

**INCREASING STUDENTS' READING
COMPREHENSION BY USING TOP DOWN
PROCESSING STRATEGY**

THESIS

Submitted by:

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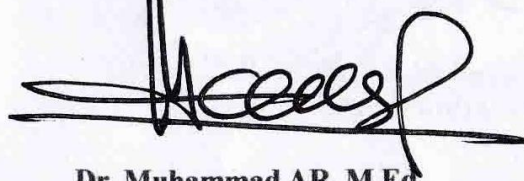
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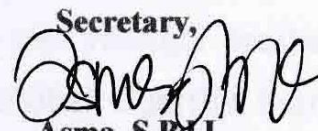
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ABSTRACT

This thesis entitled “Applying Top-down Processing Strategy in Improving Students’ Reading Comprehension”. Reading is an importance skill that has to be taught in junior high school. From reading a text, the reader can get many knowledge and information. While, top-down processing strategy is one of strategies that can encourage students’ background knowledge to help them in comprehending their reading. This research aimed at recognizing whether top-down processing strategy increases student’s reading comprehension, and also to finding out students’ obstacles in learning reading comprehension by using Top-down processing strategy. To gain the data, the writer conducted field research at MTsS Al-Manar, by applying three techniques, namely: experimental teaching, test and questionnaire. In choosing the sample the writer used purposive sampling. Based on the purpose of the research that the writer chose the second year students of MTsS Al-Manar as his sample. The result of the research demonstrated that the pre-test and post-test were analyzed by using statistic formula. According to the results of the research, applying top-down processing strategy in teaching reading can improve the second year students of MTsS Al-Manar reading comprehension, it was proved by the post-test score of students that was higher than the pre-test score, it was from 43 to 79. However, in the research process, the writer found this strategy was difficult to apply with unfamiliar material. Next, based on the analysis of questionnaires, it can be concluded that most of students gave positive response about Top-down Processing Strategy. Most of them were pleased to learn reading by using Top-down Processing Strategy. However, there are also the obstacles faced by the students during learning reading by using Top-down Processing Strategy such as lack of vocabularies and unfamiliar materials.

CHAPTER I

INTRODUCTION

A. Background of study

Language has an important role in human life. Finocchio states, as quoted by Brown, that language is a system of arbitrary, vocal symbols that permit all people in a given culture to communicate or to interact.¹ It means that language is used for social purpose or interaction, such as for teaching and learning process, getting to know each other and so on.

In the world of language learning, there are four skills that should be concerned, such as reading, listening, speaking and writing. It is widely recognized that reading is one of the most important skills for ESL/EFL learner to be mastered, because reading is a skill for learners to expand their knowledge of the language, cultures, and the world. Learners can also get more information that they need through reading different materials, such as magazines, newspapers, novels, books, journals, and so on. In other words, it enables learner to gain knowledge and information on printed pages. In this case, Anderson stated “the mastery of reading skill could help ESL/EFL learners achieve success not only in English learning but also in other content-based classes where English reading proficiency was required”.²

¹ James, W. Brown, et al. *A –V Instruction Materials and Methods*, (New York: McGraw-Hill Book Company, 1959), inc. p. 4

² Neil, Anderson, *Exploring Second Language Reading: Issues and Strategies*, (Boston, MA: Heinle & Heinle, 1999), p. 1

With strengthened reading skills, EFL readers will make greater progress and attain greater development in all academic areas. Among these reading skills, appropriate reading strategies will facilitate learners reading comprehension, especially for EFL readers.

However, nowadays many EFL students find it difficult to understand English texts. They are still poor in reading English text. Seemingly, reading is a simple activity which all English students can do easily. Nevertheless, it is not an easy skill to master because reading requires comprehension to understand and construct the meaning from the text.

Reading is an active, fluent process which involves the reader and the reading material in building meaning. Meaning does not reside on the printed page. ... Synergy occurs in reading, which combines the words on the printed page with the reader's background knowledge and experiences.³ Hence, reading without understanding is useless. If the readers can read the words but do not understand what they have read, they are not really reading. Therefore, the special target in reading is to comprehend the content of what they read. It can be concluded that comprehension is the process of deriving meaning to gain understanding.

Before conducting this research, the researcher interviewed an English teacher of MTsS Al-Manar. He stated that there are many students faced some problems dealing with reading. For example, lacking of vocabulary which make them difficult to understand the text and they did not understand about the

³ Neil, Anderson, *Exploring second language reading...*, p. 1

strategy. In fact, the aim of reading is to understand and comprehend what is being read. Therefore, it becomes teachers' responsibility to apply appropriate method or strategy in order to gain the aim of reading for the students.

Based on the above explanation the writer is interested in introducing a strategy to improve students' reading comprehension since this strategy has been proved by previous researcher in teaching reading comprehension. The strategy was top-down processing strategy. In the early seventies, Goodman's psycholinguistic model of reading (later named the top-down or concept-driven model) began to have an impact on views of second language reading.⁴ In this model the readers are required being active makes predictions, processes information, and reconstructs a message encoded by a writer. The top-down model of reading focuses on what the readers bring to the process. In this process the readers identify who is subject and what is verb in the text for information and contrast it with their prior knowledge, helping to make sense of what is written. The focus here is on the readers as they interact with the text.

From the explanation above, the writer was interested in conducting a research about reading comprehension. The writer applied top-down processing strategy in teaching reading comprehension to help students increase their comprehension of the reading text. It was applied to the second year students of MTsS Al-Manar. In conclusion, the writer conducted a research entitled:

⁴ Nada, Salem, Abisamra. *Teaching Second Language Reading From An Interactive Perspective*, (2000), educated journal online. <http://www.nadasisland.com/reading/>. Accessed on April 15, 2011

Increasing Students' Reading Comprehension by Using Top-Down Processing Strategy

B. Research Questions

There are two research questions for this study, they are:

1. Does top-down processing strategy increase students' reading comprehension?
2. What are the obstacles faced by the students in learning reading comprehension by using top-down processing strategy?

C. The Aims of Study

The aim of this study is to find out some important targets as follow:

1. To find out whether top-down processing strategy can increase students' reading comprehension.
2. To investigate the obstacles faced by the students in learning reading comprehension by using top-down processing strategy.

D. Terminology

There are some terms in this study that should be explained in order to avoid misunderstanding, there are:

1. Top-down processing

Top down is one of strategies used for teaching reading comprehension. The "top down" approach emphasizes readers bringing

meaning to text based on their experiential background and interpreting text based on their prior knowledge (whole language).⁵

2. Reading Comprehension

Reading comprehension is a complex, dynamic process that involves the bringing of meaning and the getting of meaning from the print page.⁶ Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In other words, comprehension is a process by which the reader constructs meaning by interacting with the text.

In this study, reading comprehension achievement operationally defined as the students' scores in comprehending the text on the reading comprehension tests, after having and without having the pre-questioning.

E. Postulates and Hypotheses

This study is carried out, based on the following postulates:

1. Top-down processing strategy is one of the strategies for teaching reading comprehension.

⁵ Nada Salem, Abisamra. *Teaching Second Language Reading From An Interactive Perspective ...*,

⁶ Houghtor, Mifflin, *The Heritage Illustrated Dictionary of English Language*, (Boston: International Company), p. 63

Based on the postulate above, the hypotheses that have to be proved in this research is:

1. Top-down processing strategy is effective in increasing students' reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Definition of Reading

Reading is one of the major skills that must be mastered by every people in this world. Through reading people can get a lot of information and knowledge. There are a lot of arguments about what reading is, Anderson states that reading is an active, fluent process which involves the reader and the reading material in building meaning. Meaning does not reside on the printed page. ... Synergy occurs in reading, which combines the words on the printed page with the reader's background knowledge and experiences.⁷ It means reading is not only spelling the words or the sentences but also need to interpret the meaning of the printed words.

Besides, reading usually means dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language. In this case, in the English Language Teaching journal of Feng Liu, Widdowson defines reading as the process of receiving and interpreting information encoded in language form via the medium of print".⁸ Moreover, Russel describes reading as an ability to pronounce, comprehend, and interpret

⁷ Neil, Anderson, *Exploring second language reading ...*, p. 1

⁸ Feng, Liu, *A Short Analysis of the Nature of Reading*, (China: School of Foreign Languages, Qingdao University of Science and Technology, No. 3 Vol. 3, 2010), p. 152

sign, letters and symbols by assigning meaning to them and also receiving ideas and impression from an author via printed word.⁹

According to Harmer in *The Practice of English Language Teaching* “Reading is an exercise dominated by the eyes and the brain”.¹⁰ Specifically, Nunan in his book also says that “Reading is a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences)”.¹¹

On the other hand, Hesyam Suleiman argues that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).¹²

Based on the explanation above, the writer concludes that reading is a complex process to convey the message or information via printed message. By reading, the reader will know what they read and challenge to response the ideas

⁹ Russell, G. Stauffer, *Directed Reading Maturity as a Cognitive Process*, (New York: Harper and Row Publisher, 1969), p. 5

¹⁰ Jeremy, Harmer, *The Practice of English Language Teaching*, (New York: Longman, Inc.1985), p. 153

¹¹ David, Nunan, *Language Teaching Methodology*, (New York: Prentice hall, 1991), p. 17

¹² Hesham Suleiman, Alyousef, *Teaching Reading Comprehension to Esl/Efl Learners*, (Vol. 5, No. 2, 2005), p. 144.

of the author. And the readers can understand and comprehend easily the messages and information that comes from the author.

Comprehension is an important aspect of reading, reading for comprehension is the essence of reading process. Without understanding or interpreting what are being read, it is not really reading, because the success of students reading is evaluated by their ability in understanding the content of the reading text.¹³

In this case Cooper states that Comprehension is a process in which the reader may construct meaning by interacting with the text.¹⁴ In reading comprehension, a reader should have knowledge about understanding the reading passage. So that the reader can get much knowledge and information from the text read. According to Singer reading comprehension is an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols.¹⁵ In conclusion, the writer states that reading comprehension is a dynamic process to get information via printed message by interpreting the content of the reading.

In comprehending a topic, the readers interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Therefore, a reader should choose the best technique to make

¹³ D. Stood, Barbara, *Reading Instruction*, (Boston: Houghton Mifflin Company, 1981), p. 163

¹⁴ J. D. Cooper, *Improving Reading Comprehension*, (Boston: Houghton Mifflin Company, 1986), p. 11

¹⁵ Singer, *Theoretical Models and Process of Reading*, (Barkeley: University of California, 1985)

their reading easier and meaningful. In the next point the writer will explain some techniques in reading.

B. Reading Technique

Technique is one of the most important things in language teaching learning. It determines the success of teaching learning process. In this case, Oxford Learner's Pocket dictionary defines "technique as a method of doing something that need skill; skill in art, music, etc."¹⁶ Moreover, "technique is the process of planning something or carrying out a plan in a skillful way".¹⁷ It can be understood that teachers should understand which strategy is good and appropriate to teach his/her students in order to increase the students' interest in reading.

There are different styles of reading for different situations. The technique you choose will depend on the purpose for reading. In teaching learning process, teacher should know how to present the material to students; the technique of teaching has its formal rule to be applied. In teaching reading, many techniques can be applied:

1. Skimming

Skimming is a technique used to look for the "gist" of what the author is saying without a lot of detail. This reading technique is used if one wants to get a

¹⁶ Martin, H. Manser, *Oxford Learner's Pocket Dictionary, New Edition*, (New York: Oxford University Press, 1995), p. 425

¹⁷ Hornby, AS, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 1179

general impression of a book, essay, and article and determine whether or not to read it more carefully. Moreover, “Skim reading is used to get a global impression of the content of a text. An example would be previewing a long magazine article by reading rapidly, skipping large chunks of information, and focusing on headings and first lines of paragraphs.”¹⁸

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

2. Scanning

Scanning is quickly reading to find the specific information. Brown states that, scanning is quickly searching for some particular piece or pieces of information in a text.¹⁹ Leny quotes from the Nuttall book that by scanning, a reader means glancing rapidly through a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose”.²⁰ When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of

¹⁸ Unanimous , *Developing the Language Skills*, (New York: Oxford University Press, 2000), p. 195

¹⁹ Brown, H. Douglas, *Teaching by Principles*, (San Francisco: Addison Wesley Longman, 2001), Inc. p. 308

²⁰ Leny, Mahdalena, *Effects of Pre-Questioning on the Reading Comprehension Achievement*, (Palangka Raya: The University of Palangka Raya the Faculty of Teacher Training and Education, 2007)

food, a kind of verb, or specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she needs; also, he or she should have the strong belief where he or she will find such information needed from the text.

3. Intensive reading

Intensive reading involves looking carefully at a text, as a student of literature would look at a poem to appreciate the choice of words, or as a solicitor would study the precise wording of a legal document”.²¹ Beside, Grellet defines intensive reading as reading shorter text, to extract specific information.²² On the other hand, in intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms.

Furthermore, Brown explains that intensive reading is calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like”.²³ So, intensive reading is 100 % understanding of text, limited reading, difficult texts, read word of word and use the dictionary.

²¹ Unanimous, *Developing the Language Skills ...*, p. 195

²² Grellet, Françoise, *Developing Reading Skill ...*, p. 4

²³ Maija, McLeod, *Types of Reading*, (Online), <http://fis.ucalgary.ca/Brian/611/readingtype.html#extensive> reading, Accessed on 3rd October 2011

4. Extensive reading

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text.²⁴

In the article of Maija McLeod, Long and Richards identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words."²⁵ Extensive reading, on the other hand, can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritized.²⁶

Furthermore, Yurika quoted Day and Bamford state that extensive reading is referring to a large amount of reading with a focus on the meaning of the text. Then, she states that reading extensively has the advantage of being both informative and pleasurable and it has real-world purposes in reading.²⁷ The writer concludes that extensive reading is students reading long texts or large quantities for general understanding, with the intention of enjoying the text.

²⁴ Maria, Kredatusova, *The Benefits of Extensive Reading in EFL*, Masaryk University, (online thesis) http://is.muni.cz/th/152953/pdf_b/bakalarska_prace.pdf. accessed on July 26, 2012

²⁵ Maija, McLeod, *Types of Reading...*,

²⁶ Andrew, Barfield, *Extensive Reading: From Graded to Authentic Text* (online) <http://penta.ufrgs.br/edu/telelab/7/andy2.htm>. accessed on July 26, 2012

²⁷ Yurika, Iwahori, *Developing Reading Fluency: A Study of Extensive Reading in EFL, Reading in a Foreign Language*, (Japan: Nirayama High School, No. 1 Volume 20, 2008), p. 71

C. Method in Teaching Reading

Many students struggle with reading comprehension. Educators are constantly seeking effective approaches and methods to assist these struggling students in order the students can master reading comprehension well. Beside, Richards and Willy stress that “reading for comprehension is the primary purpose for reading (though this is sometimes overlooked)²⁸. Therefore, reading without gaining any information in a reading text is useless. Creative and smart teacher will be the solution for it, because there are many approaches and methods can be applied in teaching reading comprehension. The methods are:

1. Bottom-up

Bottom-up can be viewed as the text based processing. In the bottom-up, the reader builds up comprehension in linear fashion by decoding letter, words, phrases, and sentences. Yu-Li also defines Bottom-up as the processing that the reader hierarchically builds the textual meaning from the smallest to the largest. The reader makes prediction about the text and uses his/her linguistic knowledge to modify them.²⁹ Furthermore, Feng Liu says “A bottom-up reading model is a reading model that emphasizes the written or printed text, it says that reading is

²⁸ Richard and Willy, A. Renandya, *Methodology in Language Teaching : “An Anthology of Language Practice”*, (Cambridge University Press, 2002), p. 277

²⁹ Yu-Li, Huang, *The Effect of Picture on Reading Comprehension of Third Year Junior High School Students of English Selection of American Festivals* (published thesis), (China: National Ceng Kung University, 2005), p. 17

driven by a process that results in meaning (or, in other words, reading is driven by text) and that reading proceeds from part to whole.³⁰

Therefore, in using this method for teaching reading comprehension the teacher intends to practice individual letters, build to more letters and words until the students can type the words. It will take a little bit long time to ensure that the students understand the relationship between letters and their sound. After practicing the sound of the letters and words, the teacher should ask the students to find the unknown words or short sentence on each page. For intermediate students, bottom-up can be used to determine the unknown words by analyzing prefixes, suffixes and root words.

2. Top-down

“A top-down reading model is a reading approach that emphasizes what the reader brings to the text, it contends that reading is driven by meaning and proceeds from whole to part. It is also known as concept-driven model”.³¹ According to Yu-Li’s quoting from Eskey, in top-down process a reader should view as an active information processor, because he or she first generated hypotheses or prediction about the reading material and then use visual cues in the material to test their hypotheses.³² Therefore, in top-down process not only the

³⁰ Feng, Liu, *A Short Analysis of the Nature of Reading ...*, p. 154

³¹ *Ibid.*

³² Yu-Li, Huang, *The Effect of Picture...*, p. 18

reader is an active participant in reading process but also his/her prior knowledge plays a significant role.

Then, the teachers who teach reading by using this method have to activate students' prior knowledge about the material before her/him going to teach. There are many ways to activate students' prior knowledge and world knowledge for the students such as using pre-reading activity by questioning, mind mapping, brain storming, showing the picture related to the material, etc. To these theorists Goodman and Smith states efficient reading doesn't result from the precise perception and identification of all the elements in a word, but from skills in selecting the fewest, most productive cues necessary.³³ It means, to get the information from the text the reader should not need to know all the words in the text, but the reader can make prediction by using the cues from the whole text.

3. Interactive

“Interactive model refers to the process of combining informal acquired from the text with knowledge provided by the brain”.³⁴ In the interactive model the reader creates the meaning of the text by using both of his/her existing linguistic and schematic knowledge and the input provided by the written text. In short, it is also called top-down and bottom-up combination theory.

³³ Feng, Liu, *A Short Analysis...*, p. 155

³⁴ Yu-Li, Huang, *The Effect of Picture...*, p. 18

4. SQ3R

SQ3R (survey, question, read, recite, review) method has several basic steps. First, survey, Nada Salem adds that survey means to scan the main parts of the text you are going to read.³⁵ It means that read over the title, heading, captions under picture, chart or maps. Second, question means that try to turn everything into a question or it is will be more helpful for the reader to look at the questions provided first, so the reader can look for the specific information that he/she need. Third, read the text and remember to look for the information or the answer needed. Fourth, recite means repeat verbally after reading, it is useful to remember what we have read. Fifth, review means to go over something again.³⁶

5. DRTA

DRTA (Directed Reading Thinking Activity) is one of the methods for teaching reading comprehension. It usually uses to teach narrative text. Nada Salem mention in her article DRTA is group comprehension activities that feature the prediction of the story even prior to reading, reading to prove or modify predictions, and the use of divergent thinking.³⁷ Alan Crowford explains there are

³⁵ Nada Salem, Abisamra, *Teaching Second Language Reading From An Interactive Perspective*, , (2000), educated journal online. <http://www.nadasisland.com/reading/>. Accessed on April 15, 2011

³⁶ *Ibid.*

³⁷ *Ibid.*

seven steps in using DRTA method for teaching reading in order to get maximal result in reading comprehension, they are:³⁸

1. Prepare the text by marking four or five good stopping points.
2. Prepare a chart to explain that we will read one bit at a time.
3. Ask the students to read the title of the story and ask their prediction.
4. Ask the students to read the first stopping point.
5. The teacher reviews the prediction and asks which one is coming true so far.
6. Student predicts what they think will happen next.
7. Finally, check their last prediction and summarize it.

D. Top-down Processing Strategy in reading

Proponents of top-down approaches to reading refer to a large body of research on how prior knowledge affects reading comprehension and, in particular, to proof that both content schemata and cultural background information facilitates comprehension. Top-down processing strategy can help the student in comprehending the text more easily and interestingly. There are activities can be done by using this method. Schema theory is often termed top-

³⁸ Alan, Crowford et.al, *Teaching and Learning Strategies for The Thinking Classroom*, (New York: The International Debate Education Association, 2005), p .44

down approach to reading, as mentioned before top-down model emphasizes students' prior knowledge and world knowledge to understand the text.³⁹

Reader's prior knowledge affects the students' reading comprehension; it has a very significant role. Therefore, the teachers have to activate students' prior knowledge before teaching. Students' prior knowledge can be activated by using pre-reading activities.

As quoted by Parviz, "Ringler and Weber call pre-reading activities enabling activities, because they provide a reader with necessary background to organize activity and to comprehend the material. These experiences involve understanding the purpose(s) for reading and building a knowledge base necessary for dealing with the content and the structure of the material. They say that pre-reading activities elicit prior knowledge, build background, and focus attention".⁴⁰

The place of background knowledge in the reading process has been discussed within Schema theory. Schema theory deals with "preexisting knowledge structures stored in the mind and how readers combine their previous knowledge with the text."⁴¹ It can be concluded that background knowledge or prior knowledge plays an important role in top-down processing strategy.

Background knowledge is the basic knowledge that the reader has about the material that will be read. In reading comprehension, the students can combine their prior knowledge with the material they are reading. There are many ways to activate students' background knowledge. One of them was illustrated by

³⁹ Parviz, Ajideh, *Schema Theory-Based Pre-Reading Tasks: A Neglected Essential in The Esl Reading Class*, (No. 1 Vol. 3, 2003), p. 6

⁴⁰ *Ibid.*

⁴¹ smail, Hakki, Erten and Salim, Razi, *The Effects of Cultural Familiarity on Reading Comprehension*, (Turkey : Çanakkale Onsekiz Mart University, No. 1 Volume 21, 2009), p. 61

Anderson “the role background knowledge plays in comprehension by asking the reader comprehension questions on six passages, including passages on surfing and cricket”.⁴² It means that students’ background knowledge can be activated by asking the question about the material will be discussed.

Moreover, Dorothy M. Chun and Jan L. Plass say that the activation of prior knowledge using multimedia aids, such as visual advance organizers, is one method of supporting the process of integrating newly acquired knowledge with an existing mental model.⁴³ And using multimedia aids also useful for activating students background knowledge before reading. In conclusion, the writer appliess top-down processing strategy in teaching reading comprehension by activating students’ background knowledge before reading by using picture and asked some questions before start reading.

⁴² Neil, Anderson, *Exploring Second Language Reading ...*, p. 24

⁴³ M. Chun, Dorothy and Jan, L. Plass, *Research on Text Comprehension in Multimedia Environments*, Vol. 1, and No.1. (California : Santa Barbara University, 1997), p. 68

CHAPTER III

RESEARCH METHODOLOGY

1. Research Method

To find out the valid data, the writer conducted some techniques of collecting data, they are:

a. Experimental Teaching

The writer used this technique to find out the data of the effectiveness of top-down processing strategy in teaching reading comprehension. The writer chose two classes of the second year students of MTsS Al Manar. One served as an experimental class and another one as a control class. In the experimental class the writer applied top-down processing strategy in teaching reading comprehension in four meetings. Meanwhile, in the control class the teaching learning process was run as usual.

b. Test

To measure the students' abilities of MTsS Al Manar in reading comprehension the writer gave pre-test and post test. Pre-test test was given before teaching learning process to measure the degree of the students' achievement. The post test was given after teaching experiment. The questions were about what they have read.

c. Questionnaire

In collecting data, the writer distributed questionnaire to discover students' obstacles in learning reading. The writer provided 10 questions in open-ended questionnaires to 20 students of the second year's student of Al Manar junior high school. Due to the students still in the second grade of junior high school, the writer decided to write the questions in Bahasa Indonesia.

2. Population and Sample

Population is the total data of writer's object in current scope and current time.⁴⁴ The writer took MTsS Al-Manar as population in this study. Total populations of this research were 241. Sample is a part of population, which is chosen by using one or some methods.⁴⁵ There are many techniques in choosing the sample, such as purposive sampling, quota sampling, incidental sampling, etc. in this case, the writer uses purposive sampling as his technique in choosing the sample. Purposive sampling is sampling technique with a certain consideration.⁴⁶ So, based on writer's purpose to know the ability of second year students in reading comprehension and he considers that they can represent the data needed

⁴⁴ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: Bumi Aksara, 2003), first edition, p. 53

⁴⁵ Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2004), fourth edition, p. 118

⁴⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p.85

by the writer; he takes the second year's student of MTsS Al-Manar as the sample. There are two classes for the second year students; each class consists of 20 students. One class will be experimental class and the rest is served as the control class.

3. Data Analysis

a. Test

In order to analyze the data, the writer referred to the data analysis method to a book called *Pengantar Statistik Pendidikan* written by Prof. Drs. Anas Sudijono and *Metode Statistika* written by Sudjana. In analyzing the test score, the writer calculated the mean of students' score. The score was found out by some pattern. To classify the score, here is the means' pattern.⁴⁷

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

Note:

x_i : Middle score of interval class

f_i : Frequency

$f_i x_i$: The amount of multiplication between frequency and middle interval.

⁴⁷ Anas, Sudijono, *Pengantar Statistika Pendidikan*, (Jakarta: Raja Grafindo Persada, 2005), p. 144

b. Questionnaire

In order to gain the information about the object of the research, the writer gave the students questionnaire which would be analyzed. To measure the percentage of the answers chosen by the participants, the writer refers to Sudjana's book namely *Metoda Statistika*,

$$P = \frac{F}{N} \times 100\% \text{ }^{48}$$

In which:

P : Percentage

F : Frequency of respondents

N : Number of sample

100% : Constant value

⁴⁸ Sudjana, *Metode Statistika Edisi V*, (Bandung : Tarsito, 1989), p. 50

CHAPTER IV

FIELD RESEARCH DATA

A. Brief Orientation of Research Object

The writer conducted the research at Al-Manar Islamic Boarding School in kec. Krueng Barona Jaya, Aceh Besar. In this explanation, the writer elaborated crucial elements of location and object of research.

1. The School

Al-Manar boarding school was established in 2001. It is located in the village of Lam Permei Cot Irie Krueng Barona Jaya sub district of Aceh Besar district.

The existence of an integrated curriculum with boarding school will be expected of students' Al-Manar has a basic knowledge of religion and strong language. It becomes a fundamental in their study of other disciplines.

Al-Manar Boarding School is managed directly by alumni of Pondok Modern Gontor. Al-Manar is led by Tgk. H. Fakhruddin Lahmuddin, M.Pd with an integrated education system. In addition to curricular education also applied extracurricular education with the use of Arabic as the language of religion and English as the language of science and technology.

The buildings of the school are suitable enough to hold teaching learning process. It consists of many rooms, such as principal's room,

teacher's room, students' dormitory, life skill training center, canteen, clinic, and there are a lot of fields or courts for sport.

Besides, for supporting media in teaching learning process, the school provided a library which has many books that the students can borrow and there is one projector to help teaching learning process. The school is also equipped with a computer laboratory. In addition, there is a science laboratory, in which the students can practice their science subject, such as chemistry, physic, and biology.

2. The Teacher

The teacher is the one who has a big responsibility to teach the students and guide them to reach their goals by giving them motivation in teaching learning process.

MTsS Al-Manar has forty one teachers consisting of 24 Males and 17 females. Most of them graduated from State Institute of Islamic Students (IAIN) of Ar-Raniry, Syiah Kuala University in Banda Aceh, and Serambi Mekkah University. There are three English teachers who teach in MTsS Al-Manar. All of English teachers are graduated from TEN IAIN Ar-Raniry.

Table 1. The English Teachers of MTsS Al-Manar

No	Name	Male/fe male	Gradu ated	Class	Status
1	Ade Suhendri S.Pd.I	Male	IAIN	I	Honorary
2	Rama Satria S.Pd.I	Male	IAIN	III	Honorary
3	Syafrizal S.Pd.I	Male	IAIN	II	Honorary

Source: Administration Office of MTsS Al-Manar

3. Curriculum

Curriculum has an important role that can help the teacher in teaching learning process and choosing what materials are they going to teach. As stated by Riswanto in his article "*Pentingnya Kurikulum Dalam Tugas Pendidikan*" curriculum is one of the keys to determine the quality of the final examination.⁴⁸ Every subject taught at the school has its own curriculum. MTsS Al-Manar integrated educational system between the National Curriculum, Curriculum Pondok Modern Gontor and also Aceh Islamic Boarding School Curriculum by using CBC (Competency Based Curriculum) approaches and CTL (Contextual Teaching and Learning) approaches. CBC approaches emphasis on developing the ability to do (competence) tasks with specific performance standards. While CTL approach emphasizes learners to learn through their own experience in the natural environment. Learning will be more meaningful if the students "experience" what is learned, not "figure it out".

⁴⁸ Logo, Riswanto, *Pentingnya Kurikulum dalam Tugas Pendidikan*, (online), <http://paksalam.wordpress.com>, accessed on January 6, 2012

Integrated curriculum is applied continuously in line with the applicable curriculum. In addition to the above curricular education, MTsS Al-Manar also implement extracurricular education with the purpose of provision of skills for students, among others; Speech 3 Languages (Arabic, English and Indonesian), Discussion Islamic Insights, tahfidh Qur'an , Dalail Khairat, Scouting activities, Computers, Sports, Martial Arts, Dance Arts and Nusantara Aceh, Student Organization, Architecture and Landscape, Assorted race, Cooperatives, Agribusiness, Agriculture, and Tourism Sciences.

Based on the curriculum at the school, the allocated time for teaching English is 4 hours a week. One time lesson takes 45 minutes and it is used to teach all aspects of English; structure, reading, listening, speaking and writing. In teaching learning process the teacher uses English book with CBC curriculum. In teaching learning process the teacher combines between English and Indonesia.

4. The Student

In teaching learning process the students have the important role, where everything must be based on the students need. There are 233 students of MTsS Al-Manar consisting of 126 males and 107 females. Most of them came from urban area, such as Banda Aceh, Sigli, Aceh Barat, Aceh Utara etc. Most of their parents were civil servant. However there were also the students who come from rural area and their parents were not civil servants, they are farmers and traders. Almost all of their parents came from standard

educational level. Due to this school being a boarding school, the students stay all the time in the college. The students used English or Arabic in their daily communication.

B. The Nature of English Teaching at MTsS Al-Manar

1. Preparation of Teaching

There are some preparations done by the writer in order to teach an experimental class and control class. Firstly, the writer met the headmaster of MTsS and explained him the aim of the research. Furthermore, he studied about the curriculum, book, etc. After having permission from the headmaster, the writer met the English teacher who teaches at class II MTsS Al-Manar and told him that he wanted to conduct his experimental class for four meetings.

2. The Process of Teaching

In this case the writer took two classes as his sample, one served as the experimental class namely class II A and the second as the control class, namely class II B. In the experimental class, the writer applied a strategy in teaching reading comprehension named top-down processing strategy. In this case, the writer showed some pictures and asked the students some questions related to the material that will be discussed. In applying this strategy the writer used Communicative Language Teaching method. While in the control class the process of teaching listening was run as usual. The experimental

teaching took about 80 minutes for each meeting including instruction and discussion.

a. Experimental Class.

The First Meeting (Wednesday, February 27th, 2013)

At the first meeting the writer introduced himself to the students and explained to them the general purpose of the teaching. Furthermore, the writer asked them the way their teacher taught English especially in reading subject. The students told that their teacher gave them the material, asked them to read and then translated it. Sometime the teacher gave some questions to be answered by the students. After giving an introduction and some questions about the situation of the teaching learning process, the writer gave them a pre-test. The writer gave them a reading text and some questions based on the text. Before asking the students to answer the questions, the writer asked them about the difficult vocabulary and discussed the meaning together. After 20 minutes the writer asked the students to collect the answer. Then, checked the attendance list, thanked them and left the class for the first meeting.

Second Meeting (Sunday, March 3, 2013)

At the second meeting, the writer came to the class and greeted the students. After greeting, the writer checked the attendance list. In teaching reading comprehension by using top-down processing strategy, there are

several steps done by the writer in the class room. First, the writer showed the students some pictures related to the text that is going to be discussed. Second, the writer asked them some questions about the pictures and asked the students about their prior knowledge about the picture shown. Third, the writer told the students the strategy to improve their reading comprehension and it was called top-down processing strategy. Before asking the students to read the text, the writer explained them how to use their prior knowledge in improving their reading comprehension. Fourth, the teacher asked the students to read the text and discuss together and relate it to the students' prior knowledge about the text. Finally, before leaving the class the writer discussed some questions with the students based on the text they have read.

Third Meeting (Wednesday, March 6, 2013)

At the third meeting, the writer called the students' name, and then gave them some motivation and some warming up questions. In this meeting, the writer used three strategy. First, he started to discuss a topic (Narrative text – Sura and Baya) with the students. Then, he showed them some pictures related to the reading text. The last strategy, he asked the students' experience or knowledge about the topic being discussed. After discussing, the writer discussed some questions with the student to know whether the students understand the reading text or not.

Fourth Meeting (Sunday 10, 2013)

At the fourth meeting, the writer came to the class, greeted to the students, and then called their names. As the two meetings before, the writer still applied top-down processing strategy in improving students' reading comprehension and it will be the last meeting. First step, before giving the material to the students, the writer and students discussed about Malin Kundang. Second step, the writer also showed them some pictures related to the material. After discussing, the writer gave them the reading text and some questions based on the text. The last step, the students have to answer these questions because it will be post-test for them.

After giving the post-test, he gave them an opened-ended questionnaire in order to get the data needed and to find out their opinion about using top-down processing strategy in teaching reading comprehension, and what are their obstacles in learning English especially reading comprehension. The questionnaire consisted of ten questions written in Bahasa Indonesia. So, before they answer the question, the writer told them the instruction and allowed them to ask any questions they did not understand.

b. Control Class

In the control class the writer did not apply top-down processing strategy in teaching reading comprehension. The teaching process was running as done by their daily teacher. The writer came to the class for each meeting

and gave some questions without discussing and showing any pictures. However, the writer discussed the answers of the question after discussing a text. It was done by the writer to differentiate them with the experimental class. Because in experimental class the writer discussed the material before reading a text and that was one of top-down processing strategy.

CHAPTER V

DATA ANALYSIS

A. The Analysis of Data

1. Analysis of Pre-test and Post-test

In the research, the writer provided pre-test and post-test to measure the ability of the students before and after applying the strategy. Both of the test consisted of 5 questions based on the text discussed. For each question the students would get 20 points. Therefore, if the students could answer completely correct, they would get 100 score. The Pre-test was given in the first meeting on February 27, 2013 for the experimental class students' (II A), and on March 4, 2013 for control class students'. It was given before applying the strategy. Meanwhile, post-test was given after applying the method in the experimental class. It was on March 10, 2013 for the experimental class and on March 13, 2013 for the control class.

The result of pre-test and post-test was analyzed by using statistical calculation. The following were stages of the data analysis.

a. Experimental class

First of all the writer ranged the experimental class students' score from the pre-test and post-test. The score can be seen in the following table.

Table 2. The score of pre-test and post-test of experimental class/ II A

No	Students of II IPA	Pre-test	Post-test
1	AA	35	90
2	AR	35	60
3	AY	35	75
4	AM	40	80
5	AHP	60	95
6	ASJ	20	75
7	FR	35	95
8	MA	35	65
9	MH	30	75
10	MI	35	95
11	MN	20	75
12	MM	40	75
13	MR	65	55
14	MRP	30	75
15	MW	45	95
16	RH	40	100
17	SS	20	70
18	SY	40	90
19	WS	95	95
20	YA	20	25

The above table reveals the result of pre-test and post-test from the experimental class. The lowest score of pre-test was 15 and the post-test was 25. Whereas the higher score of pre-test was 95 and post-test were 100.

Then the writer arranged the pre-test and post test score from the lowest score up to highest score.

Pre-test

20	20	20	20	30	30	35	35	35	35
35	35	40	40	40	40	45	60	65	95

Post-test

25	55	60	65	70	75	75	75	75	75
75	80	90	90	95	95	95	95	95	100

Next, the writer determined the range of both pre-test and post-test:

The formula to calculate the range is that the highest score was subtracted by the lowest score.

The pattern of the formula is $R = H - L$.⁴⁹

Which:

R = The range of the score

H = The highest score

L = The lowest score

Range of pre-test

$$R = H - L$$

$$R = 95 - 20$$

$$R = 75$$

Range of Post-test

$$R = H - L$$

$$R = 100 - 25$$

$$R = 75$$

The next step is the writer should count interval class by using the following formula:

$$I = 1 + (3,3) \log n.$$
⁵⁰

⁴⁹ Anas, Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 1993), p. 132

⁵⁰ *Ibid.*

Which:

I = the amount of interval class

n = the amount of sample

Here is the result of interval class of this sample:

$$\begin{aligned} I &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 20 \\ &= 1 + (3,3) 1,30 \\ &= 1 + 4,29 \\ &= 5,29 = 5 \end{aligned}$$

Then the interval is calculated by using the following formula:

Pre-test

$$P = \frac{R}{I}$$

$$P = \frac{75}{5}$$

$$P = 15$$

After then, the calculation above is described in the next table

Table 3. The frequency distribution list of the students' pre-test score:

No	Interval Class of Pre-test	F_i	X_i	$f_i x_i$
1	20 – 34	6	27	162
2	35 – 49	11	42	462
3	50 – 64	1	57	57
4	65 – 79	1	72	72
5	80 – 94	-	87	-
6	95 – 109	1	102	102
		20		855

Note:

xi = middle of interval class

fi = frequency

$fi xi$ = the amount of the multiplication between frequency and middle interval.

Afterwards, the writer calculated the mean of the students' score:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{855}{20}$$

$$X = 42,75 = 43$$

Post-test

$$P = \frac{R}{I}$$

$$P = \frac{75}{5}$$

$$P = 15$$

Table 4. The frequency distribution list of students' post-test score:

No	Interval Class of Pre-test	Fi	Xi	Fixi
1	25 – 39	1	32	32
2	40 – 54	-	47	-
3	55 – 69	3	62	186
4	70 – 84	8	77	616
5	85 – 99	7	92	644
6	100 – 114	1	107	107
	Total	20		1585

So, the mean score of the students' post-test is;

$$X = \frac{\Sigma fixi}{\Sigma fi}$$

$$X = \frac{1585}{20}$$

$$X = 79,25$$

$$X = 79$$

It can be seen that the mean of the post-test was 79; it was really different from the pre-test score. It showed that the result of post-test was much better. Based on the result of the pre-test (43), and the post-test (79) above, it showed the post-test score was higher than the pre-test. It means that applying top-down processing in teaching reading supported the students to improve their reading comprehension skill. Eventhought the familiarity of the text among the students was also effected it.

b. Control class

Table 5. The score of pre-test and post-test of the control class

No	Students' initial	Pre-test score	Post-test score
1	AK	20	50
2	AP	35	90
3	FS	35	75
4	GG	20	95
5	IH	30	50
6	MAH	50	65
7	MA	30	75
8	MF	20	65
9	MH	40	60
10			

11	MK	20	70
12	RA	20	85
13	RJ	20	65
14	RN	20	80
15	TRS	20	75
16	Z	20	75
	ZH	20	55

The above table reveals the result of the pre-test and the post-test from the control class. The lowest score of the pre-test was 20 and the post-test was 50. Whereas the highest score of pre-test was 50 and post-test were 95.

Then the writer arranged the pre-test and the post test score from the lowest score up to highest score.

Pre-test

20 20 20 20 20 20 20 20 20 20 30
 30 35 35 40 50

Post-test

50 50 55 60 65 65 65 70 75 75
 75 75 80 85 90 95

Range of pre-test

$$R = H - L$$

$$R = 50 - 20$$

$$R = 30$$

Range of post-test

$$R = H - L$$

$$R = 95 - 50$$

$$R = 45$$

Here is the result of interval class of this sample

$$I = 1 + (3,3) \log n$$

$$I = 1 + (3,3) \log 16$$

$$I = 1 + (3,3) (1,20)$$

$$I = 1 + 4,5$$

$$I = 5,5 = 6$$

Then, interval of pre-test is:

$$P = \frac{R}{I}$$

$$P = \frac{30}{6}$$

$$P = 5$$

Table 6. The frequency distribution list of students' pre-test score:

No	Interval Class of pre-test	F_i	X_i	Fix_i
1	20 – 24	10	22	220
2	25 – 29	-	27	-
3	30 – 34	2	32	64
4	35 – 39	2	37	74
5	40 – 44	1	42	42
6	45 – 49	-	47	-
7	50 – 54	1	52	52
Total		16		452

So, the mean of the students' score of pre-test was:

$$X = \frac{\sum fix_i}{\sum f_i}$$

$$X = \frac{452}{16}$$

$$X = 28,25$$

Post-test

$$P = \frac{R}{I}$$

$$P = \frac{45}{6}$$

$$P = 7,5 = 8$$

Table 7. The frequency distribution list of students' post-test score

No	Interval Class of post-test	Fi	Xi	Fixi
1	50 – 57	3	53,5	160,5
2	58 – 65	4	61,5	246
3	66 – 73	1	69,5	69,5
4	74 – 81	4	77,5	310
5	82 – 89	2	85,5	171
6	90 – 97	2	93,5	187
Total		16		1144

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1144}{16}$$

$$X = 71,5$$

The result of pre-test and post test in the control class also has the difference between them. In the reality the writer did not apply a strategy in teaching reading for control class. The writer concluded, the post test score was

higher than pre test score was because the familiarity of the text among the students.

2. Analysis of Questionnaire

The questionnaire was designed to help the writer to get more information about the students' obstacles and the students' opinions toward the implementation of top-down processing strategy in teaching Reading Comprehension. There were 10 questions within the open-ended questionnaire. The analysis of the questionnaires was as follows;

Table 8. The students' opinion about the importance of English

Question	Option	Frequency	Percentage
1	Very Important	11	55%
	Important	8	40%
	Not really Important	1	5%
	Unimportant	-	-
	-	-
		20	100%

According to the table, it shows that more than half participants responded positively on this item. 55% of the sample agreed that English is very important. 40% argued that English is important and only one of them whom stated that English is not really important. It can be concluded, when the students stated that English is very important, that they will learn it seriously.

Table 9. Students' opinion about English Reading Text

Question	Option	Frequency	Percentage
2	Very easy to read and to comprehend	10	50%
	Easy to read and to comprehend	-	-
	Difficult to read and to comprehend	10	50%
	Very difficult to read and to comprehend	-	-
		20	100%

By looking at the table above, it can be concluded that 50% of the sample argued that English reading text is very easy to read and to comprehend. While 50% stated that English reading text is difficult to read and to comprehend. It shows that half students of the second grade of MTsS Al-Manar faced the difficulty in reading comprehension.

Table 10. Students' Obstacles in Reading English Text

Question	Option	Frequency	Percentage
3	Lack of Vocabulary	13	65%
	Complicated Material	1	5%
	Unfamiliar Text	6	30%
	Uninteresting technique or method	-	-
	-	-
		20	100%

The table proved that the students have many obstacles in reading English text. 65% of the sample said the lack of vocabulary become the major obstacle in reading and comprehend English text. Then, unfamiliar text also is one of students' obstacles in comprehending English text. 30% of the samples deal with this item. While there is also one respondent who stated that English text is difficult when she/he is faced by complicated material.

Table 11. The Teacher's method in teaching Reading Comprehension

Question	Option	Frequency	Percentage
4	Translating English Reading Text	4	20%
	Answering the question based on the text	8	40%
	Reading loudly	7	35%
	Reading and answering the question	1	5%
	-	-
		20	100%

The table shows that the teachers usually ask the students to answer the question based on the text; there are 40% of students agreed with this item. Then, the table also proves that in teaching reading comprehension the teacher usually asked the student to read loudly without discussing it. 35% of students said about it. It can be seen also that translating text is one of teacher method in teaching reading.

Table 12. Students' opinion about the easy way to comprehend a reading text

Question	Option	Frequency	Percentage
5	Comprehend the text through picture and context	11	55%
	Study in a group	-	-
	Looking for meaning from dictionary	6	30%
	Translating the text frequently	2	10%
	Studying in a group and looking for the meaning in the dictionary	1	5%
		20	100%

The table presents the most of the students (55%) strongly agreed that comprehending the text through picture and context is one of the easy ways to comprehend English text. There is also 30% of the students stated that they are looking for meaning from dictionary is one of the ways to comprehend English

text. Two of the students agreed with translating the text frequently. And there is one student who gave other opinion, he stated that studying in a group and looking for the meaning in the dictionary will help him in comprehending the English text.

Table 13. Teacher's use of certain technique in teaching reading comprehension

Question	Option	Frequency	Percentage
6	Ever	8	40%
	Never	-	-
	Some time	3	15%
	No idea	9	45%
		20	100%

In this item the writer asked the respondents whether their teacher use certain technique or method in teaching reading or no. In this case, the table above shows that 40% of students said that their teacher ever uses certain technique or method in teaching reading. 35% of the students stated that sometime their teacher use the technique. But most of the students have no idea about it. The writer realizes, it means that the students do not know about the technique or method that can be used in teaching reading comprehension.

Table 14. Students' opinion about the use of Top-down Processing Strategy in teaching reading comprehension.

Question	Option	Frequency	Percentage
7	Really Interesting	5	25%
	Interesting	14	70%
	Not interesting	-	-
	Boring	1	5%
		20	100%

This question is used by the writer to know the students' opinion about the use of Top-down Processing Strategy in teaching reading comprehension. The table shows that only 25% of participants are really interesting with this strategy. Meanwhile, there are 70% of participants are interesting with this strategy. It means that this strategy receive positive responds from the respondents.

Table 15. Students' ability in comprehending the English reading text through Top-down Processing Strategy

Question	Option	Frequency	Percentage
8	Very Increasing	4	20%
	Increase	15	75%
	Slightly	-	-
	Do not increase	1	5%
		20	100%

The seventh item shows that students are interested in the strategy applied by the writer. Therefore, in this question the writer wants to know whether students' ability in reading comprehension increase or not. The table describes that 75% of the students said that their ability in understanding is increase. 20% of students stated that their comprehension is increase significantly. But, only one of student who argued does not increase.

Table 16. Students' reason to improve their reading comprehension.

Question	Option	Frequency	Percentage
9	Getting knowledge from English book	12	60%
	Getting the score	3	15%
	Interesting Technique applied by the teacher	3	15%
	Teacher's advice	2	10%

.....	-	-
	20	100%

From the table above the writer wants to identify what is students' aim in improving their reading comprehension. The result shows that most of them argued that their reason is to get more knowledge from English book. It is about 60% of participants. While there is 15% of the students who said that getting score is their reason in learning English. Then, interesting technique applied by teacher and teacher advice are the reason for them in improving their reading comprehension.

Table 17. Students' obstacles in learning reading by using top-down processing strategy

Question	Option	Frequency	Percentage
10	Limited hour	13	65%
	Complicated material	1	5%
	Lack of facility	3	15%
	Lack of experience about the material	1	5%
	Lack of vocabularies	2	10%
Total		20	100%

The last table shows the obstacles faced by the students in learning reading by using Top-down Processing Strategy. 65% of the participants agreed "limited hour" is the first obstacle among them. Then, 15% of the students stated that lack of facility is the obstacle in learning English reading text.

In addition, in terms of obstacle faced by students in using this technique in teaching reading was found by the writer during his teaching in the experimental class. The fact that he found was the unfamiliar topic to the students

became a problem in teaching reading by using this strategy. It was difficult for the students to use their prior knowledge if they all not familiar with the topic.

B. Examining Research Questions

In the first chapter, there were two research questions to be proved. The first research question was “is it effective applying top-down processing strategy to improve students’ reading comprehension”. Based on the result of the pre-test (43) and post-test (79). It can be seen that the Mean score of post-test is much higher than the pre-test. From both of the test result it can be proved that teaching reading by using top-down processing strategy is effective to improve students’ reading comprehension. Nevertheless, the writer also gave the same pre-test and post test to control class students. The result in the control class also show that post-test is much higher than pre-test score, but it does not mean that top-down processing strategy which was applied in experimental class is not effective. It might be because the text which was used for the post-test was already familiar and easy to comprehend. After analyzing the data, the writer realized that the post test is easier than pre-test. In the other hand, the writer assumed that top-down is effective when he taught the students in the experimental class. It could be seen from the students’ enthusiasm in learning english by using top-down strategy. So that it can be concluded that the strategy is effective.

The second research question was about students’ obstacles in learning reading comprehension. In this case, the writer provided the questions in the questionnaire. First, in was about students’ obstacle in learning reading generally.

Based on the students' answer on this question, 65% of the participants stated that the obstacle they are faced in learning reading was lack of vocabulary. Beside, unfamiliar with the text and complicated material are also the obstacles in learning reading. Furthermore, the writer also provides questions in the questionnaire about the obstacles faced by students in learning reading comprehension by using top-down processing strategy. In this matter, majority of the students (65%) stated that limited credit hour is the main problem in learning reading by using this strategy. Beside, lack of experiences about the topic is also the obstacle in learning reading by using this strategy. In this case, the writer found the fact in her experimental class. When the material is familiar to the students' experience, it will be easier to discuss and to comprehend the text. In conclusion, there are many obstacles faced by students in learning reading. Due to the obstacles faced by students in learning reading comprehension, the teacher could help the students by using top-down processing strategy. Since, top-down processing strategy was the learner based strategies; it used students' background knowledge in understanding or comprehending their reading comprehension.

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusions

After getting the valid data, the writer can conclude that;

- a. Top-down processing strategy helps the students in encouraging their background knowledge to improve their reading comprehension.
- b. Although top-down processing strategy can improve students' reading comprehension, **but** they also faced some difficulties in learning reading, such as the lack of vocabulary and limited credit hour.

B. Suggestions

To increase the result of teaching learning English process, the writer has some suggestions to English teachers, they are as follows:

- a. Before teaching learning process began, it is important for the teacher to prepare the materials and the appropriate technique and strategy.
- b. Since reading is one of English skill being tested in final examination, it is important for the teacher to provide special strategy to improve students' reading comprehension.
- c. Top-down processing strategy is one of the easiest way to apply in teaching reading, it is suggested that English teachers should use this strategy in teaching reading.

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APPENDICES

A. Questionnaire

Jawablah pertanyaan dibawah ini dengan jujur!

1. Seberapa pentingkah bahasa Inggris menurut anda?
 - a. Sangat penting
 - b. Penting
 - c. Tidak terlalu penting
 - d. Tidak penting
2. Bagi anda, bacaan berbahasa Inggris merupakan bacaan yang
 - a. Sangat mudah untuk dibaca dan dipahami
 - b. Mudah untuk dibaca dan dipahami
 - c. Susah untuk dibaca dan dipahami
 - d. Sangat susah untuk dibaca dan dipahami
3. Apa kesulitan yang anda hadapi dalam membaca teks berbahasa Inggris?
 - a. Kekurangan vocabulary
 - b. Materinya terlalu tinggi
 - c. Tidak terbiasa dengan bacaan berbahasa Inggris
 - d. Metode dan teknik yang digunakan oleh guru kurang menarik
 - e.
4. Bagaimana cara guru mengajarkan reading comprehension kepada anda?
 - a. Memberi tugas menerjemahkan teks atau wacana berbahasa Inggris
 - b. Memberi tugas menjawab soal dari teks atau wacana berbahasa Inggris
 - c. Membaca dengan nyaring
 - d. Membaca dan menjawab soal dari bacaan
 - e.

5. Menurut anda, bagaimanakah cara yang mudah untuk memahami teks berbahasa Inggris?
- Memahami bacaan melalui gambar dan konteks bacaan
 - Belajar kelompok
 - Mencari arti dalam kamus
 - Sering diberi tugas menerjemahkan
 -
6. Apakah guru anda menggunakan teknik atau metode tertentu dalam mengajar reading comprehension?
- Pernah
 - Tidak pernah
 - Kadang-kadang
 - Tidak tahu
7. Bagaimana pendapat anda tentang pengajaran reading comprehension dengan menggunakan top-down processing strategy?
- Sangat menarik
 - Menarik
 - Biasa saja
 - Membosankan
8. Bagaimana perkembangan kemampuan anda dalam memahami bacaan berbahasa Inggris dengan menggunakan top-down processing strategy?
- Sangat meningkat
 - Meningkat
 - Kurang meningkat
 - Tidak meningkat

9. Hal apa yang mendorong anda untuk meningkatkan kemampuan reading comprehension?
- a. Memperoleh ilmu pengetahuan dari buku berbahasa Inggris
 - b. Untuk memperoleh nilai
 - c. Metode/teknik yang digunakan dikelas
 - d. Nasehat guru
 - e.
10. Apa kendala yang anda hadapi dalam mempelajari reading comprehension dengan menggunakan top-down processing strategy?
- a. Keterbatasan waktu
 - b. Materinya terlalu banyak
 - c. Kurangnya fasilitas yang tersedia disekolah
 - d. Tidak berminat
 - e.

BIOGRAPHY

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