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**Submission date:** 28-Feb-2024 07:32PM (UTC+0700)

**Submission ID:** 2306887944

**File name:** on\_Third-Grade\_Students\_of\_MTs\_Ma\_arif\_Ketegan\_Tanggulangin.pdf (348.54K)

**Word count:** 3552

**Character count:** 19434



# The Implementation of the Use Top-Down and Bottom-Up in Teaching Listening Comprehension on Third-Grade Students of MTS Ma'arif Ketegan Tanggulangin

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**Abstract:** This research is aimed to analyze how is the teacher' implementation in the use of the Top-Down and Bottom-Up in teaching Listening comprehension. The location where the researcher taken place were at MTS Ma'arif Ketegan Tanggulangin, the research subject was the English teacher of the third-grade students who taught 3 classes. In addition, the research method of qualitative descriptive was used in this research by doing class observation and interview. The results of this research were shown that Song by Maher Zain was using as the teaching media. Furthermore, in applying the Top-down strategy, the English teacher used several implementations such as: design a discourse schema, use key terms, Infer the text's environment, Infer the participants' roles and objectives, make inferences about causes and effects, and prepare for questions about the topic or scenario. Meanwhile for the Bottom-up strategies. First, the teacher taught the vocabulary that will be utilized in the listening activities. Then, all students were given a sheet to do the exercise. Finally, the English Teacher played the audio, and the students had to complete the activity based on what they had heard.

**Keywords:** *listening comprehension, top-down and bottom-up, teacher's implementation*

**DOI:**  
<https://doi.org/10.47134/emergent.v2i3.5>

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Received: 09-06-2023  
Accepted: 08-08-2023  
Published: 29-08-2023



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## Introduction

According to Nadig, listening comprehension is the ability to understand what is being said is a term that refers to the numerous steps involved in comprehending and making sense of spoken language (Nadig, 2013). Nowadays, in terms of listening comprehension, many students have lack vocabulary and less understanding to catch the words that the speaker has said, as stated by Kasim & Luwiti that there are many students who are not capable to grasp what are the speakers saying (Kasim & Luwiti, 2020). Furthermore, according to Renukadevi, several problems that happened to the students in listening because of four factors such as the speaker who speaks, the listener, the moral value, and setting of physical (Renukdevi, 2014). To tackle such a problem, many teachers are struggling to formulate a suitable teaching strategy in an attempt to deliver the obliged learning materials so that learning objectives can be achieved, moreover, strategies according to Issac, which are synonymous with methods, in a simplified way, are a generalized plan for lessons that covers framework, instructional aims, and an outline of planned strategies required to implement the strategies. McNamara defined that teaching strategy is the most useful medium in assisting students in overcoming their learning difficulties (McNamara, 2017). In addition, J. Richard stated that the strategy of Bottom-up and Top-down is one of the effective strategies that can be utilized by the educators to enhance students' listening ability (Richard, 2008).

On the other hand, MTS Ma'arif Ketagen Tanggulangin conducts listening comprehension in English subject, it was revealed by the English teacher that most of the ninth-grade students are really weak on vocabulary, pronunciation, etc which affect their understanding when they are given a native speaker English audio low. In fact, the English teacher is stating in the interview that she applies good strategies such as top-down and bottom-up in teaching listening comprehension through the pre-listening, while-listening, and post-listening to increase students' ability and understanding of listening material either the dialogue or monologue to help students in solving their difficulties in order to improve their English Listening comprehension skill and that was proven by the students' annual report/semester which grown significantly (Petko et al., 2015). Moreover, the students should practice their listening skills and participate in activities that will help them become better listeners. According to Karakas, These listening activities aim to avoid failure so that the learner's understanding of the text can be supported (Karakas, 2002). According to Wei, there are three procedures for training listening skills, they are: Listening Pre-listening, while-listening, and post-listening activities (Wei, 2012).

Regarding all the statements that have been written above, the researcher is interested to analyse the Implementation of top-down and bottom-up in teaching listening comprehension because the researcher would like to find out what are the activities that are implemented by the ninth-grade English teacher that makes the students' understanding developed. In addition, the researcher uses a qualitative descriptive method because as stated by Borg and Gall that descriptive studies are designed to discover "what is," methods such as observation, interviews, and surveys are routinely employed to obtain 5 descriptive

data (Borg & Gall, 1989). As a result, the primary goal of descriptive research is to answer the question "what" in terms of the research group. Furthermore, descriptive research, which is primarily concerned with determining "what is," could be used to look into the study group or scenario in question.

## Methodology

The qualitative descriptive method was used by the researcher to examine the data by summarizing the theories in precise terms, as well as the events that the individual, group, or people had encountered. In the research design, the researcher is employing qualitative descriptive research. According to Slinger and Shohamy, qualitative descriptive research is "a sort of research that refers to an investigation by utilizing existing data" (Slinger & Shohamy, 1990). This research requires data gathering that focuses on identifying specific events. Observations, as well as the analysis of records, reports, and documents, are all part of data collecting. As stated by Latief, qualitative research is an investigative process that focuses on human behavior understanding (Latief, 2017). This research seeks to investigate the students' challenges in the descriptive text; therefore, the researcher is utilizing qualitative research as the research method. In addition, qualitative research investigates the phenomenon of study. According to Arikunto, qualitative research was conducted in natural settings and situations where the context cannot be controlled (Arikunto, 2010).

In the data collection, the researcher did the class observation directly to the English teachers using some instruments data such as Class Observation, interview, and Documentation. Furthermore, this study relies on three main activities, namely direct observation, semi-structured in-depth interview, and Documentation which are: Direct Observation, during this stage, the researcher will conduct a direct observation, which means that the researcher will embark on the same classroom activity along with the teacher assigned for ninth-grade, in the same setting. This will give the researcher a real-time interpretation of what's actually happening in a certain situation. The primary advantage of direct observation is that an event, facility, or process can be studied in its natural setting, thus providing a complete understanding of both research subjects and objects.

Then, Semi-Structured In-depth Interview. This phase is intended to investigate the perspective, issues, and personal opinions of a teacher, who is assigned to ninth-grade students, regarding the use of a certain teaching strategy on a listening material. Initially, Wahyuni defined that there are three major types of interviews, namely structured, unstructured, and semi-structured (Wahyuni, 2012).

In this study, the researcher employed a semi-structured type were not only an answer but the reason behind it can be unveiled. This semi-structured in-depth interview was conducted before the observation with the intention for the researcher to gain a better outlook on the circumstances of English language teaching on Ma'arif. And the last is documentation. Documentation research is a direct observation technique that uses of equipment like cameras and audio recorders. This method can also be used to evaluate research findings. Observational research results can be trusted if they are backed up by documentation.

Thus, to obtain the data validation, as stated by Sari, Rozal, and Andriani, the researcher uses the triangulation methodology in data collecting (Sari & Gushendra, 2020). There are various types of triangulation, including triangulation of time, triangulation of place, triangulation of theory, triangulation of method, and triangulation of researcher. The researcher used a triangulation methodology of method in this study, which included direct observation, documentation which is the class observation checklist, and interview.

Furthermore, Corbin and Strauss in Ary et al claimed that analysis is an effort similar to giving meaning to the data (Ary et al., 2010). Ary et al. also emphasized that in qualitative research, where the data are mostly in non-numerical form, some intricate phases are required. Consequently, the researcher must devise an effective analysis pattern where an effective analysis can be accomplished. Ary et al that there are three simple steps for qualitative data analysis, there are (1) familiarizing and organizing, (2) coding and reducing, and (3) interpreting and representing. Considering these logical steps above, the researcher conducted these steps of qualitative data analysis procedure to draw a conclusive result at the end.

## Result and Discussion

### A. Top-Down Strategies

The result of teacher's implementations in using Top-Down strategy are divided into some points based on the indicators of J. Richard's theory, the following exercises that require top-down processing as follows:

#### 1. To design a discourse schema, use key terms.

As stated by the English teacher in the interview, it can be known the teacher elaborated in implementing the strategy of Top-Down, all of the schemas and key terms are based on Curriculum and Syllabus of K-13 by using the lesson plan or RPP for third grade class of Junior High School. Thus, regarding the English teacher statement interview and released in the class observation, the teaching media that is used to help the listening comprehension activity is "English Song" with the title *Insyaallah* sung by the International famous religion singer, he is Maher Zain.

Hence, when presenting the material to the students, the English teacher followed the schema implementation guidelines. For instance, in the pre-listening activity, it is clear that the teacher gave the students the chance to connect new information in detail that might be related to the subject that was being taught at the class. In addition, the teacher also encouraged the students through brainstorming sessions.

#### 2. Infer the text's environment

According to the class observation checklist activities that has been done in three classes of 9.1, 9.2, and 9.3, it shows that in the activities of Pre-Listening in the three classes of third grade students, during the pre-listening activity, the teacher was interacting with the students through discussing about the song lyrics context.



This activity is aimed as the English teacher stated in the interview that this kind of pre-listening activity is useful for students to think deeply about what they read and listen in order to understand the lyric text that will be learnt to broaden and measure their knowledge of the material that will be taught.

At the class, the teacher told to all students about the religion singer who's very famous, all of his songs contain many meaningful words which can make us closer to Allah. The students can guess who is he and what are the songs that was being described. After knowing the singer and the song that will be played, some of students assuming that in the Maher zein song, there are must be having a lot of Islamic vocabulary.

### **3. Infer the participants' roles and objectives**

Relating to the first and second point above, to infer the participants' role and objectives, the English teacher introduced the material to the students and explained what the meaning of listening comprehension is, after that, the teacher asked to all of them what their favourite ways to train their English listening skill are.

Then, after knowing the students' answers, the teacher told the students about the using of song in improving English listening skill and what are their roles as students and gave explanation about the objective learning. The second, the teacher gave some instructions to the students about what to be done in today's lesson while spreading the paper sheet which there were lyrics paragraph of song and some question on it.

### **4. Make inferences about causes and effects**

Same as explanation on the third point, to make inference about causes and effect, the English teacher tried to make a topic of "A Way to Learn English Effectively". The teacher asked to all students their favourite ways to increase their English listening skill are. Then, after knowing the students' answers and opinions at once, the teacher told the students about the effect of using song in improving English listening skill.

In this discussion, the teacher was stating that the way people learn English are always bringing their own impacts, whether it's effective or not. besides that, the teacher also took examples, such as improving English listening skill through the using of Song, Podcast, watching movie with the English subtitles, etc by giving the weakness and strength for each method.

### **5. Prepare for questions about the topic**

The last one, based on the class observation that the researcher found out in the activities of while-listening, the teacher instructed the students to complete the song's lyrics by filling in the blanks based on the singer's spoken remarks. Following that, the teacher informed the students that they had 15 filling in the blank questions and 4 essay questions. The English teacher explained to all students to look at both the song and questions related to their worksheets. Then, the teacher wrote 15 numbers on the whiteboard to prepare the students in showing their answers of the blank lyrics they have listened to. In addition, the English teacher also told them that the answer of 4 essay questions will be discussed

together and they will be given a chance to give their opinions without asking them to write on the whiteboard.

## **B. Bottom-Up Strategy**

In implementing the use of Bottom-Up strategy to the listening comprehension class, the researcher was dividing its result into some points regarding each indicator based on J. Richard's theory that is added by Vargas and González that there are three indicators in teaching listening using a bottom-up approach in developing students listening skill. They are:

### **1. The teacher taught the vocabulary that will be utilized in the listening activities.**

In order for the students to remember and understand the lyrics that the singer sang, the English teacher offered them 5 vocabularies that is related to the Maher Zein song, which tends to use religious phrases, then, the teacher used the method "Repeat After Me" For example: the English language of "*Bertaubat*" is repent, *bimbing* or *membimbing* is guide, *dosa* is sin, *kesalahan* is mistake, and etc.

After doing "the repeat after me", all the students were asked randomly by the English teacher to measure that the students are really memorizing the vocabulary or not. The teacher's questions to the random students were like "what is the Indonesian language of *kesalahan*? What kind of this word? noun or verb?".

Through this activity, the English teacher was not only giving the material but training and increasing their understanding about grammar by identifying the words and also can be useful for the students in enriching their English vocabularies, so that it helps them to listen dialogue or words which are being spoken by the speakers in the future.

### **2. All students were given a sheet to do the exercise, which was provided by the teacher.**

In this activity, the teacher gave some instructions for each student by spreading the paper sheet which there were 15 blank words lyrics in the sentences of song and 4 opinion questions on it. then, the students did the task to fill in the blank with the correct answer to complete the lyrics song based on the words which came out from the singer. In this task, they filled the blank lyrics while listened to the song

Moreover, the kind of exercises that were given to students were individual tasks in which the exercise must be done by their own understanding and they were not allowed to look for help neither asking friend nor searching it on google.

### **3. The English teacher played the audio, and the students had to complete the activity based on what they had heard. The recording might be listened to three times by the students**

The last activities after spreading the sheets for all students, the students are told if they had only 3 chances to listen to the song, so the English teacher repeated the song 3 times for the students for filling in the the blank lyrics, then the students can move to the next question about their common knowledges and opinion. In this activity, the students

were listening to the song loudly and paying attention to the lyrics on their sheets, also they filled the blank lyrics based on what they listened at the same time.

After finishing their sheets, all of the students must shuffle their answer sheets to their friends and the teacher let them guessing the lyrics by writing their own answer on the whiteboard in front of the class one by one.

After that, they were asked by the teacher to discuss and identify what were the singer saying on the song and the English teacher corrected them when they made mistakes to interpret/understand the meaning of the words, such as the adjective words that followed by 'ed' can be having different meanings if it is ended by the words 'ing', besides that, the teacher also corrected the miss words spelling and gave them time to comprehend the moral value from the Maher Zein' song that was listened.

### Conclusion

From the research results elaborations above, the researcher concluded that in teaching listening comprehension on the third-grade students, the English teacher at MTS Ma'arif Ketegan Tanggulangin using the strategies of Top-down and Bottom-up at the third-grade students and was using Song by Maher Zain as the teaching media. On the other hand, in applying the Top-down strategy, the English teacher used several implementations such as: design a discourse schema, use key terms, Infer the text's environment, Infer the participants' roles and objectives, Make inferences about causes and effects, and Prepare for questions about the topic or scenario.

While for the Bottom-up strategies, the teacher implemented some activities. First, the teacher taught the vocabulary that will be utilized in the listening activities. Then, all students were given a sheet to do the exercise, which was provided by the teacher. Finally, the English Teacher played the audio, and the students had to complete the activity based on what they had heard. The recording might be listened to three times by the students.

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