

SPEAKING SKILLS IN COMMUNICATIVE PROCESS

In real life, people do not speak without a reason. The most common reason is that one person has a piece of information that is unknown to the other(s). All nature language use has a purpose- to give information, to express ideas, opinions or emotion. However, a closer look at what goes on in the classroom where traditional language teaching methods dominate reveals that much of the language practice does not have a purpose in this way. Isolated utterances are intended to encourage the students to produce grammatically accurate sentences without a real communicative purpose.

The communicative approach, on the other hand, emphasizes communication as an essential element in the use of language instead of the mastery of language use.

Among recent concepts for making communicative language teaching a reality that of information gap has perhaps been the most widely employed. In classroom, the aim of communicative activity is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchange of information. In classroom term, an information gap means that "one student must be in a position to tell another something that the second student does not already know". The important role of information gap activity is also stressed as "a step away from formal practice towards an activity which more closely mirrors the use of language outside the classroom". Given more details, the reasons why the teacher researcher chose information gap activities as a new speaking teaching method as she discovered that this kind of activities upholds a number of benefits.

1) First of all, information gap activities help increase students' motivation for speaking. In information gap activities, one side has a certain thing that must be shared with the other to solve a problem, gather information or make decisions. As there is a real need for communication, students are likely to produce in target language. Students' motivation for speaking will be increased since they talk for

themselves, for their own shake. Moreover, information gap activities are often designed according to the form of games, which is said to stir and maintain students' interest and motivation more easily. Competition, the necessary element of every game, will motivate students to eagerly speak in the target language more and more.

Releasing students' inhibitions is the third value of information gap activities. Students will be less intimidating when they speak in front of the whole class as these activities are mainly carried out in the form of pair work and group work. Pair work and group work are proved to be the effective way to provoke quite students into talking. Actually, when students are with one, two or three other students, they are not under so much pressure as they are asked to talk in front of the entire class. The inhibitions of learners who are unwilling to speak in front of the full class will be lowers as a result.

Last but not least, information gap activities may help improve students' ability of negotiating meaning. The foundation of information gap activities is based in information gap. Taking part in such activities, students have to try to convey information to one another and reach mutual comprehension through restating, clarifying and confirming information. Students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the tasks. If students do not know how to convey the needed information, their task will certainly fail.

For all above- mentioned things, it is understandable that the ways to apply information gap activities in teaching and learning English are being paid more and more attention by both teachers and learners.

2) To some educators, evaluation is related to measurement and scientific investigation. The others define it as the assessment of how specific objectives have been gained and as the act of providing information to support decision-making process for the stakeholders.

In terms of education, evaluation is also an integral element. Without a productive evaluation, it is hard to know if teaching has been effective, what students have gained, whether their learning needs have been addressed.