CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents the theories that underlie the research related to this investigation and some of the review of the previous studies. These aim is to find out supporting ideas and evidence about the problem. The researcher wants to discuss the implementation of that related theories in prior studies.

2.1 Information Gap Activity

Information gap is an important aspect of communication because obtaining information is the main reason why people communicate in the first place. Richards (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. Larsen-Freeman (2001) also states that information-gap task is an activity in which students are missing information to complete a task and must communicate with their classmates to fill in the gaps. Information-gap tasks which were introduced by Long (1989) can be traced to classroom activities such as asking learners to find differences between individually held pictures, order sentences into stories, restore portions of incomplete maps and charts thus enabling them to engage in functional, meaning-focused L2 use and gain access to input for learning.

Meanwhile using information-gap activities is another technique of teaching speaking (Raptou, 2002). Nation and Newton (2009) distinguish information-gap activities into a split information arrangement (in which each student has different

essential information) and a superior-inferior arrangement (in which one student has all the information that the others need). As students work together, they are a team, whose players must work and share the information together (Brown, 2001). This activity can improve the classroom interaction, because an information gap activity takes place among the students, not between a student and the teacher, though a teacher can certainly demonstrate the activity. Working in groups will increase the students' talking time and decrease that of the teacher.

In learning, gap analysis is used to determine what steps need to be taken to move from the current state to the desired condition or the desired future state. Many people call this a needs and gap analysis, needs assessment or just needs analysis. Henning and Ewerth (2018) argued that gap analysis can also be interpreted as a comparison between actual and potential or expected. As a method, gap analysis is used as a business evaluation tool that focuses on the current gap with those that have been previously targeted. This analysis also identifies what actions are needed to reduce gaps or achieve something expected in the future. Moreover, this analysis also estimates the time, cost, and resources needed to achieve the expected.

Information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate (Raptou, 2001).

One of the challenges many second language-teachers face as Porto (2019) quoted is motivating their students to speak in the target language. Confident students always participate and students who are less confident are reluctant to speak. Even when the students speak in the target language, they are usually answering a question and this approach greatly limits students output. Oral presentations provide opportunities for students to speak in the target language for an extended period of time and these activities are useful, but they should not be the only opportunities students have to speak at length. Students prepared for this presentation by writing a script and then rehearsing it, they have difficulty speaking in the target language spontaneously because they are given little opportunity to do so. When students choose learn a language, they were interested in learning to speak that language as fluently as possible. One solution is using information gap activities (Toro, Camacho-Minuche, Pinza-Tapia & Paredes, 2019).

In 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 (Neu & Reeser, 1997). 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 of time and students naturally produce more speech than they would otherwise. In addition, speaking with peers is less intimidating than

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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 teaching tool. The program has also been used as research material in educational studies (Neu & Reeser, 1997).

2.1.1   Types of Information Gap

When the students choose to learn a language, they are interested in learning to speak as fluent as possible. Ortiz (2019) stated that as a teacher, we need to actively engage students in speaking activity that are enjoyable and based on a communicative language teaching approach. One of the techniques of communicative language teaching approach is information gap.

Pica and Doughty (1986) state that information gap is the activity where each student is given different information. By hearing the separate information, they can complete a task given by teacher. The students can be put in pair of group. Each student has different information, so in order to get the information they must ask their partner. This activity is obviously effective in teaching L2 in the classroom. It gives every student opportunity to speak in the target language for an extended time and students naturally will produce more speech than they would otherwise.

In addition, Ehsan, Vida and Mehdi (2019) argued besides can help students in speaking English easly, information gap activities also can improve motivation, create a context which supports learning, give natural learning, and provide task

practice. It means that the teacher can improve their way of teaching speaking through information gap activity.

There are several forms of information gap activities (Saputri, 2010) which can be seen in the following Table 2.1.

Table 2.1 Types of information gap activities

No.	Information with Limited Cooperation	Information with Unlimited Cooperation
1	Identify images	Communicating patterns and images
2	Find identical pairs	Communicating the model
3	Find a sequence or location	Find differences
4	Find missing information	Follow directions
5	Find missing features	
6	Discover "secrets" and some variations within the organization	

Of all the types of information gap activities above, the present study uses the type of discovering missing information as a student communicate or speaking activity. Sinaga (2017) found out that discovering missing information is an activity in finding missing information in the same text. However, each student has missing information and different so they have to communicate in order to know the information.

The researcher selects and uses types of information gap from discovering missing information 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 the researchers in the class (An, Davey, Eggleton & Wang, 2015). Thus, this activity is very interesting where students can increase their motivation, interaction, and participation to learn to speak and communicate with others.

2.1.2 Advantages of Information Gap

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), 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 teaching language. It is because small groups like two way-information gap tasks seem to be particularly appropriate for stimulating the language (Fata, 2016). Thus, if the teacher uses this activity, students can get their target language easily.

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

2.2 Students' Motivation

In general, the definition or understanding of motivation can be interpreted as a goal or a driving force, with that real goal being the main driving force for a person in trying to get or achieve what he wants, either positively or negatively (Hoff, Ekman, & Kemdal Pho, 2019). The term in the meaning of motivation comes from the English word, motivation. However, the original word is a motive which has also been used in Malay, namely the word motive which means the goal or any effort to encourage someone to do something. In summary, apart from that, the nation of motivation is a change that occurs in a person that appears in the presence of feelings, psychiatric and emotional symptoms that encourage individuals to do or act something caused by needs, desires and goals.

Student motivation is an attitude that directs students towards a learning process. Number of studies has been conducted to probe the role of student motivation toward academic performance and different definitions of students' motivation have been used by various researches. For instance, Lumsden (1994) analyzed students involvement towards education and sources of their motivation. Marshal (1987) viewed students' motivation as a force beneficial to the learner. Ames (1990) stated that motivation to learning is dependon long-term, quality attachment in learning and pledge to the process of learning. Most motivation theorist believes that motivation is involved in the performance of all learned responses and leaned behavior will not occur unless it is energized. Bomia, Beluzo, Demeester, Elander, Johnson, and Sheldon (1997) has suggested student motivation as student willingness, need, desire and obligation to participate and be booming in the learning process.

Gage and Berliner (1984) also state that, motivation is a term used to describe what energizes a person and what directs his or her activity. As Noel (2000) defined that there are two kinds of motivation: intrinsic and extrinsic motivation. Noels (2000) stated that intrinsic motivation is motivation to engage in an activity because the activity is enjoyable and satisfying. On the other hand, extrinsic motivation is defined by Dornyei (1994, in Zubairi and Sarudinn, 2009) as the motivation that comes from outside an individual with rewards such as money or grades.

From the understanding and definition of motivation of the experts above, it can be concluded that student motivation is a condition or condition that encourages, stimulates or moves a student to do something or the activity he does so that he can achieve his goals. In that case, motivation becomes an energy or power in a complex situation and a readiness to move towards a certain goal (Chaudhry, 2019). A person's motivation can be generated and developed through himself-intrinsically and from the extrinsic environment (Elliot, 2000). Intrinsic motivation means the desire of oneself to act without external stimulation (Elliot, 2000). Intrinsic motivation will be more profitable and provide consistency in learning. While motivation that comes and be controlled from outside of the individual, called as Extrinsic motivation (Sansone & Harackiewicz, 2000). Elliot (2000), exemplified the values, gifts, and/or rewards that are used to stimulate a person's motivation.

For example, in learning activities, motivation is the driving force that ensures the continuity of learning activities and provides direction for learning

activities so that the desired goals can be met (Wlodkowski & Ginsberg, 2017). Thus motivation is very influential on one's learning outcomes. If someone does not have the motivation to learn, that person will not achieve optimal learning outcomes. To be able to learn well, it requires good process and motivation, providing motivation to learners, meaning moving someone so that he wants or wants to do something.

Murphy (2006) explained that behavior is related to motivation. Besides, the statement and the purpose of behavior also include to motivation. In line with Murphy, further Wong, Gardiner, Lang, and Coulon (2008) explained that Motivation is a form of positive energy in a person's personality that has been owned and activated with a high sense of willingness to achieve goals. The opinion above contains three interrelated elements, namely: 1) motivation starts from a change energy in personal, 2) motivation is characterized by the emergence of feelings (affective arousal), 3) motivation is characterized by reactions to achieve goals.

2.2.1 Types of students motivation

A student is intrinsically motivated when he or she is motivated from within: Intrinsically motivated students keenly engage themselves in learning out of oddity, interest, or enjoyment, or in order to achieve their own scholarly and personal goals. Dev (1997) viewed that student who is intrinsically motivated will not need any type of reward or incentive to instigate or complete a task. This type of student is more likely to complete the chosen task and eager by the challenging nature of an

activity. Lepper (1988) viewed intrinsic motivation for own sake for the enjoyment it provides, the learning it permits, or the feeling of accomplishment it evokes.

Besides, Dev (1997) viewed that extrinsically motivated student engages in learning purely for attaining a reward or for avoiding some punishment. Lepper (1988) states extrinsic motivation means to obtain some reward or avoid some punishment external to the activity itself such as grades, stickers or teacher approval. Thus students with intrinsic motivation are more enthusiastic, self-driven, challenging and feel pleasure in their studies and students with extrinsic motivation try to drag themselves with academic assignments, feel compelled to learn, and always put minimal efforts to achieve maximum appreciations.

Motivation to learn is the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and provides direction for learning activities, so that the goals desired by learning subjects can be achieved (Sardiman, 1986). Thus in learning, student achievement will be better if students have the motivation of parents to succeed greater in the student because there is a tendency that someone who has high intelligence may fail to achieve due to lack of motivation from parents.

Motivation is an effort based on mobilizing and maintaining a person's behavior so that he is motivated to act to do something so as to achieve certain results or goals. Learning motivation is an active self-energy in a person which is marked by the emergence of a strong desire with serious efforts in achieving goals (Kusurkar, Artino & Ten Cate, 2015). But according to Vansteenkiste, Lens and

Deci (2006) learning motivation is the strong willingness of students to achieve goals with the best possible effort.

Motivation to learn is also a need to develop one's abilities optimally, so that they are able to do better, achieve and be creative (Abraham, 2004). Motivation to learn is an internal and external drive that causes a person or individual to act or achieve goals, so that changes in student behavior are expected to occur. So learning motivation is a psychological condition that encourages students to study seriously, which in turn will form a systematic, concentrated, and selective way of student learning. In order for students to achieve optimal learning outcomes, motivation is needed.

2.2.2   Motivation to Speak in L2 Context

Speaking as the essential skill of language is naturally the way human communicative to express ideas, feelings, as well as opinions to achieve a particular goal while to maintain social relation between people. It implies that in the speaking process, people try to communicate with each other and use the language to send the message to the second person. It means that the speaking process needs at least two people, one as a speaker and other as a listener (Muklas, 2017). Lado (1997) describes speaking as the ability to express oneself in life situations, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently. Muklas (2017) stated that the speaking processes need at least two people, one as a speaker who produces information and the other one as a listener who receive information.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. According to Hornby (1995) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an order voice, so teaching speaking is giving instruction to a person in order to communicate.

Teaching speaking means giving opportunities to learners to enable their selves understood. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due the faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Bunkart, 1998). Specifically, Nunan (2003, pp. 54-56) says that there are five principles for teaching speaking, they are: 1) giving students chance to practice with both fluency and accuracy such as ask them to read aloud a text, 2) providing opportunities for students to talk by using group work or pair work such as presentation, 3) planning speaking task that involve negotiation for meaning such as discussion, 4) designing classroom activities that involve guidance and practice in both transactional and interactional speaking such as conversation. Thus, teaching speaking means giving the opportunity of students to study about: 1) how to combine their ideas and thoughts and (2) how to select the words and sentences orally which appropriate to their social setting, so that they are able to express their opinion appropriately.

In short, teaching speaking is the way for students to make an interaction to another person in any situation by meant of appropriate elements of speaking skills, as noted earlier: (1) correct pronunciation relates to the sound system in English (2) grammar relates to phrases or sentences on correct form, and (3) vocabulary relates to the lexis of the language.

Speaking skills are one aspect of chess single language skills in addition to three other language skills, namely: listening skills, reading skills, and writing skills. Each of these skills are closely related and cannot stand alone. In the development of children's language skills, gradually starting with the ability to listen, from what is heard, begin to say, after that comes the ability to learn to read and write (Richards, 2008).

Based on its function, reading and listening skills include receptive and appreciative language skills. This means that these two skills are used to capture and understand information conveyed through spoken and written language. On the other hand, speaking and writing skills are productive and receptive language skills. This means that both language skills are used to convey information or ideas both orally and in writing (Mkandawire, 2018).

Zulfugarova (2018) indentified that speaking is a very important skill and must be learned because every speaking process there must be a message or information that the speaker wants to convey to the listener. Therefore, conveying information is included in one of the basic competencies that must be achieved by students. The indicators are: (1) able to ask questions to ask an explanation from a resource person; (2) able to convey information to others; and (3) able to compare

the integrity of the message received from the source with the content of the message conveyed.

Speaking skill is one of language skills as the ability to pronounce articulated sounds or words to express, express and express opinions or thoughts and feelings to a person or group orally, either face to face or from a distance. Speaking as one aspect of language skills is closely related to other aspects of language skills, namely between speaking by listening, speaking by writing, and speaking by reading.

Motivation to learn an L2 presents a particularly complex and unique situation even within motivational physicology, due to the multifaceted nature and roles of language itself. Dornyei (2019) stated that language is, at the same time, a communication coding system that can be taught as a school subject, an integral part of the individual's identity involved in almost all mental activities, and also the most important channel of social organization embedded in the culture in the community where it is used.

2.3 Relevant Studies

Relevant studies reveal all the advantages, similarities and even differences between previous studies and current studies. Previous studies are used as reference material for conducting current studies. In this study, the researcher found several differences that covered the previous research. The relevant studies will be discussed in the following paragraphs.

First, Astuti's (2011) research found that the information gap succeeded in improving the students' speaking skills. Also the students became more enthusiastic

to perform their work and more active in the speaking learning and teaching process. Overall, it can be concluded that information gap activities could improve the speaking skills of students.

Second, Meriza's (2017) research found that there was a significant effect on speaking ability. Technical guidance from CLT (information gap) provides an influence for students to develop their speaking achievement. Thus the first hypothesis is accepted. There are differences in the effect of CLT techniques on student speaking achievement in terms of vocabulary, pronunciation, and grammar. This can be seen from the average value of each aspect of speaking both at the pretest and posttest, it can be concluded that there are differences in the influence of students' speaking achievement on the speaking aspect. Grammar shows the most improved aspect of students' speaking achievement. The second hypothesis is accepted.

The writer has carried out tracing of the previous work and research results that have been carried out by previous researchers. Those have become very valuable material for the writer, especially to provide a basic overview in discussing students' speaking motivation through information gap activities. Based on the relevant researches above, there are similarities and differences carried out by researchers. The similarities in this study are both assessing students' speaking motivation. The differences in this study are the place, time and object of study that are used by researchers related to students' speaking motivation through information gap activities.