

## **ABSTRACT**

### **THE COGNITIVE STRATEGY TRAINING : BLOCKED BUTTOM-UP TOP-DOWN APPROACHES IN A LISTENING CLASS**

**By:**

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This research was conducted to find out whether cognitive strategy training based on blocked buttom-up top-down approaches, i) affect the students' listening comprehension, ii) their uses of listening strategies, and iii) explore the students' responses of blocked buttom-up top-down approaches.

This research is designed by mixing quantitative and qualitative methods namely sequential explanatory strategy. In quantitative design, one group pre-test and post-test design was conducted to find out the students' increase in listening comprehension before and after the training. In qualitative design, questionnaires and interview were conducted to investigate the students' uses of listening strategies and their responses on the training. This research applied cognitive strategy training based on blocked buttom-up top-down approach as the treatment. The subjects were 21 second year students of senior high school, selected through a cluster random sampling technique.

The results showed that cognitive strategy training based on blocked buttom-up top-down approaches significantly affected the students' listening comprehension and their uses of listening strategies. Furthermore, the majority of students gave responses that overall activities of strategy training were comprehensible. It indicated that the strategy training could promote the students to understand the gist of listening more easily. However, the lack of vocabulary and unclear material in the second activity of strategy training made the students were confused to determine the stressed words which being one of step in finding the gist of listening.

It is suggested that cognitive strategy training based on blocked buttom-up top-down approaches should be applied in listening class to promote the students' listening comprehension and their uses of listening strategies.