CHAPTER I

INTRODUCTION

1.1 The Background of the study.

Inthe process of teaching and learning English, there are four skills in English as the second or foreign language, namely; Listening, reading, speaking and writing. Listening skill (understanding the spoken language), reading skill (understanding written language) and productive skills, speaking skill (producing spoken language) and writing skill (producing written language).The writer emphasized in the listening skill, because listening as receptive skill, more important to the develop the students competence and performance in language. Listening is an essential competence of English. We always want to know what other people say and hear. Listening is not giving passive attention to what is said but more than that we have to be active to get the meaning of the language. In study language we should master the four skills.

Actually in learning process many problems will be faced by the teacher, especially the four skills of languages, that case became a big problem for English teacher. The English teacher should teach language effectively, and should patiently train them for skills in language. There are many ways that a teacher can do to improve student's listening ability with top down and bottom up strategies that support learning process. Especially in listening, when interaction or study listening subject students often are not listening carefully, they may be confused, thinking about other things, or thinking about what they are going to say next, and responding to others, focusing attention on the speaker.

Why the writer choose this title? Because the writer wants to know the student's listening ability with top down and bottom up strategies and can improve the student's listening ability with those

strategies. So, The bottom-up strategy is text based, relying upon language aspects (i.e., sounds, vocabulary, grammar), and is a process of decoding the sounds, from the smallest units to complete texts (i.e., listening for specific details, recognizing cognates,and recognizing word order patterns(Nunan, 2010). Alternatively, the learner-based top-down strategy focuses upon the listener's thinking process, constructing the original meaning of the speaker by using incoming sounds, and using context as clues to interpret the main idea, make predictions, and summarize intentions (Nunan, 2010). Top-down and bottom-up strategies are referred to collectively as Interactive Strategiesthat focus on both the language and the listener.Using top down and bottom up strategies can help make the learning process interesting and make the students happy. Here writer offers top down and bottom up strategies to support teaching learning process.The writer gave students a test of listening to find out their problem in listening comprehension.

1.2 The Problem of the Study

Based on the background presented, The problem of the study can be formulated as follows:"Does the use of top down and bottom up strategies can improve student's listening ability at eight grade of SMP NEGERI 37 MEDAN?"

1.3 The Objective of the study

In relation to the problem mentioned above, the objective of the study is:To find outwhether the use of top down and bottom up strategies can improve student's listening ability at eight grade of SMP NEGERI 37 Medan.

1.4 The Scope of The Study

In this research the writer focus for listening song especially for offering topic. Writer chooses two songs so that the students can hear variance song from some singers, it will be make the students interests to listen carefully. That is why media song is one of the way for learning process to get run well. Like the writer's experience during a pre research in eight of SMP NEGERI 37 MEDAN, the writer found that the students were trouble in listening comprehension. The writer limit this study to focus only for student's listening skill about English song with top down and bottom up strategies.This study is in class VIII-B SMP NEGERI 37 Medan in the academic year of 2017/2018. The sample of research is in one class, which consist of 30 students.

1.5 The Significances of the study

The significances of the study are divided into:

1. Theoretically Significance.

   The result of the study may give more information about improving student's listening ability using top down and bottom up strategies.

2. Practically Significance.

   1. Students, especially for eight grade of SMP NEGERI 37 MEDAN to sharpen and measure their knowledge in improving the student's listening ability.

   2. The English teacher, who give information or knowledge for their students in school especially in listening class.

3. School, that can see how the top down and bottom up strategies can improve student's listening ability in listening song by using top down and bottom up strategies.

4. The next generation or the other writers, especially English Department to enrich and enlarge the knowledge about this study if they want to research this study case.

1.6 The Hypothesis

Ho　　: There is no significant improvement student's skill in listening song by using top down and bottom up strategies.

Ha　　: There is significant improvement student's skill in listening song by using top down and bottom up strategies.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents review of related literature and explanation of the related materials. Which discusses the idea, and theories underlying the subject matter of the study as follow.

2.2 Listening

2.2.1 Definition of Listening

According to Nunan, (2001: 23) Listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding.These stages occur in sequence and rapid succession.The first one is Hearing and has to do with the response caused by sound wavesstimulating the sensory receptors of the ear; hearing is the perception of sound, notnecessarily paying attention, you must hear to listen, but you need not listen to hear. Forthis, we have Attention. It refers to a selection that our brain focuses on. The brainscreens stimuli and permits only a select few to come into focus. The third stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and

heard. We must analyze thestimuli we have perceived. Symbolic stimuli are not only words, they can be sounds likeapplause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. Themeaning attached to these symbols is a function of our past associations and of thecontext in which the symbols occur for successful interpersonal communication: thelistener must understand the intended meaning and the context assumed by the sender. After following with the next stage, it is necessary to make a remark: as it has mentioned previously, the background knowledge is important and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received.

The next step, Remembering, is an important Listening process because it means that anindividual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will remember in our mind.

Finally, we have Responding, a stage in which, according to the response, the speakerchecks if the message has been received correctly. This stage requiresthat the receiver complete the process through verbal or nonverbal feedback, because the speaker has no other way to determine if a message hasbeen received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension.

According to Lunsteen1979 :25considered hearing a physical act andlistening a mental act. Hearing she said had to do with our physiological capacity to receive and process sounds. Problems with our ability to hear could hinder our listening.

2.2.2 Kinds of listening

According to Harmer (2002: 129) classified listening into two parts. It consist of extensive listening and intensive listening.

   a. Extensive Listening

It occurs in a situation where the teacher encourages students to choose for themselves what they listen to, using their own materials for the purpose of pleasure and language improvement (Harmer, 1998). It usually takes place outside the classroom and done for its own sake, this doesn't mean that the teacher is not interested in this type at all, but he is attributed the general guidance in the process.

Extensive listening materials differ, they can be found from different resources such as recordings of stories, passages taken from books, television, radio.... All the mentioned sources tend to treat spontaneous conversations, dialogues, interviews... etc. From what is clearly stated before , taped authentic materials can be considered as a good tool for learners when dealing with extensive listening .According to Harmer (1998) , foreign language teachers can enrich their classes with effective input carrying out extensive listening through a well chosen and appropriate tapes in different levels , genres and topics . Creative teachers can recommend certain tapes and ask students to talk about the ones they have enjoyed the most. For the reason of encouraging this type of listening, students can be asked to perform a list of tasks such as:

   -To record their responses to what they have heard.

   -To assess the level of difficulty.

   -To summarize the content of the used material such us a tape.

   -To ask students to write their comments in a special comments' boxes to   consult them and try to meet all the needs of the learners.

According to Harmer, 1998. 229, All these tasks aim "To give students more and more reasons to listen, if they can share their information with colleagues, they will feel they have contributed to the progress of the whole group". extensive listening is an appropriate way for learners to be provided by for the reason of constructing their linguistic bank.

b. Intensive Listening

Intensive listening is the listening learning activities done in the classroom. Teacher usually uses the taped material, videotapes or disk. Hammer also stated that intensive listening is the live listening, where the teacher or visitor come to the class to talk to the students.

There are four examples of the intensive listening:

1). Reading Aloud.

Teacher reading aloud the written text or they can also read or act out the dialogues either by intuiting someone into the class.

2). Story Telling.

Teacher gives a story and asked the students to predict the meaning or to describe the people in the story, so forth.

3). Interviews.

Teacher is able to invite the visitor or a native speaker to hold an interview with the student. Teacher is able to be a subject of the interview ourselves. Because the most motivating listening

activities is the live interview, where the students able to make the question a really listen the answers they themselves have asked for.

4). Conversation.

Teacher can conduct the live conversation or perform a story by role playing.

2.2.3 The types of listening Activities.

There are four types of listening activities. They are: no overt response, short responses, longer responses and extended responses (Penny Ur 1991: 113- 114).

1. No Overt Response

In No Overt Response, The learners do not have to do anything in response to the listening; however, facial expression and body language often show if they are following or not. There are some important things which consist of:

1. Stories. Tell a joke or real-life anecdote, retell a well-known story,

   read a story from a book; or play a recording of a story. If the story is well-chosen, learners are likely to be motivated to attend and understand in order to enjoy it.

2. Songs. Sing a song yourself, or play a recording one. Note, however,

   that if no response is required learners may simply enjoy the music without understanding the words.

3. Entertainment: films, theatre, video. As with stories, if the content is

really entertaining (interesting, stimulating, humorous, dramatic) learners will be motivated to make the effort to understand without the need for any further task.

2. Short Responses.

In Short Responses, There are some instructions or important things that we must know. It consists of:

1. Obeying instructions. Learners perform actions, or draw shapes or pictures, in response to instructions.

2. Ticking off items. A list, text or picture is provided: listeners mark or tick off words/components as they hear them within a spoken description, story or simple list of items.

3. True/False. The listening passage consists of a number of statements,

some of which are true and some false (possibly based on material the class has just learnt). Learners write ticks or crosses to indicate whether the statements are right or wrong; or make brief responses ('True!' or 'False!' for example); or they may stay silent if the statements are right, say 'No!' if they are wrong.

4. Detecting Mistakes. The teacher tells a story or describes something

the class knows, but with a number of deliberate mistakes or inconsistencies. Listeners raise their hands or call out when they hear something wrong.

5. Cloze. The listening text has occasional down what they think by

silence or some kind of buzz. Learners write down what they think might be the missing word. Note that if the text recorded, the gaps have to be mush more widely spaced than in a readingone; otherwise there is not enough time to listen, understand, think of the answer, and write. If you are speaking the text yourself, then you can more easily adapt the pace of your speech to the speed of learner responses.

6. Guessing Definitions. The teacher provides brief oral definitions of a

person, place, thing, action or whether; learners write down what they think it is.

7. Skimming and Scanning. A not-too-long listening text is given,

improvised or recorded. Learners are asked to identify some general topic or information (skimming), or certain limited information (scanning) and note the answer(s). Written questions inviting brief or a picture or diagram to be altered or completed.

3. Longer Responses.

Answering questions. One or more question demanding fairly full responses are given in advance, to which the listening text provides the answer(s). Because of the relative length of the answers demanded, They are most conveniently given in writing.

1. Note-Taking. Learners take brief notes from a short lecture or talk.

2. Paraphrasing and Translating. Learners rewrite the listening text in

different words: either in the same language (paraphrase) or in another (translation).

3. Summarizing. Learners write a brief summary of the content of the

listening passage.

4. Long gap-filling. A long gap is left, at the beginning, middle or end

of a text; learners guess and write down, or say, what they think might be missing.

4. Extended Responses.

Here, listening is only a 'jump-off point' for extended reading, writing, or speaking: on other words, these are combined skill's activities.

1. Problem-solving. A problem is described orally; learners discuss how

to deal with it, and/or write down a suggested solution.

2. Interpretation. An extract from a piece of dialogue or monologue is

provided with no previous information; listeners try to guess from the words, kinds of voices, tone and any other evidence what is going on.

2.2.4 Listening Strategies

Successful listening can also be looked at in terms of the strategies the listener uses when listening. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the processing of listening. Buck in Richard (2008: 11) identifies two kinds of strategies in listening:

1. Cognitive Strategy

Mental related to comprehending and storing input in working memory or long-term memory for later retrieval.

1. Comprehension processes: Associated with the processing of linguistic and nonlinguistic input.

2. Storing and memory process: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory.

3. Using and retrieval process: Associated with accessing memory, to be readied for output.

2. Metacognitive Strategy

Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies. In Metacognitive Strategies, There are some assessment process. It consists of:

1. Assessing the situation: Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task.

2. Monitoring: Determining the effectiveness of one's own or another performance while engaged in a task.

3. Self-Evaluating: Determining the effectiveness of one's own or another performance after engaging in the activity.

4. Self-Testing: Testing oneself to determine the effectiveness of one's own language use or the lack thereof.

2.2.5 The Purpose for Listening

According to Brown (2006: 5), we listen in different ways based onour purpose. He said that there are three purposes, those are:

1. Listening for main ideas

Listening for main ideas means that the listener wants to get a general idea of what is being said. The details are less important.

2. Listening for details

Listening for details is something we do every day. For example, we need the details when we are getting directions to someplace like a friend's home.

3. Listening and making inferences

Speakers do not always say exactly what they mean. That is important aspects of meaning are sometimes implied rather than stated. Listeners have to "listen between the lines" to figure out what really is meant

2.2.6 Teaching Listening

According to Hedge (2000: 249), there are three main procedures in teaching listening. They are: pre-listening stage, while-listening stage, and post-listening stage.

1. Pre-Listening Stage

It is vitally important if we want our students to get as much as possible out of listening. The choice of listening is the first thing. Teachers shouldn't inflict on their students topics they believe will be of little or no interest. In this stage called" introductory or preparatory", students are required to bring their attitudes, previous knowledge about the topic... they are going to tackle. They should be given a reason to listen, a chance to discuss and predict what they are going to hear since the teacher can not let his student do a listening blind of information and

without any point of reference, in addition to the pre-teaching of some vocabulary which may be problematic can also be a useful part of this pre-listening stage. All these activities related to this phase are well presented by Hedge (2000). "Predicting content from the little of a talk, talking about a picture which relates to the listening text, discussing the topic, answering a set of questions about the topic and agreeing or disagreeing with opinions about the topic"

2. While-Listening Stage

This phase refers to the time of listening in classroom. Most teachers use tape recorders for their classroom listening practice. During performing the listening activities, Students are denied all the physical and visual clues that make face to face communication easier, and they are left with only disembodied voice on what may be technically poor piece of equipment, sometimes video can cover these difficulties but still in other cases, teachers when using tape recorders must be encouraged to offer visual clues to help students (flashcards, white board...). While- listening, activities guide the students to collect or catch the necessary information for an overall listening comprehension, those activities ensure the active nature of the process in the fact that grasping every word when listening is not necessary, as well as involving the students to develop good listening habits, which consists in getting the information and immediately performing something with it. Many activities are suggested for teachers to use in this phase:

1. Comparing the listening passage with the pre-listening stage.
2. Filling in gaps while listening to a conversation where students are given the utterances of one part of the conversation and asked to complete the missing one of

the other. Or filling the blanks of a passage with the appropriate missing words like in a song's lyrics.

3. Depicting the irrelevant information from a listening passage.

4. Sequencing, where students are asked to give the right order of events like in a story for example.

5. Listening for specific information or item (information search).

3. Post-listening stage

The feed back to a listening activity in general is important. It is good for students to realize they have been doing something useful and interesting. For that reason, post listening activities refer to all activities which can be practiced after the second phase. Those listening activities are used as a springboard onto other language skills such as reading, speaking and writing. Post listening activities are considered to be a source of motivating. Students are given the opportunity to get more information about the topic(this interest is not confined only to the original passage but it tends to include student's impressions, opinions, attitudes...) (Hedge, 2000).

This phase of post listening may include:

1. Multiple choices or true false questions to be doneby students to reflect their comprehension of the passage.

2. Summarizing the passage depending on student's notes which had been taken during the while listening stage.

3. Check answers to any comprehension tasks in pairs or groups which are less motivating for many students who find listening difficult, or push different groups to

listen to different passages might be linked together after which they exchange information to complete the whole originaltext or passage (a story for example).

4. Using debates, discussions, role plays...as means forpracticing speaking as well as writing messages and letters to practice the writing skill.

2.2.7 Listening Assessment

There are many ways to mark tests: percentage points, number scales, grade points, descriptors, and performance criteria. Whereas the discrete-point and the integrative approaches favor more detailed marking by numbers or grades, the communicative approach tends toward more holistic marking, such as descriptors (also known as performance indicators or task criteria). These are Scales used for measuring listening:

Table 2.1 Scales used for measuring listening(according to Jani Johnson from American Journal)

Percentage Scale	Number Scale	Grade Points	Limited Description Scale
0	0	F	Nonscorable
10			
20	1	E	Limited
30			

40	2	D	Adequate
50			
60	3	C	Good
70			
80	4	B	Very Good
90			
100	5	A	Excellent

2.3 Listening Strategies

2.3.1 Definition of Top Down Strategy

According to Richard (2008: 7-8) Top Down strategy refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom up processing goes from language to meaning, top down processing goes from meaning to language. The background knowledge required for top down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of discourse, situational or contextual knowledge, or knowledge in the form of "schemata" or "scripts" plans about the overall structure of events and the relationships between them.

According to Jack and Willy in Vargas and Gonzales (2009: 11) "The Top Down view suggest that the listening actively constructs the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses previous knowledge of the context and

situation within which the listening takes place to make sense of what he or she hears. Context and situation includes such things as knowledge of the topic at hand, the speakers and the relationship to the situation, as well as to each other and prior events."

Top Down processing is explained as employing background knowledge in comprehending the meaning of a message. Carrell and Eisterhold as cited by Gilakjani and Ahmadi (2011: 979) point out that in Top Down processing, the system makes general predictions based on a higher level, general schemata, and then searches the input for information to fit into these practically satisfied, higher order schemata. In terms of listening, the listener actively construct or reconstruct the original meaning of the speaker employing new input as clues.

In this reconstruct process, the listener employs prior knowledge of the context and situation within which the listening occurs to understand what the student hears. Context and situation involve such things as knowledge of the topic at hand, the speaker, and their correlation with the situation, as well as with each other and previous events.

We must realize if the incoming information the listener hears is unfamiliar to him, it can't evoke his schemata and he can only depend heavily on his linguistic knowledge in listening comprehension. Besides, although the listener can trigger a schema, he might not have the suitable schema expected by the speaker. Thus, only relying on Top-Down processing may result in the failure of comprehension.

Listeners relate the new text with the previous knowledge and try to fit in the new information with past experience. They mention the principle of analogy, which accounts for the fact we expect new experiences to match our past experiences and our expectations. If the new is different from the past experience, then we adopt the principle minimal change where we assume

things are as like as possible to how they were before. We limit our expectations to the most probable rather than most improbable.

2.3.2 Teaching Top Down Strategy

According to Richard (2008: 9), Exercises that require Top Down processing develop the learner's ability to do the following:

- Use key words to construct the schema of a discourse
- Infer the setting for a text
- Infer the role of the participants and their goals
- Infer causes or effects
- Infer unstated details of a situation
- Anticipate questions related to the topic or situation

The following activities develop top-down listening skills:

- Students generate a set of questions they expect to hear about a topic, then listen to see if they are answered.
- Students generate a list of things they already know about a topic and things they would like to learn more about, then listen and compare.
- Students read one speaker's part in a conversation, predict the other speaker's part, then listen and compare.
- Students read a list of key points to be covered in a talk, then listen to see which ones are mentioned.

- Students listen to part of a story, complete the story ending, then listen and compare endings.

- Students read news headlines, guess what happened, then listen to the full news items and compare.

Top Down processing refers to how our brains make use of information that has already been brought into the brain by one or more of the sensory systems. Top-down processing is a cognitive process that initiates with our thoughts, which flow down to lower-level functions, such as the senses. This is in contrast to bottom-up processing, which is the process of the senses providing information about the environment up to the brain.

2.3.3 Definition of Bottom Up Strategy

According to Nunan (1998), Bottom-up Strategy is a strategy that explain about sounds or spoken of language which the students hear and Bottom up strategy goes from language to meaning. The Bottom up strategy involves constructing meaning from the smallest unit of the spoken language to the largest one in a linear mode (Nunan, 1998). Thus, the learners attempt to understand a spoken discourse by decoding a number of sounds to form words. Next, words are linked to form phrases, which make up sentences. These sentences build a complete text, the meaning of which is then constructed by the listeners. In addition to the grammatical relationships, stress, rhythm and intonation also substantially contribute to this data when processing (Van Duzer,1997 as cited in Abbas and Muhammad, 2011).

Bottom-up strategy on the other hand, focus on listening for details. The listener relies on the language in the message and focuses on understanding at a word level. Listeners have to decode the combination of sounds, words and grammar to create meaning.

For example, imagine you are about to travel by car to a friend's house that you have never visited before. Your friend gives you directions over the phone. In this scenario, you are listening for very specific details in a certain order which are important to you to find your way, in this case the functional language and vocabulary of giving directions.

When we listen to our first language, we probably employ more top-down strategies, but for a second language, especially in the early days when we are low level, it is quite likely to be the other way around. In real-life listening, we will use a combination of the two processes, with more emphasis on one or the other depending on our *reasons* for listening.

Learners can be trained to perform this processing, for instance, by activities that require them to discriminate two sounds or distinguish rising and falling intonations. There are exercises that involve bottom-up listening ; retain input while it is being processed, recognize word division, recognize key word in utterances, recognize key transition in a discourse, use knowledge of word order patterns to identify constituent in utterances, recognize.

2.3.4 Teaching Bottom up Strategy

Identifying the task will help you decide what words you should be listening for. Look at the grammatical context of the question to see what *type* of word is required. While you are listening, you should listen for:

- signposting words to help follow the order of information
- synonyms
- pronouns as references
- time references

- examples of paraphrasing

Be wary of negatives. Don't assume a particular answer is correct just because you hear the words. There may be an auxiliary verb in there that gives it a negative meaning.

Successful listening depends on the ability to combine these two types of processing. In preparation for the IELTS exam, practice listening as much as you can and keep in mind the *ways* in which you are listening. Use sample IELTS listening tests and focus on the tips mentioned above. Also expose yourself to as much English as you can with TV, films, radio, lectures and online videos. Aim for the level of English you are currently at, or just slightly higher – there is no point in listening to things if you don't understand *any* of it. Find resources on the internet that suit your level and gradually increase difficulty.

2.4 Media

According to Bakri (2011 : 3) Media is plural form of medium, whichderives from Latin word *medius*that has meaning "middle". In bahasa, *Medium* means *"Between or interval"*. The meaning of media aimed at something that delivers information(message) between message sender and receiver.

So, Media is very tool convey information or messages from one place to another place. In teaching process also use media to make the process run effective and interesting. This part describes definition of teaching media, function of teaching media, and kinds of teaching media.

In this thesis, the writer uses media English Song based on Lesson Plan in Junior High School to measure the student's listening skill.

2.4.1 Song

According to Hornby (1990: 113), song is a piece of music withwords that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons.

Almost everyone loves songs. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father sing a song to deliver us sleep in the bedroom. When young children, we play, sing, and dance to a rhymes. As adolescents, we are consumes by the beat of popular songs artist in the world. As adults, we often hear song on television, movies, theater, and even nightly news. When we work, when we play, song is there to reinforce or every mood and emotion.

From explanation above, we are suggested to include songs in language learning as well. Songs had heard by the people in the world since they are born until died. So, listening to the songs has been a habitual and liked by everybody. Beside of that, by songs we can provide a relaxed lesson on a hot boring day.

2.4.1.1 The Use of Song as Authentic Listening Material

According to Ur (1996: 107), listening activities based on simulated real life situation and likely to be most interesting and motivating to do than contrived textbook comprehension exercise. The following features characterize real life listening activity:

a. We listen for a purpose and with certain expecting

b. We make an immediately response to what we hear

c. We see the person we are listening to

d. There are some visual or environment clues as to the meaning of what is heard

e. Stretches of hand discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, noise and colloquialism, and it is auditory character.

From the features above, song is one of the authentic listening materials. Ross (2006) says that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of language in it. When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitable of the listening material such as the use of song as authentic material. The use of song stimulates and motivates students to comprehend the content of materials.

2.4.2 Teaching Listening Using Song

According to Yoo (2002), teaching listening activities can be done by steps below:

a. Pre-Listening

1) As a warm-up or schema building activity, ask students what they know about American pop culture. You might also want to turn on the song or CD's of popular actors or singers to class.

2) Pass out the cloze activity handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors.

b. While-Listening

Students listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time

c. Post-Listening

After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary. However in teaching listening by songs, there are three stages; pre-listening, while-listening, and post-listening. Beside of that, the activity can be formed gap fills or close texts, true-false statements, and dictation.

2.5 Previous Research

Xibo Henderson(2017) made a research entitled "An Investigation of metacognitive, bottom-up and top-down in listening" at California State University". This research described about the strategies in listening for beginning language learners. Related to that, listening has identified to learners with some strategies in listening. The strategies in listening has purposes. The Purposes to improve the student's listening ability in listening section. For this research from Xibo Henderson, The writer only takes the meaning of Top-Down and Bottom-Up strategies. And for the result from this thesis, showed that learners at different learning stages use top-down and bottom-up processing differently.

Carmen Elena HenaoVillegas(2013) made a research entitled "The inclusion of bottom up and top down strategies in listening comprehension tasks for second semester students from an englishlicenciaturaprograma" at Technologica De Pereira University. This research described

about technique in listening comprehension with strategies in listening and this research contained about the definition of top down and bottom up strategies. So from this research, The writer only takes how many experts that explained about listening. But the writer does not copied the same experts from this research. And for the result from this thesis, obtained reveal that the implementation of listening comprehension tasks foster learning strategies.

From the explanation, The writer makes a conclusion and the conclusion is the thesis that the writer has made never been done before.

2.6 Conceptual Framework

Language is the message skill that is used most frequently. It has been estimatedthat adults spend almost half their life communication time in listening, and students receive most of their information through listening to teachers, professors and to one another. However, the students do not recognize the importance of the development of this skill; this is one of the reasons for teachers to provide activities to make students have better understand in Listening.

The strategies that the writer uses in her thesis, are Top Down and Bottom Up Strategies. Top Down processing refers to how listeners use their world knowledge to attribute meaning to language input; how our knowledge of social convention helps us understand meaning. Therefore, applying Top Down strategy is the suitable strategy in improving student's listening rising and falling intonation. Bottom Up processing refers to sounds or spoken of language which the students hear. Bottom Up strategy focus on listening for details. Listeners have to decode the combination of sounds, words and grammar to create meaning.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted by using classroom action research that used data observation towards teaching learning process in dictation test and listening English song test. According to Burn (2010 : 2) action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. Therefore, in action research a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it. In this research, the data were analyzed through pre test and teaching process. Those are contains with planning, action, observation, and reflection.

3.2 Population and Sample

3.2.1 Population

According to Arikunto (2014 : 173), The population is all members of the research subject. So, the population is all individuals that involve in that research. The population of this research is all second grade students of SMP NEGERI 37 Medan. They were 200 students of 6 classes (VIIIA, VIIIB, VIIIC, VIIID, VIIIE, VIIIF) in academic years 2017/2018.

3.2.2 Sample

According to Arikunto (2014 : 174) sample is a group of individuals in population. The Sample in this research is only one class. It is in VIII-B class. The writer chooses random sampling and makes a sample is 30 students.

3.3. Instrument of collecting data.

In collecting data, the writer used top down and bottom up strategies as the instrument. The writer would ask the students to wrote 10 sentences in dictation test based on the direction from the teacher. And then, the writer would ask the students to filled the missing lyrics in their paper sheet based on the direction from the teacher. The teacher has important rule in order to guide the students to wrote their answers in dictation and listening song tests. The teacher will kept controlling the students well.

A. Reliability

Reliability refers to extend to which tests are consistent in its score and gives us an indication of how accurate the score test are. The concept of reliability stems from the ideas that no measurement is perfect even if we go to the same scale there would be differences in our weight which are a result of the fact that measuring instrument is not perfect.

B. Validity

According to Shohamy, (1985:74), Validity refers to the extent to which the tests measure what are intended to measure. It means that it relates directly to the purpose of the test. There are four types of validity, namely face validity, content validity, construct validity, and empirical validity or criterion-related validity. To measure whether the test has a good validity, the researcher was used content validity and construct validity.

Content	Number Of Test	Kind Of Test	Score

	Dictation	10	Listening	50
Dictation and Song	English Song	10	Listening	50
		20		100

Table 3.1 Table Validity of Test Specification in Listening Test

3.4 Technique of Collecting Data

The data was collected in the form of quantitative data. The quantitative data was in the form of student's listening scores. The scores were collected through the listening assessments which were conducted three times in this study. The first technique was observation. For observation, the teacher observed the condition of the class and the condition of the students and the last when teaching learning process. Next, for the technique of the test. After teaching by using question answer with Top Down and Bottom up strategies, the teacher gave some test to the students. For the first, distributing the test material to the students. The materials were dictation and listening song. Second, giving instruction that the test should be done directly. Third, specifying the time for the two tests. Fourth, collecting their paper sheet when the time was up. And the last, evaluating the score to know their skill in the listening.

3.5Procedure of Research

This research conducted by using pre test and teaching process. In pre test the research does not using the strategy in teaching dictation and listening song. It uses to know the basic student's listening skill in dictation and listening song tests, before teaching process. Teaching process is consist of four steps, they are: Planning, Action, Observation and Reflection.

According to Kemmis and Mc Taggart in Burn (2010 : 7-8), who are the major authors in this field, AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

Teaching Process

In teaching process, the researcher used conventional way in teaching dictation and listening song tests. It use to know the student's listening skill basic score in dictation and listening song tests.

Teaching Process

1. Planning

In this phase the researcher identified a problem or issue and develop a plan of action in order to bring about improvements in a specific area of what kind of investigation is possible within the realities and constrains of the researcher teaching situation; and what potential improvements the researcher think are possible.

The activities that uses in planning, as follow:

1. Conducts pre test to know students problem in listening song.

2. Preparing the teaching materials of rising and falling intonation.

3. Preparing the instruments for collecting data.

4. Preparing the topic for the materials.

2.Action

The Plan is a carefully considered one which involves some deliberate interventions into teaching situation that the researcher put into action over an agreed period of time. The interventions are 'critically informed' as the current situation and plan new and alternative ways of doing things. The activities that is do in action, as follow:

1. First meeting, the researcher introduced herself to the students.

2. The researcher gave the topic to the students.

3. The researcher gave the listening tests about dictation and listening song tests that they will hear in classroom, and the students answer the questions.

4. The researcher asked the students to answer the questions in the paper sheet.

5. The researcher evaluated the whole activity in the class.

3. Observation.

This phase involved the researcher in observing systematically the effects of theaction and documenting the context, actions, and opinions of those involved. It is a data collection phase where she use 'open-eyed' and 'open-minded' tools to collect information about what is happening. The research of observation was focused on:

1. The situation of teaching learning process.

2. Student's activities.

3.Student's listening test.

4. The interaction between the writer and the students.

 4. Reflection

 At this point, the researcher reflect on, evaluated and described the effects of the action in order to make sense of what was happened and to understood the issue that the researcher has explored more clearly. The researcher may decided to do further cycles of action research to improved the situation even more, or to share the 'story' of her research with others as part of her ongoing professional development

Table 3.2 The Activities in Teaching Process

Teaching Process		
STEPS	**ACTIVITIES**	
	The teacher as the researcher	**The Students**
Planning	1. Preparing lesson plan about dictation and listening song. 2. Preparing the instruments, for teacher and students. 3. Preparing pre test and teaching process. 4. Preparing learning materials.	1. Lesson Plan about dictation and listening song. 2. Instruments Sheet about Dictation and English Song.. 3. Pre test and teaching process. 4. Learning Material about dictation and listening song.
Action	1. The teacher tells to the students the goals of the activity in learning dictation and listening song. 2. The teacher gives pre test for students to know the basic student's listening skill in dictation and listening English Song. 3. The teacher explains about the meaning, goals of dictation, Song and kinds of song.	1. The students understand the goals of the activity. 2. The students do the test about dictation and missing lyrics of English Song. 3. The students understand what the teacher explained. 4. The students understand what the teacher explained about the meaning and the goals of dictation and

	4. The teacher gives an example of right English word and example of song. 5. The teacher gives a test in paper sheet about missing lyrics of English Song to students and then the teacher ask the students to answer the test about dictation English Song as teaching process.	example of song. 5. The students do what the teacher asked to write and answer the questions about dictation and missing lyrics of English Song test as teaching process.
Observation	The writer observe the student's activities in classroom.	Student's activities gotten from the observation in classroom.
Reflection	The teacher doing evaluation on teaching learning process by applying top-down and bottom-up strategies and analyzed the data in teaching process.	The data in pre test and teaching process gotten to be significance.

3.6 Scoring of the test

To evaluate the student's listening skill in dictation and listening song tests, the researcher has made the topic for dictation and has made the fill in the blanks to get the student's score. In scoring the test, the researcher used the ranging from 0-100 by counting the correct answer. The scoring of the answer applied by the following formula:

$$S = \frac{R}{N} \ x \ 100$$

Where:

S= Score of the test.

R= The number of correct answer.

N= The number of questions.

3.7 Technique of Analyzing Data

The data of this study collected by using quantitative data. Quantitative data was broadly used to described what can be measured or counted and be considered objective. To know the mean of student's score, the formula was given based on t-test listening as the following:

$$X = \frac{\Sigma x}{N}$$

Where:

X = the mean of student's score

Σx =the total score

N = the total number of students

To categorize the number of student's, the writer used this following formula:

$$P = \frac{R}{T} x\ 100\ \%$$

Where:

P = The percentage of the students who get score up to 75.

R = The number of the students who get score up to 75.

T = The number of students who take the test.