USING TOP-DOWN PROCESSING STRATEGIES TOWARD STUDENTS' READING COMPREHENSION ON RECOUNT TEXTS OF EIGHT YEAR AT SMP YLPI PEKANBARU

(Penggunaan Strategi Top-Down Processing Terhadap Pemahaman Bacaan Siswa tentang Recount Text di Kelas Delapan SMP YLPI Pekanbaru)

Oleh: Syofianis[*)], Miranti Eka Putri[*)],danMoch. Rio Yoga Prasetyo [**)]

*) DosenProdi Bahasa Inggris FKIP UIR
**) AlumniProdi Bahasa inggrisFKIP UIR

ABSTRACT

Top-down membaca adalah sebuah proses dimulai dengan pembaca berfokus pada ide utama dari teks dan informasi lainnya yang mereka dapat memahami segera. Strategi membaca efektif membutuhkan keseimbangan antara kedua proses, tapi harus dimulai dengan proses top-down. Skripsi ini bertujuan untuk meningkatkan pemahaman membaca kelas delapan di SMP YLPI Pekanbaru Dalam memahami teks Recount. Top-Down Processing adalah cara alternatif dalam pemahaman mengajar membaca. Membaca adalah cara umum untuk mendapatkan informasi dan pengetahuan. Melalui membaca orang akan mendapatkan ide-ide yang mereka inginkan, dan akan dapat menggunakannya sesuai dengan kebutuhan mereka. Sebagai contoh, jika ternyata pada radio yang menggunakan teknologi baru atau dalam model modern yang kita belum pernah menggunakan sebelumnya, kita akan membacanya secara manual. Singkatnya, orang membaca untuk mendapatkan informasi yang disajikan dalam bentuk tertulis. Setelah menghitung data, peneliti menemukan bahwa total rata-rata dari kelompok dan kelompok kontrol eksperimental dalam pre-test adalah 60,5 untuk kelompok eksperimen dan 56 untuk kelompok kontrol. Di tingkat signifikan 0,5 dihitung adalah terbesar dari t-tabel (0,94 <2.021) di derajat kebebasan (df 38). Ini berarti bahwa t-obs lebih tinggi dari t-tab. Setelah pengobatan diberikan dalam mengajar untuk kelompok eksperimen selama enam pertemuan untuk meningkatkan membaca kemampuan untuk menceritakan teks, pasca-uji diadministrasikan untuk kelompok, kelompok eksperimen adalah 82,5 dan kelompok kontrol 65,5 dapat dilihat itu berarti peningkatan dibuat oleh kelompok eksperimen untuk pre-test post-test 22% dan kelompok kontrol adalah 9,5%. Berdasarkan standar perhitungan deviasi dari kelompok eksperimen dan kelompok kontrol adalah pengujian hipotesis, ditemukan bahwa nilai t-obs lebih besar dari t-tab (1,08> 2,021) di tingkat keputusan alpha $\alpha = 0,5$ dengan derajat kebebasan (df 38) karena itu, hipotesis nol ditolak. Ini berarti ada yang signifikan Menggunakan Strategi Pengolahan Top-Down Menuju Siswa Membaca Pemahaman tentang Teks Recount Delapan Tahun di SMP YLPI Pekanbaru.

KataKunci: ***Top-Down strategy, Reading, Comprehension.***

BACKGROUND

English is one of foreign language taught in educational institution in Indonesia, starting from the lowest stage. English is not only teaching in the learner to know about the language, but also teaching the learner in order to what they can use in their life. English is taught inside the classroom for the learner in order that the students can be practice it outside the classroom.

Reading is the common ways to get the information and the knowledge. Through reading people will get the ideas they want, and will be able to use them in accordance with their need.

Through reading, we can have many useful knowledge such as, one can understand the structure of the sentence forms, he enlarges his vocabulary etc, it means that reading is for us, English has been taught at elementary school up to university level it has been an obligatory subject, because at the last examination, English has the same degree as other lesson. Reading is one of the parts of five English skills such as: speaking, listening, reading and writing that have to be learned

by students it is taught from first semester up to sixth semester.

In this research, the writer focuses on the readingrecount text. Understanding a recount text, the students are expected to be able know the meaning of the text as while, to see how a text is organized, and to understand the relationship between sentence it is important for students in reading to have ability to comprehending in reading text. Because, the aim of the reading is to reach a point where student understand both the meaning of the word.

However, in reality based on the writer experiences in teaching at SMP YLPI Pekanbaru, he found the students get many troubles in comprehending paragraph because they could the answer the question well. From the writer experience when he taught in SMP YLPI Pekanbaru.

Based on the explanation above the writer is interested in carrying out research entitled "**Using Top-Down Processing Strategies Towards Students' Reading Comprehension on Recount Texts of Eight Year at SMP YLPI Pekanbaru".**

RESEARCH METHODOLOGY

The design of this research isexperiment research. The writer uses two variables: the first variable is variable X (top-down Processing strategies toward students') and the second variable Y (Reading Comprehension on Recount Texts). Pre- test of student's independent variable and Post-test of student dependent variable.

The location of the research was at second year student of SMP YLPI Pekanbaru. The reason for choosing this location is to make easy their writer in getting data. The time of carrying out this research is from April until May 2013.

The population this sample was second year SMP YLPI in Pekanbaru in academic 2013/2014 consist of 50 students. And the sample of this research only 20 students or just one class one by sample randomly. The first writer will be randomly chosen as using top-down processing and no using top-downprocessing. So total sample is students are representative enough to be sample inthis research.

The instrument of this research, the writer used reading test, recount text. For pre-test and post test material, In form of and objective text, the question for top-down approach test was 20 items and no using top-down approach test was 20 items.

For the test was around 60 minutes for every test. The reading passage and question were selected from text book students, LKS for grade VIII junior high school.

Before giving test, the student got test to try out on the students at SMP YLPI Pekanbaru to see validity and reliabitity of the test.

1 Pre-test

This kind of the test had been given to students before top-down in reading activities in ablity to comprehending recount texts.

Pre-test was given with the intent to find out if any of the students who already know about the material that will be taught. Pre-test also can be interpreted as testing the activity level of students' knowledge of the material to be delivered, pre-test activities conducted prior to instruction given. The benefits of holding Pre test is to determine the ability of the early students of the subject matter presented. By knowing the student's prior knowledge, the teacher will be able to determine the manner in which subjects were in later latency.

2 Treatment

After giving the pre-test, the writer gave the treatment of using top-down to the students in experiment class but still the same material with the students in control class. The procedure of treatment in experiment class as follow:

1). The teacher came into the classroom. After greeting and got the student's absenteism and gave apperception base on the theme of material that disscussed in teaching and learning procesing.
2). The teaher explained mention some rading base on the theme by using properties.
3). The teacher gave the student some exercises on the student's worksheet.
4). The teacher corrected the result of the student's exescises and gave assessment.
5). Before closing teaching and learning processing the teacher gave the students attention.

The material was given to both experimental and control classes. The material was taken from the eight year student's english book and find out other sources of internet and newspaper in this research.

3 Post-test

Post test wasgiven in form of evaluation end when the material taught that day was given in which a teacher gives post-test with a view whether the students already know and understand the material that has just been given on that day. The benefit of holding post-test was to obtain an overview of the capabilities achieved after the end of the lesson delivery. The post test results compared to the results of tests that have been done, so you will know how much an effect of teaching that has been done, it can be seen as well in addition to sections which parts of the teaching materials are still not well understood by most students.

After completing teaching activities for six metting, the writer gave them test again, it was post-test. The kind of test and the amount of the items were the same as the pre-test (there were 20 items in multiple choices). After distributing the test to the students, the writer analyzed the result of their answer at the pre-test and post-test in other to find out in the using top-down processing strategies toward students' reading comprehension on recount texts.

The data nalyzed by the following formula:

1). Finding mean score

$$\overline{X} = \frac{\sum X}{N}$$

$\overline{X}$ = mean score
$\sum X$ = total score

N = number of students
(J.D Brown, 1988)

2). Finding the standart deviation using the formula:

SD = $\sqrt{s^2}$
SD= Standard Deviation
S^2= Variance

1. Finding variance :
$S2$ = N1. $X1^2$ - ($\Sigma X1)^2$

3). Finding T-test with formula:

$T_{obs} = \frac{Xe - Xc}{S(Xe - Xc)}$

T= t-value (t-test)
Xe= average score of experimental group
Xc= average of control group
(Hatch and Farhady , 1982)

4). Finding degree freedom with formula

df = (N1+N2) – 2
df = degree of freedom of two group
N= number of individual in two group
2= constant number

5). Formula to test the hypothesis
To know whether the hypothesis is rejected or accepted
The following criteria:
$No < N_1$ ⟶ Ho is accepted
$No > N_1$ ⟶ Hoisrejected

FINDINGANDDISCUSSION

The research findings dealing with the data analyzed and interpreted, which have been taken from given pre-test and

post-test of two groups, experimental group and control group. They show the students' score increase from pre-test and post-test of each group in order to find out whether is significant different between experimental groups' achievement and control groups'achievement table below:

Table 1: The Resultof pre-test of Experiment Students' and Control Students' Score

Exprerimental Group				*Control Group*			
No	*Correct*	*Score(X1)*	*$(X1)^2$*	*No*	*Correct*	*Score (X1)*	*$(X1)^2$*
1	*10*	*50*	*2500*	*1*	*12*	*60*	*3600*
2	*11*	*55*	*3025*	*2*	*14*	*70*	*4900*
3	*12*	*60*	*3600*	*3*	*11*	*55*	*3025*
4	*9*	*45*	*2025*	*4*	*12*	*60*	*3600*
5	*12*	*60*	*3600*	*5*	*13*	*65*	*4225*
6	*13*	*65*	*4225*	*6*	*12*	*60*	*3600*
7	*13*	*65*	*4225*	*7*	*12*	*60*	*3600*
Exprerimental Group				*Control Group*			
8	*16*	*80*	*6400*	*8*	*12*	*60*	*4225*
9	*12*	*60*	*3600*	*9*	*10*	*50*	*2500*
10	*13*	*65*	*4225*	*10*	*11*	*55*	*3025*
11	*14*	*70*	*4900*	*11*	*11*	*55*	*3025*
12	*13*	*65*	*4225*	*12*	*9*	*45*	*2025*
13	*14*	*70*	*4900*	*13*	*9*	*45*	*2025*
14	*11*	*55*	*3025*	*14*	*9*	*45*	*2025*
15	*10*	*50*	*2500*	*15*	*11*	*55*	*3025*
16	*15*	*75*	*5625*	*16*	*10*	*50*	*2500*
17	*12*	*60*	*3600*	*17*	*10*	*50*	*2500*
18	*12*	*60*	*3600*	*18*	*11*	*55*	*3025*
19	*10*	*50*	*2500*	*19*	*11*	*55*	*3025*
20	*10*	*50*	*2500*	*20*	*12*	*60*	*3600*
N=20		*ΣX1=1210*	*$\Sigma(X1^2=74800$*	*N=20*		*ΣX1=1120*	*$\Sigma(X1)^2=63650$*

Based on the data has been showen in table 4.1 it is clear that pre- test that had been given in exprerimental class the higher score 80 point and the lower score was 45 point. Meanwhile, the resul of pre-test was shown that total score of 20 students was 1210 point and the average of the score was 74800 point. Then the result of pre-test in control class base on the data has been showen in table 4.1 it is clear that pre- test that had been given in control class the higher score 70 point.

The Calculation of Pre-Test Score

The calculation from the table above shows that there is slightly difference in mean (X). The experimental group is 60,5 and control group is 56. So is the standard deviation (S) of experimental group is 9,16 and control group is 6,99. They were relatively not quite different. For pre-test score of the groups can be seen in the following calculation:

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EXPERIMENTAL GROUP

1. *Mean*

$$X1=\frac{\Sigma X1}{N1}$$
$$=\frac{1210}{20}$$
$$= 60,5$$

2. *Variance*

CONTROL GROUP

1. Mean

$$X2=\frac{\Sigma X2}{N2}$$
$$=\frac{1120}{20}$$
$$= 56$$

2. Variance

$$S1^2 = \frac{N1\Sigma X12 - (X1)2}{N1(N1-1)}$$

$$= \frac{20.\ 74800 - (1210)2}{20.\ (20-1)}$$

$$= \frac{1496000\ -1464100}{20.\ 19}$$

$$= \frac{31900}{380}$$

$$= 83,94$$

3. *Standard Deviation*

$S1 = \sqrt{S1^2}$

$S1 = \sqrt{83,94}$

$S1 = 9,16$

$$S1^2 = \frac{N1\Sigma X12 - (X1)2}{N1(N1-1)}$$

$$= \frac{20.\ 63650 - (1120)2}{20.\ (20-1)}$$

$$= \frac{1273000 - 1254400}{20.\ 19}$$

$$= \frac{18600}{380}$$

$$= 48,94$$

3. *Standard Deviation*

$S1 = \sqrt{S1^2}$

$S1 = \sqrt{48,94}$

$S1 = 6,99$

4. *F-Test*

$$F = \frac{\text{biggest variance}}{\text{smallest variance}}$$

$$= \frac{9,43}{6,99}$$

$= 1,34$

$F_{obs} = 1,34$ $F_{tab} = 1,79$

5. *Degree of freedom*

$df = (N1+N2) - 2$

$df = (20+20) - 2$

$df = 40 - 2$

$df = 38$

The Calculation of Post-Test Score

The calculation from the table above shows that there is slightly difference in mean (X). The experimental group is 82,5and control group is 65,5. So is the standard deviation (S) of experimental group is 9,38 and control group is 8,87. They were relatively not quite different. For pre-test score of the groups can be seen in the following calculation:

EXPERIMENTAL GROUP

1. *Mean*

$$X1 = \frac{\Sigma X1}{N1}$$

$$= \frac{1650}{20}$$

$= 82,5$

2. *Variance*

$$S1^2 = \frac{N1\Sigma X12 - (X1)2}{N1(N1-1)}$$

CONTROL GROUP

1. *Mean*

$$X2 = \frac{\Sigma X2}{N2}$$

$$= \frac{1310}{20}$$

$= 65,5$

2. *Variance*

$$S1^2 = \frac{N1\Sigma X12 - (X1)2}{N1(N1-1)}$$

$$= \frac{20.\ 137800 - (1650)2}{20.\ (20-1)}$$

$$= \frac{2756000\ -2722500}{20.\ 19}$$

$$= \frac{33500}{380}$$

$$= 88{,}15$$

$$= \frac{20.\ 87300\ - (1310)2}{20.\ (20-1)}$$

$$= \frac{1746000\ -1716100}{20.\ 19}$$

$$= \frac{29900}{380}$$

$$= 78{,}68$$

3. Standard Deviation

$S1 = \sqrt{S1^2}$

$S1 = \sqrt{88{,}15}$

$S1 = 9{,}38$

3. Standard Deviation

$S1 = \sqrt{S1^2}$

$S1 = \sqrt{78{,}68}$

$S1 = 8{,}87$

4. F-Test

$$F = \frac{\text{biggest variance}}{\text{smallest variance}}$$

$$= \frac{9{,}38}{8{,}87}$$

$$= 1{,}05$$

$F_{obs} = 1{,}05$ $F_{tab} = 1{,}29$

5. Degree of freedom

df= (N1+N2) – 2

df= (22+22) – 2

df= 40– 2

df= 38

Here, we can see that F obs is less F tab $(1{,}05 < 1{,}29)$ *with degree of freedom (df) 38. It means that two groups were homogenenous. Furthermore, the number of each group was equal; the following is used as follows*:

T-test

$$t = \sqrt{\frac{N1\ N2\ (N1-2)}{N1+N2}} \cdot \sqrt{\frac{X1-X2}{N1S1^2 + N2S2^2}}$$

$$t = \ \cdot \sqrt{\frac{82{,}5-65{,}5}{20.\ 88{,}15\ +20.\ 78{,}68}}$$

$$t = \sqrt{\frac{400(38\ )}{40}} \cdot \sqrt{\frac{17}{1763+1573{,}6}}$$

$$t = \sqrt{19{,}49} \cdot \sqrt{\frac{17}{3336{,}6 = 57{,}76}}$$

$$t = \sqrt{19{,}49} \cdot \sqrt{0{,}071}$$

$$t = \sqrt{1{,}176}$$

$$t = 1{,}08$$

$T_{obs} = 1{,}08$ $T_{tab} = 2{,}021$

Table 2: The Post-test Score of Experimental Group and Control Group

	Experimental Group	*Control Group*
X	*1650*	*1310*
X	*82,5*	*65,5*
S^2	*88,15*	*78,68*
S1	*9,38*	*8,87*

The table2 showed the score of two groups, experimental group and control group in means, variance and standard deviation in doing pre-test.

We can see on table above mean score made experimental group 82,5 and control group is 65,5. Variance score made by experimental group is 88,15 and control group is 78,68 and standard deviation score by experimental group is 9,38 and control group is 8,87. It means that post-test, experimental group score bigger than control group score:

Table 3:The Increase of Experimental Groups' Score

	Pre-test	*Post-test*	*Increase*
X	*60,5*	*82,5*	*22%*
S^2	*83,94*	*88,15*	*4,21%*
S1	*9,16*	*9,38*	*0,22%*

Table 3 showed the score increase of the experimental class from pre-test until post-test in mean score 22%, variance is 4,21 % and standart deviation is 0,22%.

Table 4: The Increase of Control Groups' Score

	Pre-test	*Post-test*	*Increase*
X	*56*	*65,5*	*9,5%*
S^2	*48,94*	*78,68*	*29,74%*
S1	*6,99*	*8,87*	*1,88%*

Table 4 showed the score increase of the control class from pre-test until post-test in mean score 9,5%, variance is 29,74% and standart deviation is 1,88%. Then, the score increase between exprimental class and contol class can be seen follow :

Table 5: The Increase Score of Experimental Group and Control Group

	Pre-test mean score	*Post-test mean score*	*Increase*
Experimental group	*60,5*	*82,5*	*22%*
Control group	*56*	*65,5*	*9,5%*

The table 5 showed increasescore of experimental group and control group. As we can see on the table above, in increasing of mean score by experimental group is 22% and increasing of means score by control group is 9,5%. It means the increasing of means score by experimental group is higher than increasing of mean score by control group.

CONCLUSION

Based on the hypothesis of this study, there is significant reading comprehension of the eight year student's of SMP YLPI Pekanbaru in comprehension recount texts. *The result of this research can be concluded as follows. They are:*

1. *There is a significant* increase reading ability of the second year students of SMP YLPI Pekanbaru in comprehending recount texts. *It can be seen from the first hypothesis these where t-obs =1,08 and the significant was 2,021. It is mean that there is positive significant in increasing* reading the ability of the second year student's of SMP YLPI Pekanbaru in comprehension recount text.
2. Using top-down processing strategies toward students' readingcomprehension recount text to with orientation, events, and re-orientation and than language features.

SUGGESTIONS

In order to increase the learning reading comprehension to recount text, especially at the second year of student's of SMP YLPI Pekanbaru, it is necessary to contribute some suggestions.

1.Suggestion For Teacher

a. The teacher are be able to explain the reading text clearly.

b. Give to motivate the student's in the teaching and learning process.
c. Top-down peocessing can be used the teaching English and involve all of the students.

2. Suggestions for Students

a. Students should read English reading text more and more in order some information of the texts.
b. The students should respon or more active in the class.
c. Student can understand aboutrecount text and identify the purpose of the texts.

3. Sugestions for the Next Researcher

For the next researcher can be using top-down processing strategies toward students' reading comprehension recount text in teaching and learning process, Epecially in Englsh study because is can be increasing students reading comprehension on recount texts.

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