THE COMPARATIVE STUDY BETWEEN TOP-DOWN AND BOTTOM-UP
STRATEGIES IN READING COMPREHENSION TO THE GRADE X
STUDENTS OF SMA N 1 TUKKA TAPANULI TENGAH

A THESIS

*Submitted to the state Institute for Islamic Studies Padangsidimpuan
as a partial Fulfillment of the requirement for the degree of
Islamic Education Scholar (S.Pd) in English Program*

By:

HELMI WAHYUNI ARITONANG
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ENGLISH EDUCATIONAL DEPARTMENT

FACULTY OF TARBIYAH AND TEACHING TRAINING
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018

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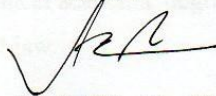Teacher Training Faculty
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Assalamu'alaikum Wr.Wb.

    After reading, studying and giving advice for necessary revision on thesis belongs to **Helmi Wahyuni Aritonang**, entitled *"The Comparative Study Between Top-Down and Bottom-Up Strategies in Reading Comprehension to the Grade X Students of SMA N 1 Tukka Tapanuli Tengah"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

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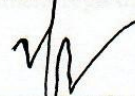
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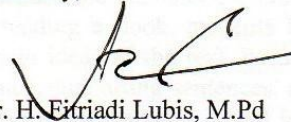## SCHOLAR MUNAQOSYAH EXAMINATION

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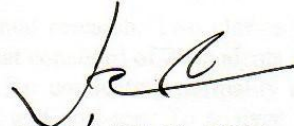NIP. 19710510 200003 2 001

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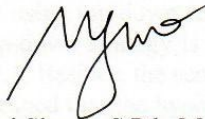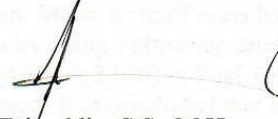NIP. 19620917 199203 1 002

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adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Comparative Study Between Top-Down and Bottom-Up Strategies on Reading Comprehension to The Grade X Students of SMA N 1 Tukka Tapanuli Tangah"**. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

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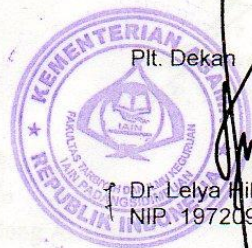
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<div align="center">بسم الله الرحمن الرحيم</div>

Firstly, I would like to convey his grateful to Allah SWT. The most Creator and Merciful who has given researcher the health, time and chance for finishing the thesis entitled "The Comparative Study Between Top-Down and Bottom-Up Strategies in Reading Comprehension to the Grade X Students of SMA N 1 Tukka Tapanuli Tengah". Besides, Shalawat and Salam be upon to the prophet Muhammad SAW that has brought the human from the darkness era into the lightness era**.**

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Hope, all of them given health always and all the kindness will be replied by Allah Swt. This thesis is still so far from being perfect based on the weakness of the research. Therefore, I aspect the constructive criticisms and suggestions from the readers in order to improve this thesis.

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ABSTRACT

This research is focused on the comparative study between top-down and bottom-up strategies in reading comprehension to the grade X students of SMA N 1 Tukka Tapanuli Tengah. The student problems in this research are: the first, students are difficult get information of the text, because the students are boring while reading, and if the teacher orderly students reading a book, students feel sleepy. The Second, the students for comprehend main ideas of the text, because they are do not know difference between topic sentence, supporting sentences, and conclusion sentence. The last, the students ability in English teaching is still low, because many students still use conventional strategy, especially in reading. So, students are disable to read English text, less interested and less understanding of they read, cause students to feel tired.

The method used in this research is experimental research. Two classes are chosen randomly as the sample. They are X IPA-1 that consisted of 28 students and X IPA-2 that consisted of 28 students. It is taken after conducting normality and homogeneity test. The data is derived from pre test and post-test. To analyze the data, the researcher uses t-test formula.

After analyzing the data, the researcher finding that mean score of class after by using top-down strategy is higher than bottom-up. Mean score of class by using top-down strategy is 76.5 and mean score of class by using bottom-up strategy is 64.1. Besides, the score of t_{count} is higher than t_{table} (4.804 > 2.000) in Post Test. It is meaned that the hypothesis alternative (H_a) is accepted. It is concluded that there is a significant differences between the mastery of the grade X IPA SMA N 1 Tukka Tapanuli Tengah in reading mastery by using top-down and bottom-up strategy.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading comprehension is the ability to understand information present in written form a text or paragraph. It is a process of getting meaning from print. It is not a passive receptive activity, but requires the readers to be active and thinking. Reading comprehension is the understanding, evaluating, and utilizing an ideas gained through and interaction between reader and author.[1] So, reading comprehension is the process understand of the text that look and tranasfer to mind to make concluding of the text.

Streven says that the great importance of reading to the learners for two reasons: the first of all, this skill provides the learners with access to a great quantity of further experience of the language. The second reason is presenting a window onto the normal means of continuing the learners personal education through reading skill.[2] In fact, Reading comprehension is also essential skill for learning of English, for most of these learners it is the most important skill in English is the component in written language, wherever reading a written language needs comprehension.

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[1]Nil B. Smith and H. Alan Robinson, *Reading Instruction for Today's Children* (Englewood Cliffs), p. 205.

[2]Duru Helen Ifeoma .*Effects Of Bottom-Up And Top-Down Reading Strategies On Students' Reading Comprehension Achievement of Junior Secondary School Ii Students in Zaria Educational Zone*({ HYPERLINK "http://kubanni.abu.edu.eng" }). reterived on Jule 13-2017 at 14:30 P.m

In teaching learning process specially in learning reading comprehension, consist of external and internal. External such as government. The effort made by the government can be in the form of providing facilities and infrastructure such as providing; computer, internet, laboratories and others. Internal consist of English teacher in the school. The teacher is to prepare the syllabus, lesson plan and others. Syllabus is used by teachers as guidance in teaching. Lesson plan is a guided to teach in the class. In the lesson plan, teacher can add or find the other material from the other source to support the material in students' textbook and can convey it to students by using suitable technique.

Reading is still being a problematic at SMA N 1 Tukka Tapanuli Tengah in aspect of mastery and mentalist. It has found the students of the problems are; students are difficult get information of the text because the student is bored while reading, the students do not know well comprehension main ideas of the text because they are do not know differentiate between topic sentence, supporting sentences, and conclusion sentence, and the student ability in English teaching is still low, because many students still use conventional strategy, especially in reading. So ,students have to prepare the good strategies for making understand what they have read.

In fact, they are many factors that influence reading comprehension. They are background knowledge, vocabulary, fluency, comprehension strategy, comprehension skills, motivation, genres, text structures, and text features. Reader factors include the background knowledge that readers bring to the

reading process as well as the strategies they use while reading and their motivation and engagement during reading. Text factors include the author's ideas, the words the author uses to express those ideas, and how the ideas are organized and presented. Both reader factors and text factors affect comprehension.

The role of reading comprehasion is important in learning process, thay are the role of reading comprehension: students activate their world and literary knowledge to link what they know to what they're reading, Students recognize the meaning of familiar words and apply word-learning strategies to understand what they're reading, Students have adequate cognitive resources available to understand what they're reading when they read fluently, Students actively direct their reading, monitor their understanding, and troubleshoot problems when they occur, Students automatically note details that support main ideas, sequence ideas, and use other skills, Motivated students are more engaged in reading, more confident, and more likely to comprehend successfully, Genres have unique characteristics, and students' knowledge of them provides a scaffold for comprehension, Students recognize the important ideas more easily when they understand the patterns that authors use to organize text, and Students apply their knowledge of the conventions and literary devices used in texts to deepen their understanding. So, factors of reading comprehension and the role of reading comprehension is coherence.

Brown says that reading strategies can be use by the reader in reading. The strategies are identify the purpose of reading, use grapheme rules and patterns to aid in bottom-up decoding, use efficient silent reading techniques for relativity rapid comprehension, skimming, scanning, semantic mapping, guessing, vocabulary analysis, distinguish between literal and implied meanings and capitalize on discourse markers to process realationship. [3] Eskay, Sanford and Carrold, and Carrel says that there are interactive model in reading. They explain that effecient and affective second language reading requires both top-down and bottom-up strategies operating interactively. [4] From the explain above the researcher will use top-down and battom-up strategies in reading comprehension in this case.

Top-down strategy is characterized as a reading process or psycholinguistic guessing game. Readers handle the reading text through their pre-existing schemata in place of identifying each new word. The top-down strategy emphasizes the importance of schemata, namely previous experience and background knowledge in understanding the literary work. In this vein, readers with common knowledge of the world are able to predict the meaning of the reading text, verify or decline the previous guesses, and ultimately, understand the text by way of an inferential and constructive reading process.

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[3] Brown, Dauglas. *Strategies For Success: A Practical Guide To Learning English*. (New York: Addison Wesley Longman. Inc.2002). p.306-310

[4] Carrell, Patricial L. Et.al.. *Interactive Approaches To Second Language Reading*. (New York: Cambridge University Press.1998). p.74

So, Top-down strategies is the readers can use prediction, activating background knowledge, and checking confirmation or refutations of the predictions.

Bottom-up reading strategy is challenges, the teachers use strategy emphasize decoding skills and spend almost no time helping emerging readers recognize what they bring to the information on the page. The approach gives emphasis for the smallest block of the language. It is goes from part to whole. Another limitation of bottom-up theories of the reading process is that readers will not be able to compare their knowledge and background experiences to the text in order to understand the author message. So, Bottom-up strategy is decoding individual linguistics units. The readers try to understand the text with building textual meaning from the smallest units to the largest, then modifying preexisting background knowledge and make predictions.

Base on the background above researcher decided to do a research about reading comprehension strategies to be help good reader. The researcher interesting in conducting a research in the title **"The Comparative Study Between Top-Down And Bottom-Up Strategies On Reading Comprehension To The Grade X Students Of SMA N 1 TukkaTapanuli Tengah".**

B. Identification of the Problem

Reading comprehension is activity to get information from text and making thinking more and understanding. The reader can get perception

from pre-read to post-read is changes to comprehension more. Beside that reading comprehension reading comprehension is ability of the reader to understand the text and comprehend the meaning of the text.

Brown says that reading strategies can be used by the reader in reading. The strategies are identify the purpose of reading, use grapheme rules and patterns to aid in bottom-up decoding, use efficient silent reading techniques for relativity rapid comprehension, skimming, scanning, semantic mapping, guessing, vocabulary analysis, distinguish between literal and implied meanings and capitalize on discourse markers to process realationship. [5] Eskay, Sanford, Carrold, and Carrel say that effecient and affective second language reading requires both top-down and bottom-up strategies operating interactively. [6] From the explain above the researcher will use top-down and battom-up strategies in reading comprehension in this case.

C. Limitation of the Problem

As mention about there are twelfth stratrgies that can be used in reading comprehension. The strategies are identify the purpose of reading, use grapheme rules and patterns to aid in bottom-up decoding, use efficient silent reading techniques for relativity rapid comprehension, skimming, scanning, semantic mapping, guessing, vocabulary analysis, distinguish between literal

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[5] Brown, Dauglas. *Strategies For Success: A Practical Guide To Learning English*. (New York: Addison Wesley Longman. Inc.2002). p.306-310

[6] Carrell, Patricial L. Et.al.. *Interactive Approaches The....*

and implied meanings and capitalize on discourse markers to process realationship, top-down and bottom-up.

In this research the writer do not compare all the strategies to teaching reading comprehension. The writer only compare top-down and botom-up strategies in reading comprehension. Top-down strategies is the readers can use prediction, activating background knowledge, and checking confirmation or refutations of the predictions. Bottom-up strategy is decoding individual linguistics units.

The writer comparing this strategies because the effecient and affective second language reading requires both top-down and bottom-up strategies operating interactively. Using top-down and bottom-up are strategies that easy to understant or apply in reading comprehension.

D. Formulation of the Problem

Based on limitation of the problems mention above, the problem of the research can be formulated as follows:

1. How is the result of reading comprehension by use top-down strategy at grade X students of SMA N 1 Tukka?

2. How is the result of reading comprehension by use bottom-up strategy at grade X students of SMA N 1 Tukka?

3. Which strategies are the better to comparative reading comprehension by top-down or bottom-up at grade X students of SMA N 1 Tukka?

E. The Purposes of the Research

The purposes of the research are as follows:

1. To describe the result of reading comprehension by use top-down strategy at grade X students of SMA N 1 Tukka.

2. To describe the result of reading comprehension by use bottom-up strategy at grade X students of SMA N 1 Tukka.

3. To examine the better strategies in reading comprehension between use top-down and bottom-up at grade X students of SMA N 1 Tukka.

F. Significances of the Research

The result of the research expected to be useful for:

1. For headmaster and English teacher as a tool compare and to improve the science especially about reading comprehension by top-down and bottom-up at grade X students of SMA N 1 Tukka.

2. For English teachers as information to improve the quality of teaching reading comprehension by top-down and bottom-up at grade X of SMA N 1 Tukka.

3. For reader and the other researcher in conducting further research in the same topic.

G. Outline of the Thesis

The researcher is goto organize this research paper in order to make the reader easier to comprehend:

In the chapter I, it is consists of background of the problems, limitation of the problems, formulation of the problems, the porpuse of the research, significance of the research, and definition of the operation variables.

In chapter II, it is consist of theoretical description, which explains about concepts of reading comprehension, top-down strategy, and bottom-up strategy, and review related findings, conceptual framework, and hypothesis.

In chapter III, consist of place and time of the research, research design, population and sample, instruments of data collecting, procedure of the research, testing of the instrument, data collecting and data analysis.

In chapter IV, consist of the result of the research which consists of description of the data, the testing of the hypothesis, the result of the research.

The last, chapter V consist of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Reading Comprehension

a. The Definition of Reading Comprehension

Reading comprehension is a complex skill include understand the text and the components inside. It is the processed of understand the text to get the meaning.So, reading comprehension is the process understood of the text that look and transfer to mind to make concluding of the text.

Goodman in Wayne Otto stated reading comprehension is the interaction between through and language and bases evaluation of success in comprehension on the extent to which the reader's reconstruct the message with the writer's intended message.[1]

Reading comprehension is the ability to understand information presented in written form. It is the process of getting meaning from print. Mayer says that reading comprehension is techniques for improving students in extracting useful knowledge from text.[2] From the statement, reading is the process to understand written language or text and take the reading material or a text clear for the reader and make it understand.

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[1]Otto, Wayne, *How To Teach Reading* (America: Addison-Wisely Publishing Company, 1978), P.151

[2]Mayer, *Learning and Instruction* (New Jersey: Person Education, 2003), P. 34.

Base on the statement above, it can be concluded that reading comprehension is activity to get information from text and making thinking more and understanding. The reader can get perception   from pre-read to post-read is changes to comprehension more.

b. The Purpose of Reading Comprehension

Reading comprehension is very important to master, because comprehension is the process of understanding the written language. It is also stated that reading strategies can also enhance understanding of the content intonation presented in a text, to improve attention and concentration while reading, to increase students' motivation can be creating interest, and to make reading in more active process.

According to Paul S. Andreson in Widyamartaya, there are six purpose of reading, they are:

1. Reading for details and fact is reading to know what the subject of the text does.
2. Reading for main idea is reading to get the problem statement.
3. Reading for sequence of organization is reading to know each part of the text
4. Reading for inference is reading to know what is the writer meant by its text.
5. Reading for classifying is reading to find unusual thing.
6. Reading for comparing or contest is reading to compare the way of life of the text with the way of life of the reader.[3]

Whereas, Lester and Alice Crow classify the purposes of reading into two general purposes. The purposes include:

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[3]A. Widyamartaya, *Seni Membaca Untuk Study*, (Yogyakarta: Kanisius, 1992), p.90

1. Leisure-time reading. It is reading for enjoyment which may vary in follow your favorite sport, article, comic and movie program.
2. More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.[4]

There are several purposes of reading comprehension. According to David Nunan's book, there are seven main purposes for reading:

1) To obtain information for some purpose or because we are curious about some topic.
2) To obtain instructions on how to perform some task for our work or daily life (examples, knowing how an appliance works).
3) To act in a play, play a game, do a puzzle.
4) To keep in touch with friends by correspondence or to understand business letters.
5) To know when or where something will take place or what is available.
6) To know what is happened (as reported in newspaper, magazine, report, etc).
7) For enjoyment or excitement[5]

Base on the option above, the purpose of reading comprehension is to make the reader helping and fast to comprehension the information in the text. The reader can be getting and easy to do conclude of the text.

c. The Principle for Reading Comprehension

Reading comprehension is a complex process that is imperfectly understood. But it is still possible to layout general principle of good teaching practice based on what teacher know. Generally, in every teaching have principles, morever in teaching reading comprehension. According to

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[4] Lester and AliceCrow, *How to Study: to Learn Better, Pass Examination, Get Better Grades*, (USA: Collier Macmillan Publisher, 1976), p.53
[5] David Nunan, *Second Language Teaching and Learning*, (New York: Heinle And Heinle, 1999), P.251.

David Nunan, there are many principles in teaching reading comprehension, they are stated in following:

1. Exploit the reader's background knowledge
2. Build a strong vocabulary base
3. Teach for comprehension
4. Work on increase reading rate
5. Teach reading strategies
6. Encourage readers to transform strategies into skills
7. Build assessment and evaluation into your teaching
8. Strive for continuous improvement as a reading teacher[6]

Besides that, H. Douglas Brown says that the principles of teaching reading comprehension as follows:

1) Identify your purpose in reading a text.
2) Apply spelling rules and conventions for bottom-up decoding.
3) Use lexical analysis (prefixes, roots, suffixes, and other) to determine meaning.
4) Guess at meaning (of words, idioms, and other) when you are not certain.
5) Skim the text for the gist and for main ideas.
6) Scan the text for specific information (names, dates, key words).
7) Use silent reading techniques for rapid processing.
8) Use marginal notes, outlines, charts, or semantic map for understanding and retaining information.
9) Distinguish between literal and implied meanings.
10) Capitalize on discourse markers to process relationships.[7]

Base on definition above shows that there are ten principles for teaching reading comprehension, they are exploit the reader's background knowledge, build a strong vocabulary base, teach for comprehension, work

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[6]David Nunan, *Practical English Language Teaching,* (New York: McGraw Hill Inc, 2003), p. 74-77.

[7]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (United States of America: Longman, 2004), p. 188-189.

on increase reading rate, teach reading strategies, encourage readers to transform strategies into skills, build assessment and evaluation into your teaching, strive for continuous improvement as a reading teacher, use lexical analysis to determine meaning, and distinguish between literal and implied meanings. They are an important skill in English to get an idea of the text and increase students' knowledge and experience through reading comprehension.

d. The Process of Reading Comprehension

Reading comprehension is an important skill in academic achievement. However, the readers also have to know what their purpose is in reading a text, the technique for accomplishing that purposes, and how to retain the information. So, before accomplishing the readers' purpose, they should to know how the process of reading comprehension. The process of reading comprehension can be divided into three categories, they are:

1) Bottom-up models
2) Top-down models
3) Interactive models[8]

Besides that, William Grabe also says that the process of reading comprehension can be divided in to three categorized, they are:

1) Bottomup models
2) Top down models
3) Interactive Models[9]

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[8]David Nunan, *Practical English Language Teaching*, *Op.Cit.*, p. 70-73.
[9]William Grabe, *Op.Cit.*, p. 89.

The explaination above show that there are three categorized as the process of reading comprehension, they are Bottom-up models, Top-down models, and Interactive models. Which is the Bottom-up models as the models traditionally depict reading as a mechanical process in which the reader decodes the on going text letter by letter, word by word, sentence by sentence. Top-down models as the models assume that the reader actively controls the comprehension process, directed by reader goals, expectations, and strategic processing. Then, Interactive models as the models are the typical compromise solution. The basic assumption is that useful elements from bottom up and top down views can be combined in some massively interactive set of processes.

So, it can be concluded that reading comprehension is a process to understand of written text or printed material.Which is the process of reading use some factors, such as;intellegence, skill in language, background knowledge, and others.

e. The Indicator of Reading Comprehension

Assessment is a tool to measure how far the students ability and comprehension of the material.[10] According to Wadswoth, there are five types of assessment of reading comprehension. They are:

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[10] J. Michael O, Malley and Lorraine Valdez Pierce, *Autentic Assessment for English Language Learners*, (America: Addision-Wesley Publishing Company, 1996), p. 98.

1) Literal comprehension, entails understanding the information that is explicit in the reading material.
2) Inferential comprehension, means interpreting, synthesizing, or extending the information that is explicit in the reading material.
3) Critical comprehension, requires analyzing, evaluating, and making judgments responses to the material read.
4) Affective comprehension, involves a reader's personal and emotional responses to the reading material.
5) Lexical comprehension, means knowing the meaning of key vocabulary words.[11]

Beside, the main goals of reading are to get and find information include content and meaning of the text based on the purpose.[12]

Tarigan stated are some goals of reading such as:

1. Reading is for identifying important information.
2. Reading is for main ideas.
3. Reading is for finding the specific information.
4. Reading is for underlining the important information.
5. Reading is to classify the difficult word.
6. Reading is to evaluate.
7. Reading is to compare or contrast.

In addition, to comprehension of the text the students will find the gist of the text such as important message or information from the text.Base on definition above, researcher can be concludedthe indicators are students able to:

1. Identify the topic from the text

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[11]Wadsworth, *Assessment: In Special and Inclusive Education, Eleventh Edition,* (USA: Cengage Learning Press, 2010), p. 196.

[12] Henry Guntur Tarigan, *Membaca Sebagai Sebuah Keterampilan Berbahasa,* (Bandung: Angkasa, 2005), p. 9.

2. Identify the main ideas from thr text

3. Identify information that needed from the text

4. Understanding the vocabulary from the text

5. Give conclusion from the text

f. The Test of Reading Comprehension

Test is an istrument a set of techniques, procedures, or items that requires performance on the part of the test-takes. A test must measure. Some tests measure general ability, while ohters focus on very specific competencies or objective. [13] There some techniques to test reading comprehension, like; multiple choice, short answer question, cloze task, selective deletion gap filling, c-tests, cloze-elide, information transfer, and conclution. The recearcher will use multiple chooce to test reading comprehension.

A multiple choice test item is usually set out in such a way that the candidate is required to select the answer from a number of given options, only oce of which is correct. The marking process is totally objective because the marker is not permitted to exercise judgement when marking the candidate's answer; agreement has already been reached as to the correct answer for each items. Selecting and setting items are, however,

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[13]H. Douglas Brown , *Op.cit*, P. 3

subjective processes and the decision about which is correct answer is a matter of subjective jugement on the part of the writer.[14]

From the text above, the researcher will use the technique to test reading comprehension is multiple choice. Because, multiple choice test are the answer have a clear because just there is one the answer of the question, save a time to correct, and easy to give a score of students based on true or false answer, whereas the disadvantages difficult to make a multiple choice answering and generally students just make a guess to answer the question.

2. Top-Down Strategy

a. Defenition of Top-down Strategy

Olaofe and Masembe say that top-down reading strategy as the name implies operates on the principle that comprehension or written text starts from the higher level stages of undertsanding down to the text being read.[15] Top-down is reader driven because meaning according to this model does not reside in the graphic symbols that make up the text but rather in the mind of the reader.

[14] Cyril J. Weir, *Communicative Language Testing*, (Prentice Hall International; Edition Published, 1990), P. 43

[15] Duru Helen Ifeoma .*Effects Of Bottom-Up And Top-Down Reading Strategies On Students' Reading Comprehension Achievementsss of Junior Secondary School Ii Students in Zaria Educational Zone*({ HYPERLINK "http://kubanni.abu.edu.eng" }).reterived on Jule 13-2017 at 14:30 P.m

Top-down strategy is characterized as a reading process or psycholinguistic guessing game. The top-down strategy emphasizes the importance of schemata, namely previous experience and background knowledge in understanding the literary work.[16]As state by Harris, Rajabi and Smith top-down model includes skimming, scanning, activating background knowledge, predicting, thinking of the authors main ideas, finding clues, contextual guessing and associating image by dtudents which have specified this model of processing as conceptually driven.[17]

Richard says that much of our knowledge of the world consists of knowledge about specific situations, the people one might expect to encounter in such situations, what their goals and purposes are, and how they typically accomplish them. Likewise, we have knowledge of thousands of topics and concepts, their associated meanings, and links to other topics and concepts. In applying this prior knowledge about things, concepts, people, and events to a particular utterance, comprehension canoften proceed from the top down. The actual discourse heard is used to confirm expectations and to fill out details.

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[16]Huan-Hung Jackson and Yi-Chun Christine Yang. EFL Students' Perceptions of Top-down and Bottom-up Reading Strategies and Reading Comprehension(http://20150320-135-151.pdf//.com). reterived on Jule 13-2017 at 14:30 P.m

[17] Duru Helen Ifeoma .*Effects Of Bottom-Up And Top-Down Reading Strategies On Students' Reading Comprehension Achievement of Junior Secondary School Ii Students in Zaria Educational Zone*({ HYPERLINK "http://kubanni.abu.edu.eng" }). reterived on Jule 13-2017 at 14:30 P.m

From the explanation above, it can be concluded that top-down strategies is the readers can use prediction, activating background knowledgeand checking confirmation or refutations of the predictions.

b. The Purpose of Top-down Strategy

The aims of reading comprehension are to get and find information include content and meaning of the text based on the purpose. In teaching reading comprehension, top-down strategy is considered as one appropriate strategy. It can be seen based on the purpose of top-down strategy. They are purposes of top-down strategy:

1. Can be help reader while read, cause top-down is far from the non-native reader strategy.
2. Top-down strategy that the reader who used such terms are not regard those who had a difficulty in decoding the language as a reader.
3. Understand the text quickly because it is connected to background knowledge.

c. The Procedure of Top-down Strategy

Chamot and O'Malley say that the procedure was also Cognitive Academic Language Learning Approach (CALLA). The procedures are Preparation, Presentation, Practice, Self-Evaluation and Expansion as illustrated below:

1. Preparation:The subjects were introduced to the idea of reading comprehension strategies and it was done by usingsubjectbackground knowledge such as identifying main idea and listing names of characters.
2. Presentation: Having being motivated, one of the top-down reading strategies (inference) was presented by guiding the students to read thepassage mentioned above by applying their prior knowledge and understanding text expression while the teacher served as a guide.
3. Practice: The subjects were taught using one top-down strategy such as mentioned above to present the lesson by getting them to arrive at clues from the passage to answer comprehension questions which will go a long way in helping them to understand text expression. Again, using different topic sentences and expressions from the text mentioned above in the comprehension and relate them to their background knowledge in the process of comprehending a text.
4. Self-Evaluation: The teacher encouraged the subjects to assess their reading comprehension progress by practice and using background knowledge strategy they have been taught after reading the text. This was done by asking the subjects question. The answers helped the subjects to evaluate their progress in comprehending the text.
5. Expansion: Lastly, the subjects were encouraged to make connections between language and content, and to apply strategies learned to their own lives independently in order to derive meanings from the passage.[18]

d. Advantages and Disadvantages of Top-down Strategy

The best way to teach children to read has been a long running controversy in education. While many using the top-down strategy, the best strategy probably includes a happy medium of the strategy. In the top-down approach, the student's reading is influenced by their previous knowledge and expectations. Many educators emphasize that this strategy

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[18]Duru Helen Ifeoma .*Effects Of Bottom-Up And Top-Down Reading Strategies On Students' Reading Comprehension Achievement of Junior Secondary School Ii Students in Zaria Educational Zone*({ HYPERLINK "http://kubanni.abu.edu.eng" }). reterived on Jule 13-2017 at 14:30 P.m

can help struggling readers because the brain naturally anticipates which words the reader will process next and takes in only enough visual cues to confirm their anticipatory guess or hypothesis.

In fact, reading becomes a psycholinguistic guessing game. One advantage to the top-down reading strategy is that the brain processes the words faster, increasing reading speed.

One disadvantage of top-down strategy to reading is that while students train their brain to anticipate words and fill in the gaps, it can result in an incomplete reading of the text, especially if the students skip important words or incorrectly guessed on the completion of thoughts or phrases.

Base on explain above, we can conclude that advabtages of top-down strategy have three. They are: can help struggling readers because the brain naturally anticipates which words, help the reader to takes in only enough visual cues to confirm their anticipatory guess or hypothesis, and to easly the reader brain processes the words faster and to increasing reading speed. Beside that, the disadvantages of top-down strategy is: the students skip important words or incorrectly guessed on the completion of thoughts or phrases.

3. Bottom-up Strategy

a. Defenition of Bottom-up Strategy

Bottom-up strategy is challenges, the teachers use strategy emphasize decoding skills and spend almost no time helping emerging readers recognize what they bring to the information on the page. As state by Harris proposed that bottom-up reading follow one single direction until the readers understand the message the authorientends to convey. Reading was seen as a process that follows one single direction, that is from the text to the reader, and that effective reading is the ability to understand a dequeate progression of language from the page to permit readers to understand the message the authoriends to convey.[19]

Brown and Gough say that bottom-up has signal like letter, morphemes, syllables, words, phrases, grammatical cues or discourse markers. [20] Bottom-up is reading active grammatical structure text. The students read new words aloud, imitating the teacher. The teacher explains the entiretext, sentence by sentence, analyzing many of the more difficult grammar structures, rhetoric, and style for the students, who listen, take notes, and answer questions. They study new words, do grammar drills,

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[19] [19] Duru Helen Ifeoma .*Effects Of Bottom-Up And Top-Down Reading Strategies On Students' Reading Comprehension Achievement of Junior Secondary School Ii Students in Zaria Educational Zone*({ HYPERLINK "http://kubanni.abu.edu.eng" }). reterived on Jule 13-2017 at 14:30 P.m

[20] Duru Helen Ifeoma .*Effects Of Bottom-Up And Top-Down Reading Strategies On Students' Reading Comprehension Achievement of Junior Secondary School Ii Students in Zaria Educational Zone*({ HYPERLINK "http://kubanni.abu.edu.eng" }). reterived on Jule 13-2017 at 14:30 P.m

answer comprehension questions, and do textbook exerciseson pronunciation, grammar, spelling, sentence-making, and translation.

From the explanation above, it can be concluded that Bottom-up strategy is decoding individual linguistics units. The readers try to understand the text with building textual meaning from the smallest units to the largest, then modifying preexisting background knowledge and make predictions.

b. Purpose of Bottom-up Strategy

More importantly, teachers who possess a bottom-up reading strategy strongly agree that students must decode letters and words before they are able to construct meaning from sentences, paragraphs, and larger text selections. Consequently, they view reading acquisition as mastering and integrating a series of word identification skills. Letter-sound relationships and word identification are emphasized instructionally. Because recognizing each word is believed to be an essential prerequisite to being able to comprehend the passage, accuracy in recognizing words is seen as important.

The aims of reading comprehension are to get and find information include content and meaning of the text based on the purpose. In teaching reading comprehension.Bottom-up is reading active grammatical structure text. They are purpose of bottom-up strategy:

1. It can make the reader understand new words, trainthe grammar, comprehension the answers of questions, and do pronounciation exerciseson text book, grammar, spelling, make centences, and translation.

2. To help the reader easier in comprehension of the text, can enhance understanding of the content information presented in a text, and to help the students recall the information that needed from a text.

c. The Procedure of Bottom-up Strategy

Chamot and O'Malley say that the subjects were trained on the strategies using Cognitive Academic Language Learning Approach (CALLA). The procedure includes: Preparation, Presentation, Practices, Self-evaluation and Expansion. Written below is an illustration of how CALLA was used to teach the strategies.

1. Preparation: The subjects were motivated, identify their objectives, develop vocabulary and the researcher elicited their prior knowledge. Change the order the words from the text and make sentences with them.
2. Presentation: At least one bottom-up reading comprehension strategies Identification of topic sentences was presented by asking the subjects to read. Identify and write down two topic sentences from two paragraphs from the text.
3. Practice: The subjects with their instructor instruction (match each of the words and phrases with a suitable synonym or antonym from text) read in the bottom-up strategy and at the end of the reading, questions like the one written below were answered by the students in order to test their vocabulary knowledge from the passage they have read.
4. Self-Evaluation: The teacher encouraged the students to reflect and evaluate their reading comprehension ability as they use a bottom-up strategy at the word level. This could be done by asking the

student questions. The answers would help the subjects to evaluate their progress in comprehending the text.

5. Expansion: Lastly, the subjects were encouraged to make connections between language and content, and to apply strategies learned to their own lives independently in order to derive meanings from the text.[21]

d. Advantages and Disadvantages of Bottom-up Strategy

The best way to teach children to read has been a long running controversy in education. The readers try to understand the text with building textual meaning from the smallest units to the largest, then modifying preexisting background knowledge and make predictions.Many educators emphasize that this strategy can help struggling readers because the brain naturally anticipates which words the reader will process next and takes in only enough visual cues to confirm their anticipatory guess or hypothesis. In fact, Bottom-up strategy is decoding individual linguistics units.

One advantage of bottom-up strategy is can be to make the reader understand the meanings of the sentences with lexical and grammatical knowledge, and the ultimategoal for them is to enable the reader to gain linguistic knowledge about things such as lexicon andgrammar and to apply them to other contexts correctly through various kinds of exercises.

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[21]Duru Helen Ifeoma .*Effects Of Bottom-Up And Top-Down Reading Strategies On Students' Reading Comprehension Achievement of Junior Secondary School Ii Students in Zaria Educational Zone*({ HYPERLINK "http://kubanni.abu.edu.eng" }).reterived on Jule 13-2017 at 14:30 P.m

One disadvantage of bottom-up strategy to reading is the reading process is that readers will not be able to compare their knowledge and background experiences to thetext in order to understand the author message.

Base on the explain, we can conclude, advantage of bottom-up strategy is important to the reader to gain linguistic knowledge about things such as lexicon and grammar. And disadvantage of bottom-up strategy is the readers will not be able to compare their knowledge and background experiences

B. Review of Related Findings

There are some related findings in this research. The research with the title "EFL Students' Perceptions of Top-down and Bottom-up Reading Strategies and Reading Comprehension". The writer used experimental method in doing research. The writer got the conclusion that there is the compare between top-down and bottom-up on reading comprehension byHuan-Hung Jackson Chen and Yi-Chun Christine Yang.[22]

The secondly, the researcher with the title "The Effects of Top-down/Bottom-upProcessing and Field-dependent/Field-independent Cognitive Style on Iranian EFL Learners' Reading Comprehension".The writer used experimental method in doing research. Researcerch got the

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[22]Huan-Hung Jackson Chen, Yi-Chun Cristine Yang.*EFL Students' Perceptions of Top-down andBottom-up Reading Strategies and Reading Comprehension*(**{** HYPERLINK "http://ir.lib.au.edu.tw/bistream/" **}**). Reteried on Jule 13-2017 at 14:30 Pm.

compare between top-down and bottom-up strategies on reading comprehension byAzar Hosseini Fatemi.[23]

The last, the researcher with 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" The method use in this research is quantitative method. Researcher got the conclusion the study has been able to compare the effect of bottom-up and top-down reading comprehension strategies on the reading performance of junior secondary school students in Zaria Inspectorate Zone of Kaduna State byDuru Helen Ifeoma.[24]

So, the researcher want to research the comparative reading comprehension and the reading strategies with the title "The Comparative Study between Top-Down and Boom-Up Strategies on Reading Comprehension to the Grade X Students of SMA N 1 Tukka Tapanuli Tengah".

C. Conceptual Frame Work

In educational center, reading is one of important skills. Because reading helping us understanding all material in this world especially that contains with language. There is way to understand without reading, not only reading

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[23] Azar Hosseini Fatemi. *The Effects of Top-down/Bottom-upProcessing and Field-dependent/Field-independent Cognitive Style on Iranian EFL Learners' Reading Comprehension*({ HYPERLINK "http://kubanni.abu.edu.eng" }). Reterited on Jule 13-2017 at 14:30 Pm.

[24] Duru Helen Ifeoma .*Effects Of Bottom-Up And Top-Down Reading Strategies On Students' Reading Comprehension Achievement of Junior Secondary School Ii Students in Zaria Educational Zone*({ HYPERLINK "http://kubanni.abu.edu.eng" }). reterived on Jule 13-2017 at 14:30 P.m

but comprehend and added information. The good reading will create the good one, because of that reading is important. Based on the explanation before, it means that reading strategies must suitable to reading comprehension for making the comfortable learning.

So, plans to do research base on the framework bellows:

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┌────────────────────────────────────────────────┐
│   1. The students is difficult get information  │
│      of the text                                │
│   2. The students do not know well              │
│      comprehension main ideas of the text.      │
│   3. The students to feel tired                 │
└────────────────────────────────────────────────┘
                         │
                         ▼
              ┌─────────────────────┐
              │      Pre Test       │
              └─────────────────────┘
              ↙                     ↘
┌─────────────────────────┐   ┌─────────────────────────┐
│ Reading by top-down      │   │ Reading by bottom-up    │
│ strategy                 │   │ strategy                │
└─────────────────────────┘   └─────────────────────────┘
              ↘                     ↙
        ┌──────────────┐   →   ┌──────────────┐
        │   Post Test  │       │  Hypothesis  │
        └──────────────┘       └──────────────┘
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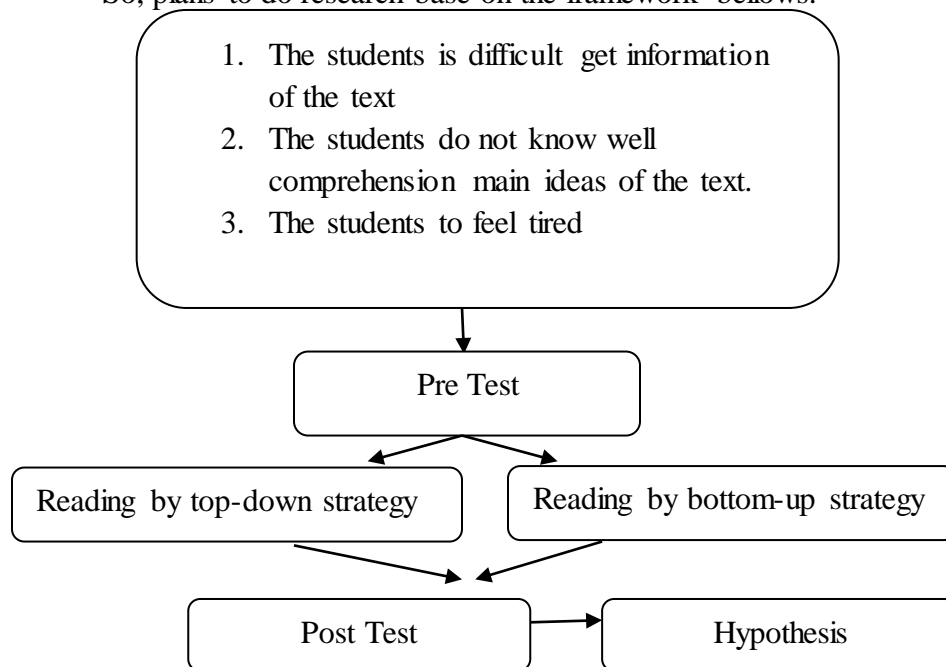
D. The Hypothesis

The hypothesis is one of the most important components of the research problems. Its truth could be emended after do the research. Hypothesis is the idea that suggested as a possible explanation of fact.[25] The hypothesis of this research is: "There is a significant difference of top-down strategy and bottom-up strategy on the students' ability in reading comprehension."

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[25]A.S. Hornby, *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 2000), P. 502s

CHAPTER III

RESEARCH METODOLOGY

A. Place and Time of Research

The researchis taked in SMA N 1 Tukka at Jl. Pendidikan, No 2 Tukka, kecamatan Tukka, Tapanuli Tengah, Sumatera Utara. The researcher chose the place because the researcher found the problems that the students still have weakness in learning reading comprehension, beside no one has investigated thisproblem in this place before and this place not far from researcher's badsitter.

The researcher is plan on 05 April until finish. This timedetermination refers to the educational calendar of Sibolga Tapanuli Tengah when the second semester of the school study is start in January to the next six months.

B. Method of Research

In research activity, the function of method is very important because the success or the failure of a research highly depend on the method apply. It is difficult to achieve the object of the researcher without use an accuratemethod.

Design of the researcher is experiment by three variables; top-down strategy as independent variable one (X_1), bottom-up as independent variable two(X_2), and reading comprehension as dependent variable (Y). In short, theresearcherhow X_1 influenceX_2.Researcherexplain that the kind if this research is quantitative approach.

According to Gay stated that experiment research is the only type ofresearch thattest hypothesis to established cause and effect.[1] According to Anas Sudijono stated that quantitative is numeral of data which it can make as description about condition, phenomenon, or something indication.[2] The method of this research is inferential method which researcher use comparison technique analysis.

Table 1: Illustration of the Research

Strategy	Pre Test	Treatment	Post Test
Top-Down (X_1)	√	√	√
Bottom-Up (X_2)	√	√	√

C. Population and Sample

Suharsimi says that a population is a set (collection) of all elements processing one or more attributes of interest.[3] The population of this research is the tenth years students of SMA N 1 Tukka Tapanuli Tengah in the school year 2017-2018 which consist177 students and considers have accept the same treatment on English lesson. Below will express the numbers of population and sample:

Table 2: Population at the grade X students of SMA N 1 Tukka

No	Class	Students
1	X IPA-1	36
2	X IPA-2	35

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[1]Lay. R. Gay, and Peter A.*Educational Research*. (USA: Merril, 2000). p.367.

[2]Anas Sudijono, *Pengantar Statistik Pendidikan*,(Jakarta: PT. Grafindo Persada, 2000), p.2

[3]Suharsimi Arikumto, *Prosedur Penelitian Satu Pendekatan Praktek*,(Jakarta: Rineka Cipta. 1993), p. 108.

3	X IPA-3	36
4	X IPA-4	36
5	X IPA-5	34
Total		177

Sources: School Administration data of SMA N 1 Tukka

Arikunto says that a sample is a part of population which will be research.[4]There were four different sampling techniques were included in the probability sampling technique. The fourth technique was random, stratified, cluster and systematic. Researcher used cluster sampling to take sample. Cluster sampling was used to take sample if object of population was very large. It was based on characteristic of sample, this research want to take two classes as sample.[5]this research, researcher used cluster sampling.

Cluster sampling was the sample, which it was taken from population without based on stratified, random, probability but it very closely with classing or grouping class in the school. So that, researcher found that two class have same characteristics, they were X IPA-1 and X IPA-2. They had same amount time every week in English lesson.Based on pre-observation of researcher, English teachers in Xclass stated students of X IPA-1 and X IPA-2 class had same ability in English lesson. This research was experiment approach so researcher took the sample of this research X IPA-1 as experiment class and X IPA-2 as control class. It could be seen the table as follow:

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[4]*Ibid*, p.109.
[5]Margono, *Metodologi Penelitian Pendidikan,* (Jakarta: RinekaCipta, 2009)*,* p.121

Table 3: Sample at the Grade X Students of SMA N 1 Tukka

No	Class	Students
1	X IPA-1 (Experiment class by using bottom-up strategy)	36
2	X IPA-2 (Control class by using top-down strategy)	35
Total		71

D. Instrument of Data Collection

A research might have a good instrument in this research because a good instrument could go guarante the valid data. Suharsimi Arikunto says that instrument of collecting data is helping tool that chose and use by researcher in the research to make systematic and easier.[6]The instrument will be use for this research is reading comprehension test. Reading comprehension test will be give to both samples. In research, the instrument of the collecting data is use test.

Margono says that test is amulation that give to someone to get the answers that is can be made as based of score decision.[7] The form of the test is multiple choices. Multiple choice forms that consist of four chosen use the test, they are a, b, c, and d. The test is devided to two parts. The first is pre test consist of 50 number and the second is post test consist of 50 number. The test is consist of identify the topic, identify the main ideas, identify information that needed, undestanding the vocabulary and give conclusio.

Base on explanation above, the researcher use reading comprehension test. The reading comprehension test meant to analyze the

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[6]Suharsimi, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 1995), p.134
[7]*Ibid* , p.170

items ofthe complrehensively. The process analysis is show the validity of the test. In the other word, the researcher conclude that reading comprehension test is valid. So, to valid testthe researcherthe indicators reading test like multiple choices to each them as below:

Table 4: the indicatorsof reading comrehension for pre-test

No	Indicators	Item	Number of Item	Score	Total Score
1	Identify the topic	1, 18, 33	3	2	6
2	Identify the main ideas	2, 11, 27, 41,46	5	2	10
3	Identify information that needed	4, 6, 7, 8, 9, 12, 14, 20, 22, 25, 26, 28, 30, 37, 38, 40, 42, 45, 48, 49	20	2	40
4	Understanding the vocabulary	3, 5, 10, 13, 16, 17, 19, 21, 23, 24, 29, 32, 34, 35, 36, 39, 43, 44, 47	19	2	38
5	Give conclusion	15, 31, 50	3	2	6
	Total		50		100

Table 5: the indicatorsof reading comrehension for post-test

No	Indicators	Item	Number of Item	Score	Total Score
1	Identify the topic	1,5,11,14,19, 26, 45, 47	8	2	16
2	Identify the main ideas	12,16,21,24, 30, 32, 33, 38, 40, 42	10	2	20
3	Identify information that needed	2,3,8,9,10,13,15, 17,18,20,22, 27, 31, 35,36, 39, 43, 44, 46, 48	20	2	40
4	Understanding the vocabulary	4, 34, 37, 41, 49	5	2	10
5	Give conclusion	6,7,23,25, 28, 31, 50	7	2	14
	Total		50		100

To score the test was based on the kind of the test, the formula was used:

$$S \frac{R \times 100}{N}$$

Where:

S= Score

R= Right answer

N= Total number of items

Next, to know the criteria of score, the reasearcher quoted Muhibbin Syah opinion as follow:

Tabel 6: Criteria of Score

No	Class of score	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fail

E. Technique of Collecting Data

In collecting data, the research conducted twice of text for those groups. They were pre-test and post-test.

1. Pre Test

Before treatment session, the researcher will give a test to the entire sample in case of to know is the both experimental groups are homogeny or they are not. Researcher will give a recount text to all of participants from the student's text book.

2. Treatment

The experiment class and control class were giving different material, and that will be taught by the researcher in diffrent strategy. In

this case, the researcher will give the material about "Meeting My Idol" by top-down strategy to class science program and will give the material about "Meeting My Idol" by bottom-up strategy to class social program.

3. Post Test

After teaching for last metting, the researcher give a recount text also, but unsame with in pre test to both experimental class one and experimental two. Researcher get student's summarizing sheet of reading comprehension test, the researcher give score. The score of the test will use as the data of this researcher. The result of the test will be use as the data, researcher examine and analyze the student's summarizing sheet one by one. The possible maximum score is 100 and minimum score is 0. Then the researcher compare the total score of the gained by experiment group one and experiment group two in order to know which is more effective use top-down strategy or bottom-up strategy to the students reading comprehension.

F. Technique of Analyzing Data

Afterwards, researcher get the data, it will be enter in frequency table with the formula as follows:

1. Requirement tets

a. Normality test

To know whether data of research is normal by use liliefors formula, as follow:

$$x^2 = \sum \left(\frac{f_{0-f_h}}{fh} \right)$$

Where:

x^2 = Chi-Quadrate

f_0 = Frequency is gotten form the sample/result of observation (questioner)

f_h = Frequency is gotten form the sample as image from frequency is hoped from population.[8]

To calculate the result of Chi-Quadrate, it is use significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk=k-3) If result x^2count< x^2table-. So, it is can be conclud that the data is distributed by normal.

b. Homogeneity variant test

Homogeneity variant test is use to know whether experimental class 1 and experimental class 2 have the same variant or not. If the both of classes is same, it is can be called homogeneous. To test it, researcher use formula as follow:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}[9]$$

Here, after comparing to te F table, its criterion is: If F calculating <F table, then both samples are homogeneous.

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[8]Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 85

[9]Mardalis, *Metode Pemelitian Propesional*, (Jakarta: Bumi Aksara, 2003), P. 250.

2. Hypotheses test

1) Students' ability in reading comprehension in class bottom-up strategy is better than the top-down strategy (H1), the form is as follows: H1 : $\mu Y1 > \mu Y2$

2) Students' ability in reading comprehension in class bottom-up strategy is not better than the top-down strategy (H1), (H0). The form is as follows: H0 : $\mu X1 = \mu X2$

Data analysis is use to test the hypothesis by use t-test, that:Hypothesis: "there is signigicant difference of top-down and bottom-up reading strategies on the students; ability in reading comprehension". If the hypothesis test show $\mu_1 > \mu_2$, it is mean the result of reading comprehension use top-down strategy and use bottom-up strategy to the tenth grade students SMA N 1 Tukka is significant difference. But, if the hypothesis test show $\mu_1 \leq \mu_2$ it is mean the result of reading comprehension by use top-down strategy and use bottom-up strategy to the tenth grade students SMA N 1 Tukka is no significant difference. To testing the hypothesis, researcher use the formula as follow:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\overline{x}_1$ = Mean of experiental class sample

$\overline{x}_2$ = Mean of control class sample

n_1 = Total sample of experimental class

n_2 = Total sample of cont

CHAPTER IV

RESULT OF THE RESEARCH

To analyze the data, the researcher has collected data through giving a test in pre test, and post test in the both classes of experimental class. To find out the comparative study between top-down and bottom-up strategies in reading comprehension to the grade X students of SMA N 1 Tukka Tapanuli Tengah, the researcher has calculated the data by using quantitative analysis. The researcher used the formulation of t-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. Description of Data by Using Top-Down Strategy

a. Pre-test Score by Using Top-down Strategy

The researcher gave the test to the students in pre-test before using top-down strategy. Based on the students' answer in pre-test, the researcher has calculated the students' score. The total score of pre-test before using top-down strategy with highest score was 70 and lowest score was 26. The students mean score was 45.75, median was 49.12, modus was 4.95, range was 44, interval was 9, and standard deviation was 11 in appendix 7. Then, the researcher drawn the table sum in the following:

Table.6 The Score of Experimental Class of Top-down in Pre-test

Highest score	70
Lowest score	26
Mean	45.75
Median	49.12
Modus	4.95
Range	44
Interval	9
Standard deviation	11

The calculation of the frequency distribution of the students' score in pre test using top-down strategy can be applied into table frequency distribution as follow:

Table. 7 Frequency Distribution of Experimental Class of Top-down Strategyin Pre-test

No	Interval	Mid-Point	F	Percentages
1	26 – 34	30	5	17.8%
2	35 – 43	36	6	21.42%
3	44 – 52	**48**	**8**	28.60%
4	53 – 61	57	7	25%
5	62 – 70	66	2	7.14%
Jumlah			28	100%

From the table above, it can be concluded that the most students are in interval 44– 52 (8 students/28.60%). The least of students is 62 – 70 (2 students/7.14%). Clear description of the data is presented in histogram on the following figure:

Figure.1 Students' Score in Experiment Class of Top-down Strategy in Pre-Test

Based on the figure above, the frequency of students' score from 26-34 was 5; 35 up to 43 was 6; 44 up to 52 was 8; 53 up to 61 was 7; 61 up to 70 was 2. The histogram shows that the highest interval (44-52) was 8 students, and the lowest interval (61-70) was 2 students.

b. Pre-test Score by Using Bottom-up Strategy

The researcher gave the test to the students in experimental class is pre-test. Based on the students' answer in pre-test, the researcher has calculated the students' score. The total score of   pre-test before using bottom-up strategy with highest score was 64 and lowest score was 20. The students mean score was 43.2, median was 40.5, modus was 41.6,

range was 44, interval was 9, and standard deviation was 11.043 in appendix 7. Then, the researcher drawn the table sum in the following:

Table. 8 The Score of Experimental of Bottom-up Strategy in Pre-test

Highest score	64
Lowest score	20
Mean	43.2
Median	40.5
Modus	41.6
Range	44
Interval	9
Standard deviation	11.043

The calculation of the frequency distribution of the students' score in pre test using bottom-up strategy can be applied into table frequency distribution as follow :

Table. 9 Frequency Distribution of Experimental Class of Bottom-up Strategyin Pretest

No	Interval	Mid-Point	F	Percentages
1	20 – 28	24	3	10.71%
2	29 – 37	33	5	17.85%
3	38 – 46	**42**	**9**	32.14%
4	47 – 55	51	6	21.42%
5	56 – 64	60	5	17.85%
Jumlah			28	100%

From the table above, it can be concluded that the most students are in interval 38– 46 (9 students/32.14%). The least of students is 20 – 28 (3students/10,71%). Clear description of the data is presented in histogram on the following figure:
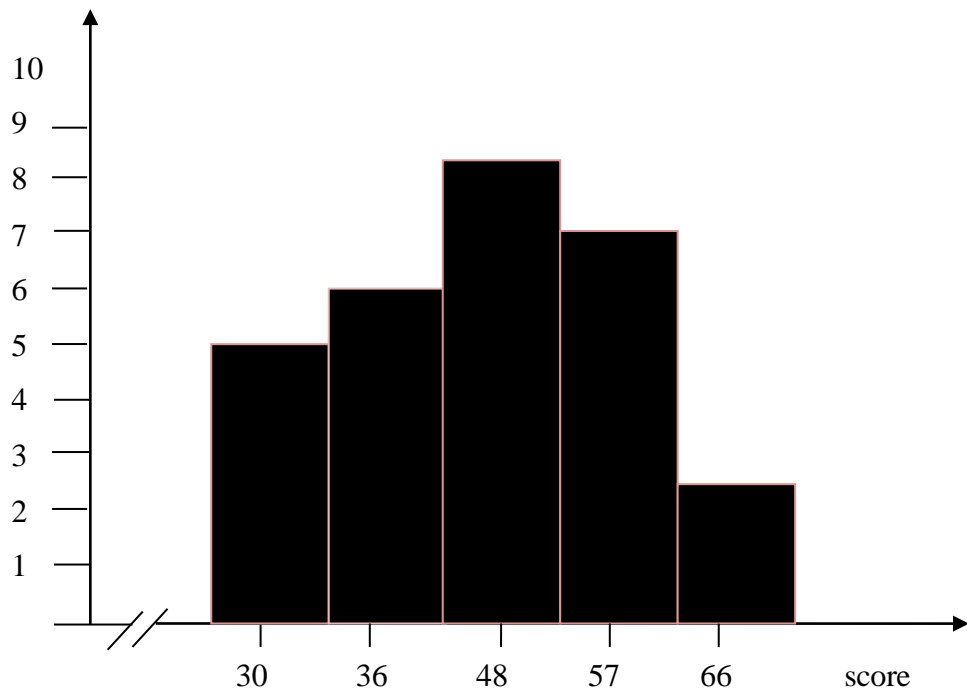
Figure.2 Students' Score in Experiment Class of Bottom-up strategy in Pre-Test

Based on the figure above, the frequency of students' score from 20 up to 28 was 3; 29 up to 37 was 5; 38 up to 46 was 9; 47 up to 55 was 7; 56 up to 64 was 5. The histogram shows that the highest interval (38-46) was 9 students, and the lowest interval (20-28) was 3 students.

2. Description of Data By Using Top-down Strategy

a. Post-test Score by Using Top-down Strategy

The researcher gave the post test to the students by using top-down strategy. Based on the students' answer in posttest, the researcher hascalculated the students' score. The total score of post test by using top-down strategy, with highest score was 96 and lowest score was 58. The students mean score was 76.5, median was 75.9, modus was 76.8, range

was 38, interval was 8, and standard deviation was 8.51 in appendix 9. Then,

the researcher drawn the table sum in the following:

**Table. 10 The Score of Experimental Class of
Top-down Strategy in Post-test**

Highest score	96
Lowest score	58
Mean	76.5
Median	75.9
Modus	76.8
Range	38
Interval	8
Standard deviation	8.51

The calculation of the frequency distribution of the students' score in

post test by using top-down strategy can be applied into table frequency

distribution as follow:

Table.11 Frequency Distribution of Experimental Class of Top-down in Post-test

No	Interval	Mid-Point	F	Percentages
1	58 – 65	61.5	2	7.14%
2	66 – 73	69.5	5	17.85%
3	74 – 81	**77.5**	**10**	35.71%
4	82 – 89	85.5	7	25%
5	90 – 96	93.5	4	14.28%
Jumlah			28	100%

From the table above, it can be concluded that the most students are in

interval 74 – 81 (10 students/35.71%) The least of students is 56-65 (3

students/7.14%). Clear description of the data is presented in histogram on
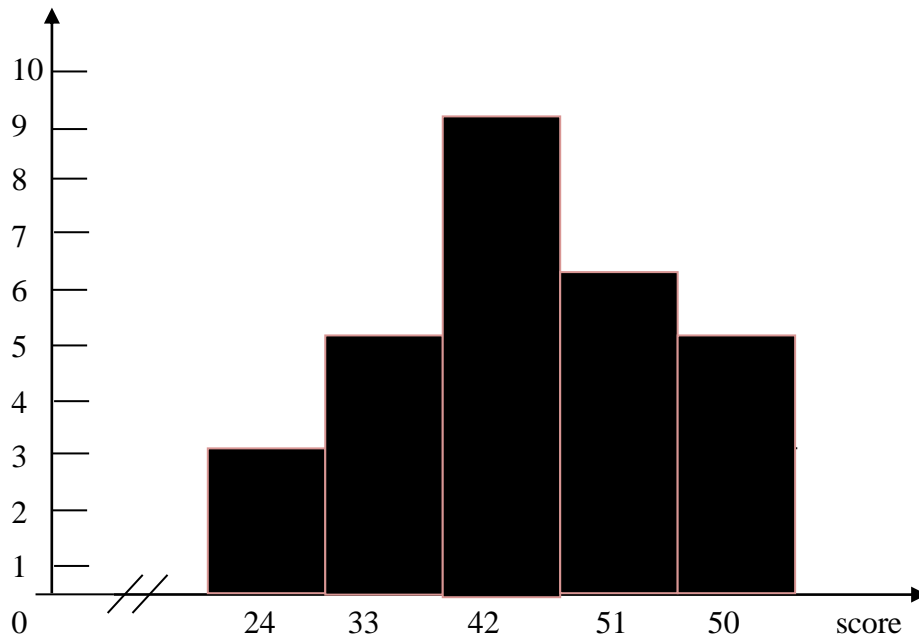
the following figure:

Figure.3 Students' Score in Experiment Class of Top-down Strategyin Post-Test

Based on the figure above, the frequency of students' score from 58 up to 65 was 2; 66 up to 73 was 5; 74 up to 81 was 10; 82 up to 89 was 7; 90 up to 97 was 4. The histogram shows that the highest interval (74-81) was 10 students, and the lowest interval (58-65) was 2 students.

b. Post-test Score by Using Bottom-up Strategy

The researcher gave the post test to the students by using bottom-up strategy.   Based on the students' answer in pre-test, the researcher has calculated the students' score. The total score of pre test after using bottom-up strategywith highest score was 86 and lowest score was 48. The students mean score was 64.1, median was 69.5, modus was   68, range was 38 ,

interval was 8, and standard deviation was 9.83 in appendix 9. Then, the researcher drawn the table sum in the following:

Table.12 The Score of Experimental Class of Bottom-up Strategy in Post-test

Highest score	86
Lowest score	48
Mean	64.1
Median	69.5
Modus	68
Range	38
Interval	8
Standard deviation	9.83

The calculation of the frequency distribution of the students' score in post test by using bottom-up strategy can be applied into table frequency distribution as follow:

**Table.13 Frequency Distribution of Experimental Class of
Bottom-up Strategy in Post-test**

No	Interval	Mid-Point	F	Percentages
1	48 – 56	52	3	10.71%
2	57 - 63	60	8	28.57%
3	64 - 70	**67**	**9**	32.14%
4	71 – 77	74	6	21.42%
5	78 – 86	82	2	7.14%
Jumlah			28	100%

From the table above, it can be concluded that the most students are in interval 64– 70 (9 students/32.14%). The least of students is 78-86(2students/7.14%). Clear description of the data is presented in histogram on the following figure:
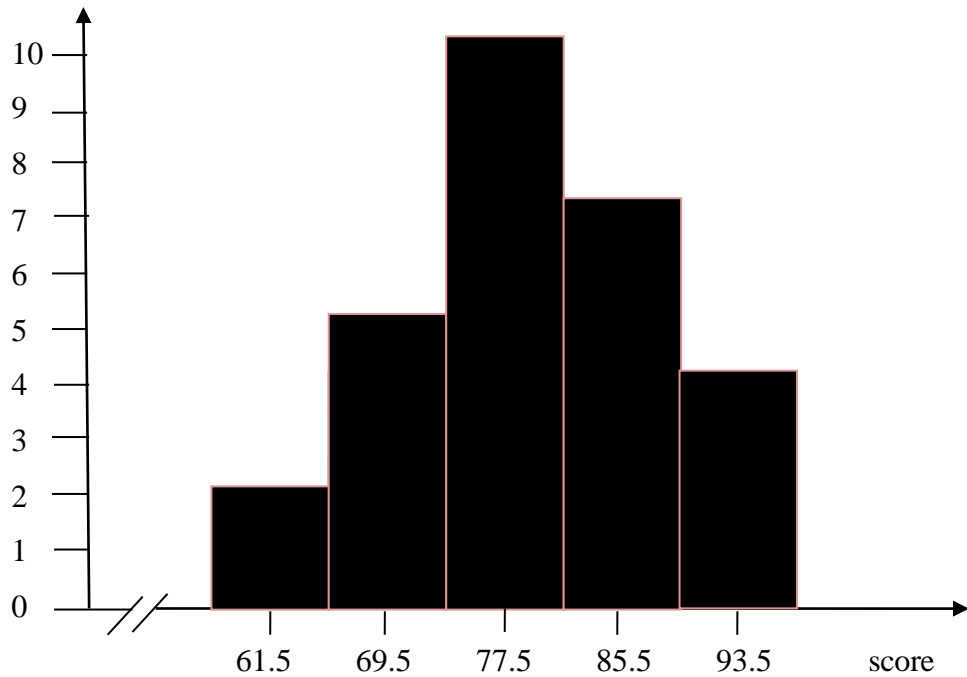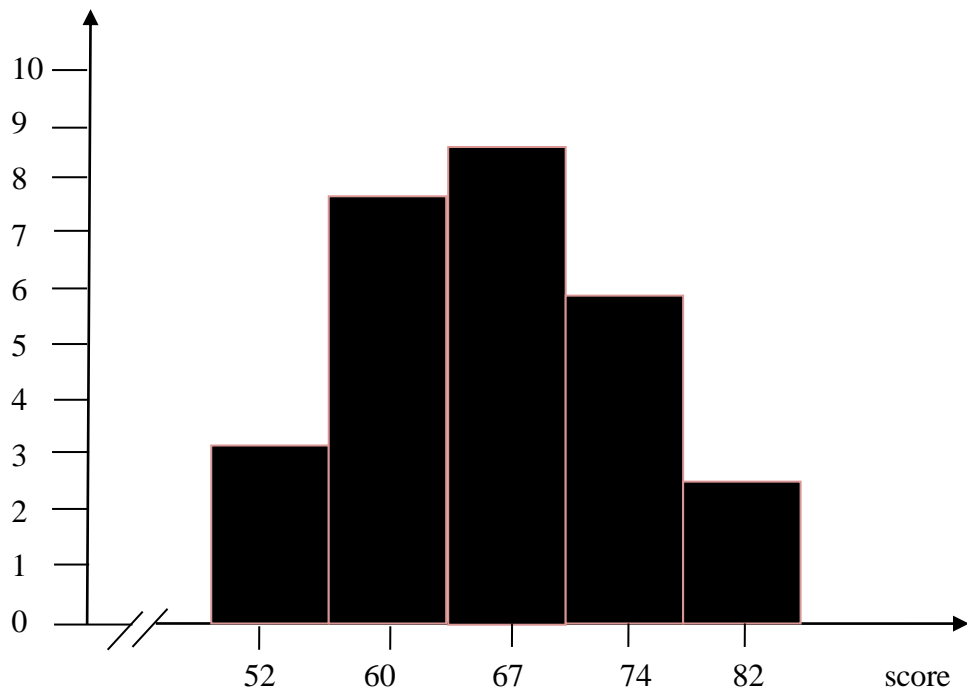
Figure.4 Students' Score in Experiment Class of Bottom-up Strategy in Post-Test

Based on the figure above, the frequency of students' score from 48 up to 56 was 3; 57 up to 63 was 8; 64 up to 70 was 9; 71 up to 77 was 6; 78 up to 86 was 2. The histogram shows that the highest interval (64-70) was 9 students, and the lowest interval (78-86) was 2 students.

3. Description of Comparison Score of The Both of Strategies in Pre-Test and Post Test

a. Comparison Score of Pre-test by Using Top-down and Bottom-Up Strategies

In pre test, the researcher did not apply treatment to experimental class I and experimental class II. By giving pre test to both of the classes, the

researcher knew the students' ability in reading comprehension before gave a treatment.

Based on the students result in pre test, the researcher has calculated the students' score and made a comparison score of students' reading comprehension before giving a treatment. Experimental class I consisted of 28 students (X IPA 1) and experimental class II also consisted of 28 students (X IPA 2). The comparison score of students result in pre test can be seen in the table below:

Table. 14 Comparison Score of Students Reading Comprehension by Using Top-down and Bottom-up Strategies in Pre test

No	Interval	Frequency	
		Top-down	Bottom-up
1	20 - 26	5	3
2	27 – 33	6	5
3	34 – 40	**8**	**9**
4	41 - 47	7	6
5	56 - 70	2	5

In order to get description of the data clearly and completely, the researcher presents it in histogram on the following figure:

FIGURE 5
Histogram of Comparison Score of Students Reading Comprehension in Pre test (Experimental Class byUsing Top-down and Bottom-up Strategies)
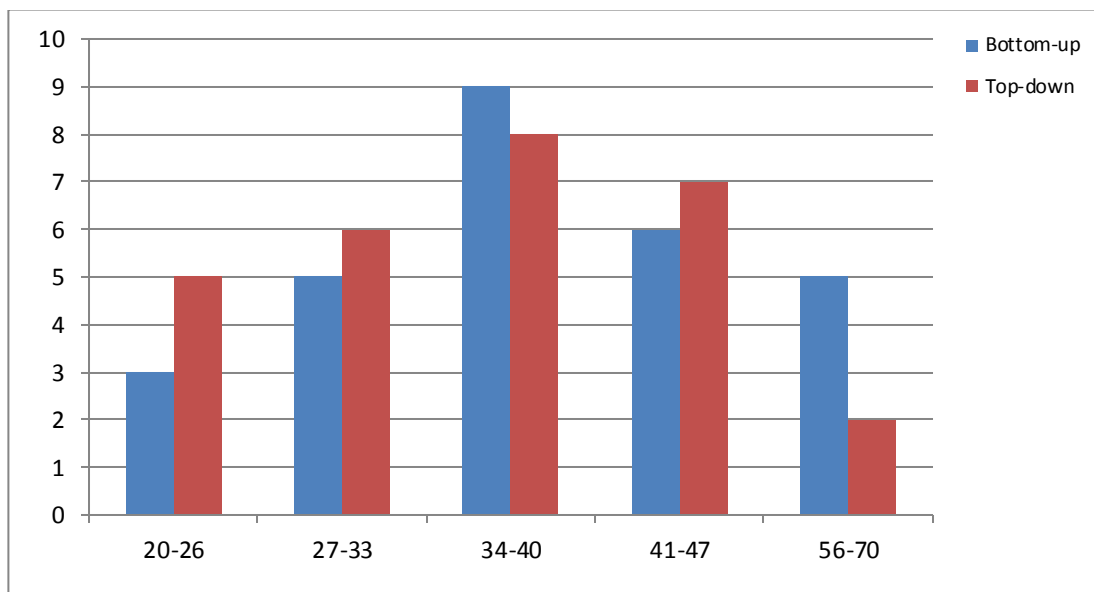
Comparison Score of Pre-test by Using Top-down and Bottom-up Strategies

In post-test, the researcher applied the treatment only to experimental class. By giving post-test to both of the classes the researcher knew the differences between students' reading comprehension after gave a treatment.

Based on the students result in post-test, the researcher has calculated the students' score and made a comparison score of students' reading comprehension after giving a treatment. Experimental class by using top-down strategy consisted of 28 students (X IPA-1) and experimental class by using bottom-up strategy consisted of 28 students (X IPA-2). The comparison score of students result in post test can be seen in the table below:

Table.15 Comparison Score of Students Reading Comprehension by Using Top-down and Bottom-up Strategiesin Post test

No	Interval	Frequency	
		Top-down	Bottom-up
1	48 - 58	2	3
2	59 – 67	5	8
3	68 – 76	**10**	**9**
4	77 - 85	7	6
5	86 – 97	4	2

In order to get description of the data clearly and completely, the researcher presents it in histogram on the following figure:

FIGURE 6
Histogram of Comparison Score of
Students Reading Comprehension in Post test
(Experimental Class by Using Top-down and Bottom-up Strategies)
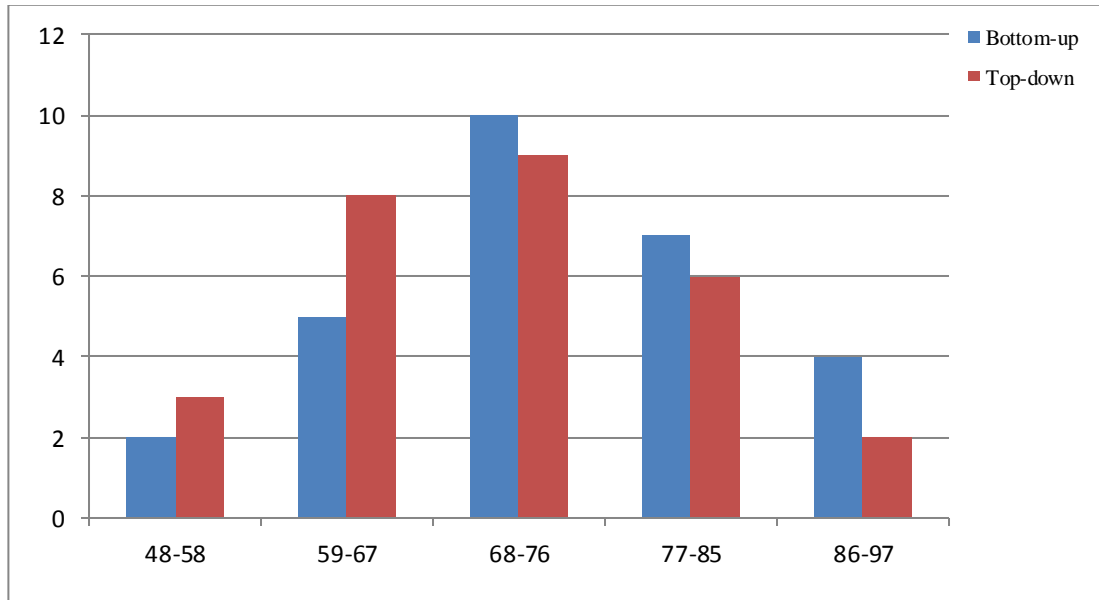
B. Testing of Hypothesis

Requirement Test.

Table.16 Normality and Homogeneity Data X and Data Y in Pre and Post Test

	Class	Normality Test		Homogeneity Test	
		t_{count}	t_{table}	f_{count}	f_{table}
Pre Test	Data X	5.14	9.488	1.343 < 2.000	
	Data Y	4.48	9.488		
Post Test	Data X	6.18	9.488	1.17 < 2.000	
	Data Y	2.2	9.488		

After calculating the data of pre test and post-test, researcher has found that pre test and post-test result of experimental in top-down and bottom-up strategies are normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. The result of t-test was as follow:

Table.17 Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.818	2.000	4.804	2.000

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is rejected. Second, $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre test, researcher found that t_{count} 0.818 while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 28 + 28 - 2 = 54$. Cause $t_{count} < t_{table}$ (0.818 < 2.000), it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre test, the two classes were same. There is no difference in the both classes. But, in post test, researcher found that t_{count} 4.804 while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 28 + 28 -$

$2 = 54$. Cause $t_{count} > t_{table}$ (4.804>2.000), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was different avarage between top-down and bottom-up strategies.

In this case, the mean score of experimental class by using top-down strategy was 76.5 and mean score of experimental score that was taught by using bottom-up strategywas 68.1

The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was there was any significant differences between the ability of the grade X students of SMA N 1 Tukka in reading comprehension by using top-down and bottom-up strategies." The calculation can be seen on the appendix 13 and 14.

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$Tt = \frac{76.5-64.1}{\sqrt{\left(\frac{(28-1)\ 107.7+(28-1)82.7}{28+28-2}\right)\left(\frac{1}{28}+\frac{1}{28}\right)}}$$

$$Tt = \frac{12.4}{\sqrt{\left(\frac{27(107.7)+27\ (82.7)}{54}\right)(0.035+0.035)}}$$

$$Tt = \frac{12.4}{\sqrt{\left(\frac{2907.9+2232.9}{54}\right)(0.07)}}$$

$$Tt = \frac{12.4}{\sqrt{\left(\frac{5140.8}{54}\right)(0.07)}}$$

$$Tt = \frac{12.4}{\sqrt{(95.2)(0.07)}}$$

$$Tt = \frac{12.4}{\sqrt{6.664}}$$

$$Tt = \frac{12.4}{2.581}$$

$Tt = 4.804$

Based on calculation above, it was found that $t_{count} = 3.062$ with opportunity $(1\text{-}\{ \text{EMBED Equation.3} \}) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 28 + 28 - 2 = 54$, reseacher found that $t_{table} = 2.000$, cause $t_{count} > t_{table}(4.804 > 2.000)$. It means that H_a was accepted, it means that there was a significant difference average between top-down and bottom-up strategies It can be concluded that there was a significant differencess between the ability of the grade X students of SMA N 1 Tukka in reading comprehension by using top-down and bottom-up strategies.

C. Discussion

After did the research, the researcher discussed the result and compared it with result in research related findings: First, Huan-Hung Jackson Chen and Yi-Chun Christine Yang, the title is "EFL Students' Perceptions of Top-down and Bottom-up Reading Strategies and Reading Comprehension". She found that the mean score using top-down strategy was 61.85 in pre test. Second, Nur Wachid, the title is "The Use Of Top–Down Strategy To ImproveStudents' Listening ComprehensionOf Hortatory Exposition TextIn Class Xi Ipa Sma Wira Usaha BandunganIn The Academic Year 2013/2014". She found that the mean score was 62.27. Beside that, the researcher got mean score was 43.2 by using top-down strategy and mean score was 45.7 by using flashcard. It showed that the mean score was gotten by researcher more lower than among of them.

It means, before using top-down and bottom-up strategiea, students' mean score was low for the researcher, the mean score of pre-test was under the standardization where the standardization mark is 75.

Then, for the post test. First,Huan-Hung Jackson Chen and Yi-Chun Christine Yang, the title is "EFL Students' Perceptions of Top-down and Bottom-up Reading Strategies and Reading Comprehension". She found that the mean score using flashcard was 62.85 in post test. Second, Nur Wachid, the title is "The Use Of Top–Down Strategy To ImproveStudents' Listening ComprehensionOf Hortatory Exposition TextIn Class Xi Ipa Sma Wira Usaha BandunganIn The Academic Year 2013/2014", she found that mean score in post test using real object was 73.50. Meanwhile, the researcher got mean score was 76.5 by using top-down strategy and mean score was 64.1 by using bottom-up strategy. It means that, the researcher got the mean score for experimental class after using top-down and bottom-up strategies was the highest score among the related findings.

From the description, it can be seen that the highest mean score of post-test after using top-down and bottom-up strategiea was gotten by the researcher where the mean score of post-test was 76.5 for top-down and bottom-up strategies was 64.1. So, among the mean scores of post-test, the mean scores have increased than pre-test.

Based on the result, the researcher has got the significant differences of top-down and bottom-up strategies, so have the researchers who mentioned in

related finding. First, Huan-Hung Jackson Chen and Yi-Chun Christine Yang, she found the top-down strategy on the t-table using the 5% (0.05) bottom-up strategy significance and the degree of freedom is 2.00 and the result of t-test was higher than t-table **(2.35>2.000)** in post test. Second, Nur Wachid, she said that, using top-down to listening of t-table in the significance level of (5%, df = 0.975, 39) is 2.02 and in the significant level of (1%, df = 0.995, 39) is 2.70 and the value of to 3.48. Thus, it can be summarized that to $\geq$ t(**3.48> 2.70)**. Meanwhile, the researcher got $t_{count} =$ 4.804 with opportunity (1-**{** EMBED Equation.3 **}**) = $1 - 5\% = 95\%$ and dk = $n_1 + n_2$ -2 = 28 + 28 − 2 = 54 , reseacher found that $t_{table} = 2.000$, cause $t_{count} > t_{table}$(**4.804>2.000**) in post test.

Beside that, the researcher also found that t_0 is higher than t_t where t_0 was 4.808 and t_t was 2.000 (4.808 > 2.000). Where, the researcher result of t-test of top-down strategies was the highest among the related findings result. So, the result of t-test after using top-down strategy more higher than the result t-test of related findings. It can be seen that among the researches, by using of top-down strategy gave effect to students' reading mastery especially at grade X IPA SMA N 1 Tukka Tapanuli Tengah where it is suitable with the theory from Ricard stated that, real things can help students learn especially inreading comprehension.

Based on explanation above it was proved that this research about top-down and bottom-up strategies was important role in increasing learning process

especially in reading mastery . Then, the researcher hopes that top-down and bottom-up strategies are   good strategy in teaching and learning reading mastery. But, the focus of the researcher here is in comparing those two strategies, top-down and bottom-up strategies, which one is better to be applied reading mastery. So that, the researcher interested to make the research about "The Comparative Study Between Top-Down And Bottom-Up Strategies In Reading Comprehension To The Grade XStudents Of Sma N 1 Tukka Tapanuli Tengah".

Then, the result was the top-down strategy is betterr than bottom-up strategy. It is proved by the mean score of bottom-up strategy is lower than mean score of top-down strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of research work, the research came to describe the data as follows:

1. The result of reading mastery in top-down strategy the grade X IPA-1 students of SMA N 1 Tukka Tapanuli Tengah was "low" getting mean score in pre test were 76.5.

2. The result of reading mastery in bottom-up strategy the grade X IPA-2students of SMA N 1 Tukka tapanuli Tengah was "low" getting mean score in post test were 64.1

3. Based on calculation of testing hypothesis, it was found that $t_{count} = 4.804$ with opportunity (1-{ EMBED Equation.3 }) $= 1 - 5\% = 95\%$ and dk $= n_1 + n_2 -2 = 28 + 28 - 2 = 54$, reseacher found that $t_{table} = 2.000$, cause $t_{count} > t_{table}$ (4.804 > 2.000) in post test. It means that H_a was accepted, it means that there was a significant difference average between top-down and bottom-up strategies. It can be concluded that there was a significant differences between the ability of the grade X IPA students of SMA N 1 Tukka Tapanuli Tengah in reading mastery by using top-down and bottom-up strategies. From the result of mean score between both of top-down and bottom-up strategies, it can be said that

reading mastery in using top-down was better than readinng mastery in using bottom-up strategy.

B. Suggestion

This research, the researcher gave information as follows:

1. Education of English can support all English teachers to teach well and provide strategy for students in learning process. By strategy also as the important one to make students will be easier to learn the subject.

2. English teachers can apply English lesson with adjust the appropriate strategy. By strategies students can more understanding and comfortable when studying, such as; using top-down and bottom-up strateies to reading comprehension.

3. Other researchers, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others strategies of reading mastery in order to motivate readers more critics and onsider whatever they read.

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1. Elementary School   : SD Negeri 152980 Hajoran (1998 - 2004)
2. Junior High School   : SMP Negeri 1 Pandan   (2004-2007)
3. Senior High School   : SMA Negeri 1 Tukka   (2007-2010)
4. Institute   : IAIN Padangsidimpuan   (2013-2018)

KEMENTERIAN AGAMA
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Nomor	: 78 / In.14/E.6a/PP.00.9/09/2016	Padangsidimpuan, Oktober 2016
Sifat	: Biasa	
Lampiran	: -	
Hal	: Pengesahan Judul dan Pembimbing Skripsi	

Kepada YthBapak/Ibu
1. Drs. Fitriadi Lubis, M.Pd   (Pembimbing I)
2. Sojuangon Rambe, S.S., M.Pd   (Pembimbing II)
Di –
       Padangsidimpuan
Assalamu'alaikumWr.Wb.

Dengan hormat, sehubungan dengan hasil siding bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyem purnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM   : Helmi Wahyuni Aritonang/ 13 340 0052

Jurusan   : Tadris Bahasa Inggris

Judul Skripsi : **The Comperative Study Between Top-Down And Bottom-Up   Technics On Reading Comprehension To The Grade X Students Of SMA N 1 Tukka Tapanuli Tengah**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.
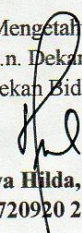
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SURAT KETERANGAN
Nomor : 421.3/ 076 / 2018

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Pangkat	: Pembina
Jabatan	: Kepala SMA Negeri 1 Tukka

Dengan ini menerangkan bahwa :

N a m a	: HELMI WAHYUNI ARITONANG
NIM	: 13 340 0052
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / TBI
Alamat	: Hajoran

Adalah benar telah melaksanakan penelitian di SMA Negeri 1 Tukka Kabupaten Tapanuli Tengah pada tanggal 16 April 2018 sesuai dengan Judul Skripsi:
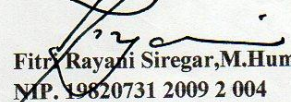
"THE COMPARATIVE STUDY BETWEEN TOP-DOWN AND BOTTOM-UP STRATEGIES ON READING COMPREHENSION TO THE GRADE X STUDENTS OF SMA N 1 TUKKA TAPANULI TENGAH".

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Tukka, 16 April 2018
Kepala Sekolah

MIKRAD ALINAPIAH SIREGAR, S.Pd
NIP. 19690612 199412 1 001

Appendix 1

Nama Sekolah   : SMA N 1 Tukka

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : X/Ganjil

Alokasi Waktu   : 4 pertemuan (4x45 menit)

A. Standar Kompetensi

Memahani makna teks pendek berbentuk teks recount dalam konteks kehidupan sesehari

B. Kompetensi Dasar

Memahami makna teks recount dalam bentuk teks pendek dan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

Siswa diharapkan mampu:

1. Menentukan topik dari teks

2. Menentukan ide pokok dari teks

3. Mengambil informasi penting dari teks

4. Memahami makna-makna tertentu dari sebuah kata

5. Membuat kesimpulan dari teks

D. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Menunjukan kesungguhan beajar bahasa Inggris terkait teks recount sederhana tentang kejadian, pengalaman atau peristiwa.

2. Menunjukan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks recount sederhana tentang kejadian, pengalaman atau peristiwa.

3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks sederhana tentang kejadian, pengalaman atau peristiwa.

4. Merespon makna teks recount sederhana tentang kejadian, pengalaman atau peristiwa.

5. Menyusun teks recount sederhana tentang kejadian, pengalaman atau peristiwa.

E. Materi Ajar

- Recount Text

F. Metode Pembelajaran

- Top-down strategy

G. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

   a. Mengucapkan salam dan berdoa

   b. Absensi

   c. Guru memberikan simulasi berupa kertas yang berisikan contoh dari recount teks.

2. Kegiatan Inti

   a. Persiapan: Siswa diperkenalkan pada gagasan utama teks tersebut dan menghubungkan dengan latar belakang pemahaman mereka sebelumnya seperti mengidentifikasi gagasan utama dan daftar nama karakter. Para siswa

dipersilahkan untuk membaca "Meeting My Idol" dihalaman 3-4 pada buku Bahasa Inggris kelas X, dan ajukan pertanyaan seperti: "sebutkan ide utama penulis dan nama-nama tokoh utama teks".

b. Presentasi:Guru membimbing siswa untuk membaca bagian lain dengan menerapkan pengetahuan dan pemahaman teks sebelumnya dan guru memandu siswa. Ini bisa dilakukan dengan menanyakan kepada siswa seperti: "bagaimana pendapat anda tentang bertemu dengan idola?" dan "menurut anda, apakah Afgan akan menjadi penyanyi terpopuler?"

c. Praktek:Siswa diajarkan untuk menggunakan strategi top-down seperti mempresentasikan pelajaran dengan meminta mereka untuk menemukan petunjuk dari teks tersebut untuk menjawab pertanyaan pemaham yang akan membantu mereka memahami ekpresi teks. Misalnya:siswa diminta untuk menggunakan petunjuk 1.favourite singer. 2.excited. 3.afganism. 4.Show up. 5. Amazing Untuk membantu mereka menjawab pertanyaan: 1. Afgan has always been my .... 2. Feeling...., I packed all my Afgan's CDs to get his signature at the event. 3. On that bright and sunny Saturday morning, the radio station was full of ..... 4. Finally, after about 40 or 50 minutes wait, Afgan ....from inside the radio station. 5. I couldn't take my eyes off this ....singer who had released three albums.

d. Evaluasi Mandiri:Guru mendorong siswa untuk mengukur kemajuan pemahaman bacaan mereka dengan mempraktekan dengan menggunakan pengetahuan dan pemahaman teks sebelumnya.Ini bisa dilakukan dengan: Guru bertanya kepada siswa : "mengapa anda mengatakan bahwa menggunakan latar belakang pengetahuan membantu anda memahami teks tersebut?

e. Ekspansi:Terakhir, Siswa didorong untuk membuat hubungan antara bahasa dan konten, dan menerapkan strategi tersebut pada kehidupan mereka secara independen untuk mendapatkan makna dari konten tersebut.

3. Kegiatan Peutup

   a. Guru menanyakan kesulitan siswa selama pembelajaran

   b. Guru menyimpulkan pelajaran

   c. Salam penutup

4. Sumber/ Bahan/Alat

   Buku yang relevan, kamus

5. Penilaian

Indikator pencapaian kompetensi	Bentuk Instrument	Teknik penilaian	Contoh
Memahamiisi/informasi darirecount teks	Tes tertulis	Multiple choice	Choose the correct answer by crossing a,b,c or d from the text

Nilai $= \frac{NilaiYangDiperoleh}{NilaiMaksimal} \times 100$

Padangsidimpuan, December2017

Validator   **Researcher**

SOJUANGON RAMBE, S.S., M.Pd   **HELMI WAHYUNI ARITONANG**

NIP. 19790815 200604 1 003   **NIM. 13 340 0052**

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT CLASS II (BOTTOM-UP STRATEGY)

Nama Sekolah   : SMA N 1 Tukka

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : X/Ganjil

Alokasi Waktu   : 4 pertemuan (4x45 menit)

H. Standar Kompetensi

Memahami makna teks pendek bentuk teks recount dalam konteks kehidupan sehari-hari.

I. Kompetensi Dasar

Memahami makna teks recount dalam bentuk pendek dan sederhana dalam bernagai konteks kehidupan sehari-hari.

J. Indikator

Siswa diharapkan mampu:

6. Menentukan topik dari teks

7. Menentukan ide pokok dari teks

8. Mengambil informasi penting dari teks

9. Memahami makna-makna tertentu dari sebuah kata

10. Membuat kesimpulan dari teks

K. Tujuan Pembelajaran

Siswa diharapkan mampu:

6. Menunjukan kesungguhan beajar bahasa Inggris terkait teks recount sederhana tentang kejadian, pengalaman atau peristiwa.

7. Menunjukan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks recount sederhana tentang kejadian, pengalaman atau peristiwa.

8. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks sederhana tentang kejadian, pengalaman atau peristiwa.

9. Merespon makna teks recount sederhana tentang kejadian, pengalaman atau peristiwa.

10. Menyusun teks recount sederhana tentang kejadian, pengalaman atau peristiwa.

L. Materi Ajar

- Recount Text

M. Metode Pembelajaran

- Bottom-up strategy

N. Langkah-langkah Kegiatan Pembelajaran

6. Kegiatan Pendahuluan

    a. Mengucapkan salam dan berdoa

    b. Absensi

    c. Guru memberikan simulasi berupa kertas yang berisikan contoh dari recount teks.

7. Kegiatan Inti

    a. Persiapan: Siswa dimotivasi untuk mengidentifikasi tujuan mereka, mengembangkan kosa kata dan memunculkan pengetahuan mereka sebelumnya. Seperti: siswa dipersilahkan untuk membaca "Meeting My Idol" dihalaman 3-4 pada buku Bahasa Inggris kelas X, mereka termotivasi dengan mengajukan pertanyaan-pertanyaan yang mengembangkan kosakata mereka

berdasarkan bagian itu untuk membangkitkan ketertarikan mereka. Seperti: mengubah urutan huruf untuk menemukan kata dan dibuat dalam kalimat mereka sendiri.

1. signer retiufavo
2. Extedic
3. Signmafa
4) Hwosed up
5) Azimang

b. Presentasi: Strategi bottom-up pemahaman bacaan "mengidentifikasi kalimat topik" dengan mempresentasikan dan menanyakan kepada siswa dua kalimat topik yang berbeda untuk mengidentifikasi pemahaman bacaan mereka.

    b) **paragrap 1**: Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

    c) **Paragrap 3**: Then, he started the event by singing his hit single "Diadiadia". Afganisme went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too

nervous when I had a chance to take pictures with him. He was just an amazing person. And it was the best day ever!

c. Praktek: Siswa diajak untuk melakukan instruksi yang kedua dan diakhir bacaan, pertanyaan tersebut dijawab dengan menuliskan kebentuk kosa kata atau kalimat mereka sendiri berdasarkan teks yang telah mereka baca. Instruksi: cocokanlah setiap kata dan ungkapan di A dengan sinonim yang sesuai dengan kolom B.

A	B
Favouritesinger	Afgan's fans
Excited	Remeet
Afganism	Wonderful
Showed up	Very happy
Amazing	Idol

d. Evaluasi Mandiri:Guru mendorong siswa untuk mengukur kemajuan pemahaman bacaan mereka dengan menggunakanstrategi bottom-up pada level kosa kata "mengidentifikasi prasa pada teks" yang telah mereka pelajari. Ini bisa dilakukan dengan menanyakan kepada siswa seperti: "mengapa anda mengatakan bahwa menggunakan mengganti/mengarahkan katamembantu anda memahami teks tersebut?"

e. Ekspansi: Terakhir, Siswa didorong untuk membuat hubungan antara bahasa dan konten, dan menerapkan strategi tersebut pada kehidupan mereka secara independen untuk mendapatkan makna dari konten tersebut.

a. Kegiatan Penutup

   d. Guru menanyakan kesulitan siswa selama pembelajaran

   e. Guru menyimpulkan pelajaran

   f. Salam penutup

b. Sumber/ Bahan/Alat

   Buku yang relevan, kamus

c. Penilaian

Indikator pencapaian kompetensi	Bentuk Instrument	Teknik penilaian	Contoh
Memahami isi/informasi dari recount teks	Tes tertulis	Multiple choice	Choose the correct answer by crossing a,b,c or d from the text

$$Nilai = \frac{Nilai\ Yang\ Diperoleh}{Nilai\ Maksimal} \times 100$$

Padangsidimpuan,December 2017

Validator   **Researcher**

SOJUANGON RAMBE, S.S., M.Pd   **HELMI WAHYUNI ARITONANG**

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Appendix III

INSTRUMENT FOR PRE-TEST

Name   **:**

Class   **:**

Choose the correct answer by crossing a, b, c or d

Reading passage 1 for number 1-17

Antibiotic is a drug produced by certain microbes. Antibiotics destroy other microbes that damage human tissues. They are used to treat a wide variety of diseases, including gonorrhea, tonsillitis and tuberculosis. Antibiotics are sometimes called 'wonder drugs' because they can cure diseases such as meningitis, pneumonia and scarlet fever. But when the antibiotics are overused, or misused, these drugs make a person sensitive being attacked by a superbug.

Antibiotics do not always distinguish between harmless and dangerous microbes. If a drug destroys too many harmless micro-organism, the pathogenic ones -the dangerous microbes will have a greater chance to multiply. This situation often leads to the development of a new infection called superinfection. Extensive use of some antibiotics may damage organs and tissues. For example, streptomycin, which is used to treat tuberculosis, has caused kidney damage and deafness.

Resistance to antibiotics may be acquired by pathogenic microbes. The resistant microbes transfer genetic material to non-resistant microbes and cause them to become resistant. During antibiotic treatment, non-resistant microbes are destroyed, but resistant types survive and multiply.

To avoid the side effect of antibiotics, you'd better not urge your doctor to prescribe antibiotics. Keep in mind that antibiotics are only useful for bacterial infections and have no effect on viruses, so they cannot be used for children pox, measles, and other viral diseases.

1. What is the topic of the text?

    a. Magic bullet   c. Drug

    b. Antibiotics   d. Microbes

2. What is the main idea of the second paragraph?

    a. Antibiotics is a compound

    b. Antibiotics is good for medication

    c. Antibiotics is not good for fungi

    d. Antibiotics kill without injuring its suffers

3. The antonym of 'wide' is ...

    a. Large   c. Narrow

    b. Light   d. Dark

4. Choose one from the following which is not the effect of using antibiotics improperly?

    a. New infection which is called super infection develops

    b. Harmiess microorganism are destroyed

    c. The pathogenic microbes multiply

    d. Pathogenic microbes become non-resistant

5. The antonym of 'new' is ...

    a. Wide   c. Old

    b. Smart   d. Beautiful

6. Which diseases cannot be cured by antibiotics?

    a. Scarlet fever   c. Tuberculosis

    b. Meningitis   d. Chicken pox

7. What is used to treat tuberculosis ?

    a. Diseases   c. Antibiotics

    b. Drugs   d. Streptomycin

8. Antibiotic is .....

    a. A drug produced by certain microbes

    b. A drug produced by mushroom

c. A drug produced by tuberculosis

d. A drug produced by certain streptomycin

9. Resitance to antibiotics may be acquired by ....

a. Pathogenic   c. Microbes

b. Pathogenic microbes   d. Pathogenic mishroom

10. <u>Extensive</u> use of some antibiotics may damage organs and tissues. The antonym of underline word is ....

a. Intensive   c. Internal

b. External   d. Damage

11. The main idea of the third paragraph is ...

a. Resistance to antibiotics may be acquired by viruses

b. Resistance to antibiotics may be acquired by pathogenic microbes

c. The effects of misusing antibiotics can damageorgans and tissue

d. Antibiotic is drug produced by certain microbes

12. Antibiotics are sometimes called .....

a. Microbes   c. Wonder drugs

b. Diseases   d. Wonder microbes

13. "They are used to treat a wide variety of diseases, including gonorrhea, tonsillitis and tuberculosis" (in paragraph 1). The word "they" refers to?

a. Drugs   c. Humans

b. Microbes   d.   Antibiotics

14. Antibiotics do not always distinguish between ...

    a. Dangerous and benefit microbes

    b. Harmless and benefit microbes

    c. Harmless and dangerous pneumonia

    d. Harmless and dangerous microbes

15. What is the conclusion of the text?

    a. Antibiotics are only useful for bacterial infections and have not effect on viruses

    b. Antibiotics do not always distinguish between harmless and dangerous microbes

    c. Antibiotics called wonder drugs

    d. Antibiotics acquired by pathogenic microbes

16. Why an antibiotics called wonder drugs?

    a. Because they can damage

    b. Because they can benefit

    c. Because they can cure diseases

    d. Because they can destroy other microbes

17. Antibiotics <u>destroy</u> other microbes that damage human tissues. The antonym of underline word is ....

   a. Built

   b. Damage

   c. Develop

   d. Save

Reading passage 2 for number 18-32

Whales are sea-living mammals. They therefore breathe air but can not survive on land.

Some species are very large the black whales and the blue whales, which can exceed 30meters in length, is the largest animal to have lived on earth. Superfically, the whales looks rather like a fish, but there are important differences in its body structure; its tail consist of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head. The skin is smooth and shiny and beneath it lies a layer of fat (blubber).It can be up to 30 meters in thickness and serves to conserve heat and body whales.

18. What is the text about?

   a. Sea-living mammals

   b. The description of mammals

   c. The difference between whales and fish

   d. Whales

19. The word "They" in second sentence refers to?

a. Mammals   c. Species

b. Whales   d. Animal

20. How length is a whale's body?

    a. 30 meters   c. 300 meters

    b. 3 meters   d. 3000 meters

21. <u>It</u> can be up to 30 meters in thickness and serves to conserve heat and body

    whales. The word 'it' refers to ?

    a. Whales   c. The body

    b. The skin   d. The species

22. Where is can not whale's survive?

    a. On sea   c. On land

    b. On air   d. On beach

23. The antonym of 'large' is ...

    a. Bright   c. Narrow

    b. Strong   d. Dirty

24. The skin is <u>smooth</u>and shiny and beneath it lies a layer of fat (blubber). The

    synomym of underline word is ....

    a. Hard   c. Coarse

    b. Soft   d. Clean

25. How thickness is a whale's skin?

    a. 3 meters   c. 35 meters

    b. 30 meters   d. 3 centimeters

26. Based on the text, some species of Whales. They are ?

    a. Black and pink Whales

    b. Black and blue Whales

    c. Blue and green Whales

    d. Black and yellow Whales

27. The second paragraph tell about ...

    a. Charateristics of Whales

    b. Spesies of Whales

    c. Benefit of Whales

    d. The skin of Whales

28. How is the Whale's skin ?

    a. Smooth and shiny   c. Shiny and dark

    b. Dark and smooth   d. Hard and shiny

29. The skin is smooth and <u>shiny</u>. The antonym of underlined word is....

    a. Bright   c. Beautiful

    b. Hard   d. Pallid

30. How is the whale's tail?

a. The tail consist a pair of broad, and flat vertical paddles

b. The tail consist a pair of broad, and flat horizontal paddles

c. The tail is vertical and single

d. The tail is horizontal and single

31. What is the conclusion of the text?

a. The skin of whales is smooth and shiny

b. Whale looks rather like a fish

c. Whales are sea-living mammals

d. Whales can exceed 300m in length

e. Tail of whales consist of a pair of broad

32. It can be up to 30 meters in <u>thickness</u> and serves to conserve heat and body

whales. The antonym of underline word is ...

a. Highest   c. Illness

b. Thinness   d. Tallest

Reading passage 3 for number 33-50

Long time ago, the Sun and the Moon lived happily together in the sky. They always appeared together during the day and night.

One day, the Sun shone brightly so that it almost burned the Moon. The sunlight hurt the Moon's eyes very much. This made the Moon blind.

The Moon let the Sun although the Sun had apologized to the Moon.

The Sun loved the Moon very much, so he chased her. He chased and chased through the years and centuries but has never caught the Moon.

That's why the Sun shines during the day and at night the Moon appears. They will never reunite again.

33. The topic of the text is ...

    a. Why do the Sun and the Moon always appear together?

    b. Why do the Moon and the Sun never die together?

    c. Why do the Moon and the Sun never appear together?

    d. Why do the Moon appear?

34. They always appeared together during the day and night. The word 'they' refers to?

    a. The Moon and the Sun

    b. The Sun and the Star

    c. The Sun and the Sky

    d. The Moon and the Planet

35. So, he chased her. The word 'her' refers to?

    a. The Star   c. The Moon

    b. The Sky   d. The Sun

36. He chased and chased through the years and centuries but has never caught the Moon. Who is 'he' in the sentence ?

    a. The Moon   c. The Sky

    b. The Sun   d. The Hawk

37. Who chased the Moon?

    a. Sun   c. Sky

    b. Earth   d. Clouds

38. Who was apologized to the Moon?

    a. The Moon   c. The Star

    b. The Sun   d. The Night

39. They will never reunite again. Who is 'they' in the underline word?

    a. The Sun and the Sky

    b. The Moon and the Star

    c. The Sun and the Moon

    d. The Sun and the Moon's eyes

40. Who shines during at the day?

    a. Moon   c. Planet

    b. Star   d. Sun

41. The main idea of the fourth paragraph is ...

    a. The Moon loved the Sun very much

b. The Sun shone brightly so that it almost burned the Moon

c. The Sun apoloziged to the Moon

d. The Sun loved the Moon very much

42. Who shines during at night?

a. Sun   c. Star

b. Moon   d. Sky

43. So <u>he</u> chased her. The word 'he' refers to?

a. The Sun   c. The Moon

b. The Sky   d. The Star

44. The synonym of 'shine' is ....

a. Light   c. Pallid

b. Shone   d. Dark

45. When did this story happen?

a. Two week ago   c. Long time ago

b. Last year   d. Last night

46. The main idea of the third paragraph is ....

a. The Moon's eyes blind

b. The Moon let the Sun

c. The Sun let the Moon

d. The Sun chased the Moon

47. The Sun shone <u>brightly</u> so that it almost burned the Moon. The antonym of

    underline word is ....

    a. Lightly   c. Brightness

    b. Darkly   d. Darkness

48. Who was love the Moon?

    a. The Star   c. The Sun

    b. The Sky   d. The Planet

49. Why the Moon let the Sun?

    a. Because the Sun loved the Moon

    b. Because the Sunlight hurt the Moon's eyes and made her blind.

    c. Because the Sun made the Moon blind

    d. Because the Moon loved the Sun

50. By reading the text, we can conclude that ....

    a. The Sun and the Moon always appeared together

    b. The Sun and the Moon will never let you go

    c. The Sun and the Moon will never reunite again

    d. The Sun and the Moon always together at the day and night

Tukka,   2018
Validator

Sertinna Eventia Hutagalung
NIP. 197509132003122002