

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The researcher has some relevant previous researches that support, there are:

- a. Thesis entitled “The Use of Information Gap as a Technique of Teaching to Improve Students’ Speaking Ability (A Classroom Action Research at 10th grade, MA Nurul Islam Jepara in the Academic Year of 2009/2010)”, by Islakhul Anam (3105196) Final Project of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang.¹ The objectives of the study were to describe the implementation of using information gap in teaching speaking, to find out the improvement of students’ speaking ability after being taught by using information gap technique and to describe the implementation of information gap to improve students’ speaking ability.

The similar between his research and the researcher’s are on the research approach that is classroom action research, the object of study that is using information gap technique and the analysis that use speaking test, the collecting data that use observation and test. The previous researcher also uses method in his research, it is same with the researcher.

The process of his research was conducted in three stages, including: pre cycle, cycle 1, and cycle 2. The data were analyzed using quantitative descriptive analysis.

The results of the analysis were used to describe the improvement of students’ speaking ability which was indicated by their activeness in speaking. In pre cycle the mean of students’ achievement in speaking was only 31.7, it had increased up to 43.2 in cycle 1 and to 58.5 in cycle 2, the

¹ Islakhul Anam (3105196), *The Use of Information Gap as A Technique of Teaching to Improve Students’ Speaking Ability (A Classroom Action Research with Students of X2 of MA Nurul Islam Jepara in the Academic Year of 2009/2010)*, (Semarang: Tarbiyah Faculty IAIN Walisongo), 2010.

minimum passing grade from the school is 50. The minimum score is 25 and the maximum score is 100. So the result of his research, using information gap in teaching speaking, teacher can improve students' speaking ability.

- b. Thesis entitled, "A Study on the Students' Competence in Using WH-Question Words of the Eleventh Grade Students of SMK Muhammadiyah 2 Sirampog – Brebes in the Academic Year of 2009/2010, by Nunik Pratiwi (06421166) Final Project of Language and Arts Education Faculty, IKIP PGRI Semarang.² She concluded that the competence of the eleventh grade students of SMK Muhammadiyah 2 Sirampog Brebes in the academic year of 2009/2010 in using Wh-Question words is fair category from 50 students as sample, only 36 students had fair categories, 4 students had good categories, and 10 students had bad categories. The students' classical competence was 48.40%, the mean of the students' competence was 48.4.

The similar object of the study that is using WH-questions, and the data analysis that use writing test, the collecting data that used observation, interview and test, and calculate the achievement of study.

B. Theoretical Framework

1. Information Gap Technique

In order to develop the students' speaking skills, the researcher uses Information gap technique. The idea of the information gap technique as an organizing concept for a speaking activity is that one person has information that another lacks.³ It means that the students must use English to share that information in order to accomplish a task. Information gap technique is a technique where the students usually

² Nunik Pratiwi (06421166), *A Study on the Students' Competence in Using Wh-Question Words of the Eleventh Grade Students of SMK Muhammadiyah 2 Sirampog Brebes in the Academic Year of 2009/2010*, (Semarang: Language and Arts Education Faculty IKIP PGRI), 2010.

³ Kathleen Bailey (Ed. David Nunan), *Practical English Language Teaching: Speaking*, (New York: The Mc Graw Hill Companies, Inc., 2005), p. 46.

working in pairs, each has accessed to some information. By working together they try to solve the whole.⁴

Afterwards, there are three definitions of information gap. The first by Neu & Reeser (1997) in Vicka Mulia Sari (<http://www.scribd.com/doc/52764640/13/B-Information-Gap>), he states in an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions.⁵ The second is by Harmer who writes information gap is where two speakers have different bits of information, and they can only complete the whole pictures by sharing that information because they have different information, there is a 'gap' between them.⁶ The third is by Dorit Sasson in (<http://suite101.com/article/learning-games-a47793>) who defines that information gap activities are those in which students exchange information in order to complete a required lesson plan activity. Most information gap activities are done in pairs, with each student having a part of the information.⁷ According to Littlewood, information gap means a type of activity in which one or more of the students has to get information from somewhere or someone else.⁸ Information gap tasks are

⁴ Peter Watcyn-Jones, *Grammar Games and Activities for Teachers*, (London: Penguin Books, 1995), p. 8.

⁵ Vicka Mulia Sari, "Improving Student's Speaking Mastery Using Information Gap at the Second Year of SMPN 3 Kebakramat Karanganyar in 2007/2008 Academic Year", in <http://www.scribd.com/doc/52764640/13/B-Information-Gap>, p.16, retrieved on 07/10/12 at 01.00 pm.

⁶ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, Longman, 2007), p. 129.

⁷ Dorit Sasson, "Information gap activities work well in a variety of lesson plan activities such as vocabulary, reading comprehension and math activities", in <http://suite101.com/article/learning-games-a47793>, retrieved on 08/09/12 at 11.30 am.

⁸ William Littlewood, *Communicative Language Teaching*, (New York: Cambridge University Press, 1981), p. 22.

the activities in which learners must use the target language to convey information known to them but not to their speaking partners.⁹

In this information gap 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. These activities are effective because everybody has the opportunity to talk extensively in the target language.¹⁰

Activities that are truly communicative, according to Morrow (in Johnson and Morrow 1981), have three features in common: information gap, choice, and feedback. An information gap exists when one person in an exchange knows something the other person does not.¹¹ So the criteria of information gap entered communicative language teaching (technique). The communicative approach or Communicative Language Teaching (CLT) is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach.¹² Then, CLT can be defined as a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, teacher, learner roles and behaviour, and for classroom activities and techniques.

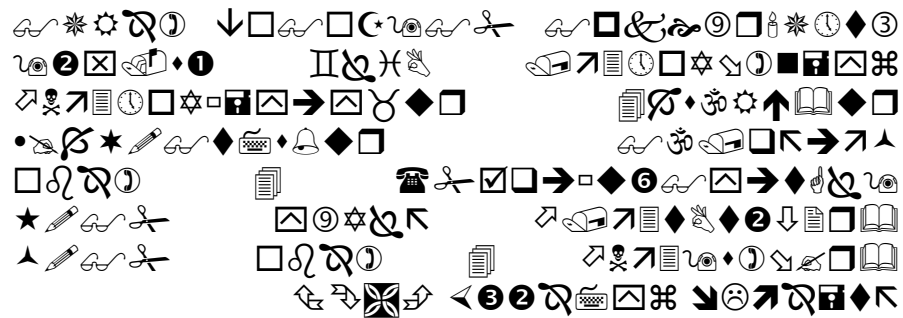
⁹ Kathleen Bailey (Ed. David Nunan), *Practical English Language Teaching: Speaking*, p. 191.

¹⁰ Dorit Sasson, "Improve Speaking Skills (Tips and Techniques for Speaking and Presentation Skills)", in <http://www.scribd.com/doc/28656718/Improve-Speaking-Skills>, p. 4, retrieved on 07/10/12 at 01.50 pm.

¹¹ Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 129.

¹² Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, (Harlow: Longman, 2001), p. 84.

In the holy Qur'an, Allah commands people to communicate with each other and know each contained in Surah Al-Hujurat verse 13:



“O, mankind, we have created you from male and female and we have divided you into tribes and sub tribes for greater facility of intercourse verily, the most honored among you in the sight of Allah is he who is the most righteous among you surely, Allah is all knowing, all aware” (Q.S. al-Hujurat/49: 13).¹³

Based on that verse, Allah has commanded to everyone to know each other although they have differences in gender, tribes, and also differences in languages. So communicative is very important to communicate with other people and it should be applied in teaching the importance of communicating with others.

There are four basic assumptions of CLT which has a rich theoretical base at the level of language theory.¹⁴ There are:

- 1) Language is a system for the expression of meaning.
- 2) The primary function of language is for interaction and communication.
- 3) The structure of language reflects its functional and communicative users.
- 4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

¹³ Muhammad Zafrulla Khan, *The Qur'an: The External Revelation Vouchsafed to Muhammad the Seal of the Prophet*, (London: Curzon Press Ltd., 1981), p. 518-519.

¹⁴ Bambang Setiyadi Ag., *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 147.

Communicative Language Teaching (CLT) has two main guiding principles: the first is that language is not just patterns of grammar with vocabulary items slotted in, but also involves language functions which students should learn how to perform using a variety of language exponents. The second principle of CLT is that if students get enough exposure to language and opportunities for language use and if they are motivated then language learning will take care of it. Moreover, CLT is not just about the language, in other words, it is about how it is used. In other words, CLT has description about learning sequences which aim to improve the students' ability to communicate.¹⁵

Actually the intermediate learners such as Senior High school students can not seem to use the target language for convey meanings. In the process of learning, they convey meanings by using language. Therefore, activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing.¹⁶ This implies that language learner will learn the target language optimally when they communicate in the language. They should have a desire to communicate something use the language to carry out meaningful tasks, not just learn the language, so that the activities should attempt to replicate real communication.

Beside that, managing the classroom into pair work and group work in the activities is very useful. According to Bailey, pair work and group work have been widely used by teachers in Communicative Language Teaching (CLT).¹⁷

In fact, pair work and group work make learners work together and help each other in the real meaningful communication. The first

¹⁵ Jeremy Harmer, *How to Teach English*, p. 50.

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, p. 85.

¹⁷ Kathleen Bailey (Ed. David Nunan), *Practical English Language Teaching: Speaking*, p. 38.

characteristic of a successful speaking task is that students talk a lot in the foreign language. A second reason for designing speaking tasks to be completed in small groups is that often students are afraid of criticism or losing face or they simply feel shy about speaking in a foreign language in front of whole class. Besides, speaking in small groups is more natural, because in real life, we spend most of our time talking to one other person or to a few other people. On a broader level, small group work helps students learn to work cooperatively and it helps them develop interpersonal skills.

Actually, students learn to speak in the second language by interacting. According to Harmer, activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. CLT and collaborative learning serve best for this aim. CLT is based on real-life situations that require communication. By using this method in English classes, students will have the opportunity of communicating with each other in the target language.¹⁸ In brief, English teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Information gap activities satisfy all of the above criteria. The teacher simply explains the activity and reviews the vocabulary needed for the activity. Students are expected to be able to complete their own tasks. Each participant plays an important role and the task can not be accomplished without everyone's participation. Many information gap activities are highly motivational because of the nature of the various tasks. Activities that require the solving of a problem or a mystery are especially effective. As teachers, we know whether an activity is of an

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, p. 85.

acceptable level of difficulty for our students. Students need to know the real situation by studying English communicatively. As a teacher, we should ask and motivate our students to speak more. We can use information gap to encourage the students to speak more.

The writer concludes that information gap is one excellent technique to make speaking tasks communicative and give students opportunities to use English appropriately inside and outside the classroom. In which the students have different information and they need to obtain information from each other in order to finish a task. Information gap hoped as one of the techniques that can be used by the teacher as a way in teaching speaking and teaching English using WH-questions for the students of Senior High School.

2. Information Gap Technique in Teaching Learning Process

A teacher should create cooperatives learning. It means that the teacher should share, encourage, and accept the students. It will decrease their fear and embracement. In addition, it makes the students feel appreciates and valued so they are so free to show their ability. In teaching speaking, the teacher needs some creativity. Information gap technique used to improve students speaking. As stated by Neu and Reeser (1997), Information gap activities are extremely effective in the second language classroom. They give 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 otherwise.

Information gap technique is expected to be able to break the boring and monotonous situation in English teaching and particularly in learning speaking. In fact, there are various techniques of teaching speaking in Senior High School. However, information gap hoped can be useful technique to support the students' success in learning English, speaking and ability using WH-questions in particular. Through information gap technique, the researcher expects the students to be able to use the language for communication.

There are some examples of information gap technique:

- a. Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time". Answers would be limited mostly to time expressions like "at 8:30" or "at nine in the morning".
- b. Completing the picture: the two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different.

3. WH-questions

Before a researcher discusses WH-questions would that he discusses about grammar. Grammar is an aspect of language about which learners have different opinion. So, the learners have to be able to understand all about English grammar well. Some learners are very interested in finding out or learning rules of English grammar. But, many students find difficult learning grammar. Besides, they think that English grammar is the most boring part of learning a new language. Whatever opinion they have, they cannot escape from grammar.

Hornby states that grammar is the study of rules for forming words and combining them into sentences.¹⁹ After understanding the definition

¹⁹ A.S., Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 1994), p. 542.

of grammar, it is not difficult for us to understand why grammar is important. Without knowing grammar of English, we are not able to communicate with other people. Therefore, the learners must learn English grammar well. There are some criteria about WH-questions. There are as follows:

a. The Definition of WH-Questions

WH-questions are questions beginning with question words. They are called WH-questions because (with one exception) they begin with words whose first two letters are *Wh* (Who, Whom, What, When, Where, Why, How, Which, and Whose).²⁰

Questions of this type are frequently used in daily communication because they can be used for a lot of information. Halls states that the information requested by question with question words covers the whole range of language except for simple Yes/No information.²¹ So an information question or WH-questions is an interrogative sentence answered by using information or explanation. WH-questions can not be answered by using yes or no although this from uses the auxiliary verb.

b. The Use of WH-Questions

Table 1. The Use of WH-Questions

	QUESTION	ANSWER	
WHO	Who can answer that question? Who came to visit you?	I can. Jane and Eric.	Who is used as the subject of a question. It refers to people
	Who is coming to dinner tonight? Who wants to come with me?	Ann, Bob, and All We do	Who is usually followed by a singular verb

²⁰ Richard Veit, *Discovering English Grammar*, (Boston: Houghton Mifflin Company, 1993), p. 162.

²¹ Eugene Hall, *Grammar for Use*, (New York: Oxford University Press, 1993), p. 61.

			even if the speaker is asking about more than one person
WHOM	<p><i>Who(m)</i> did you see?</p> <p><i>Who(m)</i> are you visiting?</p> <p><i>Who(m)</i> should I talk to?</p> <p><i>To whom</i> should I talk? (formal)</p>	<p>I saw George</p> <p>My relatives</p> <p>The secretary</p>	<p>Whom is used as the object of a verb or preposition. In spoken English, whom is rarely used; who is used instead. Whom is used only formal questions. Note: Whom, not who, is used if preceded by a preposition.</p>
WHAT	<p><i>What</i> made you angry?</p> <p><i>What</i> went wrong?</p>	<p>His rudeness</p> <p>Everything</p>	<p>What is used as the subject of a question. It refers to “thing”</p>
	<p><i>What</i> do you need?</p> <p><i>What</i> did Susan buy?</p> <p><i>What</i> did he talk about?</p> <p><i>About what</i> did he talk? (formal)</p>	<p>I need a pencil</p> <p>A book</p> <p>His vacation</p>	<p>What is also used as an object</p>
	<p><i>What kind of</i> soup is that?</p> <p><i>What kind of</i> shoes did he buy?</p>	<p>It’s bean soup</p> <p>Sandals</p>	<p>What kind of asks about the particular variety or type of</p>

			something
	<i>What</i> did you do last night? <i>What</i> is Mary doing?	I studied English Reading a book	<i>What</i> + a form of do is used to asks questions about activities
	<i>What countries</i> did you visit? <i>What time</i> did she come? <i>What color</i> is his hair?	Italy and Spain Ten o'clock Dark brown	<i>What</i> may accompany a noun
	<i>What</i> is Edy <i>like</i> ? <i>What</i> is the weather <i>like</i> ?	He's kind and friendly. Hot and humid	<i>What + be like</i> asks for general description of qualities
	<i>What does</i> Edy <i>look like</i> ? <i>What does</i> her house <i>look like</i> ?	He's tall and has a dark hair. It's a true story, rest brick house	<i>What + look like</i> asks for a physical description
WHEN	<i>When</i> did she arrive? <i>When</i> will you come?	Yesterday Next Monday	<i>When</i> is used to ask questions about <i>time</i> .
WHERE	<i>Where</i> is he? <i>Where</i> can I find a pencil?	At home In that drawer	<i>Where</i> is used to ask question about <i>place</i>
WHY	<i>Why</i> did he leave early? <i>Why</i> aren't you coming with us?	Because he's ill Because I'm tired	<i>Why</i> is used to ask question about <i>reason</i>
HOW	<i>How</i> did you come to school? <i>How</i> does he drive?	By bus Carefully	<i>How</i> generally asks about <i>manner</i>
	<i>How much</i> money does it cost? <i>How many</i> people came?	Ten dollars Fifteen	<i>How</i> is used with <i>much</i> and <i>many</i>

	<p><i>How old</i> are you? <i>How cold</i> is it? <i>How soon</i> can you get here? <i>How fast</i> were you driving? <i>How long</i> has he been here?</p> <p><i>How often</i> do you write home?</p> <p><i>How far</i> is it to Miami from here?</p>	<p>Twelve years old Ten below zero In ten minutes 50 miles an hour Two years</p> <p>Every week</p> <p>500 miles</p>	<p><i>How</i> is also used with <i>adjective</i> and <i>adverbs</i>.</p> <p><i>How long</i> asks about <i>length of time</i>.</p> <p><i>How often</i> asks about <i>frequency</i>.</p> <p><i>How far</i> asks about <i>distance</i>.</p>
WHICH	<p>I have two pens. <i>Which pen</i> do you want? <i>Which one</i> do you want? <i>Which</i> do you want? <i>Which book</i> should I buy?</p>	<p>The black one</p> <p>That one</p>	<p><i>Which</i> is used instead of <i>what</i> when a question concerns choosing from a definite, known quantity or group</p>
	<p><i>Which countries</i> did he visit? <i>What countries</i> did he visit? <i>Which class</i> are you in? <i>What class</i> are you in?</p>	<p>Peru and Chile</p> <p>This class</p>	<p>In some cases, there is little differences in meaning between <i>which</i> and <i>what</i> when they accompany a noun, as in (y) and (z)</p>
WHOSE	<p><i>Whose book</i> did you borrow? <i>Whose key</i> is this? <i>Whose</i> is this?</p>	<p>David's book</p> <p>It's mine</p>	<p><i>Whose</i> asks questions about <i>possession</i></p>

c. The Functions of WH-Questions

We can use WH-questions to ask about the subject, object, complement, or adverbial of a clause. WH-words used in these questions may take the form of pronouns, adverbs, and determiners or adjectives.²²

1) Interrogative Pronouns

Who, *whom*, and *what* are interrogative pronouns. They take the place of noun phrase in deep structure, just as these same words do when they act as relative pronouns. An interrogative pronoun replaces an indefinite noun phrase, an unidentified person or thing whose identify is being sought.

Who is used to ask about person, either as subject or object.

Some examples:

<i>Who</i> opened the door?	<i>Rudi</i> opened the door.
<i>Who</i> is cleaning the house?	<i>My sister</i> is cleaning the house.
<i>Who</i> did Ali call?	Ali called <i>Bima</i> .
<i>Who</i> will you help?	I will help <i>my mother</i> .

Whom is used to ask about person as object.

Some examples:

<i>Whom</i> are you speaking to?	I am speaking to <i>Farida</i> .
<i>Whom</i> did you come with?	I came with <i>Anita</i> .

Whom is usually replaced information by *Who*. Therefore, the above questions can be like the followings:

<i>Who</i> are you speaking to?	I am speaking to <i>Farida</i> .
<i>Who</i> did you come with?	I came with <i>Anita</i> .

What is used to ask about things, either as subject or object.

Some examples:

<i>What</i> made you angry?	<i>The noise</i> made me angry.
<i>What</i> broke the plates?	<i>The cat</i> broke the plates.
<i>What</i> did you buy?	I bought a <i>dictionary</i> .

²² Richard Veit, *Discovering English Grammar*, p. 162.

Interrogative adverb	Auxiliary	Subject	Balance of predicate
Why	is	Mary	late?
Why	did (auxiliary added)	Mary	arrive late?
Why	has	Mary	arrived late?
Why	has	Mary	been arriving late?

Note that the interrogative adverb is merely placed before the auxiliary that ordinary begins a yes-no question.

The interrogative adverb *How many* combine with an adjective or adverb.

How tall are you?

How quickly can you get here?

How long will it take you?

The interrogative adverb *Where* is generally not used with other preposition than *from* (Where do you come from?). Although “Where are you going to?” and “Where is he at?” are often heard, such usage is regarded as non-standard.²⁵

3) Interrogative Determiners

Which, What, and Whose act as interrogative determiners as in three questions below:

(a) *Which* car should Bernie wash?

(b) *What* car should Bernie wash?

(c) *Whose* car should Bernie wash?

Each of these WH-questions replaces an indefinite determiner in the deep structure.²⁶

²⁵ Marcella Frank, *Modern English*, p. 91.

²⁶ Richard Veit, *Discovering English Grammar*, p. 167.

To deepen the discussion on interrogative determiners or interrogative adjectives, the writer also quoted Frank's illustration as follows²⁷:

“What time is it?”

“Whose book did you borrow?”

The choice of the adjective *which* or *what* depends on the speaker's emphasis.

“*Which* bus should we take?”

This question is asked in terms of a *choice* of buses.

“*What* bus should we take?”

This question is asked to obtain some general information about the buses.

Interrogative adjectives may also be found within prepositional phrases that function as adverbs.

“At *what time* should I pick you up?”

“In *whose* name was the reservation made?”

“From *which* clerk did you buy your ticket?”

The interrogative adverb *How* plus *much* or *many* may function as a subject or an object in a question.

“How much (money) do you need?” (How much (money) is the object of the verb).²⁸

4. Students' Ability in Using WH-Questions

According to Hornby, students' ability is the students' power or capacity to do or act in any relation, the students' competence in any field of action, the students' talent to do something well.²⁹ The students can be said able if they can use the spoken language when listen and speak, and/or can use the written language when read or write. In improving the

²⁷ Marcella Frank, *Modern English*, p.92.

²⁸ Marcella Frank, *Modern English*, p. 93.

²⁹ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p. 2.

ability, the students must learn continuously because science and ability is only gotten by learning.

Each student has the different ability; this is caused some factors from the students themselves or from others. Those factors can conclude if the students are success or not in learning process. Sudjana says that the student's ability is influenced by two matters; factors from the students themselves and factors from others. The factors from the students themselves are:

- a. The ability that is owned by the students themselves
- b. The student's motivation in learning
- c. The student's interest
- d. The attitude and the habitual in learning
- e. Perseverance of the students
- f. Social and the economy of the student
- g. Physical and psychological of the student

While factor that is from others is the quality of teaching and learning that can influence towards the students' ability:

- a. The teacher's competence, it means the basic ability that is owned by the teacher, having a good cognitive (the intellectual) like mastering the material.
- b. The characteristic of class like how is the class, the condition of teaching and learning process, availability and media of teaching-learning process.
- c. The characteristic of school like discipline level of the school, the availability of library in the school, the geographical of school, school environment, satisfaction of learning, school cleanness.³⁰

In this research, the researcher focusses on two abilities in using WH-questions. There are as follows:

a) Ability in Speaking

³⁰ Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung: Sinar baru Alegensindo, 2002), p. 39.

As the part of language teaching, speaking is one of the important skills beside reading, listening, and writing. However, speaking is regarded as the more representing what the speaker wants to say. By speaking one can express their ideas and feelings. One of the characteristic of language is that it is always spoken, since regardless of their race or ethnic group, people always speak a language, which means that they always have a way of communicating ideas by manipulating sounds that are produced by their vowel organs.

The goal of speaking in using WH-questions is to make students to communicate efficiently. Students should make themselves understood using their current proficiency to the fullest. Students are supposed to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary and to observe the social and cultural rules apply in the social and cultural in each communication situation. So the students are able to speak using WH-questions fluently and correctly.

b) Ability in Writing

Students' ability in writing is decided by four skills, they are grammatical skill, stylistic skill, mechanical skill, and the last is judgment skill. The step which is student has ability to write correct sentences, it is called grammatical skill. The step which is student has ability to manipulate sentences and use language effectively. It is called stylistic skill. The step which is student has ability to use correctly those conventions peculiar to the written language such as punctuation and spelling, it is called mechanical skill. The last step which is students ability to write in an appropriate manner for a particular purpose with a particular audience in their mind together with an ability to select, organize, and order relevant information. Sometime, while writing there are two or more short compositions usually provide more reliable guides to writing ability, they are

enabling the testing of different registers and varieties of language.³¹ So, writing ability is complex, because it is not only based on one or two skills.

The goal of writing in using WH-questions is the students can write sentences in using WH-questions correctly and properly.

C. Hypothesis

Hypothesis is a temporary response to the formulation of research problems, in which the formulation of the research problem has been expressed in the form of a question sentence. That said to be temporary, because the answer that is given based on the relevant theory, not based on facts obtained through the collection of empirical data. So the hypothesis can also be stated as a theoretical answer to the formulation of the research problem, not the answer to the empirical data.³² The hypothesis of this research is the use of information gap technique can improve students' ability in using WH-questions.

³¹ J.B. Heaton, *Writing English Language Test - A Practical Guide for Teachers of English as a Second or Foreign Language*, (Longman: Longman Group Limited, 1975), p. 128.

³² Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta CV., 2010), p. 96.