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CHAPTER I INTRODUCTION

A. Background of the Problem

Listening plays a significant role in daily communication and educational processes. Listening is considered as one of the vital skills in English language learning. Due to its vital position, listening has become one of the language skills tested in the National Final Examination of high schools for the last decade. Listening was traditionally seen as a passive process by which the listener receives information sent by the speaker.

Listening is one of the four English language skills that should be mastered by students. It is caused listening is the skill that is used for receiving information from communication. In this view of language learning, listening is the way of learning the language. It gives the learner information to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak.

In listening comprehension, the listener is asked to understand and catch the ideas of what they listen. Listening comprehension is not only hearing or doing nothing. It is an active skill in which the listeners have to try to get meaning or message from what is being said. Buck (2001: 3) stated that listening comprehension is the result of an interaction between a number of information sources, which include the acoustic input, different types of linguistic knowledge, details of the context, and general world knowledge, and



so forth, and listeners use whatever information they have available, or whatever information seems relevant to help them interpret what the speaker is saying. This idea gives an explanation that listening comprehension has larger process than just do listening. In this process, the listener not only works in receiving message but also understands about the interaction that happens between numbers of information sources which include the acoustic input, or whatever information that seems relevant to help them interpret what the speaker is saying.

Listening in teaching and learning process is often missed by most of the English teachers in formal school. The teacher only attaches the listening comprehension in lesson plan but they do not teach listening like what they have put in lesson plan. Besides that, however they teach listening but the method which is used is still conventional.

This situation also occurred at Vocational High School Ibnu Taimiyah, Pekanbaru. Vocational High School Ibnu Taimiyah is one of the formal schools that is located at Hang Tuah Street. This school uses School-Based Curriculum (KTSP) as its guidance in teaching and learning process. English is taught twice a week in 90 minutes for every meeting. Based on the curriculum which is used by the school, it is stated that the minimum criteria score of the students in English ability that consisted of speaking, writing, reading and listening skill is 75. Moreover, the standard competence for listening comprehension is to comprehend words and terms with simple sentence.



In teaching English, especially listening, the teachers of Vocational High School Ibnu Taimiyah usually brought the students to the laboratory facilitated with VCD and Speaker. The learning process in listening was started by turning on the cassette, listening to monologue or short conversation between two speakers then the students were asked to repeat what the speaker said. Sometimes, the teacher also played an English song as the material in order to make the students become interested in learning. These activities were done by the teacher in order to make the students easy to understand the listening material. But in fact, there were still many students who still got difficulties in comprehending the listening material, such as listening for the expression of preferences, the expression of conditional type 1, the expression of capabilities, and the expression of asking and giving direction.

Based on the writer's observation on September 2015, it was found that the technique which was used by the English teacher in teaching listening was still conventional and there was no variation given to the students. The students were only provided with a worksheet that consisted of some missing words that needed to be filled based on what they heard. The method was quite good for years but in recent years some students were not interested in the listening class. They needed learning variations in the class in order to make them become more active in learning process.

Besides that, the English teachers also admitted that they never did brainstorming before giving the listening task. They often asked the students to listen to the tape recorder directly without giving any clues that could help

them recognize the material of the subject. As the result, some of the students got difficulties in listening class and got low score in listening test, 60. The difficulties were such below:

1. Some of the students were difficult to identify the meaning of dialogue from tape recorder.
2. Some of the students were difficult to find out the detail information in listening to dialogue from tape recorder.
3. Some of the students had misinterpretation of meaning in the listening.
4. Some of the students had lack of vocabulary.
5. The English teachers were still using a conventional technique in teaching listening comprehension.

Based on the phenomena above, the writer concludes that it is necessary to improve the students' listening comprehension as good as possible because the conventional method used by the English teacher in teaching listening is not effective to improve students' listening comprehension. Moreover, there is an appropriate technique that can help students in listening comprehension that is Bottom-up Technique. Bottom up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time. In addition, Field (2003: 326) stated that Bottom-up processes are the processes in which the listener uses to assemble the messages piece-by-piece from the speech stream, going from the parts to whole. Bottom-up processing involves perceiving and

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parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive. It explains that bottom- up gives an easy way to catch the meaning by going from the parts to whole meaning.

The problems illustrated above is necessary to carry out the research project entitled *The Effect of Using Bottom-up Technique on Students' Listening Comprehension at Vocational High School Ibnu Taimiyah Pekanbaru.*

B. The Problems of the Research

1. Identification of the Problem

The writer identified the problems of this research as follows:

- a. Why were some of the students difficult to identify the meaning of dialogue from tape recorder?
- b. Why were some of the students difficult to find out the detail information in listening to dialogue from tape recorder?
- c. Why did some of the students have misinterpretation of meaning in the listening?
- d. Why did some of students have lack of vocabulary?
- e. Why did the teachers still use a conventional technique in teaching listening comprehension?



2. Limitation of the Research

Listening comprehension refers to constructing and identifying meaning. In this research, listening comprehension focused on identifying meaning in dialogue from tape recorder of the tenth grade students at Vocational High School Ibnu Taimiyah Pekanbaru. Then, to find out the effect of bottom up technique to identify meaning in dialogue from tape recorder that was seen from the result of multiple choice test.

3. Formulation of the Problem

Referring to the identification of the problems above, the problems of this research can be formulated into the following questions:

1. Do the tenth grade students at Vocational High School Ibnu Taimiyah taught by using bottom-up technique get better listening comprehension than those taught without using bottom-up technique.
2. Is there any significant effect of using bottom-up technique on students' listening comprehension of the tenth grade at Vocational High School Ibnu Taimiyah?

C. The Objectives and the Significance of the Research

1. The Objectives of the Research

Based on the formulation of the problem above, this research is necessary to be carried out in order to achieve the objectives of the research as follows:

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- a. To find out the information about the tenth grade students of Vocational High School who are taught by using Bottom-up Technique whether they get better comprehension or not than those taught without using Bottom-up Technique.
- b. To find out whether there is a significant effect or not of using bottom-up technique on students' listening comprehension.

2. The Significance of the Research

There are some significances of the research mentioned by the writer as follows:

- a. These research findings hopefully contribute the valuable information to the teachers of English at Vocational High School Ibnu Taimiyah and all teachers of English generally as an appropriate guidance to improve the students' listening comprehension.
- b. These research findings are expected to provide the positive contributions related to the process of teaching and learning English, especially in listening class activity.
- c. These research findings are also expected to motivate the students to improve their ability in listening comprehension.



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D. Definition of Key Terms

1. Effect

According to Longman Dictionary (2008), effect is a change of something or somebody caused by in something or somebody else, or result. It means that effect can be influenced to something toward something else.

2. Bottom-up Technique

According to Scrivener (2005) in Kalayo (2007: 93), Bottom- up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. The definition above tells us that bottom- up strategy is the component of spoken language. It is the way of learning listening by using the smallest unit of language like sounds, words and grammar in order to find out the meaning of the listening that they hear.

3. Dialogue Text

According to Longman Dictionary (2008), dialogue is a literary technique in which writers employ two or more characters to be engaged in conversation with each other. In addition, it is a conversational passage or a spoken or written exchange of conversation in a group or between two persons directed towards a particular subject.



4. Listening Comprehension

According to Buck (2001: 3), listening comprehension is the result of an interaction between a number of information sources, which include the acoustic input, different types of linguistic knowledge, details of the context, and general world knowledge, and so forth, and listeners use whatever information they have available, or whatever information seems relevant to help them interpret what the speaker is saying. This idea gives an explanation that listening comprehension has larger process than just do listening. In this process, the listener not only works in receiving message but also understands about the interaction that happens between a number of information sources which include the acoustic input, or whatever information that seems relevant to help them interpret what the speaker is saying.

E. Reason for Choosing the Title

The reasons why the writer intends to carry out a research on the topic above are based on several considerations:

1. The writer is very interested in carrying out this research in order to know the effect of using bottom-up technique on students' listening comprehension of the tenth grade at Vocational High School Ibnu Taimiyah.
2. This research is very important to be discussed and it will be valuable contributions for the writer particularly and for the English teachers

generally to be recognized and applied to the students in teaching listening.

3. This research is relevant to the writer's status as an English student of English Education Department of State Islamic University Sultan Syarif Kasim Riau.

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