

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Literature

1. Theoretical Review

a. Communicative language teaching

Communicative language teaching as an approach is aimed to make communicative competence as the goal of language teaching of the four language skills that acknowledge the interdependence of language and communication.

The communicative approach in the language teaching comes up because some linguists argue that the structural approach doesn't work well in the language teaching process. What is meant by not working well is that students can't use the foreign, they have learnt in the real situation. The students have already mastered the language usage but they cannot use it as a means of communication.

Richards and Rodgers state that CLT is regarded more as an approach since the aims of CLT are a) to make the communicative competence the goal of language teaching and b) to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.¹

The emphasis on the communication makes the proponents of this approach pay attention to functional as well as structural aspects of language. It is believed that no single set of procedures or texts that is accepted as typical procedures of CLT. Richards and Rodgers state that different people have interpreted the concept of combination of functional

¹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching a Description and Analysis*, (NY: Cambridge University Press, 1986), p.66.

and structural aspects of language in different ways. For some, CLT means an integration or grammatical and functional teaching while for others, the approach means using procedures where learners work in pairs or groups employing available language resources in problem solving tasks.²

Communicative language teaching makes use of real situation that necessitate communication. The teacher set up the situation that students are likely to encounter in real life. It can leave students in suspense as to the outcome of class exercise. This will vary according to their reactions and responses. As an extension of the national functional syllabus, it also great emphasis on helping students use the target language in variety of context and places great emphasis on learning language function. It means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence. Communicative language teaching is usually characterized as a broad approach to teaching. It is most defined as a list of general principles of feature. David Nunan recognized five features of communicative language teaching:³

- 1) An emphasis on learning to communicate through interaction in the target language.
- 2) The introduction of authentic texts into the learning situation.
- 3) The provision of opportunities for learners is focus, not only on language but also on the learning process it self.
- 4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- 5) An attempt to link classroom language learning with language activities out side the classroom.

² Ibid, p.76

³<http://www.multilingual-matters.net>. retrieved on 03/27/10 04:10:26 pm

b. Information Gap

To build up the students' motivation in speaking, the writer use information gap. Information gap means a type of activity in which one or more of the students has to get information from somewhere or someone else. In information gap activity, one person has certain in formation that must be shared with others in order to solve the problem, gather information or make decision. It gives every student the opportunity to speak the target language for an extended period of time and students naturally produce more speech. Another advantage of information gap activities is that students are forced to negotiate meaning and they must make what they are saying comprehensible to others in order to accomplish the task.⁴

In information gap the teacher simply explains the activity and reviews the vocabulary needed for the activity. Students are then on their own to complete the task. Each participant plays an important role and the task cannot be accomplished without everyone's participation. Many information gap activities are highly motivational because of the nature of various tasks. Activities that require the solving of the problem or a mystery are especially effective.

Students need to know the real situation by studying English communicatively. The information gap is the classic gap exploited by the communicative approach. Student A had some information, perhaps concerning of food. Student B need to know these prices, and so asks A questions to find the information.⁵Information gap task are the activities in

⁴ <http://www.caslt.org/print/gapp.htm> retrieved on 02/25/10 04:16:26 pm

⁵ <http://www.iteslj.org/copyright.html>, retrieved on 02/25/10 04:30:26 pm

which learners must use the target language to convey information known to them but not to speaking partners⁶

The writer concludes that information gap is task in language learning that will give chance for the students to practice speaking. Information gap hoped as one of the techniques that can be used by the teacher as a way in teaching speaking for the students.

c. Speaking as a language skill

Speaking is different from writing. In speaking students need to know grammar, broad vocabulary, having interaction with listener and can speak English well as a native speaker do. Interaction skills involve the ability to use language in order to satisfy particulars. It also involves the dimension of interpersonal interaction in communication.

Learning English as a foreign language is different from learning of native language. In Learning English as a foreign language, the learners will face several learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those of their native language. Ramelan state that if someone wants to learn a foreign language, he will obviously meet will all kinds of learning problem.⁷ These difficulties have to do with the learning of new vocabulary items and the learning of the unfamiliar ways of arranging the foreign words into sentences.

Broughton states that, however good a student may be at listening and understanding, it need not follow that he will speak well. A discriminating ear does not always a fluent tongue. There has to be

⁶David Nunan, *Second Language Teaching and Learning*, (Boston: Henley and Henley Publisher, 2005), p.191

⁷Ramelan, *English Phonetics*, (Semarang: IKIP Semarang Press, 2001). P.2

training in the productive skill of speech as well. In many cases, listening should lead on to speaking.⁸

Nunan in *Language Teaching Methodology*, states that to most aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.⁹

Traditional classroom speaking practices often takes the form of drills in which one person asks a question and another give an answer. The question and the answer are structural and predictable, and often there is only one correct predetermined answer in contrast the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say.

According to Hornby, speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.¹⁰ It can be said that, through speaking people can communicate easily, because they can express what they are thinking automatically by using language in order to be understood by other people. They also can convey messages by using sounds or uttering words, or responding what their partners say or feel.

d. Teaching Speaking

Speaking is one of four basic skills in learning foreign language beside listening, reading and writing. As one of language skills, speaking is also aimed of enabling the students to apply their English in real life for communication. Speaking itself cannot be separated from pronunciation,

⁸ Geoffrey Broughton et, al., *Teaching English as Foreign Language*, (London: Routledge & Kegan Paul Ltd., 1978), p. 87-88.p. 76.

⁹David Nunan, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 39.

¹⁰A.S. Hornby, *Op. Cit.*, p. 827.

and pronunciation cannot be separated from stress and intonation from context of the utterances. Either word or a sentence should meet those criteria in order to be understandable in communication.

Most Indonesian, especially students, consider that English is difficult to study, especially speaking. Therefore, English teacher must make the way of teaching speaking easy for students. They should avoid becoming over critical of the students' performances. As stated by Cameron speaking is the active use of language so that the other people can make sense of them.¹¹

The purpose and the function of English teaching are to gain the communicative competence. The stress is in the meaningful and functional communication, so that the teaching process has to be related to the context and the situation of the language activities. The process of teaching should be directed to make student able to communicate in English instead of memorizing the grammatical form. Grammar will be useful if it can help and facilitate students to use the language in the line with the appropriate social context. Teaching speaking is not an easy task. It depends on students' ability in absorbing the knowledge, but also teacher's creativity in presenting the lesson. It is a big challenge the teacher to make the classroom interesting and enjoyable. Moreover English is not their mother tongue. So the teacher must try to give a good model for them, and then encourage them to practice the language.

In the communicative model of language teaching, the teacher help their students develop their knowledge by providing authentic practice that prepares students for real life communication situation. They help their students develop their ability to produce grammatically correct. Harmer writes some activities that can be used in speaking activities,

¹¹Cameron, L, *Teaching Language to Young Learners*, (UK. Cambridge university press) 2001.P.53

which involve acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role play.¹²

1) Acting from a Script

Teacher can ask students to act out scenes from a play or their course books by their own written dialogues. This can involve them to come out to the front of the class. However, it is better for teachers not to choose the shyest students first, and create the right kind of supportive atmosphere.

2) Communication Games

Games are used to make fluent speaking amusing. In 'Fishbowl' for example, two students speak but at a prearranged signal one of the participants has to reach into the fishbowl and take out one of the many pieces of paper on which students have previously written phrases, questions, and sentences. They have to incorporate these into the conversation straight away.

3) Discussion

One of the best ways of encouraging discussion is to provide activities which force students to reach a decision, often as a result choosing between specific alternatives. The 'buzz group' can be one way in creating discussion. Here, students have a chance for quick discussion in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them before being asked to talk in front of the class, the stress level of that eventual whole-class performance is reduced.

4) Prepared Talks

Prepared talks represent a defined and useful speaking genre. Here student (or students) makes a presentation on a topic of their

¹², H. D. Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (NY: Addison Wesley Longman Inc, 2001), 2nd Ed.,p. 271-275.

choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing like' than this.

5) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questionnaire and respondent have something to say to each other. Students can design questionnaire on any topic that is appropriate, the teacher can, besides as a resource, help them in the design process. The result of the questionnaires can form the basis for written work, discussions, and prepared talks.

6) Simulation and Role-Play

Stimulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP. Students stimulate a real life encounter as if they were doing so in the real world (such as a business meeting, or an interview).

e. Teaching Speaking Using Information Gap

In teaching speaking, teacher needs some creativity. Information gap used to improve students speaking. Neu and Resser stated that Information Gap activities are extremely effective in the second language classroom.¹³ 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 is expected to be able to break the boring and monotonous situation in English teaching and particularly in speaking. In fact, there is various technique of teaching speaking in senior high school.

¹³Neu H & Reseer, T W, *Information Gap Activities for Beginning French Classes*, (Boston: Heinle & Heinle, 1997), P. 17

However, Information Gap is hoped can be useful technique to support the students success in speaking.

The example of information gap activities is completing the picture: The two partners have similar picture, 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 the jacket. The features of vocabulary that are practiced are determined by the content of the picture and the items that are missing and different.

f. Speaking ability

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 his/her 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 vocals organs.

The goal of speaking is actually 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.

Broughton states that variety, pace and humor goes hand in hand with a necessary lightness of touch on the part of teacher. There should be room for games, songs and puzzles. They all contribute to the essentially informal nature of the conversation class, which is one of its great

strengths. With careful of management, the pitfalls of boredom through conversation for conversation's sake can be avoided and friendly atmosphere established in which the advanced students feel free to develop oral confidence and the ability to project himself and his personality in a foreign language.¹⁴

Speaking ability is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:¹⁵

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

¹⁴Geoffrey Broughton et, al., *Teaching English as Foreign Language*, (London: Routledge & Kegan Paul Ltd., 1978), p. 87-88.

¹⁵ H. D. Brown, *Op. Cit*, p. 270-271.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “fillers” such as *uh, um, well, you know, I mean, like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.¹⁶

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum –without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

¹⁶ *Ibid.*

This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said

g. The use information gap to improve speaking ability

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. These types of activities are extremely effective in the speaking 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. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated. Another advantage of information gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task.

Penny Ur lists the characteristics of a successful speaking activity:

- 1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.
- 2) Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.¹⁷

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 then on their own to complete the task. Each participant plays an important role and the task cannot 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 acceptable level of difficulty for our students. If students are sufficiently prepared for the activity, the level of language accuracy will be acceptable.

After information gap applied it can be concluded that there were some advantages, such as:

- 1) Students are more encouraged to speak English.
- 2) Students often speak more in English.
- 3) Students are able to give feedback to the other speaker,
- 4) Students use their vocabulary more than usual in order to make their speaking alive.

After applied, it was found out that there were some advantages of information gap in the classroom:

- 1) Information gap needed patience to do.
- 2) Students needed more time to do it.
- 3) Sometimes the students were lazy to do it because they did not like the material.

¹⁷ <http://www.caslt.org/Print/gapp.htm> 02/25/10 04:16:26 PM

2. Previous Research

My research is similar to these two following previous researches, except that, my research will focus on students' speaking ability, not on students' achievement. The two researches which relevance to my research are as follow:

- a. Kartika Yudhasari (2201403592), an UNNES' student in her thesis entitled: *Games as Teaching Strategy to Improve Students' Speaking Ability* (a case of seventh grade students of SMP N 13 Semarang in academic year of 2007/2008). The objectives of her study were to know the students' speaking ability before teacher applies games as a technique and to know if there is an improvement after teacher applies games as a technique. Her thesis explained how games can improve students' speaking ability, about the procedure, the result, the advantages and disadvantages of teaching speaking using games. Differences between the writer is on technique she used games as a technique in teaching speaking and the writer use information gap as the technique in teaching speaking. She carried out an experiment research. To find out the result of the research, she gave pretest before the treatment and gave the post test after that. She used a class which consists of 41 students. In the pre test, students' achievement is 64, 76 % less than criterion provided by DEPDIBUD where learning process can be said to be successful if students' achievement is 65% above. It means that the students had not mastered the material well. On the other hand, in the post test, the students' achievement is 84, 57%, which means that the students' achievement in learning speaking through games had a significant improvement.¹⁸

¹⁸Kartika Yudhasari (2201403592), *Games as Teaching Strategy to Improve Students' Speaking Ability* (a case of seventh grade students of SMP N 13 Semarang in academic year of 2007/2008). (Semarang: FPBS UNNES), 2007

- b. Umi Hani Al-Habsyi (3104269), an IAIN' student in her thesis entitled: *Improving Students' Motivation in Speaking by Using Telling Story with Sentence Cards Game in Teaching Speaking (A Classroom Action Research with XI IPS 2 of MAN Pematang in the Academic Year of 2008/2009)*. The objectives in her study to describe the implementation of using 'Telling Story with Sentence Cards game' in teaching speaking and to find out the effectiveness of using 'Telling Story with Sentence Cards game' in improving students' motivation in speaking. Differences between this research and the writer is in technique the writer use information gap as a technique in teaching speaking and this research use telling story with sentence card game in teaching speaking. The data were collected by using questionnaire, observation during the teaching learning process in pre cycle, cycle 1, and cycle 2. The data were analyzed by using quantitative descriptive. The results of the analysis were used to describe the improvement of students' motivation in speaking which was indicated by their activeness in speaking. It can be seen by the result of cycle 1, where in pre cycle students' activeness in speaking was only 25%, it had increased up to 45% becomes 70% in cycle 1, Moreover, it had increased in cycle 2, from 70% up to 95% or 25% increased.¹⁹

From the previous research that the researcher has described, it can be said that improving students' motivation to speak is very important. Thus, the researcher will try to improve students' ability in speaking by using information gap as a technique in teaching speaking.

¹⁹Umi Hani Al-Habsyi (3104269), *Improving Students' Motivation in Speaking by Using Telling Story with Sentence Cards Game in Teaching Speaking (A Classroom Action Research with XI IPS 2 of MAN Pematang in the Academic Year of 2008/2009)*, (Semarang: FT IAIN WS), 2009

B. Hypothesis

Hypothesis is the assumption that possibly true or wrong. Hypothesis is the provisional answer to the problem of the research. Theoretically, it was considered possibly or highest the level of his truth.²⁰ Provisional truth determined by writer and should be tested and proved.²¹ Because the hypothesis was the provisional answer, it must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not received. The hypothesis of this research is the use of information gap can improve students' speaking ability.

²⁰S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2004), P. 68.

²¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), P. 116.