

**THE INFLUENCE OF TOP-DOWN SKILL TOWARDS
STUDENT'S READING COMPREHENSION**

**(An Experiment Study at the Second Grade Students of MAN Langsa in the
Academic Year 2016/2017)**

THESIS

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ABSTRACT

This experimental research aimed at finding the significant difference in achievement between the students who were taught through top-down skill in reading comprehension and those who were not taught used top-down at MAN Langsa. The population in this study is all of the second grade students at MAN Langsa, was 159 students. Meanwhile the sample of this study was two classes of second grade students namely experiment and control classes. In the experiment class the researcher take 2 IPA2 class, was 22 students. For control class the researcher take 2 IPS2, was 27 students. The subject was chosen based on nonequivalent control group design, nonequivalent control group design is part of quasi experiment design. The instrument of data collection in this research is test of a text, there are 5 essay question for pre-test and post-test. This thesis used independent t-test. Moreover, after 6 meetings of treatments within this study, the writer was found the result t_0 was 5, 91. With the level of significant $\alpha = 0, 05$ and $df = (N - 1) = (22 - 1 = 21)$, then t_{table} was 1, 68 ($t_{t, 60 (40)}$ was 1, 68). Thus, the result of t_0 and t_{table} , it found that $t_0 > t_{table}$, by $5, 91 > 1, 68$. It is indicated that there is significant difference in achievement between the students who are taught through top-down skill in reading comprehension and those who are taught without top-down skill. Therefore, H_a was accepted within this study and H_0 was rejected

Key Words: *Top-Down Skill and Reading Comprehension*

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

There are four basic skills in English, such as; listening, reading, writing and speaking. Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. Students can parrot words on a page all day long but if they do not have the necessary comprehension skills they will not be able to make predictions about what will happen next, monitor their understanding of context, sequence or characters, clarify confusing parts of the text, or connect what they are reading to their own experience or prior knowledge. Hence from that, comprehension in English reading text also must be mastered by students to comprehend reading content.

According to Healy, reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. Reading is a purposeful and active process. A reader reads to understand, to remember what is understood and put the understanding to use. A reader can read a text to learn, to find out information¹. The sentences above mean reading comprehension is a process the reader understands of the written word based on the reader's skills. Besides reading

¹Healy Cathy, Reding: What the Experts Say The Lowdown on the National Reading Panel(©PEATC,2002) Retrieved from Website:www.peatc.org,p.2

comprehension is crucial for success in school. After third grade, much academic teach in subject such us science, history, social studies and history and literature occurs trough reading. Students with poor comprehension may struggle in multiple academic areas, and begin to lose confidence in their learning abilities. It is critical that reading comprehension difficulties are identified as early as possible, so that students have the skills they need to successes in school.

According to Lusiana, many students get difficulties in comprehending the English reading text such as getting the general information, specific information, vocabulary, grammatical, and idea of paragraph of a text². According to Nell, the one of cause of poor comprehending such as lack of vocabulary knowledge, inappropriate reading strategies and reading speeds, some factors associated with students (boring activities in reading), text (of los interest materials), situation (uncomfortable situation towards learning), and insufficient time spent in reading³. It means that the factors that cause students difficulties in comprehending the reading text are not only from the teacher but also text and the students self. The interaction between the teacher and also the students has influence to the students in comprehending the text, some of the reason.

Wenden states that, learner strategies are tools that enable learners to take on responsibility for their own language learning⁴. Strategy is constructed to achieve target. To do so, there are phases to follow orderly. This is the process of

² Lusiana, M.2007."Some Problem In Teaching Reading Comprehension Entitled "Helicopter" to the Eight Year Students of SMP Negeri 35 Palembang".Thesis Palembang University of PGRI Palembang.

³K. Duke Nell, Comprehension Difficulties(Michigan State University:*Presentation at the CIERA Summer Institute*,July, 2003),p.11

⁴S C Farrell.T,"*Teaching Reading Strategies: 'It Takes Time!'*"(NIE : Nanyang Technological University, Singapore, 2001),Contact:tscfarre@nie.ed.sg.,p.631

application. On the other hand, teaching reading also has its own strategy to achieve comprehension. For foreign language user, such as Indonesian students, it is useless when the students read the text without understanding the meaning, content, context, etc. So, reading comprehension strategy is developed to manage this purpose. According to Block, reading strategies indicate how readers conceive a task, what textual cues they attend to how they make sense of what they read, and what they do when do not understand a particular text⁵. Hence using reading strategies in teaching English reading text is very important to a teacher. Without using reading strategies, the teacher will find difficulty to make students understand an English reading text, and may result in the lack of interest materials.

Therefore, the researcher wants to find out if Top-Down Skill affects student's reading comprehension. The researcher chooses Top-Down Skill to research, because the researcher believes that students can be more interested in reading English text. In Top-Down Skill, students will do some activities such as making some semantic mapping. In semantic mapping, students make free associations about the suggested word. Meanwhile according to Barnet, students makes free associations about the suggested word, and group and label the words that students hit upon, was originally conceived as a way of vocabulary development⁶. Next, Top-Down Skill has graphic organizers activities. It is graphic organizers that help students to graph the text organization. Graphic organizers are graphical representation with which students can comprehend the

⁵S C Farrell.T, "Teaching Reading Strategies: 'It Takes Time!'p.632

⁶Hirota. N, "Using Top-Down Skill To Increase Reading Comprehension"(Japan: Kagawa Prefecture, 2002),*ERIC Journal*,p.24

outline or organization of a text visually. According to Grabe and Stoller, the use of graphic organizers enables students to “see the key information in a text, the organization of text information, the way that story the text, main idea presented in a text”⁷.

Based on the observation done on a field teaching on September 2015 at MAN Langsa when the researcher did a teaching private, that many students of MAN Langsa got problems in reading comprehend. Many students get difficulties in comprehending the English reading text: getting the general information, specific information, main idea and poor of vocabulary. They did not know what they should read when asked to search main idea or general information.

Based on the phenomena mentioned above, the writer is interested in doing a study on **“The Influence of Top-Down Skill Towards Student’s Reading Comprehension at the Second Grade Studentsof MAN Langsa”**.

B. RESEARCH QUESTIONS

Based on the background of the research, the writer formulated the following question:

- Is there any influence of Top-Down skill towards student’s reading comprehension at the second grade of MAN Langsa?

⁷Hiroataka. N, “Using Top-Down Skill To Increase Reading Comprehension”p.28

C. PURPOSE OF THE STUDY

The main purpose of this study is:

As mentioned in the background of the study, the researcher proposes that the objective in this study is to find out if Top-Down skill affects student's reading comprehension.

D. SIGNIFICANCE OF THE STUDY

The writer expects that this research result can be significant not only for the writer but also for teachers and students either theoretically or practically.

1. Theoretical significance

For Researchers, this study is to provide information about the influence of using Top-Down Skill toward student's reading comprehension. Then, for readers, this study is to provide information about student's ability in reading comprehension using Top-Down Skill. This research also can become input for next researchers

2. Practical significance

For Students, this study is to provide knowledge and create intrinsic motivation of students to reading comprehension by using Top-Down Skill. Then, for teachers this study can develop teacher's creativity in teaching reading. Teacher can use Top-Down Skill. Besides, it will give information to teachers whether Top-Down Skill have affected or not in teaching reading especially in the students' reading comprehension.

E. HYPOTHESIS

Top-Down Skill application treated the students to adapt reading comprehension designed class. It comes from text construction by organization of texts, which targeted to find out the students achievements in comprehending in English reading text. From these targets, it is hypothesized as follows:

- a. H_0 : There is no significant influence of Top-Down Skill on students' reading comprehension
- b. H_a : There is significant influence of Top-Down Skill on students reading comprehension.

F. THE ORGANIZATION OF STUDY

This thesis consists of five chapters. Chapter1 introduced the study and outlines its focus. Chapter 2 contains the theoretical framework. Chapter 3 discusses the research method of the study. Chapter 4 gives an analysis of the results. Finally in chapter 5, conclusions are drawn from the measurement, followed by recommendations.