

I. INTRODUCTION

This chapter illustrates the reasons for choosing the topic; why the research was conducted. It also covers formulation of problem, objectives of the research, uses of the research, scopes of the research, and definition of term; clarified as the followings.

1.1 Background of the Problem

The students are expected to be able to master all language skills as stated in School Based Curriculum for English subject, namely 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.

However, many complaints have been expressed in relation to the failure or at least unsatisfactory results of the teaching of English especially in reading in Indonesian educational institutions. In addition, the goal of School-based Curriculum (KTSP) is that the students are expected to increase their knowledge

which is mostly written in textbook. It means that comprehension of the textbook is the most important things.

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 the 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 used 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 form into another form. In this case, the students are presented a stretch of passage that should be changed into series of information, from picture to the text. Information transfer technique might include ordering the sequence of pictures, comparing text and pictures and completing documents. In this study, the students were provided with the information in the form of picture, and then they transferred 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.

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. 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.

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.

1.2. Formulation of the Research Questions

Based on the background above, the writer would like to formulate the problem as follows:

1. Is there any significant difference of student's reading achievement in comprehending authentic material between those who are taught through information transfer technique and those who are taught through translation technique in the third grade of SMPN 1 Natar?
2. Which of the two techniques is more effective for teaching reading of authentic material?

1.3. Objectives of the Research

The objective of this research is:

1. To find out whether there is a significant difference of students' reading achievement in comprehending authentic material between those who are taught through information transfer and translation technique in the third year in SMPN 1 Natar.
2. To find out which of the two techniques is more effective for teaching reading of authentic material.

1.4 Uses of the Research

The uses of this research are:

1. Theoretically, this research can be used as verification and contribution for the previous theory dealing with theories in this research.

2. Practically, this research can be used to give information to the English teachers especially for junior high school whether information transfer technique or translation technique can be applied as an alternative technique in teaching reading comprehension particularly in authentic material.

1.5 Scope of the Research

This research was conducted at SMPN 1 Natar. The subject of the research was two superior classes of third grade students in academic year 2012/2013 in the even semester in which a class consists of 31 students. These samples were considered as the subject of the research since they have studied grammar and vocabulary in the previous semester. Hence, this study was focused on improving students' ability in comprehending authentic material which was taught through information transfer technique and translation technique. In this case, the text that was considered as a representative of authentic material was advertisement. This research was especially intended to give a better alternative way to teach reading comprehension in junior high school.

1.6 Definition of Terms

In this research, there are several definitions of terms that should be considered well as follows:

- Reading achievement

Reading achievement is the ability of understanding the text which is represented by score.

- Information transfer technique

Information transfer technique is a technique that requires the students to process deeply information in which the exercise involves the transfer or change of information from one form to another form. During the transfer the information remains substantially the same but the form of information changes.

- Translation technique

Translation technique is a technique in which the students transfer the thought and ideas from one language (source of language) to other language (target language). In this case, the students will translate the material given from English into Bahasa Indonesia.

- Authentic material

Authentic material is the material that is not designed for pedagogical purpose yet it can be used for language teaching to give exposure of real context to the students.

- Advertisement

Advertisement is one of authentic text in which a communication of information usually paid for and usually persuasive in nature about products, services or ideas by identified sponsors through the various media.