# IMPROVING STUDENTS' READING COMPREHENSION THROUGH TOP-DOWN STRATEGY

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## ABSTRACT

*The purpose of this research is to find the improvement of students' reading comprehension in SMA Negeri 1 Wajo learning reading comprehension by using the top-down strategy. This research adopts the pre-experiment method. The population of this study is 8 classes of 10th grade students of SMA Negeri 1 Wajo in the 2019/2020 school year, with a total population of 242 students. The researcher randomly selected X MIA 1. The research data is collected by instruments, that is, reading test. The results of data analysis show that there is a significant difference between students' performance after using the top-down strategy teaching and their performance before using the top-down strategy teaching. It is proved that the average score of the post-test is higher than the average score of the pre-test (67.20>42.56). In addition, the result of p-value (0.00) is lower than α (0.00<0.05), which means that H1 is accepted.*

**Keywords:** *Reading Comprehension, Top-Down Strategy, Students*

## INTRODUCTION

In learning English, there are four capacities we should comprehend. They are tuning in, talking, examining, and making. The four-mastery referred to are separated into responsive and helpful capacities. Talking and creating are beneficial capacities, while tuning in and scrutinizing are open capacities. Close by the four language capacities above, scrutinizing is basic to understudy whose essential language isn't English, since they almost don't have opportunity to hear or to convey in that language. Understanding English is an irksome thing for understudies in case they don't have principal data, especially in liking the understanding perception.

Reading Comprehension is an action by cycle to get understanding in a content. Grellet (2010) said that two explanation individuals need to perusing, There are understanding delight and perusing for data. Both joy and data rely upon the peruser. Perusing for delight is managed without others' organization, while perusing for data, as a rule applicable to current investigation of the perusers. Moreover, as per Klingner (2007) expressed that perusing perception is the way toward developing significance by planning various complex cycles that included word perusing, word and world information and familiarity. Appreciation is the

earlier motivation behind why do the understudies read. On the off chance that the understudies can peruse the word yet can't understand what they have perused, it implies that, they didn't peruse.

Anderson et al (1985) states that, "Reading is the way toward developing significance from composed writings. It's anything but an intricate ability requiring the coordination of various interrelated wellsprings of data". In the mean time, As per Civic chairman in Abdullah (2009:11) perusing appreciation is understanding a content that is perused, or the way toward "building signifying" from a book. Comprehension is a "development measure" since it includes the entirety of the components of the perusing cycle cooperating as a book is perused to make portrayal of the content in the peruser's brain

The substance of perusing appreciation is seeing all data conveyed by the creator. It likewise alludes to the capacity to interface between the words in a content, to comprehend the thoughts and the connection between thoughts passed on in a content. Then, at that point, there were different issues in perusing cognizance, for example, the understudies were exhausted to peruse a book since it was not intriguing, the understudies had restricted jargon so they were hard to comprehend the understanding content, and the understudies didn't have the foggiest idea about the construction of sentence to caused the understudies to strive to interpret the word in sentence of the content.

To deal with the issue, the instructor ought to be improving his showing technique from the old procedure to the upgraded one. This was a fascinating procedure and it could expand the understudies' understanding capacity, in particular Top – Down System. Ellis (1996) Hierarchical preparing uses inner, undeniable level of the acoustic climate and earlier information on properties and conditions of the article in it. This methodology is twofold called expectation driven preparing, on the grounds that it is unequivocally relying upon the forecast of a disconnected on inner model and on the earlier information on the sounds source. Subsequently, In this exploration, the analyst was worried about understanding cognizance and hierarchical procedure. The explanation picked perusing perception due to understudies by and large need extensive more for correspondence to improve understanding in English.

With regards to Nunan, P (1989) "Hierarchical handling technique is evoked from a bank of earlier information and worldwide assumption and other foundation data that the audience brings to the content. Hierarchical Handling is more worried about the initiation of schemata, dereving meaning, worldwide arrangement, and translation of the content". The way toward getting the importance of the content in a hierarchical procedure running information and experience preceding the print peruser. With a hierarchical system, the peruser starts preparing the content by applying a more significant level stage. It implies Hierarchical preparing technique is enacting earlier information to make expectation about the content.

## MATERIALS AND METHOD

A. Materials

This specialist utilized one instrument, they understanding test. Law and Siblings in Muhammad Arif (2006: 17) expresses that, "Reading is capacity to perceive word, expressions, sentences, and sections". The perusing tests were given for getting the destinations information of improving understudies in perusing perception by hierarchical procedure in class. The all out number of test was 25 inquiries.

This examination utilized an irregular testing method. The example of this investigation, the analyst picked X MIA2 with 30 students as an exploratory class. The examples were chosen by doing lottery technique.

B. Method

This research utilized pre-exploratory plan since it give practically no control of unessential variable as one gathering pre-test, treatment, and posttest plan. This research utilized pretest and posttest to see the aftereffect of the treatment.

## DISCUSSION

The researcher found that the presence of hierarchical system in showing perusing made simple the understudies in understanding appreciation. Taking into account the accumulated data, the examiner found improve understudies in understanding perception.

The top – down procedure was convincing exercises applied in 10th grader of SMAN 1 Wajo because of it made the understudy would think and communicate the significance of the substance. It made understanding to play while learning English As indicated by Ji Lingzhu (2003) express that Hierarchical preparing methodology really is action, which accentuates that would now be able to initiate the understudies' earlier information before to the perusing to the content. In the meantime, Firnawati (2005) found that utilizing Top – Down strategy is viable in instructing Paying attention to the understudy SMP Muhammadiyah 5 Mariso.

Considering the establishment, the specialist found improve understudies in understanding appreciation. As indicated by Soleimani (2013) reasoned that system preparing seemed to raise understudies' familiarity with understanding methodologies and could empower technique use by certain understudies. It associated with this examination in applying hierarchical methodologies. The top – down technique was a successful system applied in understudies of SMAN 1 Wajo due to it made the understudies to visitor and think the importance of the content. It made understudies to play while learning English. Accordingly, the top – down methodology could the understudies perusing appreciation in SMA Negeri 1 Wajo. It was shown by mean score of post-test (67.20) was higher than mean score of pre-test (42.56). It can been seen (67.20>42.56). It was similarly by p-worth of test 0.00 was lower than the (0.00<0.05). Along these lines, the analyst expressed that H0 was dismissed and H1 was acknowledged. It implied that there was an importance distinction after and before the understudies who were instructed by utilizing hierarchical technique. Identified with the top – down methodology, Ji Lingzhu (2003) express that Hierarchical handling system really is movement, which underlines that, would now be able to enact the understudies' earlier information before to the perusing to the content. It implied. Thus, the scientist believed that hierarchical system was compelling in improving understudies' perusing perception of the 10th grade understudies of SMA Negeri 1 Wajo in scholarly year 2019/2020.

With respect to the reading test result, the understudies would improve to learn English through top – down system. As indicated by Hanaida (2007) tracked down that the utilization of English paper text increment the understudies' perusing cognizance an examination at the 1st grade understudies in scholastic 2007/2008 SMU Negeri 1 Galesong Selatan. It is demonstrated by the ttest esteem (6.8) which

is higher than the t-table worth (1703). In view of clarification of past-related discoveries over, the analysts (Mustamin 2010; Abdullah 2009; Hanaida 2007; Firnawati 2005) have various ways (methodology, procedure, strategy and media) to upgrade the perusing of the ESL understudies. These investigates could be a reference for the further examination, which was fitting to be applied. This analyst could say that the capacity of understudies in perusing actually needs generally measure. Thus, the educator expected to discover the whether Hierarchical could be improve understudies' understanding appreciation. Subsequently, the analyst has ensured that Hierarchical as methodology were successful for understudies' learning accomplishment and understudies' revenue in reading comprehension.

**RESULTS**

The researcher determined rate and recurrence of score of pre-test, post-test, mean score, and p-value by utilizing inferential investigation in SPSS 21.0 program for windows assessment individual. The consequences of rate and recurrence of these score was appeared on the accompanying table. To reveal this data research, the researcher would divided by some points to the quantitative data:

***Students' Score of pre test***

Table 1: The Rate Percentage and Frequency of Students' Score of Pre- test

| Classification | Score | Pre Test | |
|---|---|---|---|
| | | F | % |
| Very Good | 86 – 100 | 0 | 0 |
| Good | 71 – 85 | 2 | 6.7 |
| Average | 56 – 70 | 5 | 16.7 |
| Poor | 41 – 55 | 6 | 20 |
| Very Poor | < 40 | 17 | 56.7 |
| **Total** | | **30** | **100** |

Table 1 showed that the student' score pre-test was partitioned into four classifications. There were 2 students (6.7 %) were classified into good, 5 students (16.7 %) were classified into average, 6 students (20 %) were classified into poor and 17 students (56.7 %) were classified into very poor. It could be said that only 2 students (6.7 %) was success in learning reading comprehension.

### *Students' score of post test*

Table 2: The Rate Percentage and Frequency of Students' Scores of Post-test

| Classification | Score | Post Test | |
|---|---|---|---|
| | | **F** | **%** |
| Very Good | 86 – 100 | 0 | 0 |
| Good | 71 – 85 | 8 | 26.7 |
| Average | 56 – 70 | 20 | 66.6 |
| Poor | 41 – 55 | 2 | 6.7 |
| Very Poor | < 40 | 0 | 0 |
| **Total** | | **30** | **100** |

In light of the table above, it could be seen that students' reading comprehension who were using top-down strategy at the tenth Grade Students of SMA Negeri 1 Wajo in the academic year 2019/2020 consisted of thre classifications according to the result in the table above. The specifications were 8 students (26.7 %) got good, 20 students (66.6 %) were into average, and 2 students (6.7 %) were into classified into poor. So, it could be said that there were 8 students (26.7 %) were considered successful in reading English.

Likewise, based on the score of pre-test (2 students into good) and post-test (8 students into good), it could be conducted that there were improvement by using top-down strategy.

### *Mean score and standard deviation in pre-test*

Table 3: The Mean Score and Standard Deviation of Students' Pre-Test Score

| Class | Mean Score | Standard Deviation |
|---|---|---|
| X MIA 1 | 42.56 | 16.32 |

From the information above, the researcher expressed that mean score of pre-test with 30 students was 42.56 classified in poor and standard deviation of pre-test was 16.32.

### *Mean score and standard deviation in post-test*

Table 4 : The Mean Score and Standar Deviation of Students' Post- Test Score

| Class | Mean Score | Standard Deviation |
|---|---|---|

| | | |
|---|---|---|
| X MIA 1 | 67.20 | 7.40 |

From the data above, the researcher stated that mean score of post-test with 30 students was 67 classified in average with standard deviation was 7.40.

*Probability Value (p-value)*

Table 5: The p-value of the students' reading

| Variable | α | P-value |
|---|---|---|
| Reading Test | 0.05 | 0.00 |

In view of the table above, p-value of test was lower than the α (0.0<00.05). This meant that $H_0$ was rejected and $H_1$ was accepted. It meant that the use of top-down straegy in improve reading comprehension of the tenth grade students of SMA Negeri 1 Wajo could improve after they were taught by using top-down strategy.

**CONCLUSION**

The researchers tracked that SMA Negeri 1 Wajo of tenth grade students improved their reading comprehension after treatment with a top-down strategy in the 2019/2020 school year. The average score of the post-test (67.20) was higher than the average score of the pre-test (42.56). It can see (67.20>42.56). This also proves that the p-value (0.00) of the post-test is lower than α (0.00<0.05). Therefore, the researchers stated that H0 was rejected and H1 was accepted. This means that there are significant differences before and after the students who adopt the top-down strategy of teaching. Therefore, the researcher concluded that the top-down strategy is effective in improving the SMA Negeri 1 Wajo tenth grade top-down strategy in the 2019/2020 school year.

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