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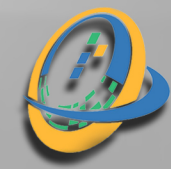
Pengembangan
Pembelajaran
Inovatif
dan
Inspiratif:

Menjawab
Tantangan
Era
Milenial



PROSIDING

HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN
PENGEMBANGAN PEMBELAJARAN INOVATIF DAN INSPIRATIF:
Menjawab Tantangan Era Milenial



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“PENGEMBANGAN PEMBELAJARAN INOVATIF DAN INSPIRATIF :
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**STKIP PGRI JOMBANG
07 APRIL 2018**

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HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN "PENGEMBANGAN PEMBELAJARAN INOVATIF DAN INSPIRATIF : MENJAWAB TANTANGAN ERA MILENIAL"

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Millennials, atau juga dikenal sebagai generasi millennial, adalah kelompok generasi yang lahir antara tahun 1980-an sampai dengan tahun 2000-an. Dengan demikian generasi millennial adalah generasi muda yang sekarang berusia antara 17 – 37 tahun. Tidak dapat dielakkan, kelompok generasi inilah yang mulai sekarang akan banyak mengisi dan berwarnai corak kehidupan masyarakat *jaman now* dan kehidupan masyarakat pada masa yang akan datang. Generasi millennial inilah yang akan menentukan apakah bangsa kita akan mampu tampil setara dan mampu bersaing dengan bangsa lain dalam komunitas global.

Hasil riset yang dirilis oleh *Pew Riset centre* menjelaskan keunikan generasi millennial yang tidak bisa *dilepaskan* dari keberadaan teknologi internet dan budaya pop. Generasi millennial memiliki ketergantungan yang sangat tinggi dengan teknologi internet. Mereka juga lebih terbuka dengan berbagai ide baru dan gagasan dari sumber mana pun.

Porsi kelompok generasi millennial di Indonesia diperkirakan sebanyak 34% dari total penduduk. Kelompok generasi inilah yang dalam kehidupannya selalu mengandalkan kecepatan, dan cenderung suka pada hal-hal yang serba instan. Bila hal ini terus dijadikan pedoman dalam berperilaku, *maka* dikawatirkan akan memunculkan perilaku *cuek* dengan lingkungan sosialnya, individualis dan egosentris, cenderung mencari hal yang serba mudah, dan kurang menghargai sebuah proses. Kecenderungan ini menjadi tantangan utama bagi semua pendidik *jaman now*. Kegiatan pendidikan dan pembelajaran ditantang untuk mampu memberikan jawaban riil, bagaimana para pendidik harus mengembangkan kegiatan pendidikan dan pembelajaran yang relevan dengan karakteristik generasi millennial. Bagaimana keberadaan teknologi informasi dan komunikasi yang berkembang pesat justru dapat digunakan untuk membangun karakter positif generasi millennial agar kelak mereka dapat bersaing dalam komunitas global.

Saat ini, kajian tentang pendekatan pendidikan, pembelajaran, dan pengembangan sumber daya manusia yang secara spesifik diperuntukkan untuk memperkuat peran generasi millennial dalam era global *masih* belum banyak dikaji oleh para peneliti, akademisi, dan para pengembang sumber daya manusia. Kegiatan Seminar Nasional Hasil Penelitian Pendidikan dan

Pembelajaran dengan tema: “Pengembangan Pembelajaran Inovatif dan Inspiratif: Menjawab Tantangan Era Millennial” ini dirancang untuk mewadai hasil pemikiran, kajian, dan penelitian para akademisi yang menaruh perhatian besar pada isu tentang bagaimana mengembangkan kegiatan pendidikan dan pembelajaran yang mampu menjawab tantangan era millennial. Hasil pemikiran, kajian, dan penelitian ini diharapkan dapat dijadikan rujukan bagi para pendidik dan pengembang sumber daya manusia untuk mengantarkan tumbuhnya insan millennial yang berkarakter, cerdas, dan kompetitif.

Jombang, 31 Maret 2018

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INVESTIGATING EFFECT OF INFORMATION TRANSFER TECHNIQUE TOWARD STUDENTS' READING ACHIEVEMENT

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Abstract

Many teachers try to apply techniques to make students interested in learning reading. In this paper the researchers aims to find out whether there is a significant difference in student reading achievement through Information Transfer Technique. This research was conducted in two classes of 10th grade students in MAN 1 Jombang, namely class X MIPA 2 and X MIPA 5. Quasi experimental which is non-equivalent pre-test and post-test design control group design methods was applied. The data retrieval technique uses a reading test consisting of 20 multiple choice items. Furthermore, the data was analyzed using ANCOVA in SPSS version 16 program. Based on the research results, the level of significance difference is determined by $p < 0.05$. The result shows that there is significant difference where $p = 0.000$. These result indicates that there is a significant difference between the reading achievement of students taught using the technique called transfer of information and students who are not. In addition, the result of the study indicates that Information Transfer Technique is more effective than using Translation Technique.

Key Words: Teaching reading, students' reading achievement, information transfer technique.

Abstrak

Banyak guru mencoba menerapkan teknik untuk membuat siswa tertarik dalam belajar membaca. Dalam makalah ini para peneliti bertujuan untuk mengetahui apakah ada perbedaan yang signifikan dalam prestasi membaca siswa melalui Teknik Transfer Informasi. Penelitian ini dilakukan pada dua kelas siswa kelas 10 di MAN 1 Jombang, yaitu kelas X MIPA 2 dan X MIPA 5. Kuasi eksperimental yang tidak setara pra-tes dan post-test desain kelompok kontrol metode desain yang diterapkan. Teknik pengambilan data menggunakan tes membaca yang terdiri dari 20 pilihan ganda. Selanjutnya, data dianalisis menggunakan ANCOVA dalam program SPSS versi 16. Berdasarkan hasil penelitian, tingkat perbedaan signifikan ditentukan oleh $p < 0,05$. Hasilnya menunjukkan bahwa ada perbedaan yang signifikan di mana $p = 0,000$. Hasil ini menunjukkan bahwa ada perbedaan yang signifikan antara prestasi membaca siswa yang diajarkan menggunakan teknik yang disebut transfer informasi dan siswa yang tidak. Selain itu, hasil penelitian menunjukkan bahwa Teknik Transfer Informasi lebih efektif daripada menggunakan Teknik Penerjemahan.

Kata Kunci: Pengajaran membaca, prestasi membaca siswa, tehnik transfer informasi

INTRODUCTION

Students are expected to be able to overcome the lack of information through reading. They require guidance from the teacher by using strategies to support their study. Mikelucky (2008) states that reading strategies are the way to crush down of problems which is encountered by students in their reading learning process. It means that reading is not only focusing in reading activity but there is thinking process that involves comprehension meaning of some resources. Indeed students do not only pay attention in their reading activity but they have to find out and recreate the meaning that is intended by the writer so they can catch and increase any information which exists in the text.

Information transfer technique is one of reading technique to ease students to get information from the text. Information transfer means change one form to another form which makes the information easy to convey (Thi and Loan, 2010). Moreover, Brown (2004) states that information transfer is the action of comprehending graphics included the linguistic performance of oral or written interpretation. It might be inferred that students can read the whole of the text without encounter difficulties when they are reading and also it helps in their real life interaction/communication. In this research, the activity begins

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by sharing the task that including a diagram in it. Next, the students read or view that appropriate diagrams and its activity is the input. The next step, the students have to reorganize the diagram into information in another form, i.e. a text. For evaluating their reading, here the researcher will ask the student to read their work in front of the class, this step have to be done because researcher wants the reading became the output.

Reading activity is not simply explained as an activity that only read word per word in the text. Grabe and Stoller (2002) state that reading as a finding out the information and comprehend a source which has been written. It can be defined that reader should understand and grasp what is message of the text in the term of transferring knowledge, idea, and information when they are reading. Students' reading comprehension predispose in their activity learning direct or indirectly. Pang *et. al.* (2003: 14) state that comprehension is active learning process in reading which build up of meaning. It can be interpreted as process of constructing meaning that actively engages with the text to build up the meaning. They are expected to have more word knowledge (vocabulary), thinking and reasoning to aid them to understand the texts are given. By wording knowledge, they will be better to read as well as the comprehension can be constructed. They will elaborate their background knowledge and prior knowledge to interact with other in their learning process. By reading, the students are expected to ask, answer, propose idea, and the same time they do the task from the teacher.

There were some previous studies which is connecting reading and information transfer. The first is study by study from Riyanti *et.al.* (2011) entitled *Comparative Study Between Student's Reading Achievement Taught through Information Transfer and Translation Technique*. They found that there was the significant different between student's reading achievement taught by using Information transfer and Translation Technique. The Information Transfer Technique is more effective than translation to increase student's reading achievement because it can help students to comprehend the text given by using self-questioning strategy. The second of the study by Ju qing and Zi yan (2015) entitled *Information Transfer Technique in Classroom Interaction* found that Information Transfer technique cannot solve all the prblem in teaching but by using Information Transfer Technique the TEFL class can be managed more successfully and learners be actively involved in the communicative activities in class. Then the last previous research by Aryanika (2016) entitled *The Influence of Using Information Transfer Technique Towards Students' Reading Comprehension* also found that Information transfer technique can be applied in Reading comprehension especially in descriptive text. The researcher takes conclusion that taught by using Information Transfer Technique got better result than taught by using translation. The researcher assumes that Information Transfer Technique is more interesting to students in learning process and it can be applied in other text in teaching reading like narrative, descriptive, report text, etc.

Based on the elaboration above, the researchers conduct a research entitled *Investigating the Effect of Information Transfer Technique toward Students' Reading Achievement* with the research problem as follow: Is there any significant difference on students' reading achievement between students who are taught by using Information Transfer Technique and students who are not?

REVIEW OF RELATED LITERATURE

Information Transfer Technique

The process of transferring information from one person or location to another. According to Palmer (1982) information transfer is changing information from one form to another. According to Losee(1997), information is one or more statements or facts that are received by human and that have some forms of worth to the recipient (in Aryanika, 2015: 189). The term transfer: "to transfer (information/music, etc) is to copy information, music, and idea, etc. from one method of recording or presenting it to another "or "to be recorded or presented in a different way (Thi and Loan: 2010).

Information Transfer technique means translating data from one form to another. Storla also states that informatio transfer moves from the reading or listening text to graphic stimuli, or visual like charts, graphs, diagrams, figures, maps, etc and vice versa (Storla in Thi and Loan, 2010). Furthermore, Widdowson states that the Information Transfer technique is the "transformation of instances of

discourses from one type into another but these instances of discourse can also be derived from a non-verbal mode of communicating (Widdowson in Thi and Loan, 2010).

The advantages of information transfer to ease teacher to teaching english especially teaching reading. Thi and Loan (2010) argue that Information Transfer Technique has many advantages there are: Firstly Authenticity. Information Transfer is an authentic task that is often used in an English speaking environment by native speakers in the normal course of their everyday lives. Let's take the train timetables as an example. The railway clerk at the enquiries office constantly transfers his own semi-diagrammatic timetable into linguistic information for people who telephone to ask for train times. These people also probably note down that information in a semischematic way rather than in its fully linguistic form. Secondly, Communicative. Tasks in Information Transfer activities are also communicative tasks. When customers book a flight at the travel agent, the clerk will interpret the information on the computer screen for them and use information transfer in communicating and offering help.

The next advantage is Repetitive Tasks, Normally, the information presented in a diagrammatic form or semi-diagrammatic form is frequently a concentrated collection of similar items of information, for example, repeatedly the train time table shows us when the train will depart from, stop at, and arrive at a limited number of places. This means that the linguistic equivalent may well be expressed by repetition of a certain structure. In this way, Information Transfer activities can be very appropriate to a controlled practice stage of a lesson. The last is Productive Tasks. An Information Transfer exercise, such as an information-gap task, usually provides students only with the bare bones of information – they must supply the additional information, often to a partner. Thus, if it is appropriately staged, information transfer can fit into the free production stage of a lesson. In order to present on the topic, music, they must add more information to make sentences. In this kind of exercise students can practice their speaking in front of the class. This is done during the productive stage of a class that began with a reading text about music. So researcher take conclusion that the advantages of information transfer technique is it could help students to understand the whole reading text by using the information transfer technique to transfer the main information of a reading text into charts, graphs and tables will be a useful tool for teachers and students to deal with content of the text at both the general and specific level.

The information transfer technique also could help make the activities fresher and more competitive at the same time encouraging students' involvement in the lessons. As a result of using the technique students may feel excited by the challenging and creative activities. The information transfer technique also is as a communicative task, students can develop the ability to decode information from visual and diagrammatic texts at the same time with the ability to transfer information from linguistic forms into a kind of symbolic form. This is extremely necessary for students in their future daily communication

Reading and its purpose

Reading is a conscious and unconscious thinking process. The reader applies many technique to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. Pang *et. al.* (2003 : 6) state that reading is about understanding written texts. It means that reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other technique to help them understand written text.

Students should be able to obviously understands a foreign language to get a better job, access to literature, etc. Reading usually is recognized as an important part of these activities. Richards and Renandya (2002, 273) state that many foreign language students often have reading to be able to read for information and pleasure, for their career and for studies purposes. Alderson (2000, 1) also adds in

many parts of the world a reading knowledge of a foreign language is often important to academics studies, professional technical and scientific literature published in English today. In fact it is frequently the case that the ability to read in English is required of students by their subject departments.

Therefore, from the statement above, researcher can classify there are at least three purposes for reading. First, developing reading which is for improving student's reading skill. For instance, a foreign language student has a specialized subject that is reading. Second, functional reading has a function as an efficient tool to learn certain subject for example, student that read one material of English. Third, recreational reading, which is concerned with develop of liking for reading as a voluntary activity and with the refining of taste and appreciation. It is absolutely reading for pleasure such we read magazine, newspaper, novel, etc.

Reading Short Functional Text

Functional text is used for everyday information. It is called functional because it helps students in their day-to-day life. Priyana, Riandi and Anita(2008) states that short functional text is a short text that has particular meaning and purpose, and can be used in our daily life for example, if the writer wanted to make chocolate chip cookies, the writer would read a recipe, or if the writer wanted to know his friend's number, the writer look in a phone book. It may be in the form of announcement, advertisements, greeting cards, short messages, notices, cautions, invitation cards, postcards, shopping lists, food labels etc.

Announcement text is one form of short functional text on the reading used to give short information on the reader. Based on Priyana, *et. al.* (2008:23) Announcement is a public statement which gives information about something that has happened or that will happen. It means that announcement text is a text that describes a notification about an event that will be held, and is more for the general audience does not like the text that is specific Invitation. The purpose is to inform the announcement text information about an event, job vacancies, new enrollment, new admissions, and so on. So, it is used for giving people some information of what has happened or what will happen. According to Priyana, Riandi and Anita (2008) the announcement text has four generic structure they are 1) Stating Purpose: The text that contains what event will be held. 2) Stating Day and Date: Day and Date realization. The text that contains when the event will be held. 3) Stating Place: The text that contains where the event will be held. 4) Informing Sender: The text that contains name of the person who will be contacted.

Teaching Reading for English Foreign Learners

Reading is a receptive skill, which means that the duty is on the reader to construct meaning from the reading text. Teacher makes to use of different reading technique in order to make this process as efficient and easy as possible. The first skill teacher can use is skimming. Skimming is when students read a text very quickly to find out the general idea behind it, often making use of headlines or titles and pictures when students do this. This is what students do when they read a newspaper. They do not read every article in detail but rather they glance at each article briefly to decide whether or not we want to continue reading it. In contrast, if students need to find out specific information, they'll scan the text. Scanning is when students read a text quickly in order to find keywords or phrases which will show them where the relevant text is. When they have found where the information is that they need, they read in detail to get the whole picture. This is what they do when they want to find out at which cinema a certain film is playing or exactly what someone said.

It is necessary to train the learners to adopt the same technique when they read an English text. Even though it may seem unnatural to focus on this technique rather than spending time reading the text, it is necessary to be explicit about using these technique so that they will become unconscious skills for the learners. Once the learners become skilled in reading and reading becomes easier and more enjoyable, hopefully they will take this enjoyment out of the classroom and spend time reading English texts on their own. This is the ideal situation: just as reading is known to improve the language skills and increase the vocabulary in their own language, the same is true for reading in a foreign language. Because they have a limited time in their EFL lessons, the students must try encouraging to read texts for themselves.

Assessing Reading

A large number of reading comprehension assessments are available. Researcher offers some general principles regarding the assessment of comprehension skills. Namely: first, Reading comprehension is not a unitary construct but a complex skill dependent on a number of cognitive processes. To understand written text, a child needs to decode printed words and to access their meanings; relevant background knowledge needs to be activated, and inferences have to be generated as information is integrated during the course of reading. In addition, control processes monitor both ongoing comprehension and the internal consistency of text, allowing the reader to initiate repair technique if comprehension breakdown is detected. The complexity of reading comprehension presents challenges for assessment, especially as many of the cognitive processes that contribute to reading comprehension are covert and therefore cannot be directly observed or measured.

Second principle, the Simple Model shows that children may be at risk of reading comprehension failure because of difficulties with word-level decoding accuracy and fluency, with linguistic comprehension, or with both. A thorough assessment should include tests designed to measure both decoding and comprehension. Decoding is much simpler to assess than comprehension and certainly unless they have a reasonable level of decoding skill, a child will struggle to comprehend text.

Third, tests of reading comprehension vary in terms of the nature of text that the child reads, and the response format via which comprehension is measured. Some texts are as short as a single sentence whereas others contain extended passages comprising a number of paragraphs. Some texts are read silently whereas others are read aloud. Of those that are read aloud, some allow for reading errors to be corrected by the tester. Different response formats include multiple-choice, true-false judgments, sentence completion, open question-answer and story-retell. Across all response formats, the nature of the question varies substantially with some items being more or less dependent on decoding, specific vocabulary, background knowledge and the particular type of inference needed. Tests also vary with respect to the load they place on cognitive resources such as working memory.

Forth, since tests of reading comprehension vary in task demands, it is important to be clear that the nature of the assessment influences which children may be identified – or fail to be identified – as having comprehension impairments. Some tests that are marketed as measures of reading comprehension are in fact very highly dependent on decoding. Hence, children can fail because they have decoding rather than specific comprehension difficulties or, on the otherhand, some children may pass leaving their comprehension impairments undetected. Indeed, some children perform well on tests of reading comprehension that measure sentence-level comprehension yet has quite substantial comprehension impairments when reading extended discourse. Another common problem with many comprehension tests is that certain questions can be answered correctly using background. Thus, some children's reading comprehension difficulties may be masked because they can rely on general knowledge to answer the comprehension questions while conversely, children with low levels of background knowledge may be penalized.

Final principle is given the complexity of comprehension; it seems likely that children may fail to understand what they have read for a variety of different reasons. Thus, a comprehensive assessment should include measures of decoding accuracy and fluency, oral language, general cognitive resources and working memory as well as reading comprehension. In addition, every effort should be made to assess comprehension of extended text or discourse, not just word- or sentence-level comprehension.

RESEARCH METHOD

The researchers used quasi-experimental design that is non-equivalent pre-test and post-test design control group. This approach was used because the researcher was permitted by the school to conduct the research based on the class which was selected and without random. According to Latief (2013: 95) in educational setting is very impossible to take classes randomly. They usually can take the sample of all the population students or some class which are available. This research also was conducted

in the 10th grade of MAN 1 JOMBANG academic year 2017/2018, especially for 10 MIPA 2 class and 10 MIPA 5 class that consist of 72 students.

Both experimental class and control class were got different activities, the detailed steps are presented through table 1. below.

Table 1. Teaching scenario of both of class

Experimental Class (Information Transfer Technique)		Control Class (Translation Technique)	
Teacher Activities	Students Activities	Teacher Activities	Students Activities
Teacher presents the model of original of announcement text with power point and ask some questions surrounding announcement text.	Students read the text model that presented in power point and answer teacher's question surrounding announcement text.	Teacher presents the model of original of announcement text with power point and ask some questions surrounding announcement text.	Students read the text model that presented in power point and answer teacher's question surrounding announcement text.
Teacher presents the original announcement text into another form of the diagram	students pay attention to the text that is transformed into a diagram	Teacher asks to the students to read whole of announcement text	students read whole of text
Teacher asks student to identify the generic structure of announcement text that shown in new form.	Students identify the generic structure of announcement text that shown in another form into diagram.	Teacher asks the students to translate into the other language (English or Mother tongue)	Students translate the text into the other language (English or Mother Tongue)
Teacher gives instructions on how to elaborate the information in the announcement text which is then inserted into the points provided on the diagram	students elaborate the information that has been read in the announcement text and then put into the points on the diagram	Teacher gives the worksheet	students are working on a given worksheet and applying translation technique to their work
Teacher gives the worksheet and repeats how to use information transfer techniques on the text of the announcement but with different topics.	students are working on a given worksheet and applying transfer information technique to their work	Reviewing the material that have been learned.	Students give responds by answering teacher question.
Reviewing the material that have been learned.	Students give responds by answering teacher question.	Teacher gives reinforcement and feedback to students.	Students accept or responds the reinforcement and feedback that given by teacher.
Teacher gives reinforcement and feedback to students.	Students accept or responds the reinforcement and feedback that given by teacher.		

This research used test formed in multiple choice questions test through announcement text material which was changed into interpretation of maps information. Ary et.al. (2009: 201) state that the test is a series of evaluations given based on the results of reflection and response based on a given numerical value. Measurement supplies the numbers that used in quantitative analyses.

The instruments both pre-test and post-test were 20 items of reading test in the multiple choice question. Before those tests were administered, they were tried out to gain the validity and reliability. The

validity of the test in this research related to construct validity and content validity. For content validity, here the researcher gave the test that would be tested to experimental and control group toward two expertise that mastering reading well to evaluating the instrument in order to get content validity. For construct validity, the researcher caught by doing try-out which then analysed by using SPSS. The result of validity indicates that some test items should be revised. While for the reliability, Cronbach's Alpha statistic shows that the test obtain 0.898 which include in very high category. In analyzing the data, the researchers used ANCOVA which considered as the appropriate statistical analysis for this research to test the hypothesis. The hypotheses of the research are proposed as follow:

- H₀ : There is no significant difference on students' reading achievement between students who are taught by using Information Transfer Technique and students who are not.
 H_a : There is a significant difference on students' reading achievement between students who are taught by using Information Transfer Technique and students who are not.

FINDING AND DISCUSSION

Finding

Analysis of Covariance (ANCOVA) is used to assess the technique in achieving student reading by comparing the mean posttest score of different techniques after controlling the influence of the pretest score. The experimental group was treated using the Information Transfer Technique and the experimental group given Translation Technique as an alternative technique. The mean of experimental group that gave an Information Transfer Technique was 74,86 and mean of control group that gave Translation Technique was 70,43. So the mean of experimental class was higher than control group. It can be presented through this following table:

Tabel 2. Tests of Between Subject Effects
Tests of Between-Subjects Effects

Dependent Variable: Post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2510.521 ^a	2	1255.261	17.370	.000	.335
	7898.716	1	7898.716	109.301	.000	.613
Pre_test	2156.542	1	2156.542	29.842	.000	.302
Teaching_Technique	1092.450	1	1092.450	15.117	.000	.180
Error	4986.354	69	72.266			
Total	388125.000	72				
Corrected Total	7496.875	71				

a. R Squared = .335 (Adjusted R Squared = .316)

Furthermore, there are two ways in making decision of research hypothesis. The first way is done through comparing F value with F table. In this case, there are two requirements. First, when the F value is greater than F table, it means that the independent variable influences the dependent variable. In contrast, if the F value is lower than F table means that the independent variable does not influence the dependent variable. The second way can be done by concerning on the significance level. If the significance value is lower than 0,05 means that the independent variable influences the dependent variable. Afterward, if the significance value is greater than 0,05 means that the independent variable does not influence the dependent variable. However, the researchers tested the hypothesis by comparing significance values.

As a result, the researcher found that the significant value was lower than $0.000 < 0.05$. In final consideration, the researcher concludes that the independent variable named Information Transfer Technique influences the dependent variable that is the students' reading achievement. On the other hand, the achievement of reading students is not only influenced by the information transfer technique but also influenced by extraneous variables because the pretest also gives the same effect as the information transfer technique. But to distinguish which larger researchers need to show the Partial Eta Squared value. Partial Eta Squared value for Independent variable is 18% while for extraneous variable is 30.2%. This shows that extraneous variables have a great impact on students. But that does not mean independent variable does not give impact. There remains an impact given even though only 18%.

The significant value of Information Transfer 0.000 and it was less than 0.05. From the result, the researcher can conclude that H_0 is rejected and H_a is accepted. It can be said that there was significant difference on students' reading achievement between students who are taught by using Information Transfer Technique and students who are not.

Hypothesis Testing

Based on the table Test of Between-Subject Effect showed the significant value of Information Transfer **0.000** and it was less than 0.05. From the result, the researcher can conclude that H_0 is rejected and H_a is accepted. It can be said that there was significant difference on students' reading achievement between students who are taught by using Information Transfer Technique and students who are not.

DISCUSSION

It is important for the teacher to be selective in choosing learning strategies because all strategies have their own characteristic, advantages and disadvantages. There are many strategies that can be used by the teacher to help them delivering material.

Based on the research method in the previous chapter, the research technique is divided into four stages. Tryout, pre-test, treatment and post-test. Researcher discusses and compares data with the theories used in this study. Based on the data description, the researcher can conclude that the Information Transfer Technique is effective on the students' reading achievement of MAN 1 Jombang. Information Transfer Technique has an advantage in achieving student readings. The advantages supported by Thi and Loan (2010) Information Transfer Technique can help students to understand whole reading text. The technique mentioned above focus on assisting students' comprehension of separate idea or parts of the reading text. In this way, students can know how each idea connects with the other idea.

In addition this research supports the advantages of the Information Transfer Technique by Thi and Loan (2010) that there are in terms of authenticity that students often get information from the environment with the help of teachers who teach English, then in terms of communicative, Information Transfer Technique encourages students directly to perform communication activities and used the purpose of learning for communication purposes. furthermore in terms of repetitive task, This means that linguistic equations can be expressed by repeating certain structures. In this way, the Information Transfer activities can be very much in line with the controlled training phase of a lesson. and lastly in terms of productive task, students are able to create a text type of announcement by applying the Information Transfer Technique where they will be easy to structure the whole text so that they are able to make the text announcements coherently and easily understood. So researcher take conclusion that the advantages of information transfer technique is it could help students to understand the whole reading text by using the information transfer technique to transfer the main information of a reading text into charts, graphs and tables will be a useful tool for teachers and students to deal with content of the text at both the general and specific level.

The Information Transfer Technique also could help make the activities fresher and more competitive at the same time encouraging students' involvement in the lessons. As a result of using the technique students may feel excited by the challenging and creative activities. The information transfer

technique also is as a communicative task, students can develop the ability to decode information from visual and diagrammatic texts at the same time with the ability to transfer information from linguistic forms into a kind of symbolic form. This is extremely necessary for students in their future daily communication.

This study also supports the findings of previous researchers despite using different theories and learning steps. The results found by researchers more or less similar to previous researchers. In this study the researchers used a theory developed by Palmer (1982) which stated that Information Transfer Technique is to change information from one form to another by using two steps of learning on teaching reading, researchers found that the Information Transfer Technique has an impact on students' reading achievements, but from other researchers it is not mentioned whether there is any influence other than the Information Transfer Technique. In this case, this study shows the influence of the Information Transfer Technique and other influences. By using quasi research supported by analysis using ANCOVA, the researcher found a bigger effect which gives impact to the achievement of student learning with 30,2% percentage that is influenced by other influence.

Therefore, the results of this study have a significant and effective effect to be used in the students' reading achievement. In this research, the researcher knew that the Information Transfer Technique on students' reading achievement has an impact however the impact caused not only from the Information Transfer but there are influences from outside that affect it.

CONCLUSION

The researcher found that there is a significant difference between the experimental and control class. The mean score of experiment class was higher than control class. Moreover, It can be proven from the significant value which was lower than 0.05 that was $0.000 < 0.05$. So, it means that H_a was accepted while H_o was rejected. Thus, it can be concluded that students who are taught by using Information Transfer techniques have better reading achievements than those who are not.

SUGGESTION

Based on the effect of using Information Transfer Technique toward students' reading achievement, the researchers suggest the English teachers in considering to apply a technique that appropriate to a subject that will be taught, not always by using translation technique. One of a technique that can be used is Information Transfer Technique because the learning process must be motivated, educated, fun, interesting and can reduce the boredom of students. Furthermore, this technique is not only applied to teaching reading, but also applied to other competencies such as teaching speaking, listening, or writing. This technique is also not always used in the text of the announcement, but also applied to other types of text. The next is for other researchers; the current Research just conducted in Senior High School and materials that used by researcher was one of the short functional text i.e. Announcement text in teaching reading. Other researcher can settle on Information Transfer Technique as one of the references (previous studies) to do other. the other researchers can take the study in different grade and use genre of reading i.e Narrative, Descriptive, Procedure, and Recount as well as the other researchers be expected can applied Information Transfer in Different skill i.e. Speaking, Listening, and Writing.

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