TEACHING READING COMPREHENSION BY USING INFORMATION TRANSFER TECHNIQUE ON NARRATIVE TEXT AT THE FIRST GRADE OF SMA AL KAUTSAR BANDAR LAMPUNG

(Undergraduate Thesis)

By

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ABSTRACT

TEACHING READING COMPREHENSION BY USING INFORMATION TRANSFER TECHNIQUE ON NARRATIVE TEXT AT THE FIRST GRADE OF SMA AL-KAUTSAR BANDAR LAMPUNG

By

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The objectives of this research were to find out whether thereisany significant difference of students' reading comprehension on narrative text after beingtaught by using information transfer technique and to investigate which problem of reading dothe students suffer the most before and after being taught by using information transfer technique. The research wasquantitative by using one group pre test and post test design. The population of this research was the first grade of SMA AL-Kautsar Bandar Lampung in the academic year 2019/2020. The sample of this research is X IPS 3 that consists of 22 students. The instrument of this research wasitems of reading test.

The resultsshow that there is a significant difference of students' reading comprehension after being taught by using information transfer. It could be seen from mean score of pretest (68.90) to posttest (84.63) and the gain is 15.72, in which t-value>t-table (14.791>2080) or sig p<0.05). Furthermore,vocabulary and reference are the most suffer of reading problem before and after being taught by using information transfer technique. The percentage of vocabulary is 57.38 %. While, the percentage of reference is 12.68% and also the increase of this aspect is 8.08. As a result, it can be concluded that information transfer techniqueas aone of the ways in teaching reading comprehension thatcan help the students in comprehending the text easier, especially in narrative text.

Keyword: *Information Transfer, Reading Comprehension, Narrative Text*

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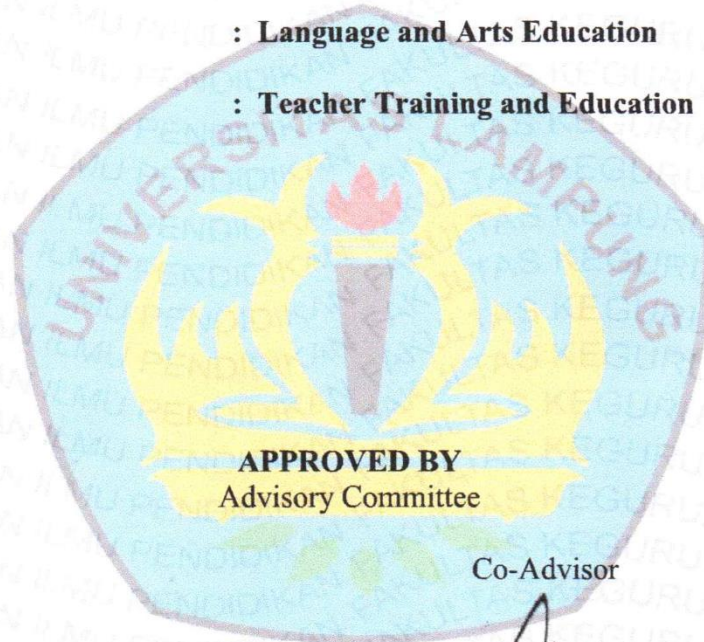
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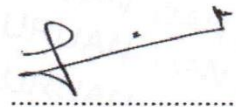**Dr. Nurlaksana Eko Rusmlnto, M.Pd.**
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Menyatakan bahwa skrpsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya. Karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung,   Agustus 2021

Kiki Septiani

CURRICULUM VITAE

The writer's name is Kiki Septiani. She was born on September 14th1997 in Oku Timur.She is the second child of the greatest parents, Sakirin and Mulyani. She has one beloved sister named Peni Aprilia Ningsih and one brother in law named Budi Junianto and also one nephew named Muhammad Cleo Akbar.

She started her study at SDN 3 Tugu Harum and graduated in 2010. After that, she continued her study at SMPN 1 Belitang and graduated in 2013. Then, she continued her study at SMAN 1 Belitang and finished her study in 2016.

She successfully passed SNMPTN program and was accepted as a student of English Education Study Program Department of Language and Arts Education Faculty of Teacher Training and Education (FKIP) University of Lampung in 2016. From June to August 2019, she did her KKN program at Sri Menanti village, Air Hitam, Lampung Barat and she conducted teaching training practice (PPL) at SMPN 2 Air Hitam.

DEDICATION

By offering my praise and gratitude to Allah SWT for blessing to me.

This script is proudly dedicated to :

My beloved parents who always give me a love and endless prayer to me.

My lovely sister, brother in law and also my nephew who always pray to my succes.

My lovely "*Berang-Berang*" who give me best friendship and *"You"*

My friends in English Department 2016

My Almamater, University of Lampung

MOTTO

The harder you work

The more you accomplish

-Anonymous

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Hopefully, this script can give a positive contribution to the educational development and the further researcher who want to accomplish this research. But, the writer believes that her script is still far from perfection, so that the writer is always welcomefor readers to give some comments, suggestions for better research.

Bandar Lampung,   Agustus 2021
The Writer

Kiki Septiani

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Page

I. INTRODUCTION

This chapter describes the following points: the background, identification of problems, limitation of problems, formulation of the research question, objectives, and use of the research, scope, and definition of key terms.

1.1 Background of the Problem

In English course, there are four language skills, i.e., listening, speaking, reading, and writing and also consists of three components i.e., vocabulary, grammar, and pronunciation. As we know that speaking and writing involve language production so that they are regarded as productive skills while listening and reading involve receiving message, so that they are regarded as receptive skills. According to Harmer (1998), reading is useful for other purposes too: exposure to English (provided students understand it more or less) is a good thing for language students, reading text is especially interesting and engaging, acquisition is likely to be even more successful. According to Gilakjani (2016), reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. Based on the theory above, it can be concluded that reading is the process of constructing meaning from the text.

Based onCurriculum 2013 for senior high school (SMA) level is that students are expected to comprehend various types of texts such as narrative, procedure, factual report, descriptive, recount and hortatory exposition. From all the kinds of texts, narrative text is often found in basic competences in the first grade at senior high school. The type of narrative text itself is folklore. According to Chatman (1993), narrative text is a kind of story either fictive or

real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction.Another theory from Mark and Kathy Anderson (2003), who say thata narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Based on the explanation above, it can be assumed that narrative text is a text about imaginary story or based on a real incident. The purpose of narrative text itself is to entertain, to gain and hold the reader's interest in a story.

There are several purposes of reading based on some expert. According to Grellet (1992), there are two main reasons of reading; reading for pleasure and reading for information (to find out something or in order to do something with information you got). According to Harmer (1998), reading text provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text. There is another theory fromOakhil, Cain, & Elbro (2015) in Amalia (2017) said that narrative text is usually fiction and practically, they had difficulties in comprehending narrative reading texts. Students appear to have difficulty in identifying the main story of the text and are limited in their ability to connect events into cause and effect. Based on the researcher's experience, the students lack of vocabulary, so that they got difficulties in getting information from the text and identifying the specific information of the text, determining reference, making inference, andunderstanding vocabulary.

Based on the explanation above, it can be concluded that the students get difficulties in understanding the whole story. In addition, the teacher should be find out the strategies that can make the students more interested in the topic and make them easier understand the whole story itself.

To overcome the students' problem in reading comprehension, the teacher can use some ways to improve the students' reading comprehension. In this case, the writer applied a technique that can helpthe students more understand about the text, the technique is information transfer. There are several

definitions concerning the information transfer technique. First, according to Craik & Lockhart (1972) in nation (1988) an information transfer technique is an excellent learning strategy because it requires learners to process deeply the information that they are dealing with and to deal with two types of encoding of that material. There are another theory from Palmer (1982), stated that information transfer is an activity involving the reproduction of information either from a diagrammatic or semi- diagrammatic form into a fully linguistic form or vice versa.

It is different from Nation (1988), who explains that information transfer, as one of the teaching techniques is an excellent strategy for learning and teaching English. An information transfer exercise involves the transfer or change of information from one form to another. During the transfer the information remains substantially the same but the form of the information changes. In receptive skill, learners change spoken or written information into a diagram, chart or picture. Finally, Brown (2004) explained information transfer as follows: the action of comprehending graphics includes the linguistics performance of oral or written interpretation, comments, questions, etc. This implies a process of information transfer from one skill to another. In this case, the writer used reading verbal or non-verbal information intowriting. So that, the researcher chose information transfer because it requires students to process deeply the information from the text. Furthermore, the writer used narrative text to help the students' reading comprehension, especially in folklore.

There are several previous researches who conducted the information transfer technique. First, According to Aryanika (2015), the result shows that information transfer is one of the 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 vise verse. Therefore, it can be said that

there are significant influence of using information transfer technique towards students' reading comprehension.

According to Yonantha & Khan (2020). the results and findings indicate that there was a significant effect of using information transfer technique toward students' listening comprehension. The writer concludes that this technique can improve the students' listening comprehension better. Then, this technique ca also be implemented to vary teachers' ways in teaching english. Syam & Sangkala (2014) said that information transfer can improve their ability to organize and formulate ideas into a good writing and it more interesting, easier to be taught for students. Next, according to Jaya (2021) teaching listening by using information transfer diagram activity was effective to the seventh grade students of the state Madrasah Tsanawiyah Sakatiga of Indralaya. The students got progress in students' ablity on descriptive text and information transfer can motivate the students to explore their listening ability.

In addition, Radhiyani (2018) said that the use of information transfer technique also developed significantly the students' speaking fluency. However since the implementation of information transfer had made them active to speak, the more productive their utterances. The use of information transfer technique procedures encouraged the students to be strongly positive in their feeling, thingking and behaving toward the learning material in information transfer technique. In fact, this teaching technique brings a new nuance in english language teaching and learning, particularly to develop the tsudents' speaking performance in terms of accurancy and fluency. At the beginning, the researcher introduced and explained what information transfer technique is, how to find the main idea and the main point from the text, how to answer the question with the correct sentence based on the information given in the text and how to guess the meaning of unfamiliar word contextually.

Last, according to Alfianti (2017), the result shows that information transfer technique improves the eleventh grade students' reading comprehension. The

information transfer technique designed not only to help the students organize new information but also to guide and to enhance the students' comprehension. Information transfer technique helps the ability of learners to understand the information in spoken or written form through a visual kind of information that fall into a variety of forms such as table, charts, graphs, outlines, memos, and etc. Alfianti (2017) said that the researcher found some factors that have contributed well to the success the result, as follows: The researcher explained step by step the procedure of information transfer. Next, the researcher distributing the text to the students and guide the students to read the text. Then the researcher asked them to answer the task given by using information transfer technique. It could help students to organize that involve drawing or writing down ideas and making connections. Then, the researcher restricted the student to use the dictionary. The researcher gave the students time limitation for each task and evaluation. It is important to accustom the students to work punctually. Last, the researcher asked the students to guess the meaning or idea of the text and unfamiliar words contextually. They were assigned to understand the test sentence by sentence rather than word by word.

Based on the explanation above, reseacher used script from Alfianti (2017) to become references or guiding to write this research better. So, from explanation from previous reseachers, it can be assumed that information transfer technique is an effective way for teaching reading comprehension. It describes how the story is. Some clues of a story are attached in the chart, picture and table, so that it guides the students to understand the story well.

1.2 Identifications of the Problems

Based on the background above, the researcher identified the students' problem in reading as follows:

1. The students lack of vocabulary, so that they cannot understand the meaning on the written text.

2. The students get difficulties in comprehending in reading text. This implies that they get difficulties in getting information from the text and finding the details.

1.3 Limitation of the Problem

Based on the background and identification of the problem above, the researcher focused on the process of teaching reading and problem of students in teaching reading comprehension by using information transfer technique at the second semester on the first grade.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follows:

1. Is there any significant difference of students' reading comprehension after being taught using information transfer technique?

2. Which problem of reading do the students suffer the most before and after being taught using information transfer technique?

1.5 Objectives of the Research

In relation to the research problem above, the objectives of the research are:

1. To find out whether there is any significant difference of students' reading comprehension on narrative text after being taught information transfer technique.

2. To find out which problem of reading the students suffer the most before and after being taught using information transfer technique.

1.6 Use of the Research

The results of the research expected to be beneficial both theoretically and practically as follows:

1. Theoretically

The results of the research are expected to support previous theories with information transfer technique to improve students' reading comprehension on narrative text.

2. Practically

The results of this research are expected to be beneficial:

a. As a reference to English teacher to select the most suitable text and also the technique that can used in teaching reading comprehension.

b. As contribution to the further researcher to conduct the same research or the difference skill.

1.7 Scope

This research focused on teaching reading comprehension by using information transfer technique, in order to know whether the technique can improve the students or not. This quantitative research was conducted in the first grade of SMA Al-Kautsar Bandar Lampung. The researcher chose two classes, one class as tryout class and one class as an experimental class.

The writer conducted the research in six meetings. Among the kinds of the text, the researcher chose narrative text especially in folklore because it is found in curriculum 2013 at the first grade of senior high school.

1.8 Definition of Key Terms

In order to avoid misunderstanding from the readers, definitions of terms are provided as follows:

Teaching; The process of gave lessons, knowledge, skill to people's needs. So that they learn particular things and go beyond the given.

Reading comprehension is the process of constructing meaning from the text.

Linguistic form

It can be spoken or written. In spoken form, the students can listen to other people's story and then transfer the information into nonlinguistic form, like diagram, table,chart and etc. In written form, the students are provided with a reading text. They read the text to get the main idea with deep comprehension and then they transfer the ideas or information into a diagram, table or other non-linguistic representations.

Non-linguistic form

Nonlinguisticform can be picture, chart, table, diagram, or other media.

Information Transfer

Information Transfer is a process of transferring information from linguistic into non-linguistic form.It mean that information transfer is transferring information or ideas from the text into a chart. Table, picture etc. This technique used non linguistic representations to help students organize important elements of a story. Students learn to summarize the characters, setting, plot and conclusion from of the text.

Narrative text

A text about imaginary story or based on a real incident. It can be in the form of folklore, animal story (fable), or legend etc. The purpose of narrative text is to entertain the readers.

There are the explanations about background, identification of problems, limitation of problems, formulation, objectives, uses, scope, and definition of key terms. The explanation used as the main problem why the researcher will conduct the research.

II. LITERATURE REVIEW

This chapter discusses about review of previous research, concept of reading, aspect of reading, reading strategy, narrative text, information transfer, procedures, advantages and disadvantages using information transfer, theoretical assumption, and hypothesis.

2.1 Concept of Reading

Ruddell (2005) in Alfajar (2015) stated that reading is the act of constructing meaning while transacting text. It means that reading is a process of transferring ideas and information from the writer to the reader as a form of communication. The readers' ability to construct meaning from the text depends on his or her ability to use information available in text. It may be new information or already known. According to Harmer (1998), reading is useful for other purposes too: exposure to English (provided students understand it more or less) is a good thing for language students. Reading text is especially interesting and engaging, acquisition is likely to be even more successful. Gilakjani (2016) stated that reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. There is another theory from Linse (2006:69) cited in Alfajar (2015) who defines reading as a set of skills that involves making sense and deriving meaning from the printed word. According to Alturki (2017) reading is the gate to have the knowledge and new information, and the core to have the best lifestyle.

Based on the theory above, it can be concluded that reading is the process of understanding the meaning from the text. In addition, the readers try to get the ideas and also supporting details from the text itself.

2.2 Aspects of Reading

According to Nuttal (1985) the reader should master five sort reading skills to Comprehend the text deeply, that as follow:

1. Determining main idea

   The main idea is the most important information; the author wants you to know the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words. The example question of main idea as follows:

   What is the main idea of third paragraph?

2. Finding the specific information or part of text

   In this section, the readers only focus on scanning or looking for the relevant part and ignore the irrelevant. When the reader has a very specific goal in mind, it is very useful to know what she/he is looking for in the text. In addition, the specific information develops the topic sentence by giving definition, such as: facts, an incidents, comparison, analogy, cause and effect, etc. The example question of specific information as follows:

   Who is Ah Tim?

3. Finding reference

   References are words or phrase used either before or after the reference in threading material. They are used to avoid unnecessary repletion of words or phrases. Hence, finding reference means interpreting and determining one linguistic expression to another. The example question of reference as follows:

   "He had son from <u>her</u>" (paragraph 2) the underlined word refers to...

4. Finding Inference

Inference is a good guess or predicting about something unknown based on logic of passage. In this section, the readers infer the sentence or passage and conclude it logically. The example question of inference as follows:

Which one of the following statement is false about Sang Prabu?

5. Understanding Vocabulary

Understanding vocabulary means comprehend what the words mean. It is very useful for readers when they have good mastery of the vocabulary, because they will be deeper to comprehend the text. The example question of vocabulary as follows:

When Manik Angkeran was <u>resurrected</u> (paragraph 2). The underlined word has the same meaning to...

Based on the explanation above, it can be concluded that the writer used five aspects of reading, such as main idea, specific information, reference, inference and vocabulary. The researcher used these aspects in order to know which problems of reading do the students suffer the most before and after being taught by using information transfer technique.

2.3 Concept of Reading Strategy

Based on Baker, W., & Boonkit, K. (2004) cited in Aditya (2017) reading strategies are technique or method that readers use to make their reading successful. Some reading strategies include skimming, scanning, summarizing, guessing, predicting, making inference, underlying words or phrase, and taking note. Nation (1989) stated that teaching techniques are means of achieving learning goals. The goals that they achieve and the effectiveness with which they achieve these goals depend on how ski fully the teaching are used.

According to Brown (2007. p.7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Brown (2007, p. 8) states that teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge. In addition, according to Sutarsyah (2021) the social environment does not fully support the process of students' learning; the students learn and practice in formal situations where they do not learn naturally.Even some students rarely practice English at home or outside the classroom. This is because of lack of use English as means of communications, sharing ideas, etc. This becomes the main problem of teachingEnglish at the moment. To overcome this problem, the teachers are challenged to be more creative, they should prepare their teaching with appropriate strategy to make the students more interested in the topic and also they should find a situation where learning can take place more enjoyable (Sutarsyah, 2021)

Based on the explanation above, it can be assumed that reading strategy is important, because it can help the writer to achieve their learning goals.

2.4 Narrative Text

Based onCurriculum 2013 for senior high school (SMA) level is that students are expected to comprehend various types of texts such as narrative, procedure, factual report, descriptive, recount and hortatory exposition. From all kinds of texts, narrative text is often found in basic competences in first grade senior high school. The type of narrative text itself is folklore. According to Chatman (1993: 15) narrative text is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction.Generally, the students like to read the legends of the country or folklore of the world, for examples: The Legend of Bali Strait, Sangkuriang etc. The people know that these kinds of texts are narrative.

A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

Mark and Kathy Anderson (2003) said that a narrative text is a piece of text, which tells a story, and, in doing so, entertains or informs the reader or listener. There are some kinds of conflict, social problems in narrative text. So readers will amuse or tense when reading them. Narrative has dealing with social problematic events or that has to find solution besides amusement.

So that, based on the explanation above narrative is a story that can amuse or entertain and give good lesson to the people.

The purpose of narrative text as follows:

a) To tell a story about something or someone.

b) To amuse or entertain the readers or listeners.

c) To obey the moral lesson from the story.

Based on the definitions above, it can be concluded that narrative is a text about story that can be imaginary or based on a real incident and the aim of this text is to entertainthe readers.

2.4.1 Organization of Narrative Text

According to Zaida (2009) theorganizations of narrative text are:

a) Orientation

Sets the scene (where and when the story happen) an introduced the participants of the story (who and what is involved in the story).

b) Complication

Tells the beginning of the problem which lead to the crisis (climax) of the main participants.

c) Resolution

Provides a solution to the problem either in a happyorsad ending.

d) Re-orientation

Gives a closing of the story. Itconsists of a moral value or advice.

From the organizations of narrative above, it can be assumed that it can help the writer to classify the story based on the orientation, complication, resolution or re-orientation.

2.4.2 Elements of Narrative Text

Beside several of narrative texts, Chatman (1993) classified narrative text into four basic elements. Those are as following:

a.Characters

There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text.It describes physical of the character such as age, weight, height, even personality traits including thestrength and weaknesses. The author can also depict character into dialogue. It tells a reader what the character says or thinks.

b. Settings

The setting addresses the location (where) and the period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy. At times, the author gives details in any imagination to tell where and when the story takes place.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving. The excitement builds until the climax or tension, the high point in the story where the problem is solved.

d. Conclusion

At the end of a story, the writer ends up the story through figuring out all the important things happened in the story led to a "conclusion". This is the most exciting point in the whole story and tells how the events work out for the characters.

This research, the writer used elements of story, such as characters, settings, plot and also conclusions, because it guides the students to understand the story well.

2.5 Information Transfer

According to Craik, Lockhart and Pavio in Nation (1988)information transfer technique is an excellent learning strategy because it requires the students to process deeply the information. According to Palmer (1982, pp. 29-33), information transfer is an activity involving the reproduction of information either into a fully linguistic form, from diagrammatic or semi – diagrammatic form, or vice versa. While, Palmer (1982) in Nation (1988) states that an information transfer exercise involves the transfer or change of information from one form to another form. During the transfer the information remains the same but the form of information changes. The last from Storla (1995) who defines that information transfer technique as transferring 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, pictures,vice versa and etc.

According to Sutarsyah (2021), from linguistic form, we can choose either spoken or written form. In spoken form, the students can listen to other people's speech and transfer the information into nonlinguistic form, like diagram, table; or they labile parts of diagram or map. In written form, the students are provided with a reading text. They read the text to get the main idea with deep comprehension and then they transfer the ideas or information into a diagram, table or other non-linguistic representations. From nonlinguistic form, we can have picture, table, diagram, graphs or other media. Based on these media, the students produce linguistic form; it can be spoken or written.

In addition, according to Lattore and Garfinkel (1982) in Ruantika (2016) other types of information transfer may include ordering a sequence of pictures, comparing text and pictures and also completing documents.

The result shows through non-linguistic representation. So, the whole story will be shown at the end systematically. The researcher chose the type of information transfer from linguistic to nonlinguistic form, because the researcher wanted to improve students' reading comprehension.

Based on the concept of some experts above, it can be concluded that information transfer is transferring information or ideas from the text into chart, table or picture. By making this change the learners show that they have understood the information and their understanding is deep enough to adapt it in some way. It describes how the story is. Some clues of a story are attached in the non-linguistic form, so it guides the reader to understand the whole story.

2.6 Procedure

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 they are 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 has 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 process activities that have been done.

In addition, Alfianti (2017) said that the researcher found some factors that have contributed well to the success the result, as follows:

1. At the beginning, the researcher introduced and explained what information transfer technique is, how to find the main idea and the main point from the text, how to answer the question with the correct sentence based on the information given in the text and how to guess the meaning of unfamiliar word contextually.

2. The researcher explained step by step the procedure of information transfer.

3. Next, the researcher distributing the text to the students and guide the students to read the text.

4. Then the researcher asked them to answer the task given by using information transfer technique. It could help students to organize that involve drawing or writing down ideas and making connections.

5. Then, the researcher restricted the student to use the dictionary. The researcher gave the students time limitation for each task and evaluation. It is important to accustom the students to work punctually.

6. Then, the researcher asked the students to guess the meaning or idea of the text and unfamiliar words contextually. They were assigned to understand the test sentence by sentence rather than word by word.

Those steps are preview of procedure how to apply the information transfer technique in reading comprehension. In this research, thewriter used procedure stated by Alfianti (2017) because step by step of this procedureclearly. In this research, the writer used three tasks about the information transfer, the first task about transferring idea from the text into

chart that contained of elements of narrative text, such as setting, character, plot and resolution. Then the second tasks about fill in the table of unfamiliar word to find out the synonym, antonym and also meaning from the word. The second tasks help the students to understand the story and also to answer the task easier. The last task is about question that can make the students more undestand the whole story.

2.7 Advantages and Disadvantages of Using Information Transfer

In every techniques or methods, it has some advantages and disadvantages, and information transfer does too. Its advantages, it could be helpful for students and the teacher.

There are some advantages of information transfer for the students (Palmer, 1982), they are:

Authenticity

Information-transfer activities can use authentic realia from the English-speaking environment.

Real task

The transfer information itself is an authentic task in that native speakers commonly do it in the normal course in their everyday lives.

Communicative task

Because these are real tasks they are also communicative otherwise people wouldn't be wasting their time doing them.

Repetitive task

Information presented in a diagrammatic form is frequently, by nature, a concentrated collection of similar items of information.

Productive task

The material to be transferred into linguistic form provides a student with only the bare bones of information.

That it can focus learner's attention on the detail of information used in the exercise (Nation, 1988).

In addition, according to Sutarsyah (2021) some advantages of using information transfer exercise can be identified as follows:

a. it can give a variety of techniques including the four skills; listening, speaking, reading, and writing.

b. it can be used from very wide range of text.

c. the exercise in information transfer can be arranged or organized easily that is develops learners ability to organize information.

d. it can force learners to understand the material deeply (deep processing)

e. it interests and stimulates learners to make questions.

Nation (1988) implies some disadvantages of using Information Transfer Technique in teaching reading, those are:

a. The class will be noisy.

b. Applying information transfer in teaching narrative text needs a longer time than without using this method. Therefore, this method cannot be used for anytime of teaching.

Based on the explanations above,it can be concluded that information transfer can help the students to understand the text deeply and also by using information transfer technique needs a longer time, but thistechnique should be tried to improve students' reading comprehension.

2.8 Theoretical Assumption

Information transfer technique is one of the techniques that help the students' reading comprehension in understanding information through written text. Information transfer technique guides the students to change the form of story that they hear, look, read, and writeinto a variety of forms such as tables, charts, graphs, and maps. By using information transfer technique in transferring the main information from the reading text, it would be useful

tool for teachers to make the task and easy to score. In addition, it can help the students anticipate how to organize new information and how to find important information from text. So that, the students are able to comprehend the reading text easier.The researcher concludes that the hypothesis of the researcher was accepted. According to Alfianti (2017) the students also shows the progress in reading comprehension. They were easy to find the main point of the text and answer the questions correctly.

Based on the statement above, the researcher assumed that there is a significant difference in students' reading comprehension after being taught by using information transfer technique.

2.9 Hypothesis

Based on the theories and the theoretical assumption, the researcher proposed the following hypothesis:

1. There is significant difference of students' reading comprehension on narrative text after being taught by using information transfer technique.

III. METHODOLOGY

This chapter discusses the methods of the research, covering: research design, population and sample, data collecting techniques, instruments of the research, scoring system, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

This research used quantitative research based on the one group pre-testpost-test design. According to Hatch and Farhady (1982:22) quantitative research is a kind of research in which the data are used and tend to use statistic measurement in encoding conclusion. The goal of this research is to find out whether there is significant difference of students' reading comprehensionafter being taught by using information transfer technique. The researcherappliedone group pre-testpost-test design. The research was divided into three parts, that is, pre-test, treatment, and post-test. The treatment was conducted in three times by using information transfer. According to Setyadi (2006:40) here is the illustration of one group pre-test and post-test design:

T1 X T2

Notes:

T1: Pre-test (is given before the writer teaches through information transfer on narrative text in order to measure the students' reading comprehension before they are given the treatment)

X: Treatment (is given for three times through information transfer on narrative text to improve students' reading comprehension)

T2: Post-test (is given after implementing information transfer on narrative text)

3.2 Population and Sample

Setyadi (2006:38) says that research population means an individual who becomes the target of the research. On the other hand, research sample is all individual who is given the material. The population of this research is chosen from the first grade students of SMA Al-Kautsar Bandar Lampung. The writer took X IPS 3 as the experimental class. The simple random sampling was used . That is the technique the researcher used to choose the sample of the research.

3.3 Data Collecting Technique

The writer used kind of data collecting technique i.e., test. In gathering the data of this research, the writer used pre-testand post-test. Then, the researcher used a document analysis to support the data. To make it clear, here is the following detail:

3.3.1 Test

The test consisted of pre-test and post-test. Before doing the pre-test and post-test to the experimental class, the writer conducted a try out test.

1. **Tryout**

   According to Arikunto (2006:223) trying out the test is necessary since the result can assess the validity and reliability of the test, and it can be carried out in either a small scale or a large one.

Tryout test is conducted to knowthe quality of the reading test as the instrument of the research such as validity, reliability, level of difficulty, and discrimination of power. The tryout test consisted of 60 items of multiple choices with five options a, b, c, d, and e. The students are given 90 minutes for doing the tryout and the texts of tryout are taken from internet.

2. **Pre-test**

Pre-test is administered in order to find out the students' reading comprehension before the treatment; it is given by the researcher after explaining briefly about the topic. The test is multiple choices that consist of 50 items with the option a, b, c, d, and e and the material is narrative text. The writer gives 90 minutes for doing the test.

3. **Post-test**

The test is administered after conducting the treatment to the students. The aim of this test is to find out whether there is any significant difference of students' reading comprehension or not after three treatments. The test is multiple choices that consist of 50 items with the option a, b, c, d, and e. In the post-test the researcher uses the same material with the pre-test. The result of pre-test is compared with the result of post-test in order to know whether there is a significant difference after implementing the treatment.

4. **Document Analysis**

According to Bowen (2009) document analysis involves skimming (superficial examination), reading (thorough examination), and interpretation. Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Corbin&Strauss (2008) as cited in Bowen (2009) stated that like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding,

and develop empirical knowledge. In other words, in other to see the problem of readingthe studentsare done by using document analysis in which the writer analyzes the document to determine problems of reading the students suffer the most.

There are three primary types of documents analysis:

- Public records (include students' transcripts, mission statements, annual reports, policy manuals, and student handbooks etc.).
- Personal documents (include journal, calendars, e-mails, blogs, face book posts, incident reports, and newspapers etc.).
- Physical evidence (include flyers, posters, agendas, book, and training materials).

According to Bowen (2009) there are the advantages of document analysis:

• EfficientMethod

Documentanalysis is less time consuming and therefore more efficient than other research methods. It requires data selection, instead of data collection.

• Cost-effectiveness

Document analysis is less costly than other research methods and is often the method of choice when the collection of new data is not feasible. The data (contained in documents) havebeen gathered; what remains is for the content and quality of the documents to be evaluated.

Based on the explanation above, the writer used document analysis in order to know the problemof reading do the students suffer the most before and after being taught by using information transfer.

3.4 Research Instrument

In this researchh instrument, the writerused items of reading test to get the data.

3.4.1 Items of Reading Test

To collect the quantitative data, the researcher used reading test as the instrument. There are two kinds of test: pre-test and post-test. The test was administered before and after the treatment. The total items are 50 items. The quality of a good test can be seen from the validity, reliability, level of difficulty and discrimination power.

3.4.1.1 Validity

To measure whether the test has good validity, the researcher used content and construct validity.

Content Validity

Content validity is examined whether the test represents the materials that need to be tested or not. The test should contain the representative sample of the course, or it should be in line with the materials that have been taught by the teacher before. To get the content validity, the type of the test is chosen based on the current curriculum of the first grade of senior high school level. Content validityis used to analyze the multiple choice items in order to measure students' reading comprehension.

In this research, the writerused table of specification, so every test items could be match with the goal and the material that would be taught. The content of the reading test is presented in the table of specification below.

Table 1. Specification of Try Out Test

No	Aspects of Reading	Items Number	Total Items	Percentage
1.	Main Idea	24,26,36,54,58.	5	8,33%
2.	Specific information	2,5,7,10,11,12,13,14,16,22,27,28,29,30,35, 39,40,44,45,46,47,48,52,55,56,57	26	43,33%
3.	Reference	4,23,32,33,43,60.	6	10%
4.	Inference	1,3,6,8,15,18,19,20,25,31,34,37,41,42,49,50 51,53	18	30%
5.	Vocabulary	9,17,21,38,59	5	8,33%
Total			60	100%

Construct Validity

According to Hatch and Farhady (1982) construct validity is concerned with whether the test is actually in line with the theory of what reading comprehension means to know the language. The following research focused on teaching reading comprehension on narrative text by using information transfer technique. Furthermore, the construct validity refers to the questions which represent five aspect of reading.

Table 2. Construct Validity

No.	Questions	Yes	No
1	Do items 24, 26,26,54,58 measure main idea?	☐	
2	Do items 2,5,7,10,11,12,13,14,16,22,27,28,29,30,35,39,44,45,46,47,48 52,55,56,57 measure specific information?	☐	
3	Do items 4.23,32,33,43,60 measure reference?	☐	
4	Do items 1,3,6,8,15,18,19,20,25,31,34,37,41,42,49,50,51,53 Measure inference?	☐	
5	Do items 9, 17,21,38,59 measure vocabulary?	☐	

In sum, aspect of reading in this test was tested by using content validity and the items number used contruct validity. The result shows both of aspect of reading and items number are valid to be used as a test.

3.4.1.2 Reliability

Reliability is a measurement of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. Reliability of the test is determined by using the odd and even in order to estimate the reliability of the test.The researcher used the following formula:

$$\mathbf{r_{xy}} = \frac{N(\sum xy)-(\sum x)(\sum y)}{\sqrt{[N\sum x^2-(\sum x)^2][(\sum y^2-(\sum y)^2]}}$$

Notes:
r: The coefficient of reliability between odd and second even number
x: The total numbers of odd number
y: Total numbers of even number
X²: The square of X
y²: The square of Y   (Pearson, K, 1948)

The criteria of reliability are:

0.80 – 1.00 : high
0.50-0.79 : moderate
0.00 – 0.49 : low

a. Reliability of the Half Test

$$r_{xy} = \frac{N(\sum XY)-(\sum X)(\sum Y)}{\sqrt{[N\sum X^2-(\sum X)^2][N\sum Y^2-(\sum Y)^2]}}$$

$$r_{xy} = \frac{28(9325)-(492)(493)}{\sqrt{[28(9524)-(492)^2][28(9397)-(493)^2]}}$$

$$r_{xy} = \frac{261100-242556}{\sqrt{[266672-242064][263116-243049]}}$$

$$r_{xy} = \frac{18544}{\sqrt{[24608][20076]}}$$

$$r_{xy} = \frac{18544}{\sqrt{493808736}}$$

$$r_{xy} = \frac{18544}{22221}$$

$$r_{xy} = 0.83$$

The result of reliability of half test is 0, 83 (See Appendix 8). It means that based on the criteria above, the test of the research has high reliability.

After getting the result of half test, the writer employed"spearman
brown'sprophecy formula"(Hatch and Farhady, 1982) in order to find out the result of reliabilitywhole test.

The formula is as follows:

$$rk = \frac{2r1}{1+r1}$$

Notes:
rk: The reliability of the test
ri: The reliability of half test

The criteria of reliability that are used:
0.90 - 1.00: High
0.50 - 0.89: Moderate
0.00 - 0.49: Low

b. Reliability of the Whole Test

$$rk = \frac{2r1}{1+r1}$$
$$= \frac{2.(0,83)}{1+0.83}$$
$$= \frac{1,66}{1,83}$$
$$= \mathbf{0,90}$$

The calculation of the whole test is 0, 90 (See Appendix 8), it can be concluded that the whole test has high reliability.

3.4.1.3 Level of Difficulty

To see the level of difficulty, the writer used the following formula:

$$LD = \frac{U + L}{N}$$

(Shohamy, 1985:79)

Notes:
LD: Level of difficulty
U: The proportion of upper group students who answer correctly
L: The proportion of lower group students who answer correctly
N: Total number of students

The result of level difficulty shows that there are 24 items whichclassified easy >0.70 and25 items classified as average <0.70 and the last, there are 11 items classified as difficult which has result <0.30 (See Appendix 9).

The criteria of Level Difficulty that are used:
<0.30: Difficult
0.30 – 0.70: Average
0.70: Easy

The steps to do Level of Difficulty test to the instrument in Microsoft Excel as
Follow:

1. Inputtingthe data to the Microsoft Excel
2. Finding the proportion of upper group students who answer correctly, the proportion of lower group students who answer correctly and the total number of students
3. Processing the data using the formula above
4. 4.Deciding the data that already found with the criteria stated by Shohamy (1985).
5. Revising or dropping the data if the criteria are very difficult or very easy.

3.4.1.4 Discrimination Power

Discrimination power refers to the extent to which the item able to differentiate between high and low levels students on the test. A good item according to this criterion is one that good students get good score and get bad score. To see the discrimination index, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2} N}$$

(Shohamy, 1985:81)

Notes:
DP: discrimination power
U: the proportion of upper group students who answer correctly
L: the proportion of lower group students who answer correctly
N: total number of students

Based on the result of discrimination power, there are 10 items whichareclassified as poor and must be dropped. While, 36 items are satisfied and 14 items are good and those items administer as the items in reading comprehension test. (See Appendix 9)

The criteria of Discrimination of Power that are used:

1. If the value is positive, it has discrimination because a large number of more knowledgeable students than poor students get the item correct if the value is zero. It means no discrimination.

2. If the value is negative, it has negative discrimination because more lowlevel students than high level students get the item correct.

3. In general, the higher discrimination index, the better, in the classroom situation most items should be higher than 0.21 indexes (Shohamy, 1985: 82).

The steps to do Discrimination of Power test to the instrument in Microsoft Excel as follow:

1. Inputting the data to the Microsoft Excel
2. Finding the proportion of upper group students who answer correctly, the proportion of lower group students who answer correctly and the total number of students
3. Processing the data using the formula above
4. Deciding the data that already found with the criteria of discrimination of power
5. Dropping the data if the criterion is poor.

3.5 Scoring System

The writer used Arikunto formula in scoring students' reading test result. The highest score is 100. The score pre-test and post-test is calculated using the formula as follows:

$$S = \frac{R}{N} \times 100$$

(Arikunto: 1997)

Notes:
S = Score of the reading test
r = total right answer
n = total of reading test items

3.6 Research Procedure

Theresearcher used the following procedures:

1. Determining the Problem of the Research

In this research the writerfocused on how to improve students' reading comprehension on narrative text at the first grade of SMA Al-kautsar Bandar Lampung by using information transfer technique. This research was conducted in order to prove whether the information transfer can improvestudents' reading comprehension or not.

2. Determining the Population and Sample

The population of this research is thefirst grade students of SMA Al-Kautsar Bandar Lampung and the researcher tookX IPS 3 classas the sample of this research.

3. Selecting and Determining the Materials

The materials in this research arebased on the curriculum 2013 for senior high school. The material is taken from internet and textbook. The material isabout narrative text.

4. Administering Tryout Test

Tryout was administered in order to determine the quality of the test as instrument of the research.

5. Analyzing the Tryout Test

The result of the tryout test was analyzed to determine the items which are good to be used in pre-test and post-test.

6. Administering the Pre-test

Pre-test was given in order to find out the students' reading comprehension on narrative text before implementing the information transfer technique. Time allocation to do the test is about 90 minutes.

7. Conducting Treatment

In this research, the treatment was conducted in three meetings by online via Whatsapp platform; it was because of Corona Virus Desease which constrains people to stay at home.In addiotion, the writer used Whatsapp platform as a media to teach the material and gave the treatment to the students.the researcher conducted the treatment that consist of 3 times. In the first treatment, the writer gave explanation about the task. There were 3 sections in the task; first, transfer the ideas or information by using elements of story into chart, table, picture and etc. Second, fill the blank about unfamiliar word and find out the synonym, antonym and the meaning. The last questions are about multiple choices that consist of 5 items. The time for doing the test is 90 minutes. The writer asked the students to explain about narrative text, and then there was no answer from the students. So the writer explained about the materials such as what are a

narrative text, the generic structure, and also the element of story. After that, the writer gave explanation about information transfer and the step of doing the informationtransfer. Many students did not know how to transfer the information from the text itself. In addition, the writer gave an example of transferring information by using elements of story into chart, table and etc. After that, the writer gave the story about "The Legend of Bali Strait" and asked the students to read the text carefully and answer the question correctly. The writer also suggested the students to used dictionary, in order to help the students to find out the meaning of the difficult word. Before doing the test, the researcher asked the students to write their name, class and also students' number on their paper. There was a student that still confused and asked about the taskbut, theyare still responsible about their task. Finally, the first task was submitted, and the activity of teaching information transfer technique went well.

8. Administering Post-test

The post-test was administered in order to know students' improvement in reading comprehension after being taught by using information transfer.The writer conducted post-test that consisted of 50 items. The reseacher gave the test and asked the students to choose the best answer based on the question.

9. Document Analysis

In this activity, the writer analyzed the document to see the problem of reading the students suffer the most before and after beingtaught by using information transfer. In this case, the researcher used result of pre-test and post-test to see the problem.

10. Analyzing the Test Result

After conducting the pre-test and post-test, the researcher analyzed the data by using Repeated Measure T-test. It was used in order to know whether there is any significant difference of students' reading comprehension or not.

11. Reporting the Result

The last procedure is reporting the result based on pre-test and post-test score that had been analyzed by using repeated measure t-test.

3.7 Data Analysis

The writercomputes the students' score in order to find out the students' increasing in reading comprehension on narrative text by using information transfer technique using the following steps:

1. Scoring the pre-test and post-test

2. Tabulating the results of the test and calculating the score of the pretest and post-test.

3. Drawing the conclusion. The conclusion is developed from the result ofstatistical computerization that is repeated measure t-test in Statistical Package for Social Science(SPPS) version 18.0for windows to test whether the improvement of students' gain is significant or not, in which the significance is determined by $p>0.05$.

3.8 Hypothesis Testing

The researcher compares the result of pre-test and post-test then analyzes it to determine whether there is significant difference of students' reading comprehension after being taught using information transfer technique or not. Theresearcher usesRepeated Measure t-test of Statistical Package for Social Science (SPSS) in order to know the level of significance of the treatment effect. The significance level is in 0.05 even the hypothesis is approved if Sign<p. Therefore the probability of error in the hypothesis is only about 5%. The hypotheses testing of this research are as follow:

H_0: There is no significant difference of students' reading comprehensionof narrative text after being taught using information transfer technique.

H_1: There is significant difference of students' reading comprehensionof narrative text after being taught using information transfer technique.

V. CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research findings and suggestion for English teacher who want to use information transfer in reading class and other researchers who want to conduct a similar research using information transfer.

5.1 Conclusions

Based on the data analysis and discussion of findings, the conclusions of the research as follows:

1. There is significant difference of students' reading comprehension after being taught by using information transfer technique. It can be seen from mean score of pretest and posttest from 68.90 to 84.63 and the gain is 15.72. So that, it can be concluded that information transfer technique could help to improve students' reading comprehension.

2. Vocabulary is the most suffer of reading problem before given the treatment, itcan be seen from the percentage of this aspect which is 57.3. While, the researcher found that reference as the most suffer of reading problem after implementing the treatment, with the percentage is 12.68. So that, it can be concluded that information transfer can improve all of the aspect of reading, but the problemsof reading that have a lowest percentage before and after being taught by using information transfer are vocabulary and reference.

3. In sum, teaching reading comprehension by using information transfer technique can help the students and the teacher. For the teacher, information transfer can help the teacher to organize the task easier, and also easy to score.for the students, information transfer technique can help

the students to more understand about the text, because information transfer technique required the students to remember what they had red and then transfer it into chart, but in this online situation, teaching reading comprehension by using information transfer had a lot of problem, such as implemeting the technique takes much time to collect the data, it is hard to explain the material clearly and make the students understand about it. In addition, the students had difficulties in completing their task individually.

5.2 Suggestions

Based on the conclusions above, the writer proposes some suggestions concerning the researcher findings as follow:

1. for English Teacher
   a. The teacher should provide more time to teach reading comprehension by using information transfer technique.
   b. b.The English teacher to apply the information transfer technique in teaching reading comprehension, because information transfer makes the students to process deeply the information that they have from the text
2. forFuture Researcher
   a. It is suggested for future researchers to ask the students to work in-group, if they find the difficulty in their work.
   b. Future researchers can use this technque in different form, not only chart or table, for example picture, graph, and etc.

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