

15

## THE IMPLEMENTATION OF INFORMATION GAP ACTIVITY AND JUMBLED SENTENCE GAME IN TEACHING READING COMPREHENSION

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### Abstract

*The implementation of Information Gap Activity and Jumbled Sentences Game in Teaching Reading Comprehension at Eight Grade Smp Muhammadiyah 2 Mariyai Sorong Regency Thesis English Education Department faculty of language sosocial and sport education university of pendidikan muhammadiyah sorong,Mey 2023. The objective of this research is to know whether the implementation of information gap Activity and jumble sentence game has impact or not on students' reading at smp muhammadiyah 2 mariyai sorong regency. The research used pre-experimental quantitative research design with design is one group pretest-posttest. The population of this research was the eight grade students' at Smp Muhammadiyah 2 Mariyai Sorong Regency. The researcher choose this class because there are some problems on students' reading. In the collecting data researcher used multype choice with 20 questions for the pretest and posttest. To analyzed the data the researcher use SPSS 20 version. The result finding of the research showed that the result of pair sample T test(0,00) the categorized was impact .In addition to result of the pair sample T-test is P value (0.00)<(0,05).it means that HO was rejected and Ha was accept. The alternative hypothesis (Ha) was there is an impact in teaching reading using information gap and jumbled sentence game.*

**Keywords:** Reading, Comprehension; Information Gap Activity and Jumbled Sentenced Game

### Abstrak

Pelaksanaan Kegiatan Kesenjangan Informasi dan Permainan Kalimat Campur Aduk dalam Pengajaran Pemahaman Membaca di Kelas Delapan Smp Muhammadiyah 2 Skripsi Kabupaten Mariyai Sorong Jurusan Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa Sosial dan Olahraga Universitas Pendidikan Muhammadiyah Sorong,Mey 2023. Tujuan dari penelitian ini adalah untuk mengetahui apakah implementasi kesenjangan informasi Aktivitas dan permainan kalimat campur aduk berdampak atau tidak pada bacaan siswa di smp muhammadiyah 2 mariyai sorong Kabupaten. Penelitian yang menggunakan desain penelitian kuantitatif pra-eksperimental dengan desain adalah satu kelompok pretest-posttest. Populasi penelitian ini adalah siswa kelas delapan di Smp Muhammadiyah 2 Kabupaten Mariyai Sorong. Peneliti memilih kelas ini karena ada beberapa masalah pada membaca siswa. Dalam pengumpulan data peneliti menggunakan pilihan multype dengan 20 pertanyaan untuk pretest dan posttest. Untuk menganalisis data, peneliti menggunakan SPSS versi 20. Hasil temuan penelitian menunjukkan bahwa hasil uji T sampel pasangan (0,00) yang dikategorikan adalah dampak. Selain hasil sampel pasangan uji-T adalah nilai P (0,00)<(0,05).itu berarti bahwa HO ditolak dan Ha diterima.



Hipotesis alternatif (Ha) adalah ada dampak dalam pengajaran membaca menggunakan kesenjangan informasi dan permainan kalimat yang campur aduk.

**Kata Kunci:** Membaca; Memahami; Aktivitas Kesenjangan Informasi dan Game Kalimat yang Campur Aduk.

## I. INTRODUCTION

According to Jannet and Sharon (2007), that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means reading comprehension is the ability to actively search out and absorb new information that readers read. Building reading comprehension skills takes a lifetime. Knowing the meaning of a text and not just what the reader already knows is what it means to be able to process text. People's talents and capacity for information processing have and impact on their capacity to comprehend texts (Klingner & Vaughn, n.d.)

Reading therefore involves more than just the reading passage; it also involves the background information or past knowledge that a reader brings to the reading activity. The importance of background knowledge in reading comprehension is mentioned through this definition: "Reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message the presumption here is that meaning resides in the intentional problem-solving, thinking process of the interpreter hat the content of the meaning is influenced by that person's prior knowledge and experience (Harris & Hodges)." Cited (Soraya M., 2017).

Based on the observation conducted by the researcher on October 9, 2022 in class VIII, the researcher found problem related with reading comprehension at this class. This problem is the students lack of understanding on what they read. It is proven when they tried to read a text they didn't know the meaning of the word. Besides, when the researcher tried to give exercise about answering question based on the text some of them can't answer it well. It was ending with the score below of minimum pass criteria of English lesson, that is 75. Some of them only got around 25 and 30. It can be said that the Eight grade students in that school is have problem in reading comprehension.

The problem above that the researcher found during the observation, the researcher choose to use the informations Gap activity and jumble sentence game to sharpen students' comprehension. (Yufrizal, 2007). stated that Information Gap should be done in a pair or

group work. By appropriating Information gap, the students become comfortable to speak everything to help themselves understand and be understood by their interlocutors (Harmer, 2007). stated that the Information gap technique will assist students to reduce their anxiety and to feel comfortable to express their ideas in communicating in the target language (Pramesti, 2010).

Stated that Information gap is the activity where learners are missing information they need to complete a task and need to talk to each other to find it. The jumbled sentences game by organizing the jumbled sentences offered according to specific criteria created by the teacher, the jumbled sentences approach is a fun activity played in the teaching learning process, particularly in teaching writing procedural text.

Based on the explanation above, the researcher conducted a study with the title The implementation of information gap activity and jumbled sentence comprehension in eighth grade at SMP Muhammadiyah 2 Mariyai Sorong Regency. To solve the problem, researcher use information gap and jumbled sentence game in teaching reading comprehension.

## II. RESEARCH METHOD

### Research Design

The design of this research made by conducted pre-experimental design with one group pre-test post-test design. determines how the researcher's intervention was impact the experiment. Pre-experiments are the simplest form of research design. In a Pre-experiment either a single group or multiple groups are observed subsequent to some treatment presumed to cause change. There are two form of the Pre-experimental design, consist of Pre-test and Post-test. The researcher gave the students the pre- test to know the students' reading comprehension. Then, the students conduct the treatment by using information gap activity and jumbled sentence game. The last, the students did the post-test. The researcher used post-test to know impact whether is to towards their reading comprehension in teaching or not.

Pretest	Independent	Posttest
Y1	X	Y2

Where :

Y1 = Pretest

X = Independent

Y2 = Posttest

## Variable the Research

There are two variables in this research, which are independent variables and dependent variables. Both of variables are identified in this study as follows:

1. Independent variables is the variable that consequence of or upon antecedent variables.

One independent variable must be the treatment variable. One or more groups receive the experimental manipulation or treatment. In this research, information gap and jumbled sentence are the independent variable.

2. Dependent variables is the response or the criterion variables that is presumed to be caused by or influence by the independent treatment conditions and any other independent variables. In this research, the dependent variable is students' reading comprehension.

## Setting of the Research

**Place and Time :** SMP Muhammadiyah 2 Mariyai, Jl. Ahmad Dahlan No. 01 Kelurahan Mariyai Distrik Mariat Kabupaten Sorong Provinsi Papua Barat Daya. on February,2023 until March, 2023.

## Population and Sample of the Research

### Population

The researcher needs to decide the population to collect the data in this research. (Jeff, 2008) explains population is “a group of individuals who have the same characteristic”. Considering the statement, the population of this research is only the students with level class of eighth grade, Junior High School, at SMP Muhammadiyah 2 Mariyai Kabupaten Sorong. The population of the students is 18 students from the eighth grade it consist three male and five female.

The distribution of population can be seen in the following table:

Level Class	Gender		Amount of Students
	Male	Female	
Seventh grade	3	4	7
Eighth grade	10	8	18
Nine grade	3	5	8

### 3.4.2. Sample

Based on the population above, the sample of this research is consisted the level class of them is only eighth grade. This research, the researcher chose 18 students, there are 8 female and 10 male.

## Research Instrument

Instruments needed to collect data. Instruments. In this study, researchers used Reading comprehension test a narrative text test consisting of 20 items multiple choice to determine students' reading comprehension.

### Technique of Data Collection Pre-test

Pre-test is aim at measuring the students' reading comprehension and their achievement before they enter in the Pre-experimental class. In pre-test, the researcher gave 20 question multiple choice. This test is given in the first meeting.

### Post-test

Post-test is aim to measure the impact of information gap an jumble sentence media in teaching readinsg comprehension. In post-test, the researcher gave 20 questions multiple choice. This test is given in the last meeting.

### Technique of Data Analysis

The data of this research will be analyzed using the following procedure:

#### Scoring the Students' reading comprehension

In testing the students' reading comprehension the researcher use a test which consists of 20 items multiple choice. The scoring was follow the table below:

Test item	Scoring Rule		Amount
	True	False	
Multiple Choice	1	0	20

Guideline Assessment: Maximum Score = 20

Student's score :  $\frac{\text{Total Score}}{\text{Maximum Score}} \times 10$

### Techniques of Data Analysis

After collecting the data, the researcher analyzes the data. The researcher has collected data and processed the answer in problem research using the SPSS application. The procedure process analysis the data as Scoring the students correct answer of pretest and posttest in assessing reading, the technique use is multiple choice. So, the correct answer will be score 1, the incorrect answer will be score 0, and no answer will be score 0 follows:

$$s = \pi = \frac{R}{N} \times 100\%$$

Where:

S = Score

R = The number of correct answer

N = The number of question. (Sudjana :1999)

**Table The Classification Score For Test**

No	Score	Classification
1	80-100	Verry Good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	$\leq 39$	Verry poor

Source : Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan.

**3.5.2.** Calculating the mean of the students score, mean score is the average of the score.

The score was collected by using the result of pretest and posttest, (Hamid, 2014).

The researcher determines the mean score with the formula:

Where :

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

M : Mean

$\sum$  : Total Students Score

N : Total Students

### **Paired sample T-test**

Paired Sample T-test

Test Paired Sample T-test is a test used for two samples of paired data. In this test use the same sample, but given different treatment. Usually, the researcher wants to compare data before it is given a pre-test and after treatment (post-test). The researcher was used SPSS version 20 to analysis the data.

Decision-making of paired sample t-test method are:

- 1). If the P-Value is significance value  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. It means that informstion gap and jumbled sentence game give impact in teaching reading comprehension for students eight grade at SMP Muhammadiyah 2 Mariyai Sorong Regency.
- 2). If the P-value is significance value  $> 0.05$ , then  $H_0$  accepted and  $H_a$  rejected. It means that informstion gap and jumbled sentence game doesn't give impact in teaching reading comprehension for students at eight grade at SMP Muhammadiyah 2 Mariyai Sorong Regency

### III. RESEARCH RESULT AND DISCUSSION

#### Findings

##### Description of Treatment

This analysis describes detailed explanation of the rate percentage of pre-test and post-test, mean score and, and inferential analysis in pretest and posttest. In this study the researcher did 4 meetings. At the first meeting, the researcher gave a pre-test with 20 questions, multiple choice, The researcher also reminded the students not to cheat. In the second meeting, the researcher conducted treatment by teaching the students by play games arranging jumbled sentences which are in the form of narrative text into a proper paragraph, by making two group.

After that the researcher triggers the student by using information gap activity and. Before starting the lesson, the researcher arranged the students in two groups, to make the implementation of the method more effective and can run well. After organizing, The researcher explained about what the information gap is in the narrative text, after that the researcher asked the group leaders in their respective groups to open the reading about the narrative text in the book. After that the researcher gave the same narrative text, which had been designed by the researcher, but there were some words that were missing in each of the reading texts. Then the researcher asked again the group leader in group 1 to read back the contents of the narrative text, then the task of the members of group 2 to collect information, or the missing words to complete. The researcher do same thing the procedure in three meeting. At the last meeting, the researcher distributed post-test which consist of same questions in pretest.

**Table The Rate Percentage Students reading comprehension of Pre-test and Post-test**

No	Classification	Range	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	80-100	0	0	0	0
2	Good	66-79	1	5%	1	5%
3	Fair	56-65	0	0	6	33%
4	Poor	40-55	3	18%	9	50%
5	Very Poor	10-29	14	77%	2	12%
<b>Total</b>			18	100%	18	100%

Table 4.1.2 shows the rate percentage student reading comprehension of pretest and posttest. In pretest there are 1 (5%) good score, there are 3 (18%) student get poor score, and there is 3 (14%) student get fair score. In posttest 2 (5%) students are get fair score and there are 14 (77%) students get very poor score. In posttest there are 1 (5%) students' get good score, there are 6(33%) students' get fair score, there are 9(50%) students' get poor

score and there are 2(12%) students' get very poor score . By this analysis, after given treatment the score of students' posttest increasing.

### Mean Score and Standard Deviation

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE- TEST	29.7222	18	18.82366
	POST-TEST	51.9444	18	11.26406

Table 4.1.4 shows that the mean score of students in pre-test is 29.7222 with standard deviation is 18.82366 While, in post-test is 51.9444 with standard deviation 11.26406. It indicated that the mean score of the students in post-test is higher than pretest.

### Paired Samples Test

	Paired Differences						T	Df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence of the Difference								
				Lower	Upper							
Pair 1	PRE-TEST	-22.22222	17.16890	4.04675	-30.76012	-13.68433	-5.491	17	.000			
	POST-TEST											

The data analysis above used to know the whether there is significant different score between pretest and posttest or not. Statistically, there is a different score if the P-Value smaller than 0.05 and there is no different score if the P-Value higher than 0.05. From the data above, we can see that there is a different score between pretest and posttest because the P-Value (0.00 than smaller P-value (0.05). It means that the students' reading comprehension score between pretest and posttest is significantly different. So, there was an impact in teaching reading comprehension by using information gap activity and jumble sentence game.

### Discussion

Information gap activity and jumbled sentence game has impact on students' reading comprehension in SMP Muhammadiyah 2 Mariyai kab. Sorong is accepted and the null hypothesis is rejected

Based on the result above, it seemed information gap and jumble sentence was an good game to increase students' reading comprehension, The students became more confidence and active with their own group, they also have good cooperation, their thinking skils increase because they have to imagine to drop a srandom story, the situation in class was enjoyable, they are not bored when researcher teaching narrative text material

because researcher use good method for them so they more interesting in learning reading comprehension. As stated by Rahmayanti that the information gap or information transfer task became the archetypal communicative activity. Typically leaner would be given access to information that is denied to another learner and then, in pairs or sgroups, the learners would exchange the information.

This game help the students to increase their reading comprehension .So that they could understand the material be better . Beside that information gap and jumble sentence could solve the problem of the student in reading comprehension such as lack of reading comprehension, bored,nervous , etc. From the discussion of the research findings above, the researcher concluded that information gap and jumble sentence game increase students' reading comprehension.

#### **IV. CONCLUSIONS**

##### **Conclusions**

Based on the analysis of the data and discussion in the previous chapter, the researcher concluding as follows:

1. The implementation of information gap activity and jumble sentence game in teaching reading comprehension is impact on students' reading comprehension. It can be seen from the result of paired sample T test which  $p$ - value  $0,00 < 0,05$ . it is classified into impact method because null hypothesis is rejected and alternative hypothesis is accepted.
2. Based on the results above, it can be seen that information gap and jumble sentence are good games to improve students' reading comprehension, students become more confident and active. active means how they work together in doing the exercises given to trigger commotion when learning because of the excitement of arguing with other groups, they also have good cooperation, their thinking skills increase because they have to imagine to drop the scrambled story, the situation in the classroom becomes fun, students do not feel bored when researchers teach narrative text material because researchers use good methods by playing learning games like this. As stated by Rahmayanti that information gaps or information transfer tasks become the most basic communicative activity. Usually learners will be given access to information that other learners do not have and then, in pairs or groups, learners will exchange information with each other.

This game helps students to improve their reading comprehension, so they can understand the material better. In addition, information gap and jumble sentence can

solve students' problems in reading comprehension such as lack of reading comprehension, boredom, nervousness, etc. From the discussion of the research results above, the researcher concludes that information gap and jumble sentence games can improve students' reading comprehension.

### **Suggestion**

Based on the aforementioned research findings and conclusion, the author would like to make the following suggestions.

#### 1. For english teacher

Teacher can use the Information gap and jumble sentence in teaching reading comprehension, this method was enjoyable.

#### 2. For students

The students have more practice in learning english especially in reading comprehension because when they do not practice they will lack of understanding in reading comprehension.

#### 3. For the other researcher

The future expected to conduct a reasearch to find another significant of information gap activity and jumble sentence game in teaching speaking and vocabulary

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