

**THE IMPLEMENTATION OF TOP DOWN PROCESSING MODEL
THROUGH SPEED READING METHOD IN IMPROVING STUDENTS'
READING COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd) English Education Program*

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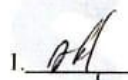
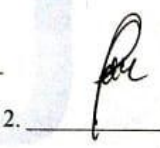
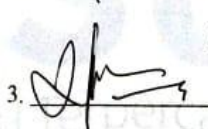
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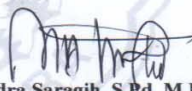

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ABSTRACT

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This research conducted to look at the improvement of students' ability in achievement by applying top down processing model through speed reading. This study conducted by using classroom action research. There are two cycle, it was done through; planning, action, observation, and reflection. The population of the research was XI of SMK MUHAMMADIYAH-18 PANGKALAN BERANDAN of 2018/2019 academic year. The subject of research consists of one class named XI TKJ-2 with 33 students. The technique of analyzing data was quantitative and qualitative. The quantitative data were taken from the test and the qualitative data were taken from observation. The result of analyzed in the cycle I of the mean score was 68.63, the researcher saw 11 students getting able score. And they not enjoy and thier vocabularies had limited. Cycle II of the mean score was 84.69, the student looked focus and enthusiastic when doing the test because the student more understand about top down processing model through speed reading method by using media. There was also an improvement of behavior and participant in the class. It could be concluded that top down processing model could improve the students' ability in achievement reading comprehension. The top down processing model through speed reading method were not used in narrative text only, but also the other text. These model and method can also be applied in any subjects.

Keywords: Reading comprehension, top down processing model, speed reading method.

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The aim of this researcher is as one of requirements for the Sarjana Pendidikan degree from the faculty of Teachers' Training and Education University of Muhammadiyah Sumatera Utara. The researcher writer this research under the title The Implementation of Top down Processing Model through Speed Reading Method in Improving Students Reading Comprehension. The researcher faces a lot of problem in completing this research and without much help the other people, it was impossible for her complete it. Therefore, she would like to express her gratitude and appreciation to:

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Finally, the researcher hopes this research will be beneficial for those who read and study it. May Allah SWT blessed forever, Amiin.

Medan, September 2019

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is most important for students, because reading is a skill for student to expand their knowledge, if students have a good ability in reading, they will have better chance in their study. According to McNamara (2007:11), “comprehension is forming to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in the text.” It means that when students see some text, sometimes they must understand from of pre-passage and pre-sentence and it is important for students to comprehend a reading text with having knowledge in general view of the text.

In learning English, According to Snow (2002:11), “Reading comprehension as the process of extracting and constructing meaning involving the written language.” It means that reading comprehension is a process and ability to understand meaning.

Students have difficulties in reading comprehension of English text. Ruston (2006:2) stated that, “those factors can be categorized into two major factors; from the students and the other parties surrounding the students. The factors from outside the students are related to the teaching technique, material and media while the students factors are related to vocabulary, interest and reading strategy.” These factors which come from the students can be the obstacles of reading comprehension. Even though, reading is a simple activity that

all English students can do. Nevertheless, it is not an easy to master because reading needs comprehension the meaning from the text. The special purpose in reading is to comprehend the content of what that read. So, comprehension is the process of deriving meaning to gain understanding.

Researcher chooses the school because from the result of interview with the students and teacher at SMK MUHAMMADIYAH-18 P. BERANDAN know that the quality of the result of reading comprehension still lack. This is can be seen from the teachers only presenting the material using LKS or textbook. The teacher did not use varied models, methods, techniques, and media. The problems are the students' reading comprehension skill is lack, the students' had difficulties in reading because lack of vocabulary. So, this is a problem in learning English because reading is one of skills that the students have to understand and comprehend meaning in the text.

In this case, the researcher would have to introduce a model and method in teaching reading comprehension of narrative text. One way to improve students reading comprehension is the students have to be more active. It can be tries top down processing model through speed reading method. According to Mulyati (2007:3) "The top down model as reading model that pours text based on the knowledge it has." The reason researcher use the top down model is this method is very innovative, simple, and practical. This model can increase excitement and improve of reading comprehension skills. Researcher also using the speed Reading Method so that the Top Down Model looks different because it collaborates with other method. According to Rita Harisma and Alfitriani

Siregar(2016:92), “Speed reading as reading method that prioritizes speed reading to manage process of reading comprehension. Why by speed reading because researcher have read some of references, speed reading is proven effective, efficient, does not require substantial costs and makes it easier for students to improve their ability to read quickly in finding the main ideas of reading.” When using the speed reading method students are more interested and experience improvement. Though, in the result still see students understanding using top down.

Considering the explanation above, the researcher tries to The Implementation of Top down Processing Model through Speed Reading Method in Improving Students Reading Comprehension.

B. The Identification of the Problem

The problems are identified as follows:

1. The students had difficulties in reading text of English text
2. The students lack of vocabulary
3. The teacher used conventional learning method in teaching process

C. The Scope and Limitation

The scope of this research is reading and it will be limited on reading comprehension narrative text.

D. The Formulation of the Problem

The questions that the researchers are formulate in this research:

1. Is there any improvement of student in reading comprehension by implementation of Top Down processing model through Speed Reading method in class XI at SMK MUHAMMADIYAH-18 PANGKALAN BERANDAN?
2. How is the improvement of students reading skill of the text with Top Down processing model through Speed Reading method to increase students reading comprehension in class XI at SMK MUHAMMADIYAH-18 PANGKALAN BERANDAN?

E. The Objectives of the Study

This study has their objectives relating to the formulation of the problem above. They states as follows:

1. To find out the improvement of students reading skill of the text with Top Down processing model through Speed Reading method in increase students reading comprehension in class XI of SMK MUHAMMADIYAH-18 PANGKALAN BERANDAN.
2. To describe the improvement of students in reading comprehension by implementation Top Down processing through Speed Reading method in class XI of SMK MUHAMMADIYAH-18 PANGKALAN BERANDAN.

F. The Significance of the Study

The use of result of the study has great sign finance:

1. Theoretically

The findings can add more theory and model teaching reading comprehension and become reference for further studies.

2. Practically

The study is expected to be useful for the students to learn in the class and improving their reading increase because top down processing model through speed reading method can make students' feel fun and interesting in learning English. As medium that strongly supports classroom learning activities and makes the teachers to motivation and variation in increasing the quality of teaching English. While, other researchers can be as information and additional for the researchers who will be conduct the same study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Theories are required to resolve some concept of terms applied in this research concern. In the following part, theoretical elaboration on the terms will be explained.

1. Reading Comprehension

Reading is to grasp language patterns from their written representation. Reading is usually taught to students who already literate in the source language. Reading is more than just assigning foreign language sounds to the written word; it requires the comprehension of what is written. Students differ in their ability to read their native language, and these same differences reappear in their ability to read a second language. Reading skills in one language are not necessarily transferred to another language and may even be inhibitory when they are. A student who reads English easily may have difficulty reading foreign language, but the student who reads English with difficulty will surely have problems reading stories in a foreign language. The teacher must take these differences into account when teaching the reading skill.

According to Harmer (2007:99), “Reading is useful for language acquisition. Provided that student more or understand what they read, the more

they read, the better they get it. Reading consists of two related processes: recognition and comprehension.”

Hock et al (2015:99) stated that, “reading comprehension as a process in which the readers construct meaning from text to get information.” Reading comprehension can be concluded as the ability, process for understand the information that has been read and developing of the text using the reader’s knowledge. In the reading text, there is a process that the readers passed. The process of reading has a big influence in the result of reading comprehension.

A. Kinds of Reading

Taken from journal, there are two different kinds of reading. They are:

1. Extensive Reading

According to Carrel and Eisterhold (in Narjes, 2016:230), “Extensive reading is an activity can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student selected texts that learners will be interested in what they are reading.”

2. Intensive Reading

According to Hedge (in Narjes, 2016:231) stated that in this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text related pr learner related. The first involves recognition of text

organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies.”

B. Models of Reading Process

There are three models of reading process. They are:

1. The Top down processing model

The top down processing model is a practical reading model that can be used to improve reading skills which emphasizes the readers’ experiential background or storage knowledge in their memory to construct meaning from the text.

2. The Bottom up processing model

Bottom up processing model is a reader takes meaning from the text itself from each word and sentence and from how the text is organize, in order to construct meaning from the text. The bottom up process can be explained as follows: when we read, one thing we do is extract the prepositions from the text.

According to Brown (2001:299), “The bottom up processing is a model of reading method in which the readers have to recognize the linguistic signals such as letters, morpheme, word, phrases, etc and build them in some sort of order to derive the meaning of the text.”

3. The Interactive processing model

Interactive processing model is accepted as the most comprehensive description of the reading proc this third type combines elements of both bottom-up and top down models assuming that a pattern based on information provided

simultaneously from several knowledge sources. An interactive approach to read would aspects of both intensive and extensive reading.

C. Level of Reading Comprehension

According to Crozier (2012:1), “The level of comprehension is a device that aids in literature analysis. There are seven levels: literal, inferential, appreciative, critique, evaluative, essential and active reading. For each level is come up with question and then more importantly with explained process.

a. Literal

In the literal level of comprehension, reader comprehend the text just in the fact of the text. The reader states fact in the text using data, specific, dates, traits, and setting.

b. Inferential

The inferential level of comprehension is the reader builds on facts in the text like prediction using fact from the text, sequence, traits, and setting.

c. Appreciative

In this level, the reader response to the text based on the personal reaction and reflection (place reader in story), and author’s purpose.

d. Critique

The critique level of comprehension is a reader responses to the text based on the author’s use of language, reaction to author’s ideas, reaction to author’s values, imagery, style, and execution.

e. Evaluative

The evaluative level of comprehension, the reader judges of the text based on facet or opinion, validity, appropriateness, worth: acceptable, desirable ideas and cause-effect.

f. Essential

In this level, the reader response to the text based on the drawn from entire text, looks at the big ideas and themes from the text.

g. Active Reading

Active reading is critical reading: so, a reader should think while reading and annotate the thoughts. In active reading there are inferential questions which come from reader's prediction about what is going to happen. Active reading can to help the readers gain better understand the given written work, newspaper, article, novel, or short story. Active

2. Top down Model

The top down processing model, argues that reading is directed by the brain that readers bring their prior knowledge and experiences to the text. This top down reading process can be explained follows: after first looking a passage or a text, readers guess or predict what it will be about based on their prior knowledge and experience of the topic. They can do this after reading the title, the headings, and the subheadings and glancing quickly through the text. They then continue to read the text seeking confirmation on their understanding of the topic. So, readers

using top down model will try to fit the text into the knowledge and experiences they already have.

According to Nuttall (2000:16), “The top down processing is used when the reader interprets assumptions and draw inferences. In this model, the readers bring prior knowledge and experiences to the texts and they then continue on reading as long as the text confirm their expectation.”

A.To Apply of Top down processing model

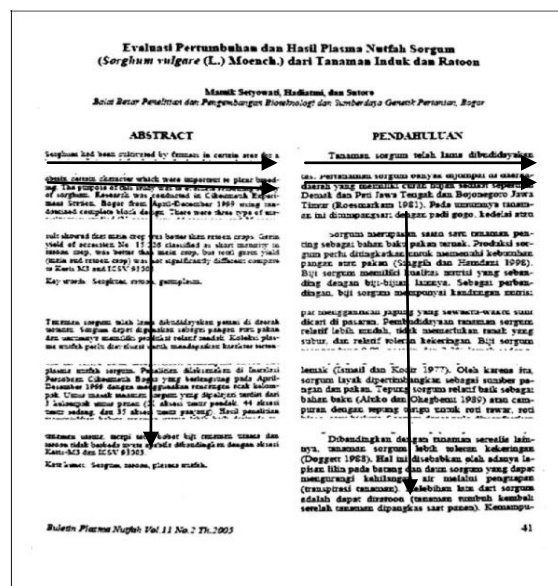
Nuttall (2000:16) stated that the top down processing model can be explained as follows:

1. The reader first looks at passage or a text.
2. Then, he guesses or predicts what the text will be about (based on their background and experiences of the topic).
3. After reading the title, the headings and sub-headings, the reader then continues to read the text seeking confirmation with the topic. So, the readers fit the texts into knowledge and experiences they already hold. In the top down model, the readers use background knowledge, make prediction and search text to confirm or reject the predictions that are made.
4. Finally, it can be said that in the top down model, the readers begin with the largest element, use background knowledge and put words down towards smallest units build comprehension of what is being read.

B. The steps of Top down Processing Model

1. **The first step**, Provide a narrative text.
2. **The second step**, The teacher tells the theme of today lesson. Then after that, the teacher explain about reading comprehension and way using Top down processing model through speed reading in learning of reading comprehension.
3. **The three step**, The teacher shows one picture of technique in reading Top down processing model is a vertical technique and explains how to read it.

6.1 Picture Technique of vertikal



Source: Journal “Language and Literature”

4. **The four step**, Teacher gives a narrative text with the title of “Sincere will get a great return” to students and the students are asked to answers the question below of the text.

C. The Advantages of Top down Processing Model

1. It helps students determine what pronunciation was correct in a particular text.
2. Students to focus more on understanding the main ideas of a passage than understanding every word.
3. Top down model employs a linear text processing approach.

D. The Disadvantages of Top down processing Model

1. More concerned with understanding text than using language
2. The ability to remember each person is different and if the ability to remember someone is weak then the information obtained before reading will disappear by itself.

3. Speed Reading

According to Nurhadi (in Rita & Alfitriani, 2016:93), "Speed reading is the kind of reading that prioritizes speed to manage rapid process of receiving information by not leaving the understanding of aspects of reading." It means speed reading more see ability of speed reading because the reader can easily in get information.

A. To apply Speed Reading

1. Seeing with brain

According to Soedarso (in Rita & Alfitriani, 2016:93), "Reading activities carried out by the eyes and brain. The eye works as camera that is photographing.

The eyes see and the brain interprets it so that “What it sees is obtained”. The brain absorbs what it seen by the eye.”

2. Accelerates the eyes movement

Someone does the reading process by capturing per word. The eye speed is very necessary in this type or way of reading. The faster of eye movements, the speed of reading will also increase.

3. Widening the eyes

According to Soedarso (in Rita & Alfitriani, 2016:93), “The widening the eyes more to the right side than the left side. For that, practice widening the eyes is very important to train the speed of your eye movement in reading.”

B. The Steps of Speed Reading

It is necessary to understand the speed reading steps namely:

- 1. The first step** is the preparation, we can interpret the passages content of the title will be read.
- 2. The second step** is the implementation, if we carry out the preparatory stage before, we can already imagine the general overview of the content passage in a book that will be read.
- 3. The third step**, do read as quickly as possible.

In the Speed Reading method is done by read of the reading, while the formula with the calculation of time in reading is determined, are as follows:

<p>Reading time = minute + (second: 60)</p> <p>= minute</p>

Source: Speed Reading by Muhammad Noer

When the stopwatch clock starts counting while read of the reading, the minutes and second. Calculation of time in word per-minute to determine the speed to read the reading, are as follows:

$$\begin{aligned} \text{Speed Reading} &= \text{word: minute} \\ &= \dots\dots\dots \text{wpm (word per} \end{aligned}$$

Source: Journal Al-Irsyad

C. The Advantages of Speed Reading

1. Faster completing a reading so we are excited to read the others readings.
2. Make it easy for us to quickly get information.
3. It helps students to know the main idea of their handbooks.
4. Can be applied in any literature, such as books, newspaper, magazines, textbooks and others.

D. The Disadvantages of Speed reading

1. Making les understanding of the material because to focus in the time of speed reading.
2. Difficult to concentrate

B. Previous Related Study

This research is not one that analyzes about reading comprehension using Top down processing model. There are some previous researches similar to this

one, for instances Misrun Nizar (2013) whose study entitled “Increasing Students’ Reading Comprehension by Using Top down Processing Model”. This research focused in Junior high school and the result applying Top down processing model can improve student because by post test score of students that was higher than pre test, it was 43 to 79.

Then, Research from Syofianis, Miranti, and Moch. Rio, they are using Top down processing model to reading comprehension on recount text. As the result, they found this model very effective so can make students more successful in reading comprehension.

Next research, Amin Cahyani (2009) this research focused on a significant difference between top down processing model and bottom up processing model. Then, seen from the test result Top down processing model gives better result of teaching reading than bottom up processing model.

From all the previous study, it seems Top down processing model can give improvement to reading comprehension. So, I want to use further Top down processing model to students of senior high school. It is hoped that the students will also be able to increase in their reading comprehension.

C. Conceptual Framework

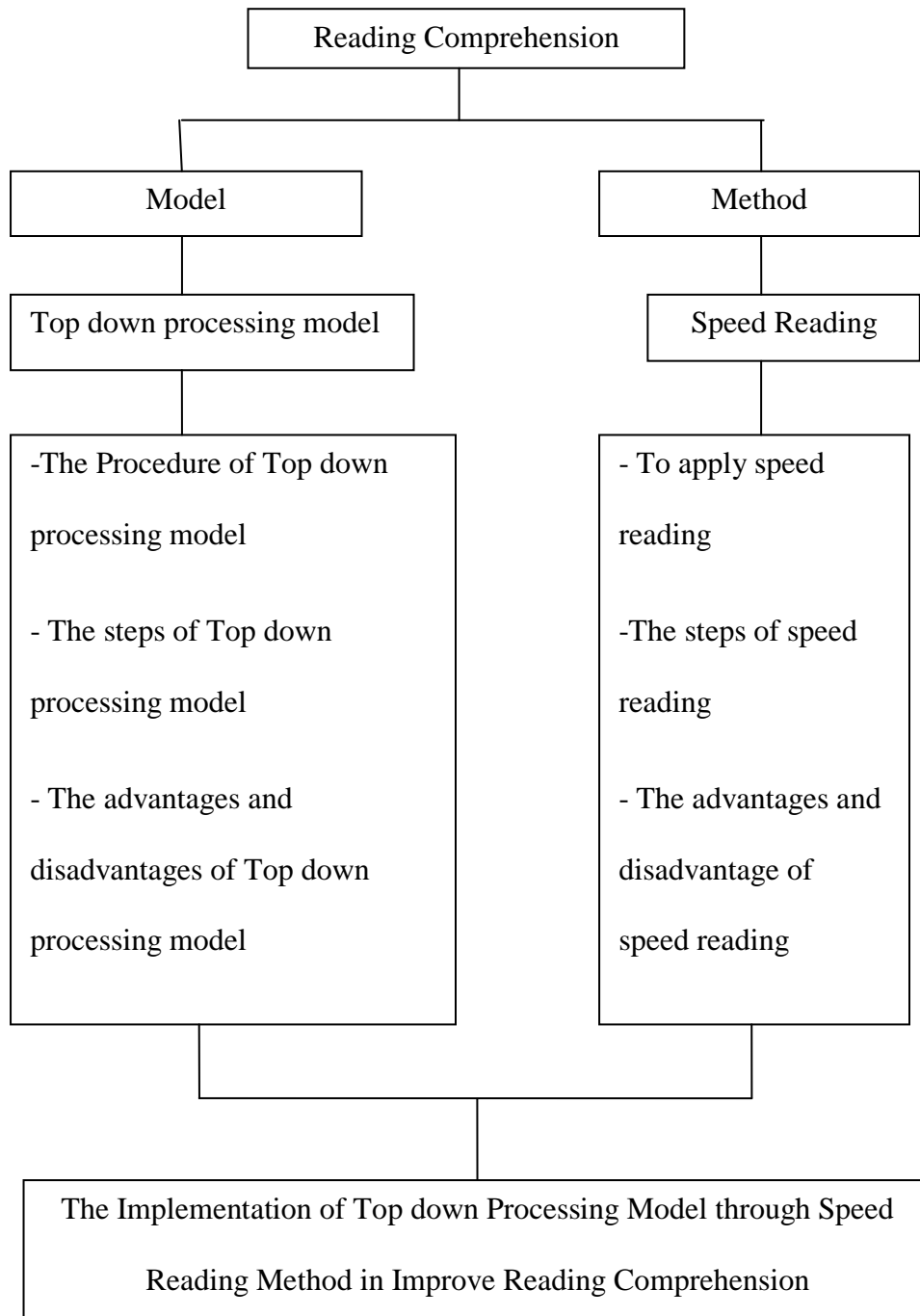
Reading is one of skill in English language learning. Reading also way gets information and knowledge. Reading comprehension is a process for understanding a text like meaning from the text. In teaching reading comprehension, there are some model and method that could be used to increase

the students' reading comprehension. The use of Top down processing model and Speed Reading method are kinds of model and method that by teacher to make the students instruction and active in learning English. There are two kinds of reading; they are extensive reading and intensive reading. Next, there are some models of reading process; the top down processing model, the bottom-up processing model and the interactive processing model.

In teaching English reading comprehension to the students, the teacher must be able to present the lesson in such a way to make it more interesting and relevant to the needs of learning.

Explained the following chart:

Table 2.1 Conceptual framework



CHAPTER III

METHOD OF RESEARCH

A. Location and Time of the Research

The researcher was conducted at SMK MUHAMMADIYAH-18 PANGKALAN BERANDAN. The research was conducted for July – August. The reason researcher for choose the school as researcher location because the students were difficulties in reading comprehension. The kinds of difficulties in reading comprehension were the student lack in vocabulary, the students had difficulties in comprehend meaning of the text.

B. Subject of the Research

The subject of the research is groups that used as data sources by researcher. The subject of the research is class XI TKJ-2 at SMK MUHAMMADIYAH-18 P. BERANDAN that contains 34 students.

Table 3.1
Subject of the research

Class	Male	Female	Total
XI TKJ-2	9	24	33
Total	9	24	33

C. Research Design

In this research, the researcher was used Classroom Action Research. To collect the data, the sample divided in to one class.

The procedure of the research, firstly the researcher given pre-test in the class before they teach about narrative text. Then, the researcher was given a treatment to class. Next the researcher was given post test to the class. The post-test was given after the students study about narrative text. The procedure in administrating the test showed below:

a. Pre-test

Before do observation to students of research by top down processing model through speed reading method, a pre-test was given to the sample. The researcher was given the spoken test and written test to the students. It was consisted 1 text to read and 20 items in multiple choice form.

b. Observation

Observation was used to observe all condition that happened during the teaching learning process

c. After having observation, the researcher was given a post-test to the sample. The post-test was the same as the pre-test. The post-test was final test in the research. The correct answer was to score 1 point, mean while the incorrect answer was to score 0.

D. The Instrument of Research

In this case, test defined as a set of question that was given to the students' to find out their enhancement in reading comprehension of the narrative text. There are two kinds of test, namely spoken test and written test.

1. Validity

The validity of each test was calculated by using person's product moment formula as follows:

$$R_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}}$$

Where:

R_{xy} = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text score,

XY = the multiplication of the X and Y scores,

ΣY = the sum of total X score in each group,

ΣXY = the sum of multiple choice of score from each student with the total score,

ΣX^2 = the sum of the square score in each text, and

ΣY^2 = the sum of all texts' square

2. Reliability

The reliability of each test was calculated by using person's product moment formula as follows:

$$r = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma x^2) - (\Sigma x)^2][N(\Sigma y^2) - (\Sigma y)^2]}}$$

Where:

R = the reliability of the test

ΣX = sum of the X scores

$\sum Y$ = sum of the Y scores

$\sum X^2$ = sum of the squared X scores

$\sum Y^2$ = sum of the products of paired X and Y scores

N = number of paired scores

3. Difficulty Level

The difficulty level of test is indicated by the percentage of the student who gets the item right. The more difficult an item, the fewer was students who select the correct option. To know the difficulty level, the researcher used the formula:

$$TK \frac{B}{JS}$$

Where:

TK = the difficulty of the index

B = the number of the students who answer an item correctly

JS = the total number of the students

E. Technique of Collecting Data

In collecting the data, there are some steps that applied as follows:

1. Giving the text to the test.
2. Giving instruction to the test.
3. Specifying the time for the students to do the test.
4. Collecting the test from the students
5. Scoring the students.

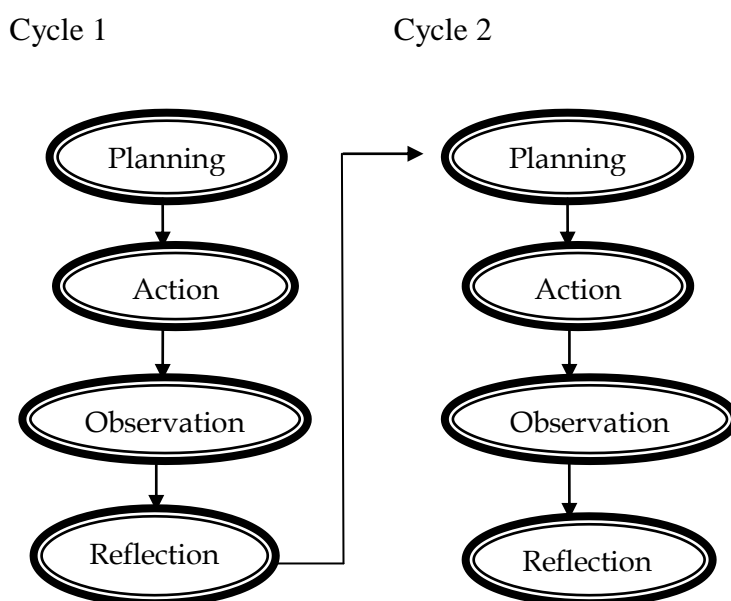
F. Technique of the Data Analysis

In this research, the data was qualitative and quantitative. The qualitative data to describe the situation during the teaching process and the quantitative data was to use analyze the score of the students. To know the mean of the students score for each cycle, the researcher applies the following formula.

The procedure of this research use cycle to Lewin's method. This cycle not only take place once, but several times, to achieve the goals expected learning reading comprehension I class. Every cycle have four steps there are: planning, action, observation, and reflection.

Here are the cycles of action research:

3.2 Picture Cycle



Source: Susilo "Penelitian Tindakan Kelas"

Groove classroom action research as follows:

1. Planning

This planning is done in the planning stages, namely:

- a. Determining the Competence Standart and Basic Competence along with observe/collaboration
- b. Develop learning device according to Competence Standart and Basic Competence predetermined
- c. Determined the time that used in the learning process
- d. The division of tasks between teachers and collaborators

2. Action

This action is to implement learning activities using learning model *learning cycle* from exploration, the stage of introduction the concept and implementation of the concept phase as well as improve the science process skills.

3. Observation

It is done in this observation phase, namely:

- a. Observe and record the things that become deficient in the learning process using the learning model *learning cycle*
- b. Observe and record student activity related to science process skills

4. Reflection

It is done in this reflection stage are:

- a. Analyze and reflect on the achievement of indicators of Competence Standart and Basic Competence Predetermined in learning by using *learning cycle*, as

well as the science process skills and learning outcomes that have been achieved by students.

- b. Recommended to cycle the next action on the findings of the previous cycle, especially concerning the use of the learning model *learning cycle*, science process skills and learning outcomes.

$$X = \frac{\sum x}{N}$$

Where: X : the mean of the students

$\sum x$: the total score

N : the number of the students

The criteria of able point

$N > 75$ able

$N < 74$ able

Next, to categorize the number of master students, the researcher continues it by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P : the percentage of students who get the point 75

R : the number of students who get point up to 75

T : the total number of students who take the test

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This data of this research consisted of two kinds; they were qualitative and quantitative data. The qualitative data were obtained from the test. The quantitative data were taken from the mean of students in taking test. The class was XI TKJ-2 class which consisted of 33 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The quantitative data were taken from the score of multiple choice test which was carried out in two cycles. Those meeting were conducted; pre test, post test I and post test II. It was utilized to assess students reading comprehension. The improvement of students' score in reading comprehension by applying top down processing model through speed reading method can be seen in table of appendix. The qualitative data was taken from observation in the classroom. Observation was used to see students' attitude and activities during teaching learning process in pre test, post test I and post test II.

In the pre test, the teacher gave a test without giving treatment, model, or method. From the pre test only one student getting 75 scores because the students not interested when given a test. And the post test cycle I, there was 11 students get score 75 or above. In post test I some students became interested and focused but they have a little vocabulary so sometimes it's difficult. In the next cycle, 33

students get able score. In cycle II, the students more seriously because the teacher used median in teaching learning process. In cycle I, the teacher only vocal method (conventional method).

B. Data Analysis

1. Quantitative Data

The Students' Score for Pre test, Cycle I, and Cycle II

No	Students' Initial	PRE TEST		CYCLE I		CYCLE II	
		Score	Get score of over 75	Score	Get score of over 75	Score	Get score of over 75
1	AS	30	Unable	60	Unable	75	Able
2	AY	50	Unable	75	Able	85	Able
3	AR	35	Unable	70	Unable	85	Able
4	AW	40	Unable	65	Unable	80	Able
5	BH	55	Unable	65	Unable	75	Able
6	ES	40	Unable	75	Able	95	Able
7	HN	55	Unable	75	Able	90	Able
8	HM	40	Unable	65	Unable	80	Able
9	IM	75	Able	80	Able	95	Able
10	IM	35	Unable	65	Unable	80	Able
11	IP	70	Unable	85	Able	95	Able
12	JB	45	Unable	75	Able	85	Able
13	JN	40	Unable	65	Unable	85	Able
14	KIF	35	Unable	65	Unable	80	Able
15	KA	45	Unable	50	Unable	85	Able

16	MR	35	Unable	50	Unable	80	Able
17	ML	35	Unable	70	Unable	85	Able
18	MA	60	Unable	70	Unable	90	Able
19	MI	60	Unable	80	Able	90	Able
20	NAJ	55	Unable	75	Able	85	Able
21	PM	50	Unable	60	Unable	85	Able
22	RE	60	Unable	75	Able	90	Able
23	RD	40	Unable	70	Unable	80	Able
24	RA	50	Unable	75	Able	90	Able
25	RS	35	Unable	70	Unable	85	Able
26	SHR	60	Unable	70	Unable	85	Able
27	ST	35	Unable	65	Unable	80	Able
28	SW	60	Unable	65	Unable	85	Able
29	SH	35	Unable	55	Unable	80	Able
30	SR	35	Unable	65	Unable	85	Able
31	SD	60	Unable	70	Unable	80	Able
32	TN	35	Unable	75	Able	90	Able
33	YS	55	Unable	70	Unable	80	Able
Total $\sum x$							
The Mean Score		46.81		68.63		84.69	

a. Pre Test

The researcher gave test in the end of each cycle. There was an improvement on the student achievement in reading comprehension from each cycle. From the result of pre test, the total score of students was 1545 and the number of students who took the test 33 students, so students' mean was;

Formula, $X = \frac{\sum x}{N}$ (Arikunto: 2010)

$$X = \frac{1545}{33} = 46.81$$

From the data analysis above, students' ability in reading comprehension was low. The mean of students' was 46.81. There are 32 students getting score under 75 and only 1 student getting the score 75. It showed that the students' ability in reading comprehension was still low.

The percentage of the improvement of students' reading comprehension was calculated follows:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{1}{33} \times 100\%$$

$$= 3\%$$

From the result above, students' ability reading comprehension was low in the pre test. So, Post test continued in cycle I.

b. Cycle I

From the result of Cycle I, the total score of students was 2265 and the number of students who took the test was 33 students, the students' mean was:

Formula, $X = \frac{\sum x}{N}$ (Arikunto: 2010)

$$X = \frac{2265}{33} = 68.63$$

The percentage of the enhancement of students' reading comprehension was calculated follows:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{11}{33} \times 100\%$$

$$= 33,3\%$$

From the explanation above, students' ability in reading comprehension was classified still not good (low) when conducting action research in cycle I, there were 10 students getting over 75 and 23 students still got under 75. It could be concluded that students' ability in reading comprehension was still low. Post test cycle I was categorized failed. The result of standard of minimum success criteria was >75 . Therefore, the next action continued in cycle II.

c. Cycle II

From the result of cycle II, the students' ability in reading comprehension by using top down processing model through speed reading method improved. The standard of maximum criteria was achieved (84.69) and the score of the students was 2795 divided the number of students who took the test who was 33 students, so the students' mean was:

$$\text{Formula, } X = \frac{\sum x}{N} \quad (\text{Arikunto: 2010})$$

$$X = \frac{2795}{33} = 84.69$$

From the explanation above, students' ability in reading comprehension was improved. The meant of students was 84,69.

The percentage of the enhancement of students' reading comprehension was calculated follows:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{33}{33} \times 100\%$$

$$= 100\%$$

Based on the findings all of the result analysis above, the researcher concluded that the Top down Processing Model through Speed Reading could improve the students' reading comprehension.

2. Qualitative Data

The qualitative data were taken from observation in the classroom when learning process.

1. Cycle I

In this cycle, the researcher conducted four steps planning, action, observation, and reflection. A test given in the end of learning process. The steps of this cycle:

a. Planning

The plan was arranged before researcher conducting the research. The researcher prepared of lesson plan based on the material which would be thought and prepared of cycle I.

b. Action

In this step, the teacher of XI Tkj-2 class applied what has planned in the classroom. The teacher used lesson plan as guideline for the activity that happened in the class. There were some activities which were done by the teacher including;

1. Introduction

In introduction, there were some activities such as; (1) The teacher sat in front of the class and asking them to pray together before to start teaching learning process. (2) The teacher did the apperception by greeting the student, checking the students' attendance list and asking the students about reading in narrative text used top down processing model through speed reading given by teacher.

2. Core Activity

In core activity, there were some activities had done by teacher; (1) The teacher walked towards the board, writing “ Top down processing model through speed reading method.” (2) After that, she stood in front of class. (3) The teacher explained of top down processing model through speed reading method. When the teacher was explaining what the top down processing model through speed reading method to narrative text, there is a student ask “*How are the steps of using the model and method to narrative text, Miss?*” (4) Then, the teacher answers and elaborates it “*Okay, I will answer the question, the steps are looked the text and read the title, then you predict what the text before you read entire of the text. After that you start speed reading, read of sentences and look for thing in the text (main idea or conclusion). Next, you match the first prediction was right or not with the conclusion after you read the entire text.*” (5) The teacher gave the example of them used descriptive text. (6) The teacher gave the post test I to student. (7) The students answered the questions in the test.

3. Closing

Last activity of action is closing, in closing there was activity such as; the teacher was concluded the material and close the class with greeting.

c. Observation

In this step, Observation was purposed to find out information of action. It was done in the classroom while teaching and running process such as the situation in the classroom, the student attitude and the problem found during the teaching learning process. In this case, the researcher saw the result of the student test to know capability of them. The researcher found the students still lazy to read because most of the students faced difficulty when they had to read the text. The confused in catching the information from the text because limited vocabulary. In this cycle, there are 11 students getting able score and 22 students getting unable score. The result of the post test I still low in reading comprehension although applied top down processing model through speed reading method in learning process.

d. Reflection

In this step, the researcher evaluated the teaching process in the end of meeting in cycle I. The researcher asked about the student difficulties and problem in reading comprehension and understanding in the lesson. There were things that had been observed as follow; many students were not interested with reading of

the text and the mean score of the students was 68.63. From the data, researcher decided to continue the second cycle in order get better result.

2. Cycle II

The cycle II was better than the first cycle because the researcher had already got the reflection on the cycle I to be used as the information on the students' problem in the classroom.

a. Planning

In the cycle, the English teacher gave more explanation how to comprehend the text through top down processing model through speed reading method easily. The teacher gave to motivation and created more supportive condition in order to foster the students to give more their responses in the classroom. In this step, the teacher of XI Tkj-2 class prepared lesson plan, preparing media (infocus), and the material for teaching learning process.

b. Action

The teacher of XI Tkj-2 class still applied of top down processing model through speed reading method again. In this step, there were some activities such as;

1. Introduction

In introduction, (1) The teacher opened the class by greeting and checking the absent before started the lesson "*Assalamualaikum warrahmatullah waabarakatuh, Good morning students?*". The students answered

“Assalamualaikum Warrahmatullah wabarakatuh, Good morning miss”.(2)Then, the teacher asked dealing with the topic for to know how far the student has remembered the previous materials. (3) The teacher pointed one of students to ask the previous material *“ You, What do you remember from the material that we have been learnt previously? Please,tell us”* The student said *“We studied about narrative text,miss”* And then, there was a student who was raising his hand *“Me,miss”* Teacher said *“ Okay, tell us”* Student told *“We studied about reading narrative text using top down processing modl through speed reading.”*

2. Main Activity

In main activity, such as; (1) The teacher used the media (infocus) given the material to the student. (2) The teacher displayed a narrative text picture with the model top down. Then, one of student raised his hand and asks *“Miss, are there model and method only applicable to narrative text?.”* Next, the teacher say *“Thank you, it’s the good question. The top down processing model not only used narrative text but the other text such as descriptive text, report text, and etc also speed reading. So, these model and method could use the other text and many subject because it could make us easily in reading comprehension. Are you understand, students?.”* (3) The teacher showed the next slide which contain explanation top down model and speed reading method and the step of used it. Next, the teacher asked to students *“Now, can you understand how to apply these top down processing model through speed reading method and are you ready to do the test?.”*The students answer with active and spirit *“Yes, I can, and ready”*.

(4) After that the teacher explanation it, the teacher gave the post test II to the students.

3. Closing

In closing activity, the teacher say *“thank you for attention, I hope this second test getting far better result than the first test and wassalamualaikum”*

c. Observation

In this step, the students' ability in reading comprehension can be improved. The students started enthusiastic because in teaching of cycle II the teacher used projector. So, the students more seriously looked the example of picture and explanation of top down processing model through speed reading in the slide of projector. In this cycle, the student gave the good response during learning process. One of the reason was the teacher used media when in cycle I only explanation used the teacher method (vocal method). All students in order to get better result, in cycle I getting the mean 68.63 and cycle II that the student had able to answer the best with the mean 84.69.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could increase the students' in reading comprehension used the top down processing model through speed reading method.

d. Reflection

In this step, the researcher could be concluded that having checked the student reading test. The researcher found the students' ability in reading comprehension by applying top down processing model through speed reading method was improved.

Based on the reflection of this cycle II, it wasn't needed to conducting in the third cycle. The cycle of this research could be stopped because the students' in reading comprehension had been improved. The top down processing model through speed reading method were not applied in English and narrative text but also any subject and other texts.

C. Findings

1. The result of research indicated that there was improvement on the students reading comprehension which was taught by test reading comprehension activity. It was evident by the data which showed that the mean of the students' score for the first reading comprehension test as a pre test which was 46.81, the second reading comprehension test as cycle I which was 68.63 and the third reading comprehension test as cycle II which was 84.69.
2. The research also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data was organized from observation sheet. It was indicated the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data. It was indicated that the action and using of the top down processing model

through speed reading method as model and method in teaching can improved the students achievement in mastering reading comprehension.

D. Discussion

The top down processing model through speed reading method in teaching for increase achieve of reading comprehension. Top down processing model through speed reading method were two of many learning model and method which could be used by teacher in teaching English especially in reading.

The improvement students' ability reading comprehension seen be from the result of the test. It means that the students' ability in reading comprehension by top down processing model through speed reading method improved. Teacher should make students feel enjoy and comfortable to say their difficulty in the class. It means the teacher should given motivate to students when they ask or questions what part they did not really understand in the topic.

The score of the test in fact increased step by step so that teacher should conduct the cycle II. There were not students who got lower score than before but each student succeeded to raise their score step by step and finally came to achieve student. The students did not have the same achievement because they have different knowledge. It could seen that from the result of pre-test, post-test I and post-test II.

Those differences of the ability were as the phenomena that they had different amount of skill, but the implementation of the top down processing model through speed reading method on increase achievement of reading

comprehension had been successfully significant to increase their ability to better point. All students in the post test cycle II got the able points. It means that they understand with the use of top down processing model through speed reading method.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the result and analysis of the study, it could be concluded that teaching reading comprehension by using top down processing model through speed reading method could improve the students reading comprehension, especially for students XI TKJ-2 of SMK Muhammadiyah-18 Pangkalan Berandan. So the conclusions are drawn as follows:

1. Before the researcher implement the top down processing model through speed reading, many students failed in cycle I. There are some factors; the students lack in vocabulary, lazy to read, and not serious in teaching learning process. From the data analysis above, the ability of students' reading comprehension was low in cycle I. In cycle II, all students getting able score. There was different when teaching cycle I and cycle II. In cycle I teacher used conventional learning in teaching process in the classroom and in cycle II teacher used media such as infocus. So, the students more interested of study in cycle II.
2. There was an improvement of the student ability in reading comprehension after used top down processing model through speed reading. It was proven from the mean of the students score in the three tests: pre test was 46.81 increasing to the mean of the score in cycle I was 68.83 and it increased in cycle II were 84.69. In pre test 32 students who failed in the test. In post test I it increased 10 students

who passed the test in reading comprehension and in post test II there was 33 students (all students) who got high score and passed reading comprehension test.

3. With the implementation of top down processing model through speed reading method in improving reading comprehension, it make the student more interest in reading.

B. Suggestions

After presenting the conclusion of this research, there was some suggestion:

1. For the English teacher

For all English teachers to improve the students' comprehension ability by implementing top down processing model through speed reading method which are suitable for the students' conditions. Implementing top down processing model through speed reading method in the class can attract and motivate the students to participate more in the teaching and learning process. It is better if the English teachers can use top down processing model through speed reading method as an alternative in their teaching.

2. For the students

For the students suggested when they studied reading comprehension either at school or at home used top down processing model through speed reading method.

3. For the other researcher

It is suggested to use further and deeper research because using model and method is proven to improve students' reading comprehension. The top down processing model through speed reading method were not used in narrative text only, but also other text. These model and method can also be applied in any subjects, so it is not limited to English.

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Appendixes

LESSON PLAN I (CYCLE I)

Scool	: SMK Muhammadiyah-18 P.Berandan
Subject	: English
Class/ Semester	: XI/ First Semester
Topic	: Text Narrative Spoken and Written (Fairytale)
Skill	: Reading Comprehension
Time Allocation	: 2 x 45 minute

A. Core Competence

KI 1 : Comprehending and applying the religion devine values

KI 2 : Comprehending and applying the honestly, self-discipline, care to others (cooperation, tolerance, peace-loving), polite, responsive and proactive attitudes in solving various matter; in interacting effectively with the social and natural environment; and being good Indonesian in world socialization

KI 3: Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest in science. Technology, cultural art, and humanities with humanity, nationalistic, and civilized views in relating to the causes of phenomena and matters and applying the procedural knowledge in the desired science in solving the actual problems

KI 4 : Processing, analyzing, and presenting the development in the concrete and abstract domains of learned materials independently and able to applying the rightful methods

B. Basic Competence

- 1.1 Grateful for the opportunity can learn English as an international language of communication embodied in the spirit of learning
- 1.2 Demonstrate responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication
- 1.3 Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of fairytale, comprehending in the text according to the context of their use.
- 1.4 Capturing the meaning of oral and written narrative texts in the form fairytale

C. Indicator of Competence

1. Identifying the character in the text
2. Comprehending the social elements in the text
3. Comprehending the moral values in the text
4. Comprehending the elements of language in the text
5. Comprehending the meaning in the text
6. Can answer questions related to texts that are read

D. Learning Objectives

By the end of the lesson, the students are able to:

1. The students able to identifying the character in the text
2. The students able to comprehending the social elements in the text
3. The students able to comprehending the moral values in the text

4. The students able to comprehending the elements of language in the text
5. The students able to comprehending the meaning in the text
6. The students able answer questions related to texts that are read

E. Learning Material

Social Function

Text Narrative: Sincere will get a great return & Snow White

Purpose : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

Structure of the narrative text :

Orientation: usually this section contains the introduction of characters setting place / background, time.

Complication: contains about the beginning of the occurrence of problems and conflicts experienced by the main character.

Resolution: contains about the reduction / resolution of problems from conflicts that occur.

The language features of narrative text are:

- The text usually use simple past tense
- It uses chronological order
- It uses action verbs
- It usually found the presence of dialogue

F. Source and Learning Media

1. Source : Students, teacher, student worksheet, journal.

2. Learning media : Text

G. Method of Learning

The Method of learning is Top down processing model and Speed reading method.

H. Learning Activities

Activity	Time
Beginning 1. Saying hello and pray together 2. Provide motivation to learn 3. Giving a brainstorming question in accordance with the material to be delivered	10 minute
Core Activities 1. The teacher explains about narrative text. 2. The teacher explains and motivates to the students to use top	

<p>down processing model through speed reading method in reading comprehension.</p> <p>3. The teacher share a narrative text with the title “Sincere will get a great return”</p> <p>4. The teacher starts to apply top down processing model through speed reading method to students.</p> <p>5. The teacher starts asking students one by one to read using the methods that have been delivered.</p> <p>6. The teacher given question to students.</p>	<p>70 minute</p>
<p>Closing</p> <p>1. The teacher gives a conclusion about the material that given.</p> <p>2. The teacher gives a chance for the students who do not understand yet.</p> <p>3. The teacher closing the meeting.</p>	<p>10 minute</p>

I. ASSESSMENT

Type/assessment technique

- Written test and test performance

Assessment takes place during the learning process that began observing the activity, ask, explore, associate to communicate.

Attitude

- Observation, self-assessments, peer

achievement of students assessed by teachers, students themselves and friends by using the check list or assessment scale (rating scale) that accompanied the rubric.

- Journal, inside and outside the classroom, such as notes educators

Teachers observe and record the behavior of students that includes the attitudes and skills.

Knowledge

Students' knowledge about the structure of the text, linguistic elements evaluated using a written test/oral.

Skills

Performance/practice

1. Instrument Form and Instrument

Behavior assessment instrument

No	Name	ATTITUDE				Description
		Responsibility	Care	Cooperation	Peace	

2. Scoring Instrument Rubric

a. Attitude Aspect

No	Attitude Elements	Description	Score
1.	Honest	5 = always honest 4 = often honest 3 = sometimes honest 2 = rarely honest 1 = never honest	
2.	Responsibility	5 = always the responsibility 4 = often responsibility 3 = sometimes responsibility 2 = rarely responsibility 1 = never responsibilities	
3.	Cooperation	5 = always cooperation 4 = often cooperation 3 = sometimes cooperation 2 = rarely cooperation 1 = never cooperation	
4.	Discipline	5 = always discipline 4 = often discipline 3 = sometimes discipline 2 = rarely discipline 1 = never discipline	
5.	Confident	5 = always confident 4 = often confident 3 = sometimes confident 2 = rarely confident 1 = never confident	

b. Knowledge Aspect

No	Attitude Element	Description	score
1.	Pronunciation	5 = almost perfect 4 = no errors but not intrusive 3 = there are some errors and disturbing meaning 2 = many errors and disturbing meaning 1 = too many mistakes	
2.	Intonation	5 = almost perfect 4 = no errors but not intrusive 3 = there are some errors and disturbing meaning 2 = many errors and disturbing meaning 1 = too many mistakes	
3.	Accuracy	5 = almost perfect 4 = no errors but not intrusive 3 = there are some errors and disturbing meaning 2 = many errors and disturbing meaning 1 = too many mistakes	
4.	Understanding	5 = almost perfect 4 = no errors but not intrusive 3 = there are some errors and disturbing meaning 2 = many errors and disturbing meaning 1 = too many mistakes	

c. Aspect Skills

No	Attitude Element	Description	Score
1	Perform follow proper communication	5 = always conduct proper communication 4 = often appropriate communication activities 3 = several times conducting proper communication 2 = never appropriate communication activities 1 = never appropriate communication activities	

		communication activities 3 = several times conducting proper communication 2 = never appropriate communication activities 1 = never appropriate communication activities	
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P. Berandan, 2019

Aproved by,

English Teacher



NORMALIA JUWITA, S.Pd

Researcher


SURIANA

Knowing by,

Headmaster of SMK MUHAMMADIYAH-18 P.BERANDAN


MUHAMMAD YUSRO, S.Sos.I

LESSON PLAN II (CYCLE II)

School	: SMK Muhammadiyah-18 P.Berandan
Subject	: English
Class/ Semester	: XI/ First Semester
Topic	: Text Narrative Spoken and Written (Fairytale)
Skill	: Reading Comprehension
Time Allocation	: 2 x 45 minute

A. Core Competence

KI 1 : Comprehending and applying the religion devine values

KI 2 : Comprehending and applying the honestly, self-discipline, care to others (cooperation, tolerance, peace-loving), polite, responsive and proactive attitudes in solving various matter; in interacting effectively with the social and natural environment; and being good Indonesian in world socialization

KI 3: Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest in science. Technology, cultural art, and humanities with humanity, nationalistic, and civilized views in relating to the causes of phenomena and matters and applying the procedural knowledge in the desired science in solving the actual problems

KI 4 : Processing, analyzing, and presenting the development in the concrete and abstract domains of learned materials independently and able to applying the rightful methods

B. Basic Competence

- 1.1 Grateful for the opportunity can learn English as an international language of communication embodied in the spirit of learning
- 1.2 Demonstrate responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication
- 1.3 Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of fairytale, comprehending in the text according to the context of their use.
- 1.4 Capturing the meaning of oral and written narrative texts in the form fairytale

C. Indicator of Competence

1. Identifying the character in the text
2. Comprehending the social elements in the text
3. Comprehending the moral values in the text
4. Comprehending the elements of language in the text
5. Comprehending the meaning in the text
6. Can answer questions related to texts that are read

D. Learning Objectives

By the end of the lesson, the students are able to:

1. The students able to identifying the character in the text
2. The students able to comprehending the social elements in the text

3. The students able to comprehending the moral values in the text
4. The students able to comprehending the elements of language in the text
5. The students able to comprehending the meaning in the text
6. The students able answer questions related to texts that are read

E. Learning Material

Social Function

Text Narrative: Sincere will get a great return & Snow White

Purpose : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

Structure of the narrative text :

Orientation: usually this section contains the introduction of characters setting place / background, time.

Complication: contains about the beginning of the occurrence of problems and conflicts experienced by the main character.

Resolution: contains about the reduction / resolution of problems from conflicts that occur.

The language features of narrative text are:

- The text usually use simple past tense
- It uses chronological order
- It uses action verbs

- It usually found the presence of dialogue

F. Source and Learning Media

1. Source : Students, teacher, student worksheet, journal.
2. Learning media : Infocus

G. Method of Learning

The Method of learning is Top down processing model and Speed reading method.

H. Learning Activities

Activity	Time
<p>Beginning</p> <ol style="list-style-type: none"> 1. Saying hello and pray together 2. Provide motivation to learn 3. Giving a brainstorming question in accordance with the material to be delivered 	<p>10 minute</p>
<p>Core Activities</p> <ol style="list-style-type: none"> 1. The teacher explains about narrative text. 	

<p>2. The teacher explains and motivates to the students to use top down processing model through speed reading method in reading comprehension.</p> <p>3. The teacher share a narrative text with the title “Sincere will get a great return”</p> <p>4. The teacher starts to apply top down processing model through speed reading method to students.</p> <p>5. The teacher starts asking students one by one to read using the methods that have been delivered.</p> <p>6. The teacher given question to students.</p>	<p>70 minute</p>
<p>Closing</p> <p>1. The teacher gives a conclusion about the material that given.</p> <p>2. The teacher gives a chance for the students who do not understand yet.</p> <p>3. The teacher closing the meeting.</p>	<p>10 minute</p>

I. ASSESSMENT

Type/assessment technique

- Written test and test performance

Assessment takes place during the learning process that began observing the activity, ask, explore, associate to communicate.

Attitude

- Observation, self-assessments, peer

achievement of students assessed by teachers, students themselves and friends by using the check list or assessment scale (rating scale) that accompanied the rubric.

- Journal, inside and outside the classroom, such as notes educators

Teachers observe and record the behavior of students that includes the attitudes and skills.

Knowledge

Students' knowledge about the structure of the text, linguistic elements evaluated using a written test/oral.

Skills

Performance/practice

1. Instrument Form and Instrument

Behavior assessment instrument

No	Name	ATTITUDE				Description
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c. Aspect Skills

No	Attitude Element	Description	Score
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		communication activities 3 = several times conducting proper communication 2 = never appropriate communication activities 1 = never appropriate communication activities	
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P. Berandan, 2019

Aproved by,

English Teacher



NORMALIA JUWITA, S.Pd

Researcher


SURIANA

Knowing by,

Headmaster of SMK MUHAMMADIYAH-18 P.BERANDAN


MUHAMMAD YUSRO, S.Sos.I

TEST

Sincere Will Get a Great Return

Once upon time, there was a kingdom named Aurette, all people lived peacefully there. One of them Charlita, the king's daughter who was assumed as the most beautiful and Kindest Princess of Aurette.

One day, Charlita looked blue. Because of that her father got confused. "What's the matter my beautiful daughter? Why are you so sad?" asked King Fernando. Charlita was just silent. She did not say anything.

Then, King Fernando decided to make a competition to cheer Charlita again. After that, the palace representative announce: "I will make a competition". The aim is to make my daughter, Princess Charlita to be happy and laugh again. Everyone who can do it will get a prize. It will be held tomorrow when the sunrises King Fernando.

The following morning, everybody come to the palace, tried to give their best performance. They seemed happy and laugh, but not for Princess Charlita. She was just silent and still looked sad.

King Fernando started to give up. No one amuses his daughter. Then, there came a young handsome man. "Excuse me King Fernando, I would like to join your competition. But, would you mind if I took Princess Charlita for a walk?" said the young man gently. "As long as you make my daughter be happy again, it will totally alright." said King Fernando. The young handsome man took Princess Charlita for a walk in a beautiful blue lake with a green forest around it. Princess Charlita smiled and looked happy after that. Everybody looked happy, too. "I know why are you so my beautiful daughter. Now, I promise I will environment green. I regret for always destroying it.

Finally, the environment around the kingdom became so beautiful and green, full of plants. Then, the young handsome man got a prize from the king. "I will marry you off my daughter." said him. "That is the prize I promise for you. Thanks for keeping our environment well. Thanks for making my daughter happy again."

Choose the right answer by crossing A, B, C, D, or E!

1. How many main characters were in this story?

- | | |
|---------|----------|
| A. Five | D. Three |
| B. Four | E. Two |
| C. Six | |

2. Who was Charlita?
- A. A queen D. A king
B. A daughter E. A princess
C. A lady
3. Why did her father got confuse when looked his princess? Because
- A. She goes to lake blue D. She is sick
B. She was just silent E. She is crying
C. She looked blue
4. "One day, Charlita looked blue" (Paragraph 2). The underlined word has the same meaning with
- A. Bad D. Low
B. Broken E. Sad
C. Down
5. What is the name of Kingdom in the story?
- A. Wales D. Fernando
B. Charlita E. Aurette
C. King
6. What was the aim King Fernando decided to make competition?
- A. To make the princess smile D. To given a prize
B. To make the princess happy and laugh again E. To entertainment
C. To cheer Charlita again
7. Paragraph 3 mainly tells.....
- A. Princess D. A competition
B. Charlita is happy E. King Fernando
C. King Fernando makes a competition
8. Where did the young handsome man and princess Charlita to walk?
- A. In a beautiful blue lake with a green forest D. Green forest

- B. A green forest in Kingdom
E. Lake
- C. In Kingdom
9. What was the prize got from the king?
- A. Live in the kingdom
D. Work in the kingdom
- B. Married to his daughter
E. To get a lot of gold
- C. Became his daughter's bodyguard
10. What lessons can we learn in the story?
- A. to get prize when helping people
D. Sincere and happy
- B. Charlita a beautiful girl
E. Sincerely will get a prize
- C. Everything that we do sincerely will get a great return

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

11. What is the main information discussed the first paragraph?
- A. The castle
 - B. A little girl named Snow White
 - C. Snow White in the castle
 - D. Snow white
 - E. Snow white saw the dwarf
12. Why did her uncle and aunt want to leave Snow White in the castle? Because
- A. They are poor
 - B. They hated Snow white
 - C. They bought a new house
 - D. They wanted to go to America
 - E. They loved her so much
13. Which one of the following is false about snow white?
- A. The little girl named Snow White
 - B. She lived with her grandmother
 - C. She lived with her uncle and her aunty
 - D. She saw the dwarfs
 - E. She ran away into the woods
14. How many dwarfs that lived with Snow white?
- A. Five dwarfs
 - B. One dwarfs
 - C. Six dwarfs
 - D. Ten dwarfs
 - E. Seven dwarfs
15. Which paragraph told that she saw this little cottage?
- A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 6
 - D. Paragraph 4
 - E. Paragraph 5
16. She knocked but no one answered so she **went**.....(Paragraph 4). What is the antonym of the word **went**?
- A. Leave
 - B. Ran away
 - C. Come
 - D. Walk
 - E. Sleep
17. When did Snow white run away to the woods?
- A. In the full moon
 - D. In the afternoon

B. In the evening E. In the morning

C. In middle of night

18. "If you wish, you may live here with us." The underlined word "Us" refers to.....

A. Aunty D. Uncle

B. Snow white E. Parents

C. Dwarf

19. Snow white lived with her aunt and uncle because

A. Her parents were dead D. She is naughty

B. She did not have house E. Her mother was dead

C. She worked in her uncle and aunt's house

20. How was the end of the story?

A. Angry D. Disappointed

B. Sad E. Happy

C. Dead

ANSWER KEY

1. D

2. E

3. C

4. E

5. E

6. B

7. C

8. A

9. B

10. C

11. B

12. D

13. B

14. E

15. D

16. C

17. E

18. C

19. A

20. E

ATTENDENCE LIST

Name of School : SMK MUHAMMADIYAH-18 P.BERANDAN

Class : XI TKJ-2

Academic : 2018/2019

No	Name	First Meeting	Second Meeting	Third Meeting	Four Meeting	Five Meeting
1	Ahmad Syafrizal	Sya	Sya	Sya	Sya	Sya
2	Aldiyansyah	Ald	Ald	Ald	Ald	Ald
3	Alya Rizky	Aly	Aly	Aly	Aly	Aly
4	Arif Wahyudin	Arif	Arif	Arif	Arif	Arif
5	Bayu Hermawan	Bayu	Bayu	Bayu	Bayu	Bayu
6	Edi Syahputra	Edi	Edi	Edi	Edi	Edi
7	Hanifah Nur	Han	Han	Han	Han	Han
8	Husni Mubarak	Hus	Hus	Hus	Hus	Hus
9	Ilham Maulana	Ilham	Ilham	Ilham	Ilham	Ilham
10	Intan Melasari	Intan	Intan	Intan	Intan	Intan
11	Irwansyah Putra	Irwansyah	Irwansyah	Irwansyah	Irwansyah	Irwansyah
12	Jabal	Jabal	Jabal	Jabal	Jabal	Jabal
13	Julia Natasya	Julia	Julia	Julia	Julia	Julia
14	Kharisma Idul Fitri	Kharisma	Kharisma	Kharisma	Kharisma	Kharisma
15	Kurnia Ananda	Kurnia	Kurnia	Kurnia	Kurnia	Kurnia
16	M.Rizky	M.Rizky	M.Rizky	M.Rizky	M.Rizky	M.Rizky
17	Maulana	Maulana	Maulana	Maulana	Maulana	Maulana
18	Muhammad Akbar	Muhammad	Muhammad	Muhammad	Muhammad	Muhammad
19	Muhammad Imam	Muhammad	Muhammad	Muhammad	Muhammad	Muhammad
20	Nur Afni Junita	Nur Afni	Nur Afni	Nur Afni	Nur Afni	Nur Afni
21	Perdana Mustaqim	Perdana	Perdana	Perdana	Perdana	Perdana

22	Rafli Efendi	Dau	Dau	Dau	Dau	Dau
23	Ramadanu	Ram	Ram	Ram	Ram	Ram
24	Renaldi	Ren	Ren	Ren	Ren	Ren
25	Riski Sahputra	Reej	Reej	Reej	Reej	Reej
26	Saharani	Sar	Sar	Sar	Sar	Sar
27	Salmah Tasyara	Salm	Salm	Salm	Salm	Salm
28	Shintia Wati	Sh.	Sh.	Sh.	Sh.	Sh.
29	Sopian Hadinata	Sopi	Sopi	Sopi	Sopi	Sopi
30	Stepen Rajab	Suet	Suet	Suet	Suet	Suet
31	Suhardiono	Suha	Suha	Suha	Suha	Suha
32	Taniah	Tani	Tani	Tani	Tani	Tani
33	Yunita Sari	Yuef	Yuef	Yuef	Yuef	Yuef

NAMA : Tania

KIS : XI TKJ-2

90

POST TEST (CYCLE II)

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MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K-1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Suriana
NPM : 1502050274
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK= 3,46

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
04 March 2019 	The Implementation of Top Down Processing Model Through Speed Reading Method in Improving Students' Reading Comprehension	04/03/19
	A pragmatic Analysis on The Use of Deixis in Comic	
	An Analysis in The Use Slang in Teenagers	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 28 Februari 2019
Hormat Pemohon,

Suriana

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Suriana
NPM : 1502050274
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Implementation of Top Down Processing Model through Speed Reading Method
in Improving Students' Reading Comprehension

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Alfitriani Siregar, S.Pd, M.Ed *Ac 28/01-2019*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 12 Maret 2019
Hormat Pemohon,

Suriana
Suriana

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 950 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Suriana
N P M : 1502050274
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Top Down Processing Model Through Speed Reading Method in Improving Students' Reading Comprehension.

Pembimbing : Alfitriani Siregar, S.Pd, M.Ed

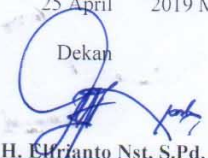
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 25 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakaatuh.

Medan, 20 Sya'ban 1440 H
25 April 2019 M

Dekan


Dr. H. Chrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Suriana
N.P.M : 1502050274
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Top Down Processing Model Through Speed Reading Method in Improving Students' Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
11 Maret 2019	Background of study sample of class and school as	
18 Maret 2019	literature + speed reading Model of topdown	
28 Maret 2019	part change or future	
26 April 2019	reference	
	ACC Sidang proposal	

Medan, 24 Maret 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Alfitriahi Siregar, S.Pd, M.Ed)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini *Rabu*. Tanggal *15* Bulan *Maret* Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Suriana
N.P.M : 1502050274
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Top down Processing Model through Speed Reading Method in Improve Students reading Comprehension

NO.	MASUKAN DAN SARAN
JUDUL	<i>Revise : in Improving.</i>
BAB I	<i>revise :- The importance of RC How should students' RS be & so on.</i>
BAB II	<i>Revise :</i>
BAB III	<i>Qualitative & Quantitative.</i>
LAINNYA	<i>Reference : ✓ (Table of content writing system)</i>
KESIMPULAN	() Disetujui () Ditolak (✓) Disetujui dengan Adanya Perbaikan

Dosen Pembahas

Pirman Ginting

Dosen Pembimbing

(Alfitriani Siregar, S.Pd., M.Ed)

PANITIA PELAKSANA

Ketua

(Mandra Saragih, S. Pd, M. Hum)

Sekretaris

(Pirman Ginting, S. Pd, M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Suriana
N.P.M : 1502050274
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Top Down Processing Model through Speed Reading Method in Improving Students' Reading Comprehension

Pada hari Rabu tanggal 15 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 17 Mei 2019

Disetujui oleh:

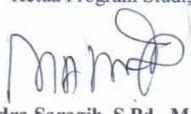
Dosen Pembahas


Pirman Ginting, S.Pd, M.Hum.

Dosen Pembimbing


Alfitriani Siregar, S.Pd., M.Ed.

Diketahui oleh
Ketua Program Studi,


Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Suriana
N.P.M : 1502050274
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Top Down Processing Model through Speed Reading Method in Improving Students' Reading Comprehension

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 17 Mei 2019
Hormat saya
Yang membuat pernyataan,



Suriana

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



**Majelis Pendidikan Dasar dan Menengah
Cabang Muhammadiyah Pangkalan Berandan
SMK SWASTA MUHAMMADIYAH-18 P.BERANDAN**

NPSN : 10260514

AKREDITASI : B

NSS : 324071008044

Prog.Keahlian : TKJ

IjinOperasional :No.421.5/0283.II/2016, Tgl. 14 Januari 2016

Alamat : Jl. Kalimantan P.Berandan 20857 Telp. (0620)20811 Kec.BabalanKab. Langkat Prof. S. Utara

Email : smkmuhammadiyahp.berandan@gmail.com

SURAT KETERANGAN

Nomor :936/KET/IV.4/F/2019

Yang bertanda tangan dibawah ini Ka. SMK Muhammadiyah P.Berandan :

Nama : MUHAMMAD YUSRO, S.Sos.I
NIP : -
Jabatan : Kepala Sekolah SMK Muhammadiyah 18 P.Berandan

Dengan ini menerangkan bahwa :

Nama : SURIANA
NPM : 1502050274
Strata : S1
Program studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Penelitian di SMK Muhammadiyah 18 P.Berandan mulai tanggal 15 Juli 2019 s/d 15 Agustus 2019 dengan judul :

“The Implementation of top down processing model through speed reading method in improving students’ reading comprehension”.

Demikianlah surat keterangan ini kami perbuat untuk dapat digunakan seperlunya.

P. Berandan, 15 Agustus 2019

SMK Muhammadiyah 18



MUHAMMAD YUSRO, S.Sos.I



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Suriana
N.P.M : 1502050274
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Top Down Processing Model Through Speed Reading Method in Improving Students' Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20 August 2019	- tense of chapter IV about description cycle I and cycle II - change tense to past tense in chapter III	
21 August 2019	- tense of chapter 2 about tense - tense of chapter IV about description data of cycle I and cycle II	
25 August 2019	- revise abstract, table of picture and appendix	
28 August 2019	- revise picture of data, test.	

Medan, Agustus 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Alfitriani Siregar, S.Pd, M.Ed)

APPENDIX (DOCUMENTATION)







