

IMPROVING STUDENTS' READING COMPREHENSION THROUGH INFORMATION GAP TECHNIQUE IN TEACHING NARRATIVE TEXT

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Abstract: This research aimed to investigate how the information gap technique improved students reading comprehension on narrative text to the 8th-grade students. This research was conducted by using classroom action research. The subject of this research was the 8th-grade students in class VIII C. In collecting data, the writer used an observation checklist table, field note and reading test. The result showed that the students' abilities to comprehend narrative text improved through information gap technique. It was shown by students enthusiasm to pay attention, and followed every activity during teaching and learning process used information gap technique as teaching a technique. It can be concluded that information gap technique can be used as a technique to improve student's reading comprehension on narrative text.

Keywords: *information gap technique, reading comprehension*

INTRODUCTION

Reading is about understanding the written text. The purpose of this activity is to get information or to enrich knowledge. Reading content in the language is a great way to help students develop their vocabulary, comprehension,

and will also be able to increase their levels of understanding and concentration to comprehends the texts (Owusu-Acheaw, 2014). From reading students accept any information and can improve their knowledge, and evolving themselves.

Unfortunately, students found problems in reading comprehension. Students have difficulty identifying the text's main idea and comprehending its material (Amelia & Novia, 2021). Al-Jarrah & Ismail (2018) stated that learners who are unable to comprehend reading information are unable to enjoy reading. In addition, a lack of comprehension could be due to a lack of vocabulary.

The problem in this research comes up from real problem that happened in the classroom. The researcher did the observation in SMP Kemala Bhayangkari and by asking the question with the teacher that teach the English subject. That is why researcher decided to conduct classroom action research to resolve the problem found in the classroom. Researcher found that students in class C in grade eighth of SMP Kemala Bhayangkari were difficult to comprehend the reading text. When the

teacher gave students reading text some of students were not understand what is main information on the reading task because they are limit on the vocabulary. They were getting stuck with words that their unfamiliar with. That is why students think reading is difficult, they need to translate the words one by one to know the meaning of sentences.

From this case students needed to solve it to be able good readers, some of the solutions were changed the learning technique. According to Dewi (2016), teaching technique is step of activity in the classroom. Some of techniques can help students to increase their reading ability. One of the technique is information gap technique. Students share information to fulfill a needed lesson plan task during information gap activities (Abdul, 2013). Students are forced to interact and discuss since they must share their information in order to complete the

task (Soltani, 2021). Arjuna and Rozimela (2021) stated that the information gap allows students to work together with their classmates to achieve the learning process's aim. The purpose of information gap is to share the information to fill the gap. Information gap technique is completing tasks by sharing information.

Using information- gap tasks as a method to improve students' reading comprehension ability had a significant impact on improving students' reading proficiency (Fallahi et al., 2015). According to Marashi and Mehdizadeh (2018), when students' curiosity is aroused about what pieces of information their peers have, information gap exercises can boost motivation. The information gap activities can help students develop their communicative competence by assisting them in reading classroom activities while teaching and learning (Amirudin, 2013).

The researcher used the Information gap technique to improve student reading comprehension especially in lexical comprehension that is to understand vocabulary in the text, which is a good technique for student to share and find out gap information from the text. For students with early ability is very helpful because they will ask the each other to complete information on the text and not make monotone learning process.

The main purpose of this study was to find out whether or not the use information gap technique that can improve students reading comprehension.

METHODOLOGY

In this study, the writer classroom action research. The classroom action research is research to resolve of problem and improve ability of the object that is students'. According to Mettetal (2002),

increase quality of teaching process. classroom action research would help teachers to find out what kind of technique that suitable for students in the classroom.

The participants of this research were the students of SMP Kemala Bhayangkari in the eighth grades in the academic year 2019/2020. The researcher chose the students who were in class C which consists of 24 students. Most of the students have already got English as a subject since they were in elementary school.

The writer conducted the classroom action research in two cycles. There were planing stage, acting stage, observing stage, and reflecting stage.

The writer used observation and reading comprehension tests to collect the data. The researcher analyzed the data that taken from students. To get the score from the all of students the researcher uses this formula:

$$M = \frac{\sum x}{N}$$

RESULT AND DISCUSSION

After processing data gathered from the test to the research samples, it found out that there was a positive increase of students' understanding of reading narrative text. In the first cycle showed that the students means score in the first cycle, was 63,33. Then, the students' mean score in the second cycle was 80,05. The improvement from the first cycle to the second cycle was 16,75%.

Based on the observation and analysis of students' scores in the first cycle the students still had difficulties in retelling the narrative text in a brief sentences. It was occurred because the teacher gave some examples and did not ask about students' difficulties in how to retell the narrative text in brief sentences.

In the second cycle, the students had progression in terms of their activities and score. The teaching and learning process

in the second cycle was organized well. The researcher provided some new stories and modify the information gap text by putting multiple choice on the blank gap in the narrative text.

The students could retell in the brief sentences about the narrative text that they read in the information gap activity and the result of students' comprehension questions was getting better, especially in determining generic structure and language features in narrative text from first cycle to the second cycle. The students also improved their teamwork and encouraged each other to discuss answering the comprehension questions which affected to increase the vocabulary and understanding the material of narrative text better. It was proved by the result of the field note taken by the researcher. The implementation of information gap technique it also can change classroom teaching-learning environment

and as students' motivation in study. Hence, the information gap technique could increase the students' reading comprehension in reading narrative text. Information gap technique give signification impact in improving students reading comprehension (Fallahi et al., 2015).

CONCLUSION

Based on research findings data analysis, information gap technique improved students' reading comprehension of narrative text, as well it also increase students vocabulary of the eighth grade students of SMP Kemala Bhayangkari Kubu Raya. The students could retell in the brief sentences about narrative text that they read in the information gap activity. It can be concluded that information gap technique can be used as a technique to improve student's reading comprehension on narrative text.

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