

ABSTRACT

DWI DARSA PRASETYO, 2017. The Influence of Top-Down Strategy (TDS) On Students' Reading Comprehension, A Pre-Experimental research in second grade at SMA Negeri 10 GOWA. Under the thesis of English Education Department at Faculty of Teachers Training and Education of Makassar Muhammadiyah of University (guided by Ummi Khaerati Syam and Saiful).

There are some students' problem in learning reading that make students difficult in learning reading. Therefore, the teacher needs teaching strategy which that can cover all the problems and the teachers are demanded to create some strategies or activities which can explore the students' reading skill. One of the activities that can be used to teach reading is Top-Down Strategy.

This research aimed to find out the influence of Top-Down Strategy (TDS) on students reading comprehension that focus on level of literal and interpretative of comprehension. The researcher applied pre-experimental method with one group pre-test and post-test. The sample of this research was class XI MIA 2 of SMA Negeri 10 GOWA which consisted of 30 students. The sample was taken by using purposive sampling method. The research findings showed that the Eleventh grade of Mia 2 SMA Negeri 10 Gowa had Fair score in pre-test. After given treatment their reading comprehension was significantly improved.

The result of the research were the mean score of pre test in Literal (main Idea) score of pretest was 58.6 and post-test was 86.56 . In sequence of detail the score of pretest was 56.4 and post-test was 92.6 with t-test value Literal is greater than t-table ($13.26 > 2.45$). Mean score of interpretative in pre test was 63.63 and post-test was 82 with the t-test value is greater that t-table ($8.34 > 2.45$). The result of calculating t-test of the indicators in the students' t-test (Literal and Interpretative) was greater than t-table $21.60 > 2.45$. it means that there was significance different between before and after giving the treatment. It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It was concluded that the use of Top-Down Strategy Influence the students' reading comprehension.

Based on explanation above we concluded that using Top-Down Strategy is influence and improve students reading comprehension especially in literal and interpretative levels. Therefore, teaching reading comprehension of narrative text by using Top-Down Strategy (TDS) is effective.

Keywords: Top-Down Strategy (TDS), Narrative text, Reading Comprehension, literal and Interpretative reading.