**THE EFFECT OF STUDENTS’ PERCEPTION ON THE TEACHERS’ TOP-DOWN APPROACH IN TEACHING READING AT THE SEVENTH GRADE STUDENTS OF MTS NEGERI KEBUMEN 2 IN THE ACADEMIC YEAR 2012/2013**

by

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Abstract

Teaching English in Indonesia was started since elementary school. Based on this fact, English is important language nevertheless student skill found difficulties in learning English. Teacher can use method in teaching English to convey the lesson. Top-Down is one of method that could be used for teaching reading. This research is a quantitative experimental research. The number of population is 149 students, and the researcher took 80 students as the sample by using purposive sampling. The sample consisted of two classes. VII I as a control group (40students) and VII J as a experimental group (40 students). the result of the t value = 2.11 higher than t table= 1.990 with df = 78 at significance level 5%, From the result, the value is higher than t-table (2.11>1.990), itindicated that proposed hypothesis is verified. The null hypothesis is rejected and the alternative hypothesis is accepted.

**Key word: teaching, reading, students’ perception, Top-Down approach**.

1. **BACKGROUND**

In Indonesia, English is the first foreign language to be formally taught in all schools and even as one of the major lessons. It is because this language is one of the international languages that bring about certain consequences to those who learn or who do not learn the language. So, to increase student ability in English it needs a high quality of human resources.Reading is one of important aspects in teaching language.

Reading is very important in learning language. Reading is also plays a very significant role in the success of learning.So far, the students’ reading ability of MTs NegeriKebumen 2 is still very low. This is shown by the average result obtained 5.2 of National Final Examination (UAN) 2011/2012 academic year (document of MTs NegeriKebumen 2).

Factor from the students itself is an important factor in the teaching learning process such as motivation, perception and interest. Perception is one of the factor chosen by the researcher. Perception in general refers to one’s perspective on something that will make the response of how and by what a person would act (Walgito, 2004:87). Foster (2000:110-112) explains perception process is a process of cognitive which is affected by experience and learning process.

The research problems of this research are formulated in the following question: Is there any significant effect of students’ perception on the teachers’ Top-down approach in teaching reading at the seventh grade students of MTs NegeriKebumen 2 in the academic year 2012/2013.

The objectives of this research is to find out whether or not there is a significant effect of students’ perception on the teachers’ Top-down approach in teaching reading at the seventh grade students of MTs NegeriKebumen 2 in the academic year 2012/2013.

1. **RESEARCH METHODOLOGY**

This research was carried out on April 27 up to May 22 2013. The research was conducted at MTs NegeriKebumen 2. This research is a quantitative experimental research. The sample of the study is class VII I and VII J.The researcher uses purposive sampling in taking the sample. The sample of this research is class VII I consist of 40 students and VII J consist of 40 students. Suppose that these classes have the same ability. It is shown by the rapport.In doing the research, the research can use questionnaires.The descriptive analysis consist of the mean, median, mode, variance, and standard deviation.The inferential analysis in this study includes test of normality, test of homogeneity, and testanalysis of T-test.

1. **RESEARCH FINDING AND DISCUSSION**

The result of post test of control group the for the highest score was 80, the lowest score was 44, the range was 36, the mode was 44, the total score was 2336, the median was 58, the mean was 58.4, the standard deviation was 12.28, and the Variance was 150.81.

The researcher concluded that there were 2 (5%) students belonged to very good category, there were 11 students (27.50%) belonged to good category, there were 10 students 25% belonged to fair category, there were 17 students (42.50%) belonged to low category and there was no student belonged to very low category.

The result of post test of experimental group the for highest score was 100, the lowest score was 52, the range was 48, the mode was 96, the total scores was 3272, the median was 88, the mean was 81.8, the standard deviation was 16.57, and the Variance was 274.83.

The researcher concluded that there were 23 students(57.50%) belonged to very good category, there were 9 students (22.50%) belonged to good category, there were 3 students (7.5%) belonged to fair category, there were 5 students (12.50%) belonged to low category and there was no student belonged to very low category.

1. **CONCLUSION AND SUGGESTION**

The use of Students’ Perception on the Teachers’ Top-Down Approach in Teaching Reading is effective. The result, the value is higher than t-table (2.11>1.990).

The suggestion was listed below:

1. For the students
2. The students have to try solving their problem in understanding reading. Their difficulties in reading can be solved by looking for many ways in studying reading; one of the ways is by using Top-Down approach.
3. The students can improve their reading ability by reading a lot. Students can read some English magazine, English newspaper etc.
4. For the teacher
5. As a good teacher, we have to understand what the students’ difficulties so that we can solve the student problem and motivation then to read much by giving assignments to be showed directly to support students’ learning process.
6. The teacher should be more creative in using the technique, media, and method.
7. The teacher should be flexible and understand what the students’ needs, so the teaching learning process can be fun, enjoyable, and interesting.
8. **REFERENCES**

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