The Implementation of Bottom-Up in Reading Comprehension for Vocational School Students

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Abstract: This research aims to investigate the improvement reading comprehension of SMK PGRI 2 Mojokerto by using Bottom-Up approach in reading comprehension of recount text. The research was conducted in two Cycles of Classroom Action Research (CAR) where each Cycle was conducted in 4 (four) phases, they were: planning, action, observation, reflection. Each Cycle was applied in (four) meetings. The subjects of the research were 35 students of tenth grade (X-C Mechatronics). In collecting data, the researcher applied three instruments: observation, questionnaire and reading test. There were 2 (two) observations in field note which conducted by the researcher: the first observation which was done before implementing Bottom-Up to find the problem during reading activity in English lesson. Meanwhile, the second observation was to find the improvement in having Bottom-Up that conducted by English teacher during the approach applied. The questionnaire was delivered to students in the fourth meeting of the second Cycle to find out the responses of the students in learning reading by using Bottom-Up. The data was analyzed through descriptive and statistical method. In this research, the researcher acted as a teacher and the English teacher as an observer. The research findings showed that the students reading comprehension improved from Cycle I to Cycle II. Furthermore, the data from the observation and questionnaire indicated that the majority of the students gave positive response toward the use of Bottom-Up approach in teaching reading. It emphasized that the approach could improve students' ability in reading, effective, interesting, and grab the students' enthusiasm in reading activity.

Abstrak: Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca di SMK PGRI 2 Mojokerto dengan menggunakan pendekatan Bottom-Up dalam pemahaman membaca teks recount. Penelitian dilaksanakan dalam dua Siklus Penelitian Tindakan Kelas (PTK) dimana setiap Siklus dilaksanakan dalam 4 (empat) tahapan yaitu: perencanaan, tindakan, observasi, refleksi. Setiap Siklus diterapkan dalam (empat) pertemuan. Subyek penelitian ini adalah 35 siswa kelas X (X-C Mekatronik). Dalam mengumpulkan data, peneliti menggunakan tiga instrumen: observasi, angket dan tes membaca. Ada 2 (dua) observasi dalam catatan lapangan yang dilakukan oleh peneliti: observasi pertama yang dilakukan sebelum menerapkan Bottom-Up untuk menemukan masalah selama kegiatan membaca dalam pelajaran bahasa Inggris. Sementara itu, observasi kedua adalah untuk menemukan peningkatan dalam penerapan Bottom-Up yang dilakukan oleh guru bahasa Inggris selama pendeka-

tan tersebut diterapkan. Angket disampaikan kepada siswa pada pertemuan keempat Siklus kedua untuk mengetahui respon siswa dalam pembelajaran membaca dengan menggunakan metode Bottom-Up. Data dianalisis melalui metode deskriptif dan statistik. Dalam penelitian ini, peneliti bertindak sebagai guru dan guru bahasa Inggris sebagai pengamat. Temuan penelitian menunjukkan bahwa pemahaman membaca siswa meningkat dari Siklus I ke Siklus II. Lebih jauh lagi, data dari observasi dan angket menunjukkan bahwa sebagian besar siswa memberikan tanggapan positif terhadap penggunaan pendekatan Bottom-Up dalam pengajaran membaca. Ditekankan bahwa pendekatan tersebut dapat meningkatkan kemampuan siswa dalam membaca, efektif, menarik, dan membangkitkan semangat siswa dalam kegiatan membaca.

INTRODUCTION

Based on the standard of competence and basic competencies of English reading skill for first semester of tenth grade vocational school students in Indonesia is to comprehend 3 (three) types of reading text, they are: narrative text, recount text, and procedure text (Ministry of Education & Culture, 2013). Ability and effort of reading would influence the broaden mind in problem solving, so, teachers should pay more attention in improving students' reading ability. To boost students' reading ability, teachers should be encouraged to use a proper strategy to help them comprehend a text. According to Forstall (2019) to become fully literate, students must master five components, they are: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. Here, students must understand the sound of each alphabet of the word and letter combination. Besides, understanding the meaning of the words and how to use them in the sentence, the ability of reading the text, and how they recall main idea, topic sentence, and supporting sentence are also important.

Many factors which lead the difficulty of reading, one of them is teachers' strategy in teaching reading (Zuchdi, 2008). The success of student learning cannot be separated from teachers' method and media in teaching their students. Teaching-learning process should be carried out by the teacher and students must be able to meet the needs of students who are dominant both in visual, auditory, and kinesthetic. One way to improve students' reading skill is to provide learning steps in reading activities using appropriate learning models according to the teaching materials used by the teacher.

At the preliminary study that has been conducted by the researcher at SMK PGRI 2 Mojokerto (X-Mechatronic class) in March, 13th and 15th 2023, the researcher delivered observation during reading activity and the result showed that there were several main problems faced by students in reading comprehension. The researcher found that the students still have difficulty in identifying specific information and the words meaning, finding topic sentence and supporting sentences of each paragraph. The students also had less interest and attention in teacher explanation.

Meanwhile, the monotonous method that the teacher applied in the class could not support the improvement of students reading skill. Here, the method that teacher used was dominated by teacher explanation only. After explaining the definition of the text, then asked the students to read the text and did the assignment from worksheet that the teacher given without motivating students to comprehend the text. This activity did not create the enthusiasm of students in reading, so, it influenced the score of reading exam and the quality of students' reading comprehension. The condition showed that the teacher applied uninteresting method. Therefore, the teacher needed to replace the teaching method with a better one that can build students creativity, good communication, and critical thinking. The implementation of Bottom-Up approach was expected to be able to improve the students' skill in reading.

To overcome the problems above, the researcher applied bottom-up which focused on the mechanics analyzing at the sentence-level, such as vocabulary and grammatical features (Abbot,

2010). In reading theory, Bottom-Up is usually applied in elementary, intermediate learning, also in comprehending text which has high difficulty level (Jamaris, 2015, p.145). This approach was started by introducing names and the combination of the words to be sentences. This method was called spelling method (Jauharoti, 2009, p. 9). Reading activities of the bottom-up strategy starts from a basic introduction to writing and sounding out words to recognize the grapheme, morpheme, and word, and identify grammatical structures, sentences, and text (Brunfaut & Mc Cray, 2015). Furthermore, Brown (2007) added that bottom-up approach accommodates in analyzing the linguistics units where readers attempt to comprehend the text by building textual meaning from the smallest to the greatest units, then changing prior information and making predictions. Ibrahim (2006:117) argued that Bottom-Up works in identifying the alphabet, word, clause, and paragraph include the pronunciation. This statement is inline with Subadiyono (2014) that stated Bottom-Up is started by symbol reading to the meaning. Here, readers identify the alphabet characteristic, combine the alphabets as spelling pattern, then goes to sentence, paragraph, and text. He explained more that Bottom-Up facilitates readers in developing the meaning of text.

There have been many studies which applied Bottom-Up approach in reading comprehension as Scrivener (2005) declared that bottom-up starts with learning basic units of language and slowly builds from there. He explained that the first thing to do is learning the alphabet in various combinations produce certain words. Then, readers investigated the words to find the meaning. Once students have mastered some different phonemes variant, reading comprehension will be automatically set. Meanwhile from Brown (2001) study, it is stated that in the bottom-up reading process, a reader's first focus was on the linguistic features, such as letters, morphemes, syllables, word, sentence, and grammar structure. He explained more that reading in bottom-up approach involves the accuracy of sound, perception and identification of words, phrase, spelling, and other language units. It is a process to understand word by word, sentence by sentence to check the content arrangement (Smith, 2004). Hinkel (2006) emphasized that it was important to apply Bottom-Up approach in identifying words, sentence limit, and also the spelling of the words.

Lynch (2021) described the 5 (five) components of Bottom-Up approach, they are: phonics where readers comprehending the sound of word, phonemic awareness where readers comprehending the sounds of combination of words or phrase. The third is vocabulary where readers understanding the meaning of words and the use of them in a sentence. Next, fluency that refers to the reading speedy and the fluency of reading, comprehension which refers to the capacity in recalling character, event, or the concept of the text. The last is concluding thought which delivers the sequential reading process from bottom.

Ghazali (2010) declared that reading by using Bottom-Up can be done by some activities, they are: the researcher explained about recount text and facilitated students to ask questions, giving the text to students relate to the topic in missing words in sentences. In case the researcher used the recount text. Next, asked the students to fill the blanks, find some difficult vocabularies in the text, group them in the verb, noun, adjective, adverb, or pronoun and find the meaning. After that, discussing the answer and difficult vocabularies meaning together, then pronouncing the vocabularies (the researcher gave exampke, then students repeated them). It was for emphasizing the meaning; the students were not only knowing the meaning, but also could pronounce them well. Next, asked the students to find the main idea of each paragraph, gave some questions related with the text and discussed them. The last was students made summary of the text. The other research by Ardhani (2016) that argued the structures of the text in Bottom-Up are the important part in comprehension, meanwhile the previous structures are the addition in text comprehension. She explained more that the point of this approach is decoding translation or changing the symbol or sign into news and encoding process which changing the news into symbol or sign.

Since Bottom-up approach accommodated students in mastering vocabularies in the text and comprehend the text easily, the researcher carried out to investigate reading strategies applied to semester one of tenth grade of Mechatronics class of SMK PGRI 2 Mojokerto which have 35 students. The research was delivered in Classroom Action Research (CAR) which had 4 (four) stages as Kemmis & Taggart (1998) recommended: planning, action, observation, and reflection. This research delivers in-depth examination of the Bottom-up approach in teaching reading that helped to improve students' reading comprehension.

METHOD

The research was conducted in two Cycles which have 4 (four) phases in each Cycle since the result of Cycle 1 did not accomplish the goal of the research where most students still got test score under Minimum Passing Grade or KKM. In the observation phase, the researcher observed teaching learning process while having reading activity. The observation was in the field note where the researcher wrote the result of the observation in descriptive explanation. This phase also called preliminary study. Next, in the planning phase, the researcher collaborated with English teacher designed a new approach to improve students' ability in reading comprehension. The Cyclical Model of this research can be seen in Figure 1.
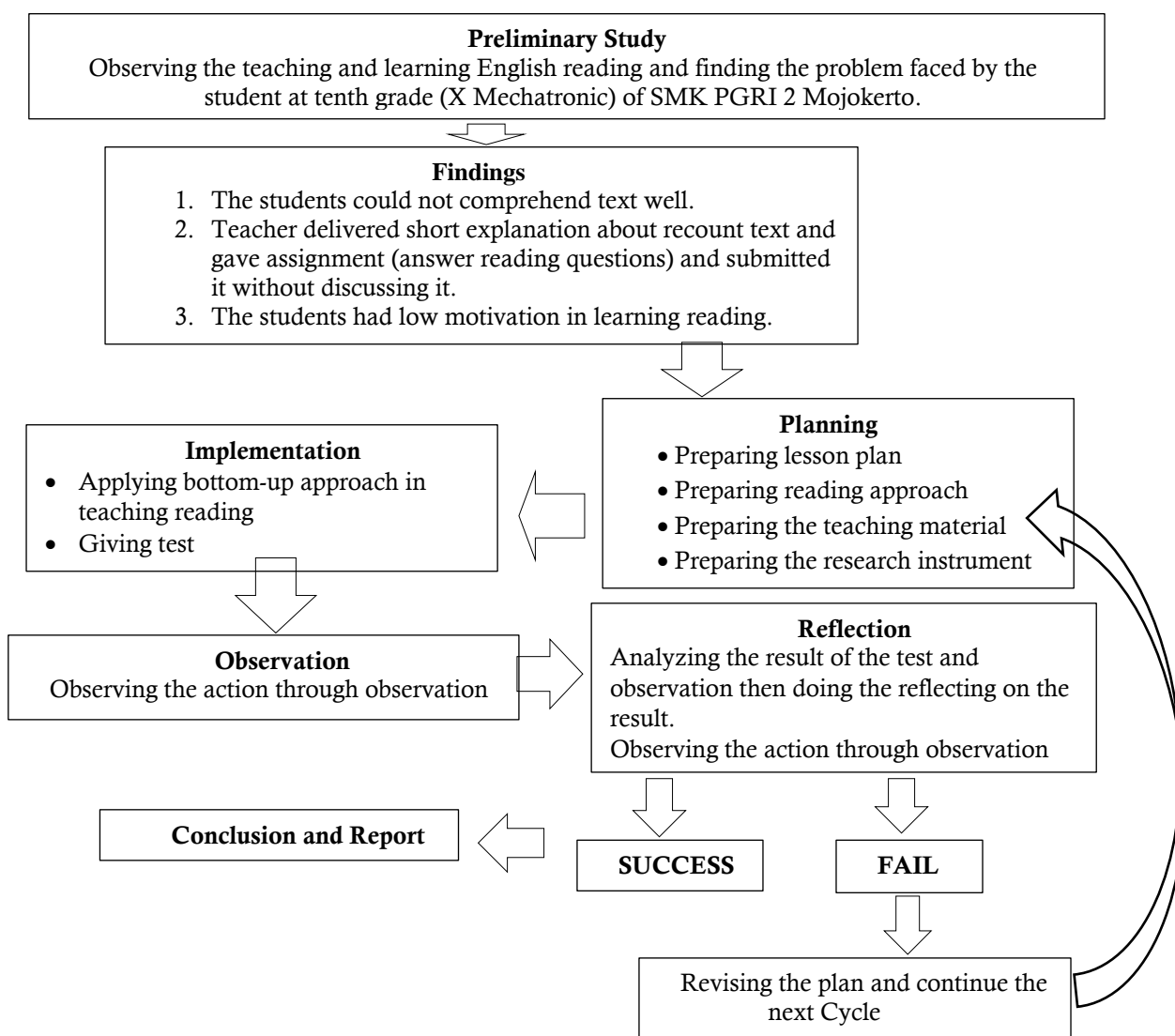
Preliminary Study
Observing the teaching and learning English reading and finding the problem faced by the student at tenth grade (X Mechatronic) of SMK PGRI 2 Mojokerto.

Findings
1. The students could not comprehend text well.
2. Teacher delivered short explanation about recount text and gave assignment (answer reading questions) and submitted it without discussing it.
3. The students had low motivation in learning reading.

Planning
- Preparing lesson plan
- Preparing reading approach
- Preparing the teaching material
- Preparing the research instrument

Implementation
- Applying bottom-up approach in teaching reading
- Giving test

Reflection
Analyzing the result of the test and observation then doing the reflecting on the result.
Observing the action through observation

Observation
Observing the action through observation

Conclusion and Report

SUCCESS

FAIL

Revising the plan and continue the next Cycle

Figure 1. Cyclical Model of Research

After collecting the data, the next step of study was data analysis (reflection. There were two ways to analyze the data: a) Descriptive method; The researcher used the descriptive method to analyze motivation, interest, improvement, and students' behavior during the teaching learning process. The description based on questionnaire and field note observation; b) Statistical method; A statistical method was used to know the students' score, mean, percentage, and the result of questionnaire after the action. The last phase was reflection where the researcher gave field note observation to English teacher. The teacher gave report, opinion, arguments related with teaching learning process by using bottom-up approach in reading comprehension. The observation was conducted during the implementation of Bottom-Up both in Cycle 1 and Cycle 2. Besides, questionnaire was delivered in the last meeting of second Cycle to get the information about students' response about Bottom-Up implementation. Next was the result of test was analyzed by using a statistical method to know the students' score, mean, percentage, and grade category which was taken from *Materi Pelatihan Guru Implementasi Kurikulum 2013* book (Ministry of Education & Culture, 2013).

The criteria of success of this research could be seen when the result of the research showed significant improvement of students' writing skill and the grade of students could reach the Kriteria Ketuntasan Minimum (KKM) or Minimum Passing Grade Criteria. The KKM that was released by the principal was 75, therefore, this classroom action research would be regarded to be successful if 80% or more of subjects reach the minimum score of 75 in reading through Bottom-Up approach. This research would be regarded to be failed if less than 80% of subjects cannot reach the KKM.

RESULT AND DISCUSSION

Pre-liminary Study

Preliminary study was the process of getting information about the whole aspects of teaching and learning process in the classroom. To identify the problem, the researcher did observation by filling field note. From the observation result during reading teaching in the classroom, it can be declared that reading became a difficult skill in learning English in X-Mechatronics grade of SMK PGRI 2 Mojokerto. This research was started by gathering information dealing with the teaching reading and learning of grade X Mechatronic SMK PGRI 2 Mojokerto as a part of analyzing phase. To gather the information, the researcher did observation during the teaching learning process.

From the observation, the researcher found four main problems: (1) the students could not comprehend text well, (2) teacher delivered short explanation about recount text and gave assignment (answer reading questions) and submitted it without discussing, (3) teacher taught in conventional method where teacher-centered was exist; teacher only explained the definition, asked the students to write the explanation, then continued by asking them to make a text based on the topic that has been given, and closed the class by giving them homework to do workbook or LKS and (4) the students had low motivation in learning reading. Students' motivation in learning reading was varied one another. There were only some students who paid attention to the teacher's explanation, some others were busy with themselves, such as drawing, doing another lesson assignment, etc. Furthermore, some students seemed reluctant to do the tasks given. Some of them made a noise, did the task when teacher came to their desks to check their work, even they took other friends' assignment then pasted it.

Table 1 showed the percentage of students' score in writing that was given by the teacher before conducting the research. There were only 16 from 35 students could reach the criteria of success.

Table 1. Students Writing Score

KKM	Frequency	Percentage	Category
≥75	16	45.72	PASSED
<75	19	54.28	FAILED

From the data above, 54.28% of VII A students could not reach the criteria of success.

Cycle 1

In planning phase of Cycle 1, the researcher collaborated with English teacher designed a new reading approach, that was bottom-up. Other instruments that prepared by the researcher were: field note sheet that filled by the English teacher of X Mechatronic as the collaborator during the implementation of the method. It was used to investigate the students and the researcher behavior during the teaching process. Next, teaching material, such as recount text, worksheet, and reading test was also prepared. Finally, criteria of success became the last thing that was prepared in the planning.

The researcher conducted those activities 4 meetings in Cycle 1 where 1 meeting consists of 80 minutes. Cycle 1 was conducted in March 20th, 22nd, 27th, and 29th 2023. Table 3 showed the 4 meetings reading activities by using Bottom-Up in the classroom:

Table 2. Reading Activity of Cycle 1

MEETING	ACTIVITY
1	Explaining the material (recount text). Giving recount text to students. Think about possible questions related to the text (mainly if they do not have a lot of previous knowledge about it.
2	Identifying the word/phrases they already known (names, numbers, cognates) of previous recount text given. Use their knowledge of word formation (e.g. affixation) to understand words they do not know. Use their knowledge of discourse to understand how a text is structured (paragraph, discourse makers).
3	Doing the reading task from the worksheet: - Answering the reading questions: essay and multiple choice - True or False question - Discussing the answer together
4	Test

From the Table 2 above, the researcher gave time to students to analyze reading text deeper and researcher involved the students in reading activities. During the implementation, English teacher as collaborator observed the reading activities by filling the field note observation. From the observation result, the problem found in Cycle 1 such as: some students did not have motivation in doing the reading activities, some of them have not understood yet about the text, some of them were crowded while doing the assignment, some of them did not pay attention when the researcher explained the material, and the score which could not achieve the criteria of success.

The score result in Cycle 1 showed that the highest score was 87 and the lowest score was 50 where 25 students could reach the KKM and 10 other students could not reach the KKM. There were only two students who got "VERY GOOD" category, 21 students included "GOOD" category, 5 students were in "FAIR" category, 4 students got "POOR" category, and the rest (3 students) were included "VERY POOR" category. The calculation continued by finding the mean of the score the average of students score after treatment was 70.98. In order to know further about the students' achievement in detail, the researcher counted the percentage of the students who could reach the success indicator. It means that less than 80% students could fulfill the criteria of success and the field note result informed that there were still some problems in the reading activity. Consequently, the researcher conducted the next Cycle and did revision on the planning.

Cycle 2

Cycle 2 was conducted in April 3rd, 5th, 10th, and 12th 2023. There were four differences of implementation from Cycle 1; in Cycle 1 students did all the activities by themselves, while in Cycle 2 they did the activities in group. There were 7 groups which consisted of 5 members each. The second difference was the students were asked to write difficult words and tried to find the meaning of them and discussed the meaning with their group members. Besides, in doing another task, they could discuss them with their members. The third was while checking the assignment, the researcher asked students to pronounce the difficult words they made. The last was after in the end of third meeting, researcher gave the students reflect on the process and what helped/not helped them understand.

Table 3. Reading Activity of Cycle 2

MEETING	ACTIVITY
1	Reviewing the previous material Explaining the material (recount text). Giving recount text to students. Brainstorm information on what they already know about the topic. Think about possible questions related to the text (mainly if they do not have a lot of previous knowledge about it.
2	Identifying the word/phrases they already known (names, numbers, cognates) of previous recount text given. Use their knowledge of word formation (e.g. affixation) to understand words they do not know. Use their knowledge of discourse to understand how a text is structured (paragraph, discourse makers).
3	Doing the reading task from the worksheet: - Answering the reading questions: essay and multiple choice - True or False question - Asking each group make summary of the text. - Giving the students reflect on the process and what helped/not helped them understand - Discussing the answer together
4	Test

From the observation result in Cycle 2 in table 3, most of the students followed the teaching learning better by dividing the students into group which consist of 4-5 students each group. When the teacher explained the material, they did not make any noise and they looked more motivated and enthusiastic. The researcher also delivered clearer explanation and gave more attention to the students' behavior during teaching learning process to eliminate the problems that occurred in the Cycle 1. In this Cycle, most of the students followed the teaching learning well. When the teacher explained the material, they did not make any noise and they looked more motivated and interested in the lesson. There was good communication and cooperation among students in discussing the text, they also enjoyed in reading the text aloud or pronounce the vocabularies in the text. The students became more enjoyable in learning reading. They also asked to enlist the difficult words summarize the reading text; the important information and the points of text should be underline and retold or rewrite with their own arrangement to make the reading comprehension get better.

Furthermore, the score mean was 79.32 and the percentage of the students who could reach KKM was 82.85%. Referring to the research result, it can be said that the implementation of Bottom-Up approach in teaching reading was one of effective way. In this process, the students were able to improve their ability in reading recount text. The effectiveness of using Bottom-Up could be seen in the improvement score of the students result. The score average, and score category can be seen in table 4 and 5.

Table 4. Students Score Average

Cycle	Mean
Cycle 1	70.98
Cycle 2	79.32

Table 6 Score Category

	Number of Students	
CATEGORY	Cycle 1	Cycle 2
Excellent	-	4
Very good	2	14
Good	21	11
Fair	5	4
Poor	4	1
Very poor	3	1

By revising the planning and the way of implementation the method, there was significant score improvement, both in mean and percentage. The score mean was 79.32 and the percentage of the students who could reach KKM was 82.85%. Referring to the research result, it can be said that the implementation of bottom-up approach in teaching reading was one of effective way. In this process, the students were able to improve their ability in reading recount text. In this research, the effectiveness of using Bottom-Up could be seen in the improvement score of the students result. The result of students' improvement score can be seen in figure 1.
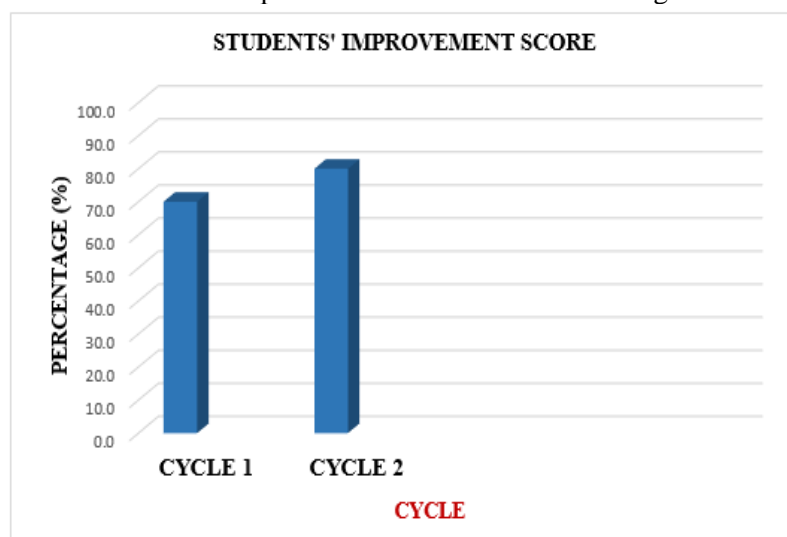

Figure 1. Students' Improvement Score

From the chart above, it can be seen clearly that the percentage of students who could reach the criteria of success in Cycle 2 was higher than in Cycle 1. In Cycle 1 is 71.42% and in Cycle 2 is 82.85%. The percentage of score increasing from Cycle 1 to Cycle 2 is 11.43%. In Cycle 1, the students' mean score was 70.98. Furthermore, the percentage of the students who reached KKM was 71.42%. Here, the researcher decided to continue into Cycle two since the result of this study did not achieve the indicator of success.

Related to the collected data in Cycle 1 and Cycle 2, the researcher could categorize the findings into two major points: (1) Bottom-up approach could improve students' reading skill; and (2) Bottom-up could make the students' behavior better. It also could be said that the using of bottom-up to comprehend recount text in Cycle 2 was more effective and ran much better than in the Cycle 1. It was supported by the observation result. Besides, based on the criteria of success, the researcher was necessary to stop the research in the Cycle 2 because the researcher could solve the problems of students' reading especially in reading recount text by the performance on Cycle 2. The students had a good interested after having the attractive and communicative approach.

The additional supporting data for the present classroom action study was collected through administering questionnaire to each student under study at the end of Cycle 2. The questionnaire consisted of seven multiple choice questions addresses in Indonesian to avoid misunderstanding from the subjects. It had four answers as option (A, B, C, or D) and the subjects only crossed one of those answers without giving their identity. The result of questionnaire was counted by the formula:

$$P = \frac{x}{\Sigma x} \times 100$$

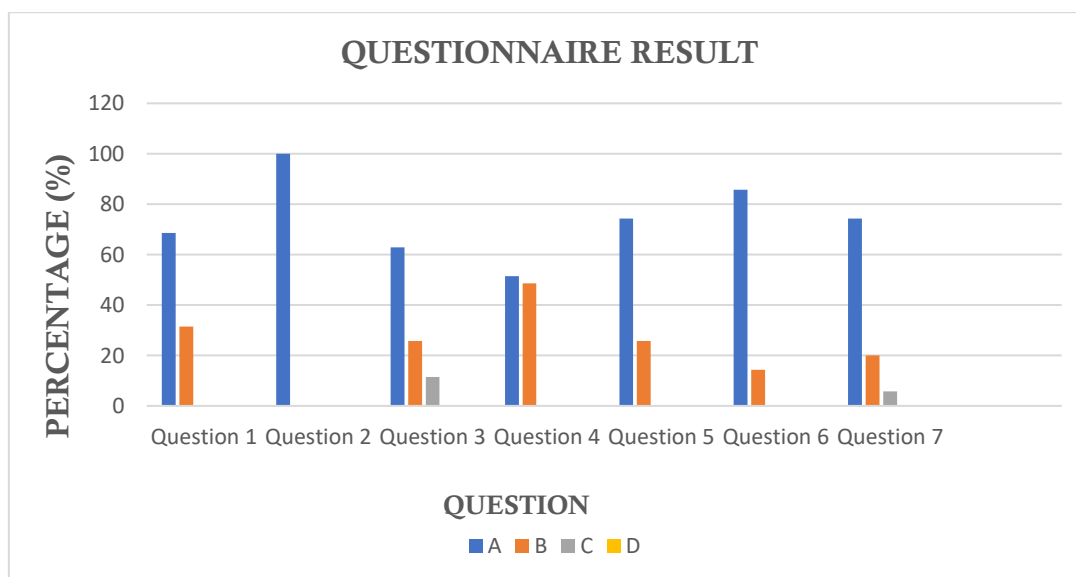The questionnaire result can be seen in figure 2.

Figure 2. Questionnaire Result

From the questionnaire result, it could be taken some conclusions, such as:

Question number 1

The researcher tried to know whether reading is important for student or not. Then, from the result 24 students or 68.57% of the students thought that reading is very important, 11 students or 31.42% of the students just said important, and no students who said reading is less important or even unimportant.

Question number 2

The researcher tried to know whether the students liked the Bottom-Up approach in teaching learning process or not. For this question, 35 students or 100% answered that they very liked it so much.

Question number 3

In question number 3, the researcher tried to know whether Bottom-Up could be followed or not. The result were 22 students or 62.85% of them said that they follow it so much, 9 students

or 25.71% of students said they could follow it, 4 students or 11.42 declared that they could not follow the method and no students chose the option D.

Question number 4

For question number 4, the researcher asked the students whether having Bottom-Up advantageous for them or not. Then, the researcher knew that the method could give advantage to the students, considering that 18 students (51.42% from the whole students) said that Bottom-Up was very advantageous for them, and the other 17 students (48.57%) said that Bottom-Up was advantageous for them. There were no students chose the option C or D.

Question number 5

On question number 5, the researcher focused on knowing the students' opinion about the role of Bottom-Up in improving their ability in understanding reading recount text. The result informed that 26 students or 74.28% said that the method really made the learning of reading recount text became very comprehendible so much and the other 9 students or 25.71% said that through the method, the process of reading recount text became comprehendible.

Question number 6

Question number 6 asked about the students' feeling during learning writing through recount text. The result showed that 30 students or 85.71% stated that the method was very enjoyable, 5 other students or 25.71% stated that the method was enjoyable.

Question number 7

The researcher tried to find whether they became more motivated in improving their reading ability after having recount text or not. And the result were in three answers; 26 students (74.28%) became more motivated so much to improve their reading ability, 7 students (20%) said that they became motivated, and the rest of students, that was 2 students (5.71%) stated that they felt less motivated in learning writing through Bottom-Up.

Discussion

From the result, the problem faced in the preliminary study showed that reading activity did not run well. Teaching reading by using Bottom-Up approach showed a good progress from Cycle 1 to Cycle 2. To improve the result of Cycle 2, the researcher did better classroom management. Based on the observation result, the researcher conducted 2 more activities in meeting 1, they were, reviewing the previous lesson and brainstorming information on what they already know about the topic. It was necessary to do because the thoroughly reviewing the lesson and brainstorming would provoke a positive approach which had influence in gaining a good teaching and learning process. From Cowley theory (2013, p. 56) about teacher behavior in teaching, it could be concluded that if the teacher comes into the classroom in a good and positive mood, planning to deliver an interesting lesson, it will automatically rub off the students and surely the teacher would get better reaction from the students.

It was necessary to do because the thoroughly pre-teaching would provoke a positive approach which had influence in gaining a good teaching and learning process. The classroom was more active and it made the researcher could present the teaching method in a better condition. The researcher became a more effective teacher in doing the whole activities in this Cycle. The students became more enthusiastic and enjoyable in learning reading by using Bottom-Up. As Arends statement (2011) which stated that preventative management is the perspective that many classroom problems can be solved through good planning, interesting and relevant lessons, and effective teaching. It means that classroom management is also important component of the teaching method implementation.

Furthermore, the observation result in the Cycle 1, students gave good responses to Bottom-Up approach, they liked learning reading recount text by using the new approach. They found varied and new words and pronounced them well. The students were enjoyable in the class during the lesson. But, some students still got difficulty in following the reading activity and slower the reading if they did not understand the meaning. Meanwhile, the observation result in the Cycle 2 showed that the students started to consider that reading was not so difficult because

they got different treatment from previously learning process. The students were able to more understand about what recount text was. Their vocabulary mastery was also improved. They could pronounce the words correctly. The students were more enthusiasm in the lesson and had good communication during group activity. They increased the speedy of reading also and delivered a good summary.

Teacher also encourages students to collect data and sharpen their critical thinking during the Bottom-Up process. As Arends (2011) argued that critical thinking is another important type of thinking. This form of thinking requires students to determine the accuracy of information on any reading text, television, websites, social networks, etc. It was also appropriate with two of the competences standard of K-13 for senior high school – vocational school in (Ministry of Education & Culture, 2013): (1) "To search and implement information from their environment and other sources logically, critically, and creatively", (2) "To demonstrate the ability to think logically, critically, creatively, and innovatively".

At the end of Cycle 2, the researcher gave questionnaire to students to know their opinion or reaction towards the meeting conducted through Bottom-Up. Related to the questionnaire result, most students said that reading takes an important role in learning English and they liked the classroom activity by using Bottom-Up. The researcher considered that the teaching learning setting must be changed very often in order to minimize the students' boredom. By applying the interesting activities, the students could have great motivation to learn language. Hence, as teachers, they must be the effective teachers and "effective teacher is be able to use variety of teaching method" (Arends, 2011, p. 466).

Furthermore, the students also liked reading activity through Bottom-Up and the method could give them advantages in improving their skill, especially in reading. The most important thing was most students stated that learning reading became easier and more enjoyable through Bottom-Up. They also said that they were really motivated to improve their reading skill more after learning reading through Bottom-Up. Kemp in Sanjaya (2009) said that teaching method must be done by teachers and students, so, the learning goal would be effective and efficient. Moreover, Basri, et al. (2013) stated that teaching method is a media to assist in delivering message through learning process which can stimulate the broaden mind, feeling, attention, and interest to enhance a certain goal. The success of Bottom-Up approach in improving reading comprehension influenced with the aim of reading and the comprehensive of reading information. Those have been done by the students in Cycle I then getting better in Cycle 2 which showed a significant improvement of the reading comprehension. It was supported by the result of questionnaire about aspect that influenced the approach success and students' responses about the approach.

Dealing with many positive statements and results above about the using of Bottom-Up in teaching reading, it proved that the method had many strengths in creating effective class. Although it was the students' first time in using Bottom-Up approach on the process of teaching learning, the students were excited in doing all the method activities.

CONCLUSION

Bottom-up approach can be used in improving reading comprehension. It is proven by the research result that bottom-up approach was effective to be applied in the students' reading comprehension of recount texts. The result of test increased from Cycle 1 to Cycle 2. However, another result showed that bottom-up approach delivered positive result. From observation field note applied, the explanation of material was comprehendible by the students and the class in well-organized during teaching learning process. The students involved themselves actively in reading activity and had no significant difficulty in following the new reading approach. Bottom-Up approach was appropriate with students' characteristics that tend to build the understanding from low level skill to advance skill.

Although it was the students' first time in using Bottom-Up approach on the process of teaching learning, the students were excited in doing all the method activities. They gave attention

to the teacher explanation, asked questions enthusiastically, focused on the material that the teacher delivered, and more motivated and active in the classroom. Therefore, the process of teaching learning became more effective. Hence, teachers and other researchers can use the bottom-up approach as an alternative in learning reading comprehension text to improve students' vocabulary and reading skill.

The students were expected to be more active in writing class, always sharing and caring each other with other friends in solving problems of the materials to help themselves in improving their reading skill. In addition, their skill in reading will improve more and more by frequent action, not only stop in the classroom activity. Since Bottom-Up has been applied by researcher, so it is hoped that this approach was not only for reading skill but also for other skills. Besides, this approach is hoped not only applied for vocational school, but also for other level, like for junior high school, senior high school and university level.

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