

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

Review of Related Review

A. Theoretical Framework

1. The Nature of Listening Comprehension

a. Definition

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 is 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 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 from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak.

It is widely seen listening is as a passive skill, one takes place in the hidden reaches of the learner's mind. It is not tangible in the way that speaking and writing are, and listening text is not easily

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

manipulated like a reading one. Demonstrable results are difficult to achieve.

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 understand about the interaction that happens between a numbers of information sources which include the acoustic input, or whatever information that seems relevant to help them interpret what the speaker is saying.

b. Kind of Listening Process

Richards (2008: 4) defined two different kinds of listening process

1. Bottom-up Processing

Bottom-up processing refers to the use of the incoming input as the basis for understanding the message. Comprehension begins with the received data analyzed as successive levels of organization - sounds, words, clauses, sentences, texts – until the meaning is derived. Comprehension is viewed as a process of decoding.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Top-down Processing

Top – down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom – up processing goes from Language to meaning, top – down processing goes from meaning to language. The background language required for top – down processing may previous knowledge about the topic of discourse, situational or contextual language, or knowledge in the form of “schemata” or “scripts” plans about the overall structure of events and the relationships between them.

2. Teaching Listening

Field (2009: 17) gave current format for listening lesson.

a. *Pre-listening*

i. Pre-teaching Vocabulary

There are number of reasons for not pre-teaching all the unknown vocabulary in a recording. It takes time-time which is much better spent listening. Very importantly, it also leaves students unprepared for what happens in a real-life listening encounter where, inevitably, there will be words which they do not know and have to work out for themselves. A third consideration is the effect upon the listening process. By pre-teaching all the new words in a recording, regardless of their

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

importance, the teacher encourages the learner to listen out for those words.

ii. Establishing Context

As already noted, it is important to compensate for the limitations of using an audio cassette by giving students a general idea of what they are going to hear. In a real life situation, they would usually be aware of who the speakers were, where they were and so on. It is only fair to provide some of this information before the listening exercise.

However, the information does not need to be extensive. In fact, there is considerable danger in expounding too much on the context of listening passage. The more we tell the learners, the less they will need to listen to the recording to extract the answer they need.

iii. Creating Motivation

This is an important goal of pre-listening, and one that is sometimes neglected. We need to give listeners a purpose for listening. The quality and depth of listening is also enormously enhanced when the listener has the right mental set. In other words, when she has given some forethought to what the listening passage is likely to contain.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. During listening

i. Pre-set Questions

If questions are not asked until after the recording has been heard, learners listen in a very untargeted way. They are unclear about where to direct their attention; and their ability to answer depends upon which parts of the recording they happen to have paid special heed to.

A policy of setting questions before the second play of the cassette ensures the learners to know in advance what they are listening for.

ii. Checking Answer

The teacher allows learners time to write up their answer, and then checks them with the class as a whole. This is sometimes a difficult phase of the listening lesson. Learners may be slow to respond – partly because they need to switch psychologically from the receptive role of listener to the active one of class participant but often because of a lack of confidence in their replies. One way of overcoming reluctance is for learners to compare answers in pairs before submitting them to the whole class.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

c. *Post listening*

i. Functional language

The practice of replaying a listening passage in order to reinforce recently taught grammar has been abandoned, along with other structuralist notions. However, many of the dialogues which feature in published listening materials represent common types of human interaction. They therefore afford useful and well-contextualised examples of language functions such as refusing, apologising, threatening, offering, etc.

ii. Inferring Vocabulary

If only minimal vocabulary is pre-taught, listeners have to learn to cope with unknown words in the passage. It is usually assumed (perhaps by analog with L2 reading) that the way in which an L2 listener deals with an unknown word is to work out its meaning from the context in which it occurs. If one accepts the assumption, it is appropriate to give listeners some controlled practice in the process of inferring word meaning, similar to the practice given to the readers. The teacher identifies a number of useful words in the recording which may be new to the class and whose meanings are relatively clearly illustrated by the context (one or two sentences) within which they occur.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

iii. Paused Play

Paused play has generally been dropped. It was often used as a way of practising intonation patterns- and was thus part of the unsatisfactory mixing language and listening goals which has already been commented on.

iv. Final Play

There is sometimes a final play during in which, for the first time, the students are given a transcript of the listening passage. This is a valuable activity, since it allows learners, on an individual basis, to clarify sections of the recording which they have not so far succeeded in decoding.

Teaching listening by using bottom-up technique gives advantages to the learner in understanding the material. Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, word, clauses, sentences, texts until the meaning is derived. In teaching listening, the learners need a large vocabulary and a good working knowledge of sentence structure to process texts bottom up.

Exercises that develop bottom-up processing help the learner to do such things as, retaining input while it is being processed, recognizing word and clause divisions, recognizing key words, recognizing key transitions in a discourse, recognizing grammatical

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

relationship between key elements in sentences, and using stress and intonation to identify word and sentence function.

3. Assessing Listening

Assessing listening is not as hard as a productive skill like speaking and writing because in listening, the teachers can assess the students' listening by using multiple choice, short answer, fill in the blank, and so on to know their ability.

Brown (2003: 120) divides the listening performance into 4 types, and the classifies of way to assess students' listening performance, each of which composes a category within which to consider assessment tasks and procedures base on this type. There are:

1. Intensive: listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.
2. Responsive: listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.
3. Selective: processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

comprehend designated information on the context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.

4. Extensive: listening to develop a top- down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

Then the writer assessed the students' listening comprehension in aspect of identifying meaning by using multiple choice questions test. It is caused the learning goal of listening comprehension at Vocational High School Ibnu Taimiyah Pekanbaru is to identify the meaning of dialogue from tape recorder.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4. School Based Curriculum

Curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as guidance for the implementations of learning activities in order to achieve specific educational objectives (BNSP, 2006).

Vocational High School Ibnu Taimiyah Pekanbaru is one of the formal education institutions in Pekanbaru applying School-Based Curriculum as its guidance in teaching and learning process. School Based Curriculum is operational curriculum developed and implemented in each educational unit. School Based Curriculum consists of education level curriculum, educational calendar and syllabus (BNSP, 2006).

As stated in BNSP (2006: 112), the standard competency of tenth grade students are communicating English in Novice Level. Then, the basic competency in syllabus for listening comprehension is to comprehend words and terms with simple sentence. Therefore, the learning objectives of English at Vocational High School Ibnu Taimiyah Pekanbaru are mastering English to achieve the basic competency in majority skill and applying English to communicate in both of oral and written language in intermediate level.



5. 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. Then, the example of dialogue passages are as follows:

The expression of Preference

Maria : How do you spend your weekend?

Rio : I'd rather do the laundry and cook, because I do not have enough time to do household in week days.

What does the man do to spend his weekend?

- A. He would like to wash his clothes
- B. He prefers lying on the bed
- C. He would rather do the laundry and cook
- D. He would rather have fun with his friend

The expression of Conditlyonal type 1

If you don't study hard, you will not Pass the test.

What will happen to the man if he doesn't study hard?

- A. He would not pass the test
- B. He will not pass the test
- C. He will pass the test
- D. He would pass the test



The expression of Capabilities

John : Could you print this document again, please?

Ricky : What's the matter?

John : It is unclear. It is hard to read the result.

Why does John ask Ricky to print the document again?

- A. He wants to have these documents.
- B. He wants to check another document.
- C. He does not understand the previous document.
- D. He can't read the previous document.

The expression of asking and giving direction

- A. Excuse me, could you tell me where the nearest bank is?
- B. Walk two blocks and turn left at the bookstore. The bank will be across the street, next to the post office.

- A. Is it far from here?
- B. No, it is just a ten- minute walk.
- A. Thank you very much.
- B. You are welcome

What is the first step that should be taken to get the bank?

- A. Walk two blocks and turn right
- B. Walk a block and turn left
- C. Cross the street and turn left
- D. Walk two blocks and turn left

6. The Concept of Bottom- up

a. Definition of Bottom-up

Bottom up technique is the way of listeners to build an understanding by starting with the smallest units of the acoustic message, individual sounds, or phonemes. Then combined into words which in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combined to create ideas, concepts, and relationship between them.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Scrivener (2005) in Kalayo (2007: 93) stated Bottom-up are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up helps the learner to understand listening through the smallest unit of language. The learners are given learning through introducing the combination of sounds that is used by the speaker in dialogue, words and grammar that include in speech. Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, word, clauses, sentences, texts until the meaning is derived. Comprehension is viewed as a process of decoding.

The listener's lexical and grammatical competence in a language provides the basis for bottom up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences.

In addition, Lynch and Mendelson (2002: 207) suggest the following targets for practice:

- i. Discriminating between similar sounds.
- ii. Coping with and processing fast speech.
- iii. Processing stress and intonation differences.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

iv. Processing the meaning of different discourse markers.

b. Advantages of Using Bottom-up Strategy

According to Scrivener, in Kalayo (2007: 94) bottom-up strategy will serve best in particular situations. Then, it will monitor their comprehension and the effectiveness of the selected strategies. Besides that, it will determine whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

c. Teaching Bottom-up

Learners need a large vocabulary and a good working knowledge of sentence structure to process texts bottom up. Many traditional classroom listening activities focus primarily on bottom up processing, with exercises such as dictation, cloze listening, the use of multiple-choice questions after text, and similar activities that require close and detailed recognition. Here are some kinds of tasks that develop bottom up listening skills.

- i. Distinguish between positive and negative statements.

Example: Students listen to positive and negative statements and choose an appropriate form of agreement.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students hear *Students choose the correct response*

That's a nice camera	Yes	No
That's not a very good one	Yes	No
This coffee isn't hot	Yes	No
This meal is really tasty	Yes	No

- ii. Identify key words that is occurred in a spoken text.

Example:

Students hear

My hometown is a nice place to visit because it is close to a beach, and there are lots of interesting walks you can do in the surrounding countryside.

Students' task

Which of these words do you hear? Number them in the order you hear them.

Beach	shops	walks	hometown
Countryside	schools	nice	

d. Procedures of Bottom-up Technique

Based on Scrivener, in Kalayo (2007: 94), the procedure of bottom-up strategy includes; students listen for specific details. The purpose of this activity is to help them in understanding the whole meaning of the listening passage that is started from the smallest unit of language, such as sounds, words, phrases, clause and grammar into create meaning.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Then, the students are asked to listen and recognize cognates. The purpose of this activity is to help the listeners in recognizing the similar sounds that appear in listening passage. Finally, the students will be asked to listen and recognize word-order patterns. The purpose of this activity is that helping the students to understand the grammatical that is used in sentences in purposing of creating meaning from the listening text that they hear.

7. Relevant Research

Syafi'i (2007: 177) stated that relevant research is required to observe some precious researches conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what point that was focused on, inform the designs, findings and conclusions of the previous research.

- a. Related to this research, there is a relevant research entitled "The Effect of Using Top-down and Bottom-up Strategies toward Students' Ability in Comprehending the Recorded Narrative Story at the first year students of MAN 1 Pekanbaru. He explained that the use of Bottom-up and Top-down strategies gave significant effect on students' listening comprehension. It can be seen from the research finding of T-test was 3.47 where $1.99 < 3.47 > 2.64$.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. Another relevant research is a reasearch entitled “Applying Bottom-up Listening Strategies to Eighth Grade in A Public High School ” that was researched by Victor Olaya Vargas and Daniel Mejia Gonzalez. They identified that bottom – up listening strategy could be useful for beginners in order to start developing their listening skills. When applying bottom – up learners did not need to be aware of the content of the whole text, they could initiate their process of learning the foreign language without feeling frustedated for not being able to understand what is said.

B. Operational Concept

In order to avoid misunderstanding about this study, it is necessary to explain the variables used in this study. They are the effect of using bottom-up and students’ listening comprehension. They need to be described operationally by particular words or indicators, so that they can be measured empirically.

To operate the investigation on the variables, the writer worked based on the following indicators:

The indicators of using bottom-up technique based on Scrivener in Hasibuan and Ansyari (2007: 94) are as follows:

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Using word-order patterns will help the students to identify the words that have similar sounds in creating meaning of the listening that they do.

The followings are the indicators of students' listening comprehension based on the BNSP (2006) that is used by school:

- a. The students' ability to interpret the expression of preferences.
- b. The students' ability to interpret the expression of conditional type 1.
- c. The students' ability to interpret the expression of capabilities.
- d. The students' ability to interpret the expression of asking and giving direction.

C. Assumption and Hypothesis

1. Assumption

In this research, Bottom-up technique refers to the use of the incoming input as the basis for understanding the message. Comprehension begins with the received data analyzed as successive levels of organization – sounds, word, clauses, sentences, texts until the meaning is derived. Bottom- up strategy served best in particular situations. Then, it monitored their comprehension and the effectiveness of the selected strategies. Therefore, the writer assumed that there was influence of using bottom-up technique on students' listening comprehension.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Hypothesis

- a. H_0 : Students who participated in bottom-up technique class of the tenth grade at Vocational High School Ibnu Taimiyah had not better listening comprehension than those who were taught without using bottom-up technique.

H_a : Students who participated in bottom-up technique class of the tenth grade at Vocational High School Ibnu Taimiyah had better listening comprehension than students who were taught without using bottom-up technique.

- b. H_0 : There was no significant effect of using bottom-up technique on students' listening comprehension of the tenth grade at Vocational High School Ibnu Taimiyah Pekanbaru.

H_a : There was significant effect of using bottom-up technique on students' listening comprehension of the tenth grade at Vocational High School Ibnu Taimiyah Pekanbaru