

## ABSTRACT

**Hariadi, Sigit.** 2016. The Use of Top – Down Strategy to Teach listening Comprehension to the Tenth Grade Students of SMAN 1 Jenangan Ponorogo in Academic Year 2015/2016. **Thesis**, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor, Nurul Khasanah, M.Pd.

**Key words: Top – Down strategy, Listening comprehension**

Listening is an activity to hear and to listen information from a speaker. The process involves understanding a speaker's accent or pronunciation, and comprehension of meaning. Listening activity should have various ways to make students interested in learning process. Top – Down is a wonderful way to make students interested in their listening activity. Top – down means using our prior knowledge and experiences we know certain things about certain topics and situations and use that information to understand the meaning of the message. SMAN 1 Jenangan is one of senior high schools in Jenangan Ponorogo that has good reputations especially in listening subject. This school applied Top – Down strategy that can make students enjoy in learning process, especially in listening class. So, the activities in listening class become interesting. Based on the explanation above, the researcher intends to conduct a research dealing with the use of top – down strategy to teach students listening comprehension to the tenth grade students of SMAN 1 Jenangan Ponorogo.

The research problems of this research are: 1) How does the teacher implement Top-Down strategy for teaching listening comprehension, 2) What are the advantages and disadvantages of Top – Down Strategy to teach listening comprehension, and 3) How are the students' responses toward the implementation of Top – Down strategy in teaching listening comprehension.

In this research, the researcher used descriptive qualitative research. The researcher collected data through observation, interview, and documentation. In analyzing data, the researcher applied the steps of qualitative data analysis proposed by Miles and Huberman, that include: data reduction, data display, and conclusion/drawing.

The result of the study showed that the implementation of Top – Down strategy to teach listening comprehension are (1) Preparation, the teacher prepared materials for students. These materials from dialogue or monologue that relevant with Books or LKS. (2) Application, the activity are: pre-listening, whilst listening, and post-listening, and (3) Evaluation, Every student was given evaluation about skill or ability in listening comprehension task and given the score as their result. The skill was evaluated by the teacher in order to know what kinds of main information they can be found from the recorder, and how far they can build background knowledge from the materials. The advantages for teacher

is help to attain the goals in teaching and learning process, since the students feel more interest, and they have a good interaction. The advantages for students are understood the English material well, can easily learn a new language, and boost their concentration. While the disadvantages is students are difficult to understand the material, when they do not have background knowledge about the material. In applying top-down strategy the teacher and the students has some good responses, the response is both teacher and student can easily use this strategy, and they does not found the problem during use this strategy. From the result above, it's recommended that school have to continuously developing the teaching English subject especially in teaching listening by using Top – Down strategy. Because, Top – Down strategy is good and appropriate strategy to develop listening subject.



# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is the system of sounds and used by human to express their thought and feeling.<sup>1</sup> Language is very important to express ideas and to communicate with others. By using language, people can easily have a good interaction. Since hundred years ago, people used language to communicate with their partners or foreigners. Language is needed in every country as the symbol of their nation.<sup>2</sup> Therefore, each of the nations has their own language to communicate internally among the people in the country. However, it becomes a problem when people from other countries come. They have to know the language of the native citizen in the country that they visit. To solve the problem, there is language that become international language, English, that can be used to communicate among the people around the world.

Becoming one of the international languages, English is not only used by the European or American people but also by most of the people in the world.<sup>3</sup> Almost every nation or country in this world teaches English in its formal or informal school. English is very important because many scientific books that

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<sup>1</sup>Oxford learner's pocket Dictionary, New Edition, (New York: Oxford University Press), 2008, 247

<sup>2</sup>Ibid. 247

<sup>3</sup> Sutanto Leo, A challenging Book to Pracice Teaching in English (Yogyakarta: CV ANDI OFFSET, 2003), 7.

relate in the educational or social field are mostly written in English. By mastering English, people can easily learn and get new knowledge from the books that are written in English.

In Indonesia, English is taught from elementary school until university. The amount of time in teaching English in Indonesia is about two until four hours a week, and the students have to master four skills, reading, listening, speaking, and writing. For the elementary school, English is not so burdensome because it is not examined in the national examination (Ujian Nasional). However for Junior or Senior High School, it is tested in the national examination (Ujian Nasional).

To master four skills is not easy, the teachers have to provide a good activity to be delivered to the students. Among of the four skills that have to be mastered by the students, listening is the hardest skill. According to Koichi Nihei listening is one of important skills that should be mastered by the students in learning language. It is also the first skill that learned by the students when they are at the beginning stage of learning a language. Through listening, the students can familiarize themselves to the language, so that they will be accustomed to the language and it will be easy for them to understand the language. Besides, by listening the students can share the information that they listened and they can tell to another people or their friends.<sup>4</sup>

Listening is an activity to hear and to listens information from the speaker. The students are able to understand the meaning of the words they hear

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<sup>4</sup> Nihei, Koichi. How To Teach Listening. 2002. 4

and related to them in some way. The word listening is defined as making an effort to hear something to pay attention or heed. Listeners hear the message from the speaker seriously. The listeners have to focus during the process of listening and ignore something that can make they are not concentrations.<sup>5</sup>

In Senior High school there are many kinds of listening materials about dialogue or monologue. The materials are short conversation and monologue.

Based on pre-research had been conducted by observation and interview, Mrs. Rahajeng, as an English teacher explained that SMAN 1 Jenangan is one of many senior high schools in Jenangan Ponorogo that has good reputations especially in listening subject. She also stated, that this School applied good strategy that can make students enjoy in learning process, especially in listening class. The activities in listening class are interest, because the teacher designs teaching activity that the students are able to understand the concept of listening materials in the dialogue or monologue. The concepts are about guess unfamiliar words, gain a greater word in conversation, and use words for communicative purposes based on their prior knowledge. In listening activity the students only use their prior knowledge to guess what the listening materials or what the conversation is. So, students can easily answer the question based on the tape or conversation by using strategy that teachers give to them.

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<sup>5</sup>Miranti. Teaching Listening Combining SLANT AND TQLR Strategies to Improve Students Listening Ability atSenior High School.

According to the facts above, the researcher try to more explore new strategy to help students listening comprehension, it is Top-Down Strategy. Top-down means using our prior knowledge and experiences we know certain things about certain topics and situations and use that information to understand. According to Richard, the Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge.<sup>6</sup>

Hedge also states “Top – Down listening, infers meaning from contextual clues and from making links between the spoken messages and various types of prior knowledge which listener hold on inside their heads. Contextual clues also come from knowledge of particular situation, i.e. the speaker or speakers, the setting, the topic, and the purpose of the spoken text and from knowledge of what has been said earlier.”<sup>7</sup>

Top – downmeans using our prior knowledge and experiences we know certain things about certain topics and situations and use that information to understand. The writer believes that this strategy appropriates to teach listening comprehension in senior high school. Because this strategy can stimulatestudents

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<sup>6</sup>Jack C. Richards. Teaching Listening and Speaking From Theory to Practice (New York: Cambridge University Press. 2008). 7

<sup>7</sup>Tricia Hedge, Teaching and learning in Language Classroom (New York: oxford University press, 2000), 232

to be more active in learning especially in listening, and also this strategy is enjoyable. So, students can enjoy and relax in learning process especially in listening material.

Based on the explanations above, the researcher intends to conduct a research with entitled “THE USE OF TOP-DOWN STRATEGY TO TEACH LISTENING COMPREHENSION TO THE TENTH GRADE STUDENTS OF SMAN 1 JENANGAN PONOROGO IN ACADEMIC YEAR 2015/2016”.

### **B. Focus of the Study**

The study is focused on the implementation of using Top – Down Strategy for teaching listening that viewed from the students’ comprehension mastery for the tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2015/2016.

### **C. Statements of the Problem**

1. How does the teacher implement Top-Down strategy for teaching listening comprehension to the tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2015/2016?
2. What are the advantages and disadvantages of Top – Down Strategy to teach listening comprehension to the tenth grade students at SMAN 1 Jenangan Ponorogo in academic year 2015/2016?

3. How are the students' responses toward the implemented of Top – Down strategy in teaching listening comprehension?

#### **D. The Objectives of the Study**

Related to statements of the problem above, the objectives of the study are as follows:

1. To describe the implementation of Top – Down Strategy in teaching listening comprehension to the tenth grade students at SMAN 1 Jenangan Ponorogo in academic year 2015/2016.
2. To identify the strength and weakness of using Top – Down strategy in teaching listening Comprehension for the tenth students of SMAN 1 Jenangan Ponorogo.
3. To know the students responses toward the implemented of Top – Down strategy in teaching listening comprehension for the tenth grade students at SMAN 1 Jenangan Ponorogo in academic year 2015/2016.

#### **E. Significances of the Study**

The writer hopes that this research has two significances in the study of English, especially in teaching listening. There are two kinds of significances in this research, they are:

1. Theoretically Significance

The study will give contribution to the use of Top – Down strategy in learning English, especially in listening.

2. Practically Significances

The result of the research is expected to be beneficial for:

- a. Teacher

This study is expected to give English teachers, especially teachers of SMAN 1 Jenangan can concern with the implementation of Top – Down Strategy in teaching listening to help the students easy to comprehend the material.

- b. Students

This study is expected to give the tenth grade students of SMA N 1 Jenangan Ponorogo in academic year 2015/2016 and awareness of mastering their listening comprehension by using Top – Down Strategy.

- c. Reader

This study is expected to give a contribution to readers, particularly the students of English Department of STAIN Ponorogo in enriching references concerned with the effective of Top – Down Strategy in teaching Listening for helping comprehend the material.

## **F. Research Methodology**

In a scientific research, it is necessary for the researcher to present research methodology. Research methodology is a way to systematically solve the research problem.<sup>8</sup> Research method involves the form of data collection, analysis, and interpretation that researcher propose for their studies.<sup>9</sup>

Based on the statement above, it can be said that research methodology is a field of study concerning with the whole research activities. Research methodology is a set of systematic and procedural steps to guide a scientific research. Research methodology provides the researcher with methods for finding and solving the research problems. The research methodology applied in this study covers place and time of the research, source of data, collecting of data, technique of data analysis, and procedure of the research.

### **1. Research Design**

Research design is a plan on how to collect and analyze data in order to be economically feasible and in line with the research objectives. It means that research design gives a clearer grip to the researcher in conducting research.<sup>10</sup>

This research applies a descriptive qualitative research. Qualitative research is a situated activity that locates the observer in the world. It consists

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<sup>8</sup>C. R. Kothari, *Research Methodology; Methods And Techniques*,(New Delhi: Publishing For One World, 2004), 8

<sup>9</sup> John W. Creswell, *Research Design; Qualitative, Quantitative, And Mixed Methods Approaches*, (United States Of America: Sage Publications, 2009), 31

<sup>10</sup>Ibid. 22

of a set of interpretive, material practices that makes the world visible. Creswell argues that qualitative research is “is a means for exploring and understanding the meaning individuals or groups ascribe to social phenomenon or human problem”.<sup>11</sup>

Based on the statement, it can be said that qualitative research is one method of research that purposed to get the understanding of phenomenon through the process of inductive thinking. It takes place in the natural world, focused on context, uses multiple methods that are interactive and humanistic.

## **2. Research Location**

This research takes place at a class of the tenth grade SMA N 1 Jenangan Ponorogo in academic year 2015/2016. The researcher took the school as the place of the study for some reason:

- a. The school is reachable. It enables the researcher conducting the research more effectively.
- b. It is easier to the researcher for collecting the data.
- c. SMA N 1 Jenangan Ponorogo is a good school to apply the Top – Down Strategy.

## **3. Data Sources**

In qualitative research, sources of data are assumed to be homogeneous, having no variation. Therefore, the trustworthy source of data does not come from representation of different groups of the source, but

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<sup>11</sup>Ibid. 22

selected based on certain criteria to find the most authoritative one. The source in qualitative research is usually called informants (of course when the source is human being).<sup>12</sup>

The data sources in this research are:

- a. Human. One English teacher, who is Mrs. Rahajeng Drianing Wulan, because she is as an English teacher, and 7 students from tenth class who are Edwin, Agung, ridho, Uswatun, Nurshintio, Siti hariyanti, and Nur laila
- b. Non human. Including documents from TU of SMA N 1 Jenangan Ponorogo (history of SMA N 1 Jenangan Ponorogo, vision, mission and goal, geographical location, organization structure, condition of teachers and students, facilities and infrastructure) and photos about process of implementation Top – Down strategy in teaching listening comprehension at SMAN 1 Jenangan Ponorogo.

#### **4. Technique of Data Collection**

This research applies a qualitative approach. Hatch states that “the strategies of qualitative research are observation, interviewing, and unobtrusive data collection, then address other strategies (video recording,

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<sup>12</sup> Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction*, (Malang: UM Press, 2014), 79

focus group interviewing, and participant journaling).<sup>13</sup> This research applies interview and observation as the techniques for collecting data.

a. Observation

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site.<sup>14</sup> Observation refers to data gathering which involves the use of not only visual sense, but also all the senses necessary to get valid and reliable data.<sup>15</sup> The goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspectives of the participants.<sup>16</sup>

Based on the statement above, the researcher did observation to collect the data about how the teacher implementations and what are the advantages and disadvantages toward the implementation of Top – Down Strategy in teaching listening comprehension at the tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2015/2016.

b. Interview

Interview is the dialogue conducted by interviewer to get the information from the people who are interviewed. Interviewing is an

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<sup>13</sup> J. Amosh Hatch, *Doing Qualitative Research In Education Settings*, (USA: State University of New York Press, 2002), 71

<sup>14</sup> John W. Creswell, *Research Design; Qualitative, Quantitative, And Mixed Methods Approaches*, (United States of America: sage publications, 2009), 168.

<sup>15</sup> Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction*, (Malang: UM Press, 2014), 77.

<sup>16</sup> J. Amosh Hatch, *Doing Qualitative Research In Education Settings*, (USA: State University of New York Press, 2002), 72.

important way for a researcher to check the accuracy of the impressions he or she gained through observation. The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses.<sup>17</sup>

This research uses personal interview. It means that the interviewer asking questions generally in a face-to-face contact to the other person or persons.<sup>18</sup> So, many data can be gathered maximally by this technique. They were interviewed one English teacher Mrs. Rahajeng and seven students Edwin, Agung, ridho, Uswatun, Nurshintio, Siti hariyanti, and Nur laila fortenth grade students of SMA N 1 Jenangan Ponorogo about how did the teacher implementation, what are the advantages and disadvantages, and how are the students responses toward implementation of Top – Down Strategy.

c. Documentations

Documents are powerful indicators of the value systems operating within institutions.<sup>19</sup> Patton as state by Hatch “All modern institutions generate documents that create a written record of official

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<sup>17</sup> C. R. Kothari, *Research Methodology; Methods And Techniques*, (New Delhi: Publishing For One World, 2004), 97

<sup>18</sup> *Ibid.* 97

<sup>19</sup> J. Amos Hatch, *Doing Qualitative Research In Education Settings*, (USA: State University of New York Press, 2002), 117.

activity within the institution. Documents can provide a behind-the-scenes looked at institutional processes and how they came into being.”<sup>20</sup>

In this research, documentation used to get historical data, organization structure, vision, mission, and goal, number of students and teachers of SMAN 1 Jenangan Ponorogo. Besides that, photos about process of teaching listening comprehension using Top – Down Strategy presented in this part.

## 5. Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcript and other materials that accumulate to maximize understanding of them and able to present what have discovered to others. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces of field notes, interview transcripts, audio recording, video, reflections, or information from documents, all of which must be examined and interpreted.<sup>21</sup> The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analyze, moving deeper and deeper into

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<sup>20</sup>Ibid. 117

<sup>21</sup> Donald Ary, Introduction to Research In Education, (USA: Wadsworth, 2010), 481.

understanding the data, representing the data, and making an interpretation of the larger meaning of data.<sup>22</sup>

The stages of interactive analysis applied in this research are presented in the following:

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up fields note or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and which data collection approaches to choose.<sup>23</sup> In this stage, the researcher is selecting the data to get the accurate data from the accurate ones. The researcher wrote the data based on the fields condition and focused on the data that will be analyzed.

b. Data Display

The second major flow of analysis activity is data display. Generally, a display is an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays help us to understand what is happening and to do something either analyze further or take action-

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<sup>22</sup> John W. Creswell, *Research Design; Qualitative, Quantitative, And Mixed Methods Approaches*, (United States of America: sage publications, 2009), 171.

<sup>23</sup> Miles, Matthew B, *Qualitative Data Analysis*, (United States of America: SAGE Publication, 1994), 10

based on that understanding.<sup>24</sup> In this stage, the researcher made the data into design that will be done in form of short statement, chart, graphs, matrices, and networks.

### c. Conclusion Drawing

Conclusion drawing in our view is only half of a Gemini configuration. Conclusion is also verified as the analyst process. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter-subjective consensus or with extensive efforts to replicate a finding in another data set.<sup>25</sup> In this stage, the researcher was made a conclusion. The conclusion was form of description data and answers the research problem that has been formulated.

Based on the data analysis above it can be concludes that, the first stage, the researcher was collecting data. Collecting the data based on result of observation, interview and documentation. Then, data that have been collected must be reduced which one will be used that appropriate with the requirements necessary. The last, make a conclusion from the result of data collection. So, the data was accurate more in the research.

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<sup>24</sup>Ibid, 11

<sup>25</sup>Miles, Matthew B, *Qualitative Data Analysis*, (United States of America: SAGE Publication, 1994), 11

## 6. Checking of Data Validity

Data Validity is the important concept that renewable from validity concept and reliability.<sup>26</sup> To get valid and reliable data, the participation of the researcher determine in data collection. Researcher's participation not only in sort time, but also need extension participation.

The researcher applied triangulation to check trustworthiness of the result of data analysis. It aims at avoiding the researcher's opinion and biases. This research used data triangulation. Data triangulation;

Triangulation in qualitative research has come to mean a multi method approach to data collection and data analysis.<sup>27</sup>Data triangulation is a process, in which various sources of data are collected. The variety of sources can refer to time, space and person. The validity of the data was applied by observing data from the classroom interaction.

This research uses triangulation technique. It means the researcher uses the way:

- a. The result of observation of How does the teacher implemented Top-Down strategy for teaching listening comprehension to the tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2015/2016

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<sup>26</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2009), 321

<sup>27</sup> Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods*, Vol 1&2, (USA: SAGE Publications, 2008), 892.

- b. The result of interview with English teacher, students for SMAN 1 Jenangan Ponorogo and related of document.
- c. The public opinion and individual opinion about students responses toward implemented of Top – Down strategy in SMAN 1 Jenangan Ponorogo

## 7. Research Procedure

In this research, there are four procedure of research that will do:

- a. Pre – research phase. Those are: arrange structure of research, choose the place of research, get license letter, observe place condition of research, choose and use informant, prepare equipment of research.
- b. Research phase. Those are: understand background of research, enter into research field, and join the research with collection of data.
- c. Data analysis phase. Those are: as long as analysis and after collection of data.
- d. Writing of report research phase.<sup>28</sup>

## G. Organizing of the Thesis

In organization of this thesis, it has purpose to easily understanding the thesis. This thesis is divided in five chapters. Those are:

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<sup>28</sup>Basrowi & Suwandi, Memahami Penelitian Kualitatif, (Jakarta: PT Rineka Cipta, 2008), 185.

Chapter I is introduction. This chapter discusses about background of the study, research focus, statements of the problem, objectives of the study, significances of the study, research methodology, and organization of the thesis.

Chapter II presents Review of Related Literature. It consists of Definition of Listening Comprehension, The Aspect of Listening Comprehension, The Reasons or Purposes for Listening, Definition of Top – Down Strategy, Teaching Processing using Top – Down and Previous Study.

Chapter III is Data Description. This chapter contains with serving of data that includes general data that is connected with research location that consist of vision, mission, and objectives of SMA N 1 Jenangan Ponorogo, the establish and explanation of special data that consist of data about the reason of used Top – Down Strategy in teaching Listening Comprehension.

Chapter IV is Data Analysis. This chapter contains with data analyzing of the reason of the effectiveness of implementation of Top – Down Strategy in teaching listening comprehension to the tenth grade students of SMA N 1 Jenangan Ponorogo for academic year 2015/2016.

Chapter V is Closing. This chapter consists of conclusion and recommendation.

## CHAPTER II

### REVIEW RELATED LITERATURE

This chapter presents review of related literature, which discusses the ideas and theories underlying the subject matter of the study as follow:

#### A. Listening Comprehension

##### 1. Definition of Listening Comprehension

Listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and comprehension of meaning. A competence listener is capable of doing these four things simultaneously.<sup>29</sup>

Listening is an activity to hear and to listened information from a speaker. According to Downs, the word listening is defined as making an effort to hear something to pay attention or heed. The listener hearing the message from the speaker seriously and they have to focus during the process of listening and ignore something that can make them become less concentration.<sup>30</sup>

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<sup>29</sup> Saricoban A. The teaching of Listening. The internet TESL Journal, Vol. V,1999.  
Retrieved from <http://iteslj.org/Articles/Saricoban-Listening.html>.

<sup>30</sup> Miranti. Teaching Listening Combining SLANT AND TQLR Strategies to Improve Students Listening Ability atSenior High School.

According to Nunan, listening refers to an ability to understand and comprehend spoken language in a context in a story, dialogue or monologue being told or read aloud.<sup>31</sup> Nunan believes that listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively.<sup>32</sup>

Nation stated that, Listening was traditionally seen as a passive process by which the listener receives information sent by a speaker. More recent models view listening as a much more active and interpretive process in which the message is not fixed but is created in the interactional space between participants.<sup>33</sup>

Listening also defined as a complex cognitive process that allows a person to understand spoken language.<sup>34</sup> There, listening defined as a process of someone's hearing to the sound and identify in order to understanding the message. Rost who asserts that "listening is an intention to complete a communication, and high levels inferences during listening require listeners to make assumption about speakers' intentions, among other things".<sup>35</sup>

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<sup>31</sup> Caroline T. Linse. *Practical English Language Teaching* (New York: Mc Graw-Hill Company Inc. 2005),36

<sup>32</sup> Carmen Elena Henao Villegas. *The Inclusion of Bottom Up and Top Down Strategiws in Listening Comprehension tasks for Second Semester Students From an English Licenciatura Programa*. 2013

<sup>33</sup> I. S . P Nation and Newton. J. *Teaching EFL/ESL Listening and Speaking* (New York: Rouledge Taylor and France Group. 2009),39

<sup>34</sup> Eli Hinkel. *Handbook of Research in Second Language Teaching and Learning* (Mahwal New Jersey: LEA Publishers. 2005),528

<sup>35</sup> Michael H. Long & Chaterine J. Doughty, *The Handbook of Language Teaching* (United Kingdom: Willey-blackwell, 2009), 396

Furthermore, listening is an activity which the listeners make a supposition of the speakers' meaning.

Based on statements, it can be concluded that listening is an active process that involving receiving, analyzing, identifying and interpreting a message from spoken text by using cues from contextual information to be respond.

## 2. The Aspect of Listening Comprehension

Listening comprehension is a very complex process emphasizing the listener to understand the meaning of the spoken text. It involves some aspects in learning listening. The aspects are as follow:

### a. Speech sounds

Sounds perception is the basis of hearing and essential process in listening. Listeners recognize speech as a sequence of phonemes that are particular to a certain language.<sup>36</sup>

### b. Words

Buck explains that stress and intonation are very important in word recognition. By paying attention on stress and intonations, listeners usually understood the meaning of a certain word, even when they didn't catch the actual sounds.

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<sup>36</sup>Michael, Rost. Teaching and Researching Listening Second Edition (UK:Pearson Ltd, 1994), 9

c. Parsing speech

It is the process of dividing the incoming string of speech into grammatical categories and relationships.

d. Discourse processing

It refers to the reasoning processes that enable the listener to understand how language and context function together.<sup>37</sup>

3. The Reasons or Purposes for Listening

There are some reasons why someone has to listen something. The reasons can be categorized as follows:

a. Listening for Gist

This refers to we want to know the general idea of what is being said, as well as who is speaking. The objective is to give learners practice in understanding only the main idea of passage.

b. Listening for Specific information

This refers to we do not need to understand everything, but only very specific part.

c. Listening for Details

It can be call intensive listening, or trying to understand the listening passage. The objective is to practice listening intensively for details of a text or conversation.

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<sup>37</sup> Buck, G. Assessing Listening. (Cambridge, UK: Cambridge University Press,2001),37

#### d. Inferential Listening

This refers to be interpreted and make inferences about what we hear.

The objective is to give learners practice in analyzing, interpreting, and evaluating.<sup>38</sup>

#### 4. Difficulties of Listening

Second language learners need to pay special attention to such factors because they strongly influencing the processing of speech, and can even block comprehension if they are not attended to. In other words, they can make the listening process difficult. The following characteristics that make listening difficulties are as follows:

##### a. Clustering

In spoken language, due to memory limitations and our pre-disposition for 'chunking' or 'clustering', we break down speech into smaller groups of words. In teaching listening comprehension, you need to help students to pick out manageable cluster of words.

##### b. Redundancy

Redundancy helps the hearer to process meaning by offering more time and extra information. Learner can train themselves to profit from such redundancy by such becoming aware that not every new sentence or phrase will necessarily contain new information and by looking for the signals of redundancy.

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<sup>38</sup> Betsy Parrish. Teaching Adult ESL (New York: McGraw-Hill Companies, Inc. 2004),94-97

c. Reduces Form

While spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. Reduction can be phonological, morphological, syntactic, or pragmatic. These reductions pose significant difficulties, especially for classroom learners who may have been initially exposed to the full forms of English language.

d. Performance Variable

In spoken language, except for planned discourse, hesitations, false starts, pauses, and corrections are common. Native speakers are conditioned from very young age to weed out such performance variables, whereas they can easily interfere with comprehension in second language learners.

e. Colloquial Language

Learners who have been exposed to standard written English and/or 'textbook' language sometimes find it surprising and difficult to deal with colloquial language, idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some point in conversation.

f. Rate of Delivery

The number and the length of pauses used by a speaker are more crucial to comprehension than sheer speed. Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses.

g. Stress, Rhythm, and Intonation

English is a stress - timed language, English speed can be a terror for some learners as mouthfuls of syllables come spelling out between stress points. In additions, intonations pattern are very significant not just for interpreting straightforward elements such as questions, statements, and emphasis but also for understanding more subtle message like sarcasm, endearment, insult, solicitations, and praise.

h. Interaction

Conversation is especially subject to all the rules of interaction. So, to learn and listen is also learning to respond and to continue a chain of listening and responding. Classroom techniques that include listening components have to get some point include instruction in the two-way nature of listening. Students need to understand that good listeners (in conversation) are good responder.<sup>39</sup>

According brown and Yule, there are four of factors that can make difficulty in listening:

a. Related to the speaker

- 1) How many speaker they are?
- 2) How quickly they speak
- 3) What type of accent they have

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<sup>39</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, Inc., 2001), 252

b. Related to the listener

- 1) The level of response required.
- 2) The individual interest in the subject.

c. Related to the content

- 1) Grammar
- 2) Vocabulary
- 3) Background knowledge

d. Related to the support

Whether there are pictures, Diagram or other visual aids to support the text.<sup>40</sup>

5. Source of Listening

There are some listening sources, as follow:

a. Teacher Talk

Listening to the teacher is the most frequent and valuable form of input during lessons. One enormous benefit is that the teacher is in complete control and can slow down, speed up, repeat key points, paraphrase difficult vocabulary, and generally modify the input as desired.

b. Students Talk

There are any numbers of things that students can speak about in groups (jigsaw task with an information gap, reporting back, making a

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<sup>40</sup> Gilian Brown and G. yule . Teaching the Spoken Language (UK: Cambridge University Press. 1983),61

presentation, and secretaries) that will develop their listening as well as their speaking skills.

c. Guest Speaker

Another way of giving students access to a live, authentic, real-time conversation is to invite a proficient or native speaker of English into the class.<sup>41</sup>

d. Song

Music brings other dimensions - art and emotion - to the classroom. Songs can be enjoyable, memorable and stimulating for the students.<sup>42</sup>

e. Television and Video

The advantages associated with using these media are that the material is frequently authentic, topical, with real-world information, and that, with television and video, there is a visual aspect. Being able to see the speakers, their context and body language is a huge advantage to listeners.<sup>43</sup>

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<sup>41</sup> Peace Corp. TEFL/TESL: Teaching English Foreign or Second language (Washington DC. 1989),59

<sup>42</sup> Betsy Parrish. Teaching Adult ESL (New York: McGraw-Hill Companies, Inc. 2004),99

<sup>43</sup> Ibid. 99

## **B. Top – Down strategy**

### 1. Definition of Top – Down

Top-down means using our prior knowledge and experiences we know certain things about certain topics and situations and use that information to understand. Top – Down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. According to Richard, the Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge.<sup>44</sup> It means that you use your own knowledge on determined situations, contexts, texts or conversations.

Nunan also state that, “at Top – Down strategy, learners start from their background knowledge, either content schema (general information based on previous learning and life experience) or textual schema (awareness of the kinds of information’s used in a given situation).<sup>45</sup> Thus, background knowledge is important at top – down listening in order to help the students to interpret the listening text.

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<sup>44</sup> Jack C. Richards. Teaching Listening and Speaking From Theory to Practice (New York: Cambridge University Press. 2008), 7

<sup>45</sup> Dvid Nunan, Practical English Language Teaching. (New York: McGraww Hill Companies Inc., 2003),26

There background of knowledge sometimes called inside the head, as explained in Tricia Hedge that, top-down comprehension strategies involve knowledge that a listener bring to a text, sometimes called '*inside the head*' information, as opposed to the information that is available within the text itself.<sup>46</sup> Beside inside the head background also known as 'metacognitive knowledge'. Metacognitive knowledge refers to an individual understanding of the way different factors act and interact to affect the course and outcome of learning.<sup>47</sup> In short, background of knowledge is information that related to the listeners knowledge about the text as topic, setting, and background.

Top – Down listening infers meaning from contextual clues and from making links between the spoken messages and various types of prior knowledge which listener hold on inside their heads. Contextual clues also come from knowledge of particular situation, i.e. the speaker, the setting, the topic, and the purpose of the spoken text and from knowledge of what has been said earlier.<sup>48</sup> It means that the listener used their knowledge from outside, as experiences, based on the contextual clue, such as the speakers, the setting and the topic of the spoken text.

Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In

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<sup>46</sup> Tricia Hedge, Teaching and Learning in Language Classroom (New york: Oxford University Press,2000),232

<sup>47</sup> Michael H Long and Chaterine J. Doughty, The Handbook of Language teaching (United Kingdom: Wiley-Blackwell,2009),401

<sup>48</sup> Tricia Hedge, Teaching and learning in Language Classroom (New York: oxford University press, 2000), 232

other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inference.<sup>49</sup>

Based on the statement above, it can be concluded that top-down strategy is a strategy which is used as the background knowledge by listeners or students to understanding and infer the meaning through contextual clues in a spoken text.

## 2. Teaching Processing using Top – Down

According to Richard Exercises that require top-down processing develop the learner’s ability to do the following:

- a) Use key words to construct the schema of a discourse.
- b) Infer the setting for a text.
- c) Infer the role of the participants and their goals.
- d) Infer causes or effects.
- e) Infer unstated details of a situation.
- f) Anticipate questions related to the topic or situation.<sup>50</sup>

The following activities that developed Top – Down listening as follow

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<sup>49</sup> I. S . P Nation and Newton. J. Teaching EFL/ESL Listening and Speaking (New York: Roulge Taylor and France Group. 2009),40

<sup>50</sup> Jack C. Richards. Teaching Listening and Speaking from Theory to Practice. (New York: Cambridge University Press , 2008), 9

- a. Students' generate a set of question they expect to hear about a topic and listen to see if they are answered.
- b. Students generate a list of things they already know about a topic and things they would like to learn more about.
- c. Students listen one speaker's part in conversations, predict the other speaker's part, then listen and compare.
- d. Students read a list of key points to be covered in a talk, then listen to see which ones were mentioned.
- e. Students listen to part of a story, complete the rest of it, then listen and compare endings.
- f. Students read news headlines, guess what happened, then listen to the news and compare.<sup>51</sup>

### 3. The Advantages and Disadvantages of Top – Down Strategy

Top – Down strategy has some advantages and disadvantages in teaching listening, as follows:

- a. Advantages of Top – Down strategy
  - 1) Top – Down strategy is easy to use, because the listener do not listen spoken text in every word, but used knowledge or background knowledge to understand the meaning.<sup>52</sup>

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<sup>51</sup> Jack C. Richards. Teaching Listening and Speaking From Theory to Practice. 9

- 2) Through top-down processing, listeners utilize real-world knowledge and refer to various types of schemata that help them predict what will follow in the discourse.
- 3) The listener can use this knowledge to make sense of the incoming message and to draw reasonable inferences on the meaning.<sup>53</sup>
- 4) Listener will have more familiar vocabulary from materials by using top – down strategy.

b. Disadvantages of Top – Down strategy

- 1) The topics was unfamiliar to the listener.
- 2) So much familiar knowledge has to be establized from scratch.<sup>54</sup>
- 3) If the listener doesn't have background knowledge about the topic material.
- 4) Students tend to be passive quite a large part of the lesson, when they do not have background knowledge about the topic.

### C. Previous Research Findings

The previous study as advanced of study. This research was supported by the use of strategy in teaching listening. The researcher wants to know the

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<sup>52</sup> Gillian Brown. Listening to Spoken English(Applied Linguistics and Language Study). (U.K: Longman Group). 167

<sup>53</sup> Amir Hossein Rahimi. On the Role of Strategy Use and Strategy Instruction in Listening Comprehension . Journal of Language Teaching and Research, Vol. 3

<sup>54</sup> Gillian Brown. Listening to Spoken English(Applied Linguistics and Language Study). (U.K: Longman Group). 169

implementation of using strategy in teaching listening. There are previous related studies, which are related to the writer's present study, as follow:

The first previous study is "The Use of Top-Down Strategy to Improve Students Listening Comprehension of Hortatory Exposition Text in Class XI IPA SMA Wira Usaha Bandungan in Academic Year 2013/2014". It was done by Nur Wachid from State Institut for Islamic Studies (STAIN) Salatiga. The results of calculation of t-test in the two cycles. In the cycle one, the calculation of t-test was 7.693, which was higher than t-table, 2.120. In the cycle two, the calculation of t-test was 5.547, which was higher than t-table, 2.120. Therefore, the improvement of students' listening comprehension of hortatory exposition text using top-down strategy was reliable and significant.

The second previous study that related to top-down was "The Effect of Top-Down and Bottom-Up Processing on Developing EFL Students' Listening Comprehension by Assistant Professor Dhuha Atallah Al- Qaraghooly, Ph.D. And Hayder Kadhim Khudhayir Al-Bermani. Their aims of the study were to examine the effectiveness of top-down processing versus bottom-up processing of listening comprehension and to develop EFL college students' listening comprehension. In their study, they used experimental design to gain the data. The result of their study showed that both top-down and bottom-up processing were equally effective in helping students to acquire good listening comprehension skill.

The last previous study that related with top- down strategy was “ The Inclusion of Top – Down and Buttom – Up Strategy in Listening Comprehension Tasks for Second Semester students From an English Licenciatura Programa”. It was done by Carmen Elena Henaao Villegas from Universidad Tecnologica De Perreira. The result is through the inclusion and teaching of effective listening comprehension strategies that belong to top-down and bottom-up processes, some participants argued to have realized about the relevance that those strategies have for their occupation as future teachers.

Among the previous study researcher wants to make differentiate beetwen the researcher and the previous researcher. From the first previous the thesis using action research with improving the strategy. While the second previous is using quantitative that using scale to conduct the data, and for the last previous is using case study as design of research. From the explanation it can be says that this thesis very different with another thesis,because this thesis using descriptive qualitative as design the reseach.

Based on the research finding above, it can be conclude that the strategy in teaching listening was made the students interest, enjoy and understandable in learning. Kinds of strategy as a teaching support to make easy the teacher in teaching listening and students fell no bored. So that, the researcher will describe the teaching listening consist of objective, material and strategy. But, the researcher limits the research into strategy in teaching listening. It is hoped that can help the researcher to be conducted maximally in this research.

## **CHAPTER III**

### **DATA DESCRIPTION**

This chapter presents the descriptions of supporting and specific data that have collected. In this research, data collection was conducted using interview, observation, and documentation. The interview was conducted with one English teacher, and seven tenth grade students of SMAN 1 Jenangan Ponorogo. The observation was conducted by observing the teaching and learning listening process at SMAN 1 Jenangan Ponorogo. The documentation was conducted to get the data about profile of SMAN 1 Jenangan Ponorogo.

#### **A. Supporting Data**

##### **1. History of SMAN 1 Jenangan Ponorogo**

In connection with the issuance of government regulation of Ponorogo that every district should have at least one state senior high school. Therefore, the Government of Ponorogo funds the District of Jenangan to build the school. Finally, in 2003 the government established a school organization, named SMAN 1 Ponorogo Jenangan. Starting from the beginning of the existence, the school directly got the status of State Statistics Number School (NSS) 301051103004. The establishment certificate number is 425/828 / 405.51 / 2003. Four years after the founding of this institution, SMA Negeri 1 Jenangan gain accreditation status B (good) precisely in 2007. Head of SMA

Negeri 1 Jenangan the first time was Mr. Suroto PLT. He served as the headmaster of this school until July 2010. In July 2010 Principal replaced by Drs. Subandi, M.Pd until March 2015. In March 2015 replaced by Dra. Hj. Tutut Erliena, M.Pd until April 2016, and is now replaced by Drs. Sugeng Subagyo, M.pd until today.<sup>55</sup>

## 2. Vision and Missions of SMAN 1 Jenangan Ponorogo

### a. Vision

Cultured achievement and life skills based IMTAQ, science and technology, and noble.

### b. Missions

1. Possesses the spirit and culture of achievement both in academic and non-academic to the entire school community.
2. Increase understanding of the teaching of the religion professed to be the cornerstone of thinking, acting, behaving noble and polite.
3. Increase academic ability as a provision to continue their studies to Higher Education.
4. Develop the ability to communicate in English and Arabic.
5. Develop the skills to operate computer and internet.<sup>56</sup>

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<sup>55</sup> Look at transcript of Documentation in appendix code: 01/D/25-IV/2016

<sup>56</sup> Look at transcript of Documentation in appendix code: 02/D/25-IV/2016

### 3. Goals of SMAN 1 Jenangan Ponorogo

1. Has a high level of achievement in each subject.
2. Can achieve NUN (National Examination Score) above the minimum graduation.
3. Has a strong, purposeful, and regular reading culture.
4. Can be received at the State University.
5. Achieve championship minimal in a regency.
6. Has a strong motivation to do practice teaching of science and research.
7. Has computer skills, English and Arabic skill as life provision.<sup>57</sup>

### 4. Geographic Location of SMAN 1 Jenangan Ponorogo

SMAN 1 Jenangan Ponorogo is situated at Jl. Raya Ngebel, Semanding village, sub-district Jenangan (63492). School is built in area 8.121 m<sup>2</sup>. SMAN 1 jenangan is easily access via public transportation or private vehicles.<sup>58</sup>

### 5. Organization Structure of SMAN 1 Jenangan Ponorogo

To create good corporation in running mission and vision and also the target of education in SMAN 1 Jenangan Ponorogo, it is required an organization structure because it describes each personal's duty. Organization structure of the school can be seen as follows:<sup>59</sup>

- a. Head master : Drs. Sugeng Subagyo, M.Pd

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<sup>57</sup> Look at transcript of Documentation in appendix code: 03/D/25-IV/2016

<sup>58</sup> Look at transcript of Documentation in appendix code: 04/D/25-IV/2016

<sup>59</sup> Look at transcript of Documentation in appendix code: 05/D/25-IV/2016

- b. Head of school administration : Subari, S.Pd
  - c. Deputy of students' affair : Bagus Nanang, S.E
  - d. Deputy of facility : Drs. Sariyono, M.Pd
  - e. Deputy of public relation : -
  - f. Deputy of curriculum : Drs. Puguh, S.Pd
  - g. Deputy of library : Purwindarti, S.Pd
  - h. Deputy of physic laboratory : Esti suprapti, S.pd
  - i. Deputy of biology laboratory : Laily zuniati, S.pd
  - j. Deputy og chemistry laboratory : Tri harjanti, S.si
  - k. Counseling : Siti Fatonah, M.psi
6. The Condition of Teacher, Staff and Students of SMAN 1 Jenangan Ponorogo.
- a. Teachers or Staff

Teaching and learning process at SMAN 1 Jenangan Ponorogo teacher or staff of SMAN 1 Jenangan Ponorogo amount of permanent teacher are as follows:<sup>60</sup>

Table 3.1

Teacher and staff of SMAN 1 Jenangan Ponorogo

No	Teachers Staff	Count
1	Headmaster	1

<sup>60</sup> Look at transcript of Documentation in appendix code: 06/D/25-IV/2016

2	PNS	25
3	Non PNS	3
4	Staff	9
	Total	38

The number of teacher and staff at SMAN 1 Jenangan is 38 people, consist of 1 headmaster, 25 civil servant, 3 non-civil servant, and 9 staffs as well as.

b. Students

Students are important component in course of education. Students' conditions at SMAN 1 Jenangan Ponorogo in academic year 2015/2016 are as follows:<sup>61</sup>

Table 3.2

The students condition at SMAN 1 Jenangan Ponorogo

No	Class	Count
1	X1	23
2	X2	20
3	X3	21
4	X4	22
5	XI IPA 1	21

<sup>61</sup> Look at transcript of Documentation in appendix code: 07/D/25-IV/2016

6	XI IPA 2	21
7	XI IPS	26
8	XII IPA	24
9	XII IPS	25
	Count	203

The number of students at SMAN 1 Jenangan Ponorogo in academic year 2015/2016 as whole reach 203 students, consist of 86 students class X (X1, X2, X3, X4 ), 68 students class XI (XI IPA 1, XI IPA 2, XI IPS), and 49 students class XII (XII IPA & XII IPS).

#### 7. Infrastructures of SMAN 1 Jenangan Ponorogo

To support the quality of education and explore the students' knowledge at SMAN 1 Jenangan Ponorogo is need the existence of education facilities such as classroom, laboratories, etc. The counts of facilities of SMAN 1 Jenangan Ponorogo are presents in the form of table below:<sup>62</sup>

Table 3.3

#### Infrastructures of SMAN 1 Jenangan Ponorogo

No	Name of Room	Count
1	Classroom	11
2	Library	1

<sup>62</sup> Look at transcript of Documentation in appendix code: 08/D/25-IV/2016

3	Chemistry Laboratory	1
4	Physical Laboratory	1
5	Headmaster Room	1
6	Teacher Room	1
7	Administration Room	1
8	Mosque	1
9	Teaches' Toilet	2
10	Students' Toilet	4
	Count	24

The number of education facilities is 24 rooms/building facilities that consist of, 11 classrooms, 1 library, 1 chemistry laboratory, 1 physic laboratory, 1 headmaster room, 1 mosque, 1 teacher room, 1 administration room, 2 teacher's toilets, and 4 students' toilets.

#### 8. Curriculum of SMAN 1 Jenangan Ponorogo

Curriculum of SMAN 1 Jenangan Ponorogo is Kurikulum Tingkat Satuan Pendidikan (KTSP). Undang-undang Republik Indonesia number 20 year of 2003 on National Education System and the Indonesian Government Regulation no.19 of 2005 on National Education Standards mandates completion of unit level education curriculum at primary and secondary levels of education with reference to the content standards and competency standards and based on the guidelines developed by the National Education standards

Agency (BSNP). KTSP is developed based on the Content Standards (SI) and the Competency Standards (SK), which has been established by the government to ensure the achievement of national education goals.

Drafting of KTSP is arranged based on the guidelines of the National Education Standards Agency (BSNP) and other provisions relating to the curriculum in law 20/2003 and PP 19/2005. Drafting of KTSP is very necessary to accommodate all the potential in the region and to improve the quality of educational units, both in the academic and non-academic, cultural preserve area, following the development of science and technology that is based on faith and piety.<sup>63</sup>

## **B. Specific Data**

### **1. How does the teacher implement Top - Down Strategy in Teaching Listening Comprehension at Tenth Grade students of SMAN 1 Jenangan Ponorogo.**

Strategy is one of ways in teaching learning process. It conveys subject matters as a learning experience to students. The strategy is needed to help students' mastery in listening ability. The teacher must have a good strategy in teaching listening to made students understand in learning process. So, teacher can show the good result in learning with a good strategy.

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<sup>63</sup> Look at transcript of Documentation in appendix code: 09/D/25-IV/2016

Applying of top – down strategy in listening process is appropriate with teacher in the class. The top – down strategy is used in teaching listening at tenth grade students of SMAN 1 Jenangan Ponorogo. The result of interview with Mrs. Rahajeng Drianing Wulan on April, 22<sup>th</sup> 2016 as follow,

“in teaching listening the teacher always use top – down strategy and gave the materials based on the book or LKS. Sometimes, the teacher combined with the textbook that relevant with the material in listening. The strategy that used is to make the listening process clearly and students feel interest and enjoy.”<sup>64</sup>

From the first observation, the researcher found that the class was active enough. The conditions happened in teaching and learning process.

Mrs. Rahajeng said:

“Every meeting, I always implement top-down strategy in listening process with three steps, they are: preparation, application and evaluation. These steps are important, because they can optimize students’ learning. I wonder how the students’ ability in listening using top-down strategy are. Besides that, it makes students easily understand and makes students active in listening process.”<sup>65</sup>

In applying top-down strategy, the teacher used three steps to make the lesson successful in X1 class of SMAN 1 Jenangan. Based on the observation and interview on April, 22<sup>th</sup> 2016 the applications of steps are as follows:<sup>66</sup>

#### **a. Preparation**

In the procedures, the teacher prepared some activities as follows:

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<sup>64</sup> Look at transcript of interview in appendix code 01/I/27-4/2016

<sup>65</sup> Look at transcript of interview in appendix code: 01/I/25-4/2016

<sup>66</sup> Look at transcript of observation in appendix code: 01/O/25-4/2016

- 1) The teacher prepared materials for students. These materials from dialogue or monologue that relevant with Books or LKS. The example of material is:

**Listen carefully and complete the text based on what you have heard !**

Once upon the time there was an old miser, who lived with his wife near a great town. He used to (1)....every bit of money he could lay his hands on. His wife was a simple woman and they lived together without (2)...., but she was obliged to put up with very hard fare. At times, when there was some money and she wanted decent dinner or (3)..., she usually asked the miser for it, but he would say, "No, wife, we must keep it for good Fortune." Almost (4)....that came into house was put by for Good Fortune.

The miser said this so often, that some of (5)....heard him. One of them thought of a trick to (6).... So the first day old man was away from home, he (7)....like a wayfarer and knocked on the door." "Who are you?" said the wife.

He answered, "I am a good fortune and I've come for the money (8)....has laid by for me." The simple woman did not (9)....anything. She gave it all to him.

When the miser arrived home, the woman told him very pleasantly that Good Fortune had taken the money which had been (10)...for him.<sup>67</sup>

- 2) The lesson consists of 2x45 minutes in each meeting, so the teacher must manage time well. Too manage time well, the teacher divided time into 3 stages, the stages are as follows: 10 minutes for greeting and apperception, 70 minutes for main activity (listen to the material and investigate the result of study), and 10 minutes for reflection and closing.<sup>68</sup>

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<sup>67</sup> Look at transcript of observation in appendix code: 01/O/25-4/2016

<sup>68</sup> Look at transcript of observation in appendix code: 01/O/25-4/2016

- 3) In the class, the teacher prepared audio and speaker to make listening process success. The audio and speaker are 2 audios and one active speaker for teacher that used in the class. While at the language laboratory, the teacher used headset for listening activities.<sup>69</sup>

## **b. Application**

### 1) Pre-listening

Before the activity is started, the teacher needs to decide what kinds of listening purpose of the text. And the important objective for the pre-listening phase is to contextual the text, providing any information needed to help students appreciate the setting and the role of listening. Pre-listening included the following:

- a) As a warm-up or schema building activity, the teacher asked students what they know about the materials.

For instance, when the teacher taught “Miser man”, she asked: what do you know about Miser man? Do you know the story about Miser man? and How the end of Miser man’s story? as warming up.

- b) Content prediction through reading the title and key words.

Ask students to make lists of key item and prediction from the topic. So, students easily understand the materials.

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<sup>69</sup> Look at transcript of observation in appendix code: 01/O/25-4/2016

For example: title (Miser), key words: old miser, fortune, bit, and money.

c) Commenting on visual.

The students comment on her visual about the topic to get the main idea/main messages from the materials. It's able to makes students got new background knowledge that relevant with the material.

For example: miser man is the story tells about someone who very stingy and want to get everything more and more.

d) Reading something based on the topic.

Ask the students to read the hand out and figure out what are the missing words. Its help the students have prediction to makes easy fill what are words that suitable on the missing part.

So, pre-listening activity is preparation or what should students prepare before studying listening, the students have to prepare it well to become a good listener.<sup>70</sup>

2) Whilst-listening

a) Ask the students to listen for the materials.

In order to students found the missing word, the recorder was played three times. From the observation and interview had done by researcher on April, 25<sup>th</sup> until May, 3<sup>th</sup> 2016. The researcher

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<sup>70</sup> Look at transcript of observation in appendix code: 01/O/25-3/IV/2016

found that, for the first meeting the topic is “Miser man”, second meeting “Cinderella”, and the third meeting “My Love”. The recorder that played by the teacher in each meeting was three time.<sup>71</sup>

### 3) Post-listening

- a) Gives a view minutes to the students, in order to check their answer sheet before investigate together with the class.
- b) Swap the students answer sheet between one student to other students.
- c) Check the answer classically, play the tape recorder while checking the answer or missing words.
- d) The teacher collected the answer sheet, to investigate the students result.
- e) After the end of listening, go over the feedback with the class.<sup>72</sup>

### c. Evaluation

A teaching and learning need to be evaluated. Evaluation is conducted to determine the result of learning process. In this evaluation, the teacher returned the answer sheets to the students. Every student was given

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<sup>71</sup> Look at transcript of observation in appendix code: 01/O/25-3/IV/2016

<sup>72</sup> Look at transcript of interview in appendix code 01/I/25-4/2016

evaluation about skill or ability in listening comprehension task and given the score as their result.<sup>73</sup>

The skill was evaluated by the teacher in order to know what kinds of information they can be found from the recorder, and how far they can build background knowledge from the materials. While for comprehension, the teacher checked what were new vocabularies gotten from the materials and what main idea/main messages from the materials.<sup>74</sup>

## **2. The advantages and disadvantages of Top – Down Strategy in listening comprehension to the tenth grade students at SMAN 1 Jenangan Ponorogo.**

There are advantages and disadvantages arose during implement top-down strategy in listening comprehension. Based on the result of observation and interview had done by researcher on April, 25<sup>th</sup> until May, 3<sup>th</sup> 2016. The advantages during teaching listening comprehension through top – down strategy as follows:<sup>75</sup>

### **a. The advantages for teacher**

Rahajeng Drianing Wulan, S.Pd, as the English teacher of tenth grade students of SMAN 1 jenangan Ponorogo.

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<sup>73</sup> Look at transcript of observation in appendix code: 01/O/25-3/IV/2016

<sup>74</sup> Look at transcript of interview in appendix code 02/I/27-4/2016

<sup>75</sup> Look at transcript of observation in appendix code: 01/O/25-3/IV/2016

“There are many advantages from this strategy, such as: enrich students’ vocabularies and help their ability in pronouncing the words. By using top – down strategy, the students felt more interested and enjoy to the lesson. The listening activity becomes more interesting, and the discussion becomes more interesting too. So, top – down strategy make teacher easy to reach the goal of the study”.<sup>76</sup>

From statement above, it can be known that the advantages for the teacher from the use of top – down strategy in listening comprehension at SMAN 1 Jenangan Ponorogo in academic year 2015/2016 is help to attain the goals in teaching and learning process, since the students feel more enjoy, interest, and they have a good interaction between the other friends.<sup>77</sup>

b. The advantages for students

Some students those have been interviewed figure out that, they got some advantages from top – down strategy in learning listening comprehension. Some advantages that they got are, understood the English material well, can easily learn a new language, and boost the concentration. Uswatun Nur A (the students of X grade of SMAN 1 Jenangan) stated:

“Benefit from learning by using these strategies are, I able to get new vocabularies, enjoy the lesson, so I am interested to focus on listening monologue and dialogue”<sup>78</sup>

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<sup>76</sup> Look at transcript of interview in appendix code 02/I/27-4/2016

<sup>77</sup> Look at transcript of observation in appendix code: 01/O/25-3/IV/2016

<sup>78</sup> Look at transcript of interview in appendix code 03/I/27-4/2016

Edwin Nur P also stated

“The top – down strategy gives me opportunity to learn vocabularies and pronunciation. English lesson becomes interesting, so that increasing motivation to learn and raise my interest in listening.”<sup>79</sup>

In addition, the other students mention the advantages of using top – down strategy are, make students love to study English and make him become active in the classroom. Agung Pambudi said:

“There are some advantages from the use of top – down strategy, I feel easily to understand the purpose and essence of the lesson from teacher not feel bored in English lesson, because the teacher provides materials are accompanied by short dialogue or short monologue. So, the students understand and enjoy in the listening process quickly.”<sup>80</sup>

While the Disadvantages during teaching listening comprehension through top – down strategy as follow<sup>81</sup>:

- a. In learning listening some of the students still confuse about the speakers’ accent.

Some of the students those interviewed says still confuse about the speakers’ accent and get the difficulty with the speakers’ speed, they can’t differentiated between the speaker’s accent (which one the first speaker and

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<sup>79</sup> Look at transcript of interview in appendix code 04/I/27-4/2016

<sup>80</sup> Look at transcript of interview in appendix code 05/I/27-4/2016

<sup>81</sup> Look at transcript of interview in appendix code 2-8/I/27-4/2016

other speaker), and they can't catch the part of the missing words that said by speakers' on the tape recorder.<sup>82</sup>

- b. Students feel bored with the material.

The material sometimes make bored, because tape recorder that played by the teacher is too long, it's around 9 minutes for one dialogue or monologue. The material from tape recorder that's too long makes students thinking so long too. So, students bored quickly.

- c. Students are difficult to understand the material.

In listen the recorder, the students are difficult to understand the materials, because the materials are new and they do not have background knowledge about the material. So, it leads them to misunderstanding what the main messages that uttered by the recorder.<sup>83</sup>

### **3. The students' responses toward the implemented of Top – Down strategy in teaching listening comprehension.**

There are some responses from students toward the implementation of top – down strategy that viewed from interview that conducted by researcher. Responses of some students about implement top – down strategy are good, because almost every student feel enjoy and interested to the material that make them easy to understand. M. Ridho and Nurshintio said:

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<sup>82</sup> Look at transcript of observation in appendix code: 01/O/25-3/IV/2016

<sup>83</sup> Look at transcript of observation in appendix code: 01/O/25-3/IV/2016

“The uses of top – down strategy in listening comprehension make me enjoy and interesting with all material, especially for dialogue, because I can find and understand the meaning of what the speakers are saying”.<sup>84</sup>

Siti Hariyanti also said

“With this strategy it can help me become more active and enthusiastic about the materials, and I try to understand the speakers’ say to get the main meaning of the dialogue or monologue”.<sup>85</sup>

In addition, the other students’ mention, by using top – down strategy she doesn’t feel bored in English lesson and makes her active in the classroom. Nur laila N said:

“Actually I dislike English subject, but I like listening music, especially western music. By using top – down I can apply this strategy to found the meaning of my favorite music, because by this strategy I feel more active to know the meaning, so I active in learning listening process”.<sup>86</sup>

While some of the students that disagree with implement top – down strategy figure out, M. Ridho and Nurshintio said:

“By using top – down strategy make me always thinking and always thinking the meaning of the words. It’s make me lazy thinking too long and learning English materials”.<sup>87</sup>

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<sup>84</sup> Look at transcript of interview in appendix code 06/I/27-4/2016

<sup>85</sup> Look at transcript of interview in appendix code 07/I/27-4/2016

<sup>86</sup> Look at transcript of interview in appendix code 08/I/27-4/2016

<sup>87</sup> Look at transcript of interview in appendix code 06/I/27-4/2016

In addition with Nur laila make a point by using top – down strategy, she says

“I am so difficult to understand the material, if the materials are new and I don’t have background knowledge that relevant with the topic of materials. So, it’s make me misunderstanding what main messages from the recorder.”<sup>88</sup>

From the explanation above it can be conclude that, the students’ responses toward the implementation of top – down strategy are good well. It cause from the observation had done by researcher that support by interview showed that the result is satisfy, because during the application of top – down strategy the students are increasing on their interpretation on the materials by using background knowledge, not only the number of students that’s agree with strategy is too much more than students those disagree, but also this strategy that used in teaching listening is the standard of teaching. Besides that, the students felt interest and make the students more enjoy.

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<sup>88</sup> Look at transcript of interview in appendix code 08/I/27-4/2016

## **CHAPTER IV**

### **DATA ANALYSIS**

In this chapter, the researcher discusses the result of the research based on the statements of the problem. The result of the research is taken from the result of observation, interview, and documentation. The researcher discuss the result of the research which done at tenth grade class of SMAN 1 Jenangan Ponorogo in academic year 2015/2016. The discussions are as follows:

#### **A. The analysis of implementation Top – Down strategy in listening comprehension at tenth grade students of SMAN 1 Jenangan Ponorogo.**

In teaching listening, English teacher of SMAN 1 Jenangan Ponorogo use Top – Down strategy. Based on the observation, the implementation of Top – Down strategy in teaching listening at tenth grade students of SMAN 1 Jenangan Ponorogo divided into three steps.

In applying top-down strategy, the teacher used the steps to make the lesson successful. Based on the observation and interview on April, 22<sup>th</sup> 2016 the applications of steps are as follows:

##### **d. Preparation**

The teacher prepared materials for students. The materials take from dialogue or monologue that relevant with Books or LKS. In the class, the teacher prepared audio and speaker to make listening process success.

While at the language laboratory, the teacher used headset for listening activities.

e. Application

4) Pre-listening

- e) As a warm-up or schema building activity, the teacher asked students what they know about the materials.
- f) Content prediction through reading the title and key words.
- g) Commenting on visual.
- h) Reading something based on the topic.

5) Whilst-listening

- b) Ask the students to listen for the materials..

6) Post-listening

- f) Gives a view minutes to the students, in order to check their answer sheet before investigate together with the class.
- g) Swap the answer sheet between one student to other students.
- h) Check the answer classically, play the tape recorder while checking the answer or missing words.
- i) The teacher collected the answer sheet, to investigate the students result.
- j) After the end of listening, go over the feedback with the class.

f. Evaluation

After teaching, the English teacher evaluates her or his students. Based on observation result, Mrs. Rahajeng, was evaluated the skill in order to know what kinds of information they can be found from the recorder, and how far they can build background knowledge from the materials. While for comprehension, the teacher checked what were new vocabularies gotten from the materials and what main idea/main messages from the materials.

The researcher can identify that, the use of Top – Down strategy not runs systematically. Because the implementation of Top – Down strategy in teaching listening at tenth grade students of SMAN 1 Jenangan Ponorogo is not optimal.

According to Jack C. Richard theory, which Top – Down strategy refers to the use of background knowledge in understand the meaning of a message. The following activities that developed Top – Down listening as follows, Students' generate a set of question they expect to hear about a topic and listen to see if they are answered, and Students generate a list of things they already know about a topic and things they would like to learn more about.<sup>89</sup>

There is a difference in applying Top – Down strategy by the teacher of SMAN 1 Jenangan and theory of Jack C. Richard theory. The

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<sup>89</sup> Jack C. Richards. Teaching Listening and Speaking From Theory to Practice. 9

differences in practice, the teacher use any material related to listening, like Song, radio to support the understanding of the listener but in Jack C Richard theory use spoken dicourse exercise. In addition, the implementation of teacher in tenth grade is flexible but the theory of Jack C Richard more general.

From the discussion above, the researcher can interpreted that the use of Top – Down strategy in teaching listening at tenth grade students of SMAN 1 Jenangan Ponorogo is done well. The all of students can do the teacher's instruction; the average students can do the task, and practice well, the class interaction also done conducive. Although, sometimes some students less pay attention while the teacher present the material but the class interaction can be control by the teacher.

**B. The analysis of advantages and disadvantages Top – Down Strategy in listening comprehension to the tenth grade students at SMAN 1 Jenangan Ponorogo.**

There are advantages and disadvantages arose during implement top-down strategy in listening comprehension. Based on the result of observation and interview with one English teacher and seven students of tenth class had done by researcher on April, 25<sup>th</sup> until May, 3<sup>th</sup> 2016. The advantages during teaching listening comprehension through top – down strategy are, first, the students are easier to understand the material well. Second, students are being active and

confident in class. The students during learning process always ask the material that don't understood and always answer if the asked by teacher. Third, it can develop students' ability in listening skill. In this strategy, the students always gave exercise to assess their ability to increase their background knowledge. Fourth, the students more interest to learn English. They get high motivation to learn English by this strategy, because they feel enjoy during learning process. Fifth, the teacher will easier to prepare material and to evaluate the students.

While, the disadvantages of the implementation of Top – Down strategy in teaching listening are some of students lost concentration when the teacher present the material/ play recorder, because they are noisy or talking with other friends.

According Gilian Brown, Top – Down strategy has some advantages and disadvantages in teaching listening, The advantages of Top – Down strategy such as easy to use, because the listener do not listen spoken text in every word, but used knowledge or background knowledge to understand the meaning, Through Top – Down strategy, listeners utilize real-world knowledge and refer to various types of schemata that help them predict what will follow in the discourse. While the disadvantage of Top – Down strategy is the students tend to be passive quite a large part of the lesson, when they do not have background knowledge about the topic.<sup>90</sup>

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<sup>90</sup> Gillian Brown. Listening to Spoken English (Applied Linguistics and Language Study). (U.K: Longman Group). 167

From the observation and interview, the researcher can identify that Top – Down strategy give the significant positive impact than negative impact. The English teacher also no found the significant negative impact in this strategy. It means that using Top – Down strategy in teaching English can increase the students' listening skill. The students can develop their ability in listening skill. Furthermore, the students' imagination or ideas more develop, the students more active and more confident in doing the exercises.

**C. The analysis of students' responses toward the implemented Top – Down strategy in teaching listening comprehension.**

There are some responses from students toward the implement of top – down strategy that viewed from observation and interview that conducted by researcher. Responses of some students about implement top – down strategy are good, because almost every student feel enjoy and interested to the material that make them easy to understand.

From the result of observation and interview, almost every students those interviewed by the researcher said that, they are agree and enjoy using Top – Down strategy. Most of the students said that, the uses of top – down strategy in listening comprehension make them enjoy and interesting with all material, especially for dialogue, because they can found and understand the meaning of what the speakers are saying. So, the Top – Down strategy is appropriate for learning listening at tenth grade students of SMAN 1 Jenangan Ponorogo.

From the explanation above it can be conclude that, the students' responses toward the implementation of top – down strategy are good well. It cause the number of students that's agree with strategy is too much more than students those disagree, and also this strategy that used in teaching listening is the standard of teaching. Besides that, the students felt interest and make the students more enjoy.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the description and analysis data, the researcher takes conclusion. They are:

1. The implementation of Top – Down strategy in listening comprehension at tenth grade students of SMAN 1 Jenangan Ponorogo in academic year 2015/2016, they are preparation, application, and evaluation. In preparation, the activity consisted: The teacher prepared materials for students. These materials from dialogue or monologue that relevant with Books or LKS. The audio and speaker are 2 audios and one active speaker for teacher that used in the class. For the application, the activity consisted: pre-listening, whilst listening, and post-listening. The last is evaluation. Every student was given evaluation about skill or ability in listening comprehension task and given the score as their result. The skill was evaluated by the teacher in order to know what kinds of information they can be found from the recorder, and how far they can build background knowledge from the materials.
2. The advantages and disadvantages Top – Down Strategy in listening comprehension to the tenth grade students at SMAN 1 Jenangan

Ponorogo. The advantage for teacher is help to attain the goals in teaching and learning process, since the students feel more enjoy, interest, and they have a good interaction between the other friends. The advantages for students is also good well, because by using background knowledge/ Top-Down strategy the students got more understood the English material well, more enjoy, interesting, can easily learn a new language, and boost the concentration. While the disadvantages are: in learning listening some of the students still confuse about the speakers' accent, and students are difficult to understand the material, because the materials are new and they do not have background knowledge about the material.

3. The students' responses toward the implemented Top – Down strategy in teaching listening comprehension to the tenth grade students of SMAN 1Jenangan Ponorogo. Responses of some students toward the implement of top – down strategy are good, because almost every student feel enjoy and interested to the material that make them easy to understand, and it cause the number of students that's agree with Top – Down strategy is much more than students those disagree.

## **B. Recommendation**

Based on the teaching listening by using top – down strategy, the researcher has some suggestions. They are as follows:

### 1. For the English Teacher

It is expected for the teacher to develop the students' ability in learning listening, to makes the students more interested in focus to the lesson. English teacher must be able to use strategy to create students motivation and made them interest, enjoy, createthe class more active, conductive and alive, and support the students to be active in teaching and learning process.

### 2. For the School

School should still have to continuously developing the teaching English subject especially in teaching listening by using Top – Down strategy. Because, Top – Down strategy is good and appropriate strategy to develop listening subject.

### 3. For Students

It is expected for the students to develop their listening ability, and begin love the English lesson, especially listening. So, they can reach good scores.

### 4. For the Reader

The researcher hopes that the reader would be willing to give constructive critical appreciation for the kindness of this script.