

## **ABSTRACT**

### **A COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION ACHIEVEMENT TAUGHT THROUGH INFORMATION TRANSFER TECHNIQUE AND TRANSLATION TECHNIQUE AT FIRST YEAR STUDENTS OF SMAN 2 PRINGSEWU**

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One of the objectives of teaching reading to the students is that the students are able to comprehend the content of the text given, finding certain information and main ideas from the texts. While, there are still many students find difficulties in reading a text. One of the factors influenced the students' difficulties is a technique used by the teacher in reading class.

Among many techniques that can be applied in teaching reading comprehension is translation technique. This technique belongs to Grammar Translation Method and still widely used by English teachers in Indonesia until now. 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. On the other hand, information transfer is a learning technique which involves the transfer or change of information from one to another form. The objective of this research is to find out whether there is significant difference of students' reading comprehension between those who are taught through information transfer technique and those who are taught through grammar translation method.

Related to the fact above, the objective of this research is to find out whether there is any significant difference of students' reading comprehension achievement of the students who are taught through information transfer technique and translation technique.

This is a quantitative study which had pretest-posttest control design. Simple random probability sampling was used to select the samples. The samples were the first grade of SMA N 2, Pringsewu. The writer used objective reading test that is multiple choice that was administrated in both pretest and posttest. Independent group t-test was used to analyze the data and hypothesis testing was proved by comparing the means score of posttest of both groups through SPSS version 15.0 at the level of significance of 0.05.

The result showed that there was a significant difference of students' listening comprehension achievement between those taught through information transfer technique and translation technique. The significant increase of students' achievement in the experimental class I (information transfer) is ( $p < 0.05$ ,

p=0.000) with the increase of mean in pretest and posttest was 19.65 points. Even though, in the experimental class II (translation) the increase of mean pretest and posttest is also ( $p < 0.05$ ,  $p = 0.000$ ), but increase was only 9.13. It indicates that the information transfer technique is better than translation technique in increasing the students' reading comprehension achievement.