CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to present about review of related literature. This chapter consists of reading, types of reading, teaching reading, reading comprehension, information gap activities, the characteristic of information gap activities, the technique of a information gap activities, and previous study.

2.1 Reading

Reading is the one of skill in English learning that has the important to understanding. Understanding the reading, we can get the knowledge. In this chapter the researcher show the definition of reading. The definitions of reading in this study are stated as follow.

2.1.1 Definition of reading

Reading is an essential part of daily life. We fulfilled many life needs through reading. We read to meet the practical demands of everyday living. There are a lot of definitions of reading. Some of them say reading is the process to get, to understand, to catch, to extract the meaning from a written or printed text. According to Nunan (2004) reading is a fluent process of readers combining information from the text and person background knowledge to catch the information.

Smith and Elley (1997) point out that reading is an active cognitive process whereby the reader interacts with a text to produce meaning. In additional, Nuttal (1996) stated reading meant getting out of the text as nearly as possible the message the writer put into it. As the readers, we
should be able to interact with a text that we read to produce the meaning. So, as a reader we can catch the message on the text that writer put into it.

2.2 Types of Reading

There are some types of reading. According to Harris and Sipay in Rini Widi Astutik (2013:5), there were four simply categories of reading skill and every types of reading has differences to use, and how the teach.

2.2.1 Intensive Reading

Based on Long Richards (1987) said intensive reading is a detail in class analysis led by the teacher of vocabulary and grammar points in short passage. And brown (1989) intensive reading calls attention to grammatical form, discourse markers, and other surface structure details for the purpose of like. So, intensive reading is involves students reading selection by same teacher and there is text with the same topic. The learners can understand about the meaning of the text, and if the learners can master about the intensive reading, so automatically can improve they reading comprehension based on their familiar text. In intensive Reading use short text, the text is about 500 words in length. Than the teacher choose the level of difficulty and usually and choose to provide the types of reading and skills and the teacher wants to cover. There are activities in intensive reading, the first is looking main ideas versus details its mean that the learners find the main ideas, and write the detail of the main idea. The second understands what implied versus stated its mean that the learners can understand about the text.
2.2.2 Extensive Reading

Based on the brown (1989) extensive reading is carried out to achieve a general understanding of the text. Based on Long Richards (1971, p.216) identify extensive reading as occurring when students read large amounts of high interest material. Usually out of class concentrating on meaning, “reading for gist” and skipping unknown words. Extensive reading is always done for the comprehension of main ideas and not for specific detail. Based on Day and Bam ford (1980) extensive reading can be success if:

1. Students read as much as possible.
2. A variety of materials on a range of topics is available.
3. Students select what they want to read.
4. The purposes of reading are usually related to pleasure, information and general understanding.
5. Reading is its own reward.
6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.
7. Reading is individual and silent.
8. Reading speed is usually faster than slower.
9. Teachers orient students to the goals of the program.
10. The teacher is a role model of a reader for the students.

In extensive reading there is a combine between speaking and reading. For example the learners interview each other. Then, combine with a writing component. For example after the learners reading novel, the
learners ask to the writer of the book which the learners had read. There are some advantages of extensive reading, for the example develop a reading habit for the learner, increase reading comprehension and improve their vocabulary.

2.2.3 Scanning Reading

Scanning reading is used in specific information, like as name, symbol formula, or phrase. Scanning is a quickly reading and focuses on specific information. Scanning reading involves quick eyes movements, until the reader finds the piece of information needed. Scanning reading is using technical, scientific, or professional materials to locate specific information. Scanning is skill in second language learner to develop because they do not require a detailed read of a text. If the teachers teach the learner to develop because they do not require a detailed read of a text. Than teacher must remind students as read carefully to find the information. When the learner do the scanning reading, the learner must be look the contextual clues. Learners draw the graphic form that the answer may take, like numeral, written number, a capitalize word or a short phrase that include keyword.

2.2.4 Skimming Reading

Skimming is to know the general meaning of a passage, to know how the passage is organized, and get an idea of the information of the writer’s write. Scanning reading and skimming reading is the same, but skimming reading is a more complex task than scanning because the reader must be organize and remember some of information from the text.
Skimming reading is some tool in which the author's sequence can be observed. Skimming reading is used build learners confidence and understanding meaning without reading every word in text. In skimming reading especially using SQ3R method of reading, this method involves the learners in surveying, questioning, reading, reviewing, reciting. So skimming reading is use for the initial survey and review. The teacher must be guides students to ask them, before the learners do the skimming reading. For the example what type of this the text? Than the learners’ can guest what the type of the text. Teacher makes the following clear to students before assigning a skimming exercise. For the students read the little if any, read introducing or the first paragraph, read the first sentence of each of the following paragraph, look any picture or phrases that are in bold or italic font, read summary or last paragraph. Pugh (1978) suggests that to assess skimming after the students have read and completed the assigned questions, further questions may be asked, “beyond the scope of the purpose originally set” (p.70). If students can answer these questions correctly, it indicates they have read the text too closely.

2.3 Teaching Reading

Based on Dubin and Bycina (1991) defined reading in foreign language as a selective process talking places between the reader and the text, in which background knowledge and various types of language knowledge interact with information in the text to contribute to text comprehension. Alyousef (2005) expanded the definition for reading. He describes it as an interactive process that takes place between a reader and a text and that leads to automaticity, or reading
fluency. The reader and the text interact dynamically as he/she tries to elicit the meaning. In reading comprehension, various kinds of knowledge are used: linguistic or systematic knowledge as well as schematic knowledge. Language instruction, reading material have traditionally been chosen from literary text that represent higher forms culture. Students learns read a language automatically they studying about the vocabulary, grammar and sentence structure. Beside language instruction, communicative approach is good for teaching reading. Because the teacher give the instruction to the learners, for the example teacher give the explaining about the type of the text. It is supported in Byrnes (1998) teaching reading means teaching three competence:

a. Linguistic competence

Reorganize of writing, the learners can get the vocabulary and how the words structured into the word.

b. Discourse competence

After organize the word into the sentence, than organize the sentence into the paragraph.

c. Sociolinguistic competence

It is recognized by many kinds of text and their generic structure and content itself.

d. Strategic competence

It is the ability of using even bottom-up as good as top-down reading strategy.
2.4 Reading Comprehension

According to Nunan (1991) stated reading comprehension as a process that involves activity constructing meaning among the parts of the text, and between the text and the personal experience. The following described definition of reading comprehension, kinds of teaching reading comprehension as bellow:

2.4.1 Definition of Reading Comprehension

Comprehension is the goal of reading. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose. The purpose of reading determines the appropriate approach to reading comprehension.

2.4.2 Level of Teaching Reading Comprehension

According to Burns (1984:177) there are four levels of comprehension that must be achieved in reading comprehension.

2.4.2.1 Literal Reading

Burns (1984:177) says that reading for literal comprehension which involves acquiring information that is directly stated in a selection, is important in and of it and is also a prerequisite for higher-levels understanding. Examples of the skill involved are the ability to follow direction and the ability to restate the author’s material in other words, for instances, if the author wrote, 'The man’ started coats is not effective against the cold,’ a child could show evidence of literal comprehension by saying, the man ragged coat didn’t keep him warm’, he Recognize stated the main ideas, details, cause and effects and sequences are the basic and a
through understanding of vocabulary, sentence meaning, and paragraph meaning is important.

2.4.2.2 Interpretive Reading

Burns (1984:177) says that interpretive reading involves reading between the line or making inference. It is the purpose of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include: inferring main idea to passage in which the main idea are not directly stated, inferring cause-and-effect relationship when they are not directly stated, inferring referent of pronouns, inferring referent of adverbs, inferring omitted words, detecting mood, detecting the author’s purpose in writing and drawing conclusions.

2.4.2.3 Critical Reading

Burn (1984:177) says that critical reading is evaluation written materials comparing the idea discovered in the materials with knowing standards and drawing conclusion about accuracy, appropriateness, and time. The critical readers must be active readers, questioning searching for facts, and suspending judgment until he or she has considered all of the materials. Critical reading implied idea is especially important.

2.4.2.4 Creative Reading

Burn (1984:177) says that creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imagination, it is concerned with the production of new insight, fresh approach, and original construct. Teacher must carefully nurture creative
reading, trying not to encourage the diverse process characteristic of creative reading.

2.5 Information Gap Activities

In order to develop the students’ reading comprehension, the researcher uses Information gap activities. An information gap activity is a technique where the students usually working in pairs, each has accessed to some information. According to Peter Watcyn-Jones (1995) he stated work together they try to solve the whole.

Afterwards, there are three definitions of information gap. The first by Neu & Reeser (1997) in Vicka Mulia Sari, he states in an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions. The second is by Harmer (2007) he stated writes information gap is where two speakers have different bits of information, and they can only complete the whole pictures by sharing that information because they have different information, there is a ‘gap’ between them. The third is by Dorit Sasson (2012) he stated defines that information gap activity are those in which students exchange information in order to complete a required lesson plan activity. Most information gap activities are done in pairs, with each student having a part of the information. According to Littlewood, (1981) he stated information gap means a type of activity in which one or more of the students has to get information from somewhere or someone else.

According to Pica, Sauro & Kang (2005:2), there are some steps in using information gap, they are:
1. Classroom Grouping

The learners can work in pairs, in small groups and groups

2. Learner’ negotiation and collaboration

An information gap task designed as an interview, would establish contexts for questions. The task could then be used cross section ally to collect data on question development, or repeated over time, to track sequences in question formation or shed light on attentional and interactional processes for question development. So the learners will establish contexts for questions to collect the data so that the learners can complete the task.

3. Encoding of form and function

The learners repeat and rephrase their utterances to make sure their information is accurate and understood, they also draw attention to the form in which their utterances are encoded. The conversation then moved toward task completion.

4. Meaning on different tasks

Information gap tasks are used to focus learners’ attention on form, function, and meaning and to study their attention processes and response to feedback on these forms.

By information gap, the researcher is conscious of the language demands they need place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need eliciting what they already know and supplementing what they are able to produce themselves.
2.6 The Characteristic of Information Gap Activities

Information gap activity is characterized as follow:

1. In each activity the student is given a task
2. Since the information they need for the task is split into two parts (student A and student B), no student has enough information to be able to do it alone.
3. The students have to ask each other for the information they need and come to a decision together.
4. The activities are not exercises, but contexts in which the students can use language to find out about things they genuinely need to know and to share ideas.
5. The researcher infers that there are four main points as the characteristics of information-gap activity: task-based learning, working in pair or group, there is information sharing through speaking, and use language to bridge “a gap” between them.

2.7 The Technique of Information Gap Activities

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

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

a. The class is subdivides into pairs and one person in the pair is given an unusual, abstract drawing which he has to describe to 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 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 difference (adult and high-school learners at
elementary/intermediate/advance level)

a. Learners working in pairs are given a picture each which is identical apart
   from a number of small alteration.

b. Without showing each other the 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/advanced level)

a. The class is divides 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 has 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, e.g. Lego car or similar taken from a breakfast cereal packet which has to be assembled from the parts provided.

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

*Example 5: Using the jigsaw technique (jigsaw listening/reading)*

a. The class is divided into three groups each of whom is given a listening/reading text relating to them common to all three texts. In order to find a solution to a problem, information from all three listening/reading text is required.

b. When a group members have discussed and understood the information on their text, the class is regrouped in groups of three to include one member each from one of the previous groups.

c. Each person in the sub-group of three has information which the other two do not have. They now share their information and try to solve the problem.

*Example 6: 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 paragraphs 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.

From the six examples and their techniques above, the researcher may conclude that are three main points in the technique of information-gap activities: first, it can be carried out both in pair and in group. Second, it can use picture or even texts as teaching materials. Thirds, it can be used to present the four skills, not only listening and speaking but also writing and even reading. However, the technique of information-gap activities used by the researcher is out of the techniques explained above since she modifies and creates it to fit in the students’ ability level and language focus.

2.8 Previous Study

There are some previous studies about information gap activity in different skill.

Based on Andi Defrioka (2009) Improving Students’ interaction in Speaking Class Through Information Gap Activities; A Classroom Action Research at the third year students of Building Department of SMK Negeri 1 Padang. The purpose of his study was to test to what extend the applying information gap activities could improve students’ interaction gap speaking class. The result of his study was the implementation of information gap activities in speaking class helped the students improve their interaction. The different from the present study can be seen from the research design and the subject of the study. The research was done in classroom action research and it was conducted at the third year students of Building Department of SMK Negeri 1 Padang. Then,
Kazem Wattamni (2012) *The Effect of implementing information-gap tasks on EFL learners’ speaking*. This study was conducted to see whether implementing information gap tasks in EFL English classroom affect students’ speaking ability. Kazem Wattamni used quasi experimental. The subject the researcher used quite randomly. To have homogeneous subject, a standardized test was given to 50 female elementary students studying English at Tasnim Language Institute in Mahabad. Thirty four students whose grades were between one standard deviation above and below the mean were selected and then were divided randomly into two equal groups. One of the groups served as the experimental and the other as the control group. The result is that implementing information gap task in Iranian English classroom does affect positively the students’ speaking abilities. Whereas, the researcher and Kazem Wattamni same used the quantitative design but different in the subject. The researcher conducted the subject on MTSN Lamongan and all participants were male and female because the researcher used cluster sampling to know the equal the every class and the researcher knew that according to English teacher suggest to choose the class based on the support on their score of reading comprehension. Then, the researcher used one variable there is reading comprehension.

Then, according to I Made Sujana (2012) *Integrating a Mind Mapping Technique and Information Gap Activities in Teaching Academic Reading in English*. This study aimed to offer one possible solution to teaching academic English creatively, actively and effectively, joyfully and innovatively by
integrating a Mind Mapping Technique and Information Gap Activities. I Made Sujana used Developing material design. The subject is Faculty of Medical Science, are at basic and Elementary and they have various personal aims. I Made Sujana has five step suggested in integrated: 1) reading and note taking using MMT, 2) Swapping information, 3) Checking information, 4) Retelling information, and 5) summarizing and Translating. And the result was applying this technique and activities will lead to the improvement of students’ English ability not only in reading but also in other skills. Meanwhile, the different with the researcher research, researcher used quantitative design and the subject is conducted at eighth grade of MTSN Lamongan. The researcher used four stages to applying in reading comprehension by Pica, Sauro & Kang (2005:2) there are Classroom Grouping, Learner’ negotiation and collaboration, Encoding of form and function, Meaning on different tasks.

Nurdevi Bte Abduh (2013) The Implementation of Information Gap Activities to Improve Students’ Speaking and Reading Skills. This study was conducted to know whether or not the use of information gap activities improves students’ accuracy in speaking skill that cover three element of accuracy, vocabulary, pronunciation and grammar, and to know whether or not the use of information gap activities improves students’ literal comprehension in reading skill. Nurdevi Bte Abduh used Quasi Experimental Design, the non-equivalent control group design. It used two group; experimental groups and control group. From the result was compared with t-table to know whether were significantly different or not. Based on the data pre-test more than from post-test, the implementing information gap activities were effective the students’ speaking and
reading skills. Based on the data above, the researcher has same used quasi experimental design. The variable the researcher used reading comprehension whereas Nurdevi B. Abduh used speaking skill and reading skill. And the subject is the researcher used MTSN Lamongan, Nurdevi B Abduh in Muhammadyah University of Makasar.

Based on previous studies have been done by Safieh Fallahi, (2015) with the title *The Effect of Information-gap vs. Opinion-gap Tasks on Iranian EFL Learners’ Reading Comprehension*. The researcher used quasi experimental design. This study was to investigate the effects of information gap and opinion gap tasks on improving Iranian EFL learners’ listening comprehension. In their study used two experimental group and control group for the study. The results of the pretest and posttest in data analysis through statistical procedure such as One-Way ANNOVA confirmed the superiority of the experimental groups to the control group, and task based instruction helped to improve reading comprehension. Therefore, it is recommended to apply task-based instruction in teaching other skills especially to listening skill. The different from the researcher research that the variable, they researchers focused on two variable information gap and opinion gap task and the writer’s research just focus on information gap activities. The writer research and the researchers used similarities quantitative design but the researchers used three groups they are two experimental group and one control group where every experimental group use different treatment task and control group received traditional training. Whereas, the researcher research used quantitative design just experimental group and control group, where experimental group use information gap activities and control group used
conventional method. Then, the researchers used all participants participated in this study were 120 students at Nashr institute in eight different classes in Kermanshah, all participants were female and differed in terms of age, they range from 16 to 19 years old. Meanwhile, the researcher research used participants in this study were 64 students from 192 students in eighth grade at MTSN Lamongan. All participants were male and female, and same in terms of age they are from 14 years old.