

Application of the Listening Learning Model with Strategy Bottom Up and Top Down

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Abstract

Listening is a very important language skills, because listening is a receptive skill. Someone who can listen well will gain knowledge easily. A student who has good skill in listening will be able to express their opinions well. The purpose of this research is to improve students' ability in listening comprehension ranging from the simple to the difficult to understand. This research is a Classroom Action Research by using Bottom-up and Top-down strategies applied simultaneously. This research was conducted at University of Darma Persada Jakarta, the object of the research are the students of English Language and Culture Department. Based on results of this Classroom Action Research that Bottom Up strategy has to be applied earlier than Top Down Strategy, because to be able to listen well to be started from how to pronounce of the word, understand simple paragraphs leads to the more difficult and complicated paragraphs to understand.

Keywords: *Listening, Bottom-up Strategy, Top Down Strategy, Classroom Action Research*

Abstrak

Menyimak merupakan keterampilan berbahasa yang sangat penting, karena menyimak merupakan keterampilan reseptif. Seseorang yang dapat menyimak dengan baik akan memperoleh pengetahuan dengan mudah. Seorang pelajar yang memiliki keterampilan menyimak yang baik akan dapat mengungkapkan pendapatnya dengan baik. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan pelajar dalam pemahaman menyimak mulai dari yang sederhana sampai yang sulit dipahami. Penelitian ini merupakan Penelitian Tindakan Kelas dengan menggunakan strategi *Bottom-up dan Top-down* yang diterapkan secara bersamaan. Penelitian ini dilakukan di Universitas Darma Persada Jakarta, objek penelitiannya adalah pelajar Jurusan Bahasa dan kebudayaan Inggris. Berdasarkan hasil dari Penelitian Tindakan Kelas ini bahwa strategi *Bottom Up* harus diterapkan lebih awal daripada Strategi *Top Down*, karena untuk dapat menyimak dengan baik harus dimulai dari menyimak cara pengucapan kata, memahami paragraf sederhana selanjutnya mengarah ke yang lebih sulit untuk dipahami.

Keywords: *Listening, Bottom-up Strategy, Top Down Strategy, Classroom Action Research*

INTRODUCTION

Listening is a receptive ability, because listening means accepting what is said or conveyed from outside oneself. Listening skills are a very important skill, as Juannita said (Juannita & Mahyuddin, 2022) and Mailani (Mailani, Nuraeni, Syakila, & Lazuardi, 2022) that listening is very important in interaction, namely as a communication tool. According to (Aziza & Muliansyah, 2020) and (Lestari, Usman, & Hasmawati, 2019) Receptive ability is a very important ability in listening lessons because this ability is the basis of foreign language learning. With good listening skills, someone will be able to communicate well.

To be able to communicate effectively, you need a correct information process. A correct and informative information process can only be produced through a good listening

and listening process. (Juannita & Mahyuddin, 2022). Listening Comprehension is a good process in building meaning in communication and this communication process will make it easier to understand by also understanding various things such as accent, speech, diversity of vocabulary, the nature of the interlocutor, the situation that develops, in addition the content of the conversation being discussed. Therefore, everyone needs adequate listening skills to be able to communicate well (Hermawati & Sugito, 2022). A listener must really understand the content of a conversation to be able to respond well, apart from that, someone must also understand when a conversation is held, whether the conversation is formal or informal.

Indeed, listening skills are very important in the language learning process, especially to build good communication. Many researchers have focused on listening research in order to

find a suitable approach or method, because listening is one of the most important components of language, so Listening requires all existing abilities in language (Mana & Yusandra, 2017) namely abilities in grammar, vocabulary, reading, and what is no less important is a person's ability to adapt to the culture of the language being studied, in this case American, British and Australian culture as the source language in English. Moreover, for Indonesians, English is still a foreign language and not even a second language.

Even though English is a foreign language in Indonesia, it is very necessary for communicating with various groups, because nowadays with advances in communication technology there are no longer borders between countries and in world interactions the most widely used language is English, especially in Indonesia that foreign companies are growing rapidly and these companies place foreign workers in Indonesia and they need local workers who are able to master foreign languages, especially spoken and written languages, so listening skills in this case are very necessary to understand the message conveyed. (Krisanti, Suprihatien, & Suryarini, 2020)

Indeed, it is common knowledge that each student's ability in listening matters is different, because listening is greatly influenced by various factors, one of the factors that needs to be improved in order to encourage listening ability and understanding is the application of appropriate teaching theories with reference to modern teaching methods, because it has been proven that existing teaching methods are still unable to provide maximum results on students' language skills, both speaking and listening skills. Because language must be taught as a tool for communication, in its teaching it must be taught more for practice than the theory of the language itself.

The aim of this research is to find out the extent to which the listening teaching and learning process is implemented and what factors influence this process. This research was conducted for approximately 3 months at Darma Persada University, in this research an assessment was carried out on students of the English Language and Culture Department. It is hoped that the results of this research will be able to find various obstacles faced by students

from the Department of English Language and Culture in understanding problems in English, especially in terms of listening. By finding these various obstacles, researchers will try to find the right solution to solve these problems, thus It is hoped that these obstacles and solutions to problems can improve the teaching and learning process in listening subjects and at the same time improve students' ability to speak English.

In conducting this research, Bottom up and Top Down teaching strategies were applied simultaneously. By implementing these two strategies, it is hoped that students will be able to listen to each language sound well and at the same time understand the message conveyed.

RESEARCH METHOD

In every research, a researcher always uses a method to collect data and process the data to produce a conclusion. As Arikunto said (Arikunto, Suharjono, & Supardi, 2015) that "research methods are the methods used by researchers to collect research data". In conducting this research, the Action Research research method was used with a qualitative approach.

The research method is Action Research according to (Arikunto, Suharjono, & Supardi, 2015) is a research that places greater emphasis on improvements in the implementation of teaching in the classroom. Action Research (Action Research) according to (Parnawi, 2020) and (Nurgiansah, Pratama, & Iman, 2021) has several objectives, including: 1) to improve and improve the quality of content, input, processes and results of education and learning in the classroom. 2) Help teachers overcome learning problems inside and outside the classroom. 3) Seek scientific answers to problems that arise. 4) Increase professionalism as a teacher and educator. 5) Fostering the development of an academic culture in the school environment, thereby creating continuous improvement and improvement in the quality of learning.

In this Action Study research, listening was taught to students of the English Language and Culture Department. Students are given the Bottom Up strategy and Top down Strategy learning processes simultaneously. Previously, a pre-test was given, after obtaining the results of the pre-test, listening lesson material was

then given and as an evaluation a post-test was carried out to determine the results of the teaching and learning process above.

The results of the post-test are researched, observed and analyzed to what extent and what are the students' obstacles in participating in listening lessons, and what factors influence the emergence of these obstacles.

Research Instruments: According to (Hardani, 2020) that data collection instruments are tools chosen and used by researchers so that research activities to collect data are systematic and made easier by them, the instruments used in this research are as follows:

1. **Test:** According to Arikunto in (Pasaribu, Hendri, & Susanti, 2017) A test is a series of questions used to measure the skills, intelligence, abilities or talents possessed by an individual or group. The purpose of the tests in this research are sound discrimination, fill in the blank, and Story Telling tests.
2. **Questionnaire:** Questionnaire according to Arikunto quoted by (Sodik, Sahal, & Herlina, 2019) is a number of written questions used to obtain information from respondents in the sense of reports about personal or other things that they know. There are three types of questionnaires, namely the open questionnaire type which gives students the opportunity to answer with their own sentences and the closed questionnaire type where the answers are provided so that respondents just have to choose the three combined questionnaire types.

2.1 Data Collection Techniques

In this research, data collection was carried out through two types of instruments, namely through tests and questionnaires.

1. **Test:** The test used in this research aims to measure students' abilities in pronunciation or pronunciation of the words presented through recordings that have been provided in the form of a minimum pairs test, filling in blank words in the discourse and understanding a discourse from the easiest to the most difficult.

Questionnaire or questionnaire: Questionnaires were given to students of the Department of English

Language and Culture at Darma Persada University. The purpose of this questionnaire is to determine the level of difficulty in listening, understanding discourse, and what needs to be increased in order to support the achievement of these skills. The questionnaire presented consists of 20 questions for a closed type questionnaire.

RESULTS AND DISCUSSION

According to linguistic experts, learning English should focus on grammar lessons and language forms, and listening lessons are one of the topics included in these language forms. When a teacher teaches a discourse, the teacher will try to differentiate between the pronunciation of vowels and consonants, at the next stage try to understand the vocabulary, sentences and discourse being discussed.

According to (Khamkhien, 2010) Listening is a person's ability to identify and understand what one's opponent is saying. This process includes understanding pronunciation, grammar, vocabulary, understanding the meaning conveyed by someone. Listen or listen as quoted by (Islam, 2012) is a medium for obtaining more knowledge, information, understanding and life values. For this reason, students must be provided with effective and effective listening lessons. As a language skill, listening plays a very important role in a learner's language development. According to (Krashen, 1982) that humans acquire language by understanding the linguistic information they hear.

Listening or hearing is a mental process which is very difficult for experts to describe, therefore what needs to be paid attention to when listening is how someone is able to differentiate between one sound and another, understand the vocabulary and grammar conveyed by the person speaking, being able to interpret language emphasis and intonation, and what is no less important is how to also understand the socio-cultural context of the language used.

In the context of listening or listening lessons, there are two strategies that are often used according to the input process of the language itself. Namely Bottom up Strategy and Top down Strategy.

First is the Bottom Up Strategy, this strategy prioritizes things related to recognizing different sounds, distinguishing words from word to word, and grammar that produces meaning. Things studied in Bottom up Strategy include: 1) listening for specific details, 2) recognizing cognates, 3) recognizing word-order patterns

In using the Bottom Up strategy, listening is the process of reading words from phonemes to complete text. In this view, phoneme units are read and connected to form words, groups of words are connected to form phrases, phrases are connected to form expressions and in the end they form a complete text. According to Peterson as quoted by (Hasriyanti, 2016) from Vargas, in the process of learning to listen using the bottom up strategy, students are expected to pay full attention to the details of the text they are listening to. In the Bottom Up learning strategy, students are expected to be able to understand step by step starting from differentiating sounds, then words, then the meaning of the relationship between grammars. In other words, this process starts from the bottom which is detailed to the top which is ultimately able to capture the message that is heard.

The Bottom Up learning strategy according to Dhuha Atalla (2010) refers to written data as a source of information, the basis is that in the written text the listener will depend on the message contained in the writing, therefore the combination of sounds, words and grammar will give rise to meaning which are desired. Listeners will focus on the sentences delivered by each person.

Second, is a Top Down strategy, to be able to understand this strategy a learner already has a background regarding the topic that will be presented, the context or situation, the type of material that will be discussed, and what is important is the language itself. Things researched in the Top Down strategy include: 1) Listening for the main idea. 2) Predicting, 3) Drawing inferences, 4) summarizing

Listening or listening is more of an interactive process, where a student will use linguistic knowledge and abilities to understand a message. In other words, listening with a Top Down strategy refers to the background knowledge that is previously owned to be able to understand the message being conveyed.

This Top Down process involves the activeness of listeners in constructing meaning based on conjecture and other relevant knowledge. This is as quoted by (zistia, 2015) that :

Top down Strategies are listeners 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 helps the listener to interpret what is heard and anticipate what will come next.

Because these two strategies are very important, in the learning process these two strategies are applied simultaneously, as said by Vargas, that in the teaching and learning process you must use these two strategies in order to understand spoken language. And teachers must provide opportunities for students to use these two strategies.

This research was carried out at the Department of English Language and Culture, Darma Persada University, Jakarta, the research was carried out for approximately 3 months, and the number of students studied was 30 students.

The research instruments used are two types of instruments, the first form is a test, namely: pre-test and post-test, the second form is the distribution of questionnaires to find out the difficulties they face in taking listening lessons, whether these difficulties arise from internal or external problems.

Student understanding level

Listening is a difficult language activity, because in listening a person is required to be able to understand a series of sounds that flow in one direction, in listening activities there is an element of deliberate listening. In listening, several skills are required as a condition for being able to carry out listening activities well.

Before conducting research, a pre-test was carried out to determine the level of understanding in listening lessons. At the following stage, listening lessons are given, after being given listening lessons, a test is given in the form of a post test.

In administering the pre-test and post-test, there are three assessment categories taken, namely: word pronunciation in the form of minimal pairs, understanding of

phrases in the form of fill in the blank, and understanding of discourse in the form of storytelling.

From the pretest and posttest results, the following results can be seen:

Minimum Pairs is the utterance of two words that are different both in meaning and in writing but almost the same in pronunciation, as said by (Master, 2010)

(1) Minimal pairs are —pairs of words that differ in meaning on the basis of a change in only one sound. (2) A first rule of thumb to determine the phones of any language is to see whether substituting one sound for another results in a different word. (3) A minimal pair consists of two words pronounced alike except for a single phonemic difference.

Another term known as Minimal Pairs is Test of Sound Discrimination, according to (David, 1969) Test of Sound Discrimination is to teach the learner to discriminate between phonetically similar but phonemically different sounds in the target language.

In the Minimum Pairs listening test, 30 words were given from the pre-test results for the words presented. The average value obtained was 11,804, which in terms of percentage was 39%. From the results of the scores obtained during the pre-test, it is clear that the ability to listen to simple words needs attention, because this is the basis of listening lessons that must be improved.

Another form of pre-test given is fill-in in the form of completing words, phrases or sentences in discourse, known as Fill in the blank. Or Completion Test, according to (David, 1969) Completion Test Present a context in which one or more words are missing. While obeying (Finocchiaro & Sako, 1983) Those who are more familiar with this form of test, the Cloze Test, say that: The Cloze Procedure in which every few words in a passage is systematically deleted.

In the Fill in the Blank test, they were given 12 blank words in the discourse they listened to via recording. From the test results the average score obtained was 3.18 or a percentage of 26% of the total that had to be obtained. From the results obtained,

it is necessary to increase the material in this learning material for the next period.

The third form of test given is in the form of Story Telling, in other words (Finocchiaro & Sako, 1983) provide this test category in reading lessons, but can also be given in listening lessons. Story telling in terms (Finocchiaro & Sako, 1983) Finocchiaro is Paragraph Summarization. Paragraph Summarization the students will be given a printed page of a book--in reading class—and asked to read silently. They may then give a brief summary of the material they have read, presenting the content in their own words. We can apply this form of test in Listening Comprehension lessons by replacing the reading material by listening to stories and discourses and then retelling the story using their own language to express what they understand.

However, according to the form, this test can only be given to those who already have a good language base, as it says (Finocchiaro & Sako, 1983) This type of testing should be used with advanced students who already have a good knowledge of foreign language. So for application in Listening lessons, it is more suitable to be applied using a Top Down strategy, because the lesson starts with difficult material.

From the results of the Story Telling test, the average score was 9.82 points or a percentage of 33%. For Story Telling, as Finocchiaro said, this material will only be understood well by students who already have a better level of language knowledge in the target language.

After being given a pre-test, the next stage is the delivery of listening lessons using the two strategies mentioned above, namely Bottom Up and Top down Strategy. Delivery of material in this form lasts 3 months. The next stage is to carry out a Post Test, using the test material model that has been used in the Pre Test. In giving the Post Test, not all of the material given is the same as that given during the Pre Test, but the material given has been given in class in daily lessons. The total assessment scores taken in the

Post Test are the same as those taken during the Pre Test.

From the results of the Post Test carried out, the following score was obtained: in the test with the Minimum Pairs category, a score of 15.431 was obtained, this result increased by 3 points with a percentage of 51%, an increase of 12% from the Pre Test results. Meanwhile, from the assessment results in the Fill In the Blank category, a score of 5.24 was obtained, this result increased by 2.06 points, with a percentage of 26%, an increase of 18%, while from the Story Telling assessment results, a score of 10.29 was obtained, an increase of 0.47 points with a percentage of 34%. Increased from the pre-test results by 1%.

In carrying out the lecture before the Post Test, the Bottom Up and Top Down strategies were carried out simultaneously so that the results obtained did not show significant differences and only increased very slightly.

In order to complete the test results given to students, in this study a questionnaire was also given to see where the difficulties experienced by students were, whether these difficulties were caused by internal factors within themselves or whether they were caused by external factors that influenced them.

From the results of the questionnaire distributed, the answers obtained were divided into two categories, namely those of an internal nature and those relating to difficulties in following listening lessons, which are as follows:

Internal inhibiting factors

In general, there are not so many internal factors that are inhibiting factors in efforts to increase students' understanding in listening lessons, but there are two factors that hinder efforts to increase students' understanding in listening lessons, namely statement number 4 which reads: Do you ask questions during Listening lessons? From the answers obtained, only 2 students (4%) always asked questions during Listening lessons, while 14 (28%) students stated that they sometimes asked questions

during Listening lessons, while 34 (68%) students stated that he never asked questions during listening lessons. Asking questions is a factor that is quite influential internally in a learning process, because a student's lack of ability to ask questions will automatically hinder him in understanding the subject matter or the entire lesson being followed.

From statement no. 8 which reads: Do you study at home before Listening lessons? From the answers obtained, only 2 (4%) students answered that they actually repeat lessons before the Listening course starts, while 26 (52%) answered that they only sometimes repeat lessons before the Listening course starts, and 22 (44%) answered that they never repeat Listening lessons before the lesson or lecture begins. Internally, repeating lessons is quite an influential factor in efforts to improve one's understanding in listening lessons.

Because students' lack of desire to repeat lesson material at home before the next lesson starts has quite an influence on the results achieved, which is proven by the low results achieved after testing.

Of the two factors that greatly influence the above, there is one factor that is directly proportional to the two factors above, namely in statement No. 20. Do you have difficulty understanding the ongoing conversation in your listening lessons? The students' answers were that 11 students (22%) stated that they found it difficult to take listening lessons, 35 students (70%) said sometimes, and the remaining 4 students (8%) said they did not experience difficulties in taking listening lessons. From the results obtained, they are still not sure whether they can follow the listening lessons well or not.

Of the three internal factors above, the first two factors are quite hindering efforts to improve students' ability to listen, so the two factors above need to receive attention when learning listening courses takes place.

External inhibiting factors

From statement no. 6. Do you have a desire to increase the hours for listening

lessons? Those who said it was necessary were 12 students (24%), who said sometimes it was 17 students (34%), and those who said it was not necessary were 21 students (42%). From the results of the answers above, with the limited time given for listening lessons, the results achieved are also not satisfactory, so it is necessary to add additional study time for listening lessons, if the campus does not provide sufficient time allocation then it is necessary to provide additional homework as compensate for existing time constraints.

From statement no. 11. Is Homework required in Listening lessons? The answer obtained was that only 7 students (14%) said it was necessary, while 9 students (18%) said it was sometimes necessary, the remaining 34 students (68%) stated that there was no need for homework in the Listening course. From these results, it turns out that homework has quite an influence on achieving success in listening, as evidenced by the lack of giving homework, the results obtained are also not good.

CONCLUSION

From the results of this research the following conclusions can be drawn:

1. After conducting research by applying Bottom Up and Top Down strategies simultaneously, it was concluded that the expected results had not been achieved optimally, because students' abilities varied in one class, so it was necessary to equalize students' perceptions by applying one strategy over a certain period of time. For this reason, in the second year of this research;
2. It is necessary to carry out a learning process by applying Bottom Up and Top Down strategies separately to get better results.
3. From the results of learning by applying each strategy within a certain period of time, maximum results will be obtained and at the next stage you will be able to determine the material that will be provided.

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