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

THESIS

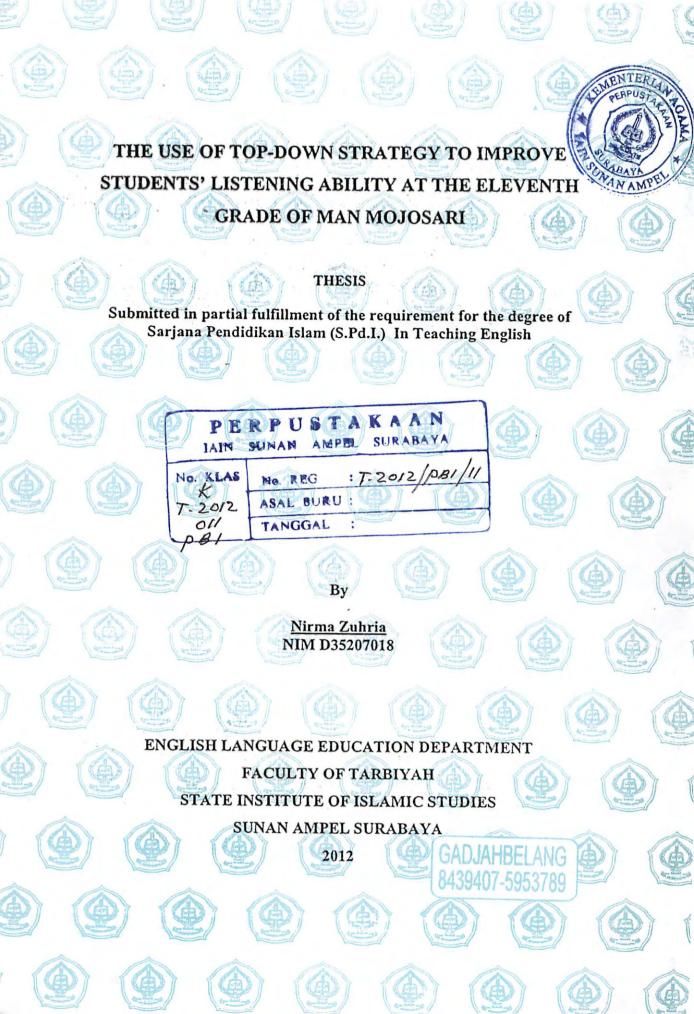
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 $\mathbf{B}\mathbf{y}$

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ABSTRACT

Zuhria, Nirma. 2012. The Use of Top-Down Strategy to Improve Students' Listening Ability at the Eleventh Grade of MAN Mojosari. English Language Education Department, Faculty of Tarbiyah, State Institute of Islamic Studies Sunan Ampel Surabaya.

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Key Words: Top-Down Strategy, Listening Ability.

This thesis answer the following questions: (1) How does the teacher implement the top-down strategy in teaching listening at eleventh grade of MAN Mojosari?; (2) What is the progress of students' listening ability after the Top-down strategy implemented?; and (3) What are the students' responses after the strategy implemented?

The study was conducted at MAN Mojosari and the research subject was the eleventh grade students, while the sample was XI IPA I students. The design of the study is collaboration classroom action research. The researcher became the observer and the English teacher would teach the students. The instruments used to get the data are observation checklist, listening worksheet, and questionnaire.

The research result showed that the strategy was implemented maximally. It was implemented in three different ways. First, it was using questioning technique. Second, it was using brainstorming, and third, combination of questioning and brainstorming. All of those techniques were compatible with the steps of top-down strategy. All students gained progress. The score of the students' assessment improved in several meeting. The average score improved from 51 became 64, 72, 82 at the last meeting. Moreover, there were two students who gained perfect score and two students got significant progress. The more important thing is that the students' response about the strategy was positive. 68% students used to like Top-Down Strategy as a technique in teaching listening. Moreover, most of them wanted the strategy implemented as the strategy in teaching listening at their school.

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CHAPTER I

INTRODUCTION

A. Background

Languages play very important roles in communication. Language is a means to express ideas and feelings and information. Nowadays, mastering more than one language, especially English, is very useful to everyone in order to understand what happen in the world. As an international language, English plays important part in business communication, travelling and education.

Due to realizing the importance of English, Indonesian government involved English language in its national education curriculum. The English language course is implemented in elementary level and high school level. Also, it continues on higher education level.

As a foreign language, learning English is difficult for learners. Because they seldom to use English in course. To master English well, students' should master the four basic skills of English language. That skill are Listening, Reading, Speaking, and Writing.

As the nature of learning language, people pass the four stages. The first steps is Listen the utterance. The Second one is imitates what is heard by produce the same utterance. The Third is read the word script. The last one is write the letter. Those stages also happen in learning English. To understand English, students must have good receptive skills such as reading and listening. Since

those are important skills in acquiring language. Learning listening is very important for students so they can hear different accents and varieties than they just hear the teacher's voice with it is own characteristics.¹

Listening comprehension is the important one like the other skill. The phonological system of the language is acquired by listening and oral communication is impossible without a listening skill that is more highly develop than the speaking skill.²

In learning English, students not only have to know the different accents and varieties, they also have to know about the information from what they hear. They feel difficult to catch the idea because they are not familiar with certain topics. The reason is they have no idea related to topics. Therefore, it is important to activate their background schemata before they get the listening material. According to the schema theory, the process of comprehension is guided by the idea that input is overlaid by the pre-existing knowledge in an attempt to find a match.³ Students must relate the listening material to their background knowledge, so the listening material should be draw to their prior schema. Mental schemata is an aspect that support and enhancing comprehension of language

¹ Jeremy Harmer, *How To Teach English* (Malaysia: Pearson Education, 2001)pp97

² Chastain Kenneth, 1967, *Developing Second Language Skill: Theory To Practice*, USA: Rand Macnally College, Publishing Company

³ Ji Lingzhu, *Listening Activities for Effective Top-down Processing*, http://iteslj.org/Techniques/Lingzhu-Listening.html (Accessed on 17th March 2011)

processing. Activating knowledge of the world and applying this knowledge to new input greatly facilitates processing and understanding.

Listening is an active process that entails construction of meaning beyond simple decoding. Activation of what is known about the world clearly will help processing new input. In language learning activity it must included an authentic material to make the learners to know a complex context than spoken texts only. To make the students to master listening skill is by using proper listening strategy. Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategy is a strategy based on the listener knowledge. The listener brings into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge helps the listener to activate a set of expectations, interpret what is heard and anticipate what will come next.⁴

By using Top-Down strategy it can make students to conclude based on broad contextualized clues. Also, the teacher can provide materials that familiar such as predictable topics and cultural background. It will help the students to bring the listening life situation as well as developing listening comprehension of the language. Top-down processing consists of specific information about content

⁴ NN, *Strategies for Developing Listening Skill*, http://www.nclrc.org/essentials/listening/liindex.htm (Accessed on March 17th 2011)

regarding to real-life situations, procedures and participants. Using authentic tasks and giving listeners an idea about kinds of information to predict and what they will to do with it in advance of the actual listening may improve their listening comprehension.⁵

Hence, the researcher chose MAN Mojosari as the field of the study for a reason. Students of eleventh grade in there difficult in learning listening. Their score of listening is under average. It is caused by the strategy used are not allow them to explore information and knowledge they have. The strategy implemented concerns in identifying word and lexical meaning to seek the final message without enough explanation at the pre-listening stages. Students need a strategy that helps them to comprehend the material. They are needed to know the material not only based on what they heard, but also from their mind. On the other words, they need a strategy which help them to stimulate their mind about certain topics, so they can predict what the material is and not depend on what the teacher play on tape.

Therefore, the researcher wants to solve the problem by implementing a different strategy. Top-Down strategy is a strategy that uses students' background knowledge to predict the message from the material. It is appropriate to the students' problem. Hopefully, by using this strategy it can help the student of eleventh grade of MAN Mojosari to improve their ability to listen.

⁵Chao-Chi (Teresa) Yang, *The Dominant Listening Strategy of Low-Proficiency Level Learners of Mandarin Chinese: Bottom-Up Processing or Top-Down Processing*, http://contentdm.lib.byu.edu/ETD/imaange/etd1221.pdf (Accessed on 17th March 2011)

B. Statement of The Study

Based on the background above, the researcher concerns on the following research problems:

- 1. How does the teacher implement top-down strategy in teaching listening at eleventh grade of MAN Mojosari?
- 2. What is the progress of students' listening ability after the Top-down strategy implemented?
- 3. What are the students' responses after the strategy implemented?

C. Objectives of The Study

Based on the problems above, this study intends:

- 1. To understand the implementation of top-down strategy in teaching listening at MAN Mojosari.
- 2. To examine the students' progress after the strategy implemented.
- 3. To understand instead of know the students' response about the top-down strategy.

D. Significance of The Study

- 1. The result of the study will give contribution on information about teaching listening using top-down strategy, the step and the exploration of it.
- 2. The result of the study will benefit for students to be motivated in listening ability and to increase it.

3. The result of the study will benefit for readers to know about the use of *top-down* strategy.

E. Scope and limitation

The study is done in MAN Mojosari. Subjects of the study were students of eleventh grade. This research is limited to the strategy of teaching listening. Then analysis will be focused on the use of Top-down Strategy and improving students listening ability.

F. Definition of Key Terms

To avoid the ambiguous in the study, some definition are presented:

The use

It is an act of using something. In this study, it means using Top-down strategy in teaching listening.

Top-Down Strategy

A Strategy that use background knowledge to interpret and predict the information in a passage. In this study, it means to use students' background knowledge to predict the listening material.

Improve

Rise to a more desirable or more excellent quality or condition. In this study, it means to increase the ability of listening skill.

Listening

Listening is an activity to hear and understand what someone else says. Listening skills involve etiquette, asking for clarification, showing empathy and providing an appropriate response.⁶ In this study, it means that the listening activities are using top-down strategy.

In short, the thesis entitled *The Use of Top-Down Strategy to Improve Students' Listening Ability to Improve Students' Listening Ability at the Eleventh Grade of MAN Mojosari* is an effort to know the improvement of students' listening ability of eleventh grade of MAN Mojosari after the implementation of top-down strategy.

⁶ Http://Www.Ehow.Com/About_5127470_Definition-Listening-Skills.Html#Ixzz1m1d50nfk (Accessed on 20th March 2011)

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, review on some related theories and literature are presented.

This review is expected to serve as important background information for the discussion of the finding of the analysis.

A. The Teaching Listening

Listening is an activity to acquire the meaning and message of utterances that is heard. Listening process needs concentration and focus on thought upon one particular problem. Brown states "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning". This means that teaching listening is guiding the learner to accept and understand the listening section in order the students can understand the message. The message can be knowledge, skills, ideas, experiences, and many others.

Learners cannot acquire the message without some help from their teacher. Teacher's job is to help learners learn. This relates both the formal classroom process and learning outside the classroom. An effective teacher is:²

- 1. Understands learners' language needs and responds to them positively.
- Designs lesson which reflect the learners needs and develops their communicative skills.

8

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000)p. 7 ² Cora Lindsay with Paul Knight, *Learning and Teaching English*, (Oxford University press, 2006) p. 3-4

- 3. Monitors and corrects sensitively.
- 4. Provides feedback and encouragement when appropriate.
- Tells learners not to worry about making mistakes (part of learning process)
- 6. Encourages good learning habits inside and outside classroom
- 7. Keeps track of progress, gaps in learners' ability, and repeated errors
- 8. Creates an 'input-rich environment' in classroom
- 9. Encourages learners to read English text or listen to the radio in English.³

B. Kinds of Listening

Listening is important since it is provides the opportunity to hear another voices other than the teacher's. It is allow the students to comprehend good speaking behavior as a result the spoken English they acquire, and helps their own pronunciations. Here are some kinds of listening that can help students to improve their listening skill, they are:⁴

1. Extensive listening

Extensive listening is a listening activity where the teacher permit the student to choose what they want to listen and to do for pleasure and general

³ Cora Lindsay with Paul Knight, *Learning and Teaching English*, (Oxford University press,2006) p.

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2001)p.228-231

language improvement. Extensive listening usually take place outside the classroom. It can be in the students' home, car, or on personal stereos when they travel from one place to another. The motivational influence of such activity increases dramatically when students make their own choices about what they are going to listen to. It will help students in the clasrrom to adapt with native voices.

2. Intensive Listening

Intensive listening is a listening activity where teacher defines the material for the students. In this activity students are presented with some materials related to the curriculum. Intensive listening usually take place in the classroom. There are two kinds of intensive listening:

a. Intensive Listening: Taped Material

Many teachers use taped material, and use more resources on disk. The teachers play taped material this when they want their students practice listening. Using taped materials has a number of advantages and disadvantages:

1) Advantages: taped material allows the students to hear different variety of native voices than just from their teacher voice. It is a chance for them to know a variety of different characters, especially where people are talking in the real situation. Taped material is easy to carry and it available on the bookstores. Tapes are inexpensive things, and machines to play them are relatively economical.

2) Disadvantages: the first problem with taped material is when in big classrooms with poor acoustics, the sounds of taped and disk material often gives cause worry. It is difficult to make sure that all the students can listen in the same way. Another problem with the taped material is that all the students must listen the voice at the same speed. The voices speed is commanded by the taped, not by the listeners. Although this replicates the real situation, it is unsatisfactory when students have to seize information from the tape. Since they cannot interact by themselves with the tape speakers directly. Finally, having a group of people sit around listening to a tape recorder or disk player is not a natural activity.

b. Intensive Listening: Live Listening

A popular way to make sure a real communication is live listening. the teacher and or visitors come to the class and having conversation to the students. This has obvious advantages since students can interrupt and ask for clarifications. They can, by their expressions and attitude, indicates whether the speaker talk too slowly or too fast. Live listening can be involved the following forms:

1) **Reading aloud**: The teacher is reading aloud to a class with confidence and style. This allow the students to listen a clear spoken version of written text. Also, they can be absolutly enjoyable if the teacher is prepared intersting gesture or inviting a collegues to act out dialogues.

- 2) Story telling: Teachers tell story to give exellent listening materials. At any stage of the story, the students can interupt 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 enthusiat 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 subtitue for tape or disk, but it does offer an extra dimension to the listening experience over a series of lessons.

C. Principles for Teaching Listening Skills

In teaching listening, there are some principles teacher must be give attention. These principles are based on Brown:⁵

1. Include a focus listening in an integrated-skill course

The curriculum is dedicated to the integration of all four skills, but each of the separated skills deserves special focus in appropriate quantity. Spoken comprehension cannot be overtly "observed", teachers sometimes incorrectly assume that the input provided in the classroom will always be transformed into students mind.

2. Use technique that intrinsically motivating

Appeal to listeners' personal interest and goals, teachers should try to construct a technique that use background knowledge in such a way that students are caught up in the activity and feel self-propelled toward its final objective.

3. Utilize authentic language and context

Authentic language and real-world task allow students to see the relevance of classroom activities to their long term communicative goals. If the teacher gives natural text and artificial material, students will more readily dive into the activity.

4. Carefully consider the form of listeners' responses

⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (USA: Longman, 2005)pp 310-312

It is important for teacher to design techniques in such a way that students' responses indicate whether or not their comprehension has been correct.

There are some different ways to check listeners' comprehension:

- Doing; the listener responds physically to a command.
- Choosing; the listener selects from alternatives such as pictures, objects and texts.
- Transferring; the listener draws a picture of what is heard.
- Answering; the listener answers questions about the message.
- Considering; the listener outlines or takes notes on a lecture.
- Extending; the listener provides an ending to a story heard.
- Duplicating; the listener translates the message into the native language or repeats it verbatim.
- Modeling; the listener practices what they have heard.
- Conversing; the listener engages in a conversation that indicates appropriate processing of information.

5. Encourage the development of listening strategies

One of the teacher jobs is to equip students with listening strategies that extend beyond the classroom, draw their attention to the value of such strategies as:

- Looking for key words
- Looking for nonverbal cues to meaning
- Predicting a speaker's purpose by context of spoken discourse

- Associating information with one's existing cognitive structure (activating background knowledge)
- Guessing at meanings
- Seeking clarification
- Listening for general gist
- Various test-taking strategies for listening comprehension
- 6. Include both bottoms-up and top-down listening techniques.

Bottoms-up processing proceeds from sounds to words to grammatical relationship to lexical meaning to a final message. Top-down processing is bring from "a bank of prior knowledge and global expectations" and other background information (schemata) that listener bring to text. Bottom-up technique typically focuses on sounds, word, intonation, grammatical structures and other components of spoken language. Top-down techniques are more concerned with the activation of schemata, deriving meaning, global understanding, and the interpretation of a text.

D. Stages of Teaching Listening

In teaching listening, there are three stages must be followed. The stages of listening are: pre-listening, whilst-listening and post-listening. The explanations of those stages are:⁶

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⁶ Cora Lindsay with Paul Knight, *Learning and Teaching English*, (UK: Oxford University Press, 2006),p. 49-50

1. Pre-listening

In this stage, the activities will help the learner prepare what they will hear. It will help the learners by focusing their attention on the topic; activating any knowledge that they have about the topic and making it clear to the learner what they have to do. For example: discussing the topic or type of conversation with the learners, helping the learners to develop their vocabulary related to the topic, getting the learners to predict what they will hear, giving the learners information about the context, for example; who is talking or where they are, etc.

2. Whilst-listening

At the second stage, the activities are usually a type of task, for example filling in a chart, answering the questions, following a route in a map, making notes, etc. In this stage, teacher must prepare for question or task. Then the learner finding the answer or doing the task. For example: answering questions-comprehension (multiple choice, true or false), completing task (form, grid, chart, pictures, etc) using information that learners hear, following direction on a map, matching what will be said with a set of pictures, doing something in response to what learners hear.⁷

3. Post-listening

At the third stage, the activities which are checking learners' understanding of what they have been listening to, give feedback and

⁷ Cora Lindsay with Paul Knight, *ibid*, p. 53

strengthen what they have been learnt. The first thing to do as the teacher checks learners answer after they carried out the listening. The learner can compare the answers with each other and then teacher can check the answer with the whole class.⁸

E. Types of Listening Strategy.

Nunan and Lamb, in Woods book state a case for seeing good listeners as having 'bottom-up' and 'top-down' Listening skills. Here is the explanation about those skills:

1. Bottom-up strategy

Bottom-up is conventional processes in listening comprehension. Bottom-up skills are analytical. Listeners must combine sounds, word and grammatical lexical to create a meaning. Listeners demonstrating bottom-up skills 'connect the part of speech into its constituent sounds; link these them together to form clauses and sentences'. Bottom-up processes include: 10

- a. Retain input while it is being processed
- b. Recognize word divisions
- c. Recognize key word utterances
- d. Recognize transitions in discourse

⁸ Cora Lindsay with Paul Knight, *ibid*, p. 54

⁹ Caroline Woods, *Teaching and Assessing Skills in Foreign Languages*, (Cambridge University Press, 2005) p.30

¹⁰ Caroline Woods, *ibid*, p. 32

- e. Use knowledge of word-order patterns to identify constituents in utterances
- Recognize grammatical relations between key elements in sentences
- Recognize the function of word stress in sentences
- Recognize the function in sentences

2. Top-down strategy

Top-down skills involve the prior knowledge brought by listeners to the text. Such 'cultural' or 'world' knowledge helps the listeners to understand a text and bring meaning to it. This strategy need to activate the students' prior knowledge to guess what will they heard in the passage. 11 In top-down processes, the activities are: 12

- Use key words to construct the schema of a discourse
- Construct plans and schema from elements of a discourse
- Infer the role of the participants in a situation
- Infer the topic of a discourse
- Infer outcome of an event
- Infer the cause or effect of an event
- Infer unstated details of a situation
- Infer the sequence of a series of events
- Infer comparisons

¹¹ Caroline Woods, *ibid*, p. 30
¹² Caroline Woods, *ibid*, p. 32-33

- j. Distinguish between literal and figurative meanings
- k. Distinguish between facts and opinions

To teach using top-down strategy there are some steps to follow. The steps are: 13

- 1. Teacher explains what the students going to study.
- 2. Teacher introduces the topic about the passage that they would be hear by giving brainstorming (can showing pictures, questioning or game) to stimulate the students background knowledge.
- 3. Teacher gives substantial words that are important to comprehend the passage.
- 4. Students hear the passage.
- 5. Teacher gives exercise to the students related to text (giving question orally or text).

The top-down strategy is a strategy from meaning to language which emphasize on context. Hedge recommends the following strategies for top-down listening:¹⁴

 a. Listeners will work out the purpose of the message by considering contextual clues, content and setting.

¹⁴ Zerin Alam , Begum Shahnaz Shinha , *Developing Listening Skills for Tertiary Level Learners*, The Dhaka Journal of Linguistic, 2009, Dhaka University

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¹³ Alfin Fauziyah, *Teaching Reading Comprehension Using Top-Down and Bottom-Up Technique in SMU Muhammadiyah 3 Surabaya*(Unpublished Thesis, 2006) p. 36-42

- b. Listeners will activate schematic knowledge and bring knowledge of scripts into play in order to make sense of content.
- c. Listeners will try to match their perception of meaning with the speaker's intended meaning, and this will depend on many different factors involved in listening, both top-down and bottom-up.

Based on Steven Brown statements, students need both bottom-up and top-down processing skills in listening practice. Students must hear some sounds (bottom-up processing), hold them in their working memory for a few seconds to connect them each other and then interpret what they have just heard before something new comes along. At the same time, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge and schemata.¹⁵

Besides top-down and bottom-up, there are also some listening strategy, there are:

a. Metacognitive strategy

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- 1) They decide which listening strategies will best serve a particular situation.
- 2) They monitor their comprehension and the effectiveness of the selected strategies.

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¹⁵ Steven Brown, *Teaching Listening*, (Cambridge: Cambridge University Press), p.3

3) They evaluate by determining whether they have achieved their listening goals. 16

b. Cognitive Strategy

Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.

- Comprehension processes: Associated with the processing of linguistic and nonlinguistic input
- 2) Storing and memory processes: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory
- 3) Using and retrieval processes: Associated with accessing memory, to be readied for output.¹⁷

c. Interactive Strategy

Interactive strategy combines top-down strategy and bottom-up strategy. One cannot always arrive at the meaning of a text by solely depending on previous knowledge and context and neglecting the text, the words, grammar and intonation/stress. Hedge points out the two processes are mutually dependent

¹⁷ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008)p. 11

¹⁶ NN, *Using Listening Strategies*, http://eff.cls.utk.edu/toolkit/support_listening_strategies.htm (Accessed on 17th March 2011)

and function simultaneously. She considers that linguistic information; contextual clues and prior knowledge must interact to create comprehension. ¹⁸

F. Review of Previous Study

Based on the finding of the study, researcher read some previous study that has some similarity in skill and technique with researcher study.

The first study is *Strategies of Teaching Listening at English Education*Department of IAIN Suntan Ample Surabaya by Abdul Ghafur¹⁹. In this study Ghafur discuss about the listening strategies applied in teaching listening to PBI²⁰ students of semester II, the difficulties encountered by the lecturer in teaching listening and the respond of the PBI students to the strategies that applied by the lecturer.

The results of the study are there are three strategies that use by the lecturer. There are top-down strategy, bottom-up strategy, and interactive strategy. For the second question the result are the lecturer felt some difficulties in teaching listening. When the lecturer applied top-down strategy, he felt difficult in giving understanding about the context to the students when the topic was not common enough in Indonesia and felt difficult when he gave them visualization on prelistening stage as an illustration for them. In applying bottom-up strategy, the lecturer said that some o materials in listening were not formal forms, which were

¹⁹ Abdul Ghafur, Strategies Of Teaching Listening At English Education Department Of IAIN Sunan

¹⁸ Zerin Alam, Begum Shahnaz Shinha, *Ibid*.

Ampel Surabaya (IAIN: Unpublished Thesis, 2010)

²⁰PBI : English Language Education Department

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 the interview the teacher said that top-down and bottom-up technique is suitable to use in advance level class.²¹

The main point that distinguishes the researcher study and this study is the skill. Alfin study's is using the top-down strategy in teaching reading comprehension. Therefore, the researcher study is using top-down strategy in teaching listening.

 $^{^{21}}$ Alfin Fauziyah, Teaching Reading Comprehension Using Top-Down and Bottom-Up Technique in SMU Muhammadiyah 3 Surabaya(Unpublished Thesis, 2006)

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the description of the research method used in this study. It is designed to answer the statement of the study that stated in the chapter I. In this chapter the researcher will present the research design, the research procedure, and subject of the study, data collection technique and data analysis technique.

A. Research Design

The design of this study is collaborative classroom action research. In this study, the researcher collaborates with the English teacher at eleventh grade of MAN Mojosari.

In this study, the researcher became the observer who observes the teacher and students' activities when the teaching and learning process take place. Therefore, her collaborative teacher (the English teacher at school) will teach the students using top-down strategy.

This study was done in four meetings. In the first meeting was not use topdown strategy because for first meeting it used for pre test. For next three meetings the researcher implemented top-down strategy.

The first step to study is begun by conducting preliminary study in teaching listening at MAN Mojosari. In the first preliminary study, the researcher met the

headmaster of MAN Mojosari and talked about the plan to do research in the school. In the second preliminary study, the researcher met English teacher for an informal interview to know about listening activity and students' achievements.

In the planning step, the researcher and the English teacher prepared about the lesson plan, instructional materials, media and the instrument. In the implementation step, the researcher implemented the top-down technique in the classroom based on the plan that has been made. In the observing step, the researcher collects the data, how does the top-down be implemented in teaching listening. In the reflecting, the researcher focused on making judgment whether the study is successful or not. In the next cycle, the researcher and her collaborative English teacher made some revision for the teaching strategy whether the previous cycle is not success.

B. Subject of the Study

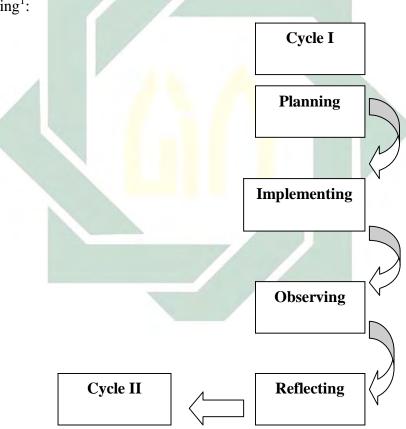
The subjects of the study are the students in the eleventh grade. The researcher chose the eleventh grade because she has assumption that the listening comprehensions of the students are quite good. Due to top-down technique, it is suitable to the intermediate students.

In MAN Mojosari there are seven classes in eleventh grade. One class in eleventh grade consists of 35 students. From XI IPA 1 until XI IPA 4 and XI IPS 1 until XI IPS 4, the researcher chooses XI IPA 1 because according to the

English teacher there, the students' quality of English language in that class are quite good than others.

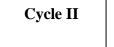
C. Research Procedure

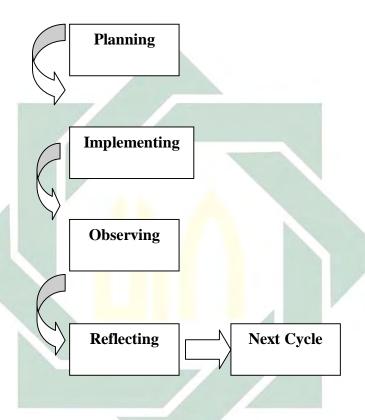
Based on Prof. Dr. Nana Syaodih Sukmadinata model, the study conducted under the following procedures: planning, implementing, observing and reflecting¹:



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 $^{^{1}}$ Prof. Dr. Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2007)pp. 141





1. Planning

In the collaborative classroom action research, the researcher and her collaborative English teacher make a preparation to be implemented based on the result of the preliminary study. At this stage, both of them prepare suitable model of lesson plan, instructional material, and the instrument.

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

the use of top-down strategy to improving students' listening ability is failed.

Formula:
$$x = \frac{\sum x}{N}$$

x: Mean of the scores (showing he degree of the effectiveness)

 $\sum x$: The sum of the scores

N : The number of the student

The fourth is questionnaire. This instrument is used to gather information to find out what students exactly feel after the implementation of top-down. The questionnaire consists of 15 questions. The details about the questionnaire are presented below:

Table 3.1 Questionnaire Details

No	Indicator	Number
1	Students' difficulties on	1,2,7,8,9
	- English	
	- Listening	
	- Topic	
2	Students' responses on the	3,4,12,13,14,15
	implementation of top-down in teaching	
	listening	
3	Students' activities (exchange the	5,6
	information, giving comments to others,	
	etc.)	
4	Teachers' role	10,11,

2. Implementing

After making the plan, the researcher and her collaborative implement the top-down technique to the class. The English teacher will teach listening course based on the lesson plan has been made.

3. Observing

Observation is carrying out to identify the classroom activities during the teaching and learning process. It will achieve while the action is being implemented. The result of observations can be the input for the teacher in the next meeting.

4. Reflecting

Reflection is included with analysis and feedback. The result of the reflecting could be input to the next cycle to be better.

D. Data Collection Technique

In this study, the researcher uses two ways of collecting the data, they are:

1. Observation

Observation is an evaluation by observing to the objects directly, accurately and systematically.² This observation is about the situation of teaching and learning process when the teacher implements the top-down technique in teaching listening. The situations that will be observed are about

² Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: PT. BPFE, 2001), p. 57

how teacher implements the technique, how students' activities are, and how the materials are.

The activity must be followed by giving thick sign (V) to the observation checklist and making note to the object which is observed.

The researcher will observe about the situation in the classroom (the teacher and student activity) and the material using top-down.

2. Questionnaire

Questionnaire is the second step to collect the data. Questionnaire is some questions to the students about some problems that have purpose to get opinion of the students.³ The students must answer about the question based on what they got after the teacher applied the top-down in teaching listening.

There are some questions to know the students' responses. The questionnaire are built to find out what the students do with the material given, what students response on task given, and find out the difficulties that might arise during the lesson as long as the top-down strategy implemented. Questionnaire can be open and closed. It can be open if the students answer the question based on their belief. It can be closed if the answers are presented.4

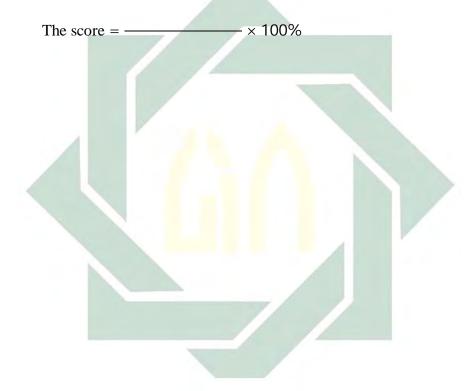
³ Ibid,p. 54 ⁴ Ibid, p.54

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.

For the third question the researcher will explain the students' response which is collected using questionnaire. The result of each question will be counted to get the result. The researcher will use percentage scale to describe the result of each question. The result of the questionnaire will be counted with the following formula:



CHAPTER IV

RESULT AND DISCUSSION

This chapter consists of the findings in research. In this chapter also present the discussion about the implementation of top-down strategy, students' listening progress, and students' response to the top-down strategy.

A. RESULT

1. The Result Of The Implementation of Top-Down Strategy

The following describes the use of top-down strategy to improve the students' listening ability. The description was from the first cycle until the fourth cycle.

a. First Cycle

The first cycle was conducted on September 29, 2011. The subjects were the students of XI IPA 1. There were 28 students, but one of them was absent. The researcher and the English teacher collaborated in implementing the technique. The English teacher, the name is Mrs. Umi Eni Rifa'ah, taught the students and the researcher became the observer. In listening section, the teacher did not use tape because there was a native speaker from USA; the name is Maggie, an American Corps volunteer who will read the text.

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 observes 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

singer, Madonna, that Madonna always jogging in the morning every day. After that the teacher closed the lesson.

3) Observing

In the first meeting the students was taught by the conventional technique of listening. The material used was quiet not make the students interested because it not new thing for them. Only some new information they get from this material.

The teacher gave little explanation in the beginning of the class and many after the task given. She dominated the class too much when she used this technique.

4) Reflecting

From the first meeting, the researcher found some problems when the teacher teaching listening. The students difficult to catch the main point of the lesson and cannot fill the task because they get little information about the material before it given. Therefore, teacher had to give stimulation about the material before it given. Teacher could give some vocabularies, doing questioning, brainstorming or games.

b. Second Cycle

The second meeting was held on October 6, 2011. The English teacher and the researcher collaborated in implementing the technique. The English teacher, name Mrs. Umi Eni Rifa'ah taught the students and the researcher became the observer.

1) Planning

In this meeting the researcher and English teacher apply the top-down strategy. The teacher makes the lesson plan based on the reflection of previous meeting. Based on the previous meeting, the researcher and English teacher provided some vocabularies that had correlation with the material given. The teacher gave some stimulation by giving them some questions. The teacher chose questioning technique because the students were used to do questioning section in English course. The Topic given should be suitable with the basic competence. The topic was Halloween. The material was taken from textbook. The researcher and teacher chose this material because the students are going to study about passive voice. Also, it coincided in October, the month that Halloween usually held. Therefore, the material will be read by Miss Maggie because the teacher would not use tape.

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.

4) Reflecting

At the second cycle, the problem that researcher find out is the students still got difficulty to answer the missing words even though they already get the information of the material. Therefore, the teacher should use the appropriate technique to stimulate the students' knowledge.

c. Third Cycles

The third meeting was held on October 13, 2011. The English teacher and the researcher collaborated in implementing the technique. The English teacher, name Mrs. Umi Eni Rifa'ah taught the students and the researcher became the observer.

1) Planning

In this meeting, the researcher and English teacher used topdown strategy. The teacher and the researcher made the lesson plan based on the reflection from the previous meeting. Based on the previous meeting, the researcher and English teacher used brainstorming technique to make students easy to answer the questions. The brainstorming was not like the common one. The technique was to guess the answer of the test based on the context. The students will be given the material and they must predict what the answer is based on the context. Then, before they listened the passage, they had to write their possibilities answer to the white board. After that, the teacher read the passage. The material topic was kangaroo, a kind of report text. The material was taken from textbook. Therefore, the text will be read by Miss Maggie.

2) Implementing

The teacher opened the lesson. She said that at that day they will have listening lesson again. The students were very enthusiastic to get listening section again. Then, she told the material they were going to study. The teacher asked them what is the most famous animal found only in Australia. They answer kangaroo and she told them that today they will get material about kangaroo. The topic was interesting for them.

After that the teacher gave them the material. The material was a text with some blank words and they had to fill in that. She asked them to make some possibilities about the answers of the blanks word. They had fifteen minutes to fill in the blanks with their answer. She said that they could use dictionary to find the difficult words.

After fifteen minutes, the teacher asked the students what were their answers. They wrote the some possibilities answers in the whiteboard voluntarily. In every number, there was more than one answer.

After they write the possibilities answer, Miss Maggie read the text carefully three times. The students heard and corrected their first answer. They could easily to find the answer because they already have possible answer. After Miss Maggie finished read the text, the teacher asked them to collect the task.

Furthermore, the teacher asked them to underline the right answer on the white board based on what they heard. They underline the answer voluntarily. After that, they discuss about the characteristic of kangaroo. Teacher asked them what kangaroo food, the anatomy and the kind was. After all, she closed the lesson.

3) Observing

At the third cycle the material used was interesting. Students could know about the endemic animal of Australia. Also, they could figure out kangaroo specifications and its relatives.

The teacher gave them much time to elaborate the text and the answer. She guided them and gave clear instruction. The technique that used helped them to find the answer. Also, she explained the material while the students guess the answer. Although it was help to find the answer, they only get information from the text and limited to it, because they only focused on the answer.

4) Reflecting

In this third cycle the problem that researcher found is that this kind of brainstorming can help the students to find the answer, but not to make them understand the whole text. Furthermore, the teacher should chose technique that can make students understand the material and could answer the task.

d. Fourth Cycle

The third meeting was held on October 20, 2011. The English teacher and the researcher collaborated in implementing the technique. The English teacher, name Mrs. Umi Eni Rifa'ati taught the students and the researcher became the observer.

1) Planning

In this meeting the researcher and English teacher implemented top-down strategy. Based on the previous meeting, the researcher and English teacher decided to use questioning and brainstorming technique. The teacher and researcher thought that by using those technique students could understand and answer the task easily. Also, the researcher used some pictures to attract students' attention and to make students easier to draw the material. The material still a report

text, the topic was about Bear. It was taken from textbook. Miss Maggie will read the text.

2) Implementing

The teacher starts the lesson and greets the students. She said that they will study listening. She told them the material that they were going to study. The topic was about bear, it is a kind of report text.

She showed them a picture. It was a polar bear picture. Then she asked them what picture it was. The students answered it was a bear. She asked again, what kind of bear it was. Some students did not answer and some of them said it was polar bear. She asked again, in what pole it lived. Some of them said North Pole and some of them said South Pole. She corrected their answer that it lived in North Pole. Then she asked another thing that has relation with polar bear. Students answered what they know about that. Then, she explained about the polar bear to them. After that, she asked some vocabularies that has relation with the topic.

After she explained about polar bear, she gave the material to the students. The material stills a text with missing words. Then, the students must predict what the missing words are. They had ten minutes to predict the words. Then when they finished predicting the answer, the teacher asked the students what the answer. They stated their answer and the teacher wrote them in whiteboard. She wrote all

the students' possibilities answer and in each number there were more than one prediction answer. When she finished writing, they were ready to hear the whole text.

The teacher pleased Miss Maggie to read the text. Miss Maggie read the text three times. The students heard the teacher in full concentration. They corrected their prediction answer with the words they heard. They corrected the answer easily because they already got some information about the topic.

Although the students understood the topic and could answer the task, it took much time. When the native speaker finished reading the text, the bell rang. Consequently, the teacher cannot asked the students' answer after they listen the text and she cannot correct their wrong pronunciation. The other consequent is that the researcher cannot give them the questionnaire in that day. Therefore, the researcher must give the questionnaire the next day, at next English lesson.

3) Observing

At this last meeting the material given is quite interesting. Students can know about one kind of bear, polar bear. They were enthusiastic to know information about polar bear and they could know the descriptions of polar bear.

The teacher could organize the students. She gave them clear instruction and corrected the students answer in questioning session. She also attracted the students' attention by showing them the picture of polar bear. By combining questioning and brainstorming technique students are able to understand the material and also able to answer the task easily. Even though they could answer the task easily, it took much time. Since in questioning session it took quite much time to explain and draw the material. Then, they had to guess the answer and write the possibility answer in the whiteboard.

4) Reflecting

In this last meeting the researcher found that by combining two technique of top-down strategy, the students were able to answer the task easily and understand the topic. In spite of that, it took many times to do those techniques in one time. Even though the students could answer the task easily and understood the material, it was not effective to use both questioning and brainstorming in one time.

2. Score of The Students

The results of the listening assessment in each cycle are presented below. The score of each student are mentioned in the following table:

Table 4.1 Students' Listening Score

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 80 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.))))))))))
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18 Nanda Dwi Ida R 70 90 90 10)
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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 90)
23 Rita Nur A. 60 80 80 10)0
24 Siti Fatimatuz Z. 50 50 60 70)
25 Siti Khumairah 60 80 90)

26	Siti Nuril Aini	30	40	60	80
27	Suroyya Firdaus	50	60	70	90
28	Windy Y. S.	50	50	60	70
Total Score		1450	1800	2020	2320
Mean		51	64	72	82

3. The Result Of Questionnaire

To know about the students' responses, the researcher gave questionnaires to the students and analyzed it. In the questionnaire, the researcher uses 15 questions. Below is the result of the questionnaire which was given to the students. The questionnaire was not given in the last meeting, but in the next English lesson.

To make the result clear, the researcher analyzed result of every number of the question one by one. To measure about the students' responses, the researcher used the pattern below:

The score =
$$\longrightarrow$$
 × 100%

The questions in questionnaire can be seen in Appendix. And the results of questionnaire were:

For question number 1, do the students like English? The results are:

Table 4.2 Result of Question Number 1

No.	Criteria	Result
1.	Sangat suka	20%
2.	Suka	60%
3.	Kurang suka	16%
4.	Tidak suka	0%

For question number 2, do the students like listening lesson? The results are:

Table 4.3 Result of Question Number 2

No.	Criteria	Result	t
1.	Sangat suka	16%	
2.	Suka	44%	
3.	Kurang <mark>su</mark> ka	8%	1
4.	Tidak su <mark>ka</mark>	4%	

For question number 3, do the students need to know the rules of top-down strategy? The results are:

Table 4.4 Result of Question Number 3

No.	Criteria	Result
1.	Sangat perlu	16%
2.	Perlu	52%
3.	Kurang perlu	28%
4.	Tidak perlu	4%

For question number 4, do the students like the implementation of top-down in listening? The results are:

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.	C rit <mark>eri</mark> a		Result	
1.	Sangat membantu		28%	
2.	Memban <mark>tu</mark>		52%	1
3.	Kurang membantu	1	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%

For question number 7, are there progressions in listening when topdown strategy implemented? The results are:

Table 4.8 Result of Question Number 7

No.	Criteria	Result
1.	Sangat ada	16%
2.	Ada	60%
3.	Kurang ada	20%
4.	Tidak ada	4%

For question number 8, do the students often find difficulties in topdown strategy? The results are:

Table 4.9 Result of Question Number 8

No.	Criteria Cri	Result
1.	Sangat sering	16%
2.	Sering	60%
3.	Kurang sering	24%
4.	Tidak sering	0%

For question number 9, do the students often ask the teacher if they get difficulty? The results are:

Table 4.10 Result of Question Number 9

No.	Criteria	Result
1.	Sangat sering	24%
2.	Sering	48%
3.	Kurang sering	28%
4.	Tidak sering	0%

For question number 10, does the teacher correct the students' mistakes? The results are:

Table 4.11 Result of Question Number 10

No.	C riteria		Result	
1.	Sangat sering		44%	
2.	Sering		52%	7
3.	Kurang sering	\boldsymbol{A}	0%	
4.	Tidak sering		4%	

For question number 11, does the teacher often motivate the students to participate in listening with top-down strategy? The results are:

Table 4.12 Result of Question Number 11

No.	Criteria	Result
1.	Sangat sering	36%
2.	Sering	64%
3.	Kurang sering	0%
4.	Tidak sering	0%

For question number 12, does the teacher dominate the class in listening with top-down strategy? The results are:

Table 4.13 Result of Question Number 12

No.	Criteria	Result
1.	Sangat sering	20%
2.	Sering	68%
3.	Kurang sering	4%
4.	Tidak sering	8%

For question number 13, does the topic given interesting? The results

Table 4.14 Result of Question Number 13

are:

No.	Criteria Criteria	4	Result
1.	Sangat menarik		8%
2.	Menarik		68%
3.	Kurang menarik		20%
4.	Tidak menarik		0%

For question number 14, does the topic given help students active in listening with top-down strategy? The results are:

Table 4.15 Result of Question Number 14

No.	Criteria	Result
1.	Sangat membantu	20%
2.	Membantu	56%
3.	Kurang membantu	20%
4.	Tidak membantu	0%

For question number 15, does top-down strategy need to apply in the school? The results are:

Table 4.16 Result of Question Number 15

No.	Criteria	Result
1.	Sangat perlu	24%
2.	Perlu	60%
3.	Kurang perlu	12%
4.	Tidak perlu	0%

B. DISCUSSION

1. The Implementation Of Top-Down Strategy

The implementation of top-down strategy was implemented in three different ways in three meetings. It starts from cycle 2 until cycle 4. At the first cycle the researcher implement the technique usually used by the English teacher.

In the first meeting, the researcher implements the technique usually used in teaching listening. In this meeting, the teacher activity in choosing the kind of task which relevan to one of principal in teaching listening, *carefully considers the form of listeners' response.*, she chooses text with missing words to check listener comprehension. It makes the students easier to answer the

¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (USA: Longman, 2005)pp 310-312

question and check their comprehension based on their level. However, it will be difficult for them to answer the question if she used a subjective question. Although she used a simple task to check the comprehension, they still have difficulty in answer the question because they are not given the important information about the material. Because the activity only retain input while it is being processed (bottom-up activity), so they know the information from what they listen only.

In the second meeting, the teacher uses the top-down strategy. Students like this technique and seem more motivated. The teacher use principal in teaching listening, use technique that intrinsically interesting.² It shows when the teacher chooses questioning technique to draw the inferences. The students were very enthusiastic because the material is new for them. She also gives some important vocabularies to stimulate their mind to prepare it for answering the question. She also asks question about things that have relation with the material. For example, she asked about where Halloween commonly occurs and why do people celebrate Halloween. It is also compatible with the top-down activities that stated in Woods book, use key words to construct the schemata of a discourse.³ Even though the teacher already followed the top-down strategy steps, the students have difficulty in answer the blanks. Because the information they get is related to material but not specific to the question.

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² H. Douglas Brown, *ibid*, pp 310-312

³ Caroline Woods, *Teaching and Assessing Skills in Foreign Languages*, (Cambridge University Press, 2005) p.30-33

In the third meeting the teacher chooses brainstorming technique to guess the answer of the question. This activity is compatible with looking for key words, and also associating with one's existing cognitive structure. The students are instructed to guess the answer based on the text context. In this activity, students cognitive play important role. This activity is not quite suitable for top-down technique in term of understanding the material, but it is suitable to guess the answer and the meaning of the task.

In the fourth meeting, the teacher uses questioning and brainstorming technique. These technique are compatible with principal in teaching listening, use technique that intrinsically interesting. The students were very enthusiastic because she uses picture in questioning session. She also uses brainstorming to guess the answer. It is compatible with teaching listening principal, looking for key words and associating with one's existing cognitive structure. However, the teacher already followed the steps of teaching listening using top-down strategy by focusing on activating the schemata and seeking the key words.

Based on that explanation, the teacher already followed the steps of topdown strategy according to the top-down strategy steps revealed in the Alfin Fauziah thesis. In conclusion, the implementation was success using three different techniques in activating the schemata.

⁴ Caroline Woods, *ibid*, p.30-33

⁵ H. Douglas Brown, *ibid*, pp 310-312

⁶ H. Douglas Brown, *ibid*, pp 310-312

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 impressing. 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.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestion. The conclusions and suggestions are based on the result of the study.

A. CONCLUSION

Based on the previous chapter the researcher concludes the result of the research problem.

- 1. The teacher implemented top-down strategy using three different techniques. At the first meeting teacher used questioning technique, the second meeting she used brainstorming technique, and the third meeting was the combination of questioning and brainstorming technique. When the teacher used questioning technique, students were able to understand the material but difficult to answer the task. When she used brainstorming technique, students were able to answer the task easily but not too understand the material. Also, when she used the combination of both techniques, students were able to answer the task and understood the material but it take much time.
- 2. The progress of the students was good for some reasons. Such as the average score and students' progress. The average progress is 51 in first meeting, 64 in second meeting, 72 in third meeting and 82 in fourth meeting. All students' score improved, two of them got significant

progress, the first student got 30 at the first meeting and become 80 at the last meeting and the second one got 30 at the first meeting and become 70 at last meeting. Also, two of them get perfect score at the last meeting. On the other words, the students' listening score progress were significant, but it was unmaximal.s

3. The students' response of the top-down strategy was positive in some ways. It shows in students' preference in top-down strategy, 68% students like top-down strategy as the technique in teaching listening. Furthermore, 84% students want the top-down strategy implemented in their school. In conclusion, most of the students like the top-down strategy, but there are some students who do not like the technique. Also, students interested to implement the top-down strategy as the technique in teaching learning.

B. SUGGESTION

Based on the result of the study and the researcher observation during the study, there were some point that can be consideration and suggestion. There are:

1. For the teacher, Top-down strategy was good for teaching listening.

Teachers can use questioning technique in the top-down strategy if teachers want the students understand the material and use brainstorming if teachers want students able to answer tasks easily. Also, teachers can

- use combination of both techniques if teachers have quite long time in teaching listening.
- 2. Teachers can use top-down strategy to develop students listening score more than the result of the researcher study. Teachers can use the technique to make students listening score progress more maximal in average and students' progress.
- 3. For the next researcher, they can complete the researcher study by find out the reason why students like and do not like top-down strategy. Also, they can find out the reason why students interested to implement the top-down strategy as the technique in teaching listening.

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