

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

In this chapter, the researcher describe about the result of the research on the field collected by some technique of collecting data, they are observation, interview and questionnaire. The researcher performed the research in SMP NEGERI 33 Banjarmasin. The researcher did the research on 25 October – 23 Desember on eighth grade students (VIII F) of SMP NEGERI 33 Banjarmasin.

To collect the data related to the first problem statement, the data would be analysis from the result of observation and to collect the data related to the second problem statement, the result of interview would be analysis. The observation was conducted on 8<sup>th</sup> November and 22<sup>nd</sup> November 2017. The interviews with the English teacher was conducted on 29<sup>th</sup> November 2017. And the questionnaire was conducted on 6<sup>th</sup> December 2017.

The researcher did the interview with the teacher Fajriah S. Pd on 29<sup>th</sup> November 2017. When do the interview, the researcher asked some of question. The question is about teaching and learning process of Information Gap, such as : What is the book that she use when teach students in the class ? what are the difficulty in teaching English ? what is the method that she use when teaching english to the students ? does she ever listen or use

Information Gap in learning English previously ? How is her opinion after using this “Information gap strategy” ? And is the difficulties of teaching English can solve after using “Information Gap Strategy” ?

So the answer of the interview were she is use the student worksheet book (LKS) as a source of the learning English to teach students in the class. The difficulties that she got in teaching are the student has less vocabulary and noisy so its really offend the teaching and learning process. So she solve it by asking them to read the text and find the difficult words in the text. Then she uses “Information Gap strategy” in teaching English, for this strategy is good enough to use in the class but is depend on each students. in her opinion, this strategy is help is help enough in teaching english, it can improves the students’ skill in reading.

Beside observation and interview, this research also used other instrument which is questionnaires. 15 questionnaire were distributed to the student on 6<sup>th</sup> December 2017. Actually the number of all students for class VIII F are 33 students, but there was a student not present because of sick. So, just 32 students that fills in the questionnaire, the questionnaire consist of 15 items ; all of them are in Indonesian language (see appendix), they are given to the students in order to obtain their responses toward the use of information gap in learning english.

Finally the data have been collected. Those data related to the use of Information Gap in teaching reading of the eight grade students of SMP Negeri 33 Banjarmasin.

**1. Description about the use of Information Gap in teaching reading by the English Teacher at Eight Grade of SMP Negeri 33 Banjarmasin.**

Before teaching English in the classroom, the teacher prepared the lesson which states the learning objectives based on KTSP curriculum and uses the suitable English book. The teacher said that all materials for teaching were taken from LKS (Student Worksheet Book) class of eight. In teaching and learning process, the English teacher used various procedures and technique in using narrative text by the teacher.

Teaching and learning process in general used by the teacher usually are : Pre-Reading activities, while- reading activities, and post-reading activities.

**1.) Pre- reading activities (Introduction / warm up)**

The first activities involved motivation and appreciation such as asking the lesson before or making correlation between environments or other lesson. The activities were : teacher began with greeting, took the attendance, and spoke to students and gave the instruction about the topic and what they will learn that day and asked the students some question that related to the material.

**2.) While- reading activities**

A while reading activity is learning to develop reading skill. The activities are reading aloud and reading comprehension related

to the learning theme, and doing the assignment individually or in group.

### **3.) Post- reading activity**

In this post- reading activity, the teacher closed the lesson. The teacher gave description about the lesson that has studied by the students to know how far the level of students' understanding and teacher's success in teaching. The activities are : concluding the lesson, giving strength or pressure to the material, giving homework, giving advice to learn seriously and review the lesson at home.

To be clearer about the process of the use of information gap in teaching reading, the researcher will describe it.

Based on the observation at the first meeting on 8<sup>th</sup> November, can be seen the use of Information Gap in teaching reading on the following description :

#### **a.) Before reading activity**

The first activity teacher entered the classroom, the teacher began with greeting. Students answered greeting from the teacher. Then teacher took the attendance, spoke the students and gave the instruction about the topic and what they will learn that day and asked the students some question that related to the material. With some question, the teacher tried to build the students' background knowledge, before reading activities the teacher gave the

vocabulary, the teacher asked the students to guess the title in the text. These technique called prediction.

b.) During reading activity

The teacher gave the text with the title “two seasons in Indonesia after that she asked the students to reading aloud. In the process of teaching reading through information gap, she used direct method. Then she gave the students some question orally. Next, the teacher ask the students to translated the text from English to Indonesian.

c.) After reading

After reading, teacher re-explain about “two season in Indonesia” and generic structure in those text. Then asked students to analyzed the text for determining generic structures (orientation. Complication, and resolution discussing with a friend. After that, she asked some student to read in front of the class. After student finished the work, the teacher gave the conclusion about the lesson.

Second meeting was on 22<sup>nd</sup> November, 2017; the teacher continued the explanation about next chapter :

a.) Before reading, the teacher reviewed the lesson previously about the text with the title “two seasons in Indonesia” and ask the question for the question about the kind of seasons in Indonesia and when those seasons happened. For building background knowledge of students before while activities, the

teacher tried to build the students' vocabulary such as in the book. Students were asked to find the difficult words in these text. The teacher tried to teach again about reading comprehension through Information Gap.

b.) In while reading (During reading), the teacher focused on vocabulary that related with the text. The teacher gave example with the text entitled “ Jeju-do. Korea, the Island of the Gods”. She asked students to read aloud one by one, then, students were asked to finding the difficult words in the text and translated together they were studying in groups.

c.) After reading, the teacher made evaluation to students for knowing their comprehension. After students finished the work, the teacher gave conclusion about the lesson.

From explanation above the following table will describe about the use of Information Gap in teaching reading.

Table 4.1 Description about the use of Information gap in teaching readingat the eight grade of SMP Negeri 33 Banjarmasin

Teaching Stage	Description	Meeting	
		I	II
Pre- Activity (15	1. Teacher greets the students and check the students attendance	√	√

Minutes)	2. Teacher give the motivation (before while activity) :  • Building background knowledge  • Prediction  • Reading a selection to students  • Webbing and weaving	√  √  √  —  —	√  √  √  —  —
	3. Teacher explains the objective of the lesson	√	√
While activities (30 minutes)	4. The teacher ask the students read aloud a passage about time.  5. The teacher translates the passage from English to Indonesia.  6. The teacher asks to do the task  7. The teacher asks the students to analyze text with their friends.  8. The teacher monitors the student's activities  9. The teacher asks the students to present their work in front of the class	√  √  √  —  √  √  √	√  √  √  √  √  √
Post-activity (15	10. The teacher conclude the lesson  11. The teacher ask giving	√  √	√  √

minutes )	strengthening or pressure to the material		
	12. The teacher gives the homework	√	√
	13. The teacher gives advice to learn seriously	√	√
	14. The teacher ask students to review the lesson at home	√	√

## 2. Description about the student's responses toward the use of information gap in learning english.

This part deals with the result of the study based on some fact of the students' ability toward the material that given in the classroom by using "Information Gap technique". Beside of that, the writer also use the questionnaire to know students' active and responses in learning english in the class.

To know the result, the writer will present the data about the respond of the students' responses toward the use of information gap as follows :

Table 4.2 The English lesson who accepted by the student is impressed

No.	Category	Frequency	Percentage
1	Very agree	12	37,5
2	agree	20	62,5



3	disagree	-	-
4	Very disagree	-	-
<b>Total</b>		32	100 %

The table 4.2 show that there are 12 students (37,5 %) stated that the students very agree if the english lesson who accepted by the teacher is impressed, 20 student (62,5 %) stated that the students agree if the english lesson is impressed. There is no student stated that the students disagree if the english lesson who accepted by the teacher is impressed, and there is not student stated that the student is very disagree if the english lesson who accepted by the teacher is impressed.

Table 4.3 The student is easy to understand the material of English who delivered by teacher

No.	Category	Frequency	Percentage
1.	Very agree	11	34,37 %
2	Agree	18	56,25 %
3	Disagree	3	9,37 %
4	Very Disagree	-	-
<b>Total</b>		32	100 %

The table 4.3 show that there are 11 students (34,37 %) stated that the students very agree if the student is easy to understand the material of English, 18 student (56,25 %) stated that the students agree if

the student is easy to understand the material of English. 3 student stated that the student disagree if the student is easy to understand the material of English. There is no student stated that the student is very disagree if if the student is easy to understand the material of English

Table 4.4 The student can understand when learned english because learning approach who applied by the teacher

No.	Category	Frequency	Percentage
1.	Very agree	5	15,62 %
2	Agree	23	71,87 %
3	Disagree	4	12,5
4	Very Disagree	-	-
<b>Total</b>		32	100 %

The table 4.4 show that there are 5 students (15,62 %) stated that the students very agree if the student can understand in learning english with the good approach, 23 student (71,87 %) stated that the students agree if the student can understand in learning english with the good approach , 4 students stated that the students disagree if the student can understand in learning english with the good approach, and there is not student stated that the student is very disagree if the student can understand in learning english with the good approach.

Table 4.5 The teacher is so clear to explain the lesson to the students

No.	Category	Frequency	Percentage
1.	Very agree	20	62,5 %
2	Agree	12	37,5 %
3	Disagree	-	-
4	Very Disagree	-	-
<b>Total</b>		32	100 %

The table 4.5 show that there are 20 students (62,5 %) stated that the students very agree if the teacher is so clear to explain the lesson to the students, 12 student (37,5 %) stated that the students agree if the student very agree if the teacher is so clear to explain the lesson to the students, there is no students stated that the students disagree if very agree if the teacher is so clear to explain the lesson to the students, and there is not student stated that the student is very disagree if very agree if the teacher is so clear to explain the lesson to the students.

Table 4.6 The teacher give enough time to understand the reading text

No.	Category	Frequency	Percentage
1.	Very agree	14	43,75 %
2	Agree	17	53,12 %
3	Disagree	1	3,12 %
4	Very Disagree	-	-
<b>Total</b>		32	100 %

The table 4.6 show that there are 14 students (43,75 %) stated that the students very agree if the teacher give enough time to understand the reading text , 17 student (53,12 %) stated that the students agree if the teacher give enough time to understand the reading text, 1 students stated that the students disagree if the teacher give enough time to understand the reading text, and there is not student stated that the student is very disagree if the teacher give enough time to understand the reading text.

Table 4.7 The teacher give the chance to the student to ask

No.	Category	Frequency	Percentage
1.	Very agree	19	59,37 %
2	Agree	13	40,62 %
3	Disagree	-	-
4	Very Disagree	-	-
<b>Total</b>		32	100 %

The table 4.7 show that there are 19 students (59,37 %) stated that the students very agree if the teacher give the chance to the student to ask , 13 student (40,62 %) stated that the students agree if the teacher give the chance to the student to ask, there is no students stated that the students disagree if the teacher give the chance to the student to ask, and there is not student stated that the student is very disagree if the teacher give the chance to the student to ask.

Table 4.8 The teacher is give the chance to the student to solve the problem in learning english

No.	Category	Frequency	Percentage
1.	Very agree	6	18,75 %
2	Agree	19	59,37 %
3	Disagree	6	18,75 %
4	Very Disagree	1	3,12 %
<b>Total</b>		32	100 %

The table 4.8 show that there are 6 students (18,75 %) stated that the students very agree if the teacher give the chance to solve the problem in learning english, 19 student (59,37 %) stated that the students agree if the teacher give the chance to solve the problem in learning english, 6 students stated that the students disagree if the teacher give the chance to solve the problem in learning english, and 1 student stated that the student is very disagree if the teacher give the chance to solve the problem in learning english.

Table 4.9 The english material is attract attention the student

No.	Category	Frequency	Percentage
1.	Very agree	8	25 %
2	Agree	19	59,37 %
3	Disagree	4	12,5 %

4	Very Disagree	1	3,12 %
<b>Total</b>		32	100 %

The table 4.9 show that there are 8 students (25 %) stated that the students very agree if The english material is attract attention the student, 19 student (59,37 %) stated that the students agree if The english material is attract attention the student, 4 students stated that the students disagree if The english material is attract attention the student, and 1 student stated that the student is very disagree if The english material is attract attention the student.

Table 4.10 The student have a big curious toward the lesson

No.	Category	Frequency	Percentage
1.	Very agree	7	21,87 %
2	Agree	20	62,5 %
3	Disagree	5	15,62 %
4	Very Disagree	-	-
<b>Total</b>		32	100 %

The table 4.10 show that there are 7 students (21,87 %) stated that the students very agree if the student have a big curious toward the lesson, 20 student (62,5 %) stated that the students agree if the student have a big curious toward the lesson, 5 students stated that the students disagree if the student have a big curious toward the lesson, and there is

no student stated that the student is very disagree if the student have a big curious toward the lesson.

Table 4.11 The student is very glad with the english lesson who gave by the teacher

No.	Category	Frequency	Percentage
1.	Very agree	9	28,125 %
2	Agree	21	65,62 %
3	Disagree	2	6,25
4	Very Disagree	-	-
<b>Total</b>		32	100 %

The table 4.11 show that there are 9 students (28,125 %) stated that the students very agree if the students are very glad with the english lesson, 21 students (65,62 %) stated that the students agree if the student is very glad with the english lesson, 2 students stated that the students disagree if students are very glad with the english lesson, and there is no student stated that the student is very disagree if student is very glad with the english lesson.

Table 4.12 The teacher give the positive response if the student can answer the question from the teacher

No.	Category	Frequency	Percentage
1.	Very agree	11	34,37 %

2	Agree	20	62,5 %
3	Disagree	1	3,12 %
4	Very Disagree	-	-
<b>Total</b>		32	100 %

The table 4.12 show that there are 11 students (34,37 %) stated that the students very agree if the teacher give the positive response if the student can answer the question from the teacher, 20 students (62,5 %) stated that the students agree if the teacher give the positive response if the student can answer the question from the teacher, 1 student stated that the students disagree if the teacher give the positive response if the student can answer the question from the teacher, and there is no student stated that the student is very disagree if the teacher give the positive response if the student can answer the question from the teacher.

Table 4.13 The student understands the terms in reading text

No.	Category	Frequency	Percentage
1.	Very agree	5	15,625 %
2	Agree	21	65,625 %
3	Disagree	6	18,75 %
4	Very Disagree	-	-
<b>Total</b>		32	100 %



The table 4.13 show that there are 5 students (15,625 %) stated that the students very agree if the student understands the terms in reading text, 21 students (65,625 %) stated that the students agree if the student understands the terms in reading text, 6 student stated that the students disagree if the student understands the terms in reading text, and there is no student stated that the student is very disagree if The student understands the terms in reading text.

Table 4.14 The teacher go around the class to check and help the student difficulty

No.	Category	Frequency	Percentage
1.	Very agree	18	56,25
2	Agree	10	31,25
3	Disagree	4	12,5
4	Very Disagree	-	-
<b>Total</b>		32	100 %

The table 4.14 show that there are 18 students (56,25 %) stated that the students very agree if the teacher go around the class to check and help the student difficulty, 10 students (31,25 %) stated that the students agree if the teacher go around the class to check and help the student trouble, 4 student stated that the students disagree if the teacher go around the class to check and help the student difficulty, and there is no student

stated that the student is very disagree if the teacher go around the class to check and help the student trouble.

Table 4.15 The student get the feedback from the teacher

No.	Category	Frequency	Percentage
1.	Very agree	5	15,625 %
2	Agree	25	78,125 %
3	Disagree	2	6,25 %
4	Very Disagree	-	-
<b>Total</b>		32	100 %

The table 4.15 show that there are 5 students (15,625 %) stated that the students very agree if the student get the feedback from the teacher, 25 students (78,125 %) stated that the students agree if the student get the feedback from the teacher, 2 students stated that the students disagree if the student get the feedback from the teacher, and there is no student stated that the student is very disagree if the student get the feedback from the teacher.

Table 4.16 The teacher give the conclusion from the teacher every end of the lesson

No.	Category	Frequency	Percentage
1.	Very agree	8	25 %
2	Agree	17	53,125 %

3	Disagree	7	21,875 %
4	Very Disagree	-	-
<b>Total</b>		32	100 %

The table 4.16 show that there are 8 students (25 %) stated that the students very agree if the teacher give the conclusion from the teacher every end of the lesson, 17 students (53,125 %) stated that the students agree if the teacher give the conclusion from the teacher every end of the lesson, 7 students stated that the students disagree if the teacher give the conclusion from the teacher every end of the lesson, and there is no student stated that the student is very disagree if the teacher give the conclusion from the teacher every end of the lesson.

## **B. Discussion**

After all the needed data are completed, they are then analyze by referring to data presentation that have presented before. The data will be explained as follows :

### **1. Description about the use of information gap in teaching reading at the eight grade of SMP Negeri 33 Banjarmasin**

From the result of research of writer did toward one English teacher and the thirty three students of VIII F of SMP Negeri 33 Banjarmasin, it can be concluded that the use of Information Gap in teaching and learning reading is high category. It can be known from the

steps or activities of teaching and learning reading through the use of information gap.

- a. Before reading, the teacher is successful in stimulating their interest and motivation in learning comprehension through information gap. She introduced new material by motivating the students, with the technique : building background knowledge and making students predict about the lesson. So, the students have more spirit in learning English. In this phase the teacher is also successful to engage the student to the lesson, because she give statement and question related the topic, and it helps students understand and comprehend the text well.
- b. During reading, the teacher can help the students get involves in certain activities arranged by the teacher or have been provided in guidance book such as reading aloud and reading comprehension. Then the teacher and the students translated the difficult words together. The teacher used grammar translation method in translating method in English to Indonesian and use direct method for reading aloud.
- c. After reading, the teacher always review and concludes the lesson, mentions the subject material again or gives straightening or pressure to the material, give the assignment, etc . This is to make students can remember the lesson well.

So, from the activities that are used by the teacher, it can be concluded that the use of information gap in teaching an dlearning reading at the eight grade of SMP Negeri 33 Banjarmasin is high category, because the teacher uses the technique and procedure of teaching reading well. So that the students enjoy learning English especially for reading comprehension.

## **2. The student's responses toward the use of information gap in learning**

Based on the result of the questionnaire that filled by the students, and which has been presented in data presentation, the researcher then describes and analyzed it in this term, as follows :

From the students' response in learning english by using *information gap*, there are responses that the researcher get from the students. the researcher will verify one by one the explain of the response from the student.

The table 4.2 show that there are 12 students (37,5 %) very agree if the english lesson is impressed, 20 student (62,5 %) are agree if the english lesson is impressed. But there is no student disagree if the english lesson is impressed, and there is not student is very disagree if the english lesson is impressed. It show that many of student feel impressed when the teacher give the english lesson.

The table 4.3 show that there are 11 students (34,37 %) very agree if the student is easy to understand the material of English, 18 student (56,25 %) are agree if the student is easy to understand the material of English. 3 student are disagree if the student is easy to understand the material of English. There is no student is very disagree if the student is easy to understand the material of English. It shows that many student are understand material of English.

The table 4.4 show that there are 5 students (15,62 %) very agree if the student can understand in learning english with the good approach, 23 student (71,87 %) are agree if the student can understand in learning english with the good approach , 4 students are disagree if the student can understand in learning english with the good approach, and there is not student is very disagree if the student can understand in learning english with the good approach. It show that the approach in learning english is good.

The table 4.5 show that there are 20 students (62,5 %) very agree if the teacher is so clear to explain the lesson to the students, 12 student (37,5 %) are agree if the teacher is so clear to explain the lesson to the students, there is no students is disagree if the teacher is so clear to explain the lesson to the students, and there is not student is very disagree if the teacher is so clear to explain the lesson to the students. It show that the teacher's explain is so clear and the students are easy to catch the explanation.

The table 4.6 show that there are 14 students (43,75 %) very agree if the teacher give enough time to understand the reading text , 17 student (53,12 %) are agree if the teacher give enough time to understand the reading text, 1 students is disagree if the teacher give enough time to understand the reading text, and there is not student is very disagree if the teacher give enough time to understand the reading text. It show that the teacher have an opportunity for the student to give enough time to understand the reading text.

The table 4.7 show that there are 19 students (59,37 %) very agree if the teacher give the chance to the student to ask ,13 student (40,62 %) are agree if the teacher give the chance to the student to ask, there is no students is disagree if the teacher give the chance to the student to ask, and there is not student is very disagree if the teacher give the chance to the student to ask. It shows that the teacher give the chance to many of students to ask.

The table 4.8 show that there are 6 students (18,75 %) very agree if the teacher give the chance to solve the problem in learning english, 19 student (59,37 %) are agree if the teacher give the chance to solve the problem in learning english, 6 students are disagree if the teacher give the chance to solve the problem in learning english, and 1 student is very disagree if the teacher give the chance to solve the problem in learning english. It means that many of students solve the problem in learning english.

The table 4.9 show that there are 8 students (25 %) very agree if the english material is attract attention the student, 19 student (59,37 %) are agree if The english material is attract attention the student, 4 students are disagree if the english material is attract attention the student, and 1 student is very disagree if The english material is attract attention the student.

The table 4.10 show that there are 7 students (21,87 %) very agree if the student have a big curious toward the lesson, 20 student (62,5 are agree if the student have a big curious toward the lesson, 5 students are disagree if the student have a big curious toward the lesson, and there is no student is very disagree if the student have a big curious toward the lesson.

The table 4.11 show that there are 9 students (28,125 %) very agree if the students are very glad with the english lesson, 21 students (65,62 %) agree if the student is very glad with the english lesson, 2 students are disagree if students are very glad with the english lesson, and there is no student is very disagree if student is very glad with the english lesson.

The table 4.12 show that there are 11 students (34,37 %) very agree if the teacher give the positive response if the student can answer the question from the teacher, 20 students (62,5 %) are agree if the teacher give the positive response if the student can answer the question from the teacher, 1 student is disagree if the teacher give the positive



response if the student can answer the question from the teacher, and there is no student stated that the student is very disagree if the teacher give the positive response if the student can answer the question from the teacher.

The table 4.13 show that there are 5 students (15,625 %) very agree if the student understands the terms in reading text, 21 students (65,625 %) are agree if the student understands the terms in reading text, 6 student are disagree if the student understands the terms in reading text, and there is no student is very disagree if The student understands the terms in reading text.

The table 4.14 show that there are 18 students (56,25 %) very agree if the teacher go around the class to check and help the student difficulty, 10 students (65,625 %) are agree if the teacher go around the class to check and help the student trouble, 4 student are disagree if the teacher go around the class to check and help the student difficulty, and there is no student is very disagree if the teacher go around the class to check and help the student trouble.

The table 4.15 show that there are 5 students (15,625 %) very agree if the student get the feedback from the teacher, 25 students (78,125 %) agree if the student get the feedback from the teacher, 2 students are disagree if the student get the feedback from the teacher, and there is no student is very disagree if the student get the feedback from the teacher.

The table 4.16 show that there are 8 students (25 %) very agree if the teacher give the conclusion every end of the lesson, 17 students (53,125 %) are agree if the teacher give the conclusion every end of the lesson, 7 students are disagree if the teacher give the conclusion every end of the lesson, and there is no student is very disagree if the teacher give the conclusion every end of the lesson.

From the explanation above, Students' responses on 1st until 2nd meeting were enthusiastic and enjoy to join the lesson, although some of the student still not too enthusiastic in follow the learning english. But Students' responses toward information gap activities was good because it helped them to understand about reading. Some benefits they got were : understand more quickly than before used information gap, provided any language preparation that might be needed for coping with the passage, and motivated the students to want to read the text.