

**THE INFLUENCE OF TOP-DOWN STRATEGY (TDS) ON STUDENTS**

**READING COMPREHENSION**

*(Pre-Experimental Research in Second Grade at SMA Negeri 10 GOWA)*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
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of the Requirement for the Degree of Education in English Department*

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## MOTTOS

*“Life is a Competition, if You Win Then be Grateful  
and if You Lose Then Do Not Ever Despair”*

## **DEDICATION**

*In the name of Allah, I dedicated my thesis to*  
*My Beloved Parents, Muhammad Said and Darwati*  
*My Beloved Brother and My Beloved Sisters*

## 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 Umami 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.**

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Makassar, 14 Februari 2018

The researcher

**Dwi Darsa Prasetyo S.**

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# CHAPTER I

## INTRODUCTION

This chapter deals with research background, research problem, research objective, significance of research, and scope of research.

### **A. Background**

Language is social aspect of human life, a fundamental part of human in society and a form of behavior. One of the functions of language is as an instrument of communication. Beside to maintain relationship with others, it is also considered a symbol of social identify and an emblem of social group membership and solidarity. Without using language, it is hard to imagine how people can cooperate with one another. Communication can be analyzed in term of the person involved and the social context, as well as the language use. As an international language, English is very important and has many interrelationship with various aspects of life owned by human being.

In Indonesia, English considered as the first foreign language and taught formally from junior high school up to the university level. Considering to the important of English, the teacher must give more attention to the teaching and learning process in order to the students are able to communicate using the target language in oral and written forms accurately and fluently. In learning English, there are four skills that must be mastered students are: writing, listening, reading, and speaking. Those are an important basic point in learning English. If someone was able to master and be able to practice all the four skills in the field well.

Reading is an activity analyze, and interpret conducted by the reader to get a message to be delivered by the author in writing media. Itself reading is the ability to anticipate the meaning of the lines in the text. The activity read not only the mechanical activity, but rather an intention to capture the activity of groups of words that carry meaning. In addition, reading is a skill development, ranging from skills to understand the words, sentences, paragraphs in reading through a critical and evaluative understand the overall content of reading.

However, based on the observation and interview with english teachers at SMA Negeri 10 Gowa, there are some problems that he found in teaching reading in the classroom. The first, the students' ability to understand the reading is very low. Students have difficulties in reading and finding the meaning of the reading. The result in students achievement in the reading skill becomes decreased and even worse. The second, the students are difficult in answer the reading test. They don't understand the meaning and the purposes of the text. Teachers usually answer their own questions given to students and do not give students the opportunity to search for difficult vocabulary in the dictionary, so it cannot increase students' reading comprehension. Moreover, the students are lack of opportunity to practice, and some teacher are hardly to choose and create teaching techniques, teaching activities, and creative strategy in teaching reading. The last, environmental and family factors also influence such as, they came from village, and they only get English teaching in school.

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.

Top-Down Theory is known as the psycholinguistic model in reading and theory developed by Goodman (2015). This model views reading activities as part of the process of developing a person's scheme ie reading stimulant (continuously) test and accept or reject the hypothesis that he made himself at the time of the reading process took place. The process of reading this model begins with the hypothesis and predictions by using a stimulus in the form of writing in the text. The essence of the Top-Down theory model is that the reader begins the process of understanding the text from a higher level.

Valanta (2015) in his research under the title "A comparative study of Bottom-up and Top-Down approaches in Maximizing Reading Comprehension." He concluded that using top-down approach in teaching reading comprehension can give a better result than using bottom-up approach in maximizing students' reading comprehension.

Reffering to considered above, the researcher is interested in conducting a researcher under the title "**The Influence of Top-Down Strategy (TDS) On Students Reading Comprehension at The Second Grade of SMA Negeri 10 Gowa.**"

## **B. Problem Statement**

Related with the background above, the researcher formulated the following researcher question:

1. How does the Top-Down Strategy influences the Literal students reading comprehension?
2. How does the Top-Down Strategy influences the interpretative students reading comprehension?

### **C. Objective of The Research**

Based on the research problem above, the objective of the research is formulated as follows:

1. To know whether or not the use of Top-Down Strategy influence the Literal students' reading comprehension.
2. To know whether or not the use of Top-Down Strategy influence the interpretative students' reading comprehension .

### **D. Significance of The Research**

The result of this research was expected to be able to help and facilitate students in learning reading comprehension. Is also expected to be useful for English teachers in teaching and also useful for the author himself.

### **E. Scope of The Research**

This reasearch was limited by the influential of Top-Down Strategy towards the students' reading Comprehension. In this research, prediction and skimming activity that will be use to find the influences on students reading comprehension. This research focus on the students' reading comprehension at the level of literal (Main Idea and Sequence Detail) and interpretative (Making Conclusion) comprehension at the second grade of SMA Negeri 10 Gowa Kabupaten Gowa.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITARATURE**

This chapter deals with previous research findings. Some partient ideas, conceptual framework and hypothesis.

#### **A. Previous Research Findings**

Many researchers 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. 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.

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.

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.

Fatemi (2014) in his research under the title “ The effect of Top-down/Bottom-up processing and Field-Dependent/Field-Independent cognitive style on Iranian EFL learners’ Reading comprehension”. His research show that field dependent learners were more successful than field independent ones when though through Top down reading instruction model. He recommended to use Top down strategy for further research and reading educators.

The report by 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.

Based on the findings above, the researcher was concluded that learning reading the students’ must have a chance to use the 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 at the level Literal and interpretative students’ reading comprehension.

## **B. Definition of Reading**

### **1. What is Reading?**

There are reading definition are given by some people, which related the similar meaning.

Burhan (2012: 9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of though are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts.

Hughes (2007) Stated that reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated.

Finally, Cline et.all (2006: 2), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

## **2. Reading Concept**

There are different reading definitions given by linguistics which indicate the similar sense of meaning. Some defined that reading is a comfortable activity for relax time, some others state that reading is a valuable learning activity where knowledge and science are required to be acquired by the students academically.

According to Handoko (2007) Reading is the act of linking one idea to another. It is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when we learn English as a foreign language.

In teaching reading teacher should define the exact purposes of the reading lesson such as the teacher must explain clearly the objective of the material will be taught in every meeting to the students because it can be the reason that motivates the students to learn in the classroom. Furthermore, In teaching reading the most difficult thing felt by students is to understand a text in English.

## **3. Definition Of Reading Comprehension**

What does reading comprehension mean?

To answer the question, the writer intentionally presents opinions of some authors or writers as follows.

Before dealing with the definition of reading comprehension it is necessary to define the word reading and comprehension. Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to

reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the readers' prior knowledge (Mikulecky, 2011).

According to Alodwan (2012), reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on an explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text.

Ness (2011) state that reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode.

Smith and Dale (2001:7) state that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension.

#### **4. Levels of Reading Comprehension**

The following are levels of reading comprehension according to Smith (2001) and Carnine (2013):

a) Level of reading comprehension according to Smith (2001) and Wayne (2008) are:

1. Literal comprehension; that is the skill of getting primary direct literal meaning of a word, idea, or sentence in context.
2. Interpretation; that is to identify ideal and meaning that are not explicitly stated in the written text.
3. Critical reading; that is to evaluate what is read, and examines critically the thought of the writer.
4. Creative reading; that is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to form new concepts or to expand old ones.

b) Level of reading comprehension Carnine in Carnine (2013) are:

1. Comprehension skill for the primary level consists of:
  - a) Literal comprehension; that is to receive information stated in a passage
  - b) Sequencing comprehension; that is to understand several from a passage according to when they happened.
  - c) Summarization; that is to receive information stated in a passage.
2. Comprehension skill for the intermediate level consist of:
  - a) Inferential comprehension; that is to reveal relationship between two objects or events (stated or not stated).
  - b) Critical reading; that is to identify the author's conclusion to determine what evidence is presented, and to identify main argument.



- c) Comprehension skill for the advanced level that is the appreciation of the author' work.

## **5. Strategies for Reading Comprehension**

Reading comprehension is primarily a matter of developing appropriate, effecient comprehension strategy ( Brown:2010). Some strategies are related to buttom-up procedures and other enhance the top-down processes. Following are ten such strategies, each of which can be practically applied to your classroom techniques.

1. Identify the purpose in reading
2. Use graphemic rules and pattern to aid in bottom-up decoding (for beginning level learners)
3. Use efficient silent reading reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
4. Skimming
5. Scanning
6. Semantic mapping or clustering
7. Guessing
8. Vocabulary analysis
9. Distinnguish between literal and impied meanings
10. Capitalize discourse markers to prosecess relationships.

## **6. Kinds of Reading**

Three kinds of reading, they are:

### a) Reading Aloud

In reading aloud, the students will get experience in producing the sound, which should be practice as many as possible. Reading aloud is divided in two kinds. They are unison is done with whole group. It is done to check pronunciation, intonation, the students ability to read and helps teacher to find out who among his students has difficulty in reading.

### b) Silent Reading

Silent reading is reinforce the readers to find out the meaning of the words. This kind of reading leads the readers to the better comprehension. This reading is skill to criticize what is written, to discuss written meaning and to draw inference and conciliation as well as to tell new ideas on thesis of what is read.

### c) Reading Fast

Reading fast used to improve speed and comprehension in reading. This skill must sun side with the main purpose of reading that is comprehension it depends on the kinds of reading material. This speed rate if reading a story or narrative on will be different room reading scientific.

## **7. The Components of Reading**

Components reading identified by the National Reading Panel:

### **1. Phonemic Awarness**

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awarness refers to the students' ability to

focus on and manipulate these phonemes in spoken syllables and words. According to the National Reading Panel, teaching phonemic awareness to children significantly improves their reading more than instruction that lacks any attention to phonemic awareness

## **2. Phonics**

Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words. The National Reading Panel indicated that systematic phonics instruction enhances children's success in learning to read, and it is significantly more effective than instruction that teaches little or no phonics.

## **3. Fluency**

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word. The National Reading Panel's research findings concluded that guided oral reading and repeated oral reading had a significant and positive impact on word recognition, reading fluency, and comprehension in students of all ages.

## **4. Vocabulary**

Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text. According to The National Reading Panel, vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary

should be taught both directly and indirectly. Students should be actively engaged in instruction that includes learning words before reading, repetition and multiple exposures, learning in rich contexts. Incidental learning, and use of computer technology.

## **5. Comprehension**

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension. The National Reading Panel determined that young readers develop text comprehension through a variety of techniques, including answering question (quizzes) and summarization (retelling the story).

## **6. Spelling**

The National Reading Panel Report did not include spelling as one of the essential components of reading. The report implied that phonemic awareness and phonics instruction had a positive effect on spelling. Spelling continues to develop in response to appropriate reading instruction. However, more recent research challenges at least part of the National Reading Panel's assumption. A group of researchers found that, although students' growth in passage comprehension remained close to average from first through fourth grade, their spelling scores dropped dramatically by third grade and continued to decline in fourth grade (Metha et al., 2015). Progress in reading does not necessarily result in progress in spelling. Spelling instruction is needed to develop students' spelling skills.

## **8. Technique of Improving Reading Skill**

To achieve the purpose of reading one should read effectively. General in Rahman (2010:8) states that effective reading means being able to read accurately, efficiently and to understand as much of the passage as you read in order to achieve your purpose.

To achieve one purpose of reading, he can apply some reading technique as follows:

a) Survey Reading

Brown (2010:930) says surveying is specialized technique for getting a mountain top view of an article chapter content and it helps to give a general point of view.

b) Skimming

Skimming is a kind of reading that make our eyes move quickly in order to get the main idea from the reading material. Skimming enable people to select content that want to read and to discard that which is inconsequential for their purpose.

c) Scanning

Scanning is reading the text quickly to answer a specific question. This technique enables people to locate specific information without reading all the material around it. Brown (2010:138 ) states that scanning serves two functions. It uncovers relevant information and accelerates your reading speed.

d) Pre-reading

Pre-reading is a technique that a reader uses before he began to read the material to improve his comprehension and recall. Whorter ( 2002 ; 25 ) states

that pre-reading involves only at those part of reading materials that will tell you what it is about or how it is organize. Further he explains the port on to look at in reading a text book chapter are:

1. Read the title
2. Read the introduction or opening paragraph
3. Read the first sentence under each heading
4. Read each boldface heading.
5. Notice any typographical aids.
6. Notice any graph or pictures.
7. Read the last paragraph or summary

Grabe in Rahman (2010:2) stated that pre-reading activities very useful in the reading class because they have been referee to as instruments teachers can use in the class to active student's background knowledge, it can be conduct that pre-reading is very effective because it helps a reader to give basic information about the organization and the content of the materials.

### **C. Top-Down Strategy**

#### **1. What is Top-Down Strategy (TDS)?**

Top-Down Theory is known as the psycholinguistic model in reading and theory developed by Goodman (2015). This model views reading activities as part of the process of developing a person's scheme ie reading stimulant (continuously) test and accept or reject the hypothesis that he made himself at the time of the reading process took place. In this model, graphic information is used only to support the hypothesis of meaning. Readers do not need much more graphic

information than reading because they already have their own reading capital to understand the reading.

The process of reading this model begins with the hypothesis and predictions by using a stimulus in the form of writing in the text. The essence of the Top-Down theory model is that the reader begins the process of understanding the text from a higher level. The reader begins the deliberate stage by reading predictions, hypotheses, allegations regarding what might be in the reading, with the knowledge of the content and language it possesses, to aid understanding by using this theory, the reader uses a strategy based on the use Semantic and cysical clues, meaning to get the reader's reading meaning can use additional instructions in the form of language competence that he has.

According to Goodman (2015) and Smith (2001), top-down model of reading focuses on what the readers bring to the process. The readers sample the text for information and contrast it with their world knowledge, helping to make sense of what is written. The focus here is on the readers as they interact with the text. This model starts with the hypotheses and predictions then attempts to verify them by working down to the printed stimuli. This view of reading was called the psycholinguistic guessing game.

Pearson in her article, "The Top-Down Reading Model Theory" (2016) states that the top-down approach encourages students to focus more on understanding the main ideas of a passage than understanding every word. Even if students do not understand each word, they are likely to grasp the meaning of a

text as a whole. She continues that this model encourages students to rely on their own knowledge and use context clues to understand new concepts or words.

## **2. Theories of Top-Down Strategy**

`Top-down` approach is in direct opposition to the *'bottom-up'* model. According to Nunan (2001) and Dubin and Bycina (2003), the psycholinguistic model of reading and the top-down model are in exact concordance. Thus, the *'bottom-up'* standpoint is that comprehension begins with more general aspects such as: the title, the basic idea of each paragraph, etc; and subsequently, goes into smaller linguistic units. In this way, this type of processing is principally based on the prior knowledge the speaker has and in the communicative situation. Thus in order to understand a message, first we have to understand a paragraph then later turn to the sentences and words that make up the message. Top-down may allow the understanding of an ambiguous text because it activates high level schemas that guide the reading process. Thus it is very important to use the prior knowledge and reader expectations in the comprehension process.

## **3. Functions of Top-Down Strategy**

The top-down process proposes that reading comprehension depends almost always on the readers' prior knowledge of the topic of the text. It is believed that the reading process begins in the head of readers, who use their background knowledge to construct the meaning of the text. The use of prior knowledge and prediction is very important. In fact, it helps students set purposes for reading, and use their own experiences as a starting point for comprehending a



text (Pearson, 2002). Mature readers perceive words as different parts of meaning instead of a set of letters and they are able to recognize words almost automatically. Unlike the bottom-up idea which focuses on decoding issues, the top-down view emphasizes using background knowledge, making inferences, interpretations and predictions, drawing conclusions, monitoring comprehension, seeking clarifications and so on, while reading

Goodman (2015) is of the opinion that top-down model of reading helps students to focus on what the reader brings to the process. The reader samples the text for information and contrast it with their world knowledge, helping to make sense of what is written. This strategy gives attention for the gist of the written material or listening text rather than for each and individual components. That is why learners using this model are expected to give the meaning of the text they read based on the background knowledge.

#### **4. The features of Top-Down Strategy:**

1. It allows reader to decode a text even without understanding the meaning of each word.
2. It helps recognize unfamiliar words through the use of meaning and grammatical cues.
3. It emphasizes reading for meaning instead for giving attention to each words, its letters and its sounds.
4. It engages the readers in meaning activities instead of concentrating on the enhancement of word attack skills.

5. It considers reading of sentences, paragraphs, and the whole text as the core of instruction.
6. It identifies the amount and kind of information derived from reading as an important element.

In Top Down Processing, reader generates meaning by employing background knowledge, expectation, assumption, and question, and reads to confirm these expectation. Example : Pre reading activities (i.e. activating schema, previewing, and predicting + background knowledge (cultural, linguistic, syntactic, and historical) = Comprehension.

## **5. The advantages and disadvantages of Top-Down Strategy.**

### **A. Advantages of top down strategy**

- a) Your organization realizes a focused use of resources from the individual managed application
- b) The first implementation becomes a showcase for the identity management solution
- c) When the phases are completed for the managed application, you have implemented a deeper, more mature implementation of the identity management solution
- d) Operation and maintenance resources are not initially impact as several as with the bottom-up approach.

### **B. Disadvantages of top down strategy**

- a) The solution provides limited coverage in the first phases
- b) A minimal percentage of user accounts are managed in the first phases

- c) You might have to develop custom adapters at an early stage
- d) The support an overall business will not realize the benefit of the solution as rapidly
- e) The implementation cost is likely higher.

## **6. Why Use Top Down Strategy?**

The Top-down model includes skimming, scanning, activating background knowledge, predicting, thinking of the author's main idea, finding clues, contextual guessing and associating image by students which have specified this model of processing as conceptually driven. Reading strategies, such as prediction, skimming, scanning, inferring, and guessing the meaning of unfamiliar words and self-monitoring are effective reading strategies, which enable learners to achieve comprehension when reading successfully. Top-down processes help the learner to resolve ambiguities or to select between alternative possible interpretations of the incoming data through the use of contextual guessing.

## **7. The steps of using Top Down Strategy**

According to Carrol (2015), there are three steps in applying Top Down Strategy, they are:

### **Steps 1 : Read the title. Predict what the text is going to be about.**

Ask the students to read the the title of the text, and then student make prediction about the general descriptions of the text. It allows students to decode the text even without understanding the meaning of each word.

### **Steps 2 : Ask Questions :**

- What is your purpose for reading this text?
- What type of text is this? (A news paper article, a letter, a text bok, a poem).
- What is a “jabberwocky”?

In this step, the teacher begin to make question related of the text. Ask questions to the students to comprehend the content of the text. These step also helps the students to recognize unfamiliar words through the use of meaning and gramatical cues.

### **Steps 3 : Activate background Knowledge.**

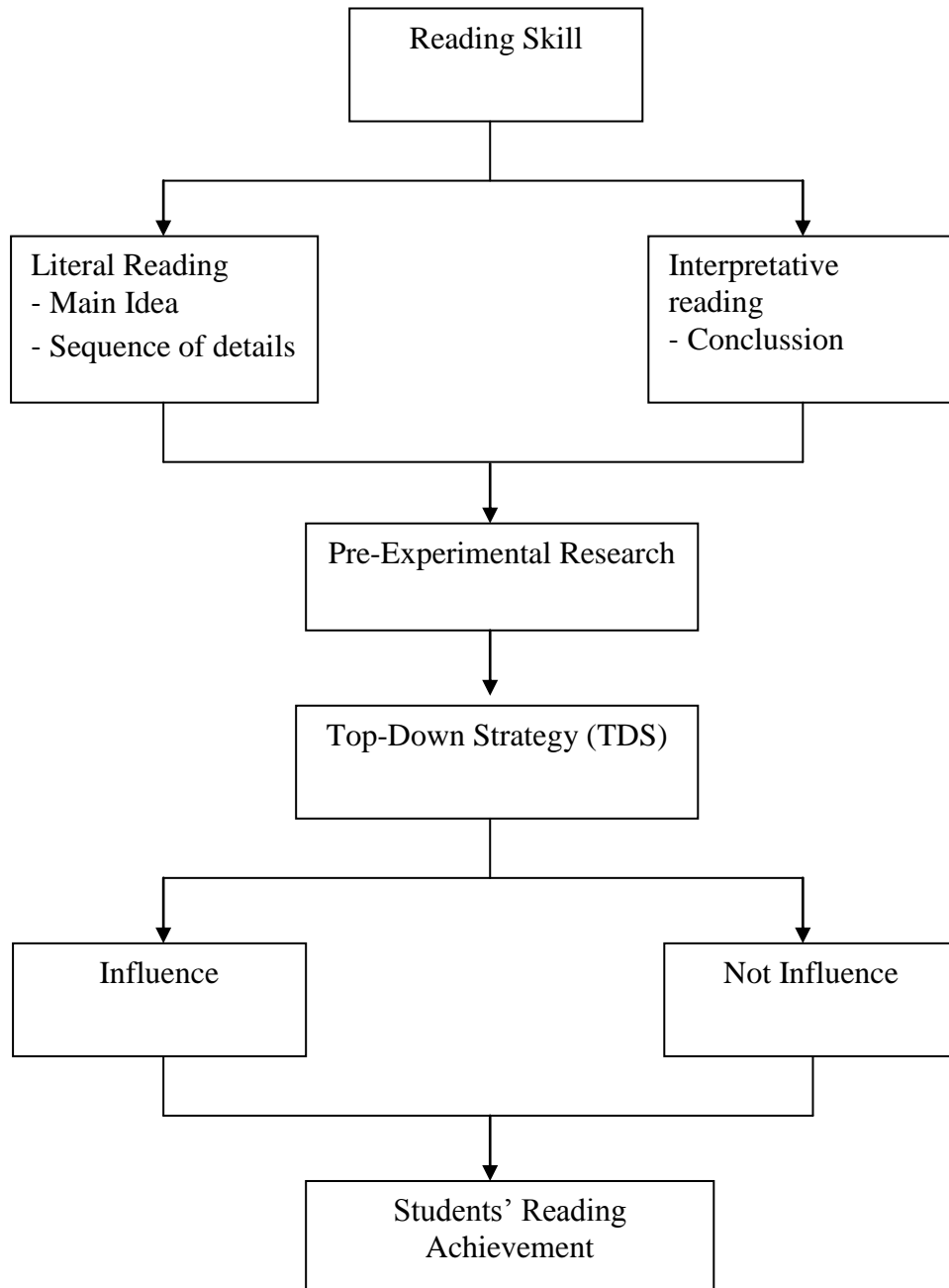
- What do you know about “Lewis Carrol’s Style of writing?”

The third steps is activate background knowledge, make the question for students to activate their background knowledge. The students talking about the contents of text using their background knowledge.

### **C. Conceptual Framework**

Reading material as one element in English language teaching has the important role. Because reading material as one factor that might influence the students reading comprehension. The conceptual framework is put in the diagram below

## Conceptual Framework



#### **D. Hypothesis**

H<sub>1</sub> (Alternative hypothesis) : There are significant influences of the students' reading comprehension before and after presenting reading material by using Top Down Strategy.

(H<sub>0</sub>) Null hypothesis : There are no significant influences of the students' reading comprehension before and after presenting reading material by using Top Down Strategy.

## CHAPTER III

### METHOD OF THE RESEARCH

This chapter deals with variable and research design, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

#### A. Research Design

The research was employed a Pre-experimental method with one class pretest and posttest design. The treatment were conducted through three steps of process: pre-test, treatment and post-test to know the influences of Top-Down Strategy on students reading comprehension. The diagram as follows:



01 X 02

Note:

24

01 = Pre-test

X = The treatment

02 = Post-test

(Sugiyono, 2015: 110)

#### 1. Pre-Test

Pretest is starting point before conducting the treatment. Pretest was given to measure the students' reading comprehension before the treatment. The stage of giving treatment as follows:

- a. Giving description about what the students do during the test

- b. The researcher distribute the research instrument and give instruction about it
- c. The test was held during 90 minutes
- d. The research was given instruction to submit the students' answer sheet
- e. The researcher describe what the students do in the first meeting.

### **1. Treatment**

Treatment is the important process in order to know the influences of Top-Down Strategy on students' reading comprehension. The treatment were employed Top-Down Strategy and would conducted in four meetings. In each meeting the researcher use to be discuss.

1. The first meeting the topic is about "Smartest Animal"
  - a. The researcher was introduces about the top-down strategy.
  - b. The researcher was given explanation about reading comprehension by using top down strategy to stimulate the students.
2. The second meeting the topic is about "Snow White"
  - a. The researcher asked the students, the difficulties faced in using top down strategy in reading.
  - b. The researcher gave some text to the students to read
3. The third meeting the topic is about "The Golden Cucumbar".
  - a. The researcher was given essay test and each student answer the questions about the story
  - b. The researcher were asked the students again what their difficulties in reading the text.
4. The fourth meeting the topic is about "Beauty and The Beast".



- a. The researcher was given essay test again by Top down strategy to activate the students background knowledge about the story.

## **2. Post-Test**

After four times of treatment, the students were given a reading test measured their reading comprehension and know the influences after the application of Top-Down Strategy.

## **B. Research Variables and Indicators**

### **1. Variables**

This research consists of two variables. They are:

1. Independent variable is use of top down strategy to know the influence in students' reading comprehension. Top down strategy is general strategy for students to predict the general description of the reading text by using reader background knowledge.
2. Dependent variable is the students reading comprehension means understanding, evaluating, utilizing information and gaining through an interaction between reader and author in using top down strategy.

### **2. Indicators**

There are two indicators of reading comprehension, they are:

- a. The indicator of the students' literal comprehension are main idea and sequence of details.
- b. The indicator of the students' interpretive comprehension is making conclusion.

## **C. Population and Sample**

### **1. Population**

The population of this research is the second grade students of SMA Negeri 10 Gowa in the 2016/2017 academic year. The number of population 120 students consist of four classes; each class consisted of 30 students.

### **2. Sample**

The writer took only one class as the sample and respondents of this research. The number of the sample is 30 students were chosen (II IPA<sub>2</sub>). The researcher applied purposive sampling technique.

## **D. Instrument of The Research**

In this research , there are some instruments were employed to collect the data related to the students' reading comprehension at the level of literal and interpretative comprehension.

### **1. Interview**

Before doing research in the classroom, the researcher meet with principals and the english teacher. The researcher conducted interviews with english teacher, this interview aims to obtain data about learning english especially in learning reading comprehension. The interview was conducted on 3 October 2017 with Nurmayanti S.Pd as an english teacher. The type of this interview used by the researcher is the Semi-Structured Interview, Gill et al., (2008) difine this apporoach as the interview to the pursue an idea in a response in more detail, this is a medium between structured and unstructured interviews.

## **2. Reading Test**

Reading comprehension test were employed as an instrument to collected data. Pre test given before treatment and post test were given after the reasercher given the treatment. The test consist of essay test to assess the students' literal and the students' interpretative comprehension.

## **3. Students' Daily Assessment**

Each meeting, the researcher provides daily assessment to the students. Daily assessment was given in essay test from Narrative text. Giving daily assessment aims to see the progress of students every week during the treatment. Daily assestment also aims to provide practice to students to more easily do post test, facilitate finding main idea, sequence of detail and making conclusion in literal and interpretative reading comprehension.

### **E. The Procedures of Collecting Data in this Research as follows:**

#### **1. Pretest**

Before doing treatment, the researcher was given a pre-test. Students in the class joining the test. The researcher distributed to identified the students' prior knowledge in reading comprehension. The pre-test were given in the first meeting. The researcher was given narrative text as reading material and the students answer the question of the narrative text.

#### **2. Posttest**

After doing treatment, the writer post-test for the experimental class. It last for 2 x 45 minutes. The post-test were conducted to find out the students' achievement

and their progress after giving the treatment about the use top down strategy in teaching reading comprehension. The content of the pretest same as the post test.

#### **F. Technique of Data Analysis**

To analysis the data, the writer employed the rubric and formula as follows;

**Table. 3.1 Rubric for the main idea**

No	Criteria	Score
1	The answer includes a clear generalization that state or implies the main idea.	4
2	The answer states or implies the main idea	3
3	Indicator in accurate or incomplete understanding of the main idea.	2
4	The answer includes minimal or no understanding of the main idea.	1

(Harmer in Hariyati, 2013:27)

**Table. 3.2 Rubric for the Sequence of Details**

No	Criteria	Score
1	The students answer full and correct answer related to the content of reading text.	20
2	The students give short answer and the answer is incompleted.	15
3	The students answer is incorrect and the explanation is poor.	5
4	There is no answer	0

Hecklemen in Hariyati, 2013:27)

**Table. 3.3 Rubric for the Rubric for Conclusion**

No	Criteria	Score
1	The conclusion reflects resource readings in a development of idea it is excellent.	4
2	The conclusion reflects resource readings in a development of idea it good.	3
3	reflects resource readings in development of idea it is poor	2
4	Conclusion does not reflect any reading of resources in development idea.	1

(Kissner in Hariyati, 2013:28)

### 1. Calculating the Students' Score

The students' score of reading comprehension calculated through the formula:

$$\text{Scoring} = \frac{\text{TotalCorrectAnswer}}{\text{maximum score}} = x 100$$

(Depdikbud in sari, 2010:32)

2. Calculating the mean score of the students' achievement by using the following formula:

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

Where:  $\bar{X}$  = Mean Score

$\Sigma X$  = The total row score

N = Total Sample/number

(Gay in Hariyati, 2013:29)

**3. To analyze the rate percentage of students' difficulties and the factors influence the difficulties in reading comprehension by using the following formula:**

$$P = \frac{F \times 100}{N}$$

Where: P = Percentage

F = Number of correct

N = Total Sample

(Depdiknas:41)

After collecting the data of the students, the researcher classified the score of students. There are seven classification which are use as follow:

**Table 3.4 Classification the Score of Students**

No	Classification	Score
1	Excellent	96 – 100
2	Very Good	86 – 95
3	Good	76 – 85
4	Fairly Good	66 – 75
5	Fair	56 – 65
6	Poor	46 – 55
7	Very Poor	0 – 45

(Debdikbud, 2004:27)

**4. Finding of significant different between the pretest and posttest by calculating the value of the test :**

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

- Natation:
- t = Test of significant differences
  - $\bar{D}$  = The mean score of total deviation
  - $\sum D$  = The sum of total score difference
  - $\sum D^2$  = The square of the sum score for difference
  - N = Total number

(Gay in Hariyati, 2013:31)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consist of two sections, the findings of the research and the discussion of the research findings. The discussion deals with the description and interpretation of the findings. The findings are presented after analyzing the pre-test and post test data of the second grade at SMAN 10 GOWA. Who were taught reading comprehension by using Top-Down Strategy in understanding the narrative text.

The were three steps in computing the statistical analysis. The first was calculating the mean score of the pre-test and post-test literal and interpretative. The second was calculating the reading comprehension and finally applying the test-formula.

#### **A. Findings**

The findings of the research present the result description through the distribution score of pre test and post test on literal and interpretative level in teaching reading comprehension by using Top Down Strategy (TDS). It also describe the students' reading comprehension achievement in general through the distribution score of pre test and post test. The effectiveness of this strategy was known from the result of the data were collected by administrating the test, the tests were done twice namely pre-test and post-test, the pre-test was given before the treatment and the post-test was given after treatment. The researcher compared



the result of pre-test and post-test. If the result of the post-test was higher than pre-test, it means that this strategy was effective.

The result of data analysis found that teaching reading comprehension through Top-Down Strategy (TDS) could influence and improve the students' reading comprehension in term of literal and interpretive at the class of MIA 2 in SMA Negeri 10 GOWA. The result has proved that the strategy is successful to improve the students' reading comprehension.

### **1. The Improvement of the Students' Literal Reading Comprehension Using Top-Down Strategy (TDS) In Term of Main Idea and Sequence of Details**

Students' literal reading comprehension using Top-Down Strategy (TDS) have different in pre-test and post-test. In pre-test students still less understand about main idea and sequence of details but after applied Top-Down Strategy (TDS) the students more understand about main idea and sequence of details, can be seen clearly in the following table:

**Table 4.1 The Mean Score of Students' Reading Comprehension In Term of Literal**

No	Literal Reading Comprehension	The Student's Score		Improvement (%)
		Pre-Test	Post-Test	
1.	Main Idea	58.6	86.56	47%
2.	Sequence of Details	56.4	92.6	64%
	X	57.5	89.58	55%

Based on the table, it indicates that the improvement of the students' reading comprehension through Top-Down Strategy (TDS) in term of main and sequence of details was significantly improved. The students' mean score in pre-test was 57.5 and the students' mean score in post-test was 89.58. So, the improvement of the students' literal reading comprehension between pre-test to post-test was 55%.

**4.2 classification score in pr test and post test (Main Idea and Sequence of Detail)**

**a. Classification in Pre-test**

Classification	Score	Main Idea	
		Frequency	%
Excellent	96-100	0	0
Very Good	86-95	0	0
Good	76-85	2	6.66%
Fairly Good	66-75	8	26.66%
Fair	56-65	8	26.66%
Poor	46-55	5	16.66%
Very Poor	0-45	7	23.33%
<b>TOTAL</b>		<b>30</b>	<b>100%</b>

**b. Classification in post test**

Classification	Score	Main Idea	
		Frequency	%
Excellent	96-100	8	26.66%
Very Good	86-95	3	10%
Good	76-85	18	60%
Fairly Good	66-75	1	3.33%
Fair	56-65	0	0
Poor	46-55	0	0
Very Poor	0-45	0	0
<b>TOTAL</b>		<b>30</b>	<b>100%</b>

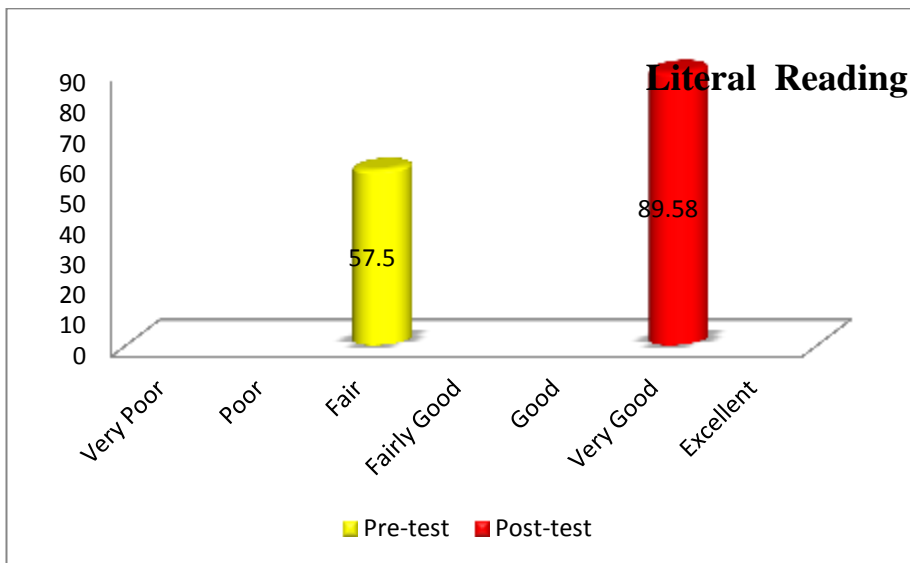
**c. Classification of pre test**

Classification	Score	Sequence of Detail	
		Frequency	%
Excellent	96-100	0	0
Very Good	86-95	0	0
Good	76-85	1	3.33%
Fairly Good	66-75	7	23.33%
Fair	56-65	7	23.33%
Poor	46-55	6	20%
Very Poor	0-45	9	30%
<b>TOTAL</b>		<b>30</b>	<b>100%</b>

**d. Classification of post test**

Classification	Score	Sequence of Detail	
		Frequency	%
Excellent	96-100	1	3.33%
Very Good	86-95	16	53.33%
Good	76-85	13	43.33%
Fairly Good	66-75	0	0
Fair	56-65	0	0
Poor	46-55	0	0
Very Poor	0-45	0	0
<b>TOTAL</b>		<b>30</b>	<b>100%</b>

Based on the result of analysis above, it can be conclude that in applied Top-Down Strategy (TDS) in the class, the data is collected through test and shows that the students' literal reading comprehension in term of main and sequence of details was significantly improved. It is more clearly showed in the chart below



**Figure 4.1: The Improvement of Students' Score in Literal Reading Comprehension**

The graphic above shows that there was improvement of the students in reading comprehension in terms of literal comprehension from pre-test with the mean score was 57.5 (*Fair*) to post-test with the mean score was 89.58 (*Very Good*) and the improvement of pre-test to post-test was 55%.

**2. The Improvement of the Students' Interpretive Reading Comprehension Top-Down Strategy (TDS) In Terms of Conclusion**

Students' interpretive reading comprehension using Top-Down Strategy (TDS) have different in pre-test and post-test. In pre-test students still less understand about conclusion but after applied Top-Down Strategy (TDS) the students more understand about conclusion, can be seen clearly in the following table:

**Table 4.3 The Mean Score of Students' Reading Comprehension In Term of Interpretive**

No	Interpretive Reading Comprehension	The Student's Score		Improvement (%)
		Pre-Test	Post-Test	
	Conclusion	63.63	82	28%
	X	63.63	82	28%

Based on the table, it indicated that the improvement of the students' reading comprehension by using Top-Down Strategy (TDS) was successful. The students' mean score in pre-test was 63.63 and the students' mean score in post

test was 82. Thus, the improvement of the students' reading comprehension in term of interpretive between pre-test to post-test was 28%.

#### 4.4 The classification score in pre test and post test (making conclusion)

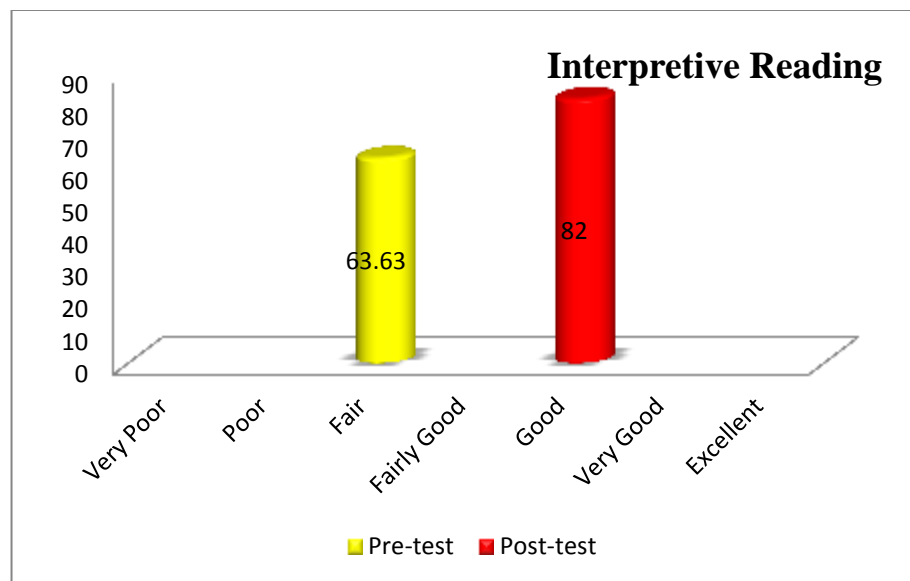
##### a. Classification of pre test

Classification	Score	Main Idea	
		Frequency	%
Excellent	96-100	0	0
Very Good	86-95	0	0
Good	76-85	2	6.66%
Fairly Good	66-75	15	50%
Fair	56-65	4	13.33%
Poor	46-55	6	20%
Very Poor	0-45	3	10%
<b>TOTAL</b>		<b>30</b>	<b>100%</b>

##### b. Classification of post test

Classification	Score	Main Idea	
		Frequency	%
Excellent	96-100	0	0
Very Good	86-95	3	10%
Good	76-85	23	76.66%
Fairly Good	66-75	4	13.33%
Fair	56-65	0	0
Poor	46-55	0	0
Very Poor	0-45	0	0
<b>TOTAL</b>		<b>30</b>	<b>100%</b>

Based on the result of analysis above, it can be concluded that the students' score of post-test was higher than pre-test. It means that, there was improvement of the student's achievement in reading comprehension in term of interpretive. It is more clearly showed in the chart below:



**Figure 4.2: The Improvement of Students' Score in Interpretive Reading**

The graphic above shows that there was improvement of the students in reading comprehension in terms of interpretive comprehension from pre-test with the mean score was 63.63 (*Fair*) to post-test with the mean score was 82 (*Good*) and the improvement of pre-test to post-test was 28%.

### **3. The Improvement of the Students' Reading Comprehension Using Top-Down Strategy (TDS) In Literal and Interpretive**

Students' reading comprehension using Top-Down Strategy (TDS) have different in pre-test and post-test. In pre-test students still less understand about literal and interpretive but after applied Top-Down Strategy (TDS) the students

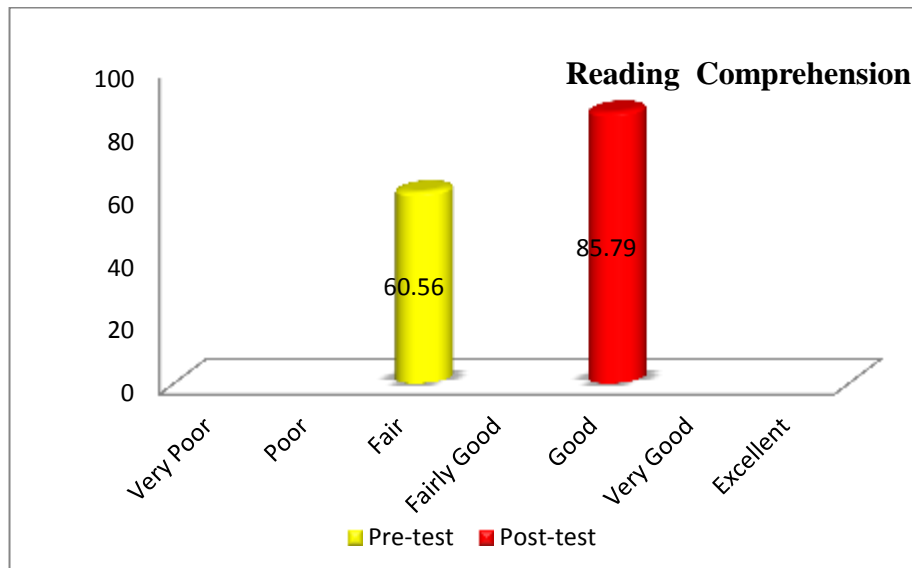
more understand about literal and interpretive reading comprehension, it can be seen clearly in the following table:

**Table 4.4 The Mean Score of Students' Reading Comprehension**

No	Indicator	Mean score		Students' Improvement (%)
		Pre-Test	Post-Test	Pre-test to Post-test
1	Literal	57.5	89.58	55 %
2	Interpretive	63.63	82	28 %
$\Sigma X$		121.13	171.58	41%
X		60.56	85.79	41%

The table above shows the mean score of students' achievement in reading comprehension both of literal and interpretive. Based on the table, it indicated that the improvement of the students' reading comprehension by using Top-Down Strategy (TDS) was successful. The students' mean score in pre-test was 60.56 score and the students' mean score in post-test was 85.79 score. Thus, the improvement of the students' reading comprehension between pre-test to post-test was 41%. Based on the percentages above there are significant improvement of students' reading comprehension by using Top-Down Strategy (TDS). It is more clearly showed in the chart below:





**Figure 4.3: The Improvement of Students' Score in Reading Comprehension**

The graphic above shows that there was improvement of the students in reading comprehension in terms of literal and interpretive comprehension from pre-test with the mean score was test 60.56 (*Fair*) to post-test with the mean score was 85.79 (*Good*) and the improvement of pre-test to post-test was 41%.

#### **4. The Percentage of the Students' Achievement in Literal and Interpretive Reading Comprehension Using Top-Down Strategy (TDS)**

##### **a. Literal Reading Comprehension**

The following table and chart show the percentage of students' achievement in reading comprehension in term of literal before and after application of Top-Down Strategy (TDS).

**Table 4.5 The Percentage of Students' Reading Achievement in Literal**

No.	Classification	Score	Literal			
			Pre-test		Post-test	
			Freq	%	freq	%
1	Excellent	96-100	0	0	8	26.66%
2	Very Good	86-95	0	0	3	10%
3	Good	76-85	2	6.66%	18	60%
4	Fairly Good	66-75	8	26.66%	1	3.33%
5	Fair	56-65	8	26.66%	0	0
6	Poor	46-55	5	16.66%	0	0
7	Very Poor	0-45	17	23.33%	0	0
<b>Total</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table above shows the result of students' reading comprehension in term of literal in pre-test and post-test. In pre-test, 2 students (6.66%) got *Good*, 8 students (26.66%) classified into *Fairly Good*, 8 students (26.66%) got *Fair*, 5 students (16.66%) classified into *Poor*, and no body got *Excellent and Very Good* pre-test. In post-test, there were 8 students (26.66%) classified into *Excellent* score, 3 students (10%) classified into *Good* score, 18 students (60%) got *Good* score 1 student (3.33%) classified into *Fairly Good* score and nobody classified into *Fair, Poor* and *Very Poor*.

#### **b. Interpretive Reading Comprehension**

The following table and chart show the percentage of students' achievement in reading comprehension in term of interpretive before and after application of Top-Down Strategy (TDS).

**Table 4.6 The Percentage of Students' Reading Achievement in Interpretive**

No.	Classification	Score	Interpretive			
			Pre-test		Post-test	
			Freq	%	Freq	%
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	3	10%
3	Good	76-85	2	6.66%	23	76.66%
4	Fairly Good	66-75	15	50%	4	13.33%
5	Fair	56-65	4	13.33%	0	0
6	Poor	46-55	6	20%	0	0
7	Very Poor	0-45	3	10%	0	0
<b>Total</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table above shows the result of students' reading comprehension in term of Interpretive in pre-test and post-test. In pre-test, 6 students (20%) got *Poor*, 3 students (10%) classified into *Very Poor*, 4 students (13.33%) got Fair score, 15 students (50%) got Fairly Good score and no body got *Excellent*, *Very Good*, and *Good*. In post-test, there were 4 students (13.33%) classified into *Fairly Good*, 23 students (76.66%) classified into *Good score*, 3 students (10%) got very good score and nobody classified into *Excellent*, *Fair*, *Poor* and *Very Poor*.

### **C. Reading comprehension**

The following table and chart show the percentage of students' achievement in reading comprehension before and after application of Top-Down Strategy (TDS).

**Table 4.7 The Percentage of Students Achievement in Reading Comprehension**

No.	Classification	Score	Reading Comprehension			
			Pre-test		Post-test	
			Freq	%	Freq	%
1	Excellent	96-100	0	0	2	6.66%
2	Very Good	86-95	0	0	10	30%
3	Good	76-85	1	3.33%	16	53.33%
4	Fairly Good	66-75	21	70%	2	6.66%
5	Fair	56-65	2	6.66%	0	0
6	Poor	46-55	6	20%	0	0
7	Very Poor	0-45	0	0	0	0
<b>Total</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table above shows the result of students' reading comprehension in pre-test and post-test. In pre-test, 6 students (20%) got *Poor*, 2 students (6.66%) got Fair score, 21 students (70%) got Fairly Good, 1 student (3.33%) classified in good score and no body got *Excellent* and *Very Good*. In post-test, there were 2 students (6.66%) classified into *Fairly Good*, 16 students (53.33%) classified into Good score, 10 students (30%) got very good score, and 2 students (6.66%) classified as excellent. and nobody classified into Fair, Poor and Very Poor.

## **5. Hypothesis Testing**

The hypothesis is tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that is, a test to know the significant difference between the result of students' mean scores in pretest and posttest the researcher used t-test analysis on the level of significant ( $\alpha$ ) = 0.05 with the degree of freedom (df) = N - 1, where N = Number of subject

(30 students) then the value of t-table is 2.06866 the t-test statistical, analysis for independent sample wa applied.

The result of the data analysis t-test of the students' reading comprehension by using Top-Down Strategy (TDS) in Table 4.6

**Table 4.8The Comparism of T-test and T-table Score of the Students Reading Comprehension**

<b>Variables</b>	<b>t-test</b>	<b>t-table</b>	<b>Description</b>
Literal reading comprehension	13.26	2.45	Significance
Interpretive reading Comprehension	8.34	2.45	Significance
X	21.60	2.45	

Table 4.6 showed that the value of the t- test is higher than the value of t-table. The t-test value of literal reading was greater than t-table ( $13.26 > 2.45$ ) and t-test value interpretive reading are greater than t-table ( $8.34 > 2.45$ ). The result of calculating t-test of the indicators in the students' t-test in literal and interpretive was greater than t-table ( $21.60 > 2.45$ ). It is said that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It means that there is a significance difference between, the result of the students' literal and interpretive reading comprehension in reading through Top-Down Strategy (TDS) after treatment.

## **B. Discussion**

The data collected in pre-test and post-test in case of the students literal and interpretative comprehension was show significant different. It was supported by the rate percentage and score frequently in the result of the students' before and after applying Top-Down Strategy (TDS) in teaching reading comprehension. The explanation below :

### **a. The students' reading comprehension before applying Top-Down Strategy in teaching reading.**

Base on the pre-test data, the score frequency and rate percentage of the students' before using Top-Down Strategy applied, the students' reading comprehension particular in narrative text was no one of the students' got excellent and very good. The classification of the students' before applying Top-Down Strategy were good, fairly good, fair, and poor. There were 1 (3.33%) classify as good, 21 students' (70%) got fairly good, 3 students' (10%) got fair, and the poor score was gotten 5 (16.67).

### **b. The students' reading comprehension after using Top-Down Strategy in teaching reading.**

Base on the post-test data, the score frequency and rate percentage of the students' after applying Top-Down Strategy (TDS), the students' reading comprehension particular in narrative text was one of the students' got excellent. They were categorized in excellent, very good, good, and fairly good classification. None of the students got score fair, poor, and very poor in post test. There were 1 (3.33%) of 30 students who got excellent score, 11 (36.67%) of the

students' got very good score, 16 (53.33%) of the students got good score and 2 (6.67%) of the students got fairly good score. Thus, the researcher concluded that the use of Top-Down Strategy (TDS) influence and improved the students' reading comprehension especially in literal and interpretative levels.

**c. The Difference of the students' reading comprehension before and after applying Top-Down Strategy (TDS).**

Under the previous consideration, there was a significance difference between the students' reading comprehension before and after applying Top-Down Strategy (TDS). The mean score of the students' reading comprehension before applying Top-Down Strategy (TDS) was 67.83 and then mean score of the students' reading comprehension after applying Top-Down Strategy (TDS) was 87.36. It shows that the mean score of the students' reading comprehension after applying Top-Down Strategy (TDS) was higher than the mean score of the students' reading comprehension before and after applying Top-Down Strategy (TDS).

The value of the t-test was higher than t-table value (9.38-2.45). Base on the result of t-test calculation, the researcher found that there was a significant between the result of the students' reading comprehension before and after applying Top-Down Strategy (TDS).

In previous research findings, 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. If we compared with the results of this research there is similarities of results regarding the use of Top-Down Strategy on students reading comprehension that has the effectiveness in improving students ability and comprehending in learning reading comprehension.

#### **d. Research Contribution**

Base on the findings and discussion above, the researcher took the research contributions :

1. This reseach show that there is influence between Top-Down Strategy on students reading comprehension especially on Literal and interpretative level of comprehesion.
2. This research deals with application of Top-Down Strategy in students' reading comprehension especially in narrative text to find the Main idea, sequence of detail, and making conclusion.
3. This research creates new knowledge in find main idea, sequence of detail, and making conclusion especially in narrative text easily and effectively by developing Top-Down Straetgy in learning reading comprehension.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter deals with the conclusion, implication of the findings, and some suggestion regarding to the finding of the effectiveness of using Top-Down Strategy (TDS) on reading comprehension.

#### **A. Conclusion**

Base on the research finding and discussion in the previous, the researcher draws conclusion in the following statement. The application of Top-Down Strategy (TDS) influence and improved the students reading comprehension more significantly at the second grade of SMAN 10 GOWA.

1. In literal of students' comprehension of Main Idea of the story indicated that the students' mean score of pretest was 58.6 and it classified as fair and in post test was 86.56 and it classified as very good. So, the improvement of students' achievement in Main Idea was 47%.
2. In literal level of students' comprehension of Sequence Detail indicated that the students' mean score of pretest was 56.4 and it classified as fair and in post test was 92.6 and it classified as very good. So, the improvement of students' achievement in interpretative was 64%.
3. In interpretative of students' comprehension in Making conclusion of the story indicated that the students' mean score of pretest was 63.63 and it classified as fair and in post test was 82 and it classified as good. So, the improvement of students' achievement in interpretative was 28%.

## **B. Suggestion**

After conducting the research related to the reading comprehension, the researcher would like to give some suggestion as follow:

1. The use of Top-Down Strategy (TDS) in teaching English is highly recomended to the teacher of SMAN 10 GOWA.
2. The result of this research can be used as an additional reference for further reseracher who want to conduct a research related to reading comprehension.

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# APPENDICES

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Satuan Pendidikan : SMA NEGERI 10 Gowa**  
**Mata Pelajaran : Bahasa Inggris**  
**Kelas/ Semester : XI/ 1**  
**Materi Pokok : TEKS TULIS BERBENTUK NARRATIVE**  
**Alokasi Waktu : 8 JP (8 x 45 menit)**

**A. KOMPETENSI INTI (KI)**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar dan Indikator:**

No.	Kompetensi Dasar	Indikator
1.1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	

2.1.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
2.2.	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
2.3.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional.	
3.9.	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya.	<p>Menganalisis struktur teks naratif sederhana berbentuk legenda sederhana.</p> <p>Menganalisis unsur kebahasaan teks naratif sederhana berbentuk legenda sederhana.</p>
4.15.	Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.	<p>Menangkap gagasan utama, makna kata, dan menggali informasi tentang teks naratif tulis legenda sederhana.</p> <p>Menyajikan gagasan utama dan makna kata dalam teks naratif tulis berbentuk legenda sederhana.</p> <p>Menyimpulkan pesan moral</p>

		( <i>moral value</i> ) dalam teks naratif tulis berbentuk legenda sederhana.
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### C. Tujuan Pembelajaran

#### Sikap:

1. Selama dan setelah proses pembelajaran, peserta didik dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Selama dan setelah proses pembelajaran, peserta didik mampu meneladani sikap dan tindakan peduli, percaya diri, disiplin, dan cinta damai yang ditunjukkan oleh tokoh dalam teks naratif berbentuk legenda sederhana.
3. Selama dan setelah proses pembelajaran, peserta didik mampu menunjukkan perilaku jujur dan bertanggungjawab dalam mengerjakan tugas-tugas dalam pembelajaran teks naratif berbentuk legenda sederhana.

#### Pengetahuan:

4. Peserta didik dengan membaca teks naratif dan diskusi mampu menjelaskan struktur teks naratif sederhana berbentuk legenda rakyat (*orientation, complication, resolution* dan *coda*).
5. Peserta didik dengan membaca teks naratif dan diskusi mampu menjelaskan unsur kebahasaan teks naratif sederhana berbentuk legenda rakyat.

#### Keterampilan:

6. Peserta didik melalui diskusi mampu menganalisis gagasan utama, makna kata, dan menggali informasi tentang teks naratif lisan dan tulis berbentuk legenda sederhana.
7. Peserta didik melalui diskusi mampu menafsirkan gagasan utama dan makna kata dalam teks naratif lisan dan tulis berbentuk legenda sederhana.



8. Peserta didik melalui diskusi mampu menyimpulkan dan menyajikan pesan moral (*moral value*) dalam teks naratif lisan dan tulis berbentuk legenda sederhana.

#### **D. Materi Pembelajaran**

**Konsep** :

- *Teks Naratif* : *The Lion And The Mouse & Snow White*

#### **The Lion And The Mouse**

Once when a lion was a sleep, a little mouse began running up and down upon him: This soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, oh king,” cried the little mouse “forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?” The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was.

The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run way.

<http://englishstory12.blogspot.co.id>

- Tujuan teks naratif : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

- Struktur teks naratif :

1. Orientation: biasanya bagian ini berisi tentang pengenalan tokoh setting tempat/ latar, waktu.
2. Complication: berisi tentang awal mula terjadinya masalah dan konflik-konflik yang dialami tokoh utama.
3. Resolution: berisi tentang penurunan/ penyelesaian masalah dari konflik yang terjadi

#### 4. Metode Pembelajaran

Ceramah, diskusi kelompok, penugasan dan presentasi

#### 5. Media, Alat, dan Sumber Pembelajaran

1. Media : Power Point tentang teks naratif
2. Alat : LCD Proyektor, Laptop, hand out, dan lembar kerja siswa tentang teks naratif
3. Sumber Pembelajaran:
  - <http://englishstory83.blogspot.com/2008/09/social-function-narrative.html>
  - [http://en.wikipedia.org/wiki/Text\\_types#Narrative\\_text\\_type](http://en.wikipedia.org/wiki/Text_types#Narrative_text_type)
  - <http://shared777.blogspot.com/2014/02/narrative-text->

### Langkah-Langkah Kegiatan Pembelajaran

#### Pertemuan 1

No	Tahap	Kegiatan Belajar	Alokasi waktu
1.	Pendahuluan	<p>Siswa membalas salam dari guru.</p> <p>Siswa menjawab presensi dari guru</p> <p>Siswa berdo'a sebelum melakukan kegiatan belajar mengajar</p> <p>Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil</p> <p>Siswa merespon contoh gambar berupa kancil untuk mengingat kembali</p> <p>Guru menjelaskan pengetahuan</p>	5 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>umum tentang teks narrative kepada kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan.</p>	
2.	Kegiatan Inti	<p><b>Mengamati</b></p> <p>Siswa membaca teks narrative tentang legenda “<i>The Lion and The Mouse</i>” yang di berikan oleh guru.</p> <p>Siswa membuat prediksi mengenai isi dari cerita “<i>The Lion and The Mouse</i>”.</p> <p>Siswa mencermati fungsistruktur teks dan structure yang digunakan dalam teks legenda “<i>The Lion and The Mouse</i>”.</p> <p>Siswa mencari pesan yang terkandung dalam teks legenda “<i>The Lion and The Mouse</i>”.</p> <p>Siswa dapat mencari ide pokok paragraph yang terkandung dalam teks bacaan, serta dapat menemukan informasi tersurat, maupun tersirat dalam teks legenda “<i>The Lion and The Mouse</i>”.</p> <p><b>Menanya</b></p> <p>Siswa menjawab pertanyaan yang diberikan oleh guru yang berhubungan dengan isi bacaan cerita yang sudah</p>	30 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>dibaca.</p> <p>Siswa mempertanyakan ide pokok setiap paragraf, makna dari kata-kata baru dan informasi rinci dalam teks <i>“The Lion and The Mouse”</i>.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa dapat menemukan ide pokok pada setiap paragraf, informasi tersirat maupun tersurat dalam teks <i>“The Lion and The Mouse”</i>.</p> <p>Siswa menafsirkan ide pokok paragraf, informasi tersirat maupun tersurat dalam teks <i>“The Lion and The Mouse”</i>.</p> <p><b>Mengasosiasikan</b></p> <p>Secara berkelompok siswa menganalisis teks legenda <i>“The Lion and The Mouse”</i> dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaannya.</p> <p><b>Mengkomunikasikan</b></p> <p>Siswa menjelaskan fungsi sosial, struktur, dan unsur kebahasaan yang</p>	

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>ditemukan setelah membaca teks legenda “<i>The Lion and The Mouse</i>”</p> <p>Peserta didik menyimpulkan nilai moral yang ditemukan pada teks legenda “<i>The Lion and The Mouse</i>”.</p>	
3.	Penutup	<p>Siswa memperoleh umpan balik (feedback) dan penguatan dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Peserta didik menyempurnakan kembali struktur teks naratif “<i>The Lion and The Mouse</i>” berdasarkan umpan balik (feedback) dari guru dan teman.</p> <p>Peserta didik menerima informasi tentang rencana pelaksanaan pembelajaran pertemuan mendatang</p>	10 menit

## Pertemuan 2

No	Tahap	Kegiatan Belajar	Alokasi waktu
1.	Pendahuluan	<p>Siswa membalas salam dari guru.</p> <p>Siswa menjawab presensi dari guru</p> <p>Siswa berdo’a sebelum melakukan kegiatan belajar mengajar</p> <p>Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil</p>	5 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>Siswa merespon contoh gambar berupa kancil untuk mengingat kembali</p> <p>Guru menjelaskan pengetahuan umum tentang teks narrative kepada kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan.</p>	
2.	Kegiatan Inti	<p><b>Mengamati</b></p> <p>Siswa membaca teks narrative tentang “<i>Snow White</i>” yang di berikan oleh guru.</p> <p>Siswa mencermati fungsistruktur teks dan structure yang digunakan dalam teks “<i>Snow White</i>”.</p> <p>Siswa mencari pesan yang terkandung dalam teks “<i>Snow White</i>”.</p> <p>siswa dapat mencari ide pokok paragraph yang terkandung dalam teks bacaan, serta dapat menemukan informasi tersurat, maupun tersirat dalam teks “<i>Snow White</i>”.</p> <p><b>Menanya</b></p> <p>siswa mempertanyakan ide pokok setiap paragraf, makna dari kata-kata baru dan informasi rinci dalam teks “<i>Snow White</i>”.</p> <p><b>Mengeksplorasi</b></p> <p>siswa dapat menemukan ide pokok pada setip paragraf, informasi tersirat maupun tersurat dalam teks “<i>Snow White</i>”.</p> <p>Siswa menafsirkan ide pokok paragraf, informasi</p>	30 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>tersirat maupun tersurat dalam teks “<i>Snow White</i>”.</p> <p><b>Mengasosiasikan</b></p> <p>Secara berkelompok siswa menganalisis teks “<i>Snow White</i>” dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaannya.</p> <p><b>Mengkomunikasikan</b></p> <p>Siswa menjelaskan fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks “<i>Snow White</i>”.</p> <p>Peserta didik menyimpulkan nilai moral yang ditemukan pada teks “<i>Snow White</i>”.</p>	
3.	Penutup	<p>Siswa memperoleh umpan balik (feedback) dan penguatan dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Peserta didik menyempurnakan kembali struktur teks naratif “<i>Snow White</i>” berdasarkan umpan balik (feedback) dari guru dan teman.</p> <p>Peserta didik menerima informasi tentang rencana pelaksanaan pembelajaran pertemuan mendatang</p>	10 menit

### Pertemuan 3

No	Tahap	Kegiatan Belajar	Alokasi waktu
1.	Pendahuluan	<p>Siswa membalas salam dari guru.</p> <p>Siswa menjawab presensi dari guru</p> <p>Siswa berdo'a sebelum melakukan kegiatan belajar mengajar</p> <p>Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil</p> <p>Siswa merespon contoh gambar berupa kancil untuk mengingat kembali</p> <p>Guru menjelaskan pengetahuan umum tentang teks narrative kepada kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan.</p>	5 menit
2.	Kegiatan Inti	<p><b>Mengamati</b></p> <p>Siswa membaca teks narrative tentang “<i>The Golden Cucumbar</i>” yang di berikan oleh guru.</p> <p>Siswa membuat prediksi mengenai isi dari cerita “<i>The Golden Cucumbar</i>”</p> <p>Siswa mencermati fungsistruktur teks dan structure yang digunakan dalam teks “<i>The Golden Cucumbar</i>”</p> <p>Siswa mencari pesan yang terkandung dalam teks “<i>The Golden Cucumbar</i>”</p> <p>Siswa dapat mencari ide pokok paragraph yang terkandung dalam teks bacaan, serta dapat menemukan informasi tersurat, maupun tersirat dalam teks “<i>The Golden Cucumbar</i>”.</p> <p><b>Menanya</b></p>	30 menit



No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>Siswa menjawab pertanyaan yang diberikan oleh guru yang berhubungan dengan isi bacaan cerita yang sudah dibaca.</p> <p>Siswa mempertanyakan ide pokok setiap paragraf, makna dari kata-kata baru dan informasi rinci dalam teks "<i>The Golden Cucumbar</i>".</p> <p><b>Mengeksplorasi</b></p> <p>Siswa dapat menemukan ide pokok pada setiap paragraf, informasi tersirat maupun tersurat dalam teks "<i>The Golden Cucumbar</i>".</p> <p>Siswa menafsirkan ide pokok paragraf, informasi tersirat maupun tersurat dalam teks "<i>The Golden Cucumbar</i>".</p> <p><b>Mengasosiasikan</b></p> <p>Secara berkelompok siswa menganalisis teks "<i>The Golden Cucumbar</i>" dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaannya.</p> <p><b>Mengkomunikasikan</b></p> <p>Siswa menjelaskan fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks "<i>The Golden Cucumbar</i>".</p> <p>Peserta didik menyimpulkan nilai moral yang ditemukan pada teks "<i>The Golden Cucumbar</i>".</p>	
3.	Penutup	Siswa memperoleh umpan balik (feedback) dan penguatan dari guru dan teman tentang hasil analisis	10 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>yang disampaikan dalam kerja kelompok.</p> <p>Peserta didik menyempurnakan kembali struktur teks naratif "<i>The Golden Cucumbar</i>" berdasarkan umpan balik (feedback) dari guru dan teman.</p> <p>Peserta didik menerima informasi tentang rencana pelaksanaan pembelajaran pertemuan mendatang</p>	

#### Pertemuan 4

No	Tahap	Kegiatan Belajar	Alokasi waktu
1.	Pendahuluan	<p>Siswa membalas salam dari guru.</p> <p>Siswa menjawab presensi dari guru</p> <p>Siswa berdo'a sebelum melakukan kegiatan belajar mengajar</p> <p>Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil</p> <p>Siswa merespon contoh gambar berupa kancil untuk mengingat kembali</p> <p>Guru menjelaskan pengetahuan umum tentang teks narrative kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan.</p>	5 menit
2.	Kegiatan Inti	<p><b>Mengamati</b></p> <p>Siswa membaca teks narrative tentang "<i>Beauty and The Beast</i>" yang di berikan oleh guru.</p> <p>Siswa membuat prediksi mengenai isi dari cerita "<i>Beauty and The Beast</i>"</p> <p>Siswa mencermati fungsistruktur teks dan structure</p>	30 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>yang digunakan dalam teks "<i>Beauty and The Beast</i>"</p> <p>Siswa mencari pesan yang terkandung dalam teks "<i>Beauty and The Beast</i>"</p> <p>Siswa dapat mencari ide pokok paragraph yang terkandung dalam teks bacaan, serta dapat menemukan informasi tersurat, maupun tersirat dalam teks "<i>Beauty and The Beast</i>"</p> <p><b>Menanya</b></p> <p>Siswa menjawab pertanyaan yang diberikan oleh guru yang berhubungan dengan isi bacaan cerita yang sudah dibaca.</p> <p>Siswa mempertanyakan ide pokok setiap paragraf, makna dari kata-kata baru dan informasi rinci dalam teks "<i>Beauty and The Beast</i>".</p> <p><b>Mengeksplorasi</b></p> <p>Siswa dapat menemukan ide pokok pada setiap paragraf, informasi tersirat maupun tersurat dalam teks "<i>Beauty and The Beast</i>"</p> <p>Siswa menafsirkan ide pokok paragraf, informasi tersirat maupun tersurat dalam teks "<i>Beauty and The Beast</i>".</p> <p><b>Mengasosiasikan</b></p> <p>Secara berkelompok siswa menganalisis teks "<i>Beauty and The Beast</i>" dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaannya.</p> <p><b>Mengkomunikasikan</b></p> <p>Siswa menjelaskan fungsi sosial, struktur, dan unsur</p>	

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>kebahasan yang ditemukan setelah membaca teks <i>"Beauty and The Beast"</i>.</p> <p>Peserta didik menyimpulkan nilai moral yang ditemukan pada teks <i>"Beauty and The Beast"</i>.</p>	
3.	Penutup	<p>Siswa memperoleh umpan balik (feedback) dan penguatan dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Peserta didik menyempurnakan kembali struktur teks naratif <i>"Beauty and The Beast"</i> berdasarkan umpan balik (feedback) dari guru dan teman.</p> <p>Peserta didik menerima informasi tentang rencana pelaksanaan pembelajaran pertemuan mendatang</p>	10 menit

### Pertemuan 5

No	Tahap	Kegiatan Belajar	Alokasi waktu
1.	Pendahuluan	<p>Siswa membalas salam dari guru.</p> <p>Siswa menjawab presensi dari guru</p> <p>Siswa berdo'a sebelum melakukan kegiatan belajar mengajar</p> <p>Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil</p> <p>Siswa merespon contoh gambar berupa kancil untuk mengingat kembali</p> <p>Guru menjelaskan pengetahuan umum tentang teks narrative kepada kepada siswa guna memberikan</p>	5 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		background knowledge agar siswa lebih mudah mencerna teks yang diberikan.	
2.	Kegiatan Inti	<p><b>Mengamati</b></p> <p>Siswa membaca teks narrative tentang “<i>Alladin and The Magic Lamp</i>” yang di berikan oleh guru.</p> <p>Siswa membuat prediksi mengenai isi dari cerita “<i>Alladin and The Magic Lamp</i>”</p> <p>Siswa mencermati fungsistruktur teks dan structure yang digunakan dalam teks “<i>Alladin and The Magic Lamp</i>”.</p> <p>Siswa mencari pesan yang terkandung dalam teks “<i>Alladin and The Magic Lamp</i>”.</p> <p>Siswa dapat mencari ide pokok paragraph yang terkandung dalam teks bacaan, serta dapat menemukan informasi tersurat, maupun tersirat dalam teks “<i>Alladin and The Magic Lamp</i>”.</p> <p><b>Menanya</b></p> <p>Siswa menjawab pertanyaan yang diberikan oleh guru yang berhubungan dengan isi bacaan cerita yang sudah dibaca.</p> <p>Siswa mempertanyakan ide pokok setiap paragraf, makna dari kata-kata baru dan informasi rinci dalam teks “<i>Alladin and The Magic Lamp</i>”.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa dapat menemukan ide pokok pada setiap paragraf, informasi tersirat maupun tersurat dalam teks “<i>Alladin</i></p>	30 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p><i>and The Magic Lamp</i>".</p> <p>Siswa menafsirkan ide pokok paragraf, informasi tersirat maupun tersurat dalam teks "<i>Alladin and The Magic Lamp</i>".</p> <p><b>Mengasosiasikan</b></p> <p>Secara berkelompok siswa menganalisis teks "<i>Alladin and The Magic Lamp</i>" dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaannya.</p> <p><b>Mengkomunikasikan</b></p> <p>Siswa menjelaskan fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks "<i>Alladin and The Magic Lamp</i>".</p> <p>Peserta didik menyimpulkan nilai moral yang ditemukan pada teks "<i>Alladin and The Magic Lamp</i>".</p>	
3.	Penutup	<p>Siswa memperoleh umpan balik (feedback) dan penguatan dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Peserta didik menyempurnakan kembali struktur teks naratif "<i>Alladin and The Magic Lamp</i>" berdasarkan umpan balik (feedback) dari guru dan teman.</p> <p>Peserta didik menerima informasi tentang rencana pelaksanaan pembelajaran pertemuan mendatang</p>	10 menit

### Pertemuan 6

No	Tahap	Kegiatan Belajar	Alokasi waktu
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No	Tahap	Kegiatan Belajar	Alokasi waktu
1.	Pendahuluan	<p>Siswa membalas salam dari guru.</p> <p>Siswa menjawab presensi dari guru</p> <p>Siswa berdo'a sebelum melakukan kegiatan belajar mengajar</p> <p>Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil</p> <p>Siswa merespon contoh gambar berupa kancil untuk mengingat kembali</p> <p>Guru menjelaskan pengetahuan umum tentang teks narrative kepada kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan.</p>	5 menit
2.	Kegiatan Inti	<p><b>Mengamati</b></p> <p>Siswa membaca teks narrative tentang "<i>Love Story of Cinderella</i>" yang di berikan oleh guru.</p> <p>Siswa membuat prediksi mengenai isi dari cerita "<i>Love Story of Cinderella</i>"</p> <p>Siswa mencermati fungsistruktur teks dan structure yang digunakan dalam teks "<i>Love Story of Cinderella</i>"</p> <p>Siswa mencari pesan yang terkandung dalam teks "<i>Love Story of Cinderella</i>".</p> <p>Siswa dapat mencari ide pokok paragraph yang terkandung dalam teks bacaan, serta dapat menemukan informasi tersurat, maupun tersirat dalam teks "<i>Love Story of Cinderella</i>".</p> <p><b>Menanya</b></p> <p>Siswa menjawab pertanyaan yang diberikan oleh guru</p>	30 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>yang berhubungan dengan isi bacaan cerita yang sudah dibaca.</p> <p>Siswa mempertanyakan ide pokok setiap paragraf, makna dari kata-kata baru dan informasi rinci dalam teks <i>“Love Story of Cinderella”</i>.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa dapat menemukan ide pokok pada setiap paragraf, informasi tersirat maupun tersurat dalam teks <i>“Love Story of Cinderella”</i>.</p> <p>Siswa menafsirkan ide pokok paragraf, informasi tersirat maupun tersurat dalam teks <i>“Love Story of Cinderella”</i>.</p> <p><b>Mengasosiasikan</b></p> <p>Secara berkelompok siswa menganalisis teks <i>“Love Story of Cinderella”</i> dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaannya.</p> <p><b>Mengkomunikasikan</b></p> <p>Siswa menjelaskan fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks <i>“Love Story of Cinderella”</i>.</p> <p>Peserta didik menyimpulkan nilai moral yang ditemukan pada teks <i>“Love Story of Cinderella”</i>.</p>	
3.	Penutup	<p>Siswa memperoleh umpan balik (feedback) dan penguatan dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Peserta didik menyempurnakan kembali struktur teks naratif <i>“Love Story of Cinderella”</i> berdasarkan umpan</p>	10 menit



No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>balik (feedback) dari guru dan teman.</p> <p>Peserta didik menerima informasi tentang rencana pelaksanaan pembelajaran pertemuan mendatang</p>	

### Pertemuan 7

No	Tahap	Kegiatan Belajar	Alokasi waktu
1.	Pendahuluan	<p>Siswa membalas salam dari guru.</p> <p>Siswa menjawab presensi dari guru</p> <p>Siswa berdo'a sebelum melakukan kegiatan belajar mengajar</p> <p>Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil</p> <p>Siswa merespon contoh gambar berupa kancil untuk mengingat kembali</p> <p>Guru menjelaskan pengetahuan umum tentang teks narrative kepada kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan.</p>	5 menit
2.	Kegiatan Inti	<p><b>Mengamati</b></p> <p>Siswa membaca teks narrative tentang legenda “<i>Roro Jonggrang and Prambanan Temple</i>” yang di berikan oleh guru.</p> <p>Siswa membuat prediksi mengenai isi dari cerita “<i>Roro Jonggrang and Prambanan Temple</i>”.</p> <p>Siswa mencermati fungsistruktur teks dan structure yang digunakan dalam teks legenda “<i>Roro Jonggrang</i></p>	30 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p><i>and Prambanan Temple</i>".</p> <p>Siswa mencari pesan yang terkandung dalam teks legenda "<i>Roro Jonggrang and Prambanan Temple</i>".</p> <p>Siswa dapat mencari ide pokok paragraph yang terkandung dalam teks bacaan, serta dapat menemukan informasi tersurat, maupun tersirat dalam teks legena "<i>Roro Jonggrang and Prambanan Temple</i>"</p> <p><b>Menanya</b></p> <p>Siswa menjawab pertanyaan yang diberikan oleh guru yang berhubungan dengan isi bacaan cerita yang sudah dibaca.</p> <p>Siswa mempertanyakan ide pokok setiap paragraf, makna dari kata-kata baru dan informasi rinci dalam teks "<i>Roro Jonggrang and Prambanan Temple</i>".</p> <p><b>Mengeksplorasi</b></p> <p>Siswa dapat menemukan ide pokok pada setiap paragraf, informasi tersirat maupun tersurat dalam teks "<i>Roro Jonggrang and Prambanan Temple</i>".</p> <p>Siswa menafsirkan ide pokok paragraf, informasi tersirat maupun tersurat dalam teks "<i>Roro Jonggrang and Prambanan Temple</i>".</p> <p><b>Mengasosiasikan</b></p> <p>Secara berkelompok siswa menganalisis teks legenda "<i>Roro Jonggrang and Prambanan Temple</i>" dengan fokus pada fungsi sosial, struktur, dan unsur</p>	

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>kebahasaannya.</p> <p><b>Mengkomunikasikan</b></p> <p>Siswa menjelaskan fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks legenda “<i>Roro Jonggrang and Prambanan Temple</i>”.</p> <p>Peserta didik menyimpulkan nilai moral yang ditemukan pada teks legenda “<i>Roro Jonggrang and Prambanan Temple</i>”.</p>	
3.	Penutup	<p>Siswa memperoleh umpan balik (feedback) dan penguatan dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Peserta didik menyempurnakan kembali struktur teks naratif “<i>Roro Jonggrang and Prambanan Temple</i>” berdasarkan umpan balik (feedback) dari guru dan teman.</p> <p>Peserta didik menerima informasi tentang rencana pelaksanaan pembelajaran pertemuan mendatang</p>	10 menit

### Pertemuan 8

No	Tahap	Kegiatan Belajar	Alokasi waktu
1.	Pendahuluan	<p>Siswa membalas salam dari guru.</p> <p>Siswa menjawab presensi dari guru</p> <p>Siswa berdo’a sebelum melakukan kegiatan belajar mengajar</p> <p>Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil</p> <p>Siswa merespon contoh gambar berupa kancil untuk</p>	5 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p>mengingat kembali</p> <p>Guru menjelaskan pengetahuan umum tentang teks narrative kepada kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan.</p>	
2.	Kegiatan Inti	<p><b>Mengamati</b></p> <p>Siswa membaca teks narrative tentang “<i>The Story of Lake Toba</i>” yang di berikan oleh guru.</p> <p>Siswa membuat prediksi mengenai isi dari cerita “<i>The Story of Lake Toba</i>”</p> <p>Siswa mencermati fungsistruktur teks dan structure yang digunakan dalam teks “<i>The Story of Lake Toba</i>”</p> <p>Siswa mencari pesan yang terkandung dalam teks “<i>The Story of Lake Toba</i>”.</p> <p>Siswa dapat mencari ide pokok paragraph yang terkandung dalam teks bacaan, serta dapat menemukan informasi tersurat, maupun tersirat dalam teks “<i>The Story of Lake Toba</i>”.</p> <p><b>Menanya</b></p> <p>Siswa menjawab pertanyaan yang diberikan oleh guru yang berhubungan dengan isi bacaan cerita yang sudah dibaca.</p> <p>Siswa mempertanyakan ide pokok setiap paragraf, makna dari kata-kata baru dan informasi rinci dalam teks “<i>The Story of Lake Toba</i>”.</p>	30 menit

No	Tahap	Kegiatan Belajar	Alokasi waktu
		<p><b>Mengeksplorasi</b></p> <p>Siswa dapat menemukan ide pokok pada setiap paragraf, informasi tersirat maupun tersurat dalam teks “<i>The Story of Lake Toba</i>”.</p> <p>Siswa menafsirkan ide pokok paragraf, informasi tersirat maupun tersurat dalam teks “<i>The Story of Lake Toba</i>”.</p> <p><b>Mengasosiasikan</b></p> <p>Secara berkelompok siswa menganalisis teks “<i>The Story of Lake Toba</i>” dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaannya.</p> <p><b>Mengkomunikasikan</b></p> <p>Siswa menjelaskan fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks “<i>The Story of Lake Toba</i>”.</p> <p>Peserta didik menyimpulkan nilai moral yang ditemukan pada teks “<i>The Story of Lake Toba</i>”.</p>	
3.	Penutup	<p>Siswa memperoleh umpan balik (feedback) dan penguatan dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Peserta didik menyempurnakan kembali struktur teks naratif “<i>The Story of Lake Toba</i>” berdasarkan umpan balik (feedback) dari guru dan teman.</p> <p>Peserta didik menerima informasi tentang rencana pelaksanaan pembelajaran pertemuan mendatang</p>	10 menit

## E. Penilaian

### 1. Sikap Sosial

1. Jenis/Teknik Penilaian : penilaian diri
2. Bentuk Instrumen Penilaian Diri : lembar penilaian diri

#### Penilaian Sikap Sosial

No	Pernyataan	Ya	Tidak
1	Mengerjakan dengan mandiri atau sesuai perintah guru		
2	Mengerjakan tugas tidak mencontek		
3	Datang tepat waktu di kelas		
4	Berpakaian rapi sesuai ketentuan		
5	Mentaati aturan guru saat pembelajaran berlangsung		
6	Berbicara, berbahasa lisan dan tulis dengan baik		
7	Mengumpulkan tugas tepat waktu		
8	Mengejakan tugas yang diberikan guru dengan baik		
9	Tidak menyalahkan teman lain dalam bekerja		
10	Meminta maaf atas kesalahan yang dilakukan		

### 3. Pedoman Penskoran

**Keterangan:** Skor = 1 (Ya) Skor = 0 (Tidak)

SB = jika skor 11 - 12

B = jika skor 9 - 10

C = jika skor 6 - 8

### 4. pedoman penilaian

$$Score = \frac{\text{Students' correct answer}}{\text{maximum score}} \times 100\%$$

### 2. Pengetahuan

1. Jenis/Teknik Penilaian : tes tertulis
2. Bentuk instrument : uraian

**Makassar, Juli 2017**

The Researcher,

**Dwi DarsaPrasetyo S**  
**NIM:10535 4545 13**

03 Oktober 2017

**Interview with Ibu Nurmayanti, S.Pd. as a English teacher.**

Assalamualaikum miss, I'm Dwi Darsa students from the University of Muhammadiyah Makassar who will do research English in this school. Before I do research in class I will need some information about learning English in this school, accidental sample of my research at the second grade

Researcher : How much is taught for English subjects in second grade?

Teacher : there are four classes that I teach, the classes are Mia 1, Mia 2, Mia 3, and iis class. Mia is IPA class and iis is Bahasa class.

Researcher : How many hours of learning English in each class?

Teacher : once a week for each class

Researcher : According to you, is the time provided enough for effective learning of English?

Teacher : honestly, one meeting in a week is a very less time in learning foreign languages especially English in school. we as a teachers in school only obey the rules that already exist.

Researcher : So far, what is obstacles or difficulties do you get in teaching English?

Teacher : in learning process, learning foreign languages in our class as teachers often get problems against students who are lazy in mastering the vocabulary. most of them just copying the work of their clever friends. lack of student motivation and interest in learning English is a major problem in this school.

Researcher : How to resolve the problem?

Teacher : to increase students' learning interest we apply group learning and presentation. to mastery vocabulary, we require students to master 10 vocabulary each meeting and it proves to be effective to improve student learning interest.

Researcher : In teaching reading comprehension, what is strategy that have you applied in the class?

Teacher : we usually provide reading text to read and then answer questions that have been provided.

Researcher : How is the development of learning English every year at this school?

Teacher : every year the development of learning English in this school has increased. This increase is seen from the value of student exam results that increase each year.

Reseracher : Is there any innovation or renewal especially for learning English in this school?

Teacher : Yes, there is. this year the principal has required the students to follow the English speech contest and story telling contest. the implementation of new language learning strategy must be done by all English teachers.

Researcher : According to you, is the innovation was effective?

Teacher : in my opinion, the policy is very good and effective. in addition to increasing students' interest in learning foreign languages, student achievement is expected to increase.

Researcher : What is your message or advice to students who want to do English research in this school?

Teacher : my message to students who want to do English research in this school that make a useful research, introducing new methods and strategies to students and teachers so that we improve student achievement.

Thank you very much for your time has been willing to provide information to me, hopefully this information can be useful as my research material. Assalamualaikum Miss.



## DOCUMENTATION





## **TEACHING MATERIALS**

### **The Lion And The Mouse**

Once when a lion was a sleep, a little mouse began running up and down upon him: This soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, oh king,” cried the little mouse “forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?” The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was.

The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run way.

<http://englishstory12.blogspot.co.id>

## **Snow White**

Once upon a time, there lived a little girl named “Putri Salju”. She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White. Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said, “What is your name?” Snow White said, “My name is Snow White”.

The dwarfs said, “If you wish , you may live here with us”. Snow White said, “Oh, could I? Thank you”. Then, Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

([http : / www. geocities. Com](http://www.geocities.Com))

## **The Golden Cucumber**

Once upon a time, near a jungle, lived a farmer couple, a husband and a wife. Every day they prayed for a child.

One night, while they were praying, a giant passed by their home. The giant heard them pray and said:

“Don’t worry. I can help you. But you must give me the child to me on her 17th birthday.”

They were so happy and agreed to the condition set by the giant. The giant gave them a few of cucumber seeds. The farmers took the seeds and planted them.

Soon enough, the cucumber plants grew and a big golden cucumber grew in the plants. The farmers plucked the ripened cucumber and cut it open. They were astonished to see a beautiful child inside the cucumber. They named her Timun Mas (Golden Cucumber). The couple were so happy. They raise Timun Mas into a beautiful girl with loving care.

Time passed and Timun was almost 17 years old. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter. They called Timun Mas and said:

“My daughter, take this bag. It can save you from the giant,” said the father.

“What giant? What do you mean, Father? I don’t understand,” said Timun Mas. The farmers narrated the story of her birth to Timun Mas.

Right then, the giant entered their house.

“Run Timun Mas. Save your life!” said the mother.

The giant grew angry when he heard this. Timun Mas had started running. He ran after her. Timun Mas looked behind and saw that the giant was getting closer and closer.

She opened the bag and threw a handful of salt at him. It became a sea. The giant had to swim to cross the sea. When she saw that the giant was nearing her again, she opened the bag and threw some chilies in his path. The chilies grew and formed a jungle blocking his way. The sharp thorns on the trees hurt the giant.

However he cut away the trees and continued chasing Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and they turned into a cucumber field. The giant's legs were tangled in the cucumber creepers and he kept falling down.

Still the giant managed to escape and continued running after Timun Mas. Timun searched her bag again. She had one last magic stuff in the bag. It was a terasi ( shrimp paste ). She threw it at him and the terasi turned into a big swamp.

The giant tried to swim across the swamp. But he was too tired by now and drowned in the. Seeing that the giant had died, Timun Mas went back home. Timun's parents were happy to see their daughter return and the family was finally together again.

## **Beauty and The Beast**

Once upon a time there was a merchant who had three beautiful daughter, Prettiest, Sweetest, and Beauty. One day when a merchant set off for market, the three of his daughter asked him something. Prettiest wanted a brocade dress, Sweetest asked a pearl necklace but Beauty just wanted a rose.

When the merchant had finished his business, he set off for home. However, a sudden storm blew up and he should found a shelter to take a rest. Then he saw a big castle but there was none there and he decided to take a rest there.

In the morning, when he left the castle, he saw a beautiful rose in castle garden. Remembering his promise to Beauty, he bent down to pick a rose. But suddenly a horrible beast came out. The beast was angry because he found there was someone who stole his rose. The beast wanted to kill the merchant. But the merchant was begging to apologize him. Then he told that his youngest daughter wanted a rose when he came back to home.

"I shall spare your life, but on one condition, that you bring me your daughter!" said the beast. The merchant came back to his home with sad looking face. He told the story to his family include to Beauty.

"Dear father, I would do anything for you! Don't worry, I will live with the beast and save your life!" Said Beauty.

Then Beauty began to live with the beast in the castle. In the beginning, Beauty was frightened of the Best but later she figured out that actually the beast was good and kind. In a short time, Beauty and the Beast became good friends. Then one day, the Beast asked Beauty to be his wife.

Taken by surprise, Beauty said no to the Beast proposal. But the Beast was not getting mad of it. In the next day, the Beast brought Beauty the magic mirror which could see her family, far away.

And one day, Beauty saw that her father was in serious sick. She asked the Beast to let her looked after her father. The beast could not deny but there was a condition that Beauty should come back in 7 days. Beauty thanked the Beast so

much. so she was back to her family and looked after her father.

The merchant fallen ill from broken heart at knowing his daughter was being kept prisoner. When Beauty stayed with him, the merchant's condition was getting well. However, Beauty forgot her promise to come back in 7 days. In the night, Beauty had a nightmare. She had a dream that the Beast was dying.

Beauty was afraid, then she decided to come back to castle immediately. In the castle, she found the Beast lied down on the ground with its eyes shut. Beauty was sad, then she hugged the Beast and said that she would marry the Beast. Suddenly a miracle took place. The Beast magically turn into a handsome man.

"Actually, I am a prince of this castle. A bad witch turn me into beast and only real love of a maiden willing to accept me as I was, can transform me back to normal. Then Beauty and the prince was married and live happily in the castle.



## APPENDIX B

### B.1. The List Name of Students

#### THE LIST NAME OF THE STUDENTS OF CLASS XI-MIA 2 SMA NEGERI 10 GOWA

No	Sample	Code
1	Ahimza Mashar Kahil	S-1
2	Al husna Akbar	S-2
3	Aflaha Mu'minun	S-3
4	Amalia Tiara Amnise	S-4
5	Fajri	S-5
6	Faldiansyah Ali	S-6
7	Kiki Herdiyanti Hakim	S-7
8	Mei Hardiyanti	S-8
9	Muh Fajri Al-gifari	S-9
10	Muh Alfian Amri	S-10
11	Muh Haris z.	S-11
12	Muh Khalid Lutfi	S-12
13	Novita Sari	S-13
14	Nur Annisa	S-14
15	Nur Indasari	S-15
16	Nur Putri Amanda	S-16
17	Nur Sifa Oktaviani	S-17
18	Nurlina s.	S-18
19	Reiner Imran	S-19
20	Rifahi Amanda Dwi Syaputri	S-20
21	Rini Sri Rahayu	S-21
22	Riyanti Amir	S-22
23	Salsabila Dea Saraswati	S-23
24	Silvia Indah s.	S-24
25	Sri Wahyuni	S-25
26	St. Alya Adilah Ramadhani	S-26
27	Suhardi Sigit	S-27
28	Susanti Handayani	S-28
29	Vresia Suartika	S-29
30	Zulkifli	S-30

**B.2. The Raw Score of Students' Reading Comprehension**

No.	Code Name	Pre-test	Post-test	D	D <sup>2</sup>
1	S-1	60	85	25	625
2	S-2	72	85	13	169
3	S-3	50	95	45	2025
4	S-4	60	80	20	400
5	S-5	75	85	10	100
6	S-6	55	85	30	900
7	S-7	74	80	6	36
8	S-8	72	80	8	64
9	S-9	70	95	25	625
10	S-10	70	85	5	25
11	S-11	50	70	20	400
12	S-12	70	75	5	25
13	S-13	75	95	20	400
14	S-14	68	95	27	729
15	S-15	58	96	38	1444
16	S-16	70	85	15	225
17	S-17	75	85	10	100
18	S-18	70	80	10	100
19	S-19	75	85	10	100
20	S-20	75	95	20	400
21	S-21	73	85	12	144
22	S-22	75	95	20	400
23	S-23	47	95	48	2304
23	S-24	78	95	17	289
25	S-25	72	85	13	169
26	S-26	55	100	45	2025
27	S-27	73	95	22	484
28	S-28	73	90	17	289
29	S-29	72	85	13	169
30	S-30	73	80	7	49
<b>Total</b>		<b>2035</b>	<b>2621</b>	<b>586</b>	<b>15214</b>
<b>Mean Score</b>		$\Sigma X_1 =$ <b>67.83</b>	$\Sigma X_2 =$ <b>87.36</b>	$\Sigma D =$ <b>19.53</b>	$\Sigma D^2 =$ <b>507.13</b>

**B.3. The Classification score of reading comprehension**

No.	Code Name	Pre-test	Classification	Post-Test	Classification
1	S-1	60	Fair	85	Good
2	S-2	72	Fairly Good	85	Good
3	S-3	50	Poor	95	Very Good
4	S-4	60	Fair	80	Good
5	S-5	75	Fairly Good	85	Good
6	S-6	55	Poor	85	Good
7	S-7	74	Fairly Good	80	Good
8	S-8	72	Fairly Good	80	Good
9	S-9	70	Fairly Good	95	Very Good
10	S-10	70	Fairly Good	85	Good
11	S-11	50	Poor	70	Fairly Good
12	S-12	70	Fairly Good	75	Fairly Good
13	S-13	75	Fairly Good	95	Very Good
14	S-14	68	Fairly Good	95	Very Good
15	S-15	58	Fair	96	Very Good
16	S-16	70	Fairly Good	85	Good
17	S-17	75	Fairly Good	85	Good
18	S-18	70	Fairly Good	80	Good
19	S-19	75	Fairly Good	85	Good
20	S-20	75	Fairly Good	95	Very Good
21	S-21	73	Fairly Good	85	Good
22	S-22	75	Fairly Good	95	Very Good
23	S-23	47	Poor	95	Very Good
23	S-24	78	Good	95	Very Good
25	S-25	72	Fairly Good	85	Good
26	S-26	55	Poor	100	Excellent
27	S-27	73	Fairly Good	95	Very Good
28	S-28	73	Fairly Good	90	Very Good
29	S-29	72	Fairly Good	85	Good
30	S-30	73	Fairly Good	80	Good

**B.4. The Raw Score of Students' Reading Comprehension in Literal**

Students	Indicator (Main Idea)		D	D <sup>2</sup>
	Pre-Test (X-1)	Post-Test (X-2)		
S-1	55	98	43	1849
S-2	43	80	37	1369
S-3	67	80	13	169
S-4	40	79	39	1521
S-5	65	98	33	1089
S-6	55	90	35	1225
S-7	65	85	20	400
S-8	57	88	31	961
S-9	63	80	17	289
S-10	75	80	5	25
S-11	55	75	20	400
S-12	34	80	46	2116
S-13	56	85	29	841
S-14	67	85	18	324
S-15	70	85	15	225
S-16	56	98	42	1764
S-17	45	98	53	2809
S-18	50	80	30	900
S-19	55	80	25	625
S-20	43	98	55	3025
S-21	63	85	22	484
S-22	75	98	23	529
S-23	78	98	20	400
S-24	67	95	28	784
S-25	43	80	37	1369
S-26	78	80	2	4
S-27	70	85	15	225
S-28	67	85	18	324
S-29	56	89	33	1089
S-30	45	80	35	1225
<b>Total</b>	<b>1758</b>	<b>2597</b>	<b>839</b>	<b>28359</b>
<b>Means (X)</b>	$\Sigma X_1 = 58.6$	$\Sigma X_2 = 86.56$	$\Sigma D = 27.96$	$\Sigma D^2 = 945.3$

**B.5. The Raw Score of Students' Reading Comprehension in Literal Students Indicator (Sequence Detail)**

Students	Pre-Test (X-1)	Post-Test (X-2)	D	D <sup>2</sup>
S-1	56	80	24	576
S-2	60	80	20	400
S-3	45	95	50	2500
S-4	35	95	60	3600
S-5	67	80	13	169
S-6	73	80	7	49
S-7	58	95	37	1369
S-8	40	95	55	3025
S-9	73	85	12	144
S-10	45	85	40	1600
S-11	55	80	25	625
S-12	50	85	35	1225
S-13	40	95	55	3025
S-14	60	95	35	1225
S-15	67	95	28	784
S-16	55	95	40	160
S-17	67	95	28	784
S-18	75	85	10	100
S-19	79	80	1	1
S-20	43	95	52	2704
S-21	53	95	42	1764
S-22	40	95	55	3025
S-23	64	98	34	1156
S-24	55	85	30	900
S-25	73	95	22	484
S-26	75	95	20	400
S-27	40	95	55	3025
S-28	34	80	46	2116
S-29	55	95	49	2401
S-30	60	80	20	400
<b>Total</b>	<b>1692</b>	<b>2778</b>	<b>1000</b>	<b>39111</b>
<b>Means (X)</b>	$\Sigma X_1 = 56.4$	$\Sigma X_2 = 92.6$	$\Sigma D = 33.33$	$\Sigma D^2 = 1303.7$

**B.6. The Raw Score of Students' Reading Comprehension in Interpretative Students Indicator ( Making Conclusion)**

	<b>Pre-Test (X-1)</b>	<b>Post-Test (X-2)</b>	<b>D</b>	<b>D<sup>2</sup></b>
S-1	70	82	12	144
S-2	65	80	15	225
S-3	55	85	30	900
S-4	70	75	5	25
S-5	75	80	5	25
S-6	57	75	18	324
S-7	63	80	17	289
S-8	70	80	10	100
S-9	70	85	15	225
S-10	70	75	5	25
S-11	55	70	15	225
S-12	50	80	30	900
S-13	45	82	37	1369
S-14	70	85	15	225
S-15	67	85	18	324
S-16	45	80	35	1225
S-17	50	90	40	1600
S-18	35	84	49	2410
S-19	50	85	35	1225
S-20	55	85	30	900
S-21	75	80	5	25
S-22	70	85	15	225
S-23	78	87	9	81
S-24	67	90	23	529
S-25	75	85	10	100
S-26	67	85	18	324
S-27	65	80	15	225
S-28	80	85	5	25
S-29	75	80	5	25
S-30	70	80	10	100
<b>Total</b>	<b>1909</b>	<b>2460</b>	<b>551</b>	<b>14344</b>
<b>Means (X)</b>	$\Sigma X1 = 63.63$	$\Sigma X2 = 82$	$\Sigma D = 18.36$	$\Sigma D^2 = 478.13$

**B.7. The Classification Score of Literal**

<b>No.</b>	<b>Code Name</b>	<b>Pre-test</b>	<b>Classification</b>	<b>Post-Test</b>	<b>Classification</b>
1	S-1	55	Poor	98	Excellent
2	S-2	43	Very Poor	80	Good
3	S-3	67	Fairly Good	80	Good
4	S-4	40	Very Poor	79	Good
5	S-5	65	Fair	98	Excellent
6	S-6	55	Poor	90	Very Good
7	S-7	65	Fair	85	Good
8	S-8	57	Fair	88	Very Good
9	S-9	63	Fair	80	Good
10	S-10	75	Fairly Good	80	Good
11	S-11	55	Poor	75	Fairly Good
12	S-12	34	Very Poor	80	Good
13	S-13	56	Fair	85	Good
14	S-14	67	Fairly Good	85	Good
15	S-15	70	Fairly Good	85	Good
16	S-16	56	Fair	98	Excellent
17	S-17	45	Very Poor	98	Excellent
18	S-18	50	Poor	80	Good
19	S-19	55	Poor	80	Good
20	S-20	43	Very Poor	98	Excellent
21	S-21	63	Fair	85	Good
22	S-22	75	Fairly Good	98	Excellent
23	S-23	78	Good	98	Excellent
23	S-24	67	Fairly Good	95	Excellent
25	S-25	43	Very Poor	80	Good
26	S-26	78	Good	80	Good
27	S-27	70	Fairly Good	85	Good
28	S-28	67	Fairly Good	85	Good
29	S-29	56	Fair	89	Very Good
30	S-30	45	Very Poor	80	Good

**B.8. The Classification Score of Interpretative**

<b>No.</b>	<b>Code Name</b>	<b>Pre-test</b>	<b>Classification</b>	<b>Post-Test</b>	<b>Classification</b>
1	S-1	70	Fairly Good	82	Good
2	S-2	65	Fair	80	Good
3	S-3	55	Poor	85	Good
4	S-4	70	Fairly Good	75	Fairly Good
5	S-5	75	Fairly Good	80	Good
6	S-6	57	Fair	75	Fairly Good
7	S-7	63	Fair	80	Good
8	S-8	70	Fairly Good	80	Good
9	S-9	70	Fairly Good	85	Good
10	S-10	70	Fairly Good	75	Fairly Good
11	S-11	55	Poor	70	Fairly Good
12	S-12	50	Poor	80	Good
13	S-13	45	Very Poor	82	Good
14	S-14	70	Fairly Good	85	Good
15	S-15	67	Fairly Good	85	Good
16	S-16	45	Very Poor	80	Good
17	S-17	50	Poor	90	Very Good
18	S-18	35	Very Poor	84	Good
19	S-19	50	Poor	85	Good
20	S-20	55	Poor	85	Good
21	S-21	75	Fairly Good	80	Good
22	S-22	70	Fairly Good	85	Good
23	S-23	78	Good	87	Very Good
23	S-24	67	Fairly Good	90	Very Good
25	S-25	75	Fairly Good	85	Good
26	S-26	67	Fairly Good	85	Good
27	S-27	65	Fair	80	Good
28	S-28	80	Good	85	Good
29	S-29	75	Fairly Good	80	Good
30	S-30	70	Fairly Good	80	Good



### B.9. Calculating the mean score of the students' achievement

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

Where:  $\bar{X}$  = Mean Score

$\Sigma X$  = The total row score

N = Total Sample/number

Mean of Pre-Test in Reading comprehension

$$\begin{aligned}\bar{X} &= \frac{2035}{30} \\ &= 67.83\end{aligned}$$

Mean of Post-Test in Reading comprehension

$$\begin{aligned}\bar{X} &= \frac{2621}{30} \\ &= 87.36\end{aligned}$$

Mean of Pre-Test in Literal comprehension (Main Idea)

$$\begin{aligned}\bar{X} &= \frac{1758}{30} \\ &= 58.6\end{aligned}$$

Mean of Post-Test in Literal comprehension (Main idea)

$$\begin{aligned}\bar{X} &= \frac{2597}{30} \\ &= 86.56\end{aligned}$$

Mean of Pre-Test Literal comprehension (Sequence Detail)

$$\begin{aligned}\bar{X} &= \frac{1692}{30} \\ &= 56.4\end{aligned}$$

Mean of Post-Test Literal comprehension (Sequence Detail)

$$\begin{aligned}\bar{X} &= \frac{2778}{30} \\ &= 92.6\end{aligned}$$

Mean of Pre-Test Interpretative comprehension (Making Conclusion)

$$\begin{aligned}\bar{X} &= \frac{1909}{30} \\ &= 63.63\end{aligned}$$

Mean of Post-Test Interpretative comprehension (Making Conclusion)

$$\begin{aligned}\bar{X} &= \frac{2460}{30} \\ &= 82\end{aligned}$$

### **B.10. The Percentage of students improvement**

**a.** Improvement students in literal comprehension (Main Idea)

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{2597 - 1758}{1758} \times 100$$

$$P = 0.47 \times 100$$

$$= 47$$

Students improvement in literal comprehension (Main Idea) = 47%

**b.** Improvement students in literal comprehension (Sequence Detail)

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{2778 - 1692}{1692} \times 100$$

$$P = 0.64 \times 100$$

$$= 64$$

Students improvement in literal comprehension (Sequence Detail) = 64%

**c.** Improvement students in interpretative comprehension (Making Conclusion)

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{2460 - 1909}{1909} \times 100$$

$$P = 0.28 \times 100$$

$$= 28$$

Students improvement in literal comprehension (Main Idea) = 28%

**B.11. Test Significant different between the pretest and posttest reading comprehension**

$$\frac{(\sum D)2}{N} = \frac{586}{30} = 1.53$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{19.53}{\sqrt{\frac{15214 - \frac{(586)^2}{30}}{30(30-1)}}$$

$$t = \frac{19.53}{\sqrt{\frac{15214 - \frac{(343396)}{30}}{30(29)}}$$

$$t = \frac{19.53}{\sqrt{\frac{15214 - 11446,53}{870}}}$$

$$t = \frac{3767.53}{870} = \sqrt{4.33} = 2.08$$

$$t = \frac{19.53}{2.08} = 9.38$$

**B.12. Test Significant different between the pretest and posttest literal (Main Idea) comprehension**

$$\frac{(\sum D)2}{N} = \frac{839}{30} = 27.96$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{27.96}{\sqrt{\frac{28359 \frac{(839)^2}{30}}{30(30-1)}}$$

$$t = \frac{27.96}{\sqrt{\frac{28359 \frac{(703921)}{30}}{30(29)}}$$

$$t = \frac{27.96}{\sqrt{\frac{28359 - 24644,03}{870}}$$

$$t = \frac{3714.97}{870} = \sqrt{4.27} = 2.06$$

$$t = \frac{27.96}{2.06} = 13.57$$

**B.13. Test Significant different between the pretest and posttest Literal (Sequence Detail) comprehension**

$$\frac{(\sum D)2}{N} = \frac{1000}{30} = 33.33$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{33.33}{\sqrt{\frac{39111 \frac{(1000)^2}{30}}{30(30-1)}}$$

$$t = \frac{33.33}{\sqrt{\frac{39111 \frac{(1000000)}{30}}{30(29)}}$$

$$t = \frac{33.33}{\sqrt{\frac{39111 - 33333,33}{870}}$$

$$t = \frac{5777.67}{870} = \sqrt{6.64} = 2.57$$

$$t = \frac{33.33}{2.57} = 12.96$$

**B.14. Test Significant different between the pretest and posttest Interpretative (making conclusion) comprehension.**

$$\frac{(\sum D)^2}{N} = \frac{551^2}{30} = 10120.03$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{18.36}{\sqrt{\frac{14344 - \frac{(551)^2}{30}}{30(30-1)}}$$

$$t = \frac{18.36}{\sqrt{\frac{14344 - \frac{(303601)}{30}}{30(29)}}$$

$$t = \frac{18.36}{\sqrt{\frac{14344 - 10120.03}{870}}}$$

$$t = \frac{4223.97}{870} = \sqrt{4.85} = 2.20$$

$$t = \frac{18.36}{2.20} = 8.34$$

## B.15. TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) =  $N - 1 = 30 - 1 = 29$ , T- table= 2.04523

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.0776	6.3137	12.70620	31.8205	63.6567	318.308
2	0.8165	1.8856	2.9199	4.30265	6.96456	9.92484	22.3271
3	0.7648	1.6377	2.3533	3.18245	4.54070	5.84091	10.2145
4	0.7407	1.5332	2.1318	2.77645	3.74695	4.60409	7.17318
5	0.7266	1.4758	2.0150	2.57058	3.36493	4.03214	5.89343
6	0.7175	1.4397	1.9431	2.44691	3.14267	3.70743	5.20763
7	0.7111	1.4149	1.8945	2.35462	2.99795	3.49948	4.78529
8	0.7063	1.3968	1.8595	2.30600	2.89646	3.35539	4.50079
9	0.7027	1.3830	1.8331	2.26216	2.82144	3.24984	4.29681
10	0.6998	1.3721	1.8124	2.22814	2.76377	3.16927	4.14370
11	0.6974	1.3634	1.7958	2.20099	2.71808	3.10581	4.02470
12	0.6954	1.3562	1.7822	2.17881	2.68100	3.05454	3.92963
13	0.6938	1.3501	1.7709	2.16037	2.65031	3.01228	3.85198
14	0.6924	1.3450	1.7613	2.14479	2.62449	2.97684	3.78739
15	0.6912	1.3406	1.7530	2.13145	2.60248	2.94671	3.73283
16	0.6901	1.3367	1.7458	2.11991	2.58349	2.92078	3.68615
17	0.6892	1.3333	1.7396	2.10982	2.56693	2.89823	3.64577
18	0.6883	1.3303	1.7340	2.10092	2.55238	2.87844	3.61048
19	0.6876	1.3277	1.7291	2.09302	2.53948	2.86093	3.57940
20	0.6869	1.3253	1.7247	2.08596	2.52798	2.84534	3.55181
21	0.6863	1.3231	1.7207	2.07961	2.51765	2.83136	3.52715
22	0.6858	1.3212	1.7171	2.07387	2.50832	2.81876	3.50499
23	0.6853	1.3194	1.7138	2.06866	2.49987	2.80734	3.48496
24	0.6848	1.3178	1.7108	2.06390	2.49216	2.79694	3.46678
25	0.6844	1.3163	1.7081	2.05954	2.48511	2.78744	3.45019
26	0.6840	1.3149	1.7056	2.05553	2.47863	2.77871	3.43500
27	0.6836	1.3137	1.7032	2.05183	2.47266	2.77068	3.42103
28	0.6833	1.3125	1.7011	2.04841	2.46714	2.76326	3.40816
29	<del>0.6830</del>	<del>1.3114</del>	<del>1.6991</del>	<b>2.04523</b>	2.46202	2.75639	3.39624
30	0.6827	1.3104	1.6972	2.04227	2.45726	2.75000	3.38518
31	0.6824	1.3094	1.6955	2.03951	2.45282	2.74404	3.37490
32	0.6822	1.3085	1.6938	2.03693	2.44868	2.73848	3.36531
33	0.6820	1.3077	1.6923	2.03452	2.44479	2.73328	3.35634
34	0.6817	1.3069	1.6909	2.03224	2.44115	2.72839	3.34793
35	0.6815	1.3062	1.6895	2.03011	2.43772	2.72381	3.34005

(Subana, et al, 2005: 206)

## CURRICULUM VITAE



Dwi Darsa Prasetyo was born on January 11<sup>th</sup>, 1995 Bolli. He is the second child and he has one brother and two sisters from marriage couple of Muhammad Said and Darwati, her beloved parents. He started his education as a student of elementary school at SD Negeri 84 Bolli in 2001

and graduated in 2007. In the same year he graduated as a student in SMP Negeri 2 Maiwa and Graduated in 2010. Then, he continued his education in SMA Negeri 1 Maiwa and graduated in 2013. Next, the researcher decided to continued his study at English Department of Muhammadiyah University of Makassar.

At the end of his study, he could finish his thesis entitled **"The Influence of Top-Down Strategy (TDS) on Students' Reading Comprehension. (Pre-Experimental Research at The Second Grade Students of SMAN 10 GOWA).**