

CHAPTER II

LITERATURE REVIEW

This chapter discussed about theoretical framework consisted of the concept of speaking, the concept of teaching speaking, teaching speaking for vocational school (SMK) in Indonesia, Information Gap Technique, teaching speaking by using Information Gap Technique and previous related studies.

A. Theoretical Framework

1. The Concept of Speaking

According to Harmer (2007, p. 265), there are four basic skill in learning English, they are reading, writing, speaking and listening. These are often divided into two types. Receptive skills are a term used for reading and listening, then productive skills is term for speaking and writing. The most important skill of them is speaking (Khotimah, 2014). To support the above statements about speaking, Distiningtyas (2019) states that speaking is important and useful to socialize in life. It related with Afrizal (2015) that speaking is one of the productive activities in daily life and is the most important language skill because it is the main skill needed to carry out a conversation. So, speaking help us to communicate each other about our ideas, thoughts, and also feelings.

Besides that, Harmer (2007, p. 267) defines speaking sessions allow students to investigate their thoughts and feelings about a topic. Frequently, too, speaking is part of a longer planning sequence. In addition, Thornbury (2005, p. 20) states that speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. The activities are unplanned

and the continuity of the activities is based on situations. Since the speaking activities do not have much planning time, so the grammar used in speaking activities tend to be less complex than grammar in writing. Although Usman (2015) defines that Speaking is defined as an interactive process constructing meaning that involves producing, receiving, and processing information orally using organ of speech. So, from the definitions above, the researcher can conclude that speaking is one of the four basic skills in English that most important because it was the ability to speak fluently that used in real life as a tool communication to deliver our opinions, thoughts and also feelings.

a) Functions of Speaking

The main function of speaking is to communicate. The other function of speaking is to inform the speaker ideas to the listener. Speaking as communication can be used in several objectives. In this case, Richard (2008, p. 21) classifies the function of speaking into three important parts: 1) Talk as interaction, it refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, 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 others. The focus is more on the speakers and how they wish to present themselves to each other than on the message; 2) Talk as transaction, it 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; and

3) Talk as performance, this type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

b) Components of Speaking

According to Brown (2001, p. 406), there are some components that need to be considered as a learner. Based on Brown, there are at least five components of speaking abilities. They are grammar, fluency, pronunciation, vocabulary, and comprehension. 1) Grammar, it is the whole system and a set of rules to organize the words into correct sentences. A learner must be taught a structured system of language for the sound system. This will help the students to speak English fluently. 2) Fluency, it is the ability to speak accurately without hesitation. It is the matter of spreading the words without creating a Gap because of trouble in thinking. 3) Pronunciation, it is the way in which words are spoken a clear language. It is very important because when the speakers have good pronunciation, it's easier for the listeners to understand their speech. 4) Vocabulary, it is all about the words you need to learn. This is the basis of language and is very important because if you have no vocabulary on your mind, you will not be able to deliver a good speech that is understandable. 5) Comprehension, it is the ability to process and understand something. It becomes important in speaking because of this measure competence in understanding what the speakers say. So, from the explanation

above, the researcher can conclude that to support our speaking ability we must to pay attention with those components.

2. The Concept of Teaching Speaking

Distiningtyas (2019) points out that teaching speaking has an important role in learning foreign language. It is important to set the main goals of learning a foreign language that is to evolve the real communication in English. To learn a foreign language also means to understand the elements of speaking skill of the language. While in Indonesia, teaching English it self is not easy, especially many students are still having difficulty in speaking English, because they have a very limited vocabulary, and they are embarrassed to speak English (Rosalina & Khilda, 2019).

Harmer (2010, p. 123) states that there are three main reason for teaching speaking and getting students to speak in the classroom.

- a. Firstly, speaking activities provide rehearsal opportunities-chances to practise real-life speaking in the safety of the classroom.
- b. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.
- c. And finally, 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. As a result, students gradually become

autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

So, from above explanations, the researcher can infer that teaching speaking is important. It is supported by several reasons why students must be taught speaking such as to have chances to practice real-life speaking in the safety of the classroom and to deliver their opinions, thoughts, and feelings. Besides that, in Indonesia itself teaching speaking is not easy because many students who lack of vocabulary and are embarrassed to speak in English.

3. Teaching Speaking for Vocational School (SMK) in Indonesia

According to the content standard of curriculum 2013, the curriculum objectives cover four aspects of competence, namely (1) aspects of spiritual attitude competence, (2) social attitudes, (3) knowledge, and (4) skills. These aspects of competence are achieved through a process intracurricular, cocurricular, and extracurricular learning. From the four objectives mentioned, one of them skills is one of the aspects that need to be achieved by the students at Vocational School (SMK). There are four skills in learning English, namely listening, speaking, reading and writing.

Based on the ministry regulation of no 06 year 2018, there are some basic competence of English learning in “Bahasa Asing” subject that needed to be learned by the students at Vocational School (SMK). One of the competencies is shown in the table below.

Table 1 One of the Standard Competence of “Bahasa Asing” Subject of Grades X Vocational Students

No	Standard of Competence
1	<p><i>3.8 Menganalisis cara memberitahu dan menanyakan tentang fakta, perasaan dan sikap, serta meminta dan menawarkan barang dan jasa terkait topik kegiatan pada waktu senggang/hobi/wisata dengan memperhatikan unsur kebahasaan, struktur teks dan unsur budaya yang sesuai dengan konteks penggunaanya</i></p> <p><i>3.9 Menyusun teks lisan dan tulis sederhana untuk mengungkapkan cara memberitahu dan menanyakan fakta, perasaan dan sikap, serta meminta dan menawarkan barang dan jasa terkait topik kegiatan pada waktu senggang/hobi/wisata dengan memperhatikan unsur kebahasaan, struktur teks dan unsur budaya secara benar dan sesuai konteks</i></p>

From the table above, it can concludes that the vocational's students must be able to express orally the meaning of certain expression such as asking for and offering goods and services to interact with the their surrounding environment appropriately. Thus, the students are requires to have good speaking skills to be able to achieve the competencies.

4. Information Gap Technique

a) The Understanding of Infromation Gap Technique

Sartika (2016) states that, Information Gap Technique is very useful activity that can apply in teaching speaking. It supported by Harmer (2007, p. 349), in Information Gap Technique 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. Then in Harmer (2010, p. 129) he adds that 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.

On the other side, based on Brown (2001, p. 185), Information Gap Techniques has two characteristics. The first one is their primary attention to information and not to language form. The second one is the necessity of communicative interaction in order to reach the objective. The information that students must seek can range from very simple to complex.

Based on explanations' above, the researcher can conclude that Information Gap is an activity which requires students to use the language to complete the gap of their limited amount of information. This activity can be done by a pair or group.

b) The Advantages of Information Gap Technique

Thornbury (2005, p. 58) states that Information Gap Technique is some activities aim at raising awareness of the differences between the learners' current competence and the target competence. It means that this activity is important because it measures the students' skill and also improves the students' skill in language learning.

Rosalina and Khilda (2019) state that these are some of the very important benefits of Information Gap as follows:

1. Information Gap can make students become more active in speaking English.

2. Information Gap trains students' knowledge about something that students don't know before. Students can issue ideas and information they know to other students.
3. In learning to speak foreign languages, the Information Gap Technique is one of the excellent learning Techniques, because this Technique is able to facilitate students in communicating using foreign languages, especially English.
4. Exchanging information becomes an interesting activity in the Information Gap, students must have goals in providing and asking for the information needed before sharing information with others.
5. The Information Gap is a fun way to learn English Speaking. Students can learn well and comfortably when exchanging information. By using several artist images as learning media, make students interested in the learning process.
6. In addition to learning English speaking, Information Gap can also add new vocabulary; students become aware of what they did not know beforehand.
7. The Information Gap Technique can improve the courage and confidence of students in speaking using English in the classroom.

c) The Disadvantages of Information Gap Technique

Besides those advantages, Namaziandost et, al (2019) state that Information Gap also has some disadvantages such as:

1. Information Gap consumes much time to do or conduct.
2. Information Gap demands teachers to be skillful in controlling the class.

3. The students are sometimes lazy to do the teacher's task and feel confused in saying the expressions what they want to say in the task.

d) The Procedures of Information Gap Technique

Rosalina and Khilda explain that there are several examples of various manifestations of the Information Gap's Technique:

Example 1: Using pictures

1. The class is subdivided into pairs and one person in the pair is given an unusual, abstract drawing which he has to describe to his partner so that the latter can draw it unseen. The drawer can ask clarification questions but describer may not help by pointing to the drawers work and commenting on its likeness or otherwise to the original drawing.
2. When participants agree that the drawing is finished, the versions from the other members of the class are displayed and learners exchange comments on the various representations produced.
3. The teacher elicits from the class the areas of difficulty in the task and feeds in the key vocabulary items.
4. The two learners exchange roles and are given a different picture to work with.

Example 2: Spot the difference

1. Learners working in pairs are given a picture each which is identical apart from a number of small alteration.
2. Without showing each other the picture they must describe them to each other in such a way that they can identify all the differences.

5. Teaching Speaking by Using Information Gap Technique

Harmer (2010, p. 129) explains that one popular Information Gap activity is 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 doorways on beaches, trains coming out of fireplaces, etc). All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the 'artist' will ask questions.

In the other hand, according to Brown (2001), the Information Gap can be applied in beginning level to advanced class. At the beginning level, for example, each member of a small group could be given the objective of finding out from the others their birthday, address, favorite food, etc., and filling in a little chart with the information. In intermediate class could be ask groups to collectively pool information about different occupations: necessary qualifications, how long it takes to prepare for an occupation, how much the preparation costs, what typical job conditions are, what salary level are, etc. The last for advanced class, a small group discussion on determining an author's message, among many other possibilities, would be an Information Gap Technique. Beside that Almira, et al (2020) state that the tasks that is commonly used with Information Gap Technique are expressing opinions, obtaining missing information, conveying telephone message, completing the story, etc. So, from the explanation above, the researcher can conclude that there are many activities that can use in teaching speaking using Information Gap Technique. The teacher just have to choose the activity that suitable to their students level.

B. Previous Related Studies

In conduct this research, the researcher used the relevant previous studies to help improve the research. The first research entitled *Applying Information Gap Technique to Increase Students' Speaking Skills (A Classroom Action Research at the Seventh Grade Students of SMP Islam Ruhama Ciputat in Academic Year 2019/2020)* conducted by Distiningtyas (2019), an English Education student Departement at Syarif Hidayatullah State Islamic University Jakarta. In her study, she envolved the seventh grade student of SMP Islam Ruhama Ciputat in Jakarta as her subject. The purpose of her study was to overcome the problems experienced by almost all students in learning speaking skills, such as lack of self-confidence, limited vocabulary, or often mispronunciation of words using the Information Gap Technique. In her research finding using a classroom action research, it shows a significant improvement before and after applying the Information Gap Technique. She used observation sheet, interview and tests as the instruments to conduct the study. The students gained a positive impact from this technique and got motivated to speak English. The research was done in two cycles, and she concluded that the Information Gap Technique could improve VII-1 students of SMP Islam Ruhama's speaking skill in the academic year 2019/2020.

The second research entitled *Teaching English Speaking Through Information Gap Technique* conducted by Rosalinah and Khilda (2019), the students at Bina Sarana Informatika University. In their study, they envolved the eighth grade students of MTs. Al-husna Depok as their subject. The purpose of

their study was to apply Information Gap Techniques in teaching speaking English in 8th grade students at MTs. Al-Husna Depok. In their research finding using a classroom action research, the Information Gap Technique is very effective in teaching English speaking to students. They used interviews, observation literature study and the internet as the instruments to conduct the study. The research findings include: 1) Information Gap is an interesting technique in learning speaking, so that the students can enjoy the learning process. 2) With the Information Gap Technique can make students more active in communication, and increase the courage and confidence of students. 3) In addition, by applying this technique students do not feel bored, because there are many different and interesting activities in Information Gap Technique.

The last research entitled *Using Information Gap Activities to Improve the Speaking Skills of Grade VIII Students at SMP N 7 YOGYAKARTA* by Putri in 2014. The actions were conducted in two cycles starting on February, 21st 2014 and ended on April, 11th 2014. She focuses on grammar, vocabulary and accuracy on her study. Based on the data, the students' mean scores in fluency aspect increased 1.81 from 1.30 in the pre-test to 3.11 in the post-test. The accuracy aspect increased from 1.39 in the pre-test to 3.01 in the post-test. The students' mean scores in vocabulary aspect also increased 1.65 from 1.41 in the pre-test to 3.06 in the post-test. She concluded that the Information Gap Technique is effective to improve the students' speaking skill because the students got the exposure that made them able to get a lot of new vocabulary related to the materials they learnt. Also, this activity has given the students' bigger chances to

interact with others by asking and giving the information in the target language because they got the target language to fill the Gap.

All of those researches have a similarity with this research which focused on improving the students' speaking skill using the Information Gap Technique. The difference is in that researches, they conduct with action research design, although this research, the researcher uses an experimental design, namely pre experimental design. Then, they used the junior high school students as the subject, the one that Distiningtyas conducted is focused on the seventh-grade students' while Rosalinah and Khilda also Putri used the eighth-grade students' of junior high school. Even though, in this research, the researcher tried to use this technique in senior high school students. Besides that, the other difference is in the instrument. In research conducted by Distiningtyas (2019), she used three instrument, they are observation, interview and test. Next, in research conducted by Rosalinah and Khilda (2019) used interviews, observation literature study and the internet as the instruments to conduct the study. Even though, in this research, the researcher just only used oral test as an instrument, it is similar of the research conducted by Putri in 2014.