

# INFORMATION GAP ACTIVITIES IN LEARNING INTERACTIVE SPEAKING AS IMPLEMENTED IN ENGLISHOPEDIA YOGYAKARTA

Ana Resti Amalia

14322043

English Education

Islamic University of Indonesia

Email: [anarestilia@gmail.com](mailto:anarestilia@gmail.com)

## ABSTRACT

In EFL context the necessity of English, chiefly speaking skill is demanded when it comes as requirement for continuing higher education and facing cross-cultural communication. How teacher assist students to be skillful and knowledgeable in English for to real-situations is very demanding issue. Information gap activities is considered to be implied for developing students' intelligence and ability to communicate and interact in real-situation. This research aims at explaining the implementation of information gap activities at Englishlopedia and how students' perceive the activities. The researcher used qualitative observational study, which the data were collected from observations, interview and documents. This research is conducted in Englishlopedia with 33 students during observation and 3 participants during interview were involved in this research. The research findings revealed that the information gap activities helped the students in facilitating to practice speaking. The most prominent information gap activities was pair-work. The next was pronunciation and vocabulary drills. Furthermore, the students were enthusiastic in terms of pair-work activities, because it gave them new ideas, and triggered to speak by the other participants and enrollment of native speaker, thus establish students' motivation to learn and using English.

*Keywords: information gap activities, interactive speaking, vocabulary learning*

## **I. Introduction**

In terms of EFL learners, improving speaking skill becomes an issue. Few EFL teachers expected their students able to speak accurately and fluently after learning process (Manurung, 2015). EFL learners might perceive English is difficult to be learned because English is not widely spoken outside classroom as a tool for communication. They often improved another substantial skill, such as grammar and reading. Meanwhile, one of the most goals from learning English is the students able to use English for communication (Abbaspour, 2016). Cultural differences considered to contribute in difficulties for EFL students to learn English (Manurung, 2015). They using English for communication aimed to maintain social interaction, thus cultural understanding might be one of priorities to create appropriate conversation.

Highlight from the issue above, how speaking is developed might be the issue for this research. Teachers have to create a technique that would be suitable to help students practice their speaking skill more often. Harmer (1991) as cited in Manurung (2015) stated that presentation, practice communication must involve in order to achieve learning objectives. Highlight the importance of selecting the techniques of classroom activities in speaking class said Widiati & Cahyono (2006) cited in Manurung (2015).

In response of this issue, information gap activities perceived as suitable activity to be developed in order to help students practice speaking more often. This activity is design students to work together by filling the gap with the information they do not possesses. Unfortunately, this activity rarely conducted in learning speaking in the school due to this activity needs quite a lot of time. Englishopedia as an English course that focus on speaking skill provide student with communicative activities to facilitate students to practice speaking more often.

## **II. Literature Review**

### **a. Information Gap Activities**

Information gap activities perceived as an activity that required students to fill the gap of unequaled knowledge by asking and giving information. Information gap activities provide an activity for solving the problem, sharing and collecting information with the highlight each person must actively asking a question and answering in order to complete the missing information (gap) by using the target language (Afrizal, 2015). It would be give more reason for students to speak more through conversation, discussion and sharing knowledge they do not possess. Defrioka (2009) as quoted in Ismaili & Bajrami (2016) said that information gap activities implementation in the class influence the students' speaking skills and students' interaction. When the students have reason to speak more (e.g. sharing, arguing, asking, and answering), it drives the students to speak willingly than usual.

## **b. Interactive Speaking**

Basically there are five types of speaking according to Brown (2004). (1) Imitative, this speaking type focuses on pronunciation and for speaking proficiency level is imitating word, phrase or sentence. (2) Intensive, this speaking type is designed for giving response and completing dialogue. (3) Responsive, it tends to stimulate the students in order to create short conversation. (4) Interactive. This speaking type is more complex than foregoing types. It is designed to facilitate the students speaking the target language comprehensively and accurately. It aims in maintaining social interaction and exchanging information. (5) Extensive. This type is preferred to focus on speech and monologue text. The students need to comprehend the material and English. For the language style is usually formal than casual. Concerning from the theory above, interactive is very suitable with the concept of information gap activity. The characteristic of information gap activity involve exchanging the information and speak comprehensively. This activity perceived as solution for those who try to practice speaking and interaction because it requires the student to use the target language and get their meaning across (Ismaili & Bajrami, 2016). Based on some research, speaking can be improved through many ways; games role-play, etc. It has been proved that students speak more willingly through interactive activity, such as group discussion. Therefore in terms of speaking activities, students focus on the language use. Moreover, the good atmosphere is required too to provide feel comfort to speak and share their expression or ideas.

## **III. Research Method**

This research is conducted by using qualitative research (observational study). The setting of this research is at Englishopedia Yogyakarta. The participants of this research were 3, including 2 students and a teacher of Englishopedia. Observation and interview involved as source of data of this research. The researcher used observation table and interview questions as research instruments. The data collected through observation in three times and interview with three participants. The researcher also conducted the field notes based on the situation that happened during learning process in Englishopedia.

## **IV. Research Findings and Discussion**

### **a. Findings**

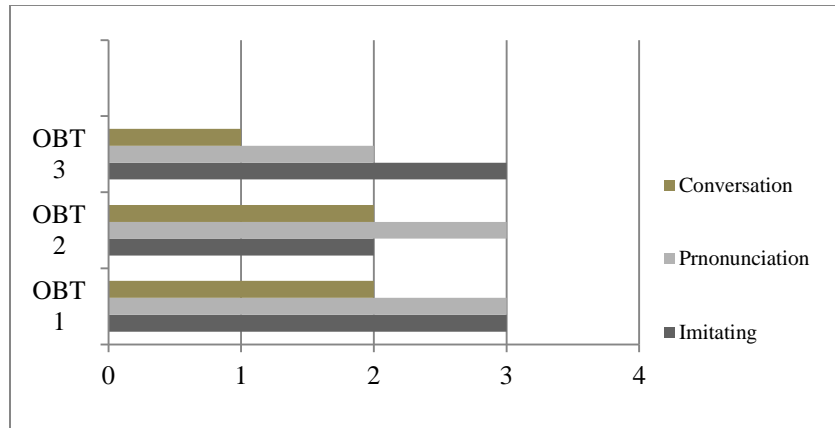


Figure 1. table observation: interactive speaking

The figure above indicates that during observation, those points; conversation, pronunciation, and imitation are occurred. It can be seen from the figure, in the 1<sup>st</sup> observation imitating and pronunciation have the same place. The 2<sup>nd</sup> observation pronunciation is the highest point occurred, meanwhile in the 3<sup>rd</sup> observation imitating is highest point that occurred.

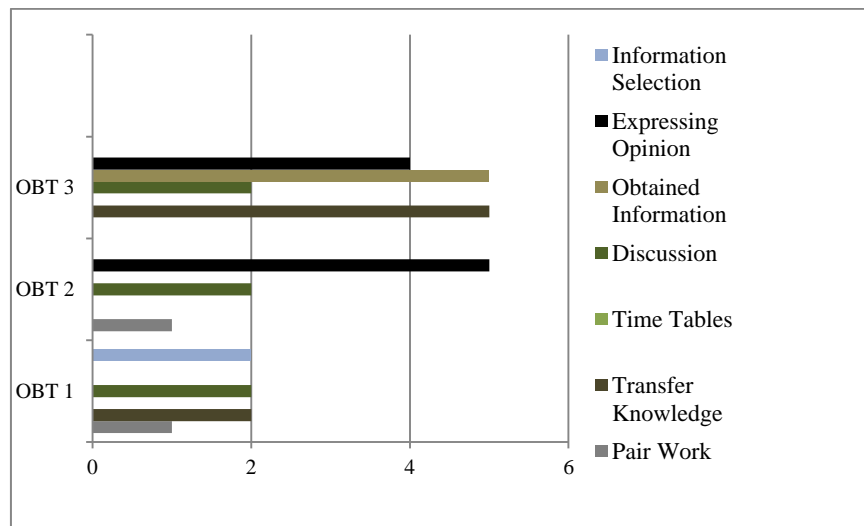


Figure 2. table observation: characteristics of information gap activities

For the observation related to the characteristics of information gap activities, it shows that not all points occurred in the observation. For the 1<sup>st</sup> observation, only three points occurred; pair work, transfer knowledge and discussion. The 2<sup>nd</sup> observation there are 4 points occurred; information selection, expressing opinion, discussion, and pair work. The 3<sup>rd</sup> observation there 4 points same as the previous observation. Those points were expressing opinion, obtained information, discussion, and transfer knowledge.

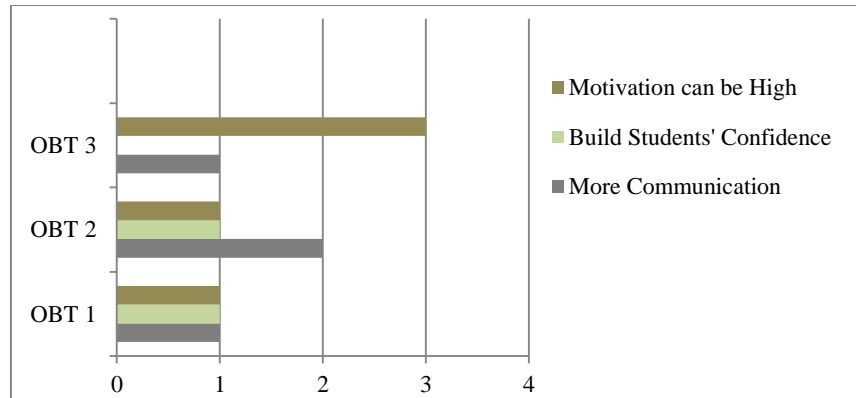


Figure 3. observation table: advantages of information gap activities

The advantages of information gap activities including *more communication*, *build students' confidence* and *motivation be high*. From the figure 3 related to the advantages of information gap activities, in each observation those points are occurred except in the 3<sup>rd</sup> observation. For the 1<sup>st</sup> observation, those points occurred with the same portion. The 2<sup>nd</sup> observation *motivation be high* and *build students' confidence* have same portion, meanwhile the highest portion is *more communication*. The 3<sup>rd</sup> observation only two points occurred; *more communication* and *motivation be high*.

#### b. Discussion

In this research, the researcher wants to analyze students' objective towards learning speaking in Englishopedia. The data obtained through interview with 2 students of Englishopedia and the teacher. The students have chosen by following the criteria: active speaker and passive speaker.

#### Speaking Activities

The data revealed that in Englishopedia, besides speaking skill the teacher provide grammar lesson too. Students tend to be ignoring the English structure and speak randomly, thus the teacher wont it happen in Englishopedia.

“They are good actually, but **they don't know the basic how to pronounce it correctly** and it's really bad.” (I/3/SA/5)

“**I have improved in pronunciation**. How to pronounce word in English and also the grammar...” (I/1/SA/11)

Therefore, the students know the purpose of speaking and how to speak. The correct use is very essentials for oral proficiency. Since all process happens simultaneously, thus the teacher creates activities started by the pronunciation included imitating and continues with the conversation.

#### Characteristics of Information Gap Activities

Englishopedia prepared the students to be able to speak English; therefore the teacher designed the activity that suitable for practicing speaking more often. Communicative activity as implemented in Englishopedia is occurred some points as indicated as the characteristic of information gap activities. Hasibuan (2012) and Prabhu (1987) highlighted those points included *pair work, transfer knowledge, obtaining information, discussion and expressing opinion*.

“For instance, when the teacher write down the questions on board even it has discussed but I still don’t get it. **Sometimes I asked another student ‘how to solve that?’ or ‘is it the right answer?’ and then another student will give the correct answer...**” (I/2/CIGA/12)

The data above indicated that transfer knowledge and obtained information happen by filling the gap they do not possess during learning process. Conceptually, information gap activities required the students to share their knowledge and information to be equaled.

### **Advantages of Information Gap Activities**

Among various activities at Englishopedia, researcher analyzed some activities occurred as the characteristics of information gap activities. Those activities included as the character of it seems have many beneficial for students in improving speaking skill. Some advantage of information gap activities, including; *more communication, build students’ confidence and motivation can be high*.

“Yes, because pair work is really help me to improve my speaking skill. **It builds my confidence and the teacher encourages us to speak confidently.**” (I/1/AIGA/26)

“Because, when I speak to another people I **feel like brain freeze ‘what I suppose to talk about?’ but in here I have learned how to speak to another people, so it’s better.**” (I/2/AIGA/9)

The evidence above proved that through pair work, it trained students’ speaking skill and build students’ confidence indirectly. They trained to use English to talk about the selected topic, thus it shaped how students speak with other people, it reduces students’ hesitance to start talking to other people. It is an effective technique to be implemented in the classroom because it shaped students feel comfortable to talk about anything.

## **V. Conclusion**

The researcher concludes that the extent of using information gap activity at Englishopedia is to help students in learning interactive speaking. The activities that used in learning process indicated as the characteristic of information gap activities. Researcher concluded that students’ perception

towards the implementation of information gap activity. Based on the findings and discussion in the previous chapter, it can be stated that by implementing information gap activity during the class, it helps the students for practicing their speaking.

## References

- Abbaspour, F. (2016). Speaking competence and its components: A literature review. *International Journal of Research in Linguistics, Language Teaching and Testing*, 1(4), 144-152. <http://ijrltt.com>
- Afrizal, M. (2015). A classroom action research: Improving speaking skills through information gap activities. *English Education Journal (EEJ)*, 6(3), 342-355.
- Brown, H. (2004). *Language assessment: Principles and classroom practices*. New York: Longman
- Defrioka, A. (2016). The use of information gap activities in teaching speaking: classroom action research in SMK 1 Padang. *Jurnal Bahasa dan Pembelajaran Bahasa (Lingua Didaktika)*, 10(2), 116-126. doi: <https://doi.org/10.24036/ld.v10i2.6418>
- Hasibuan, K. (2012). Teaching speaking as a productive skill. *Journal of English and Arabic Language Teaching (JEALT)*, 3(1). <http://ejournal.uin-suska.ac.id/index.php/jealt/article/view/139>
- Ismaili, M., & Bajrami, L. (2016) Information gap activities to enhance speaking skills of elementary level students. *International Conference on Teaching and Learning English as an Additional Language, GlobELT*, 232, 612-616. doi: <https://doi.org/10.1016/j.sbspro.2016.10.084>
- Manurung, K. (2014). Improving the speaking skill using reading contextual internet-based instructional materials in an EFL class in Indonesia. *International Educational Technology Conference, IETC*, 176, 44-51. doi: <https://doi.org/10.1016/j.sbspro.2015.01.442>
- Prabhu, N. (1987). *Second language pedagogy*. Oxford: Oxford University Press