



## Using Top-Down And Bottom-Up Strategy To Facilitate Students' Listening Skill At The Eleventh Graders Of MA Mazro'illah Lubuklinggau

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**Abstract.** *This research aims to prove whether top-down and bottom-up strategies can facilitate students' listening skills at level eleven of MA Mazro'illah Lubuklinggau. This research used pre-experimental methods. The population of this research was class XI MIPA students with a sample of 18 students. The sample used in this research was purpose sampling. In this study, researcher used written tests which were given twice, namely pre-test and post-test. In this study, researcher analyzed data using individual scores, normality tests and paired t-tests. The results of this study were that there were 4 students who passed and 14 students who failed the pre-test, while in the post-test the number of students who passed increased, namely 16 students and 2 students who failed the post-test. The students' average score on the pre-test was 48.05 and the average score on the post-test was 84.86. The results of the paired t-test is 8.53 and  $t_{table}$  is 1.740 it means that  $H_0$  is rejected and  $H_a$  is accepted. In conclusion it is significantly effective to use Top-down and Bottom-up strategy to facilitate students' listening skill at the eleventh graders of MA Mazro'illah Lubuklinggau.*

**Keywords:** *Listening Skill, Strategy, Top-Down and Bottom-Up.*

**Abstrak.** Penelitian ini bertujuan untuk membuktikan apakah Top-down dan Bottom-up strategy bisa memfasilitasi keterampilan mendengarkan siswa pada tingkatan sebelas dari MA Mazro'illah Lubuklinggau. Penelitian ini menggunakan metode pre-experimental. Populasi dari penelitian ini adalah siswa kelas XI MIPA dengan sampel berjumlah 18 siswa. Sampel yang digunakan pada penelitian ini adalah purpose sampling. Penelitian ini menggunakan tes tertulis yang diberikan dua kali yaitu pre-test dan post-test. Dalam penelitian ini, analisis data melalui skor individu, uji normalitas dan paired t-test. Pada penelitian ini terdapat 4 siswa yang lulus dan 14 siswa yang gagal pada pre-test, sementara pada post-test jumlah siswa yang lulus mengalami peningkatan yaitu 16 siswa dan 2 siswa yang gagal pada post-test. Nilai rata-rata siswa pada pre-test adalah 48,05 dan nilai rata-rata pada post-test adalah 84,86. Hasil dari paired t-test yaitu 8,53 dan  $t_{table}$  adalah 1.740 itu berarti  $H_0$  ditolak dan  $H_a$  diterima. Kesimpulannya yaitu penggunaan strategi Top-down dan Bottom-up efektif untuk memfasilitasi keterampilan mendengarkan siswa pada tingkat sebelas dari MA Mazro'illah Lubuklinggau.

**Kata kunci:** Kemampuan mendengar, Strategi, Top-Down dan Bottom-Up.

### 1. INTRODUCTION

English has four skills, namely writing, speaking, reading and listening. This research focuses on listening skills. Listening is key to all effective communication. Listening is one of the skills to recognize and know what the speakers are conveying. It is also a complete activity for helping the students to understand what the speakers say because of that, they can activate their previous knowledge (Camelia, Aditya, & Ridwan, 2021). Listening is still a difficult skill to master as it is a process that requires a high degree of focus to understand and respond to the intent of a conversation.

According to Maulida (2018) there are several problem in learning listening such as Cultural differences, Quality of Recorded material, Unfamiliar Vocabulary, Length and Speed of the Listening and Lack of Concentration. In another research, Hamouda (2013) stated to help students improve their listening skills language teachers should understand student's listening difficulties in understanding listening texts and instruct effective listening strategies to help students solve their listening. Based on this problem the teachers need strategy to facilitate students' listening skills.

In teaching listening, there are many strategies can used by teacher in the classroom such as teacher gives audio and video to students and the teacher play audio record or video, after that the teacher ask about what students hear from the audio record or video. It is related to the research of Khoiriyah, Ramasari and Syaprizal (2023) that using video is effective for teaching listening. There are many strategies that can be used to help students learn one of them is Top-down and Bottom-up strategies.

Top-Down and Bottom-Up strategy is one of all strategy can be used in learning listening. According to Batova (2019) Top-Down is broadly the converse of Bottom-Up. Top-down strategies in listening include activities that build meaning based on assumptions and get goals and conclusions. Bottom-Up processing refers to the understanding of the information process by sound analysis, word meaning or grammar. The purpose of using Top-Down and Bottom-Up Strategy is because both of the processing are connected, while they listen to the audio, the students can use their knowledge background (top-down) to predict the topic and then they will find the words which are related to the topic that they are hearing in the audio (bottom-up), this strategy can make students easy to understand the topic. Furthermore, the researcher interested to conducting this research.

## **2. LITERATURE REVIEW**

Teaching is the interaction of teachers and students in the learning process. According Brown (1987:8) Teaching is guiding facilitating learning, enabling to learn, setting conditions for learning. The teacher only acts as a facilitator, guide, motivator and instructor. Teaching is an activity in learning process between teachers and students there is communication and feedback. In teaching, teachers and students can effective interaction in learning process, teaching is implementation carried out by teachers to provide knowledge and skills to students.

According to Hijriyah (2016: 17) that listening is the event of capturing sound stimuli through the five senses of the listener, which occurs when we are aware of the stimulus, while listening is a hearing activity that is carried out deliberately attentive to what is heard, while

listening to the intensity of his attention to what is heard. On other hand, Listening skills are one of the basic ways of communicating and learning which includes understanding, interpreting, and evaluating messages correctly (Kansizoglu & Yildiz, 2022). According to Brown (2000) there are some kinds of listening that can help students to improve their listening skills such as:

- a. Intensive Listening: the broader perception of language components such as phonemes, words, intonation, and discourse markers.
- b. Responsive Listening: listening in a relatively short form, such as a greeting, question, command, comprehension check and the response given is also the same as short.
- c. Selective Listening: hearing only certain parts or scanning the indicated information.
- d. Extensive Listening: a listening activity where the teacher permit the student to choose what they want to listen and to do for pleasure and general language improvement.

Top-down and Bottom-up strategy can facilitate students to learning the material well. Top-Down strategy refers to the use of background knowledge in understanding the meaning of a message (Richards, 2008) and according to Schwart (1998:6) that bottom-up strategies are text-based the listener relies on the language in message that is combination of sounds, words and grammar that creates meaning.

According to Mandarani (2019) there are some activities in the classroom using Top-down and Bottom-Up as strategy. Pre-Listening, the teacher informs the context in the audio, students build the context according to what they hear, the teacher provides key vocabulary words from the audio and students look for important vocabulary from the audio. While listening, students determine what is important and not important to understand, the teacher asks students to focus attention on important words, the teacher checks students' answers and explains them and monitors difficulties in listening and the teacher gives direction to students to focus on determining the meaning of vocabulary, sound and meaning of words. Post listening, the teacher asks questions and asks students to answer questions so that students are active and students infer the meaning of new words from the existing context and conclude the material that has been studied.

### **3. METHODOLOGY**

In this research, the researcher used quantitative method with pre-experimental design. The collecting the data the researcher used pre-test to know students' understanding and achievement in listening skill after that the researcher gave treatment and the last gave post-test to know about the progress of students listening skill in understanding the material. This

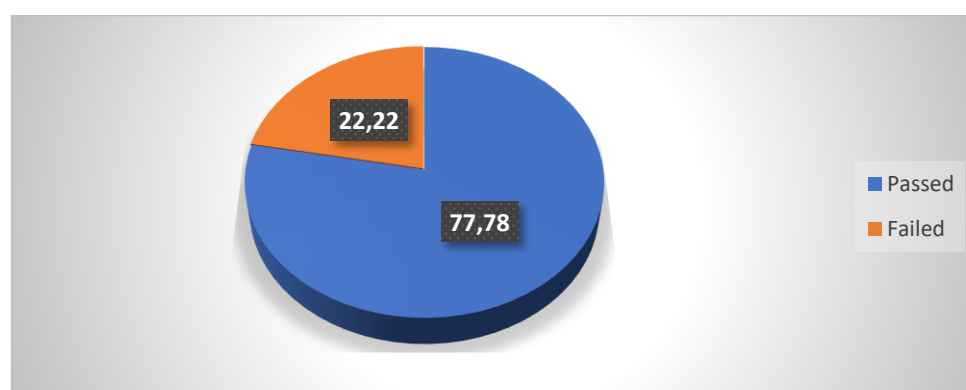
research conducted at MA Mazro'illah Lubuklinggau as the location of this research. The subject was the eleventh graders of academic year 2023/2024 in the class XI.MIPA 2.

#### 4. FINDING AND DISCUSSIONS

##### 1. Individual Score

##### a. The Students' Score in Pre-Test

The pre-test was carried out to see students' understanding and ability to comprehend the information received. The pre-test is carried out before giving treatment to students. The instrument used in this pre-test is a written test which consists of 5 questions by completing the missing words and 5 essay questions furthermore, total of questions is 10 questions and the researcher gives 40 minutes to take the test. There were 18 students who took the pre-test taken from class XI MIPA 2. The highest students' score was 95. The highest score was achieved by one student and the lowest students' score was 22.5 which was achieved by two students. The average score for the pre-test was 48.05. Furthermore, from the results of this student's pre-test it can be said that learning before using Top-down and Bottom-up strategies on Song material was still low. The results of pre-test can be seen in the following chart 4.1 below:



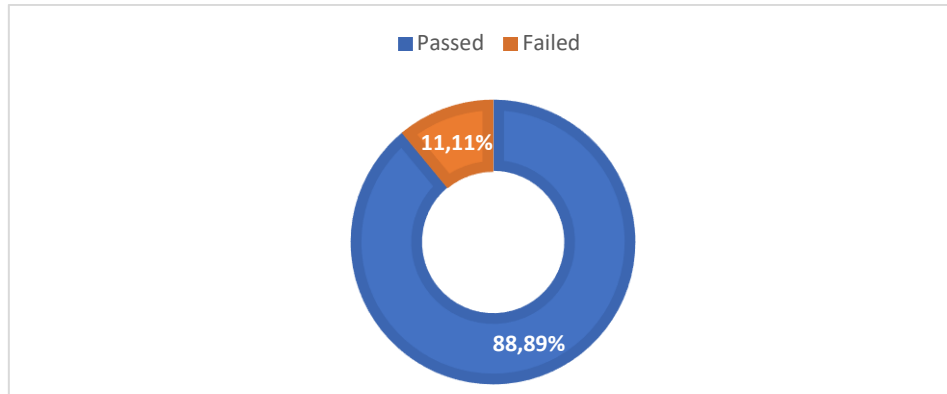
*Chart 1. The Percentage of Students' Conversion in Pre-Test*

The percentages of students passed qualification in pre-test was 4 students (22.22%) and 14 students (77.78%) is failed qualification in pre-test. from this percentage, it can be seen that the level of students who experience difficulties in understanding the material is still high and also that many students' scores are still below the KKM (76).

##### b. The Students' Score in Post-Test

The post-test was given after students have been given treatment namely by using Top-Down and Bottom-Up learning strategies. The post-test was carried out to measure students' understanding after being given treatment and to see the students' final results in mastering the material. There were 18 students who took part in this post-test. The highest score, namely 100, was obtained by one student and the lowest score, namely 65, was obtained by two students.

The average score from this post-test was 84.86. The researcher found that by implementing Top-Down and Bottom-Up learning strategy it could be said that the results of student score increased which is shown in the post-test score, this shows that there was a good improvement. The results of post-test can be seen in the following chart 4.2 below:



**Chart 2. The Percentage of Students Conversion in Post-Test**

The percentages of students passed qualification in post-test was 16 students (88.89%) and 2 students (11.11%) is failed qualification in pre-test. In this percentage, it can be seen that there is improvement in student scores after being given treatment or post-test.

The results between the student's pre-test and post-test have differences that can be seen from the student's final score. To compare the results of students' pre-tests and post-tests, it can be seen the table below:

**Table 1. The Comparison of Student Score Results between Pre-test and Post-test**

Components	Pre-Test	Post-Test
Highest Score	95	100
Lowest Score	22,5	65
Mean	48,05	84,86
Standard Deviation	22,51	16,72
The Students Passed the Test	4	16
The Students Failed the Test	14	2

The table above shows a comparison between the pre-test and post-test results. In the table it can be seen that there has been an increase in student scores. In the pre-test, there were still many students who did not understand about the material, so many students got scores below the KKM (76), which means that there were still many students who were said to have failed in mastering the material. The increase in grades began to be seen when students had received treatment. The treatment given is using Top-Down and Bottom-Up strategies for

students. After receiving this treatment, it began to be seen that there was improvement in students' understanding of the material which, it can be seen from the students' post-test scores which are above the KKM (76), meant that many students were able to master the material well.

Based on the result calculated statistical with degree of freedom  $\alpha = 0,05$  and then if  $x^2_{\text{count}} < x^2_{\text{table}}$  it means that the data of distribution in test was normal. From the calculated,  $t_{\text{count}}$  is consulted with the score of  $t_{\text{table}}$  on the distribution t with the significant of the level 0.05% at the degrees of freedom  $dk = N-1$  ( $dk = 18-1 = 17$ ). Therefore,  $t_{\text{count}} (8.53) > t_{\text{table}} (1.740)$ . Furthermore, it can be conclude that  $h_0$  was the rejected and the  $h_a$  was accepted. Using Top-down and Bottom-up strategy was significantly effect to facilitate students' listening skill at the eleventh graders in class XI MIPA 2 of MA Mazro'illah Lubuklinggau in academic year 2023/2024.

## **5. CONCLUSION AND SUGGESTION**

The use of Top-down and Bottom-up strategy at the eleventh graders of MA Mazro'illah lubuklinggau was significantly effective. The researcher found that the highest score in pre-test was 95 (1 student) and the lowest score was 22,5 (2 students) while in the post-test the highest score was 100 (1 student) and the lowest score was 65 (2 students). The researcher found that there was improvement of the average score from the pre-test (48.05) to the post-test (84.86). The students' progress could also be known based on the paired t-test analysis. The researcher found that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. It could be shown that the result of the calculation of paired t-test was higher than t-table critical value. The result of  $t_{\text{count}}$  was 8.53 it was higher than  $t_{\text{table}}$  was 1.740 as critical value for one tail test. Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Finally, the use of Top-down and Bottom-up strategy in learning listening skill of students at the eleventh graders of MA Mazro'illah Lubuklinggau is significantly effective.

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