

**IMPROVING LISTENING ACHIEVEMENT OF THE ELEVENTH
GRADE STUDENTS OF SMA XAVERIUS 2 PALEMBANG BY USING
TOP DOWN AND BOTTOM UP STRATEGIES**

**A Thesis by
Suprayogi Eko Wibowo
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**English Education Study Program
Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
INDRALAYA**

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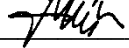


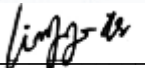

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TABLE OF CONTENTS

TITLE PAGE.....	i
APPROVAL.....	ii
COMITEE APPROVAL.....	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF APPENDIX	x
ABSTRACT	xi
 INTRODUCTION	 1
1.1 Background	1
1.2 Problems of study	5
1.3 Objectives of the study	5
1.4 Significances of study	5
 CHAPTER II	 6
LITERATURE REVIEW	6
Listening in using strategies of top down and bottom up strategies	6
2.1 Listening in education	6
2.2 Top-down strategy	7
2.3 Top-down listening activities	8
2.4 Bottom-up strategy	8
2.5 Bottom-up listening activities	9
2.6 Previous related studies	10
 CHAPTER III	 13
METHODOLOGY AND PROCEDURES	13
3.1 The Research Design	13
3.2 Teaching Procedure	14
3.3 Population and Sample	15
3.3.1 Population	15
3.3.2 Sample	15
3.4 Variable of the research	16
3.5 Conceptual Definition of The Variables	16
3.6 Operaional Definition	16
3.7 Technique of Collecting The Data	17
3.8 Technique to analyze the data	18
3.9 Validity and Reliability	18
3.9.1 Validity	18
3.9.2 Reliability	19
 CHAPTER IV	 20
FINDINGS AND INTERPRETATION	20
4.1 Findings.....	20

4.1.2 The Result of the Pre-test and Pro-test in the Bottom Up Strategy (Experimental Group 2)	21
4.2 Statistical Analysis	22
4.2.3 The Statistical Analyses of Using Paired Sample t-Test	22
4.2.2 Statistical Analyses by Using Independent Sample T-test	23
4.3 Interpretation of the Study	24
CHAPTER V	28
CONCLUSIONS AND SUGGESTIONS	28
5.1 Conclusion	28
5.2 Suggestions	28
References:.....	30

LIST OF TABLES

- Table 1** : The Score Distribution of the Top Down Group (Experimental Group 1)
- Table 2** : The Score Distribution of the Bottom Up Group (Experimental Group 2)
- Table 3** : The Result of Pre-test and Post-test of both Groups by Using Paired Sample T Test.
- Table 4** : The Result of Post-test of Two Groups by Using Independent Sample T Test.
- Table 5** : The Means of Pre-test and Post-test of Both Groups

LIST OF APPENDIX

- Appendix A** : Listening Test
- Appendix B** : Listening Text filled by Students and The Answer Keys
- Appendix C** : Listening Test Validations Sheet
- Appendix D** : Result of Try Out, Test Validity and Reliability
- Appendix E** : Result of Normality Test
- Appendix F** : Result of Top Down Pre-test and Post-test
- Appendix G** : Result of Bottom Up Pre-test and Post-test
- Appendix H** : Result of Paired Sample T Test
- Appendix I** : Result of Independent Sample T Test
- Appendix J** : Surat Usul Judul Skripsi
- Appendix K** : Surat Penunjukkan Pembimbing Skripsi
- Appendix L** : Surat Izin Melaksanakan Seminar Proposal
- Appendix M** : Attendance List of Research Design Seminar
- Appendix N** : Surat Telah Melaksanakan Seminar Proposal
- Appendix O** : Suggestion List Seminar Proposal
- Appendix P** : Surat Izin Penelitian FKIP
- Appendix Q** : Surat Izin Penelitian Dinas
- Appendix R** : Surat Telat Melaksanakan Penelitian Sekolah
- Appendix S** : Surat Izin Melaksanakan Seminar Hasil
- Appendix T** : Attendance List of Preliminary Research Report
- Appendix U** : Surat Telah Melaksanakan Seminar Hasil
- Appendix V** : Suggestion List Seminar Hasil
- Appendix W** : Surat Izin Melaksanakan Ujian Skripsi
- Appendix X** : Surat Telah Melaksanakan Ujian Skripsi
- Appendix Y** : Suggestion List Sidang
- Appendix Z** : Consultation Card

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ABSTRACT

This study was conducted to find out significant difference in listening achievement for eleventh grade students who were taught by using two different strategies which are top down and bottom up strategies and to see which strategy that better and easier to teach listening so students can improve their listening achievement. The population of this study was eleventh grade students of SMA Xaverius 2 Palembang who consisted 221 students and the sample were conducted using random sampling technique and it was consisted as 62 students who were taken from two different classes. To engage students' ability in listening comprehension by using an instrument which was listening test that was given twice in pre-test and post-test. The aim for giving pre-test for students was to find out the ability before the treatment and the post-test was given to find out the improvement. By using SPSS program that was used to calculated the data. The data that was calculated by using paired sample t-test to find out the result of pre-test and post-test from both groups. And independent sample t test was used to find out the different of post-test from these two groups. The result of paired sample t-test of both experimental groups showed that the t-obtained was higher than t-table and the $p\text{-value} < 0.05$ ($.000 < 0.05$). The result of the calculation of paired sample t test and independent sample t test showed that top down strategy is easier to be taught to improve listening comprehension for students. The result of independent sample t-test showed that the t-obtained was higher than the t-table ($4.744 > 1.999$) and the $p\text{-value} < 0.05$ ($.000 < 0.05$). So it means the implementation of both strategies were successful enough and the better and easier strategy to teach English in this research was top down strategy

Keywords : Top Down Strategy, Bottom Up strategy, listening achievement.

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CHAPTER I

INTRODUCTION

This chapter introduces background, problems, objectives, and significant of the study.

1.1 Background

English is one of the languages in the world that has an important role for communication. It has been used as an international language all over the world. To survive in globalization era, everyone should comprehend and need to be good at English. Diem (2011) stated that to fulfill the needs in globalization era, English will take the strategic place in the world. It is important for us to learn it. English has four major skills to learn which are listening, speaking, reading, and writing. These skills are the basic of language in speaking English. The portion of these skill are different and for second language learners or second language users, foreign countries like Indonesia has a problem in communication whether for delivering or consuming the language. Many researchers have found that besides the main problem of pronunciation, listening also the main and the major problem in Indonesia as communication using English.

Listening is an activity that requires us to listen what people say. According to Purdy (1997) listening is a process of receiving what people say, making and expressing meaning, dealing with the speaker and answering, and conceiving meaning by participation, creativity, and compassion. In general, listening activity is not only we can get in the education or school context, but we can get it also in daily activities. Listening is prerequisite to other language skills because the first stage in language learning is listening (Hariswan, 2017). When we watching movies, listening to music, paying attention of an announcement, or listening an order in restaurant. All these activities are required us to listen and understand for what we heard. Due to that examples, we can see that listening is taking the main role of communication as Mendelson (1994) states that listening has an important role in communication that is says listening takes up 40%-50%; speaking 25%-30%; reading 11%-16%; and writing is about 9%.

In education field, listening also takes important roles. Listening is the first skill that students use to accept orders and do the orders from the teacher. This is very important because listening decides what student should do and finish the assignment. Like Mendelson (1994) states that

listening takes 40%-50% roles in communication, it proves that every orders that students accept from teacher, it will be decided from their listening abilities.

Listening itself has been defined by many researchers according to educational field. As Hariswan (2011) stated that it is indeed interesting that listening has not received widely in the past in spite of the fact that is the language skill most often used in daily life. As the examples, Chastain (2008) defines that listening as the ability to understand native speech at normal speed. Other researcher like Morley (2001) states that listening is a serious substance that needs to be mastered by adult foreign language learners. Listening has been taught from the lowest until the highest level by listening to teachers pronouncing some words, listen the native speakers on the tape, listening to presentation, and some more. In university, learning English is also a must for every faculty and study programs. For those students who learn about English in English major, they are taking listening that is defined into some chapters.

What makes listening is so hard to understand for foreign learners is causing by some problems or difficulties. Nunan (1998) states that there are at least five problems or difficulties of listening task were particularly influenced foreign learners in leaning listening skill. The difficulties by the following:

1. The organization of information;
2. The familiarity of the topic;
3. The explicitness and sufficiency of the information;
4. The type of referring question used;
5. Text relationship description.

Based on the problem and motivation of the school above usually in teaching listening, teachers apply cd/cassette or type recorded. She or he sets the cd while the students listen to the native speaker. This way oftenly decrease students' motivation when they listen to the native speaker. The pronunciation, accent, and speed of native speaker determine students' interest.

An international researcher from Fifty English major from classes in the faculty of foreign language in Lac Hong University participated in one research. To expose their listening exposure as well as the time students spend on self-study. When encountering a new word, just 10.5% choose to ignore the word and keep going in listening. 42.4% try to guess its meaning and 47.4%

feel depressed and cannot listen anymore. From this case, we can see that lack of vocabularies could be a backstop to students.

Generally, some problems that may face by learners are they are trying to understand every word, they do not recognize the word that they know and they are distracted by the background noise. Without listening skill, students never learn to communicate effectively. Students spend 50% of the operational time in a foreign language is dedicated to listening. These problems also happen in Indonesia. As one of countries that use national language to communicate which is Bahasa Indonesia, students in Indonesia must face the difficulties when they learn listening English skill. As foreign language learners, English is rarely used outside the classroom context, outside the classroom the Indonesian students speak by using Bahasa Indoensia or even their local language instead. This condition affects the Indonesia students' English mastery.

Traditional methods and strategies die hard today. Many strategies have developed to enable students to learn a foreign language. For many theories that have developed, two of them are pretty good strategies to be applied in the teaching of listening are *top down and bottom up strategies*. These two strategies are different each other but also these two strategies are very popular in teaching listening skill and can help students to achieve listening achievement (Richards 1990, p. 50).

In the previous studies that related to this study, many researchers declared that many foreign students have to combine these two strategies in order to improve their listening skill. According to Syaifullah (2009) one of researchers about this study claimed that teachers must include these two strategies because both of them can be the main point to determine the meaning of spoken lesson. In the other side, Vandergrift (2006) claimed listening is not about neither top down or bottom up strategies, but listening is about an interactive and interpretive process. The process when the students use their prior knowledge and linguistics knowledge in understanding the meaning. Contrast with previous statements above, two previous researchers deny that listening is only about prior and linguistics knowledge. According to Lingzhu (2003) top down strategy is important in listening comprehension for native speaker. But in the other hand, Karima (2006) states that for those who learn English as foreign learner, they prefer using bottom up strategy while listening than using top down strategy. The reason is simple, because they try to catch every single word that native speaker says.

Based on preliminary interview with the teacher and some students of SMA Xaverius 2 Palembang has the same problem like other schools in Indonesia as generally. Besides the time allocation that is not enough to apply the material of English, the media for listening material also is not provided yet, and the way teachers teach the material is not creative and some students even say it is a bored way to learn English. This facts and information were collected by using the interview with one of the teachers of English in this school and also some different students in the different level of grades. Effected by some reasons above, the media of teaching English such for listening skill were underrated and it could not be said as standard of learning listening skills.

Based on the explanation, examples, and the different perspectives above, the researcher did a research to see which strategies could be simplify accepted for foreign learners in Indonesia. In working with the research, the researcher gave the title of the research as “Improving Listening Achievement of The Eleventh Grade Students of SMA Xaverius 2 Palembang by Using Top Down and Bottom Up Strategies.

1.2 Problems of study

The problems of this research were formulated in the following research questions. (1) Is there any significant different in listening achievement between students who are taught by using top down and those who are taught by using bottom up strategy? (2) Which strategy is better to be taught for foreign learners in teaching listening skill?

1.3 Objectives of the study

The objectives of this study were divided into 2. First, to find out whether or not there is significant differences in listening achievement between students who are taught by using top down strategy and for the students who are taught by using bottom up strategy. And the second one is to find out which strategy that better and more effective in teaching listening skill for foreign students.

1.4 Significances of study

The significances of this study can be described as following: 1. For teachers, the writer hopes the result of this study could help teachers to use the strategies to improve listening ability

for their students by using different strategies and different technics to improve not just listening achievement of students, and also to improve their listening interest. 2. For students, the writer hopes the students could improve their listening ability by using whether they prefer top down strategy or bottom up strategy that will be taught to them and increase their interest for English in listening section. 3. For the writer, it is hoped that this research would be used for teachers and students in senior high school to use this strategy and it is available for any other researcher to improve this research to be better study so that it will be developed in the future.

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