THE USE OF TOP DOWN STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT THE SECOND GRADE STUDENTS' OF MTS MUHAMMADIYAH TALLO
(*A Classroom Action Research*)

THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Education in English Department

S U S A N T I
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MAKASSAR MUHAMMADIYAH UNIVERSITY
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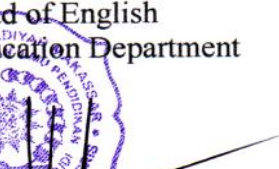
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S U S A N T I

MOTTO

Orang besar menempuh jalan kearah tujuan melalui rintangan & kesukaran yang hebat.

-Prophet Muhammad SAW-

For a thesis fighter I will say "as ant do a million step to get sugar -" ☺

Maka sesungguhnya bersama kesulitan ada kemudahan. Maka apabila engkau telah selesai (dari seusatu urusan), tetaplah bekerja keras (untuk urusan yang lain). Dan hanya kepada Tuhanmulah engkau berharap. (QS. Al-Insyirah:6-8)

"The world is a book and those who do not travel read only one page"

QS. Ar-Ra'd: 11

ABSTRACT

SUSANTI, *2018 Thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. The use of top down strategy to improve students' reading comprehension at the second grade students' of MTS Muhammadiyah Tallo* Under the supervision of Ummi Khaerati Syam and Muh. Arief Muhsin

The research used of Top down strategy in improving the reading skill in reading comprehension. The research aimed to find the improvement of students' ability by using top down strategy in reading comprehension at the second grade students of MTS Muhammadiyah Tallo

The research used Classroom Action Research (CAR) as the method of the research. The researcher conducted two cycles, where each cycle consisted of four meetings. The researcher did the classroom action research at class VIII of MTs Muhammadiyah Tallo. The subjects of this research were 26 students. The researcher used two instruments namely: observation checklist and reading test. The data analyzed through quantitative analysis. The researcher observed elaborative process (making prediction) and macroprocess (note-taking organizing and summarizing)

The research findings showed that second grade students' in MTs Muhammadiyah Tallo was improvement from cycle I to cycle II. It proved of diagnostic test was 4.92 but it improved to 6.51 at the first cycle, and to 8.53 at the second cycle. The data analysis showed that there was a significant difference between diagnostic test in cycle I and cycle II. Furthermore, the data from the observation sheet indicated that the majority of the students had positive response toward the use of top down strategy in teaching reading. It proved that the presence of top down strategy as an interesting method to improve the students' activenessness and enthusiasm in doing the reading task. It was also found that the students participated actively in teaching and learning process.

Key words: reading, strategy, top down, and improvement

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahi Robbil Alamin, The researcher expresses her high gratitude to the Almighty of God **Allah SWT** because of His blessing and His mercies upon him, So the researcher could finish this thesis entitle" The Use of Top Down Strategy To Improve Students' Reading Comprehension at the Second Grade Students' of MTs Muhammadiyah Tallo (A Classroom Action Research). Shalawat and greeting are addressed to beloved and chosen messenger to the prophet **Muhammad SAW** peace be upon him.

In writing this thesis the researcher found many difficulties, so the researcher realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the researcher needs correction and suggestion. The researcher would like to say thank you very much for the people who gave pray, spirit, advice, suggestion, and helping to the write as follows:

1. The highest appreciation and deepest thankful to my beloved father **Sida Sewali,** love, support, attention and expense for finishing my study and also their hopeful precious in every step of my life, thank you very much.

2. **Dr. H. Abd. Rahman Rahim. MM.** as the Rector of Muhammadiyah University of Makassar

3. **Erwin Akib, M.Pd., Ph.D** as Dean of Faculty of Teacher Training and Education of University of Muhammadiyah Makassar.

May Allah Subanahu Wata'ala always be with us and give us power and guidance to keep ours believe till the end of our life. *Aamiin*

Makassar,   July 2018

The Researcher

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INTRODUCTION

A. Background

The goals of teaching English in Indonesia are mainly to enable the students᾽ to use English for communication and to read books and references written in English. The students᾽ are expected to have skills of the English language such as reading, writing, listening, speaking, and other elements of language that must be taught to the students through the chosen themes. Among the four skills above, reading get greater attention than three others, because reading is one of the important skills. Reading can be defined as an active cognitive process of interacting with the print and monitoring comprehension to establish meaning and through reading we can get much knowledge, study new words, comprehend ideas, study the word are used, how to implement the grammatical rules, and gain the information.

Problem mostly occurs to the students when reading book. Sometimes students were facing a book but do not read at all. They just can mention symbol word without getting any idea from the book. The researcher herself experienced when reading a book without any comprehension tends to feel sleepy. As the explanation above, the data from observation indicates that the students of MTs Muhammadiyah Tallo especially the second grade (VIII). Most of them are not competent to comprehend English text well. Many students can read the word in passage perfectly but are unable to answer the questions. They can say the words, but unable to gain the meaning from words. They find hard to comprehend reading

materials. Based on the result of observation of the researcher at MTs Mahammadiyah Tallo at the second grade (VIII) during magang II at agustus 2015 in academic year 2014-2015, the problem is that most students cannot understand the English text given by the teacher besides that most of the students are still lack of vocabulary so students are difficult to understand the contents of text reading.

What a teacher has to consider as a prime important task is how to design the reading course with strategies and techniques to lead the students to comprehend the concept from the author's mind in the text. There have been a lot of techniques and strategies discussed by many experts dealing with reading comprehension. One of the strategies to be offered here is Top down Strategy. In which the students use background knowledge to make general prediction in order to understand the text. Top down strategy gives to the opportunity the students' to understand the gist. Students' become aware of what they are doing, the purpose of the issue and they capture the weakness and strengths of the issue. Considering the information mentioned above, it is possible to say that it is easier for student to comprehend the passage if students' have background knowledge about it. It is believed that when the students' are familiar with the topic, then they are able to process it much better.

Based on the statement above, the writers formulate a topic of research as follow: **"The Use of Top Down Strategy to Improve the Students Reading Comprehension" (A Classroom Action Research at the Second Grade of MTs Muhammdiyah Tallo).**

B. **Research Problem**

Based on the previous background above, the researcher formulates research questions as follow:

1. How the elaborative process (making prediction) of top down strategy improve students reading comprehension?

2. How the Macroprocess (note-taking organising and summarizing) of Top down Strategy improve students reading comprehension?

C. Objective of the research

The objectives of the research are as follows:

1. To find out the improvement of the students' Reading Comprehension through eelaborative process (making prediction) by using top down strategy at the second grade students' of MTs Muhammadiyah Tallo?

2. To find out the improvement of the students' Reading Comprehension through macro process (note-taking organising and summarizing) by using Top down Strategy at the second grade students 'of MTs Muhammadiyah Tallo?

D. Significance of the study

The finding of the research is expected to give useful information in the teaching and learning process. This research expects to gives the teacher a new strategy to encourage the students' comprehension in reading. It is also expected that the findings of this research was a piece of worthwhile references for English teachers in teaching reading by using top down strategy. The researcher hopes that this research will advantageous to researcher itself and the other researcher and the readers as useful information.

E. Scope of the study

The scope of the research is restrict to find out the students' reading comprehension which focus on elaborative process (making prediction) and macro process (note-taking organizing and summarizing) at the second grade students of MTs Muhammadiyah Tallo

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many resacrhers have reported to expose the influence or use of Top Down Strategy in learning English make the teaching and learning process more effective some of researchers are related concisely below:

Ifeoma,(2016) reported that bottom-up and top-down reading strategies had effect on students' reading comprehension increases students' ability to read comprehend text effectively without any much difficulty.

Valanta (2015) found that using top-down approach in teaching reading comprehension can give a better result than using bottom-up approach in maximizing students' reading comprehension.

Fatemi (2014) concluded the effect of Top-down and Bottom-up processing and Field-Dependent/Field-Independent cognitive field dependent learners were successful than field independent ones when though through Top-down reading instruction model.

Based on the findings above, the researcher was concluded that learning reading the students' must have a change to use Top-down strategy in teaching English especially in reading comprehension. The students' reading motivation and comprehension will be increase. Therefore, the researcher comes to the conclusion that use of Top-down strategy have any influence on the students' reading

comprehension focus on finding reading comprehension through elaborative process (making prediction) and macroprocess (note taking organizing and summarizing). Finally, top-down strategy is the easiest and simplest strategy to increase reading comprehension of the second year students of Mts Muhammadiyah Tallo

B. The Concepts of Reading

1. Definition of reading

Kintsch and Van Dijk as citied in Sabouri (2016) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge.

According to Gilani, et al (2012:85) states that reading is a difficult process which the ability to read real word in isolation or in context with comprehension. Readers should be able to comprehend the context in many different content areas they need the ability to construct meaning from written language by manipulating, construction, and translating text

Furthemore, Peregoy & Boyle (2007:69) states that reading is a set of skills that involves making sense and deriving meaning from the printed words. It means that, for getting comprehension from the text students must have ability to cultivate their minds. Then students should be able to find meaning by analyzing information that they need in the text.

2. Kinds of reading

According to Nars et.al,(in Sahriana 2014:10) classifies reading into three kinds, namely: reading aloud, silent reading, and reading fast.

a. Reading aloud

Reading aloud is important and the students should be taught to read aloud. Reading aloud is a kind of reading where a reader expressed orally every word in the text. The purpose of reading aloud is to improve the students' ability in pronouncing the words, and having a good intonation about every sentence in the passage.

Someone has firstly good pronunciation to do oral reading well. In reading aloud, the students will get experience in producing the sound which should be practiced as many as possible. By reading aloud the students can improve their mistake in pronunciation, intonation, and through reading they can increase their vocabulary. (Nars in Firman 2011:10)

b. Silent reading

Silent reading terms to reinforce the reader to find out the meaning of words. This kind of reading leads the reader to better comprehension. Silent reading is a skill to criticize what is written to discusses something written means to draw inferences and conclusion as well as to express new idea on the basic of what is read. To develop the students understanding in the silent reading, we give them short reading passage at the beginning and ask question after words.

c. Reading fast

This kind of reading is used to improve speed and comprehension in reading. This skill is very important for students. The speed reading must run the side

comprehension. The role of reading speed, however, depends on the kind of reading material. The rate of speed is a reading scientific material.

3. The purpose of reading

Manzo, *et.al*. (2015) state that the degree of desired comprehension will depend in part upon the purpose of the reader. One of the characteristics of the efficient reader is the extent to which he can adjust the degree of his objective. There are some purposes of reading as follows:

a. Reading to find the main idea.

One of the most common reasons for reading is to get the general idea of a selection. Reading is eviction usually done for this purpose.

b. Reading to answer questions.

Reading to find the answer to one more questions are common goals for reading in the elementary school. Even in high school and college and in life outside of school it often forms the purpose for reading. Answer is relatively easy to find when the questions are party couched in the exact words of the writer.

c. Reading to summarize and organize

To make and adequate summary or to organize what has been read, it is not enough for the reader to know what the main idea is and what the significant details. Furthermore, he often needs to know either how to make this relationship clear to others or how to record them for later reading

4. Types of reading

Brown (2004:189) states reading can be defined into 4 types they are:

a. Perceptive

Perceptive reading task involve attending to the components larger stretches of discourse; letters, word, punctuation, and other graphitic symbols. In this case the researcher decides to take elaborative and macro process. The process of comprhending involves decoding the writers words and then using backround knowledge to construct an approximate understanding of the writes message.

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain ones reading recognition of lexical, grammatical, or discourse features of language within a very short retch of language.

c. Interactive

Including among interaction reading types are stretches of language of several paragraph to one page or more in which the reader must in a psycholinguistic sense, interact with the text. That is reading is a process of negotiation meaning the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. So the reader or listener have to make the text into graph or schemata in order to make simple and more easier in understanding without reading the whole text.

d. Extensive

Extensive reading, applies to text of more than a page, up to and including professional article, essay, technical reports, short stories, and books. The learners must understand the whole text that they have read.

C. Concepts of Reading Comprehension

1. What is reading comprehension

Comprehension is the reason for reading. Good readers are both purposeful and active, and have the skills to absorb the text they read, analyze it, make sense of it, and make it their own. To be able to accurately comprehend a passage, students need to decode what they read, make connections between what they read and what they already know and think deeply about what they have read. (Ifeoma,2016:10). Identifies comprehension as "the process of receiving language; listening or reading input. Comprehension is the ability to take in information, analyze it in its respective segments, and come up with an understanding of the input in a cohesive and accurate manner. Brown (2007). However, in recent years, considerable research effort has focused on a conceptual model. Adekoya and Arua in Ifeoma (2016:11) believe that many bilingual students fail to comprehend what they read in the school situation because they lack the vital reading strategies necessary to acquire knowledge and general information from text.

Comprehension also means building up meaning from words; it is central both to academic and lifelong learning. According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction, and involvement with written language. It consists of three elements: the reader, the text and the activity or purpose for reading. It is a process in which readers filter understanding through the lens of their motivation, knowledge, cognitive abilities and experiences.

Schramm (2008:231) states reading comprehension is an active process to construct the meaning and the understanding about the text. to do this, there are two

ways readers should do. First, good readers will quickly reject the irrelevant information and find what he/she is looking for, second, it is enough to comprehend the gist of the text only, but more detailed comprehension is necessary.

Schoot (2008:203) states that reading comprehension involves the formation of a meaning based and coherent representation of the text that is read. It shows that after reading, we can get the meaning from the structure of the text.

From the literature reviewed on the concept of reading comprehension, it is strongly assumed that extracting and building of meanings from words, the use of background knowledge and experiences can aid students to read comprehension passages with better understanding. This is true because the interest of reading goes beyond saying what series of prints are, thus, students are expected to answer comprehension questions correctly and their answers or responses would show whether they understand what they have read because the questions will go beyond literal meaning to inferential, interpretative and critical. The role of background knowledge cannot be overemphasized in comprehension, it helps students to use their experiences and knowledge of the world, vocabulary and language structure to make sense of the text and know how to get the most out of it.

2. Level of comprehension

Reading comprehension is a complex in which the reader used the mental concept to obtain the meaning from written material. It means that the reader must be able to recognize meaning of printed words. We can interpret that reading comprehension is a capability to comprehend or to acquire the idea of one message

Comprehension involves thinking. There are various levels in hierarchy of thinking. Higher level of comprehension would obviously include higher level of thinking. Smith et.al in (Husnul 2017:12) categories the level of reading comprehension skill into four levels, they are literal reading, interpretative reading, critical reading and creative reading each of these skills could explain as follows:

a. Literal reading

   Literal reading refers to ideas and fact directly started or the printed pages. Literal reading is in the skills of getting the primary directly literal reading of words, ideas, sentences in context the basic of literal comprehension are recognizing state num ideas details, effect and sequence

b. Interpretative reading

   Interpretative reading involves between the lines of inferences. The level demands a higher level of thinking ability because the questions in the category of interpretation are concerned with answer that are not directly stated in the text are suggested or implied

c. Critical reading

   Critical reading is evaluating written materials comparing the ideas has found in material will know standard and drawing conclusion about thin accuracy, appropriateness and time lines. Critical reading comprehension experience to elements in the new material such as content, style expressions, information and ideas or values of the author

d. Creative reading

Creative reading involves going beyond the material presented by the author. Creative reading requires the reader to think as the read just as critical reading done, and it also requires the readers to use their the imagination in creative reading the reader tries to purpose new alternative solutions or response those by the writer. It requires feeling for the text and subject. The answers are not found in the text; they come strictly from the readers. While no personal response are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understand of the material.

An example of comprehension question that requires a personal response is: what do you like or dislike about this article? Like an evaluation question, students' have to use both their literal understanding and their own knowledge to respond. Also, like evaluation question, cultural factors may make some students' hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in theis situation.

3. **Reading comprehension process**

According to Klinger and Vaughan (in Fawas Alqarni, 2015:164) describe there are five basic comprehension process that work together simultaneously and complement one another. But in this research, the researcher just focuses on Elaborative process and Macro process.

a. Elaborative processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that many or may not correspond with those intended by the author. For instance, in the

two sentences provided above about Michael, we do not know why he was afraid. But we can predict that perhaps he worried that someone had followed him home, or maybe a storm brewing and he was concerned about strong winds. When making these inferences, we may draw upon information provided earlier in the text or upon our own previous experiences (e.g., perhaps at some point the reader was followed home and hurried inside and quickly shut and locked the door). This process is called elaborative processing.

Thus, in this research, the researcher just focuses on making prediction. Predicting becomes the map by which readers can try to anticipate what is going to happen. Good readers often find that their predictions are not accurate, but they continue to anticipate what might happen as they incorporate the new information into their reading. Readers may find that there is not always enough detail, and might changes, but prediction will provide a flexible plan that can be guide.

As for some of the steps in the prediction according to Matsumoto (2011:18)

a. **Preparation**

Step 1: Choose an appropriate text in terms of length and level of the students. For instance, a three or four paragraph story (approximately one page) would be a perfect length for low-intermediate students. It works better if the story has several clear transitions in its flow, so that you find proper cut-off points where the students can make a prediction about the upcoming scene

Step 2: Make enough copies for each student, and cut the copies into three or four pieces at the points in the text where you want the students to make production.

b. **Procedure**

Step 1: Distribute the first of the copy (Scene 1) to each student, and have them read it within the time allotted. Two or three minutes should be sufficient, but it depends on the length of the part and the students' level.

Step 2: Divide the students into groups of three or four. Have them share their predictions regarding what will happen in the next scene. After the group sharing, ask each group to report their opinion to the class. At this point, the teacher should encourage the students to provide convincing explanations to support their predictions so that they can be more conscious of a logical approach to reading. Other groups are also invited to ask question, which will create a natural opportunity to exchange feedback with each other.

Step 3: Distribute the second part of the copy (Scene 2), and ask the students to check whether their prediction was correct or not. If their prediction was incorrect, let them discuss what they were missing.

Step 4: Based on the second part of the reading, have the students make a prediction for the next scene

Step 5: Repeat until the end of the story.

b. Macro processes

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by

summarizing the key ideas read. He or she may either automatically or deliberately (I.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details.

In this research, the researcher focuses on summarizing and note-talking organizing.

➢ Summarizing

Summaries need to understand the ideas and information in the text and put those ideas into your own words. Use summaries to remember the most important information in what you read and help to understand difficult sentences or ideas.

- The first step is to find state the main idea of each paragraph. Think of each paragraph as a pyramid with a main or most important idea at the top and supporting details underneath. The main idea may be in a topic sentence, but often, it is not stated directly.

- Next, identify what the main ideas have in common

- Now, use what these ideas have in common to write a topic sentence

- Finally, write a summary paragraph sentences. The main ideas from the other paragraphs become the supporting details.

➢ Note-talking organizing

Note talking is effective ways to keep track of the important ideas and information conveyed in the text. Good notes answer many of your reading questions. Specially, good notes:

- Explain key terms

- List main idea

- List major supporting ideas but not minor ones

Some steps to note-talking organizing there are:

1. **First: read a section of your text**

   - Just read enough to keep an understanding of the material

   - Do not take note, but reader focus on understanding the material. It is tempting to take notes as you are reading the first time, but this is not a deficient technique: you are likely to take down too much information and simply copy without understanding.

2. **Second: review the material**

   - Locate the main ideas, as well as important sub-points

   - Set the book aside

   - Paraphrase this information:

     Putting the textbook information in your own words forces you to become actively involved with the material.

3. **Third: write the paraphrased ideas as your notes**

   - Do not copy information directly from the textbook

   - Add only enough detail to understand

Based on explanation talked above, the researcher concluded by using the concepts developed in the process. The researcher takes it be an easy way to comprehend reading. In the process called ellaborative process, when we read we tap into our prior knowledge and inference beyond described explicity in the text while in macro process, where the readers uses summarizing and not taking notes in order to

better understood and more easly remember ideas. Furthemore, Reading involves not only understanding ideas, but also recognizing the relationships and structures among idea. Reading comprehension is the process of constructing meaning from text.

The goal of all reading instruction is ultimately targeted at helping a readers comprehend text. The researcher decide to take elaborative and macro process. The process of comprhending involves decoding the writers words and then using backround knowledge to construct an approximate understanding of the writes message.

D. Types of paragraphs

There are five types of paragraphs but in this research, the researcher focused to use the narrative text.

1. Narrative text

According to Kizner and Mandell (in Anisah 2018:18), narrative is a story talking by presenting sequence even in chrogocal order. Any time when we tell what happen, we use narration. They state that narrative discourse id type of discourse that tells an event chronological.

Narrative text is a paragraph that processes one or more elements of a story such as setting characters. Conflict, rising, action and resolution. Narrative paragraph may tell you about characters in the story, describe an event of reflect upon the resolution of the story. Such paragraph can be found within many literary works for the young and old alike. Narration paragraph are most distinctively used in fiction. As such, they will contain all necessary components of action development. Protagonist, setting, goal, outside, climax and resolution. Writing a narration paragraph requires

consequently, sequential other the body of a narration paragraph but if composed correctly, the paragraph will feature much more action than depiction.

Narrative paragraph describe the actions that occur within a story. These consecutive groups of sentences help move the story along by explaining what happens next and why. They are written in such a way as to place the writer, the reader or both rights in the center of the action. When written in the third person ["he","she".ect], the reader follows the character around, mentally visualizing the events. In first person [I, me act], the writer acts as the main character and takes the reader a long for the ride. The narrative paragraph acts as the varied of the story.

A narrative paragraph is a set of two or more sentences that tells events as they occur in a story. They might be a little descriptive, but the main focus of each sentence is movement. Narrative paragraph must always be written in an activate voice and normally cover present or past tense.

The function of narrative paragraph is to carry characters through the mildest ones of a story. The main objective is to link the beginning to the end in an actionable manner. Narrative paragraphs also keep the reader interested and involved. Although it is help full to describe the surrounding scene, readers are.

E. **Concept of Top-Down Strategy.**

In this part discuss about theory of top down strategy, the advantages of top down strategy and the application of top down strategy.

1. **Theory of top down**

Top down is one of the methods or technique in reading comprehension, students use their background knowledge to make general prediction in order to understand the text.(Davies,1995:58)**.**

Top down also called conceptual driven (Carrel in rhoda oliver 2016: 115). The top-down approach is based on the argument that reading comprehension requires more than simple linguistic knowledge, and that the use of schema theory is a key to unlocking comprehension, especially for L2 learners. The practical application of this involves drawing a connection between a readers' background knowledge and the text.

The top down strategy to reading emphasizes that reading is meaning driven process, where the reader uses meaning predictions to read. When meaning is lost the students focus more intenly on visual information to process the print.

According to Goodman (in Narjes Banou Sabouri, 2016:232) states that top down is model which just focus on what the reader bring to the process. The readers' simple the text for information and contrast it with the backgroung knowledge, helping to make sense of what is written. The focus here is on the readers as they interact with the text and predict the meaning of the text or guess hypotheses in reading process.

Top down model aims to provide thinking first and then focus on details. Developed by Goodman (in Narjes Banou Sabouri, 2016:232), it is based on the principle that as soon as the eyes meet the written words there is thinking, then predictions about the text based on the prior experience and knowledge about the language, and only later there is a progressive move to smaller units to check the text

for confirmation of refutation. Therefore, in this view readers are not confined only one source of information, the letters before the eyes, but semantic cues (meaning) and syntactic cues (grammatical or sentences sense), which are available at the same time, plus the background knowledge that the readers bring to the text assist them in prediction (psycholinguistic guessing game) what the upcoming words will be.

Based on the top down is one of strategy of reading that the teachers encourage and stimulate students in activating their background knowledge to make them easy in comprehending text.

2. Top down strategy: the cognitive view

Top-down processing is closely tied to the concept of schemas in second language acquisition. Brown (2007) refers to top-down processing as conceptually driven processing in which we draw on our own intelligence and experience to understand a text. It is occurs when the system make general prediction based on higher level, general schemata, and then looks for the input information to fit into these partially satisfied, higher order schemata. Considering the information mentioned above, it is possible to say that it is easier for students to comprehend the passage if students have background knowledge about it. It is believed that when students are familiar with the topic, then they are able to process it much better.

Otherwise, if students have difficulties with it, then it is the teacher's job to help them with stimulating their schemata by some pre-reading activities. A top-down reading model can be described as a complete contradiction of a bottom-up model. Goodman say calls the model "a psycholinguistic guessing game", which is quite exact that the reader does not immediately concentrate on the elements of text, but

makes predictions about the meaning based on his/her knowledge of syntax and semantics.

3. The advantage of top down strategy

Top-down approach is well known and used by many teachers because of its effectiveness. Top-down strategy gives the opportunity to the students to understand the gist. Students become aware of what they are doing, the purpose of the issue and they capture the weaknesses and strengths of that issue. The students comprehend the subject with its main idea thus; they feel confident during the lesson. As a result of this, students become more productive and think intellectually. This process makes the students to benefit from critical understanding of the issue.

4. The application of top down strategy

According Goodman (in Narjes Banou Sabouri, 2016:235),   there give stages to apply top down strategy in reading, those are:

a. Recognition stage

In the recognition stage, the students recognize the visual graphic of the written text. The students read the little and pay attention of the key word that have given by their teacher

b. Prediction stage

The student anticipated and predicts as it seeks order and significance of input. The students predict about the meaning or the content of the text by key word available.

c. Confirmation stage

After prediction, the student's tries to check their prediction by confirming or disconfirming original prediction using follow-up information, whether or not the information is us expected. Verification of prediction by the students read the text to confirm their prediction to check whether the predictions are correct about the content of the text.

d. Correction stage

Reprocessing when it finds inconsistencies. If the prediction cannot be confirmed or incorrect, the students will the make corrections. The students write down the correction of the prediction that outcome of the text

e. Termination stage

The students make summary what have they comprehended of the content of the text as formal ending of readin

F. Conceptual Framework

```
                    ┌─────────────────────────┐
                    │  Reading Comprehension  │
                    └─────────────────────────┘
                                 ⇓
                    ┌─────────────────────────┐
                    │    Top Down Strategy    │
                    └─────────────────────────┘
                                 ⇓
                    ┌─────────────────────────┐
                    │   Implementation of CAR │
                    └─────────────────────────┘
```

Cycle I

- Planning
- Action
- Observation
- Reflection

Cycle II

- Planning
- Action
- Observation
- Reflection

The Improvement of Students Reading Comprehension

Elaborative process (making prediction)

Macroprocess (note-taking organizing and summarizing)
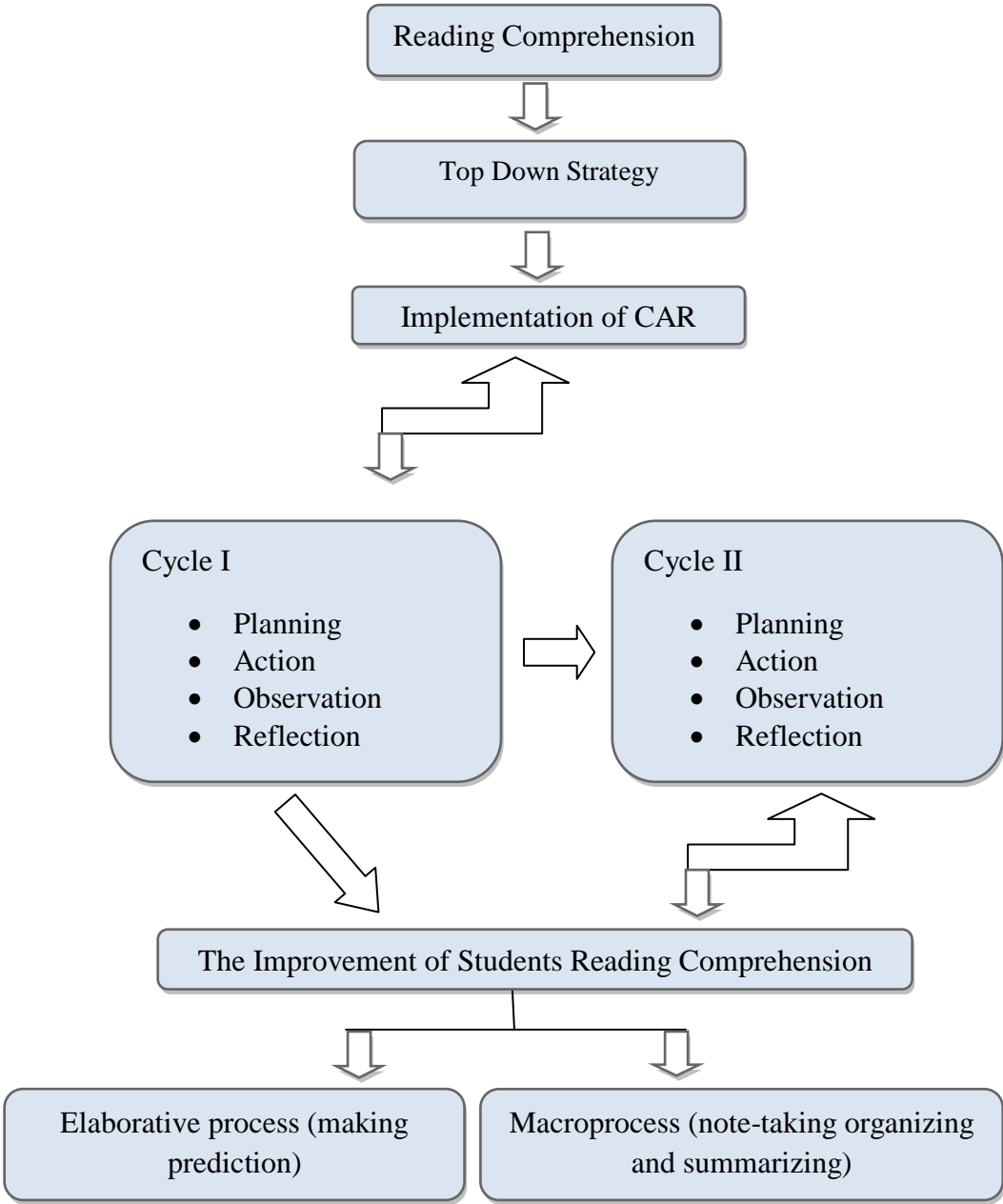
Figure 2.1 Conceptual Framework

From the conceptual framework above, the students face problems in learning English. One of the crucial problems is their reading comprehension or problem to finding the main idea and identifying specific information and making conclusion

Based on the problem above, the researcher will apply Top Down Strategy to overcome the problems. Top Down Strategy in teaching reading because it gives new feeling for students and makes students active and creative.

This learning process will use classroom action research that has four phases. They are planning, action, observation and reflection. If the last phase of the cycle I is unsuccessful; the researcher would continue to the cycle II until the method of discussion success in improving students reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used classroom action research (CAR). This research conducted two cycles, where each cycle cosisted of four meetings. This classroom action reseacrh was done at class VIII of MTs Muhammadiyah Tallo

B. Research Subject

The research subject of this classroom action research was the second year students' in class VIII MTs and there were 26 students' consisting of 12 male students' and 14 female students'

C. Research variable

The variable of the research was independent variable and dependent variable:

a) The independent variable of this research was the top down approach in teaching reading comprehension. It was the important process to which allowed the students to shared and developed ideas/ opinion to improve the reading skill

b) The dependent variable of this research was the students' reading comprehension especially at the students' elaborate process and macro process.

D. Research Instrument

There were two instruments:

1. Observation checklist

Observation cheelist direct, the researcher used observation checklist to finding out the students'participation in teaching and learning process through top down strategy. It was summed at the end of cycle one and two.

2. Reading test

The researcher used test to the students to find out their improvement in reading test through top down strategy. The researcher tested the students by asking them to related the topic, in this case the researcher used the narrative text and gave essay test and stimulated students to activate the background knowledge so the students could guess or peredict the general information about the text and the end the researcher looked at the students prediction by payying attention to the students summarize.

E. Data collection

In this Classroom Action Research (CAR), the reseacher used the CAR principle to collect the data. The research was divided into two cycles with each cycle consist of four phases. The cycle was described through the scheme of action research phases as followed:
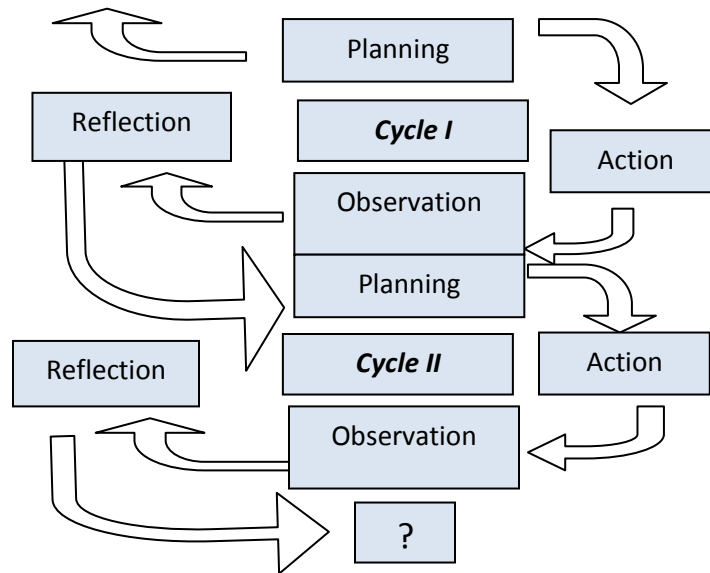
Figure 3.1: The Scheme of Classroom Action Research

The cycle of classroom action research

Cycle I

Cycle I consist of planning, action, observation and reflection as followed

1. **Planning**

    In order to implicate the collaborative classroom action research, the researcher and collaborator discussed some preparations such as; preparing the suitable strategy, designing the lesson plan. Preparing instructional materials and media and preparing the measurement of students' success for outcomes.

2. **Action**

    The researcher conducted two cycles. Each cycle consisted four meetings. The researcher gave the reading material by using top down strategy in action. There was four meeting in this step. Each meeting includes activities as follow:

a. Firstly giving the text to the students relate to the topic. In this case the researcher used the descriptive text.

b. Before the students read the text, the researcher gave the key word and stimulated students to activate their background knowledge and encouraged them to make general schemata about they are about to read and taught them how to connect their prior knowledge to the text

c. The students read the title of the text

d. The student guessed or predicted the general information/topics that know about the text by the key word

e. Each students read the text to cheek whether their predictions were correct

f. If the students' prediction is still wrong cannot be confirmed, the students corrected their prediction by paying attention the content of the text

g. The researcher asked the students to make summarizing of the text

3. Observation

a. Making a note all the activity of the students in very meeting in order the researcher could measure the improvement of students' ability.

b. Identifying and making note all the problem that we need when teaching and learning process based on observation paper that had arranged.

c. Doing the evaluation which used the result of the studied to know their improvement

d. Giving chance to the students to gave suggestion in action research

4. Reflection

After analyzing the data, a reflection is made. A reflection stage was the process of giving judgment and responds toward action done class. Through reflection, the action was evaluated to see whether or not the cycle needs to be continued or not. In this case, the result of data analysis are check with the pre-determine criteria of success in order to draw the conclusion. If the result of data analysis had match for the criteria of success, the action was finished. However, if the result of not match, there would be another cycle by revising plan.

Cycle II

It was like cycle I, cycle II also consisted of planning, action, observation and reflection as followed

1. **Planning**

In order to implicate the collaborative classroom action research, the researcher and collaborator discussed some preparations such as; preparing the suitable strategy, designing the lesson plan. Preparing instructional materials and media and preparing the measurement of students' success for outcomes.

2. **Action**

The researcher conducted two cycles. Each cycle consisted four meetings. The researcher gave the reading material by using top down strategy in action. There was four meeting in this step. Each meeting includes activities as follow:

a. Firstly giving the text to the students relate to the topic. In this case the researcher used the descriptive text.

b. Before the students read the text, the researcher gave the key word and stimulated students to activate their background knowledge and encouraged

them to make general schemata about they are about to read and taught them how to connect their prior knowledge to the text

c. The students read the title of the text

d. The student guessed or predicted the general information/topics that know about the text by the key word

e. Each students read the text to cheek whether their predictions were correct

f. If the students' prediction is still wrong cannot be confirmed, the students corrected their prediction by paying attention the content of the text

g. The researcher asked the students to make summarizing of the text

3. Observation

a. Making a note all the activity of the students in very meeting in order the researcher could measure the improvement of students' ability.

b. Identifying and making note all the problem that we need when teaching and learning process based on observation paper that had arranged.

c. Doing the evaluation which used the result of the studied to know their improvement

d. Giving chance to the students to gave suggestion in action research

4. Reflection

After calculating the data, the researcher evaluated the teaching learning process reading comprehension using top down strategy. And does reflection by seeing the result of the observation, where word meaning, specific information and conclusion were achieve target score. Then the researcher did not continue to the next cycle

F. Data analysis

The technique of collecting data in this reserach used quantitative data that are those in the form of score and percentages:

1. Scoring the students' anwer by using this formula :

1. Rubric of prediction

Table 3.1: Making Prediction

Criteria	Score
• Prediction about possible events in story is clearly presented	5
• Prediction about possible in story somewhat unclear	4
• Prediction about possible events in story is very unclear	3
• Prediction about possible events in story in missing	2
• The student answer over but prediction is no connection with the story	1

2. Note-taking organizing

Table 3.2 :note taking organizing

Criteria	score
• The notes are very clearly organized and illustrate understanding by explaining examples and details in a clear manner, such as labels and titles	5
• The notes are organized and show understanding of the reading passage by explaining examples and details within the provide box categories	4
• The notes are somewhat organized and show some understanding of the reading passage	3
• The notes are very poorly organized and show little understanding of the reading passages	2
• No assignment organization not evident	1

3. Rubric of summarizing

Table 3.3: summarizing

Criteria	Score
• The student identifies the main (super ordinate) pattern running through the information along with the all minor (subordinate) patterns	5
• The student identifies the main (super ordinate) pattern running through the information	4
• The student addresses some of the features of the main (super ordinate) pattern running through information but excludes some critical aspects	3
• The student does not address the main (super ordinate) pattern running through the information	2
• No judgment can be made	1

(Marzano, 2000)

2. After collecting the data of the students, the researcher classified the score of the students. To classify the students' score, there are seven classifications which are uses are follows :

Table 3.4: The Assessment of Students' Competence

No	Classification	Score
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0.0 – 3.5

(Depdikbud, 2004, 27)

3. To find out the mean score of the students', the writer used the formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$: mean score

$\sum X$: Sum of all score

N : Total number of subject

(Gay 1981:298).

4. Scoring activeness to interpret the students' activeness, the researcher applied the following classification.

Table 3.5: scoring activeness

Intensities of competence	Mean score
Very active	4
Active	3
Less active	2
Not active	1

(Sudjana in Murniati 2015:37)

5. To calculate the percentage of students' activity in learning process by using the formula :

$P = \frac{FQ}{4XN} X100$

Where: P = percentage

FQ = frequency

N = total student

(Gay, 1981:30)

6. To know the percentage of the students' improvement the researcher applied the following formula :

$$P = \frac{X2 - X1}{X1} \text{ X } 100$$

Where: P   : percentage

      XI   : 1st cycle

      X2   : 2^{sd} cycle

<div align="right">(gay in Wahida 2012:52)</div>

7. Calculating the students' reading comprehension the researcher applied the following formula :

$$\Sigma x = \frac{X2 - X1}{2}$$

Where: Σx   : total score

          XI   : indicator I

          X2   : indicator II

<div align="right">(Sudjana, 1999)</div>

8. To know the percentage of the students' improvement the researcher applied the following formula :

(D-Test→CI) $P = \frac{X1 - (D - Test)}{D - Test} \text{ x } 100$

(CI→CII) $P = = \frac{X2 - X1}{X1} \text{x } 100$

Where: P: Percentage of the students

          X1:   First cycle

          X2:   Second cycle

          D-Test: Diagnostic Test

<div align="right">(Sudjana in Wahida, 2012:50)</div>

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter described the finding and the discussion of this research. In the finding section, the researcher shows all the data which were collected during the treatment in all cycles. In classroom section, the researcher analyzes and discusses all the data during the two different cycles. The problem statement of this research is also answered in this section.

A. Findings

The findings of the research contains clear answer to the problem statements as obtainable objective of the research which it aims to find out the improvement of the students' reading comprehension by using Top down Strategy at the second grade of MTs. Muhammadiyah Tallo. It can be seen the result data of analysis through the result of the cycle I and cycle II as follow:

1. The improvement of the students' reading comprehension in elaborative process

N O.	Indicators	D – T	Cycle I	Cycle II	Improvement (%)	
					DT – CI	C1-CII
1.	Making prediction	5.07	6.76	8.61	33.33	34.27
	∑X	5.07	6.76	8.61	33.33	34.27

	$\overline{X}$	5.07	6.76	8.61	33.33	34.27

Table 4.1: the students' improvement in making prediction

The table above showed that the improvement of students' elaborative process (making prediction. It indicated that there was significant improve of the students' making prediction from the diagnostic test to cycle I and cycle II through top down strategy, where in the diagnostic test the students' mean score was 5.07%, but after the evaluation test in cycle I, it was become 6.76%. So the improvement of the student's achievement from diagnostic test to cycle I was 33.33%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II was 8.61%. The increased of the students' mean score from cycle I to cycle II was 34.27%

The data above can also be seen in form chart below.
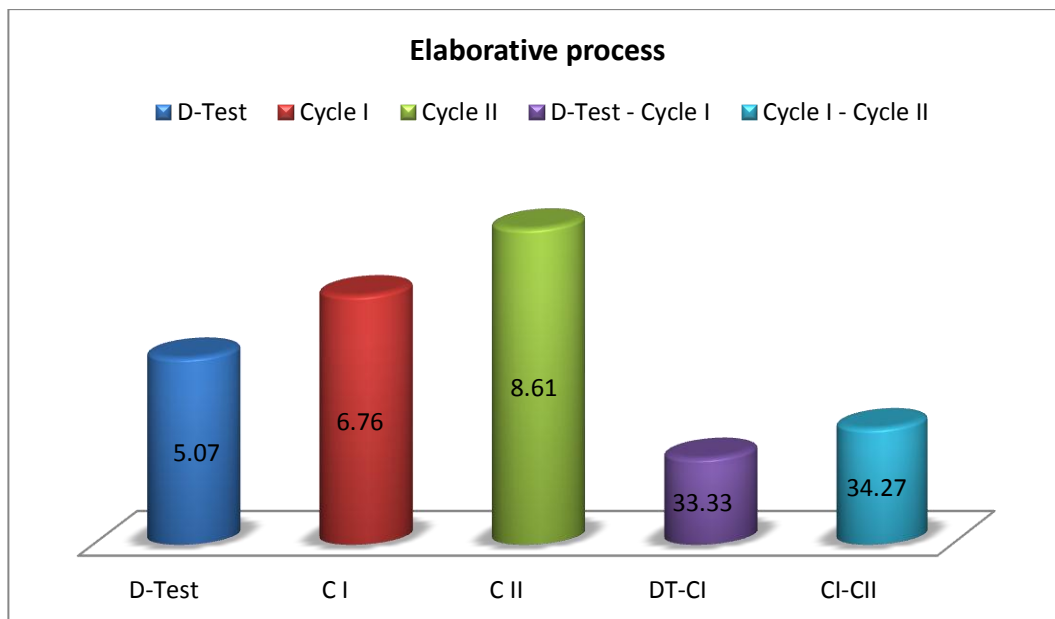
Figure 4.1: the students' improvement in elaborative process

The chart above showed that the students' improvement elaborative process (making prediction) through top down strategy. It indicated that there was significant improve of the students' making prediction from the diagnostic test to cycle I and cycle II through top down strategy, where in the diagnostic test the students' mean score was 5.07%, but after the evaluation test in cycle I, it was become 6.76%. So the improvement of the student's achievement from diagnostic test to cycle I was 33.33%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II was 8.61%. The increased of the students' mean score from cycle I to cycle II was 34.27%

2. **The improvement of the student' score in marcroprocess**

   The improvement of the students' score in macroprocess which focused on note-taking organizing and summarizing at the second grade students' of MTs Muhammadiyah Tallo in diagnostic test, cycle I and cycle II was describe as followed:

NO.	Indicators	D – T	Cycle I	Cycle II	Improvement (%)	
					DT – CI	C1-CII
1.	Note-taking organizing	5.53	6.23	8.53	15.37	33.69
2.	summarizing	4.19	6.30	8.38	4.68	34.51
	$\sum X$	9.54	12.53	16.91	20.05	68.2
	$\overline{X}$	4.77	6.26	8.45	10.02	34.1

Table 4.2: The Students' Improvement in macroprocess

The table showed that the improvement of students' macroprocess (note-taking organizing and summarizing). It indicate that there was significant improve of the student' macroprocess from the diagnostic test to cycle I and cycle II through Top Down Strategy, where in the diagnostic test the students' mean score was 47.7%, but after the evaluation test in cycle I, it was become 6.26%. so the improvement of students' achivement from diagnostic test to cycle I 10.02%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II 8.53%. The increased of the students' mean score from cycle I to cycle II was 34.41%.

The table above proved that the used of Top Down Strategy in teaching and learning process was able to improvement of students' score in reading comprehension after taking action in cycle I and cycle II

The data above can also be seen in form chart below:
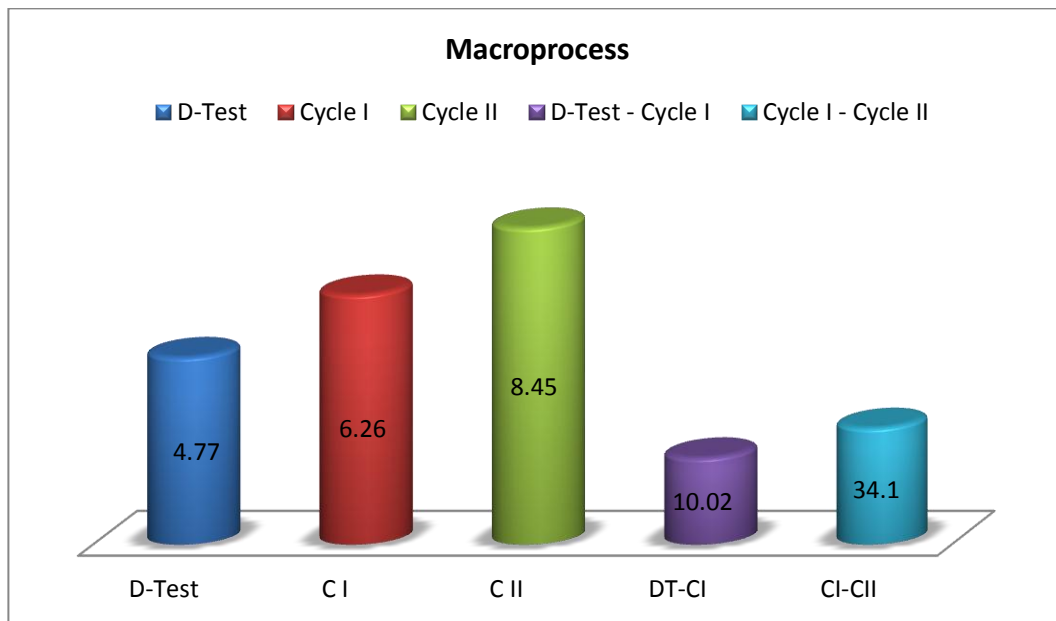
Figure 4.2: The students' improvement in macroprocess

The chart above showed the students' improvement in macroprocess through top down strategy. It indicated that there was significant improvement of the students' reading comprehension from diagnostic test to cycle I and cycle II, where in diagnostic test the students' mean score was 4.77%, but after the evaluation test in cycle I, was become 6.26%. So the improvements of the students' achievement from diagnostic test cycle I 10.02%. There was also significant improve from cycle I to cycle II where the students' mean score cycle II was 8.45%. The improvement of the students' mean score from cycle I to cycle II was 34.1%

3. **The improvement of students 'score in reading comprehensionn**

NO.	Indicators	D – T	Cycle I	Cycle II	Improvement (%)	
					DT – CI	C1-CII
1.	**Elaborative process**	**5.07**	**6.76**	**8.61**	**33.33**	**34.27**
2.	**macroprocess**	**4.77**	**6.26**	**8.45**	**10.02**	**34.1**
	$\sum X$	**9.84**	**13.02**	**17.06**	**43.35**	**68.37**
	$\overline{X}$	**4.92**	**6.51**	**8.53**	**21.67**	**34.18**

Table 4.3: The students' improvement in reading comprehension

The table showed that the students' improvement in elaborative process and macroprocess in reading comprehension by using Top Down Strategy. It indicated that there was significant improve of the students' reading comprehension from the

diagnostic test to cycle I and cycle II through top down strategy, where in diagnostic test the students' mean score was 4.92%, but after the evaluation test in cycle I, it was become 6.51%. So the improvement of the students' achievement from diagnostic test to cycle I was 21.67%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II 8.53%. The increased of the students' mean score from cycle I to cycle II was 34.53%.

The table above that the used of top down strategy in teaching and learning process was able to improvement of students' score in reading comprehension after taking action in cycle I to cycle II

The data can also be seen in form chart below:

Students' Reading Comprehension

Diagnostic Test ■ Cycle I ■ Cycle II ■ D-Test - CycleI ■ Cycle I - Cycle II

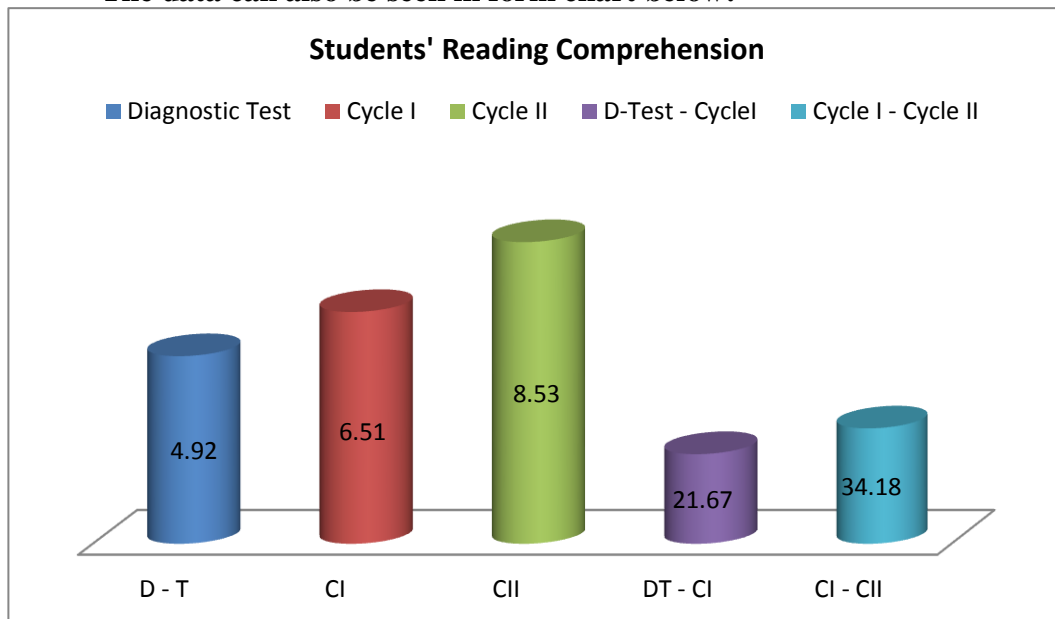D - T: 4.92   CI: 6.51   CII: 8.53   DT - CI: 21.67   CI - CII: 34.18

Figure 4.3: The Students' Improvement in Reading Comprehension

The chart showed that the students' improvement in elaborative process and macroprocess in reading comprehension through Top Down Strategy. It indicated that there was significant improve of the students' reading comprehension from the

diagnostic test to cycle I and cycle II through top down strategy, where in diagnostic test the students' mean score was 4.92%, but after the evaluation test in cycle I, it was become 6.51%. So the improvement of the students' achievement from diagnostic test to cycle I was 21.67%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II 8.53%. The increased of the students' mean score from cycle I to cycle II was 34.53%.

4. The result of the students' activeness in learning process

Cycles	Activeness			
	1st Meating (%)	2^{sd} Meating (%)	3th Meating (%)	4th Meating (%)
Cycle I	50%	53.33%	61.95%	70%
Cycle II	76%	79%	80.76%	87.5%

Table 4.4: Result of the students' activeness each meeting in cycle I and II

The table showed that the result of the students' observation in learning process through top down strategy in every meeting in cycle I to cycle II got improved. It was proved by percentage of students' activeness was getting higher in every meeting in both cycle I and cycle II. In the first meeting of cycle I the students activeness was 50%% and in the first meeting of cycle II 76.04%. In the second meeting of both the cycle I and II the students' activeness were 53.33% and 79%. It indicated that the students more actively participate in the second meeting of cycle II than cycle I. In

the third meeting of cycle II the students also more actively participate than in the third meeting of cycle I. In the cycle I the students' activeness was 61.95% and in the second cycle was 80.76%. Then, in the fourth meeting of cycle I and cycle II also showed a significant improvement where the activeness in the cycle I was 70% and 87.5% in the cycle II.

To know the improvement clearly, look at the following chart:

Students' Activeness

■ Cycle I   ■ Cycle II

	M1	M2	M3	M4
Cycle I	50	53.33	61.95	70
Cycle II	76.04	79	80.76	87.5
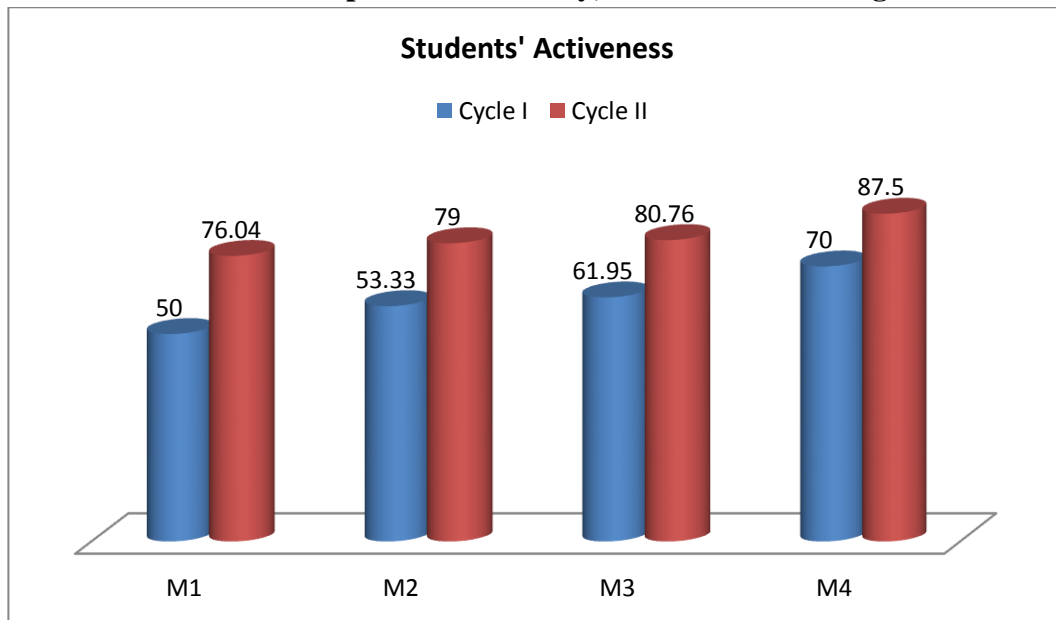
Figure 4.4: Result of the students' activeness each meeting in cycle I and II

The chart above showed that the students' observation in learning reading comprehension through Top Down Strategy that in cycle I the students' activeness in the 1st meeting was 50%, the 2nd meeting was 53.33%, the 3 rd meeting was 61.95% and the 4th meeting was 70%. In cycle II students' activeness in the 1st meeting was 76.04%, the 2nd meeting was 79%, the 3 rd meeting was 80.76% and the 4th meeting was 87.5%. The interpretation of the table and the graphic above indicate that the activeness of students in learning process always grow up from the first meeting in cycle I. For the first meeting of cycle II students probably got bored of material so

their activeness improve but researcher tried to engage them. It was made their activeness improve again until the last meeting in cycle II.

5. **The students' score in elaborative process**

  The description of data analysis through the test as explain in previous finding section showed that the improvement of students' ability in elaborative process by using top down strategy was significant. It was supported by result of the test value in cycle II was higher than test value of cycle I.

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	-	-	10	38.46
2.	Very good	86-95	-	-	-	-	-	-
3.	Good	76-85	3	11.53	11	42.30	15	57.69
4.	Fairly good	66-75	-	-	-	-	-	-
5.	Fair	56-65	11	42.30	14	53.85	1	3.84
6.	Poor	36-55	10	38.47	1	3.85	-	-
7.	Very poor	0-35	2	7.70	-	-	-	-
	Total		26	100	26	100	26	100

Table 4.5: The criteria and percentage of the students' score of making prediction

The table above showed that percentage of the students' improvement in making prediction the diagnostic test indicated that there were 3 students' (11.53%) got good and 11 students' (42.30%) got fair and 10 stutents' (38.47%) and then 2 student' (7.70%) got very poor.

After taking the action cycle I by using Top Down Strategy, the percentage of the students' improve was significantly. There 11 students' (42.30%) got good and 14 students' (53.85%) got fair and the only 1 student (3.85%) got poor. And then, in cycle II there was 10 students' (38.46%) got excellent and 15 students' (57.69%) got good and none of the students' for other classification

6. **The students' score in macroprocess**

The description of data analysis through the test as explain in previous finding section showed that the improvement of students' ability in macroprocess by using top down strategy was significant. It was supported by result of

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	-	-	11	42.30
2.	Very good	86-95	-	-	-	-	-	
3.	Good	76-85	5	19.23	9	34.62	13	50
4.	Fairly good	66-75	-	-	-	-	-	-
5.	Fair	56-65	14	53.84	13	50	2	7.70

No.	Classification	Score	F	%	F	%	F	%
6.	Poor	36-55	5	19.23	4	15.38	--	-
7.	Very poor	0-35	2	7.70	-	-	-	-
	Total		26	100	26	100	26	100

Table 4.6: The criteria and percentage of the students' score of note-taking organizing

The table above showed that percentage of the students' improvement in determining the note-taking organizing the diagnostic test indicated that there were 5 students' (19.23%) got good, 14 students' (53.84%) got fair and 5 students' to (19.23%) got poor and then 2 students' (7.70%) got very poor.

After taking the action in cycle I by using Top Down Strategy, the percentage of the students' improve was increased significantly. There 9 students' (34.62%) got good, 13 students' (50%) got fair, and 4 students' (15.38%) got poor and none students' for other classification. And then, in the cycle II, there was 11 students' (42.30%) got excellent, 13 students' (50%) got good and none of the students' for other classification.

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	-	-	10	38.47
2.	Very good	86-95	-	-	-	-	-	-
3.	Good	76-85	1	3.85	9	34.62	11	42.30

4.	Fairly good	66-75	-	-	-	-	-	-
5.	Fair	56-65	6	23.07	11	42.30	5	19.23
6.	Poor	36-55	13	50	6	23.07	-	-
7.	Very poor	0-35	6	23.07	-	-	-	-
	Total							

Table 4.7: The criteria and percentage of the students' score of summarizing

The table above showed that percentage of the students' improvement in summarizing in the diagnostic test indicated that there were 1 students' (3.85%) got good, 6 students' (23.07%) got fair, 13 students' (50%) got poor and then 6 students' to (23.07%) got very poor.

After taking the action in cycle I by using Top Down Strategy, the percentage of the students' improve was increased significantly. There were 9 students' (34.62%) got good, 11 students' (42.30%) got fair, 6 students' (23.07%) got poor and none of students' for the other classification. And then, in cycle II, there were 10 students' (38.47%) got excellent, 11 students' (42.30%) got good, and 5 students' (19.23%) got fair and none of the students' for the other classification.

B. Discussion

Based on the research finding, using Top Down Strategy showed the improvement of the students' reading comprehension in terms of content elaborative process and macroprocess. The improvement showed the process in cycle I and cycle II. The result of the students' reading in cycle I was low, especially elaborative

(making prediction) and macroprocess (note-taking organizing and summarizing). It shows that students' are not competent to comprehend English text well. Besides that, most of students could not read the word in passage perfectly but are unable to answer the questions. They could not say the words, but unable to gain the meaning from words. They were difficult to comprehend reading materials.

Before taking a classroom action research through Top Down Strategy, the researcher hold diagnostic test to measure the students' prior knowledge in English reading. In giving the diagnostic test, the students had poor score in reading comprehension. The students were not familiar with the topic. The researcher gave the students some tests about reading to know their ability. Besides, the researcher explanation related the topic.

Based on the finding, the students mean score in cycle I was low mean score. It proved that students answer over in making prediction. Eventhough, their prediction was no connection with the passages. Students were poor in organizing the reading passages. Besides, Students showed little understanding of the reading passages. Students were not able to make summary of the passages well.

The finding of the cycle II showed that students had high mean score. It proved that students could make prediction that connected with the passages. The students could organize and understand about the passages. Besides, the students were able to make the summary of the passage. It meant that students had improvement from the cycle I to cycle II by using Top Down Strategy.

Based on the discussion above, it could be known that there were different result between cycle I and cycle II in teaching reading through Top Down Strategy.

The researcher stated that teaching reading through Top Down Strategy was a good method to improving the students' score in reading comprehension.

The finding on the implementation of Top Down Strategy in teaching reading of the second grade in MTs Muhammadiyah Tallo, in line with the study which were conducted by some researchers. First, Valanta (2015) in his research under the title "A comparative study of Buttom-up and Top-Down approachesin Maximing Reading Comprehension." He conclude that using top-down approach in teaching reading comprehension can give a better result than using bottom-up approach in maximizing students' reading comprehension. The research was Serkan (2015) in his study under the title "Reading: Using Top-Down Strategies to Improve Learners' Reading". He concluded that this study has given a better understanding of the nature of reading, identifying the cause of some problems and creating some procedures to those problems in reading. Besides Ifeoma ,(2016). In her research under the title "effects of bottom-up and top-down reading strategies on students' reading comprehension achievement of junior secondary school ii students in zaria educational zone." In her research show that bottom-up and top-down reading strategies had effect on students" reading performance and The use of top-down reading strategy to teach reading comprehension increases students" ability to read and comprehend text effectively without any much difficulty.

Connecting to other research about reading. Nagao (2013), "Using Top-Down Skills to Increase Reading Comprehension", published on the Education Resources Information Center website states readers use their knowledge of the content matter

instead of their knowledge of the vocabulary used in a particular piece of text. Students could also use context clues to determine the meaning of words that have more than one use. For instance, the word "read" is pronounced differently depending on the context in which it is used. Students using the top-down reading theory could rely on context clues to help them determine the correct meaning of particular text. In other side, the researcher also has line with Fatemi (2014) in his research under the title "The effect of Top-down/Buttom-up processing and Field-Dependent/Field-Independent cognitive style on Iranian EFL learners' Reading comprehension". His research show that field dependent learners ware more successful than field independent ones when though trough Top down reading instruction model. He reconmmended using Top down strategy for further research and reading educators.

After comparing the result of this research and previous research findings, the researcher analyzed that by using top down strategy could improve the students' reading comprehension. Furthermore, the data from observation sheet indicated that the majority of the students' had positive response toward the use of top down strategy in teaching reading. It prove that the presence of top down strategy as an interesting method to improve the students' activeness and enthusiasm in doing the reading task.

According to the some researchers above, this research have the similarity with them because this research also used top down strategy. It was made the students' more active, interesting and get positive response during teaching and

learning process. While the differences with the tree researchers above and the researchers' are the subject and the research focus.

By the explanation above, the researcher reported that the use of Top Down Strategy is to make the students' being active, critic and creative thinking. So they could explore what they know into the new knowledge which is needed by them. And also have drawbacks are that the use of top down strategy is requiring a longer learning time and not all easily to do The Top Down Strategy

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part is conclusion based on research findings and conclusion. The second past is suggestion based on the conclusion.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher come the following conclusions.

1. Using Top Down Strategy can improve the students' score in elaborative process at the Second Grade of Mts Muhammadiyah Tallo**.** It was indicated by the mean score of the students' D-Test was 5.07 it was classified as poor achievement. It was also lower than the mean score of the students' elaborative process in cycle I was 6.76 it was classified as fair and cycle II was 8.61 it was classified as good.

2. Using to down strategy can improve the students' score in macroprocess at the Second Grade of Mts Muhammadiyah Tallo. It was indicated by the mean score of the students' D-Test was 4.77 it was classified as poor achievement. It was also lower than the mean score of the students' macroprocess in cycle I was 6.26 it was classified as fair and cycle II was 8.45 it was classified as good.

B. Suggestion

Based on the conclusion above, the researcher addresses the following suggestion and recommendation.

1. It is suggested that the teachers, especially those who teach English of the junior high school use Top Down Strategy as one alternative among other teaching method that can be used in teaching reading comprehension

2. For the teacher, it is suggested to increase the creativity to find out interesting and affective strategy or method that can motivate students' in teaching reading.

3. For the next researcher, it is suggested to use Top Down Strategy as a reference to conduct their research on the same field. It is really possible that there is another more effective way teach reading ability

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APPENDICES

APPENDICES A

LESSON PLAN

Rencana Pelaksanaa Pembelajaran

(RPP)

Mata pelajaran   :Bahasa Inggris

Kelas/semester   :XII/2

Pertemuan ke   :1

Alokasi waktu   :1x Pertemuan (2x45)

Skill   :Reading

I. **Standar kompetensi   :**
Memahahi makna teks tulis fungsional dan easai pendek sederhana berbentuk descriptive teks yang berkaitan dengan lingkungan sekitar.

II. **Kompetensi dasar   :**
Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk descriptive teks pendek dan sederhana dengan lingkungan sekitar.

III. **Tujuan pembelajan   :**
   – Siswa dapat memprediksikan isi bacaan descriptive
   – Siswa dapat menentukan main idea dari bacaan descriptive
   – Siswa dapat membuat summary dari teks bacaan descriptive

IV. **Indicator**
   – Memprediksikan isi bacaan pada teks bacaan descriptive
   – Menentukan main idea dari teks bacaan descriptive
   – Membuat summary pada teks bacaan descriptive

V. **Materi pokok**
Definition: teks narrative: teks yang berisi gambaran dari sebuah object materi ajar: membaca teks descriptive yang berjudul **Doraemon**

DORAEMON

Doraemon is a cartoon character. It is a robot which looks alike cat. Its colour is blue. Doraemon has a megical pocket on his stomach which we can take out many magical and amazing tools. Doraemon likes dorayaki very much. That is his favorite food. He eats dorayaki everyday. Doraemon is very kind and helpful. He always helps Nobita, his friend. To solve the problem in his life. Doraemon also often

advises Nobita about his act in his life. Doraemon wants to make Nobita's life become better. The story of Doraemon is loved by millions of children in the world.

The stories of Doraemon began when Doraemon was sent back to the past time of Nobita's life by Nobita life great-grandson Sewashi. He was sent to improve the lives of Nobita in order his descendants had a better life. In his real life, without assistance of Doraemon, Nobita often failed in school lessons, failed in his career, and left his family financial problems.

Early life of Doraemon was not so good. He was failed robot which was auctioned off to a poor family with much debt. It was the family descended from Nobi Nobita. The mission of Doraemon is to help Nobi Nobita which is a great-grandfather from Sewashi who has Doraemon. Nobita was a boy who always different fate of damn and had no ability. He was stupid in school lessons and couldn't exercise well. Nobita was only talented in game of shooting, playing rubber, and sleeping. This is why he had failed life, and Doraemon was sent from the future to change his fate of becoming a man who is success. It is very ironic that a failed robot comes to assist a child who failed. In reality, the friendship between those two children makes them become better.

Every time Nobita was hit by a problem. Doraemon would soon help him with his simply miraculous tools. It seemed that Doraemon mission was successful, because when they go to the future, Nobita sees himself marry to Shizuko, the girl whom he loves so much at school. He also sees his spiritual offspring life in a better condition than when Sewashi sent Doraemon at the first time, even the sons of Nobi afford to buy a great robot, Dorami. Doraemon and Nobita helped each other and worked together to fix their own lives.

https://azbahasainggris.com/descriptive-text-dalam-bahasa-inggris

VI. Metode pengajaran
- Top down strategy
- Question answering
- Ceramah

VII. Langkah pembelajaran
- A. Kegiataan awal
  - Doa
  - Absensi
  - Apersepsi, motivasi: dengan mengarahkan siswa pada situasi pembelajaran
- B. Kegiatan inti

- Menjelaskan kepada siswa tentang bacaan yang berbentuk descriptive text
- Guru membagikan teks bacaan serta menuliskan key word di papan tulis bacaan yang akan dibahas
- Guru meminta bacaan judul dari bacaan tersebut dan memperhatikan key word yang ada
- Guru member stimulasi agar siswa mampu mengingat dan mengaktifkan pengetahuan mereka yang sebelum tentang bacaan tersebut
- Siswa menebak atau memprediksikan makna atau isi dari teks tersebut dengan key word tersebut
- Siswa membaca isi teks bacaan sambil mengecek hasil prediksi mereka apakah telah benar dan sesuai dengan isi teks tersebut
- Siswa memprediksikan hasil prediksi mereka jika ada yang tidak sesuai dengan isi teks tersebut
- Siswa membuat summary dari teks tersebut dan menjawab pertanyaan sesuai bacaan tersebut

C. Penutup
- Menanyakan kesulitan siswa dalam bentuk teks descriptive dan feedback test
- Salam

VIII. Sumber/bahan/alat
Buku bacaan yang relevant and worksheet

IX. Penilaian
4. Rubric of prediction

criteria	score
• Prediction about possible events in story is clearly presented	5
• Prediction about possible in story somewhat unclear	4
• Prediction about possible events in story is very unclear	3
• Prediction about possible events in story in missing	2
• The student answer over but prediction is no connection with the story	1

5. Note-taking organizing

Criteria	score

Criteria	Score
• The notes are very clearly organized and illustrate understanding by explaining examples and details in a clear manner, such as labels and titles	5
• The notes are organized and show understanding of the reading passage by explaining examples and details within the provide box categories	4
• The notes are somewhat organized and show some understanding of the reading passage	3
• The notes are very poorly organized and show little understanding of the reading passages	2
• No assignment organization not evident	1

6. Rubric of summarizing

Criteria	Score
• The student identifies the main (super ordinate) pattern running through the information along with the all minor (subordinate) patterns	5
• The student identifies the main (super ordinate) pattern running through the information	4
• The student addresses some of the features of the main (super ordinate) pattern running through information but excludes some critical aspects	3
• The student does not address the main (super ordinate) pattern running through the information	2
• No judgment can be made	1

(Marzano, 2000)

Rencana Pelaksanaa Pembelajaran

(RPP)

Mata pelajaran   :Bahasa Inggris

Kelas/semester   : XII/2

Pertemuan ke   : 2

Alokasi waktu   : 1x Pertemuan (2x45)

Skill   : Reading

X.   **Standar kompetensi**   **:**
Memahahi makna teks tulis fungsional dan easai pendek sederhana berbentuk descriptive teks yang berkaitan dengan lingkungan sekitar.

XI.   **Kompetensi dasar**   **:**
Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk descriptive teks pendek dan sederhana dengan lingkungan sekitar.

XII.   **Tujuan pembelajan**   :
– Siswa dapat memprediksikan isi bacaan descriptive
– Siswa dapat menentukan main idea dari bacaan descriptive
– Siswa dapat membuat summary dari teks bacaan descrptive

XIII.   **Indicator**
– Memprediksikan isi bacaan pada teks bacaan descriptive
– Menentukan main idea dari teks bacaan descriptive
– Membuat summary pada teks bacaan descriptive

XIV.   **Materi pokok**

1. Definition: teks narrative teks yang berisi gambaran dari sebuah object materi ajar: membaca teks descriptive teks yang berjudul **Justin Beiber**

JUSTIN BEIBER

Justin Beiber is my favorite singer. I love his music. He make me happy when I hear him singing. When I am really down and sad. I will hear one of justin's songs.

He also cute. I like the way he sings and when I first heard him sing 'Baby' and saw him do the video of the song and that's how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a beliber since I listen to his music from the first time.

His music give me a awesome feeling, like he was there for me comfort and help me. The most important thing is that Justin taught me to never say never. He teaches me that dreams do come true. If you really want it. He made me smile, I can talk hours about what I love about Justin, his hair, his voice, his eyes, his humor… but this is want I tell people first. This is the reason why I really love him.

http://www.jagoanbahasainggris.com/2017/02/kumpulan-descriptive-text-beserta-artinya.html

XV. **Metode pengajaran**
- Top down strategy
- Question answering
- Ceramah

XVI. **Langkah pembelajaran**
D. Kegiataan awal
- Doa
- Absensi
- Apersepsi, motivasi: dengan mengarahkan siswa pada situasi pembelajaran

E. Kegiatan inti
- Menjelaskan kepada siswa tentang bacaan yang berbentuk descriptive text
- Guru membagikan teks bacaan serta menuliskan key word di papan tulis bacaan yang akan dibahas
- Guru meminta bacaan judul dari bacaan tersebut dan memperhatikan key word yang ada
- Guru member stimulasi agar siswa mampu mengingat dan mengaktifkan pengetahuan mereka yang sebelum tentang bacaan tersebut
- Siswa menebak atau memprediksikan makna atau isi dari teks tersebut dengan key word tersebut
- Siswa membaca isi teks bacaan sambil mengecek hasil prediksi mereka apakah telah benar dan sesuai dengan isi teks tersebut

- Siswa memprediksikan hasil prediksi mereka jika ada yang tidak sesuai dengan isi teks tersebut
- Siswa membuat summary dari teks tersebut dan menjawab pertanyaan sesuai bacaan tersebut

F. Penutup
- Menanyakan kesulitan siswa dalam bentuk teks descriptive dan feedback test
- Salam

XVII.   Sumber/bahan/alat

Buku bacaan yang relevant and worksheet

XVIII.   Penilaian

7. Rubric of prediction

criteria	score
• Prediction about possible events in story is clearly presented	5
• Prediction about possible in story somewhat unclear	4
• Prediction about possible events in story is very unclear	3
• Prediction about possible events in story in missing	2
• The student answer over but prediction is no connection with the story	1

8. Note-taking organizing

Criteria	score
• The notes are very clearly organized and illustrate understanding by explaining examples and details in a clear manner, such as labels and titles	5
• The notes are organized and show understanding of the reading passage by explaining examples and details within the provide box categories	4
• The notes are somewhat organized and show some understanding of the reading passage	3
• The notes are very poorly organized and show little understanding of the reading passages	2
• No assignment organization not evident	1

9. Rubric of summarizing

Criteria	Score

• The student identifies the main (super ordinate) pattern running through the information along with the all minor (subordinate) patterns	5
• The student identifies the main (super ordinate) pattern running through the information	4
• The student addresses some of the features of the main (super ordinate) pattern running through information but excludes some critical aspects	3
• The student does not address the main (super ordinate) pattern running through the information	2
• No judgment can be made	1

(Marzano, 2000)

Rencana Pelaksanaa Pembelajaran

(RPP)

Mata pelajaran   :Bahasa Inggris

Kelas/semester   : XII/2

Pertemuan ke   :3

Alokasi waktu   : 1x Pertemuan (2x45)

Skill   : Reading

XIX. Standar kompetensi   :
Memahahi makna teks tulis fungsional dan easai pendek sederhana berbentuk descriptive yang berkaitan dengan lingkungan sekitar.

XX. Kompetensi dasar   :
Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk descriptive pendek dan sederhana dengan lingkungan sekitar.

XXI. Tujuan pembelajan   :
   – Siswa dapat memprediksikan isi bacaan descriptive
   – Siswa dapat menentukan main idea dari bacaan descriptive
   – Siswa dapat membuat summary dari teks bacaan descriptive

XXII. Indicator
   – Memprediksikan isi bacaan pada teks bacaan descriptive
   – Menentukan main idea dari teks bacaan descriptive
   – Membuat summary pada teks bacaan descriptive

XXIII. Materi pokok
Definition: teks narrative: teks yang berisi gambaran dari sebuah object materi ajar: membaca teks descriptive yang berjudul Maudy Ayunda

MAUDY AYUNDA

Maudy Ayunda is my favorite artist. She very is beautiful and smart. She makes me fall in love with her since first I saw her at TV

My first time see her is when she promote a beauty product on a TV's advertisement. Since then, she plays movies and also become a singer. Her voice is also wonderful. I like the song since the first time I heard it.

Maudy is also an artist that cares about her education. I hear now she is studying somewhere at foreign university. I hope she will make new movies and songs soon.

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XXIV. Metode pengajaran
- Top down strategy
- Question answering
- Ceramah

XXV. Langkah pembelajaran

G. Kegiataan awal
- Doa
- Absensi
- Apersepsi, motivasi: dengan mengarahkan siswa pada situasi pembelajaran

H. Kegiatan inti
- Menjelaskan kepada siswa tentang bacaan yang berbentuk descriptive text
- Guru membagikan teks bacaan serta menuliskan key word di papan tulis bacaan yang akan dibahas
- Guru meminta bacaan judul dari bacaan tersebut dan memperhatikan key word yang ada
- Guru member stimulasi agar siswa mampu mengingat dan mengaktifkan pengetahuan mereka yang sebelum tentang bacaan tersebut
- Siswa menebak atau memprediksikan makna atau isi dari teks tersebut dengan key word tersebut
- Siswa membaca isi teks bacaan sambil mengecek hasil prediksi mereka apakah telah benar dan sesuai dengan isi teks tersebut
- Siswa memprediksikan hasil prediksi mereka jika ada yang tidak sesuai dengan isi teks tersebut
- Siswa membuat summary dari teks tersebut dan menjawab pertanyaan sesuai bacaan tersebut

I. Penutup
- Menanyakan kesulitan siswa dalam bentuk teks descriptive dan feedback test

– Salam

XXVI. Sumber/bahan/alat

Buku bacaan yang relevant and worksheet

XXVII. Penilaian

10. Rubric of prediction

criteria	score
• Prediction about possible events in story is clearly presented	5
• Prediction about possible in story somewhat unclear	4
• Prediction about possible events in story is very unclear	3
• Prediction about possible events in story in missing	2
• The student answer over but prediction is no connection with the story	1

11. Note-taking organizing

Criteria	score
• The notes are very clearly organized and illustrate understanding by explaining examples and details in a clear manner, such as labels and titles	5
• The notes are organized and show understanding of the reading passage by explaining examples and details within the provide box categories	4
• The notes are somewhat organized and show some understanding of the reading passage	3
• The notes are very poorly organized and show little understanding of the reading passages	2
• No assignment organization not evident	1

12. Rubric of summarizing

Criteria	Score
• The student identifies the main (super ordinate) pattern running through the information along with the all minor (subordinate) patterns	5

• The student identifies the main (super ordinate) pattern running through the information	4
• The student addresses some of the features of the main (super ordinate) pattern running through information but excludes some critical aspects	3
• The student does not address the main (super ordinate) pattern running through the information	2
• No judgment can be made	1

(Marzano, 2000)

Rencana Pelaksanaa Pembelajaran

(RPP)

Mata pelajaran   :Bahasa Inggris

Kelas/semester   : XII/2

Pertemuan ke   : 4

Alokasi waktu   : 1x Pertemuan (2x45)

Skill   : Reading

XXVIII.   **Standar kompetensi**   **:**

Memahahi makna teks tulis fungsional dan easai pendek sederhana berbentuk descriptive yang berkaitan dengan lingkungan sekitar.

XXIX.   **Kompetensi dasar**   **:**

Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk descriptive pendek dan sederhana dengan lingkungan sekitar.

XXX.   **Tujuan pembelajan**   :

– Siswa dapat memprediksikan isi bacaan descriptive

– Siswa dapat menentukan main idea dari bacaan descriptive

– Siswa dapat membuat summary dari teks bacaan descriptive

XXXI.   **Indicator**

– Memprediksikan isi bacaan pada teks bacaan descriptive

– Menentukan main idea dari teks bacaan descriptive

– Membuat summary pada teks bacaan descriptive

XXXII.   **Materi pokok**

Definition: teks narrative: teks yang berisi gambaran dari sebuah object materi ajar: membaca teks descriptive yang berjudul Kuta Beach

KUTA BEACH

Kuta is very beautiful beach. Kuta located in Bandung regency it's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and International, restaurant, bar, as well as a very famous surfing spots in the world.

In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, plying volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day.

The activity in Kuta beach is not only takes during the day, but also in the night. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00.

When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to the highest. Kuta Beach is a beach that is highly recommended for you. In addition to offering the natural beauty. The enviromenment around it also gives a classy facility

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XXXIII.   Metode pengajaran
- Top down strategy
- Question answering
- Ceramah

XXXIV.   Langkah pembelajaran
J. Kegiataan awal
- Doa
- Absensi
- Apersepsi, motivasi: dengan mengarahkan siswa pada situasi pembelajaran

K. Kegiatan inti
- Menjelaskan kepada siswa tentang bacaan yang berbentuk descriptive text
- Guru membagikan teks bacaan serta menuliskan key word di papan tulis bacaan yang akan dibahas
- Guru meminta bacaan judul dari bacaan tersebut dan memperhatikan key word yang ada
- Guru member stimulasi agar siswa mampu mengingat dan mengaktifkan pengetahuan mereka yang sebelum tentang bacaan tersebut
- Siswa menebak atau memprediksikan makna atau isi dari teks tersebut dengan key word tersebut
- Siswa membaca isi teks bacaan sambil mengecek hasil prediksi mereka apakah telah benar dan sesuai dengan isi teks tersebut
- Siswa memprediksikan hasil prediksi mereka jika ada yang tidak sesuai dengan isi teks tersebut

− Siswa membuat summary dari teks tersebut dan menjawab pertanyaan sesuai bacaan tersebut

L. Penutup
− Menanyakan kesulitan siswa dalam bentuk teks descriptive dan feedback test
− Salam

XXXV. **Sumber/bahan/alat**

Buku bacaan yang relevant and worksheet

XXXVI. **Penilaian**

13. Rubric of prediction

criteria	score
• Prediction about possible events in story is clearly presented	5
• Prediction about possible in story somewhat unclear	4
• Prediction about possible events in story is very unclear	3
• Prediction about possible events in story in missing	2
• The student answer over but prediction is no connection with the story	1

14. Note-taking organizing

Criteria	score
• The notes are very clearly organized and illustrate understanding by explaining examples and details in a clear manner, such as labels and titles	5
• The notes are organized and show understanding of the reading passage by explaining examples and details within the provide box categories	4
• The notes are somewhat organized and show some understanding of the reading passage	3
• The notes are very poorly organized and show little understanding of the reading passages	2
• No assignment organization not evident	1

15. Rubric of summarizing

Criteria	Score
• The student identifies the main (super ordinate) pattern running through the information along with the all minor (subordinate)	5

patterns	
• The student identifies the main (super ordinate) pattern running through the information	4
• The student addresses some of the features of the main (super ordinate) pattern running through information but excludes some critical aspects	3
• The student does not address the main (super ordinate) pattern running through the information	2
• No judgment can be made	1

(Marzano, 2000)

Rencana Pelaksanaa Pembelajaran

(RPP)

Mata pelajaran   :Bahasa Inggris

Kelas/semester   :XII/2

Pertemuan ke   :5

Alokasi waktu   :1x Pertemuan (2x45)

Skill   :Reading

XXXVII. **Standar kompetensi** **:**
Memahahi makna teks tulis fungsional dan easai pendek sederhana berbentuk descriptive yang berkaitan dengan lingkungan sekitar.

XXXVIII. **Kompetensi dasar** **:**
Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk descriptive pendek dan sederhana dengan lingkungan sekitar.

XXXIX. **Tujuan pembelajan** :
– Siswa dapat memprediksikan isi bacaan descriptive
– Siswa dapat menentukan main idea dari bacaan descriptive
– Siswa dapat membuat summary dari teks bacaan descriptive

XL. **Indicator**
– Memprediksikan isi bacaan pada teks bacaan descriptive
– Menentukan main idea dari teks bacaan descriptive
– Membuat summary pada teks bacaan descriptive

XLI. **Materi pokok**
Definition: teks narrative: teks yang berisi gambaran dari sebuah object materi ajar: membaca teks descriptive yang berjudul My Mother

MY MOTHER

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight like 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves being in the church, and she loves sing and dance too

She is a very good child, wife and mother. She always takes care of her family. She likes her house

To be clean an organized. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to help us to give us all her love.

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XLII. **Metode pengajaran**
- Top down strategy
- Question answering
- Ceramah

XLIII. **Langkah pembelajaran**

M. Kegiataan awal
- Doa
- Absensi
- Apersepsi, motivasi: dengan mengarahkan siswa pada situasi pembelajaran

N. Kegiatan inti
- Menjelaskan kepada siswa tentang bacaan yang berbentuk descriptive text
- Guru membagikan teks bacaan serta menuliskan key word di papan tulis bacaan yang akan dibahas
- Guru meminta bacaan judul dari bacaan tersebut dan memperhatikan key word yang ada
- Guru member stimulasi agar siswa mampu mengingat dan mengaktifkan pengetahuan mereka yang sebelum tentang bacaan tersebut
- Siswa menebak atau memprediksikan makna atau isi dari teks tersebut dengan key word tersebut
- Siswa membaca isi teks bacaan sambil mengecek hasil prediksi mereka apakah telah benar dan sesuai dengan isi teks tersebut
- Siswa memprediksikan hasil prediksi mereka jika ada yang tidak sesuai dengan isi teks tersebut
- Siswa membuat summary dari teks tersebut dan menjawab pertanyaan sesuai bacaan tersebut

O. Penutup

- Menanyakan kesulitan siswa dalam bentuk teks descriptive dan feedback test
- Salam

XLIV. **Sumber/bahan/alat**

Buku bacaan yang relevant and worksheet

XLV. **Penilaian**

16. Rubric of prediction

criteria	score
• Prediction about possible events in story is clearly presented	5
• Prediction about possible in story somewhat unclear	4
• Prediction about possible events in story is very unclear	3
• Prediction about possible events in story in missing	2
• The student answer over but prediction is no connection with the story	1

1. Note-taking organizing

Criteria	score
• The notes are very clearly organized and illustrate understanding by explaining examples and details in a clear manner, such as labels and titles	5
• The notes are organized and show understanding of the reading passage by explaining examples and details within the provide box categories	4
• The notes are somewhat organized and show some understanding of the reading passage	3
• The notes are very poorly organized and show little understanding of the reading passages	2
• No assignment organization not evident	1

2. Rubric of summarizing

Criteria	Score
• The student identifies the main (super ordinate) pattern running through the information along with the all minor (subordinate) patterns	5
• The student identifies the main (super ordinate) pattern running through the information	4

• The student addresses some of the features of the main (super ordinate) pattern running through information but excludes some critical aspects	3
• The student does not address the main (super ordinate) pattern running through the information	2
• No judgment can be made	1

(Marzano, 2000)

Rencana Pelaksanaa Pembelajaran

(RPP)

Mata pelajaran   :Bahasa Inggris

Kelas/semester   : XII/2

Pertemuan ke   :6

Alokasi waktu   : 1x Pertemuan (2x45)

Skill   : Reading

XLVI. **Standar kompetensi   :**
Memahahi makna teks tulis fungsional dan easai pendek sederhana berbentuk descriptive dengan lingkungan sekitar.

XLVII. **Kompetensi dasar   :**
Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk descriptive pendek dan sederhana dengan lingkungan sekitar.

XLVIII. **Tujuan pembelajan   :**
- Siswa dapat memprediksikan isi bacaan descriptive
- Siswa dapat menentukan main idea dari bacaan descriptive
- Siswa dapat membuat summary dari teks bacaan descriptive

XLIX. **Indicator**
- Memprediksikan isi bacaan pada teks bacaan descriptive
- Menentukan main idea dari teks bacaan descriptive
- Membuat summary pada teks bacaan descriptive

L. **Materi pokok**
Definition: teks narrative: teks yang berisi gambaran dari sebuah object materi ajar: membaca teksdescriptive   yang berjudul Makassar

MAKASSAR

Makassar is the principal capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5^o8'S 119^o25'E, on the southwest coast of the island of Sulawesi, facing the Makassar Strait. Its area is 175.77 km2 and has population of around 1.4 million

Makassar is home to several prominent landmarks including the 16th century Dutch fort Rotterdam, Trans Studio Makassar-the third largest indoor thee park in the world and the Karebosi Link- the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glatinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of Pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered wit palm sugar sauce and sometimes eaten with durian. Many street vendors self Pisang epe, especially around the area of Losari beach

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LI.   Metode pengajaran
- Top down strategy
- Question answering
- Ceramah

LII.   Langkah pembelajaran

P. Kegiataan awal
- Doa
- Absensi
- Apersepsi, motivasi: dengan mengarahkan siswa pada situasi pembelajaran

Q. Kegiatan inti
- Menjelaskan kepada siswa tentang bacaan yang berbentuk descriptive text
- Guru membagikan teks bacaan serta menuliskan key word di papan tulis bacaan yang akan dibahas
- Guru meminta bacaan judul dari bacaan tersebut dan memperhatikan key word yang ada
- Guru member stimulasi agar siswa mampu mengingat dan mengaktifkan pengetahuan mereka yang sebelum tentang bacaan tersebut
- Siswa menebak atau memprediksikan makna atau isi dari teks tersebut dengan key word tersebut
- Siswa membaca isi teks bacaan sambil mengecek hasil prediksi mereka apakah telah benar dan sesuai dengan isi teks tersebut

- Siswa memprediksikan hasil prediksi mereka jika ada yang tidak sesuai dengan isi teks tersebut
- Siswa membuat summary dari teks tersebut dan menjawab pertanyaan sesuai bacaan tersebut

R. Penutup
- Menanyakan kesulitan siswa dalam bentuk teks descriptive dan feedback test
- Salam

LIII. **Sumber/bahan/alat**

Buku bacaan yang relevant and worksheet

LIV. **Penilaian**

3. Rubric of prediction

criteria	score
• Prediction about possible events in story is clearly presented	5
• Prediction about possible in story somewhat unclear	4
• Prediction about possible events in story is very unclear	3
• Prediction about possible events in story in missing	2

4. Note-taking organizing

Criteria	score
• The notes are very clearly organized and illustrate understanding by explaining examples and details in a clear manner, such as labels and titles	5
• The notes are organized and show understanding of the reading passage by explaining examples and details within the provide box categories	4
• The notes are somewhat organized and show some understanding of the reading passage	3
• The notes are very poorly organized and show little understanding of the reading passages	2
• No assignment organization not evident	1

5. Rubric of summarizing

Criteria	Score
• The student identifies the main (super ordinate) pattern running through the information along with the all minor (subordinate)	5

patterns	
• The student identifies the main (super ordinate) pattern running through the information	4
• The student addresses some of the features of the main (super ordinate) pattern running through information but excludes some critical aspects	3
• The student does not address the main (super ordinate) pattern running through the information	2
• No judgment can be made	1

<div align="right">(Marzano, 2000)</div>

Rencana Pelaksanaa Pembelajaran

(RPP)

Mata pelajaran   :Bahasa Inggris

Kelas/semester   : XII/2

Pertemuan ke   : 8

Alokasi waktu   : 1x Pertemuan (2x45)

Skill   : Reading

LV. **Standar kompetensi   :**
Memahahi makna teks tulis fungsional dan easai pendek sederhana berbentuk narrative yang berkaitan dengan lingkungan sekitar.

LVI. **Kompetensi dasar   :**
Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk descriptive pendek dan sederhana dengan lingkungan sekitar.

LVII. **Tujuan pembelajan   :**
 − Siswa dapat memprediksikan isi bacaan descriptive
 − Siswa dapat menentukan main idea dari bacaan descriptive
 − Siswa dapat membuat summary dari teks bacaan descriptive

LVIII. **Indicator**
 − Memprediksikan isi bacaan pada teks bacaan descriptive
 − Menentukan main idea dari teks bacaan descriptive
 − Membuat summary pada teks bacaan descriptive

LIX. **Materi pokok**
Definition: teks narrative: teks yang berisi gambaran dari sebuah object materi ajar: membaca teks descriptive yang berjudul Borobudur

Borobudur

Borobudur is Hindu- Budist temple. It was in the nineth century under Sailendra dynasty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Budist sculpture in has-relief. The upper three are

circular. Each of them is with a circale of bell shape-stupa. The entire height is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8km of passage and stairways. The design of the Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesia monument in 1983 is a valuable treasure for Indonesia people

http://www.jagoanbahasainggris.com/2017/02/kumpulan-descriptive-text-beserta-artinya.html

LX. Metode pengajaran
– Top down strategy
– Question answering
– Ceramah

LXI. Langkah pembelajaran
S. Kegiataan awal
– Doa
– Absensi
– Apersepsi, motivasi: dengan mengarahkan siswa pada situasi pembelajaran

T. Kegiatan inti
– Menjelaskan kepada siswa tentang bacaan yang berbentuk descriptive text
– Guru membagikan teks bacaan serta menuliskan key word di papan tulis bacaan yang akan dibahas
– Guru meminta bacaan judul dari bacaan tersebut dan memperhatikan key word yang ada
– Guru member stimulasi agar siswa mampu mengingat dan mengaktifkan pengetahuan mereka yang sebelum tentang bacaan tersebut
– Siswa menebak atau memprediksikan makna atau isi dari teks tersebut dengan key word tersebut
– Siswa membaca isi teks bacaan sambil mengecek hasil prediksi mereka apakah telah benar dan sesuai dengan isi teks tersebut
– Siswa memprediksikan hasil prediksi mereka jika ada yang tidak sesuai dengan isi teks tersebut
– Siswa membuat summary dari teks tersebut dan menjawab pertanyaan sesuai bacaan tersebut

U. Penutup
– Menanyakan kesulitan siswa dalam bentuk teks descriptive dan feedback test

       – Salam

LXII.   **Sumber/bahan/alat**

Buku bacaan yang relevant and worksheet

LXIII.   **Penilaian**

6. Rubric of prediction

criteria	score
• Prediction about possible events in story is clearly presented	5
• Prediction about possible in story somewhat unclear	4
• Prediction about possible events in story is very unclear	3
• Prediction about possible events in story in missing	2
• The student answer over but prediction is no connection with the story	1

7. Note-taking organizing

Criteria	score
• The notes are very clearly organized and illustrate understanding by explaining examples and details in a clear manner, such as labels and titles	5
• The notes are organized and show understanding of the reading passage by explaining examples and details within the provide box categories	4
• The notes are somewhat organized and show some understanding of the reading passage	3
• The notes are very poorly organized and show little understanding of the reading passages	2
• No assignment organization not evident	1

8. Rubric of summarizing

Criteria	Score
• The student identifies the main (super ordinate) pattern running through the information along with the all minor (subordinate) patterns	5
• The student identifies the main (super ordinate) pattern running through the information	4

• The student addresses some of the features of the main (super ordinate) pattern running through information but excludes some critical aspects	3
• The student does not address the main (super ordinate) pattern running through the information	2
• No judgment can be made	1

(Marzano, 2000)

APPENDICES B

INSTRUMENT OF THE RESEARCH :

DIAGNOSTIC TEST

    TEST OF CYCLE I

        TEST OF CYCLE II

Diagnostic Test

Name :
Reg. number :
Class :

Read the text and answer the question!

My Mother

My mother is a quite pretty woman. She has a proportional appearance; she isn't tall but not too short for about 155cm. Her hair is long, a bit wavy and its color is black. She has black eyes and light brown skin. When she smiles, she looks prettier.

She is known as a nice people by people around her. She is also attractive, smart, friendly, and always try to help people around. I love her very much because she is a living figure to me to be a good person. My mom love listening to the music, especially Dangdut. Whenever she cooks in the kitchen, she always listens to the Dangdut music and sings along with it.

She is a complete person, a good mother and wife. Every day, she takes care of us with all of her warmth love. She manages the house well, keeps it clean and in good order. She doesn't like if any stuff in our house misplaced, everything has to be where it should be placed and don't mess around.

She spreads her smile all the time to everyone. With the smile on her face, she looks gorgeous. Behind her beauty, she is a great woman for my family. She is strong woman who help her family whenever we face a problem. Best mom ever who give all her love for her family. https://azbahasainggris.com/descriptive-text-dalam-bahasa-inggris

Step I: *read the title of the text and pay attention the key words that have written in blackboard!*

Step II*: guess or predict the content or meaning of the text about my mother by using key word available*

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
……………………………

Step III: *read the text to confirm your prediction to check whether the predictions are correct!*

Step IV: *correct your prediction if your prediction cannot be confirmed or your predict is still wrong*

Step V: *make summarizing of the text above!*

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
……………………………

Test Cycle 1

Name   :
Reg. number   :
Class   :

Read the text and answer the question!

DORAEMON

Doraemon is a cartoon character. It is a robot which looks alike cat. Its colour is blue. Doraemon has a megical pocket on his stomach which we can take out many magical and amazing tools. Doraemon likes dorayaki very much. That is his favorite food. He eats dorayaki everyday. Doraemon is very kind and helpful. He always helps Nobita, his friend. To solve the problem in his life. Doraemon also often advises Nobita about his act in his life. Doraemon wants to make Nobita's life become better. The story of Doraemon is loved by millions of children in the world.

The stories of Doraemon began when Doraemon was sent back to the past time of Nobita's life by Nobita life great-grandson Sewashi. He was sent to improve the lives of Nobita in order his descendants had a better life. In his real life, without assistance of Doraemon, Nobita often failed in school lessons, failed in his career, and left his family financial problems.

Early life of Doraemon was not so good. He was failed robot which was auctioned off to a poor family with much debt. It was the family descended from Nobi Nobita. The mission of Doraemon is to help Nobi Nobita which is a great-grandfather from Sewashi who has Doraemon. Nobita was a boy who always different fate of damn and had no ability. He was stupid in school lessons and couldn't exercise well. Nobita was only talented in game of shooting, playing rubber, and sleeping. This is why he had failed life, and Doraemon was sent from the future to change his fate of becoming a man who is success. It is very ironic that a failed robot comes to assist a child who failed. In reality, the friendship between those two children makes them become better.

Every time Nobita was hit by a problem. Doraemon would soon help him with his simply miraculous tools. It seemed that Doraemon mission was successful, because when they go to the future, Nobita sees himself marry to Shizuko, the girl whom he loves so much at school. He also sees his spiritual offspring life in a better condition than when Sewashi sent Doraemon at the first time, even the sons of Nobi

afford to buy a great robot, Dorami. Doraemon and Nobita helped each other and worked together to fix their own lives.

Step I: *read the title of the text and pay attention the key words that have written in blackboard!*

Step II*: guess or predict the content or meaning of the text about my mother by using key word available*

………………………………………………………………………………… ………………………………………………………………………………… ………………………………………………………………………………… ………………………

Step III: *read the text to confirm your prediction to check whether the predictions are correct!*

Step IV: *correct your prediction if your prediction cannot be confirmed or your predict is still wrong*

Step V: *make summarizing of the text above!*

………………………………………………………………………………… ………………………………………………………………………………… ………………………………………………………………………………… ………………………

Test Cycle II

Name :
Reg. number :
Class :

Read the text and answer the question!

FORT ROTTERDAM

Fort Rotterdam is also known as Benteng Makassar. It is one example of past king of Sulawesi's greatness. The Gowa kingdom was the strongest and the most glorious kingdom during the 16th century. At the time, Makassar was known as a trending city

Viewed from the sea, the kingdom of Gowa, was completely fortified. This kingdom possessed 17 fort protected the city and surrounding area. In the year of 1669, when Gowa was under the power of the Dutch, all forts but fort Makassar were destroyed. Fort Makassar was built in 1545 by the Xth king of Gowa. His name is I Marigau. Daeng Bonto Karaeng Lakiung, also known as Karaeng Tunipallangga Ulaweng. The basic from of this fort is a square with Portuguese architecture. It was made of clay based on the model of the European forts during the 16th and 17th century, with the additional triangle protrusion added to the basic from of the fort, making it looks like a turtle shape. This identifies of the capital city Makassar.

During the Duth colonialism, the fort was rebuilt and renamed "Fort Rotterdam". In that period, the fort and its area the center of the government and commerce activities. During the Japanese colonialism the fort funciationed as the center of archeological and language studies

At the present, the buildings in the fort are utilized by the Pre-historic and Historic Preservation Affairs (suaka peninggalan sejarah dan purbakala). Cultural center (Atrs, dance music, etc) including the public museum. This museum display and preserves various historical objects, manuscripts, statues, ceramic, traditional clothes, and other cultural objects from the ethnics group in South Sulawesi

http://www.jagoanbahasainggris.com/2017/02/kumpulan-descriptive-text-beserta-artinya.htm

Step I: *read the title of the text and pay attention the key words that have written in blackboard!*

Step II*: guess or predict the content or meaning of the text about my mother by using key word available*

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………

Step III: *read the text to confirm your prediction to check whether the predictions are correct!*

Step IV: *correct your prediction if your prediction cannot be confirmed or your predict is still wrong*

Step V: *make summarizing of the text above!*

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………

APPENDICES C

THE RESULT OF:

    DIAGNOSTIC TEST

        CYCLE I

            CYCLE II

APPENDIX

THE RESULT OF READING COMPREHENSION ON DIAGNOSTIC TEST AT THE SECOND GRADE MTs MUHAMMADIYAH TALLO KOTA MAKASSAR TAHUN PELAJARAN 2017/2018

No	Name	Aspect			Score	Criteria
		Elaborative process		Macro process		
		Making prediction	Note taking	summarizing		
1	Std-01	6	4	4	4.67	Poor
2	Std-02	4	4	3	3.67	Very poor
3	Std-03	8	8	2	6.00	Fairly
4	Std-04	2	6	6	4.67	Poor
5	Std-05	2	8	4	4.67	Poor
6	Std-06	4	6	8	6.00	Fairly
7	Std-07	6	8	4	6.00	Fairly
8	Std-08	4	6	4	4.67	Poor
9	Std-09	6	4	6	5.33	Poor
10	Std-10	6	2	6	4.67	Poor
11	Std-11	8	6	4	6.00	Fairly
12	Std-12	4	2	4	3.33	Very poor
13	Std-13	4	6	6	5.33	Poor
14	Std-14	6	6	2	4.67	Poor
15	Std-15	4	6	4	4.67	Poor
16	Std-16	6	6	4	5.33	Poor
17	Std-17	4	6	4	4.67	Poor

18	Std-18	6	8	2	5.33	Poor
19	Std-19	6	8	6	6.67	Fairly
20	Std-20	8	6	4	6.00	Fairly
21	Std-21	6	4	2	4.00	Poor
22	Std-22	4	4	6	4.67	Poor
23	Std-23	4	6	4	4.67	Poor
24	Std-24	6	6	4	5.33	Poor
25	Std-25	4	6	2	4.00	Poor
26	Std-26	6	6	4	5.33	Poor
Total		132	144	109	128.33	
Mean score		5.07	5.53	4.19	4.93	

APPENDIX

THE RESULT OF READING COMPREHENSION ON CYCLE I AT THE SECOND GRADE MTs MUHAMMADIYAH TALLO KOTA MAKASSAR TAHUN PELAJARAN 2017/2018

No	Name	Aspect		Macro process	Score	Criteria
		Elaborative process				
		Making prediction	Note-taking organizing	summarizing		
1	Std-01	6	6	8	6.67	Fairly
2	Std-02	6	8	4	6.00	Fairly
3	Std-03	8	6	6	6.67	Fairly
4	Std-04	4	4	8	5.33	Poor
5	Std-05	8	6	6	6.67	Fairly
6	Std-06	6	8	4	6.00	Fairly
7	Std-07	6	4	4	4.67	Poor
8	Std-08	8	6	4	6.00	Fairly
9	Std-09	6	6	6	6.00	Fairly
10	Std-10	8	8	6	7.33	Fairly good
11	Std-11	8	6	8	7.33	Fairly good
12	Std-12	6	6	6	6.00	Fairly
13	Std-13	6	8	8	7.33	Fairly good
14	Std-14	8	6	6	6.67	Fairly
15	Std-15	6	8	8	7.33	Fairly good
16	Std-16	8	8	6	7.33	Fairly

						good
17	Std-17	6	6	4	5.33	Poor
18	Std-18	6	6	8	6.67	Fairly
19	Std-19	6	4	6	5.33	Poor
20	Std-20	8	8	8	8.00	Good
21	Std-21	8	8	6	7.33	Fairly good
22	Std-22	6	6	6	6.00	Fairly
23	Std-23	6	6	8	6.67	Fairly
24	Std-24	8	6	4	6.00	Fairly
25	Std-25	6	8	6	6.67	Fairly
26	Std-26	8	4	8	6.67	Fairly
Total		176	166	6.23	168.00	
Mean		6.76	6.38	8.38	6.46	

APPENDIX

THE RESULT OF READING COMPREHENSION ON CYCLE II AT THE SECOND GRADE MTs MUHAMMADIYAH TALLO KOTA MAKASSAR TAHUN PELAJARAN 2017/2018

No	Name	Aspect		Macro process	Score	Criteria
		Elaborative process				
		Making prediction	Note-taking organizing	summarizing		
1	Std-01	8	8	10	8.67	Good
2	Std-02	8	8	6	7.33	Fairly good
3	Std-03	10	8	8	8.67	Good
4	Std-04	8	10	8	8.67	Good
5	Std-05	10	8	10	9.33	Very good
6	Std-06	8	10	8	8.67	Good
7	Std-07	8	10	8	8.67	Good
8	Std-08	10	10	6	8.67	Good
9	Std-09	8	10	10	9.33	Very good
10	Std-10	10	8	10	9.33	Very good
11	Std-11	10	6	8	8.00	Good
12	Std-12	8	8	6	7.33	Fairly good
13	Std-13	8	8	10	8.67	Good
14	Std-14	10	10	10	10.00	Excellent
15	Std-15	8	10	8	8.67	Good

16	Std-16	8	8	6	7.33	Fairly good
17	Std-17	10	10	8	9.33	Very good
18	Std-18	8	6	10	8.00	Good
19	Std-19	6	8	8	7.33	Fairly good
20	Std-20	8	8	10	8.67	Good
21	Std-21	8	10	6	8.00	Good
22	Std-22	8	8	8	8.00	Good
23	Std-23	8	10	10	9.33	Very good
24	Std-24	10	10	10	10.00	Excellent
25	Std-25	10	8	8	8.67	Good
26	Std-26	10	8	8	8.67	Good
Total		224	222	218	21.33	
Mean		8.61	8.53	8.38	8.51	

APPENDIX

MEAN SCORE OF STUDENTS IN D-TEST

1. Mean Score of macroprocess
   a. Note-taking organizing
   $$.\bar{x} = \frac{\sum x}{n}$$
   $$= \frac{144}{26}$$
   $$= 5.53$$
   b. Summarizing
   $$.\bar{x} = \frac{\sum x}{n}$$
   $$= \frac{109}{26}$$
   $$= 4.19$$
   c. Total Mean Score of macroprocess
   $$\sum x = \frac{X1+X2}{2}$$

   $$= \frac{5.53+4.19}{2}$$

   $$= \frac{9.72}{2}$$

   $$= 4.86$$

2. Mean Score of making prediction
   $$.\bar{x} = \frac{\sum x}{n}$$
   $$= \frac{132}{26}$$
   $$= 5.07$$

3. Total Mean Score of Reading Comprehension
   $$\sum x = \frac{X1+X2}{2}$$

   $$= \frac{4.86+5.07}{2}$$

   $$= \frac{9.93}{2}$$

   $$= 4.96$$

APPENDIX

MEAN SCORE OF STUDENTS IN CYCLE 1

1. Mean Score of macroprocess
   a. Note-taking organizing
   $$.\bar{x} = \frac{\sum x}{n}$$
   $$= \frac{166}{26}$$
   $$= 6.38$$
   b. Summarizing
   $$.\bar{x} = \frac{\sum x}{n}$$
   $$= \frac{162}{26}$$
   $$= 6.23$$
   c. Total Mean Score of macroproces
   $$\sum X = \frac{X1+X2}{2}$$
   $$= \frac{6.38+6.23}{2}$$
   $$= \frac{12.61}{2}$$
   $$= 6.30$$

2. Mean Score of making prediction
   $$.\bar{x} = \frac{\sum x}{n}$$
   $$= \frac{176}{26}$$
   $$= 6.76$$

3. Total Mean Score of Reading Comprehension
   $$\sum X = \frac{X1+X2}{2}$$
   $$= \frac{6.30+6.67}{2}$$
   $$= \frac{12.92}{2}$$
   $$= 6.48$$

APPENDIX

MEAN SCORE OF STUDENTS IN CYCLE II

1. Mean Score of macroprocess
   a. Note-taking organizing

   $$\bar{x} = \frac{\sum x}{n}$$
   $$= \frac{222}{26}$$
   $$= 8.53$$

   b. Summarizing

   $$\bar{x} = \frac{\sum x}{n}$$
   $$= \frac{218}{26}$$
   $$= 8.38$$

   c. Total Mean Score of macroprocess

   $$\sum x = \frac{X1+X2}{2}$$

   $$= \frac{8.53+8.38}{2}$$

   $$= \frac{16.91}{2}$$

   $$= 8.45$$

2. Mean Score of making prediction

   $$\bar{x} = \frac{\sum x}{n}$$
   $$= \frac{224}{26}$$
   $$= 8.61$$

3. Total Mean Score of Reading Comprehension

   $$\sum x = \frac{X1+X2}{2}$$

   $$= \frac{8.45+8.61}{2}$$

   $$= \frac{17.06}{2}$$

   $$= 8.53$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION

1. The improvement of students' score in macroprocess diagnostic test – Cycle I
   a. Students' score in note-taking organizing

   $$P = \frac{X1-(D-Test)}{D-Test}\text{x } 100$$

   $$P = \frac{6.38-5.53}{5.53}\text{x } 100$$

   $$P = \frac{0.85}{5.53}\text{x } 100$$

   $$P = 15.37$$

   b. Students' score in summarizing

   $$P = \frac{X1-(D-Test)}{D-Test}\text{x } 100$$

   $$P = \frac{6.23-4.19}{4.19}\text{x } 100$$

   $$P = \frac{2.04}{4.19}\text{x } 100$$

   $$P = 48.68$$

2. Students' improvement in macroprocess diagnostic test – cycle 1

   $$\sum X = \frac{X1+X2}{2}$$

   $$= \frac{15.37+48.68}{2}$$

   $$= \frac{64.05}{2}$$

   $$= 32.02$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION

1. The improvement of students' score macroproces cycle I – cycle II
    a. Students' score in note-taking organizing

    $$P = \frac{X2-X1}{X1} \text{x } 100$$

    $$= \frac{8,53-6.38}{6.38} \text{x } 100$$

    $$= \frac{2.15}{6.38} \text{x } 100$$

    $$= 33.69$$

    b. Students' score in summarizing

    $$P = \frac{X2-X1}{X1} \text{x } 100$$

    $$= \frac{8.38-6.23}{6.23} \text{x } 100$$

    $$= \frac{2.15}{6.23} \text{x } 100$$

    $$= 34.51$$

2. Students' improvement in macroprocess cycle I – cycle II

    $$\sum x = \frac{X1+X2}{2}$$

    $$= \frac{33.69+34.51}{2}$$

    $$= \frac{68.2}{2}$$

    $$= 34.1$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION

1. The improvement of students' score in elaborative process diagnostic test – Cycle I

   a. Students' score in making prediction

   $$P = \frac{X1-(D-Test)}{D-Test} \text{x } 100$$

   $$P = \frac{6.76-5.07}{5.07}\text{x } 100$$

   $$P = \frac{1.69}{5.07}\text{x } 100$$

   $$P = 33.33$$

2. Students' improvement in elaborative process diagnostic test – cycle 1

   $$\sum X = \frac{X1+X1}{2}$$

   $$= \frac{33.33+33.33}{2}$$

   $$= \frac{66.66}{2}$$

   $$= 33.33$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION

1. The improvement of students' score in elaborative process cycle I – cycle II
   a. Students' score in making prediction

$$P = \frac{X2 - X1}{X1} \text{x } 100$$

$$P = \frac{8.61 - 6.76}{6.76} \text{x } 100$$

$$P = \frac{1.85}{6.76} \text{x } 100$$

$$P = 27.36$$

2. Students' improvement in elaborative process cycle I – cycle II

$$\sum X = \frac{X1 + X1}{2}$$

$$= \frac{27.36 + 27.36}{2}$$

$$= \frac{54.72}{2}$$

$$= 27.36$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING COMPREHENSION

1. The improvement of students' score in reading comprehension Diagnostic Test – Cycle I
   a. Students' score in macroprocess

   $$P = \frac{X1-(D-Test)}{D-Test}\text{x } 100$$

   $$P = \frac{6.30-4.86}{4.86}\text{x } 100$$

   $$P = \frac{1.44}{4.86}\text{x } 100$$

   $$P = 29.62$$

   b. Students' score in elaborative process

   $$P = \frac{X1-(D-Test)}{D-Test}\text{x } 100$$

   $$P = \frac{6.76-5.07}{5.07}\text{x } 100$$

   $$P = \frac{1.69}{5.07}\text{x } 100$$

   $$P = 33.33$$

2. Students' improvement in reading comprehension diagnostic test – cycle 1

   $$\sum X = \frac{X1+X2}{2}$$

   $$= \frac{29.62+33.33}{2}$$

   $$= \frac{62.95}{2}$$

   $$= 31.47$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN READING
COMPREHENSION

1. The improvement of students' score in reading comprehension cycle I – cycle
   II
   a. Students' score in macroprocess

   $$P = \frac{X2 - X1}{X1} \text{x } 100$$

   $$= \frac{8.45 - 6.30}{6.30} \text{x } 100$$

   $$= \frac{2.15}{6.30} \text{x } 100$$

   $$= 34.12$$

   b. Students' score in elaborative process

   $$P = \frac{X2 - X1}{X1} \text{x } 100$$

   $$= \frac{8.61 - 6.76}{6.76} \text{x } 100$$

   $$= \frac{1.85}{6.76} \text{x } 100$$

   $$= 27.36$$

2. Students' improvement in reading comprehension cycle I – cycle II

   $$\sum x = \frac{X1 + X2}{2}$$

   $$= \frac{34.12 + 27.36}{2}$$

   $$= \frac{61.48}{2}$$

   $$= 30.74$$

APPENDICES D

NAMA NAMA SISWA

LEMBAR PENGAMATAN PROSES BELAJAR &
MENGAJAR

DAFTAR HADIR SISWA

APPENDIX

DAFTAR NAMA SISWA KELAS VIII MTs MUHAMMADIYAH TALLO
KOTA MAKSSAR TAHUN PELAJARAN 2017/2018

No	Nama	Ket.
1	Adwian Mahendra	Std-01
2	Arjun	Std-02
3	Asrul	Std-03
4	Fadil Anugerah	Std-04
5	Fitrah Mile	Std-05
6	Joko Afiat Puewanto	Std-06
7	Muh. Anugrah Kusuma Wardana	Std-07
8	Muh. Imran Amin	Std-08
9	Muhammad Rasdiawan Aras	Std-09
10	Muhammad Zainal Dwi Putra	Std-10
11	Mustaming	Std-11
12	Risal Basri	Std-12
13	Syamsuddin Sanbe	Std-13
14	Adea Ummul Latifah	Std-14
15	Anisa	Std-15
16	Karmila	Std-16
17	Nurhikma	Std-17
18	Nurjanna	Std-18
19	Nurwahyuni	Std-19
20	Purti Nuaraini Chusnul Chatima	Std-20
21	Putri Ramadhani Irwan	Std-21
22	Rifa Adila Mustamin	Std-22

23	Roslinda	Std-23
24	Sabrina Cantika	Std-24
25	Selina	Std-25
26	Handini	Std-26

APPENDIX

THE OBSERVATION OF THE STUDENTS' ACTIVENESS IN TEACHING LEARNING PROCESS IN CYCLE I AND CYCLE II IN MTs MUHAMMADIYAH TALLO KITA MAKASSAR TAHUN PELAJARAN 2017/2018

No.	Students' Code	Meeting							
		Cycle I				Cycle II			
		M1	M2	M3	M4	M1	M2	M3	M4
1	Std-01	√	√	√	√	√	√	√	√
2	Std-02	√	√	√	√	√	√	√	√
3	Std-03	√	√	√	√	S	S	√	√
4	Std-04	√	√	√	√	√	√	√	√
5	Std-05	√	√	√	√	√	√	√	√
6	Std-06	√	√	√	√	√	√	√	√
7	Std-07	√	√	√	√	√	√	√	√
8	Std-08	√	√	*	√	√	√	√	√
9	Std-09	√	√	S	√	√	√	√	√
10	Std-10	√	√	√	√	√	√	√	√
11	Std-11	√	√	√	√	√	√	√	√
12	Std-12	S	*	√	√	√	√	√	√
13	Std-13	√	√	√	√	√	√	√	√
14	Std-14	√	√	√	√	√	√	√	√
15	Std-15	√	√	√	√	√	√	√	√
16	Std-16	√	√	√	√	*	*	√	√
17	Std-17	√	√	√	√	√	√	√	√
18	Std-18	√	√	√	√	S	S	√	√

18	Std-19	√	√	√	√	√	√	√	√
19	Std-20	√	√	√	S	S	√	√	√
20	Std-21	√	√	√	√	√	√	√	√
22	Std-22	√	√	*	√	√	√	√	√
23	Std-23	S	*	√	√	√	√	√	√
24	Std-24	√	√	√	√	√	√	√	√
25	Std-25	√	√	√	√	√	√	√	√
26	Std-26	√	√	√	√	*	*	√	√
	Subject								

Note:

S: Sick   *: Absent

**THE OBSERVATION OF THE STUDENTS' ACTIVENESS IN TEACHING
LEARNING PROCESS IN CYCLE I AND CYCLE II IN MTs
MUHAMMADIYAH TALLO KOTA MAKAASSARGOWA TAHUN
PELAJARAN 2017/2018**

No.	Students' Code	Meeting							
		Cycle I				Cycle II			
		M1	M2	M3	M4	M1	M2	M3	M4
1	Std-01	3	3	3	3	4	3	4	4
2	Std-02	3	3	3	3	4	3	4	4
3	Std-03	2	2	2	2	S	S	3	3
4	Std-04	2	2	2	3	2	3	3	3
5	Std-05	3	3	3	4	3	4	4	4
6	Std-06	1	2	2	2	3	3	3	3
7	Std-07	3	3	3	4	4	4	3	4
8	Std-08	1	2	A	3	3	2	3	3
9	Std-09	2	3	S	3	3	4	3	4
10	Std-10	1	2	2	2	2	3	2	3
11	Std-11	2	2	2	2	2	3	3	4
12	Std-12	S	A	3	3	3	3	3	3
13	Std-13	2	3	3	3	3	3	3	3
14	Std-14	2	2	3	3	3	3	3	3
15	Std-15	3	3	3	4	3	3	4	4
16	Std-16	2	2	2	3	A	A	3	3
17	Std-17	3	3	3	3	3	3	4	4
18	Std-18	2	2	2	2	S	S	2	3

19	Std-19	2	3	2	S	S	3	3	3
20	Std-20	2	2	2	3	2	2	3	3
21	Std-21	2	2	*	3	3	3	4	4
22	Std-22	S	*	3	2	3	3	3	3
23	Std-23	1	2	3	3	3	3	4	4
24	Std-24	1	1	2	2	3	2	3	3
25	Std-25	1	2	2	2	*	*	3	3
26	Std-26	2	2	2	3	4	3	3	4
	Subject	24							
	Total	48	56	57	70	73	79	84	91
	Percentage								

APPENDIX

MEAN SCORE OF THE STUDENTS' ACTIVENESS IN TEACHING LEARNING PROCESS IN CYCLE I AND CYCLE II

Note   : 4 = Very Active

3 = Active

2 = Less Active

1 = Not Active

The Formula for Analyzing:

$$P = \frac{FQ}{4XN} X100$$

1. Cycle I

2. Cycle II

.

a. The first meeting

$$P = \frac{48}{4X24} X100$$

P = 50%

a. The first meeting

$$P = \frac{73}{4X24} X100$$

P = 76.04%

b. The second meeting

$$P = \frac{56}{4X24} X100$$

P = 58.33%

b. The second meeting

$$P = \frac{79}{4X25} X100$$

P = 79%

c. The third meeting

$$P = \frac{57}{4X23} X100$$

P = 61.95%

c. The third meeting

$$P = \frac{84}{4X26} X100$$

P = 80.76%

d. The fourth meeting

$$P = \frac{70}{4X25} X100$$

P = 70%

d. The fourth meeting

$$P = \frac{91}{4X26} X100$$

P = 87.5

APPENDICES E

DOKUMENTASI

Dokumentasi

Curriculum Vitae

Susanti was born on January 17th, 1994 in Mampu, Enrekang. From the marriage of her parents Sida Sewali and Halija. She is the last child of four siblings. She has one brother and two sisters. In 2000, she started her elementary school SDN 32 Cece and finished in 2006. Then, she continued her study in SMP Negeri 1 Alla 2009. At the same time, she continued in senior high school in SMK Negeri 1 Enrekang and finished her study in 2012. After that, she continued in Muhammadiyah University of Makassar in 2013, and she was accepted as student in English Department of Faculty Teacher Training and Education. At the end, she could finished her thesis in 2018