

## **ABSTRACT**

### **USING TOP DOWN STRATEGY IN SHORT NARRATIVE STORY TO INCREASE STUDENTS' ACHIEVEMENT IN LISTENING COMPREHENSION AT THE SECOND GRADE OF MA DAARUL MA'ARIF NATAR**

**By**

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Top-down strategy emphasizes the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down strategy is chosen considering the fact that experimental subjects are unable to identify truncated sounds in, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context.

The objective of this research was to find out whether there is significant increase of students' listening comprehension after being taught using short narrative story through top down approach at the second grade of MA Daarul Ma'arif Natar.

The participant of the research was the students of the second grade of MA Daarul Ma'arif Natar Lampung Selatan in the academic year 2010/2011 consisting of

thirty students. The research design was independent one group pretest posttest design and the data were taken from the test and then they were analyzed by using Repeated Measure T-Test.

The result of the data shows that there is a significant improvement of students score from pre test to post test after being taught using short narrative story through top down approach. The improvement of the mean is from 59.87 in the pretest up to 76.53 in the posttest.

The researcher used Repeated Measure T-Test at the level significance (0.05) to prove whether the hypothesis was accepted or not. The computation showed that t-ratio (21.699) is much bigger than the t-table (2.045), it means  $t\text{-ratio} > t\text{-table}$ . It can be concluded that there is a significant increase in students' achievement using short narrative story through top down approach. In other word, the hypothesis is accepted.