

ABSTRACT

Lutfiani, L. 2010. *The Effectiveness of Top-Down Strategy in Teaching Reading Comprehension (An Experimental Study of the Eighth Grade Students of SMP N 1 Pecangaan Jepara in the Academic Year 2009/2010)*. Final Project. English Department. S1 Degree of Education. Faculty of Languages and Arts. Semarang State University. Advisors : I. Prof. Dr. Mursid Saleh, M.A, II. Drs. La Ode Musyaridun.

Keywords: top-down strategy, reading comprehension

The objective of this study was teaching reading comprehension using top-down strategy could improve the reading comprehension proficiency of the eighth grade students of SMP N 1 Pecangaan Jepara in the academic year of 2009/2010. There were two hypotheses in this study. One of the hypotheses was a working hypothesis: there was a significant difference in the students' reading comprehension proficiency between experimental group and control group. In order to gather the data, post-test only experimental design was applied. The number of the population was 80 students divided into two groups: class VIII E as experimental group and class VIII D as the control group. Before conducting the experiment, the test should be tried out first. A try-out test was given to the VIII G. There were 40 items of try-out test, 15 were rejected while 25 others were accepted. The result of computing reliability of the test was $r_{11} = 0.78$ while the critical value for $N=40$ and $\alpha=5\%$ was 0.312. Because obtained r value was greater than that of the r in the table, so the test was reliable. Post-test was given after the treatment is done. The result of this research showed that the experimental group got better achievement than the control group. It is reflected in scores and computations. The mean of the experimental group was 84.5 and the control group was 75.05. The standard of deviation was 10.23. The obtained t -value was 4.130 while the t -critical value in 78 degree of freedom and 5% (0.05) alpha level based on the table was 2.00. So, the obtained t -value was higher than the t -critical value. This condition revealed that the difference between two groups was statistically significant, or in the other words, the null hypothesis was rejected. Therefore, based on the computation, there was significant difference between teaching reading comprehension using top-down strategy and without using top-down strategy for the eighth graders of SMP N 1 Pecangaan Jepara in the academic year of 2009/2010. Finally, I suggested that a teacher should use an alternative strategy to make the students more interesting and enjoyable in teaching and learning process. Top-down strategy was one of the strategies that could be used to improve the students' reading comprehension proficiency.

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