

COMPARATIVE STUDY BETWEEN STUDENTS' READING ACHIEVEMENT TAUGHT THROUGH INFORMATION TRANSFER AND TRANSLATION TECHNIQUE

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Abstract

This research was intended to find out whether there was a significant difference of students' reading achievement in comprehending authentic material taught through information transfer and translation technique and to find out which of the two techniques was more effective for teaching reading of authentic material.

This research took place in SMPN 1 Natar. It consists of two classes of the third grader. *Control group pre-test post-test* design was applied in this research. The instrument used in this research was reading test in the form of 25 multiple choices. Then, the data were analyzed by using *Independent t-test* with Statistically Package for Social Science (SPSS) version 15.0.

Based on the result of the test, the significant difference was determined by $p < 0.05$. The t-test revealed that the result was significant ($p = 0.012$) in which (t-value > t-table), $2.598 > 2.000$. It indicated that there was a significant difference in students' reading achievement before and after being taught through information transfer and translation technique. Besides, information transfer was more effective than translation in increasing students' reading comprehension achievement because it helped students to comprehend the text given by using self-questioning strategy. Thus, it is concluded that information transfer technique can be applied and recommended as a reference to teach English in reading skill.

Keywords: *authentic material, information transfer, reading achievement, translation*

PERBANDINGAN PRESTASI MEMBACA SISWA YANG DIAJARKAN MELALUI TEKNIK TRANSFER INFORMASI DAN TERJEMAHAN

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Abstrak

Penelitian ini bertujuan untuk mencari tahu adanya perbedaan dalam prestasi membaca siswa dalam memahami materi autentik melalui teknik informasi transfer dan teknik terjemahan serta untuk mengetahui mana yang lebih efektif dari kedua teknik tersebut.

Penelitian ini diadakan pada dua kelas siswa kelas tiga di SMPN 1 Natar. Desain *control group pre-test and post test* diaplikasikan dalam penelitian ini. Teknik pengambilan data yang digunakan adalah tes membaca yang terdiri dari 25 butir pilihan ganda. Selanjutnya, data tersebut dianalisa dengan menggunakan formula independent t-test yang terdapat dalam program SPSS versi 15.

Berdasarkan hasil penelitian, level signifikansi perbedaan ditentukan dengan $p < 0.05$. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan dimana $p = 0,012$ dengan t-value lebih besar dari t-tabel ($2.598 > 2.000$). Hasil ini mengindikasikan bahwa terdapat perbedaan yang signifikan antara prestasi membaca siswa yang diajarkan melalui teknik transfer informasi dan terjemahan. Selain itu, hasil lain menunjukkan bahwa teknik transfer informasi lebih efektif digunakan daripada teknik terjemahan dalam pengajaran membaca karena teknik transfer informasi terbukti dapat lebih membantu siswa dalam memahami teks dengan adanya strategi self-questioning. Sehingga teknik transfer informasi direkomendasikan sebagai referensi dalam pengajaran membaca.

Kata Kunci: *materi autentik, prestasi membaca, terjemahan, transfer informasi*

INTRODUCTION

The students are expected to be able to master all language skills as stated in School Based Curriculum for English subject, listening, speaking, reading, and writing, with the primary emphasis on reading. The reading skill becomes very important in the education field, and reading is indispensable from the students' life because the success of their study depend the greater part on their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Considering the importance of reading stated above, the concept of reading needs to be described as a basis of the implementation of this study. According to Nuttal (1985) reading was defined as the meaningful interpretation of printed or written symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the learners' language skills, cognitive skills, and the knowledge of the world. In this process, the learners try to recreate the meaning intended by the writer.

In addition, Howart (2006) established that reading is just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the students through the texts. Smith (1982) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The reader tries to understand and get the meaning and

information in the written texts form of symbols, letters, graphs, etc. Thus, they grasp the writers' messages from the texts.

In reading process, the reader needs comprehension to follow the flow of the passage. By comprehending the text, the reader gets the point of the reading text. Reading activity is not simply defined as an activity in which readers read word per word in the text. Grabe and Stoller (2002: 9) state that reading is the ability of drawing meaning and interpreting information in the printed page appropriately. It is in line with Williams's idea (1989: 11) stating that reading as a process of looking at and understanding what has been written. The definition means that readers should comprehend the text when they are reading. It can be said that reading means understanding the text in term of transferring knowledge, idea, information, science etc. It means that through reading, the readers will know any information of the world nowadays that they don't know.

Nevertheless, students nowadays find difficulties in comprehending the printed materials. According to Widiono (2007), one of the factors that caused students' difficulties in comprehending the text is students' lack of vocabulary and interest in reading a text. Students tend to have difficulty to make sense of English texts because they encounter unfamiliar words. As the result, they have low ability in comprehending the ideas contained in written language. It can be said that students have a problem in getting information from the text as they do not know how to make inference of the text without having sufficient vocabularies.

Furthermore, Nuttal also (1985: 5-6) pointed out the factor that one may have difficulties to comprehend a passage because of some problems such as unfamiliar code in which the text is expressed, the amount of the previous knowledge that reader brings to the text, the complexity of the text expressed, and vocabulary knowledge. Therefore, in this case, at least it is assumed that students should have much interest in reading a passage. Thus, students are reluctant to read and get information from the text given so that their reading achievement would be low.

In relation to the explanation above, the researcher used authentic materials in the classroom to overcome the problem above. Authentic material is considered as an alternative material that provides benefit for students from the exposure to real language being used in a real context. This means that when using authentic materials, students are able to understand the materials well when they deal with them in their daily lives.

In addition, anything can be used as authentic material, but one of useful resources for developing students' reading comprehension is advertisement text. Advertisement is one of the examples of authentic text. It provides certain information that should be comprehended by students as they always deal with it in their daily activities. Advertisement is also one of the texts included in Junior High School Curriculum (KTSP). Therefore, this research is proposed to find out what strategy that is really effective to improve students' ability in comprehending advertisement.

Among many techniques that can be applied in teaching reading comprehension is information transfer technique. Palmer (1982) in Nation (1991:56) stated that an information transfer technique exercise involves the transfer or change information from one into another form. In this case, the students are presented a stretch of passage that should be changed into series of information.

In addition, Lattore and Garfinkel (1982: 10) said that other types of information transfer may include ordering a sequence of pictures, comparing text and pictures, and completing documents. Information transfer devices focus on the function of language in a given text and draw students' attention to the logical organization of the text, to the ways in which the writer has deployed information, and to how language reflects this organization. These activities require students to concentrate on what words, sentences, and other language units do in a given text.

The students will be provided with the information in the form of diagram, chart or picture, and then they transfer it into a written form. Unlike many instructional techniques that just have one purpose, information transfer technique is flexible and endless in application. It can be used to improve anyone's learning ability in any kind of texts, and the kind of information transfer exercise are unlimited.

Furthermore, another technique that can be applied in teaching reading comprehension is translation technique. Richards (1976:1) pointed out that translation is general term referring to the transfer of thought and ideas from one language (source of language) to other language (target language) whether the

language is in written or spoken forms. Moreover, Newmark (1988) mention some of the common techniques of translation. These are follows:

a. Word-for-word Translation

Here the source of language word is translated into another language by their common meaning.

b. Literal Translation

Here the source language grammatical constructions are translated to their nearest target language.

When applying this technique the students are supposed to be able to read a reading passage written in target language and translate the target language into the students' native language. Many English teachers tend to use this technique since it is easier to present language material in the classroom and evaluate the process of language teaching. Moreover, the medium of instruction is native language, which is used to explain conceptual problems and to discuss the use of particular grammatical structure. Using the native language for the purpose of instruction is believed to give language learners a set of clear objective and a clear of sense of achievement. The students also need sense of security, thus the using of native language will provide it.

At last, based on the explanation above, the researcher intends to compare information transfer technique with translation technique in order to find out which technique is more effective to improve students' reading achievement in comprehending authentic material.

RESEARCH METHODS

In conducting this research, the researcher has used control group pretest-posttest design with experimental and control class and techniques, the research design can be presented as follows:

G1 = T1 X1 T2

G2 = T1 X2 T2

(Hatch and Farhady, 1982)

The subject of this research was two superior classes in the third grade students of SMPN 1 Natar. There were actually twelve classes of the third year students. Each class consisted of approximately 31 students. The research took two classes as the experimental classes by using purposive sampling since they were purposively taken as the subject of the research in which this research was only compared two superior classes in SMPN 1 Natar.

The instruments of the research are try out test, pretest, and posttest. The try-out has been conducted before the test is administered. This has been expected to measure the validity and reliability of the test. Pre-test is administered to reveal the students' basic reading comprehension before treatments. Post-test is given at the end of treatments in order to find out the significant increase in students' reading comprehension achievement. Reading test is conducted in both classes; they are experimental and control class. The test is administered in 50 minutes with 25 items of multiple choices reading test.

RESULTS AND DISCUSSIONS

The most important finding in this research was that there is significant difference of students' reading comprehension between those who were taught through information transfer technique in experimental class and those who were taught through translation technique in control class. Actually, the result of the test showed that students of both experimental class and control class had the same basic ability in reading comprehension. However, after having three times treatment, it was found that the increase of the students' reading ability between experimental and control class was significantly different. The students' overall score within experimental class increased significantly from pretest to post test 75.22 to 83.54 point. Meanwhile, the increase of students' mean score within control class was only 71.61 to 76.96 point from pre-test to post test.

Based on the result of the research, information transfer technique can be more effective to increase overall students' reading achievement ability than translation technique. Information transfer technique took a greatest part in helping the students to find specific information. This finding is reasonable because the implementation of information transfer technique provides students an opportunity to ask themselves to find necessary information stated on the text in terms of *self-questioning strategy* (Palmer, 1982:79). In this case, this type of transfer involves only a few necessary words to get the idea. Therefore, students may get information they look for effectively without spending more time in

translating all sentences in the text. When the students were asked about the information about the text, they could do such activity which can be described as follows:

- a. What : *i.e what does the advertisement tell about?*
- b. When : *i.e when will it happen?*
- c. Where : *i.e where is it located?*

By applying this technique, it can be easier to student to find necessary information. Doing this kind of work also helped them gain confidence to find the ideas on their own, relate the information found to their schemata, rather than just reading all the words to find the answer needed. Thus, information transfer technique can significantly increase students' ability in finding specific information.

Furthermore, the second difference was found on students' reading comprehension ability in terms of inference. The increase of students' reading achievement in terms of inference in experimental class is higher than in control class. The reason is information transfer technique focus on the function of language in a given text and draw students' attention to the specific information of the text, to the ways in which the writer has deployed information, and to how language reflects this information (Nation, 1991:58). For example, when students face a question that asked about which statement that is irrelevant to the text, they could answer it by eliminating statements based on information they had already gathered. In other words, information transfer technique can be applicable to increase students' reading ability in terms of making inferences.

The last difference occurred in the aspect of vocabulary in context. The result showed that the increase of students' reading achievement in terms of vocabulary in experimental class is also higher than the increase of students' reading achievement in control class. It was assumed that this result happened because the information transfer technique exercises give the ability to fit a text into existing schemata which has positive effect on finding the unknown information from the text (Nation, 1991:56-59). Whenever students deal with unfamiliar words, they may relate it to the context and try to find out the meaning by using their schemata. Consequently, they could find the meaning of unfamiliar words (Widiono, 2007). As the result, there was an increase in students' reading comprehension ability particularly in finding similar meaning after being taught through information transfer technique.

Based on the result of the research in control class, the increase of students' mean score within control class was only 71.61 to 76.96 point from pre-test to post test. The mean score of control class is lower than the mean score of experimental class. This result may indicate that the implementation of translation technique is less effective than the use of information transfer technique in teaching reading especially in advertisement text. However relying on the result of the test, there were considerable increase in the aspects of reading which were measured.

Referring to the result of the test, translation technique has considerable strength in improving students' reading comprehension ability in terms of vocabulary. The

result showed that the total number of students who could answer correctly the items of vocabulary was highly increased from pre test to post test. This finding seems reasonable since translation technique may provide more opportunities for students to look up the dictionary when the learning process occurred. The abundant exercises of translating words may build their vocabulary into certain extent. Therefore, when students faced similar questions related to finding similar meaning, they could find the right answer as they have sufficient vocabulary in mind. Thus, translation technique can significantly increase students' ability in finding similar meaning.

In other hand, there was a lesser increase of students' reading comprehension ability in terms of making inference. The total number of students who answered correctly the items of making inference was slightly increased from pre-test to post test. The increase may not occur due to the use of translation technique itself but it may come from the repetition of exercises given during the process of treatment. Students might get accustomed to deal with questions related to making inference. Thus, when they faced similar questions they could solve the problem well. As the result there was slightly increased of students' reading comprehension in terms of making inferences after being taught through translation technique.

Furthermore, there was also an increase of students' reading ability in finding specific information. The result showed that the total number of students' who answered the items of finding specific information correctly slightly increased

from pre-test to post test. It was assumed that the increase happened because students could get information stated on the text as they translated the sentence. Moreover, advertisement was originally a shortfunctional text which featured short discourse and simple structure of sentence. Thus, students could get information which was asked in the test. In other words, students' reading ability in terms of finding specific information may slightly increase after being taught by translation technique.

Nevertheless, regardless the strength and weakness of each technique, by considering the overall studentss' reading achievement, it can be concluded that the implementation of information transfer technique is more effective than translation technique.

CONCLUSIONS AND SUGGESTIONS

In reference to the result and discussion of the research the following conclusions are given as follows:

1. There was a significant difference of students' reading comprehension achievement after being taught through information transfer technique and those who are taught through translation technique. The significance value of difference was determined by $p < 0.05$. The t-test revealed that the result was significant ($p = 0.012$). Thus, alternative hypothesis was accepted.
2. Information transfer technique is considered more effective to teach reading than translation technique. This conclusion is reasonable since the result of the

test showed that the mean score of experimental class which employed information transfer technique is higher than the mean score in control class which employed translation technique.

5.2 Suggestions

By considering the conclusions above, the researcher proposes some suggestion as follow:

1. The students should be more active to practice reading. They can use information transfer technique to make them easy and enjoy in reading. So they can increase their reading comprehension achievement.
2. The English teacher is suggested to use information transfer technique, especially in reading skill to make the students more comfortable in learning it and automatically can improve their reading ability.
3. The future researchers may try to find out whether information transfer technique is applicable in different type of text such as, narrative, descriptive or report text.

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