

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is also expected to give important background information for discussion of related literature. The researcher is going to describe some theories. The discussion consists of: (1) Textbook. (2). Communicative Language Teaching (3) Information Gap Activity.

2.1 Textbook

According to Buckingham in Tarigan and Tarigan (1990:11) textbook is mean of study which is commonly used in school and university to support a teaching program. Textbook is very important in teaching and learning activity because of some reasons. Firstly, as stated by Tarigan and Tarigan (1990:95) textbook is an important and functional book for students in school. It is designed and created based on the curriculum because it has function to support and apply the curriculum. It is supported by Ariew in Higgs (1982:16) textbook is an essential part of curriculum because it embodies a specific teaching methodology and a set of goals. It reflects assumption about teaching practices how foreign languages are learned and teaching style. Second, textbook becomes so important because as the main source of guidance for students and teachers. It is also as mean of students' motivation to pursue language study by offering glimpses of exotic situations in its illustration.

Greene and Petty in Tarigan and Tarigan (1990:96) stated that textbook takes an important role in achieving the objectives of Basic Course Outline by ; first, reflecting good and modern point of view about

teaching process and demonstrating the application of subject matters; second, providing various subject matters which are easy to read and suitable with students' needs and interests; third, providing systematic and gradual resources about expressional skill; fourth, providing methods and facilities of teaching and learning activity to motivate the students; fifth, providing early fixation which as tasks and exercises supports; last, providing remedial and evaluation.

Based on the explanation above that textbook is very important in teaching learning activity because textbook is as the main source of guidance for students and teachers. In addition, textbook is also make students more efficiently to study and easy to learn. Therefore, teachers should select and choose appropriate textbook that used in teaching activity in order to achieve the objective of the curriculum.

2.1.1 The definition of Textbook

According to Keen (1997: 209) textbook is a specialized book designed to introduce students about general and important concepts of an area or a discipline. In another definition, a textbook is media source of information in the form of book for teaching and learning activity.

Textbook is very important in teaching and learning activity. Textbook is an important and functional book for students in school. It is designed and created based on the curriculum because it has function to support and apply the curriculum.

Textbook is the implementation of policies taken to the pedagogical activities in certain school. It has very tight connection to the

curriculum. It is said that curriculum and textbook are two components in education that need, relate, and influence each other (Depdikbud, 1997: 1). Brown add the notion of the conformity of the curriculum and the material presented by saying that the degree of relationship between a set of materials and particular program can be best to determine by considering of degree which the materials appropriate the curriculum (Brown, 1995: 160). In this case, such an activity as investigating the textbook and its curriculum will be a great benefit to the progress of education in certain school and country.

As we know that the objective of learning process should be gained through the proper teaching and learning process which is influenced also by using of teaching material, it is clear that the principle in creating a textbook should be in line with the curriculum. The materials should be assigned in line with the objective.

2.1.2 The Advantages of a Textbook

Textbook has several advantages. Halliwell states that textbook has several advantages for teacher and students. The advantages of textbook for the teacher are: as guideline in appropriately sequenced and structured to include progressive revision, economy of preparation time, a source of practical teaching ideas, work that students can do on their own, so that the teacher does not have to be center stage all time, a basis for homework if that is required, a basis for discussion and comparison with other teacher. The advantages of textbook for the learners are: as the mean of progression and increasing student's ability, scope for independent and

autonomous with or without teacher's helps, a reference for checking revision or mistaken Halliwell in Alfonsus (2008:13).

Halliwell's in Alfonsus (2008:13) statement provides an insight on the importance usage of textbook in education. It shares great contribute to reduce the burden of teacher in teaching-learning activities. It can cover up the unintentional mistakes done by teacher in classroom activities. Meanwhile, it also provides a medium for students to enhance what they have learned in schools. As a conclusion, textbook has an important role in the teaching and learning activity because the students who don't have textbook will not able to concentrate on the lesson well throughout the teaching and learning process.

2.2 Communicative Language Teaching

Communicative Language Teaching is a theory of language teaching that start from a communicative model of language and language use and that seeks to translate into a design for an instructional system for material, teacher, learner and classroom activities. Communicative is an approach used in language teaching that aim to make the students have communicative competence, as stated by Brown, "the communicative approach in language teaching starts from a theory of language communication. The goal of the language teaching is communicative competence". (1987:69) so that to be able to judge a method, the teachers has got to learn about these methods and try them in their classroom in order to see which method that most suitable for their students needs. The role of teacher is very important since it carries a lot of weight, according

to Renate Schulz in Raghda's blog (2009) if teachers succeed in granting sufficient elevated interest input and a lot of practice activities which centre on content and human communication, later on motivation take its part.

According to Anthony P.R. Howatt in Fanta Konte's journal (11:2000), still quoted by Richards and Rodgers, distinguishes between a "strong" and a "weak" version of CLT. The "weak" version stresses the importance of providing learners with opportunities to use their English for communicative purposes and characteristically, attempts to integrate such activities into a wider program of language teaching. The "strong" version is on the other hand advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but insert knowledge of the language, but of stimulating the development of the language system itself.

As a result, many teachers think that Communicative Language Teaching stresses speaking and listening in order to improve their communicative ability by focusing on meaning, and refuses error correction for maintaining the conversation which is not true.

2.3 Information Gap Activity

2.3.1 Definitions of Information Gap activity

Information Gap activity is an activity where the students use their English language skills to share information in order to complete a task of true communicative task. 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 are not merely parroting phrases and sentences that the tutor says, nor are they asking questions which they already know the answers. (“Maria, ask Wong what his name is and if he is studying English.”) Instead, the students are asking their own questions, giving commands, and giving and receiving information that is new to them.

There are three main points as the characteristics of information gap activity. First: in each activity students is given a task. Second: student work in pairs to share information. Third: the students have to ask each other to get information that they need. Moreover, there are three main points as the technique of information gap activity. First, it can be carried out both in pair and in group. Second, it can use pictures or text as teaching material. Third, it can be used to present four skills, not only listening and speaking but also writing and even reading. The advantages of applying information gap activity in the classroom are it can stimulate and motivate students in interesting learning process, and also it can encourage students by real communication strategy.

According to Basturkmen (1994) as partners to each other to fill in the “Gaps” of missing information, they acquire communication skills in a way that is authentic and meaningful. It means that the students have to think in pairs to answer the missing information. An information Gap activity is always used as a follow up or practice activity, and should not be used to introduce new material, before beginning the activity, be sure

that you have already introduced the vocabulary or grammatical structures that the students will encounter, try to build some kinds of information Gap into every review and reinforcement you do, some informations Gap activity may require only listening and speaking.

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.

2.3.2. Characteristics of information gap activity.

According to Erma Armaliani (2011) there are three characteristics of information gap activity:

- a. In each activity students is given a task.
- b. Student work in pairs to share information.
- c. The students have to ask each other to get information that they need.

The writer infers that there are three main points as the characteristics of information gap activity.

2.3.3 Kinds of Information Gap Activity

There are some ways to classify kinds of Information Gap activity and each author has the reason for their classification. Information Gap activity in the view of Littlewood (1992) is considered as functional communicative activities which consist of two kinds: *sharing information with restricted cooperation and sharing information with unrestricted cooperation.*

Based on Littlewood (1992) Sharing information with restricted cooperation is communication or activity that asks the student to share information but the information is limited or called restricted cooperation, they work in pairs but they have limited information to share with their partner. For example: *Learners working in pairs are given a picture for each students which identical apart from a number of small alteration. Without showing their own picture, they must describe them to each other in such a way that they can identify all the differences.* Meanwhile, sharing information with unrestricted cooperation is communication or activity between two students or more that working together without limited information, the teacher does not limit the students to share information with their group.

For example:

Make questions about your partner's life when he/she was 6-9 years old. Work in pairs. Ask and answer the questions.

Example: A: did you have many friends?

B: yes, I have a lot of friends, there were a lot of nice people in my first class.

- 1. Have / many friends?*
- 2. Have / a pet?*
- 3. Where / spend holidays?*
- 4. What/ do in your free time?*
- 5. Play / musical instruments?*
- 6. What sports / play?*
- 7. What hobbies / have?*
- 8. When / start school?*
- 9. What subjects / like?*
- 10. Like / school?*

Norman, Lewis and Hedequist (1986) point out that there are two kinds of Information Gap activity: *puzzle form and personal*

questionnaire. Ur (1981) in the book “Discussions that work” offers many kinds of Information Gap activity such as: *finding things in common*, *detecting differences* and *putting in order*.

2.3.4. The technique of information gap activity

Legutke and Thomas give several examples of various manifestations of the information gap’s techniques.

Example 1: using picture (adult and high-school learners of English at intermediate level)

- a) The class is subdivided into pairs and one person is given an unusual, abstract drawing which he has to describe for his partner, so that the latter can draw it unseen. The drawer can ask clarification questions but describer may not help by pointing to the drawer’s work and commenting on its likeness or otherwise to the original drawing.
- b) When the participants agree that the drawing is finished, the versions from the other members of the class are displayed and learners exchange comments on the various representations produced.
- c) The teacher elicits from the class areas of difficulty in the task and feeds in the key vocabulary items.
- d) The two learners exchange roles and are given a different picture to work with.

Example 2: spot the different (adult and high-school learners at elementary/intermediate/advanced level)

- a) Learners working in pairs are given a picture for each students which identical apart from a number of small alteration.
- b) Without showing their own picture they must describe them to each other in such a way that they can identify all the differences.

Example 3: memorizing the picture (adult and high-school learners at elementary/intermediate/advance level)

- a) The class is divided into sub-groups of five. Each group selects one person who is going to draw. All the drawers leave the room for one minute.
- b) The teacher projects the picture onto a screen for thirty seconds. The learners are asked not to talk during this time.
- c) The drawers return and the other group members, who have seen the picture, describe the picture from what they remembered. The drawers, who now have five minutes to complete the drawing, may ask questions.
- d) After about two minutes the picture is projected again for ten seconds, so that correction can be made.
- e) The pictures from each sub-group are displayed on the wall and the groups discuss which of them is closest to the original.

Example 4: using objects: assembling a toy (adult and high-school learners, all level)

- a) The class is divided into sub-groups of three learners. Each sub-group is given a plastic toy. Example a Lego car similar

taken from a breakfast cereal packet which has to be assembled from the parts provided.

- b) Two members of group are given the assembly instruction and have to explain to the third member how to assemble the object.

Example 5: Reassembling a text

- a) The class is divided into sub-groups of four and each sub-group is given a text which has been photocopied and cut into several pieces according to the number of paragraph in the text.
- b) Each individual in the sub-group reads a piece of the text and shares the information with the others. From this collective pool of information, they try to sequence the paragraphs and thus reassemble the text.

Based from five examples and their techniques above, the writer concludes that there are two main points in the technique of information gap activity: First, it can be carried out both in pair and in group. Second, it can use pictures or even texts as teaching materials. However, the technique of information gap activities used by writer is out of the techniques explained above since she modifies and creates it to fit in the students or ability level and the language focus.

2.3.5. Roles of teacher and students in information-Gap activity

2.3.5.1. Roles of teacher

There are three roles of teacher. The first: The teacher divide some groups, each group consist of two students. The second: the teacher gives exercise related to the information gap. For example:

1. What time did you get up and go to bed?
2. What did you usually do at the weekend?
3. What TV programmers did you like watching?
4. What computer games did you play?
5. What music did you listen to?
6. Who were your favorite film and sports stars?

The last, during the activity the teacher observes students to find out good and bad points of students to plan future activity.

2.3.5.2. Roles of students

In information gap activity there is a role of students. The students only ask and answer with their group and then submit the result of the study.

2.3.6. The advantage of using information-Gap activity in teaching speaking skill

There are four benefits of using Information Gap activity in teaching speaking. The first benefit is increasing students' motivation for speaking. The second is ensuring equal students' participation. The third is developing both accuracy and fluency of students. The last is improving students' ability of negotiating meaning.

In preview study there are many people who have been researching information gap activity before. One of them is *Erma Amaliani*. Her thesis title is *Increasing students' mastery in the simple past tense by using information gap activity*.

The result of Erma's research find that there is a significant improvement in teaching Simple Past Tense by using Information Gap activity at the second Grade of SMP Islam Annajiah Cibinong. It means that the students can increase their mastery in Simple Past Tense by using this activity.