



Students' Reflection on Pair-work Information Gap (PIG) Activity in an EFL Instructional Context

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ABSTRACT

This qualitative research aims to investigate the students' response to pair-work information gap (PIG) activity in an EFL classroom. The data of this study were collected from eighteen senior high school students as participants for this research. The instrument of this study used reflective journal. The students should answer the question from the journal reflection. The findings of this study indicated that from their reflection the students enjoyed learning English in the classroom under pair-work information gap technique. The students revealed their enthusiasm, happiness, and enjoyment in the learning activity. They also give good and positive respond about PIG. Besides, the students acknowledge that activities under PIG could foster them to study and follow the lesson more dynamically. This present study implies that the use of PIG activity in the classroom should involve a variety of activities to raise students' participation in the learning process.

Keywords: *EFL classroom; pair-work information gap; students' response.*

INTRODUCTION

In recent years, the interest in the use of pair-work information gap has increased as a way to help students interact with others and become a research tool for understanding the learner (Abduh, 2013). In the learning process, the way to show the student becomes active and enjoys the lesson is the teacher should use a teaching method. To make the students enjoyed the learning activity, using the basic tool in the learning process is important to learn English (Zohairy, 2014). Examine some issues dealing with that, to get the students' attention and focus on the lesson, the teacher should explain and also remain the students to keep their attention in the earning process (Almira et al., 2017). Furthermore, pair-work information gap activity becomes a teaching method that can raise the students' attention and motivate them to learn English (Amalia, 2019).

Besides, research about PIG has become increasingly, and it has been recommended as a way forward in English language teaching (Abduh, 2013; Jondeya, 2011; Park, 2018). In the

modern language classroom, PIG is one of the interaction patterns like in English as a second language (ESL) or English as a foreign language (EFL) (Achmad & Yusuf, 2014; Zohairy, 2014). The use of PIG activity was developed in several countries with a different focus on their research (Irona & Ratmanida, 2018). Nevertheless, Pair-work Information Gap has been the focus of comparative studies on learners' negotiation, collaboration, and encoding of form, function, and meaning for different tasks and classroom groupings (Andrade, 2011). The use of Pair-work in the second language classes has become prevalent it was because so hard to think of one person without a pair to solve a problem or communicate (Baleghizadeh, 2009).

According to Amalia (2013), PIG is used as a communicative task to facilitate the students working together. PIG activity means that the two people collaborate to discuss and solve some order from the teacher. The advantage of using PIG method is to let the students to work and interact independently with their mates. Besides, it can build student's confidence in every activity, and students can motivate their friends to study (Baleghizadeh, 2009). Using the PIG method in the classroom is effective to catch students' attention in the learning process. Thus, Baleghizadeh (2009) mentioned there are many kinds of PIG activities such as; 1) *discovering identical pairs*; 2) *finding differences*; 3) *completing drawing*; 4) *finding missing information*; 5) *completing the crossword*.

Discovering identical pairs explained four pictures were distributed among four students and the fifth student hold a duplicate of one of the pictures. He must give questions to the others to discover which students have pictures identical to his own. Finding differences is the students have distributed pictures that look the same but they have differences. Completing drawing is one student who has a complete drawing and the other has an incomplete one. Finding missing information is two students who have the same picture or text but each student has missing information. The last one is completing the crossword is two students have the same crossword in which some of the boxes are blank.

In the Indonesian context, Pair-work Information Gap activity focuses on improving students' skills (Achmad & Yusuf, 2014) like speaking, reading, vocabulary, and motivation (Afrizal, 2015; Defrioka, 2016; Sinaga, 2017). Meanwhile, some researchers use this teaching method to grow up students' attention in the learning process in the classroom (Hendra et al., 2018). Nevertheless, (Irona & Ratmanida, 2018) uses PIG as a medium to exercise student communication between two people and share the information that they have each other. Besides, the use of PIG activity becomes more effective to increase the students' ideas when talking to their pairs. Even though they did not pay attention to their grammar but in this case, they have the bravery to talk and discuss with their pairs.

Some related studies show the significance of information gap activities that can improve students' skills in the classroom (Namaziandost et al. 2019). A relevant study was already done by (Nakahama et al. 2001) carried out that PIG activity is more effective than conventional techniques in teaching to catch students' attention in the learning process. In general, the similarity of the other research with my research conducted with the use of teaching methods namely Pair-work Information Gap activity. While, the difference between this research with the other research is the focus like increase students' motivation, attention, and skills like speaking, reading, and vocabulary. Despite my research focuses on knowing the students' respond toward PIG activity.

In this study, knowing the students' interest and response in learning English using reflection undertakes in the learning activity is important. Reflection becomes an important role

in the teaching process because it can build students' awareness of learning outcomes (Hsieh et al. 2011). The best way to get the students' interest is related to some teaching methods in the classroom by using reflection (Eyler, 2002). The learning process can be seen through several clues that respond like their expression, attention, comment, and enthusiasm during the lesson (Chin, 2006). Therefore, this research revealed to investigate and describe the students' response toward Pair-work Information Gap activity in the EFL classroom using their reflection.

RESEARCH METHODS

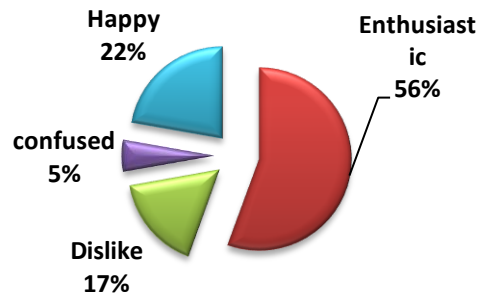
This study used qualitative research to describe the phenomena of the students about their responsibilities toward teaching activity used Pair-work Information Gap method. This research has been done in one of senior high schools in Kendari specifically the second semester of XI MIA1 in the academic year of 2019/2020. In this study, eighteen students participated the research respectively started from the first until the last meeting. This study was done in the third meeting in the class. The participants of this study consist of eight males and eight females. Their mean age was sixteen years old. The researchers choose the class because the students have an interest in the study and they act in every lesson but in English lessons they did not enthusiast. In the initial study, the research deployed journal reflection as the instrument to get detailed information about the research.

To collect the data in the first meeting the researcher gave the students some questions of reflection to make them express their respond toward the PIG method if they like or dislike this teaching method. Reflective journals become the main tool to know the students' responses about PIG. The journal reflection was adopted by (Jondeya, 2011). To help the students easier to delanswersheir answer to the question, the researcher used Indonesian not English. Regarding that in journal reflection, the students can write their reflections in Indonesia to make their ideas flow not blocked with the language difficulty. In the other words, the researcher analyzed the instruments and categorized their answer based on the best answer that related to the researcher wanted about the question. Therefore, the researcher calculated the students' answers used the chart.

RESULT

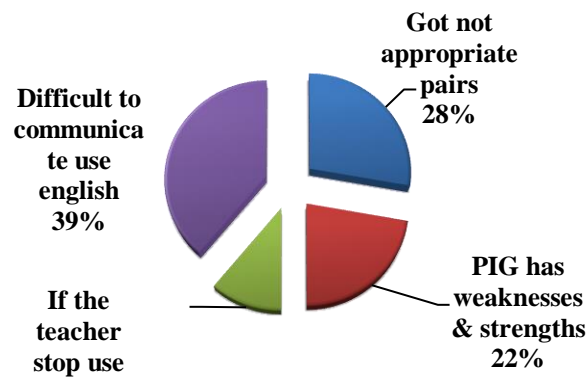
This section presents the result from the research about students respond toward PIG activity in learning English. Despite data collected in this research used a reflective journal. The result from journal reflection showed a detailed response from the students toward PIG activity. There were three times reflection should the students answer started from the first, second, and the last meeting in the classroom.

Chart 1.1; Students feeling through the use of PIG in the classroom



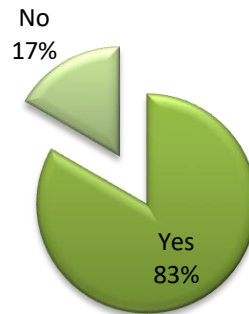
The result of the diagram indicated that after knowing the use of PIG activity the students have some feeling through this teaching strategy such as; 56% of the students enthusiastic to follow the lesson use PIG activity. Besides, there were 22% of them happy with this method. They enjoyed, like, and thought that this activity was interest. Nevertheless, several students namely 5% of them still confused with this method moreover, 17% of the students argue that they dislike this activity.

Chart 1.2; Students challenges the use of PIG in the classroom



Based on the diagram above there were many challenges that the student got during the learning process used PIG activity. For example; they felt difficult to communicate with the teacher or their friends if they should use English. There were 39% of the students chose that answer. Regarding that, there were 28% of the students felt difficult if they got the pairs not appropriate with their heart. For example; if the boys got the girls as their pairs. Sometimes they did not like that. Besides, for the students, PIG also has weaknesses like the students still confused if the teacher delivered the instruction used English. The strengths such as PIG could make the student happy, active, and spirit in the learning process. The last the students become sad and disappointed if the teacher stopped to use this method in the classroom. There were 11% said that.

Chart 1.3; PIG helps the students easier to study in the classroom



The diagram above showed that 83% of the participants agree if PIG could help them easier to study English in the classroom. It is in line with the students' observation videotaped during the learning process. By using PIG students can be more active in every activity and build their motivation to study. However, just 17% of them opted for they disagree. It was because they did not like to study English and they still confused with the instruction from the activity using PIG in the teaching process.

All in all, the result from this study revealed that the use of PIG could give a positive response to the students. Using PIG in every kind of learning activity could build students motivation to learn English. In addition using the variety teaching method in the classroom makes the students easier to follow the instruction in the learning process. The majority of the students felt happy, enthusiastic, comfortable learning English used this method.

DISCUSSION

This part presents the discussion from the research findings. This study described students' respond toward PIG (Pair-work Information Gap) with their reflection. To begin with, the result of this study indicated similar results with the studies done by (Defrioka, 2016) in which the use of PIG in teaching could improve students' ability in English learning. Based on the use of Pair-work Information Gap activity in the finding revealed that PIG could better give a positive response to the students. Based on their reflection most of the students agreed if PIG could develop their enthusiasm to study. This might mean that the students felt comfortable with PIG and they like it so much, this could be seen in this excerpt "*Students D said that using PIG in the classroom makes me felt happy and enthusiastic during the learning process and I did not felt bored in the class*".

The other students said that "*I like PIG because it was interested in me and enjoyed following the lesson*". This is in line with (Asrobi et al., 2013) who argues that in PIG activity could make the students expressed their joy and happiness when they all participated in each activity and they did not felt bored. While in students' reflection shown more detail about their responsibilities toward this teaching method. The rate was 100% of the students were enthusiastic to study English used PIG method. For example; student H said that "*I felt enthusiastic to learn English used PIG method because this method made me happy and felt not bored to study*". This research related from (Putri, 2014) who argues that PIG could make the students more confident, enthusiastic, and active in doing an activity during the learning

process. Based on the students reflection who gave the answer about their feeling after using PIG in the classroom, based on their answer has the similar result with Putri's research.

The other student argues that "By using PIG we could work together with our pairs to finish the tasked". Besides, 94% of the students change they are habitual when study English after got PIG method. Before learning through this method, several students felt not enthusiastic to join the class to learn, they preferred to go to the canteen if the English lesson began. The research highlighted these positive results. The use of PIG in teaching English could help the students to be more positive with English. This has been discussed in some aforementioned paragraphs, such as student felt happy, they could build their motivation to study, they felt more enthusiastic to study, and they became active in the class.

The previous study that did similar research about the use of the PIG method in the classroom revealed that after using this activity the student gave their reaction and also their response that they interest in this method. It was also the same with this research, during the learning process until the students wrote their reflection about this teaching technique, they said that they like and enjoy the learning process using PIG activity in the classroom.

CONCLUSION

The result of this study was to investigate and describe the students' respond through the use of Pair-work Information Gap (PIG) method used students' reflection in senior high school. The data were collected through journal reflection. This current study revealed that PIG activity could give a positive respond to the students. From their reflection, the use of PIG in the learning process could help the students to be more positive with English. It is indicated that the students tended to be feeling happy, students could build their motivation to study, students feel more enthusiastic to study, and students become more active in the class. Besides, students also enjoyed the learning activity because they did not feel bored in every activity in the class.

Regarding that, PIG could help the students to build their confidence to communicate with their pairs to share their ideas and discussed the task with the teacher. Nevertheless, this study still has any lack, in PIG type there are five types of activity of PIG but in this study just used two types namely finding differences and completing the drawing. For further researcher hopefully can try to use the other type such as; discovering identical pairs, finding missing information, and completing the crosswords.

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