

ABSTRACT

Amalia, Muafidatul. 2014. *The Analysis of Information Gap Activity in the books entitled Challenges and Scaffolding at junior high school*. The Sarjana's Thesis, English Education Department, Faculty of teacher Training and Education, University of Muhammadiyah Gresik.

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Keywords: Information gap activity, *Challenges* textbook and *Scaffolding* textbook.

Textbook is the primary teaching materials because the most obvious and most common form of material support for language instruction comes through textbook, textbook has important role in teaching English (Rohamawati :2011). *Challenges* is the core English material in Junior High School, this book was published by Pearson Longman to be used for eighth grade in Junior High School as the source of teaching English. *Scaffolding* is the core English material in Junior High School. The book is suggested by government as the compulsory textbook used by Junior High School student. Textbook has important role in teaching English.

The goal of this research is to analysis information gap activity in the books entitled *Challenges* and *Scaffolding* at junior high school. Information gap activity is a communicative experience in the classroom or an activity where the students need information from his or her friends to complete a task and need to talk each other to find it. Information Gap activity involves a transfer of information from one person to another person. The students cannot complete the task, with the information they have at the beginning of the activity.

To collect the data, the researcher uses three instruments, those are contextual, originality and authenticity. There are some steps done by researcher. First, read the chapter to know the content of the book. Second, classify the exercise of the book. Third, grouped the exercise of the book. Fourth, read each instruction from the content of textbook to know where is belong to information Gap activity.

The finding of this study showed that information gap activities are existed in *Scaffolding* textbook and *Challenges* textbook, but the activity in these books are different. In *Challenges* textbook there are many exercises that presented information gap, besides that the material of this book is good to improve students' knowledge. In *Challenges* textbook information gap activity is more complete than *Scaffolding* textbook, and the quality of *Challenges* textbook is better than *Scaffolding* textbook.

The result of this study can be used as referential for the teacher to apply information gap activity in their class. So, it can create the class more communicative and make students more active and creative.

The researcher wants to suggest *Challenges* textbook to be used for some schools in Gresik. This book has good material but the contextual not appropriate with students in Indonesia because this book published by Pearson Longman for England student.