

CHAPTER II

LITERATURE REVIEW

This chapter is divided into two major parts presenting a discussion about the theoretical framework and previous studies. Theoretical studies present the theories that underlie the research related to this investigation while a previous related study explains the implementation of related theorists in the previous studies. These aim to find out supporting ideas and evidence about the problem.

2.1 Theoretical Framework

2.1.1 Information Gap

The information gap is one of Communicative Language Teaching (CLT), in which it can demand students to communicate in real situations. This definition is supported by Richard (2006) defined that the information gap refers to the fact that in real communication, people normally communicate to get the information they do not possess. Raptou (2001) also argued that the Information gap is one of the user activities in which one person has information that the other lacks. Thus, Larsen-Freeman (2001) emphasized that information gap tasks are an activity where students will miss information to complete a task and they have to communicate with their classmates to fill in the gaps.

Meanwhile, Harmer (2007) argued that the information gap activity is an activity for students where students are missing the information they need to complete a task, so students have to talk to each other to find it. Fallahi et al (2015) proposed that to reach the goal of communication, so those missing parts of information need to be completed through the orally exchanging process. This

activity is very effective to students because can make student speak. Students can also have different information and they need to obtain others to finish a task. This is in line with the statement of Nunan (2003); she defines the information gap as a “pair or group works task in which participants have access to different information to finish their task, so the information is exchanged.”

Furthermore, the information gap can propel students’ interaction, students’ motivation, and students’ participation in the classroom. It is because they can do communicate with other friends through a group or pair. Li (2015) showed that the information gap refers to the communication between the listener and the speaker in a situation that contains a gap or the missing parts of the information where each participant or student possesses and is known by either of the speakers.

Not only that, Neu and Reeser (1997) and Ur (1996) assumed that there are characteristics of a successful information gap speaking activity via:

- a. Learners talk a lot where students have active speaking to their friends or teachers during information gap activities.
- b. All students participate. It is because classroom discussion is not dominated by one student. However, all the students have to get a chance to speak and contributions are fairly evenly distributed. In addition, students must have participated during the activity such as giving their attention to their teacher’s explanation, response to the teacher’s and friends’ questions, their emotions, enthusiasm, etc.

- c. Language is of an acceptable level. It means that the students must express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. So, what they are saying comprehensible to others to accomplish the task.

2.1.2 The types of information gap

There are forms of information gap activities (Saputri, 2010), they are sharing information with restricted cooperation (ie Identifying pictures, Discovering identical pairs, Discovering sequences or locations, Discovering missing information, Discovering missing features, Discovering 'secrets', and Some variations in the organization). While sharing information with unrestricted cooperation (communicating patterns and pictures, communicating models, discovering differences, and following directions).

Of all the types of information gap activities above, the researcher will only use two types of activities namely discovering missing information and discovering differences from pictures. Sinaga (2017) found out that discovering missing information is an activity in finding missing information where the students have the same text. However, each student has missing information and is different so they have to communicate to know the information. Meanwhile, discovering differences from pictures is one activity where the students have distributed pictures that look the same but actually, they have differences (Namaziandost et al., 2019).

The researcher selects and uses types of information gap from discovering missing information and discovering differences because the activity is easily

applied and easily understood by students. In addition, this type of information gap corresponds to English subject matter and activities that will be used by researchers in class. Thus, this activity is very interesting where students can increase their motivation, interaction, and participation to learn to speak and communicate with others.

2.1.3 Advantages of Information Gap Activities

The information gap is very important in teaching speaking because these activities can help students to propel students speaking skills and students can learn good communication in daily conversations. As stated by Harmer (2001), he argued that the information gap is key to the enhancement of communicative purpose and the desire to communicate. Besides, the information gap activities also help the teacher in language learning. It is because small groups like two-way-information gap tasks seem to be particularly appropriate for stimulating such language (Fata, 2016). Thus, if the teacher uses this activity students can get their target language.

Furthermore, the information gap activity can make students confident and motivated to speak. This is in line with the statement by Son (2009), who proposed that there are four advantages of using information gap activities, such as students can communicate, improving students' motivation, building the student's confidence, and supporting the improvement of the students' relationship.

2.1.4 The Implementation of Information Gap Activities

O'Connell (2006) proposed that the implementation of information gap activities in the teaching and learning process involves four phases that are preparation, demonstration, activity, and feedback. Firstly, the teacher will prepare all the items needed for the teaching of information gap activities such as cards, pictures, stories, etc. Secondly, the teacher prepares the students to follow the activities where the teacher will give some information including the purpose of the activities. The teacher also introduces the language expressions that will be used in the activity. Thirdly, the teacher will bring the students to solve tasks or to play games that contain information gap activities. In this activity, the teacher divides the students into pairs or groups according to the task and they have to complete the task by working together. This is aimed at enhancing the partners' or group relationship. Thus, this activity is aimed at strengthening the classroom interaction and enhancing the students' skills to work with other people.

Lastly, The teacher gives feedback to the students. Louma (2004) found out that feedback is considered one of the most powerful instructional variables in the sense of enhancing the students' achievement like speaking or anything else. Not only that, but the teacher also provides feedback to the students about their learning and receives feedback from the students about the teaching. Here, the teacher will deliver verbal and nonverbal messages to the students either face to face or through some form of mediation such as written comments regarding the students' past performance. Therefore, through feedback, the students will be able to successfully self-monitor, will have a higher aspiration for further achievement, greater self-satisfaction, and higher performance overall.

2.1.5 Willingness to Communicate (WTC)

Willingness to communicate (WTC) is an important construct in a first, second, and foreign language. It is because the goal of L2 education should be the encouragement of willingness to communicate in language learning where WTC is expected can facilitate the language learning process (MacIntyre et al, 1998). So, a higher willingness to communicate among students leads to increased opportunities for practice in L2 and authentic language use. Farouk (2016) also argued that willingness to communicate is one of the concepts that focus on how language learners will utilize any opportunities to communicate in a second or foreign, language.

Furthermore, Peng (2013) showed that the study WTC in the L2 educational context is very important in decoding learners' communication psychology and promoting communication engagement in class. Thus, WTC is regarded as an influential factor in determining students' L2 achievement because Yashima, Zenuk-Nishide, and Shimizu (2004) proposed that WTC has a direct link between the decision to engage in interaction and the rate of L2 acquisition.

The understanding of willingness to communicate in foreign language acquisition is that students who are willing to communicate in the second language actively look for chances to communicate; then these learners do communicate in the foreign language (Pratama, 2019). Thus, if students have a high willingness to communicate in a foreign language (L2WTC), communication L2 will increase. In addition, (Kang, 2005 cited in Xie 2011) emphasizes that he proposes a new definition of WTC as a situational variable: "Willingness to

Communicate (WTC) is an individual's volitional inclination toward actively engaging in the act of communication in a specific situation, which can vary according to the interlocutor(s), topic, and conversational context, among other potential situational variables". (p.291). Therefore, from the definitions of WTC discussed above, it can be seen that WTC may be regarded both as a situational as well as a characteristic of WTC.

2.1.6 WTC in EFL classroom

Students' willingness to communicate in the classroom is very important because with WTC students can learn to communicate and can improve their speaking. Abbasi (2015) remarked that WTC is the intention or desire to initiate communication and this is considered to be a crucial factor to learn a second or foreign language to learners because it can allow practicing the target language. MacIntyre,(2007) emphasizes that the goal of language teaching is to encourage learners to use the language effectively; students can communicate and show their oral competencies whereas.

Then, in enhancing student's communication competence and their willingness to communicate, the teachers can assist them in meaningful interaction through language tasks. The teacher also can use communication language learning strategies that can make students motivated to communicate or talk with others. This is very important because language learning communication strategies directly can influence students' self-perceived communication competence and indirectly, through motivation (Yousef, Jamil, & Razak, 2013).

Therefore, to be able to improve students' WTC in the EFL classroom, the teacher can use activities that can make students speak and communicate in the classroom, especially learning English. Tan, Ong, Sim, Wei, and Hoi (2016) found out that English in daily usage is an important way and a stepping-stone for students to communicate with the rest of the world. In addition, the more the students relax and enjoy their conversation or communication the better they are in their speaking ability and thus can increase their willingness to communicate.

2.1.7 The Pyramid Model WTC

Talk about willingness to communicate, MacIntyre, Clement, Dörnyei, and Noels (1998), showed that a pyramid-figure model of L2 WTC was inserted a range of potential variables that might affect one's WTC in L2:

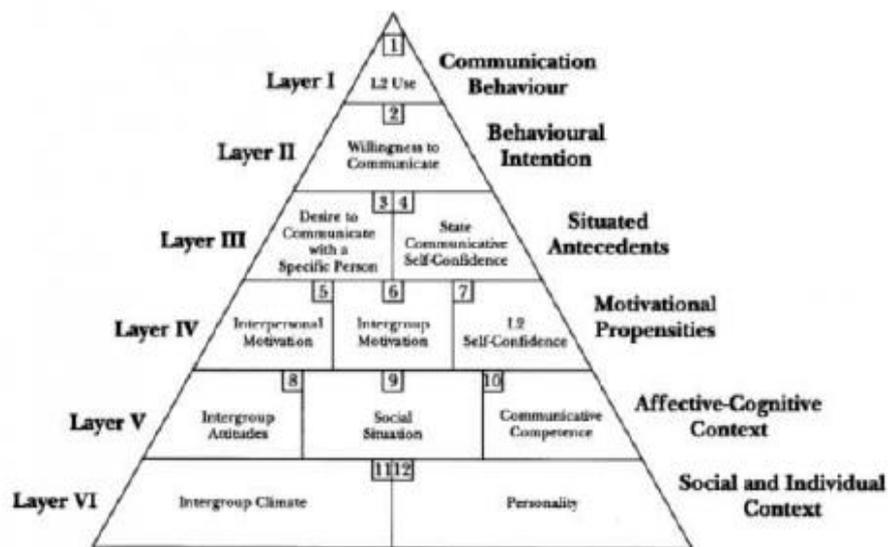


Figure 2.1. Heuristic Model of Variables Influencing WTC (Macintyre *et.al.*, 1998:547).

The explanation of the picture above is that the pyramid model has a six-layer model where the first three layers (i.e. Communication Behavior, Behavioral

Intention, and Situated Antecedents) represent situation-specific influences on WTC at a given moment in time. Meanwhile, the other three layers (Motivational Propensities, Affective-Cognitive Context, and Social and Individual Context) demonstrate stable influences on WTC.

However, the researcher will only use the second layer as the focus of research where the second layer is the willingness to communicate as the most immediate determinant of L2. Macintyre (2007) argued that the second layer also represents the last psychological step in preparation for L2 to communicate.

The reason the researcher takes the second layer because the screen is following the focus of this study where the researcher will only focus on students' behavioral intention to communicate. Besides, through the second layer, the researcher can see whether students are willing to initiate communication? Or the students just choosing to remain silent?. Thus, this model has a fundamental role in communication as contextual variables were considered the immediate factors that drive someone to initiate communication.

2.2 Previous Related Studies

There are many previous studies about information gaps in developing students' communicating or speaking, such as research conducted by Nasution, Hasibuin, and Irmayana (2019) as the result that information gap activities can students improve their speaking. It is because the student's initial speaking score is 53.5, which is included in the "less category" and after using information gap activities the student's grade becomes 76.68 and it is included as a "good

category". So, there is a significant effect of information gap activities on students speaking skills at the eleventh-grade students of SMA Negeri 1 Silabungan.

Furthermore, in a similar context, another researcher researched to know about the information gap in developing students' willingness to communicate. This research was conducted by Fatemipour and Nourmohammadi (2014), the obtained results proposed that there were significant differences regarding the effects of information gap activities on learner's WTC in Iran where the information gap has a positive impact on students.

In addition, Almira (2017) found out that the information gap can enhance students' performance in English speaking ability. This showed from the results of the pre-test after the information gap technique was applied in the classroom. So, the information gap can give a significant improvement to the students and help teachers in teaching speaking.

From the explanation above, there is a comparison from previous studies with research that the researcher will do among others: in the first previous research, they use the design of the research as quasi-experimental, analysis of variance (ANOVA) was used, and the instrument just use questionnaire. Then, the second study used an experimental method with a true experimental research design; the post-test only control-group design uses an observation sheet and test as an instrument. The last study used experimental quantitative research and the researcher researched five meetings including pre-test, treatment, and post-test. In addition, the researcher used a statistical formula to prove the hypothesis.