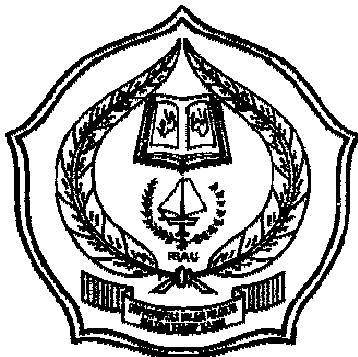


**THE APPLICATION OF BOTTOM-UP AND TOP-DOWN
TECHNIQUES IN TEACHING LISTENING
COMPREHENSION AT THE SECOND
YEAR OF MAN 1 PEKANBARU**



By

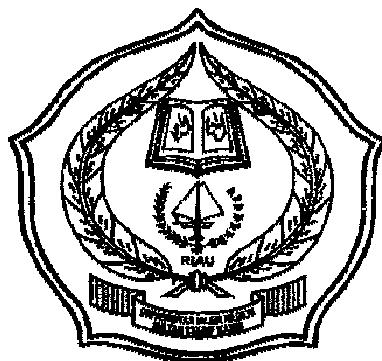
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1431 H/ 2010 M**

**THE APPLICATION OF BOTTOM-UP AND TOP-DOWN
TECHNIQUES IN TEACHING LISTENING
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YEAR OF MAN 1 PEKANBARU**

Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



By

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ABSTRACT

Title: The Application of Bottom-up and Top-down Techniques in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru.

Listening is the activity of paying attention to and tries to get meaning from something we hear. Based on preliminary research, the writer found numerous symptoms in teaching listening. Therefore, the writer was interested in carrying out this research, the writer focused to analyze how the application of bottom-up and top-down techniques in teaching listening comprehension and factors that influence them in listening is.

The population of this research was the English teachers at the second year of MAN 1 Pekanbru. There were three teachers. Therefore, the writer used total sampling technique. The writer used formula:

$$P = \frac{F}{N} \times 100 \%$$

To collect the data, writer used observation form, interview and documentation. The observation form was used to find out how the application of bottom-up and top-down techniques in teaching listening comprehension is. The interview and the documentation were used to find out the factors that influence them in teaching listening.

Based on this research, the writer can conclude that the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru is enough category. It can be seen that 121 (58%) of the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru is enough category. Therefore, it can be obtained that the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru is enough category because it is the highest percentage.

ABSTRAK

Judul : Penerapan Teknik-teknik Bottom-up dan Top-down dalam Pengajaran Pemahaman Menyimak (listening comprehension) di Kelas 2 MAN 1 Pekanbaru.

Menyimak (listening) adalah aktifitas memberikan perhatian dan mencoba untuk mendapatkan makna dari sesuatu yang kita dengar. Berdasarkan penelitian sebelumnya, penulis menemukan banyak gejala dalam pengajaran listening. Oleh karena itu, penulis tertarik untuk mengadakan penelitian ini. Penulis memfokuskan untuk menganalisa bagaimana penerapan teknik-teknik bottom-up dan top-down dalam pengajaran pemahaman menyimak (listening comprehension) dan faktor-faktor yang mempengaruhinya.

Populasi dari penelitian ini adalah guru- guru yang mengajar di kelas 2 MAN 1 Pekanbaru. Ada 3 guru. Oleh karena itu, penulis menggunakan teknik total sample. Penulis menggunakan rumus:

$$P = \frac{F}{N} \times 100 \%$$

Untuk mengumpulkan data, penulis menggunakan lembaran observasi, wawancara dan dokumentasi. Lembaran observasi digunakan untuk menemukan bagaimana penerapan teknik-teknik bottom-up dan top-down dalam pengajaran pemahaman menyimak (listening comprehension). Wawancara dan dokumentasi di gunakan untuk menemukan faktor-faktor yang mempengaruhi dalam pengajaran menyimak (listening).

Berdasarkan penelitian ini, dapat disimpulkan bahwa penerapan teknik-teknik bottom-up dan top-down dalam pengajaran pemahaman menyimak (listening comprehension) di kelas 2 MAN 1 Pekanbaru pada kategori cukup. Itu dapat dilihat bahwa 121 (58%) penerapan teknik-teknik bottom-up dan top-down dalam pengajaran pemahaman menyimak (listening comprehension) di kelas 2 MAN 1 Pekanbaru adalah pada kategori cukup. Oleh karena itu, Ini dapat disimpulkan bahwa penerapan teknik bottom-up dan top-down dalam pengajaran pemahaman menyimak (listening comprehension) di kelas 2 MAN 1 Pekanbaru adalah pada kategori cukup karena ini adalah nilai tertinggi.

ملخص

الموضوع في هذا البحث هو تطبيق الطرق Top-down و Bottom-up في تعليم الاستماع (Listening Comprehension) في الفصل الثاني بمدرسة العالية الحكومية 1 (الواحدة) باكنايل.

الاستماع (Listening Comprehension) هو نشط تعطى التلاميذ الاهتمام فيما يسمع لوجود المعنى. بناء على البحث القديم، وجدت الباحثة كثيرا من الظواهر في تعليم الاستماع. ولذلك ارادات الباحثة انتقام بهذا البحث العلمي. اهتمت الباحثة لتحليل كيف تطبيق الطرق Top-down و Bottom-up في تعليم الاستماع (Listening Comprehension) في الفصل الثاني بمدرسة العالية الحكومية 1 (الواحدة) باكنايل والعوامل التي تؤثرها.

المجتمع من هذا البحث هو المدرسوون الذين يعلمون في الفصل الثاني بالمدرسة العالية الحكومية الواحدة باكنايل. موجود 3 مدرس. ولذلك تستعمل الباحثة الطريقة العينة المجتمع. تستعمل الباحث بالرموز:

$$P = \frac{F}{N} X 100\%$$

طريقة لجمع البيانات، استعمل الباحثة ورقة المراقبة، المقابلة و التوسيق. استعمل الباحثة ورقة المراقبة ليقدم احوال تطبيق الطرق Top-down و Bottom-up في تعليم الاستماع (Listening Comprehension). استعمل الباحثة المقابلة و التوسيق لتقديم العوامل التي تؤثر في التعليم الاستماع.

بناء على هذا البحث، وجد الخلاصة ان تطبيق الطرق Top-down و Bottom-up في تعليم الاستماع (Listening Comprehension) في الفصل الثاني بمدرسة العالية الحكومية 1 (الواحدة) باكنايل تدل على المقبول. ذلك يستطيع ان ينظر ان 121 (58%) الطرق Top-down و Bottom-up في تعليم الاستماع (Listening Comprehension) في الفصل الثاني بمدرسة العالية الحكومية 1 (الواحدة) باكنايل تدل على مقبول. ولذلك وجد و يستطيع ان الطرق Top-down و Bottom-up في تعليم الاستماع (Listening Comprehension) في الفصل الثاني بمدرسة العالية الحكومية 1 (الواحدة) باكنايل هو في تدل على مقبول هذا لأن هو النتيجة مرتفعة.

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SUPERVISOR APPROVAL

EXAMINER APPROVAL

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, English has a big role. English has been used by many nations in the world. According to Broughton et al (1980:1), English as an international language of 4000 to 5000 living languages, English by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other hand, the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers who use English for their day-to-day needs, totals over 250 million.

In Indonesia, English is considered as a foreign language. Therefore, comprehending the spoken form of English is one of the most difficult tasks for the English learners. Yet, it is probably the most neglected skill in second language teaching. This neglect stems from the objectives of much language teaching in situations where the students are not likely to be exposed to native speakers, but the neglect is probably most of all due to our ignorance about the nature of the process of listening comprehension. The lack of knowledge on a theoretical level influences our knowledge of what and how to teach our students to comprehend the spoken language.

In teaching English process, teachers play an important role to support, guide, and motivate their students to achieve the teaching aims. The teachers as coordinators of education have direct connection to increase the educational

quality and determine the achievement of educational objectives. As main persons in educational world, the teachers should have the required basic skill in teaching learning process. Teachers should master the material to be taught and have competence in order that it is easy to convey the material to their students. It means that the teachers should be able to choose the proper teaching approaches, methods, and techniques.

According to Sulastri (2006:1), the teachers are the main factors influencing the results of teaching and learning process. A teacher who is successful in teaching is not only determined by the application of teaching and learning process such as choosing appropriate material, mastering teaching material, choosing appropriate method, but also is determined by the teachers' ability how to cover the attitudes of students, that will probably disturb the teaching learning process and the situation in where they learn.

As well as reading, listening comprehension used to be known of as passive skill or receptive skill because both are the act of guessing, approximation, expectation, and idealization. Hence, in listening comprehension, learners have to fill the gaps and guess the general meaning of the text. Comprehension of every function word and grammatical rules is really not necessary since the goal of listening comprehension is to be able to understand native speech at normal speed in or out of unstructured situation.

Furthermore, Paulston and Bruder (1976:203) point out that there are four language skills listening, speaking, reading, and writing. However, it clearly does

not mean that listening is the most difficult skill to be mastered by language learners.

English listening comprehension is not a new phenomena and unfamiliar for the students in Indonesia. In curriculum 1994, listening was not a priority skill. Listening was not tested in semester test or final test. There was no standard measurement for listening skill, and the students' ability in listening was never measured. Because of this reasons, most of English teachers did not care about teaching listening.

Nowadays, in KTSP curriculum, listening skill has priority and will be tested on the final test. Based on the problem above, the teacher must give much attention to listening skill and teach listening to their students and become a motivator and facilitator to motivate and encourage the students to learn listening seriously. (KTSP: 2008:77).

According to Underwood (1989:1), Listening is paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. Thus, Listening Comprehension is needed very much in communication and understanding what the speaker or native speaker said.

Furthermore, Kalayo and Fauzan (2007:89), explain that listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and the students may

receive as much as 90 % of their in school information through listening instructors and to one another. To be able to comprehend a passage, report, news, or a song, the students need teachers to help them.

Samsi Hasan (2005:150) point out that most of the students dislike, or they are not interested toward listening comprehension. There are many students who complain because listening comprehension is a part of English language subject which is examined in the last examination (UN).

Therefore, teacher's techniques are needed very much in teaching listening comprehension at the school. Actually, there are many techniques that can be applied by English teacher in teaching listening. One of them is Bottom-up and Top-down techniques.

Consequently, through this research the writer would like to investigate the application of bottom-up and top-down techniques in teaching listening comprehension done by English teacher in teaching listening.

Based on the quotation above, it is clear that English listening comprehension is an absolute thing because the objective of language, English listening comprehension especially, is for comprehending what the speaker or native speaker said.

Madrasah Aliyah Negeri (MAN) (State Islamic Senior High school) 1
Pekanbaru is one of the Islamic schools in RIAU province. This school has been applying the KTSP curriculum as a basic in developing teaching method. In KTSP curriculum (2008:76) describes there are some goals of teaching English at this school one of them is developing the communication competence in listening,

speaking , reading and writing skills to achieve the informational literacy level. Informational literacy level is level for senior high school students where the students are prepared to be able to access knowledge with medium of English language. In KTSP curriculum also is explained that the standard competence for listening comprehension especially is to comprehend the meaning in interpersonal and transactional passage orally in formal and informal in daily life.

English as compulsory subject has been taught at this school. This school has complete tools in teaching listening comprehension. At this school, the second year especially, English is taught by the teachers who have graduated undergraduate program of English Education Department and the teachers have been teaching for long time. As the teachers who has graduated undergraduate program of English Education Department, of course they have known techniques in teaching English because, they learned it when they were at the university in TEFL subject, course design subject, micro teaching subject and practice teaching.

As the teachers who have obligation in teaching English, listening comprehension especially, of course they have known techniques in teaching listening comprehension. One of the techniques is Bottom-up and Top-down techniques which has been applied in teaching listening comprehension at this school.

Bottom-up and Top-down techniques are different techniques. One focuses on language components and the other one focuses on background knowledge of passage.

In teaching listening comprehension, the teachers are more concern in using top-down technique which focuses on fluency because; it helps the students in comprehending the passage while the students are listening the recorder. The students use their background knowledge to determine the topic, the main idea, making prediction, recognizing the topic, identifying the speaker and finding supporting details. It is also base on the literacy level, informational level, in KTSP curriculum where the students are able to access knowledge with the medium of English language. However, in practicing the teachers do not ignore the using of bottom-up technique to improve the students' language components in order that they can use the language appropriately and accurately. The students are encouraged to be able to respond what they have been listened to achieve the goal of learning in which written down in KTSP curriculum and base competence in syllabus.

In studying English, Listening Comprehension especially, the teachers always bring the students to the language laboratory which has the complete equipment, such as television, radio, earphone, and VCD. In teaching listening, the teachers bring the students to study in the language laboratory, turning on the English cassette or VCD, asking the students for doing or answering the questions based on the cassette or VCD are turned on, asking the students to retail what they are listening by their own words, turning on the cassette or VCD many times over, giving the understanding of concept about what material will be heard and turning on English songs in order to make the students are interested in listening comprehension . So, when doing listening activities in the language laboratory,

the teachers and the students do not only listen the passages and the reports in English but also listen songs as a variation of teaching. English is taught 3 hours in a week at the second year of science major, 3 hours for the second year of social major. Listening has been taught one half hours each meeting in a semester or a week. Thus, the total of English language learning is 72 hours, and 36 hours, is for listening. (Curriculum SMA/KTSP: 2008:8-9).

Based on the description above, the teachers of MAN 1 Pekanbaru have taught 3 hours a week during 2 semesters and listening comprehension one half hours a week during 2 semesters. It means that at least the English teachers of MAN-1 Pekanbaru have taught English for listening comprehension 72 hours in a year. It is hoped that the teachers can teach listening comprehension well.

However, the teachers' proficiency and application of the techniques in teaching listening comprehension is unsatisfied. The difficulties which are encountered by the teachers can be from the teachers themselves, the environment where they live or the location of school, the teaching facilities, and teaching motivation. In short, the phenomena can be depicted as follows:

1. Some of the English teachers are still ambiguous applied techniques in teaching listening comprehension.
2. Some of the English teachers rarely give pre-listening stage in teaching listening comprehension, while it is the first step in bottom-up and top-down techniques.
3. Some of the English teachers do not teach based on the lesson plan, based on bottom-up and top down techniques.

4. Some of the English teachers apply steps of bottom-up and top-down techniques, but they are not written down in the lesson plan.
5. The English teachers do not have various techniques in teaching and learning process.

Based on the background and the phenomena above, and remembering that the importance of English listening comprehension thus, the writer regards that conducting a research on this Listening Comprehension is still very important. Therefore, the writer is interested in carrying out a research entitled: THE APPLICATION OF BOTTOM-UP AND TOP-DOWN TECHNIQUES IN TEACHING LISTENING COMPREHENSION AT THE SECOND YEAR OF MAN 1 PEKANBARU.

B. The Reason for Choosing the Title

The reason why the writer is interested in carrying out a research on the topic above is based on several considerations:

1. The writer finds that the application of Bottom-up and Top-down techniques is not perfect yet.
2. The problems of the research are very interesting and challenging to be investigated in term of teaching and learning English as EFL/ESL. The writer wants to find out how the application of bottom-up and top –down techniques in teaching listening comprehension is.
3. The topic is relevant to the writer as one of the students of the English Education Department.
4. As far as the writer is concerned, this research title is not researched yet.

C. The Problem

1. The Identification of the Problem

Based on the background of the problem and the phenomena explained above, thus the problems of this research are identified in the following identifications:

1. Why are the teachers ambiguous applied techniques in teaching listening comprehension?
2. Why do English teachers rarely give pre-listening stage in teaching listening comprehension?
3. Why do the English teacher do not teach based on the lesson plan?
4. Why do the English teachers apply bottom-up and top-down techniques that are not written down in lesson plan?
5. Why do the English teachers do not use various technique in teaching and learning process?

2. The Limitation of the Problem

It is too broad to investigate the problems above because of the available finance and limited time. Therefore, in this research the writer limits the problem of her research on the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 pekanbaru and the factors that influence the application of those techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru.

3. The Formulation of the Problem

Since this research focuses on the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru: therefore, the writer specifies the problems discussed in the following formulated question:

- a. How is the application of bottom-up and top-down techniques in teaching listening comprehension at the school?
- b. What factors that influence the application of bottom-up and top-down techniques in teaching listening comprehension at the school?

D. The Objective of the Study

In general, the objective of this research is to find out the application of bottom-up and top-down techniques in teaching listening comprehension at MAN 1 pekanbaru. This research also aims to give the solution forward the problems depicted above. Specifically, the purposes of this research are:

1. To find out the level of application of bottom-up and top-down techniques in teaching listening comprehension.
2. To investigate the factors that influence the application of bottom-up and top-down techniques in teaching listening comprehension at the school.

E. The Definition of the Terms

In order to eliminate misunderstanding and misperception in reading this study, the definition of the terms are given as follows:

1. Technique

According to Richards and Platt (1990:20), technique is different activities in the classroom based on the different methods. Furthermore, according to Anthony (1963; in Brown, 1994:48), techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach.

2. Listening

According to Underwood (1981:1), listening is "the activity of paying attention to and try to get meaning from something we hear".

3. Comprehension

According to Clark and Clark (1977:43), comprehension is the mental process in constructing an interpretation of what speaker intended to convey or the building of meanings from sounds.

4. Bottom-up Technique

According to Brown (1994:246), bottom-up technique is techniques which focus on the language components in interpreting the meaning of passage.

5. Top-Down technique

According to Brown (1994:246), top-down is techniques which focus on background knowledge of passage in interpreting the meaning.

F. The Organization of Writing

This research consists of five chapters. Each chapter has some parts. The writing organization will be as follows. Chapter 1 (introduction) includes the background of problem, the reason for choosing the title, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective and the need of the study, the definition of the term, the operational concept and the organization of writing.

Chapter II states about the theoretical frame work includes general description of listening, listening comprehension, the principles in teaching listening comprehension, the nature of language, bottom-up and top-down techniques in teaching listening comprehension and factors influence in application of techniques teaching listening comprehension

Chapter III states about the research methodology includes the location and time of the study, the subject and object of the study, the population and sample of the study, the research instrument, assumption and the data analysis technique.

Chapter IV states the presentation of the result of the study that consists of data presentation and analysis data.

Chapter V (closing) consists of conclusion and suggestions.

CHAPTER II

THEORETICAL FRAME WORK

A. General Description of Listening

Listening is an activity that people usually do in their life. Through listening, we can get much knowledge and information about what we want and we hear.

According to Underwood (1981:1), listening is the activity of paying attention to and trying to get meaning from something we hear. She adds that the successfully to spoken language, we need to be able to work out what the speakers mean when they use particular words in particular ways on particular occasion and not simply to understand the words themselves.

Furthermore, Kalayo and Fauzan (2007:89) state that listening is the language modality is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in school information through listening to instructors and to one another.

According to Henry Guntur Tarigan (2008:31), listening is an activity process in hearing the oral symbols with full attention, understanding application and interpretation to get the information, catching the content or message, and understanding the meaning of communication which is said by the speaker.

Furthermore, Russel & Russel (1959; in Henry Guntur Tarigan, 2008: 30) point out that listening is hearing with full understanding, attention, and appreciation.

In addition, Tutolo (1987; in Deni Supia, 2003:9) recommends a similar approach for the definition and instruction of listening. He suggests three stages: **hearing activity, discrimination, and comprehension.** On this occasion, he discusses that in listening there are three stages that have been stated above, that cannot be separated. If the students can hear well, directly, he can discriminate the words produced and comprehend the message that has been spoken.

He also adds that listeners must be able to focus on the speech and select appropriate cues in order to reconstruct the speaker message. So, the students must have full concentration on the speaker message.

The first key to listening effectively is the concentration. Concentration is closely related to interest and attention. Garside, (1982; in Deni Supia, 2003: 9-10) explains:

Concentration is the essence of effective listening. In this context, concentration means giving exclusive attention to the matter in hand and in this is not easy for any length of time unless we chance to be deeply interested in what is being said. Even the attention is apt to be distracted by what goes on round us the chirp of sorrow, the sigh of bee, and any small things in fact of which we become consciously aware. Like reading, listening is receptive activity and it is easy to lose concentration and the ability to listen. Concentration is easiest where interest is deepest and if concentration to be sustained interest must be maintained. Where interest is present it will not usually be difficult to concentrate. But there are times when we need to apply our minds to things in little interest. The spontaneous concentration that springs from interest is then lacking and attention becomes a deliberate effort of will. Distraction are less likely to trouble us we if we watch the speaker. His gestures and facial expression add meaning to his words; the fact that he is aware of being watched helps him to feel that he has the interest and attention of his listeners. This may improve the quality of his communication and in turn helps his listeners to understand him more easily.

It is the fact that listening is a purposeful activity to differentiate between listening and hearing. The important point in listening includes three things:

interest, concentration, and attention. These three activities have a very close relationship to the feeling of listeners. The first time listening activity occurs, the listener will try to find that the speech she/he will hear interest her/him. If the listening activity is interesting to listener, concentration will rise and then listener will listen attentively. In contrary, the object of listening does not interest to listener, it concentration will be distracted. As a result, the listening activity becomes useless. For example, if the teacher explains a lesson, the students will listen with full attention. When the teachers' material interests them and directly they will raise concentration.

Besides the three aspects mentioned above (interest, concentration, and attention), the students also should master the language components: **grammar, vocabulary and sounds** of the language. Because without good mastery of the language components, the students will not get the ideas of what the speaker says. For example, the students who have good interest, concentration and attention, but they do not have adequate vocabulary; they will not be able to get the idea well. Also in grammar, if the students do not have good grammar, it will be difficult for them to catch the ideas of what the speaker says. Therefore, the students need to master language components and, have good attention, concentration, and interest in listening.

B. Listening Comprehension

In listening comprehension, the listener is asked to understand and catch the ideas of what they listen. Besides, listening comprehension is not only hearing of something like doing nothing. It is an active skill, and the listeners

have to try to get meaning or message from what is being said. According to Clark & Clark (in Brown, 1994:235), listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting never impulses to the brain.

Richard and Platt (1999:216) state that listening comprehension is the process of understanding speech in a second language or foreign language.

Furthermore, Rost (in Weir, 2005:95) describes that listening comprehension is the process of relating language to concepts in one's memory to references in the real world. It means that someone can understand what he/she is listening if she/he has knowledge about that.

Moreover, according to Bruder & Newton (1980: 133), an important aspect which works on listening comprehension is the relationship between the spoken and the written form of language. Students frequently fail to understand the spoken form of an utterance which they recognize perfectly well in its written form. It includes the suprasegmentals, stress, and intonation. In short, the students must understand to transfer spoken form to written form.

In addition, Bruder & Newton (1980:134-135) explain another important aspect in listening comprehension is vocabulary development and recognition of grammatical elements. Vocabulary development helps the students recognize the sounds of the words they listen. Recognition of grammatical elements will help them identify grammatical categories. Therefore, both help the students identify the content of information they hear.

Based on the explanation above, it is clear that listening comprehension is an active process where the listener should know what sound is, source, topic, meaning and so forth are. So, listeners should use their brain for thinking. Listening comprehension is not like listening only without understanding.

C. The Principles in teaching Listening Comprehension

According to Morley (in Bruder and Newton, 1980:129) there are some general principles in teaching listening comprehension that should be had by a teacher:

1. Listening comprehension lessons must have *definite goals*, carefully stated. These goals should fit into the overall curriculum, and both teacher and students should be clearly cognizant of what they are.
2. Listening comprehension lessons should be constructed with *careful step by step planning*. Meaning that the listening comprehension lessons should be constructed from the simple to more complex.
3. Listening comprehension lesson structure should demand *active overt student participation*. Meaning that by participation of students can show their understanding about the lesson.
4. Listening comprehension lesson should provide a *communicative urgency for remembering* in order to develop *concentration*.
5. Listening comprehension should stress and *scious memory work*. Meaning that to strengthen the students' memory in recall the passages, songs, news and so on. In Morley's terms (in Bruder and Newton, 1980:129) "listening

is *receiving*, receiving requires thinking, and thinking requires memory; there is no way to separate listening, thinking, remembering".

6. Listening comprehension should "teach" not "test". Meaning that when the students do mistakes, the teachers help justify students' mistakes.

Furthermore, according to Harmer (2000:10) the principles of teaching listening:

1. The tape recorder is just as important as the tape

Tape recorder is important thing in listening comprehension. Using tape recorder will help the students in comprehending. Hence, the tape recorder should have good speaker/sound and also can be heard all around the classroom.

2. Preparation is vital

Preparation is a good starting for both the students and the teacher, especially for the teacher, preparation will help the teacher before teaching. The teacher can listen the material from the tape many times before coming in the class and by listening first, the teacher can help the students in listening comprehension.

3. Once will not be enough

It is very difficult for the students in comprehending the massage from the news, passages or songs in once because the students need to submit the things or ideas which are missed at the first time. Hence, playing the tape recorder many times is needed very much in order to the listening is easier for the students in comprehending the ideas or messages.

4. Students should be encouraged to respond to the content of a listening, not just to the language

It is very important of listening comprehension because the aim of listening comprehension is to make the students understand what they heard. By giving respond, it will be seen what the students have understood or not.

5. Different listening stages demand different listening tasks

Meaning that for a first listening is needed the task fairly and general. Then, for later listening may focus in on detail of information, language use, pronunciation etc.

6. Good teachers exploit listening texts to the full.

Meaning that when the teacher has done the initial activities, meanwhile, the time is still available, the teacher can use the listening text for another activity.

D. The Nature of Language

Listening has often been called a passive skill. This is misleading. Because of in listening comprehension, the listener is asked to understand and catch ideas of what they listen. The listeners do not only silent without do anything. There is a mental process here. When the ear hears the sounds, the mental process starts to catch the sounds and then send the sounds to be analyzed by the brain. Here, the brain starts to analyze and construct the meaning. In the process of constructing meaning, the listener relies to varying degrees on individual linguistic signals.

Littlewood, (1981:66) points out listening demands active involvement from the hearer in order to reconstruct the message that the speaker intends. The hearer

must actively contribute knowledge from both linguistic and nonlinguistic sources.

Furthermore, according to Clark and Clark (1977; in Brown, 1944:235) listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting never impulses to the brain.

Thus, it is clear that listening comprehension as an active skill because there is mental process in its and according to littlewood (1981:67) in listening comprehension the listener should be encouraged to engage in an active process of listening for meanings, using not only the linguistic cues but also non linguistic knowledge.

E. Bottom-up and Top-down Techniques in Teaching Listening Comprehension.

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

In EFL classroom, we usually distinguish two kinds of techniques or activities which are used in listening practice: **The Bottom-up and Top-down** one. Bottom- up is a technique which focuses on the components of spoken language. The components of spoken language are sounds, words, intonations, and grammatical structures. Moreover, according to Brown (1994:247) also state that Bottom -up techniques "usually focus on sounds, words, intonation, grammatical structures, and other components of spoken language".

Furthermore, according to Kalayo &fauzan (2007:93-94), Bottom-up is text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammatical that creates meaning. Nunan, (1991:18) in his book states that Bottom-up is "the use of knowledge about sounds (phonemes), words and clauses."

In addition, according to Brown (1994:247) state a list of Bottom-up techniques are as follows:

- Discriminating between intonations of sentences in passage.
- Discriminating between phonemes (phonemes) of words.
- Finding the stressed syllable of words.
- Recognizing reduced forms of sentence structure.

Then the other technique is Top-down. Top-down is a technique which focuses on deriving meaning.

Hasibuan &fauzan (2007:94) point out top-down technique is listener based; the listener taps into background knowledge of the topic, the situation of context, the type of text, and the language. These background knowledge activities are a set of expectations that help the listener to interpret what is heard and anticipate what will come next. The background knowledge of topic consists of situation and topic in interpreting the meaning.

Nunan (1991:18) in his book states that Top-down technique is "the use of inside the head knowledge which is not directly decoded in words."

In addition, according to Brown (1994:247) state a list of Top-down techniques:

- Recognizing the topic
- Identifying the speaker
- Evaluating themes
- Finding the main idea
- Finding supporting details
- Recognizing the text type
- Making predictions
- Making inferences about things not directly stated in the text

Furthermore, according to Morley (1991, in Brown, 1994:246) Top-down is more concerned with the activation of schemata, with deriving meaning, with global understanding and with the interpretation of a text.

F. Factors Influencing the Application of Bottom-up and Top-down Techniques in Teaching Listening Comprehension.

In learning a language, one of the aspects which often to be said is method. A teaching language program is often evaluated from method which is used because method will determine the content and the way in teaching a language and also success or unsuccessful a teaching language program.

Graves (2000:20), describes belief is factor that very influential to teaching. According to Kalayo and Fauzan (2007: 24), belief is an abstract form and it is inside the body. It can not be identified unless the teacher articulates and shows it in a concrete form (teaching).

Furthermore, Graves (2000: 26) describes the importance of beliefs and experience. Beliefs arise from work experience and the discourse of the workplace.

In addition, Kalayo and Fauzan (2007:24) said that teacher's belief about language refers to his/her view of what language is or what being proficient in a language. It influences what a teacher teaches and how he or she teaches. The difference of view of language description will influence in material and the way of teaching.

A teacher who argues that language is written, of course, they will use the teaching time with the composition activities. Looking for the long written becomes short and simple written. In other hand, a teacher who argues that language is speech, of course, the teacher will be more important the structure drill exercises and speech drill exercises.

Hence, it is clear that the teachers' beliefs and teachers' experience in getting language will influence the way of teaching and attitude in teaching because teaching of a language is based on the theories generally. In teaching listening comprehension, of course the beliefs and the experience are factors that very influential to teaching. Therefore, the English teachers should implement which technique - top-down technique or bottom-up technique- is more applicable for teaching listening comprehension in their workplace.

Furthermore, Graves (2000: 26) also describes the time available and the teachers' references are factors that very influential to teaching.

G. Relevant Research

A research that had been done by Budi Kartono (2008), an alumnus of State Islamic University of Sultan Syarif Kasim Riau, entitled the application of TEFL among the fourth year students in teaching practice of the English Education Department the Faculty of Education and Teachers' Training State Islamic University Sultan Syarif Kasim Riau.

This research aimed to find out the application of TEFL in the fourth year students in teaching practice of the English Education Department the Faculty of Education and Teachers' training of State Islamic University Sultan Syarif Kasim Riau.

The correlation between Budi Kartono's research and my thesis is to find out the application of TEFL, but writer's research in the application of bottom up and top down technique in teaching listening comprehension.

H. Operational Concept

The writer fixes indicators of test based on the application of Bottom-up and Top-down techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru.

The indicators are as follows:

1. The teacher uses bottom-up technique.

The procedures of Bottom –up techniques are as follows:

1. The teacher plays a cassette or recording and asks the students to identify specific sounds (phonemes) used by the speaker.
2. The teacher plays a cassette or recording and asks the students to identify specific intonations used by the speaker.
3. The teacher plays a cassette or recording and asks the students to identify specific structures used by the speaker.
4. The teacher plays a cassette or recording and asks the students to identify specific stress used by the speaker.
5. The teacher plays a cassette or recording and asks the students identify specific rhythm used by the speaker.
6. The teacher plays a cassette or recording and asks the students to identify specific reduced forms used by the speaker.

2.The teacher uses top-down technique.

Procedures of Top-down techniques are as follows:

1. The teacher plays a cassette or recording and asks the students to identify specific background knowledge of topic used by the speaker. The background knowledge of topic is time, object and persons
2. The teacher plays a cassette or recording and asks the students to identify the kinds of text type (narrative, description, anecdote, etc) used by the speaker
3. The teacher plays a cassette or recording and asks the students to identify specific formal and informal English language used by the speaker.
- 4 The teacher plays a cassette or recording and asks the students to find the specific main idea used by the speaker
5. The teacher plays a cassette or recording and asks the students make specific prediction of the topic used by the speaker.
6. The teacher plays a cassette or recording and asks the students to make specific inferences about things not directly stated in the text used by the speaker.
7. The teacher plays a cassette or recording and asks the students to make summary of the topic used by the speaker
8. The teacher plays a cassette or recording and asks the students in identifying the specific topic of the text used by the speaker.

And the writer fixes indicators of factors that influence the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru. The indicators are based on Graves (2000:26) and Hasibuan and Fuazan (2007: 24). The indicators are as follow:

1. The view of what language is by the teacher.
2. The teachers' experience in teaching a language.
3. The teachers' education in getting a language.
4. The time available.
5. The teachers' references.

CHAPTER III

THE RESEARCH METHODOLOGY

1. Research Design

The kind of this research is descriptive research. It describes 2 things:

- a. The application of bottom-up and top down techniques done by the teachers in teaching listening comprehension.
- b. What factors that influence the application of bottom-up and top-down techniques in teaching listening comprehension.

There are 2 variables in this research in which each variable is separated.

There is no dependent and independent variables. Both are independent variables.

The first variable is application bottom-up and top-down techniques in teaching listening comprehension and the second is what factors that influence in application bottom-up and top-down techniques in teaching listening comprehension

The technique will be described verbally and using percentage.

A. The Location and Time of the study

This study was carried out at MAN 1 pekanbaru in 2009/2010 of academic year.

B. The Subject and Object of the Study

The subject of this study was 3 English teachers who teach English at the second year of MAN 1 pekanbaru, and the object was the application of bottom-up and top-down techniques in teaching listening comprehension.

C. The Population and Sample of the Study

The target population of this study was the English teachers at the second year of MAN 1 pekanbaru in 2009/2010 academic year. They consisted of 3 teachers who teach English at the second year of MAN 1 pekanbaru. Therefore, in this research the writer used total sampling technique and the samples are:

TABLE III.1
The Sample of Population of the Teachers

NO	NAME	EDUCATION	GRADUATION
1	Nurhasanah Ms. S.Pd.I	S1	UIN SUSKA RIAU
2	Dra. Hj. Harmailis, S.Pd	S1	UNP
3	Yusniar, S.Pd	S1	FKIP PEKANBARU

D. The Research Instrument

The research instruments of this research are

1. Observation

The Observation forms contained 14 statements. Then, the researcher gives a checklist to each statement which appeared when the teacher was teaching.

The observation forms were taken from technique that is prepared by Hasibuan and Fauzan, Morley in Brown, and Peterson in Brown. According to Hasibuan and Fauzan (2007:94), the techniques for teaching listening comprehension are Bottom- up and Top-down. Furthermore, according to Morley (1991; in Brown, 1994:246), the technique for teaching listening comprehension is Bottom-up and top-down. The writer used all techniques which are mentioned above.

2. Interview

The writer asked the teachers about the application of bottom-up and top-down techniques based on the guidance in operational concepts.

3. Documentation

The writer used lesson plan as the research instrument to saw the procedure of teaching.

E. ASSUMPTION

1. The teacher uses technique bottom-up and top-down in teaching listening comprehension.
2. The application of bottom-up and top-down techniques is done by different teachers in teaching listening comprehension.
3. One technique can be done by different teachers with different ways in teaching.
4. The ways in teaching influence a teacher in application one technique.

F. The Data Analysis Technique

When the data was gathered and tabulated, the further process was to classify into two groups: Qualitative data and quantitative data. Quantitative data was form of number and presented statistically; qualitative data was form of some statements. The method used in the research was qualitative with percentage.

In order to get description of the answer given by the teacher; the data were analyzed by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = percentage

F = frequency

N = number of cases

Sudjiono, (1995:78).

The classification measurement was:

The Score of Technique	Category
80 - 100%	Very good
66 - 79 %	good
56 – 65 %	Enough
40-55%	less
Less than 40 %	Bad

Arikunto, (2008: 245).

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

In this chapter the results of the statistical analyses will be presented in the order of the questions in formulation of problem relating to the objective listed in Chapter I. The objectives are:

1. To find out the application of bottom-up and top-down techniques in teaching listening comprehension.
2. To investigate the factors that influences the application bottom-up and top-down techniques in teaching listening comprehension at the school.

The questions are:

1. How is the application of bottom-up and top-down techniques in teaching listening comprehension at the school?
2. What factors that influence the application of bottom-up and top-down techniques in teaching listening comprehension at the school?

To interpret the level of application of bottom-up and top-down techniques of the teachers of Man-1 Pekanbaru in teaching listening comprehension is analyzed under the following scale:

The Sore of Technique	Category
80 -100%	Very good
66 - 79 %	Good
56 - 65 %	Enough
40-55%	less
Less than 40 %	Bad (Arikunto 2008: 245)

A. The Data Presentation of the Application of Bottom-up and Top-down Techniques in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru.

The data presented are as the result of observation toward the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru.

A. Bottom-up technique:

The indicators in the application of bottom-up technique are:

1. The teacher plays a cassette or recording and asks the students to identify specific sounds (phonemes) used by the speaker.
2. The teacher plays a cassette or recording and asks the students to identify specific intonations used by the speaker.
3. The teacher plays a cassette or recording and asks the students to identify specific structures used by the speaker.
4. The teacher plays a cassette or recording and asks the students to identify specific stress used by the speaker.
5. The teacher plays a cassette or recording and asks the students to identify specific rhythm used by the speaker.
6. The teacher plays a cassette or recording and asks the students to identify specific reduced forms used by the speaker.

This observation was toward three English teachers and it was about five meetings. The result of observation can be seen in the following explanation:

A. The Observation Result of English Teacher "A"

TABLE IV. 1
The Application of Bottom-up Technique in Teaching Listening
Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "A"

N O bser vation	Obser item	Observation time										F	P		
		I		II		III		IV		V					
		Y	N	Y	N	Y	N	Y	N	Y	N				
1	1	✓		✓				✓		✓		4	80 %		
2	2	✓		✓								2	40 %		
3	3	✓		✓		✓		✓		✓		5	100 %		
4	4	✓		✓		✓				✓		4	80 %		
5	5							✓				1	20 %		
6	6	✓		✓		✓		✓				4	80 %		
TOTAL												20			

The table above shows that the highest score (100 %) is 3rd point from 5 times observation, and the lowest score (20 %) is 5th point from 5 times observation.

The score 100 % is the first point of bottom-up technique, teacher asks the students to identify specific structures used by the speaker. It seems that the score achieved by the teacher is very good because the percentage is 100 %.

The score 20 % is the fifth point of bottom-up technique, teacher asks the students to identify specific rhythm used by the speaker. It seems that the score achieved by the teacher is bad because the percentage is less than 100 %.

B. Top-down technique:

The indicators in the application of top-down technique are:

1. The teacher plays a cassette or recording and asks the students to identify specific background knowledge of topic used by the speaker. The background knowledge of topic is time, object and persons.
2. The teacher plays a cassette or recording and asks the students to identify the kinds of text type (narrative, description, anecdote, etc) used by the speaker.
3. The teacher plays a cassette or recording and asks the students to identify specific formal and informal English language used by the speaker.
4. The teacher plays a cassette or recording and asks the students to find the specific main idea used by the speaker.
5. The teacher plays a cassette or recording and asks the students make specific prediction of the topic used by the speaker.
6. The teacher plays a cassette or recording and asks the students to make specific inferences about things not directly stated in the text used by the speaker
7. The teacher plays a cassette or recording and asks the students to make summary of the topic used by the speaker.
8. The teacher plays a cassette or recording and asks the students in identifying specific topic of the text used by the speaker.

TABLE IV. 2
**The Application of Top-down Technique in Teaching Listening
 Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "A"**

N O bser vation item	Obser viation	Observation time										F	P		
		I		II		III		IV		V					
		Y	N	Y	N	Y	N	Y	N	Y	N				
1	1	✓		✓		✓				✓		4	80 %		
2	2	✓		✓						✓		3	60 %		
3	3							✓		✓		2	40 %		
4	4	✓		✓						✓		3	60 %		
5	5	✓				✓		✓				3	60 %		
6	6			✓						✓		2	40 %		
7	7	✓		✓		✓		✓		✓		5	100 %		
8	8			✓		✓				✓		3	60 %		
TOTAL												25			

The table above shows that the highest score (100 %) is 7th point from 5 times observation and the lowest (40 %) is 3rd and 4th point from 5 times observation.

The score 100% is the seventh point of top-down technique, teacher asks the students to make summary of the topic used by the speaker .It seems that the score achieved by the teacher is very good because the percentage is 100 %.

The score 40 % is the third point of top-down technique, teacher asks the students to identify specific formal and informal English language used by the speaker; and the last point is the fourth point, teacher asks the students to find the

specific main idea used by the speaker. It seems that the score achieved by the teacher is less because it is less than 100 %.

TABLE IV. 3
Recapitulation of the Application of Bottom-up Technique in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "A"

No	Observation Item	F	P
1	The teacher plays a cassette or recording and asks the students to identify specific sounds (phonemes) used by the speaker	4	80 %
2	The teacher plays a cassette or recording and asks the students to identify specific intonations used by the speaker	2	40 %
3	The teacher plays a cassette or recording and asks the students to identify specific structures used by the speaker	5	100 %
4	The teacher plays a cassette or recording and asks the students to identify specific stress used by the speaker	4	80 %
5	The teacher plays a cassette or recording and asks the students to identify specific rhythm used by the speaker	1	20 %
6	The teacher plays a cassette or recording and asks the students to identify specific reduced forms used by the speaker	4	80 %
TOTAL		20	
		<u>20</u>	<u>X 100 % = 66.6 %</u>
			<u>30</u>

The table above shows that the score of the application of bottom-up technique in teaching listening comprehension at the second year of MAN 1 Pekanbaru by Teacher "A" is 66.6 %. It seems that the score achieved by the teacher is enough because the percentage is less than 100 %.

TABLE IV. 4
Recapitulation of the Application of Top-down Technique in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "A"

No	Observation Item	F	P
1	The teacher plays a cassette or recording and asks the students to identify specific background knowledge of topic used by the speaker. The background knowledge of topic is time, object and persons	4	80 %
2	The teacher plays a cassette or recording and asks the students to identify the kinds of text type (narrative, description, anecdote, etc) used by the speaker	3	60 %
3	The teacher plays a cassette or recording and asks the students to identify specific formal and informal English language used by the speaker	2	40 %
4	The teacher plays a cassette or recording and asks the students to find the specific main idea used by the speaker	3	60 %
5	The teacher plays a cassette or recording and asks the students make specific prediction of the topic used by the speaker	3	60 %
6	The teacher plays a cassette or recording and asks the students to make specific interferences about things not directly stated in the text used by the speaker.	2	40 %
7	The teacher plays a cassette or recording and asks the students to make summary of the topic used by the speaker	5	100 %
8	The teacher plays a cassette or recording and asks the students in identifying specific topic of the text used by the speaker	3	60 %
TOTAL		25	
			<u>25X 100 %=62.5 %</u>
			40

The table above shows that the score of the application of top-down technique in teaching listening comprehension at the second year of MAN 1 Pekanbaru by Teacher "A" is 62.5 %. It seems that the score achieved by the teacher is enough because the percentage is less than 100 %.

B. The Observation Result of English Teacher "B"

The data presented are as the result of observation toward the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru.

A. Bottom-up technique:

The indicators in the application of bottom-up technique are:

1. The teacher plays a cassette or recording and asks the students to identify specific sounds (phonemes) used by the speaker.
2. The teacher plays a cassette or recording and asks the students to identify specific intonations used by the speaker.
3. The teacher plays a cassette or recording and asks the students to identify specific structures used by the speaker.
4. The teacher plays a cassette or recording and asks the students to identify specific stress used by the speaker.
5. The teacher plays a cassette or recording and asks the students to identify specific rhythm used by the speaker.
6. The teacher plays a cassette or recording and asks the students to identify specific reduced forms used by the speaker.

This observation was toward three English teachers and it was about five meetings. The result of observation can be seen in the following explanation:

TABLE IV. 5
**The Application of Bottom-up Technique in Teaching Listening
 Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "B"**

N O	Obser vation item	Observation time										F	P		
		I		II		III		IV		V					
		Y	N	Y	N	Y	N	Y	N	Y	N				
1	1					✓				✓		2	40 %		
2	2	✓		✓						✓		3	60 %		
3	3	✓		✓		✓		✓				4	80 %		
4	4			✓		✓						2	40 %		
5	5	✓										1	20 %		
6	6	✓				✓				✓		3	60 %		
TOTAL												15			

The table above shows that the highest score (80 %) is 1st point from 5 times observation and the lowest score (20 %) is 5th point from 5 times observation.

The score 80 % is the third point of bottom-up technique, teacher asks the students to identify specific structures used by the speaker. It seems that the score achieved by the teacher is very good.

The score 20 % are the fifth point, teacher asks the students to identify specific rhythm used by the speaker. It seems that the score achieved by the teacher is less because it is less than 100 %.

B. Top-down Technique:

The indicators in the application of top-down technique are:

1. The teacher plays a cassette or recording and asks the students to identify specific background knowledge of topic used by the speaker. The background knowledge of topic is time, object and persons.
2. The teacher plays a cassette or recording and asks the students to identify the kinds of text type (narrative, description, anecdote, etc) used by the speaker.
3. The teacher plays a cassette or recording and asks the students to identify specific formal and informal English language used by the speaker.
4. The teacher plays a cassette or recording and asks the students to find the specific main idea used by the speaker.
5. The teacher plays a cassette or recording and asks the students make specific prediction of the topic used by the speaker.
6. The teacher plays a cassette or recording and asks the students to make specific inferences about things not directly stated in the text used by the speaker.
7. The teacher plays a cassette or recording and asks the students to make summary of the topic used by the speaker.
8. The teacher asks the students in identifying specific topic of the text used by the speaker.

TABLE IV. 6
The Application of Top-down Technique in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "B"

N O bser vation item	Obser vation	Observation time										F	P		
		I		II		III		IV		V					
		Y	N	Y	N	Y	N	Y	N	Y	N				
1	1	✓				✓		✓		✓		4	80 %		
2	2	✓				✓				✓		3	60 %		
3	3					✓				✓		2	40 %		
4	4	✓				✓		✓				3	60 %		
5	5			✓		✓						2	40 %		
6	6	✓						✓		✓		3	60 %		
7	7					✓		✓		✓		3	60 %		
8	8	✓				✓						2	40 %		
TOTAL												22			

The table above shows that the highest score (80 %) is 1st point from 5 times observation and the lowest score (40 %) is 3rd, 5th, and 8th point from 5 times observation

The score 60% is the first point of top-down technique, teacher asks the students to identify specific background knowledge of topic used by the speaker. It seems that the score achieved by the teacher is enough.

The score 40 % is the third point of top-down technique, teacher asks the students to identify specific formal and informal English language used by the speaker; then, the fifth point, teacher asks the students make specific prediction of the topic used by the speaker; and the last point is the eight point, teacher asks the

students in identifying specific topic of the text used by the speaker. It seems that the score achieved by the teacher is less because it is less than 100 %.

TABLE IV. 7
Recapitulation of the Application of Bottom-up Technique in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "B"

No	Observation Item	F	P
1	The teacher plays a cassette or recording and asks the students to identify specific sounds (phonemes) used by the speaker	2	40 %
2	The teacher plays a cassette or recording and asks the students to identify specific intonations used by the speaker	3	60 %
3	The teacher plays a cassette or recording and asks the students to identify specific structures used by the speaker	4	80 %
4	The teacher plays a cassette or recording and asks the students to identify specific stress used by the speaker	2	40 %
5	The teacher plays a cassette or recording and asks the students to identify specific rhythm used by the speaker	1	20 %
6	The teacher plays a cassette or recording and asks the students to identify specific reduced forms used by the speaker	3	60 %
TOTPAL		15	
		<u>15 X 100 % = 50 %</u>	
		30	

The table above shows that the score of the application of bottom-up technique in teaching listening comprehension at the second year of MAN 1 Pekanbaru by teacher "B" is 50 %. It seems that the score achieved by the teacher is less because the percentage is less than 100 %.

TABLE IV. 8
Recapitulation of the Application of Top-down Technique in Teaching
Listening Comprehension at the Second Year of MAN 1 Pekanbaru by
Teacher "B"

No	Observation Item	F	P
1	The teacher plays a cassette or recording and asks the students to identify specific background knowledge of topic used by the speaker. The background knowledge of topic is time, object and persons	4	80 %
2	The teacher plays a cassette or recording and asks the students to identify the kinds of text type (narrative, description, anecdote, etc) used by the speaker	3	60%
3	The teacher plays a cassette or recording and asks the students to identify specific formal and informal English language used by the speaker	2	40 %
4	The teacher plays a cassette or recording and asks the students to find the specific main idea used by the speaker	3	60 %
5	The teacher plays a cassette or recording and asks the students make specific prediction of the topic used by the speaker	2	40 %
6	The teacher plays a cassette or recording and asks the students to make specific interferences about things not directly stated in the text used by the speaker.	3	60 %
7	The teacher plays a cassette or recording and asks the students to make summary of the topic used by the speaker	3	60 %
8	The teacher plays a cassette or recording and asks the students in identifying specific topic of the text used by the speaker	2	40 %
TOTAL		22	
		<u>22 X 100 % = 55 %</u>	
		40	

The table above shows that the score of the application of top-down technique in teaching listening comprehension at the second year of MAN 1 Pekanbaru by teacher "B" is 55 %. It seems that the score achieved by the teacher is less because it is less than 100 %.

C. The observation result of English teacher "C"

The data presented are as the result of observation toward the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru.

A. Bottom-up technique:

The indicators in the application of bottom-up technique are:

1. The teacher plays a cassette or recording and asks the students to identify specific sounds (phonemes) used by the speaker.
2. The teacher plays a cassette or recording and asks the students to identify specific intonations used by the speaker.
3. The teacher plays a cassette or recording and asks the students to identify specific structures used by the speaker.
4. The teacher plays a cassette or recording and asks the students to identify specific stress used by the speaker.
5. The teacher plays a cassette or recording and asks the students to identify specific rhythm used by the speaker.
6. The teacher plays a cassette or recording and asks the students to identify specific reduced forms used by the speaker.

This observation was toward three English teachers and it was about five meetings. The result of observation can be seen in the following explanation

TABLE IV. 9
**The Application of Bottom-up Technique in Teaching Listening
 Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "C"**

N O	Obser vation item	Observation time										F	P		
		I		II		III		IV		V					
		Y	N	Y	N	Y	N	Y	N	Y	N				
1	1	✓		✓				✓				3	60 %		
2	2	✓		✓		✓				✓		4	80 %		
3	3	✓		✓								2	20 %		
4	4	✓				✓				✓	—	3	60 %		
5	5					✓				✓	—	2	40 %		
6	6	✓		✓				✓		✓		4	80 %		
TOTAL												18			

The table above shows that the highest score (80 %) is 2nd and 6th point from times observation and the lowest score (20 %) is 3rd point from 5 times observation

The score 80 % is the second point of bottom-up technique, teacher asks the students to identify specific intonations used by the speaker ; and the last is the sixth point, teacher asks the students to identify specific reduced forms used by the speaker. It seems that the score achieved by the teacher is very good.

The score 20 % is the third point of bottom-up technique, teacher asks the students to identify specific structures used by the speaker. It seems that the score achieved by the teacher is less because it is less than 100 %.

A. Top-down Technique:

The indicators in the application of top-down technique are:

1. The teacher plays a cassette or recording and asks the students to identify specific background knowledge of topic used by the speaker. The background knowledge of topic is time, object and persons.
2. The teacher plays a cassette or recording and asks the students to identify the kinds of text type (narrative, description, anecdote, etc) used by the speaker.
3. The teacher plays a cassette or recording and asks the students to identify specific formal and informal English language used by the speaker.
4. The teacher plays a cassette or recording and asks the students to find the specific main idea used by the speaker.
5. The teacher plays a cassette or recording and asks the students make specific prediction of the topic used by the speaker.
6. The teacher plays a cassette or recording and asks the students to make specific inferences about things not directly stated in the text used by the speaker.
7. The teacher plays a cassette or recording and asks the students to make summary of the topic used by the speaker.
8. The teacher plays a cassette or recording and asks the students in identifying specific topic of the text used by the speaker.

TABLE IV. 10
**The Application of Top-down Technique in Teaching Listening
 Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "C"**

N O bser vation item	Obser vation	Observation time										F	P		
		I		II		III		IV		V					
		Y	N	Y	N	Y	N	Y	N	Y	N				
1	1	✓		✓		✓				✓		4	80 %		
2	2	✓								✓		2	40 %		
3	3					✓		✓				2	40 %		
4	4	✓		✓				✓				3	60 %		
5	5					✓		✓				2	40 %		
6	6							✓		✓		2	40 %		
7	7	✓						✓		✓		3	60 %		
8	8	✓				✓		✓		✓		4	80 %		
TOTAL												22			

The table above shows that the highest score (80 %) is 1st and 8th point from 5 times observation and the lowest score (40 %) is 2nd, 3rd , 5th and 6th point from 5 times observation .

The score 80% is the first point of top-down technique, teacher asks the students to identify specific background knowledge of topic used by the speaker; and the last point is the eight point, teacher asks the students in identifying specific topic of the text used by the speaker. It seems that the score achieved by the teacher is very good.

The score 40 % is the second point of top-down technique, teacher asks the students to identify the kinds of text type (narrative, description, anecdote, etc) used by the speaker; then, the third point, teacher asks the students to identify specific formal and informal English language used by the speaker; then, the fifth point, teacher asks the students make specific prediction of the topic used by the speaker; the sixth point, teacher asks the students to make specific inferences about things not directly stated in the text used by the speaker and the last point is the seventh point, teacher asks the students to make summary of the topic used by the speaker. It seems that the score achieved by the teacher is less because it less than 100 %.

TABLE IV. 11
Recapitulation of the Application of Bottom-up Technique in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "C"

No	Observation Item	F	P
1	The teacher plays a cassette or recording and asks the students to identify specific sounds (phonemes) used by the speaker	3	60 %
2	The teacher plays a cassette or recording and asks the students to identify specific intonations used by the speaker	4	80 %
3	The teacher plays a cassette or recording and asks the students to identify specific structures used by the speaker	2	40 %
4	The teacher plays a cassette or recording and asks the students to identify specific stress used by the speaker	3	60 %
5	The teacher plays a cassette or recording and asks the students to identify specific rhythm used by the speaker	2	40 %
6	The teacher plays a cassette or recording and asks the students to identify specific reduced forms used by the speaker	4	80 %

Total	18		
	$\frac{18 \times 100 \%}{30} = 30 \%$		

The table above shows that the score of the application of bottom-up technique in teaching listening comprehension at the second year of MAN 1 Pekanbaru by Teacher "C" is 30 %. It seems that the score achieved by the teacher is less because it is less than 100 %.

TABLE IV. 12
Recapitulation of the Application of Top-down Technique in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "C"

No	Observation Item	F	P
1	The teacher plays a cassette or recording and asks the students to identify specific background knowledge of topic used by the speaker. The background knowledge of topic is time, object and persons.	4	80 %
2	The teacher plays a cassette or recording and asks the students to identify the kinds of text type (narrative, description, anecdote, etc) used by the speaker	2	40 %
3	The teacher plays a cassette or recording and asks the students to identify specific formal and informal English language used by the speaker.	2	40 %
4	The teacher plays a cassette or recording and asks the students to find the specific main idea used by the speaker	3	60 %
5	The teacher plays a cassette or recording and Teacher plays a cassette or recording and asks the students make specific prediction of the topic used by the speaker.	2	40 %
6	The teacher plays a cassette or recording and asks the students to make specific inferences about things not directly stated in the text used by the speaker.	2	40 %
7	The teacher plays a cassette or recording and asks the students to make summary of the topic used by the speaker.	3	60 %
8	The teacher plays a cassette or recording and asks	4	80 %

	the students in identifying specific topic of the text used by the speaker.		
TOTAL		22	
		$22 \times 100 \% = 55 \%$	40

The table above shows that the score of the application of top-down technique in teaching listening comprehension at the second year of MAN 1 Pekanbaru by Teacher "C" is 50 %. It seems that the score achieved by the teacher is less because of less than 100 %.

TABLE IV. 13
Recapitulation of the Application of Bottom-up Technique in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "A", "B", and C"

n o	Ob ser vat ion Ite m	YES					NO				
		A	B	C	F	P	A	B	C	F	P
A	1	4	2	3	9	60 %	1	3	2	6	40 %
	2	2	3	4	9	60 %	3	2	1	6	40 %
	3	5	4	2	11	73.33%	0	1	3	4	26.66 %
	4	3	2	3	8	53.33 %	2	3	2	7	46.66 %
	5	1	1	2	4	26.66%	4	4	3	11	73.33 %
	6	4	3	4	11	73.3 %	1	2	1	4	26.66 %
TOTAL	19	15	18	52	$52 \times 100 \% = 58\%$	11	15	12	38	$38 \times 100 \% = 42\%$	

The table above shows that the recapitulation score of the application of bottom-up technique in teaching listening comprehension at the second year of MAN 1 Pekanbaru by Teacher "A", "B", and "C" is 58 % for "yes" answer and 41.1

% for "no" answer. It seems that the score achieved by the teacher is enough because the score of "yes" answer is bigger than "no" answer.

TABLE IV. 14
Recapitulation of the Application of Top-down Technique in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "A", "B", and C"

no	Ob ser vat ion Ite m	YES					NO				
		A	B	C	F	P	A	B	C	F	P
B	1	4	4	4	12	80 %	1	1	1	3	20 %
	2	3	3	2	8	53.33 %	2	2	3	7	46.66 %
	3	2	2	2	6	40 %	3	3	3	9	60 %
	4	3	3	3	9	60 %	2	2	2	6	40 %
	5	3	2	2	7	46.66 %	2	3	3	8	53.33 %
	6	2	3	2	7	46.66 %	3	2	3	8	53.33 %
	7	5	3	3	11	73.33 %	0	2	2	4	26.66 %
	8	3	2	4	9	60 %	2	3	1	6	40 %
Total		25	22	22	69	$\frac{69}{120} \times 100\% = 57.5\%$	15	18	18	5	$\frac{5}{120} \times 100\% = 42.5\%$

The table above shows that the score of recapitulation the application of top-down technique in teaching listening comprehension at the second year of MAN 1 Pekanbaru by Teacher "A", "B", and "C" is 57.5 % for "yes" answer and 42.5 % for "no" answer. It seems that the score achieved by the teacher is enough because the score of "yes" answer is bigger than "no" answer.

TABLE IV. 15
Recapitulation of the Application of Bottom-up and Top-down Techniques
in Teaching Listening Comprehension at the Second Year of MAN 1
Pekanbaru by Teacher "A, B, and C"

n o	Obs erva tion Item	YES					NO				
		A	B	C	F	P	A	B	C	F	P
A	1	4	2	3	9	60 %	1	3	2	6	40 %
	2	2	3	4	9	60 %	3	2	1	6	40 %
	3	5	4	2	11	73.33 %	0	1	3	4	26.66 %
	4	3	2	3	8	53.33 %	2	3	2	7	46.66 %
	5	1	1	2	4	26.66%	4	4	3	11	73.33 %
	6	4	3	4	11	73.33 %	1	2	1	4	26.66 %
B	1	4	4	4	12	80 %	1	1	1	3	20 %
	2	3	3	2	8	53.3 %	2	2	3	7	46.66 %
	3	2	2	2	6	40 %	3	3	3	9	60 %
	4	3	3	3	9	46.66 %	2	2	2	6	40 %
	5	3	2	2	7	46.66 %	2	3	3	8	53.33%
	6	2	3	2	7	46.66 %	3	2	3	8	53.33 %
C	7	5	3	3	11	53.33 %	0	2	2	4	26.66%
	8	3	2	4	9	60 %	2	3	1	6	40 %
Total		4	37	40	12	121X100	25	34	30	89	89X100%
		4			1	210=58%					210=42 %

The table above shows that the recapitulation score of the application of bottom-up and top-down technique in teaching listening comprehension at the second year of MAN 1 Pekanbaru by Teacher "A","B",and "C" is 58 % for "yes"

answer and 42 % for "no" answer. It seems that the score achieved by the teacher is enough because the score of "yes" answer is bigger than "no" answer.

**TABLE.IV.16
OBSERVATION PERCENTAGE RECAPITULATION FOR
TEACHER "A"**

NO	RESULT OF OBSERVATION	F	P
1	YES	45	64.2 %
2	NO	25	35.7 %

Based on the table above, the answer "yes" is forty five times and the answer "no" is twenty five. So, the total is seventy times. The highest answer is "Yes"(64.2 %), and the answer "No" is (35. 7 %).

**TABLE IV. 17
OBSERVATION PERCENTAGE RECAPITULATION FOR TEACHER
"B"**

NO	RESULT OF OBSERVATION	F	P
1	YES	36	51.4%
2	NO	34	48.5 %

Based on the table above, the answer "yes" is thirty-six times and the answer "no" is thirty-four times. So, the total is seventy times. The highest answer is "Yes"(51.4%) and the answer "No" is (48.5 %).

**TABLE IV. 18
OBSERVATION PERCENTAGE RECAPITULATION FOR TEACHER
"C"**

NO	RESULT OF OBSERVATION	F	P
1	YES	40	57. 1%
2	NO	30	42.9 %

Based on the table above, the answer "yes" is forty times and the answer "no" is thirty times. So, the total is seventy times. The highest answer is "Yes"(57.1%) and the answer "No" is (42.9%).

TABLE IV. 19
**The Recapitulation of English Teachers "A", "B", And" C" In Application
of Bottom-up and Top-down Techniques in Teaching Listening
Comprehension at the Second Year of MAN 1 Pekanbaru**

Teacher	YES		NO			
	F	P	F	P	NUMBER	P
A	45	90	25	50	70	100 %
B	36	72	34	68	70	100 %
C	40	80	30	60	70	100 %
TOTAL	121	58 %	89	42 %	210	100 %

2. The Data Presentation (Interview)

The research data about the factors influencing teachers could not be got by the writer through observation. So, the writer used interview to cover it. She interviewed all the teachers who teach English at the second year. According to Graves (2000:26) and Kalayo and Fauzan (2007:24), the factors influencing the application of bottom-up and top-down techniques in teaching listening comprehension can be seen as follow:

A. The interview result of English teacher "A"

According to Graves (2000:26) and Kalayo and Fauzan (2007:24), the factors that influence the application of Bottom-up and Top-down techniques in teaching listening comprehension are divided into five factors. They are as follow:

1. The view of what language is
 - a. What do you think about language?

Answer: Language is very needed to communicate with other people.

2. The teachers' experience in teaching.

- a. How long have you been teaching?

Answer: I have been teaching for 30 years.

- b. How long have you been teaching English?

Answer: I have been teaching English for 30 years

- c. How long have you been teaching listening comprehension?

Answer: Almost same, I have been teaching listening comprehension for 30 years.

3. The teachers' education in getting language.

- a. What is your educational background?

Answer: English department in Padang.

- b. Have you followed an English course? If yes when and where?

Answer: Yes, I have. I took English course in padang in 1974.

4. The time available.

- a. You think that you need extra time to teach so you cover the listening comprehension?

Answer: I think yes, we need extra time to teach listening comprehension for the students to teach all lessons.

5. The teachers' references.

- a. Do you have many materials for teaching English especially listening comprehension?

Answer: Yes, I have. Especially from text book and another book.

B. The interview result of English teacher "B"

According to Graves (2000:26) and Kalayo and Fauzan (2007:24)), the factors that influence the application of Bottom-up and Top-down techniques in teaching listening comprehension are divided into five factors. They are as follow:

1. The view of what language is

- a. What do you think about language?

Answer: Language is very important aspect in life because, by using language we can communicate with others people.

2. The teachers' experience in teaching.

- a. How long have you been teaching?

Answer: I have been teaching English since 2001. First, at SMP, IAIN SUSKA and SMK MASMUR

- b. How long have you been teaching English?

Answer: I have been teaching English since 2001 until now. Means 9 years.

- c. How long have you been teaching listening comprehension?

Answer: Every subject in English has Listening comprehension especially SMA, in the curriculum itself listening comprehension is very important skill in English subject.

3. The teachers' education in getting language.

- a. What is your educational background?

Answer: I graduated from IAIN SUSKA, English department of Tarbiyah faculty.

- b. Have you followed an English course? If yes when and where?

Answer: I have never followed English course. I study by myself.

4. The time available.

- a. You think that you need extra time to teach so you cover the listening comprehension?

Answer: I think so. I need extra time to teach listening comprehension.

5. The teachers' references.

- a. Do you have many materials for teaching English especially listening comprehension?

Answer: Yes, I have. I prepare by myself to teach listening comprehension because listening comprehension is the important aspect in language especially in English. If we have good listening, we can communicate with other people. Usually, I take from cassette, movie, text book and TOEFL books.

C. The interview result of English teacher "C"

According to Graves (2000:26) and Kalayo and Fauzan (2007:24), the factors that influence the application of Bottom-up and Top-down techniques in teaching listening comprehension are divided into five factors. They are as follow:

1. The description of what language is

- a. What do you think about language?

Answer: According to me, language is a thing that we use to communicate with another person without language, I think we difficult to communicate with another person.

2. The teachers' experience in teaching

- a. How long have you been teaching?

Answer: I have been teaching for 15 years since 1995.

- b. How long have you been teaching English?

Answer: The same when I have entered MAN1 since 1995 or 15 years.

- c. How long have you been teaching listening comprehension?

Answer: I have taught listening comprehension since I have taught English. Before English enter the UN I rarely using tape recorder in my classroom, so I just make the dialogue for my students. But, since listening entered the UN, I rarely use tape recorder once or twice in a week. So, I hope my students can understand more about that.

3. The teachers' education in getting language.

- a. What is your educational background?

Answer: Talking my educational background, I entered UNRI in 1990 and graduated in 1995 of English department.

- b. Have you followed an English course? If yes when and where?

Answer: I have never followed English course. I just study by my self

4. The time available.

- a. You think that you need extra time to teach so you cover the listening comprehension?

Answer: Yes, I think I need extra time to teach listening comprehension because; once or twice in one unit is not enough for students to understand well about the material.

5. The teachers' references.

- a. Do you have many materials for teaching English especially listening comprehension?

Answer: Talking about the material, I think it is enough. The problem is time. I usually use the cassette from the publisher and sometime I use another cassette that I search by my self to make the students enjoy in listening comprehension.

B. THE DATA ANALYSIS

As stated in the previous chapter, this chapter is discussing about the data analysis. In this research, descriptive qualitative is used.

Descriptive technique by percentage is divided in two categories. Firstly, qualitative is to describe the finding of the research by using words or sentence. Secondly, quantitative is to describe the finding of the research by using percentage or digits.

This research is focused on two main research problems namely:

1. The application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 pekanbaru.
2. The factors that influence the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 pekanbaru.

1. The Application of Bottom-up and Top-down Techniques in Teaching Listening Comprehension

To find out the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 pekanbaru can be seen in the following categories:

80 -100%	Very good
66 - 79 %	Good
56 - 65 %	Enough
40-55%	less
Less than 40 %	Bad (Arikunto 2008: 245)

To find out the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 pekanbaru can be seen in the table below:

TABLE IV. 20
Recapitulation of the Application of Bottom-up Technique in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "A", "B", and C"

n o	Ob ser vat ion Ite m	YES					NO				
		A	B	C	F	P	A	B	C	F	P
A	1	4	2	3	9	60 %	1	3	2	6	40 %
	2	2	3	4	9	60 %	3	2	1	6	40 %
	3	5	4	2	11	73.33 %	0	1	3	4	26,6 %
	4	3	2	3	8	53.33 %	2	3	2	7	46.66 %
	5	1	1	2	4	26.66%	4	4	3	11	73.33 %
	6	4	3	4	11	73.33 %	1	2	1	4	26,66 %
TOTAL	1	19	15	18	52	52 X100 %	21	15	12	38	38 X 100 %
						90= 58 %					90 = 42 %

From the table (IV.29), the writer concludes that there are some techniques that are implemented well by English teacher in the application of bottom-up technique in teaching listening comprehension at the Second year of MAN 1 pekanbaru in 1st, 2nd, 3rd, 4th and 5th observation. The percentages are as follow:

1. The teacher plays a cassette or recording and asks the students to identify specific structures used by the speaker is 73 %.

2. The teacher plays a cassette or recording and asks the students to identify specific reduced forms used by the speaker is 73 %.
3. The teacher plays a cassette or recording and asks the students to identify specific sounds (phonemes) used by the speaker is 60 %.
4. The teacher plays a cassette or recording and asks the students to identify specific intonations used by the speaker is 60 %.

While, there are some techniques that are not implemented well by the English teachers in the application of bottom-up technique in teaching listening comprehension at the Second year of MAN 1 pekanbaru in 1st, 2nd, 3rd, 4th and 5th observation. The writer can calculate the percentage as follows:

1. The teacher plays a cassette or recording and asks the students to identify specific stress used by the speaker is 53 %.
2. The teacher plays a cassette or recording and asks the students to identify specific rhythm used by the speaker is 26 %

TABLE IV. 21
Recapitulation of the Application of Top-down Technique in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "A", "B", and C"

no	Ob ser vat ion Ite m	YES					NO				
		A	B	C	F	P	A	B	C	F	P
B	1	4	4	4	12	80 %	1	1	1	3	20 %
	2	3	3	2	8	53.33 %	2	2	3	7	46.66 %
	3	2	2	2	6	40 %	3	3	3	9	60 %
	4	3	3	3	9	60 %	2	2	2	6	40 %

	5	3	2	2	7	46.66 %	2	3	3	8	53.33 %
	6	2	3	2	7	46.66 %	3	2	3	8	53.33 %
	7	5	3	3	11	73.33 %	0	2	2	4	26.66 %
	8	3	2	4	9	60 %	2	3	1	6	40 %
Total	25	22	22	69		$\frac{69}{120} \times 100\% = 57.5\%$	15	18	18	5	$\frac{5}{120} \times 100\% = 42.5\%$

From the table (IV.30), the writer concludes that there are some techniques that are implemented well by English teacher in the application of top-down technique in teaching listening comprehension at the Second year of MAN 1 pekanbaru in 1st, 2nd, 3rd, 4th and 5th observation. Thus, the writer calculates the percentages as follows:

1. The teacher plays a cassette or recording and asks the students to identify specific background knowledge of topic used by the speaker. The background knowledge of topic is time, object and persons is 80 %.
2. The teacher plays a cassette or recording and asks the students to make summary of the topic used by the speaker is 73 %.
3. The teacher plays a cassette or recording and asks the students to find the specific main idea used by the speaker is 6 0%.
4. The teacher plays a cassette or recording and asks the students in identifying specific topic of the text used by the speaker is 60 %.

While, there are some techniques that are not well implemented by the English teachers in the application of top down technique in teaching listening comprehension at the Second year of MAN 1 pekanbaru in 1st, 2nd, 3rd, 4th and 5th observation. The techniques are as follows:

1. The teacher plays a cassette or recording and asks the students to identify the kinds of text type (narrative, description, anecdote, etc) used by the speaker is 53 %.
2. The teacher plays a cassette or recording and asks the students to identify specific formal and informal English language used by the speaker is 40 %.
3. The teacher plays a cassette or recording and asks the students make specific prediction of the topic used by the speaker is 46 %.
4. The teacher plays a cassette or recording and asks the students to make specific interferences about things not directly stated in the text used by the speaker is 46 %.

TABLE IV.22
The recapitulation of the Application of Bottom-up and Top-down Techniques in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "A","B",and "C"

The table aspect	YES		NO			
	F	P	F	P	NUMBER	P
A. 1	9	60 %	6	40 %	15	100 %
2	9	60 %	6	40 %	15	100 %
3	11	73,3 %	4	26,6 %	15	100 %
4	8	53,3 %	6	40 %	15	100 %
5	4	26,6%	11	73.33 %	15	100 %
6	11	73,3 %	3	20 %	15	100 %
B. 1	12	80 %	3	20 %	15	100 %
2	8	53.33 %	7	46,6 %	15	100 %

3	6	40 %	9	60 %	15	100 %
4	9	60 %	6	40 %	15	100 %
5	7	46,66 %	8	53,3 %	15	100 %
6	7	46,66 %	8	53,3 %	15	100 %
7	11	73,33 %	4	26,6 %	15	100 %
8	9	60 %	6	40 %	15	100 %
total	121	58 %	89	42 %	210	100 %

The table above shows that there are some techniques that are implemented well by English teacher in the application of bottom-up technique in teaching listening comprehension at the Second year of MAN 1 pekanbaru in 1st, 2nd, 3rd, 4th and 5th observation. They are as follows:

1. The teacher plays a cassette or recording and asks the students to identify specific structures used by the speaker is 73 %.
2. The teacher plays a cassette or recording and asks the students to identify specific reduced forms used by the speaker is 73 %.
3. The teacher plays a cassette or recording and asks the students to identify specific sounds (phonemes) used by the speaker is 60 %.
4. The teacher plays a cassette or recording and asks the students to identify specific intonations used by the speaker is 60 %.

While, there are some techniques that are not implemented well by the English teachers in the application of bottom-up technique in teaching listening comprehension at the Second year of MAN 1 pekanbaru in 1st, 2nd, 3rd, 4th and 5th observation . They are as follows:

1. The teacher plays a cassette or recording and asks the students to identify specific stress used by the speaker is 53 %.
2. The teacher plays a cassette or recording and asks the students to identify specific rhythm used by the speaker is 26 %.

The table above also shows that there are some techniques that are implemented well by English teacher in the application in the application of top-down technique in teaching listening comprehension at the Second year of MAN 1 pekanbaru in 1st, 2nd, 3rd, 4th and 5th observation. They are as follows:

1. The teacher plays a cassette or recording and asks the students to identify specific background knowledge of topic used by the speaker. The background knowledge of topic is time, object and persons is 80 %.
2. The teacher plays a cassette or recording and asks the students to make summary of the topic used by the speaker is 73 %.
3. The teacher plays a cassette or recording and asks the students to find the specific main idea used by the speaker is 6 0%.
4. The teacher plays a cassette or recording and asks the students in identifying specific topic of the text used by the speaker is 60 %.

While, there are some techniques that are not implemented well by the English teachers in the application of bottom-up technique in teaching listening comprehension at the Second year of MAN 1 pekanbaru in 1st, 2nd, 3rd, 4th and 5th observation. They are as follows:

1. The teacher plays a cassette or recording and asks the students to identify the kinds of text type (narrative, description, anecdote, etc) used by the speaker is 53 %.

2. The teacher plays a cassette or recording and asks the students to identify specific formal and informal English language used by the speaker is 40%.
3. The teacher plays a cassette or recording and asks the students make specific prediction of the topic used by the speaker is 46 %.
4. The teacher plays a cassette or recording and asks the students to make specific interferences about things not directly stated in the text used by the speaker is 46 %.

TABLE IV.23
Observation Percentage Recapitulation about the Application of Bottom-up and Top-down Techniques in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "A", "B" and "C"

Teacher	YES		NO			
	F	P	F	P	NUMBER	P
A	45	90	25	50	70	100 %
B	36	72	34	68	70	100 %
C	40	80	30	60	70	100 %
TOTAL	121	58 %	89	42 %	210	100 %

To get the percentage of the data investigated, the following formula is used:

$$P = \frac{F}{N} \times 100\%$$

P = percentage

F = frequency of score

N = the total of score (Sudjiono, 1995:78)

1. The question of "Yes" 121 x 100 % =58%

210

2. The question of "No" 89 x 100% =42%

210

Based on recapitulation of table above, it is clear that the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 pekanbaru can be categorized into " ENOUGH " because the percentage of application done by the English teachers is only 58% . Otherwise, the percentage of application not done by the English teachers 42%.

The results of the observation recapitulation for English teacher "A" from five times observation are: the number of answers "Yes" is 45 times or 64.2 %. , and the total answer of "No" is 25 times or 35.7 %. This shows that the application of bottom-up and top-down techniques in teaching listening comprehension done by English teacher" A" can be categorized into" ENOUGH".

The results of the observation recapitulation for English teacher" B" from the five times observation are: the number of answers "Yes" is 36 times or 51.4 %, and the total answer of "No" is 34 times or 48. 5 %. This shows that the application of bottom-up and top-down techniques in teaching listening comprehension done by English teacher" B" can be categorized into " ENOUGH"

The results of the observation recapitulation for English teacher" C" from the five times observation are: the number of answers "Yes" is 40 times or 57.1 %. , and the total answer of "No" is 30 times or 42.9 %. This shows that the

application of bottom-up and top-down techniques in teaching listening comprehension done by English teacher" C" can be categorized into "ENOUGH".

As mentioned above, it shows that the total number of "Yes" is acquired 121 times or 58 % and 89 for "No" answers 42 %. It means that this percentage obviously indicates that the application of bottom-up and top-down techniques in teaching listening comprehension is enough. This can be proven from the aspects that are implemented well by the English teachers, and the aspects that are not implemented well by the English teachers.

There are some techniques that are implemented well by English teacher in the application of bottom-up techniques in teaching listening comprehension at the Second year of MAN 1 pekanbaru . They are as follows:

1. The teacher plays a cassette or recording and asks the students to identify specific structures used by the speaker is 73 %
2. The teacher plays a cassette or recording and asks the students to identify specific reduced forms used by the speaker is 73 %.
3. The teacher plays a cassette or recording and asks the students to identify specific sounds (phonemes) used by the speaker is 60 %.
4. The teacher plays a cassette or recording and asks the students to identify specific intonations used by the speaker is 60 %.

While, there are some techniques that are not implemented well by the English teachers in the application of bottom-up technique in teaching listening comprehension at the Second year of MAN 1. They are as follow:

1. The teacher plays a cassette or recording and asks the students to identify specific stress used by the speaker is 53 %.
2. The teacher plays a cassette or recording and asks the students to identify specific rhythm used by the speaker is 26 %.

There are some techniques are implemented well by English teacher in the application in the application of top-down techniques in teaching listening comprehension at the Second year of MAN 1 as follows :

1. The teacher plays a cassette or recording and asks the students to identify specific background knowledge of topic used by the speaker. The background knowledge of topic is time, object and persons is 80 %.
2. The teacher plays a cassette or recording and asks the students to make summary of the topic used by the speaker is 73 %.
3. The teacher plays a cassette or recording and asks the students to find the specific main idea used by the speaker is 60%.
4. The teacher plays a cassette or recording and asks the students in identifying specific topic of the text used by the speaker is 60 %.

While, there are some techniques that are not implemented well by the English teachers in the application of top-down techniques in teaching listening comprehension at the Second year of MAN 1. They are as follows:

1. The teacher plays a cassette or recording and asks the students to identify the kinds of text type (narrative, description, anecdote, etc) used by the speaker is 53 %.
2. The teacher plays a cassette or recording and asks the students to identify specific formal and informal English language used by the speaker is 40%.

3. The teacher plays a cassette or recording and asks the students make specific prediction of the topic used by the speaker is 46 %.
4. The teacher plays a cassette or recording and asks the students to make specific interferences about things not directly stated in the text used by the speaker is 46 %.

2. Factors That Influence in the Application of Bottom-up and Top-down Techniques in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru.

To investigate the factors that influence in the application of bottom up and top down techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru, the writer used interview in collecting the data that influence in the application of bottom up and top down techniques in teaching listening comprehension. The result of interview can be seen in the table below:

The questions are:

1. What do you think about language?
2. How long have you been teaching?
3. How long have you been teaching English?
4. How long have you been teaching listening comprehension?
5. What is your educational background?
6. Have you followed an English course? If yes when and where?
7. You think that you need extra time to teach so you cover the listening comprehension?

8. Do you have many materials for teaching English especially listening comprehension?

**TABLE VI. 24
The Recapitulation of Factors that Influence in the Application of Bottom-up and Top-down Techniques in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru by Teacher "A", "B", and "C"**

Question	Interview Result
1	All of the teachers view language as a communication tool, need and very important
2	All of the English teachers have long been teaching English
3	All of the English teachers have long been teaching English
4	All of the English teachers have long been teaching English
5	All of the English teachers graduated from English department
6	Only one teacher who ever followed an English course and the others are not
7	All of the English teachers need extra time in teaching listening comprehension
8	All of the English teachers have many materials in teaching listening comprehension

From the data gathered by the writer above, seen that factors that influence the application of bottom-up and top-down techniques in teaching listening comprehension are; the time available; all the teachers' answers in interview show that they need extra time in teaching listening and application bottom-up and top-down techniques and the last is teachers' experience; Only one teacher who ever followed an English course and the rest they only studied by their selves.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of the research conducted toward the application of Bottom-up and Top-down techniques in teaching listening comprehension at the second year of MAN-1 Pekanbaru, the writer would like to draw some conclusion from what had been discussed in the previous chapter and recommended some suggestions relate to the application of Bottom-up and Top-down techniques in teaching listening comprehension at the second year of MAN 1 Pekanbaru.

A. Conclusion

1. The Application of Bottom-up and Top-down Techniques in Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru.

From the data findings, the writer concludes that the application of Bottom-up and Top-down techniques in teaching listening comprehension at the second year of MAN-1 Pekanbaru can be categorized into "ENOUGH". Why? Because there are some the important aspects that are implemented well by English teacher. It shows that the number of "yes" answer is 121 times or (58%) and 89 for "no" answers (42%). It can show that the highest answer is "No". So, 58% is classified into standard value of 56%-75%. So, this standard value is categorized into "ENOUGH" category.

2. The factors that Influence the Application of Bottom-up and Top-down Techniques in Teaching Listening Comprehension at the Second Year of MAN 1 pekanbaru.

From the data findings, the writer concludes the factors that influence the application of bottom-up and top-down techniques in teaching listening comprehension at the second year of MAN 1 pekanbaru are; the time available; all the teachers' answers in interview shows that they need extra time in teaching listening and application bottom-up and top-down techniques and the last is teachers' experience; only one teacher who ever followed an English course and the rest they only study by their selves.

B. Suggestion

Based on the research that had been conducted toward the application of Bottom-up and Top-down techniques in teaching listening comprehension at the second year of MAN-1 Pekanbaru, the writer recommends some suggestions related to the application of Bottom-up and Top-down techniques in teaching listening comprehension at the second year of MAN-1 Pekanbaru as follows:

1. The teacher is expected to increase their performances and asking the students to identify rhythm.
2. The teacher is expected to increase their performances and asking the students to identify stress.
3. The teacher is expected to increase their performances and asking the students to identify reduced form.

4. The teacher is expected to increase their performances and asking the students to identify kinds of text type.
5. The teacher is expected to increase their performances and asking the students to identify formal and informal language.
6. The teacher is expected to add the time in teaching listening comprehension
7. The teacher is expected to give background knowledge to the students before playing the cassette in order to the students can respond what they are listening.

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