

SKRIPSI
USING TOP DOWN AND BOTTOM UP PROCESSING AS A
STRATEGY TO ENHANCE STUDENTS' LISTENING
ABILITY AT THE FIRST GRADE OF SMK NEGERI 2
PAREPARE



By
REZKY JAYHAN
Reg. Num. 15.1300.076

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
(IAIN) PAREPARE

2019

SKRIPSI
**USING TOP DOWN AND BOTTOM UP PROCESSING AS A
STRATEGY TO ENHANCE STUDENTS' LISTENING
ABILITY AT THE FIRST GRADE OF SMK NEGERI 2
PAREPARE**



By

REZKY JAYHAN
Reg. Num. 15.1300.076

ENGLISH EDUCATION PROGRAM TARBIYAH
FACULTY STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

SKRIPSI
**USING TOP DOWN AND BOTTOM UP PROCESSING AS A
STRATEGY TO ENHANCE STUDENTS' LISTENING
ABILITY AT THE FIRST GRADE OF SMK NEGERI 2
PAREPARE**



By
REZKY JAYHAN
Reg. Num. 15.1300.076

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY STATE ISLAMIC
INSTITUTE (IAIN) PAREPARE**

2019

**USING TOP DOWN AND BOTTOM UP PROCESSING AS
A STRATEGY TO ENHANCE STUDENTS' LISTENING
ABILITY AT THE FIRST GRADE OF SMK NEGERI 2
PAREPARE**

Skripsi

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted By

**REZKY JAYHAN
Reg. Num. 15.1300.076**

**ENGLISH EDUCATION PROGRAM TARBIYAH
FACULTY STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

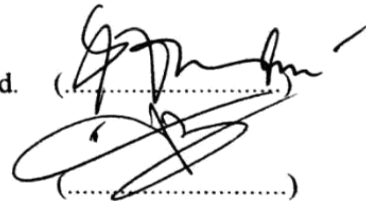
2019

APPROVAL SCRIPT OF CONSULTANT COMMISSIONS

Name of the Student : Rezky Jayhan
The Title of Script : Using Top Down and Bottom Up Processing As a
Strategy to Enhance Students' Listening Ability at
The First Grade of SMK Negeri 2 Parepare
Student Reg. Number : 15.1300.076
Faculty : Tarbiyah
Study Program : English Education
By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty Certificate
No.B.836/3826/In.39/A-063/11/2018

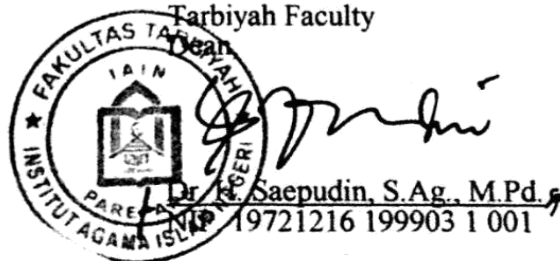
Has been legalized by Consultants

Consultant : Dr. H. Saepudin, S.Ag., M.Pd.
NIP : 197212161999031001
Co-Consultant : Mujahidah, M.Pd.
NIP : 197904122008012020



Approved by:

Tarbiyah Faculty
Dean



SKRIPSI

USING TOP DOWN AND BOTTOM UP PROCESSING AS A STRATEGY TO ENHANCE STUDENTS' LISTENING ABILITY AT THE FIRST GRADE OF SMK NEGERI 2 PAREPARE

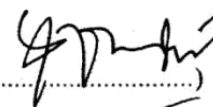
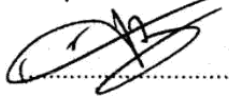
Submitted by

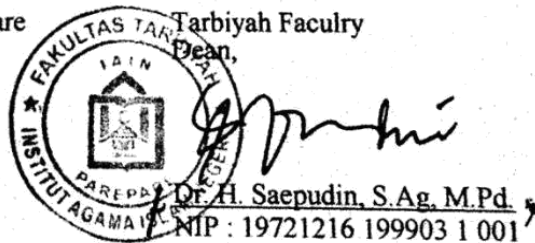
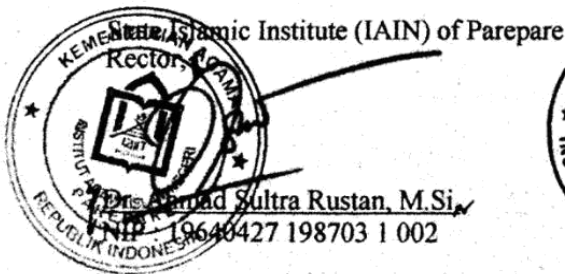
REZKY JAYHAN
Reg. Num. 15.1300.076

Had been examined of September 30th, 2019 and had been declared that it fulfilled the requirements

Approved by

Consultant Commissions

Consultant	: Dr. H. Saepudin, S.Ag., M.Pd. (.....)	
NIP	: 197212161999031001	
Co-Consultant	: Mujahidah, M.Pd. (.....)	
NIP	: 197904122008012020	



ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Script : Using Top Down and Bottom Up Processing As a Strategy to Enhance Students' Listening Ability at The First Grade of SMK Negeri 2 Parepare

Name of the Student : Rezky Jayhan

Student Reg. Number : 15.1300.076

Faculty : Tarbiyah

Study Program : English Education


By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty Certificate
No.B.836/3826/In.39/A-063/11/2018

Approved by Examiner Commissions

Dr. H. Saepudin, S.Ag., M.Pd.	(Chairman)	(.....)
Mujahidah, M.Pd.	(Secretary)	(.....)
Drs. Amzah Selle, M.Pd.	(Member)	(.....)
Drs. Ismail Latief, M.M.	(Member)	(.....)

Cognizant of:

State Islamic Institute Parepare



Ahmad Sultra Rustan, M. Si
19640427 198703 1 002

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the most gracious and the most merciful, the one transcendent creator, lord and master of the universe, who has given the writer a healthy life, blessing, and mercy to finished this skripsi. Peace and blessing to the prophet Muhammad saw. Peace be upon him, and also his family, relatives and all of his followers until the day after.

First of all, the writer wants to express her gratitude and loving to her family, her parents Drs. Burhanuddin and Jayanthie Majid S.E (Alm), also her step mother Sahmaeni S.kom, her sister Reska Jayhan, as well as other relatives because she realizes that without their support and help, she could not be able to finish this Skripsi.

Her high appreciation to the first consultant, Dr. H. Saepudin, S.Ag., M.Pd. and the second consultant, Mujahidah, M.Pd. who have patiently given their time in reading, correcting, suggesting, and encouraging the writer to finish this skripsi.

Besides, the writer would also deliver special thanks to :

1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare for his great motivation during the researcher period of studied at IAIN Parepare
2. Dr. H. Saepudin, S.Ag. M.Pd. as Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a great education for the students in the Faculty of Tarbiyah.
3. Mujahidah, M.Pd. as the chairman of English Program for giving the good guidance to the students in the English Progr

4. All lecturers of English Program who have already taught the writer during her study in IAIN Parepare.
5. Abdullah, M.Pd As the headmaster of SMK Negeri 2 Parepare who has permitted the writer to observe the research at the school.
6. Drs. Burhanuddin as the English Teacher of SMK Negeri 2 Parepare who has given the writer advices and change in teaching and doing the research.
7. The students of X TKL.B class SMK Negeri 2 Parepare for their willingness to participate in this research
8. Her good friends: Nurtrisina Juniarti, Desy Alfianti, Nurul Fidyani, Siti Ardiyanti Jamal, Dewi Yuliani Lukman, Dwi Wulandari, Nurhidaya Shabir, for their support and always accompany the writer since the first semester in IAIN Parepare. And also thanks to her good classmate Nasrullah for his support and help as well to finishing this research.
12. All people who have given their help during the time of writing that the writer could not mention it one by one.

Finally, the writer truly realize that her skripsi cannot be considered perfect without criticism and suggestion from the reader in order to make it perfect, and hopefully this skripsi can be useful for all the readers and for the development of English teaching.

Parepare, October 13th 2019

The writer,



Rezky Jayhan
Reg Num. 15.1300.076

ABSTRACT

Rezky Jayhan *Using Top Down and Bottom Up Processing As a Strategy to Enhance Students' Listening Ability at The First Grade of SMK Negeri 2 Parepare* (Supervised by Saepudin and Mujahidah)

This research was aimed to know the use of top down and bottom up processing as a strategy to enhance students' listening ability at the first grade students of SMK Negeri 2 Parepare. The objective of this research is to get the empirical data of the students' listening ability before and after using top down and bottom up strategy. The population of this research consists of 711 students and the sample of the research was X.TKL.B class of SMK Negeri 2 Parepare.

This research used pre- experimental design. The writer used instrument namely listening test to measure the students' ability in listening. The students pre-test score was 53,9 and the post-test score was 87,1 after the treatment. It can be concluded that top down and bottom up processing as a strategy is effective to enhance students' listening ability.

The result of this research supported by Nunan, he stated that Both types of strategies are necessary in developing courses, materials, and lessons to help students not only discriminate among different sounds, but also to use what they already know to understand what they are hearing.

Keywords: Enhance Listening, Top Down and Bottom Up Strategy

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Rezky Jayhan
NIM : 15.1300.076
Birthday date and place : Parepare, January 30, 1997
Study program : English
Faculty : Tarbiyah Faculty
Skripsi Title : Using Top Down and Bottom Up Processing As a strategy to Enhance Students' Listening Ability at The First Grade Of SMK Negeri 2 Parepare

Stated that this skripsi is her own writing, if it can be proved that it was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, October 13th 2019

The writer,



Rezky Jayhan
Reg Num. 15.1300.076

LIST OF CONTENTS

COVER	i
SUBMISSION PAGE	iii
APPROVAL OF CONSULTANT COMMISSIONS	iv
SUBMITTED PAGE	v
ENDORSEMENT OF EXAMINER COMMISSIONS	vi
ACKNOWLEDGEMENTS.....	iv
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	viii
ABSTRACT	x
LIST OF CONTENTS	xi
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	
1.1 Background.....	1
1.2 Problem Statement	4
1.3 The Objective of the Research	4
1.4 Significance of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Some Pertinent Ideas	6
2.2 Previous Research Findings.....	17
2.3 Conceptual Framework.....	19
2.4 Hypothesis.....	20
2.5 Operational Definition of Variables.....	20

CHAPTER III METHODOLOGY OF THE RESEARCH

3.1 Research Design	22
3.2 Location and Duration of the Research.....	22
3.3 Population and sample	23
3.4 Instrument of the Research	23
3.5 Procedure of Collecting Data	24
3.6 Technique of Data Analysis.....	32

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings	35
4.2 Discussion	59

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion	66
5.2 Suggestion.....	67

BIBLIOGRAPHY	72
--------------------	----

APPENDICES	74
------------------	----

LIST OF TABLES

Table's Number	Name of Tables	Pages
3.1	Population Data of The First Grade Students of SMK Negeri 2 Parepare	23
3.2	Classification Students' Score	33
4.1	The Student's Pre-test Score	35
4.2	The Students' Classification Score in Pre-test	37
4.3	The Student's Post-test Score	39
4.4	The Students' Classification Score in Post-test	41
4.5	The Students' Mean Score and Standard Deviation of Pre-test and Post-test	42
4.6	The worksheet of Calculate Score of Pre-test and Post-test	43
4.7	The Test of Significance	46

LIST OF FIGURES

Figure's Number	Name of Figures	Pages
4.1.1.1	The Students' Mean Score of Pre-test	37
4.1.1.2	The Standard Deviation Of Pre-test	38
4.1.1.3	The Students' Mean Score of Post-test	41
4.1.1.4	The Standard Deviation Of Post-test	42
4.1.1.5	The Significance of T-test value	45

LIST OF APPENDICES

Appendices's Number	The Title of Appendices	Pages
1	Instrument of Pre-test and Post-test	71
2	Lesson Plan	83
3	The Students' Result of Pre-test	112
4	The Students' Result of Post-test	127
5	The Documentation	142
6	Research Permission	146
7	Curriculum Vitae	150

CHAPTER 1

INTRODUCTION

I.1. Background

People require to communicate with others, by communicating, people can share thoughts, ideas, get information or give information to other people because they use language to communicate with other people. Language is an important part in human life, human and language can not be separated because it is what they use to interact, what they want to do and support their activities to communicate. People use it to express their ideas and thoughts, they also use the language to teach people so that wherever they are, language always accompanies them.

There are many languages in the world, one of them is English. English is an international language that people use around the world to communicate, with English language people can understand each other from other countries although their first language is not English. English as a language has four basic elements : Reading, Writing, Speaking and Listening.

In learning English as a foreign language, the students have to master the four skills: reading, writing, speaking and listening, all the elements are related, and it is important to master all of the four skills, especially listening. Listening is one of the important components in communication apart from speaking, listening skill is important for the development of the understanding of concepts and the ability to communicate¹.

¹Lizabeth A. Barclay, *Learning to Listen/listening to Learn: Teaching Listening Skills to Students with Visual Impairments* (United States of America: AFB Press, 2011), p. 1 (<https://books.google.co.id/books?id>) (accessed on February 10, 2019)

In this research, the researcher focuses her attention on listening, the researcher thinks that learning listening is important. Listening has an important role in daily life communication for human. In the communication process, there are speaker and listener that have the prominent role in giving exchange about information to each other, that is why listening is a basic matter in learning English as a foreign language.

In learning English as a foreign language, especially in listening, students face a lot of difficulties. Students have some critical difficulties in listening comprehension because they usually pay more attention to writing, reading, and vocabulary. They consider that listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes².

There are many reasons why the students feel difficult to learn listening, one of the reasons is that it is very hard for them to hear about the sound. They sometimes can not hear well what the speaker says. Based on Erfana Iloe's script, she stated that half of the students are not attracted to the strategy of teaching listening, and the media in class is monotonous, so as a consequence the students liked to play and talk to their friends instead of listening to the teacher and it made the students get low score in listening³. In this case of problem, the students need to learn more about listening to increase their ability of hearing of English sounds and also to know the difference of the sounds. It is also important for the

²Abbas Pourhosein. 'Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review'. p. 1. (<https://eric.ed.gov>) (accessed on February 10, 2019)

³Erfana Iloe, 'Improving Selective Listening Skill by Using Animation Clips at the Second Grade Students in Madrasah Aliyah Negeri (MAN) Pinrang', (Unpublished thesis, Parepare: Tarbiyah Department, 2013), p. 3.

teacher to know how to teach the students about listening as well as speaking, reading and writing. The teacher should give a material that include the four skills.

In teaching listening for students, There are many strategies and methods that can be used in the classroom. The teacher regularly gives the students an audio through speaker, the teacher plays an audio record and then give the students a task based on the previous audio that they hear, but in this research, the researcher has interest in using top down and bottom up processing as a strategy to enhance students ability in listening. Top down and bottom up is a listening processing that related to each other.

Top Down is a process when the students use their knowledge background to predict the meaning of the topic they are going to listen, the expectation that they have predicted will be confirmed or rejected as they listen to the audio, whereas bottom up is a process when the students not only focus on listening but also try to understand the word, sound and the whole text. According to Natalia Batova on her journal, she stated that top down is broadly the converse of bottom up. Top down is emphasizing the students for using their existing knowledge of a topic and the relevant context in forming hypotheses as to the speaker's meaning and bottom up is more about lexical knowledge to help the student not only to interpret and enrich the speaker's meaning but also recognition of sounds, words and sentences on the topic⁴.

The purpose of using top down and bottom up processing as a strategy is because both of the processing are connected, while they listen to the audio, the

⁴Natalia Batova, 'Academic Listening: Is There a Place for Bottom-up Processing?'. (<http://www.ijern.com>) (accessed on February 10, 2019)

student can use their knowledge background (top down) to predict the topic and then they will find the words which are related to the topic that they are hearing in the audio (bottom up), this processing makes the students easy to understand the topic.

Based on the previous interview with the teacher of SMK Negeri 2 Parepare especially at the first grade class, the teacher stated that the students from the class are not really good in listening comprehension. The students feel hard to understand what the speaker are saying on the tape, it is because they are not familiar with the sound and are still lack of English vocabularies. From 32 students, only 10% who got above standart score (77) while the rest of 90% got score below 77 so that the researcher has interest in using top down and bottom up processing as a strategy to enhance their ability in listening.

1.1 Problem Statement

After explaining the background above, the researcher formulates research questions as a follows:

1. How is the student`s listening ability before using Top Down and Bottom Up processing as a strategy at the first grade of SMK Negeri 2 Parepare?
2. Is using Top Down and Bottom Up processing as a strategy able to enhance the student`s listening ability at the first grade of SMK Negeri 2 Parepare?

1.3 The Objective of the Research

The Objective of the study are as follows :

1. To know the student`s listening ability before using Top Down and Bottom Up processing as a strategy at the first grade of SMK Negeri 2 Parepare.

2. To find out using Top Down and Bottom Up processing as a strategy able to enhance the student`s listening ability at the first grade of SMK Negeri 2 Parepare.

1.4 Significance of the Research

The significances of the research are :

1. The researcher

The researcher expects this research will be useful for developing her ability in teaching listening for students and to improve her knowledge in listening as well.

2. English Teacher

For the English teacher, the researcher hopes that this research can give information to enhance student`s listening ability.

3. Students

The researcher hopes that the students will understand and be highly motivated in learning listening.

4. Other Researchers.

The researcher hopes that this research can be useful for other researcher who wants to carry the topic about improving listening for students as well. The result of this research is hoped as basic consideration and information for doing a further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Listening is considered a necessary skill because it is one of the main role in communication and to facilitate the learner to master English language.

2.1 Some Pertinent Ideas

This section will present the discussion, here are some pertinent ideas that explain about the definition of listening and the concept of top down and bottom up processing.

2.1.1 Definition of Listening

English consist of four skills, their namely speaking, reading, writing and listening. In learning English language, there are some basic skills that the students have to master, one of this basic skill is listening. Listening is part of communication, human are involved in various listening situations in everyday life, with listening we give our attention to what people are saying and trying to understand what it means. There are many definitions of listening by scientists, according to Selin, he stated that listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication, listening also developing communicative and cognitive skills. Listening is the activity of paying attention to and trying to get meaning from something we hear and to listen successfully to spoken language, we need to be able to work out what the speakers mean when they use particular words in particular ways on particular occasions, and not simply understand the words themselves, it means that we have to understand the words based on the situations, for example: someone says '*you're late*', in this situation

maybe you have arrived late, or complaining because she/he has had to wait, or expressing surprise because she/he did not expect you to arrive late⁵.

Listening is one of major skills that every English students must had. Practically, there are still many people who lack of listening than other skill, and it is the common problem the mostly EL student had. For example students could speak English fluently but could not identify what the native speaker said. It could be influenced by neither the speed of speech that is too fast nor the low responses skills what they heard.

As defined by wikipedia, listening is when a person receives and understands information or an instruction from other person, and then chooses not to comply with it or to agree to it, because it is done by choice. It is the interpretative action taken by someone in order to understand and potentially make meaning of something they hear.⁶ Listening is like reading and writing. Indeed all communications skills need practice and can be improved. The skills for the teacher involved motivating students to listen involves more than telling them to listen hard and trying to pick out all of the important points.⁷

There are eight reasons that makes people find listening in a foreign language difficult:

1. They are trying to understand every word

⁵Selin Yildirim, "The Importance of Listening in Language Learning and Listening Comprehension Problems Experienced by Language Learners", (dergipark.gov.tr.>download>article-file) (accessed on February 10, 2019)

⁶"Listening" *Wikipedia the Free Encylopedia*. (<https://en.wikipedia.org/wiki/Listening>) (accessed on February 11, 2019)

⁷Ian Reece and Stephen walker, *Teaching, Training and learning, Business Education: Publisher Limited*, 1997) p. 54.

2. They get left behind trying to work out what a previous word meant
3. They just don't know the most important words
4. They don't recognize the words that they know
5. They have problems with different accents
6. They lack listening stamina/they get tired and bored
7. They are distracted by background noise
8. They have hearing problems⁸

Listening and hearing are different, hearing is a process involving nerves and muscles that reach adult efficiency by age 4 to 5. While listening is learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering, It can be improved with practice. Listening skill can be described as passive and receptive, but it involves active thinking and interpretation.

Based on the explanation above, the writer formulated that listening is receiving something through ears, it is important in a communication that is why it needs to focus and pay attention to understand of what the speaker said.

2.1.2 The Importance of Listening

2.1.2.1 Mother-tongue listening

The students learning about listening to the words ever since we were still a kid, we are able to understand of what people said, it is because they were already taught in a young age, everyday they listen to the words of people around them and it makes them understand it naturally about the language, for example a student who

⁸Teaching Listening Comprehension (pdf)

were born and raised in Parepare city, so she/he has listened to the parepare accent ever since in young age and may have problem understanding another accent.

2.1.2.2 Listening situations

In learning listening, not only in the classroom but also the students are expected want to listen English in real life for a range purposes, but it is hard for the students who are learning listening as a foreign language because their first language is not English so they will learn listening only when they are in the classroom during the lesson, but they still can learn listening autodidact outside of the classroom such as listening to the English music, records, radio, watching to the news in English language and focus on what the speaker said, and so on.

2.1.3 Potential problems in learning listening in English language

The main reason the students hard to listen of English language is because their first language is not English, they feel confused when they heard about English words because it is extremely different from their first language, different in words, meaning and the pronunciation. According to Mary, there are also some of problems that make the students may have difficult in learning listening:

2.1.3.1 Lack of control over the speed at which speakers speak

When the teacher plays a record of the conversation in English for students in the classrom, the students hard to understand of what the speaker said because they can not handle the speed when the speaker speaks, this makes the students cannot keep up of the words.

2.1.3.2 Not able to get things repeated

When the students listening of something, another difficulty is that the students is not always in the position to get the speaker to repeat an utterance, for

example repeats cannot be asked for when listening radio or watching television. When teaching in a language laboratory or listening centre, the students can be given the opportunity to control their own machines and process in whatever way they wish, going back over parts they want to hear again as often as they feel necessary or pressing on and forcing themselves to listen at the speed of the recording.

2.1.3.3 The listener's limited vocabulary

For listening a foreign language, an unknown word can be causing students to stop and think about the meaning of the word and thus making them miss the next part of the speech, it means that the lack of the vocabulary impact the listening, the students need to focus on the word by word to get the meaning but it is extremely difficult when the student did not know the word in the first place.

2.1.3.4 Failure to recognize the signals

When listening to a foreign language, the students can easily miss the point because a speaker moving from one point to another, or giving an example, or repeating a point, and so on.

2.1.3.5 Problems of interpretation

Students who are unfamiliar with the context may have considerable difficulty meaning. *‘The snow's very bad so there's nobody in the office’* might be difficult for student who have never experienced snow to interpret correctly.

2.1.3.6 Established learning habits

Traditionally, teachers have aimed to teach their students to understand everything in the English lesson by repeating and pronouncing words carefully,

speaking slowly and pausing frequently, this makes the students are worried for their lack of success⁹.

2.1.4 Aspects of Listening

According to Bebita Tyagi on her journal, there are some process of listening, they are hearing, understanding, remembering, and evaluating.

2.1.4.1 Hearing

Hearing referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

2.1.4.2 Understanding

Understanding referred to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds that have symbolic meanings as well. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

2.1.4.3 Remembering

Remembering means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory. What is remembered may be quite different from what was originally seen or heard.

⁹Mary Underwood, *Teaching Listening* (London: Longman, 1989), p. 70.

2.1.4.4 Evaluating

At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she doesn't begin this activity too soon beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result.¹⁰

2.1.3 The Teacher's Role

Based on the curriculum in the past, it was said that listening cannot be taught, people could only be offered by practice to develop their listening skills. In this case, the teacher's role is very important to teach and facilitate learning for the students. There are some roles of the teacher in teaching listening for students

2.1.3.1 The Teachers's Objectives

The teacher's objectives should include :

1. Exposing students to a range of listening experience

To expose students listening experience, there are a lot of different listening texts that can be used such as stories, conversations, descriptive talks and so on) spoken by native speakers or foreign speakers.

2. Making listening purposeful for the students

This can be a good way to be achieved by providing tasks which are realistic as possible, so that the students can relate what they are doing in the lesson to think that happen in real life, outside the classroom.

3. General planning considerations

¹⁰Babita Tyagi, *Listening: An Important Skill and Its Various Aspects*, (Journal International:2013) (accessed on October 02, 2019)

Practical considerations will often determine the location of the listening class, but you may sometimes be in a position to choose which of a variety of activities to do in the classroom and which in the language laboratory or listening centre. In making the choice, bear in mind :

- a) that a teacher-spoken listening text is best done in a place where the students can see the teacher easily;
- b) that groupwork is often hard to arrange in language laboratory
- c) that, if the students work alone, the language laboratory or the listening centre gives them privacy

2.1.3.2 Equipment

Wherever the listening work is to be done, the teacher will need to know what equipment is available, and to ensure that the teacher handle it efficiently. Audio cassette recorders have greatly improved in quality in recent years. Playing recordings on a poor quality machine, or on a machine which needs attention, leads to frustration for students and teachers alike. During the listening practice, one of the teacher's roles is to start and stop the recording, perhaps using the pause button, to rewind the tape, this role is called technical operator, it is important to make the students listen and how easy or difficult it will be for them to concentrate.

2.1.3.3 Before the lesson

There are a number of steps to take when planning the listening :

1. Choose the listening text

Before using a listening text in class, it is important for the teacher to have criteria against which to measure any recorded texts which can be

obtained, so that decisions part is suitable for a certain group of students, it is also important for the teacher to know about it's language, it's length, it's content, the style and speed of the delivery, how close to 'real' speech it is and the quality of recording.

2. Check if the activities are suitable

It is very important for the teacher to listen to the listening text, not just to read the transcript but to check both the text itself and whether the students will be able to do the activities.

3. Adjust the level of difficulty of the activities on the pre listening stage

There are very few occasions when the students listen without having some idea of what they expect to hear because the sounds and words they hear are not familiar, the reason is because lack certain kinds of knowledge necessary for them to comprehend. The teacher should give information about the particular topic.

4. Procedure for the listening session

It is important for the teacher to know the procedure for the listening session, such as using a tape recorder and go through the whole record without stopping or pauses it. The teacher can also organize each stage in the class such as in pairs/groups or individually and whether the students allow to take notes.

2.1.3.4 During the lesson

In the classroom, the teacher must stand back and give the students time to think. Many teachers find this part of their role difficult and are inclined to proffer help too soon, the crucial thing is for the students to know

that they can seek help from teacher at any time and that the help will be given in a supportive manner, rather than as a correction.

The teacher can create and maintain an encouraging class atmosphere by:

1. Encouraging the students to help each other in the class in the process of learning
2. Suggesting the students use dictionary, because it is useful for the work and it will help the students to find the words that they don't know about
3. Making listening work enjoyable because the students need to be at ease and calm when they are listening to the audio, the teacher should choose a topic that makes the students more interested and not feel bored while listening¹¹.

2.1.4 Teaching Listening

The main function of listening in second foreign language learning is to facilitate the student to understanding of spoken discourse. Richards uncovers that there are three characteristics of spoken discourse

2.1.4.1 Spoken discourse is usually instantaneous. At this point, the listener should be able to process the spoken discourse immediately after receiving it. The listening comprehension must be online since there is often no chance to listen to the same message again.

2.1.4.2 Spoken discourse also often strikes the second foreign language listener as being very fast. In this part, the listener frequently gets lost in interaction due to speech rates very considerably. As a fact to consider that radio monologues may contain 160 words per minute, while conversation can consist of up to

¹¹Mary Underwood, *Teaching Listening* (London: Longman, 1989), p. 74.

220 words per minute. This happens because speakers normally possess unconventional methods to delivering spoken discourse that tend to make the message too complex, either by including too many unnecessary details or too many issues. The impression of faster or slower speech generally depends on the amount of intra-clausal pausing that the speakers make use of.

2.1.4.3 Spoken discourse has linear structure. It means here that spoken language is usually delivered from one clause at a time longer utterances in conversation. The utterances generally consist of several coordinated clauses in which most of the clauses used are simple conjuncts or adjuncts. In addition, spoken texts too are often context dependent and personal, often assuming shared background knowledge.

Understanding spoken discourse, there are some processes generally involved:

1. Speech perception (sound discrimination, recognize stress pattern, intonation, pause and so on)
2. Word recognition (recognize the sound pattern as a word, locate the word in the lexicon, retrieve lexical grammatical and semantic information about the word and so on)
3. Sentence processing (parsing, detect sentence constituents, building a structure frame and so on)
4. Contract literal meaning of the sentence (select the relevant meaning in case of ambiguous words)
5. Hold the received information in short term memory
6. Recognize cohesive device in discourse
7. Infer the implied meaning and intention (speech act)

8. Predict what is to be said

9. Decide how to respond.

In teaching listening for the students in the classroom, there are three stages that the teacher has to follow :

2.1.4.1.1 The pre-listening stage

Pre-listening stage is an activity that the teacher usually give to the students before listening, it is hard to give the students straight into the listening, it is better if the teacher give the students a preparation so that the student can achieve the material. There are variety of activities that the teacher can do in the classroom during the preparation before listening:

2.1.4.1.1.1 The teacher giving background information

It is important to give the students about background information of the topic, give them an idea about who is speaking, where and why. It will help them to know about the context of the topic that they will listen.

2.1.4.1.1.2 The students looking at pictures

In the teaching of the listening, usually teachers give the students some pictures that relevan to the topic to help the students of guessing what they will hear, whether from the text book or a printed out pictures.

2.1.4.1.1.3 Generating interest

Motivating the students by stimulate their interest about the topic. For instance, if they are going to do a listening about sports, give them some dramatic pictures of sports players or events that will raise their interest.

2.1.4.1.1.4 Activating current knowledge

It is a hard situation for student if we go straight in to the listening, the students have had no time to transfer or activate their knowledge. For instance, they are going to listen about a descriptive text of Kuta beach, give them some questions ‘*what do they know about Kuta beach?*’, ‘*where is the location of Kuta beach?*’, ‘*why is it a good place to go on a vocation?*’, it will help them to set the context.

2.1.4.1.1.5 Activating vocabulary

It is important to activating vocabulary that may be used in the listening text. For instance, the students are going to listen to a dialogue between a parent and a teenager who wants to stay overnight at a friend’s house, let the students to do a role play the situation before listening. They can perform the scene and having time to think about the language needs of the situation so that they will be prepared with the listening.¹²

2.1.4.1.3 The while-listening stage

While-listening stage is the activity what the students are asked to do during the time that they are listening to the text, the purpose of while-listening activities is to help learners develop the skill of eliciting messages from spoken language. In the while-listening stage the teacher gives the student a sentence to complete or an exercise based on the text that they have been listened.

2.1.4.1.4 The post-listening stage

Post listening activities embrace all the work related to a particular listening text (whether recorded or spoken by the teacher) which are done after the listening is

¹²“Pre Listening Activities”, (<https://www.teachingenglish.org.uk/article/pre-listening-activities>) (accessed May 6, 2019)

completed. This can be done by the teacher giving the answer orally, by pairs checking each other's answers, by the teacher showing the answer on the overhead projector/blackboard, by asking the students check against answers given in a book and so on¹³.

2.1.5 Top Down and Bottom Up Processing

Richards stated that listening process divided into two; top down and bottom up, two different kinds of processes are involved in understanding of spoken discourse.

2.1.5.1 Top Down

Top down in listening processes refers to the use of background knowledge in understanding the meaning of the message such as events or the situation that happening¹⁴. While based on Martinez on his journal, he stated that top down focus on the main point and general meaning of a listening text, often the starting point is to discuss the topic and then to use a 'gist' or 'extensive' task to listen for the overall meaning, top down processing rely on students knowing something about the topic, knowing how particular exchanges in certain social situations work or a particular topic or situation¹⁵. Top down activities for extance such as to get the students predict the content of a listening activity beforehand, by using their background information

¹³Mary Underwood, *Teaching Listening* (London: Longman, 1989), p. 75.

¹⁴Jack Richards, "*Teaching Listening and Speaking From Theory to Practice*" (New York: Cambridge, 2009), p. 5. (proffesorjackrichards.com) (accessed on February 12, 2019)

¹⁵Harder Arturo Martínez García, "The Impact of Top-down and Bottom-up Listening Strategies on The Students' Listening Comprehension: Case of Intermediate Intensive English II Students of The Department of Foreign Language", p. 10. (ri.ues.edu.sv) (accessed 12 February 2019)

about the topic or situation, pictures or keyword to help them understand the content.¹⁶ For Example, consider how we might respond to the following utterance:

‘I heard on thr news there was a big earthquake in Chona last night.’

On recognizing the word earthquake, we generate a set of questions for which we want answer:

1. Where exactly was the earthquake?
2. How big was it?
3. Did it cause a lot of damage?
4. Were many people killed or injured?
5. What rescue efforts are under way?

Exercises that require top-down processing develop the learner’s ability to do the following:

1. Use key words to construct the schema of a discourse
2. Infer the setting for a text
3. Infer the role of the participation and their goals
4. Infer causes or effects
5. Infer unstated details of a situation
6. Anticipate questions related to the topic or situation

In top down processing, the listener uses prior knowledge of the context and situation within which the listening takes place to make a sense of what they hears. Top down processes includes knowledge of the topic, the listening context, the text type, the culture or other information stored in long-term memory. This style of

¹⁶‘Listening: Top down and bottom up’, (Teachingenglish.org.uk) (accessed on March 2, 2019)

listening is very inferential and the listener must develop hypotheses based on contextual clues provided in the information in the messages. As the top-down strategy successful, a listener can easily understand some minimal or even insufficient information expressed by the speaker. This is because the background knowledge working properly.

2.1.5.2. Bottom up

Bottom up in listening processes refers to using the incoming as the basis for understanding the message which is analysed as successive levels of organization sounds, words, clauses and sentence. Bottom up also viewed as a process of decoding. In this process of decoding, the processes model decodes the sound that one hears in linear fashion from the smallest meaningful units to complex texts. The listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences, for example the following utterance:

1. (listeners) take in a raw speech and hold a phonological representation of it in working memory.
2. They immediately attempt to organize the phonological representation into constituents, identifying their content and function.
3. They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of proposition.
4. Once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the

phonological representation. In doing this, they forget the exact wording and retain the meaning.¹⁷

For example in this illustrate:

'The guy I sat next to on the bus this morning on the way to work was telling me he runs a Thai restaurant in Chinatown. Apparently, it's very popular restaurant at the moment'

To understand this utterance using bottom-up processing, we have to mentally break it down into its components. This is referred to as "chunking". Here are the chunks that guide us to the underlying core meaning of the utterances:

1. The guy
2. I sat next to on the bus
3. This morning
4. Was telling me
5. He runs a Thai restaurant in Chinatown
6. Apparently it's very popular restaurant
7. At the moment

The chunks help us identify the underlying propositions the utterance express, namely:

1. I was on the bus
2. There was a guy next to me
3. We talked
4. He said he runs a Thai restaurant

¹⁷Jack Richards, *Teaching Listening and Speaking From Theory to Practice* (www.cambridge.org/otherfiles/downloads) (accessed on October 11, 2019)

5. It's in Chinatown
6. It's very popular now

It is these units of meaning that we remember, and not to form in which we initially heard them. Our knowledge of grammar helps us find the appropriate chunks, and the speaker also assists in this process through intonation and pausing.¹⁸

Bottom-up focus on listening for details and involve tasks that focus on understanding at a sound or word level. Tasks are 'intensive' as they focus on looking for particular details.¹⁹

Both top down and bottom up listening processing as a strategy have been accepted as being able to greatly enhance listening comprehension. Likewise, that learners need to learn how to use both processes to succeed. In listening activity, the students need to use their background knowledge (top down) to determine the meaning of the context, and next the students must hear some sounds (bottom up) and hold them in their working memory long enough to connect them to each other and then interpret what they heard before new information is introduced and at the same time. Both types of processing are necessary in developing courses, materials, and lessons to help students not only discriminate among different sounds, but also what they already know to understand what they are hearing.

2.1.6 Teaching Listening through Top Down and Bottom Up as Strategy

According to Vidya Mandarani, there are some activities in the classroom using top down and bottom up that might be provided for students as follow :

¹⁸Paramita Rusli, '*Using Internet-Based Teaching Materials of Listening to Promote the Students' Bottom Up Listening Strategy*', (Unpublished thesis, Parepare: Tarbiyah Department, 2014), p. 21.

¹⁹Jack Richards, *Teaching Listening and Speaking From Theory to Practice*. (New York: Cambridge, 2009), p. 6. (professorjackrichards.com) (accessed on March 3, 2019)

First, The teacher informing to the students about the topic or situation, pictures, or key words that they will hear on the listening record so that the students will know about the context, it is called pre-view. For instance, the topic that the students will hear is about conversation in the restaurant, in top down strategy the students will use their knowledge in real life situation and correlate it to the context of the topic and in bottom up strategy the student will be able to find the key word of the conversation about ordering the food that happened in the restaurant. Second, After pre-view, the teacher provide task to the students to fill the questions based on what they are hearing in the record, the teacher will help the students to predict and understand the context and the words of what they are hearing. Third, After the session ended and the students completed the task, the teacher will ask the students about the recording such as which part that they are hard to listen. In this section, the students expected to be active in the classroom.²⁰

2.2 Previous Related Research Finding

Many researchers have observed and found related results referred to in improving listening by using many kinds of techniques and media.

Herder Arturo Martínez García in his research the impact of top down and bottom up strategies on the students listening comprehension to intermediate intensive english II students of the Department of Foreign Languages, University of El Salvador stated that the use of top down and bottom up method can positively influence the performances of students to enhance their listening ability, the researcher divided the object of the research into two: control group and experimental

²⁰Vidya Mandarani, ‘‘Peningkatan Kemampuan Listening Compeherension Melalui Strategi Top Down dan Bottom Up’’, p. 194. (ojs.umsida.ac.id) (accessed on March 4, 2019)

group, it can be proved by statistical procedures. The result of the analysis show that there is a significant development from the pre test mean (6,0) to the post tes mean (6,4)²¹. So it can be concluded that top down and bottom up strategies were effective in enhancing students listening ability.

Dhuhah Atallah Al-Qaraghooly in his research by using top down and bottom up strategies on developing EFL students listening comprehension of second year student, Department of English, University of Babylon, he divided the test into two parts (TDP and BUP) and he stated that these strategies can develop the students listening ability. The students score of TDP pre test is 5,77 and TDP post test 77,8 while BUP pre test is 6,10 and BUP post test is 8,64. It is shown that both of post tests are higher than pre tests. It can be concluded that both of methods have an equal influence on the EFL students achievement of listening comprehension.²²

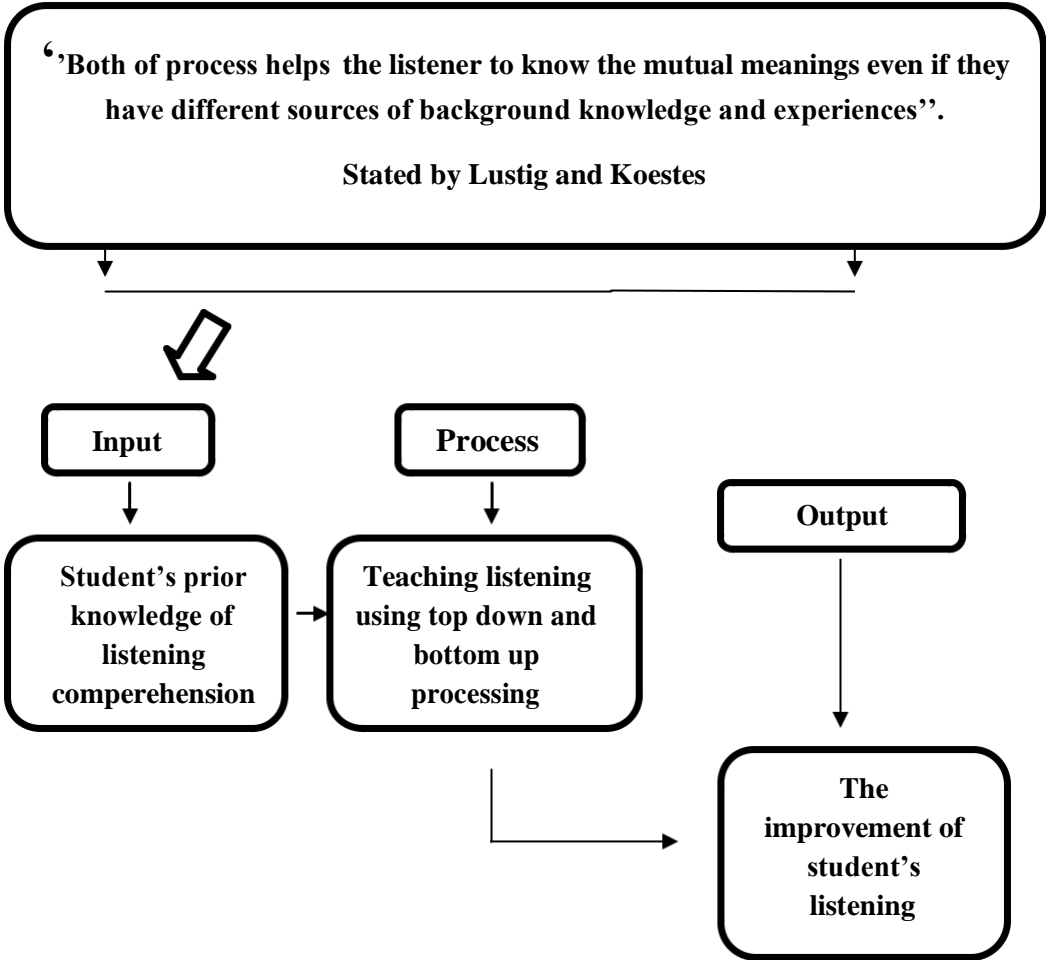
Based on the researches finding above, it is shown that both of the researcher are using top down and bottom up strategy to improve students listening ability. The different between both of the researcher above and this research is both of the researcher divided the strategy into two parts (Top down and Bottom Up) while in this research, the researcher consolidate the strategy into one strategy only, because the researcher thinks that top down and bottom up are related processing and cannot be separated, while the students' listen to the audio, they can use their knowledge

²¹Herder Arturo Martínez García, "The Impact of Top-Down and Bottom-Up Listening Strategies on The Students' Listening Comprehension: Case of Intermediate Intensive English II students of the Department of Foreign Languages", p. 25. (ri.ues.edu.sv/id) (accessed on March 4, 2019)

²²Dhuhah Atallah Al-Qaraghooly, "The Effect of Top-Down and Bottom-Up Listening Strategies on Developing ELF Students Listening Comprehension", p. 18. (<https://iasj.net>) (accessed on March 5, 2019)

background (top down) to predict about the context of the topic and then they will find the words which are related to the topic that they are hearing in the audio (bottom up), this processing makes the students easy to understand the topic. So in this proposal research, the researcher will use the top down and bottom up as one strategy to enhance students' listening ability at the first grade of SMK Negeri 2 Parepare.

2.3 The Conceptual Framework



Based on the conceptual framework above, there are three elements to explained as follows:

1. Input refers to know about the student's prior knowledge about listening comprehension before the researcher giving them the treatment about top down and bottom up processing in listening. The researcher will give the students pre-test to know the student's prior knowledge.
2. Process refers to the researcher that gives the treatment to the students by teaching them about top down and bottom up in listening comprehension. The researcher will provide some materials to the students.
3. Output refers to the result of the student's improvement in learning listening through top down and bottom up processing as a method.

2.4 Hypothesis

Based on the previous literature and the problem statement above, it can be formulated the hypothesis as follows:

2.4.1 Null Hypothesis (Ho) : there is no improvement of the students at the first grade students in SMK Negeri 2 Parepare in learning listening through top down and bottom up processing as strategy

2.4.2 Alternative Hypothesis (Ha) : there is improvement of the students at the first grade students in SMK Negeri 2 Parepare in learning listening through top down and bottom up processing as strategy

2.5 Operational Definition of Variable

There are two variables involved in this research, which are dependent variable and independent variable. The dependent variable is the student's listening

ability and the independent variable is top down and bottom up processing. There are some explanation following:

2.5.1 Listening ability for the students is their capability when they are not only listening to the audio but also they can understand the main idea. The topic will be about conversation based on the material, the students are expected to listen and understand about the main idea.

2.5.2 Top down is a processing before the students listen to the audio, they will use their background knowledge in real life to predict about the topic that they will hear. Their prediction will be confirmed when they are hearing the audio. Bottom up is a processing when the students are listening to the audio, they are focusing to hear the sound of the word and try to know the word. as they listen to the audio, there is a task consisting fill in the blank that will help them to recognize the word.

1. Pre listening stage

This is an activity that the teacher give to the students before listening, it is a preparation so that the student can achieve about the material. The material is about the audio that the students wil hear later in the next session.

2. The while listening stage

This is an activity what the students are asked to do during the time that they are listening to the text, for extances the teacher gives the student a a task based on the text that they have been listened.

3. The post listening

This is an activity that embrace all the work related to the listening text that they have listened. This can be done by the teacher giving the answer orally, by pairs checking each other's answers, by groups answer and so on.

CHAPTER III

RESERCH METHOD

3.1 The Research Design

In this research the method is pre-experimental design. This research applied including pre-test and post-test. The pre-test was given before the treatment and post-test after the treatment.

The design of this research as follows:

E=01X02

Notation :

E : Experimental

O1: Pre-Test

X : Treatment

O2: Post-Test²³

3.2 Location and Duration of The Research

The research location took place at SMK Negeri 2 Parepare and research was focusing at the first grade. The researcher used the quantitative research which was pre-experimental design, and it took several times to analyzed the data. The duration of the treatment was handled for six meetings. Before giving treatment to the students, the researcher gave them pre test in the first meeting and the post-test in the last meeting. The researcher took more than one month for collected and analyzed the result of the data.

²³Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010), p. 111.

3.3. Population and Sample

3.3.1 Population

The population of the research was the first grade students of SMK Negeri 2 Parepare academic year 2018/2019.

Table 3.1 The total of the First grade Students of SMK Negeri 2 Parepare

No	Class	Number of students
1	X TKL. A	32
2	X TKL. B	32
3	X TKL. C	32
4	X MULTIMEDIA. A	35
5	X MULTIMEDIA. B	33
6	X MULTIMEDIA. C	35
7	X LAS. A	35
8	X LAS. B	32
9	X MESIN A	35
10	X MESIN. B	35
11	X AUDIVIDEO. A	35
12	X AUDIVIDEO. B	32

13	X OTOMOTIF. A	35
14	X OTOMOTIF. B	35
15	X OTOMOTIF. C	35
16	X BANGUNAN A	35
17	X BANGUNAN B	35

(Source: Administration of SMK Negeri 2 Parepare Academic Year 2018/2019)

3.3.2 Sample

In this research, the sample of the data was taken from X TKL. B class, this class was chosen randomly. The total numbers of the students were 32.

3.4 Instrument of The Research

To collect the data, the researcher used instrument namely test. The test was an assessment intended to measure the students knowledge about the listening material, the test included multiple choice and true or false questions. The purpose of this test was to find out the students' ability in listening before and after using top down and bottom up strategy. The test consisted 15 items of multiple choice and 10 items true or false. The researcher gave one point for each right answer and zero point for wrong answer.

3.4.1 Multiple Choice

Multiple choice or objective response is a form of an objective assessment in which students are asked to select only correct answers from the choices offered a list based on the material. The purpose of this multiple choice was to know how far the students understanding about the topic of the audio that they have heard.

3.4.2 True or False

True or false question is a test consist of a series of statements to be marked as true or false which students are asked to select which one is the correct statement based on the material. The purpose of this true or false question was to stimulate the students memory about the topic of the audio that they have heard.

3.5 Procedure of Collecting Data

For collecting the data, the researcher will use three steps as follows:

3.5.1 Pre-Test

The researcher gave pre-test to the students to identify the prior knowledge of the student's listening ability before the treatment. It was conducted on Monday, July 15th 2019. The researcher gave the students a record to listen. After that the researcher gave them a task that consisted multiple choice and true or false questions based on the record.

3.5.2 Post-Test

After doing the treatment, the researcher gave a post-test to the students. It was conducted on Friday, 16th 2019. The purpose was to know how far the student's improvement in listening by using top down and bottom up strategy. The content of the post-test was different in the pre test.

3.5.3 Treatment

The researcher gave the treatment to the students using top down and bottom up strategy. The treatment handled for six meetings in the classroom. The procedure of the treatment as follow:

3.5.2.1 The First Meeting

The first meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on Thursday July 17th 2019. The researcher asked the students to open the class and gave direction to pray before learning. After that, the researcher greet the students and checked the attendance list. After ten minutes, the researcher introduced about listening and the importance of learning listening. And then the researcher explained about self introduction by using top down and bottom up processing in listening, the steps as follow:

1. Pre listening

The researcher gave brainstorming to the students such questions *'How are you going to do in the situation with new people?'*, *'Suppose you come to a new school and new class. What will you do?'*, *'What will you do if you meet a new friend?'* and *'What will you say if someone tell you to introduce yourself?'* to help them connecting their knowledge backround with the new material (top down).

2. While listening

The researcher gave a record to listen, the record was about a girl who was introducing herself. Before the listening session, the researcher gave a task to the students. The task was about filling in the blank. The students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage. The students were expecting to recognize the sound, word or sentence (bottom up). After the listening session ended and the students finished

the task, the researcher divided the students into five groups. The researcher asked each group about their answers collectively.

3. Post Listening

The researcher made a conclusion about the material that the students have learned by giving them questions such as *'what do you say when you meet a new person?'*, *'what do you say when you introduce yourself to a new friend?'*, *'what do you say when you want to tell a person about your name, address, and family background?'*. The students were expected to understand about the expressions, responses and the main idea about how to do a self introduction.

3.5.2.2 The Second Meeting

The second meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on Thursday July 25th 2019. The researcher asked the students to open the class and gave direction to pray before learning. After that, the researcher greet the students and checked the attendance list. After ten minutes, the researcher asked the students material about 'congratulating others' by using top down and bottom up processing in listening. The steps as follow :

1. Pre listening

The researcher gave brainstorming to the students by asking questions : *'Have you ever won in a game, sport competition?'*, *'what do your friends usually say to you?'*, *'what do people usually say when you get an achievement of something?'* *'How you will respon it?'* to help them connecting their knowledge background with the new material (top down).

2. While listening

The researcher explained to the students some kinds of expressions to congratulate others and how to respond it and then the researcher gave the students some records to listen, the record was about a friend who congratulates his friend about new job. Before the listening session begins, the researcher gave a task to the students. The task was about filling in the blank. The students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage. The students were expected to recognize the sound, word or sentence (bottom up). After the listening session ended and the students finished the task, the researcher divided the students into five groups. The researcher asked each group about their answers collectively.

3. Post listening

The researcher made a conclusion about the material that the students have learned by giving them questions such as *'When a friend wins a football game, What will you say to him/her?'*. *'When your friend gets a good grade in class, What will you say to him/her?'*. *'When a friend congratulates you on your achievement, How will you respond it?'*. The students are expected to understand about the expressions, responses and the main idea about how to congratulate others.

3.5.2.3 The Third Meeting

The third meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on Thursday August 1st 2019. The researcher asked the students to open the class and gave direction to pray before learning. After that, the researcher greeted the students and checked the attendance list. After ten minutes, the researcher asked the students material about 'complimenting others' by using top down and bottom up processing in listening. The steps as follow :

1. Pre listening

The researcher gave brainstorming to the students by asking questions : *'Have you ever complimented your friend's dress?'*, *'What did you say to them?'*. *'What does your friend say to you when they like your bag, shoes or hair?'* to help them connecting their knowledge background with the new material (top down).

2. While listening

The researcher explained to the students some kinds of expressions to compliment others and how to respond it, and then the researcher gave the students a record to listen, the record was about a friend who compliments her friend about her dress and new stuff that she bought. Before the listening session, the researcher gave a task to the students. The task was a about filling in the blank. The students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage. The students were expected to recognize the sound, word or sentence (bottom up). After the listening session ended and the students finished the task, the researcher divided the students into five groups. The researcher asked each group about their answers collectively.

3. Post listening

The researcher made a conclusion about the material that the students have learned by giving them questions such as *'When your friend bought a new shirt, what will you say to him/her?'*. *'When you like your friend's shoes, what will you say to him/her?'*. *'When a friend compliments your new bag, how will you respond it?'*. The students were expected to understand about the expressions, responses and the main idea about how to compliment others.

3.5.2.4 The Fourth Meeting

The fourth meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on Thursday August 8th 2019. The researcher asked the students to open the class and give direction to pray before learning. After that, the researcher greet the students and checked the attendance list. After ten minutes, the researcher asked the students material about 'making plans' by using top down and bottom up processing in listening. The steps as follow :

1. Pre listening

The researcher gave brainstorming to the students by asking questions : *'Where do most people go on the weekend'?. 'What places that are usually crowded on the weekend'?. 'What do you usually do on the weekend'?. 'Who is going to the beach often on the weekend'?. 'Who is going to the book store on the weekend?'. 'Who is going to the mall on the weekend?'*, *'What do people usually do in a mall?'* to help them connecting their knowledge background with the new material (top down).

2. While listening

The researcher explained to the students about material how to state plan and give them an example based on the text book. After that the researcher gave the students a record to listen, the record was about two friends discussing about their plan for the weekend. Before the listening session begins, the researcher gave a task to the students. The task was about filling in the blank. The students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage. The students were expected to recognize the sound, word or sentence (bottom up). After the listening session ended and the students

finished the task, the researcher divided the students into five groups. The researcher will ask each group about their answers collectively.

3. Post listening

The researcher made a conclusion about the material that the students have learned by giving them questions such as ‘ ‘ *When your friend ask you about your plan on the weekend, how will you response?*’’, ‘ ‘*when you ask your friend to accompany you to the mall, what will you say?*’’. The students were expected to understand about the expressions, responses and the main idea about making plans.

3.5.2.5 The Fifth Meeting

The fifth meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on August 9th 2019. The researcher asked the students to open the class and give direction to pray before learning. After that, the researcher greet the students and checked the attendance list. After ten minutes, the researcher asked the students material about ‘descriptive text’ by using top down and bottom up processing in listening.

1. Pre listening

The researcher gave brainstorming to the students by asking questions : ‘*What is your favorite destination?*’. ‘*Do you like going to the beach?*’. ‘*Do you like going to the park?*’. ‘*Which park do you usually go?*’. ‘*Have you ever been in borobudur temple before?*’. ‘*Where does Borobudur temple locate?*’. while the students do the brainstorming, the researcher also gave the students some pictures that show the place, the look, the situation around, and the nature of Borobudur temple to help them connecting their knowledge background with the new material (top down).

2. While listening

The researcher gave the students a record to listen, the record was about describing Borobudur temple, it consisted the location, the situation around the place and the nature. Before the listening session, the researcher gave a task to the students. The task was a about filling in the blank. The students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage. The students were expected to recognize the sound, word or sentence (bottom up). After the listening session ended and the students finished the task, the researcher divided the students into five groups. The researcher asked each group about their answers collectively.

3. Post listening

The researcher made a conclusion about the material that the students have learned about Borobudur temple by giving them questions such as *‘Where does Borobudur temple locate?’*. *‘When was Borobudur temple built?’* to know about the student’s understanding of the topic on the record.

3.5.2.6 The sixth Meeting

The first meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on Thursday August 15th 2019. The researcher asked the students to open the class and give direction to pray before learning. After that, the researcher great the students and checked the attendance list. After ten minutes, the researcher asked the students material about ‘announcement’ by using top down and bottom up processing in listening.

1. Pre listening

The researcher gave brainstorming to the students by asking questions : *'What do you know about announcement?'*. *'What kind of announcement is it?'*. *'Where do you usually listen to announcement?'*. *'What is it about?'* to help them connecting their knowledge background with the new material (top down).

2. While listening

The researcher gave the students a record to listen, the record was about an announcement about school uniform. Before the listening session begins, the researcher gave a task to the students. The task was a about 5 numbers of multiple questions based on what they are hearing as they listen to the passage. The students were expected to recognize the sound, word or sentence (bottom up). After the listening session ended and the students finished the task, the researcher divided the students into five groups. The researcher asked each group about their answers collectively.

3. Post listening

The researcher made a conclusion about the material that the students have learned about Borobudur temple by give them questions such as *'What is the announcement about?'*. *'What shouldn't the girl wear?'*. *'What shouldn't the boy wear?'* to know about the student's understanding of the topic on the record.

3.6 Technique of Data Analysis

After the rearcher took all the data, the researcher collected the data using quantitative analyze.

The researcher collected the data through quantitative analyze, the formula as follow :

3.6.1 Scoring of the students answer by dividing the correct answer with the total by using with this formula:

24

3.6.1 Scoring of the students answer by dividing the correct answer with the total by using with this formula:

Table 3.2 Aspects of Listening ability

Skill	Stage	Item numbers	Stage of Percentage
Listening	Hearing	1,2,3,4,8,9,12,15	32%
	Understanding	5,6,7,10,11,13,14	28%
	Remembering	16,17,18,19,20,22,23	28%
	Evaluation	24,25,21	12%

²⁴Depdikbud, *Petunjuk Pedoman Belajar dan Sistem Penelitian* (Jakarta: depdikbud, 1997), p. 24.

Total	25 items	100%

3.3 The Classification of the students' scores in following criteria as follow :

No	Score	Classification
1	86-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41-55	Poor
5	<40	Very Poor

- 1²⁵

Notation :

P : Percentage

F : Frequency

N : Total number of students

3.5.4 Calculating the mean scores, the researcher will use the formula:

²⁵Depdikbud, *Petunjuk Pedoman Belajar dan Sistem Penelitian* (Jakarta: depdikbud, 1997), p.

25.

²⁶Depdikbud, *Petunjuk Pedoman Belajar dan Sistem Penelitian* (Jakarta: depdikbud, 1997), p.

26.

Notation :

\bar{X} : Mean score

$\sum x$: the sum of all score

N : The numbers of students

3.5.5 Calculating of standart deviation of the students' pre-test and post-test scores

by using the formula as follow :

_____ 27

Notation :

SD : The Standard Deviation

SS : The Square Root of the Sum Of Square

 : The Sum of Square

 : The total Square of the Sum

N: Total number of Sum

3.7 Test of Significance

Finding out the significance by calculating the T-test value using formula as follow :

Notation :

T : Test of significant

D : the mean score of different analysis

 : The sum of total score different

²⁷L.R Gay, *Educational Research Competencies for Analysis and Applications*, Second Edition (Columbus Ohio: Person Merrill Prentice Hall, 1981), p. 331.

: The square of the Sum score different

N: The total number of the students²⁸

²⁸L.R Gay, *Educational Research Competencies for Analysis and Applications*, Second Edition (Columbus Ohio: Person Merrill Prentice Hall, 1981), p. 331.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the first is finding of the research and the discussion of the research. The finding of the research covers the description of the result of data collected through a test that can be discussed in the section below:

4.1 Finding

4.1.1 The Result of Pre-test and Post-test

The data collected from the students' at . TKL B class one day before and after teaching the students using top down and bottom up in X.TKL B classroom SMK Negeri 2 Parepare. The result of the pre-test and post-test can be described as the following:

Table 4.1. The Student's Pre-test Score

No	Students	Pre-test Score		(X_1^2)
		Correct Answer	Score (X_1)	
1	DB	14	56	3136
2	RS	18	72	5184
3	MAA	15	60	3600
4	IN	16	80	6400
5	RN	13	52	2704
6	SG	16	64	4096
7	MF	11	44	1936

Continuation of Table. 4.1

8	MAF	12	48	2304
9	PG	15	60	3600
10	MAA	13	52	2704
11	AMS	15	60	3600
12	MAA	14	56	3136
13	MD	14	56	3136
14	MF	14	56	3136
15	ATW	14	56	3136
16	AA	8	32	1024
17	YA	5	20	400
18	MF	8	32	1024
19	MA	10	40	1600
20	MAZ	14	56	3136
21	MAF	15	60	3600
22	MAS	15	60	3600
23	MFE	17	68	4624
24	MAFD	10	40	1600
25	NA	13	52	2704
26	PA	13	52	2704
27	IH	14	56	3136
28	DP	15	60	3600

Continuation of Table 4.1

29	MHU	13	52	2704
30	HA	16	64	4096
31	SN	14	56	3136

(Data' source: the students' score of the pre-test)

Table 4.2 The Students' Classification Score in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0 %
2	Good	71-85	2	6.25%
3	Fair	56-70	14	43.75%
4	Poor	41-55	11	34.38%
5	Very Poor	<40	5	15.62%
Total			32	100%

(Data' source: the rate percentage of the frequency of pre-test)

The data in the table above shows that in pre-test none of the students got excellent score, two students got good score, fourteen students got fair score, eleven students got poor score and five students got very poor score, it means that the students listening skill was low.

4.1.1.1 Determining Mean Score of the Pre-test

The following are the process of calculation to find put the mean score based on the calculation of students' score in pre-test table 4.2

$$\begin{aligned} X & \\ X & \text{---} \\ & = 53.9 \end{aligned}$$

So, the mean score (X_1) of the pre-test is 53.9

Based on the the result of the pre-test, it shows that the result is 53.9 and from that analyzing, it could be seen that almost of the students listening skill was still low because of the low score.

4.1.1.2 Determining Standard Deviation of the Pre-test

$$\begin{aligned} & \text{---} \\ & \text{---} \\ & \text{---} \\ & \text{---} \end{aligned}$$

$$SS = 9629$$

$$\begin{aligned} SD & \text{---} \\ & \text{---} \\ & \text{---} \\ & = \text{---} \\ & \text{---} \\ & = \text{---} \\ & = \text{---} \end{aligned}$$

$$SD = 17.62$$

So, the standar deviation of the pre-test is 17.62

Table 4.3 The Student's Post-test Score

No	Students	Post-test Score		(X_1^2)
		Correct Answer	Score (X_1)	
1	DB	25	100	10000
2	RS	24	96	9216
3	MAA	20	80	6400
4	IN	22	88	7744
5	RN	22	88	7744
6	SG	25	100	10000
7	MF	21	84	7056
8	MAF	23	92	8464
9	PG	24	96	9216
10	MAA	22	88	7744
11	AMS	22	88	7744
12	MAA	23	92	8464
13	MD	25	100	10000

14	MF	19	76	5776
15	ATW	20	80	6400
16	AA	16	64	4096
17	YA	18	72	5184

Continuation of Table 4.3

18	MF	18	72	5184
19	MA	22	88	7744
20	MAZ	25	100	10000
21	MAF	24	96	9216
22	MAS	20	80	6400
23	MFE	25	100	10000
24	MAFD	8	32	1024
25	NA	22	88	7744
26	PA	18	72	5184
27	IH	23	92	8464
28	DP	23	92	8464
29	MHU	25	100	10000
30	HA	25	100	10000
31	SN	24	96	9216
32	HAR	24	96	9216

Total	697	2788	240104
-------	-----	------	--------

(Data' source: the students' score of the post test)

Table 4.4 The Students' Classification Score in Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	22	68.75%
2	Good	71-85	8	25%
3	Fair	56-70	1	3.125%
4	Poor	41-55	0	0%
5	Very Poor	<40	1	3.125%
Total			32	100%

(Data' source: the rate percentage of the frequency of post test)

The table above shows the students' classification score and the rate percentage of frequency in post-test. Based on the data, it shows that implementing

top down and bottom up is effective to enhance students' listening ability because most of them got excellent and good score.

4.1.1.3 Determining Mean Score of The Post-test

The following are the process of calculation to find put the mean score based on the calculation of students' score in pre-test table 4.4

$$\begin{aligned} X & \\ X & \text{---} \\ & = 87.1 \end{aligned}$$

So, the mean score (X_1) of the post-test is 87.1

Based on the the result of the pre-test, it showes that the result is 87.1 and from that analyzing, it could be seen that almost of the students got excellent and good score. It showed that top down and bottom up is effective to enhance students' listening ability because most of them got excellent and good score.

4.1.1.4 Determining Standard Deviation of the Post-test

$$\begin{aligned} & \text{---} \\ & \text{---} \\ & \text{---} \\ & \text{---} \end{aligned}$$

$$SS = 239866$$

$$\begin{aligned} SD & \text{---} \\ & \text{---} \\ & \text{---} \\ & = \text{---} \end{aligned}$$

$$= \frac{\dots}{\dots}$$

$$= \dots$$

$$SD = 87.97$$

So, the standar deviation of the post-test is 87.97

Table 4.5 The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	53.9	17.62
Post-test	87.1	87.97

(Data' source: the main score and standar deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 53.9 (X_1) while the mean score of the post-test increased 87.1 (X_2). The standard deviation of pre-test was 17.62 while the standard deviation of post-test was 87.97. Based on the data, the mean and the standard deviation scores of the post-test was greater than the mean and the standard deviation scores in pre-test. It means that the students' listening ability had improved after using top down and bottom up strategy in the classroom.

4.1.1.5 Determining the Significance by Calculating the T-test value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.6 The worksheet of Calculate Score of Pre-test and Post-test

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	56	100	3136	10000	44	1936
2	72	96	5184	9216	24	576
3	60	80	3600	6400	20	400

4	80	88	6400	7744	8	64
5	52	88	2704	7744	36	1296
6	64	100	4096	10000	36	1296
7	44	84	1936	7056	40	1600
8	48	92	2304	8464	44	1936
9	60	96	3600	9216	36	1296
10	52	88	2704	7744	36	1296
11	60	88	3600	7744	28	784
12	56	92	3136	8464	36	1296
13	56	100	3136	10000	44	1936

Continuation of Table 4.6

14	56	76	3136	5776	20	400
15	56	80	3136	6400	24	576
16	32	64	1024	4096	32	1024
17	20	72	400	5184	52	2704
14	56	76	3136	5776	20	400
15	56	80	3136	6400	24	576
16	32	64	1024	4096	32	1024
18	32	72	1024	5184	40	1600
19	40	88	1600	7744	48	2304
20	56	100	3136	10000	44	1936

21	60	96	3600	9216	36	1296
22	60	80	3600	6400	20	400
23	68	100	4624	10000	32	1024
24	40	32	1600	1024	-8	64
25	52	88	2704	7744	36	1296
26	52	72	2704	5184	20	400
27	56	92	3136	8464	36	1296
28	60	92	3600	8464	32	1024
29	52	100	2704	10000	48	2304
30	64	100	4096	10000	36	1296
31	56	96	3136	9216	40	1600

Continuation of Table 4.6

32	52	96	2704	9216	44	1936
Jumlah	1724	2788	97200	249104	1064	40192

(Data' source: Calculate Score of Pre-test and Post-test)

To find out D used the formula as follow :

$$D = \frac{1064}{32} = 33.25$$

The Calculation of the T-test Value

$$T = \frac{\frac{1064}{32} - 33.25}{\sqrt{\frac{1064}{32} - 33.25}}$$

$$\begin{aligned}
 &= \frac{15.11}{1.695} \\
 &= 8.91
 \end{aligned}$$

So, the t-test value is 15.11

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$Df = 32 - 1$$

$$Df = 31$$

After obtaining the degree of freedom, the t-table at the degree of freedom 31 in significant degrees of 0.05 (5%), the table is 1.695. The following table shows that the value was higher than t-table value. So, it indicated that there was significant difference between the students' pre-test and post-test result

Table 4.6 The Test of Significant

Variable	T-test	T-table value
Pre-test and post-test	15.11	1.695

4.1.1.6 Hypothesis Testing

The level significant (α) 5 and $df = 31$, and the value of the t-table is 1.695 while the value of t-test is 15,11, it means that the t-test is higher than t-table ($15.11 > 1.695$). So, it can be concluded that using top down and bottom up is effective to increase the students listening ability at the first grade of SMK Negeri 2 Parepare.

4.1.1.8 Students' Listening Ability Before and After Taught by Using Top down and Bottom up

The students' listening ability before and after taught by using top down and bottom up can be seen at students' score in pre-test and post-test. The strategy can be effective in teaching listening if the post-test score is higher than pre-test score. By looking at the research finding, the researcher found that the mean score of the pre-test is 53.9 and the mean score of the post-test is 87.1

From that research finding, it can be concluded that the students' listening ability before being taught by using using top down and bottom up strategy is lower if it compares with the students' listening ability after being taught by using top down and bottom up strategy. Furthermore, to make a conclusion about the effectiveness of srudents' listening ability using top down and bottom up strategy at the first grade of SMK Negeri 2 Parepare can be done by analyzing the data using the t.value and compare it with the t-table. The result of the data analyzes showed that t-value ($15,11$) $>$ t-table ($1,695$). It means that using top down and bottom up strategy is effective to enhance students' listening ability at the first grade of SMK Negeri 2 Parepare.

4.1.1.9 Students' Listening abily Using Top down and Bottom up Strategy

In the treatment process, the researcher took eight meetings include pre-test and post-test in teaching listening using top down and bottom up strategy at X.TKL B

class. As the theory in chapter II, the researcher did the treatment by following the step in teaching listening using top down and bottom up strategy.

The first meeting before treatment the researcher gave the students pre-test, it was on Monday 15th, 2019 at TKL.B class to measure their ability in listening. The pre-test was 15 items of multiple choice and 10 items true or false. The researcher gave one point for each right answer and zero point for wrong answer.

The researcher was greet by the students when the first time the researcher coming to the class. The researcher were welcome by the students. After the researcher opened the meeting, she invited the students for praying before the lesson begin. Next, the researcher continued to inform them that they will be given a listening test to measure their ability in listening. When the researcher played the audio and the students' were doing the listening test, some of them were focus and some of them were still confusing in doing the test so that the researcher played the audio twice. After the test finished, the researcher collected the paper and closing the class.

The second meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on Thursday July 18th 2019. This meeting was a first treatment after giving the pre-test. In the Morning, the researcher started the class by greeting and checked the attendant list. After that, the researcher told the students that they will learn about self introduction material. In the learning process, the researcher used three processes by using top down and bottom up processing in listening, the steps as follow:

1. Pre listening

The researcher gave brainstorming to the students with such questions *'How are you going to do in the situation with new people?'*, *'Suppose you come to a new school and new class. What will you do?'*, *'What will you do if you meet a new friend?'* and *'What will you say if someone tell you to introduce yourself?'*, when the researcher asked the questions to the students, some of them were active in the class and answering the questions especially the female students but some of the male students were not paying attention at first but the researcher pointed at them and asked them to answer the question. After do the brainstorming, the researcher gave them an explanation about how to do a self introduction and how to respond it based on the text book.

2. While listening

After the students understand about the material, the researcher informed them that they will be given a record to listen, the record is about a girl who is introducing herself. At first one of the students asked why did they have to listen to a record and the researcher said that to know their ability in listening based on what they are learning in the material. Before the listening session begins, the researcher gave a task to the students, the task was about filling in the blank, the students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage. In this section, the researcher were expecting the students to recognize the sound, word or sentence (bottom up). After the listening session ended and the students finished the task, the researcher divided the students into five groups, and the groups took from the closest to economizing the time. And then the researcher asked each group about their answers collectively. At first, only

one student of each groups that always answered the question but the researcher begin to asked the other students of each groups to make them active in the classroom.

3. Post Listening

The researcher made a conclusion about the material that the students have learned by giving them questions such as *'what do you say when you meet a new person?'*, *'what do you say when you introduce yourself to a new friend?'*, *'what do you say when you want to tell a person about your name, address, and family background?'* to know how far the students' understand about the material. Some of the students especially the female students were active in answering the questions but the other did not answering the question so the researcher asked them to make them active in the classroom. This was conducted one hour. After the learning session ended, the researcher closed the class.

The third meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on Thursday July 18th 2019. In the Morning, the researcher started the class by greeting and checked the attendant list. After that, the researcher told the students that they will learn about congratulating others material. In the learning process, the researcher used three processes by using top down and bottom up processing in listening, the steps as follow:

1. Pre listening

The researcher gave brainstorming to the students by asking questions : *'Have you ever won in a game, sport competition?'*, *'what do your friends usually say to you?'*, *'what do people usually say when you get an achievement of something?'* *'How you will respon it?'*, when the researcher asked them about the questions, some of them were excited and active in the class but also there were some students that still

did not active so the researcher asked them one by one. After do the brainstorming, the researcher gave them an explanation about how to congratulating others and how to respond it based on the text book.

3. While listening

After the students understand about the material, the researcher informed them that they will be given a record to listen, the record is about a friend who congratulates his friend about new job. Before the listening session begins, the researcher gave a task to the students, the task was about filling in the blank, the students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage. In this section, the researcher were expecting the students to recognize the sound, word or sentence (bottom up). When the listening session begins, the students were focus on listening and the researcher repeated the audio twice. After the listening session ended and the students finished the task, the researcher divided the students into five groups, and the groups took from the closest to economizing the time. And then the researcher asked each group about their answers collectively. At this meeting, the students of each groups were active especially the female students but the researcher asked the other students of each groups to make them active in the classroom.

3. Post Listening

The researcher made a conclusion about the material that the students have learned by giving them questions such as '*When a friend wins a football game, What will you say to him/her? . When your friend gets a good grade in class, What will you say to him/her? . When a friend congratulates you on your achievement, How will you respond it? .*' understand about the material. Some of the students were active

in answering the questions especially the female students, but there are some students that still did not active in answering the question, to make them active in the classroom the researcher asked them collectively. This was conducted one hour. After the learning session ended, the researcher closed the class.

The fourth meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on Thursday July 25th 2019. In the Morning, the researcher started the class by greeting and checked the attendant list. After that, the researcher told the students that they will learn about complimenting others material. In the learning process, the researcher used three processes by using top down and bottom up processing in listening, the steps as follow:

2. Pre listening

The researcher gave brainstorming to the students by asking questions : *'Have you ever complimented your friend's dress?'*, *'What did you say to them?'*. *'What does your friend say to you when they like your bag, shoes or hair?'* when the researcher asked them about the questions, some of the students were active in the class and the others were not active until the researcher pointed at them and asked them about the questions. After do the brainstorming, the researcher gave them an explanation about how to complimenting others and how to respond it based on the text book.

4. While listening

After the students understand about the material, the researcher informed them that they will be given a record to listen, the record is about a friend who congratulates his friend about new job. Before the listening session begins, the researcher gave a task to the students, the task was about filling in the blank, the

students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage. In this section, the researcher were expecting the students to recognize the sound, word or sentence (bottom up). When the listening session begins, the students were focus on listening but there were some students that talking to each other so the researcher asked them to switch the sit so that they can listen to the audio peacefully. and the researcher repeated the audio twice. After the listening session ended and the students finished the task, the researcher divided the students into five groups, and this time the groups took from the farther, and then the researcher asked each group about their answers collectively. At this meeting, the students of each groups were active especially the female students but the researcher asked the other students of each groups to make them active in the classroom.

3. Post Listening

The researcher made a conclusion about the material that the students have learned by giving them questions such as *'When your friend bought a new shirt, what will you say tohim/her?'* *'When you like your friend's shoes, what will you say to him/her?'* *'When a friend compliments your new bag, how will you respond it?'* to know how far the students' understand about the material. In the questions session, some of the students were active in answering the questions but the other did not answering the question especially the male students that sit in the back, so the researcher asked them collectively to make them active in the classroom, the researcher even asked them to stand up and give an example sentence of congratulating others. This was conducted one hour. After the learning session ended, the researcher closed the class.

The fifth meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on Thursday August 1st 2019. In the Morning, the researcher started the class by greeting and checked the attendant list. After that, the researcher told the students that they will learn about making plans material. In the learning process, the researcher used three processes by using top down and bottom up processing in listening, the steps as follow:

3. Pre listening

The researcher gave brainstorming to the students by asking questions : *‘‘What places that are usually crowded on the weekend?’’*. *‘What do you usually do on the weekend?’*. *‘Who is going to the beach often on the weekend?’*. *‘Who is going to the book store on the weekend?’*. *Who is going to the mall on the weekend?’*, *‘‘What do people usually do in a mall?’’* when the researcher asked them about the questions, most of the students were active in the class because the topic of the material made them excited, but there were some students that still did not active so the researcher pointed at them and asked them about the questions. After do the brainstorming, the researcher gave them an explanation about how to making plan and give them some examples based on the text book.

5. While listening

After the students understand about the material, the researcher informed them that they will be given a record to listen, the record is about two friends discussing about their plan for the weekend. Before the listening session begins, the researcher gave a task to the students, the task was about filling in the blank, the students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage. In this section, the researcher were expecting

the students to recognize the sound, word or sentence (bottom up). When the listening session begins, the students were focus on listening and they did not talking to each other at first, but then some of the male students were talking so the researcher told them to be quiet so that their friends can hear the audio. The researcher repeated the audio twice. After the listening session ended and the students finished the task, the researcher divided the students into five groups, but this time the groups took randomly so that the students can have different group, and then the researcher asked each group about their answers collectively. The researcher asked the students one by one, started from the students that did not really active in the classroom so that they have a chance to answer the question.

3. Post Listening

The researcher made a conclusion about the material that the students have learned by giving them questions such as ‘ ‘ *When your friend ask you about your plan on the weekend, how will you response?*’’, ‘ ‘*when you ask your friend to accompany you to the mall, what will you say?*’’. to know how far the students’ understand about the material. In this questions session, some of the students were active, and the researcher asked the other students that commonly did not really active in the class especially the boys students to make them speak and active more in the classroom. This was conducted one hour. After the learning session ended, the researcher closed the class.

The sixth meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on Thursday August 8th 2019. In the Morning, the researcher started the class by greeting and checked the attendant list. After that, the researcher told the students that they will learn about descriptive text material. In the learning process,

the researcher used three processes by using top down and bottom up processing in listening, the steps as follow:

4. Pre listening

The researcher gave brainstorming to the students by asking questions : *'Do you like going to the beach'?*. *'Do you like going to the park'?*. *'Which park do you usually go?'*. *'Have you ever been in borobudur temple before?'*. *'Where does Borobudur temple locate?'*. when the researcher asked them about the questions, she also showed them some pictures of Borobudur temple included the pictures of the place, the look, the situation around, and the nature. Most of the students were focus looking at the pictures because they said they have not seen the pictures of Borobudur temple and they have never went to Borobudur temple before. After do the brainstorming, the researcher gave them an explanation about descriptive text based on the text book.

6. While listening

After the students understand about the material, the researcher informed them that they will be given a record to listen, the record was about describing Borobudur temple, it consists the location, the situation around the place and the nature. Before the listening session begins, the researcher gave a task to the students, the task was about filling in the blank, the students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage. In this section, the researcher were expecting the students to recognize the sound, word or sentence (bottom up). When the listening session begins, the students

were focus on listening and they did not talking to each other because they were interesting with the idea of Borobudur temple. The researcher repeated the audio twice. After the listening session ended and the students finished the task, the researcher divided the students into five groups, but this time the groups took randomly so that the students can have different group, and then the researcher asked each group about their answers collectively. The researcher asked the students one by one, started from the students that did not really active in the classroom so that they have a chance to answer the question.

3. Post Listening

The researcher made a conclusion about the material that the students have learned by giving them questions such as *“Where does Borobudur temple locate?”*. *“When was Borobudur temple built?”* to know how far the students’ understand about the material. In this questions session, some of the students were active, and the researcher asked the other students that commonly did not really active in the class especially the male students to make them speak and active more in the classroom. This was conducted one hour. After the learning session ended, the researcher closed the class.

The seventh meeting was located at X.TKL.B class of SMK Negeri 2 Parepare. It was conducted on Thursday August 15th 2019. In the Morning, the researcher started the class by greeting and checked the attendant list. After that, the researcher told the students that they will learn about announcement material. In the learning process, the researcher used three processes by using top down and bottom up processing in listening, the steps as follow:

5. Pre listening

The researcher gave brainstorming to the students by asking questions : *'What do you know about announcement?'*. *'What kind of announcement is it?'*. *'Where do you usually listen to announcement?'*. *'What is it about?'* when the researcher asked them about the questions, most of the students were active in the class and they were answering the questions but there were some students did not answering cause they were saying that they never heard about an announcement before so that the researcher give them some explanation about it.

7. While listening

After the students understand about the material, the researcher informed them that they will be given a record to listen, the record is about an announcement about school uniform. Before the listening session begins, the researcher gives a task to the students. The task is a about 5 numbers of multiple questions based on what they are hearing as they listen to the passage. The students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage. In this section, the researcher were expecting the students to recognize the sound, word or sentence (bottom up). When the listening session begins, the students were focus but there were some male students that talking to each other so the researcher asked them to be quiet. The researcher repeated the audio twice. After the listening session ended and the students finished the task, the researcher divided the students into five groups, the groups took randomly so that the students can have different group, and then the researcher asked each group about their answers collectively. The researcher asked the students one by one, started from the students that did not really active in the classroom so that they have a chance to answer the question.

3. Post Listening

The researcher made a conclusion about the material that the students have learned by giving them questions such as *'What is the announcement about?'*. *'What shouldn't the girl wear?'*. *'What shouldn't the boy wear?'* to know how far the students' understand about the announcement. In this questions session, some of the students were active, and the researcher asked the other students that commonly did not really active in the class especially the male students to make them speak and active more in the classroom. This was conducted one hour. After the learning session ended, the researcher closed the class.

The last meeting after the researcher gave treatment to the students, she gave a post-test on Friday August, 16th 2019 at TKL.B class. The students were given the post-test to measure their ability in listening ability after the treatment. The post-test was 15 items of multiple choice and 10 items true or false, the content of the test were different from the pre test. The researcher gave one point for each right answer and zero point for wrong answer. When the researcher played the audio and the students' were doing the listening test, all of them were focused doing the test and the researcher played the audio twice. After the test finished, the researcher collected the paper and closing the class.

4.2. Discussion

This section provides the discussion about the research finding in the previous section. This also provides the improvement of the students' listening ability using top down and bottom up processing as a strategy at the first grade of smk negeri 2 Parepare.

4.2.1 The Students Listening Ability Before Treatment

In the first meeting before giving the treatment to the students, the researcher gave a listening pre-test. The pre-test was about a conversation in the restaurant, the source of the audio was from Youtube, the duration of the audio was seven minutes and thirty six seconds. The test consisted of fifteen numbers of multiple choice and ten numbers of true or false questions. The purpose of the multiple choice was to know how far the students hear and understand about the topic of the audio that they have heard and the purpose of the true or false questions was to check the students memory about the topic of the audio that they have heard.

After the students' collected the pre-test, the researcher calculated the correct answer. The researcher gave one point for each right answer and zero point for wrong answer. After the researcher collected the data, the result of the pre-test showed that from thirty two students of TKL.B class at SMKN 2 Parepare. There are only two students (6,25%) in good classification, fourteen students in fair classification (34,38%), eleven students in poor classification (15,62) and five students in very poor classification (15,62). Most of the students got low score in doing the pre-test especially in fair classification.

After analazing the right answer, the researcher determined the pre-test mean and standar deviation. The result of the mean was 53,9 and standar deviation was 17,62, it can be concluded that the students still found difficulties to understand and catch the main information from the audio that they have heard, so it really influenced their score in listening test.

After the researcher analazyed and checked the students' answer of pre-test one by one, the researcher found in multiple choice part, some of the students got wrong answer in number five, eight and twelve. In the number five, the reason was

because the student did not know the difference between the sound queasy and sleepy, in the number eight, the reason was because they were not familiar with the sound omelet in their daily life instead of eggs or fruit. In the number twelve the reason was because they did not memorize numbers in English language so they got hard to find the right answer. In the true or false question part, some of the students got wrong answer in number nine, the reason was because they did not memorize number in English language so they got hard to find the right answer.

From the explanation above about the result of the pre-test, it can be concluded that the students who learn English as a foreign language especially in listening, the problem was that they were still lack of the vocabularies and not familiar with the words, they can not find the meaning of a word from the context.

4.2.2 Using Top down and Bottom up Processing in The Treatment

Top down and bottom up could be used to improve students listening ability, the students do not directly listen to the audio but they use their background knowledge to predict about the content, so they have a clue about the content of the topic that they are hearing. When the students listen to the audio, the students also learn proper pronunciation of the words.

In the treatment, the researcher gave six meetings to the students. To overcome the problem that the students face, the researcher planned to give the students a task for each meeting, the task consisted of the material that they had heard in the audio. The students listened to monologue or dialogue and they had to focus and find the main idea and information in the audio.

The researcher gave a task for each student before listening session begin to grab the students attention. The students had to finish the task individually on time and they were not allowed to do other things but only focused in listening session.

In each meeting, there were three stages lesson that the researcher used in this strategy; 1) Brainstorming, this was when the researcher gave some questions to the students that related to the material to help them predict about the content of the material that they will learn, the target is to make the students active and give their opinion about the questions. 2) Fill In The Blank, the students have to complete the sentences individually using the words in the box based on what they are hearing as they listen to the passage, they are expected to recognize the sound, word or sentence. 3) Discussion, after the students did the task the researcher divided the students into five groups and asked them about the answer collectively to know their answers.

4.2 The Students Listening Ability After Treatment

After the researcher applied top down and bottom up strategy in the classroom during listening session for the students, the researcher found that some of the students seem to be active in the classroom. However, there were some students that still did not pay attention at first, so the researcher had to make them active in the classroom by pointing at them and directly asking some questions. The strategy was effective to use in the classroom and it made the students more active in giving their opinion in the classroom.

In the last meeting, the researcher gave a listening test. The pre-test that the researcher gave to the students was a conversation in the mall, the content of the post-test was different in the pre-test. The source of the audio was from Youtube, the duration of the audio was six minutes and forty six seconds. The test consisted of

fifteen numbers of multiple choice and ten numbers of true or false question. The purpose was to know how far the student's improvement in listening by using top down and bottom up strategy.

After the students collected the post-test, the researcher calculated the correct answer. The researcher gave one point for each right answer and zero point for wrong answer. After the researcher collected the data, the result of the post-test showed that from thirty two students of TKL.B class at SMKN 2 Parepare. There are twenty two students (68.75%) in Excellent classification, eight students in good classification (25%), one student in fair classification (3.125%) and one student in very poor classification (3.125). Most of the students got high score in doing the post-test especially in excellent classification and only one student in very poor classification.

After analyzing the right answer, the researcher determined the post-test mean and standar deviation. The result of the mean was 87.1 and standar deviation was 87.97, it can be concluded that the result of the students' post-test was higher than the pre-test means that the students listening ability has improved by using top down and bottom up strategy significantly.

After the researcher analyzed and checked the students' answer of post-test one by one, the researcher found in multiple choice part, some of the students still got wrong answer in number nine and eleven. In the number nine, the reason was because the students did not know the difference among time such as dawn, afternoon and evening. In the number eleven, the reason was because they did not find the meaning of the context, some of them was chose 'the mall' instead 'the store'.

4.2.3 Top down and bottom up Able to Improve the students' Listening Ability

Based on the result showed in pre-test and post-test, the researcher determined the significance by calculating the t-test to find out the difference of the mean score between pre-test and post-test, the t-test result was 15.11. The t-table at the degree of freedom 31 in significant degrees of 0.05 (5%) is 1.695. It showed that the t-test is higher than t-table ($15.11 > 1.695$).

After the researcher analyzed the data, it was found that the mean score of the pre-test score was 53.9 and the post-test score was 87.1. The standard deviation of the pre-test was 17.62 and post-test was 87.97, it can be seen that the students' post-test score is higher than the pre-test score. So based on the theory, it can be concluded that using top down and bottom up is enchanching the students' listening ability the first grade students of SMK Negeri 2 Parepare.

Based on data analysis, if t-test is higher than t-table ($15.11 > 1.669$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that it is effective to use top down and bottom up processing as a strategy to enhance students' listening ability at the first grade students of SMK negeri 2 Parepare. As the result, using top down and bottom up processing as a strategy in the classroom is necessary to help the students to enhance the students listening abilily, it is useful to get the students' attention to be more active in the classroom and make the students focus as they listen to the audio.

After conducting the research, the researcher found that the students really enjoyed the implementation of top down and bottom up strategy in the classroom because during the treatment which took six meetings, they followed the learning processes enthusiastically. According to Vidya Mandarani on her journal, she stated that there are two benefits of using top down and bottom up as follow; first, the

students use their background knowledge to determine the meaning of the context of the topic that they will hear on the audio, this activity is not very difficult to do for the students because they have experienced it in real life before, and second is when the students listen to the audio, they will hear some sounds and try to understand it by analyzing the sounds, words, and sentences.

Both types of process are creating the activeness from the students in the classroom by answering questions. In this learning process, answering questions and discussion sections are the main focus, not performance or assessment. In the class the students activeness is the main focus because it is part of the lesson plan to make them understand about the topic of the material.

The main problem that the researcher has explained before was that the students were still not really active in the class especially the male students. They were difficult to handle because the male students are more than the female ones, so they liked to play in the classroom. In each meeting the researcher tended the students to speak up about their ideas and asking them some questions about the material to make them more active in giving their opinion.

Based on the statement about the research in previous explanation, top down and bottom up are two processes combined into one process to make the students understand about the whole topic material.

In consequence, the explanation above showed that by using top down and bottom up processing as a strategy is effective to enhance students listening ability. Moreover, the strategy also has a lot of advantages in language teaching in the classroom for students especially in listening, such as making the students more

active in giving and speaking up about their opinion, making the students enjoy and not nervous in the classroom.

The use of top down and bottom up processing as a strategy was also to create good situation among the students in the classroom, as Nunan stated that both types of strategies are necessary in developing courses, materials, and lessons to help students not only discriminate among different sounds, but also to use what they already know to understand what they are hearing. The activities encouraging the students to make them active in the classroom. As a result, this strategy can be used in language teaching and learning. It can also be used in other elements language such as speaking and reading, but for this research, the writer focuses in using this strategy on listening ability. After teaching the students using top down and bottom up processing as a strategy, the researcher got more knowledge, especially in teaching listening, not only improved her knowledge, but also improved her action in teaching English language in the classroom. In addition, the researcher should become more creative in building and using new strategy that make the students more interested in learning English language, not only in listening skill, but also in other types of English skill.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

As the end of this research, the researcher would like to give a conclusion as follows:

5.1.1 The student's listening ability before using top down and bottom up was still low, the problem was that they were still lack of the vocabularies and not familiar with the words so they can not find the meaning of a word from the context that they have heard. Based on the data analysis, the researcher found that the students' listening ability Before giving the treatment showed the classification score there are only two students (6,25%) in good classification, eleven students (34,38%) in poor classification, fourteen students in fair (43,75%) and five students (15,62%) in very poor classification. It is means that the students still found difficulties to heard the information from the audio in listening test.

5.1.2 After the researcher applied top down and bottom strategy, the researcher found that some of the students seems to be focusing in doing the listening test. After analysing the data, the researcher found that the strategy can improve students' listening ability, it was proven by the improvement of students' score in listening test. Based on the classification of the students' score after giving treatment, there are twenty two students (68,75%) in excellent classification, eight students (25%) in good classification, one student (3.125%) in fair classification and one student (3.125%) in very poor classification. It means that the students listening ability after treatment has improve by the strategy.

5.1.3 In conducting this research, The research design is pre-experimental. The analysis of the data in the previous chapter, t-test is 15,11 and t-table is 1.695 = (15,11 > 1,695), in significant degree of 0.05 (5%). As in statistical hypotheses in chapter III, if the t-test is higher than the t-table, it means that H_a is accepted and H_o is rejected. In conclusion, using top down and bottom up is an effective strategy in enhancing students' listening ability at the first grade students of SMK Negeri 2 Parepare.

5.2 Suggestion

Based on the conclusion above, the researcher gives some suggestions follows:

5.2.1 For English Teachers

In teaching listening, the researcher hopes that the teachers should be more creative and able to develop strategy or method to make the students not feel bored in the classroom. English teachers of SMK Negeri 2 Parepare can also use top down and bottom up as an alternative strategy to teach listening or other skills in English language.

5.2.2 For Students

The researcher suggests the students to be more active in the classroom, they should be brave to speak about their ideas even in a simple way.

5.2.3 For Other writers

For other researchers, the researcher hopes that this research can be a reference for those who are interested in conducting the same research, The other researchers should read more books, articles, and journals about top down and bottom up strategy and find more references.

BIBLIOGRAPHY

- Al-Qaraghooly, Dhuhah Atallah, 2 19. "The Effect of Top-Down and Bottom-Up Listening Strategies on Developing ELF Students Listening Comprehension" <https://iasj.net> (March 5)
- A.p, Juliana. 2015. *Improving Listening Comprehension Through Bottom-Up Strategy By Using English Pop Song At The Eight Grade Students Of MTs DDI Taqwa Parepare*. (Unpublished thesis, Parepare: Tarbiyah Department)
- Artuto, Harder. 2 19. "The Impact of Top-Down and Bottom-Up Listening Strategies on The Students' Listening Comprehension: Case of Intermediate Intensive English II Students of The Department of Foreign Languages". ri.ues.edu.sv/id/eprint/12205/1/14102886 (February 12)
- Barclay, Lizbeth. 2019. Learning to Listen/listening to Learn: Teaching Listening Skills to Students with Visual Vmpairments'. United States of America : AFB Press. https://books.google.co.id/books?id=7NUY7oNEqhsC&printsec=frontcover&source=gbg_summary_r&cad=0 (accessed on February 10, 2019)
- Batova, Natalia. 2019. "Academic Listening: Is There a Place For Bottom-up Processing?" www.ijern.com/images/April-2013/35. (February 10)
- Depdikbud, 1997. *Petunjuk Pedoman Belajar dan Sistem Penelitian* (Jakarta: depdikbud,)
- Gay, L.R. 1981. *Educational Research Competencies for Analysis and Applications*, Second Edition Columbus Ohio: Person Merrill Prentice Hall
- _____. *Educational Research Competencies for Analysis and Application*. Pearson Education Ltd: Merril Prenticc Hall
- Hasnawati. 2014. *Promoting Listening Comprehension Through Bottom Up Strategy by Using Picture Cues Technique at The Second Year Students Of SMP Negeri 1 Pinrang*. (Unpublished thesis, Parepare: Tarbiyah Department)
- Ian Reece and Stephen Walker. 1997, *Teaching, Training and learning, Business Education*: Publisher Limited
- Iloe, Erfana. 2013. *Improving selective Listening Skill by Using Animation Clips at the Second Grade Students in Madrasah Aliyah Negeri (MAN) Pinrang*. (Unpublished thesis, Parepare: Tarbiyah Department)
- Listening Top Down and Bottom Up. 2019. <https://.teachingenglish.org.uuk/article/listening-top-down-bottom> (March 2)

- Listening. 2019. "Wikipedia The Free Encyclopaedia".
<https://www.wikipedia.org/wiki/Listening> (February 11)
- Mandarani, Vidya. 2019. "Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top Down dan Bottom Up".
[Ojs.umsida.ac.id/index.php.pedagogia/article/view/250/232](https://ojs.umsida.ac.id/index.php.pedagogia/article/view/250/232) (March 19)
- Multiple Choice. 2019. "Wikipedia The Free Encyclopaedia".
https://www.wikipedia.org/wiki/Multiple_Choice (August 17)
- Pre Listening Activities. 2019. (<https://www.teachingenglish.org.uk/article/pre-listening-activities>) (May 6)
- Pourhosein, Abbas. 2019. "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review"
<https://eric.ed.gov/?q=listening+comprehension&id=EJ11012269> (March 10)
- Richards, Jack. 2009. *Teaching Listening and Speaking From Theory to Practice*. (New York: Cambridge,) professorjackrichards.com (February 12)
- _____. 2009. *Teaching Listening and Speaking From Theory to Practice* (www.cambridge.org.otherfiles/downloads) (October 11)
- Rusli, Paramita. 2014. "Using Internet-Based Teaching Materials of Listening to Promote the Students' Bottom Up Listening Strategy", (Unpublished thesis, Parepare: Tarbiyah Department, 2014)
- Sekolah Tinggi Agama Islam Negeri (STAIN). 2013. *Pedoman Penulisan Karya Ilmiah*. Parepare: Departemen Agama.
- Sugiono. 2010. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta
- True Or False Questions In eLearning. 2015. Elearningindustry.com/true-or-false-questions-in-elearning (August 17)
- Tyagi, Babita. 2013. *Listening: An Important Skill and Its Various Aspects*, (Journal International (October 02)
- Underwood, Mary. 1989. *Teaching Listening*. London: Longman.
- Yildirim, Selin. 2019. "The Importance of Listening in Language Learning and Listening Comprehension Problems Experienced by Language Learners"
dergipark.gov.tr/download/article-file/291966 (February 10)

Appendices

Appendix 1. Instrument of Test (Pre-test And Post-test)

Instrument of the pre-test

Nama :.....

Class :.....

Direction : In this part, you will hear some dialogue or monologue. Listen carefully to understand what the speakers are saying, After you listen the dialogue, answer to the following question, select the correct answer and put a cross (x) around the correct word.

At The Restaurant

1. What is Al's friend name?
 - a. Wanita
 - b. Blobby
 - c. Bobby
 - d. Bob
2. How did Al and Bob become friends?
 - a. They are neighbor
 - b. They are just meet at the park
 - c. They went to school together
 - d. They are friends since little
3. What does Al want to drink?
 - a. Coffee with sugar
 - b. Tea with sugar
 - c. Black coffe

- d. Orange juice
4. What does Bob want to drink?
- a. Coffee
 - b. Milk and sugar
 - c. Orange juice
 - d. Tea
5. Why doesn't Al like large lunch?
- a. It makes him queasy
 - b. It makes him sleepy
 - c. It makes him bored
 - d. It makes him too full
6. What does Al recommend food for Bob?
- a. Pizza
 - b. a hamburger
 - c. Ice cream and blueberry muffin
 - d. Toast
7. What food does the waitress usually have?
- a. Bacon
 - b. Eggs with fruit
 - c. Omelet
 - d. Toast
8. What does Al want to eat for breakfast?
- a. Pizza
 - b. Hamburger and ice cream

- c. Cheese omelet
 - d. Fruit and ice cream
9. What does Bob want to eat?
- a. Omelet
 - b. Mix fruit and yogurt
 - c. Hamburger and ice cream
 - d. Pancake
10. Why does Bob order the heavy food for breakfast?
- a. Because he doesn't know what to order
 - b. Because he likes it
 - c. Because he is hungry
 - d. Because he eats a lot
11. Where will they go next?
- a. Go shopping
 - b. Go to the mall
 - c. Go to cinemas
 - d. Go home and watching TV
12. How much does their food cost?
- a. 10.15 dollars
 - b. 10.13 dollars
 - c. 10.35 dollars
 - d. 10.30 dollars
13. Why does Al get 50% discount at the restaurant?
- a. Because he eats all the food fast

- b. Because he eats a lot
 - c. Because his aunt is the owner
 - d. Because he is friends with the waitress
14. Why does Al pay all the food alone?
- a. Because he is kind
 - b. Because Bob doesn't have money
 - c. Because Bob forget his wallet
 - d. Because Bob doesn't want to pay
15. What did Bob say after Al paid the food?
- a. *'I'll get you back later'*
 - b. *'I'll pay you later'*
 - c. *'I'll pay you when we got the the atm'*
 - d. *'I'll pay you when we got home'*

Direction : In this part you will hear some dialogue or monologue. Listen carefully to understand what the speakers are saying. After you listen the dialogue, answer the following question put a circle around the letter T if the statement is true, if it is not true, put a circle around the letter F if the statement is false.

- | | | |
|---|---|---|
| 1. Al and Bob were friends in high school | T | F |
| 2. Wanita is Bob's friend | T | F |
| 3. Al ordered a hamburger | T | F |
| 4. Bob ordered orange juice | T | F |
| 5. Bob doesn't like omelet | T | F |
| 6. They will watch movie after having breakfast | T | F |
| 7. Bob's aunt is the owner of the restaurant | T | F |
| 8. Their food cost ten thirty dollars | T | F |
| 9. Al gave the waitress fifteen dollars money | T | F |
| 10. Bob didn't bring his wallet | T | F |

Instrument of the post-test

Nama :.....

Class :.....

Direction : In this part, you will hear some dialogue or monologue. Listen carefully to understand what the speakers are saying, After you listen the dialogue, answer to the following question, select the correct answer and put a cross (x) around the correct word.

1. Where is Al's car?
 - e. He sell it
 - f. He doesn't have a car
 - g. He lost it
 - h. He left it in a mechanic

2. Why did Al leave his car in a repair shop?
 - e. Because he wants to sell it
 - f. Because he had an accident
 - g. Because his car needs to be cared
 - h. Because his car is broke down

3. When will the car be ready?
 - e. The car will be ready on Sunday
 - f. The car will be ready on Monday
 - g. The car will be ready on Saturday

- h. The car will be ready on Friday
4. Why did Al's car needs to be cared?
- e. Because it's a new car
 - f. Because it's always broken
 - g. Because it's an old car
 - h. Because it's an expensive car
5. What is the model of Al's car?
- e. It is a nineteen seventeen model
 - f. It is a nineteen seventy one car model
 - g. It is a nineteen seventy five model
 - h. It is a nineteen eighty five model
6. Where is the conversation taking a place?
- e. At the bus station
 - f. At the parking lot
 - g. At the airport
 - h. At the train station
7. How often did Bob take the train?
- e. He took the train once a week
 - f. He took the train everyday
 - g. He never took the train
 - h. He usually take the train twice a week
8. Why did Bob like to go on a train?

- e. Because the train is faster than the other transportation
 - f. Because he doesn't have a car
 - g. Because the train station is near to his house
 - h. Because he doesn't like walking
9. What time will the train be crowded?
- e. The train will be crowded in the dawn
 - f. The train will be crowded in the night
 - g. The train will be crowded in the afternoon
 - h. The train will be crowded in the morning
10. What did Bob suggest when they found out about wrong platform?
- a. They should walk
 - b. They should take taxi
 - c. They should go back to the restaurant
 - d. They should wait for a next train
11. Where is the conversation taking a place?
- e. At the store
 - f. At the mall
 - g. At the market
 - h. On the street
12. How much does the first pair of shoes cost?
- e. It cost fifty dollars
 - f. It cost eighteen dollars

- g. It cost sixteen dollars
 - h. It cost twenty dollars
13. Why is the second pair of shoes more cheaper than the first one ?
- e. Because the size is different
 - f. Because it's not from Italy
 - g. Because it's on discount
 - h. Because the quality is not the same
14. Why does Bob want to buy a phone?
- e. Because he lost his phone
 - f. Because his phone is broken
 - g. Because he doesn't have a phone
 - h. Because he wants another phone
15. What features does Bob want?
- e. He wants a good model
 - f. He wants a loud volume
 - g. He wants a cheaper one
 - h. He wants a big size

Direction : In this part you will hear some dialogue or monologue. Listen carefully to understand what the speakers are saying. After you listen the dialogue, answer the following question put a circle around the letter T if the statement is true, if it is not true, put a circle around the letter F if the statement is false.

- | | | |
|--|---|---|
| 16. Al has a new car | T | F |
| 17. The colour of his car is red | T | F |
| 18. He took his car to a mechanic | T | F |
| 19. He has a nineteen seventy five car model | T | F |
| 20. Bob took the train everyday | T | F |
| 21. Bob doesn't enjoy the train | T | F |
| 22. Bob has a car in his house | T | F |
| 23. Al's new shoes cost sixteen dollars | T | F |
| 24. Al's new shoes made from Italy | T | F |
| 25. Bob bought a new shoes too | T | F |

Appendix 2. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Pertemuan : 1
Kelas/ Semester : X Listrik B / Ganjil
Sekolah : SMK Negeri 2 Parepare
Alokasi Waktu : 2 x 40 menit
Materi Pokok : Self Introduction

A. Kompetensi Inti

KI. 1	Menghargai dan menghayati ajaran yang di anutnya.
KI. 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkuan pergaulan dan keberadaannya.
KI. 3	Memahami pengetahuan (faktual, konseptual, dan prosedur) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
KI. 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkat, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Merespon dan mengungkapkan makna cerita dalam teks lisan secara akurat dan lancar yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari.

C. Indikator

- Peserta didik mampu mengidentifikasi berbagai macam informasi tertentu dari cerita yang di dengarkan
- Peserta didik mampu mengidentifikasi kejadian dalam teks lisan yang di dengarkan
- Peserta didik mampu mengidentifikasi makna kejadian dalam teks lisan yang di dengarkan

D. Materi Pembelajaran

Introduction is an expression of introduction to know one's identity, we need to introduce ourselves to a clearer communication process with whom we talk, about what we are talking about and other conditions.

Expression Of Introduction Self

- Good morning. My name is Beny
- May I introduce myself. My name is Beny
- Would you mind if I introduce myself. My name is Beny

Responses

- Good morning, how do you do?
- How do you do, nice to meet you
- Oh, hello, nice to meet you

- Hi, I'm Kasih. Glad to meet you.

Example Introduction :

Let me introduce myself. My name is BENY PRASETYO, and you can call me "BENY". I was born in Mojokerto on October 18th 1994. I live at Anjasmoro street, Bangun village, I am studying in SMK Negeri 5 Surabaya in the 12th grade. My hobbies are cycling, listening music, reading comics, watch movie and comedy. I was the youngest of two sisters. I have one sister, her name is Weni Piji Lestari. She was married with one child. I have pleasant personality. I'm very friendly, sometimes I am shy if I meet new people. Sometimes I become annoying person and selfish. I like study hard and I smile a lot. After i finishing my study, I want to give my parents is happiness that previous ever they give me.

Main Idea

Is the essence of the material to be delivered. In this case the Introduction.

What are the content in Introduction?

- Name
- Place and Date Born
- Age
- Address
- Family Background
- Hobbies

1. Name

- Full Name - Original Name

- Nick Name - Popular Name

2. Place and Date Born

- In to Place
- On for Date and Year

I was born in Texas on October 31 1998

3. Age

I am 18 years old.

4. Address

- I live in Texas. Still common
- I live at Austin No 40 Round Rock, Texas. Specific lebis

5. Family Background

I have two brothers and 1 sister. My father is a farmer and my mother is a doctor

6. Hobby and Ambition

I like playing the guitar and listening to the music. My hobbies are singing and dancing.

My Ambition is teacher

Closing

I think that's enough. Thanks for your time and your attention. It's nice to see you.

E. Metode Pembelajaran

Top down and bottom up

F. Alat, Media, dan Sumber Pelajaran :

1. Papan Tulis dan Spidol
2. Buku Teks Bahasa Inggris Edisi Revisi 2017 Kelas X
SMA/MA/SMK/MAK

3. Speaker dan Laptop
4. Audio Berdasarkan Materi

G. Kegiatan Pembelajaran

Kegiatan awal (15 Menit)

- Pendidik memberi salam kepada peserta didik (greeting).
- Ketua kelas menyiapkan kelas dan berdoa.
- Pendidik memeriksa kehadiran peserta didik.
- Pendidik menyapa peserta didik serta memberikan motivasi sebelum melaksanakan pembelajaran.

Kegiatan (60 Menit)

- Pendidik memberikan brainstorming kepada siswa dengan memberikan pertanyaan yang terkait dengan materi seperti *'How are you going to do in the situation with new people?'*, *'Suppose you come to a new school and new class. What will you do?'*, *'What will you do if you meet a new friend?'* and *'What will you say if someone tell you to introduce yourself?'* untuk membantu siswa memprediksi tentang materi yang akan di dengarkan nantinya
- Pendidik menyampaikan bahwa siswa akan mendengarkan audio
- Pendidik memberikan task kepada semua peserta didik sebelum mendengarkan audio
- Peserta didik diberikan kesempatan untuk mendengarkan audio sebanyak 2 kali
- Pendidik memperdengarkan audio dan peserta didik focus mendengarkan dan mengisi task yang telah di berikan secara individu

- Setelah selesai, peserta pendidik membentuk peserta didik kedalam 5 kelompok
- Setiap kelompok di berikan kesempatan untuk menjawab pertanyaan yang ada pada task yang telah di kerjakan sebelumnya
- Pendidik memberikan kesimpulan kepada siswa dengan memberikan pertanyaan kepada siswa terkait dengan materi sebelumnya untuk mengetahui sejauh mana pemahaman siswa

Kegiatan Akhir

- Pendidik memberikan penguatan terkait dengan materi yang sulit
- Pendidik memberikan kesimpulan terkait dengan materi yang telah di berikan
- Pendidik menutup pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Pertemuan : 2
Kelas/ Semester : X Listrik B / Ganjil
Sekolah : SMK Negeri 2 Parepare
Alokasi Waktu : 2 x 40 menit
Materi Pokok : Congratulating Others

A. Kompetensi Inti

KI. 1	Menghargai dan menghayati ajaran yang di anutnya.
KI. 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.
KI. 3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
KI. 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Merespon dan mengungkapkan makna cerita dalam teks lisan secara akurat dan lancar yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari.

- **Indikator**

- Peserta didik mampu mengidentifikasi berbagai macam informasi tertentu dari cerita yang di dengarkan
- Peserta didik mampu mengidentifikasi kejadian dalam teks lisan yang di dengarkan
- Peserta didik mampu mengidentifikasi makna kejadian dalam teks lisan yang di dengarkan

C. Materi Pembelajaran

Congratulating is an *expression of congratulations is an expression that we use give the congratulation utterance when he or she be succeed in doing something.*

Expression of Congratulations

- Congratulations!
- I'm very happy of you!
- That's wonderful!
- Good for you!
- Well done!
- I must congratulate you on your success!
- Happy Birthday!
- Happy New Year!

- Happy Eid Mubarak!

Responds to Expression of Congratulations

- It's very good of you to say so
- Thank you, I can't forget your help to me
- How nice of you to say so
- Thank you very much for saying so

D. Metode Pembelajaran

Top down and bottom up

E. Alat, Media, dan Sumber Pelajaran :

1. Papan Tulis dan Spidol
2. Buku Teks Bahasa Inggris Edisi Revisi 2017 Kelas X
SMA/MA/SMK/MAK
3. Speaker dan Laptop
4. Audio Berdasarkan Materi

F. Kegiatan Pembelajaran

Kegiatan Awal (15 Menit)

- Pendidik memberi salam kepada peserta didik (greeting).
- Ketua kelas menyiapkan kelas dan berdoa.
- Pendidik memeriksa kehadiran peserta didik.
- Pendidik menyapa peserta didik serta memberikan motivasi sebelum melaksanakan pembelajaran.

Kegiatan Inti (60 Menit)

- Pendidik memberikan brainstorming kepada siswa dengan memberikan pertanyaan yang terkait dengan materi seperti *'Have you ever won in a game, sport competition?'*, *'what do your friends usually say to you?'*, *'what do people usually say when you get an achievement of something?'* *'How you will respon it?'* untuk membantu siswa memprediksi tentang audio yang akan di dengarkan nantinya
- Pendidik menyampaikan bahwa siswa akan mendengarkan audio
- Pendidik memberikan task kepada semua peserta didik sebelum mendengarkan audio
- Peserta didik diberikan kesempatan untuk mendengarkan audio sebanyak 2 kali
- Pendidik memperdengarkan audio dan peserta didik focus mendengarkan dan mengisi task yang telah di berikan secara individu
- Setelah selesai, peserta pendidik membentuk peserta didik kedalam 5 kelompok
- Setiap kelompok di berikan kesempatan untuk menjawab pertanyaan yang ada pada task yang telah di kerjakan sebelumnya
- Pendidik memberikan kesimpulan kepada siswa dengan memberikan pertanyaan kepada siswa terkait dengan materi sebelumnya untuk mengetahui sejauh mana pemahaman siswa

G. Kegiatan Akhir

- Pendidik memberikan penguatan terkait dengan materi yang sulit
- Pendidik memberikan kesimpulan terkait dengan materi yang telah di berikan
- Pendidik menutup pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Pertemuan : 3
Kelas/ Semester : X Listrik B / Ganjil
Sekolah : SMK Negeri 2 Parepare
Alokasi Waktu : 2 x 40 menit
Materi Pokok : Complimenting Others

A. Kompetensi Inti

KI. 1	Menghargai dan menghayati ajaran yang di anutnya.
KI. 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan lam dalam jangkuan pergaulan dan keberadaannya.
KI. 3	Memahami pengetahuan (faktual, konseptual, dan prosedur) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
KI. 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkat, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

- **Kompetensi Dasar**

Merespon dan mengungkapkan makna cerita dalam teks lisan secara akurat dan lancar yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari.

- **Indikator**

- Peserta didik mampu mengidentifikasi berbagai macam informasi tertentu dari cerita yang di dengarkan
- Peserta didik mampu mengidentifikasi kejadian dalam teks lisan yang di dengarkan
- Peserta didik mampu mengidentifikasi makna kejadian dalam teks lisan yang di dengarkan

B. Materi Pembelajaran

Compliment is an expression that we say to express or give praise to someone else, in the word's of praise is given to a person to appreciate the success or achievement in get it. Below are some examples of expressions that can be used to give a compliment to someone to intend well.

Kapan kita harus mengucapkan Compliment / Pujian ?

- Pada situasi umum
- Ketika seseorang telah melakukan upaya mereka yang terbaik,
- Jika kamu menyadari sesuatu yang baru dengan penampilan seseorang

Contoh Kalimat Compliment

- What a wonderful performance! (*Penampilan yang sangat bagus!*)

- I must express my admiration to you! (*Saya harung mengungkapkan kekaguman saya kepadamu!*)
- What a nice dress! (*Gaun yang sangat bagus!*)
- You looks so gorgeous! (*Kamu terlihat sangat anggun!*)
- Great job! / Good job! (*Kerja bagus!*)

Respond

- Thank you, (*Terima kasih*)
- I am glad you like it, (*Aku senang kau menyukainya*)
- It is very kind of you to say that, (*Baik sekali kau mengatakannya*)
- Thanks a lot, (*Terima kasih banyak*)
- Thanks a lot for your appreciation, (*Terima kasih atas apresiasimu*)

Contoh Dialog Compliment

Rahmi : Hello, How are things going on, Sinta?

Sinta : Hi. Good, and you?

Rahmi : I'm feeling great today. How was your weekend in Batu?

Sinta : Excellent! You should have gone there with me

Rahmi : Maybe next time I will, Hey what a beautiful skirt you are wearing

Sinta : Really? Thanks a lot.

Metode Pembelajaran

Top down and bottom up

C. Alat, Media, dan Sumber Pelajaran :

1. Papan Tulis dan Spidol
2. Buku Teks Bahasa Inggris Edisi Revisi 2017 Kelas X
SMA/MA/SMK/MAK

3. Speaker dan Laptop
4. Audio Berdasarkan Materi

D. Kegiatan Pembelajaran

Kegiatan Awal (15 Menit)

- Pendidik memberi salam kepada peserta didik (greeting).
- Ketua kelas menyiapkan kelas dan berdoa.
- Pendidik memeriksa kehadiran peserta didik.
- Pendidik menyapa peserta didik serta memberikan motivasi sebelum melaksanakan pembelajaran.

Kegiatan Inti (60 Menit)

- Pendidik memberikan brainstorming kepada siswa dengan memberikan pertanyaan yang terkait dengan materi seperti *'Have you ever complimented your friend's dress?'*, *'What did you say to them?'*. *'What does your friend say to you when they like your bag, shoes or hair?'* untuk membantu siswa memprediksi tentang audio yang akan di dengarkan nantinya
- Pendidik menyampaikan bahwa siswa akan mendengarkan audio
- Pendidik memberikan task kepada semua peserta didik sebelum mendengarkan audio
- Peserta didik diberikan kesempatan untuk mendengarkan audio sebanyak 2 kali
- Pendidik memperdengarkan audio dan peserta didik focus mendengarkan dan mengisi task yang telah di berikan secara individu
- Setelah selesai, peserta didik membentuk peserta didik kedalam 5 kelompok

- Setiap kelompok di berikan kesempatan untuk menjawab pertanyaan yang ada pada task yang telah di kerjakan sebelumnya
- Pendidik memberikan kesimpulan kepada siswa dengan memberikan pertanyaan kepada siswa terkait dengan materi sebelumnya untuk mengetahui sejauh mana pemahaman siswa

Kegiatan Akhir

- Pendidik memberikan penguatan terkait dengan materi yang sulit
- Pendidik memberikan kesimpulan terkait dengan materi yang telah di berikan
- Pendidik menutup pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Pertemuan : 4
Kelas/ Semester : X Listrik B / Ganjil
Sekolah : SMK Negeri 2 Parepare
Alokasi Waktu : 2 x 40 menit
Materi Pokok : Intention to Making Plan

A. Kompetensi Inti

KI. 1	Menghargai dan menghayati ajaran yang di anutnya.
KI. 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkuan pergaulan dan keberadaannya.
KI. 3	Memahami pengetahuan (faktual, konseptual, dan prosedur) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
KI. 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkat, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam

	sudut pandang/teori.
--	----------------------

Kompetensi Dasar

Merespon dan mengungkapkan makna cerita dalam teks lisan secara akurat dan lancar yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari.

• **Indikator**

- Peserta didik mampu mengidentifikasi berbagai macam informasi tertentu dari cerita yang di dengarkan
- Peserta didik mampu mengidentifikasi kejadian dalam teks lisan yang di dengarkan
- Peserta didik mampu mengidentifikasi makna kejadian dalam teks lisan yang di dengarkan

E. Materi Pembelajaran

Asking Intention :

- What are you going to do?
- Any plan for the weekend?

Expressing Intention

- We would like to...
- I am going to...
- I am planning to...

Contoh Dialog Expressing Intention

Santi : Bayu, Do you have any plans?

Bayu : Definitely! **I'm going to go fishing, how about you?**

Santi : I don't really like fishing. **I would rather stay at home than go fishing.**

Bayu : **Are you going to bake choco chips cookies** like that the last time?

Santi : Well, yes. That is my favourite. But **we will also try to make ginger cookies.**

Bayu : It's a good idea!

F. Metode Pembelajaran

Top down and bottom up

G. Alat, Media, dan Sumber Pelajaran :

1. Papan Tulis dan Spidol
2. Buku Teks Bahasa Inggris Edisi Revisi 2017 Kelas X
SMA/MA/SMK/MAK
3. Speaker dan Laptop
4. Audio Berdasarkan Materi

H. Kegiatan Pembelajaran

Kegiatan Awal (15 Menit)

- Pendidik memberi salam kepada peserta didik (greeting).
- Ketua kelas menyiapkan kelas dan berdoa.
- Pendidik memeriksa kehadiran peserta didik.
- Pendidik menyapa peserta didik serta memberikan motivasi sebelum melaksanakan pembelajaran.

Kegiatan Inti (60 Menit)

- Pendidik memberikan brainstorming kepada siswa dengan memberikan pertanyaan yang terkait dengan materi seperti *‘‘What places that are usually crowded on the weekend?’’*. *‘What do you usually do on the weekend?’*. *‘Who is going to the beach often on the weekend?’*. *‘Who is going to the book store*

on the weekend?'. Who is going to the mall on the weekend?'', *''What do people usually do in a mall?''* untuk membantu siswa memprediksi tentang audio yang akan di dengarkan nantinya

- Pendidik menyampaikan bahwa siswa akan mendengarkan audio
- Pendidik memberikan task kepada semua peserta didik sebelum mendengarkan audio
- Peserta didik diberikan kesempatan untuk mendengarkan audio sebanyak 2 kali
- Pendidik memperdengarkan audio dan peserta didik focus mendengarkan dan mengisi task yang telah di berikan secara individu
- Setelah selesai, peserta didik membentuk peserta didik kedalam 5 kelompok
- Setiap kelompok di berikan kesempatan untuk menjawab pertanyaan yang ada pada task yang telah di kerjakan sebelumnya
- Pendidik memberikan kesimpulan kepada siswa dengan memberikan pertanyaan kepada siswa terkait dengan materi sebelumnya untuk mengetahui sejauh mana pemahaman siswa

Kegiatan Akhir

- Pendidik memberikan penguatan terkait dengan materi yang sulit
- Pendidik memberikan kesimpulan terkait dengan materi yang telah di berikan
- Pendidik menutup pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Pertemuan : 5
Kelas/ Semester : X Listrik B / Ganjil
Sekolah : SMK Negeri 2 Parepare
Alokasi Waktu : 2 x 40 menit
Materi Pokok : Describing Place

A. Kompetensi Inti

KI. 1	Menghargai dan menghayati ajaran yang di anutnya.
KI. 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.
KI. 3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
KI. 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

- **Kompetensi Dasar**

Merespon dan mengungkapkan makna cerita dalam teks lisan secara akurat dan lancar yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari.

- **Indikator**

- Peserta didik mampu mengidentifikasi berbagai macam informasi tertentu dari cerita yang di dengarkan
- Peserta didik mampu mengidentifikasi kejadian dalam teks lisan yang di dengarkan
- Peserta didik mampu mengidentifikasi makna kejadian dalam teks lisan yang di dengarkan

B. Materi Pembelajaran

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. (Teks Deskriptif yaitu teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.)

Struktur Descriptive Text (*generic structure*) adalah :

- **Identification** (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
- **Description** (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- Menggunakan *simple present tense*
- Menggunakan *attribute verb*, seperti *be (am, is, are)*
- Hanya fokus pada satu objek tersebut.

Contoh Descriptive Text :

The National Monument

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

C. Metode Pembelajaran

Top down and bottom up

D. Alat, Media, dan Sumber Pelajaran :

- Papan Tulis dan Spidol
- Buku Teks Bahasa Inggris Edisi Revisi 2017 Kelas X SMA/MA/SMK/MAK
- Speaker dan Laptop
- Audio Berdasarkan Materi

E. Kegiatan Pembelajaran

Kegiatan Awal (15 Menit)

- Pendidik memberi salam kepada peserta didik (greeting).

- Ketua kelas menyiapkan kelas dan berdoa.
- Pendidik memeriksa kehadiran peserta didik.
- Pendidik menyapa peserta didik serta memberikan motivasi sebelum melaksanakan pembelajaran.

Kegiatan Inti (60 Menit)

- Pendidik memberikan brainstorming kepada siswa dengan memberikan pertanyaan yang terkait dengan materi seperti *'Do you like going to the beach?'*. *'Do you like going to the park?'*. *'Which park do you usually go?'*. *'Have you ever been in borobudur temple before?'*. *'Where does Borobudur temple locate?'* untuk membantu siswa memprediksi tentang audio yang akan di dengarkan nantinya
- Pendidik memperlihatkan beberapa gambar candi Borobudur kepada siswa agar siswa dapat melihat jelas kondisi dan situasi yang terdapat di candi
- Pendidik menyampaikan bahwa siswa akan mendengarkan audio
- Pendidik memberikan task kepada semua peserta didik sebelum mendengarkan audio
- Peserta didik diberikan kesempatan untuk mendengarkan audio sebanyak 2 kali
- Pendidik memperdengarkan audio dan peserta didik focus mendengarkan dan mengisi task yang telah di berikan secara individu
- Setelah selesai, peserta pendidik membentuk peserta didik kedalam 5 kelompok
- Setiap kelompok di berikan kesempatan untuk menjawab pertanyaan yang ada pada task yang telah di kerjakan sebelumnya

- Pendidik memberikan kesimpulan kepada siswa dengan memberikan pertanyaan kepada siswa terkait dengan materi sebelumnya untuk mengetahui sejauh mana pemahaman siswa

Kegiatan Akhir

- Pendidik memberikan penguatan terkait dengan materi yang sulit
- Pendidik memberikan kesimpulan terkait dengan materi yang telah di berikan
- Pendidik menutup pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Pertemuan : 6
Kelas/ Semester : X Listrik B / Ganjil
Sekolah : SMK Negeri 2 Parepare
Alokasi Waktu : 2 x 40 menit
Materi Pokok : Announcement

A. Kompetensi Inti

KI. 1	Menghargai dan menghayati ajaran yang di anutnya.
KI. 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan lam dalam jangkuan pergaulan dan keberadaannya.
KI. 3	Memahami pengetahuan (faktual, konseptual, dan prosedur) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
KI. 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkat, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Merespon dan mengungkapkan makna cerita dalam teks lisan secara akurat dan lancar yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari.

Indikator

- Peserta didik mampu mengidentifikasi berbagai macam informasi tertentu dari cerita yang di dengarkan
- Peserta didik mampu mengidentifikasi kejadian dalam teks lisan yang di dengarkan
- Peserta didik mampu mengidentifikasi makna kejadian dalam teks lisan yang di dengarkan

C. Materi Pembelajaran

Announcement adalah pernyataan (pemberitahuan resmi) dalam bentuk lisan atau tulis yang berisi sesuatu untuk di ketahui oleh semua orang. Namun, tidak semua orang yang mendengar atau membaca pengumuman tersebut berkepentingan atas pengumuman tersebut. Pengumuman dapat kita dengar atau baca dimana saja, misalnya pengumuman lisan disekolah atau di tempat-tempat umum, sedangkan pengumuman tertulis dapat kita baca di papan pengumuman, di majalah, dan di koran.

Tujuan Announcement

Tujuan announcement text adalah untuk memberitahukan informasi tentang sebuah acara, Lowongan pekerjaan, penerimaan murid baru, penerimaan mahasiswa baru, dan sebagainya dengan memberikan informasi yang berbentuk

formal kepada masyarakat umum atau masyarakat tertentu (To give a formal written notice of certain events).

Jenis Announcement

- Pengumuman orang hilang
- Berita pernikahan, ulang tahun, peresmian dan kelahiran
- Lowongan pekerjaan
- Laporan kegiatan /acara
- Pemberitahuan/ himbauan

Struktur Announcement Text

Title : bagian ini merupakan bagian yang paling penting karena mewakili isi keseluruhan dari pengumuman/ informasi yang diberikan pada suatu *Announcement text*.

Explanation : pada bagian ini, berisi informasi lebih lanjut tentang suatu pengumuman. Biasanya terdiri dari informasi dasar yang mencakup: jenis kegiatan (*type of event*), tanggal dan waktu (*date and time*), tempat (*place*).

Contoh Announcement Text

ANNOUNCEMENT

To : All Students of SMPN 1 Denpasar

There will be a welcoming ceremony next Friday, March 1st 2019, to welcome the exchange students Program from England in our auditorium. All students must wear Batik/Endek uniforms and must be polite. Be punctual!

From: The Principal of SMPN 1 Denpasar

D. Metode Pembelajaran

Top down and bottom up

E. Alat, Media, dan Sumber Pelajaran :

1. Papan Tulis dan Spidol
2. Buku Teks Bahasa Inggris Edisi Revisi 2017 Kelas X
SMA/MA/SMK/MAK
3. Speaker dan Laptop
4. Audio Berdasarkan Materi

F. Kegiatan Pembelajaran

Kegiatan Awal (15 Menit)

- Pendidik memberi salam kepada peserta didik (greeting).
- Ketua kelas menyiapkan kelas dan berdoa.
- Pendidik memeriksa kehadiran peserta didik.
- Pendidik menyapa peserta didik serta memberikan motivasi sebelum melaksanakan pembelajaran.

Kegiatan Inti (60 Menit)

- Pendidik memberikan brainstorming kepada siswa dengan memberikan pertanyaan yang terkait dengan materi seperti *‘‘What places that are usually crowded on the weekend?’’*. *‘What do you usually do on the weekend?’*. *‘Who is going to the beach often on the weekend?’*. *‘Who is going to the book store on the weekend?’*. *Who is going to the mall on the weekend?’*, *‘What do people usually do in a mall?’*’ untuk membantu siswa memprediksi tentang audio yang akan di dengarkan nantinya
- Pendidik menyampaikan bahwa siswa akan mendengarkan audio

- Pendidik memberikan task kepada semua peserta didik sebelum mendengarkan audio
- Peserta didik diberikan kesempatan untuk mendengarkan audio sebanyak 2 kali
- Pendidik memperdengarkan audio dan peserta didik focus mendengarkan dan mengisi task yang telah di berikan secara individu
- Setelah selesai, peserta pendidik membentuk peserta didik kedalam 5 kelompok
- Setiap kelompok di berikan kesempatan untuk menjawab pertanyaan yang ada pada task yang telah di kerjakan sebelumnya
- Pendidik memberikan kesimpulan kepada siswa dengan memberikan pertanyaan kepada siswa terkait dengan materi sebelumnya untuk mengetahui sejauh mana pemahaman siswa
- **Kegiatan Akhir**
- Pendidik memberikan penguatan terkait dengan materi yang sulit
- Pendidik memberikan kesimpulan terkait dengan materi yang telah di berikan
- Pendidik menutup pembelajaran

Parepare, 5 Mei 2019

Appendix 3. Students' Result of The Pre-test

13

Name	: Hardinda
Class	: X listrik B.

Instrument of the Pre-test

Direction : In this part, you will hear some dialogue or monologue. Listen carefully to understand what the speakers are saying, After you listen the dialogue, answer to the following question, select the correct answer and put a cross (x) around the correct word.

At The Restaurant

1. What is Al's friend name?
 - a. Wanita
 - b. Blobby
 - c. Bobby
 - d. Bob
2. How did Al and Bob become friends?
 - a. They are neighbor
 - b. They are just meet at the park
 - c. They went to school together
 - d. They are friends since little
3. What does Al want to drink?
 - a. Coffee with sugar
 - b. Tea with sugar

- Black coffee
- d. Orange juice

4. What does Bob want to drink?

- a. Coffee
- b. Milk and sugar
- Orange juice
- d. Tea

5. Why doesn't Al like large lunch?

- a. It makes him queasy
- It makes him sleepy
- c. It makes him bored
- d. It makes him too full

6. What does Al recommend food for Bob?

- a. Pizza
- b. a hamburger
- Ice cream and blueberry muffin
- d. Toast

7. What food does the waitress usually have?

- a. Bacon
- b. Eggs with fruit
- Omelet
- d. Toast

8. What does Al want to eat for breakfast?

- a. Pizza

- b. Hamburger and ice cream
- c. Cheese omelet
- d. Fruit and ice cream

9. What does Bob want to eat?

- a. Omelet
- b. Mix fruit and yogurt
- c. Hamburger and ice cream ✓
- d. Pancake

10. Why does Bob order the heavy food for breakfast?

- a. Because he doesn't know what to order
- b. Because he likes it
- c. Because he is hungry
- d. Because he eats a lot

11. Where will they go next?

- a. Go shopping
- b. Go to the mall
- c. Go to cinemas ✓
- d. Go home and watching TV

12. How much does their food cost?

- a. 10.15 dollars
- b. 10.13 dollars
- c. 10.35 dollars
- d. 10.30 dollars

13. Why does Al get 50% discount at the restaurant?

- a. Because he eats all the food fast
- b. Because he eats a lot
- c. Because his aunt is the owner
- d. Because he is friends with the waitress
14. Why does Al pay all the food alone?
- a. Because he is kind
- b. Because Bob doesn't have money
- c. Because Bob forgot his wallet ✓
- d. Because Bob doesn't want to pay
15. What did Bob say after Al paid the food?
- a. 'I'll get you back later'
- b. 'I'll pay you later'
- c. 'I'll pay you when we get to the atm' ✓
- d. 'I'll pay you when we got home'

Direction : In this part you will hear some dialogue or monologue. Listen carefully to understand what the speakers are saying. After you listen the dialogue, answer the following question put a circle around the letter T if the statement is true, if it is not true, put a circle around the letter F if the statement is false.

- | | | |
|---|-----|-------|
| 1. Al and Bob were friends in high school | T | (F) |
| 2. Wanita is Bob's friend | (T) | F |
| 3. Al ordered a hamburger | (T) | F |
| 4. Bob ordered orange juice | (T) | F ✓ |
| 5. Bob doesn't like omelet | (T) | F |
| 6. They will watch movie after having breakfast | (T) | F ✓ |
| 7. Bob's aunt is the owner of the restaurant | T | (F) |
| 8. Their food cost ten thirty dollars | T | (F) |
| 9. Al gave the waitress fifteen dollars money | T | (E) ✓ |
| 10. Bob didn't bring his wallet | (T) | F |

Appendix 4. Students' Result of The Post-test

29 Benar

Name	: Hardiuda
Class	: # X Listrik (TM) .B

Instrument of the Post-test

Direction : In this part, you will hear some dialogue or monologue. Listen carefully to understand what the speakers are saying, After you listen the dialogue, answer to the following question, select the correct answer and put a cross (x) around the correct word.

1. Where is Al's car?
 - a. He sell it
 - b. He doesn't have a car
 - c. He lost it
 - d. He left it in repair shop
2. Why did Al leave his car in a repair shop?
 - a. Because he wants to sell it
 - b. Because he had an accident
 - c. Because his car needs a lot of cared
 - d. Because his car is broke down
3. When will the car be ready?
 - a. The car will be ready on Sunday

- The car will be ready on Monday
 - c. The car will be ready on Saturday
 - d. The car will be ready on Friday
4. Why did Al's car needs to be cared?
- a. Because it's a new car
 - b. Because it's always broken
 - Because it's an old car
 - d. Because it's an expensive car
5. What is the model of Al's car?
- a. It is a nineteen seventeen model
 - b. It is a nineteen seventy one car model
 - It is a nineteen seventy five model
 - d. It is a nineteen eighty five model
6. Where is the conversation taking a place?
- a. At the bus station
 - b. At the parking lot
 - c. At the airport
 - At the train station
7. How often did Bob take the train?
- a. He took the train once a week
 - He took the train almost everyday
 - c. He never took the train

d. He usually take the train twice a week

8. Why did Bob like to go on a train?

a. Because the train is faster than the other transportation

b. Because he doesn't have a car

c. Because the train station is near to his house

d. Because he doesn't like walking

9. What time will the train be crowded?

a. There are many people at dawn

b. There are many people in the afternoon

c. There are many people in the morning

d. There are not many people in the train

10. What did Bob suggest when they found out about wrong platform?

a. They should walk

b. They should take taxi

c. They should go back to the restaurant

d. They should wait for a next train

11. Where is the conversation taking a place?

a. At the store

b. At the mall

c. At the market

d. On the street

12. How much does the first pair of shoes cost?

- a. It cost fifty dollars
- b. It cost eighty dollars
- c. It cost sixteen dollars
- d. It cost twenty dollars

13. Why is the second pair of shoes more cheaper than the first one ?

- a. Because the size is different
- b. Because it's made in here
- c. Because it's on discount
- d. Because the quality is not the same

14. Why does Bob want to buy a phone?

- a. Because he lost his phone
- b. Because his phone is broken
- c. Because he doesn't have a phone
- d. Because he wants another phone

15. What features does Bob want?

- a. He wants a good model
- b. He wants a loud volume
- c. He wants a cheaper one
- d. He wants a big size

Direction : In this part you will hear some dialogue or monologue. Listen carefully to understand what the speakers are saying. After you listen the dialogue, answer the following question put a circle around the letter T if the statement is true, if it is not true, put a circle around the letter F if the statement is false.

- | | | |
|---|------------------------------------|------------------------------------|
| 1. Al has a new car | T | <input checked="" type="radio"/> F |
| 2. The colour of his car is red | T | <input checked="" type="radio"/> F |
| 3. He took his car to a mechanic | <input checked="" type="radio"/> T | F |
| 4. He has a nineteen seventy five car model | <input checked="" type="radio"/> T | F |
| 5. Bob took the train everyday | <input checked="" type="radio"/> T | F |
| 6. Bob doesn't enjoy the train | T | <input checked="" type="radio"/> F |
| 7. Bob has a car in his house | T | <input checked="" type="radio"/> F |
| 8. Al's new shoes cost sixteen dollars | T | <input checked="" type="radio"/> F |
| 9. Al's new shoes made from Italy | T | <input checked="" type="radio"/> F |
| 10. Bob bought a new shoes too | T | <input checked="" type="radio"/> F |

Appendix 5. Documentation



(The students are doing the pre-test test)



(The researcher gives a material based on the text book)



(The researcher gives brainstorming about the material : Pre listening)



(The researcher gives a task that related to the audio : While listening)



(The researcher ask the students to give an example about the material : Post listening)



(The students are doing the post-test)

Appendix 6. Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B. 1051 /In.39.5.1/PP.00.9/07/2019
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KOTA. PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : REZKY JAYHAN
Tempat/Tgl. Lahir : PAREPARE, 30 Oktober 1997
NIM : 15.1300.076
Fakultas / Program Studi : Tarbiyah / Tadris Bahasa Inggris
Semester : VIII (Delapan)
Alamat : JL. BAMBU RUNCING, NO. 4, KEL. BUMI HARAPAN, KEC.
BACUKIKI, KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"USING TOP DOWN AND BOTTOM UP PROCESSING AS STRATEGY TO ENHANCE STUDENTS' LISTENING ABILITY AT THE FIRST GRADE OF SMK NEGERI 2 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Wakil Dekan I,

Herdah

01 Juli 2019



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28, Parepare Telp. (0421) 23594, Fax (0421) 27719, Kode Pos 91111
Email : dpmptsp@pareparekota.go.id; Website : www.dpmptsp.pareparekota.go.id
PAREPARE

Nomor : 462/IPM/DPM-PTSP/7/2019
Lampiran : -
Perihal : Izin Penelitian

Parepare, 2 Juli 2019
Yth. Kepala Cabang Dinas Pendidikan Provinsi Sulawesi Selatan Wilayah VIII

Di -
Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Peraturan Walikota Parepare No.39 Tahun 2017 tentang Pelimpahan Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare
6. Surat Dekan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 1051/n. 39/PP.00.9 /07/2019 tanggal 1 Juli 2019 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, Pemerintah Kota Parepare (Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kota Parepare) dapat memberikan Izin Penelitian kepada :

Nama : Rezky Jayhan
Tempat/Tgl. Lahir : Parepare / 30-10-1997
Jenis Kelamin : Wanita
Pekerjaan / Pendidikan : Mahasiswa / S1
Program Studi :
Alamat : Jl. Bambi Runcing BTN Pondok Bahagia Indah Panroko Blok n nomer 4, ke-
Bermaksud untuk melakukan Penelitian/Wawancara di Kota Parepare dengan judul :
Using Top down and Bottom up processing as a strategy to Enhance Students Listening Ability at the First Grade of SMK Negeri 2 Parepare
Selama : TMT 15/07/2019 S/D 15-08-2019
Pengikut/Peserta : Tidak Ada

Sehubungan dengan hal tersebut pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera dibelakang Surat Izin Penelitian ini.

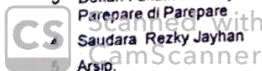
Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.



Kepala Dinas Penanaman Modal
Dan Pelayanan Terpadu Satu
Pintu Kota Parepare



TEMBUSAN : Kepada Yth.
1 Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2 Walikota Parepare di Parepare
3 Dekan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare di Parepare
Saudara Rezky Jayhan
Arsip.





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
BARRU, PAREPARE, SIDRAP

Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125
Telpon. 081342561901/08114111132 email: cabdiswil8@gmail.com

REKOMENDASI

Nomor : 867 /105c -CD.WILVIII/DISDIK

“Using Top Down and Bottom Up Processing As A Strategy To Enhance Students Listening Ability At The First Grade Of SMK Negeri 2 Parepare”.

Yang Bertanda tangan dibawah ini, Kepala Cabang Dinas Pendidikan Wilayah VIII, menerangkan bahwa :

- Nama : Rezky Jayhan
- NIM : -
- Program Studi : IAIN/Tarbiyah

~~Kami tidak keberatan~~ memberikan izin penelitian di SMK Negeri 2 Parepare, mulai Tanggal ~~15 Juli s.d 15~~ Agustus 2019 dengan mendahului laporan ke sekolah dan hasil (Penelitian setelah selesai dilaporkan ke Cabang Dinas Pendidikan Wilayah VIII).

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 16 Juli 2019

KASTSMA & FASILITAS PAUD, DIKMAS & PT
CABANG DINAS PENDIDIKAN
WILAYAH VIII



AMRUDDIN, S. Sos

Pangkat : Penata

NIP : 19690802 198903 1 082



Scanned with
CamScanner



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 2 PAREPARE

Jl. Jend. Ahmad Yani No. 151 ☎ (0421) 21962 - Fax. (0421) 28149 Parepare 91131
Email : smknduapare2@yahoo.co.id Website : www.smknegeri2parepare.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.5/227-UPT SMKN.2/PRP/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMK Negeri 2 Parepare menerangkan bahwa :

N a m a : REZKY JAYHAN
NIM : 151300076
Tempat / Tgl. Lahir : Parepare, 30 Oktober 1997
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Alamat : Jl. Bambu Runcing Panroko Parepare

Telah mengadakan penelitian pada SMK Negeri 2 Parepare, dalam rangka penyusunan Skripsi yang berjudul : *"Using Top Down and Bottom Up Processing As A Strategy To Enhance Students Listening Ability At The First Grade Of SMK Negeri 2 Parepare"*.

Selama ± 1 bulan terhitung mulai tanggal 15 Juli s/d 15 Agustus 2019.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 15 Agustus 2019

Kepala UPT SMK Negeri 2 Parepare
Ka. Subag TU,



Pangkat: Penata Muda Tk. I
NIP. 196605251987031007



Scanned with
CamScanner

CURRICULUM VITAE



Rezky Jayhan was born in Parepare, January 30th 1997. She is the first child from two children in the family, she has one sister and two brothers.

She began her study in Kindergarden at Hafidziyah, Elementry School at SD Negeri 44 in Parepare and graduated on 2009. In the same year, she continued her study in junior high school at SMP Negeri 10 Parepare and graduated on 2012. After that, she continued her study in high school at SMA Negeri 4 Parepare and graduated on 2015. In the same year she continued her study at State Islamic College (STAIN) Parepare and now it has changed become State Islamic Institute (IAIN) Parepare. On 2019, she completed her skripsi under the title “Using Top Down and Bottom Up Processing as a Strategy To Enhance Students’ Listening Ability at The First Grade of SMK Negeri 2 Parepare”

