

ABSTRACT

Dewi, R. R. 2010. *The Effectiveness of Using Top-down Strategy in Teaching Listening Comprehension to the First Year Students of SMA N 1 Karangrayung.* Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First advisor: Rohani, S.Pd., M.A., second advisor: Drs. Ahmad Sofwan, Ph.D.

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This final project is based on a study which examined the effectiveness of top-down strategy for teaching listening comprehension to the first year students of SMA N 1 Karangrayung.

This study used an experimental approach. The students in the experimental group were taught with top-down strategy and the students in the control group were taught with bottom-up strategy. Top-down which concerns with the activity of looking for keyword, guessing the meaning, making inferences, and summarizing was compared with bottom-up which focuses on vocabulary, structure, and pronunciation. A quantitative study was used in this study. The population was the first year students of SMA N 1 Karangrayung in the academic year 2009/ 2010. The samples were XA and XD. XA was the experimental group and XD was the control group. They were chosen from the population using a cluster random sampling technique. There were four steps done in this research. They were try out test which was given to XC to obtain the instrument's validity, reliability, item difficulty, and item discrimination; pre-test given on February 9th 2010; treatments given from April 13th until April 27th 2010, and post-test given on May 4th 2010.

After the data were analyzed statistically, it was found that the mean score of the experimental group (70.54) was higher than the mean score of the control group (52.76). Moreover, it was found that the t-test result (3.22) was higher than the t-table (2.005). It means that there is a significant difference between the mean score of the experimental and the control group. It was supported by non-statistical analysis that the score criterion of the experimental group (good) was better than the score criterion of the control group (low). This study showed that top-down strategy was more effective than bottom-up strategy for improving students' listening comprehension skill. It is suggested that Top-down is applicable in teaching listening comprehension. Accordingly, teacher should take it into account and put it into practice in their teaching learning process. It can be an alternative strategy in teaching listening comprehension.

