

THE INFLUENCE OF USING INFORMATION TRANSFER TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION

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Abstract

In a process of teaching learning activity, teachers strive to create activities in class to make the students understand with the material that teachers give, when a book as a main source of knowledge in learning process, reading is an important process in teaching learning activity, many teachers try to apply technique to make students comprehend of what they read, and to make students interested in reading activity. In this paper the author introduces the technique known as information transfer. By first collecting different definitions of the term and then by explaining its application to English language teaching that can be used in teaching reading activity. Therefore, the present study was carried out to investigate the relationship between the use of information transfer and students' reading comprehension, i.e. to determine whether or not making use of information transfer has any influence on the students' reading comprehension. The methodology was true-experimental design with the treatment. The population of this research was the second semester of the tenth grade students of MAN I Metro, Lampung. The sample taken was two classes randomly, 1K2 (X-2) and 1K3 (X-3) which consisted of 64 students. In collecting the data, the writer used the instruments in multiple-choice questions of descriptive text. After being tried-out, the instrument was used for the pre-test and the post-test.

Keywords: *Information Transfer, Reading Comprehension, Teaching Technique, True-Experimental*

INTRODUCTION

Reading is one of the important skills. Reading book can help the reader to understand about something happens in this era, the past time or even prediction of the future. Reading for defined compression, whether look for detailed information or language, must be seen as something easy or difficult to do, it will be easy to do if it has high reading interest. Reading is an important activity in many languages class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. Reading is useful for other purposes too: any exposure to English (provided

students understand it more or less) is a good thing for language students (Harmer, 1998). If a student cannot read and comprehend a written language, they cannot be expected to be good in other content areas which will indispensably require some reading ability. According to Heilman et. al., reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language (1981).

Teaching technique mean of achieving the learning goals that they achieve depend on how effective and skillful the technique being used (Nation, 1981). It is certain that every teacher has their own way of teaching reading comprehension. The fact is that the methods

for teaching reading have subjected to substantial changes over time.

Information Transfer Technique: A Variety of Definition

According to Losee, information is one or more statements or facts that are received by human and that have some forms of worth to the recipient (1997). The term *transfer*: “to transfer (information/music, etc) is to copy information, music, and idea, etc. from one method of recording or presenting it to another “or “to be recorded or presented in a different way (Thi and Loan: 2010).

Information Transfer technique means translating data from one form to another. We move from the reading or listening text to graphic stimuli, or visual like charts, graphs, diagrams, figures, maps, etc and vice versa (Storla in Thi and Loan, 2010). Furthermore, Widdowson states that the Information Transfer technique is the “transformation of instances of discourses from one type into another but these instances of discourse can also be derived from a non-verbal mode of communicating (Widdowson in Thi and Loan, 2010)

The statements above are supported by Garfinkel, Information Transfer is a set of techniques applicable to reading and listening comprehension, this objective is achieved by facing the students with a written or spoken text and providing incomplete visual stimuli to be completed with information drawn from the text. The idea is that the learners are helped in understanding the text by means of a nonverbal

device such as a diagram, a graph, or a table (Garfinkel, 1982).

Nation states that the Information Transfer technique can be used in three ways, they are: (1) *Attention on language and content*, (2) *Attention on discourse*, (3) *A self-Questioning Strategy* (Nation, 1989).

a. Attention on Language and Content

In this term, the information transfer exercises focus the learner’s attention on the details of the information used in the exercise. In this case details of the information are primarily. Concerning with the attention on language and content, many ways to be used in information transfer exercises which are classified based on the type of diagram, such as; the categories maps and plans, diagram and charts, diaries and calendars, and miscellaneous list, forms and coupons.

b. Attention on Discourse

The information transfer exercise of this way focuses the learners’ attention on the familiarity of language use or the physical structure pattern used in a text, in this type of learning, the difficulties of the exercise faced by the students can be easily adjusted according to the amount of information provided in the diagram. In this case the students are helped with a diagram in order to find the information. So, the students change the information from the text into diagram.

c. A Self-Questioning Strategy

The focus of attention on the discourse of the text can be the basis for the use of a self-

questioning strategy which allows learners to create their own information transfer diagrams. The same information transfer diagram could be used with all physical structure text. A self-questioning strategy allows the learners to get the information transfer diagrams, this can be done by letting the learners to ask themselves the question as possible in order to get the information from the text. The questions that may arise based on the text about making a puppet could be as follows:

- 1) What materials and tool are needed?
- 2) What are the steps?
- 3) What do we have to be careful about each step?
- 4) Etc.

From the whole explanations above, it can be concluded that the intention of Information Transfer technique is to transfer or to change the form of information from one form to another form. Besides, it also requires the students to process deeply the information that the students are dealing with and to deal with two types of encoding the materials. The change or encode the materials can be from written or oral text into diagram, table, picture or chart, drawing maps, and vice versa. Or it can be done through other ways based on the teacher's creativity.

Reading Comprehension

According to Simanjuntak, comprehension means relating what one does not know or new information with what one already knows, and knowledge is the basic element for comprehension. It implies that

reading comprehension the readers must consider the factors related to reading comprehension (1988). Heilman *et. al.* state that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Comprehension is the result of reading. Moreover, they categorize reading comprehension into three levels of comprehension; (1). *Literal Comprehension*; is the process of understanding the ideas and information explicitly stated in the passage such as: knowing the meaning of the words, recall of the details directly stated or paraphrased in own words, understanding of grammatical clues, subject, verb, pronoun, conjunction, so forth. Recall of main idea explicitly stated and knowledge of sequence of information presented in passage. (2). *Interpretative Comprehension*; means understanding of ideas and information not explicitly stated in the passage. For example: to understand the author's tone, purpose and attitude, infer factual information, main ideas, comparison, cause and effect relationship, and summarize the story content also. (3). *Critical Comprehension*; is analyzing, evaluating, and personally reacting to information presented a passage, indicating meaning to the reader, analyzing the quality of written symbol or information in the terms of standards (Heilman, 1981).

Measurement of Reading Comprehension

There are some aspects which are commonly used in measuring reading

comprehension (Brown, 2003), they are:

- 1) Main idea (topic)
- 2) Expression/idioms/phrases in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting idea(s)
- 8) Vocabulary in context

In other words, the reading comprehension is a goal of reading activity, and student's reading comprehension is the result obtained by the students after following the activity of reading activity.

Testing Reading Comprehension

Reading comprehension tests are supposed to measure reading comprehension. Comprehension test can use a variety a question forms and can have a variety of focuses. Based on Nation, there are question forms that can use for testing reading comprehension, such as: Pronominal question, Yes/No question, True/False question, Multiple-choice question, Cloze test, Sentence completion, Incomplete information diagrams, Vocabulary test, Matching sentences, etc. (Nation, 1989).

Procedure of Teaching Reading through Information Transfer Technique

Based on Nation (2009), there are procedures to use information transfer technique in teaching reading, such as:

- 1) In information transfer technique, teacher can apply question to any teaching technique in any other skill by using information transfer technique.
- 2) Ask the students to know what are they going to do in learning process.
- 3) Information transfer technique can apply by building students' knowledge or asking the students experience.
- 4) Make sure the learners that the activities are keeping learners busy and interested.
- 5) Ask the learners to read the text
- 6) Gather learners' knowledge that have been gained from the text
- 7) If the source of learning is the vocabulary and grammatical items contained in the written text, it can be done either by putting the vocabulary to be learned in the text where most information occurs, or by briefly commenting on particular vocabulary in the text.
- 8) Make assessment of the learning activities that have been done.

Advantages of Using Information Transfer Technique

Some advantages of using information transfer technique that it could help students to understand the whole reading text by using the information transfer technique to transfer the main information of a reading text into charts, graphs and tables will be a useful tool for teachers and students to deal with content of the text at both the general and specific level. The

information transfer technique also could help make the activities fresher and more competitive at the same time encouraging students' involvement in the lessons. As a result of using the technique students may feel excited by the challenging and creative activities. The information transfer technique also is as a communicative task, students can develop the ability to decode information from visual and diagrammatic texts at the same time with the ability to transfer information from linguistic forms into a kind of symbolic form. This is extremely necessary for students in their future daily communication (Vien in Thi and Loan, 2010).

METHOD

The population of this research was the second semester of the tenth grade of MAN I Metro, Lampung which consisted of 90 students and divided into three classes, the samples were two classes, the researcher used experimental class (1k2) and control class (1k3). The sampling technique was cluster random sampling technique because the population in group.

Table 1. The Population of the Students Based on Number of the Students of MAN I Metro, Lampung in 2015/2016

No	Class	Number of the Students
1	1K1	24
2	1K2	36
3	1K3	30
Total	3	90

Research Instrument

The writer used the test as an instrument to collect the data. The test was in form of

multiple choices, the kinds of this test was used for the reading comprehension test, the writer made two instruments; they were pre-test and post-test, before the test was administered, the writer tried out the instrument to the students who will not be the sample of the research.

The instrument both pre-test and post-test were 50 items of reading test in the multiple choices questions, the questions in pre-test and post-test were same. "a simpler approach might be to simply increase the amount of time between the pretest and posttest to make it less likely that participants will make remember the pretest question" (Lodico, 2010). In other words, the author prepared the same test between pretest and posttest and amount of time for conducting the treatment. Before the research was conducted, the author prepared the instrument of the test.

RESULT AND DISCUSSION

From the data gained, homogeneity test of variance of pre-test between control and experimental class were 1.14, the result above was to be consulted to *fisher* table, it was found that $F_{critical}$ of 0.05 = 1.84. The data came from homogenous data provided $F_{observed} < F_{critical}$. Finally, it could be concluded that the data came from homogenous data. Meanwhile homogeneity test of variance of post-test between control and experimental class were 1.74, the result above was to be consulted to *fisher* table, it was found that $F_{critical}$ of 0.05 = 1.84. The data came from homogenous data provided $F_{observed} < F_{critical}$. Finally, it could be

concluded that the data came from homogenous data.

The result of the T-test was 3.1 while the df (number of sample from both control and experimental classes subtracted by 2) was 64. So that the result of level of significant 0.05 is 1.669-1.67. If $t_{\text{observed}} \geq t_{\text{critical}}$ H_a was accepted because $3.1 \geq 1.669-1.67$ So in this case, H_a was accepted. Then, it could be assumed that there was a significant influence of using information transfer technique towards students' reading comprehension.

Based on the analysis of the data the testing of hypothesis, the result of calculation was found that the alternative hypothesis (H_a) was accepted. From the analysis above, it can be concluded that the students who taught through information transfer technique got better result than the students who were taught through translation, and the result of the students' post-test was higher than the pre-test. It proved that information transfer technique influenced the students reading comprehension. Information transfer technique can be used in teaching learning process especially in teaching reading. By changing the form of information in the text, it will be interesting to the students in learning process. It can give a deep understanding or comprehension to the students by asking the change of the form of information. And it is also appropriate with the theory that information transfer technique is a set of techniques applicable to reading comprehension.

Thus, in the case, the writer would like to say that information transfer technique is one of technique that can be used in teaching English especially in teaching reading comprehension, because information transfer technique can give a deep comprehension to the students by changing or transferring the form from the written text or oral text into diagram, table, picture or chart, drawing maps, and vice versa. Therefore, it can be said that there was significant influence of using information transfer technique towards students' reading comprehension.

CONCLUSION AND SUGGESTION

Information transfer technique can be used in teaching English especially in teaching reading, information transfer technique made students interest in facing reading activity, it is proved that there was a significant influence of Information Transfer Technique towards students' reading comprehension. By implementing Information Transfer Technique, the students become more active to present the class and they become more interesting in learning reading text. Moreover, Information Transfer Technique could give opportunities in developing interaction between students themselves and also with the text. In learning process, the students are given chance to express their idea while comprehending text by changing the form information in the text itself.

Considering the technique, the writer suggests the English teachers can apply Information Transfer Technique as one of the

ways in teaching reading comprehension because it can help the students in comprehending the text easier. The next researcher also may conduct this technique on different level of students, for example Junior High School. They can apply other kinds of texts, for examples, narrative, descriptive, spoof, report text etc.

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