CHAPTER II

REVIEW OF LITERATURE

2.1 Communicative Language Teaching

CLT or communicative language teaching refers to process and the purpose in learning process. Communicative competence as the introduced in the early seventies in the area of discussion and learning of foreign languages and also become central theoretical in language teaching.

The purpose theoretical of the communicative method is to make students have communicate competence in the learning process. However, Brown also said “to teach foreign language by communicative techniques which focus on public speaking and listening attainment, it has been the philosophy in communicative language teaching. On writing for specific communicative intent, and on authentic textual text.”

Historically, CLT appear as response to the audio lingual method (ALM), which is deemed inappropriate in language learning. This method begins by understanding that language is a tool to communicate not just a set of rules. Therefore, language teaching should focus on the point of understanding about learning language is using the language, not learn about the language.

2.2 Basic Principal of CLT and Implementation
In CLT method many exposures and possibilities to use language is very important for the student to improve their speaking skills. There is some activity in communicative language teaching to improve their speaking. The point of communicate is more important than accuracy, such as;

- Pair works
- Information-gap
- Interviews
- Role play
- Games
- Dialog
- Discussion

In its application the classroom, the communicative language teaching use activity that involves authentic interaction the teacher and students. Littlewood (1981) divides activity become two type, such as:

Functional communication activity;

Activities aimed at developing specific language skills and function, but still communicative.

Social interaction activity;

Activities are emphasizing the used of the language.

In those activities students need to have to communicate or they ought to have reason for communicating. In information gap, students have to make conversation and communicate to each other to complete the task.
2.3 Information gap

An information gap is a technique in language teaching where students are missing information necessary to complete a task or solve a problem, and must communicate with their classmates to fill in the gaps (Richards, Jack C. Schmidt, Richard, eds. 2009). It is often used in communicative language teaching and task-based language learning. Information gap tasks are contrasted with opinion gap tasks, in which all information is shared at the start of the activity, and learners give their own opinions on the information given. Students complete the assignment by give interrogative question and answering. An information-gap is communication between two or more people (Li, 2005:25). In real life we have to make conversation or communicate with other people, like we do discussion and exchange information or opinion.

Exchange information or opinions, will improve understanding about information from different people. In additional Parrot, 2003: 198, said “this activity, students focus to how to deliver the information’s or opinion to complete an assignment”.

Jeremy Harmer also states, “information gap is activity is when one student has to talk to partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures” (Harmer, 2007;275). The theoretical in information gap, verbal is required to fill an information gap, it will make the learning process be more motivating and close to the real life.
The writer decide the information gap is activity in learning process which speaking skill is required. It is can be a group or pair of students who have information and either group or students should only focus on the information they have (Lee and Van Patten, 2003).

2.4 The technique of information gap

In Michael Leguke and Howard Thomas book 1991, 96-99, *process and experience in the language*, give several examples of various forms or examples for information gap activity techniques in the classroom;

Example I: the using of pictures

a) The classification divided to pairs students and one student is give the unusual drawing, than the student have to describe to their partner till the latter can draw the unseen picture. The draftsman only give asking about the clarification, therefore the describer maybe cannot help the draftsman by give the direction to the draftsman’s work and give the opinion and comment on its likeness to the original picture. When the members of groups agree about the result, the variations from the other participants of the class are displayed and the students share and exchange their feedback on the previous representation.

b) The teachers showed the problem when the learning process in the assignment and give some vocabulary items.

c) The two students exchange character or job and are given a unique picture to collaborate.
Examples II: spot the difference

a) The students give random of picture and they have to work in pair to complete the task.

b) They have to identify the difference each other, by describing to other students.

Examples III: memorize the picture

a) The classification divide to sub-group of five. The group have to choose one student to be a draftsman. All the draftsman leave the room for a minute

b) The teacher shows the picture by projection screen for a minute. The students are asked to be silent during this time.

c) The draftsman back and the members of groups who already seen the picture, they have to give directions by describing the picture in previous section. The draftsman just have 5 minute to finish the task

d) The picture will show up in the projection again several minute and the correction can be done.

e) The sub-groups are shows up on the wall and each groups make discussion about the result which one is closest to the original one.

Example IV: use the toy as assembling objects

a) The classification divide to sub-groups of three students. The teacher give a plastic toys to each sub-group. The sub groups have to assemble from parts provided.
b) Two students of the sub-group are given the instruction to assemble the object. After that, the two students have to give explanation to third students how to assemble can be done.

Example V: The Using of Jigsaw

a) The classification divide to three groups and give a text referring to common theme. So that it will find a way to solve the problem, incase information from all three texts is needed to solve the problem.

b) While a group participants already have discussed and understood about the information from their text, the classification is regrouped, become three groups to include one member from one of the previous.

c) The information’s from three one member sub-groups which the other do not have it. They have to exchange the information to solve the problem.

Example VI: rearrange a text

a) The teacher divide class to be four sub-group and each sub-group give the photocopied text who have already cut into numerous pieces consist number of paragraphs inside the text.

b) The student in sub-groups have to reads the text and share that information from paragraphs to the others students. The result is they have to try sequence the text consist of a paragraphs become a real text.
By using the information-gap techniques in learning process, the student is supposed to be more active in communicative situation class.

2.5 The advantages of information gap

Using of information gap technique in teaching activity, benefit and students. According to Son, 2009 the information gap give some advantage in learning process. First is increase the motivation student’s, because the students have to make or create communication, they have to think, talk to each other, as real communication and give them the opportunity to learn together regardless of the level of students. The second building student’s confidence because information gap, make the students feel comfortable when the learning process, and also create casual atmosphere. Third is, indirectly making students create solutions to answer the question given by teacher, by exchange their ideas or information’s and discussing.