

USING THE TOP-DOWN STRATEGY IN TEACHING READING COMPREHENSION

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**PAPER**



**By:**

Mery Rahayu Putri

77097 – 06

**Advisor:**

Yuli Tiarina, S.Pd, M.Pd

**ENGLISH DEPARTMENT**

**FACULTY OF LANGUAGE AND ART**

**STATE UNIVERSITY OF PADANG**

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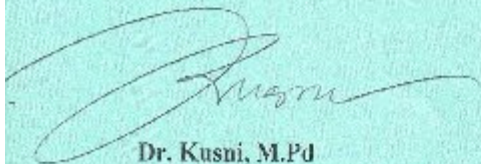
**HALAMAN PERSETUJUAN MAKALAH**

**USING THE TOP-DOWN STRATEGY IN TEACHING READING  
COMPREHENSION**

Nama : Mery Rahayu Putri  
Nim/ Bp : 77097/ 2006  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

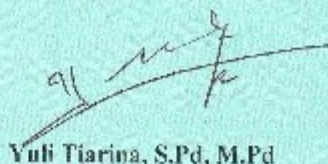
Padang, September 2011

Disetujui oleh:  
Ketua Jurusan



Dr. Kusni, M.Pd  
NIP. 19620909 198803 1 004

Diketahui:  
Pembimbing



Yuli Tiarina, S.Pd, M.Pd  
NIP. 19770720 200212 2 002



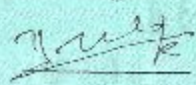
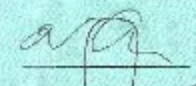

## HALAMAN PENGESAHAN

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah  
Jurusan Bahasa Inggris Fakultas Bahasa dan Seni  
Universitas Negeri Padang

Nama : Mery Rahayu Putri  
Nim : 77097  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa Inggris  
Fakultas : Bahasa dan Seni

Padang, September 2011

### Tim Penguji

Nama		Tanda Tangan
1. Ketua	: Yuli Tiarina, S.Pd, M.Pd	1. 
2. Anggota	: Drs. Zainuddin Amir, M.Pd	2. 
3. Anggota	: Drs. Jufri, M.Pd	3. 

## ABSTRAK

**Mery Rahayu Putri, 77097. “Using the Top-Down Strategy in Teaching Reading Comprehension”. Paper. Padang. Jurusan Pendidikan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

**Advisor: Yuli Tiarina, S.Pd, M.Pd**

*Reading* (membaca) sebagai salah satu keterampilan bahasa perlu dikembangkan pada berbagai jenis pendidikan agar siswa mampu memahami isi bacaan dengan baik. Hal ini sangat penting guna mendapatkan banyak informasi dan pengetahuan. Namun kenyataan di lapangan masih banyak siswa mengalami kesulitan dalam membaca terutama dalam memahami isi bacaan. Hal ini disebabkan oleh beberapa faktor seperti kurangnya dorongan terhadap siswa dalam membaca, timbulnya kebosanan terhadap siswa dalam membaca, dan strategi yang digunakan oleh guru membuat siswa bosan. Berawal dari kenyataan ini, penulis tertarik untuk mengangkat dan mengajukan *Top-Down Strategy* sebagai salah satu strategi yang efektif dalam meningkatkan pemahaman siswa dalam membaca. Karena keinginan siswa untuk mau dan bisa memahami isi bacaan yang mereka baca sangatlah sedikit. Dengan menggunakan *Top-down Strategy* guru dapat mempermudah siswa untuk memahami sebuah bacaan, karena biasanya membaca merupakan suatu yang membosankan sebab siswa dituntut untuk membaca seluruh kalimat yang ada dalam bacaan. Dalam *Top-down Strategy*, siswa menggunakan pengetahuan yang mereka miliki untuk memahami isi dari bacaan tersebut, tanpa harus mengartikan setiap kata. Oleh karena itu, diharapkan kepada guru bahasa Inggris agar mengaplikasikan *Top-Down Strategy* untuk menjadikan siswa lebih tertarik dan mudah dalam memahami bacaan didalam pembelajaran reading.

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

Language is a coding system and a meaning by which information may be transmitted or shared between two or more people for communication, whether it is in orally or written forms. So, language can be used to express our ideas and feeling. Language is also as a means to acquire and master knowledge, science, and technology. And in this global era, human should master the international language that is English in order to expand relationship with other people in another country.

English is the first foreign language taught from elementary school to university level. The purpose of teaching English is to facilitate students on the four language skills; listening, speaking, reading and writing. English also includes a technological language that is used in the world. Because of that, the governments established English as one of the subject matter at school. It is aimed to improve the quality of human resources in Indonesia. Wiener (1989) states that each of the skill is related to each other and all of them are essential. So, one of these skills cannot be left when learning English. Related to this idea, Kustaryo (1988) states that one of the most important skills in learning this language besides listening, speaking and writing is reading.

Reading is a skill that has to be mastered by students in order to get more information and knowledge in their life. The important of reading skill can be seen in our educational curriculum. In KTSP (Kurikulum Tingkat Satuan Pendidikan), reading is one of English skills that should be learned and mastered in any level of education

from elementary to senior high school. According to Carnine (2002), success in reading is very important to students, both for academic and vocational advancement and for the students' psychological well-being.

Although students have been taught English since elementary school, reading English text still seems difficult for the students of senior high school. Many of them face some problems in comprehending the text. Firstly, the students do not have capability in reading English text because they may have lack of motivation. Actually, in learning reading students should have motivation in order to make them interested and enjoy in reading English text. Mc Donald (in Hamalik, 2004) states that motivation could come from inside called intrinsic motivation and from outside called extrinsic motivation. Intrinsic motivation is the motivation that comes from the student itself. It means that the student should have a willing to be good in learning English, especially in reading skill. So they should persuade themselves in learning. Extrinsic motivation means the motivation that comes from students' environment, for example from their parents, family, friends, and also the teacher. So, if the students have motivation they will get success in achieve their goals.

Moreover, factor that makes the students difficult to comprehend the text is the material or the text given. According to Smith (1998) most of the students will not comprehend the text easily if the teacher gives unsuitable material for them. It means that the teacher does not provide the material based on the students' interest or level. As a result, the students feel bored and do not want to read the text. So, it is hoped to the teacher chooses materials or texts that are familiar with students that can make them more easily to understand the text.

The last problem is the teaching strategies in classroom. The strategies that are used by the teacher do not catch students' interest. Deutch (2005) said that reading strategies help the students to focus on reading and access relevant information. Therefore, the teacher should use a good reading strategy to the students. If the students have bad reading strategies, their reading might become boring and it will be difficult for them to comprehend the text.

The difficulties of the students on reading comprehension a text might be caused by the techniques used by the teacher, and the student itself. The problem caused by the teacher given the student monotonous activities in reading classroom. The next factor is the lack of interest of student in reading, because they just read English material in the class. It was because of the limited of vocabulary and the difficulties in finding information in the text. In order to solve those problems, teachers need to find an effective and innovative way to improve students reading comprehension. Here, the teacher can use top-down processing strategy. The top-down strategy focuses on the background knowledge of a reader uses to comprehend a written text. Top-down strategy itself can be used in all of kind of texts. It can make the students easily in catch the meaning or comprehend a text because top-down strategy described as the mental frameworks we hold as the readers, and which we bring with us when we read a text.

## **B. Limitation of the Problem**

There are many ways that teachers can do in teaching reading to get the comprehension. Based on this, the paper is limited to the use of top-down strategy for teaching reading comprehension.

**C. Formulation of the Problem**

Based on background of the problem above, the problem will be formulated in form of question “How can the top-down strategy be used in teaching reading comprehension?”.

**D. Purpose of the Paper**

The purpose of this paper is to show and explain how to use the top-down strategy in teaching reading comprehension. This paper is hoped to be useful for the teacher to choose the materials and make the students interested in teaching reading and also motivate the students.