

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

(A Thesis)

By

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
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BANDAR LAMPUNG  
2018**

## **ABSTRACT**

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

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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.

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A Thesis

Submitted in a partial fulfillment of  
The requirements for S-2 Degree



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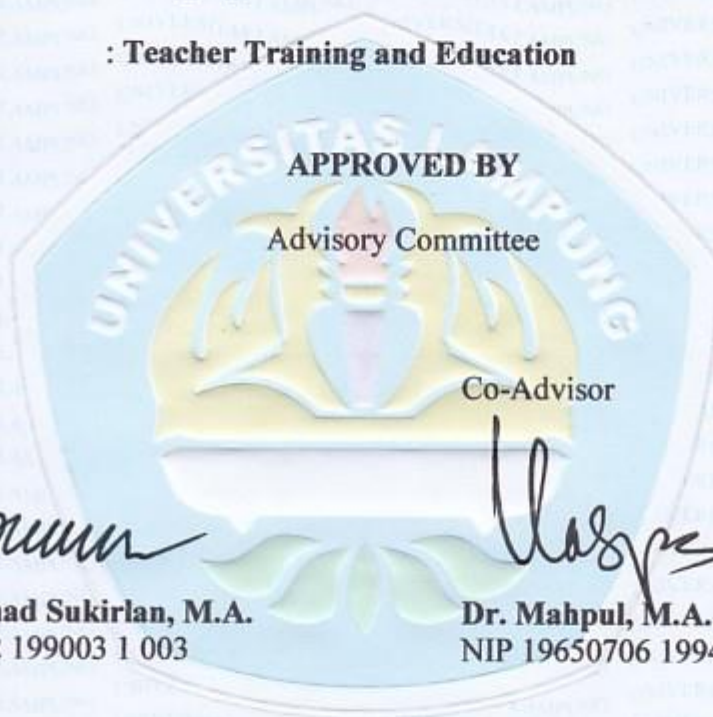
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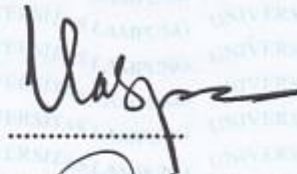
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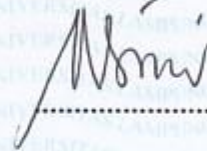
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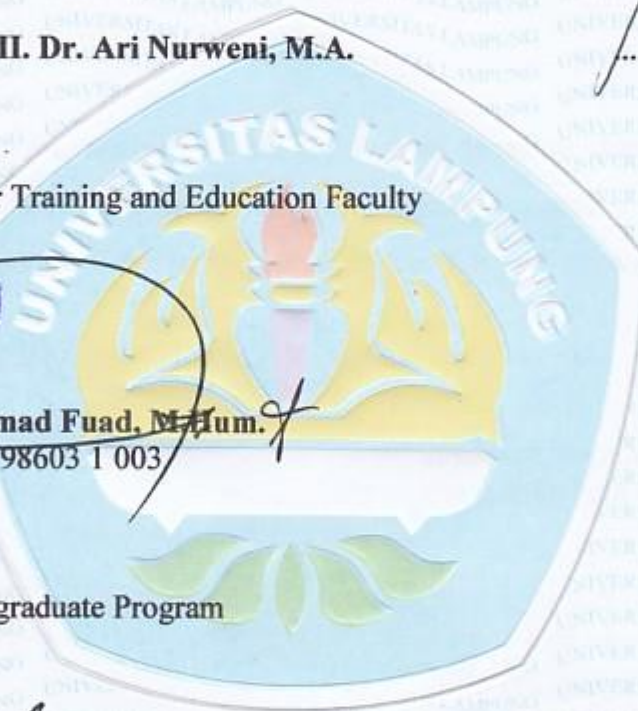
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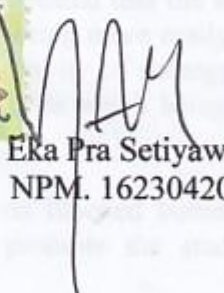
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## **CURRICULUM VITAE**

The writer's name is Eka Pra Setiyawati. She was born on January, 16<sup>th</sup> 1992, in Karyatani. She is the first daughter of Karsim and Nurlaila.

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## **DEDICATION**

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents, Karsim and Nurlaila.
- My beloved husband, Asep Aris Sutopo.
- My beloved a little daughter, Humaira Ainun Mardhiah.
- My beloved younger sister, Siti Maratus Sholihah.
- My nephews and nieces.
- My fabulous friends of Master of English Education 2016.
- My Almamater, Lampung University.



## MOTTO

قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: كُنْ عَالِمًا أَوْ مُتَعَلِّمًا أَوْ مُسْتَمِعًا أَوْ مُجِبًّا وَلَا تَكُنْ خَامِسًا فَفُتِّهِكَ (رَوَاهُ النَّبَهَوِيُّ)

Rasulullah PBU said : “Be a clever one, or one who learns, or one who listens to learning, or one who loves learning. And don’t be the fifth one, then you will be unfortunate.”

(H.R Baehaqi)

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Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, July 12<sup>th</sup>, 2018  
The Researcher

Eka Pra Setiyawati

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## **I. INTRODUCTION**

This chapter is concerned with the background of the research which include the reason of conducting this research, the formulation of the problems, the objective of the research, the uses of the research, the scope of the research, and the definition of terms.

### **1.1. Background of the Research**

It is common knowledge that listening in English is an active skill requiring listeners to deal with a variety of complicated tasks, such as discriminating between sounds and interpreting stress and intonation. Machado (2012) outlined that listening skill is the first language art skill learned, and it develops before a child speaks. Rost (1991,1994) stated that progress in listening provided a basis for development of other language skills and confirms that listening is vital in language classrooms because it provides input for learners. Listening is also one of the four language skills that students should process before students achieved proficiency in speaking, reading, and writing.

Wolvin (2010) and Hunsaker (1990), pointed out that more than 40% of our daily communication time is spent on listening, 35% on speaking, 16% on reading, and only 9% on writing. It clearly showed us how important this listening skill was in overall language used. Listening is one way for the students to absorb the meanings of words and sentences by the brain. Listening means following and



understanding the sound. Through listening the student can improve their ability in receiving and interpreting the message. This means students should be able to produce sentence from what they have listened. Helgesen and Brown (2007) said, "Listening is an active, purposeful processing of making sense of what he heard". It means listeners should actively pay attention and make an effort while listening and trying to interpreting the message from the sentence they have heard.

Listening skill is one of four language skill that is very important. It is very important for every person as communicative competence and to understand what people say clearly especially from English user. By having good listening skill we could prevent misunderstanding problem, and also could accept what people say accurately, especially to understand a foreigner who speak English.

However, the majority of Indonesian learners particularly in secondary school, have low capability in listening comprehension. A survey conducted by English First Standard English Test (2015) showed that Indonesian students are on average at the B1 level (independent user) in English listening skill among 16 countries. It shows that listening in Indonesia is not yet proficient. Furthermore, Wei (2012) added that many ESL/EFL learners, listening is the thing they feel most frustrated with. In addition, Chang & Read (2006) elaborated that listening comprehension is a difficult skill for foreign language learners to develop and for their teachers to assess.

The problems of learners in listening are surely influenced by some factors. Rubin (1994) synthesized the existing research on factors influencing listening comprehension and identified five major factors that researchers believe to be the most influential in listening comprehension, one of them is listening strategies.

Numerous studies have done with the effect of using some strategies on students' listening levels. Herron and Seay (1991) found that the learning results of the students who have got the training of strategies are much better than the students who do not. It is also found that the strategy training may greatly improve students' listening ability. (Nunan, 1996; Su, 2002) found that listening strategy training is welcomed by many students and it should be integrated into foreign language classroom teaching. One of listening strategy training, cognitive strategy training has a big role in listening comprehension instruction. A research study conducted by O'Malley and Chamot (1990), indicated that cognitive strategy training could be effective in enhancing initial learning, and that teachers could do more than simply provide comprehensible input by pairing learning strategy training with listening tasks.

A page of information and resource for teaching, Current Practice Alert (2012), elaborated that cognitive strategy training is an explicit instructional approach that teaches students specific and general cognitive strategies to improve learning and performance by facilitating information processing. Cognitive strategy training embeds metacognitive or self-regulation strategies in structured cognitive routines that help students monitor and evaluate their comprehension. The ability to identify and utilize effective strategies is a necessary skill for academic success.

Shuell (1986) and Sternberg (1996) said that a cognitive approaches in cognitive strategy training stress that learning is an active, constructive, cumulative, and self-directed process that is dependent on the mental activities of the learner. The orientation of cognitive strategy training that focuses on the

mental activities of the learners is regardingly the same as the focus of listening comprehension. Wipf (1984) defined that listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. It shows that cognitive strategy training has positive relationship with listening comprehension.

Bacon (1992) pointed out that there are two significant processes of cognitive strategies in listening : bottom-up processing and top-down processing. In the early 1980s, Hildyard & Olson (1982) pointed out that only top-down processing was believed to improve L2 listening comprehension. More recently, Nunan (2010) stated that both top-down and bottom-up listening strategies have been accepted as being able to greatly enhance listening comprehension. Likewise, Vandergrift (2004) stated that learners need to learn how to use both processes to succeed. Nunan (2010) confirmed that the students must hear some sounds (bottom-up), and hold them in their working memory long enough (i.e., a few seconds) to connect them to each other and then interpret what they heard before new information is introduced. At the same time, Brown (2006) said that listeners also need to use their background knowledge (top-down) to determine meaning with respect to prior knowledge and schemata. 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.

Numerous studies have recently been undertaken with respect to top-down and bottom-up approach in listening comprehension, for example Henderson (2017) investigated bottom-up and top-down strategies in L2 Listening. Mandarani (2016) conducted the research about increasing listening comprehension through top-down and bottom-up strategy. Renandya & Li (2012) examined the effective approaches to teaching listening: Chinese EFL teachers' perspectives. Oh & Lee (2014) identified the role of linguistic knowledge and listening strategies in bottom-up and top-down processing of L2 listening. Al-Qaraghooly & Al-Bermani (2010) conducted a study to develop the listening skill of EFL college students through experimenting the effect of bottom-up and top-down processing on developing the students' LC skill.

Different researchers focused on different orientation. Henderson (2017), Renandya & Li (2012), and Al-Qaraghooly, Al-Bermani (2010) focused on comparing between top-down and bottom up in listening. Meanwhile, Mandarani (2016) focused on applying both top-down and bottom up in listening. While, Oh & Lee (2014) focused on identifying linguistic on top-down and bottom up.

However, as far as it is concerned, very few studies do not cover the comprehensive application of teaching listening through both top-down and bottom up approach. Although it has been found on Mandarani's study (2016), that she immersed top-down and bottom up into her teaching procedure and started the teaching procedure with top-down.

Whereas, Norris (1995), who uses listening activities to illustrate, "If we require (our) students to use native speaker processing skills without first giving (them) a firm grounding in decoding the stream of sounds they hear, we run the

risk of causing (them) more frustration and confusion than they can handle”. He adds, “In order to simulate the knowledge that native speakers bring to listening, learners are often provided with vocabulary lists prior to the task and told who the speakers are, what the situation is, and what the topic is about.” It indicates that the students better start their listening from the smallest thing (Bottom up) to bigger thing (Top-down). Therefore, the study with developed procedure of training from bottom up to top-down in listening needs to be done.

## **1.2. Research Question**

Based on what arose in the problem background, the researcher formulated the research questions as follow :

1. Does cognitive strategy training based on blocked bottom-up top-down approach significantly affect on students’ listening comprehension in term of four listening’s aspects?
2. What is the effect of cognitive strategy training based on blocked bottom-up top-down approach on the use of listening strategies?
3. What are the students’ responses of cognitive strategy training based on blocked bottom-up top-down approach in listening comprehension?

### **1.3. Objective of the Research**

The objectives of the research were :

1. To find out whether developed cognitive strategy training based on blocked bottom-up top-down approach significantly affect on students' listening comprehension in term of four listening's aspects.
2. To know the effect of cognitive strategy training based on blocked bottom-up top-down approach on the use of listening strategies.
3. To know the students' responses of cognitive strategy training based on blocked bottom-up top-down approach in listening comprehension.

### **1.4. Use of the Research**

Theoretically, this current research could be used to :

1. Contribute the previous study and relevant theories in this research
2. Contribute for the coming research as reference

Practically, this current research could be used to :

1. Help the students' difficulties in listening comprehension
2. Motivate the students through the effective strategy
3. Explore the effective design of learning strategy in teaching listening
4. Help the teacher to use effective strategy in teaching listening

### **1.5. Scope of the Research**

This research design was quantitative and qualitative. The independent variables were cognitive strategy, blocked bottom-up top-down approach. And the dependent variable was students' listening comprehension. This research attempted to answer whether developed cognitive strategy training can affect students' listening comprehension, to know whether cognitive strategy training based on blocked bottom-up top-down approach improve students' listening strategies, and to know what the students' responses of cognitive strategy training based on blocked bottom-up top-down approach in listening comprehension.

The research was conducted at Class XI of Senior High School of MA Ma'arif 06 Pasir Sakti which consisted of three classes with the total students about 97 students. The sample of the research was taken by using the technique of classroom random sampling. There were three instruments in this research, they were questionnaire, interview, and test. A questionnaire was to measure the students' use of listening strategies before and after the training. An interview was to measure the students' responses on strategy training after the training. And a test was to measure the effect of cognitive strategy training based on blocked bottom-up top-down approach in students' listening comprehension. Further, the data were analyzed by administering the result with SPSS 16.0.

## 1.6. Definition of Term

Based on the brief explanation above, the researcher elaborated some definition of terms relate to this research.

**Cognitive Strategy** is one type of learning strategy that learners use in order to learn more successfully. These include repetition, organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation.

**Top-down Approach** is an approach that the listener are actively constructing meaning rather than sound based on expectations, inferences, intentions, and other relevant prior knowledge.

**Buttom up Approach** is an approach that the listeners are actively analyzing the successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived.

**Blocked Buttom-up Top-down Approach** is an approach combined both top-down and buttom-up into the teaching procedure started with buttom-up and ended with top-down.

**Listening Comprehension** refers to the understanding of the implications and explicit meanings of words and sentences of spoken language.



## **II. REVIEW OF LITERATURE**

This chapter views the literature of review used in this study such as ; review of previous research, concept of strategy training, concept of implementing strategy training, concept of cognitive strategy training, concept of listening comprehension, and concept of blocked bottom-up top-down approach in listening. This chapter also describes theoretical assumption and hypotheses.

### **2.1. Review of Previous Research**

There are several previous studies dealing with top-down approach in listening comprehension. Henderson (2017) investigated bottom-up and top-down strategies in L2 Listening. He tested how top-down and the bottom-up strategy-based approaches influenced students' listening skills in a classroom for Chinese language instruction. All participants have gained from the listening strategies instructions. Although the weak listeners in this study showed no improvement in their scores, they all, especially these weak listeners, gained the strategy of listening, as evidenced by the increasing awareness of their own listening process, forming a better listening habit and gaining confidence in listening. The results also showed that learners at different learning stages use top-down and bottom-up processing differently.

Further, Mandarani (2016) conducted the research about increasing listening comprehension through top-down and bottom-up strategy. The study illustrates a process of combining top-down and bottom up approach in listening. The process is known as interactive processing. She combine both approaches by turn and start the procedure from top-down and followed with bottom up.

Renandya & Li (2012) examined the effective approaches to teaching listening: Chinese EFL teachers' perspectives. They wanted to know what approaches do teachers believe to be effective in helping Chinese EFL learners cope with their major listening difficulties. The result showed that Teachers in general share similar opinions towards what constitutes effective approaches to helping EFL learners deal with their listening comprehension difficulties (i.e., Text factor and Processing factor), which primarily reflect a bottom-up orientation.

Hence, Oh & Lee (2014) identified the role of linguistic knowledge and listening strategies in bottom-up and top-down processing of L2 listening. The results show that in general these teachers share a preference for a bottom-up approach to teaching L2 listening, stressing the importance of giving priority to developing their students lower level skills such as coping with fast speed and recognizing words in speech. However, differences in opinions are identified among the teachers, especially regarding the degree of importance attached to the teaching of listening strategies. Overall, the results seem to lend support to the argument that enhancing EFL learners' bottom-up processing competence is perhaps the first thing that needs to be addressed to help EFL learners build a

solid linguistic foundation before they move on to learning the more advanced listening skills.

At last, Al-Qaraghooly & Al-Bermani (2010) conducted a study to develop the listening skill of EFL college students through experimenting the effect of bottom-up and top-down processing on developing the students' LC skill. The study focused on examining the effectiveness of top-down processing (TDP) versus bottom-up processing (BUP) of LC and developing EFL college students' skill in LC. It is found out that both of TDP and BUP have an equal influence on the EFL students' achievement of LC. It is also found out that the TDP group is more efficient than the BUP group in achieving the TDP items in the posttest. This result is considered anormal one because TDP students are trained during the instruction to answer such items. In the same respect, it is found out that the BUP group is more efficient in achieving the BUP items in the post achievement test than the TDP group.

## **2.2. Strategy Training**

Strategy training represents a process during which language learners are taught a range of strategies which are helpful for the learners and which make their learning more effective. As for the terminology preferring the term of strategy training, Ellis (1997) described strategy training as the one which provides a way of helping learners to become autonomous (i.e. of enabling them to take responsibility for their own learning). Furthermore, Cohen (2002) used the term of strategy training as well and lists several approaches to strategy training.

As far as the term of learner training is concerned, Ellis and Sinclair (1989b: 2) considered it in the following way: “The training of learning aims to help learners consider the factors that affect their learning and discover the learning strategies that suit them best so that they may become more effective learners and take on more responsibility for their learning”.

Thornbury (2006) spoke about learner training in connection with autonomy. Scrivener’s as well as Thornbury’s point of view refers to autonomous learning which strategy training belongs to, dealing with the issue of self-directed learning mention learning strategies and its important role in teaching process. Gallacher (2017) spoke about learner training as well, however, in connection with young learners, and defines learner training as follows: “Learner training is about developing students’ awareness of how they learn and aims to develop students’ learning strategies with the intention of making learners more effective and independent”.

Moon (2000) added that “one of the ideas behind learning to learn is that pupils need awareness of how they carry out learning tasks (of the strategies they use) in order to improve and develop more flexible ways of working”. All these contribute to the fact that learning how to learn is considered to be essential in language learning and thus strategy training should be implemented in teaching process. It means that teachers should accept responsibility for not only teaching a language but also teaching how to learn. Moon (2000) supported this necessity by stating that “teachers need to help pupils to learn how to learn” and emphasizes this as a necessary goal which teachers work toward step by step.

### **2.2.1. Aspects of Implementing Strategy Training**

Relating to how to realize strategy training for learners, Oxford (1990) listed eight steps for designing strategy training in the form of imperatives for teachers: “determine the learners’ needs and the time available, select strategies well, consider integration of strategy training, consider motivational issues, prepare materials and activities, conduct a completely informed training, evaluate the strategy training, revise the strategy training”.

Cohen (2003) commented these steps and claimed that “the most important considerations in the design of a strategy training programme are the students’ needs, the available resources (e.g., time, money, materials, availability of teacher trainers), and the feasibility of providing this kind of instruction”. Determination of learners’ needs refers to identification of language learning strategies, which is realized through self-report by Chamot (2004). Oxford (1990) used the term of strategy assessment and mentions several techniques, e.g., observations, interviews, diaries and journals, or self-report surveys. Learners are supposed to indicate how often they use particular learning strategies on 5-point scale and teachers find out which strategies are used most frequently by their learners. Afterwards teachers can plan their strategy training – they should select strategies, create all necessary materials, and then conduct it and evaluate it.

Regarding the strategy training in listening, many researchers such as Conrad (1989), O’Mallay and Chamot (1990), and Rost and Ross (1991) and Azmi Bingol, Celik, Yidliz, and Tugrul (2014) expressed that there were three types of strategies in listening comprehension. They are cognitive, metacognitive,

and socio-affective. As Goh (2002) revealed in his research, more skillful listener adopts both cognitive and metacognitive strategies in order to understand most of the text that he listens for. He can also use his "prior knowledge of linguistic cues, and contextual information".

Vandergrift (1997) investigated different listening strategies used by students at different levels. She found out that beginners mainly relied on semantic clues, cognates, kinesics and tone of voice together with cognitive strategies, such as elaboration and inferencing. On the other hand, intermediate level students used more metacognitive strategies and relied on similar cognitive strategies, although they were able to process a larger number of chunks. She concluded that the main characteristic of successful students is the use of more metacognitive strategies.

However, her findings were conducted for L2 learners, while FL learners have different conditions. In reality, most FL learners have the same problems in listening comprehension. They are desperately trying to understand every single word within a listening text than focus on the big picture and general meaning of a listening text. Thus, the learners are locked into the pronunciation of words which are being listened and do not understand the main point of information. In this case, preferring cognitive strategy to metacognitive strategy is more appropriate in FL learners in promoting listening comprehension.

### **2.2.2. Cognitive Strategy Training**

As far as the taxonomy of language learning strategies is concerned, it has been already stated that there have been various taxonomies suggested so far and no one is generally preferred. Nevertheless, all the taxonomies correspond in the fact that they all contain a group of strategies called cognitive. Oxford (1990), who distinguishes memory strategies from cognitive ones, differed from other authors who include strategies concerning vocabulary learning into a group of cognitive strategies. In his article, in defining cognitive strategies, Cohen (2002) presented that “cognitive strategies usually involve both the identification, retention, storage, or retrieval of words, phrases, and other elements of the second language”. Cohen’s definition confirms uniting memory and cognitive strategies into one group marked as cognitive as well as Ellis and Sinclair (1989b) who provide an overview of particular cognitive strategies, where memory strategies such as grouping, imagery, directed physical response and visual reinforcement are listed only under the term of cognitive strategies.

As the name itself suggests, cognitive strategies refer to cognition, which is used by learners to complete a certain task. Ellis (1997) perceived cognitive strategies as “those that are involved in the analysis, synthesis, or transformation of learning materials”. This group of strategies is generally considered to be very important for language learning. The taxonomy of cognitive strategy in learning based on experts are elaborated into some components. Rubin (1987) and Stern's (1992) identified 6 main cognitive learning strategies contributing directly to language learning: Clarification/ Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, and Monitoring. Oxford (1990)

divided cognitive strategy into some components ; Practising, Receiving and sending messages strategies, Analysing and reasoning, Creating structure for input and output.

O'Malley et al. (1985) stated that cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

Relating to cognitive strategy in listening comprehension, the orientation of cognitive strategy training that focuses on the mental activities of the learners is regardingly the same as the focus of listening comprehension. Wipf (1984) defined that listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. While, Shuell (1986) and Sternberg (1996) pointed out that cognitive strategy training stress that learning is an active, constructive, cumulative, and self-directed process that is dependent on the mental activities of the learner. It shows that cognitive strategy training has positive relationship with listening comprehension.



### **2.3. Listening Comprehension**

Vandergrift (2004) defined that listening is probably the least explicit of the four language skills, making it the most difficult to learn. Underwood in Villegas (2013) also defined that listening is the activity of paying attention and trying to get meaning for something we hear"; this is a complex process that enables the brain to construct meaning from the sounds heard and understand spoken language. Purdy (1997) as cited by Gilakjani and Ahmadi (2011) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expression (verbal and nonverbal), needs, concerns, and information offered by other human beings.

Wilson (2003) said that listening involves the decoding of the messages, and it takes place over time. Most oral data is not recorded and has no permanent record. It is based on the spontaneous performance, an invisible ink that usually disappears from the memory within seconds. Because listening takes place over time, not space, the gaps between words that exist in writing do not exist in speech, so the listener imagine them.

According to Lynch and Mendelsohn (2002) as cited by Al-Qaraghooly and Al-Bermani (2010), traditionally listening was viewed as a passive process in which our ears just received information and the listener passively registered the message. Today listening is considered as an active process, and good listeners are just as active when listening as speakers are when speaking. They assert that listening is not a single process, but it is more accurate to conceive of it as a bundle of related processes-recognition of the sounds uttered by the speaker,

perception of intonation patterns showing information focus, interpretation of the relevance of what is being said to the current topic and so on.

According to Peterson (2001) in Murcia (2002 ), no other type of language input is as easy to process as spoken language, received through listening. He said that the primacy of listening in the processes of comprehension, retention of information in memory, and acquisition of second language competence. He also explained that when a listener searches long-term memory for ideas that relate to the new information; when a match is made between old and new information, comprehension occurs. Furthermore, he stated that listening in their native language, people never hear all the information in a message, and they do not need to; proficiency in comprehension is the ability to fill the gaps and to create an understanding that meets one's purpose for listening.

King and Stanley (1989) stated there are listening comprehension questions that are asked to the listener in listening comprehension, they are: 1) Topic/ main idea; topic is the gist of a passage, the central thought, the chief topic of a passage expressed or implied in a word or phrase, the topic sentence of a paragraph, a statement in sentence form which gives the stated or implied major topic of a passage and the specific way in which the passage is limited in content or reference. 2) Detail; detail questions ask the listener about specific pieces of information that are stated in a passage. 3) Inference; inference is called as some things are not stated but they can be understood through details which are stated or through general knowledge. Inference is an interpretation or a conclusion based on the information that we hear. 4) Restatement/ conclusion; restatement is the

way to say something in different way but still has the same meaning. Then, conclusion is the final result from one text or one sentence that describes the text.

(Clark, 1997; Peterson, 2001; Murcia, 2002) elaborated that one view of listening comprehension describes comprehension of a speaker's message as the internal reproduction of that message in the listeners' mind, so that successful listening reproduces the meaning much as the speaker intended. According to Richards (2008), listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. O'Malley, Chamot, and Kupper (1989) as cited by Gilakjani and Ahmadi (2011), offered a useful and more extensive definition that listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement.

However, most of learners think that listening is the most difficult skill. Wei (2012) stated that many ESL/EFL learners, listening is the thing they feel most frustrated with. In addition, Chang & Read (2006) elaborated that listening comprehension is a difficult skill for foreign language learners to develop and for their teachers to assess. The problems of learners in listening are surely influenced by some factors. Rubin (1994) synthesized the existing research on factors influencing listening comprehension and identified five major factors that researchers believe to be the most influential in listening comprehension: 1) text

characteristics such as speech rate, pause phenomena and hesitation, level of perception, sandhi, stress and rhythmic patterning perception, L1/L2 difference, syntactic modifications, redundancy, morphological complexity, word order, discourse markers, and visual support for texts; 2) interlocutor characteristics such as gender and language proficiency; 3) task characteristics such as task type; 4) listener characteristics such as language proficiency level, memory, attention, affect, age, gender, learning disability in L1, and background knowledge; and 5) process characteristics such as top-down, bottom-up, and parallel processing, listening strategies, and negotiation of comprehensible input.

In this case, listening process and listening strategies become the essential focuses on language learning. Numerous studies have been undertaken with respect to the effect of using some strategies on students' listening levels. Herron and Seay (1991) found that the learning results of the students who have got the training of strategies are much better than the students who do not. It is also found that the strategy training may greatly improve students' listening ability. (Nunan, 1996; Su, 2002) found that listening strategy training is welcomed by many students and it should be integrated into foreign language classroom teaching.

One of listening strategies, cognitive strategy is regarded as the important one in helping the learners how to comprehend the listening text and process the spoken discourse. Bacon (1992) pointed out that there are two significant processes of cognitive strategies in listening : bottom-up processing and top-down processing. In the early 1980s, Hildyard & Olson (1982) pointed out that only top-down processing was believed to improve L2 listening comprehension. More recently, Nunan (2010) stated that both top-down and bottom-up listening

strategies have been accepted as being able to greatly enhance listening comprehension. Likewise, Vandergrift (2004) stated that learners need to learn how to use both processes to succeed. Nunan (2010) confirmed that students must hear some sounds (bottom-up), and hold them in their working memory long enough (i.e., a few seconds) to connect them to each other and then interpret what they heard before new information is introduced. At the same time, Brown (2006) said that listeners also need to use their background knowledge (top-down) to determine meaning with respect to prior knowledge and schemata. 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. Therefore, from those studies, a combination between top-down and bottom up approach is regarded as the important thing in listening.

#### **2.4. Blocked Bottom-up Top-down Approach in Listening**

Nunan (2010) stated that both bottom-up and top-down approach arose out of 1970s computer science by IBM researchers. The bottom-up approach is text based, relying upon language aspects (i.e., sounds, vocabulary, grammar), and is a process of decoding the sounds, from the smallest units to complete texts (i.e., listening for specific details, recognizing cognates, and recognizing word order patterns). Alternatively, the learner-based top-down approach focuses upon the listener's thinking process, constructing the original meaning of the speaker by using incoming sounds, and using context as clues to interpret the main idea, make predictions, and summarize intentions. Top down and bottom-up approach are

referred to collectively as interactive approach that focus on both the language and the listener.

It is important to note that although the interactive model established by Rumelhart (1973) was developed within the context of reading, it applies equally well to listening comprehension as both skills are receptive and share many characteristics. According to Rumelhart (1973), what makes the listening process interactive is that language is processed simultaneously at different levels. In addition, Flowerdew & Miller (2005) confirmed that this parallel processing allows the interaction of various types of knowledge, namely phonology, syntax, semantics and pragmatics.

Some studies (Field, 2001; Wolff, 1987) have stated that the use of bottom-up processing and top-down processing extend simultaneously throughout all listening skill levels. These strategies alone do not help listeners overall improve and understand texts; listeners increase their listening competency using bottom-up processing for easier texts and top-down processing for difficult texts. Further, Vandergrift (2003) found that more-skilled listeners tended to approach both bottom-up processing and top-down processing interactively, and less-skilled listeners were incompetent in keeping up with the coming input, were unable to recognize relevant information, and rapidly forgot previously comprehended knowledge. Because of less-skilled listeners' lack of vocabulary competency, they interact with the listening passages superficially and have a difficult time focusing on new potential information and maintaining old comprehended input.

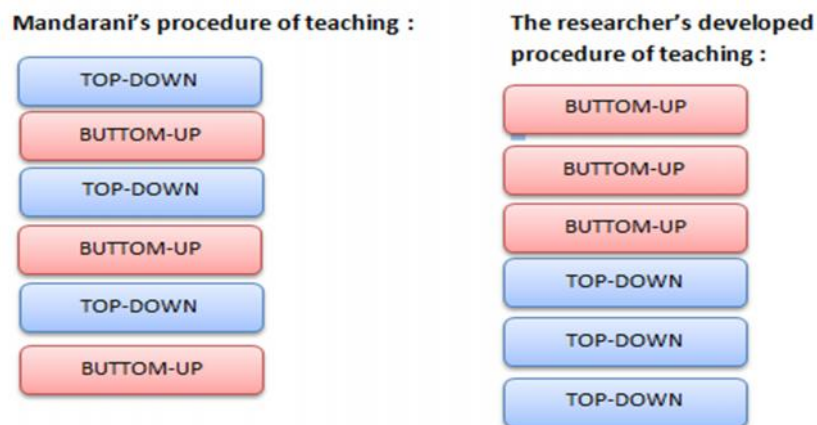
Other studies (Stanvich, 1980; Lund, 1991) found that listeners cannot switch from bottom-up processing to a top-down processing when they are confused by

syntax or have limited vocabulary. Listeners pay too much attention to translating or recalling either their known or unknown vocabulary, so that they have no room to process more new information or the meaning behind the listening passages. Van Patten's study (1989) found that listeners had trouble paying attention to both content and form and that paying attention to form interfered with listeners' comprehension of content. Another of Van Patten's (1990) studies indicated that low-proficiency listeners struggle when they have to deal with processing input in both grammar morpheme and meaning; many low-proficiency listeners cannot accomplish these two tasks at the same time. A recent Vandergrift study (2003) indicated that "less-skilled listeners tended to segment what they heard on a word-by-word basis, using almost exclusively a bottom-up approach".

In applying both bottom-up and top-down approach in listening class, most studies immersed between bottom-up and top-down into the procedure of teaching such as done by Mandarani (2016). However, according to Norris (1995), who uses listening activities to illustrate, "If we require (our) students to use native speaker processing skills without first giving (them) a firm grounding in decoding the stream of sounds they hear, we run the risk of causing (them) more frustration and confusion than they can handle". He adds, "In order to simulate the knowledge that native speakers bring to listening, learners are often provided with vocabulary lists prior to the task and told who the speakers are, what the situation is, and what the topic is about." It indicates that the students better start their listening from the smallest thing (Bottom up) to bigger thing (Top-down).

Therefore, the researcher develops procedure of training from bottom up to top-down in listening class. In this case, the researcher named the approach of strategy training with blocked bottom-up top-down approach.

**Figure 2.1 Design of Cognitive Strategy Training Based on Blocked Bottom-up Top-down Approach in Listening Comprehension**



## **2.5. Designing Procedure of Blocked Bottom-up Top-down Approach in Listening**

Before designing the procedure of developed cognitive strategy training based on blocked bottom-up top-down approach in listening, the researcher considers some aspects in cognitive strategy, listening comprehension, and bottom-up top-down approach. Those three aspects are combined into a developed strategy training which involves a three-part sequence consisting of pre-listening, while-listening, and post-listening as stated by Field (1998) and contains activities that link bottom-up and top-down listening. The activities in developed cognitive strategy training based on blocked bottom-up top-down approach in listening are also adopted from Richard (2008), the procedures explained below :



- a. The pre-listening phase prepares students for bottom-up processing through activities involving distinguishing between positive and negative statements, using stress and intonation to identify word and sentence functions, and identifying key words / vocabularies that occurred in a spoken text.
- b. The while-listening phase focuses on top-down processing through activities involving activating prior knowledge / using key words to construct the schema of a discourse, and making prediction / Infer the setting for a text, the role of the participants or their goals, and comprehending the gist of listening.
- c. The post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic. However, it can also include a bottom-up focus if the teacher and the listeners examine the texts or parts of the text in detail, focusing on sections that students could not follow. This may involve a microanalysis of sections of the text to enable students to recognize such features as blends, reduced words, ellipsis, and other features of spoken discourse that they were unable to process or recognize.

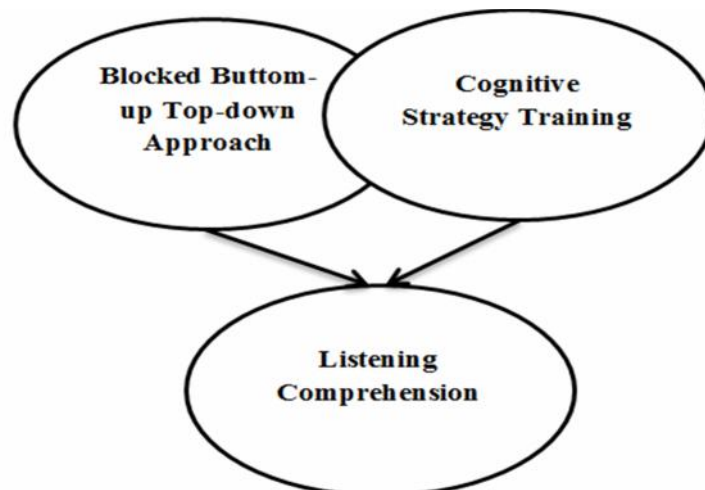
Based on the procedures above, it is hoped to be able to promote the students' listening comprehension and add the teachers' strategy in teaching listening.

## 2.6. Theoretical Assumption and Hypothesis

### 2.6.1. Theoretical Assumption

Regarding on the previous explanation, it is assumed that the developed strategy training based on blocked bottom-up top-down approach improves students' listening comprehension. Strategy training represents a process during which language learners are taught a range of strategies which are helpful for the learners and which make their learning more effective. Regarding on that, by using strategy training frequently, the students able to reflect their learning strategies and develop their listening comprehension. This is also the reason of the researcher to develop the strategy training. It is hoped to solve the common issue raising in most students' views that listening is difficult skill. The following picture describes thinking frame about how strategy training can promote listening comprehension based on blocked bottom-up top-down approach:

**Figure 2.2 Thinking Frame of Cognitive Strategy Training, Blocked Bottom-up Top-down, and Listening Comprehension**



### **2.6.2. Hypothesis**

Concerning to the concept and theoretical assumption above, the researcher formulated the hypotheses as follow :

Ho = there is no significant difference between students' listening comprehension and listening strategy before and after strategy training given.

H1 = there is a significant difference between students' listening comprehension and listening strategy before and after strategy training given.

### **III. RESEARCH METHODOLOGY**

This chapter discusses about methodology of the research used in this study such as; research design, how to collect the data from the subject, how to analyze the data. This chapter also explain the research procedure, validity and reliability of the test instrument, data treatment, and hypothesis testing.

#### **3.1. Research Design**

The research was designed by mixing quantitative and qualitative method. The mixed-method approach was designed in sequential explanatory strategy. The purpose of this sequential explanatory strategy is to “use qualitative results to assist in explaining and interpreting the findings of a primarily quantitative study”. Creswell (2009:203-211) stated that which in our case was to explain and interpret the quantitative results by collecting and analyzing follow-up qualitative data. In this case, the qualitative data collection of the process before, during, and after cognitive strategy training was used to support the quantitative data of students’ listening comprehension aspects development.

In quantitative research, this research was a pre-experimental and descriptive quantitative design. The quantitative research was in the *one-group pretest-posttest, pre-experimental design*. It could be presented as follows:

### **T1 X T2**

Note:

T1 : Pretest

T2 : Posttest

X : Treatment (Cognitive Strategy Training)

In quantitative design, the researcher discovered information on aspects of listening comprehension that can be promoted after conducting cognitive strategy training. Qualitative design was used to support the findings in listening comprehension improvement after the training. In qualitative design, the researcher elicited the information of the proposed model of cognitive strategy training through the students' response.

### **3.2. Subjects**

The subject of this study was the second year students at MA Ma'arif 06 Pasir Sakti in academic year 2017-2018, and the object of this research was the proposed model of cognitive strategy training towards students' listening comprehension based on blocked bottom-up top-down approach. The population of this research was the second year students of MA Ma'arif 06 Pasir Sakti in academic year of 2017/2018. The second year students in this school were divided

into three classes. The total number of the second year students in this school was 97 students.

### **3.3. Source of the Data**

The data of this study were in the form of:

- a. Students' listening comprehension before and after the training in form of listening test
- b. Students' listening strategies before and after the training in form of questionnaire
- c. Students' response on cognitive strategy in listening after the training in form of interview result

### **3.4. Data Collecting Technique**

In collecting the data, the researcher used some technique as follows:

#### **Administering the Listening Test**

The listening test was designed to measure or to know whether the developed cognitive strategy training can improve students' listening comprehension. The test is given to the students. The test was taken twice, pre-test and post-test. Pre-test was taken before applying the treatment and post-test was taken after applying the treatment. In pre-test and post-test, the students were given the same topic. Between pre-test and post-test, the researcher applied the treatment (cognitive strategy training).

To assess the score of the students' listening comprehension, the researcher used the scoring guide based on the assessment of English teacher at MA Ma'arif 06 Pasir Sakti.

### **Administering Questionnaire Sheet**

A questionnaire was designed to know what is the effect of cognitive strategy training based on blocked bottom-up top-down approach on the use of listening strategies. The questionnaire was given to the students twice. First was given before applying the treatment and second was given after applying the treatment. In this case, the researcher used listening comprehension strategy questionnaire adapted from vandergrift (1997) and goh (2002) to identify the students' listening strategy in listening. The questionnaire consisted of 16 items respected to the aspects of listening strategies.

### **Conducting Interview**

An interview was designed to know what are the students' response of cognitive strategy training based on blocked bottom-up top-down approach in listening comprehension after employing the developed cognitive strategy training. The interview was conducted after the training given. The students were interviewed based on some pieces on the procedure of training that taught by the researcher before. It aimed at giving the accurate result of the students' response of the training given. The interview guide was designed by adopting the aspects of applying bottom-up and top-down approach in listening promoted by Richard (2008). The interview guide or protocol was attached.

## **Designing the Procedure of Training**

In designing the training, the researcher focused on the aspects of cognitive strategy classified by Rubin's (1987) in Hismanoglu (2000) ; clarification, inferencing, reasoning, practice, memorization, and monitoring. And the researcher also employed the interactive process of listening during the training proposed by Richard (2008) ; distinguishing positive and negative statement, using stress and intonation to identify word and sentence function, identifying key words / vocabularies that occurred in a spoken text, using key words to construct the schema of discourse to activate prior knowledge, inferring the setting for a text, the role of the participants or their goals to make prediction, and comprehending the gist of listening. Then, the researcher involved the aspect of listening comprehension into the procedure of training promoted by King and Stanley (1989) ; main idea, detail, inference, restatement/ conclusion. The training was conducted on three meetings in 60 minutes per meeting. From the series of trainings which were being employed, the researcher tried to reflect the steps of training in every meeting.

### **3.5. Steps in Collecting the Data**

In collecting the data, the researcher used the following procedures :

#### **1. Determining the Subject of the Research**

In determining the subject of the research, the researcher used cluster sampling to take two classes only, because the total population of 97 students was large enough to be a sample. According to Gay *et al* (2000), cluster sampling



randomly selects groups, not individuals. All the members of selected groups had similar characteristic. It meant the homogenous characteristics were the consideration. In addition, in cluster sampling, each member of the population under study had an equal chance of being selected and the probability of a member of the population being selected was unaffected by the selection of other members of the population. Then, in cluster sampling, the sample units contained groups of elements (clusters) instead of individual members or items in the population.

**Table 3.1**

**The Total Population of the Second Year Students at  
MA Ma'arif 06 Pasir Sakti**

<b>No.</b>	<b>Class</b>	<b>Number of Students</b>
1.	Ibnu Shina	21
2.	Ibnu Rusd	39
3.	Ibnu Taimiyah	38
Total		97

To take the sample by using cluster sampling, the researcher named cards based on every second year students' classes in MA Ma'arif 06 Pasir Sakti. After mixing these cards, the researcher took two cards randomly as a sample of this research.

**Table 3.2**

**The Total Sample of the Research at  
MA Ma'arif 06 Pasir Sakti**

<b>No</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total Number of Student</b>
1.	Ibnu Shina	10	11	21
2.	Ibnu Taimiyah	15	23	38
Total				59

## **2. Determining the Instruments of the Research**

### **A. Test**

In administering the pre-test and post-test, the researcher designed the listening test based on the aspects of listening comprehension promoted by King and Stanley (1989) ; finding main idea, finding detail, identifying inference, identifying restatement. It consisted of 9 multiple choice questions with 4 alternatives or options ; A, B, C, and D. The listening questions were regarded able to see the students' listening comprehension before and after the treatment given.

### **B. Questionnaires**

In administering the questionnaires, the researcher used listening comprehension strategy questionnaire adapted from vandergrift (1997) and goh (2002). LCSQ was aimed to see the students' listening strategies used in listening before and after the training. The questionnaire were attached in appendix.

LCSQ consisted of 12 items for identifying the students' listening strategies on a four-point scale ranging from strongly agree as "SA", agree as "A", uncertain as "UC", disagree as "DA", and strongly disagree as "SDA".

### **C. Interview**

In conducting the interview, the researcher arranged the interview guide based on the aspect of applying bottom-up and top-down approach in listening promoted by Richard (2008). The interview was aimed to see the students' response on cognitive strategy training in listening comprehension. Further, the interview

guide consisted of 6 aspects of question item for identifying the students' response after being trained with the cognitive strategy training.

### **3. Conducting Pre-test**

Pre-test of listening was conducted to investigate present listening comprehension. The materials were based on the aspects of listening comprehension ; main idea, detail, inference, and restatement. The score was adjusted into a scale of 0-100 so that it was easier to correlate to data of cognitive strategies. Both pretests were conducted in a 60 minute meeting.

### **4. Conducting Questionnaire Before Treatment**

To know students' listening strategies used in listening before the treatment given, the researcher administered the questionnaire. The questionnaire was distributed to the students with some ranging scale from strongly agree as "SA", agree as "A", uncertain as "UC", disagree as "DA", and strongly disagree as "SDA".

### **5. Giving Treatment**

The developed cognitive strategy training was conducted in three weeks. There were three time treatments conducted in this research. The material was given in 60 minute meetings consisting of cognitive strategy training procedure through blocked bottom-up top-down approach.

## **6. Conducting the Posttest**

The researcher used the same listening test after the training as conducted in the pre-test. It aimed at knowing the improvement of the students' listening comprehension after the training given. It was done in 60 minutes meeting with 9 listening questions.

## **7. Conducting Questionnaire After Treatment**

The questionnaire was also distributed after the training given. It was to know how is the students' improvement in listening strategies after the training given. The items and the ranging scale of the questionnaire were the same as the questionnaire given before the treatment.

## **8. Conducting Interview After Treatment**

The interview was conducted after the training given. It was to know the students' response of cognitive strategy training based on blocked bottom-up top-down approach in listening comprehension after the training given.

## **9. Analyzing the Test Result (Pretest and Posttest)**

After conducting pre-test and post-test, the researcher analyzed the data. The data of students' listening comprehension was statistically analyzed by using SPSS 16.0 version.

## **10. Analyzing the Interview Result**

The researcher analyzed the data of interview to see the student's response of cognitive strategy training based on blocked bottom-up top-down approach in listening comprehension after the training given. The data was analyzed by coding the transcript of the interview result and seeing the percentage of the data. To analyze the data, the researcher firstly categorized the result of interview into 4 categories of responses; difficulty, interest, motivation, and learning preparation. Then, the researcher classified the data based on the categories which each category was coded with symbol positive (+) meant: easy, interested, motivated, and prepared the learning well. While another symbol, negative (-) meant the opposite of each category from every task.

## **11. Making a Report and Discussion of Findings**

After getting the result of the test and interview, the researcher made a report and discussion on findings to promote the developed cognitive strategy training.

### **3.6. Training Procedure**

The researcher had some meetings to conduct the proposed model of training in the class. In those meetings, the researcher was going to recognize the cognitive strategy training to improve the students' listening comprehension. The training pushed the students to be focused on the interactive listening process during the listening class. The training taught were integrated into the pre-, while-, and post-listening phases in each listening task. The design of cognitive strategy training was presented in this lesson plan :

**Table 3.3**

**Table of Activities**

No .	Phase	Cognitive Strategy	Aspect of Listening Comprehension	Approach	Detailed Task	Learning Activity	Time Allocation										
1.	Pre-listening	Clarification	Detail	Bottom up	<ul style="list-style-type: none"> <li>Distinguish between positive and negative statements</li> </ul>	<p>The students watch a short video conversation with text as their brainstorming. After watching, the students listen to positive and negative statements and choose an appropriate form of agreement.</p> <table border="1"> <tr> <td>Students hear</td> <td>Students choose the correct response</td> </tr> <tr> <td>I wanted to try something new today</td> <td>Yes No</td> </tr> <tr> <td>I ordered a creamy vegetable soup</td> <td>Yes No</td> </tr> <tr> <td>I don't see anything interesting</td> <td>Yes No</td> </tr> <tr> <td>I ordered a chicken parmigiana</td> <td>Yes No</td> </tr> </table>	Students hear	Students choose the correct response	I wanted to try something new today	Yes No	I ordered a creamy vegetable soup	Yes No	I don't see anything interesting	Yes No	I ordered a chicken parmigiana	Yes No	5 minutes
		Students hear	Students choose the correct response														
		I wanted to try something new today	Yes No														
I ordered a creamy vegetable soup	Yes No																
I don't see anything interesting	Yes No																
I ordered a chicken parmigiana	Yes No																
Clarification	Detail	Bottom up	<ul style="list-style-type: none"> <li>Use stress and intonation to identify word and sentence functions</li> </ul>	<p>Students listen to the statements and use stress to identify the word/sentence function</p> <table border="1"> <tr> <td>Students hear</td> <td>Students check word/sentence function</td> </tr> <tr> <td>I ordered a <i>creamy</i> vegetable soup</td> <td>Verb Adjective Noun Adverb</td> </tr> <tr> <td>I <i>wanted</i> to try something <i>new</i> today</td> <td>Verb Adjective Noun Adverb</td> </tr> <tr> <td>We've <i>haven't</i> received any <i>appetizers</i></td> <td>Verb Adjective Noun Adverb</td> </tr> </table>	Students hear	Students check word/sentence function	I ordered a <i>creamy</i> vegetable soup	Verb Adjective Noun Adverb	I <i>wanted</i> to try something <i>new</i> today	Verb Adjective Noun Adverb	We've <i>haven't</i> received any <i>appetizers</i>	Verb Adjective Noun Adverb	5 minutes				
Students hear	Students check word/sentence function																
I ordered a <i>creamy</i> vegetable soup	Verb Adjective Noun Adverb																
I <i>wanted</i> to try something <i>new</i> today	Verb Adjective Noun Adverb																
We've <i>haven't</i> received any <i>appetizers</i>	Verb Adjective Noun Adverb																
Clarification	Detail	Bottom up	<ul style="list-style-type: none"> <li>Identify key words / vocabularies that occurred in a spoken text</li> </ul>	<p><b>Students hear</b> A : Well, as you can see, I ordered a chicken parmigiana and the chicken is not well-cooked. I would appreciate if you can replace it with a well-cooked dish.</p> <p><b>Students' task</b> Which of these words do you hear? Number them in the order you hear them.</p> <p><b>chicken      well-cooked      see      dish</b> <b>replace      ordered      appreciate</b></p>	5 minutes												
2.	While-listening	Inferencing	Inference	Top-down	<ul style="list-style-type: none"> <li>Use key words to construct the schema of a discourse to activate prior knowledge</li> </ul>	<p><b>Students hear</b> Students make a vocabulary list while listening <b>Costumer    Menu    Drink</b> <b>Restaurant    Appetizer    Order</b></p> <p><b>Students' task</b> After recognizing the words in vocabulary list, the students generate a set of questions for which the students want answers:</p> <ol style="list-style-type: none"> <li>Who are the speakers in the conversation?</li> <li>What is the situation in the conversation?</li> <li>What is the topic of conversation about?</li> </ol>	10 minutes										

		Inferencing	Inference	Top-down	<ul style="list-style-type: none"> <li>Infer the setting for a text, the role of the participants or their goals to make prediction</li> </ul>	<p><b>Students hear</b> “We’ve haven’t received any appetizers or even any drinks yet”</p> <p><b>Students’ task</b> This utterance activates a schema for the statement above. This schema can be thought around the following dimensions:</p> <ul style="list-style-type: none"> <li>A setting (e.g., restaurant)</li> <li>Participants (e.g., customer and waiter)</li> <li>Goals (e.g., to have a food or drink)</li> </ul>	10 minutes
		Reasoning, practice, and memorization	Main idea	Top-down	<ul style="list-style-type: none"> <li>Comprehend the gist of listening</li> </ul>	<p>The students comprehend and summarize what they have heard :</p> <p>“A customer wanted to have new menu in a restaurant. He ordered chicken and soup. But, the chicken is not well-cooked and the soup has not many vegetables. Then, he complained to waiter about it. The waiter wanted to replace the order soon”</p>	20 minutes
3.	Post-listening	Monitoring	Conclusion	Top-down	<ul style="list-style-type: none"> <li>Conclude the gist of listening</li> </ul>	<p>The students respond the overall comprehension and give opinions about the topic</p>	5 minutes

### 3.7. Validity And Reliability of The Instruments

#### 3.7.1. Validity

The test and interview that would be used have validity and reliability. An instrument is said to be valid if it measures accurately what it is intended to measure. In the research, the researcher used content and construct validity.

In content validity, the items of a test and interview were validated based on the content of the instrument. It was concerned whether the material for listening in pre-test and post-test and the items of interview guide were sufficiently representative and comprehensive for the test and interview. The materials of the test were based on the materials proposed by the syllabus of KTSP in secondary school. While, the items of the questionnaire were based on the aspects of bottom-up and top-down in listening. These were to determine that the students had the appropriate materials and items expected to achieve. Then, the items of the interview were based on the types of questions that all contribute valuable information to the research. These were to determine that the students have the

appropriate materials and items expected to achieve. Therefore the instruments used in this research fulfilled their content validity.

Then, in construct validity, the instruments were measured based on some indicators. It was concerned whether the test and interview are actually in line with the theories of what it means to know the language is being measured. In this research, the construction of items in the test were based on the curriculum being used at the school. While, the questionnaire in Likert scale was done based on LCSQ. It was intended to see the students' bottom-up and top-down strategy in listening. And the interview guide was done based on the aspects of applying bottom-up and top-down approach in listening promoted by Richard (2008).

To see the construct validity of test, questionnaire, and interview, the items were distributed into table of specification below :

**Table 3.4**

**Table of Specification  
Listening Comprehension Test Based on Aspects of Listening Comprehension  
Promoted by King and Stanley (1989)**

No	Aspect	Description of Aspect	Representation of Item
1	Main idea	<ul style="list-style-type: none"> <li>Finding the gist of a passage or a statement in sentence form which gives the stated or implied major topic of a passage and the specific way in which the passage is limited in content or reference</li> </ul>	Part A (1,2), Part B (6), Part C (11), Part D (16), Part E (21), Part F (26), Part G (31), Part H (36)
2	Detail	<ul style="list-style-type: none"> <li>Finding the specific pieces of information that are stated in a passage</li> </ul>	Part A (3), Part B (7,8), Part C (12,13), Part D (17,18), Part E (22,23), Part F (27,28), Part G (32,33), Part H (37,38)



3	Inference	<ul style="list-style-type: none"> <li>Finding an interpretation or a conclusion based on the information that has been heard</li> </ul>	Part A (4), Part B (9), Part C (14), Part D (19), Part E (24), Part F (29), Part G (34), Part H (39)
4	Restatement/ Conclusion	<ul style="list-style-type: none"> <li>Finding the final result from one text or one sentence that describes the text</li> </ul>	Part A (5), Part B (10), Part C (15), Part D (20), Part E (25), Part F (30), Part G (35), Part H (40)

**Table 3.5**

**Table of Specification  
Listening Comprehension Strategy Questionnaire  
Adapted from Vandergrift (1997) and Goh (2002)**

No	Approach	Aspect	Description of Aspect	Representation of Item
1	Bottom-up	Understanding each word	Understanding the detail of word spoken by the speaker while listening	1, 2
		Translation	Translating the target language which being listened to comprehend the text easier	3, 4
		Fixation	Making decision when getting a problem while listening	5, 6
		Summarization	Making a mental or written summary of the information while listening	7
		Note-taking	Writing down key words and concepts in abbreviated verbal, graphic, or numerical forms while listening.	8
2	Top-down	Listening for gist	Grasping the overall meaning of the text	9
		Inferencing	Using contextual, linguistic or visual clues to fill in missing information	10, 11
		Elaboration	Relating new information to world knowledge or personal experience to make it meaningful and complete	12, 13
		Prediction	Anticipating the content of the listening text before or during listening	14, 15

	Visualization	Forming a mental picture of what is heard.	16
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**Table 3.6**

**Table of Specification  
Interview Protocol of Students' Response to the Implementation of Strategy  
Training**

<b>Theory</b>	<b>Aspect/Activity</b>	<b>Interview Question</b>
Aspects of applying bottom-up and top-down approach in listening promoted by Richard (2008)	Distinguishing between positive and negative statements	What is your response to the implementation of each activity in strategy training?
	Using stress and intonation to identify word and sentence functions	
	Identifying key words / vocabularies that occurred in a spoken text	
	Activating prior knowledge / using key words to construct the schema of a discourse	
	Making prediction / Infer the setting for a text, the role of the participants or their goals	
	Comprehending the gist of listening	

### **3.7.2. Reliability**

According to Gay (2000), reliability is the degree to which a test consistently measures whatever it is measuring. The instruments are reliable if it is able to measure the same subject on different occasions indicating the similar result. The researcher measured the reliability of listening test using correlation product moment and then the result was included to Spearman Brown formula. The value of the instrument will be very high and reliable if the final result shows score 0,80 – 1,00. While, the researcher measured the reliability of questionnaire using Cronbach's Alfa. Since the category of  $> 0.708$  is reliable then the questionnaire could be used and the result yielded reliable information.

### **3.8. Data Analysis**

In analyzing the data, the researcher wanted to see whether there is a statistically significant improvement on students' listening comprehension after being trained and how is the students' response on the developed training.

#### **3.8.1. Data Analysis of Students' Achievement in Listening Comprehension**

In order to analyze the improvement of students' listening comprehension, the data was analyzed by these following procedures :

1. Scoring the pre-test and post-test.
2. Tabulating the result of the test and calculating the mean of pre-test and post - test.
3. Analyzing the items of pre-test and post-test respected to each aspect in listening comprehension.

4. Drawing a conclusion from tabulated results of pre-test and post-test, then was analyzed by using paired t-test / ANOVA of SPSS 16 version for windows. It was conducted to test how significant the improvement before and after the training, in which the significance is determined by  $p < 0.05$  (Hatch & Farhady, 1982 : 114)

### **3.8.2. Data Analysis of Students' Listening Strategies in Listening Comprehension**

In order to see the improvement on students' listening strategies in listening comprehension, the questionnaire data was analyzed by these following procedures:

1. Separating data of listening strategies before and after the training.
2. Tabulating the result of students' listening strategies questionnaire.
3. . Analyzing the items of pre-questionnaire and post-questionnaire
4. Drawing a conclusion from tabulated results of pre-questionnaire and post-questionnaire, then was analyzed by using paired t-test of SPSS 16 version for windows. It was conducted to test how significant the improvement before and after the training, in which the significance is determined by  $p < 0.05$  (Hatch & Farhady, 1982 : 114)

### **3.8.3. Descriptive Analysis of Students' Response on Cognitive Strategy Training in Listening Comprehension**

In order to see the students' response on cognitive strategy training in listening comprehension, the interview data was analyzed by these following procedures:

1. Transcribing the students' interview result after the training given.
2. Coding the result of students' transcript based on some aspects in interview protocol.
3. Tabulating the result of coding.
4. Calculating the tabulated result based on the percentage.
5. Drawing a conclusion from tabulated results of students' response after the training given.

### **3.9. Hypothesis Testing**

The hypotheses were used to prove whether cognitive strategy training affected students' achievement of listening comprehension or not. The hypotheses were stated as follow:

$H_0$  = there is no significant difference between students' listening comprehension and listening strategy before and after cognitive strategy training given.

$H_1$  = there is a significant difference between students' listening comprehension and listening strategy before and after cognitive strategy training given.

The hypothesis was analyzed at the significant level of 0.05 in which the hypothesis is approved if  $\text{sig.} < 0.05$ .

### 3.10. Result of Try Out

The try out was conducted on 4 April 2018. The try out test was conducted to know the quality of the listening test and questionnaire as the instrument of the research. A listening test was conducted in 60 minutes with the listening multiple choice questions with 40 items and four options. Then, a questionnaire was conducted after the students did a reading test. The items of questionnaire were 12 items with some ranging scale from strongly agree as “SA”, agree as “A”, uncertain as “UC”, disagree as “DA”, and strongly disagree as “SDA”. The result of tryout test was used to measure validity and reliability of the test.

To analyze the reliability of the listening test, the researcher used correlation product moment and then the result was included to Spearman Brown formula. The reliability of the instrument will be very high and reliable if the final result shows score 0,80 – 1,00. The computation showed that the reliability coefficient of the listening test was 0,832 (see appendix 7 and 8). It can be stated that the listening test had a high reliability.

While, the researcher measured the reliability of questionnaire using Cronbach’s Alfa. Since the category of  $> 0.708$  is reliable then the questionnaire could be used and the result yielded reliable information. Then, the result of computation was 0.738. It meant that the questionnaire had a high reliability.

In order to measure the content validity, the items of a test, questionnaire, and interview were validated based on the content of the instrument. The materials of the listening test were based on the materials proposed by the syllabus of KTSP in secondary school. While, the items of the questionnaire were

based on the aspects of bottom-up and top-down in listening. Then, the items of the interview were based on the aspects of applying bottom-up and top-down approach in listening promoted by Richard (2008).

On the other hands, the researcher measured the validity using pearson product moment in spss to validate the items of test and questionnaire. Based on the calculation, on the significant level of 0,05, it was found that r table is 0,3882. So that, the items' score should be more than r table to reach the validity test. From the total items of listening test 40 items, it was found that there were 9 items were valid, they were : item 5, 8,19,21,27,29,34,36,40. While, from the total items of questionnaire was 12 items, it was found that there were 8 items, they were : item 1,2,3,4,7,8,9,10. (See appendix 9 and 10).

Then, after the instruments were measured, the pre test and questionnaire were administered in Ibnu Shina class as the sample of the research.



## **V. CONCLUSION AND SUGGESTION**

This chapter describes the summary of the research, the conclusion of the result of the research, and the suggestions from the researcher to the other researchers and English teachers who want to conduct cognitive strategy training based on blocked bottom-up top-down approach in listening.

### **5.1. Summary of the Research**

The newly developed strategy training “cognitive strategy training : blocked bottom-up top-down approach in a listening class” was conducted based on the novelty found on some previous researches, Henderson (2017), Renandya & Li (2012), Al-Qaraghooly & Al-Bermani (2010), Mandarani (2016), and Oh & Lee (2014). Very few studies did not cover the comprehensive application of teaching listening through both top-down and bottom up approaches.

Although it has been found on Mandarani’s study (2016), that she immersed top-down and bottom up into her teaching procedure and started the teaching procedure with top-down. However, a contrary theory stated by Norris (1995), “If we require (our) students to use native speaker processing skills without first giving (them) a firm grounding in decoding the stream of sounds they hear, we run the risk of causing (them) more frustration and confusion than they can

handle”. He adds, “In order to simulate the knowledge that native speakers bring to listening, learners are often provided with vocabulary lists prior to the task and told who the speakers are, what the situation is, and what the topic is about.” It indicates that the students better start their listening from the smallest thing (Bottom up) to bigger thing (Top-down).

Based on the findings, the developed strategy training could promote the students in finding detail of listening, the strategy training could also increase the use of listening strategies particularly the strategy of understanding the word in listening. Then, the strategy training could promote the students’ in understanding the gist of listening although they have less vocabulary, and the strategy training could make the students more easy to predict the content of listening by finding the keyword. While, the strategy training failed to help the students in determining the stressed word in listening which become one of way to find the gist of listening.

## **5.2. Conclusion**

As there are three research questions addressed in this research, there are three subtopics of conclusion would be presented.

### **5.2.1. Students’ Listening Comprehension**

The training had raised the students’ comprehension in finding the gist of listening although they did not know the overall content of listening. Further, the training enhanced the students’ particular comprehension in term of four aspects in listening. In aspect of detail, the students acknowledged to easily find the

specific pieces of information that are stated in listening by identifying key words / vocabularies that elaborated in activity three in the training. It was proved with the result of detail that got the highest percentage among other aspects in listening. Then, the next high percentage was found in aspect of inference and restatement / conclusion. Although the training had covered all aspects in listening, some of students seemed not too hard to identify the inference and restatement / conclusion. Then, the lowest percentage was found in aspect of main idea. It was found that the main reason of difficulty in finding main idea was lack of vocabulary. However, the activities in the training were designed to help the students in finding the gist of listening although they have limited vocabulary.

### **5.2.2. The Students' Listening Strategies Use in Listening**

Before conducting the treatment, the researcher found some students had used both listening strategies in listening. It was seen from the result of the questionnaire that distributed to the students. Some students admitted that they just took a note or wrote vocabulary that they heard and translated it to comprehend the gist of listening. Obviously, they were not aware that they were using strategy in listening. However, their strategy was not arranged properly so that they could not find the gist of listening. After being trained with blocked bottom-up top-down approach in listening, the researcher looked the improvement of students' listening strategies use, especially in bottom-up and top-down strategy. Then, the students realized that the training helped them comprehending the content of listening more easily. The improvement was seen from the result of questionnaire before and after the training given.

### **5.2.3. The Students' Responses of Strategy Training**

The students' response was much needed to perceive what the strength and weaknesses of strategy training that had been given. The researcher conducted the interview to see how the strategy training was going for. From six activities in the strategy training, the students stated that the most helpful activities for finding the gist of listening were distinguishing between positive and negative statements, identifying key words / vocabularies, activating prior knowledge / using key words to construct the schema, and making prediction / inferring the setting for a text, the role of the participants or their goals. However, some students were confused in using stress and intonation to identify word and sentence functions. They realized that sometime there are many words stressed in a sentence and the unclarity of foreign accent made them hardly distinguish which word is stressed or not.

### **5.3. Suggestions**

The limited study of this research such as the use of small sample size and the one group pretest and posttest design lead the researcher to propose further research related to cognitive strategy training to promote listening comprehension. Further study should investigate bigger sample size. Besides that, the researcher suggests English teachers to apply cognitive strategy training based on blocked bottom-up top-down approach in listening because the strategy training could promote the students in finding detail of listening, the strategy training could also increase the use of listening strategies particularly the strategy of understanding the word in listening. Then, the strategy training could promote the students' in

understanding the gist of listening although they have less vocabulary, and the strategy training could make the students more easy to predict the content of listening by finding the keyword.

And the researcher also suggests future researchers to modify the procedure of finding stressed word in listening that was designed on the second activity in the strategy training. It aims to cover the weakness of the strategy training and to make it more perfect. At the end, the researcher strongly expects that this study can be a great contribution as a reference for further studies related on bottom-up and top-down approach especially in listening. Therefore, the importance of cognitive strategy training based on blocked bottom-up top-down approach will be more concerned by researchers, educators, and teachers.

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