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# **The Differences of Top-Down and Bottom-Up to Improve Students' Motivation in Listening through Songs**

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**Abstract:** The purpose of this research is to know the students' motivation through differentiate how to use Top-Down and how to use Bottom-Up in listening through songs. This research used a descriptive method. The total sample was 26 students in Senior High School Gajah Mada 3 Palembang in academic year 2022/2023, South Sumatera. The writer gave 10 questions of questionnaire to know about the results of their motivation in learning English, especially, in listening skill. The results showed that 3.8% always like English language, 15.38% usually like English language, 7.69% often like English language, 46.1% sometimes like English language, 26.9% seldom like English language. In this case, this top-down and bottom-up were very useful for them to improve their motivation in learning listening skill through song. Besides, the students can use top-down and bottom-up not only for English lesson, but also for another skill of English language.

**Keywords:** Top-Down, Bottom-Up, and listening

## **INTRODUCTION**

Underwood (1989) explains that listening is an activity that pay attention and try to get the meaning from what the speaker said. This is a complex process to brainstrom the meaning of the language afte listening process. In relation to Ur (1984) describes that there are some problems faced the students in learning listening, such as: (1) the students don't understand how to pronounce the English words, (2) the students don't know how to use the words correctly in sentences, (3) the students don't know how to predict the meaning of the words because they seldom to listen those words, (4) the students don't understand the meaning of the words or lack of vocabulary in daily life, (5) the students cannot manage the speed of listening, (6) the students feel difficult to understand in another accent,(7) the students lack of knowledge from their background in their life to know or understand the meaning of the words from listening section. Therefore, the students have to study hard to solve those problems. In addition, Howatt (1974) describes that listening is used to identify and understand what the speaker said or what the people say to another people that including pronunciation, vocabulary, the meaning of words, and also

grammatical structure. Therefore, The teacher can introduce to students about and through differentiate how to use Top-Down and how to use Bottom-Up in listening.

Furthermore, the writer took the questions of Top-Down and Bottom-Up from one of the songs in the google. The title of the song is *Seasons in the Sun*. The students asked to filled the blank from that song. The writer also chose the songs based on their vocabulary skill in Curriculum 2013, for Senior High School Class XI IPS 1. In this case, the students listened the songs while differentiating of Top-Down and Bottom-Up easier.

In this research, there are differences between Top-Down and Bottom-Up. According to Gebhard (2000) divided the process of information into two categories, there are: Top-Down processing and Bottom-Up processing. Top-Down processing is used to know about what the information accepted, and Bottom-Up is used to understand about how to analyze the voice, the meaning words, and also grammatical order.

From what the writer has read, Top-Down and Bottom-Up are important techniques that improves the way the student's introduce new words, new ways to learn, new styles to enhances the creative in learning listening. Through differentiate how to use Top-Down and how to use Bottom-Up, they can quickly identify and understand the listening section. More than this, those items can make the students think more critically to compile and draft become the correct sentences or correct phrases.

Besides, after the writer's interview some students in learning listening process, she found that students interested to learn and use Top-Down and Bottom-Up in learning process through songs. Therefore, it is the best way to motivate the students' in learning listening skill and study English. And then, the writer also asked the teacher of English there. She describes that the students find some difficulties in listening, for instances: lack of vocabulary, and shy to pronounce the words, and seldom to remember the vocabulary. The teacher always try to teach the best, but the students always forget what the learn from the teacher. The writer chose SMA Gajah Mada 3 to the 11th grade students because of on the idea above the writer would to introduces how to differentiate of Top-Down and Bottom-Up in learning listening through song. Therefore, the writer is interested in doing research entitled "The Differences of Top-Down and Bottom-Up to Improve Students' Motivation in Listhening through Songs".

## RESEARCH METHOD

In conducting this research, the writer used descriptive research. Arikunto (1998: 117) states that sample is a part or representative of population investigated. Labovitz and Robert (1976) also state the population (or universe) refers to the larger body of individual (or other units) being researched. Wallen & Fraenkel (1991), sample refers to any group on which information is obtained and the larger group is called a population. The population in this research, there was 140 students, and the total of sample was 26 students in academic year 2022/2023.

**Table 1**  
**The Sample of The Research**  
**The Eleventh Grade Students of SMA Gajah Mada 3 Palembang**

No	Class	Students		Total
		Male	Female	
1	XI IPS 1	16	10	26

*Source: SMA Gajah Mada 3 Palembang in the academic 2022/2023*

### The Procedures of the Research

the writer gave the treatment through differentiate Top-Down and Bottom-Up to introduce how to learn vocabulary of the students:

#### 1. Pre Activities

The teacher:

- a. Greets the students as an opening the class.
- b. Checks the attendance of the students.
- c. Gives questions related to the lesson

#### 2. Teaching-learning Activities

The teacher:

- a. Gives and explains how Top-Down and Bottom-Up work and the rules to the students.
- b. After fill the blanks from the song, and try to remember and understand about Top-Down and Bottom-Up topic through song.

- c. Asks the students to conclude about the story based on the Top-Down and Bottom-Up and find the moral lesson from the song

### 3. Post Activities

The teacher:

- Gives the task and checks the students' task by filling the blanks from songs.
- Gives homework and concludes the lesson.

### Top-Down and Bottom-Up Activities in Listening

In this activity, the students are asked to understand all of the meaning of the words from the songs. To make it easier, the teacher helps them to give the meaning in Indonesian. In order, the students just focused to fill the blanks text from the speaker or listening section.

The examples of Top-Down and Bottom Up, such as:

#### "SEASONS IN THE SUN"

[Kian:]

**Goodbye to you, my trusted .....<sup>1</sup>**

Selamat tinggal, .....<sup>1</sup> ku yang terpercaya

**We've known each other since we were nine or .....<sup>2</sup>**

Kami sudah saling kenal sejak berumur sembilan atau .....<sup>2</sup> tahun

**.....<sup>3</sup> we've climbed hills and trees**

.....<sup>3</sup> kita telah mendaki bukit dan pepohonan

**Learned of .....<sup>4</sup> and ABC's**

Belajar tentang .....<sup>4</sup> dan ABC

**Skinned our hearts .....<sup>5</sup> skinned our knees**

Mengiris hati kami .....<sup>5</sup> mengiris lutut kami

[Bryan:]

**Goodbye, .....<sup>6</sup>, it's hard to die**

Selamat tinggal, .....<sup>6</sup>, sulit untuk mati

**When all the birds are .....<sup>7</sup> in the sky**

Saat semua burung .....<sup>7</sup> di langit

**Now that spring is in the air**

Kini musim semi itu sudah tiba

**Pretty girls are .....<sup>8</sup>**

Wanita cantik .....<sup>8</sup>

**Think of me and I'll be there**

Pikirkan tentangku dan aku kan di sana



**[All:]**  
**We had joy, we had .....<sup>9</sup>, we had seasons in the sun**  
 Kita bersuka cita, kita .....<sup>9</sup>, kita punya musim di bawah matahari  
**But the hills that we climbed were just seasons out of time**  
 Tapi bukit yang kita daki hanyalah musim di luar waktu

**[Shane:]**  
**Goodbye, Papa, please .....<sup>10</sup> for me**  
 Selamat tinggal, Papa, tolong .....<sup>10</sup>  
**I was the black sheep of the .....<sup>11</sup>**  
 Aku adalah kambing hitam .....<sup>11</sup>  
**You tried to teach me right from wrong**  
 Kau mencoba mengajarku yang benar dari yang salah  
**Too much wine and too much .....<sup>12</sup>**  
 Terlalu banyak anggur dan terlalu banyak.....<sup>12</sup>  
**Wonder how I got along**  
 Penasaran bagaimana aku jalan terus

**[Mark:]**  
**Goodbye, .....<sup>13</sup>, it's hard to die**  
 Selamat tinggal, .....<sup>13</sup>, sulit untuk mati  
**When all the birds are singing in the sky**  
 Saat semua burung berkicau di langit  
**Now that the spring is in the air**  
 Sekarang musim semi sudah tiba

## FINDING AND DISCUSSION

Kollin (1994) states that questionnaire asks carefully selected respondents to supply answers to list of questions. The writer gave the questionnaire. It consisted of ten items. The writer distributed the questionnaire in order to get and know their motivation in learning listening and find any information related to the problems and also to know whether the students like Top-Down and Bottom Up in listening.

The result of this research showed in 10 questions of questionnaire. For item 1. The results showed that 3.8% always like English language, 15.38% usually like English language, 7.69% often like English language, 46.1% sometimes like English language, 26.9% seldom like English language.. For item 2, the result showed 3.8% student usually like reading for learning English, 19.2% students often like reading for learning English, 23% students sometimes like reading for learning English, 53% students seldom like reading for learning English. For item 3, the result showed that 3.8% student usually like writing in English, 7.69% students usually like writing English, 53.8% students often like writing in English., 23% students sometimes like writing in English., 11.5% students seldom like writing in English.. For item 4, the result showed that 3.8% student always like speaking English, 15.38% students usually like speaking English, 7.69 students often like speaking English, 15.38% students sometimes like speaking English, 57.6% students seldom like speaking English.

Furthermore, for item 5, the result found that 19.2% students usually like listening about English materials, 26.9% students often like listening about English materials, 46.1% students sometimes like listening about English materials, 7.6% students seldom like listening about English materials. For item 6, the result found that 57.6% students usually have difficulties in listening skill. 19.2% students often have difficulties in listening skill., 23% students sometimes have difficulties in listening skill. For item 7 and 8, the results showed that the students rarely used Top-Down and Bottom-Up strategies. But, it doesn't matter because this research can inspire not only for the teacher in school, but also to all of the teachers in Indonesia according their needs. In addition, for item 9, the result showed that 38% students always like English song, 11.5% students usually like English song, 11.5% students sometimes like English song, 7.69% students sometimes like English song, and 3.8% students rarely like English song. And the last for item 10, the result showed that 15.38% students said that Top-Down and Bottom-always can Up help and motivate the students in learning listening, 42% students usually can Up help and motivate the students in learning listening, 34.6% students often can Up help and motivate the students in learning listening, and 7.69% students sometimes can Up help and motivate the students in learning listening,

**Table 2**  
**The Questions of Questionnaire**

**QUESTIONNAIRE (KUESIONER)**

NAME :  
 CLASS :  
 SMA : SMA GAJAH MADA 3 PALEMBANG

No	Questions	Always (selalu) 100%	Usually (Selalu) 90% - 99%	Often (Sering) 75% - 90%	Sometimes (Kadang- kadang) 25% - 75%	Seldom (Jarang) 5% - 10%	Rarely (hampir tidak pernah) 1% - 10%	Never (Tidak Pernah) 0%
1	Do you like English language? (Apakah Anda menyukai Bahasa Inggris?)							
2	Do you like reading for learning English? (Apakah Anda menyukai membaca untuk belajar bahasa Inggris?)							
3	Do you like writing in English? (Apakah Anda menyukai menulis dalam bahasa Inggris?)							
4	Do you like speaking in English? (Apakah Anda menyukai berbicara dalam bahasa Inggris?)							
5	Do you like listening about English materials? (Apakah Anda menyukai mendengarkan tentang materi bahasa Inggris?)							
6	Do you have difficulties in listening skill? (Apakah Anda mengalami kesulitan dalam keterampilan mendengarkan?)							
7	Did you know about Top Down and Bottom up before? (Apakah Anda mengetahui tentang Top Down dan Bottom up sebelumnya?)							
8	Have you ever studied English about listening by using Top Down and Bottom up? (Apakah Anda pernah belajar Bahasa Inggris tentang mendengarkan dengan menggunakan Top Down dan Bottom up?)							
9	Do you like English song? (Apakah Anda menyukai lagu bahasa Inggris?)							
10	Can Top Down and Bottom up help and motivate you in learning listening? (Bisakah Top Down dan Bottom up membantu dan memotivasi anda dalam belajar mendengarkan?)							

**Table 3**  
**The Results of Questionnaire**

No	Items	The Number of students answered													
		1		2		3		4		5		6		7	
		Always (100%)	Usually (90%-99%)	Often (75%-90%)	Sometimes (25%-75%)	Seldom (5%-10%)	Rarely (1%-10%)	Never (0%)							
1	1	1	3.8%	4	15.38%	2	7.69%	12	46.1%	7	26.5%	0	0%	0	0%
2	2	0	0%	1	3.8%	5	19.2%	6	23%	14	53%	0	0%	0	0%
3	3	1	3.8%	2	7.69%	14	53.7%	6	23%	3	11.5%	0	0%	0	0%
4	4	1	3.8%	4	15.38%	2	7.69%	4	15.38%	15	57.6%	0	0%	0	0%
5	5	0	0%	5	19.2%	7	26.9%	12	46.1%	2	7.69%	0	0%	0	0%
6	6	0	0%	15	57.6%	5	19.2%	6	23%	0	0%	0	0%	0	0%
7	7	0	0%	0	0%	0	0%	0	0%	0	0%	26	100%	0	0%
8	8	0	0%	0	0%	0	0%	0	0%	0	0%	26	100%	0	0%
9	9	10	38%	3	11.5%	3	11.5%	2	7.69%	0	0%	1	3.8%	0	0%
10	10	4	15.38%	11	34.6%	9	34.6%	2	7.69%	0	0%	0	0%	0	0%

## CONCLUSIONS

After doing this research, the writer concludes 2 conclusions. First, this Top-Down and Bottom-Up is very beneficial for the students, because they can help the students in learning listening through song. It showed from the results of the questionnaire that there were 11 students of 26 students answered that Top-Down and Bottom-Up can help and motivate them in learning listening. Secondly, Top-Down and Bottom-Up have advantages for their learning activities, because those items were interesting for them to make a conclusion or moral lesson from the song. It showed from 10 students of 26 students answered the questionnaire that they like English song. In conclusion, This results of the research believe that make students know and understand about how to the differences between Top-Down and Bottom-Up.

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Untuk melaksanakan Penelitian dengan tema tersebut di SMA Gajah Mada 3 yang Bapak/ Ibu pimpin pada bulan **Mei 2023**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan penuh rasa tanggung jawab dan melaporkan hasil kegiatan tersebut.

Palembang, 22 Mei 2023

Ketua LPPM Universitas Palembang



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Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Palembang dengan ini menerangkan kepada nama dibawah ini:

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6	Na'imatul Husni, S.Pd., M.Pd.	0205019202	The Use of Gist Strategy on Students' Achievement in Reading Comprehension at SMA Gajah Mada 3 Palembang

Memang benar telah melaksanakan tugas kegiatan Penelitian dengan tema tersebut pada bulan Mei 2023.

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Palembang, 27 Mei 2023

Ketua LPPM Universitas Palembang



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