

## ABSTRACT

### A COMPARATIVE STUDY BETWEEN STUDENTS' READING ACHIEVEMENT IN COMPREHENDING AUTHENTIC MATERIAL TAUGHT THROUGH INFORMATION TRANSFER AND TRANSLATION TECHNIQUE IN THE THIRD YEAR OF SMPN 1 NATAR

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This research was conducted based on the consideration that students have difficulties in comprehending the text. There were many factors that influenced students' problems in comprehending the reading text, e.g. students' lack of vocabulary and interest in reading a text. There are two techniques considered applicable and useful in increasing students' reading achievement, namely information transfer and translation technique. Therefore, this research was intended to investigate whether there was a significant difference of students' achievement in comprehending authentic material taught through information transfer and translation technique and to know which of the two techniques was more effective for teaching reading of authentic material.

This research took place in SMPN 1 Natar. The participants included two classes of the third grader. *Control group pre-test post-test* design was applied in this research. The data were analyzed by using *Independent t-test* with Statistically Package for Social Science (SPSS) version 15.0.

Based on the result of independent t-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 showed that the alternative hypothesis was accepted, since there was a significant difference in students' reading achievement after being taught through information transfer and translation technique. Besides, information transfer was more effective than translation in increasing students' reading 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.