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**THE INFLUENCE OF THE APPLICATION OF TOP DOWN STRATEGY ON
STUDENTS' COMPREHENSION IN UNDERSTANDING HORTATORY
EXPOSITION TEXT AT THE SECOND YEAR STUDENTS OF MA ISLAMIC
CENTRE CIREBON**

A Thesis

Submitted to The English Education Department of Tarbiyah Faculty of Syekh Nurjati State

Institute For Islamic Studies in Partial Fulfillment of The Requirements for The Scholar

Degree of Islamic Education (S. Pd.I)



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CIREBON

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ABSTRACT

HARLINAH: THE INFLUENCE OF THE APPLICATION OF TOP DOWN STRATEGY ON STUDENTS' COMPREHENSION IN UNDERSTANDING HORTATORY EXPOSITION TEXT AT THE SECOND YEAR STUDENTS OF MA ISLAMIC CENTRE CIREBON.

MA Islamic Centre concern with the islamic behaviour and islamic education circumstance. It balance between general education and islamic education. Many students of MA Islamic Centre are difficult in comprehending the text because of inability to connect background knowledge with the text. As the consequence, there is no motivation in reading activity. However strategy needs to be applied to get the best learning achievement.

This research is intended to know whether the students have good achievement in reading hortatory exposition text before and after applying top down strategy and to know whether there is positive and significant influence of the application of top down strategy on students' comprehension in understanding hortatory exposition text at the second year students of MA Islamic Centre Cirebon.

This research method is a quantitative which is designed as pre-experimental design. The technique of collecting data carried out is test. Test is used to answer the questions in this research. It also fulfill with the test instrument.

The techniques of analysis data is done by testing of difference signification of two means with t- test formula one group pretest posttest design. Exactly it is done by searching means each test in pre test and post test, then searching of difference of two means and testing it by using t-test formula. Normality and Homogeneity test also included in analyzing the data.

Students score in average in understanding hortatory exposition text before using top down strategy is 6. While after using top down strategy, the students' average score is 7.6. From the calculation, t-observed is 3.40, while t table is 2.04 ($t_{0,05}$). $T_{observed} > t_{table}$ that means H_a is accepted and H_o is rejected. So, there is positive and significant influence of the application of top down strategy on students' comprehension in understanding hortatory exposition text.



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RATIFICATION

The thesis entitled **“The Influence of Top Down Strategy on Students’ Comprehension in Understanding Hortatory Exposition Text at The Second Year Students of MA Islamic Centre Cirebon”** written by **Harlinah** whose registration number is **59430717** has been examined on July 17th, 2013. It has been recognized as one of the requirements for achieving the Islamic Scholar Degree at the English Education Faculty of *Tarbiyah* of the Institute for Islamic Studies (*IAIN*) *Syekh Nurjati* Cirebon.

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I dedicated my thesis for:

My God Allah SWT, who has given his mercies and his blessing for me.

My beloved parent, Bapak Rasbi and Ibu Dirroh who always pray for me and give motivation, your love is never end

My beloved brother and sisters who always give me support

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PREFACE

Bismillaahirrohmaanirrokhiiim,

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks to be given to Allah. With His mercy and permission, the writer has been able to finish her thesis. May invocation and safety always be given to the prophet Muhammad (Peace be Upon Him), his family, his colleagues, and his followers up to the end of the world.

The thesis entitled in “THE INFLUENCE OF THE APPLICATION OF TOP DOWN STRATEGY ON STUDENTS’ COMPREHENSION IN UNDERSTANDING HORTATORY EXPOSITION TEXT AT THE SECOND YEAR STUDENTS OF MA ISLAMIC CENTRE CIREBON” is presented to fulfill one of the requirements for the Scholar degree of Islamic Education (*S. PdI*) of English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies Cirebon.

In conducting this thesis, there are many people who have participated, helped and advised both directly and indirectly. So, in this opportunity the writer would like to convey her sincere gratitude to:

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The writer realized that the thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content. So, all mistakes available in this thesis are becoming his responsibility.

Finally the writer hopes this thesis will be useful to the readers especially for herself and English Department of *Syekh Nurjati* state Institute of Islamic studies.

Cirebon, July 2013

The writer,

(Harlinah)



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CHAPTER I INTRODUCTION

A. The Background of The Problem

As the first Islamic Senior High school that got “A” accreditation in West Java, MA Islamic Centre is very concern with the islamic behaviour and islamic education circumstance. It can be seen for its culture which civilize the students in reading both islamic reading and general reading by means of read Quran before beginning classroom activities. School subjects balance both islamic knowledge and general knowledge. Students language skill improved by existing language club such as English club or Arabic club which are the activities of practicing students language after classroom activities in the evening. One of the aspects in language skill is reading. Reading is an important life skill moreover for Muslim.

Muslim have obligation to acquire knowledge. Reading activities encourage people to have information and knowledge. As the culture of MA Islamic Centre, the school is very consider the command of getting knowledge by reading. Clearly, the first revelation in Islam ordered every Muslim to read. As it stated in holy Qur'an:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾
 الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“ Proclaim! (or read!) in the name of thy Lord and Cherisher (1) Who created .Created man, out of a (mere) clot of congealed blood (2) Proclaim! And thy Lord is Most Bountiful,-(3) He Who taught (the use of) the pen,- (4) Taught man that which he knew not(5). (QS. Al ‘alaq: 1 – 5)



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The writer took out the research in the senior high school, exactly in MA Islamic Centre Cirebon. Based on the researcher experiences in teaching practice (*PPL II*) in that school during January 07 to March 31, it was found many cases which encourage to be existed a strategy to improve students skill in reading activity.. They are unable to connect their background knowledge with the text. They read the text just because the teacher ordered to. As consequently, when they give the task they cheat to other classmates. It was no motivation to learn English better. From this experience, the researcher interest to know the effect of top down strategy in teaching reading comprehension. Top down strategy engage student's background knowledge to the text. It makes students active in generating ideas based on their background knowledge and to be active participants in reading process.

Reading has relationship with education field. One of the activities in education is reading. Children used to learn to read in their education. Reading can be the window of the world. From reading people can know everything. Reading used to gain new information and knowledge, also enjoy literature. As it has been said by Pang(2003:6) that learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. As one of educational stakeholder, MA Islamic Centre need to support the goal of education. In fact, many students were difficult in comprehending the text. Whereas reading is the first step in learning language to get the better future, gaining knowledge and information by reading.

Reading needs to be efficient. The writer observed that in reading activity in the classroom, it was lack of efficiency because many students need more time to comprehend a text. As consequently, when the schedule finished, the students have not finished yet. Moreover when the students were given a task to answer a number of questions based on the text, the students were not considered that to answer the questions they need to



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comprehend text first. The students cheat to other classmates. There are some characters of reading efficiency. Ur (1996: 48) stated the character of efficient reading include the language and the content.

Begin from the language, it have to be comprehensible to the readers. Then the content of the text is accessible. The readers know enough about it to be able to apply their own background knowledge. In that school, many students don't have enough background information so that they are unable to connect their background knowledge with the text. Another characteristic of efficient reading is that reading speed progress fairly fast because the reader automatically recognizes common combination and do not waste much time. It different from the students case in MA Islamic Centre that the students need more time to open the dictionary and translate each word included in that text.

Many characteristics of efficient reading that does not exist in the classroom. The readers' attention concentrates on the significant bits, skim the rest, and even skip the parts insignificant. When the reader finds incomprehensible vocabulary, reader guesses its meaning from surrounding context or ignores. They use dictionary only when these strategies are insufficient. The reader thinks ahead, hypothesizes and predicts. The reader has and uses background information to help understand the text. The reader is motivated to read, by interesting content or task. The reader is aware of a clear purpose in reading. Then the reader use different strategies for different kinds of reading. To have efficiency in reading, some factors above should be taken into account in reading classroom of MA Islamic Centre.

Some strategies to discover the effective way in reading have been tried. One of those approach is top down approach. The top-down strategy of reading focusing on what the readers bring to the process. It can be systematic process to gain the information from the text, as it stated by Abraham (2001:1) that in the top down approach the readers sample



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the text for information and consistently scheduled. The knowledge buildings are formed as a stimulant before reading is started. Top Down process takes the information which guided by an individual's prior knowledge and expectation. Further, it correlated to the soul or reader's feeling. It engaged actively the mind, feeling, soul, and maximize capability. Top down strategy are tried as an effective way of reading.

Strategies in teaching reading can be used by the teacher. It is the teacher's responsibilities to motivate reading by selecting the appropriate materials and especially for those at the early stages of learning. The lack of motivation of reading activity in MA Islamic Centre become consideration why a strategy need to be applied in reading class. The teacher needs to have compatibility strategy in teaching reading.

Some related research has been taken out by Lutfiani (2010) that compared two classes with and without using top down strategy. Ichtiarti (2009) compare between top down and bottom up strategy in reading. Hestining (2008) applied top down strategy to know students' participation and ability in reading comprehension. Those studies have been intended to prove the effect of top down strategy in reading comprehension.

Lutfiani (2010) has made the comparison between the class which got top down strategy and the class which did not get it to answer the question whether there was a significant difference in the students' reading comprehension proficiency between experimental group and control group by applying post-test. Only experimental design was applied to gather the data. Top-down strategy was one of the strategies that could be used to improve the students' reading comprehension proficiency. She suggested that a teacher should use an alternative strategy to make the students more interesting and enjoyable in teaching and learning process.

Amin (2009) has compared between the top down and the bottom up strategy in reading. This study is intended to find out whether there is a significant difference between



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students who are taught using Top-down strategy and those who are taught using Bottom-up strategy of reading and which one is more effective using Top-down Model or using Bottom-up Model in teaching reading. As a result, she concluded that the Top-down strategy gives better result of teaching reading than Bottom-up especially for second year students of SMP Negeri 2 Mojogedang.

Hestining(2008) made research about the applying of top down *method to increase student's ability in reading comprehension*. It intended to know the students participation during English teaching learning process using top-down method to increase student's ability in reading skill, and to describe the achievement of the students reading skill in their test result. That research showed that top-down method in teaching reading could improve the student's achievement better. She suggested that it is better for the students to study English carefully through practice and experience, and to be active and creative in learning English. While the English teacher should teach the students with top-down method, process considerable knowledge to manage an interesting classroom, and prepare the lessons they are going to teach as well as possible.

However, the further studies need more data and many conditions that prove that the top down technique is important and effective in improving students in reading comprehension. Those previous study held on the junior high school, it crucial to find some case in the other level.

B. Identification of The Problem

1. Field of The Research

The field of this research is reading comprehension. It used one of strategies in teaching reading comprehension.

2. The Kinds of Problem



There are some problem in comprehending the hortatory exposition text by the eleventh grade of MA Islamic Centre. In this thesis, the writer formulated the kinds of problems, there are :

- a. The students got difficulties in identifying the meaning of sentences in hortatory exposition text
 - b. The students got difficulties in identiffyiing some information of hortatory exposition text
 - c. It needs a strategy to make students easier in comprehending hortatory exposition text
3. The Main Problem

The main problem in this research is the students are difficult in comprehending the hortatory exposition text. Therefore the teacher need to use a strategy for the students to improve their comprehension

C. The Limitation of The Problem

To avoid miss understanding, the writer gave limitation about the effect of top down strategyon students' comprehension especially in hortatory exposition text, in order to focus only in that problem. It because hortatory exposition persuades the reader that something should or should not be the case.It's talking about the issue that tends to activate student's schemata.

D. The Questions of The Research

The writer has formulated some questions:

1. Do the students' have good achievement of reading hortatory exposition text before using top down strategy?



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2. Do the students' have good achievement of reading hortatory exposition text after using top down strategy?
3. Is there any positive and significant influence of the application of top down strategy on students' comprehension in understanding hortatory exposition text?

E. The Aims of The Research

This study is intended:

1. To know the students' achievement of reading hortatory exposition text before using top down strategy.
2. To know the students' achievement of reading hortatory exposition text after using top down strategy.
3. To know the influence of the application of top down strategy on students' comprehension in understanding hortatory exposition text.

F. The Uses of The Research

These are the uses of this research :

2. After taking this research, the researcher expect that it can be useful for the learners to comprehend the reading by using top down technique to get the effectiveness in reading activity.
3. By using top down strategies, the teacher is expected to help the students to get more understanding with having background knowledge before start reading.
4. The result of this study hopefully gives contribution in learning English. So the teacher can choose the appropriate strategy to improve comprehension proficiency.



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