to have students talking to one other in English to fill in knowledge gaps. According to Harmer, "Information Gap Strategy" is those where in the two students, both possessing partial knowledge of the same topic, must collaborate in order for both to acquire the whole picture necessary to complete a task. An "Information Gap Strategy" is described by Harmer in another of his books as "when one student needs to communicate to partner in order to solve a puzzle, draw a picture, organize objects in the appropriate order, or uncover similarities and differences between photographs."

In order to bridge informational differences, it is common practice to either decode or encode data from one format into another.

Prabhu gives the example of working in pairs, when each person tries to vocally express to their partner the knowledge, they need to complete a job that they themselves know only in part. Information Gap Strategy, as defined by Freeman, occur when one party to an interaction has knowledge that the other does not. Prabhu further said, " Information Gap Strategy occur when each individual in a pair possesses only half of the needed knowledge."

It's possible that the writer meant by " Information Gap Strategy " one in which two students serve as both speaker and listener to each other in order to fill in each other's knowledge gaps and finish the task at hand. Each student needs to rely only on the information presently at their own.

2. The Characteristics of Information Gap Strategy

The following are some characteristics of Information Gap Strategy:

- a) During each of the activities, the student will be assigned an assignment to do.
- b) The information that they need for the assignment is broken up into two parts (student A and student B), and none of the students has access to all of the necessary material to complete the work on their own.
- c) In order for the students to acquire the knowledge they need, they are required to consult one another in order to reach a conclusion.
- d) The activities are not meant to be exercises; rather, they provide situations in which the students may use language to learn about

topics that they really need to know and to communicate ideas with one another.

This means that in addition to the task, an Information Gap Strategy will be carried out; such an activity is intended for use when no single student possesses all the information necessary to complete the task, requiring the use of peer-to-peer communication to fill in the necessary gaps. This isn't the exercise itself; rather, it's a way through which students may get the data they'll need to complete it.

3. The Techniques of Information Gap Strategy

Legutke and Thomas (1991) illustrate the knowledge gap in a number of contexts, including:

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

- a. Students are paired up and given an abstract artwork to explain to their partner so that they may recreate it without seeing it. The drawer is allowed to ask for clarification, but the "describer" is not permitted to provide feedback on the resemblance or otherwise of the drawer's work to the original design.
- b. Once everyone is satisfied with their drawing, everyone displays their work for the class to see, and students provide feedback on each other's ideas.
- c. The teacher feeds in the necessary vocabulary and collects from the students where they are having trouble with the assignment.
- d. The students switch places and are given a new image to analyze.

Example 2: Using card (adult and high-school learners at elementary/intermediate/advanced level)

- a. The Students grub choose a card with different topic in every soingle cards
- b. The students due and discussed about the topic, they practice how to present
- c. They present in front of class

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

- a. There are five different groups inside the classroom. Every group chooses only one member to be the chosen artist. For one minute, all of the "drawers" must exit the room.
- b. The image is shown on a screen for 30 seconds while the class looks at it. The students are to maintain silence throughout this period.
- c. The 'drawers' come back, and those who have seen the image thus far try to describe it from memory. Now that they have five minutes to finish the picture, the "drawers" may feel free to ask any questions they have.
- d. The image is displayed again for ten seconds about two minutes later so that corrections may be made.
- e. Each group's image is put up on the wall, and members compare and discuss which one is most like the source material.

Example 4: Using objects: Assembling a toy (adult and high school learners, all level)

- a. All of the students in the class are split up into smaller groups of three. A plastic toy, such as a Lego vehicle or similar item, is removed from a box of breakfast cereal and distributed to each group.
- b. Two people in the group are given the instructions and are responsible for instructing the third

Example 5: Using the Jigsaw technique

- a. The students are split into three groups, and each group reads a material on a shared topic. There is no way to solve an issue without consulting all three sources.
- b. After a group has finished discussing and comprehending the material on their text, the students are reorganized into groups of three, with each new group consisting of one student from each of the two previous groups.
- c. All three members of the smaller group know something that the other two don't. The group is now working together to discuss the issue and find a solution.

Example 6: Reassembling a text

- a. The class is split into four smaller groups, and each group is handed a photocopied text that has been broken into as many parts as there are paragraphs in the original.

- b. Within the smaller group, everyone reads the same section of the book and discusses what they learned with the others. With this shared body of knowledge, they attempt to reconstruct the text by rearranging the paragraphs in the correct order.

Information gaps work well with either group work or pair work students, although the writer prefers pair work when they use this practice in the classroom. Students will participate in class discussions and gain speaking skills via the use of information gaps. By assigning students work to do in areas where they differ in "knowledge," you may help bridge the informational divide. Some of the activities include painting drawings, sorting objects into categories, assembling a book and a toy, etc.

4. The Advantages of Information Gap Strategy

According to Harmer, the improvement of communicative purpose as well as the desire to communicate may be achieved via the closing of the information gap. In addition, according to Scrivener, if we plan classroom activities with Information Gap Strategy like these, we can provide students with activities that simulate the need for communication. This type of activity may be more interesting to language learners and beneficial to their development as a whole than simply speaking without a genuine explanation. Therefore, if we use Information Gap Strategy in the classroom, students will have a better opportunity to practice their speaking skills since they will have the

opportunity to use the target language in a context that more closely resembles real-world situations.

In addition, Weir said in his article "Communicative Language Testing" that using Information Gap Strategy in the classroom has the potential to inspire highly participatory activities, which is one of the many benefits of utilizing Information Gap. As a consequence of this, it gets far closer than most other activities to simulating genuine conversation. In addition, it respects the unexpected nature of communicative circumstances and needs the capacity to come up with fresh words.

5. The Disadvantages of Information Gap Strategy

Weir is of the opinion that using information gap strategy in the classroom may give birth to a few problems due to the nature of the subject matter. He claimed that there would be a problem if one person dominated the conversation during a pair work information gap. According to him, this would be problematic since it would provide the other participant with less chances to demonstrate their capacity to communicate. In a similar way to this, performance may be negatively impacted if there is a considerable gap in the degrees of competence possessed by the two learners.

In addition, it is difficult to manage the information gap strategy while doing pair work since there are several pairs in a class and no two pairs can pay attention at the same time. This makes it

difficult to control inappropriate behavior and noise, such as students speaking in their native language.

C. Teaching English as a Foreign Language

By the time the 20th century came to a close, the English language was already well on its way to becoming a true *lingua franca*. A *lingua franca* is a language that is regularly used for communication between persons who do not share the same first (or even second) language. (Harmer, 2007: 13). As the use of English as a worldwide language has quickly expanded, Indonesia has followed suit and boosted its own use of English. In Indonesia, one may argue that English belongs in the category of foreign language. It suggests that the people who are learning the language are not native speakers and are doing so for a variety of reasons.

According to Brown (2001:118), the use of English for communication amongst people who aren't native speakers is growing at an increasing rate. This result lends further support to the statement made before. He continues by saying that the majority of people who teach English as a second language across the globe are not native speakers of English. It gives the impression that they are able to communicate in more than one language as opposed to only one. Instead, English as a second language has evolved into a tool that may be used for cross-cultural communication in Indonesia, namely in the areas of technology, diplomacy, commerce, finance, tourism, education, and even science.

According to Harmer (2001: 4), a foreign language does not immediately serve a social or communicative role in the society in which it is learned. The most of the time, it's in order to have conversations with other individuals. If students are not well prepared for communicating with people outside of the classroom, another way to learn a foreign language is to participate in language groups, study specialist literature, or consume specialized media. The statements made above make it clear that teaching English in Indonesia is regarded to be teaching English to speakers of other languages. In regular conversation or in a more casual setting, Indonesians do not speak English. In day-to-day life, most people learn English in a highly confined context, such as a classroom, where it is one of the required subjects to study.

D. Previous Studies

In the relevant research, the researcher used three titles is the almost similar, The first research investigate "The effectiveness of information gap in improving students' speaking ability at SMAN 1 Pangkalan Kuras" conducted by Devi S (2010) . According to the findings of Fitria Devi's investigation, there is a material difference between the students who were instructed at SMAN 1 Pangkalan Kuras utilizing the information gap to develop speaking ability and the students who were not subjected to this method of instruction. It is evident when looking at the average, which is 75.76. It is relevant to the study that the researcher is doing, which entails efforts to fill in knowledge gaps. The researcher made the idea that if

employing information gap activities helped students become more effective in speaking English, then it would also help students become more motivated to do so.

The second research is “Contribution of Group Work Activity toward The Students’ Speaking ability at The Second Year Students of Madrasah Aliyah Hidayatul Mubtadiin Bandar Sungai” is conducted by Sumiati. (2009) According to her research, group work activities at MA hidayatul Mubtadiin Bandar Sungai students in their second year make no appreciable contribution to the students' abilities. The hypothesis shows that the null hypothesis is accepted. The researcher's use of the Communicative Language Teaching (CLT) method's activities or techniques is pertinent to the research she has performed.

The third research “The Effect of Information Gap Technique and Achievement Motivation Toward Students’ Speaking Ability (An Experimental Study of the Tenth Grade Students of MAN SELONG) is conducted by Asrobi, Seken and Suarnajaya (2013) , The study's goal is to determine how the information gap technique and accomplishment motivation affect the tenth-grade students at MAN Selong's speaking abilities. This research is experimental. Tests and surveys were used to get the data. The findings of their study demonstrated that information gap technique is superior to conventional technique for teaching speaking to both students with high and low levels of achievement motivation.

Unlike the researches mentioned above, the writer concentrates on teaching speaking using information gaps, with the aim of determining

whether or not information gaps are useful at improving students' speaking skills. It is a quantitative study that use a quasi-experimental methodology and a control group design with pretest and posttest. The writer's method of data collection involves tests, specifically a pretest and a posttest.