

ABSTRACT

Amanah. Registration Number: 025010049. The Effect of Information Transfer and Connection Questions Techniques on Students' Reading Comprehension Achievement. A Thesis. English Applied Linguistics Study Program, Postgraduate School, State University of Medan. 2010.

The objectives of the study were to find out (1) the different effect information transfer and connection questions techniques on students' reading comprehension achievement and (2) which of these techniques is the most effective. The hypotheses are the students' reading comprehension achievement taught by using information transfer and connection questions techniques is higher than students' taught conventionally and there is one of the techniques which is the most effective among the other techniques. The study was conducted at State Junior High School 3 Lubuk Pakam. The population was the Grade VIII students. The samples were taken randomly (random sampling) using lottery system. As a quasi experimental research, the research was conducted by giving treatments to both experimental groups. The control group was taught conventionally. Grade VIII A was taught by applying information transfer technique and Grade VIII D was taught by applying connection questions technique. The data was analyzed using ANOVA technique with significance probability $\alpha = 0.05$.

The analyses show (1) mean of gain score of experimental group using information transfer technique was 33,25, (2) mean of gain score of experimental group using connection questions technique was 29,05 and (3) mean of gain score of control group was 18,15. The findings of the study are (1) the students' reading comprehension achievement taught using Information transfer technique is higher than the students' reading comprehension achievement taught using connection questions technique in which F count was 19,768 and F table 3,0738 with significance $0,000 < \alpha 0,05$. (2) Information transfer technique is the most effective technique in improving the students' reading comprehension achievement. This was analyzed by using Tuckey test. Based on the findings, it can be concluded that information transfer and connection question techniques significantly affected the students' reading comprehension achievement. Because of that, both techniques can be applied on reading comprehension instruction in order to improve the students' reading comprehension achievement.