

**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**



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PEKANBARU
1433 H/2012 M**

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(S.Pd.)



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ABSTRAK

Tito Santana (2012): Pengaruh Menggunakan Strategi Top-down dan Bottom-up terhadap Kemampuan Siswa Dalam Memahami Cerita Narasi yang direkam pada Siswa Tahun Pertama di MAN 1 Pekanbaru.

Mendengarkan adalah salah satu keterampilan bahasa dasar yang memainkan peran penting dalam komunikasi. Di masa awal Pengajaran Bahasa Inggris (ELT), mendengar terutama menjabat sebagai sarana untuk memperkenalkan tata bahasa baru melalui dialog model.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam memahami cerita narasi yang direkam diajarkan dengan menggunakan strategi top-down dan bottom-up dan tanpa strategi top-down dan bottom-up dan untuk mengetahui pengaruh yang signifikan dari penggunaan top-strategi down dan bottom-up untuk meningkatkan kemampuan siswa dalam memahami cerita narasi yang direkam di MAN 1 Pekanbaru.

Penelitian ini merupakan penelitian eksperimental, tepatnya sebuah penelitian eksperimental semu. Desain penelitian ini adalah pre-test - post-test yang tidak setara kelompok kontrol. Enam pertemuan diberikan untuk perawatan. Instrumen penelitian ini adalah tes dan observasi. Peserta adalah siswa tahun pertama MAN 1 Pekanbaru.

Temuan penelitian menunjukkan bahwa perbaikan dapat dilihat dari nilai t-tes. Skor total t-test adalah 3,47. Berdasarkan t-tabel, $1,99 < 3,47 > 2,64$. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan menggunakan strategi top-down dan bottom-up terhadap kemampuan mahasiswa dalam memahami cerita narasi direkam pada siswa tahun pertama MAN 1 Pekanbaru.

ABSTRACT

Tito Santana (2012): 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.

Listening is one of the basic language skills which plays an important role in communication. In the early days of English Language Teaching (ELT), listening chiefly served as a means of introducing new grammar through model dialogues.

The purposes of this research were to find out students' ability in comprehending the recorded narrative story taught by using top-down and bottom-up strategies and without top-down and bottom-up strategies and to find out the significant effect of using top-down and bottom-up strategies to improve students' ability in comprehending the recorded narrative story at MAN 1 Pekanbaru.

This research was an experimental research, precisely a quasi experimental research. The design of this research was pre-test - post-test non-equivalent control group. Six meetings were given for treatments. The instruments of this research were test and observation. The participants were the first year students of MAN 1 Pekanbaru.

The research findings showed that the improvement could be seen from the score of t-test. The total score of t-test is 3.47. Based on t-table, $1.99 < 3.47 > 2.64$. Therefore, it could be concluded that there is a significant effect of using top-down and bottom-up strategies toward students' ability in comprehending the recorded narrative story at the first year of MAN 1 Pekanbaru.

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In the name of Allah, the most gracious and the most merciful, praise belongs to Allah Almighty the lord of Universe. Through His guidance and His blessing, the writer has completed this academic requirement for the award of bachelor degree at the Department of English Education, Faculty of Education and Teacher Training of State Islamic University (UIN) Sultan Syarif Kasim Riau.

The title of this thesis is 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.

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Finally, the writer really realizes that there are many weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord or universe bless you all. Amin...

Pekanbaru, 27 June 2012

The Writer

TITO SANTANA

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Listening is essential learning since enable students to acquire insight and information, and to achieve success in communicating with other¹. Listening is an intellectual activity involving the processing and understanding of receive information². It means that the listener should understand what the speaker said to make listener able to respond what the speaker said. In learning English, one of important skills that should be acquired by students' of English is listening. In recent years, English has become the most popular language in the world. It needs to develop sciences, technology, art, and culture. Besides the science of technology and trade are conveyed using English³. The aim of teaching listening is to make students able to listen effectively. Listening is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to listen. If their listening skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in listening, they will have a better chance to succeed in their study.

¹ Wallace, Stariha, and Walberg. *Teaching Speaking, Listening and Writing*. (Switzerland, IAE Educational Practices Series. 2004) Pp.13.

² Mc Whorter, Kathleen T. *Collage Reading and Study Skills*. (Scott, Foresman and Company. 1989) Pp.239.

³ Ramelan. *Introduction to Linguistics*. (Semarang: IKIP Semarang Press) Pp.2.

From above linguists concern on listening, it can be concluded that listening has process in getting information, understanding the meaning and taking part in communication. Listening is the soul of communication with vocabulary as its core, and it both cooperate with each other in making good set communication environment. The need of a good basic in English language listening ability also become the fundamental reason when we are facing with English communication. However, many students still get confused to understand and to interpret the ideas in comprehending listening materials. Without any good ability in listening, the listener can be led to a situation that will be ended in misunderstanding and misinterpreting atmosphere.

MAN 1 Pekanbaru is one of educational institutions in Pekanbaru. As an educational institution, English is one of subjects taught at MAN 1 Pekanbaru, and this subject taught from the first year until the thrid year. Base on KTSP, there are some texts for for senior high school that should be taught by the teacher. They are learning about procedure text, descriptive text, recount text, report text, and narrative text. For listening in the first year students of senior school level, the competency standard is to comprehend the meaning of short functional easay of narrartive text, recount text, and procedure text with the content of daily life and to access knowledge⁴.

⁴ Syllabus for the first year students of MAN 1 Pekanbaru.

In this research, the writer only focuses on comprehending the recorded narrative story. Narrative is telling of a story or an account of a sequence of events⁵.

When the writer did observation at this school, he found that the English teachers of MAN 1 Pekanbaru got some difficulties in teaching listening comprehension. For example, the students' ability in comprehending the listening material is low, some of the students do not understand the listening material, so that they cannot determine the main idea.

Based on the fact, the writer found that there are many students who still have difficulties in listening comprehension. The facts can be seen from the following phenomenon :

- 1 Some of the students pay less attention in learning English, especially in listening comprehension.
- 2 Some of the students do not know how to use a good strategy in learning English, especially in listening comprehension.
- 3 Some of the teachers do not use the media or strategies to motivate the students in learning English, especially in listening comprehension.
- 4 Some of the students do not master the vocabulary to comprehend the text or story.

⁵M. Mitchell and E. Egudo. 2017. *Understanding the Narrative Text* (Retrieved From: <http://understandingtext.blogspot.com/2007/12/what-is-narrative.html> july 28, 2011 09:00 pm)

- 5 Some of the students do not know how to identify the main idea in listening comprehension.

Based on the phenomenon above, the writer proposes a strategy in order to improve the students' ability in listening comprehension. Here, the writer chooses Top-down and Bottom-up strategies. Top-down strategy is processing that refers to utilizing schemata to derive meaning from and interpret the message and Bottom-up strategy is processing that refers to deriving the meaning of the message⁶. Successful the listening depends on the ability to combine these two types of processing, activities which work on each strategy separately should help students to combine top-down and bottom-up processes to become more effective listeners in real life situations or longer classroom listening.

Based on the explanation above, the writer is interested in conducting research entitle: **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.**

⁶ Catherine Morley. 2005. *Listening: Top-down and Bottom-up*. (Retrived From: http://www.cal.org/caela/esl_resource/digests/LISTENQA.html: february, 22, 2011.09:00 pm).

B. The Definition of Term

To avoid the misunderstanding and misinterpretation about the title of the research, it is better to define the term used as follows:

1. Top-down

Top-down is processing refers to utilizing schemata to derive meaning from and interpret the message⁷.

2. Bottom-up

Bottom-up is processing refers to deriving the meaning of the message⁸.

3. Effect

Effect is change that something or somebody causes in something or somebody else, or result⁹. The writer concludes that effect is as influence that is appeared by something toward something else.

4. Strategy

According to Jack C. Ricards Strategy is procedure used in learning, thinking, etc¹⁰, which serve as a way of reaching a goal. In language learning strategies and communication strategies are those conscious or unconsciou processes which language learner make use of learning and using a language.

⁷ Catherine Morley. 2005. *Listening: Top-down and Bottom-up*. (Retrived From: http://www.cal.org/caela/esl_resource/digests/LISTENQA.html: Febuary, 22, 2011.09:00 pm).

⁸ Catherine Morley. 2005. *Listening: Top-down and Bottom-up*. (Retrived From: http://www.cal.org/caela/esl_resource/digests/LISTENQA.html: Febuary, 22, 2011.09:00 pm).

⁹ Hornby, A.S. *Oxford Edvanced Learner's Dictionary of Current English, Seventh Edition* (New York: Oxford University Press, 2005) Pp.138.

¹⁰ Jack C. Ricards and Ricard Schmidt. *Longman Dictionary of Language Teaching and Appllied Linguistics*. Third edition (New york: Person Education, 2002). Pp.175.

5. Ability

Hornby said that students' ability is capacity or power of the students' in mastering their subject matter. It means the Students' ability in comprehend the narrative story¹¹.

6. Comprehending

Comprehending means to understand fully the material. It means the students' understanding fully the material about the recorded narrative story¹².

7. Narrative story

Narrative story is telling of a story or an account of a sequence of events¹³.

C. The Problem

1. The Identification of the Problem

Based on the background above, it has been clearly revealed that some of the students' of MAN 1 Pekanbaru are not interested because of the lack of the teaching listening in the school. The problems are identified as follows:

- a. Why do some of the students pay less attention in learning English, especially in listening comprehension?

¹¹ Hornby, Mary. *Oxford Advanced Learner's Dictionary of Current English* (Oxford University Press. 2002) Pp 2.

¹² Hornby, Mary. *Oxford Advanced Learner's Dictionary of Current English* (Oxford University Press. 2002) Pp 263.

¹³ M. Mitchell and E. Egudo. 2007. *Understanding the Narrative Text* (Retrieved From: http://understandingtext.blogspot.com/2007/12/what-is_narraiv.html July 28, 2011 09:00 pm)

- b. Why do some of the students not know how to use a good strategy in learning English, especially in listening comprehension?
- c. Why do some of the teachers not use the media or strategies to interest the students in learning English, especially in listening comprehension?
- d. Why do some of the students not master the vocabulary to comprehend the text or story?
- e. Why do some of the students not know how to identify the main idea in listening material?

2. The Limitation of The Problem

Based on the identification of the problems above, the writer limits his research only to figure out “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” in 2012 academic year.

3. Formulation of the Problem

The problem of this research will be formulated in following questions:

- a. How is students’ ability in comprehending the recorded narrative story taught by top-down and bottom-up strategies at the first year students of MAN 1 Pekanbaru?

- b. How is students' ability in comprehending the recorded narrative story taught by konvensional strategy at the first year students of MAN 1 Pekanbaru?
- c. Is there any significance effect of using top-down and bottom-up strategies toward students' ability in comprehending the recorded narrative story at first year students of MAN 1 Pekanbaru?

D. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out students' ability in comprehending the recorded narrative story taught by top-down and bottom-up strategies at the first year students of MAN 1 Pekanbaru.
- b. To find out students' ability in comprehending the recorded narrative story taught by konvensional strategy at the first year students of MAN 1 Pekanbaru.
- c. To find out whether there is a significant 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.

2. The Significance of The Research

- a. To give positive contribution for the teachers in teaching learning process, especially in English subject especially in listening subject at the first year students of MAN 1 Pekanbaru.
- b. The writer hopes that this reasearch also give input to the teachers, so that they help the students to improve their ability in listening comprehension.
- c. To fulfill one of partial requirements to finish the study at English Education of Faculty of Education and Teachers Training of UIN Suska Riau.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of the Listening

There are many definitions of listening which have been defined by many experts. Listening as the first process of language acquisition plays an important role in building set of good atmospheric listening environment. But the real definition of the listening is still being a debatable subject to many researchers. Despite more theoretical research about listening, but a consensus on a definition of the listening has not yet been reached.

Wales, Starida and Walberg states listening is essential learning since enable students to acquire perception and information, and to achieve success in communicating with other¹. Life within and outside school affords many listening opportunities, but some students fail to seize them because they let their minds wonder or they may concentrate on what they want to say themselves rather than on what a speaker is saying.

De Vito in Puja Karinda states listening is an active process of receiving, processing, and interpreting aural stimuli. According to Underwood states listening is mental activity, which is mainly process of attending, paying attention to the sound to comprehend their meaning.

¹ Wallace, Stariha, and Walberg. *Teaching Speaking, Listening and Writing*. (Switzerland, IAE Educational Practices Series. 2004) Pp.13.

De Vito also said that listening is the activity of paying attention to and trying to get meaning from something we hear². Listening is a critical language skill for competent communication in its many manifestations³.

Howard and Dakin in Arfin defined that listening is the ability to identify what other saying which involves understanding speaker accent to pronunciation, vocabulary, and also grasping his meaning⁴, than listening is an intellectual activity involving the processing and understanding of receive information. It means that the listener should understand what the speaker said to make listener able to respond what the speaker said⁵.

According to Elaine Jennerich in Arfin states that there are four basic types of listening⁶:

1 Inactive listening

In this type, the listener hear the word, but their mind is wandering and no communication is taking place.

2 Selective listening

In this type, the listener hear only what they want to hear. They hear some of the message and immediately begin to make replay or second guess the speaker without waiting for the

² Puja Karindra, A study on The Ability of The second Year students of SMU 4 Karimun In Comprehending The Recorded News,(Pekanbaru: Unpublisher degree Thesis,2010) Pp.7.

³ Bodie, Graham D. *Priorities of Listening Research: Four Interrelated Initiatives*. (International Listening Association, USA. Louisiana State University2008).Pp 27

⁴ Arfin Tarina, A Study on The Ability of The Third Year Students of SMK Masmur Pekanbaru In Listening Comprehension To Announcement, (Pekanbaru: Unpublisher degree Thesis,2009) Pp.6.

⁵ Mc Whorter, Kathleen T. *Collage Reading and Study Skills*. (Scott, Foresman and Company. 1989) Pp.239.

⁶ Arfin Tarina, Op cit,Pp.7.

speaker to finish. It means that the listener just listen to the information of the speaker rather than the whole of it.

3 Active listening

This one of the types in listening test where the attention of listener is focused on content and intent in one person or the form of communication, such as radio, broadcast, a play, a television, a recording, or telephone.

4 Reflective listening

This is active listening when the listener also tries to make understand what the speaker is saying and make sure there is common understanding.

In addition, Nation and Newton distinguish two broad types of listening⁷:

1. One-way listening---typically associated with the transfer of information (transactional listening).
2. Two-way listening---typically associated with maintaining social relations (interactional listening).

Based on definition above, it can be concluded that listening has process in getting information, understanding the meaning and taking part in communication.

⁷ I.S.P, Nation and Newton Jonathan. *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge, 2009) Pp.40.

2. Listening Comprehension

Richards states listening comprehension is the traditional way of thinking about the nature of listening⁸. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.

Hornby in Arfin Tarina states comprehension is an exercise that trains students to understand a language. It means that, the students should have the ability to interpret and understand the spoken work⁹.

According to Howard and Dakin in Puja Karindra states listening comprehension involves an understanding speaker accent, pronunciation, vocabulary and meaning, but in the order and the successful comprehension is influenced by listener basic knowledge, linguistic knowledge, text structure and metacognitive knowledge. We can also say that listening comprehension is a primary process in understanding and interpreting the word of the speaker. It is a very complex process which requires many factors¹⁰.

According to Vandergrif in Arfin states that listening comprehension is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical

⁸ Jack C, Richards. *Teaching Listening and Speaking*. (Cambridge University Press, 2008) Pp.3.

⁹ Arfin Tarina Op cit,Pp.8.

¹⁰ Puja Karindra, Op cit, Pp.11.

structure, interpret in within the immediate as well as the larger sericulture context of the utterance. From the statement above, the listener not only hear the literal meaning of what the speaker said but they need to comprehend what the speaker said in the context of the utterance to avoid the misinterpreting.

According to Bose listening comprehension can be tested by focusing on here item: recognition skill, reorganization skill, and inference skill¹¹.

- a. Recognition skill is concern to listener ability to recognize meaning and grammatical feature of the spoken language. Recognition skill here is devided into two aspects: recognizing the main information and recognition specific information.

Recognizing the information mean the learner' ability to point out the central idea or topic in the passages. The test can be formulated as follows:

1. What is main idea of the speaker's talk?
2. What is the appropriate title of the talk?

- b. Recognizing the specific information means the learners' ability to recall or memorizing detail informatin in the passage.

The test can be as follows:

¹¹Chandra Bose. 2003. *Testing Listening Comprehension of Engineering Students in Tamil Nadu, India Karen's Linguistics issues*. (Retrived From: <http://www.telus.net/linguisticsissues/testinglistening> Febuary, 18,2010.10:00 pm).

1. What was Da Vinci spouse's job?
 2. What kind of mechanical things that Loenardo try to build?
- c. Reorganization skill is concerns to the listener ability in organizing the facts to get the meaning in rationale way.
 - d. Inference skill is concern to the listeners' ability in associating related information that not found in passages. This comprehension skill demanding good linguistic knowledge and experiences.

According to Goh in Puja Karindra identified five most common factors that influence the student listening comprehension¹². These the factors:

- a. Vocabulary, the presence of familiar or unfamiliar words including idioms, jargon, academic terms, etc.
- b. Prior knowledge, this includes specific knowledge about the topic being talking about.
- c. Speech rate, the perceived speed or slowness at which words are produced.
- d. Type of input, effects of feature related to specific texts types, such as lecture, TV/radio news broadcast, stories, face-to-face conversation.

¹² Puja Karindra, Op cit,Pp.12.

- e. Speaker accent, this is related to where a speaker's background and the place they come from.

1. The Nature of Top-down and Bottom-up Strategies

Morley states Top-down strategy is processing refers to utilizing schemata to derive meaning from and interpret the message. Top-down processing is activated as the learner engages in an activity that reviews what the learner already knows about material. This might entail discussing the steps in the polishing process, reviewing vocabulary such as switch, on, off, etc. or generating a list of questions that the learner would like answered in the training¹³.

Morley states Bottom-up strategy is processing refers to deriving the meaning of the message based on the incoming language data, from sounds to words, grammatical relationships and meaning. Stress, rhythm, and intonation also play a role in bottom-up processing. Bottom-up processing would be activated as the learner is signaled to verify comprehension by the teacher asking questions using the declarative from rising intonation. Practice in recognizing statements and questions that differ only in intonation help the learner develops bottom-up processing skills¹⁴.

In real-life listening, our students will have to use a combination of the two processes, with more emphasis on top-down or bottom-up

¹³ Catherine Morley. 2005. *Listening: Top-down and Bottom-up*. (Retrieved From: http://www.cal.org/caela/esl_resource/digests/LISTENQA.html: february, 22, 2011.09:00 pm).

¹⁴ Catherine Morley. 2005. *Listening: Top-down and Bottom-up*. (Retrieved From: http://www.cal.org/caela/esl_resource/digests/LISTENQA.html: february, 22, 2011.09:00 pm).

listening depending on their reasons for listening. However, the two types of listening can also be practised separately, as the skill involved are quite different.

Richards adds bottom-up activities refer to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that are analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding. Bottom-up processing helps the learner to do such things as the following¹⁵:

- a. Retain input while it is being processed.
- b. Recognize word and clause divisions.
- c. Recognize key words.
- d. Recognize key transitions in a discourse.
- e. Recognize grammatical relationships between key elements in sentences.
- f. Use stress and intonation to identify word and sentence functions.

The emphasis in EFL listening materials in recent years has been developing top-down listening processes. There are good reasons for this given that learners need to be able to listen effectively even when faced with unfamiliar vocabulary. However, if the learner understands few words from the incoming signal, even knowledge about the context may not be sufficient for her to understand what is happening, and she can

¹⁵ Jack C. Richards. *Teaching Listening and Speaking*.(Cambridge University Press, 2008) Pp.5.

easily get lost. Of course, low level learners may simply not have enough vocabulary or knowledge of the language yet, but most teachers will be familiar with the situation in which higher level students fail to recognize known words in the stream of fast connected speech. Bottom-up listening activities can help learners to understand enough linguistic elements of what they hear, then be able to use their top-down skills to fill in the gaps.

Successful listening depends on the ability to combine these two types of processing, activities which work on each strategy separately should help students to combine top-down and bottom-up processes to become more effective listeners in real-life situations or longer classroom listening.

Richards states the procedures of top-down and bottom-up strategies as follows¹⁶:

- a. Top-down procedures
 1. Students generate a set of questions they expect to hear a topic, then listen to see if they answer.
 2. Students generate a list of things they already know about a topic and things they would like to learn more, then listen and comprehend.
 3. Students read one speakers' part in a conversation, predict the other speakers' part, then listen and comprehend.

¹⁶ Jack C. Richards. Op cit,Pp.9.

4. Students read a list of key points to be covered in a talk, then listen to see which one is mentioned.
 5. Students listen to part of a story, complete the story ending, then listen and compare ending.
- b. Bottom-up procedures
1. Identify the reference of pronouns in an utterance.
 2. Recognize the time reference of an utterance.
 3. Distinguish between positive and negative statements.
 4. Recognize the order in which words occurred in an utterance.
 5. Identify sequence markers.
 6. Identify key words that occurred in a spoken text.
 7. Identify which modal verbs occurred in a spoken text.

According to Guo states Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and expect what will come next¹⁷.

Top-down strategies include:

1. listening for the main idea.
2. Predicting.
3. drawing inferences

¹⁷ Guo Naizaho. 2012. *An Investigation of Factors Influencing English Listening Comprehension and Possible Measures for Improvement*. (Retrieved From: <http://www.doc.ic.ac.uk/~rak/papers/Chapter3.pdf>. January 30, 2012)

4. summarizing

Bottom-up strategies are text-based in which the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Bottom-up strategies include

1. listening for specific details.
2. recognizing cognates.
3. recognizing word-order patterns.

2. The Recorded

Over recent years recorded material of some kind has generally formed the basis of most listening comprehension. According Underwood states that there are some advantages in using recorded material. They are as follows¹⁸:

- a. A wider variety of listening experiences can be brought to the students.
- b. Opportunities for the students to hear native speaker of the language.
- c. The recording can be replayed.
- d. Risen students concentration.
- e. Can be prepared first by the teachers.
- f. Can be brought by student to home to practice it.

¹⁸ Mary Underwood. *Teaching Listening*. (London and New York: Longman 1998) Pp.12.

3. The Narrative Story

Narrative is telling of a story or an account of a sequence of events. One of the traditional forms of composition (along with description, exposition, and persuasion)¹⁹. Narrative differs from exposition, which can also relate to a sequence of events, that narration need not be factual and may be written from the perspective of character in the text.

According to Rebecca in Teaching English 4 fun states a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors, furthermore, She states that a key to comprehending a narrative is a sense of plot, theme, characters, and events, and how they relate. In addition, according Anderson in Teaching English 4 fun states a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action²⁰.

A narrative is normally presented the past tense and temporally sequenced. A summary of the characteristics of narrative is present in the following table:

¹⁹ M. Mitchell and E. Egudo. 2017. *Understanding the Narrative Text* (Retrieved From: http://understandingtext.blogspot.com/2007/12/what-is_narraiv.html july 28, 2011 09:00 pm)

²⁰ Teaching English 4 All. 2010. *Narrative Text in Teaching English*. (Retrieved From: <http://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-in-teaching-english/> Febuary 03, 2012.00:00pm)

Table II.1
Generic Structure

Text type	Purpose	Generic structure	Main grammatical features
Narrative	To tell an account of a sequence of events	Orientation (who, where), Complication, Resolution	past tense and Temporal sequence

Generic Structure

1. Orientation, it means to introduce the participants or the characters of the story with the time and place set.
2. Complication, it is crisis of the story, if there is not the crisis the story is not narrative.
3. Resolution, it is the final series of the event which happen in the story.

The example of narrative story is follow

“Queen of Arabia and Three Sheiks”

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some left over food. The second Sheik gave her some unappetizing camel’s tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik’s camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him.

This Sheik Hakim’s act finally convinced Queen Maura that he was the man for her. “Without question, Hakim is the most generous of you” she announced her choice to the sheiks. “So it is Hakim I will marry”.

B. Relevant Research

According to Syafi'i states relevant research required to observe some previous researches conducted by other researcher in which they are relevant to our research itself²¹. Besides, we have to analyze what the point that is focused on, inform the design, finding concluding of the previous research.

1. Research from Wenny Syahrial

In 2009, Wenny Syahrial conducted a research entitled improving students' reading comprehension on narrative texts by using semantic mapping technique at grade X-2 of SMAN 5 Bukit Tinggi. From the research, she found that the second hypothesis is accepted because T-table at the 5% of level of significance refer to 2.02. while in the level of significance 1% is 2.68. therefore, it can be analyzed that t_o is higher than T-table in either at 5% or 1% of level significance. It can be read that $2.01 < 8,26 > 2,68$. It means that there significant effect of use semantic mapping technique improved students' reading comprehension on narrative text. That means that there is different of use semantic mapping technique reading for reading comprehension on narrative text.

²¹ M.Syafi'i. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: lembaga Bimbingan Belajar Syaf Intensyif/LBSI, 2007) Pp 122

2. Research from Supatmi

In 2007, Supatmi conducted a research entitled “Students’ Ability in Comprehending Recorded English News at The Second Year Students of English Education Department Faculty of Education and Teacher Training UIN Suska Riau”. His research is a descriptive research. He took five classes, which consist of 208 students, because the population was relative large, so he only took 25% of them. In collecting the data, he used questionnaires to find out the data on the students activities in learning process. Besides, he used observation to identify both of teacher and students activities on implementation of task based approach in learning process. The result showed that the Students’ Ability in Comprehending Recorded English News was categorized less (51,10%). While the Students’ Ability in Comprehending Recorded English News at The Second Year Students of English Education Department Faculty of Education and Teacher Training UIN Suska Riau was also less.

C. Operational Concept

To avoid misunderstanding and to give guidance in collecting data in this research, this part is expressed into the operational concept. It is an important element in scientific study because it is still operated in an abstract form of the research planning, which must be particular word in order to be easy to measure empirically. Writer wants to clarify briefly the

variable used in this research. Since this is an experiment research, there are two variables in this research: they are variable X that is the top-down and bottom-up strategies and variable Y that is students' ability in comprehending the recorded narrative story, especially at the first year of MAN 1 Pekanbaru. So, in this research there are some indicators as follows:

Variable X (the top-down and bottom-up strategies).

Table II.2
The Indicators of Top-down and Bottom-up

Top-down	Bottom-up
1 Teacher identifies the speaker's communicative purpose or the main idea.	1. Teacher identifies the specific details about the material
2 Teacher asks the students to generate a list of things they already know about a topic and things they would like to learn more.	2. Teacher recognizes the order in which words occurred in an utterance.
3 Teacher gives students to read a list of key points to be covered in a talk, then listen to see which ones are mentioned.	3. Teacher recognizes the word order patterns.
4 Teacher gives the students to listen the part in of story, guess what happened, then listen and comprehend.	4. Teacher Identifies key words that occurred in a material.
5 Teacher asks the students to summarize the materials.	5. Teacher identifies which modal verbs in a material.

Variable Y (students' ability in comprehending the recorded narrative story).

1. Students are able to develop their idea in listen the recorded narrative story.
2. Students understand the entire component in listening to recorded narrative story.
3. Students understand about unfamiliar word in listen the recorded narrative story.
4. Students listen more detail about the narrative story.
5. Students explain more about the narrative story.
6. Students are able to give concluding in good statement and understand about moral value in listen to recorded narrative story.

D. Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as the temporary answer to the problem, the writer would like to present some assumption as follows:

- a. Top-down and bottom-up are better than conventional learning especially to increase students' ability in comprehending recorded narrative story.

- b. Top-down and bottom-up gives significant effect on students' ability in comprehending recorded narrative story.

2. Hypothesis

H₀: there is no any significant 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.

H_a: there is any significant 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.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of the Research

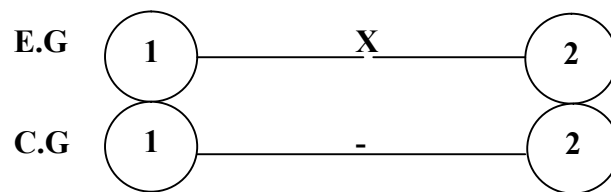
The design of this research is a Quasi Experimental Design by using Non-equivalent Pretest and Posttest Control Group Design. According to John W. Creswell, “experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”¹ The research took two groups as a sample of this study: Experimental and Control group. Experimental group means the students who are given treatment by using top-down and bottom-up strategies, while the control group is students who are not given the treatment. According to Gay and Airasian the group pretest and posttest design is a design that involves a single group in which it is pretested, exposed to treatment and posttest². Before performing the treatment, the author will give some pretest for both classes. Then writer give the treatment for experimental class. At the end of treatment the author will give posttest for both of the sample groups.

¹ Creswell, John W, *Research Design, Conducting, and Evaluating Quantitative and Qualitative Research 3rd Edition*. (University of Nebraska 2009) Pp.299.

² Gay, LR and Peter, Airasian. *Educational of Research 6th-ed* (Late of Florida University: 2000) Pp.299.

According to Creswell the classification of Quasi Experimental by using Nonaquivalent Pretest-Posttest Control Group Designs is made accordingly by following diagram³:

Diagram III.1
Nonaquivalent Pretest-posttest Control Group Design



Where:

E.G = Experimental Group

C.G = Control Group

1 = Pretest

2 = Posttest

X = Treatment

- = No Treatment

B. Location and Time of the Research

The location of this research is in MAN 1 Pekanbaru. This school is located at Jl. Sembilang, Pekanbaru. The research will be conducted from March to May 2012.

³ Creswell, John W, *Research Design, Conducting, and Evaluating Quantitative and Qualitative Research 3rd Edition*. (University of Nebraska 2009) Pp.161.

C. Subject and Object of the Research

The subject of the research is the first year students' of MAN 1 Pekanbaru. And the object of this study are listening comprehension of comprehending the recorded narrative story by using of top-down and bottom-up strategies.

D. The Population and the Sample

According Gay and Airasian states the population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable, generalizable is the extent to which the results of one study can be applied to other situation⁴. The population of the research was the first year students of MAN 1 Pekanbaru. They are consists of three classes. The number of students is 80 students. It can be seen in the following table.

Table III.1
The Population of the Research

No	Classes	Population and Sample		
		Female	Male	Total
1	X.A	14	12	26
2	X.B	15	11	25
3	X.C	16	14	30
4	X.D	14	17	31
Total				112

⁴ Gay, LR and Peter, Airaisian. *Educational of Reasearch* 6th-ed (Late of Florida University: 2000) Pp.122

From the table above, we know that the population is not enough and less than 100, so all of population will be taken as samples for this research. The class will be modified with divided them into two groups.

Table III.2
The Sample of the Research

No	Group	Population and Sample		
		Female	Male	Total
1	A (Experimental Group)	25	15	40
2	B (Control Group)	24	16	40
Total				80

E. The Research Procedure

Top-down and Bottom-up are strategies to improve students' ability in comprehending the recorded narrative story which help teacher to achieve the goal of teaching the procedure of this research were decided into two phrases:

1. Procedure of Collecting Data for Experimental Group

a. Pretest

The pretest was carried out to determine the improving of students selected as the sample. Item used for pretest consist 25 items. The test consist of questions selecting and five essay.

b. Treatment

The treatment was conducted for experimental group study. The treatment was using Top-down and Bottom-up strategies to

teaching listening comprehension. The length of time to apply to approach was about six meetings.

c. Posttest

After eight meetings (including pretest), the posttest was administered. Result of the posttest for experimental group was analyzed and used as final data for this research.

2. Procedure of Collecting Data for Control Group

a. Pretest

Goal, items, procedures of the test for control group were same as those conducted for experimental group.

b. Treatment

In this case, the teaching of listening for control group by using conventional strategy or classical method. The strategy used in classroom was characterized as follows:

c. Posttest

Posttest for both control group and experimental group was administered after giving treatment. The result of posttest for both control group and experimental group were analyzed and used as final data for this research.

F. Technique of Collecting Data

In order to get some data that were needed to support this research, the writer applied the strategies uses the observation and test.

1. Observation

Observation is the way to get some data by observing the object of the research. In this research, observation was used to collect data on the implementation of top-down and bottom-up strategies toward students' ability in comprehending the recorded narrative story at the first year students of MAN 1 Pekanbaru. In the observation, the English teacher who taught at first year of MAN 1 also participated. The observation was given to the students in experimental group. The indicators of the observation can be seen as follows:

a. Top-down

- 1) Teacher identifies the speaker's communicative purpose or the main idea.
- 2) Teacher asks the students to generate a list of things they already know about a topic and things they would like to learn more.
- 3) Teacher gives students to read a list of key points to be covered in a talk, then listen to see which ones are mentioned.
- 4) Teacher gives the students to listen the part in of story, guess what happened, then listen and comprehend.
- 5) Teacher asks the students to summarize the materials.

b. Bottom-up

- 1) each identifies the specific details about the material
- 2) Teacher recognizes the order in which words occurred in an utterance.
- 3) Teacher recognizes the word order patterns.
- 4) Teacher Identifies key words that occurred in a material.
- 5) Teacher identifies which modal verbs in a material.

2. Test

In order to get the data were needed to support this research, the writer will applies the techniques by the test. Test is used to measure whether there is or no and how big the ability of the object of research (students)⁵. The kinds of the test that will be given to the students are as follows:

1. Pretest will be given to the students before giving the treatment to both of the experimental class and control class to measure students' ability in comprehending the recorded narrative story.
2. Posttest will be given to the students after giving the treatment of top-down and bottom-up to experimental class and to the control class which is not given the treatment.

In this study the writer will use listening collect data, the number of the questions is 25 questions. In this research, the writer prepared one recorded narrative story in giving the pre-test and post-test. Students

⁵ Suharsimi Arikunto, *Prosedur Penelitian*. (Jakarta: PT.Rineka Cipta 1997) Pp.223

should be heard 3 part (Orientation, Complication, and Resolution) of recorded narrative story, the students required comprehending two aspects, they are: recognizing the main idea and recognizing the specific idea and students answer the multify choices questions.

To collect valid and reliable data for this research, the test is composed according to the specification bellows:

Table III.3
Valid and Reliable data for this research

No	Questions Comprehension		Number of Items	Total
1	Pretest	Main idea (the narrative story topic)	7	25
		Specific idea (the specific information)	18	
2	Posttest	Main idea (the narrative story topic)	7	25
		Specific idea (the specific information.	18	

G. The Technique of Data Analysis

To analyze the data of this research, the writer established categories to classify the result of the test as main instrument of this research. The students' score classification can be put in range of levels as in table bellow⁶:

⁶ Puja Karindra, A study on The Ability of The second Year students of SMU 4 Karimun In Comprehending The Recorded News,(Pekanbaru: Unpublisher degree Thesis,2010) Pp.13.

Table III.4**The Interpretation of Students' Score in Term of Ability Level**

No	Test Score	Probable Class Performance
1	80-100	Good to excellent
2	60-79	Average to good
3	50-59	Poor to average
4	0-49	Poor

After the students' score categorized, the scores were analyzed into T-test. Hartono states that "T-test is a statistic test to know the difference variable from both of variable (independent variable toward dependent variable)" the formula can be seen below⁷:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

- Where:
- t_0 = Table Observation
 - SDx = Standard Deviation Variable x (pretest score)
 - SDy = Standard Deviation Variable y (posttest score)
 - Mx = Mean of variable x (pre-test score)
 - My = Mean of variable y (posttest score)
 - N = The number of respondent
 - 1 & 2 = Absolute Number

⁷ Hartono, *Statistik Untuk Penelitian*, (Pustaka Pelajar, Jogakarta, 2008) Pp.178

In order to analyze the students' ability in comprehending the recorded narrative story, the researcher used standard passing score of English Lesson in MAN 1 Pekanbaru (SKL) that was 75 for the students' listening ability, it means for those who get score <75 , they do not pass graduated standard (SKL), while for those who get score ≥ 75 , they pass graduated standard (SKL).

In order to find out whether there is a significant effect of top-down and bottom-up strategies toward students' ability in comprehending the recorded narrative story at the first year students of MAN 1 Pekanbaru, the data were analyzed statistically. In analyzing the data, the writer used score of pre-test and post-test. The different mean was analyzed by using T-test. The result of t-test based on considering the degree of freedom:

$$(df) = (n1 + n2) - 2.$$

The result of the formula will be obtained statically through the hypothesis below:

- a. $H_0 : t_0 < t$ table. It means that H_0 is accepted, there is no significant effect on comprehending recorded narrative story of the students by using top-down and bottom-up strategies.
- b. $H_a : t_0 > t$ table. It means that H_a is accepted, there is significant effect on comprehending recorded narrative story of the students by using top-down and bottom-up strategies.

H. Validity of the Test

In this research, the writer used one task recorded narrative story as the instrument of test. In giving the test for respondents, the test should be valid. The research instrument should be qualified. The instrument can be valid if the instrument is measuring what the researcher wants to find out. Scarvia B. Anderson et.al in Suharsimi claims the statement “a test is valid if it measures what it purposes to measure⁸ .

The validity in this research used construct validity. This test particularly measured the purpose of the test based on the purpose of particular instructions. It means that every item in the test measured the particular instructions in thinking aspect⁹. The product moment formula was used. Thus, the formula of validity can be seen below:

$$r_{xy} = \frac{n (\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where:

N = Total number of respondent

R_{xy} = Correlation coefficient

∑X = Total score of one item

∑Y = Total score for all item

∑XY = Multiplication of X and Y

⁸ Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan Ed Revisi*. (Jakarta: PT. Bumi Aksara, 2009), Pp. 65

⁹ *Ibid*, Pp. 67

I. Reliability of the Test

Reliability is the other important thing in measuring the instrument. Reliability is used to know the consistency of the test. It focuses on how many items were given to respondents. Reliability is related to validity. Even validity is more important, but reliability supports validity¹⁰. There are several formulas that can be used to measure the reliability of the test. In this research, the writer used Kr.20 formula. The formula can be seen below:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

R_{11} = Reliability

N = Total items

S = Standard deviation

¹⁰ *Ibid*, Pp. 87.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of the research was the score of students' pretest and posttest. Before give the treatment, the researcher gave pretest and posttest. The data of this research got from the students' score through pretest and posttest. The purpose of this research was to find out the students' ability in comprehending the recorded narrative story before and after being taught by using top-down and bottom-up strategies and to find out whether there is a significant effect of using top-down and bottom-up strategies toward students' ability in comprehending the recorded narrative story. The listening test is about recorded narrative story that have been aqualed five parts of the story.

B. The Data Presentation

1. The Data of the Classroom Observation

In order to obtain how the researcher implement top-down and bottom-up strategies in teaching listening, the writer used observation. English teacher observed the writer for 6 meetings. The following is the result of observation which has done by English teacher.

Table IV.1
The Recapitulation of the Observation

No	The Indicator	OBSEVATION						TOTAL				
		TIMES						Yes	%	No	%	
		1	2	3	4	5	6					
1	Top-down	Teacher identifies the speaker's communicative purpose or the main idea	√	√	√	√	√	√	6	100	0	0
		Teacher asks the students to generate a list of things they already know about a topic and things they would like to learn more	√	√	√	√	√	√	6	100	0	0
		Teacher gives students to read a list of key points to be covered in a talk, then listen to see which ones are mentioned	√	√	√	√	√	√	6	100	0	0
		Teacher gives the students to listen the part in of story, guess what happened, then listen and comprehend	√	√	√	√	√	√	6	100	0	0
		Teacher asks the students to summarize the materials	√	√	√	√	√	√	6	100	0	0

No	The Indicator	OBSEVATION TIMES						TOTAL				
		1	2	3	4	5	6	Yes	%	No	%	
2	Bottom-up	Teacher identifies the specific details about the material	√	√	√	√	√	√	6	100	0	0
		Teacher recognizes the order in which words occurred in an utterance	√	√	√	√	√	√	6	100	0	0
		Teacher recognizes the word order patterns.	√	√	√	√	√	√	6	100	0	0
		Teacher Identifies key words that occurred in a material	√	√	√	√	√	√	6	100	0	0
		Teacher identifies which modal verbs in a material	√	√	√	√	√	√	6	100	0	0
TOTAL								60	100%	0	0%	

The following is the formula to calculate the percentage¹:

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

Where: P = Percentage

F = Frequency of case that implemented

N = Total number of case

¹ Sudijono, Anas. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajagrafindo Persada, 2007, p.43

$$\text{Answer "Yes"} = \frac{60}{60} \times 100\% = 100\%$$

$$\text{Answer "No"} = \frac{0}{60} \times 100\% = 0\%$$

Based on the data obtained above, the observation will interpreted based on the following standard²:

Table IV.2
The Recapitulation of the Observation

The Result Obtained	Category
76% - 100%	Good
56% - 75%	Adequate
40% - 55%	Less
< 40%	Bad

According to table above, it can be classified that in implementing of observation procedures by researcher, for answer "Yes" is 100%, it means that the result of observation is categorized *Good*. While, for answer "No" is 0%, it means that the result of observation which did not implemented the observation procedures by the researcher is categorized *Bad*.

The following is the frequent aspects which implemented by the researcher followed by its percentage and result classification of the observation procedures:

² Arikunto, suharsimi. *Prosedur Penelitian*

a. Top-down

1. Teacher identifies the speaker's communicative purpose or the main idea of the material (6, 100%).
2. Teacher asks the students to generate a list of things they already know about a topic and things they would like to learn more (6, 100%).
3. Teacher gives the students to listen one speaker's part in a conversation, predict the other speaker's part, then listen and comprehend (6, 100%).
4. Teacher gives students to read a list of key points to be covered in a talk, then listen to see which ones are mentioned (6, 100%).
5. Teacher summarizes the materials (6, 100%).

b. Bottom-up

1. Teacher identifies the specific details about the material (6, 100%).
2. Teacher recognizes the order in which word occurred in an utterance (6, 100%).
3. Teacher recognizes the word order patterns (6, 100%).
4. Teacher Identifies key words that occurred in a material (6, 100%).
5. Teacher identifies which modal verbs in a material (6, 100%).

2. The Data on the the Students' Ability in Comprehending the Recorded Narrative Story

This research aims to measure the students' score to know 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. In collecting data, the researcher did the first step by giving pretest to both of experimental and control classes in order to know the students' ability in comprehending the recorded narrative story before being taught by using top-down and bottom-up strategies.

For the second step, then the researcher gave the posttest to both of classes in order to know the students' ability in comprehending the recorded narrative story after being taught by using top-down and bottom-up strategies. The listening test was evaluated concerning the top-down and bottom-up procedures.

a. The Data of Experimental Class (Using Top-down and Bottom-up Strategies)

There were 25 questions in Pre-test and Post-test. It consisted of 19 questions in selecting (S), 5 questions in matching (M), and 1 question in essay (E). Pre-test was given when first meeting before being taught by using Top-down and Bottom-up Strategies. Post-test was given to the students in the last meeting after being taught by using Top-down and Bottom-up Strategies. The total number of students in experimental class was 40 students. The following table is the description of the students' pre-test and post-test scores in experimental class obtained after administrating pre-test and post-test.

Table IV. 3
The Description of the Students' Pre-Test Score
In Experimental Class

NO	Students	Experimental Class			
		Pre-test	Category	Post-test	Category
1	Student 1	76	Good	92	Excellent
2	Student 2	76	Good	88	Excellent
3	Student 3	84	Excellent	92	Excellent
4	Student 4	68	Good	96	Excellent
5	Student 5	68	Good	84	Excellent
6	Student 6	72	Good	92	Excellent
7	Student 7	64	Fairly Good	100	Excellent
8	Student 8	76	Good	96	Excellent
9	Student 9	80	Excellent	80	Excellent
10	Student 10	84	Excellent	96	Excellent
11	Student 11	60	Fairly Good	100	Excellent
12	Student 12	80	Excellent	88	Excellent
13	Student 13	68	Good	100	Excellent
14	Student 14	56	Fairly Good	76	Good
15	Student 15	76	Good	100	Excellent
16	Student 16	68	Good	76	Good
17	Student 17	52	Poor	92	Excellent
18	Student 18	80	Excellent	100	Excellent
19	Student 19	72	Good	80	Excellent
20	Student 20	76	Good	100	Excellent
21	Student 21	84	Excellent	84	Excellent
22	Student 22	76	Good	72	Good
23	Student 23	76	Good	84	Excellent
24	Student 24	80	Excellent	76	Excellent
25	Student 25	72	Good	72	Good
26	Student 26	64	Fairly Good	100	Excellent
27	Student 27	84	Excellent	80	Excellent
28	Student 28	68	Good	96	Excellent
29	Student 29	64	Fairly Good	96	Excellent
30	Student 30	72	Good	84	Excellent
31	Student 31	60	Fairly Good	100	Excellent
32	Student 32	80	Excellent	96	Excellent
33	Student 33	80	Excellent	92	Excellent
34	Student 34	72	Good	84	Excellent
35	Student 35	80	Excellent	84	Excellent
36	Student 36	60	Fairly Good	92	Excellent
37	Student 37	72	Good	80	Excellent
38	Student 38	60	Fairly Good	96	Excellent
39	Student 39	64	Fairly Good	84	Excellent
40	Student 40	60	Fairly Good	84	Excellent
TOTAL		2864		3564	
MEAN		71,6	Good	89,1	Excellent

From the description above, it can be seen that the total score of pre-test in experimental class is 2864 and mean score of pre-test is 71,6. It means that the pre-test score in experimental class was categorized Good. In addition, there were 11 students who got excellent category in Pre-test. It means that the percentage of the students getting excellent category is 27,5%. For good category, there were 18 students and it means that the percentage of the students getting good category is 45%. For fairly good category, there were 10 students and it means that the percentage of the students getting fairly good category is 25%. And there was 1 student who got poor category and it means that the percentage of the student getting poor category is 2,5%.

And then, the total score of Post-test in experimental class is 3564 and mean score of post-test is 89,1. It means that the Post-test score in experimental class was categorized excellent. In addition, there were 4 students who got good category in post-test. It means that the percentage of the students getting good category is 10%. And there were 36 students who got excellent category. It means that the percentage of the students getting excellent category is 90%. Total score of post-test is higher than total score of pre-test. It implies that experimental class's listening ability was improving.

The following table shows the frequency of score which obtained by the students. They consist of Pre-test and Post-test. The cumulative percentage is also included in table below:

Table IV. 4
The Frequency of the Students' Pre-Test and Post-Test Scores
in Experimental Class

Pre-Test			Post-Test		
Score	Frequency	Percentage (%)	Score	Frequency	Percentage (%)
84	4	10%	100	8	20%
80	7	17,5 %	96	7	17,5%
76	7	17,5 %	92	5	12,5%
72	6	15%	88	2	5%
68	5	12,5 %	84	7	17,5%
64	4	10%	80	5	12,5%
60	5	12,5 %	76	3	7,5%
56	1	2,5 %	72	3	7,5%
52	1	2,5 %	-	-	-
Total	40	100%	Total	40	100%

Based on the table, in the pre-test score, it can be seen that 1 student got score 52 (2,5%), 1 student got score 56 (2,5%), 5 students got score 60 (12,5%), 4 students got score 64 (10%), 5 students got score 68 (12,5%), 6 students got score 72 (15%), 7 students got score 76 (17,5%), 7 students got score 80 (17,5%), and 4 students got score 84 (10%). The highest frequency was 7 at score 76 and 80.

Meanwhile, in the post-test score, there were 3 students got score 72 (7,5%), 3 students got score 76 (7,5%), 5 students got score 80 (12,5%), 7 students got score 84 (17,5%), 2 students got score 88 (5%), 5 students got score 92 (12,5%), 7 students got score 96 (17,5%), and 8

students got score 100 (20%). The highest frequency was 8 at score 100. The total frequency was 40.

b. The Data of Control Class (Using Traditional Strategy)

There were 25 questions in Pre-test and Post-test. It consisted of 19 questions in selecting (S), 5 questions in matching (M), and 1 question in essay (E). Pre-test was given when first meeting before being taught by Using Top-Down and Bottom-Up Strategies. Post-test was given to the students in the last meeting after being taught by Using Top-Down and Bottom-Up Strategies, but the listening questions in control class were similar with the listening questions in experimental class. Pre-test was given in the first meeting, while post-test in control class was given to students in the last meeting after taught listening without Using Top-Down and Bottom-Up Strategies. The total number of students in control class was 40 students. The following table is description of the students' pre-test and post-test scores in control class.

Table IV. 5
The Description of the Students' Pre-Test and Post-Test Scores in Control Class

NO	Students	Control Class			
		Pre-test	Category	Post-test	Category
1	Student 1	48	Poor	60	Fairly Good
2	Student 2	60	Fairly Good	80	Excellent
3	Student 3	64	Fairly Good	76	Good
4	Student 4	56	Fairly Good	88	Excellent
5	Student 5	56	Fairly Good	68	Good
6	Student 6	80	Excellent	72	Good
7	Student 7	56	Fairly Good	68	Good
8	Student 8	68	Good	68	Good
9	Student 9	56	Fairly Good	64	Fairly Good
10	Student 10	72	Good	80	Excellent
11	Student 11	52	Poor	88	Excellent
12	Student 12	72	Good	64	Fairly Good
13	Student 13	68	Good	84	Excellent
14	Student 14	68	Good	96	Excellent
15	Student 15	72	Good	84	Excellent
16	Student 16	80	Excellent	96	Excellent
17	Student 17	72	Good	68	Good
18	Student 18	48	Poor	56	Fairly Good
19	Student 19	80	Excellent	76	Good
20	Student 20	60	Fairly Good	80	Excellent
21	Student 21	52	Poor	76	Good
22	Student 22	60	Fairly Good	72	Good
23	Student 23	60	Fairly Good	88	Excellent
24	Student 24	56	Fairly Good	76	Good
25	Student 25	68	Good	72	Good
26	Student 26	76	Good	92	Excellent
27	Student 27	64	Fairly Good	60	Fairly Good
28	Student 28	56	Fairly Good	68	Good
29	Student 29	60	Fairly Good	84	Excellent
30	Student 30	76	Good	96	Excellent
31	Student 31	48	Poor	68	Good
32	Student 32	68	Good	64	Fairly Good
33	Student 33	72	Good	96	Excellent
34	Student 34	48	Poor	56	Fairly Good
35	Student 35	48	Poor	92	Excellent
36	Student 36	72	Good	60	Fairly Good
37	Student 37	72	Good	80	Excellent
38	Student 38	52	Poor	80	Excellent
39	Student 39	60	Poor	76	Good
40	Student 40	48	Poor	72	Good
TOTAL		2504		2932	
MEAN		62,6	Fairly Good	73,3	Good

From the description above, it can be seen that the total score of pre-test in control class is 2504 and mean score of pre-test is 62,6. It means that the pre-test score in control class was categorized fairly good. In addition, there were 3 students who got excellent category in pre-test. It means that the percentage of the students getting excellent category is 7,5%. For good category, there were 14 students and it means that the percentage of the students getting good category is 35%. For fairly good category, there were 13 students and it means that the percentage of the students getting fairly good category is 32,5%. And there were 10 students who got poor category and it means that the percentage of the students getting poor category is 25%.

Meanwhile, the total score of post-test in control class is 2932 and mean score of post-test is 78,1. It means that the post-test score in control class was categorized good. In addition, there were 17 students who got excellent category in post-test. It means that the percentage of the students getting excellent category is 42,5%. There were 15 students who got good category. It means that the percentage of the students getting good category is 37,5%. And there were 8 students who got the fairly good. It means that the percentage of the students getting fairly good category is 20%.

The following table shows the frequency of pre-test and post-test scores of control class:

Table IV. 6
The Frequency of the Students' Pre-Test and Post-Test Scores in Control Class

Pre-Test			Post-Test		
Score	Frequency	Percentage (%)	Score	Frequency	Percentage (%)
80	3	7,5%	96	4	10%
76	2	5%	92	2	5%
72	7	17,5%	88	3	7,5%
68	5	12,5%	84	3	7,5%
64	2	5%	80	5	12,5%
60	6	15%	76	5	12,5%
56	6	15%	72	4	10%
52	3	7,5%	68	6	15%
48	6	15%	64	3	7,5%
-	-	-	60	3	7,5%
-	-	-	56	2	5%
Total	40	100%	Total	40	100%

Based on the table, it can be seen in the pre-test score that 6 students got score 48 (15%), 1 student got score 50 (2,5%), 3 students got score 52 (7,5%), 6 students got score 56 (15%), 5 students got score 60 (12,5%), 2 students got score 64 (5%), 5 students got score 68 (12,5%), 7 students got score 72 (17,5%), 2 students got score 76 (5%), and 3 students got score 80 (7,5%). The highest frequency was 7 at score 72.

Besides, it also can be seen in the post-test score that 2 students got score 56 (5%), 3 students got score 60 (7,5%), 3 students got score 64 (7,5%), 6 students got score 68 (15%), 4 students got score 72 (10%), 5 students got score 76 (12,5%), 5 students got score 80 (12,5%), 3 students got score 84 (7,5%), 3 students got score 88 (7,5%), 2 students got score

92 (5%), and 4 students got score 96 (10%). The highest frequency was 6 at score 68. The total frequency was 40.

To obtain the influence the using of top-down and bottom –up strategies toward students’ ability in comprehending the recorded narrative story, it is important to find standard of difficulty of each item. In finding the standard of difficulty of the instrument, there was a formula to know whether the test is easy or difficult. The formula can be seen below:

$$FV = \frac{R}{N}$$

Where :

FV = Index of difficulty

R = the correct answer

N = total number of respondents

(Heaton: 178)

The standard level of difficulty is located in the range 0.3 and 0.7. there were no “*too easy*” or “*too difficult*” items. It fulfilled the standard for difficulty level of instrument. For further description about item difficulties analysis was presented in APPENDIX V.

To answer the first research question of how is students’ ability in comprehending the recorded narrative story at the first year of MAN 1 Pekanbaru taught using Top-down and Bottom-up Strategies laid on the table below:

Table IV. 7
The Classification of the Students' Ability in Comprehending the Recorded Narrative Story Taught by Using Top-Down and Bottom-Up Strategies

NO	Score	Frequency	Percentage (%)	Categories
1	80 - 100	34	85 %	Excellent
2	66 – 79	6	15 %	Good
3	56 – 65	-	-	Fairly Good
4	46 – 55	-	-	Poor
5	0 - 45	-	-	Failed
TOTAL		N = 40	100%	
MEAN		89,1		Excellent

From the data above, it can be seen that the students in experimental class got 85% in excellent category. The total number of the students who got excellent category is 34 students. The total number of the students who got good category is 6 students with the percentage is 15%. While the students in experimental class who got fairly good, poor, and failed categories are zero (0). So, based on the mean score (89,1), the score of students' ability in comprehending the recorded the narrative story at the first year of MAN 1 Pekanbaru after being taught by using Top-down and Bottom-up Strategies is categorized **Excellent**.

To answer the second research question of how is students' ability in comprehending the recorded narrative story at the first year of MAN 1 Pekanbaru without taught by Using Top-Down and Bottom-Up Strategies laid on the table below:

Table IV. 8
The Classification of the Students' Ability in Comprehending the Recorded Narrative Story Without Taught by Using Top-Down and Bottom-Up Strategies

NO	Score	Frequency	Percentage (%)	Categories
1	80 – 100	17	42,5%	Excellent
2	66 – 79	15	37,5%	Good
3	56 – 65	8	20%	Fairly Good
4	46 – 55	-	-	Poor
5	0 – 45	-	-	Failed
TOTAL		N = 40	100%	
MEAN		78,1		Good

From the data above, it can be seen that the students in control class got 42,5% in excellent category. The total number of the students who got excellent category is 17 students. The total number of the students who got good category is 15 students with the percentage is 37,5%. The total number of students got fairly good category is 8 students with the percentage is 20%. While the students in experimental class who got poor, and failed categories are zero (0). So, based on the mean score (73,3), the score of students' ability in comprehending the recorded narrative story of MAN 1 Pekanbaru after being taught by using of Top-down and Bottom-up Strategies **Good**.

C. The Data Analysis

In analyzing the data, the data were divided into two. They were Pre-test and Post-test. To analyze the data in the chapter III, the first step is to find out the main score (M) and the standard deviation (SD) of the score were analyzed by using T-test formula.

1. Mean and Standard Deviation for Pre-Test

a. Finding Mean and Standard Deviation of Experimental Class

The data of students' pre-test scores in experimental class were obtained from the result of their listening ability. The data can be described as follows:

Table IV. 9
The Table Mean and Standard Deviation of Experimental Class for Pre-Test

Score (X)	Frequensi (f)	fX	fX ²	Graduated Standard
84	4	336	28224	Pass
80	7	560	44800	Pass
76	7	532	40432	Pass
72	6	432	31104	Not Pass
68	5	340	23120	Not Pass
64	4	256	16384	Not Pass
60	5	300	18000	Not Pass
56	1	56	3136	Not Pass
52	1	52	2704	Not Pass
TOTAL	N = 40	∑fX = 2864	∑fX² = 207904	

Based on the data obtained, 22 students in experimental class could not pass the graduated standard (SKL) or the score obtained < 75, while 18 students could pass the graduated standard (SKL) or the score obtained ≥

75. The percentage of students which could not pass the graduated standard as follows:

$$P = \frac{22}{40} \times 100$$

$$= 55\%$$

The percentage of students which could pass the graduated standard as follows:

$$P = \frac{18}{40} \times 100$$

$$= 45\%$$

Besides, it can also be seen that the total frequency is 40 and the total scores is 2864, so that Mean (Mx) and standard deviation (SDx) can be obtained as follows:

$$Mx = \frac{\sum fX}{N} = \frac{2864}{40} = 71,6$$

$$SDx = \sqrt{\frac{\sum fX^2}{N} - \left[\frac{\sum fX}{N}\right]^2}$$

$$= \sqrt{\frac{207.904}{40} - \left[\frac{2864}{40}\right]^2}$$

$$= \sqrt{5197,60 - (71,6)^2}$$

$$= \sqrt{5197,60 - 5126,56}$$

$$= \sqrt{71,04}$$

$$= 8,43$$

From the table above, the distance between mean (Mx) and Standard Deviation of Pre-test (SDx) in experimental class is too far. In other words, the scores obtained are normal. From mean score 71,6, it is

concluded that Students' ability in comprehending the recorded narrative story before using Top-down and Bottom-up Strategies is categorized as *Good*.

b. Finding Mean and Standard Deviation of Control Class

Table IV. 10
The Table Mean and Standard Deviation of Control Class for Pre-Test

Score (Y)	Frequency (f)	fY	fY ²	Graduated Standard
80	3	240	19200	Pass
76	2	152	11552	Pass
72	7	504	36288	Not Pass
68	5	340	23120	Not Pass
64	2	128	8192	Not Pass
60	6	360	21600	Not Pass
56	6	336	18816	Not Pass
52	3	156	8112	Not Pass
48	6	288	13824	Not Pass
Total	N = 40	∑fY = 2504	∑fY² = 160704	

Based on the data obtained, 35 students in control class could not pass the graduated standard (SKL) or the score obtained < 75, while 5 students could pass the graduated standard (SKL) or the score obtained ≥ 75. The percentage of students which could not pass the graduated standard as follows:

$$\begin{aligned}
 P &= \frac{35}{40} \times 100 \\
 &= 87,5\%
 \end{aligned}$$

The percentage of students which could pass the graduated standard as follows:

$$\begin{aligned} P &= \frac{5}{40} \times 100 \\ &= \mathbf{12,5\%} \end{aligned}$$

Besides, it can also be seen that the total frequency is 40 and the total scores is 2504, so that Mean (My) and standard deviation (SDy) can be obtained as follows:

$$My = \frac{\sum fY}{N} = \frac{2504}{40} = \mathbf{62,5}$$

$$\begin{aligned} SDy &= \sqrt{\frac{\sum fY^2}{N} - \left[\frac{\sum fY}{N}\right]^2} \\ &= \sqrt{\frac{160704}{40} - \left[\frac{2504}{40}\right]^2} \\ &= \sqrt{4017,60 - (62,5)^2} \\ &= \sqrt{4017,60 - 3906,25} \\ &= \sqrt{111,35} \\ &= \mathbf{10,55} \end{aligned}$$

From the table above, the distance between mean (My) and Standard Deviation (SDy) in control class is too far. In other words, the scores obtained are normal. From mean score 62,5, it is concluded that Students' ability in comprehending the recorded narrative story for pre-test in control class is categorized as *Fairly Good*.

To obtain whether the result of the Pre-test in both experimental class and control class is homogenous or not, the following is the formula of homogeneity:

$$\begin{aligned}
 F_o &= \frac{S_b^2}{S_u^2} \\
 &= \frac{8,43^2}{10,55^2} \\
 &= \frac{71,04}{111,35} \\
 &= \mathbf{0,638}
 \end{aligned}$$

To know whether the result is homogeneous or not, the writer compared with the F table. The F table was compared by getting the degree of freedom (*df*). To get “*df*”, the writer use the following formula:

$$DF \text{ of numerator} = (N-1) = 40 - 1 = 39$$

$$Df \text{ of denominator} = (N-1) = 40 - 1 = 39$$

The interpretation of homogeneity is $f_o < f_t$. The interpretation of 1% is 2.11, and the interpretation of 5% is 1.69. So, it can be seen that $1.69 > 0,638 < 2.11$. It can be concluded that the test is *homogenous*.

2. Mean and Standard Deviation for Post-Test

a. Finding Mean and Standard Deviation of Experimental Class

Table IV. 11
The Table Mean and Standard Deviation of Experimental Class for Post-Test

Score (X)	Frequency (f)	fX	fX ²	Graduated Standard
100	8	800	80000	Pass
96	7	672	64512	Pass
92	5	460	42320	Pass
88	2	176	15488	Pass
84	7	588	49392	Pass
80	5	400	32000	Pass
76	3	228	17328	Pass
72	3	216	15552	Not Pass
total	N = 40	∑fX = 3540	∑fX² = 316592	

Based on the data obtained, 3 students in experimental class could not pass the graduated standard (SKL) for post-test or the score obtained < 75, while 37 students could pass the graduated standard (SKL) for post-test or the score obtained ≥ 75 . The percentage of students which could not pass the graduated standard as follows:

$$P = \frac{3}{40} \times 100 = 7,5\%$$

The percentage of students which could pass the graduated standard as follows:

$$P = \frac{37}{40} \times 100 = 92,5\%$$

Besides, it can also be seen that the total frequency is 40 and the total scores ($\sum fX$) is 3540, so that Mean (M_x) and standard deviation (SD_x) can be obtained as follows:

$$M_x = \frac{\sum fX}{N} = \frac{3540}{40} = 88,5$$

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum fX^2}{N} - \left[\frac{\sum fX}{N}\right]^2} \\ &= \sqrt{\frac{316592}{40} - \left[\frac{3540}{40}\right]^2} \\ &= \sqrt{7914,8 - (88,5)^2} \\ &= \sqrt{7914,8 - 7832,25} \\ &= \sqrt{82,55} \\ &= 9,08 \end{aligned}$$

From the table above, the distance between mean (M_x) and Standard Deviation of post-test (SD_x) in experimental class is too far. In other words, the scores obtained are normal. From mean score (M_x) 88,5, it is concluded that Students' ability in comprehending the recorded narrative story after applying Top-down and Bottom-up strategies is categorized as *Excellent*.

b. Finding Mean and Standard Deviation of Control Class

Table IV. 12
The Table Mean and Standard Deviation of Control Class for Post-Test

Score (Y)	Frequency (f)	fY	fY ²	Graduated Standard
96	4	384	36864	Pass
92	2	184	16928	Pass
88	3	264	23232	Pass
84	3	252	21168	Pass
80	5	400	32000	Pass
76	5	380	28880	Pass
72	4	288	20736	Not Pass
68	6	408	27744	Not Pass
64	3	192	12288	Not Pass
60	3	180	10800	Not Pass
56	2	112	6272	Not Pass
Total	N = 40	∑fY = 3044	∑fY² = 236912	

Based on the data obtained, 18 students in control class could not pass the graduated standard (SKL) for post-test or the score obtained < 75 , while 22 students could pass the graduated standard (SKL) or the score obtained ≥ 75 . The percentage of students which could not pass in post-test the graduated standard as follows:

$$\begin{aligned}
 P &= \frac{18}{40} \times 100 \\
 &= 45\%
 \end{aligned}$$

The percentage of students which could pass the graduated standard in post-test as follows:

$$P = \frac{22}{40} \times 100 \\ = 55\%$$

Besides, it can also be seen that the total frequency is 40 and the total scores ($\sum fY$) is 3044 , so that Mean (My) and standard deviation (SDy) can be obtained as follows:

$$\begin{aligned} My &= \frac{\sum fY}{N} = \frac{3044}{40} = 76,1 \\ SDy &= \sqrt{\frac{\sum fY^2}{N} - \left[\frac{\sum fY}{N}\right]^2} \\ &= \sqrt{\frac{236912}{40} - \left[\frac{3044}{40}\right]^2} \\ &= \sqrt{5922,8 - (76,1)^2} \\ &= \sqrt{6211,60 - 5791,21} \\ &= \sqrt{420,39} \\ &= 20,5 \end{aligned}$$

From the table above, the distance between mean (My) and Standard Deviation (SDy) in control class for post-test is too far. In other words, the scores obtained are normal. From mean score (My) 78,1, it is concluded that Students' ability in comprehending the recorded narrative story for Post-test in control class is categorized as *Good*.

3. The Data Analysis Experimental Class and Control Class

a. Analysis of Experimental Class

Based on the mean score (M) of pre-test 71,6 and and post-test 88,5 in experimental class, the differences between mean (M) and standard deviation (SD) can be obtained as follows:

$$\begin{aligned}
 X &= \frac{88,5-71,6}{71,6} \times 100\% \\
 &= \frac{16,9}{71,6} \times 100\% \\
 &= \mathbf{23,6\%}
 \end{aligned}$$

b. Analysis of Control Class

Based on the mean score (M) of pre-test 62,5 and and post-test 78,1 in control class, the differences between mean (M) and standard deviation (SD) can be obtained as follows:

$$\begin{aligned}
 X &= \frac{76,1-62,5}{62,5} \times 100\% \\
 &= \frac{13,6}{62,5} \times 100\% \\
 &= \mathbf{21,76\%}
 \end{aligned}$$

Based on the result of the data above, experimental class increases 23,6%, while control class increases 21,76%. It means that the increase of experimental class is higher than control class.

To obtain the result of the effect of using Top-down and Bottom-up Strategy toward students' ability in comprehending the recorded narrative story, the formula of T-test can be seen below:

$$\begin{aligned}
 t_0 &= \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}} \\
 &= \frac{88,5 - 76,1}{\sqrt{\left(\frac{9,08}{\sqrt{40-1}}\right)^2 + \left(\frac{20,5}{\sqrt{40-1}}\right)^2}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{12,4}{\sqrt{\left(\frac{9,08}{6,24}\right)^2 + \left(\frac{20,5}{6,24}\right)^2}} \\
&= \frac{12,4}{\sqrt{(1,45)^2 + (3,28)^2}} \\
&= \frac{12,4}{\sqrt{(2,1) + (10,7)}} \\
&= \frac{12,4}{3,57} \\
&= \mathbf{3,47}
\end{aligned}$$

The degree of freedom:

$$\begin{aligned}
df &= (N_1 + N_2) - 2 \\
&= (40 + 40) - 2 \\
&= 78
\end{aligned}$$

After counting the degree of freedom, the writer got result that “t” formulated, 3,47 is higher than “t” table in level significant 5%= 1.99 and 1%=2.64. It can be seen that $1.99 < 3.47 > 2.64$.

The interpretation of hypothesis can be seen below:

- 1) H_0 is accepted if $t_o < t_i$; it means that there is no significant 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.
- 2) H_a is accepted if $t_o > t_i$; it means that there is a significant 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.

Based on the interpretation above, the writer can conclude that the score of $t_0 > t_t$. It means that there is a significant effect of using Top-down and Bottom-up Strategies toward students' ability in comprehending the recorded narrative story of the first year students at MAN 1 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are three conclusions of this research based on the objectives of the research:

1. The first is to find out the students' ability in comprehending the recorded narrative story taught by using top-down and bottom-up strategies at the first year students of MAN 1 Pekanbaru.
2. The second is to find out the students' ability in comprehending the recorded narrative story taught by using conventional strategy at the first year students of MAN 1 Pekanbaru.
3. The last question is to investigate significant different the between students' ability in comprehending the recorded narrative story taught by using top-down and bottom-up strategies and students' ability in comprehending the recorded narrative story taught by using conventional strategy. It means there is any significant 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.

B. Suggestion

After finding the result of the effect of using Top-down and Bottom-up strategies toward students' ability in comprehending the recorded narrative story at the first year students at MAN 1 Pekanbaru, there are some writer's suggestions for the students, teacher and school.

1. Suggestion for students

In mastering listening skill, one thing that should be done by the students is that the students have to be interested in listening itself. The students should pay attention to the lesson that has been explained by the teacher and train their listening ability. In this case Top-down and Bottom-up strategies is an appropriate approach that can be used by the students in Listening the lesson text. Top-down and Bottom-up strategies is an approach that can increase students' listening ability.

2. Suggestion for teacher

In effort to increase students' ability in comprehending the recorded narrative story, teacher must be smart to select the strategy or approach to be used by students in comprehending the recorded narrative story. Based on the research findings, there is a significant effect of using Top-down and Bottom-up strategies to improve students' ability in comprehending the recorded narrative story. It means that, Top-down and Bottom-up strategies can be applied to increase students' ability in comprehending the recorded narrative story. Thus, teacher can apply this approach to increase students' ability in comprehending the recorded narrative story.

3. Suggestion for school

School is an institution that has a purpose to make students enjoyable in teaching and learning process. School has to observe the students' subject in teaching and learning process, especially in teaching and learning English. School should find the students' interest in teaching and learning listening. In increasing students' ability in comprehending the recorded narrative story, school should provide means of teaching and learning to improve students' ability in comprehending the recorded narrative story, such as language laboratory. So, school should help English teacher find the strategy and observe the teacher's activity in teaching English.

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