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An analysis of Students' Motivation to Speak through Information Gap Task Activities

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ABSTRACT

This qualitative research aims to determine the extent to which students are motivated to speak through information gap activities in English classroom at one of high schools in Kendari. This research was conducted in three meetings consisting of two meetings with activity stages including: planning, implementing the action, observing and reflecting. The data was gathered using field observation sheets and student reflection sheets. The research findings reveal that the information gap activity can motivate students to speak in English class. Students look enjoy, happy, and enthusiastic in the classroom. Students are motivated to speak when they are assigned information gap activities in pairs or groups. The activities give them more opportunities to practice speaking by exchanging certain information to other friends. Students are encouraged to communicate and collaborate with their partners in completing the tasks.
Keywords: Information Gap; motivation; task activities.

INTRODUCTION

Information gap has increasingly achieved popularity in recent years and have been recommended as a way forward in English language teaching such as Prabhu (1987), Brown (2000), Richards (2006), and Jondeya (2011). Information gap task activities are very important for teachers and also can help the students to explore their skills. Morrow (2000) says that activities that are truly communicative 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. Richards and Renandya (2002) stated that the give and-take exchanges of messages will enable to create discourse that conveys intentions in real-life communication. Besides, using information gap activities are effective to create students' participation in speaking because sometimes learners speak more willingly in class when they have a reason for communicating (Spratt, Pulverness, & Williams, 2005). Thus, information gap activities also can enrich the types of activity that can be done in learning process. It also makes the class more fun and interesting.

In general, information gap have been explored in classroom like science class (Khatimah, Marhum, & Thamrin, 2014), in mathematic class (Pica, Kang, &Sauro, 2006), ESP for medicine personnel Lucia (2007), in social class (Meriza, 2016), in English class (Afrizal, 2015; Shi, Zhang & Wang, 2019) Moreover, many researchers have discussed information gap focusing on learning vocabulary (Khoshsima & Saed, 2016), reading (Marashi & Mehdizadeh, 2018), and writing (Pratiwi, Susilawati, & Husin, 2017).

In English class, information gap has also been discussed in speaking class (Suleimani, Zare, & Abbasi, 2014; Defrioka (2016).

In Indonesian context, many previous studies have discussed information gap task activities in speaking skill. Sugiarti and Desi (2014) conducted an action research study for vocational students by using information gap activities to improve the students' speaking skills. The result showed that information gap activities were effective to improve the students' speaking skills. This can be seen from the students' mean score of speaking before and after the actions. The score rose from 17.81 in pre-test into 28.54 in post- test. Astuti (2011) implemented information gap activities and other accompanying actions to improve the students' speaking ability.

In line with the discussion above, information gap tasks activities are very important to be applied in the learning process because this activity is effective in an English classroom (Neu & Reeser, 1997), especially in teaching speaking. Information gap activities have some benefits and advantages for students, such as improved student speaking skills, enjoyable and reduce students' nervousness (Brown, 2001). It means that when the teacher asks students to complete a text by making a small or large group. Then, students try to complete their assignments by speaking so students will be happy, enjoyable and not bored in the ongoing learning process because they can interact with each other.

Relevant to this present study, a preliminary observation has been conducted at a senior high school as Kendari City. Based on the observation, the researcher saw a lack of self-confidence and motivation of students so that student communication did not develop. Besides, the researcher also saw the lack of enthusiasm of students in expressing their opinions in front of the class. In the learning process, the researcher also saw that students were less active in teaching and learning activities during the English learning process. To solve this problem, information gap activity is expected to help students understand the English spoken by the teacher and help them to be motivated to speak in front of the class. This information gap activity is also expected to help students to build communication with peers by actively asking and answering questions.

RESEARCH METHODS

This research uses qualitative research methods to analyze students' motivation in speaking through information gap task activities, Luttrell (2005) state qualitative research is learned through practice and a continuous dialogue with theory. As a result, methods, analytical approaches, and other techniques do not exist in a vacuum; rather, they are theoretically grounded and applied within particular theoretical frameworks with different results. From the nations above, the researchers then report the findings and try to discuss in descriptive ways, thus this belongs to descriptive qualitative.

The participants of this studyare students at Senior high school that is in the second grade of MIA major, especially class XI MIA 2 in the academic year 2020. The students in class XI MIA 2 are 38 students with 17 males and 20 females. However, researchers took all the participants as a sample in this study. Based on the experience of PPL students who teach in the school, the lack of student motivation in learning English especially in English speak. Therefore, to see how the development of students' motivation in speaking after using the information gap the researcher conducted research directly in the second class to get the data the researcher needs.

RESULT

The findings in this researcher described student motivation in speaking through the gap information.This data was obtained by doing a qualitative survey with collecting data through students' reflection. Previously, this research was intended to be conducted five times. In the process of collecting

data in the field, the researcher held meetings five times, because the current conditions are not possible (COVID-19), so that the researcher held three meetings.

As far as the research progresses, the researcher observes that with the existence of gap information learning techniques, students can be motivated, this is the researcher can see from the activeness of the students. To reinforce this, researchers and collaborators also reflect on students and observe the teaching and learning process. In this connection, observations were made to determine the teaching and learning process. It is also used to determine students' motivation towards the learning process through the expressions and actions they show through video recordings. Finally, each researcher meeting provides a different type of reflection to students. In the first meeting, students answered one type of reflection which consisted of the fourth number. Meanwhile, at the second and third meetings students answered three questions. In reflection, there are several indicators shown, namely the use of the information gap can increase students' attention in learning English, the information gap has a beneficial effect on students in learning English and increases students' motivation in learning English class.

The reflection of students' motivation on information gap activities

This study analyzed the reflection of students'motivation on using information gap activities in the English classroom.

a) First Meeting Reflection

Students impression toward information gap method
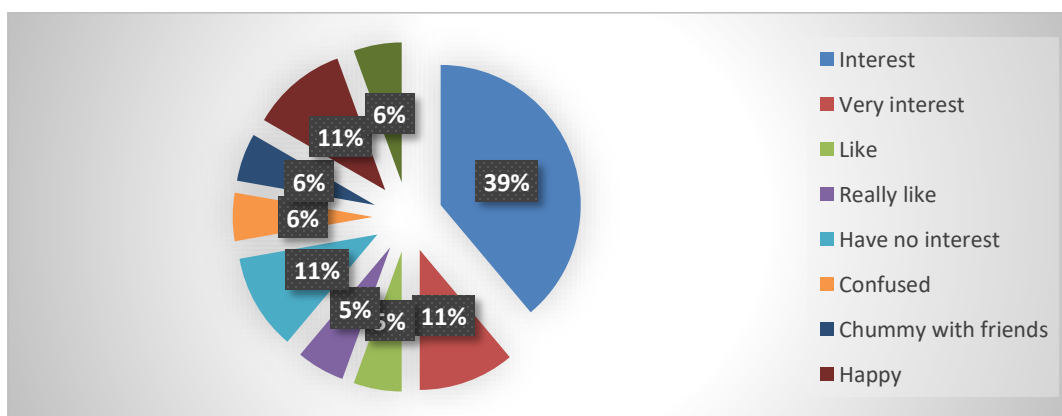
The result of the diagram above, there are many kinds of student answers about their impression toward information gap such as 39% the students really interest, 11% very interesting, 5% really like, and 11% have no interest. In addition, there are 6% of the students confused, 6% of the students chummy with their friends 11% the students happy toward information gap activity, and 5% of the students felt interested and sharp. Therefore, from all the student's answers above that many students who more interestedin the information gap activities that are implemented in their English class. It is because they can understand the material quickly, can work together, and can exchange opinions with their groups or partners.

**The information gap is really useful to make the students easier to learn English in the classroom**
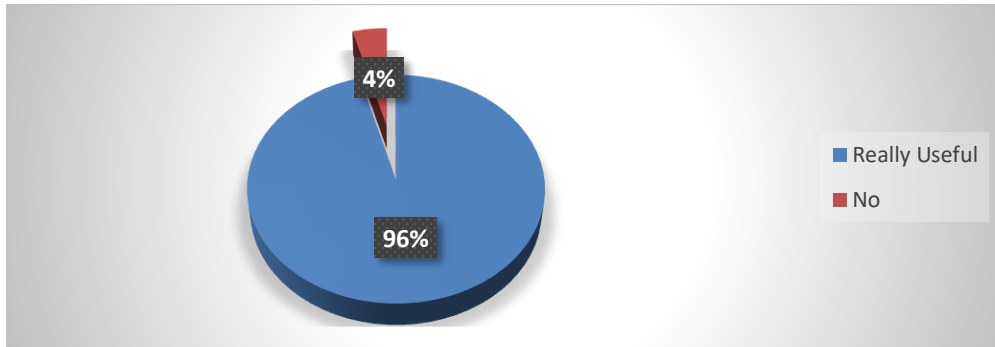
Based on the diagram of the last student's reflection, showed that there are 96% of the students who agree that information gap is a useful method to make the students easier to learn English. It was because the students can do the task together, can exchange the information, easier to understand the lesson, and more exciting. Another reason is the information gap activities can make the students' motivation and active to learn English. Meanwhile, there are also the students who said that the informationgap did not really useful to make the students easier to learn English in the classroom because the students did not know about the information gap.The students said that there are about 4%.

The students' response about pair work information gap in the classroom
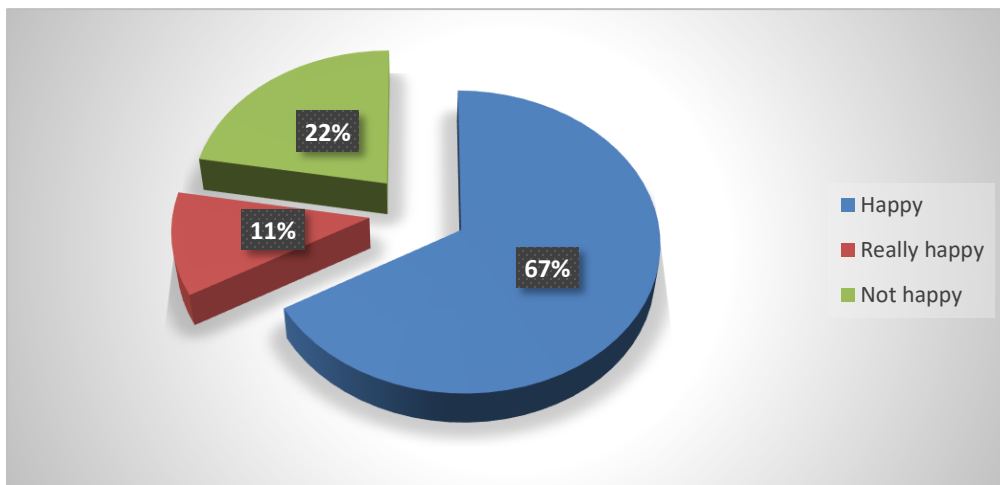
The result from the diagram above showed that there are 67% of student felt happy in the first meeting when the researcher did the research used information gap activity in the classroom. Some of the students thought that information gap can make them have the enthusiasm to learn English, can reduce stress, not make the students bored in the classroom. This teaching method so unique because doing the task or activity in the classroom must have a pair. Besides, not the entire student felt happy because there are 22% of students not happy with this method. It was because the students did not know what information gap is and the users of this method. So, it made the students still hesitant with information gap.

PIG can improve students' ability to speak
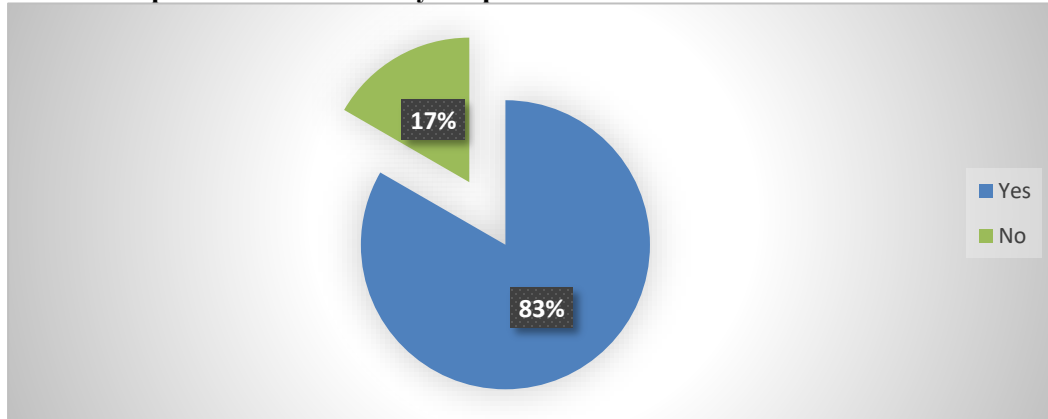
The diagram above showed that 83% of the students thought that Information Gap can improve student's ability to speak. Some of the students argue that by using Information Gap the students can do the collaborate in practice talking with the other students. Even though there are several students said PIG did not improve their speaking.

b) **Second Meeting Reflection**

**Te difficulties that experience in information gap activities**
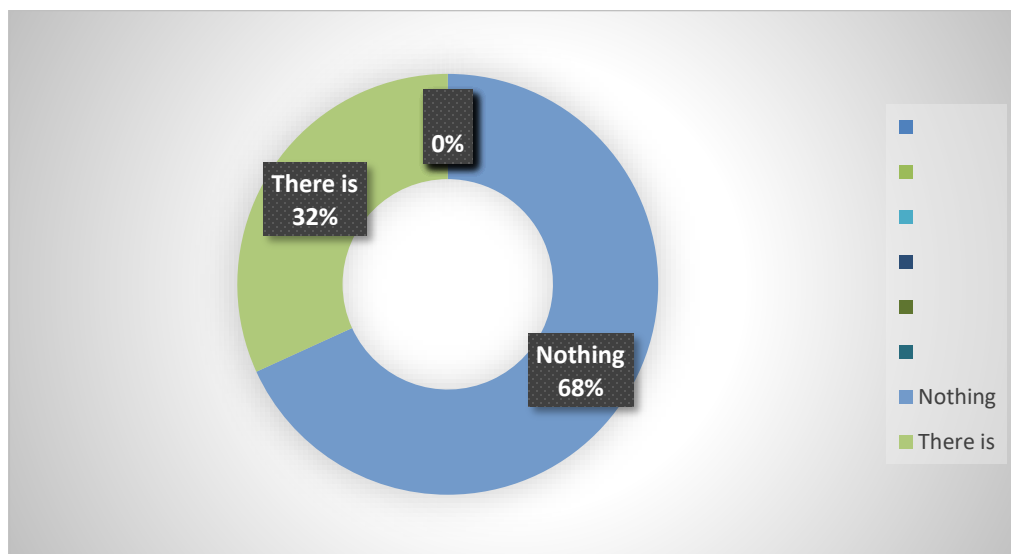
Based on the result of the diagram showed that there are some students who experience in information gap activities. There are about 32% of the students who said that. The reason that the students couldnot speak anddo assignments using English. However, there are most students about 68 % of students argue that they didnot difficulty in information gap activities. It was because by using this method the students can work together with their partner and this method really help them in understanding the lesson.

The information gap activity to motivate the students to communicate with their group/partners
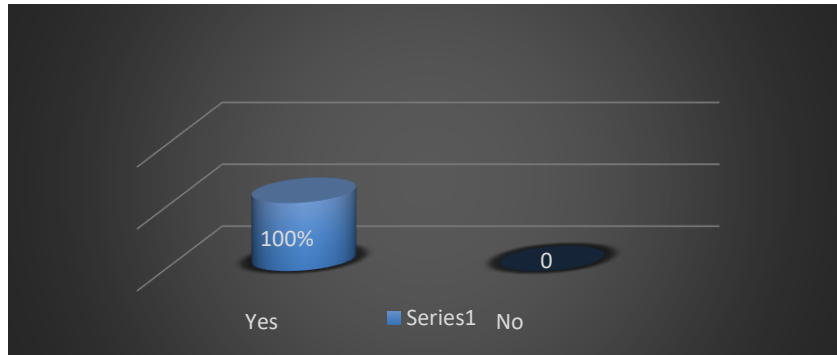
All the students said that information gap activity can students motivated to communicate with their partners or groups. This can be seen in the diagram above. There are about 100% of the students said that this activity many gave them motivated and help them to speak. They were also not afraid and shy anymore to make friends and communicate English little by little with their friends.
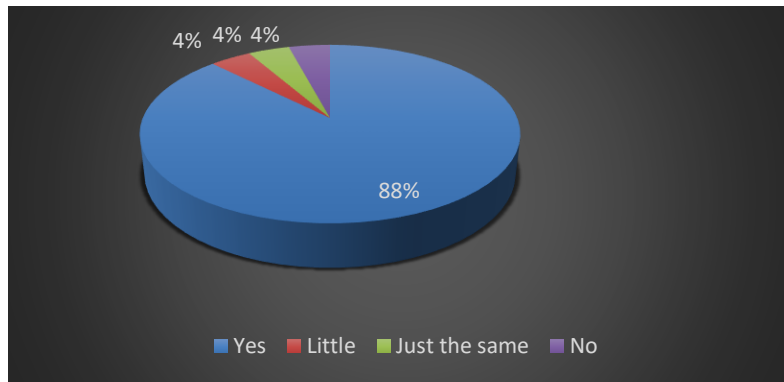
The information gap activity to increase the student's confidence in Communicating or speaking in English
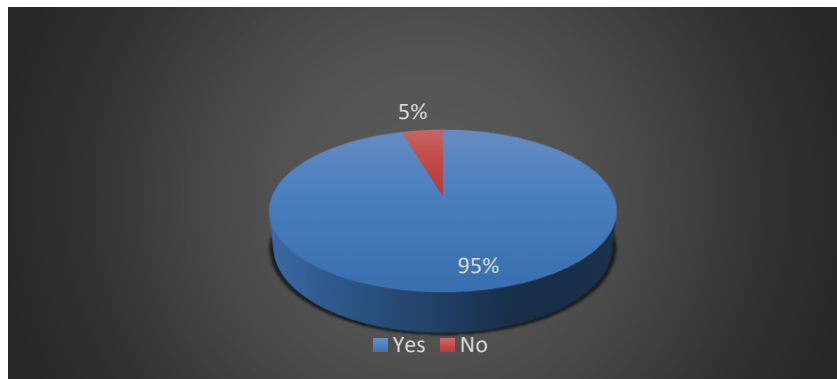
The result is the diagram above shows that there are 95% of the students who experienced an increase in speaking and communicating in English. The students said that through this activity, they can speak English even if only a little. However, there are about 5% or one of the students argued that the information gap activity did not make the student be confident with his friend. It was because there were many vocabularies that the student did not know yet. So, the students think that this activity has not been able to make students confident to talk and communicate.

C. Third Meeting Reflection

Learning to speak English using information gap activities, to thestudents' learning motivation increase more

Based on the diagram above, the result is 88% of students said that learn to speak English using information gap activities can make their learning motivation increase more. The reason for the students is because this method really happing fun, exciting, and teaches them to actively think and make them enthusiastic when learning. There are also the students argued that with this method, they can smoothly and speak a lot in English. In addition, there is the student who said that this method these methods are few, the same, and did not make them motivated to learn which states there are about 4%.It was because, at this meeting, they did not like their group or partner. So, the less motivated to learn. However, there are still more students who are motivated to learn through this method than those who do not.

The information gap activity is applied in the learning English class, tothe students feel developed in terms of communicating/speaking in English with their partner or group
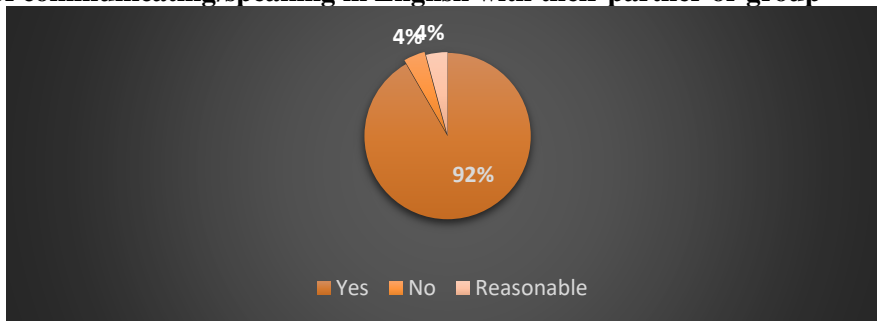
The results from the diagram above showed that most of the students said through information gap activities that were applied in learning English, they felt developed in terms of communicating or speaking in English with their pair and group. There are about 92% of the students opt for that and the reason is first they felt more developed because they often communicate with a partner. Secondly, there is a new vocabulary that they have and every interaction that occurs makes it easier for them to recite English vocabulary.Lastly, this method made the students can more fluent in English speaking. On the other hand, around 4% of student who said "quite". This means that the student felt quite developed in terms of communicating or speaking in English with their pair and group. It was because the student can speak with their partner using Indonesian mixed English. In addition, there are also 4% of the student who said

not experienced development in terms of communicating or speaking in English with their pair and group because the student never spoke English.

The information gaps activities can make the students have the desire to communicate and speak in English while the students work on assignments with their partner or group
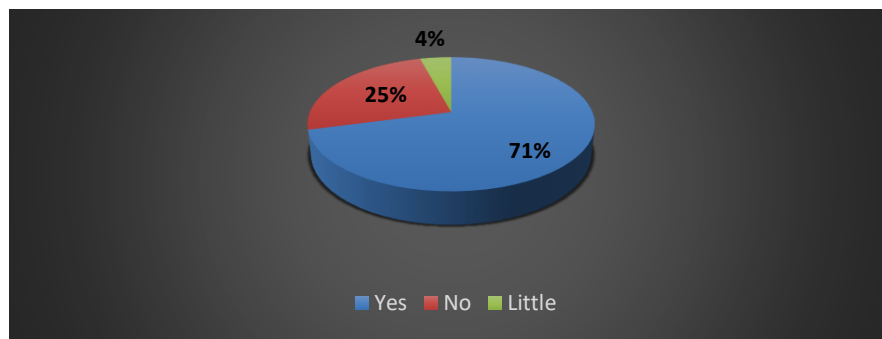
The last reflective the result of the last meeting there are 25% of students did not make them have the desire to communicate and speak in English. It was because some of the students didnot know about English. There are also said that speaking in English is very difficult. In addition, they havenot been able to communicate and speak in English. Then, around 4% of the student felt a slight desire to communicate because the student rarely talks or communicates with his partner or group. However, there are the most students about 71% who say yes where they have the desire to communicate with their partners or groups when did assignments. The students' reason said "Yes" because speaking English with friends is very fun. In addition, with information gapwe practice more often than taking notes. So, the learning process was more interesting and exciting.

DISCUSSION

This part is going to discussthe research findings. This research describes students motivationtospeak through information gap tasks activity. In this study the researc her discussed the importance of information gap taskactivities. Information gap is essential for students because this activity can increase student communication by way of exercising directly with a group or partner. Basedonthe explanation from Defrioka (2009) information-gap activities are communication exercises in which each of two-paired students has information which they must orally relate to each other in order to fill the 'gaps' in the information they have.Thus, to get the results from the study, the researcher used two kinds of instruments to get the result like; observation video tapping and students' reflective every meeting in three weeks. This is according to Park (2018) who showed that to collect the explanation we can see in the video tapping the third meeting around third minutes. Meanwhile, the students' reflection can give more explanation about the students' responsesto the information gap activities.

The results of this study are reinforced from the student's reflection results at the second and third meeting. In the second meeting, to see the will of the student in communicating can be seen from their motivation to communicate and the results show that 100% of students say that this activity can make them motivated and help them in speaking and communicating. Then, 95% of students have confidence to communicate with their friends. That is because this activity gives you a student the opportunity to practice directly to speak and communicate in English even though it is only a bit. Thus, using information

gap activity provides the advantages of students, such as students can communicate, increase student motivation, build student trust, and support improved student relationships (Son, 2009).

From the research that has been done, this research is in line with previous research which states that information gap activities are very important because this method can increase students' motivation to speak or communicate. Not only that, but the information gap activity can also be a learning strategy that can help teachers manage the classroom well and can attract students' attention in the learning process. Information gap activities can help students in increasing their motivation to speak in front of the class. This can be seen from the number of students who like and enjoy information gap activities. Students felt enjoy and happy because this activity is very interesting and not boring. So it makes class fun. In addition, students can look enthusiastic in the classroom when researchers teach them using information gap activities. Explicitly, this study seeks to make a major contribution in developing students' motivation to speak by disseminating several results.

CONCLUSION

Based on the findings and discussionin the previous chapter, the information gap activity can help the students to increase their motivation tospeak in the classroom.From the observations and reflections result of students, in the first to last meeting students have shown that they really like and enjoy with information gap activities. The students felt enjoy and happy because this activity was very interesting, and not boring. So, make the class enjoyable. In addition, thestudents can enthusiastic in the classroom when the researcher taught them using information gap activity.

Explicitly, this present study tries to mainly contribute to developing students'motivation to speak by spreading some results. Firstly, the developed the students' motivation to speak was highly related to the use of the information gap activities in the teaching-learning process where the information gap activities were conducted in pairs or in groups that gave the students more opportunities to practice their speaking by communicating certain information to the other friends. All of the students were able to communicate and collaborate with their pairs in doing the task. Next, information gap activities also increased the students' motivation and confidence to speak or communicate in English.In this case, the increased trust and student motivation can make student communications become more developed. So, through thoseactivities, the students were more confident and enthusiastic to perform their workin front of the class.

Secondly, in the learning process the students more active during the speaking teaching andlearning activities. They discussed well by actively asking and answering the questions, so the students can understand and did a task well. Besides, the studentsalso understood classroom English very well. They were able tocomprehend the target language spoken by the teacher.

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