THE USE OF TOP-DOWN STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF MTs N SUSUKAN IN THE ACADEMIC YEAR 2017/2018

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

Arranged By:

WasilatutThoyvibah

113-13-046

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2017
DECLARATION

“In the name of Allah the most gracious and the most marchiful”

Hereby the writer declares that this graduating paper is made by the writer herself and it is not containing materials and written and has been published by other people and others people’s idea except the information from the references. This declaration is written by writer can to be understood for all human being.

Salatiga, September 19th 2017

The Researcher,

Wasilatul Thoyyibah

NIM. 113-13-046
STATEMENT OF ORGINALITY AND PUBLICATION'S WILLINGNESS

For my self who got a signature below:

Name : Wasilatut Thoyyibah
Student Number : 113-13-046
Faculty : Teacher Training and Education Faculty
Program : English Education Department

The researcher fully declares that this graduating paper was made by the writer herself, and it is not contained the materials written or has been published by other people and others' people ideas. The materials and ideas from the other people in this graduating paper were cited scientifically. The writer be pleased if this graduating paper to be published at e-repository IAIN Salatiga.

Salatiga, September 29th 2017
The reasearcher

Wasilatut Thoyyibah
Nim. 113-13-046
SetiaRini, M.Pd  
The Lecturer of English Education Department  
State Institute of Islamic Studies (IAIN) Salatiga  

ATTENTIVE COUNSELOR’S NOTE  
Case: Wasilatut Thoyyibah’s graduating paper  

Dear,  
Dean of Teacher Training and  
Education Faculty  

Assalamu’alaikum Wr. Wb  

After reading and correcting Wasilatut Thoyyibah’s graduating paper entitled “THE USE OF TOP-DOWN STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF MTs N SUSUKAN IN THE ACADEMIC YEAR 2017/2018”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.  

Wassalamu’alaikum Wr. Wb  

Counselor  

Setia Rini, M.Pd  
NIP. 19750518 200312 2 002
A GRADUATING PAPER

THE USE OF TOP-DOWN STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF MTs N SUSUKAN IN THE ACADEMIC YEAR 2017/2018

WRITTEN BY:

WASILATUT THOYYIBAH

NIM. 113 13 046

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga, on (September 29th 2017) and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of examiners

Head : Achmad Maimun, M.Ag
Secretary : Setia Rini, M.Pd
First examiner : Hanung Triyoko, S.S., M. Hum., M.Ed
Second examiner : Mashhhatul Umami, M.A

Salatiga, September 29th 2017
Dean of Teacher Training and Education Faculty
MOTTO

“But perhaps you hate a thing and it is good for you and perhaps you love a thing and it is bad for you, and Allah knows while you know not”. (Al-Baqroroh:216)
DEDICATION

This graduating paper is sincerely dedicated for:

1. Allah SWT, because of his Mercy and Guidance, the writer could finish this thesis.

2. Prophet Muhammad S.A.W, who has guided us from the dullness to the brightness era.

3. My beloved father and mother, (Sulaiman & Rofiqoh) thanks for your support, trust, finance, encouragement and everlasting pray in composing this thesis.

4. My beloved sisters and brother, (Mazidah, Laela and Ilham) thanks for your love and your support to me I love you so much.
ACKNOWLEDGEMENTS

Alhamdullilahi rabbil'amîn,

“In the name of Allah, the most gracious and the most merciful”.

Thanks to Allah because the writer can complete this graduating paper. Sholawat and Salam, praise to prophet Muhammad S.A.W, who has guided us from the darkness to the brightness. This graduating paper is arranged as one of the achieve Sarjana Degree at IAIN Salatiga. I realize can not complete this graduating paper without support, cooperation, help, and encouragement from a lot of people.

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3. Mrs. Noor Maliah, M. Hum, Ph.D as the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
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Finally this graduating paper is expected to be able to provide useful knowledge and information the readers. The researcher hopes the readers gives more suggestion and contribution.

Salatiga, September 19th 2017

The Researcher,

Wasilatut Thoyyibah

NIM. 113-13-046
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ABSTRACT


This research analyzed the improvement of students reading comprehension through implementing Top-down Strategy. The problem of the study 1) How is the implementation of students reading comprehension after using Top-down strategy at eighth grade students of MTs N Susukan in academic year 2017/2018?, 2) How is the improvement of students’ reading comprehension using top-down strategy of the eight grade students of MTs N Susukan in academic year 2017/2018?. The objectives of the research are to find out the students reading comprehension before and after using top-down strategy at eighth grade students of MTs N Susukan in academic year 2017/2018 and To find out the significant of students reading comprehension using top-down strategy at eighth grade students of MTs N Susukan in academic year 2017/2018. The methodology of the research is classroom action research. To find out the improvement of the students reading comprehension, the researcher used pre-test and post-test. She use two cycles, in each cycle consisted of two meetings, and each meeting consisted of planning, action, observation, and reflection. The results of this research are that there was improvement of students reading comprehension by using top-down strategy. It conclude be seen from the mean score pre-test and post-test. In cycle 1, post-test is higher than pre-test: 78.00 > 66.66, and in cycle 2, post-test is also higher from pre-test 83.33 > 73.00. Then, the result of t-test calculation in cycle 1 and 2 are higher than t-table with N= 30. The t-test are cycle 1 and cycle 2: 5.321 and 7.878. This indicates that applying top-down strategy could improve students reading comprehension.

**Key word:** Top-down Strategy, Reading Comprehension
CHAPTER 1

INTRODUCTION

In this chapter the researcher presents about background of the study, problem of the study, objective of the study, limitation of the study, benefit of the study, definition of key words, review of previous research, and organization of graduating paper.

A. Background of Study

English is an international used for communication by people all over the world. It will become a lingua franca that is language used as means of communication among speakers of other language.

According to Edward (1949:8), “Language is a purely human and non-instinctive device of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols”. Language is very important to express ideas and to communicate to others. By the means of language, people can easily have a good interaction. Language is needed in every country as the symbol of their nation. Therefore, each of the nations has their own language to communicate internally among the people in the country.

In Indonesia, English is known as foreign language and as a compulsory subject in schools. Teaching English in junior high school has aim to enable students to master the four skills, those are reading, listening, speaking, and writing. From the four skills above, reading is one of skills that is most emphasized, and it plays important role in our life.
According to McDonough, (2003:89) as a skill, reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject. Reading is useful for language acquisition; it has a positive effect on student’s vocabulary knowledge, on their spelling and writing. Vocabulary knowledge and reading comprehension are very closely related.

According to Nunan, (2007:68), “Reading is a fluent process of readers combining from a text and their own background knowledge to build meaning. The goal of reading is comprehension”. By reading, the students get information from the text or writer’s opinion. In the process of comprehension, the students may have comprehension difficulty or retention difficulty. The writer offers a several method and strategy to the teacher to be used in teaching reading. Finally, the teacher chooses a top-down Strategy to teach reading comprehension.

According to Brown, (2006:2), “top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand” . The reasons why the writer chooses this title is the writer to help students improving their comprehension in reading descriptive text in the junior high school.

Based on the students’ problem that happened in the school especially the eight grade students of MTs N Susukan, it is able to be seen that these some students do not like reading text, because if there is question in the text, they prefer to do exercise rather than read the text in following activities. This was
caused by a lack of students' motivation in following the instruction. So, the researcher needed Top-down Strategy to improve the students reading comprehension in learning process, so the learning process is expected to be more active, meaningful, and fun. The model of Top-down Strategy, students are required to be active learning. Thus, learning process is not only sourced from the teacher. Then, it is able to provide a variety of learning experiences.

Based on explanation above, the writer here is interested in a research entitled “The Use of Top-Down Strategy To Improve Students’ Reading Comprehension of the Eight Grade of MTs N Susukan in Academic Year 2017/2018”. This graduating paper was conducted to analyze how to improve students reading comprehension to study in classroom by using top-down strategy.

B. Problems of the Study

Based on the phenomenon above, this research was aimed at giving answers on the following problems:

1. How is the implementation of students’ reading comprehension using Top-down strategy of the eight grade students of MTs N Susukan in academic year 2017/2018?

2. How is the improvement of students’ reading comprehension using top-down strategy of the eight grade students of MTs N Susukan in academic year 2017/2018?
C. Objectives of the study

Based on the problems of the study above, objectives of the research are as follow:

1. To find out the implementation of students’ reading comprehension using top-down strategy of the eight grade students of MTs N Susukan in academic year 2017/2018.

2. To find out the improvement of students’ reading comprehension using top-down strategy at eighth grade students of MTs N Susukan in academic year 2017/2018.

D. Limitation of the problem

In this case, the study was about how to improve students reading comprehension for the students at the junior high school, through the use of top-down strategy in teaching learning English for the eighth grade students of MTs N Susukan in academic years 2017/2018. In this paper, the writer focused to study about the effectiveness of the top-down strategy in teaching and learning activity to improve students reading comprehension.

E. Benefits of the research

1. The Researcher

The result of the study is used to answer the available questions in this final project based on the data got along the research.
2. The Students

The students can improve their reading comprehension by using top-down strategy, and there are some efforts to develop their English study in order to be successful.

3. The Teacher

The teacher can use this result of research as a feedback on the teaching activities and he can increase his method in teaching learning program well.

F. Definition of Key Term

There are several definitions of key terms based on the title:

1. Top-down strategy

According to Brown (2006:2), “top-down means using our prior knowledge and experiences, we know certain things about certain topics and situations and use that information to understand”. Top-down strategies are defined as general strategies (Block, 1986, Block, 1992 and Cheng, 1998) or global strategies for readers to predict text content, set a goal for reading, and monitor their reading process. Top-down strategy is characterized as a reading process, or “psycholinguistic guessing game”.

2. Improving

Improving is the process of becoming or making to the better (Oxford University Press, 2008: 222). In other dictionary, we can find the word
of improve which means to make better in quality or make more productive to become better (Webster, 1994: 487).

3. Reading comprehension

According to Hornby, (1995:586) in Oxford Advanced Learners Dictionary of Current English, reading is away in which something is interpreted or understood, and comprehension is minds power to understand or exercises to improve one understand.

G. Review of Previous Research

In this research the writer wants to present the graduating paper that review of related literature from other thesis and comparison. The first study is “The Use of Lexical Approach to Improve Students' Achievement in Reading Comprehension (A CAR of the Eighth Grade Students' of SMP N 02 Tengaran 2012/2013)” by Muthoif, 2013, the student of STAIN Salatiga. The purpose of the research is to find out the achievement in reading comprehension after using lexical approach. The object of this research is eighth grade student of SMP N 02 Tengaran in “E” class. The population research is 35 students. The research is quantitative approach. The cycling processes are classroom action research. The research consists of three cycles.

The second entitled “The Use of Question and Answer Technique to Improve Students Reading Comprehension in Recount text (AClassroom ActionResearch at the First Grade Students of SMA Futuhiyyah Mranggen Demak in Academic year of 2013/2014)” by Ratminah, 2014, the student STAIN Salatiga. This research was classroom action research that was
done in two cycles. To analyze the data, the researcher used descriptive quantitative. The data collection was done by using observation and test. The object of research was first grade students of SMA Futuhiyyah Mranggen.

The third entitled “The use of top-down Strategy to Improve Students Listening Comprehension of hortatory Exposition text in class XI IPA SMA Wira Usaha Bandungan in academic year 2013/2014 (A Classroom Action Research)” by Nur Wachid, 2014, the student of STAIN Salatiga. The purpose of the research is to improvements of students’ listening comprehension through implementing top-down strategy. The object of the research was the research are to describe the implementation of top-down strategy to improve students’ listening comprehension of hortatory exposition text in the class XI IPA SMA Wira Usaha Bandungan in the academic year 2013/2014 and to identify the improvement of students’ listening comprehension after being taught using top-down strategy. The methodology of this research used classroom action research. He used two cycles, in each cycle consisted of two meetings, and each meeting consisted of planning, action, observation, and reflection. Beside of the previous researches that were conducted in the field of classroom action research, the writer took some previous researches that related to top-down strategy.

The fourth previous study about “Top-down was EFL Students’ Perceptions of Top-down and Bottom-up Reading Strategies and Reading Comprehension” it was conducted by Huan-Hung Jackson Chen1 and Yi-Chun Christine Yang2, Ph.D. from the Department of English Language,
Literature and Linguistics, Providence University. The purpose of this research is to deepen our understanding of EFL learners’ perceptions of the use of bottom-up and top-reading strategies during the reading process. The methodology of this research was qualitative analysis. The method to gain data in this research study was a semi-structure interview, which included questions that six senior high school students were expected to respond anonymously in light of the reading strategies that they applied in the process of English reading. The research participants were selected from public and one private high school in central Taiwan. The findings and implications of the research lead us to believe that integrating reading strategies instruction into language courses potentially impact EFL learners’ reading comprehension as well as enhance our further understanding regarding learners’ perceptions of bottom-up and top-down reading strategies they utilized in reading comprehension (Huan-Hung Jackson Chen1 and Yi-Chun Christine Yang2, Ph.D : 2015)

The last previous study of top-down was “The Effects of Top-down/Bottom-up Processing and Field-dependent/Field-independent Cognitive Style on Iranian EFL Learners’ Reading Comprehension” it was done by Azar Hosseini Fatemi from English Department, Ferdowsi University of Mashhad Iran. The research purpose was exploring the effects of top-down/bottom-up processing and field-dependent/field-independent cognitive style on Iranian EFL learners’ reading comprehension. The object research is two intact classes including 40 Irina freshmen EFL students with
the same level of reading proficiency tested through reading section of TOEFL test participated. The result of research was revealed that FI learners outperform their FD counterparts in bottom-up group. The results showed that FD learners were more successful than FI ones when taught through top-down reading instruction model (Azar Hoesseini Fatemi : 2014).

In those of the previous research about top-down, the focused only one on the implementation of top-down strategy. In this research, the researcher is going to conduct the study “The Use of Top Down Strategy to Improve Students’ Reading Comprehension of the Eight Grade Students of MTs N Susukan in Academic year 2017/2018” Therefore, this study can be assumed that it is different from the previous study because it focuses only on the implementation of top-down strategy to improve students reading comprehension.

H. Organization of the Graduating Paper

In this section, the writer discusses about some parts of graduating paper organization.

Chapter 1 discusses about introduction, which consist of background of the study, problems of the study, objectives of the study, limitation of the study, benefits of the study, definition of key term, review of previous research, and organization of the graduating paper.
Chapter II discusses about theoretical framework, which consist of top-down strategy, reading comprehension and supporting theories.

Chapter III discusses about setting of the research consists of school MTs N Susukan, students profile, vision and mission, method of research, technique of collecting data, and technique of data analysis.

Chapter IV discusses about the findings of the research and analysis those findings in explanation clearly.

Chapter V presents closure, which contains of conclusions of the research’s findings and suggestion

Reference

Curriculum vitae of the writer

Appendices
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer is going to make attempts to explain about the theoretical framework used in this research. It includes definition of top-down strategy and reading comprehension.

A. Supporting Theories

1. Top –Down Strategy

   According to Goodman quoted by Huang and Yi Chun (1967:126) Top-down strategy is characterized as a reading process, or “psycholinguistic guessing game”. Readers handle the reading text through their pre-existing schemata in place of identifying each new word. Top-down strategies are defined as general strategies or global strategies for readers to predict text content, set a goal for reading, and monitor their reading process.

   According to Fauziati (2005:139), “Top-down processing is the interaction process between the readers and the text.” The interaction process involves activating knowledge of the world, expectations and invitations to arrive at a meaning of a text. The reader’s prior experience or background knowledge plays a significant role in the process.

   Top-down strategies that good readers employ include the following:

   a. Using background knowledge to assist in comprehending a particular text.
b. Scanning the text for headings, subheadings to acquire a broad understanding before more detailed reading.

c. Skimming the text and thinking about the content.

d. Identifying the genre of the text, knowing the type of text that we read can facilitate reading comprehension.

e. Discriminating between more and less important information, for example discriminating between key information and supporting detail.

2. Reading Comprehension

a. Definition of Reading

   Patel (2008:113) defines that “reading means to understand the meaning of printed words. Reading is an active process which consists of recognition comprehension skill. Reading is an important activity in life with which one can update knowledge. Reading skill is an important tool for academic success.”

   Reading is the most activity in any language class. Reading is not only a source of information and a pleasurable activity but also a means of consolidating and extending one’s knowledge of the language. Reading is certainly an important activity for expanding knowledge of a language.

   Gray (2000) as cited in Patel (2008:114), “reading is form of experience. Reading brings us in contact with the minds of great
authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields.”

Reading is the process to know words and gain meaning of words from the text. Students will find out what is the text described through reading. Reading gives much information. Furthermore, students can express their idea or opinion by reading. It must be practiced everyday because reading is very important to enrich our knowledge. So, reading is very important skills in learning.

b. The Types of Reading

As proposed by Patel (2008: 117-124), types of reading as follows:

1) Intensive Reading

Intensive reading is text reading or passage reading. The learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge.

2) Extensive Reading

The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. The goal of extensive reading is to enrich learners’ knowledge.
3) Aloud Reading

Reading aloud is the base of word pronunciation. Reading aloud should be given in primary school. Learners can improve their pronunciation, knowing the words, train to speak. It is very important for speaking and expressing ideas. Students can learn by imitating from what the teachers’ said or read any text.

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. Silent reading makes learners active, accurate, concentrate toward subject matter.

c. The Reading Process

According to Patel (2008:114-116), the process of reading may be classified into three stages:

1) Recognition stage

At this stage the learner recognize the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner’s mother tongue and English and between the spelling conventions of two languages.
2) Structuring stage

Learners see the syntactic relationship of the items and understand the structural meaning of the syntactical units.

3) Interpretation stage

This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context. For instance, learners distinguish between a statement of fact and a statement of opinion and understand what is being read. For example, reads for getting information or for pleasure.

d. Model of Reading Process

According to Fauziati (2005:139) there are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

1) The Bottom-up Model

Bottom-up is a process of decoding meaning from the printed page. The essential features of the bottom-up are that the reader tries to decode each individual letter to the minimal units of meaning. The reader first identifies each letter in a text, these letters are blended together to identify the words, words are chained together to form sentences, sentences are linked together into paragraphs and paragraphs are tied together to from complete text.
2) The Top-Down Model

Top-down processing is the interaction process between the readers and the text. The interaction process involves activating knowledge of the world, expectations and invitations to arrive at a meaning of a text. The reader’s prior experience or background knowledge plays a significant role in the process.

3) The Interactive Model

Interactive model is a model of cognitive learning. Based on this model, readers get meaning than reading material that is read by the surface structure of language, the structure of the language and through the depth of experience and knowledge than it is. The reading process is a process that requires the Guard or database searches or media escort elements using the navigation system. Moreover, this interactive process uses the model as an input and as an output meaning.

3. Definition of Reading Comprehension

Duke (2003) as quoted by Abbas (2016:230) stated that “comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.” He expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower and higher level processes and skills.
Kintsch (1998) and van Dijk and Kintsch (1983) as quoted by Abbas (2016:230) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences.

From the statement above, it can be summarized that reading comprehension is the process to get information or knowledge from the text rather than gain meaning from words or sentence. Reading comprehension is activity to build understanding of the meaning of a text which can then be by you and through your own language. There are two kinds of techniques of comprehending text that will help the readers become a better reader. The two techniques are skimming and scanning.

a. Skimming

According to Brown (2004:213), skimming is a prediction strategy used to give a reader a sense of topic and purpose of a text, the organization of the text, the perspective or point of view the writer. Skimming is a reading technique with high speed to look for things that are important or main idea of a reading.

b. Scanning

Scanning is quickly reading to find the specific information Risdianto (2012: 22) stated that, scanning is quickly searching for some particular piece or pieces of information in a text. Scanning is technique to get quick read information without reading the others.
Skimming and scanning technique is often done by the readers. These techniques are actually very functional, especially in daily activities. Reading skills are arranged systematically to obtain efficient result, a case of the following:

1) To identify the topic of reading
2) To find out the opinions of reading
3) To determine the organization of writing
4) To get the information part that we need a whole without reading.
CHAPTER III
RESEARCH METHODOLOGY

This chapter points out the place, time and research methodology. This research was conducted in MTs N Susukan Kab. Semarang. This chapter consist of general information of MTs N Susukan which deal with vision and mission, the situation of teaching and learning activities. The research method contains the types of the research, population, sample, data sources, technique of data collection and technique of data analysis.

A. The Setting of the Research

1. General Description of location

The research was conducted at MTs N Susukan. MTs N Susukan located in Pos Susukan at Jl. Cilukis the main street of Sruwen-Karanggede Km 7 Susukan. MTs N Susukan is the one from many favorite junior high schools in Susukan. The headmaster of this school in the academic of 2017/2018 is Hj. Hidayatun, S.Ag. M.Pd.

The student of MTs N Susukan in academic years 2017/2018 are 937 students. They are 326 students of seventh grade, 308 students of eight grade and 303 students of ninth grade. There are 30classrooms in the school for teaching learning process.

2. Profile of Islamic Junior High School of MTs N Susukan

a. School name : MTs N Susukan
b. NSS : 121133220006
c. NPSN : 203364447

d. Address : Jalan Pos Susukan-Salatiga 50777,
Jalan Sruwen-Karanggede Km 7 susukan

e. Village : Susukan

f. District : Susukan

g. Regency : Semarang

h. Province : Central Java

i. Pos Code : 50777

j. Phone number : (0298) 615013

k. Area : Village

l. Categories of school : State

m. Accreditation : A

n. No SK of building : 271980

o. KBM : Morning

p. Building Area : long 560 m$^2$ wide 843 m$^2$

3. Vision and Mission

a. Vision

As favorite school that chose by society based on faith and piety.

b. Mission

1) First priority in teaching learning and experience aspects

2) Make teaching learning based on religion environment.

(Source: Administration Staff of MTs N Susukan August 3$^{rd}$ 2017)
B. Method of Research

1. Type of the Research

Type of the research is a classroom action research. According to Arikunto (2007:3), CAR is an analysis of learning process along with an action in a class. According to Burns (2010:1-2), “classroom action research is to identify a problematic situation or issue that the participants include teacher, students, managers, administration or even parents. Than, the teacher should see what is happening in the teaching and what should do to solve problems that occurs.”

Based on the definition above, the writer concludes that classroom action research is the systematic research to overcome problems that occurs in learning process to be better which is done by the teacher.

2. Subject of the research

The subjects of this research were the students of VIII B at MTs N Susukan in academic year 2017/2018. The class includes 30 students, and they were observed in the lesson of reading comprehension about descriptive text use Top-down Strategy. The list of VIII B class members could be drawn as follows:
Table 2.1
The list of VIII B Class of MTs N Susukan in the academic year of 2017/2018

<table>
<thead>
<tr>
<th>No.</th>
<th>NAME</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alfi Romadhoni</td>
<td>F</td>
</tr>
<tr>
<td>2.</td>
<td>Amelia Kusuma Dewi</td>
<td>F</td>
</tr>
<tr>
<td>3.</td>
<td>Annisa Nurul Khoiriyah</td>
<td>F</td>
</tr>
<tr>
<td>4.</td>
<td>Artantia Ayu Devia Putri</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>Candra Alim Fernansa</td>
<td>M</td>
</tr>
<tr>
<td>6.</td>
<td>Citra Septiyani</td>
<td>F</td>
</tr>
<tr>
<td>7.</td>
<td>Fathi Haidar Satmoko</td>
<td>M</td>
</tr>
<tr>
<td>8.</td>
<td>Happy Naja Haliza</td>
<td>F</td>
</tr>
<tr>
<td>9.</td>
<td>Ilma Alfiana</td>
<td>F</td>
</tr>
<tr>
<td>10.</td>
<td>Intan Maylani</td>
<td>F</td>
</tr>
<tr>
<td>11.</td>
<td>Kukuh Rahayu Maratul Khasanah</td>
<td>F</td>
</tr>
<tr>
<td>12.</td>
<td>Latansa Yuliani</td>
<td>F</td>
</tr>
<tr>
<td>13.</td>
<td>M. Aditya Ni`Am Setyawan</td>
<td>M</td>
</tr>
<tr>
<td>14.</td>
<td>Muhammad Teguh Basuki</td>
<td>M</td>
</tr>
<tr>
<td>15.</td>
<td>Nafisa Nur Aini</td>
<td>F</td>
</tr>
<tr>
<td>16.</td>
<td>Nur Atsni Maulida</td>
<td>F</td>
</tr>
<tr>
<td>17.</td>
<td>Putri Dwi Nuring Utami</td>
<td>F</td>
</tr>
<tr>
<td>18.</td>
<td>Putri Jayanti</td>
<td>F</td>
</tr>
<tr>
<td>19.</td>
<td>Rahayu Arina Manasikana</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20.</td>
<td>Rahmawati</td>
<td>F</td>
</tr>
<tr>
<td>21.</td>
<td>Rio Khaila Sulthan</td>
<td>M</td>
</tr>
<tr>
<td>22.</td>
<td>Risty Hidayah</td>
<td>F</td>
</tr>
<tr>
<td>23.</td>
<td>Sakty Okta Pratiwi</td>
<td>F</td>
</tr>
<tr>
<td>24.</td>
<td>Siti Muadzomah</td>
<td>F</td>
</tr>
<tr>
<td>25.</td>
<td>Siti Nur Aliza</td>
<td>F</td>
</tr>
<tr>
<td>26.</td>
<td>Siti Purwanti</td>
<td>F</td>
</tr>
<tr>
<td>27.</td>
<td>Ulvi Choirunnisa</td>
<td>F</td>
</tr>
<tr>
<td>28.</td>
<td>Utiya Wardati</td>
<td>F</td>
</tr>
<tr>
<td>29.</td>
<td>Wawan Sulisty</td>
<td>M</td>
</tr>
<tr>
<td>30.</td>
<td>Zaaidatul 'Ulya</td>
<td>F</td>
</tr>
</tbody>
</table>

(Source: Administration Staff of MTsNSusukan August 3rd 2017)

3. Time and Setting

The research was conducted in July 2017 in the academic year of 2017/2018. It was located in MTs N Susukan. Here the writer acted as researcher and the collaborator, while the English Teacher of VIII B was as the teacher who executed the plan. The table bellow will show us the schedule of the research.
# Table 2.2

## Schedule of the Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>July 18(^{th}) 2017</td>
<td>Observation: giving the letter to the one of the staff at MTs N Susukan (H Nur Cholis, M.Pd) to do research.</td>
<td>Office MTs N Susukan (09.00 WIB)</td>
</tr>
<tr>
<td>2.</td>
<td>July 24(^{th}) 2017</td>
<td>Make Some Agreement with English Teacher about teaching learning process.</td>
<td>Office MTs N Susukan (10.15 WIB)</td>
</tr>
<tr>
<td>3.</td>
<td>July 28(^{th}) 2017</td>
<td>Meet the English teacher to do consult the lesson plan</td>
<td>Office MTs N Susukan (10.00 WIB)</td>
</tr>
<tr>
<td>4.</td>
<td>July 31(^{th}) 2017</td>
<td>Doing action in the class (cycle 1)</td>
<td>In the class (13.00-14.20)</td>
</tr>
<tr>
<td>5.</td>
<td>August 4(^{th}) 2017</td>
<td>Doing action in the class (cycle 1)</td>
<td>In the class (07.30-08.50)</td>
</tr>
<tr>
<td>6.</td>
<td>August 7(^{th}) 2017</td>
<td>Doing action in the class (cycle 2)</td>
<td>In the class (13.00-14.20)</td>
</tr>
<tr>
<td>7.</td>
<td>August 11(^{th}) 2017</td>
<td>Doing action in the class (cycle 2)</td>
<td>In the class (07.30-08.50)</td>
</tr>
</tbody>
</table>
4. Research Procedure

The researcher followed Kemmis and Mctaggart (1988) CAR design. The design consists of several cycles. Each cycle includes planning, action, observing and reflection of the teaching learning process based on the lesson plan that has been prepared for some meetings.

Figure 3.1 Procedure of Classroom Action Research

The figure of CAR by Kemmis and Mctaggart (1988), quoted by Burns (2010: 33)

The researcher and the teacher made a collaboration work in learning process. The researcher used two cycles in this research. This research used classroom action research and the procedures are follows:
a. Planning

The activities in the planning are:

1) Preparing materials, making lesson plan and designing the steps in doing the action.
2) Preparing list of students’ name and scoring.
3) Preparing teaching aids.
4) Preparing observation sheets.

b. Action

1) Giving Pre-test
2) Teaching reading using Top-down Strategy
3) Giving occasions to the students ask their difficulties
4) Ask the student about some conclusion reading activities.
5) Giving post test

c. Observation

Observation is one of the methods used in collecting the data. Observation can be systematically used to observe and note the phenomena investigated like the students’ feeling, thinking and something they do in teaching-learning process.

d. Reflection

Reflection is a research finding analysis. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection belongs an
evaluative aspect; it asks the writer to weight the experience, to judge whether or not the method can problems solving to enhance students’ reading comprehension.

C. Technique of Data Collection

In this classroom action research, the researcher used two kind of instrument in gathering data. Those are observation and test.

a. Observation

In the observation method is the most effective way to complete the format or list of observations as instruments (Arikunto: 2014:272). Observation is as a way of gathering information about teaching, rather than a way of evaluating teaching. It involves visiting class to observe different aspects of teaching (Richards and Lockhart: 1994).

b. Test

According Arikunto (2014:266) test is used to measure the basic capabilities and achievements. In this study, the researcher gives reading test to know student’s ability, especially for learning achievement. T test commonly used in school can be divided into two general categories:

1) Tests Created by Teacher

Tests made by the teacher with a particular procedure, but no trials have repeatedly then is not yet known features and benefits.
2) Standardized Test

It is a test that already provided in the testing agencies, which are already guaranteed quality. Standardized Test trials has experienced repeatedly so it can be said to be good.

The writer prefers tests made by teachers. Because teacher can measures students difficulties in learning English, especially in reading comprehension skill. The writer uses pre-test and post-test. Pre-test is given to students at the very beginning of teaching and learning process, and then post-test is given after students receiving the treatment from teacher. Pre and post-test were used to find out the differences of the student ability before and after the teacher use treatment.

3) Documentation

Documentation is a technique of collecting data that looks for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, etc. (Arikunto: 2014:274). In this case, the writer make a note and takes photographs as proof of teaching learning activity, which is by using camera (photo) and fill note.

D. Techniques of Data Analysis

1. Descriptive technique

The researcher used the descriptive technique. Descriptive technique is used to know the students’ behavior during the teaching learning process. In descriptive technique, the researcher analyzes the observation sheet, which has been made. It describes the process and the result of
students’ improvement in reading comprehension using Top-down Strategy.

2. Statistical technique

The technique of analyzing data uses mean and T-test scoring. The students were scored by the pre test and post test. After the students were given the pre test, the researcher then used Top-down strategy in the teaching reading comprehension. In the last session, the students were scored by t-test to obtain the valid data which shows whether the research is success or not. In the final process, the researcher compares the collecting data from cycle I, and cycle II. To know the whole result of this study, the researcher used mean, SD (Deviation standard) and T-test of the scores. This research was calculated by Deviation Standard using SPSS 16.00 windows program.
CHAPTER IV
DATA ANALYSIS

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. This chapter discusses about the research implementation the finding of the collected data from the beginning until the end of the research. The finding consists of the result of the cycle I and cycle II. The two cycles is treatment of the implementation of Top-down Strategy in Reading Comprehension.

A. Research Finding

This research was held in two cycles. The researcher divided first cycle into two meetings while second cycle divided into two meetings. Each meeting took 80 minutes. First cycle conducted Monday, July 31st 2017 and Friday, August 4th 2017 while second cycle conducted on Monday, August 7th 2017, and Friday, August 11th 2017. The researcher took descriptive text as the material that had been taught. In this research, the English teacher acted the teacher. The English teacher named is Atina Husniati, S.Pd. Every cycle in this research consists of identifying the problems, planning, action, observation, and reflection. They could be explained in the description below:

1. Cycle 1
   a. Planning

Before implementing the action, the researcher prepared instruments that used in the action. The researcher was conducted pre-test on
Monday, July 31\textsuperscript{th} 2017. The result of the pre-test would be compared with post test in the end of the cycle. The researcher also prepared:

1) Lesson plan: It was used as guidance in English learning process.

2) Material: In the first cycle, the researcher used the “Descriptive text”. The researcher used several book and looking for the materials in the internet.

3) Test: It was divided into pre-test and post-test. Pre-test was given before the researcher applied her technique while post test was given after the researcher applied Top-down strategy.

4) Teaching aid: The researcher chose descriptive text in conducting English lesson and worksheet of Top-down strategy.

b. Implementing the action

1. First Meeting

First meeting in this cycle was conducted on Monday, July 31\textsuperscript{th} 2017 in about 80 minutes. It was 13.00 until 14.20 a.m. in VIII B class. The English teacher as teacher and the writer as researcher. The teacher and the observer entered to the class. This class is very different with other class because this class is a superior class in the field of science. They were active and a little bit crowded. The learning was started by praying together and checking attendance list in the class followed by 30 students. Then, the teacher informed the activities that would be conducted in the meeting.
The students got explanation about the purpose of the lesson based on the syllabus and lesson plan. They learned about descriptive text. The teacher used one of student in class as explanation to describe in front of the class. The teacher asked the students to identify what has been described by the student in front of the class. In this section the teacher did not give treatment of top-down strategy because it was an introduction material to the students. The students did not know about descriptive text yet.

The teacher gave pre-test for the students. She went around to checked students’ difficulties. The students had problem in answering about question because the student did not read the text, they were directly worked on the question of text. They were sometimes lazy to read. The student did the test until 13.45 a.m. After they finished the test, the students submitted to the teacher.

The teacher entered to the class again. She started the lesson by giving paper about descriptive text to students in the class. Then, the teacher gave explanation about descriptive text and asked the students to read it, but there were some students who did not pay attention to the instruction from the teacher. Then, the teacher tried to approach them and gave warning. The teacher stimulated them, but there were no one able to answer and respond anything, they were silent. The teacher asked the students to do pre-test.
After those activities the teacher explained about descriptive text including:

1. What is descriptive text?
2. What the purpose of the descriptive text?
3. What the characteristic of descriptive text?

All of the students paid attention during the lesson. Sometimes the teacher gave some question in order to make students more active in the class. The teacher closed the lesson by asking students to conclude what have been learned in the lesson. She also gave advices to the students.

2. Second Meeting.

The second meeting was conducted on Friday, August 4th 2017. It was started at 07.30 until 08.50 a.m. Before the students entered in the class, students performed prayer Dhuha, recite Al berjanji, and listen to a speech from a friend at 07.00 until 07.30 in the school field. It was rule from the school.

After that, the teacher entered to the class. The lesson was started by praying together, checking attendance list, and the teacher began the lesson by asking the students to review previous materials in the class. They still discussed about descriptive text. They discussed the text with the teacher, analyzed the generic structure, found new vocabulary, and information of the text.
Before discussing the text together, the teacher gave Top-down strategy. Then, the teacher explained the rules in applying top-down strategy. The teacher gave a paper contained descriptive text for the student. The teacher asked the students to read by using top-down strategy. Top –down strategy has rules with the students started read from the top until down in the text, because the strategy related to the descriptive text. Some of the students are more likely to direct answering the questions even before they read the text.

The students listened to the instruction from the teacher. The students started to read the descriptive text. The students did not asked any question to the teacher about instruction used top-down strategy, because the strategy is more simple. After the student read the descriptive text, the teacher divided into 7 groups. The teacher asked the students to arrange the jumble sentences into good paragraph. The jumble sentences are come from the descriptive text before. The teacher gave 20 minutes for each category. The fastest group that finished the task got a reward.

After that, students submitted the work. The teacher asked the students to do Post-test. The teacher closed lesson by saying hamdalah together. The lesson was ended at 08.50 a.m.
c. Observation

In the first meeting, the researcher observes the teaching and learning process by monitoring the student’s activity and attention during the action. The researcher could see that the students got difficulties in answering the questions. It could be seen from their attitude during pre-test given in the first meeting. In the second meeting the teacher implemented top-down strategy and the students showed their enthusiasm in joining the activity provided by the teacher.

This observation was purposed to know how far the situation and enthusiasm of the students during teaching and learning process. The researcher used observation sheet. The purpose of this activity was to evaluate the teaching and learning process, collecting data and monitor the class.

**Tabel 4.1**

**Observation sheet cycle 1**

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher uses the time effectifely</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives evaluation after lesson plan</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>Teacher asks the student’s difficulties</td>
<td>✓</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>Students feel enthusiastic doing reading test by using top-down strategy</td>
<td>✓</td>
<td>Students feel enjoy because the teacher don’t use the strategy before</td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>Students give attention to teacher’s explanation</td>
<td>✓</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Students active during learning process</td>
<td>✓</td>
<td>Students make noisy in the class, shy, and feel confuse to write in English</td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>Students understand the teacher’s explanation</td>
<td>✓</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>Students do the evaluation well</td>
<td>✓</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>The teacher applies <em>Top-down Strategy</em> in teaching descriptive text</td>
<td>✓</td>
<td>Good</td>
<td></td>
</tr>
</tbody>
</table>

**d. Reflection**

Based on the observation of the cycle 1, the researcher has to reflect the weakness that happened in the learning process to maximize and improve students reading comprehension. The researcher has to motivate the students to always practice to reading books. The researcher
has to organize more than the time in order to in the next meeting the process teaching and learning be better.

Then, to know there is the improvement in reading comprehension, the researcher analyze by using t-test calculation. The steps as follow:

1) The score of pre-test and post-test

**Table 4.2**

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama</th>
<th>Pre – test</th>
<th>Post – test</th>
<th>Post-pre D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alfi Romadhoni</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Amelia KusumaDewi</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>3</td>
<td>Annisa Nurul Khoiriyah</td>
<td>70</td>
<td>80</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>4</td>
<td>ArtantiaAyu Devia Putri</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Candra Alim Fernansa</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Citra Septiyani</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>7</td>
<td>Fathi Haidar Satmoko</td>
<td>20</td>
<td>70</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>8</td>
<td>Happy NajaHaliza</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Ilma Alfiana</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Intan Maylani</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Kukuh Rahayu Maratul</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>LatansaYuliani</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Math</td>
<td>English</td>
<td>Science</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>--------</td>
<td>---------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>13.</td>
<td>M. Aditya Ni‘Am Setyawan</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>14.</td>
<td>Muhammad Teguh Basuki</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15.</td>
<td>Nafisa Nur Aini</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16.</td>
<td>Nur Atsn Maulida</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17.</td>
<td>Putri Dwi Nuring Utami</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18.</td>
<td>Putri Jayanti</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19.</td>
<td>Rahayu Arina Manasikana</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20.</td>
<td>Rahmawati</td>
<td>40</td>
<td>80</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>21.</td>
<td>Rio Khaila Sulthan</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>22.</td>
<td>Risty Hidayah</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23.</td>
<td>Sakti Okta Pratiwi</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24.</td>
<td>Siti Muadzomah</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25.</td>
<td>Siti Nur Aliza</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>26.</td>
<td>Siti Purwanti</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27.</td>
<td>Ulvi Choirunnisa</td>
<td>80</td>
<td>100</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>28.</td>
<td>Utiya Wardati</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>29.</td>
<td>Wawan Sulistyo</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>30.</td>
<td>Zaaidatul ‘Ulya</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td><strong>Jumlah</strong></td>
<td><strong>350</strong></td>
<td><strong>6600</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Then the writer calculated the deviation standard by using SPSS 16.00 windows program. It can be shown as follow:
Table 4.3

Descriptive Statistics of the Cycle 1

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre –test</td>
<td>30</td>
<td>20.00</td>
<td>80.00</td>
<td>66.667</td>
<td>13.21789</td>
</tr>
<tr>
<td>Post –test</td>
<td>30</td>
<td>70.00</td>
<td>100.00</td>
<td>78.0000</td>
<td>6.64364</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above can be seen that the mean of pre-test in cycle I 66.66 with deviation standard 13.217 and post-test in cycle I is 78.00 with deviation standard 6.643, because pre-test ≤ than post-test, there is improvement of reading comprehension through Top-down Strategy.

2) Passing Grade of Cycle 1

Cycle I also has shown that the students can improve their English score especially in Reading comprehension with mean of post-test 78.00 it is better than mean of pre-test 66.66. The researcher also calculates the passing grade is 70. But, the result from post test in cycle I students have not complete the passing grade because the students in pre-test who still have the score less than 70 and in post-test 9 students who still has the score less than 70.

3) T–test

To know there is a significant improvement in Reading comprehension, the researcher analyzes t-test or t-calculation by using
SPSS 16.00 windows program calculating from the result of pre-test and post-test

Table 4.4

The Paired Samples Test Cycle 1

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>Std. Deviation</th>
<th>Mean</th>
<th>Std. Error</th>
<th>Lower</th>
<th>Upper</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Post test–pre test</td>
<td>1.1333</td>
<td>3E1</td>
<td>2.12988</td>
<td>6.97723</td>
<td>15.68943</td>
<td>5.321</td>
<td>29</td>
<td>.000</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

a) T-test cycle 1 is 5.321

b) T-table (α = 0.05) from the quantity (n) 28 is 2.045

c) T-test > T-table = 5.321 > 2.045

From the explanation about can conclude that there is significance using Top-down Strategy in cycle 1 because the value of T-test is bigger than T-table.
2. Cycle II

Based on the result of the cycle I above, it is necessary for the teacher to continue the next cycle:

a. Planning

1. First meeting

   In this step, teacher prepared:

   1) Materials, making lesson plan, and designing the step in doing action.
   2) List of students name
   3) Teaching aid

       The researcher chose descriptive text in conducting English lesson and worksheet of Top-down strategy.
   4) Sheet for classroom observation
   5) Test (Pre-test and post test)

b. The implementation of the action

   On Monday, August 7th 2017, at 13.00 until 14.20 p.m. The English teacher and researcher entered the class. The class crowded some of the students were still in the outside of the class, because the class after break prayed Dzuhur. So the class began little bit late. When all the students had entered the class was begun.

   The teacher started prayed together and check attendance list. The teacher explained the material about descriptive text, the goal descriptive text, and the characteristic of descriptive text. After the
teacher asked the students to do pre-test for 20 minutes. The teacher closed the lesson by saying Hamdalah together.

The second meeting for the cycle II was held Friday, August 11th 2017 at 07.30 until 08.40 a.m. in this section, the researcher used Top-down Strategy to improve reading comprehension of descriptive text. The teacher entered to the class. She began the learning by praying together and check attendance list. Then, the teacher asked to the students to review the previous material. After that, the students read the text by calling some of the students. There is an improvement about the attitude of the students.

After discussing the material, the researcher implemented Top-down Strategy that related to the descriptive text. The teacher divided into 7 groups. The teacher gave a paper contain descriptive text for the students. The students had each their own descriptive text. The teacher asked the students to read by using top-down strategy and the teacher asked the students answer question, and translated in the text with the group. The fastest group that finished the task got a reward.

After finishing the group work, the teacher asked the students to do post test. The teacher gave 30 minute to do the test. The teacher asked to the students to conclude the lesson and close by praying together.
c. Observation

In the cycle 2, the observed can be explained bellow:

1. They were active follow the lesson.
2. There is improvement that the students more confident in reading descriptive text.
3. The students more understood about the material.
4. The students understood about top – down strategy that used by the researcher.

**Tabel 4.5**

**Observation Sheet Cycle II**

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher uses the time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives evaluation after lesson plan</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher asks the student’s difficulties</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Students feel enthusiastic doing reading test by using top-down strategy</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>7.</td>
<td>Students give attention to teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>
Based on the observation of the cycle II, the researcher analyzed by using t-test calculation from the result of pre-test and post-test. Before analyzing t-test, the researcher showed the data presentation of pre-test and post-test. The calculation and the result of both tests are presented below:

1) The score of pre-test and post-test.

**Table 4.6**

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Post-pre D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alfi Romadhoni</td>
<td>70</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>2.</td>
<td>Amelia KusumaDewi</td>
<td>90</td>
<td>100</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Annisa Nurul Khoiriyah</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>English Name</td>
<td>50</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>--------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>4</td>
<td>Artantia Ayu Devia Putri</td>
<td></td>
<td>80</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>Candra Alim Fernansa</td>
<td></td>
<td>70</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Citra Septiyani</td>
<td></td>
<td>60</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>Fathi Haidar Satmoko</td>
<td></td>
<td>70</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Happy Naja Haliza</td>
<td></td>
<td>70</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>Ilma Alfiana</td>
<td></td>
<td>70</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>Intan Maylani</td>
<td></td>
<td>80</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>Kukuh Rahayu Maratul Khasanah</td>
<td></td>
<td>80</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>Latansa Yuliani</td>
<td></td>
<td>70</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>13</td>
<td>M. Aditya Ni Am Setyawan</td>
<td></td>
<td>80</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Teguh Basuki</td>
<td></td>
<td>80</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>15</td>
<td>Nafisa Nur Aini</td>
<td></td>
<td>70</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>Nur Atsni Maulida</td>
<td></td>
<td>80</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>Putri Dwi Nuring Utami</td>
<td></td>
<td>80</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>Putri Jayanti</td>
<td></td>
<td>80</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>Rahayu Arina Manasikana</td>
<td></td>
<td>70</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>Rahmawati</td>
<td></td>
<td>70</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>Rio Khaila Sulthan</td>
<td></td>
<td>60</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>Risty Hidayah</td>
<td></td>
<td>80</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>Sakty Okta Pratiwi</td>
<td></td>
<td>80</td>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>
Then the writer calculates the deviation standard by using SPSS 16.00 windows program. It can be shown as follow:

**Table 4.7**

**Descriptive Statistics Cycle II**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre –tests</td>
<td>30</td>
<td>60.00</td>
<td>90.00</td>
<td>73.0000</td>
<td>7.94377</td>
</tr>
<tr>
<td>Post –test</td>
<td>30</td>
<td>70.00</td>
<td>100.00</td>
<td>83.3333</td>
<td>7.58098</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>30</td>
<td></td>
<td></td>
<td>83.3333</td>
<td>7.58098</td>
</tr>
</tbody>
</table>

From the table above can be seen that the mean of pre test in cycle II is 73.00 with deviation standard 7.943 and post-test in cycle II is 83.33 with deviation standard 7.580, because pre-test ≤ than post-
test, there is improvement of reading comprehension by using Top-down Strategy.

2) Passing grade of cycle II

The result in cycle II is better than cycle I. In previous cycle the standardized of score that is calculated by the teacher is 70 and the result of post-test shows there is no student has the score less than 70, in pre-test there are 12 students who still have the score less than 70. So, the mean from pre-test in cycle I is 66.66 and post-test in cycle II is 83.33. The results of pre-test and post-test were used to know the score of students Reading comprehension.

3) T-test

To know there is a significant improvement in Reading comprehension, the researcher analyzes t-test or t-calculation by using SPSS 16.00 windows program calculating from the result of pre-test and post-test.
Table 4.8
Paired Samples Test Cycle II

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Pair</th>
<th>Paired Differences</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post test – Pre-test</td>
<td>1.033 7.18395 1.31160 7.65080 7.878 29 .000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above can be seen that:

a) T-test cycle 1 is 7.87
b) T-table (α=0.05) from the quantity (n) 28 is 2.045
c) T-test > T-table = 7.87> 2.045

From the explanation above we can conclude that there is significance using top-down strategy through reading comprehension in cycle II because the value of T-test is bigger than T-table.

d. Reflection

Based on the observation result, top-down strategy increased student’s activeness. Top–down strategy also improved students in reading comprehension of descriptive text. They became more active in answering the questions. The students actively participated in learning process.
B. Analysis and discussion

From the result of analyze in cycle I, and cycle II the researcher will analyze the students improvement from the cycle I, and cycle II. The improvement as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Pre-Test</td>
<td>66.66</td>
<td>73.00</td>
</tr>
<tr>
<td></td>
<td>b. Post-Test</td>
<td>78.00</td>
<td>83.33</td>
</tr>
<tr>
<td>2</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Pre-Test</td>
<td>13.21</td>
<td>7.94</td>
</tr>
<tr>
<td></td>
<td>b. Post-Test</td>
<td>6.64</td>
<td>7.58</td>
</tr>
<tr>
<td>3</td>
<td>T-table</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 30</td>
<td>2.045</td>
<td>2.045</td>
</tr>
<tr>
<td></td>
<td>a = 0.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>5.321</td>
<td>7.878</td>
</tr>
</tbody>
</table>

From the statement above, the researcher can see that mean pre-test and post-test has significant different, where post-test is greater than pre-test. It shows that Top-down Strategy gives influence in improving students reading comprehension, because the students achievement has been increase after the students did the strategy.
It means that using Top-down strategy through reading comprehension is appropriate with the situation and condition of students’ in MTs N Susukan in learning English. Besides that, the using of this game and strategy is also be able to increase creativity and activity on academic assignment. It can be seen from the improve of pre-test, post-test which have changed significantly from cycle I up to cycle II.
CHAPTER V
CLOSURE

After conducting the research, presenting and analyzing the data, in this chapter the researcher would like to give conclusion and suggestion of this research.

A. Conclusion

After analyzing the data, the finding of the research shows:

1. The implementation of the students’ reading comprehension using top-down strategy in teaching reading to the students MTs N Susukan is able to improve students reading comprehension. From the result of the research show that Top-Down strategy able to help the students to improve their reading comprehension from the t-test calculated. Based on the explanation above can be seen that the mean of pre-test in cycle I is 66.66 with deviation standard 13.217 and post-test in cycle I 78.00 with deviation standard 6.643. Because post-test > than pre-test, there is improvement of reading comprehension through top-down strategy. It means that the students’ reading comprehension before the use of top-down strategy in descriptive text were low because the result show that the standardized score (70) is higher than the mean of pre-test (66.66) in cycle I and post-test (78.00). Many students who did not achieve the standardized score. It means before using top-down strategy many students read English less fluently. Sometimes most of them just read what they now, and their poor of vocabulary.
In cycle II, the researcher can be seen that the mean of pre-test in cycle II is 73.00 with derivation standard 7.943 and post-test in cycle II is 83.33 with derivation standard 7.580. Top-Down strategy is able to improve student reading comprehension.

Based on the result above, the researcher can conclude that implementation of Top-Down strategy not only successful in improving students’ reading comprehension but also successfully built students’ self-confidence. It could motivate the students to be more active in the class.


It shown by the result of the calculation of t-test in the two cycles. T-test of the cycle I is 5.321 and t-test of the cycle II is 7.878. The quantity (N) of this research is 29, based on the quantity of this research the t-table is 2.045. In cycle I, t-test is higher than t-table, that is 5.321 > 2.045. While in the Cycle II, t-test is higher than t-table, that is 7.878 > 2.045. In addition, the result shows that t-test of cycle I and cycle II there is improvement, in cycle I 5.321 and the Cycle II 7.878. So, there is significance using Top-Down Strategy to improve students’ reading comprehension of the eight grade students of MTs N Susukan in academic year 2017/2018.
B. **Suggestion**

Having known the finding of the research, the researcher gives suggestion as follows:

1. **For the teacher**

    The English teacher should always motivate the students that English is not difficult. It is fun to be learned in many ways. The English teacher should improve the ability in teaching English.

2. **For the students**

    The students need to motivate themselves to study hard. They have to be aware that English is one of important subject. Students always should be active in learning process. Not only listen to the teachers’ explanation but also they have to explore their ability in learning English. Students can find many sources from library, internet, or their friends.

3. **For the researcher**

    It has been known that the using Top-down Strategy can improve students reading comprehension. They should read this research clearly, so they can understand how to practice Top-down Strategy to improve their reading comprehension.


Fatemi, Husain Azar. 2014. *The Effects of Top-down/Bottom-up Processing and Field-dependent/Field-independent Cognitive Style on Iranian EFL Learners’ Reading Comprehension*. English Department, Ferdowsi University, Mashhad, Iran.


Jukson, Hung-Hung, and Christine, Yi-Chum, Ph.D. 2015. *Top-down was EFL Students’ Perceptions of Top-down and Bottom-up Reading Strategies and Reading Comprehension*. Department English Language, Literature and Linguistics, Providence University.
Muthoif. 2013. *The Use OF Lexical Approach to Improve Students' Achievement in Reading Comprehension (A CAR of the Eighth Grade Students' of SMP N 02 Tengaran 2012/2013)*. Salatiga


Ratminah, I. 2014. *The Use of Question and Answer Technique to Improve Students’ Reading Comprehension in Recount Text (A CAR of the First Grade Students of SMA Futuhiyah Mraggen Demak in the Academic Year of 2013/2014)*. Salatiga


Pourhosein, A. 2016. *How Can Students Improve Their Reading Comprehension Skill?*. Department English Lagueage Translation. Iran


APPENDICES
CURRICULUM VITAE

Personal Detail:

Name : Wasilatut Thoyyibah
Place and date birth : Kab. Semarang, February 06\textsuperscript{th} 1996
Address : Dsn. Jetis Rt 01/04 Ds. Wonokerto Kec. Bancak
           Kab. Semarang
Phone : 085728804850

Educational Background:

1. MI Nurul Islam Wonokerto 02
2. SMP N 1 Bringin
3. MA Al-Manar
4. IAIN Salatiga

Salatiga, September 19\textsuperscript{th} 2017

Wasilatut Thoyyibah
NIM. 113-13-046
Nomor : B-1494/In.21/D1/PN.03.00/07/2017
Lamp  : -
Hal   : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala MTs N 1 Susukan, Kab. Semarang
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama     : WASILATUT THOYYIBAH
NIM      : 113-13-046
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan  : Tadris Bahasa Ingris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul skripsi: THE USE OF TOP-DOWN STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION (A CLASSROOM ACTION RESEARCH AT THE EIGHTH GRADE OF MTs N 1 SUSUKAN IN THE ACADEMIC YEAR 2017/2018)

Dengan Pembimbing: Setia Rini, M.Pd

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 17 Juli 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 14 Juli 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan
Sawardi, M.Pd.

Tembusan :1. Mahasiswa yang bersangkutan
Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri Susukan Kabupaten Semarang menerangkan dengan sesungguhnya bahwa:

Nama: WASILATUT THOYYIBAH
NIM: 113-13-046
Mahasiswa: INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris (TBI)

Mahasiswa tersebut benar - benar telah melaksanakan penelitian sejak tanggal 18 Juli s.d 11 Agustus 2017 di Madrasah Tsanawiyah Negeri Susukan Kabupaten Semarang.

Demikian Surat Keterangan ini kami buat, untuk digunakan sebagaimana mestinya.

Susukan, 28 Agustus 2017
Kepala

Hidayatun
MODEL SILABUS MATA PELAJARAN
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH (SMP/MTs)

MATA PELAJARAN
BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2017
B. Kelas : VIII
Alokasi Waktu: 4 jam pelajaran/minggu

Kompetensi SIKAP Spiritual dan SIKAP Sosial dicapai melalui pembelajaran tidak langsung (indirect teaching) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keeadaan, pembiayaan, dan budaya sekolah dengan memerhatikan karaktersitik mata pelajaran serta kebutuhan dan kondisi siswa.

Penunmbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mampu:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan menganggapkan pendapat, serta menanggapinya sesuai dengan konteks penggunaannya | Fungsi Sosial  
Menjaga hubungan interpersonal dengan guru dan teman  
Struktur Teks  
- Memulai  
- Menanggapi (diharapkan/di luar dugaan)  
Unsur Kebahasaan  
- Ungkapan a.l. Excuse me, Is it clear?, Great, I think so., dab. | Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar  
- Mengidentifikasi ungkapan yang sedang dipelajari  
- Menanyakan hal-hal yang tidak diketahui atau yang berbeda  
- Menentukan ungkapan yang tepat secara lisan/tulis dan berbagai situasi lain yang |

| Siswa mampu:     |              |              |
| 3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaktional lisan dan tulis yang melibatkan tindakan meminta dan meminta informasi terkait kemampuan dan kemauan, melakukan | Fungsi sosial  
Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya  
Struktur teks  
- Memulai  
- Menanggapi (diharapkan/di | Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek heris kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar  
- Menanyakan hal-hal yang tidak diketahui atau yang |
Siswa mampu:

3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunannya (Perhatikan unsur kebahasaan must, should)

4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

- Fungsi sosial
  - Memintalah, memastikan pendekatan yang menarik dan menghimbau
  - Struktur teks
    - Memulai
    - Memanggil (diharapkan di luar dujuan)
  - Unsur kebahasaan
    - Ungkapan keharusan, larangan, himbauan dengan modalmust, (don’t) have to, should,
    - Nomina singular dan plural
dengan atau tanpa a, the, this, those, my, their, dsl.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
  - Topik
  - Interaksi antara siswa dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termutu di KI

- Menyimak, membaca, dan menirukan, guru membuka beberapa percakapan, dengan ucapan dan tekanan kata yang benar
- Menanyakan hal-hal yang tidak diketahui atau yang berbeda
- Menentukan modal yang tepat untuk disisakan ke dalam kalimat-kalimat rumpang
- Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu
- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab
- Melakukan refleksi tentang proses dan hasil belajarnya
<table>
<thead>
<tr>
<th>Siswa mampu:</th>
<th>dengan kehidupan siswa yang dapat menumbuhkan perilaku yang termuat di KI</th>
</tr>
</thead>
</table>
| **3.5** menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang sedang dilakukan/terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present, past continuous, will-continuous) | • Fungsi sosial  
Mendeskripsikan, melaporkan, menjelaskan  
• Struktur teks  
  - Memulai  
  - Menanggapi (diharapkan/diluar dugaan)  
• Unsur kebahasaan  
  - Kalimat deklaratif dan interrogatif dalam present continuous tense, past continuous, dan continuous dengan modal will.  
  - klausa adverbal dengan kata sambung when, while...  
  - Nomina singular dan plural |
| • Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang sedang berlangsung pada saat ini, satu titik waktu di masa lampau dan di waktu yang akan datang  
• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar  
• Bertanya jawab tentang kegiatan/peristiwa yang sedang berlangsung pada saat ini, satu titik waktu di masa lampau dan di waktu yang akan datang yang |

---

<table>
<thead>
<tr>
<th>Siswa mampu:</th>
<th>dengan kehidupan siswa yang dapat menumbuhkan perilaku yang termuat di KI</th>
</tr>
</thead>
</table>
| **3.6** menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang sudah/telah dilakukan terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present perfect tense) | • Fungsi sosial  
Mendeskripsikan, melaporkan, menjelaskan  
• Struktur teks  
  - Memulai  
  - Menanggapi (diharapkan/diluar dugaan)  
• Unsur kebahasaan  
  - Kalimat deklaratif dan interrogatif dalam present perfect tense.  
  - kata sambung: since, for, kata penunjuk waktu now  
  - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. |
| • Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau tanpa menyebutkan waktu terjadinya secara spesifik  
• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar  
• Bertanya jawab tentang kegiatan/peristiwa yang sedang berlangsung pada saat ini, satu titik waktu di masa lampau dan di waktu yang akan datang yang |
LESSON PLAN CYCLE 1

Satuan Pendidikan : MTs N 1 Susukan
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Descriptive Text
Pertemuan ke- : 4 X 40 Menit
Alokasi Waktu : 2 JP (160 menit)

A. KOMPETENSI INTI

KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi.

KI 2 : Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan siswa sehari-hari;

KI 3 : Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkret dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja;

KI 4 : Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

B. KOMPETENSI DALAR

3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are).

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi
terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.6.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.

4.6.1 Mengidentifikasi langkah-langkah retorika teks deskriptif.

4.6.2 Menghafal kata, frasa, dan kalimat dengan baik dan benar.

4.6.3 Membaca kata, frasa dankalimat dengan intonasi yang benar dalam teks deskriptif.

4.6.4 Membaca nyaring teks descriptive dan pemberian tugas oleh guru pada siswanya.

D. TUJUAN PEMBELAJARAN

1. Setelah mengetahui dan memahami tentang teks deskriptif yang telah dianjurkan, siswa mampu mengerjakan soal-soal yang di berikan guru tentang teks deskriptif dengan menggunakan top-down strategy.

2. Siswa mampu bekerja sama dalam kelompok dan dapat mengidentifikasi teks deskriptif.


4. Siswa mampu membaca kata, frasa dan kalimat dengan intonasi yang benar dalam teks deskriptif.

5. Siswa mampu membaca nyaring teks deskriptif dan mengerjakan soal yang diberikan oleh guru.
E. MATERI PEMBELAJARAN

Descriptive Text

Fungsi Sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Material

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Teks deskriptif yaitu teks yang yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Bisa dikatakan juga bahwa descriptive text adalah teks yang menjelaskan tentang seperti apakah orang atau benda yang di deskripsi. Baik bentuknya, sifat sifatnya, jumlah dan lain-lain.

Structure Descriptive text

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik

2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang di deskripsi.

Ciri-ciri descriptive text:

- Menggunakan simple present tense

- Menggunakan attribute verb, seperti be (is, am, are)

- Hanya fokus pada satu objek tersebut.
**Giraffe**

Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo.

A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around his body, it has spotted patterns. “Giraffa camelopardalis” is its scientific name. On the top of its head, there are small “horns” or knobs. They are used to protect the head when fighting.
5. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play, get, take, dll.

6. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal

7. Ucapan, tekanan kata, intonasi

8. Ejaan dan tanda baca

9. Tulisan tangan

**Topik**

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

**F. METODE PEMBELAJARAN**

1. Pembelajaran Scientific (Scientific Approach)
2. Penugasan
3. Top-down strategy
   a. It allows readers to decode a text even without understanding the meaning of each word.
   b. It helps recognize unfamiliar words through the use of meaning and grammatical cues.
   c. It emphasizes reading for meaning instead of giving attention to each word, its letters and sounds.
   d. It engages the readers in meaningful activities instead of concentrating on enhancement of word-recognition skills.
   e. It considers reading of sentence, paragraphs, and the whole text as core of instruction.
   f. It identifies the amount and kinds of information derived from reading as an important element.
G. ALAT DAN SUMBER BELAJAR

a. Alat
   - Beberapa lembar fotokopi teks deskriptif dan pembahasanya
   - Teks
   - Board marker and realia

b. Sumber Belajar
   - Internet
   - Buku pegangan guru

H. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1 dan II

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Kegiatan pembelajaran</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan Awal</td>
<td>1. Guru member salam (greeting) dan mengajak siswa mengawali kegiatan pembelajaran dengan berdo’a, memeriksa kehadiran siswa.</td>
<td>15 Menit</td>
</tr>
<tr>
<td></td>
<td>2. Guru menyiapkan peserta didik secara psikis dan fisik un Brain storming dengan menanyakan pada siswa sebagai macam pengamatan siswa terhadap orang/benda yang ada didalam kelas dengan menyebutkan ciri-ciri benda orang tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang harus dicapai</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Mengamati</td>
<td>25 Menit</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>1. Siswa diminta mengerjakan soal pre test “Deskriptif teks” yang di berikan oleh guru. (15 Menit)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Siswa diminta mengamati dan mengidentifikasi teks yang ditunjukan oleh guru.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Dengan bimbingan dan arahan oleh guru peserta didik mengidentifikasi ciri-ciri atau sifat untuk mendiskripsikan suatu benda.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Menanya</td>
<td>15 Menit</td>
</tr>
<tr>
<td></td>
<td>1. Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Siswa merespon pertanyaan yang berkaitan dengan teks secara lisan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mengeksplorasi</td>
<td>40 Menit</td>
</tr>
<tr>
<td></td>
<td>1. Dengan bimbingan guru siswa, guru mebagikan lembaran kertas berisi teks deskriptif dan mulai menerapkan metode top-down strategy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru membagi siswa ke dalam beberapa kelompok.</td>
<td></td>
</tr>
</tbody>
</table>

4. Guru meminta siswa mengurutkan kalimat acak (jumbled sentence) bersama kelompok masing-masing.

5. Guru meminta siswa menempelkan kalimat yang acak ke dalam kertas karton yang sudah diberikan.

6. Guru meminta siswa menempelkan karton yang berisi kalimat acak yang urut di dinding kelas.

**Mengasosiasi**

1. Siswa menyimpulkan hasil diskusi dengan dikerjakan bersama kelompok.

2. Tugas kelompok siswa paling bagus dan kompak mendapatkan hadiah.

**Mengkomunikasikan**

1. Siswa mengerjakakan soal yang diberikan oleh guru secara individu (Soal post test).
Kegiatan Akhir

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guru dan siswa bersama-sama membuat kesimpulan tentang materi yang sudah dipelajari dalam pertemuan ini.</td>
</tr>
<tr>
<td>2.</td>
<td>Guru menjelaskan kegiatan rencana pembelajaran yang akan datang</td>
</tr>
</tbody>
</table>

15 Menit

I. PENILAIAN

Rubrik penilaian reading

1. Penilaian
   a. Teknik : Tes tertulis
   b. Bentuk : Pertanyaan
   c. Instrument :
      Read the following text carefully and answer question
      a) Pre test
Petunjuk Umum

1. Tulis hari / tanggal, nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

Choose the correct answer by crossing (X) the letter A, B, C, or D.

Read the text carefully. Questions 1 to 5

My name is Randi. I am an SMP student. I live on Jalan Suryakanta. My father’s name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher.

My parents have three children. Ely, the eldest, works as a programmer in a private company. Wulan is my sister. We are students. She goes to SMA 3.

1. Who is Randi?
   a. He is an SMA student.   c. He is a doctor.
   b. He is a teacher.       d. **He is an SMP student.**

2. How many people are there in Mr. Rahman’s family?
   a. Five   b. Four   c. Three   d. Two

3. What is Randi’s mother?
   a. She is a programmer.   c. She is a student.
   b. **She is a teacher.**   d. She is a doctor.

4. How many children does Mr. Rahman have?
   a. Two   b. **Three**   c. Four   d. Five

5. The main idea of the second paragraph is about?
Nabila is the youngest in our family. She is fourteen years old and four years younger than me. He has long, straight hair, bright eyes, and a friendly smile. Sometimes, he is rather naughty at home, but he usually does what she is to do.

Nabila is interested in drawing very much. She likes to draw some kind of flowers. Everyday she draws flowers and coloring well. She often take part in drawing competition.

6. What is the text mostly about?
   a. Nabila
   b. Nabila’s hobby
   c. Nabila’s family
   d. Nabila’s elder sister

7. From the text we know that . . .
   a. The writer’s youngest sister
   b. The writer’s elder sister
   c. A naughty girl
   d. A friendly girl

8. Based on the text we know that the writer is . . . years old
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

9. “Nabila is interested in drawing very much.”
   The underlined phrase can be replaced with . . .
   a. Dislike drawing
   b. Really likes drawing
   c. Hates drawing very much
d. Finds drawing not really entertaining

10. What is the main idea of the second paragraph . . .?
   a. Nabila
   b. Nabila’s family
   c. Nabila’s sister
   d. Nabila’s hobby

b) Soal kerja kelompok

**The group work**

**Nama Anggota & No. Absen:**

1) ........................................................................................................................................
2) ........................................................................................................................................
3) ........................................................................................................................................
4) ........................................................................................................................................
5) ........................................................................................................................................

**Rearrange the jumbled sentences below into a good paragraph!**

1. A male Red Kangaroo can jump up to 30 feet in one jump! They can also use their jumping ability to travel quickly at speeds of up to 30 miles per hour.
2. Its scientific name is Macropus rufus.
3. They get their name from the color of the male’s fur which is a reddish brown.
4. Someday I want to go to Australia to meet a kangaroo.
5. The Red Kangaroo is the largest of all the Kangaroos.
6. They mostly graze on grasses.
7. Kangaroos is my favourite animal.
8. They live throughout much of the country of Australia and are the largest mammal that lives in Australia.

9. Kangaroos are herbivores.

---

Post Test

Mata pelajaran : Bahasa Inggris
Nama : .............

Hari/Tanggal : .............
Kelas : .............

Petunjuk Umum

1. Tulis hari/tanggal, nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

Choose the correct answer by crossing (X) the letter A, B, C, or D.

Read the text to answer questions 1 - 5.

I have a friend named Indra. He is a very fat person. His hobby is eating. He likes all kinds of foods. He eats everything in front of him. His weight is 95 kilograms. He has a very chubby cheek. His family and friends like him very much.

1. I have a friend named . .
   a. Indra    b. Andri    c. Liza    d. Anto

2. What is his hobby?
3. How much does he weigh?
   a. 70 kg.   b. 95 kg.   c. 60 kg.   d. 50 kg.

4. He has a very . . .
   a. beautiful face   b. chubby cheek   c. nice attitude   d. handsome face

5. He is a very . . . person
   a. Nice   b. Fat   c. Good   d. Handsome

Read the text to answer questions 6-10.

The Jackson Family

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Jackson’s house is made of wood. It has five rooms: a kitchen, a bathroom, a living room and two bedrooms. The Jacksons have a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

Taken from Ujian Nasional Bahasa Inggris, 2002–2003

6. What does Mr. Jackson do?
   He is .
   a. a father   b. a teacher   c. a student   d. a house maid

7. Where do the Jacksons stay?
8. “She comes from Medan.” (line 3)
   The underlined word refers to Mr. Jackson’s .
   a. teacher  b. daughter  c. student  d. Wife

9. Mr. Jackson’s house is made of wood.
   The sentence means . . .
   a. Mr. Jackson is a carpenter
   b. Mr. Jackson likes to collect wood
   c. The materials of Mr. Jackson’s house are from wood
   d. There are a lot of woods in Mr. Jackson’s house.

10. Mr. Jackson’s house has . . .
    a. a kitchen and a private room
    b. a living room and a garage room
    c. a living room and a bathroom
    d. a bedroom and a prayer room
2. Pedoman penilaian

Nilai maksimum = 100

Scor penilaian

Nilai perolehan --------- x 10

Score maksimal

3. Criteria of the score:

<table>
<thead>
<tr>
<th>No.</th>
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Susukan, .... 2017

Guru Mata Pelajaran
Atina Husniati, S.Pd.I
NIP.

Mengetahui,

Peneliti
Wasilatut Thoyyibah
NIM 113-13-046

Kepala Sekolah
N 1 Susukan,
LESSON PLAN CYCLE 11

Satuan Pendidikan : MTs N 1 Susukan
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Descriptive Text
Pertemuan ke- : 4X 40 Menit
Alokasi Waktu : 2 JP (160 menit)

A. KOMPETENSI INTI

KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi.

KI 2 : Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan siswa sehari-hari;

KI 3 : Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkret dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja;

KI 4 : Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

B. KOMPETENSI DASAR

3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are).
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.6.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.

4.6.1 Mengidentifikasi langkah-langkah retorika teks deskriptif.

4.6.2 Menghafal kata, frasa, dan kalimat dengan baik dan benar.

4.6.3 Membaca kata, frasa dan kalimat dengan intonasi yang benar dalam teks deskriptif.

4.6.4 Membaca nyaring teks deskriptif dan pemberian tugas oleh guru pada siswanya.

D. TUJUAN PEMBELAJARAN

1. Setelah mengetahui dan memahami tentang teks deskriptif yang telah dianjurkan, siswa mampu mengerjakan soal-soal yang di berikan guru tentang teks deskriptif dengan menggunakan top-down strategy.

2. Siswa mampu bekerja sama dalam kelompok dan dapat mengidentifikasi teks deskriptif.


4. Siswa mampu membaca kata, frasa dan kalimat dengan intonasi yang benar dalam teks deskriptif.

5. Siswa mampu membaca nyaring teks deskriptif dan mengerjakan soal yang diberikan oleh guru.
E. MATERI PEMBELAJARAN

Descriptive Text

Fungsi Sosial
Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Material

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Teks deskriptif yaitu teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Bisa dikatakan juga bahwa descriptive text adalah teks yang menjelaskan tentang seperti apakah orang atau benda yang di deskripsikan. Baik bentuknya, sifat sifatnya, jumlah dan lain-lain.

Structure Descriptive text

3. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik

4. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang deskripsikan

Ciri-ciri descriptive text :

- menggunakan simple present tense

- menggunakan attribute verb, seperti be (is, am are)

- hanya fokus pada satu objek tersebut.

Contoh descriptive text
My Mother

I have mother, my mother is a beautiful person. She is Indonesian and her name is Husna.

She is not tall but not short, and she has curly hair. Her eyes color is like honey and her color skin is light brown, and she has a beautiful smile. Her weight is 120 kg. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person and all things in the house are in the right place. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and also when the family have problem she always be with us to helps us and to give us all her love.

I love my mother so much, she is the best mother in the world.

Unsur Kebahasaan

10. Penyebutan kata benda singular dengan a dan the, dan plural (-s).
11. Kata ganti it, they, she, we, dst.; our, my, your, their, dst.
12. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan quite, very.
13. Frasa nominal seperti dark brown, cute little cat, beautiful red flower
14. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play, get, take, dll.
15. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
16. Ucapan, tekanan kata, intonasi
17. Ejaan dan tanda baca
18. Tulisan tangan

**Topik**
Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

**F. METODE PEMBELAJARAN**
1. Pembelajaran Scientific (Scientific Approach)
2. Penugasan
3. Top-down strategy
   g. It allows readers to decode a text even without understanding the meaning of each words.
   h. It helps recognize unfamiliar words through the use of meaning and grammatical cues.
   i. It emphasizes reading for meaning instead of giving attention to each words, its letters and sound
   j. It engages the readers in meaning activities instead of concentrating on enhancement of word-recognition skills
   k. It considers reading of sentence, paragraphs, and the whole text as core of instruction.
   l. It identifies the amount and kinds of information derived from reading as an important element.

**G. ALAT DAN SUMBER BELAJAR**

a. Alat
   - Beberapa lembar fotokopi teks deskriptif dan pembahasanya
   - Teks
   - Board marker and realia

b. Sumber Belajar
   - Internet
   - Buku pegangan guru
**H. LANGKAH-LANGKAH PEMBELAJARAN**

Pertemuan 1 dan II

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Kegiatan pembelajaran</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| Kegiatan Awal| 1. Guru memberi salam (greeting) dan mengajak siswa mengawali kegiatan pembelajaran dengan berdo’a, memeriksa kehadiran siswa.  
2. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran Brainstorming dengan menanyakan pada siswa sebagai macam pengamatan siswa terhadap orang/benda yang ada didalam kelas dengan menyebutkan ciri-ciri benda orang tersebut.  
3. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang harus dicapai  
4. Guru menyampaikan apa yang akan dipelajari. | 15 Menit        |
| Kegiatan Inti| **Mengamati**  
1. Siswa diminta mengerjakan soal pre test “Deskriptive teks” yang di berikan oleh guru. (15 menit)  
2. Siswa diminta mengamati dan mengidentifikasi ciri-ciri atau sifat benda yang berada disekitar mereka.  
3. Dengan bimbingan dan arahan oleh | 25 Menit        |
guru peserta didik mengidentifikasi ciri-ciri atau sifat benda yang berada disekitar mereka untuk mendiskripsikan.

**Menanya**

1. Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif.
2. Siswa merespon pertanyaan yang berkaitan dengan teks secara lisan.

**Mengeksplorasi**

1. Dengan bimbingan guru siswa, guru mebagikan lembaran kertas berisi teks deskriptif dan mulai menerapkan metode top-down strategy.
2. Guru meminta siswa membaca teks dari teks paling atas sampai bawah, supaya siswa benar mampu mengetahui makna isi dari teks tersebut. (Top-down Strategy).
4. Guru meminta siswa mendiskusikan text descriptive yang sudah dibaca dengan kelompok masing-masing.
5. Guru meminta siswa mengerjakan soal dan menerjemahkan teks deskriptif dengan kelompok masing-masing.

<table>
<thead>
<tr>
<th>15 Menit</th>
<th>40 Menit</th>
<th>20 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan Akhir</td>
<td>Mengasosiasi</td>
<td>Mengkomunikasikan</td>
</tr>
<tr>
<td>---------------</td>
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<td>-------------------</td>
</tr>
<tr>
<td>1. Guru dan siswa bersama-sama membuat kesimpulan tentang materi yang sudah dipelajari dalam pertemuan ini.</td>
<td>1. Siswa mengerjakakan soal yang diberikan oleh guru secara individu (Soal Post test).</td>
<td></td>
</tr>
</tbody>
</table>

2. Guru menjelaskan kegiatan rencana pembelajaran yang akan datang


I. PENILAIAN

Rubrik penilaian reading

1. Penilaian

d. Teknik : Tes tertulis

e. Bentuk : Pertanyaan

f. Instrument :
   
   Read the following text carefully and answer question

   a) Pre test
Pre test

Mata pelajaran : Bahasa Inggris
Nama : ............

Hari/ Tanggal : .............
Kelas : .............

Petunjuk Umum

1. Tulis hari / tanggal, nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

Choose the correct answer by crossing (X) the letter A, B, C, or D.

My Best Friends

My name is Ary. I have two friends in my Junior High School. The first one is Eric. He is an athlete for our school. He is tall and muscular. The other one is Ricky. He is a very diligent student. He likes to read the encyclopedia and the smartest in my class.

I like them both because they are very friendly to other people. Even though Eric and Ricky are very famous in our school, they are not arrogant. They made friends with anybody including me.

Quistions 1 to 6 are based on the following tex 1.

1. Where does Ary meet his best friends?
   a. In Senior High School  
   c. In Junior High School
   b. In Kindergarten  
   d. In Elementary School
   
2. Who are ary’s best friends?
   a. Andi and Eric  
   c. Ricky and Eric
   b. Eric and putra  
   d. Sigit and Ricky
3. What is Eric in school?
   a. An athlete c. a photographer
   b. A musician d. a boy scout
4. What kind of person is Ricky?
   a. A lazy student c. A stupid
   b. A diligent student d. A careless student
5. How is Eric’s body?
   a. Short and fat c. Tall and muscular
   b. Tall and fat d. Short and muscular
6. Why does Ary like Eric and Ricky?
   a. Because are famous c. Because are arrogant
   b. Because are smart d. Because are very friendly to other people

Rearrange the jumbled sentences below into a good paragraph!

7.
   1) Most people who meet him think he is strange, but I believe he is just shy.
   2) He does not have many friends, but he does not mind.
   3) Mr. Bean is one of my favourite characters.
   4) He is slim and of medium height.
   5) He usually wears a brown suit.
   6) He likes to drive his small car and he loves his teddy bear.
   7) He has brown eyes and short brown hair.
   8) He is an ordinary-looking man.

The correct arrangement is ...

   a. 1-2-3-4-5-6-7-8 c. 8-4-1-5-2-3-6-7
   b. 3-8-4-7-5-2-6-1 d. 2-3-4-5-1-6-7-8
8.

1) These small land percentage are consisting of Bunaken, Manado Tua, Mantehage and Siladen islands.
2) The park is a representative of Indonesia tropical water ecosystem.
3) Established in 1991, the park covers the area of 890,65 kM2.
4) The Bunaken national Park is a marine park in the north of Sulawesi.
5) 97% of which is marine habitat while the 3% others are consisting of islands.

The right order is ....

e. 4-3-5-2-1 c. 4-2-3-5-1
f. 4-5-3-1-2 d. 4-1-5-3-2

9.

1) While not exceptional high, the Niagara Falls are very wide.
2) The Niagara Falls are voluminous waterfalls on the Niagara River.
3) They sit across the border of US and Canada.
4) They are well-known as a source of hydro electrical power.
5) They are the most powerful waterfalls in North America.

a. 2-3-5-4-1 c. 2-5-1-4-3
b. 2-1-3-4-5 d. 2-3-1-5-4

10.

1) It is in India
2) He built it as a tomb for her wife
3) The Taj Mahal is made of white marble
4) The Taj Mahal is one of the famous and beautiful building in the world
5) It was built by an Indian Emperor who lived about 350 years ago
6) It is richly decorated and took many years to build

a. 3 – 1 – 6 – 5 – 4 – 2 c. 4 – 1 – 5 – 2 – 3 – 6
b. c. 3 – 2 – 4 – 6 – 5 – 1 d. 4 – 6 – 5 – 3 – 2 – 1
My Mother

I have a mother. My mother is a beautiful person. She is Indonesian and her name is Husna.

She is not tall but not short, and she has curly hair. Her eyes color is like honey and her color skin is light brown, and she has a beautiful smile. Her weight is 120 kg. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person and all things in the house are in the right place. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and also when the family have problem she always be with us to helps us and to give us all her love.

I love my mother so much, she is the best mother in the world.

I. **Read the text to answer questions 1-5**

1. What is the text about?
2. What is the main idea of paragraph 1?
3. What is the main idea of paragraph 2?
4. What is color skin mother?
5. Which part of the text is identification?

II. Please your meaning the text!

Post test

Mata pelajaran: Bahasa Inggris
Nama: ..............

Hari/ Tanggal: ..............
Kelas: ..............

Petunjuk Umum

1. Tulis hari/tanggal, nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

Choose the correct answer by crossing (X) the letter A, B, C, or D.

Read the text to answer questions 1-5

Tommy is my classmate. He is thin, tall and has short curly hair. His hair is dark brown and he has a fair complexion. No wonder people often think he is a foreigner.

Tommy is a diligent boy. He never arrives late for the school, although his house is quite far, about 6 km away. He once said that he leaves home for school at about 6 a.m every early, right?
He goes to school by bicycle. It is amazing for me. Do you know why? He has a limp. Despite his physical handicap, he is high-spirited and never complains. He is even friendly and likes to smile.

One more thing about him, he seldom goes to the canteen, almost never. He always brings his lunch box. He is not stingy, I think. He always shares his lunch with me or other friends.

1. The text mainly describes about . . .
   a. Friends
   b. Tommy
   c. Brother
   d. My classmate

2. What is the main idea of paragraph 2?
   a. Tommy’s physical condition.
   b. Tommy’s characteristics.
   c. Tommy’s studying habit.
   d. Tommy’s house.

3. Why is the writer amazed at the fact that Tommy goes to school by bicycle?
   a. He is blind. c. His house is far.
   b. He has a limp. d. His bicycle is old

4. What does the writer say about Tommy?
   a. He is friendly.
   b. He is clever.
   c. He is quiet.
   d. He is neat.

5. Which of the following statements is NOT TRUE about Tommy?
   a. He seldom goes to the canteen.
   b. His house is near the writer’s house.
   c. He leaves home for school at about 6 a.m.
   d. He always shares his lunch with other students.
Read the text to answer questions 6-8

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels (6)….

Snowy does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never (7)…., may be because Snowy does not bark a lot. It treats the other animals in our house (8)…. and it never bites shoes.

6. a. rough  b. strong  c. soft  d. Hard
7. a. play  b. cooperate  c. unite  d. Fight
8. a. gently  b. loudly  c. happily  d. Proudly

9. Make a good paragraph!
1. Some of the places where they live are Africa, India, South America, and Australia.
2. They hunt mammals and birds which come to the river to drink.
3. Crocodiles are the largest and the most dangerous reptile.
4. They can also attack and kill people.
5. They have large mouths and many sharp teeth.
6. They live in rivers.

The best arrangement to make a good paragraph is . . .

a. 3-6-4-2-1-5  c. 6-1-3-4-5-2
b. 3-6-1-5-2-4  d. 1-2-3-4-5-6

10.
1) Most people who meet him think he is strange, but I believe he is just shy.
2) He does not have many friends, but he does not mind.
3) Mr. Bean is one of my favourite characters.
4) He is slim and of medium height.
5) He usually wears a brown suit.
6) He likes to drive his small car and he loves his teddy bear.
7) He has brown eyes and short brown hair.
8) He is an ordinary-looking man.

The correct arrangement is ...

c. 1-2-3-4-5-6-7-8  

d. 3-8-4-7-5-2-6-1  

c. 8-4-1-5-2-3-6-7

d. 2-3-4-5-1-6-7-8
2. Pedoman penilaian

Nilai maksimum = 100

Scor penilaian

Nilai perolehan ______________ x 10

Score maksimal

3. Criteria of the score:

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Susukan, ....... 2017

Guru Mata Pelajaran

Atina Husniati, S.Pd.I
NIP:

Mengetahui,

Peneliti

Wasilatut Thoyyibah
NIM 113-13-046

Kepala Sekolah

N 1 Susukan,
PRE-TEST

Mata pelajaran : Bahasa Inggris
Nama :

Hari/Tanggal : 09 Agustus 2017
Kelas :

Petunjuk Umum

1. Tulis hari / tanggal, nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

Choose the correct answer by crossing (X) the letter A, B, C, or D.

Read the text carefully. Questions 1 to 5

My name is Randi. I am an SMP student. I live on Jalan Suryakanta. My father’s name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher.

My parents have three children. Ely, the eldest, works as a programmer in a private company. Wulan is my sister. We are students. She goes to SMA 3.

1. Who is Randi?
   a. He is a teacher.
   b. He is an SMP student.
   c. He is a doctor.
   d. He is an SMA student.

   He is an SMP student.

2. How many people are there in Mr. Rahman’s family?
   a. Four
   b. Five
   c. Three
   d. Two

   Five

3. What is Randi’s mother?
   a. She is a programmer.
   b. She is a teacher.
   c. She is a student.
   d. She is a doctor.

   She is a teacher.

4. How many children does Mr. Rahman have?
   a. Two
   b. Three
   c. Four
   d. Five

   Two

5. The main idea of the second paragraph is about?
   a. The children in the family
   b. The parents’ job
   c. The jobs in the family
   d. The education

   The children in the family

   The children in the family

   The children in the family

   The children in the family

   The children in the family
Read the text carefully. Questions 6 to 10

Nabila is the youngest in our family. She is fourteen years old and four years younger than me. He has long, straight hair, bright eyes, and a friendly smile. Sometimes, he is rather naughty at home, but he usually does what she is to do.

Nabila is interested in drawing very much. She likes to draw some kind of flowers. Everyday she draws flowers and coloring well. She often take part in drawing competition.

6. What is the text mostly about?
   a. Nabila
   b. Nabila’s hobby
   c. Nabila’s family
   x Nabila’s elder sister
7. From the text we know that . . .
   a. The writer’s youngest sister
   x The writer’s elder sister
   c. A naughty girl
   d. A riendly girl
8. Based on the text we know that the writer is . . . years old
   a. Fourteen
   b. Sixteen
   x Eighteen
   d. Nienteen
9. “Nabila is interested in drawing very much,”
   The underlined phrase can be replaced with . . .
   x Dislike drawing
   b. Really likes drawing
   c. Hates drawing very much
   d. Finds drawing not really entertaining
10. What is the main idea of the second paragraph . . .?
    a. Nabila
    b. Nabila’s family
    c. Nabila’s sister
    x Nabila’s hobby
Post Test

Mata pelajaran : Bahasa Inggris
Nama : Puri Anggraeni
Hari/Tanggal : Selasa, 08 Agustus 2017
Kelas : 06/18

Petunjuk Umum

1. Tulis hari / tanggal, nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

Choose the correct answer by crossing (X) the letter A, B, C, or D

Read the text to answer questions 1 - 5.

I have a friend named Indra. He is a very fat person. His hobby is eating. He likes all kinds of foods. He eats everything in front of him. His weight is 95 kilograms. He has a very chubby cheek. His family and friends like him very much.

1. I have a friend named . . .
   a. Indra  b. Andri  c. Liza  d. Anto

2. What is his hobby?

3. How much does he weigh?
   a. 70 kg.  b. 95 kg.  c. 60 kg.  d. 50 kg.

4. He has a very . . .
   a. beautiful face  b. chubby cheek  c. nice attitude  d. handsome face

5. He is a very . . . person
   a. Nice  b. Fat  c. Good  d. Handsome
Read the text to answer questions 6-10.

The Jackson Family

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Jackson’s house is made of wood. It has five rooms: a kitchen, a bathroom, a living room and two bedrooms. The Jacksons have a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

Taken from Ujian Nasional Bahasa Inggris, 2002–2003

6. What does Mr. Jackson do?
   He is .
   a. a father   b. a teacher   c. a student   d. a house maid
   
7. Where do the Jacksons stay?
   
8. “She comes from Medan.” (line 3)
   The underlined word refers to Mr. Jackson’s.
   a. teacher   b. daughter   c. student
   [wife]
   
9. Mr. Jackson’s house is made of wood.
   The sentence means .
   a. Mr. Jackson is a carpenter
   b. Mr. Jackson likes to collect wood
   c. The materials of Mr. Jackson’s house are from wood
   d. There are a lot of woods in Mr. Jackson’s house.

10. Mr. Jackson’s house has .
    a. a kitchen and a private room
    b. a living room and a garage room
    c. a living room and a bathroom
    d. a bedroom and a prayer room
Pre test

Mata pelajaran  : Bahasa Inggris  
Nama  : Amini  
Hari/ Tanggal : Senin, 7 - 01 - 2017  
Kelas  : 8B

Petunjuk Umum

1. Tulis hari / tanggal, nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

Choose the correct answer by crossing (X) the letter A, B, C, or D

My Best Friends

My name is Ary. I have two friends in my Junior High School. The first one is Eric. He is an athlete for our school. He is tall and muscular. The other one is Ricky. He is a very diligent student. He likes to read the encyclopedia and the smartest in my class.

I like them both because they are very friendly to other people. Even though Eric and Ricky are very famous in our school, they are not arrogant. They made friends with anybody including me.

Questions 1 to 6 are based on the following text 1.

1. Where does Ary meet his best friends?
   a. In Senior High School  
   b. In Kindergarten  
   c. In Junior High School  
   d. In Elementary School

2. Who are Ary’s best friends?
   a. Andi and Eric  
   b. Eric and putra  
   c. Ricky and Eric  
   d. Sigit and Ricky

3. What is Eric in school?
   a. An athlete  
   b. A musician  
   c. a photographer  
   d. a boy scout
4. What kind of person is Ricky?
   a. A lazy student   c. A stupid
   x A diligent student d. A careless student
5. How is Eric’s body?
   a. Short and fat   x Tall and muscular
   b. Tall and fat d. Short and muscular
6. Why does Ary like Eric and Ricky?
   a. Because are famous c. Because are arrogant
   b. Because are smart x Because are very friendly to other people

Rearrange the jumbled sentences below into a good paragraph.

1) Most people who meet him think he is strange, but I believe he is just shy.
2) He does not have many friends, but he does not mind.
3) Mr. Bean is one of my favourite characters.
4) He is slim and of medium height.
5) He usually wears a brown suit.
6) He likes to drive his small car and he loves his teddy bear.
7) He has brown eyes and short brown hair.
8) He is an ordinary-looking man.

The correct arrangement is...

x 1-2-3-4-5-6-7-8
c. 8-4-1-5-2-3-6-7
b. 3-8-4-7-5-2-6-1
d. 2-3-4-5-1-6-7-8

1) These small land percentage are consisting of Bunaken, Manado Tua, Mantehage and Siladen islands.
2) The park is a representative of Indonesia tropical water ecosystem.
3) Established in 1991, the park covers the area of 890,65 km².
4) The Bunaken national Park is a marine park in the north of Sulawesi.
5) 97% of which is marine habitat while the 3% others are consisting of islands.
The right order is ....

- a. 4-3-5-2-1
d. 4-1-5-3-2
- b. 4-5-3-1-2

1) While not exceptional high, the Niagara Falls are very wide.
2) The Niagara Falls are voluminous waterfalls on the Niagara River.
3) They sit across the border of US and Canada.
4) They are well-known as a source of hydro electrical power.
5) They are the most powerful waterfalls in North America.
   a. 2-3-5-4-1
   - b. 2-1-3-4-5
   - d. 2-3-1-5-4

1) It is in India.
2) He built it as a tomb for her wife.
3) The Taj Mahal is made of white marble.
4) The Taj Mahal is one of the famous and beautiful building in the world.
5) It was built by an Indian Emperor who lived about 350 years ago.
6) It is richly decorated and took many years to build.

- a. 3-1-6-5-4-2
d. 4-1-5-2-3-6
- b. 3-2-4-6-5-1
d. 4-6-5-3-2-1
Post test

Mata pelajaran : Bahasa Inggris

Nama :

Hari/Tanggal :

Kelas :

Petunjuk Umum

1. Tulis hari / tanggal, nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Periksa pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

Choose the correct answer by crossing (X) the letter A, B, C, or D.

Read the text to answer questions 1-5

Tommy is my classmate. He is thin, tall and has short curly hair. His hair is dark brown and he has a fair complexion. No wonder people often think he is a foreigner.

Tommy is a diligent boy. He never arrives late for the school, although his house is quite far, about 6 km away. He once said that he leaves home for school at about 6 a.m every early, right?

He goes to school by bicycle. It is amazing for me. Do you know why? He has a limp. Despite his physical handicap, he is high-spirited and never complains. He is even friendly and likes to smile.

One more thing about him, he seldom goes to the canteen, almost never. He always brings his lunch box. He is not stingy, I think. He always shares his lunch with me or other friends.

1. The text mainly describes about . . .
   a. Friends
   √ Tommy
   c. Brother
   d. My classmate
2. What is the main idea of paragraph 2?
   a. Tommy’s physical condition.
   b. Tommy’s characteristics.
   c. Tommy’s studying habit.
   d. Tommy’s house.
   *(X) Tommy’s house.

3. Why is the writer amazed at the fact that Tommy goes to school by bicycle?
   a. He is blind.
   b. His house is far.
   c. He has a limp.
   d. His bicycle is old
   *(X) He has a limp.

4. What does the writer say about Tommy?
   a. He is friendly.
   b. He is clever.
   c. He is quiet.
   d. He is neat.
   *(X) He is friendly.

Which of the following statements is NOT TRUE about Tommy?
   a. He seldom goes to the canteen.
   b. His house is near the writer’s house.
   c. He leaves home for school at about 6 a.m.
   d. He always shares his lunch with other students.
   *(X) His house is near the writer’s house.

Read the text to answer questions 6-8

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels 6...

Sowy does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never 7..., may be because Snowy does not bark a lot. It treats the other animals in our house 8... and it never bites shoes.

6. a. rough       b. strong       c. soft       d. Hard
7. a. play       b. cooperate       c. unite       d. Fight
8. a. gen’ly     b. loudly       c. happily       d. Proudly

9. Make a good paragraph!
   1. Some of the places where they live are Africa, India, South America, and Australia.
   2. They hunt mammals and birds which come to the river to drink.
   3. Crocodiles are the largest and the most dangerous reptile.
   4. They can also attack and kill people.
5. They have large mouths and many sharp teeth.
6. They live in rivers.

The best arrangement to make a good paragraph is ...

a. 3-6-4-2-1-5  
   c. 6-1-3-4-5-2
b. 3-6-1-5-2-4  
   d. 1-2-3-4-5-6

10.

1) Most people who meet him think he is strange, but I believe he is just shy.
2) He does not have many friends, but he does not mind.
3) Mr. Bean is one of my favourite characters.
4) He is slim and of medium height.
5) He usually wears a brown suit.
6) He likes to drive his small car and he loves his teddy bear.
7) He has brown eyes and short brown hair.
8) He is an ordinary-looking man.

The correct arrangement is ...

a. 1-2-3-4-5-6-7-8  
   c. 8-4-1-5-2-3-6-7
b. 3-8-4-7-5-2-6-1  
   d. 2-3-4-5-1-6-7-8
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Salatiga, 7 September 2017
Wakil Dekan Bidang Kenahasiswaan dan Kerjasama

[Signature]

Achmad Maimun, M.Ag.
NIP. 77005101998031003
Cycle II