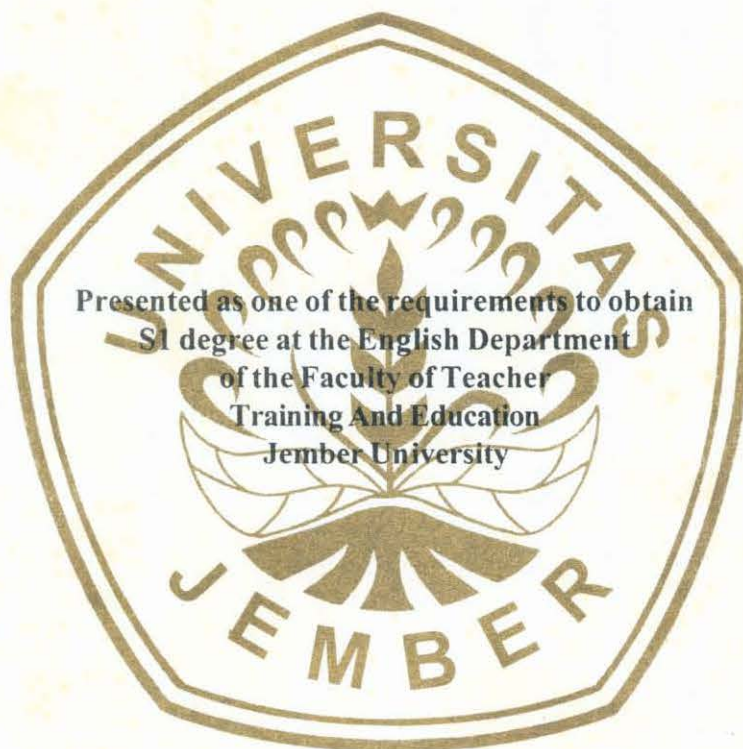


**THE INFLUENCE OF TOP DOWN APPROACH ON READING  
COMPREHENSION ACHIEVEMENT OF THE THIRD YEAR  
STUDENTS OF SOCIAL PROGRAM OF SMUN I  
JOGOROGO NGAWI IN THE 1999 / 2000  
ACADEMIC YEAR**

**THESIS**



By:

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
JANUARY, 2001**

## MOTTO

Reading is the window of the world

Where there is a will, there is a way

(proverb)

## DEDICATION

I dedicate this thesis to:

1. My beloved Mother and Father,
2. My beloved Sisters and Brother,
3. My beloved lecturers,
4. My beloved Almamater.



## APPROVAL

The Influence of Top Down Approach on Reading Comprehension Achievement  
Of the Third Year Students of Social Program of SMUN I Jogorogo  
Ngawi in the 1999/2000 Academic Year

## THESIS

Proposed for being defended to the examiner team as one of the requirements to  
obtain S1 Degree at English Program , Department of Language Art,  
the Faculty of Teacher Training And Education,  
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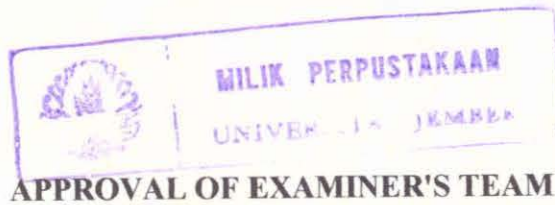
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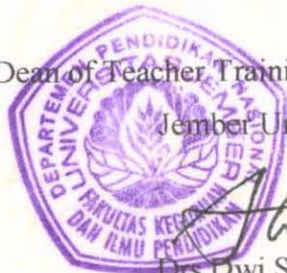
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## ACKNOWLEDGEMENTS

It is only under the guidance and blessing of Allah SWT this thesis entitled "The Influence of Top Down Approach on Reading Comprehension Achievement of the Third Year Students of Social Program of SMUN I Jogorogo Ngawi in The 1999/2000 academic year" has finally been completed.

On this occasion, the writer would also like to express the deepest appreciation and sincere thanks to:

1. The Dean of Faculty of Teacher Training and Education , Jember University;
2. The Chairwoman of Language and Arts Department of Faculty of Teacher Training and Education, Jember University;
3. The Chairman of English Program of Faculty of Teacher Training and Education, Jember University;
4. The first consultant who has given the valuable guidance in composing this thesis;
5. The second consultant who has given the valuable guidance in composing this thesis;
6. The Principal of SMUN I Jogorogo Ngawi;
7. The English teacher of SMUNI Jogorogo Ngawi;
8. The administrative staff of SMUN I Jogorogo Ngawi;

Finally, the writer hopes that this thesis will provide some advantages to the readers. Any criticism, suggestion and input that contribute to the improvement of this thesis would be highly appreciated.

January, 2001

The Writer

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## ABSTRACT

Anis Suswarini, January 2001, The Influence of Top Down Approach on Reading Comprehension Achievement of The Third Year Students of Social Program of SMUN I Jogorogo Ngawi in The 1999/2000 Academic Year.

Thesis, English Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

Consultants: 1). Drs. HM Sjakir Hadie, Ks MSA

2). Drs Budi Setyono, MA

As one of the language skills, reading is considered as the most important skill in learning language. Since reading is important in improving other skills, the way to learn it should be improved. Some experts explain about the usefulness of top down approach on reading. So in this research, the writer tries to solve the problem "Is there any influence of using top down approach on reading Comprehension achievement"? Based on the reason, this research aimed to test whether or not there is a significant influence of using Top down Approach on reading comprehension achievement of the third year students of social program of SMUN I Jogorogo Ngawi. The data needed in this research were collected by applying the test, the interview, and the documentation. The data of the research were analyzed by using t-test. The result of data analysis found that in reading comprehension the statistical value was higher than critical value. This showed that there is a significant influence of using Top down approach on reading comprehension achievement of the third year students of SMUN I Jogorogo Ngawi in the 1999/2000 academic year. Thus, it is suggested to the English teacher to explain top down approach to the students.

**Key Words:** Top Down Approach, Reading Comprehension Achievement.



## I. INTRODUCTION

### 1.1 Background of the Research

As a means of communication, English is widely spoken all over the world as an international language. It plays a very important role in many aspect of life, such as in politics, technology, education, commerce and so forth. Especially in education, English is regarded as the first foreign language. It is based on the decree of Minister of Education and culture no. 096/1967 which states that English is the first foreign language (Alwasilah, 1993:146). English as a foreign language also plays a more important role in Indonesia than the other foreign languages such as German, Arabic, Japan, French and Chinese. According to the 1994 English curriculum for SMU English is a compulsory subject in senior high school that functions as an instrument for improving the student's capability in science, technology, culture and art (Depdikbud,1993:1)

In learning English as one for compulsory subject, the students should master the four language skills: speaking, listening, reading and writing. Reading is considered as the most important skill in learning language, by reading someone gets not only information or knowledge but also enjoyment. Meanwhile, reading is a key to educational success because every aspect of learning uses reading as a major component. Through reading we can enrich our view, provide us with varied experience and stimulate our creativity. In short, reading makes us to be informative people. Many attempts have been made to improve the student's reading ability; however, the facts show that the students still find problems and difficulties when trying to get the main point of the text, because they must not only comprehend and interpret the text but also remember what they have read.

Teaching reading to the English foreign language students is a very essential part. The teacher should have many experience about teaching reading and the teacher should find the effective method in teaching it because there are many methods in teaching reading, such as bottom up, top down, interactive approach. Mcneil (1991:16) argues that reading comprehension is the process of using one's existing knowledge (schemata) to interpret text in order to construct



meaning. It means that comprehension includes understanding the information in the text as well as changing the knowledge used to understand the text. Hudson (in Silberstein, 1987:31), says that the significance of background knowledge in the interpretation of the text by showing the schemata can override language proficiency as a factor in comprehension. So it is impossible to comprehend even the simplified text without using background knowledge.

Top down process or conceptual driven process happens when readers use prior knowledge to make prediction about the data they will find in a text. This process is suitable for the students of Senior High School because they are believed to have sufficient background knowledge to understand a complex text. In line with the statement above, top down gives opportunity to the students in improving their reading comprehension.

Considering the explanations above and for sake of improving SMU student's reading abilities, it motivates the researcher to conduct the research on top down approach in reading comprehension.

## **1.2 Problem Formulation**

The problem of this research is "Is there any significant influence of top down approach theory on reading comprehension achievement of the third year students of social program of SMUN Jogorogo Ngawi in academic 1999/2000?"

## **1.3 Operational Definitions Of Variables**

### **1.3.1 Top Down Approach**

Nunan (1991:66) defines top down approach as a strategy in which the reader uses the real-world knowledge to construct and interpret written material.

Mcneil (1991:12) defines top down approach as a strategy in which the reader's goal and expectation determined what is read. Schemata guide students searching for what is important for in the text. It means that the reader will be helped by schemata in reading a text.

In this research top down approach means the approach of understanding the meaning of the text in which the background knowledge of the students is the source of information.

### **1.3.2 Bottom-up Approach**

Bottom -up approach is a process of reconstruction meaning by recognizing the letters and the words and building of semantic representation of the meaning from the smallest units at the bottom up to the largest at the top.

### **1.3.3 Interactive Approach**

Interactive approach is a process to understand the meaning of the text based on the background knowledge of the reader include bottom up and top down process.

### **1.3.4 Reading Comprehension Achievement**

According to Burns (1984:151) reading comprehension includes comprehending words meaning, comprehending sentences and comprehending paragraph.

Achievement is proof of successful efforts can be reached ( Tinambunan , 1988:27).

Reading comprehension achievement in this research means the proof of the successful attempts done by the students in comprehending the meaning from the written material involving comprehending words meaning, comprehending sentence, comprehending paragraph. The student's reading achievement is shown through test scores of reading comprehension test.

## **1.4 Objective of the Research**

Based upon the research' background described above the objective of this research is to investigate whether or not there is a significant influence of Top Down Approach on reading comprehension achievement of the third year students of social program of SMUN Jogorogo Ngawi in the 1999/2000 academic year.

## **1.5 Significance of the Research**

### **1.5.1 For the English Teacher of SMUN Jogorogo Ngawi**

- a. as an input for the English teacher to apply top down approach in teaching reading;
- b. to encourage the English teachers to improve the teaching learning process especially in teaching reading.

### **1.5.2 For the students of SMUN Jogorogo Ngawi**

- a. by using top down approach the students will be easier to study reading;
- b. to help the students in comprehending a text so that they can improve their reading achievement.

### **1.5.3 For the other Researcher**

as the inputs to conduct other research in the same topic with different research design such as action research that has relationship with English teaching and learning process especially in reading.

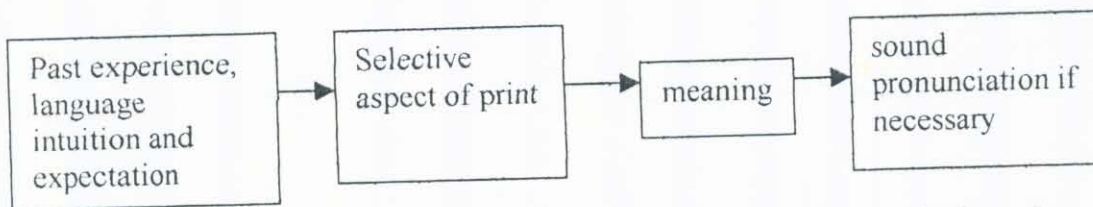


## II. REVIEW OF THE RELATED LITERATURE AND HYPOTHESIS

### 2.1. The Nature of Top-Down Approach

Top down process or concept driven process is a term used to refer the sequence of cognitive activities of reader in understanding a text, making prediction, formulating hypothesis in relating their background knowledge and in confirming it to construct meaning from a text.

Furthermore, Nunan (1991: 65) describes Top Down in the following diagram:



By looking at the diagram, it can be seen that this approach emphasizes the reconstruction of meaning rather than decoding of form. Hence the reader brings their background knowledge (past experience, language intuition, expectation) to search information from the text. Then readers search some key words to construct meaning based on their interpretation. If necessary, readers can express their comprehension by using their own words orally. So the readers bring their background knowledge of the subject to construct meaning then comprehend a text.

In addition Simanjuntak (1988: 7) denotes that Top down processing occurs as the system that make general prediction based on higher level general schemata then searches the input for information. This model involves an interaction between thought and language.

In other words, top down process occurs when reader goes through in understanding the text, making prediction, formulating hypothesis by using their background knowledge.

Top down reading activities focus learners on the utilizing of background knowledge to comprehend a text. Hence, they can utilize resources outside the



classroom to increase their reading achievement. It is not necessary for them to understand every word or sentence in a text.

To explain more details about top down approach, it should be followed by background knowledge. Here, the top down approach contains building background knowledge and activating background knowledge (Carrel, quoted from Smith, 1988: 243) which will be described below.

### **2.1.1. Building Background Knowledge**

In comprehending a reading text, it depends on the one's knowledge and experiences. According to Carrel (quoted from Pearson, (1988: 244-245) in Schema theory research, it shows that the greater the background knowledge the reader has, the better the reader will comprehend text. It is clear that the use of background knowledge in comprehending a text is very useful.

The same maybe said that presenting background information related to the topic will help readers learn from a text regardless of how that background information is presented or how specific or general it is.

Furthermore, Silberstein (1987: 30-31) outlines that reading is seen an active process. She explains that top down knowledge or conceptually driven information processing occurs when readers use prior knowledge to make predicting about the data they will find in a text. In order to build background knowledge, she offers one teaching strategy that provides students necessary background knowledge and train them in accessing related information.

Interactive approach refers to both interaction of the readers with several kinds of knowledge and the interaction of the readers and the text (Dubin, 1986:6). Interactive approach is an approach of reading which principally believed that reading is an interactive process between visual information provided by the writer and non visual (background knowledge-conceptual abilities and reading strategies include bottom-up and top down process). Bottom up process is primarily used to refer to a view of reading as a sequential process, that is a process of reconstruction meaning by recognizing the letter and the words and

building of semantic representation of meaning from the smallest unit at the bottom -up to the largest at the top.(Carrel, 1988:240).

This theory refers to reading that is an interactive process between what readers already know about a given topic or subject and what the writer writes. Knowledge about a given topic or subject according to this method influences student's comprehension.

Interaction process means a process which influences readers' knowledge and comprehension about a given material, in this case the students as readers have to decode based on the background knowledge, the content of the material includes decoding grammatical knowledge of the sentence in this text.

In helping the students to build the background knowledge, the teacher can guide them by giving pre – reading activities, such as viewing movies pictures, field, briq, class discussion, or debates etc (Mcwhorter, 1989: 75).

### **2.1.2. Activating Background Knowledge**

To reach a better understanding, Mcwhorter (1989: 75-76) denotes that the sets of knowledge and experience are known as schemata. Schemata can greatly assist reader in reading and studying to make content meaningful, to enable reader to tie or associate new information and to previously learned material. Before reading the topic, it is suggested to take a few minutes to activate schemata on the topic. The reader could activate the background information and experience with the topic by using the following techniques; such as: asking question and trying to answer them, relating the topic to the reader's experience, and free associating on a scrap sheet of paper. These activities will make the reading effective.

To clarify, there are several methods in teaching reading comprehension by activating background knowledge. They are according to Carrel (1988: 248-252) as follows.

#### **a. Organized Method**

- 1) It trains the reader do something before reading in order to appropriate background knowledge – rather than creating the text themselves.
- 2) Setting communication purpose for reading.



- 3) Predicting what the text will be about.
- 4) Sharpen prior experiences on the topic.
- 5) Free associating on the topic or surveying the text.

All of these methods have the reader read the text against the background of the activated knowledge. They all have the reader to do something to synthesize the new activated knowledge. They all have the reader to do something to synthesize the new information gained from the text, writing their interpretation, reviewing the text to confirm hypothesis or prove conclusion relating the text to prior knowledge,

#### b. Text – Mapping Strategies

Text mapping involves selecting key content from an expository passage and representing it in some sort of visual display (boxes, circles, connecting lines, tree diagram, etc) in which the relationship among the key ideas are made explicit if students are not familiar. These rethorical structures before teaching may build the schemata as well as teach students to activate the schemata.

#### c. Teaching Predicting

This technique includes:

- 1) Exposing a text bit by bit (either sentence by sentence, or clause by clause) and asking readers to predict the contents of the next part.
- 2) Giving only the first and the last sentence of paragraph of a text, and asking students to reconstruct what has been omitted.
- 3) Asking students to determine the original order of number of detached paragraphs.
- 4) Asking students unscramble two intermingled texts. Therefore, the text used exercises should be relatively easy.

#### d. Anomaly/nonsense

Students should be asked to stop reading when they encounter something that does not make a sense. Discussing the anomalies and why they do not make a sense help to synthesize the importance of involving background knowledge.

#### e. Other Top-Down Techniques

These techniques include:

- 1) use of explicit textual clues in one part of a text to distinguish appropriate multiple choice possibilities in another part of the text;
- 2) Student's encouragement to read carefully for detailed by making sure they have opportunities to read such text as directions.

## **2.2 The Nature of Bottom- up Approach**

Dubin(1986:6) characterized that the bottom up model is as the common sense notion that reading is a precise process involving exact, detailed, sequential perception and identification of letters, words, spelling, patterns and larger language units. This model assumed that a reader proceeds by moving his eyes from left to right across the page, first taking letters to combine words, then combining the words to form the phrases, clauses and sentences of the text.

In addition, in one part of the processing, the readers work out the meaning of the words and structure of a sentence and build up a composite meaning for the sentence(Brown, 1983:235). Carrel (1987:30-31) argues that reading is a bottom up process: graphemes are perceived as forming words, words as forming sentences, sentences as forming paragraph. Thus the readers decode print in two ways: semantically (i.e. they do not identify the lexical meaning of words only but they also create a broader meaning for these words within the context of phrase, sentence and discourse) and syntactically (i.e. they recognize the meaningful structural relationship within the sentence (Papalia, 1987:70). Those opinions above explain to us that reading is a process of understanding written symbols. It only interacts the reader and the graphics symbols.

Thus, it can be concluded that the bottom up model of comprehension denotes one part of the processing, working out the meaning of the words and a structure of a sentence, the last building up the composite meaning for a sentence.

## **2.3 The Nature of Interactive Approach**

Interactive approach refers to both interaction of the readers with several kinds of knowledge (with no directional bias, bottom up or top down) and the interaction of the reader and the text (Dubin, 1986:6). Moreover, Interactive



approach in reading comprehension is the process of understanding the meaning of the text in which both background knowledge and the text are the source of information (Aron, 1986:136). In his schema theory (schemata) he discussed two models of process on comprehension, top down and bottom up process which are interactively involved in comprehension. Here the interactive approach required the process of activating linguistic knowledge of the words come to a comprehension of certain text. To deeply understand this approach, it can be concluded that interactive approach is an approach of reading comprehension which principally believe that reading is an interactive process between visual information provided by the writer and non visual information (background knowledge and reading strategies) include bottom up and top down process.

#### **2.4. Reading Comprehension**

Reading comprehension is the process of combining textual information with the information a reader brings to the text. Moreover, reading process is not simply a matter of extracting information from the text but also the process in which the reading activities require prior knowledge in the reader mind that he uses to refine or extend the new information supplies by the text (Smith, 1973: 7-8).

Furthermore, Simanjuntak (1988: 4) says that the first point to be made about the reading process is reading comprehension. Knowledge is the basic element for comprehension. It means that it is relating what we do not know with new information to what we already know. To draw a new information of a page, a reader must have learned to identify the categories and relationship represented in the visual forms on the page.

According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and a text. From an interaction perspective, reading comprehension is an acquisition of information from context and a combining of disparate elements into a new whole. It is the process of one's existing knowledge (schemata) to interpret text in order to construct meaning (Mcneil, 1991:16). It means that although the writers construct

the text for their given purposes, reader must interpret what they read and must arrive at their own construction of what the text means. In other words, reading is a complex activity involving skill, knowledge and experience.

In order to comprehend a paragraph, article or a book, the reader must grasp the author's main thought, and discover what important fact and details the writer uses to support his thinking. Comprehension of printed material depends on the characteristic of both the material and the reader. It also needs some factors, such as decoding ability, knowledge of the vocabulary present, familiarity with the concept and cognitive development. Reading comprehension is a term use to identify those skills needed to understand and apply information contained within written material. Good decoding skills are crucial to good reading. Based on the explanation above, it can be said that reading comprehension needs to use background knowledge, schemata (experience) to recall and making meaningful inference about the text. The basic comprehension units in reading are words, sentence and paragraphs. Because of this reason, the writer wants to concentrate the research on those units.

#### 2.4.1. Comprehending Words



Word according Hornby (1987:434) is written or spoken unit of language. Word related to reading closely. As offered by Silberstein (1987: 45) that reading a text reinforces the spoken language and provides cultural information that conceptualizes speech.

To be the good readers the readers should build a certain skill and have strategy of word recognition. Young and Savage(1982: 93-94) give examples in teaching the understanding of word recognition as follows:

- a. teach some new words;
- b. before reading, select unfamiliar words then discuss them;
- c. let the students to use those word in spoken or written sentences;
- d. use the words in blank sentences;
- e. reviewing the words to make sure that they have mastered them.



### 2.4.2. Comprehending Sentences

A long with words and phrases, sentences are basic units of meaning to consider when try to improve reading rate and comprehension. Briefly, accurate understanding of sentences is essential to all other comprehension skills and to the effective reading and study of textbook chapters. To read sentences effectively, it is necessary to develop the ability to recognize the structure of the sentences as well as to identify the core part that conveys the essential meaning of the sentence. As Mcwhorter (1989: 95) says that there is the difference between complete and incomplete thoughts. A complete thought is one that supplies enough information to give you the full meaning. On the other hand, incomplete thought only gives partial information.

### 2.4.3. Comprehending Paragraphs

In order to understanding a paragraph there are three essential elements that the reader must apply. They are identifying the topic, finding the main idea, and recognizing supporting details.

#### a. Identifying the topic

The topic of a paragraph is the subject of the whole paragraph. It is the one thing that the whole paragraph is about. Usually the topic of a paragraph can be expressed in two or three words. To find the topic of the paragraph, ask yourself: What is the one thing the author is discussing throughout the paragraph?

#### b. Finding the main idea of the paragraph is one of the most important specific comprehension skills.

Kathleen (1988: 121) says," the main idea is usually directly stated by the writer in one or more sentences within the paragraph. The sentence that states the main idea is called the topic sentences". The topic sentence tells what the rest of the paragraph is about. It can be located anywhere in the paragraph, in the first sentence, in the middle of the sentence, in the last sentence, or in the first and last sentence.

#### c. Recognizing Supporting Details

### c. Recognizing Supporting Details

The details in a paragraph are those facts and ideas that prove, explain, support, or give example of the main idea of the paragraph. While all the details in a paragraph do support the main idea, not all details are equally important. Details are necessary in order to explain through the ideas that the author wants for the reader to know about the main data.

## 2.5. The Influence of the Top down Approach On Reading Comprehension

Based on the explanation about the theory of top down approach and reading comprehension, it can be concluded that top down approach has a close relation with reading comprehension. It has been known that top down approach focuses on building background knowledge and activating background knowledge that activate the students' role in learning.

The background knowledge is considered the most important thing in reading process because the process of reading mostly depends on the readers' background knowledge and experiences. So, building and activating background knowledge can increase comprehension in reading a text. Building and activating background knowledge can be done through pre-reading activities, such as viewing movies, slides, picture, fields, scripts, and other role play activities text previewing. (Carrel, 1988: 245).

It is supported by Mcneil's theory (1991: 16) which says that reading comprehension is the process of using one's existing knowledge (schemata) to interpret text in order to construct meaning. It means that comprehension includes understanding the information in the text as well as changing the knowledge used to understand the text. Hudson (quoted by Silberstain, (1987: 31) states "the significance of background knowledge in the interpretation of text by showing the schemata can override language proficiency as a factor in comprehension." It means that it is necessary to comprehend even the simplified text by using background knowledge.

Based on the experts' ideas above, it can be summarized that using top down approach in reading comprehension by applying background knowledge in



necessary to the reading process. In other words, background knowledge is very important to build a comprehension. Hence, the student's background knowledge will help to arrive in comprehending a text if he is able to relate his background knowledge to the text. This concept is commonly called top down approach.

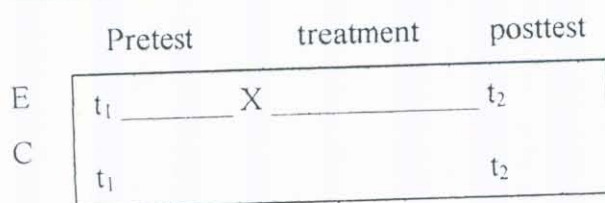
## **2.6. The Hypothesis**

Based on the theory reviews explained above, the alternative hypothesis formulated in this research is: "there is a significant influence of Top Down approach on reading comprehension achievement of the third year students of social program at the SMUN 1 Jogorogo Ngawi in the 1999/2000 academic year".

### III. RESEARCH METHODS

#### 3.1. Research Design

In this research, the researcher used simple randomized design. The two classes from three classes, which were assigned to be the control group and the experimental group, were selected randomly by lottery, for the equal capabilities of both groups were gained. In this case pretest was used to determine the capabilities of both groups. The diagram showed the design that was used in this research.



where : E = Experimental class

C = Control class

X = Treatment that is given to experimental class

T1 = The result of achievement test before treatment

T2 = The result of achievement test after treatment

(Suryabrata,1983:45-46)

The procedures of the design were as follows :

1. Chose the research subject and gave a test to know the homogeneity of the classes .
2. Analyzed the test result statistically by using ANOVA with f-test to know the significance of mean difference of the existing classes. It was intended to know the homogeneity of the classes.
3. Determining group A and group B as the respondents by using cluster random sampling .
4. Teaching group A using top down approach and group B without treatment, then gave posttest.
5. Analyzing the scores of posttest of reading achievement of group A and group B by using t-test.

### 3.2. Area Determination Method

In determining the research area, the researcher used the purposive sampling. This method was used to determine the area of inquiry based on the purpose of the research.

In this case, the research area chosen for conducting the research is SMUN 1 Jogorogo Ngawi with the reasons that the researcher had been familiar with this school very well, in this school top down approach had not been applied yet in teaching and learning reading comprehension, and the English teacher supported the application of this approach. It was also based on the consideration of technical reason such as time, energy, school permission and funding.

### 3.3. Respondent Determination Method

The research used cluster random sampling since the subject of the research were three classes and the researcher chose two classes, that was one class for experimental group and one class for control group.

Before comparing these two groups, they should have the same degree of ability of English subject. To know their ability, the researcher used Anova formula as follow:

$$F = \frac{MS_{between}}{MS_{within}}$$

Where :

F = the coefficient of the formula

MS<sub>between</sub> = between square of mean

MS<sub>within</sub> = within square of mean

### 3.4. Data Collecting Method

There were two kinds of data that were collected in this research, they were primary and secondary data. The primary data were the students' achievement in reading of the experimental and control group. The secondary data were: the school condition, the names of the third year students as samples,



and the school personnel. In this research, the researcher applied three kinds of data collection methods, they were test, interview, and documentation.

#### **3.4.1. Test**

To know the students' achievement in reading comprehension, achievement test were employed in this research. This kind of test was generally constructed based on syllabus and measures what had been taught and learnt (Heaton, 1978: 11). In this research, test was constructed by the researcher based on the teaching material stated in the guideline of 1994 English curriculum. This was a teacher made test in the form of objective and subjective test.

The kind of validity used in this research was the content validity because the test items were constructed based on the content of curriculum used. The test was adjusted with the level of proficiency of the third year students of SMU and was also consulted with the English teacher of SMUN 1 Jogorogo Ngawi.

The reliability of the test was needed to be considered as a good test. Joni (1994:38) stated that if test was valid, it must be reliable. It had been stated above that the test was valid because the tests had been made with the consideration of the basic course curriculum of 1994. That was why the researcher need not to do the measurement in proving the reliability of the test used as the tests had fulfilled the validity as the requirement of the instrument.

#### **3.4.2. Interview**

In this research, the researcher used free guided interview. Through this technique the researcher had possibility to develop the item of the prepared question in accordance with the condition of the field. This interview was used to obtain the information about the implementation of 1994. SMU Curriculum of English, the compulsory books, method and tasks that were given to the students. The interviewee was the English teacher.



### 3.4.3. Documentation

This method was applied in order to complete the primary data. In conducting documentation method, the researcher investigated the written materials such as books, magazines, documents, regulations, meeting notes, diaries and so on (Arikunto, 1996: 304).

In this research, documentation was used to get the data such as the names of students, the names of English teacher and staffs, formative test and school facilities.

### 3.5. Data Analysis Method

Hadi (1991:221) said that there were two kinds of data analysis, they were statistical analysis and non statistical analysis. Statistical analysis was a method of analyzing the quantitative data. Since this research deal with the quantitative data, statistical analysis method was used to analyze the data.

The statistical method used to analyze the data in this research was t-test with the following formula :

$$t = \frac{M_A - M_B}{\sqrt{\left[ \frac{\sum x_A^2 + \sum x_B^2}{n_A + n_B - 2} \right] \left[ \frac{1}{n_A} + \frac{1}{n_B} \right]}}$$

Note :

$M_A$  = Mean of the experiment group

$M_B$  = Mean of the control group

$\sum x_A^2$  = The sum of squared deviation score of Ma

$\sum x_B^2$  = The sum of squared deviation score of Mb

$n_A$  = The number of subject in experimental group

$n_B$  = The number of subject in control group

The degree of freedom (db) for significant test in t-test is  $n_A + n_B - 2$  and the result would be tested with t-table of 5% significant level (Hadi,1990:443).

## IV. RESULTS AND ANALYSIS

### 4.1 Research Report

This research was conducted to the third year students of Social Program of SMUN I Jogorogo Ngawi on the first cawu in the 1999 / 2000 Academic Year. The reseacher conducted this research exactly from 16<sup>th</sup> August 1999 until 30<sup>th</sup> August 1999, both primary and secondary data were gained. Primary data was the data dealing with the data that would be analyzed. They were taken by giving test of reading comprehension achievement to the respondents. While the secondary data were the data that constitute general description of the research area. They were taken through interview, test and documentation.

SMUN I Jogorogo Ngawi is one of public schools in Ngawi. It is located on Jalan Raya Jogorogo , about 20 km to the south west from the central of Ngawi.

A number of personnel were consisting of a Principal, 37 teachers, 8 administrative staffs, 2 gardeners and 2 school guards.

Talking about the curriculum, SMUN I Jogorogo Ngawi had been using curriculum 1994 for the first, the second, and third year students, and The Decree of Minister of Education and Culture no 061/U/1993 5 February 1993. So, it applied cawu (catur wulan) system.

In teaching learning English process, the teacher used the combination of communicative approach and lecturing method in order the process could run well. So the focus of the teaching learning process was not only on the students, but also on the teacher. In reading, the students faced certain text consisting new vocabulary that was still unfamiliar to them. The teacher need to translate the unfamiliar word into Indonesian or ask students to look into the dictionary.

### 4.2 The Respondents of the Research

In determining the respondents, the researcher used the sample method. The population of this research was all of the IPS third year students of SMUN I

Jogorogo Ngawi on the first cawu in academic year 1999/2000 consisted three classes. The total number of the students were 120 people.

In this research, the researcher determined the groups, there were some the respondents. In determining the groups, there were some considerations:

- the two groups had the same degree of ability and the same program.
- In addition, they had almost the same situation and time allocation.
- The two groups were taught by the same teacher.

In dividing them, they were divided at random by lottery into the experimental and the control group.

Before determining both two classes into experimental and the control group, the researcher gave pretest on reading comprehension achievement to the three classes available (they were taught by the same teacher), III – IPS1, III – IPS2, and III – IPS3. This Pretest was done to know the students scores of ability on reading.

Having analyzed the scores of pretest statistically, it was found that the students of III – IPS2 and III – IPS3 had the same condition. It could be detected from the mean difference of the two classes. Shortly, they were homogenous, so the researcher chose III – IPS2 as the experimental and the III – IPS3 as the control class by lottery.

#### **4.3 The Teaching Learning Process Conducted by the Writer**

Before conducting posttest, the researcher conducted teaching learning process. As stated at the previous chapter, this research used simple randomize design. So the researcher took classes and determined one class as an experimental group (III IPS2) and the other as control group (III IPS3). Firstly, III IPS2 was taught reading using topdown approach and III IPS3 without treatment. Both of classes had the same topic "small scale industry". After that, in the second meeting the topic was money and bank. After finishing all the topics the researcher conducted posttest to the two classes to know the students' ability on reading comprehension.



#### 4.4 Collecting Data

In this research, the researcher collected the data obtained from the pretest which was conducted before doing the treatment and post test was given after doing the treatment. The result of each data was presented below :

##### 4.4.1 The Result of the Test before Conducting the Treatment

As it had been stated previously that the test was done to find out the students scores on reading before conducting the research. It was used to know whether or not the two of three classes had the same level of ability. It also enable the researcher to decide which class be the experimental group and which one be the control group.

Before comparing these two groups, they should have the same degree of ability of English subject. To know their ability, the researcher used Anova formula as follow :

$$\begin{aligned}
 SST &= \sum X_T^2 - \left( \frac{\sum X_T}{N} \right)^2 \\
 SST &= 417781 - \left( \frac{7053}{120} \right)^2 \\
 &= 417781 - 414540,08 \\
 &= 3240,92 \\
 SSB &= \sum \frac{(\sum X_T)^2}{n_k} - \frac{(\sum X_T)^2}{N} \\
 &= \frac{(2468)^2}{39} + \frac{(2313)^2}{40} + \frac{(2272)^2}{41} - \frac{(7053)^2}{120} \\
 &= 156180,1 + 133749,23 + 125902,05 - 414540,08 \\
 &= 1291,299
 \end{aligned}$$



$$\begin{aligned}SSW &= SST - SSB \\ &= 3240,920 - 1291,299 \\ &= 1949,621\end{aligned}$$

$$dfT = N - 1 = 120 - 1 = 119$$

$$dfB = K - 1 = 3 - 1 = 2$$

$$dfW = N - K = 120 - 3 = 117$$

$$MSB = SSB : dfB = 1291,299 : 2 = 645,650$$

$$MSW = SSW : dfW = 1949,621 : 117 = 16,663$$

$$\begin{aligned}F_o &= \frac{MSB}{MSW} \\ &= \frac{645,650}{16,663} = 38,747\end{aligned}$$

The analysis showed that  $F_o$  was 38.75 whereas the F-table with significance level of 5% and  $dfB$  of 2 and  $dfW$  of 117 was 3,07. Therefore,  $F_o$  was more than F-table. This means that there was significant difference of the English capability among the three classes of the third year students of social program of SMUN I Jogorogo Ngawi in the 1999/2000 academic year.

Because of the result was significant, the researcher took two classes that had about the same mean average. Here, the two classes that had about the same average were III IPS2 and III IPS 3. Thus, those classes were divided into two groups: the experimental and the control group randomly by using lottery.

#### 4.4.2 The Result of the Test after Conducting the Treatment

The data were obtained by giving post test to the two groups. The materials of the post-test to the experimental and control groups were the same. The difference was that the experimental group was given the treatment materials with Top Down Approach before doing the post-test; while the control group was not. The result of the post-test of two group was used to determined whether there was a significant influence of using Top Down Process in reading comprehension

achievement or not. The result of the post-test could be seen in the following table.

Table 1 : The Score of the Post-Test on Reading Achievement of the Experimental Group and the Control Group.

Number of Respondent	EXP. GROUP	CONTROL GROUP
1	65.3	43.3
2	53.3	61.0
3	75.0	59.3
4	65.7	48.0
5	47.7	47.0
6	65.3	61.7
7	55.0	62.0
8	47.7	52.0
9	56.0	50.0
10	44.7	56.3
11	71.0	44.3
12	64.3	68.0
13	62.7	49.7
14	55.3	58.3
15	64.0	66.0
16	64.7	58.0
17	67.0	65.0
18	61.3	53.0

19	62.3	52.0
20	70.0	47.7
21	50.7	62.0
22	59.7	61.0
23	65.0	47.0
24	76.3	64.0
25	44.3	53.3
26	50.3	74.3
27	60.0	40.0
28	68.0	62.0
29	52.0	58.7
30	65.0	53.5
31	59.0	55.0
32	60.0	52.3
33	63.3	49.0
34	64.3	52.0
35	73.0	53.0
36	57.0	58.0
37	55.0	49.0
38	56.3	50.3
39	65.7	49.7
40	56.0	51.3
41	--	55.7

#### 4.4 Data Analysis

The data analysis from the post-test was used to know whether or not there was significant influence of using Top Down approach on reading achievement of the students. In analyzing the data, the researcher used t-test. The following table was the result of the data analysis.



Table 2 : The Analysis of the Post-Test on Reading Comprehension Achievement of the Experimental Groups.

Number of Respondent	$X_A$	$X_A - M_A$	$x_A^2$
1	65.3	4.82	23.2324
2	53.3	-7.18	51.5524
3	75.0	14.52	210.8304
4	65.7	5.22	27.2484
5	47.7	-12.78	163.3284
6	65.3	4.82	23.2324
7	55.0	-5.48	30.0304
8	47.7	-12.78	163.3284
9	56.0	-4.48	20.0704
10	44.7	-15.78	249.0084
11	71.0	10.52	110.6704
12	64.3	3.82	14.5924
13	62.7	2.22	4.9284
14	55.3	-5.18	26.8324
15	64.0	3.52	12.3904
16	64.7	4.22	17.8084
17	67.0	6.52	42.5104
18	61.3	0.82	0.6724
19	62.3	1.82	3.3124
20	70.0	9.52	90.6304
21	50.7	-9.78	95.6484
22	59.7	-0.78	0.6084
23	65.0	4.52	20.4304
24	76.3	15.82	250.2724
25	44.3	-16.18	261.7924
26	50.3	-10.18	103.6324
27	60.0	-0.48	0.2304

28	68.0	7.52	56.5504
29	52.0	-8.48	71.9104
30	65.0	-1.48	20.4304
31	59.0	-0.48	2.1904
32	60.0	-0.48	0.2304
33	63.3	2.82	7.9524
34	64.3	3.82	14.5924
35	73.0	12.52	156.7504
36	57.0	-3.48	12.1104
37	55.0	-5.48	30.0304
38	56.3	-4.18	17.4724
39	65.7	5.22	27.2484
40	56.0	-4.48	20.0704
$\Sigma$	2419.2		2456.3640

Table 3 : The Analysis of the Post-Test on Reading Comprehension Achievement of the Control Groups.

Number of Respondent	$X_B$	$x_B = X_B - M_B$	$x_B^2$
1	43.3	-11.67	136.1889
2	61.0	6.03	36.3609
3	59.3	4.33	18.7489
4	48.0	-6.97	48.5809
5	47.0	-7.97	63.5209
6	61.7	6.73	45.2929
7	62.0	7.03	49.4209
8	52.0	-2.97	8.8209
9	50.0	-4.97	24.7009
10	56.3	1.33	1.7689
11	44.3	-10.67	113.8489

12	68.0	13.03	169.7809
13	49.7	-5.27	27.7729
14	58.3	3.33	11.0889
15	66.0	11.03	121.6609
16	58.0	3.03	9.1809
17	65.0	10.03	100.6009
18	53.0	-1.97	3.8809
19	52.0	-2.97	8.8209
20	47.7	-7.27	52.8529
21	62.0	7.03	49.4209
22	61.0	6.03	36.3609
23	47.0	-7.97	63.5209
24	64.0	9.03	81.5409
25	53.3	-1.67	2.7889
26	74.3	19.33	373.6489
27	40.0	-14.97	224.1009
28	62.0	7.03	49.4209
29	58.7	3.73	13.9129
30	53.5	-1.47	2.1609
31	55.0	0.03	0.0009
32	52.3	-2.67	7.1289
33	49.0	-5.97	35.6409
34	52.0	-2.97	8.8209
35	53.0	-1.97	3.8809
36	58.0	3.03	9.1809
37	49.0	-5.97	35.6409
38	50.3	-4.67	21.8089
39	49.7	-5.27	27.7729
40	51.3	-3.67	13.4689



41	55.7	0.73	0.5329
$\Sigma$	2253.7		2113.6490

The following was the result of data analysis above :

$$M_A = \frac{\sum X_A}{n_A} \qquad M_B = \frac{\sum X_B}{n_B}$$

$$= \frac{2419.2}{40} \qquad = \frac{2253.7}{41}$$

$$= 60.48 \qquad = 54.97$$

$$t = \frac{M_A - M_B}{\sqrt{\left[ \frac{\sum x_A^2 + \sum x_B^2}{n_A + n_B - 2} \right] \left[ \frac{1}{n_A} + \frac{1}{n_B} \right]}}$$

$$t = \frac{60.48 - 54.97}{\sqrt{\left[ \frac{2456.364 + 2113.649}{40 + 41 - 2} \right] \left[ \frac{1}{40} + \frac{1}{41} \right]}}$$

$$= 3.259763$$

The result of the statistical computing value was 3.259763. It showed that the result of t-test was higher than that of t-table of 79 degree of freedom with 5% significant level, 2.000.

$$3.259763 > 2.000 \text{ ————— significant}$$

It mean that the two groups, experimental and control group, had significant mean difference. Because the mean score of the experimental group was higher than the mean score of the control group, it proved that Top Down Approach had significant influence on reading comprehension.

#### 4.5 Discussion

Based on the result of the data analysis of the statistical method using t-test, it was found that the statistical computing value was 3.259763, while the critical value of degree of freedom 79 with the level significant 5% is 2.000. It means that the result of the statistical computation supported the theory that there was a significant influence of using Top Down Approach on reading achievement. So the result of the data analysis causes the alternative hypothesis was accepted.

Mean of two groups also indicated that they were different. The experimental group ( the students who were given treatment about Top Down Approach ) had got better achievement than the control group ( the student without treatment ).

Based on mean difference of two groups, it could be interpreted that the student had better achievement after they had explanation about Top Down Approach and the usage, because they applied of Top Down Approach in understanding unfamiliar words they found.

## V. CONCLUSION AND SUGGESTION

### 5.1. Conclusion

Based on the result of the data analysis which has been discussed in the previous chapter, the alternative hypothesis is accepted. It can be concluded that there is a significant influence of using Top Down approach in reading comprehension achievement of the Third Year Student of Social Program SMUN I Jogorogo Ngawi in the 1999/2000 Academic Year. It means that the students that have been treated using Top down approach get higher score than the students that have not been treated using Top down approach.

### 5.2. Suggestion

Realizing that there is a significant influence of using Top down Approach on reading comprehension achievement, the writer gives suggestion to increase reading comprehension achievement of the students.

1. The English teachers are suggested to considered Top down Approach in teaching English.
2. The students should try to use Top down Approach in learning English especially in understanding unfamiliar words in many texts they found.
3. The principal would like to give motivation to English teachers to use Top down Approach in teaching English to the students.
4. The other researcher would like to conduct other research about Top down Approach in the same topic with different research design such as action research that had relationship with English teaching and learning process especially in reading.



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Appendix 2

**Guide of Interview**

NO	DATA	SOURCE
1	The Implementation of 1994 SMU English Curriculum	English teacher
2	The compulsory book used by the students	English teacher
3	Approach and methods used in English teaching learning process of reading comprehension	English teacher
4	Tasks given to the students	English teacher

**Guide of Documentation**

No	Data Taken	Data Source
1	The total number of the SMUN 1 Jogorogo Ngawi	Document
2	The name of respondents	Document
3	The name of personnel of SMUN 1 Jogorogo Ngawi	Document
4	The facilities of SMUN 1 Jogorogo Ngawi	Document
5	The English Formative test of The Third Year Students of Social Program	Document



## RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATOR	DATA	RESEARCH METHODS	HYPOTHESIS
The influence of top down approach on reading comprehension achievement of the third year students of Social program SMUN 1 Jogorogo Ngawi in the 1999/2000 academic year	Is there any significant influence of top down approach on reading comprehension achievement of the third year students of Social program SMUN 1 Jogorogo Ngawi in the 1999/2000 academic year	Independent variable: - Top Down Approach  Development variable: - Reading Comprehension Achievement	1. Building Background knowledge 2. Activating Background knowledge  Comprehending words Comprehending sentence Comprehending paragraph	1. Respondents - The third year students of Social program of SMUN1 Jogorogo Ngawi 2. Information: - The English teacher 3. Documents	1. Research Design: Pretest-Posttest Control Group design 2. Area Determination Method: Purposive Sampling area 3. Respondent Determination Method: - Cluster Random Sampling. 4. Data Collection Method - Test - Interview - Documentation 5. Data Analysis Method : - test  $t = \frac{M_A - M_B}{\sqrt{\frac{\sum x_{A1}^2 + \sum x_{B2}^2}{n_A + n_B - 2} \left[ \frac{1}{n_A} + \frac{1}{n_B} \right]}}$	The is a significant influence of Top Down Approach on reading comprehension achievement of the third year of Social program of SMUN 1 Jogorogo Ngawi in the academic year 1999/2000.
					<p>Explanation :</p> <p><math>M_A</math> = Mean of experiment group  <math>M_B</math> = Mean of control group  <math>\sum x_A^2</math> = Individual score deviation of experimental group  <math>\sum x_B^2</math> = Individual score deviation of control group  <math>n_A</math> = Number of the subject of experiment group  <math>n_B</math> = Number of the subject control group.  The degree of freedpm (db) is <math>NX + NY - 2</math></p>	

Appendix 3

**Teaching Materials for Experimental Group and Control Group**

No	Teaching materials	Meeting	Time allocation
1.	Topic : Economic Subtopic : Small scale Industry	I	45'
2.	Topic : Economic Subtopic : Money and Banking	II	45'

**ITEMS ANALYSIS BASED ON THE INDICATORS OF COMPREHENSION**

No	Indicators	Test Number	
		Subjective Test	Objective Test
1	Comprehending words	1	1,5,7,8,9,13,14
2	Comprehending sentences	2,4,5	2,4,10
3	Comprehending paragraph	3	3,6,11,12,15

## Appendix 4

### PRETEST

SUBJECT : ENGLISH

CLAS : III

Instruction: Read the following text, then answer the questions that follow

#### **Indonesian Textile Industry**

During the last decade, the Indonesian textile industry has grown very rapidly. Textile demand is increasing in accordance with populations growth and because of the sharply rising demand for Indonesian textile on the world maker.

Export of textile products has marked a sharp growth from US \$ 127 million in 1981 to US \$ 2,9 billion in 1990. In recent years, textile has become a leader in oil export earning and will remain also in the future.

In the nine o'clock news, on Wednesday evening, March 6 th, Mr. Harmoko stated in the annual report hat industrial textile export remains dominant to be the most noticeable export commodity.

As cotton is not produced in sufficient quantities for textile industry, the other raw material, as natural as cotton, is chosen to be a mere substitutes for textile raw material due to its properties and advantages. As a results, production volume of synthetic textile fiber can be produced in a industrial process with more specification such as its independence of factors such as climate, weather and soil fertility.

The raw material of synthetic fiber is wood pulp; more comfortable, soft to touch, woven as fine as silk or as thick as wool. It is also apt to blend with cotton, wool and other synthetic like polyester. This mixes material produce textile chooses with providing luxurious, fine texture and most at ease to wear due to their better hygroscopic nature. The use of the synthetic textile through out the world is extensive, representing 6% the world fiber consumption.



Translated from: an interview of Indonesian  
with the person from the textile industry

- 1) Answer the following questions briefly!
  - a. Why is the textile demand increasing?
  - b. What do you think of the export of textile products?
  - c. Why it is necessary to choose another raw material of textile?
  - d. What are the advantages of producing the synthetic textile fiber?
  - e. What are the benefits of wearing textile made from synthetic fiber?

2) Read the text again more carefully

Then decide whether the following statements are true (T) or false (F)

- a. .... the first paragraph tells us about bright prospect for the Indonesian textile.
- b. .... Textile is the only export in the future.
- c. .... Cotton is the best raw material to produce textile recently
- d. .... The synthetic fiber is made of plantation which has absorbed 6% consumption of the world textile
- e. .... The clothes of synthetic fiber might be less expensive compared with those from cotton, wool and silk.

## Appendix 5

**POSTEST**

**CLAS : III**

**TIME : 60'**

**Instruction : Read the text carefully, then answer the comprehension questions that follow.**

### **SMALL-SCALE INDUSTRY**

The group of small-scale industries plays an important role in distribution of job opportunities. Therefore, its management is mainly directed towards organizing small-scale industries in the villages that can process and utilize agricultural products, and those industries producing the means and equipment for agricultural production. Progress in REPELITA V, was made possible through the centers of small-scale industries. If in the last year of REPELITA IV (1988/1989) a total of 6,092 industrial centers had been developed in the second year of REPELITA V (1990/91), its number increased to 8,649 including the newly-developed centers and the old ones that had been upgraded.

The number of small-scale industrial units in fiscal year 1990/91 has been steadily increasing. If in 1988, their number was only 1,785 units, in 1989 this number rose to 1,828 thousand units and in 1990 had increased again to 1,873 thousand units. According to their kinds of business, most of the small-scale industries were moving in the fields of food and drink, wood, materials made of wood, textiles and garments.

In keeping with progress of these small-scale industries, the absorption of additional manpower has risen accordingly. If in 1989, 2,376 thousand workers have been absorbed, in 1990 the number of new workers absorbed was 2,409 thousand.

In the last year, export of these small-scale industries have been increasing on the whole and their export value in 1990 amounted to US \$ 1.156 million, an increase of 13.3% if compare to that in 1989, being only US \$ 1.020 million. The leather an garment industries have given the largest contribution to world increase export value of industrial products, namely 59.9% followed suit by the chemical and construction material industries as much as 40.1% and further by the food industries as much as 33,3%.

On the other hand, through the program of 'foster father' in 1990/1991 these small-scale economically-weak entrepreneurs and cooperatives through reserving 1-5% from BUMN net profit for the fostering of small entrepreneurs and so, in this connection the goverment has declared the year 1991 is the year of national drive for relation between 'foster father' and 'foster son'. Meanwhile, in 1990/1991 a joint venture charter had been signed between big and small industrial enterprises involving 216 enterprises as foster parents. Besides, the goverment had encouraged small entrepreneurs and small industrial crafts to establish (KOPINKRA) Handicraft and small industries cooperative. Through KOPINKRA, the management ability if small industries is expected to be stepped up even and finally be capable of improving their capability especially in the field of production, technology, marketing and the supply of raw materials. Till the end of 1990, total of 1,165 KOPINKRA, had been established spread in 20 provinces.

**I. Answer the following questions below!**

- 1) In what case are small-scale industries considers to be important?
- 2) To which industries is the priority management directed? Why?
- 3) What is the main sentence of the second paragraph?
- 4) What is KOPINKRA?
- 5) What is the object of establishing KOPINKRA?



**3. Chose the appropriate answer by circling the letter**

1. the world 'its' in line two of the first paragraph means:
  - a. Job oppotunities
  - b. Small scale industries
  - c. Industries
  - d. REPELITA V
2. If we compare the number of small industries in 1988, how many number of increasing in 1991 ?:
  - a. 1828
  - b. 1873
  - c. 1785
  - d. 88
3. What is the main idea of the second paragraph ?
  - a. The increasing of the number of small-scale industries units
  - b. The kind of business in the small-scale industries
  - c. The number of small scale industries
  - d. The importance of small scale industries
4. "....., the absorption of additional manpower has risen accordingly" in the third paragraph means:
  - a. The small-scale industries need more workers
  - b. The small-scale industries do not need workers
  - c. The small-scale industries reduce their workers
  - d. The small-scale industries need a high technology
5. What is meant by upgraded in the first paragraph
  - a. rise:
  - b. raised
  - c. develop
  - d. built
6. The first paragraph tell us about :
  - a. The important role of small-scale industries
  - b. The number of small-scale industries
  - c. The relationship between big enterpreneur and cooperate
  - d. The kind of bussines in small-scale industries
7. What is meant by 'foster father' here ?
  - a. Someone who adopts a child
  - b. A big enterpreneurs who give an aid to small enterpreneurs
  - c. The government
  - d. the goverment's companies
8. What industries given the target contribution towards export value of industrial products ?
  - a. Food industries
  - b. Small-scale industries
  - c. Chemical and material industries

- d. The leather and garment industries
9. What do the words "this program" in the sixth paragraph refers to ?
- a. Distribution of job opportunities
  - b. Foster father
  - c. REPELITA V
  - d. Handicraft and small industries cooperative
10. ".....", this small-scale industries made greater stride, in the fifth paragraph means:
- a. These small-scale industries made a good and rapid progress
  - b. These small-scale industries made a good products
  - c. The small-scale industries result a big profit
  - d. The small-scale industries create a good relationship
11. What is the main idea of the sixth paragraph ?
- a. The government economic policy to support a foster father program
  - b. The relationship between big entrepreneurs and cooperative
  - c. The role of industrial enterprises as foster parents
  - d. The establishment of KOPINKRA
12. The increasing of manpower can be read in paragraph
- a. One
  - b. Two
  - c. Three
  - d. Four
13. What do the word "that" (paragraph 4) refer to :
- a. Export
  - b. small-scale industries
  - c. export value
  - d. export of small-scale industries
14. What is meant by "manpower" (paragraph 3) ?
- a. worker
  - b. people
  - c. natural resources
  - d. human
15. What is the main idea in the fourth paragraph ?
- a. The establishing of industries
  - b. Small-scale industries has been increased
  - c. The increasing of the exports of small-scale industries
  - d. The amount of exports

## Appendix 6

### The Key Answer of Pretest

I

- a) Because of the sharply rising demand for Indonesian textile in the world market
- b) It has marked a sharp growth in 1981 to 1991
- c) Because a cotton is not produce in a suffiiient quantities for textile industries
- d) The advantages are its independence on factors such as climate, weather, and soil fertility.
- e) The benefits are more comfortable, soft to touch, woven as fine as silk or as thick as wool.

II.

- a) T
- b) F
- c) F
- d) T
- e) T

### The Key Answer of Postest

- 1. In the distribution of job opportunities
- 2. To small-scale industries in the village. Because its management can process and utilitize agricultural products, and those industries producing the means and equipment for agricultural production.
- 3. The number of small-scale industrial units in fiscal year 1990/1991 has been steadily increasing.
- 4. Koperasi Industri dan Kerajinan Rakyat
- 5. The objective of estabilishing KOPINKRA is to increase and to improve their capability especially in the field of production, technology, marketing and the supply of raw materials.

II

- |      |       |       |
|------|-------|-------|
| 1. b | 6. B  | 11. a |
| 2. d | 7. D  | 12. c |
| 3. a | 8. D  | 13. c |
| 4. b | 9. A  | 14. a |
| 5. a | 10. a | 15. c |



## Appendix 7

Teaching and learning process of reading comprehension in the experimental group.

### SATUAN PELAJARAN

Bidang Studi	: Bahasa Inggris
Pokok Bahasan	: Reading
Sub Pokok Bahasan	: Bacaan tentang Money and Banking
Kelas	: III IPS
Waktu	: 45'

#### I. Tujuan Pembelajaran Umum :

Dengan penguasaan lebih kurang 500 kosa kata baru pada tingkat kosa kata lebih kurang 2500 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah ditentukan , siswa dapat memiliki ketrampilan berbahasa dan menulis.

#### II. Tujuan Pembelajaran Khusus

(see the teacher's note objective)

#### III. Materi Pelajaran

Wacana tentang "Money and Bank"

Wacana tentang "Small-Scale Industry"

#### IV. Kegiatan Belajar Mengajar

1. Pendekatan : Top Down Approach
2. Langkah : (see procedure in thr teacher's note)

#### V. Alat dan Sumber Mata Pelajaran

1. Alat : Papan tulis, Gambar, Students' worksheet
2. Sumber : GBPP 1994, buku paket, buku penunjang

#### VI. Peosedur Penilaian :

Written Test.

## Appendix 8

Teaching learning process of reading comprehension on the experimental group in III IPS 2 in the first meeting.

### Lesson Plan on Reading

Topic : Money and Bank  
Level : SMU  
Class : III IPS 2  
Cawu : I  
Time : 1x 45

#### Stage I

Objective : 1. to enable the students to answer certain topic in accordance with Money and bank  
2. to lead the students to the topic discussed

Procedures : 1. Teacher give key words about money and bank  
2. Ask the students to give some words related to the key words  
3. Ask the students about bank  
4. Show the picture  
5. Give the question related to the topic  
6. Ask the students to answer the question  
7. Ask the students to guess the title of the text

#### Stage II

Objective : to enable the students to answer the question based on the text  
Procedures : 1. ask the students to read the text  
2. Ask the students to answer the questions

#### Stage III

Objective : to enable the students to make a conclusion  
Procedures : ask the students to decide whether the statement is true or false

## Appendix 9

Teaching and learning process of reading comprehension in the experimental group  
In the second meeting.

### Lesson Plan on Reading

Topic : Small Scale Industry  
Level : SMU  
Class : III IPS 2  
Cawu : I  
Time : 1 x 45'

#### Stage I

Objective : 1. To enable the students to answer certain topic in accordance with  
Small scale industry.

2. To lead the students to the topic discussed

Procedures : 1. Show the picture  
2. Teacher ask the students to notice pictures available and guess  
what actually the picture is about  
3. Give the question based on the picture  
4. Ask the students to answer the question  
5. Ask the students to guess the title of the text

#### Stage II

Objective : to enable the students to answer the questions

Procedures : - ask the students to read the text silently  
- ask the students to answer the question based on the text

#### Stage III

Objective : to enable the students to rearrange the jumbled sentence

Procedures : ask the students to rearrange the jumbled sentence to make summary





## Appendix 10

Teaching and learning process of reading comprehension on the control group.

### SATUAN PELAJARAN

Bidang Studi	: Bahasa Inggris
Pokok Bahasan	: Reading
Sub Pokok Bahasan	: Bacaan tentang Money and Banking
Kelas	: III IPS
Waktu	: 45'

#### I. Tujuan Pembelajaran Umum :

Dengan penguasaan lebih kurang 500 kosa kata baru pada tingkat kosa kata lebih kurang 2500 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah ditentukan , siswa dapat memiliki ketrampilan berbahasa dan menulis.

#### II. Tujuan Pembelajaran Khusus

(see the teacher's note objective)

#### III. Materi Pelajaran

Wacana tentang "Money and Bank"

Wacana tentang "Small-Scale Industry"

#### IV. Kegiatan Belajar Mengajar

3. Pendekatan : -

4. Langkah : (see procedure in thr teacher's note)

#### V. Alat dan Sumber Mata Pelajaran

1. Alat : Papan tulis, Students' worksheet

2. Sumber : GBPP 1994, buku paket, buku penunjang

#### VI. Peosedur Penilaian :

Written Test.

Appendix 11

Teaching and learning process of reading comprehension on the control group (III IPS 3) in the first meeting

**Lesson Plan on Reading**

Topic : Money and Bank  
Level : SMU  
Class : III IPS 3  
Cawu : I  
Time : 1 x 45'

Stage I

Objective : 1. To enable the students to answer certain topic related with Money And Bank  
2. To lead the students to the topic discussed  
Procedures : 1. Teacher writes the title in the blackboard  
2. Ask the students to read each paragraph loudly  
3. Ask the students to search the difficult words  
4. Teacher translated the difficult words

Stage II

Objective : to enable the students to answer the questions based on the text  
Procedures : ask the students to answer the question under guiding teacher

Stage III

Objective : to enable the students to make conclusion  
Procedures : ask the students to decide whether the statement is true or false

Appendix 12

Teaching and learning process of reading comprehension on the control group in the Second meeting.

**Lesson Plan on Reading**

Topic : Small- scale Industry  
Level : SMU  
Class : III IPS 3  
Cawu : I  
Time : 1 x 45'

Stage I

Objective : 1. To enable the students to answer certain topic related with Small Scale Industry  
2. To lead the students to the topic discussed

Procedures : 1. Teacher tells the topic  
2. Ask the students to read each paragraph loudly  
3. Ask the students to translate the text

Stage II :

Objective : to enable the students to answer the questions

Procedures : ask the students to answer the question after finishing reading  
Correct the answer under guiding teacher

Stage III

Objective : to enable the students to make conclusion

Procedures : ask the students to arrange the jumbled sentence to make summary



The list of The Respondent's Names

EXPERIMENTAL CLASS		CONTROL CLASS	
NO	NAME	NO	NAME
1	SYAMSUL HADI	1	AGUNG HIDAYAT
2	SRI WAHYUNI	2	ARIF SETYO BUDI
3	SUHARDI	3	BAMBANG S
4	SUPRIYONO	4	CICIK YULIA P
5	WIDYA YUSTIKA RINI	5	DIAH RATNAWATI
6	WINARTI ALFIAH	6	ENDAH KURNIASIH
7	AANG HARI S	7	ENI WIDYANTI
8	ADIN ISWATI	8	NANANG SEFINA E
9	AGUS SURISTIAWAN	9	NURUL KOTIJAH
10	AMINARSIH	10	PRAMONO
11	APRIK GUGUT	11	RIKO ISKANDAR
12	DESI KRISTINA SARI	12	SARJONO
13	EKO RAHAYU DWI A	13	SRI HANDAYANI
14	ENDANG TRI M	14	SUGIYANTO
15	IBNU MUNDIR	15	SUKARSIH
16	IIN SUMARNI	16	VIVIEN UNING S
17	JONI ALAMSYAH	17	WAHYU DIYAH T
18	MUH. SENJA P	18	WIWIT LESTARI
19	NUNUNG SRYANTI	19	AGUNG HERI S
20	NUR MAQI	20	ANIK PUJI ASTUIK
21	NUR ROHMAD UMARDANI	21	ENDANG RIKI LESTYARI
22	NURIYANTO	22	DENI WIWIT WINARTI
23	SITI ROMLAH	23	NATALIA
24	SRI SRMARYANI	24	NURUL NGAINI
25	SUGIARTI	25	PARTINAH
26	SUPRIYADI	26	RITA SETYANINGSIH
27	SUWARDI	27	SUKO WAHONO
28	WAHYUNI	28	SURATMI
29	WIWIT KURNIAWATI	29	TRI JAYATI
30	ARIS BUDIYANTO	30	ULI KUSUMAWATI
31	DIDIT MAHONI	31	ANING WINARSIH
32	DONI AGUS WIDODO	32	ARI SULISTYO
33	DWI INA AISYAH	33	DIAN PUSPARINI
34	DWI PURWANTO	34	DEWI KHOTIJAH
35	EKO SUNU WIDHI N	35	DWI SRI WAHYUNINGSIH
36	ERNA ASTUTI	36	TABIB JAMRONI
37	ERWAN DWI S	37	WIDYAWATI
38	NANIK SUSANTI	38	NANIK ANDARWATI
39	RHENO ARYO NUGROHO	39	YAGUS SETIAWAN
40	RITA SETYAWATI	40	YONI SETIAWAN
		41	SUSETYO

Appendix 14

The Score of the Pretest on Reading Comprehension Achievement of III-IPS1, III-IPS2, and III-IPS3.

Number of Respondent	III-IPS1	III-IPS2	III-IPS3
1	80.0	38.3	55.3
2	63.3	76.3	65.7
3	57.0	56.7	64.7
4	65.0	62.0	59.0
5	54.0	47.3	48.0
6	67.0	59.0	62.7
7	85.0	58.7	59.0
8	65.0	73.3	48.0
9	56.0	56.0	62.7
10	75.0	67.7	58.0
11	47.3	59.3	71.3
12	63.3	49.3	56.3
13	75.0	43.7	68.0
14	67.7	60.0	42.0
15	55.0	47.3	52.3
16	65.0	60.0	47.3
17	76.0	58.3	39.0
18	56.0	53.3	58.0
19	65.0	63.3	55.3
20	55.0	62.0	55.7
21	51.0	49.0	62.7
22	50.3	67.7	75.0
23	67.7	68.0	53.0
24	55.0	40.3	46.0
25	56.7	47.0	44.3
26	76.0	38.3	56.7

27	56.0	45.0	51.0
28	80.0	56.3	67.3
29	70.0	56.0	56.7
30	67.7	78.0	51.0
31	65.0	76.0	67.3
32	60.0	63.3	49.7
33	45.0	56.0	70.3
34	55.0	45.0	48.0
35	65.0	65.0	38.3
36	67.7	76.0	40.7
37	50.3	67.7	65.0
38	57.0	45.0	56.0
39	80.0	65.6	45.0
40	--	56.3	45.6
41	--	--	54.7



Appendix 15

**The analysis variant computation**

	$X_A$	$X_B$	$X_C$	$\Sigma$ (Total)
$n_K$	39	40	41	120
$\Sigma X_K$	2468	2313	2272	7053
$\Sigma X_K^2$	159353	128980	129448	417781
M	63,28	57,82	55,46	58,78

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

N a m a : ANIS SUSWARINI  
 Nim / Jurusan / Angkatan : 93-7178/Pend Bahasa dan Seni/1993  
 Judul Skripsi : The Influence of Top Down Approach on  
Reading Comprehension Achievement of the Third Year Students  
of Social Program of SMUN I Jogorego Ngawi in Academic Year  
1999/2000.  
 Pembimbing I : Drs. HM Sjakir Hadie, Ks MSA  
 Pembimbing II : Drs. Budi Setyono, MA

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	5 MARET 1999	MATRIX	<i>[Signature]</i>
2.	10 MARET 1999	BAB I	<i>[Signature]</i>
3.	20 MARET 1999	BAB II	<i>[Signature]</i>
4.	1 APRIL 1999	BAB II	<i>[Signature]</i>
5.	7 APRIL 1999	BAB III	<i>[Signature]</i>
6.	14 APRIL 1999	REVISI BAB III	<i>[Signature]</i>
7.	30 APRIL 1999	REVISI BAB III	<i>[Signature]</i>
8.	26 Januari 2001	BAB IV, V	<i>[Signature]</i>
9.	29 Januari 2001	Revisi BAB W, V	<i>[Signature]</i>
10.			
11.			
12.			
13.			
14.			
15.			

- CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor : 221 /PT.32.H5.FKIP/I.99

Jember, 3 AUG 1999..

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth.Sdr. Kepala SMUN I  
Jogorogo Ngawi  
di -  
Ngawi.....

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : ANIS SUSWARINI.....  
Nim : 9302107178.....  
Program/Jurusan : BAHASA INGGRIS/Pend. Bahasa dan Seni.....

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan judul :

THE INFLUENCE OF TOP DOWN APPROACH ON READING COMPREHENSION  
ACHIEVEMENT OF THE THIRD YEAR STUDENTS OF SOCIAL PROGRAM  
OF SMUN I JOGOROGO NGAWI IN THE 1999/2000 ACADEMIC YEAR

pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasi masinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.



Dekan  
Pembantu Dekan I



Nilai-nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk Pembagi	d.b. untuk Kuadrat Rerata Pembilang										
	9	10	11	12	13	14	16	20	24		
1	2,41	2,42	2,43	2,44	2,45	2,46	2,46	2,48	2,49		
2	6,032	6,056	6,082	6,106	6,142	6,169	6,208	6,234	6,245		
3	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,44	19,45		
4	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,45	99,46		
5	3,31	3,78	3,76	3,74	3,71	3,69	3,66	3,65	3,64		
6	27,34	27,23	27,13	27,05	26,92	26,83	26,80	26,80	26,80		
7	5,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,77		
8	14,56	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,93		
9	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,53		
10	10,15	10,05	9,96	9,89	9,77	9,68	9,55	9,47	9,47		
11	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,84		
12	7,92	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,31		
13	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,41		
14	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	6,07		
15	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,12		
16	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,28		
17	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,90		
18	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,73		
19	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,74		
20	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,33		
21	2,90	2,86	2,82	2,77	2,74	2,70	2,65	2,61	2,61		
22	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	4,02		
23	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,50		
24	4,39	4,30	4,22	4,16	4,05	3,93	3,86	3,73	3,73		
25	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,42		
26	4,19	4,10	4,02	3,95	3,85	3,78	3,67	3,59	3,59		
27	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,35		
28	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,43		
29	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,29		
30	3,89	3,80	3,73	3,67	3,55	3,48	3,36	3,29	3,29		
31	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,24		
32	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,18		

(bersambung)

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk Pembagi	d.b. untuk Kuadrat Rerata Pembilang							
	2	3	4	5	6	7	8	
100	3,94	2,70	2,46	2,30	2,19	2,15	2,03	
125	6,90	3,93	3,51	3,20	2,99	2,82	2,69	
150	3,92	2,62	2,44	2,29	2,17	2,06	2,01	
200	6,81	3,94	3,47	3,17	2,95	2,79	2,65	
300	3,91	2,57	2,43	2,27	2,16	2,07	2,00	
400	6,81	3,91	3,44	3,14	2,92	2,76	2,62	
500	3,89	2,55	2,41	2,26	2,14	2,05	1,98	
600	6,76	3,82	3,41	3,11	2,90	2,73	2,60	
700	3,85	2,52	2,39	2,23	2,12	2,03	1,96	
800	6,66	3,83	3,36	3,06	2,85	2,69	2,55	
900	3,85	2,51	2,38	2,22	2,10	2,02	1,95	
1.000	6,66	3,80	3,34	3,04	2,82	2,66	2,53	
1.200	3,84	2,50	2,37	2,21	2,09	2,01	1,94	
1.400	6,64	3,78	3,32	3,02	2,80	2,64	2,51	

(bersambung)



SURAT KETERANGAN

No : 196/IO4.17/SMU.06/KP/1999.

Yang bertanda tangan di bawah ini Kepala SMU Negeri 1 Jogorogo Ngawi menerangkan bahwa :

Nama : ANIS SUSWARINI  
N I M : 9302107178  
Program / Jurusan : Pend. Bahasa Inggris / Pend. Bahasa dan seni  
FKIP UNEJ Jember.

Benar-benar telah melaksanakan penelitian dengan judul " The Infiuen of Top - Down Approdch on Reading Comprehension Achieverent of the Third Year Students of Social Program of SMU Negeri 1 Jogorogo Ngawi in the 1999/2000 academic year ". Pada siswa - siswi SMU Negeri 1 Jogorogo Ngawi pada tanggal .....  
**16. sampai .30. Agustus. 1999...**

Demikian surat keterangan ini kami buat untuk diketahui dan dipergunakan seba  
gaimana mestinya dan kepada yang bersangkutan harap maclum.

