

AN UNDERGRADUATE THESIS
“BOTTOM UP STRATEGY IN TEACHING LISTENING FOR EFL
STUDENTS AT SMPN 1 TINAMBUNG”



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ABSTRACT

RAHMAWATI.A :Bottom-Up Strategy In Teaching Listening For EFL Students At SMPN 1 Tinambung. **Undergraduate Thesis, Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aims to determine the effectiveness of the Bottom-Up Strategy in teaching listening for EFL students at SMPN 1 Tinambung. A quasi-experimental design was used, involving pre-test and post-test assessments for both the control and experimental groups. The research sample consisted of 24 students in each group. The experimental group was taught using the Bottom-Up Strategy, while the control group received traditional instruction. The findings revealed that the Bottom-Up Strategy significantly improved students' listening skills. The pre-test mean score for the experimental group was 71.46, which increased to 80.63 in the post-test. In contrast, the control group showed a lower improvement, with a pre-test mean of 67.92 and a post-test mean of 74.38. Statistical analysis using the Wilcoxon Signed Ranks Test yielded an Asymp. Sig. (2-tailed) value of 0.001, indicating a significant difference ($p < 0.05$). This confirms that the Bottom-Up Strategy had a positive impact on students' listening comprehension. Moreover, student perception analysis through questionnaires showed an average response score of 85%, categorized as "Good." This indicates that students found the strategy engaging and beneficial in enhancing their listening comprehension. Based on these findings, it is recommended that teachers incorporate the Bottom-Up Strategy in listening lessons to improve students' comprehension skills.

Keywords: Bottom-Up Strategy, Listening Skills, EFL, Quasi-Experimental, Wilcoxon Test.

ABSTRAK

RAHMAWATI.A:Strategy Bottom-Up Dalam Mengajarkan Mendengarkan Untuk Siswa EFL di SMPN 1 Tinambung Thesis Sarjana, Majene**Skripsi : Fakultas Keguruan Dan Ilmu Pendidikan Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui efektivitas Strategi Bottom-Up dalam pengajaran keterampilan mendengarkan (listening) bagi siswa EFL di SMPN 1 Tinambung. Desain penelitian yang digunakan adalah eksperimen semu (quasi-experimental), dengan pre-test dan post-test untuk kelompok kontrol dan eksperimen. Sampel penelitian terdiri dari 24 siswa di masing-masing kelompok. Kelompok eksperimen diajarkan dengan Strategi Bottom-Up, sedangkan kelompok kontrol menggunakan metode pengajaran tradisional. Hasil penelitian menunjukkan bahwa Strategi Bottom-Up secara signifikan meningkatkan keterampilan mendengarkan siswa. Nilai rata-rata pre-test kelompok eksperimen adalah 71.46, meningkat menjadi 80.63 pada post-test. Sebaliknya, kelompok kontrol mengalami peningkatan yang lebih kecil, dengan nilai pre-test rata-rata 67.92 dan post-test 74.38. Analisis statistik menggunakan Uji Wilcoxon Signed Ranks menunjukkan nilai Asymp. Sig. (2-tailed) sebesar 0.001, yang menunjukkan perbedaan signifikan ($p < 0.05$). Hasil ini mengonfirmasi bahwa Strategi Bottom-Up berpengaruh positif terhadap pemahaman mendengarkan siswa. Selain itu, analisis persepsi siswa melalui kuesioner menunjukkan skor rata-rata 85%, yang masuk dalam kategori "Baik." Hal ini menunjukkan bahwa siswa merasa strategi ini menarik dan bermanfaat dalam meningkatkan pemahaman mendengarkan mereka. Berdasarkan temuan ini, disarankan agar guru mengintegrasikan Strategi Bottom-Up dalam pembelajaran listening untuk meningkatkan keterampilan pemahaman siswa.

Kata kunci: Strategi Bottom-Up, Keterampilan Mendengarkan, EFL, Eksperimen Semu, Uji Wilcoxon.

CHAPTER I

INTRODUCTION

A. Background

Communication is the most important part of education in providing and retrieving information. Language is one of the means of communication to effectively achieve goals. From many languages, English is the most used means of communication in almost all countries of the world and is called the universal lingua franca. According to Kirkpatrick (2007), lingua franca is a language used as a means of communication between people who have different mother tongues. Communication involves sending and receiving messages to ensure proper understanding. Listening is the first language children learn. It provides the basis for all elements of language and the development of awareness and plays a lifelong role in the performance of learning and communication, which is essential for successful participation in life Maria (2022).

Learning the first language, listening mastery and listening skills is considered the basic skills that are important to acquire before moving to the next level. Some language experts often see that someone can acquire listening skills naturally without any learning. Listening is an important skill in the English language. We always want to know what other people are saying and listening to, Maria (2022). According to Mandarani (2016) listening is not about passively paying attention to what is being said, and we need to actively gain meaning from words. When learning English as a foreign language, it is often found that students struggle with listening. Therefore, mastery of listening skills is also due to limited time, practice opportunities and language comprehension. Listening is one of the important aspects in learning language which use communication tools with other people. In listening, a listener can get a lot of vocabulary input and it is user in the real context. The more vocabulary is known and mastered by listener will be easier to produce that language. According to Aswadi, (2017) that listening skill is a skill that is often done in

everyday life and as a foundation to master others language skills, skill use to obtain a lot of vocabulary input and it is user in the real context. The more vocabulary is know and mastered by listener will be easier to production that language. According to Aswadi (2017) that listening skills is a skills that is often done in everyday life and as a foundation to master others language skills. Listening are skills use to obtain a lot of vocabulary input so can productiona language with new vocabulary.

The researcher saw several problems during observations at SMPN 1 Tinambung school, the first was the students' lack of understanding in listening to lessons in class, which had an impact on their knowledge or ability to understand the mtfaterial provided, and also the students' lack of listening comprehension.

Bottom up is one of the strategy students must master to improve their listening skills. Based on the results of observations carried out by researcher at SMPN 1 Tinambung, a problem was found, namely that students found it difficult to understanding the contents of the audio provided during learning because students did not understand what was said in the audio. Apart from that, student also often misinterpret the words mentioned in the audio.

The solution that will be given to students is to attract students' interest in learning through the use of audio using several videos available on YouTube and also by providing several texts to make it easier for students to listen to audio in the learning process. . Based on the problems above and the solutions that have been determined, the researcher is interested in raising the title "**BOTTOM UP STRATEGY IN TEACHING LISTENING FOR EFL STUDENTSAT SMPN 1 TINAMBUNG**".

B. Problem Identification

Based on the background of the problem that has been described, it can be identified two problems as follows:

1. Students at SMPN 1 Tinambung need strategy that can improve listening skills.
2. The learning models/strategies used in schools are not effective in improving students' listening skills.

C. Problem Limitation and Formulation

Based on the background described above, the problem can be formulated as follows:

1. Can Bottom up strategy improve EFL students listening skills?
2. What are the students' perceptions of using bottom-up strategy?

D. Research Objectives

1. The specific aim of this research is to find out whether bottom-up strategies significantly improve students' listening skills.
2. Apart from improving art from there, to find out students' perceptions about implementing bottom up strategies.

E. Research Benefits

1. For Teachers, it is hoped that this research can help teachers obtain information/knowledge about how to develop methods, techniques and strategies in listening learning. It is hoped that this research can help educators determine the right learning materials to teach students listening skills. Teachers can also create a positive teaching and learning atmosphere so that students feel comfortable and involved.
2. For students, through this research, students can enrich their knowledge and experience, developing their listening comprehension. The hope is that they will be interested and enjoy listening to English and make

listening to their activity, not only in class but wherever they are, always listening to English is fun so that their abilities can develop.

3. For further researcher, it is hoped that this research can become a reference for many other writers who want to try to conduct studies that are concerned with listening abilities. So, they can do other research on listening comprehension.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

The first research conducted by Masrurah (2023), entitled "*Strategies in Teaching English Listening at Madrasah Aliyah Swasta As'ad Kota Jambi*". This research was conducted using qualitative descriptive research. This research aimed to describe the strategy that teachers used in teaching listening to students of senior high school As'ad Boarding School Kota Jambi. The researcher chose an English teacher of twelve grade for a participant in the interview section. Finding shows that the teacher used some strategies while teaching listening. The strategies are listening to the song, using a short story, and the last use the implementation of bottom-up and top-down strategy. The researcher also mentioned the benefit of using those strategies.

The second research conducted by Aziz (2020), titled "*The Teaching of Listening Strategies in ESL Classrooms*", examines effective approaches to teaching listening skills in ESL settings. This is achieved 'through a meticulous systematic review of previous research spanning the period from 2004 to 2016, all of which shared a common focus on the teaching of listening skills. The research outcomes furnish a comprehensive framework comprising bottom-up processing, top-down processing, and interactive processing as pivotal strategies for learning listening skills. Additionally, findings from various studies advocate for the incorporation of a metacognitive approach and a dual focus on listening-for-comprehension and listening-for-learning as effective strategies in teaching listening skills. The study further identifies challenges encountered by students during the learning process of listening skills.

The third research conducted by Ginting et al. (2019) conducted a qualitative study to analyze the strategies that teachers used in teaching

listening. Two English teachers participated as the participants of the study. Some instruments used by the researcher are class observation, note-taking, and structured interviews. In this study, two participants employed distinct strategies for teaching listening in the classroom. Participant one utilized note-taking and summarizing strategies during listening activities. Note-taking involved students writing down important information to enhance their ability to respond to practice questions, while summarizing aimed to enable students to articulate the listening materials in their own words.

These techniques were regularly used to increase students' attention spans throughout the listening portion. According to participant one's structured interviews, students' poor focus during listening activities impeded their comprehension of spoken language, which led to the adoption of these methods. By using imaginative resources like dialogues, music, movies, and movie trailers that are connected to the hearing material, this method sought to increase students' interest and focus.

B. Theoretical Framework

1. Teaching

According to Ragas et al, (2024) teaching is a fundamental process of imparting knowledge, skills, and values to individuals or groups through various methods and learning strategies. It goes beyond the mere transmission of information and encompasses the art of fostering critical thinking, curiosity, and lifelong learning. Effective teaching requires a deep understanding of the subject matter, pedagogical techniques, and the diverse needs of learners. Education is not preparation for life; it is life itself. This perspective underscores the holistic nature of teaching, where educators play a crucial role in shaping not only what students know but also who they become. Luo (2024), in order to enhance the quality of education and teaching in universities, every teacher must create a classroom environment that students want to be in, where they can attend classes, learn new

things, create a comfortable environment, and most importantly, remove psychological barriers. As is well known, the removal of the psychological barrier has a positive impact on students' assimilation of knowledge because they are not afraid that they might receive a poor grade. A crucial role in collaborating with students to enhance the caliber of education is played by the communication style between teachers and students. Within the field of pedagogy, the following styles of pedagogical communication exist: authoritarian, liberal, and democratic. Over the past century, education has followed an authoritarian style of communication in which the teacher assumed the primary role in the classroom and the focus was on the teacher. However, things have recently changed, with the student now playing a more important role and naturally falling under the teacher's strict supervision (Abdurakhimovna, 2022).

Teaching elements constitute the foundational components that shape the instructional process, influencing the effectiveness of educators in facilitating learning experiences. One essential aspect is pedagogical content knowledge.

Bektas, et al. (2021), states that pedagogical content knowledge involves the integration of subject matter knowledge with pedagogical expertise, emphasizing the importance of understanding how to convey complex concepts in a way that resonates with learners. Another crucial element is the social constructivist theory, which posits that learning is a collaborative and socially mediated process— additionally emphasizing factors such as feedback, teacher-student relationships, and metacognitive strategies that significantly impact student achievement.

According Vania (2021), in order to achieve the goals of learning itself, teachers must be able to provide appropriate teaching in the classroom. In the past decade, educational theories have witnessed a transformative shift towards a more student-centric and technology-integrated approach. One notable framework is the concept of

personalized learning, which tailors instructional methods to individual student needs, preferences, and pace of learning. The differentiated instruction emphasizes the importance of adapting teaching strategies to accommodate diverse learning styles within a single classroom (Kupchyk & Litvinchuk, 2020). This approach fosters a more inclusive and responsive educational environment.

Teaching English, also known as English as a Second Language (ESL) or English as a Foreign Language (EFL) teaching, focuses on the acquisition and development of English language skills among non-native speakers. Teaching English as a Second/Foreign Language (ESL/EFL) involves the instructional practices and methodologies designed to facilitate the acquisition and development of English language skills by individuals whose first language is different. This specialized field of education recognizes the diverse linguistic backgrounds of learners and aims to equip them with the necessary language proficiency to engage effectively in English-speaking environments. ESL typically refers to teaching English to individuals residing in English-speaking countries, while EFL focuses on learners in non-English-speaking countries(Saleh, 2022).

The pedagogical approaches in ESL/EFL instruction have evolved over time, encompassing various methodologies such as the Communicative Language Teaching (CLT) approach, which prioritizes interactive and contextualized language use for practical communication. Moreover, technology integration has become a significant aspect of ESL/EFL teaching, leveraging digital tools to enhance language learning through multimedia, online resources, and communication platforms. Cultural competence is also integral, recognizing the importance of understanding and incorporating cultural nuances into language instruction to create a more inclusive and effective learning environment. Overall, ESL/EFL teaching involves a dynamic blend of linguistic, cultural, and pedagogical

considerations to foster language acquisition and proficiency in diverse learner populations.

Key Principles of English Teaching(Saleh, 2022):

- a. **Communicative Competence:** Communicative competence emphasizes the ability to use English effectively and appropriately in various real-life contexts. Propose that language teaching should prioritize the development of learners' communicative skills, including speaking, listening, reading, and writing.
- b. **Language Input and Output:** Language input refers to exposure to authentic and meaningful English language resources, such as texts, audio, and video materials. Language output involves providing opportunities for learners to use and produce English through speaking and writing tasks actively.
- c. **Cultural Awareness:** English teaching involves raising learners' awareness of cultural aspects embedded in the language. By incorporating cultural elements into language instruction, learners develop intercultural competence and a deeper understanding of the social and cultural contexts in which English is used.

2. Listening

a. Definition of Listening

According to Hasan et al., (2015) listening is the basic of language skills and the ability to identify and understand what the speaker is saying. The process of understanding the speaker's accent, grammar, and vocabulary is part of the listening process. Because of its significance as a tool for obtaining information in everyday life, it is not a simple matter. The most frequently used language ability is listening and the main learning method in all education. Due to the importance of hearing in communication, people spend the majority of their time listening

Listening can be defined in a variety of ways. Listening is one of the most basic language skills, and it is crucial in our daily interactions. Listening is a type of active processing that seeks to help us comprehend what we hear (Litvinchuk, (2020). According to Saleh (2022), listening is a mental activity of constructing meaning from oral data. He also mentioned that listening is crucial in language classes since it gives students input. Learning cannot begin until the input is understood at the appropriate level. Listening is a prerequisite for speaking. Listening is a "receptive skill" in which people interpret what they hear as the main concept. Lavasani (2021), stated that listening can help students become "flexible listeners," allowing them to figure out how to listen for general ideas or specific information needed to comprehend the video. Similarly, "Although listening is a passive talent, it is a very active process to choose and analyze information from auditory and visual instructions."

Listeners actively participate in the process of listening to pick and evaluate information received via auditory and visual cues. To define what is going on and what the speaker is attempting to say. Listeners that are active receive information (from visual and auditory instructions) and relate it to what they already know (Fahriany, 2020). Listeners only employ a portion of the receiving information in the process of reasonable input, which is known as selection. Listeners utilize their prior knowledge and fresh information about what is going on to try to figure out what the speakers mean when they try to understand what is being said. For students learning English, listening as a basic input material is critical for students in learning English. This is a complicated process that necessitates linguistic knowledge (language form) as well as cognitive processing abilities (skill processes in mind).

In the English language, listening is a crucial ability. We are constantly curious about what other people are saying and hearing.

It is not enough to simply listen to what is being said; we also need to actively interpret what is being stated. Listening is a crucial component of effective communication. Without good listening skills, the delivery of messages can be less than optimal. Therefore, when talking about listening, it will be related to other skills. The studies related to the acquisition of language skills have shown that in communication, people gain 45 percent of language competence by listening, 30 percent by speaking, 15 percent by reading, and 10 percent by writing Shah, (2020). Listening is not the same as hearing. Hearing is a physiological phenomenon that is scientifically a biological process, whereas listening is a psychological act that is cognitive neurologic related to the auditory system's reception process.

For some students, listening activities are very challenging. This listening creates severe student' anxiety in class because they do not understand what the speaker is saying at the speaker's speed level, which is difficult for students to control (Mukhamedova, 2021). Aside from the speaker's speaking speed. Another factor that makes it difficult for students is their low comprehension, which means that even though they hear what the speaker says, they do not understand the meaning.

For an individual to effectively process what they hear, listening is a cognitive ability that functions spontaneously. By fusing experiences with knowledge from sources or audio, learners create meaning. (Fahriany et al., 2022). As one of the language competency skills, listening can both directly influence other skills and be influenced by a variety of other methods or approaches. Being able to listen well is crucial for interpersonal communication. (Jose, 2022).

b. Kinds of Listening

According to Brown, there are four types of performance of listening. They are as follow:

1) Intensive

Listening for the perception of components (phonemes, words, intonation, discourse markers, etc.) of the larger expanse of language.

2) Responsive

Listen to relatively short language (greetings, questions, commands, comprehension checks, etc.) to make responses equally brief.

3) Selective

Process a stretch of discourse such as a short monologue for a few minutes to "scan" certain information. The purpose of the show is not always to seek global or general meaning, but to be able to understand information that is specified in the context of a longer spoken language (such as a class directive from a teacher, TV or radio news, or a story) .Assessment tasks in selective listening may ask students, for example, to listen for names, numbers, grammatical categories, directions (in a map exercise), or certain facts and events.

4) Extensive

Listening to develop a top-down global understanding of spoken language. Performance ranges from broad listening to lengthy lectures to listening to conversations and gaining a comprehensive understanding of the message or purpose. Listening to the point, to the main idea, and drawing conclusions are all part of listening extensively.

Fahriany (2020)Identifies four categories of listening, with typical corresponding purposes as follows:

1. Transactional listening: learning
2. New information by listening. Transactional listening is message-oriented, stated. It gives factual or propositional info and is content-driven. It is used to give instructions, clarify, describe, give directions, place orders, assess comprehension, and double-check the information.
3. Interactional listening is the process of paying attention to the personal elements of a message. Interactional listening prioritizes people above messages. According to Buck (2001), social relationships are transactional listening's main goal. Identification with other people's worries, being pleasant to other people, sustaining social relationships, and so on are all significant elements of interactional language. It includes a greeting, a weather comment, and information about current events throughout the world.
4. Critical listening: assessing, using argument and proof from what you hear when listeners practice critical listening, they become aware of the types of replies that are typically given and avoid becoming passive listeners.
5. Recreational listening: Listening to appreciate aspects or events that are random or interwoven.

c. Components of Listening

Ahmadi (2016) stated that listening ability is divided into several components. First, understand the entire message conveyed by the speaker. Understanding a message depends on understanding the meaning and moving from one understanding in a sequence of sounds when the meaning cannot be understood.

The second is to keep the information in your auditory memory until you can process it. Teachers need to be aware that students should hear foreign languages as frequently as possible to improve their auditory memory. This implies that language

instruction should take up the majority of class time. So that language activities that can be understood can develop auditory

memory, the presentation pace and level of difficulty must be adjusted for the students. Here, it's crucial to remember that thoughts should develop gradually and continuously as they move from easier to more challenging sentences.

The third step is comprehension, which involves many different types. The steps are providing background information, activating messages based on that information to anticipate broad content, sampling the relevance of the material and testing samples to confirm or reject before assuming.

d. Factors Affecting Listening

Several factors affect the ability of listeners to listen to different languages since listeners occasionally. difficulty in dealing with other languages, such as English.

Adawiyah (2017), divides several factors that influence listening. First, the characteristics of listeners include working memory, strategies, experiences, and listeners' anxiety.

Second, the characteristics of the material to be examined. This relates to the material's length, complexity, arrangement, and listening. Third, the characteristics of the test conditions which include the time limit when conducting the test.

Meanwhile, Duressa et al. (2022) includes other elements that influence listening. First, when a listener is interested in the subject, their listening abilities will improve. It will be simpler for the audience to pay attention to the speaker's presentation of the subject if they are interested in it.

Listeners can also bring the topic of discussion by linking the lessons they are familiar with so that it is simple to comprehend the lesson. Second, speaking style refers to how a person speaks and how it affects listening. If you speak quickly to hone your listening

skills, it could be challenging for you to follow along and comprehend the lesson.

To help students concentrate on the lesson's substance, speak slowly and clearly. Third, visual input means listeners can be supported to hear new information with listening aids, for example watching a movie. This will make it easier for listeners with weak listening abilities to learn and comprehend new information through visual means.

Indeed, this is due to various obstacles or disturbances that reduce our ability to listen effectively. There are many types of obstacles (Fayzullayeva, 2021), including:

1. Physical barriers. This is caused by noise disturbances in the surrounding environment, such as phone rings, passing vehicles, construction activities, etc. This can cause students to lack focus and make them distracted. During listening activities, students must maintain their motivation and focus so that listening is effective (Fahriany et al., 2022).
2. Cultural barriers. Indeed, different languages will have an impact on the communication process; additionally, the listener does not understand the language used by the speaker. When the speaker, especially a native, uses slang words or the colloquial, the listeners will not be able to catch the word because it is unfamiliar for them. Accents can also have an impact on how words are pronounced. As a result, different pronunciations from speakers will confuse the listeners, making it difficult for them to understand the meaning of these words.
3. Inadequate Training. It takes practice and training to become a good listener so that listening skills can continue to develop. This is due to the fact that listening is not a natural ability that we are born with, and we must practice and develop it.

Duressa (Duressa et al., 2022) also discovered that the listening learner himself has internal barriers, such as attitude and motivation. Some students are forced to learn it, therefore they have little interest in genuinely learning listening skills. Students' lack of enthusiasm can also be attributed to the fact that they regard listening instruction to be uninteresting. As a result, the actual learning process itself can reveal students' motivations. Teachers can engage students' attention and motivation by using interesting media or some activities such as playing games, singing a song, etc. (Deni & Fahriany, 2020). The listening learning process, kids require listening sources other than the teacher's own voice. As a result, the learning process should not be restricted only in the classroom, but also outside of the classroom through the use of engaging media such as music, films, and so on. Therefore, the use of these media is powerful, and teachers and researchers in the field of language learning pay close attention to it. Through contextual learning, also increases students' motivation and effectiveness in the English learning process (Najmi & Lavasani, 2021).

3. Bottom-Up Strategy

a. Definition of Bottom-Up Strategy

Bottom up is an accurate database approach to the desired database. According to (Baihaqi, 2019), human resource planning is the process of assessing the needs of future human resources in terms of number, level of expertise, and skills, as well as developing and implementing plans. In the educational journal Bottom-Up is one of the strategies that can help in understanding Listening Comprehension. Bottom-Up processing refers to the process of understanding information through the analysis of sounds, word meanings, and grammar (Mandarani, 2016). (Field, 2008; Nhat & Hanoi, 2021) argues that the skills that students need to decode the smallest units of information in their hearing input are called bottom-up skills, or decoding skills. These skills include the ability to detect, identify, and distinguish the sound, syllable,

word, chunk, syntax, and intonation levels from which the meaning of the listening input is understood. The skills that students need to decode the smallest units of information in their hearing input are called bottom-up skills, or decoding skills. These skills include the ability to detect, identify, and distinguish the sound, syllable, word, chunk, syntax, and intonation levels from which the meaning of the listening input is understood (Field, 2008; Nhat & Hanoi, 2021).

The bottom-up strategy in teaching listening is fundamentally a process-oriented approach where learners focus on decoding the auditory signal at its most basic level. This strategy requires students to pay meticulous attention to individual acoustic elements such as phonemes, words, and syntactic structures, thereby enabling them to gradually synthesize these smaller units into coherent meaning. By emphasizing the detailed, sequential analysis of the speech stream, the bottom-up approach supports the development of crucial decoding skills that form the foundation of effective listening comprehension (Jose, 2022).

In practical application, the bottom-up strategy facilitates a structured progression where learners first master the micro-level details of language before integrating them into higher-order comprehension processes. For instance, educators employing this strategy often design tasks that involve word recognition, phonetic discrimination, and grammatical parsing to help students build their listening proficiency incrementally. Such an approach not only prepares learners for more complex top-down processing activities, such as inferring context and utilizing prior knowledge, but also effectively reduces the cognitive load during initial stages of listening instruction by breaking down the listening task into manageable components (Chalabyan & Sahakyan, 2024).

b. Bottom up

Bottom up can improve listening comprehension at the contextual level of comprehension and vocabulary as well as lexical

knowledge. According to (Sulistiyowati, 2020). The process of listening from the bottom up is concerned with text details such as the number of words in the text. The student's task is to count the words they hear. As they listen, listeners can identify the beginning and end of the word.

c. The Disadvantages of Bottom Up

- 1) Their own weaknesses in the use of English so that it has an impact on the listeners.
- 2) Lack of media that good and correct students use to record sounds that are easy to understand in English.
- 3) Lack of interest in listening to audio related to classroom learning. There is no support for students who can easily understand English learning via audio.

d. The advantage of Bottom Up

- 1) According to (Sutrisna, 2019) states that using Bottom up for second language learners can increase language mastery for the learner.
- 2) Effectively learning for second language learners because everyone who listens to the audio will have an opinion according to what each student hears, if asked to write down the related information that is listened to through the audio.
- 3) Making it for second language learners to be active unconsciously if it is associated with the bottom up.
- 4) According to Sulistiyowati (2020), state that technological improvements need to be highlighted to support the learning process. In EFL learning, listening is a fundamental skill for students to introduce to speaking because listening is the first thing in the communication process where students get language input as learning a language begins.

The bottom-up strategy in teaching listening emphasizes the decoding of individual sounds, words, and phrases, enabling learners to build meaning from basic auditory input. This approach aids students in focusing on phonetic details and syntactic structures, thereby enhancing their understanding of the language. Research has indicated that learners who employ bottom-up strategies can more effectively identify nuances in pronunciation and grammatical markers, which are critical to comprehension. These insights suggest that systematic decoding is essential for learners to achieve a nuanced understanding of spoken language (Duressa et al., 2022).

In addition, bottom-up strategies can alleviate cognitive load during listening tasks by allowing learners to focus on discrete linguistic units. This focus lessens the complexity of integrating contextual information and background knowledge simultaneously, making this approach particularly beneficial for language learners who are still developing their listening skills. By emphasizing manageable aspects of language processing, the bottom-up method serves to create a more accessible learning environment for these students (Deni & Fahriany, 2020).

Furthermore, integrating bottom-up strategies into listening curricula has been shown to improve learners' decoding skills and overall listening comprehension. By stressing the importance of processing language from the smallest units upward, educators can enhance students' confidence and competence over time. This structured approach not only improves comprehension accuracy but also establishes a solid foundation for continued language development (Najmi & Lavasani, 2021).

C. Conceptual Framework

In this research, the conceptual framework describes the relationship between the variables involved. The focus of the study is on the effectiveness

of the Bottom-Up Strategy in improving students' listening skills in EFL (English as a Foreign Language) learning at SMPN 1 Tinambung. Students' initial listening ability is identified as low, and the use of the Bottom-Up Strategy is expected to enhance their comprehension through the recognition of sounds and words. Furthermore, this research also explores students' perceptions regarding the implementation of this strategy.

The conceptual framework can be seen in the following figure:



Figure 2.1 Conceptual Framework

This study was conducted using a pre-test and post-test design to measure students' listening skills before and after being given treatment in the form of using the Bottom-Up Strategy. The pre-test was conducted to determine students' initial listening skills, then students were given treatment through several treatments based on the Bottom-Up Strategy using audio and supporting text. After the treatment was completed, a post-test was conducted to measure the improvement in students' listening skills. In addition, to determine students' perceptions of the use of this strategy, the researcher also

distributed a closed questionnaire containing 10 statements, where students chose answers based on a certain scale. Data from the pre-test, post-test, and questionnaire were then analyzed to see the effectiveness of the strategy applied and students' responses to the learning.

D. Hypothesis

Based on the description of the background of the problem and relevant research results, the following research hypothesis is formulated:

H_0 : The bottom up strategy has no effect on improving students' listening skills after treatment using EFL.

H_1 : The bottom up strategy has an effect on improving students' listening skills after treatment using EFL.

In conclusion, the findings of this study support the effectiveness of the Bottom-Up Strategy in teaching listening for EFL learners. By incorporating structured audio activities, teachers can significantly improve students' listening comprehension. Future research could explore the integration of Bottom-Up and Top-Down strategies to achieve even greater improvements in listening skills. Additionally, investigating the long-term effects of this strategy on students' overall language proficiency would be valuable for further enhancing EFL education.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research findings and data analysis, the following conclusions can be drawn:

The results of the pre-test and post-test show a significant improvement in students' listening skills in the experimental group compared to the control group, with the mean pre-test score increasing from 71.46 to 80.63, while the control group showed a smaller improvement from 67.92 to 74.38. These findings indicate that the implementation of the Bottom-Up Strategy positively impacted students' listening skills. Furthermore, hypothesis testing using the Wilcoxon Signed Ranks Test revealed an Asymp. Sig. (2-tailed) value of 0.001, which is less than 0.05, confirming a significant difference between pre-test and post-test scores and proving the effectiveness of the Bottom-Up Strategy in enhancing listening comprehension in an EFL setting. Additionally, the questionnaire results showed that students had a positive perception of the method, with an average response score of 85% categorized as "Good," suggesting that they found the strategy engaging and beneficial for improving their listening skills.

B. SUGGESTIONS

Based on the conclusions drawn from this study, the following recommendations are suggested:

1. For Teachers

Teachers should consider integrating the Bottom-Up Strategy into their listening instruction to enhance students' comprehension skills. Teachers should provide a variety of listening materials, such as audio recordings and videos, to support the implementation of this strategy. It is recommended that teachers continuously evaluate the effectiveness of listening strategies to ensure student engagement and progress.

2. For Students

Students are encouraged to practice their listening skills regularly using Bottom-Up techniques, such as focusing on sounds, syllables, and word recognition. Engaging in additional listening exercises outside the classroom, such as audio books, and English songs, can further enhance comprehension skills.

3. For Future Researchers

Future studies can explore the effectiveness of combining Bottom-Up and Top-Down Strategies in listening comprehension to provide a more comprehensive approach to learning. Further research can investigate the long-term impact of the Bottom-Up Strategy on students' overall language proficiency. This study has demonstrated that the Bottom-Up Strategy is an effective method for improving students' listening skills. However, continuous practice, adaptation, and further research are necessary to refine its application in different educational contexts.

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APPENDIX I

PRE-TEST

1. Pilihlah kata yang disebutkan dalam audio tersebut!

- | | |
|---------|----------|
| a. Cool | c. Call |
| b. Cold | d. Crawl |

2. Pilihlah kata yang disebutkan dalam audio tersebut!

- | | |
|---------|---------|
| a. King | c. Shif |
| b. Sing | d. Sea |

3. Pilihlah kata yang disebutkan dalam audio tersebut!

- | | |
|----------|---------|
| a. Seek | c. Sick |
| b. Stick | d. Kick |

4. Pilihlah kata yang disebutkan dalam audio tersebut!

- | | |
|-----------|---------|
| a. Lost | c. Lost |
| b. Tossed | d. Cost |

5. Pilihlah kata yang disebutkan dalam audio tersebut!

- | | |
|----------|----------|
| a. Train | c. Brain |
|----------|----------|