CHAPTER I

INTRODUCTION

1.1 Background of the Study

Textbook is a teaching tool (material) which presents the subject matter defined by the curriculum. Textbook is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions.

According to *Rohamawati (2011)*, 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. From the explanation above that textbook is a main teaching material to support teaching learning, especially in English classroom.

There are many kinds of textbook, such as *Challenges* and *Scaffolding*. *Challenges* textbook is created by Michael Harris, David Mower and Anna Sikorzynska. It's published by Pearson Longman, publication date at 27th February 2007, this book has 128 pages. This book as the source of teaching English. *Scaffolding* textbook is created by Joko Priyana, Arnis Rahayu Irjayani and Virga R. Published by National Education Department at 2008 to be used for eighth grade students in Junior High School as the source of teaching English based on the Ministry of National Education. This book has category BSE or called students' book electronic.

In addition, each book has strength and weakness, especially *Challenges* and *Scaffolding.* The weakness of *Scaffolding* textbook the appearances of this book is out of date, so, make students bored to study. More ever, there is key answer in the last page, I think is not good because make students tend to see and lazy to think, and the questions is too easy for eighth grade students. The weakness of *Challenges* textbook, this book has good material but the context is not appropriate with students in this country because this book is published by Pearson Longman for England student. Besides that, reading level of this textbook is difficult, so, the students difficult to understand the important concept.

In *Scaffolding* textbook, the material and task learning process is developed with a principal communicative approach but the material about communicative is less and not refers to gap information activity, in fact, the information gap activity is good communicative approach to make students more active and creative and the role of *Challenges* textbook in this study as a material to comparison the information gap activity in *Scaffolding* textbook.

In Gresik *Scaffolding* textbook is commonly used, the reason is because that book has easy language to understand and the contain of material is familiar for the students, so the students make it easier to learn English, because of it *Scaffolding* textbook mostly used in some schools in this region. Meanwhile for *Challenges* textbook, this book has good material but the context is not appropriate with students in this country because this book published by Pearson Longman for England student.

In teaching learning, teachers are often searching for activities to make their classroom more interactive, one of them is to apply information Gap activity in class, especially for speaking class. An information Gap activity takes place between two students or more, not between a student and a teacher, though a teacher can certainly demonstrate the activity. Two students will ask each other which they don't know the answer, these questions are called referential questions. This activity is to encourage students to speak, if they want to get information, they should speak. This is very effective to improve their speaking ability.

The goal of Gap activity is to discover certain information for the students, whether about the other person or related to a specific activity. This activity is very useful because they are very meaningful, all students are involved in the process equally and they are all moving towards a specific purpose. Each student has the task of finding out certain information, and therefore, they must find a way in which they ask for this information. Motivation is usually quite high in these activities. These activities help to move the students from working in more structured environment into more communicative environment; they are hopefully using lots of the target language, and in the process of discovering where they have Gaps. Knowing where these Gaps are given to them a direction in which to improve.

The strength of information Gap activity is that it requires all students to participate; if they don't, the task fails. The activities are also fun and engaging the students joyful in doing them.

To apply this activity is so easy. The teacher gives exercise related with information gap. For example "find some informations for your classmate about beautiful place that they want to visit" and the example of question is "what the beautiful place? With whom you want to visit it? What will you do? And what will you do if your dream come true?" and this is the example of information Gap activity.

The result of the study that information Gap activity give a reason for every student to concentrate on the communication for information and to keep thinking during the process of learning. The relationship between information gap and textbook are as a communicative approach to support the activity of textbook. There are many benefits of using information gap in class, such as make the students more communicative, increase the motivation, build students' confidence and develop other sub-skills.

Based on (Neu & Reeser, 1997) established 3 analyses of information gap activity, namely contextual, originality and authenticity. So from this theory the researcher can analysis the data based on the theory.

Based on the explanation above, this study is conducting to analyze the information gap activity in the books entitled *Challenges* and *Scaffolding* for eighth grade students at junior high school. It is because in *Scaffolding* textbook, the material and task learning process is developed with principal communicative approach but the material about communicative is less and not refers to information gap activity, in fact, the information gap activity is good communicative approach to make

students more active and creative. In addition the researcher wants to compare the information gap activity in *Scaffolding* textbook and *Challenges* textbook. The researchers hopes that the result of this research can give information to the teacher about the effective using Information Gap activity in teaching learning and also give information about the weakness and the strength of these books. So it can be reference for the teacher in establishing teaching and learning process.

1.2 Problem Statement

In this study the writer presents to answer the following research question:

1. How is the information Gap activity in the books entitled *Challenges* and *Scaffolding* at Junior high school?

1.3 Objective of the Study

According to the problem statement above, the objectives of the study can be stated as:

1. To analyze there is information Gap activity in the books entitled *Challenges* and *Scaffolding* at Junior high school.

1.4 Significance of the Study

For theoretical significance, the great finding of this research can be used as guidance for teachers to judge a book from language, contain, publisher and created of these books.

For Practical Significance, researcher suggests to choose the best books to increase students' skills in English language learning and teaching materials are higher quality to be learned, so can help them when they teach English by using textbook as a primary source. In addition, this

research can be used by the teacher to use information Gap activity in teaching learning, especially for speaking class, because this activity helps teacher to make students practice their speaking in meaningful context and apply various techniques, so that the students are motivated to speak English. Meanwhile for the student, this activity motivates them to more active in speaking English inside and outside the classroom.

1.5 Scope and Limitation

In this study, the researcher makes scope and limitation. The scope of this study is *Scaffolding* and *Challenges: English textbook for 8th grade students at Junior High School"* this textbook is using by eighth grade student of Junior High School. Meanwhile the limitation of the study is focusing on how is the information gap activity in the books entitled *Challenges* and *Scaffolding* at Junior high school.

1.6 Definition of Keywords

Some definitions are needed to give explanation for the readers and to avoid misunderstanding. The definitions of keywords are:

➢ *Challenges* textbook is published by Pearson Longman, to be used for eighth grade students at Junior High School as the teaching and learning media.

➢ *Scaffolding* textbook is published by National Education Department suggested by the BNES (Board of National Education Standard) to be used for eighth grade students of Junior High School as the teaching and learning media.

➢ ***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. During the activity, the students interact to exchange information for a real purpose which is exactly the way people use language in real life. The students have to think in pairs to answer the missing information, before beginning the activity, be sure that you have already introduced the vocabulary or grammatical structures that the students will encounter.