

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This chapter describes the theoretical background of the researcher research from the area of PIG (Pairwork Information Gap). It contains the definition of PIG, the advantages of PIG, types of PIG method, teacher role about PIG, the procedure of using PIG method, and relevant research about PIG.

#### **2.1 Theoretical Framework**

##### **2.1.1 Pairwork Information Gap (PIG)**

Some experts define the meaning of Pairwork Information Gap (PIG) differently. Afrizal (2015) argues that Pairwork Information Gap activity is a learning activity in which each student does their works with their partner. While (Amalia, 2013) stated that information gap activity is used as a communicative task to facilitate the students to work together. On the other hand, (Baleghizadeh, 2009) mentions that Pairwork Information Gap refers to the fact that in real communication, people normally communicate to get the information they do not possess. Besides, Choyimah (2013) said that Information Gap is the activity that the students do the activity from the teacher in pairs in which participants have access to different information

Pairwork Information Gap activity can help the students to develop their own ideas. Furthermore, Information gap activity can challenge students to exchange

information to complete a lesson plan activity moreover one student has certain some information which the other student does not have (Namaziandost et al., 2019). While (Sinaga, 2017) argues that Pairwork Information Gap as “gap” between the two persons in the information they possess, and the conversation help to close the gap so that the speakers have the same information and also each speaker in the conversation has information that the other speaker needs to know.

Based on the definition above PIG has many kinds of meaning but it is not hard to understand that PIG is very useful and becomes a good strategy. In other words, Pairwork information Gap is a good strategy for students because the activity provides good practice, give the students chances to speak, interact and exchange information and then make the lesson easy to understand and the students will speak more than their teacher does (Defrioka, 2016).

By using PIG method the students can more active and communicate with the other students. Regarding that, (Namaziandost et al., 2019) mentioned that Pairwork Information Gap is an activity that the students have to communicate and collaborate to finish the tasks together. Information gap activity is one of the learning activities designed to encourage students to communicate with each other in English to get information that they do not have (Rahimi, 2016). According to (Hendra et al., 2018), Pairwork Information Gap is the activity that teachers can create a near-natural situation in the classroom and can get the students involved with the material that they give out as the students will use that material with a friend in a pair activity.

While Park (2018) notes that Pairwork Information Gap is one participant held the complete information while the other did not have the information so they have to share the information between them. PIG becomes the teaching strategy that makes the students talk to each other to share some information that the students have. In line with that, (Almira et al., 2017) said that in information gap activities is one person has certain information that must be shared with others to solve the problem, gather information, or make decisions. Regarding that (Defrioka, 2016) argues that Pairwork Information Gap activity is the activities in which students are supposed to be working in pairs, one student will have the information that the other partner does not have so they have to share the information.

Besides, (AL-Garni & Almuhammadi, 2019) said that pairwork information gap activity is a worksheet that contains missing items on a table. Two worksheets are provided, A and B, which have different missing items on a table that consists of objects missing in the topic discussed. Each pair of students is given a worksheet, A and B, and they are to complete the table by asking the question to their pairs without showing each other their worksheet. The second pairwork activity commonly implemented is guessing words. By using this method, the students can do the task or some worksheet from the teacher easier.

However, Afrizal (2015) argue that most pairwork information gap is done in pairs where each student has a part of the information on a task to be done, and also provide good activities for problem-solving or collecting information. This teaching strategy asks the students to discuss with the pairs not alone or with the teacher.

Regarding that Information Gap activities take place between students, not between a student and a teacher, and certainly demonstrate the activity (Rahimi, 2016). The two students will be asking each other questions to which they do not know the answer (Abduh, 2013).

All in all, Pairwork Information Gap activity is a useful method to raise students' attention in the learning process. So, the teacher can arrange the class to become active and comfortable.

### **2.1.2 The advantages of using Pairwork Information Gap**

Using Pairwork Information Gap activity in the classroom have the goal for the students. The goal of pairwork information gap activity is for the students to discover certain information, whether about the other person or related to a specific activity (Abduh, 2013). Information gap activities are those in which students exchange information to complete a required lesson plan activity. Most information gap activities are done in pairs, with each student having a part of the information (Achmad & Yusuf, 2014). In an information gap activity, one person has certain information that must be shared with others to solve a problem, gather information, or make decisions (Andrade, 2011).

Regarding that, Pairwork Information Gap activities are one of the teaching strategies that can help the teacher in the language learning process. Information gap activities are included in the communicative tasks that help the students to explore their skills (Hendra et al., 2018). In contrast to Hendra, (Namaziandost et al., 2019)

argues that truly communicative activities have three features in common: information gap, choice, and feedback. Information gap activities can also be used as speaking practices that reflect the daily conversation. The give-and-take exchanges of messages will enable them to create a discourse that conveys their intentions in real-life communication (Almira et al., 2017).

Besides, using information gap activities are effective to create students' participation in speaking. The reason is sometimes learners speak more willingly in class when they have a reason for communicating, for example to solve a problem or to give other classmates some information they need (Achmad & Yusuf, 2014). Another advantage of information gap activities is that students are forced to negotiate to mean because they must make what they are saying comprehensible to others to accomplish the task (Defrioka, 2016).

However, information gap activities can also reinforce vocabulary and a variety of grammatical structures taught in class. This can allow students to use linguistic forms and functions in a communicative way (Baleghizadeh, 2009). These activities bring the language to life for students. Grammar is no longer a concept they have difficulty applying to their speaking. Students have the opportunity to use the building blocks of language the teacher teaches the students to speak in the target language (Baleghizadeh, 2009).

The importance of understanding Pairwork Information Gap is significantly needed in terms of conducting the EFL classroom activities deal with Information Gap spoke Activity. Even though this theory is referring to research need but teachers

at least need this to provide them good approach, appropriate method, and techniques in conducting the Pairwork Information Gap activity. (Putri, 2014) also presents some advantages of using information gap activity is describing below: *More communication takes place like;* a) extending speaking practice, b) make learners concentrate on the communication for information, c) learners talk a lot to produce more speech, d) Learners help one another.

After that, *Motivation can be high;* a) give students a reason to talk, b) keep them thinking, c) represent real communication and factual learning, d) equal opportunities of learning for mixed-ability classes. The next is *Build students' confidence;* a) less intimidating than presenting in front of the entire class, b) comfortable, casual and non-threatened atmosphere, c) free interaction with peers the last is *Develop other sub-skills;* a) clarifying meaning, b) re-phrasing, c) negotiating meaning, d) solving problems, e) gathering information, f) Making a decision.

### **2.1.3 The Types of Pairwork Information Gap**

In general, information gap activity consists of two types namely One-way and Two-way. (Jondeya, 2011) said two-way information gap activities, both learners have information to share to complete the activity for example both have some information about directions to a location, but they have to share the information that they have to complete the directions. The Two-way seems to be better activity rather

than one way because Two-way activity is more communicative and performing more action verbally to complete the tasks.

Information gap activities can enrich the types of activity that can be done in the learning process. It also makes the class more fun and interesting (AL-Garni & Almuhammadi, 2019). According to (Namaziandost et al., 2019) there are five types of activities that are based on information Gap are 1. *Discovering identical pairs* is four pictures are distributed among four students and the fifth students hold a duplicate of one of the pictures. He must give questions to the others to discover which students have the pictures identical to his own. 2. *Finding differences* is the students have distributed pictures that look the same but they have differences. 3. *Completing drawing* is one student who has a complete drawing and the other has an incomplete one. 4. *Finding missing information* is two students who have the same picture or text but each student has missing information. 5. *Completing the crossword* is two students have the same crossword in which some of the boxes are blank.

These types of activities are extremely effective in the L2 classroom. They give every student the opportunity to speak in the target language for an extended period and students naturally produce more speech than they would otherwise (Abduh, 2013). Regarding that, pairwork or group work, to elicit information and opinions from their fellow peers, the learners need to interact among themselves.

Furthermore, the type in Pairwork Information Gap is interest means that particularly important for the implementation of information gap activities. The next

is variety means that a variety of information gap activities and techniques are always essential in all teaching and learning. The last is an open ending, this means the provision of cues or learning tasks that do not have single predate ermined 'right' answers, but a prospectively unlimited number of acceptable responses.

In doing this activity, teachers should be as creative as possible dealing with the form of information gap activity. The teachers should pay attention to the needs of the students that appropriate to the model of activity conducted in the classroom. Dealing with meaning-focused activity, (Brooks et al., 1997) presented three types of gap activity as follow:

### **2.1.3.1 Information Gap**

The activity involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. The pair work task is appropriate to this gap activity in which each part of the pair has a part of the total information and attempts to convey it verbally to the other.

### **2.1.3.2 Reasoning Gab Activity**

This activity involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or perception of relationships or patterns. This activity necessarily involves comprehending and conveying information, as in information-gap activity, but the

information to be conveyed is not identical with that initially comprehended. Students can do Filling the gaps in a schedule or timetable and completing the picture.

### **2.1.3.3 Opinion Gap Activity**

The activity involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. In this activity, the students can do story completion and also taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions. To (Jondeya, 2011) another type that included in gap activity such as follows:

### **2.1.3.4 Experience Gap Activity**

This activity involves past experiences to complete the tasks given. (Jondeya, 2011) stated that all students in classes have had different experiences in their lives, so this type is a good task for communication. Questionnaires can be exploited the experience gap, particularly those that aim to practice past form, for example, a questionnaire to find out what games people played when they were children.

### **2.1.3.5 Knowledge Gap Activity**

This activity involves prior knowledge about the world or general knowledge to complete the tasks. The different knowledge of the students can mediate to fulfill the tasks given. (Jondeya, 2011) said that students know different things about the world. This gap can be exploited in brainstorming and general knowledge style quiz. In gap activity, there are two types of information involved as (Jondeya, 2011) presented as follow:

#### **2.1.3.6 Supplied to the Learner**

This kind of information appears when the gap is created by giving one or more group members information that others do not have. For instance, giving one person one version of a picture after that giving another version of the same picture to their partners and asking them to identify the differences between the two pictures.

#### **2.1.3.7 Supplied by the Learner**

This type of information is supplied by the learners to give information concern their life or knowledge they possess. For instance, (Brooks et al., 1997) in Jondeya presented such as asking students to interview each other about their families would be an example of unique information that learners supply from the knowledge they already possess.

#### **2.1.4 The Teacher's Role in Pairwork Information Gap**

Achmad & Yusuf (2014) said that language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purposes, either orally or in writing. This principle should be the teacher's task in providing comprehensible input for his/her students. Dealing with information Gap activity, the teacher has a role in activating and developing students' ability as shown by different methodologists (Jondeya, 2011).

#### **2.1.4.1 Teacher As Designer and Organizer**

Sometimes it is forgotten that a teacher should be a designer. She should design his/her syllabus, lesson plan, and classroom. She should know how to design them all to be fit into his/her teaching. After going through the designing principle, it is important too for teachers to organize. What to organize are of course his/her students in the classroom. s/he should know how to organize his/her students during the learning process to provide a conducive learning environment. Dealing with gap activity, the teacher should know how to design which gap activity appropriate to his/her classroom and organize a better way of doing the gap activity.

#### **2.1.4.2 Teacher as a participant and prompter**

Being a participant in the classroom activity has been forgotten at all for a teacher. Teachers sometimes feel superior to his/her students so that they tend to be not becoming a participant in a certain activity. It is supposed to the teachers to

become a participant in certain students' activity. The benefit is to offer the information directly to the class and at the same time stimulate and present a new language, without taking the main initiative for communication away from the students themselves (Jondeya, 2011) The sense of togetherness will be coming around the classroom when teachers become a participant in all modesty. The teacher would be rather the hero if s/he can participate in his/her students' activity.

When students lose their fluency because they sometimes do not know what to say further in speaking, then it is a teacher's task to be prompt. She should give help to the students who experience such a situation. (Namaziandost et al., 2019) in (Jondeya, 2011) said that while taking the role of a prompter, the teacher offers discrete suggestions or lets students struggle out of a difficult situation (when students get lost, cannot think of what to say next, lose fluency), which can stop the sense of frustration when coming to a dead-end' of language ideas.

### **2.1.5 Procedure for collecting Pairwork Information Gap**

According to (Pellowe, 1996) there is some strategy to collect the teaching procedure in Pairwork Information Gap activity such as;

*Classroom pairwork:* The teacher will walking around the classroom and make mental notes of the language being used, paying particular attention to the pairs that were not standing near (Pica et al., 2006). This form of eavesdropping allows the teacher to discover what kinds of behavior students engage in when they do not realize that they are being monitored (Yuniarti, 2009).

*Current Classroom Practice:* For Pairwork, students are given a topic that had been either the focus of the current unit in their textbook (Pica et al., 2006) or a timely topic such as impending holidays or current events. Lead questions are provided or elicited from students before the activity. The teacher would eavesdrop during the activity, actively encourage the use of English by reminding students to use it and help with the language. The teacher will decide to inform students that, a fluency pairwork activity would be assessed as a quiz and that the criterion for success on the quiz would be using English. The teacher planned to put students in pairs for the activity (Doughty & Pica, 1986).

Information gap activities can be difficult, but there are lots of tips to follow the instruction like; if the students have a speaking exam with another student, the student may be asked to do an information gap activity (Almira et al., 2017). This means the student look at some information and the partner looks at different information and then talk and exchange the information (Doughty & Pica, 1986). Here are top tips for information gap activities such as; listen carefully to the instructions, ask the teacher to repeat if you don't understand exactly what you have to do, look at the partner and check that they understand when the other student speaks, be ready to repeat or explain things if the partner doesn't understand, listen to partner's answers carefully and show interest in what the partner says and take turns with the partner (Pellowe, 1996).

There is some activity that the student cannot follow such as; talk a lot more than the partner, ignore what the student partner says, worry if the student and the

partner have different levels of English, look at the partner's worksheet and copy the answers (Pica et al., 2006).

### Examples of information gap activities

#### Example 1: information exchange

Student A: Look at the information about films at the local cinema. Listen to your partner's questions and use the information to answer them.

Student B: Look at the information about films at the local cinema and ask your partner questions to find out more about the films.

#### Example 2: picture difference

Students A and B: Look at your picture. Describe it to your partner. Listen to your partner talking about his/her picture. Find five differences between the pictures.

#### Example 3: roleplay

Look at the information on your role card and talk to your partner. Find a solution to the problem.

Student A: You are a guest staying at a hotel. The hotel website says it is a luxury hotel, but in your room the sheets and towels are dirty, the bathroom is too small, the street outside is very noisy and ... (you decide two more problems). You want to

change to a better room and you want a discount. Talk to the receptionist and solve the problem.

Student B: You are a hotel receptionist. A guest is staying at the hotel who complains about everything, even when there isn't a problem. You can move a guest to a different room, but you can't change the price of a room. Talk to the guest and solve the problem.

Irona & Ratmanida (2018) said that the effective group work in the classroom does not occur automatically and thus the teacher's careful involvement is required as in the following steps: **Firstly**, the teacher should plan and prepare for the group work activities ahead of the speaking lesson (Irona & Ratmanida, 2018) because the good designs of the activities will result in "more negotiation of meaning, more feedback and faster acquisition" (Namaziandost et al., 2019). **Secondly**, the engagement of the teacher in group work is important (Yuniarti, 2009).

**Thirdly**, the teacher should allow roles to each member within-group reasonably (Yuniarti, 2009). (Almira et al., 2017) suggests that mixed groups including different proficient members can work better than "homogeneous groups". (Yuniarti, 2009) suggests that "the students are seated in a way that they can talk together easily, keep eye contact, share materials and talk in a lower voice".

### 2.1.6 Students' Respond

One of that make learning process in the class become success be measured by looking at from the student learning outcomes and responses. According to (Muhlisin, 2018) argues that responses is body movement from someone as the react to a treatment, reaction, and answer in some activities. In learning processs response is important because it has relationship with learning outcomes or learning objectives to be obtained by students. Besides, there is a relationship between student response and the task received. In students' response can be increased from the learning and teaching process inside or outside the classroom (Muhlisin, 2018).

Students' response in teaching and learning process can be seen from several clues, likes the students' expression in joining the class, comment or enthusiasm to something, difficulty degrees in understanding the material, even how they listen in to teacher's explanation (Chin, 2006). The indicator form the sudents' response can be either happy (positive) or unhappy (negative). Someone can gives a positive response will tend that they like something. Conversely, the negative response will certainly avoid that the students dislike something (Hall et al., 2005). Response in learning process is related to motivation. If students are not motivated in learning, it means they have low response, so that students hard to receive messages delivered in the learning process (Muhlisin, 2018).

## **2.2 Review of the Studies**

This study focuses on to know students' responses toward Pairwork Information Gap activity in the classroom. Some related studies show the significance

of information gap activities that can improve students' skills in the classroom (Namaziandost et al., 2019). (Nakahama et al., 2001) said that one of the findings shows that information gap activities are more effective than conventional techniques in teaching to catch students' attention in the learning process. The oral test was administrated to both experimental and control groups.

The students were asked to speak about their unforgettable experiences or make a description of a place and a person maximally 3 minutes. Then, the result showed that there is a difference in the mean scores of the two groups. It shows that the information gap is more effective than the conventional group for teaching speaking for students (Almira et al., 2017).

(Abduh, 2013) conducted an action research study for vocational students by using information gap activities to improve the students' speaking skills. The findings showed that the students' speaking ability was improved. The students become confident, enthusiasm and active in doing an activity during the teaching-learning process. Another research study is done by (Amalia, 2013). She implemented that information gap activity and other accompanying actions to improve the students' speaking ability. The research was done in two cycles. This study consists of four steps in each cycle as follows. First is planning, action, observation, and reflection.

On the other hand, the other researcher (Asrobi et al., 2013) has done do the research about the effect of pairwork information gap technique and achievement motivation toward students' speaking ability. The finding showed that the use of

Information Gap activities in teaching speaking could improve the students' speaking accuracy consisting of vocabulary, pronunciation, and grammar.

(Almira et al., 2017) the study investigated the effectiveness of the two communicative activities, information-gap and role-play in developing students' speaking proficiency in English as a Foreign Language (EFL) classroom. It also provided an understanding of the dynamics of the learning process in the language classroom which resulted in students' progress in speaking. This study was conducted in a normal language classroom of thirty-eight students in Thailand, and nine participants were targeted: (3) high, (3) medium and (3) low, based on language proficiency levels.

The similarities my research with the other research is the use of teaching method namely Pairwork Information Gap. While the differences this research with the other research is some researchers focus on improving speaking skill, reading skill, add students' motivation in the learning process. Regarding, there is no researcher do research about students' responses in PIG so that this research will focus on knowing the response from the students about the use of Pairwork Information Gap Activity in the classroom.