

**THE USE OF TOP-DOWN STRATEGY TO IMPROVE
STUDENTS' LISTENING ABILITY AT THE ELEVENTH
GRADE OF MAN MOJOSARI**

THESIS

**Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan Islam (S.Pd.I.) in Teaching English**



By

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SUNAN AMPEL SURABAYA**

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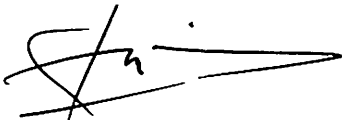
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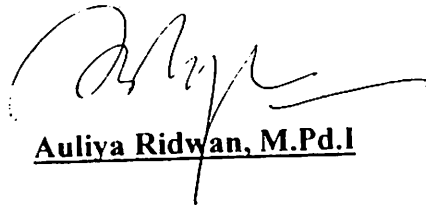
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This thesis by Nirma Zuhria entitled "*The Use of Top-Down Strategy to Improve Students' Listening Ability at the Eleventh Grade of MAN Mojosari*" has been examined on 10th of February 2012 and approved by the board of examiners.



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- 2) **Story telling:** Teachers tell story to give excellent listening materials. At any stage of the story, the students can interrupt by asking question to predict what is coming next. Otherwise, they can be asked to described people in the story or give comments to the story.
- 3) **Interviews:** One of the motivating listening activity is live interview, especially where the students make their own question. In that situation, students enthusiast to ask question and focus to listen for answer that they asked, rather than adopting other people questions. If it is possible, teachers should have foreigner or native speaker visit the class to be interviewed. If there are not a native speaker, the teacher can also be the subject of the interviews.
- 4) **Conversations:** The teacher can invite their colleagues or foreigners to come to the class and make conversation with them. Students then have a chance to watch the interaction as well as listen to it.

Live listening is not a substitute for tape or disk, but it does offer an extra dimension to the listening experience over a series of lessons.

quite different from teaching reading based on academic purpose that must be formal. Also concern with interactive strategy the lecturer said when bottom-up strategy he used did not run well based on planning he turned into top-down strategy during the class. The result for the last question is many of them said that the lecturer's strategies were interesting and made them enjoyable in listening.

The thing that makes this study different with researcher study is that in this study Ghafur find out the strategies applied in English Educational Department and the researcher will apply the top-down strategy to Eleventh Grade on MAN Mojosari.

The second study is *Teaching Reading Comprehension Using Top-Down and Bottom-up Technique in SMU Mhammadiyah 3 Surabaya* by Alfin Fauziyah. The research questions of this study are:

- 1) How could top-down and bottom up technique be implemented to the students of senior high school?
- 2) How far does top-down and bottom up technique help the students understand the text in their reading comprehension?

The answer of those questions are top-down and bottom-up can be used to train the students to read effectively also top-down and bottom-up technique could make the students understand what they read easily. Meanwhile, based on

a. Lesson Plan

In conducting the research, the researcher and her collaborative teacher make lesson plan of top-down in teaching listening.

b. Instructional Material

In the research, both the researcher and her collaborative teacher prepare the instructional material and media which are suitable to the topic of listening class.

c. The Instrument

In order to be easier to collect the data, some instruments are needed. The first is an observation checklist. The observation checklists for the teacher are used to check teachers' activities when she teaches in the classroom. The observation checklist for the students is used to observe the students activities during the teaching learning process.

The second instrument is notes taking. Notes taking contain the description of what the observer heard, saw, experienced and thought when collecting the data during the teaching and learning process in the classroom.

The third is assessment forms for result of the students' ability in listening in the classroom. The score will be measured using indicator of achievement. This indicator used to see whether the application of

E. Data Analysis Technique

To answer first question, the researcher will explain the result of the teacher and students activity during the teaching and learning process. The researcher will describe the observation checklist. The table form of the observation checklist will describe to a descriptive one. The researcher will describe each checklist in each cycle. The researcher will explain the differences of the observation checklist result in each meeting. It will show whether the implementation is suitable with the top-down strategy teaching steps or not.

The researcher will explain the students' progress based on the result of the listening test to answer the second question. The result of the test indicates the students' score. The researcher will explain the improvement of the students, in each meeting and students who get the significant improvement. The researcher will stop the research after all of the students could achieve the standard score. The standard score in listening at MAN Mojosari is 75. There will be improvement of students' listening ability if students' last score is better than the previous assessment. The improvement also can be seen from the average score. The improvement can be significant if the range of each average in each meeting is more than ten points.

1) Planning

In the first cycle, the teacher did not use top-down technique. Therefore, the teacher used technique that usually used to teaching listening there. The technique used is bottom-up strategy. The teacher and the researcher made a lesson plan based on the material and basic competence given to the students. The teacher and the researcher chose suitable material to the basic competence. The topic was about why exercise is important. The teacher took the material from textbook. The researcher used this first cycle as pre-test. It used to know the score of the students in listening before using top-down strategy.

2) Implementing

Before the teacher started the teaching and learning process, the collaborative teacher (the English teacher) said to the students that for four meetings, the researcher will observe the teaching learning process.

After the teacher started the lesson the teacher explained the topic. The topic was about exercise. The teacher explained and asked the students who always do exercise and why. Then teacher gave the material to the students. The material was a text with some blank words. The students must fill the blanks with the words they heard from the native speaker.

Before the native read the text, teacher asked the students to read the text first. After that the native read the text three times. At the first time the native speaker read the text in fast speed. It made the students little confused and cannot catch what the speaker said. At the second time the native read with medium speed, so the students can hear what she read. For the last time, the native read in same speed and loud voice.

After the students listen the material, teacher asked them to exchange the task in pair. Then, the teacher writes down the answer on the white board and asked the students to check the answer. After that, the teacher put students' score on the scoring books. The teacher asked students what is the answer of the task. They were said various answer. Then teacher asked what the important of exercise. Students give many answer and reason. Some students said some wrong words because they do not really understand about what they heard. Also, many of them did know the meaning of some vocabulary in the task, because the teacher did not give some vocabularies when she told them about the topic. Furthermore, many students have quiet bad pronunciation, so the teacher corrects the pronunciation with some help from the native speaker.

At the last section, the teacher gave some real fact of the exercise effect. She gave examples of herself and from famous

2) Implementing

The teacher starts the lesson. She told the students about the material they were going to study. Teacher asked to the students what date that day and what was usually happen in the last day of October. Teacher asked the students what they know about Halloween. One of the students answered that children usually wear ghost costume and ask for candies. Teacher asked what “trick or threat” was. No one of them could answer. Teacher told them that it was a way to ask candies in Halloween night.

Then teacher asked the students what the symbol of Halloween is. One of the students said did not know about that, but another student answered the pumpkin with scary face. She asked again, what was the name of the pumpkin. “Jack-O Lantern!”, one of the students shouted. Then, the teacher gave another question, when Halloween celebrated is. “Last week in October”, another students said. Furthermore, she distributed some pictures related to the Halloween. The pictures were pumpkin and costumes.

After that, the teacher gave them the material. It was a text with some missing words. Students had to fill in the blanks with the words they have heard. Like in the previous meeting, Miss Maggie read the text three times. Although they got some information about the material already, they still got difficulty to answer the task. Since the

information they got is not focus on the missing words in the task. The next activity was exchange their task with their friends in pair. Then they wrote the answer on the white board voluntarily. Furthermore, they discussed the answer and the students checked the answer to get the score. Moreover, after they reported the score, teacher reviewed the passive voice used in Halloween text. Finally, the teacher finished the lesson.

3) Observing

In the cycle two, the material used was quite interesting. Since the material they got is not from their culture. It made them enthusiastic to know the information. The Students said everything they know about Halloween. Even though some of them did not know about Halloween, but overall they can understand what Halloween is.

The teacher was guiding students to get the information in good way. She also helped the students by correcting their pronunciation. She was doing the steps of top-down technique stay in the rule and told them the procedure of top-down strategy. The teacher chose questioning technique to stimulate them. By doing a questioning technique, the students knew the general information about Halloween. However, they still got difficulty in answering the missing words.

Table 4.1 Students' Listening Score

No	Name	I	II	III	IV
1	A. Muhyidin	60	80	80	90
2	Arifatus Novitasari	50	50	60	70
3	Asmaul F	50	60	80	80
4	Claudia Lestari Putri	60	80	80	90
5	Dwi Khasanah	50	70	80	80
6	Erni Rusmiyanti	40	40	60	60
7	Fikri Alhimsyah	50	70	70	80
8	Ika Puspita Sari	60	60	60	70
9	Imroatul Mufidah	50	70	80	90
10	Intan Izzatul Millah	50	60	70	80
11	Jalaludin	60	80	80	90
12	Jazilatul Hikmah	60	80	80	80
13	Khoiroya Fita Ariyanti	60	70	90	90
14	Lailatul Farida	50	70	80	80
15	Linda Ayu P. D.	30	40	50	80
16	Lita Rachmawati	50	50	60	70
17	Muzdalifah	60	70	70	90
18	Nanda Dwi Ida R	70	90	90	100
19	Nur Lailia	40	60	70	90
20	Nur Widyawati	50	60	70	90
21	Qoriatul M.	40	50	70	80
22	Riri Enggar P.	60	80	80	90
23	Rita Nur A.	60	80	80	100
24	Siti Fatimatuz Z.	50	50	60	70
25	Siti Khumairah	60	80	80	90

Table 4.5 Result of Question Number 4

No.	Criteria	Result
1.	Sangat suka	16%
2.	Suka	52%
3.	Kurang suka	28%
4.	Tidak suka	4%

For question number 5, does top-down strategy helped students in listening to more relax? The results are:

Table 4.6 Result of Question Number 5

No.	Criteria	Result
1.	Sangat membantu	28%
2.	Membantu	52%
3.	Kurang membantu	20%
4.	Tidak membantu	0%

For question number 6, do the students more motivated in listening with top-down strategy? The results are:

Table 4.7 Result of Question Number 6

No.	Criteria	Result
1.	Sangat termotivasi	8%
2.	Termotivasi	60%
3.	Kurang termotivasi	32%
4.	Tidak termotivasi	0%

2. Progress Of The Students After The Implementation Of Top-Down Strategy

To know the students progress, listening test was given in every meeting. The result was impressive. Based on the average score, there was progress from the first meeting until the fourth meeting. At the first meeting the average value was 51 and improved to 64. It showed that from the usual technique used in listening the students' score was improved when the teacher uses top-down strategy. The progress also can be seen in the average score at the third meeting and fourth meeting. At the third meeting, the average score was 72 and 82 at the fourth meeting.

There were some students who got significant progress. The first student was Siti Nuril Aini, at the first meeting she got point 30 and improved to 40, 60, and 80 at the last meeting. The second student was Linda Ayu, she got score 30 at first meeting, and improved became 40, 50, and 70 at last meeting. Also, there were two students who got most significant progress, because they got perfect score at the last meeting. The students are Nanda Dwi Ida R. and Rita Nur A. Nanda got score 70 at first meeting and improved to be 90, 90 and 100 at the last meeting. For Rita, she got score 60, 80, 80 and 100.

From explanation above, it can be known that the score of students in XI IPA 1 class improved. Each student gets progress, even though the progress is not significant. Students can improve their score because top-down strategy is a motivating technique, like Brown stated in Principles in teaching listening.

Since top-down strategy is a technique that uses background knowledge, students can prepare their self to face the activity.

3. The Students Response To The Top-Down Strategy

Based on the result of the questionnaire, the explanations are presented here. In students' preference of English, from twenty five students, 80% like English lesson, 16% less like English lesson, and one of them did not answer. For the listening, 60% students like it, 32% less like it, and 4% did not like it and one of them did not answer the question.

Furthermore, the students' responses of the top-down strategy were good. For question about the rules of top-down strategy 68% students need to know the rules, 28% they less need to know, and 4% did not need to know. Also 68% students like top-down strategy as the technique in teaching listening, 28% less like and 4% did not like it. In activity of listening, 80% students were helped with the top-down strategy, and 20% were not. 68% students were motivated by top-down strategy, and 32% others not. For the progression, 76% students feel get progression when the top-down strategy implemented, 20% feels less progression and 4% were not. Also, for the difficulty of using top-down strategy, 76% students found difficulties, and 24% other were not. Also, 84% students stated that top-down need to apply in the school, 12% stated no and one of them did not answer.

Besides the students' responses of the technique, response of the topic also explained. For the topic interest, 76% students feel the topic were interesting, 20% feel less interesting, and one of them did not answer. Also, for the activeness according to the topic, 76% students feel the topic help them more active, 20% feel unhelpful by the topic and one of them did not answer

Therefore, based on the explanation above, the students' response of top-down strategy was good. It can be proved that more than 50% students get progress in listening when this technique implemented. Also most of them want that the top-down strategy to use as the technique in teaching listening at their school.

