Improving Reading Comprehension Through Information Transfer Activity of the Eleventh Grade Students of Senior High School

Ilmuislami Mawardin[1], Abdul Kamarudin[2], Afrillia Anggreni[3], Mukrim[4]
ilmuislamimawardin@gmail.com[1], abdul.kamaruddin@gmail.com[2]
afrillthe1st@gmail.com[3], urhy_211@yahoo.com[4]
[1,2,3,4]Tadulako University

Abstract

The objective of this research is to find out whether or not implementing information transfer technique improves the reading comprehension of eleventh grade students. The researcher used a pre-experimental research design. The population of this study was the eleventh-grade students of SMAN 3 Palu, and the sample was the eleventh-grade social science IV which totaled 33 students. The researcher used a purposive sampling technique and adopted one group pre-test and post-test design. The pre-test is used to measure the students' reading comprehension before treatment, and the post-test is used to measure students' comprehension after treatment. The results of data analysis indicate that there is a significant difference of the students' achievement in pre-test and post-test. It shows that the mean score of the pre-test is 53.58 and the mean score of post-tests is 82.27. The t-counted (15.76) is greater than the t-table (1.694) it means that the hypothesis of this research is accepted. In conclusion, implementing the information transfer technique improves reading comprehension of the eleventh-grade students of SMAN 3 Palu.

Keywords: *Improving; Information Transfer Technique; Reading Comprehension*

Introduction

Teaching reading is a crucial skill taught in senior high schools. Through reading instruction, teachers can develop students' reasoning abilities and creativity. According to Herlina (2019), reading instruction should not be a topic of debate; instead, the focus should be on delivering it in an interesting, creative,

enjoyable, and non-coercive manner. The goal is to help students gain an overall understanding of the text, rather than merely extracting meanings from isolated words or sentences. Employing strategies that develop students' reasoning can make learning more engaging and effective.

Reading is considered a vital skill because it allows students to access a wealth of information. It also enriches their vocabulary, knowledge, critical thinking, and writing skills. Moreover, reading enables students to discover new ideas and benefit from the information they encounter.

Given its significance, the 2013 Curriculum for senior high schools in Indonesia emphasizes the importance of reading comprehension. Students are expected to comprehend various text types, such as narrative, procedural, factual reports, descriptive texts, recounts, and hortatory expositions. The instructional objectives include obtaining general information, identifying explicit and implicit main ideas, extracting detailed information, and inferring meanings of words, phrases, and sentences based on context. Teaching reading comprehension is essential because it enables students to derive meaning from written texts and improves their English proficiency.

However, reading comprehension remains challenging for many students due to limited understanding. Preliminary research conducted in December 2023 at SMAN 3 Palu revealed several issues among eleventh-grade students. First, many students struggle to comprehend reading texts because they cannot grasp their meanings. Second, they find it difficult to identify key information, despite years of learning English. Third, students often fail to answer questions correctly based on the text. Finally, the teacher's reliance on teacher-centered methods makes learning less engaging. As a result, most students fail to fully understand reading texts.

To address these challenges, motivation plays a critical role in learning. According to Umasugi (2020), motivation is a condition that drives students to learn. In this context, the researcher is interested in a technique that can enhance students' motivation to improve their reading comprehension. One such technique is the Information Transfer Technique.

The Information Transfer Technique involves reproducing information by converting it from one form to another, such as transforming linguistic content into diagrams, charts, or tables, and vice versa. This technique maintains the integrity of the information while changing its format. According to Alfianti (2017), this method helps learners better understand information through text. By engaging in information transfer activities, students learn to extract key details from oral or written content and organize them into visual formats, such as charts, pictures, tables, or diagrams. This process requires students to actively read and understand the text to master its content.

Moreover, the Information Transfer Technique can effectively improve reading comprehension by enabling students to grasp the entirety of a text's meaning. For instance, transferring main ideas into visual formats facilitates better understanding. According to Lattore (1982), this technique emphasizes the logical structure and language functions within a text, drawing students' attention to its coherence. It creates a dynamic and competitive classroom environment, motivating students to engage with the material through creative and challenging activities. Consequently, students find reading more enjoyable and are more likely to improve their comprehension skills.

While previous studies have highlighted the effectiveness of the Information Transfer Technique in enhancing reading comprehension, its application to specific text genres in the Indonesian high school context remains underexplored. This research aims to fill that gap by examining how this technique can address the unique challenges faced by students in Indonesia. Furthermore, the study underscores the relevance of the Information Transfer Technique for fostering an engaging and effective learning environment for the target population.

Method

This research employed a pre-experimental research design, specifically a one-group pretest-posttest approach. In this design, a single group of students participated in both pretest and posttest evaluations to measure the impact of the intervention. The population of this research was the eleventh-grade students at SMAN 3 Palu. From this population, class XI IPS 4, comprising 33 students, was selected using a purposive sampling technique. This particular class was chosen based on its demonstrated lower levels of reading comprehension ability and knowledge.

The research instrument consisted of reading comprehension tests administered as a pretest before the treatment and as a posttest afterward. The tests combined multiple-choice (20 questions) and essay (5 questions) formats, totaling 25 questions. This dual format allowed the researcher to assess students' comprehension across both factual and analytical aspects. The pretest established baseline reading abilities, while the posttest evaluated the effectiveness of the treatment.

The treatment, conducted over six sessions, involved activities designed to enhance reading comprehension using the Information Transfer Activity technique. This technique required students to process text information and present it in alternative formats, such as tables or charts. Specific activities during the sessions included group discussions, guided reading exercises, and practice in transferring text-based information into non-linguistic forms.

To analyze the collected data, the study applied Arikunto's formula (2006:240) to calculate individual and mean scores for both the pretest and posttest. Additionally, a t-test was used to determine the statistical significance of the observed changes in students' performance. This analysis helped establish whether the treatment effectively improved the reading comprehension of the students in the selected class.

Results

The findings of this research are presented in terms of pretest and posttest results, the statistical analysis of these results, and qualitative observations made during the treatment sessions. This section also provides insights into individual performance variations and discusses the impact of the Information Transfer Technique.

Quantitative Results:

1. Pretest and Posttest Scores

    The mean score of the pretest was 53.58, indicating that students had a low level of reading comprehension prior to the treatment. In contrast, the mean posttest score increased to 82.39, reflecting a significant improvement. The score difference of 28.81 points demonstrates the effectiveness of the Information Transfer Technique in enhancing students' reading comprehension.

    - Visual Representation: To better understand the trend, a bar graph comparing the mean scores of the pretest and posttest is included (Figure 1).

2. Pretest and Posttest Scores

    The mean score of the pretest was 53.58, indicating that students had a low level of reading comprehension prior to the treatment. In contrast, the mean posttest score increased to 82.39, reflecting a significant improvement. The score difference of 28.81 points demonstrates the effectiveness of the Information Transfer Technique in enhancing students' reading comprehension.

    Visual Representation: To better understand the trend, a bar graph comparing the mean scores of the pretest and posttest is included (Figure 1).

Table 1: Summary of Statistical Analysis

Test	Mean Score	Standard Deviation	t-value	t-table	p-value
Pretest	53.58	12.34			
Posttest	82.39	8.79	16.47	1.694	0.05

3. Deviation and Consistency
   The analysis of individual deviations showed that improvements were consistent across the majority of students. While all students achieved higher scores in the posttest, the magnitude of improvement varied. Students with lower initial scores tended to exhibit larger gains, suggesting that the Information Transfer Technique was particularly beneficial for students struggling with reading comprehension.

Qualitative Insights

1. Student Feedback and Observations
   Throughout the six treatment sessions, students reported that transferring text information into visual formats (e.g., tables and charts) made complex ideas easier to understand. Observational data revealed increased student engagement, with active participation during group discussions and greater confidence in answering comprehension questions.
2. Key Benefits of the Technique
   The Information Transfer Technique facilitated the breakdown of dense textual information into manageable visual components. This process seemed to enhance the students' ability to identify key ideas, infer meanings, and organize information logically.
3. Example of Student Progress
   One notable case was a student who scored 38 on the pretest and improved to 78 on the posttest. The student attributed the improvement to the clarity provided by visual aids, stating, "Seeing the information in a table helped me connect ideas better than just reading."

Discussion

This research demonstrated that the Information Transfer Technique is effective in improving the reading comprehension skills of eleventh-grade students at SMAN 3 Palu. By converting linguistic information into visual formats, students actively engaged in the learning process and showed significant improvement in

their reading skills. The average student score increased from 53.58 in the pretest to 82.39 in the posttest, illustrating the effectiveness of this method. Observations during the intervention revealed that students became more confident and actively involved, with even those who initially struggled to show significant progress by the fifth and sixth sessions. These results align with Alfianti's (2016) findings, which highlight the technique's ability to enhance students' learning activities and comprehension.

However, this research has several limitations that should be noted. First, the absence of a control group limits the ability to attribute all observed improvements solely to the application of the Information Transfer Technique. Other factors, such as students' familiarity with the test format or the teacher's enthusiasm during the intervention, may have also contributed to the results. Second, the use of purposive sampling, which involved only one class with low reading comprehension skills, reduces the generalizability of the findings to a broader population. Third, the research focused only on recount texts, limiting the exploration of this technique's versatility for other genres, such as narrative or argumentative texts. Fourth, the intervention lasted only six sessions, providing limited insight into the long-term retention of the skills acquired. Additionally, some students initially struggled to transfer textual information into visual formats, highlighting the need for clearer guidance and additional practice during the early sessions.

The findings of this research have broader implications for teaching English as a Foreign Language (EFL). The success of the Information Transfer Technique emphasizes the importance of integrating visual-based methods into standard reading curricula. This technique makes complex texts more accessible and enjoyable for students. Furthermore, it could serve as an effective remedial tool for students with lower reading skills, thanks to its structured yet flexible approach, which accommodates diverse learning needs. To support its effectiveness, teacher training programs should guide on implementing visual-based strategies and adapting them to various text genres. In the context of Indonesia, where English education increasingly emphasizes critical thinking and context-based learning, the Information Transfer Technique aligns well with these objectives, encouraging students to engage deeply with texts.

Future research could explore the effectiveness of this technique through comparative studies involving control groups to isolate its impact better. Additionally, applying it to various text types, such as procedural, descriptive, and argumentative texts, could assess its flexibility. Research involving different populations, such as elementary or university students, could also expand understanding of its broader impact. Longitudinal studies are needed to evaluate the long-term effects of this technique on students' reading comprehension and

overall academic performance.

In conclusion, this research confirms that the Information Transfer Technique is an effective and adaptable method for improving reading comprehension in EFL contexts. The technique fosters deeper understanding and better application of reading skills by actively engaging students in converting text into visual formats. Despite its limitations, these findings reinforce the importance of innovative, student-centered approaches to English language instruction in Indonesia and beyond.

Conclusion

This research aims to improve the reading comprehension of eleventh grade students using the information transfer activity technique. The results showed that there were significant differences in students after being given treatment. It can be seen from the data that there is a significant difference between the results of the pre-test (53.58) and post-test (82.39). In addition, the tcount (16.47) is greater than the ttable (1.694). Thus, it can be concluded that the use of information transfer activity technique can improve students' reading comprehension.

References

Alfianti. (2017). Improving Reading Comprehension of The Eleventh Grade Students Through Information Transfer Technique. e-Journal of English Language Teaching Society, Vol 5, No. 1, 1-12

Allman Barbara & Freeman S. (2010). Menjadi Guru Kreatif. Jogjakarta: Golden Book

Annisa, N., Syam, A. T., & Masruddin, M. (2022). Teaching vocabulary through Round Robin Brainstorming Technique. English Education Journal, 13(1), 46-55.

Anderson, M & Anderson, K. (1997). Text Types. Macmillan Education: Australia PTV, Ltd

Ardianti, (2016). Applying Mind Mapping in English Teaching to Improve Reading Comprehension of the Eighth Grade Students of SMPN 1 Pedongga. (Unpublished Skripsi) Tadulako University, Palu.

Arikunto, S. (2010). Metode Penelitian. Jakarta: Rineka Cipta.

Arikunto, S. (2013). Prosedur penelitian: suatu pendekatan praktik. Jakarta: Bumi Aksara.

Aryanika, S. (2015) The Influence Of Using Information Transfer Technique Towards Studens' Reading Comprehension. Lampung: Stkip Pgri Metro Dialektika: Jurnal Pendidikan Bahasa, Sastra, Dan Matematika.

Bond, (1984). Teaching Reading Comprehension. New Jersey: Prentice Hall Inc.an.

Buckley, J. (2004). Fit to Print: The Canadian Student's Guide to Essay Writing. (6thed.

Harris, A.J & Sipay, E.R. (1980). How to Increase Reading Ability: A Guide to Developmental and Remedial Methods. New York: Longman

Heilman, A.W. (1981). Principles and Practices of Teaching Reading. Colombus: Charles E. Merril Publishing Company.

Herlina, E.S. 2019. Membaca Permulaan untuk anak usia dini dalam era Pendidikan 4.0. Jurnal Pionir LPPM Universitas Asahan.

Iskandarwassid, Dadang Sunendar. (2008). Strategi Pembelajaran Bahasa. Bandung: Remaja Rosdakarya.

Ismayanti, D., Said, Y. R., Usman, N., & Nur, M. I. (2024). The Students Ability in Translating Newspaper Headlines into English A Case Study. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 12(1), 108-131.

Madehang, M., Masruddin, M., & Iksan, M. (2024). Reflecting on the Implementation of Online English Learning in Islamic Higher Education: Lecturers and Students' Perspectives. International Journal of Asian Education, 5(3), 183-197.

Masruddin, Hartina, S., Arifin, M. A., & Langaji, A. (2024). Flipped learning: facilitating student engagement through repeated instruction and direct feedback. Cogent Education, 11(1), 2412500.

Naseri, H., Assadi, N., & Zoghi, M. (2013). The Effect Of Teaching Systemic-Oriented Summarization Strategies On The Reading Comprehension Of Advanced Iranian EFLLearners. International Journal of Language Learning and Applied Linguistics World.

Nation I. S. P & Newton, Jonathan. (2009). Teaching Esl/Efl Listening and Speaking. New York: Routledge

Novela. (2018). Improving Reading Comprehension of Grade VIII Students At SMP Labschool Untad Palu Through Information Transfer Technique.

Palmer, D, 1991. Information Transfer for Reading and Listening. China: Thomas Nelson and Son.

Pardiyono. 2007. Bahasa Indonesia. Bandung: CV. Andi Offset. Company Inc.

Prodromou, L. (1992). Mixed ability classes. London: Macmillan

Radhiyani, F. (2018). Developing the Students' Speaking Performance Through

Riyanti, T.H. (2015). Comparative Study between Students' Reading Achievement Taught through Information Transfer and Translation Technique. (Unpublished Undergraduate's Thesis). University of Lampung, Bandar Lampung

Shukla S. 2020. Concept of Population and Sample. Research Gate.

Smith, N & Robinson, H. (1980). Reading Instruction for Today's Children. Englewood Cliff, NJ: Prentice Hall. Inc

Sugiyono. (2018). Metode penelitian kuantitatif, kualitatif, dan R&D / Sugiyono. Online Public Access Catalog Perpustakaan Nasional RI.

Taglieber, L., K., (2003). Critical Reading and Thinking.

Thayyib, M., Zainuddin, S., & Nur, M. I. (2022, December). English for Tourism Training for Local Community in the Tourism Site of Rinding Allo Village Rongkong Sub District North Luwu Regency South Sulawesi. In The 4th International Conference on University Community Engagement (ICON-UCE 2022) (Vol. 4, pp. 373-379).

Tarigan. H.G. (1989) Metodologi Pengajaran Bahasa. Jakarta: Depdikbud P2LPTK.

Thalib, R. (2014). The Technique of Information Transfer for Teaching English in EFL Classroom Based on Authentic Material. The 3rd UAD TEFL International Conference 2014 (p. 894). Yogyakarta: Ahmad Dahlan University.

Wahidmurni. 2017. Pemaparan metode penelitian kuantitatif. Research Repository Universitas Islam Negeri Maulana Malik Ibrahim.

Yanti. G.S. (2013). Teaching Listening Comprehension on Dialogue Using Information Transfer Technique. (Unpublished Undergraduate's Thesis). Tanjungpura University, Pontianak.

Zaid, M. A. (1995). Semantic Mapping in Communicative Language

Zimmermann, S. (1997). Mosaic of Thought: Teaching Comprehension in A Reader's Workshop.