CHAPTER II

REVIEW LITERATURE

This chapter will discuss some theoretical explanations of speaking as well as information gap activities that support the study.

2.1 The Definition of Speaking

There are some definition in language learning about speaking proposed by experts. According to Nunan (2002) defines speaking as a productive orall skill to covey the meaning, it is the process where the speaker and listener exchanging information, feelings, opinion, or ideas. Channey (2011) defined speaking as a word that has meaning in a shared context. From a few of the definitions given above, it can be seen that speaking is the ability to communicate ideas, feelings, expressions, and information through the use of clear articulation.

2.1.1. Function of Speaking

There are a variety of speaking functions that professionals have suggested. According to Brown (2008)Speaking has three different purposes: speaking for interaction, speaking for performance, and speaking for transaction. Speaking as interaction describes a communication with social conversation.

When you deliver a speech or make an announcement in front of a crowd, you are speaking as a performance. Speaking as a performance typically takes the form of a monolog rather than a dialogue, frequently adheres to a recognizable framework, and is more like written language than conversational language.

Speaking as a transaction is when the focus is on the message of what is said or done in order to have people comprehend it totally and exactly.

2.1.2. How to Improve Speaking

The English teacher need a strategy to increase students' speaking abilities, they can using some technique when teaching in the class or make the activity more enjoyable to attrack students interest to learn more about speaking.

Speaking is a process of interaction with someone and can create communication that can be expressed through words (Wilson 1983).

2.1.3 Principles of Teaching Speaking

There are practical principles to the teachers and can apply this activity in the classroom. According to Brown (1994), conside seven principles for teaching speaking.

1. All of students must be involved in teaching

2. Create a creative and effective classroom

3. Focus on accuracy and fluency in speech

4. Use intrinsic motivation techniques based on student goals and interests

5. Use of Personalized Talking Topics

6. Develop a speaking strategy

7. Give students the opportunity to initiate oral communication

2.1.4. English Teaching for SMA

The aim of teaching English in schools is to The present curriculum consists of: (1) developing communication skills verbally and writing in that language. These skills include speaking, reading, writing, and listening.; (2) Increasing understanding of language's nature and significance The teaching method in English as a foreign language.; (3) develop an understanding of the interrelationships between language and culture and expand cultural horizon. Thus students have cross-cultural insights and engage in cultural diversity.

2.2 Information GAP Activity

Information gap (information exchange) is a technique in language teaching where the students are missing information necessary to complete a task or solve problem they must communicate with two or more learners to fill in the gaps. Each student has the chance to speak in the target language frequently during this activity and makes it effective. According to Kathryn (1990), information gap activities are part of a learning strategy because gap activities can provide practice in using newly learned sentence patterns, students have more opportunities to speak, make the target language understandable, have opportunities to interact with one another, and reducing the teacher's domination of speaking

According to Kayo (2006), information gap activities are learning approach in which students work in pairs. Each student must exchange information with each other, because students who do not have information must find out. Missing

information can be facts, opinions, audio, visuals, or details regarding textual content.

From those explanations above, the researcher conclude that Information Gap Activity is an effective to used in class for teaching learning. This technique is very flexible and can be applied to any topic or lesson.

2.2.1 Information Gap Acitivity to Improve Speaking Skills

Another method of teaching speaking is through information-gap activities Raptou (2002). According to Nation (2009), information-gap activities can be divided into two categories: split information arrangements (where each student has different key pieces of information) and the other students has all the information.
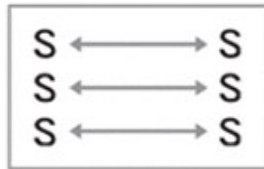
The tudents work in groups to share information in order to complete the tasks, it is activity can create interaction between students because they have to exchange information with each other. It can improve the students' speaking process to be better, and working in groups gives students more time to talk compared to the teacher (Hill 2006).

Information gap is a very useful technique for teachers to use when teaching in the class because the students can practicespeaking in real context

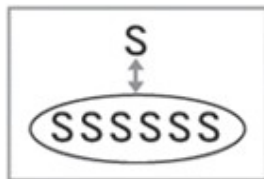**2.2.2. Types of Information Gap Activity**

There are several types of information gap activities that can be used when learning in the classroom:

1. Information Gap Activities between 2 students. The pattern is as follows:
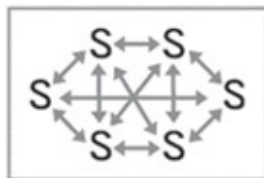

This pattern is the form of 2 students

2. Information Gap Activities between one student or teacher and all other students. The pattern is as follows:
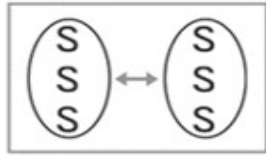

This pattern is when only one person has information, while other students must communicate to get that information. This pattern is the same as quiz activities.

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

In this pattern, each student has different information and that information is exchanged with all students in the class. This pattern is the same as the interview activity.

4. Information gap Activities between two or more groups. The pattern is as follows:

In this pattern the teacher divides the class into 2 or more groups and provides different information to each group

According to kayi (2006), information gap activity is a learning activity in students are obliged to work in pairs. So the researcher was choosed the type of information gap between 2 students to use in research as a form of transactional communication.

2.2.3.The Learning Steps for The Information Gap Activity

1. The teacher discusses the vocabulary on the task sheet that will be discussed.

2. The teacher practices the pronunciation of the vocabulary in the task.

3. The teacher discusses the language function that will be used in the task (task).

4. The teacher practices the pronunciation of the language function being discussed.

5. The teacher divides students into work pairs

6. The teacher distributes work sheets/tasks to students A and students B.

7. The teacher asks students to carry out a dialogue while filling out the assignment sheet.

8. The teacher observes and assesses student dialogue.

9. The teacher ask students to compare the worksheets of student A and B.

2.2.4. Procedure of Information Gap Activity

Milling (2015) explains how to create information gap in a teaching and learning session:

a. Rolling Alocation

Before the teacher gives instructions about what students will do in the information gap, the teacher provides 2 different pieces of information and explains how to collect this information. But the teacher will rolling the each students because they have to find to the information from another students.

b. Preparation Time

Before working in pairs or groups, students need the preparation time to practice. Some pupils are in charge of drawing the picture, and the others are describing it. 'Describe and draw' is the topic of this activity. The information from a famous person's biography is the following example. A student has information with the names of all the locations, but it is missing the information for all the dates. On the other hand, The "B" students have all the knowledge about dates but are lacking the names of all locations. The other is referred to as a spot-the-difference activity. The students' task in this lesson is to look closely at the images and identify any differences before speaking. The teacher checks to see if the students have understood the task and work.

c. Information Gap

The teacher is prepared the students to work in pairs or small group because they have talking each other to find the missing information,after find the information from their friends they can complete the task.

d. Check the response

Students compare their responses as they verify for accuracy to identify any missing details. A student can review their mistake by looking at other students' work that is comparable to their own.

2.2.5 The Advatage of IGA

The technique of information gap activities for improving students' speaking skills has many benefits. According to Arung (2009) using Information Gap Activity is a strategy to improve speaking fluency. Kayo (2006) the students who use information gap activities to practice English have a great opportunity to improve speaking skills. Rosmaliwamis (2007) When using information gap activities as a strategy in learning students were feel confident and have inspiration in speaking, thus increasing their desire to practice and be free in responding. It is the benefits for using IGA as a technique for teaching learning:

1. Using the information gap activity can motivate students to speak

2. Learning strategies for all levels can be employed with information gap activities.

3. This technique can provide opportunities for all students to speak in English.

Furthermore, Hess (2001) defines states the benefits of information gap activities as follows: the use of IGA make the students get feedback from each other, the brainstorming will make the teaching method more efficient, and IGA can creates the student learning style with independence. The best teaching method for second language learners is information gap because it allows students

to talk, exchange information, and interact over time, the tasks make the lesson more enjoyable and motivate students to speak more than their teacher. According to Arung (2012) Information gap activites are a way to encourage speaking. The researcher add some several advantages of using information gap activities method, such as:

1. Increasing student speaking time

Students will work together with classmates to complete the task given, while the teacher will arrange how the lesson activities will take place.

2. Incorporate authentic communication situations and materials

Teachers can take advantage of information gap activities as a necessity for the actual student speaking learning process. Such as asking questions, following directions, solving problems and asking for opinions. Meanwhile the teacher must prepare materials that are suitable for students such as maps, brochures or other real-world content. the use of information gap activities as communication is often carried out without a script, this can be assessed by the teacher about the level of student communication in everyday situations.

3. Encourage critical thinking skill and teamwork.

In order to complete information gaps successfully, students frequently need to use their problem-solving abilities, identify the data that is missing, classify and analyze the data that is gathered, ask for clarification from others, and work together with their classmates.

4. Can be creatively designed to focus on meaning, form, and/or curriculum content.

When teachers are familiar with the several styles information gap activities can take, they can create activities that satisfy a variety of learning goals. The usage of newly taught vocabulary or grammatical forms vocally can be required or encouraged in lessons by teachers. teacher can also create information gaps based on topics from history or science subjects that do not include language lessons

B. Disadvantage Information Gap

While using the information gap technique has numerous advantages, there are disadvantages as well. These include the need to manage time effectively, motivate and pay more attention to the lower level students, and control the students throughout their pair discussions.

2. 3 Previous study

There are some studies that have relation to this research. According to observation from a number of undergraduated these and journals, the researcher got two studies that relate to use Information Gap Activities.

Sartika (2016) "Teaching speaking using the Information Gap technique" and those who were taught speaking by conventional methods, and determining which speaking sub skills would be most improved by using the Information Gap technique with eighth grade students at Islamic boarding school SMP IT Daruzzahidin, Aceh Besar. Two courses, one designated as the experimental group (EG) and the other as the control group (CG), each with 30 students, were

used in a genuine experimental design.Qualitative and quantitative techniques were used to gather the data. The results of the speaking examinations taken before and after the students' speaking lessons were used to generate the quantitative statistics. The findings of the students growth in speaking ability were used to gather the qualitative data. The results of the quantitative data showed that the experimental group's post-test scores on average were 82, whereas the control group's post-test scores on average were 70. The students who were taught speaking using the information gap methodology outperformed those who were instructed in speaking using the conventional method, according to the results of the t-test, which had a result of 4.68. The students' speaking proficiency had increased by more than 20% in all five skill pronunciation, grammar, lexicon, speaker's intentions, and data analysis of the speaking proficiency data. Thus, it could be shown that the experimental group's speaking ability significantly increased.

Rahimi (2017) "The use of Information Gap Technique to Improve Speaking Skill" The purpose of this study was to determine whether or not the Information Gap approach was successful in improving students' speaking abilities. This study employed an experimental research design. The population of this study consisted of approximately 210 students in the eleventh grade at SMAN 2 Semarang during the academic year 2014–2015. This study employed a pretest-posttest design with non-equivalent groups. Two courses totaling about 60 learners were used as the samples. The data were gathered utilizing a variety of methods. Pre-test, treatment, and post-test were the three. According to the study's

findings, the experimental class's pretest average was 45.81 while the control class's pretest average was 42.12. The experimental class's posttest average was 70.76, while the control class' posttest average was 49.48 after four sessions of treatment. The analysis's findings indicated that there was a significant difference. T-test results confirmed it; the significant difference between the experimental and control classes' posttest results was 0.00 0.05. It indicates that the Information Gap strategy was more effective than the traditional approach in teaching speaking. It was determined that H1 was acceptable, and that using the information gap technique to improve students' speaking abilities was successful.

Based on the previous studies above, the two studies aim to determine the use of Information Gap Acitivities method in speaking. In this case the researcher wants to conduct the research using Information Gap Activities method in eleventh grade at SMA Negeri 4 Jayapura in the academic year 2022/2023 because the researcher believes that this method has not been used in SMA Negeri 4and there has been no research on the use of Information Gap Activity atSMA Negeri 4.

2.4 Hypothesis

Hypothesis is a temporary answer to a problem that is still presumptive because it still has to be proven true,which will be tested with data collected by the research.Statistical hypothesis formulation can be divided into two types:

a. Hypotesis null (H0)

The null hypothesis is a hypothesis that is formulated as a statement to be tested.The null hypothesis has no difference or the difference is zero with the actual hypothesis.

b. Hipotesis alternatif (Ha)

Alternative hypothesis is a statement in which there is some significance between the two phenomena being measured,and a hypothesis which states that there is a relationship or difference between variable x and variable y.This hypothesis is generally a statement that the parameter of a population has a different value than the null hypothesis statement.