

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher would like to present about introduction. This chapter consists of background of the study, the problem of statement, purpose of the study, significance of the study, scope and limitation, hypothesis and definition of key term.

### **1.1 Background of the Study**

Cognitive Activity is one important aspect for student development which related to the learning process and determines their success in school. Prabu (1987) classifies tasks into three types based on the cognitive activity as follows: information-gap activities, reasoning-gap activities, and opinion-gap activities. Information-gap activities which involve transfer of given information from one person to another. Reasoning-gap activities does deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or pattern. Opinion-gap activity is identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

According to Penny Ur (1996), the activities and tasks based on the information gap principle make students participate actively in process of learning. Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text (Othman & Zera, 2013, p.188). On the other hand, (Zare, 2012) says that “reading strategies are considered as one of the features of cognitive psychology which are essential for a successful

comprehension. Reading strategies (Baker & Boonkit, 2004) was defined as techniques and methods readers use to make their reading successful.

Zainotalia (2012) supported that through reading, the students will get many advantages such as the students can get more information, improve their knowledge, get the new ideas and get pleasure. The aim of reading is comprehension, so by reading the students should be able to get meaning, message and information from the text. Reading skill is not only reading the text. But also the students comprehend about what they have read. If the students do not have capability in reading, they will fail in examination and cannot follow the globalizations.

Meanwhile, reading is a necessary skill that any student needs. Unfortunately, how to teach reading has not been given due care in our schools. In the past, according to the traditional view, reading begins with the child's mastering the names of the letters, then mastering the letter sound relationship, then learning some easy words in isolation, and finally reading simple stories with highly controlled vocabularies (Harp, and Brewer, 199).

In relation to the researcher teaching experiences and primary observation of the eighth grade students at MTSN Lamongan, there are some problems that the researcher found in teaching reading in the classroom. The first, the students do not pay attention to comprehend the text. The second, the students are still lack on vocabulary so make students' difficulties to find the idea in reading material. After reading, the students are lack of opportunity to practice. Moreover, the result is that students hate to read, they only read the required textbook in order to able to set for achievement routine exams. In solving this problems, most of teachers

utilized some strategies in teaching reading to make the students feel enjoy and able to understand the reading materials well. So, they can master in reading comprehension.

One of teachers' strategies is by giving students information gap activity which might make the students interacts easily in reading activity. Information Gap Activities take place between students, not between a student and a teacher, though a teacher can certainly demonstrate the activity. The two students will be asking each other questions to which they do not know the answer. Dorit Sasson (2008) he stated in an 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 information. So, English language learning students should be involved in as many situations as possible where one of them has some information and another does not, but has to get it. In other words, situations containing an information gap between the participants are very useful. Neu and Reeser (1997) said that 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. Information gap is a useful activity in which one person has information that the other lacks.

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.

According to those facts above, the researcher wants to observe and find the effect of information gap activities on students' reading comprehension. Because the researcher wants to know whether information gap activity is

effective or not to be implemented in teaching reading comprehension. In this study, the researcher tried to conduct this research in MTSN Lamongan.

Researcher chooses that school because the teacher of that school never teaches English reading comprehension by using Information Gap activities. So, Information Gap Activities becomes the new strategy for the teacher and for the students' in the process of teaching and learning activity in English reading comprehension. Therefore, researcher will observe about **“The Effect of Information Gap Activities on Students' Reading Comprehension on the Eighth Grade at MTSN Lamongan”**.

### **1.2 The Problem Statement**

Based on the background of the study mentioned above, the identification of the problem of the research is: Is there any significant effect of Information Gap activities on students reading comprehension of Eighth grade students in MTSN Lamongan?

### **1.3 Purpose of the study**

Based on the problem statement above, the purpose of the study is: To know the effect of information-gap activities on students reading comprehension of eighth grade students at MTSN Lamongan.

### **1.4 Significance of the study**

The significance of this study is for the eighth grade at MTSN Lamongan. This study is attempt to the test the theory of information-gap activities on students reading comprehension. This study does not offer the best method but one effective model in teaching reading comprehension. With this study, there will be many teacher will get the benefit since she is actively involved in the

study. She can discover some of the problems faced by the students and continue to rectify problems. The students can gain a lot of benefits because information-gap activities can give students the chance to develop their reading comprehension. It gives students opportunities to learn more active.

### **1.5 Scope and limitation**

This study is conducted on first semester students in the eighth of MTSN Lamongan. The population of this study is 192 students in eighth grade. The subject is 32 students in VIII C and 32 students in VIII E.

The researcher chooses the cluster random sampling in determining the sample of the study. Class VIII C was taken as the experimental group and VIII E was taken as control group.

This study will be only limited on testing the effect of Information gap activities on students' reading comprehension of eighth grade student at MTSN Lamongan in the first semester academic year 2016/2017. Then, reading materials the researcher uses descriptive text and Recount text.

### **1.6 Hypothesis**

Based on the problem presented above, the hypothesis is formulated as follow:

H<sub>0</sub> : There is no significant effect on using Information Gap Activity on students reading comprehension at eighth grade in MTSN Lamongan.

H<sub>1</sub> : There is significant effect on using Information Gap Activity on students reading comprehension at eighth grade in MTSN Lamongan.

### **1.7 Definition of key terms**

There are some terms used in this study that need to be defined in order to avoid misunderstanding. These terms are defined as follow:

**Information-gap Activities** is an activity suited with pair or small group work in which some students have the information that the other do not.

**Reading Comprehension** is the process of deriving meaning of the text among the reader, the writer, and the text itself.