IMPLEMENTATION OF A BOTTOM-UP STRATEGY-BASED MULTIMODAL TO IMPROVE FANTASY STORY TEXT IN LISTENING SKILL

Annisa Rizky Fadilla[1*], Kastam Syamsi[2], Putri Ayu Wulandari[3]

[123] Master Program of Indonesian Language and Literature Education, Faculty of Languages, Arts, and Culture, Yogyakarta State University, Yogyakarta, 55281, Indonesia

*annisarizky.2022@student.uny.ac.id

ABSTRACT

Listening skill is seen as essential basic competencies, but is difficult to learn. Moreover, learning to listen to literary texts (in this case fantasy story texts) often creates difficulties for students (especially students who are less interested in types of literary texts). Digitalization requires teacher mastery of using a variety of media that can increase student learning motivation. Multimodal supports these learning needs. This paper aims to describe the implementation of a bottom-up strategy-based multimodal to improve the listening skill of fantasy story text for junior high school students. The was literature study, in which the analysis was based on reputable references in the form of printed books, electronic books (e-books), journals, and relevant research results. The author collected information from the aforementioned sources and then selected, sorted, and evaluated the information according to the data needed for research purposes. The data was further described focusing on how the concepts and the implementation of a bottom-up strategy-based multimodal could improve the listening skills of the fantasy story text for junior high school students. The results show that a bottom-up strategy-based multimodal can effectively support efforts to improve the listening skills of the fantasy story text for junior high school students.

Keywords: *bottom-up, multimodal, listening, fantasy story*

1. INTRODUCTION

The Merdeka curriculum as the latest curriculum breakthrough in Indonesia emphasizes specifications on mastering four language competencies. The four competencies that are now more focused on are listening; reading and watching; speaking and presenting; as well as writing. For the junior high school level, all of these competencies are implemented following the learning outcomes (CP) of Indonesian Language learning phase D. The ultimate goal of this phase is to make students capable of the language to communicate according to the objectives of the social and academic context.

The success of the final goal of this phase includes listening skills which are an integral competency of learning Indonesian in the Merdeka Curriculum, both in apperception, the core of learning, and evaluation activities. Listening competence is considered important to always be used and learned because it is the first language activity carried out by humans. In fact, communication does not only concern the sender of the message and the medium used, but also the reception of the message. Listening is one of the most powerful means of capturing information and increasing knowledge. Dung (2021) interprets listening as another basis for language competence for students to develop interactions with language and culture.

Research on the urgency of learning listening was conducted by Yavuz and Celik (2017) which revealed that listening skills have received great attention because they are considered one of the requirements for oral output in the language learning process. Listening skills cover most of the input and are important agents for obtaining input in the learning process. Recent research by Alzamil (2021) reveals the fact that speaking and listening skills are considered important competencies, but are the most difficult to learn. These difficulties are based on the presence of speech speed, pronunciation, nervousness, limited vocabulary, and lack of background information in listening activities. Therefore, listening is important to be taught in schools with strategies that are following learning objectives so that students can absorb and respond to information well for educational purposes and interactions in the realities of life.

Dewayani, et al. (2021) describe the demands of a strategy for teaching listening, namely the teacher focuses on aural vocabulary development strategies. Students must be ensured that they understand new vocabulary as keywords from the presentation so that they can understand, interpret, and evaluate the information or stories that they have heard. Furthermore, the final achievement of phase D in learning listening is that students can analyze and evaluate accurate information from various types of audiovisual and aural texts in the form of monologues, dialogues, or speech titles. Students can explore and evaluate various information from actual topics (Dewayani, et al., 2021).

One of the strategies that are still effective in teaching listening is bottom-up. The bottom-up strategy builds understanding from the smallest units of acoustic messages to larger units of language to generate ideas (Flowerdew & Miller, 2005). Based on Batova's research (2013), a bottom-up strategy is important for shaping language learners to become effective listeners within the framework of communicative competence. Another study by Yeldham (2018) revealed that the bottom-up strategy allows for a shorter learning time, starting from developing abilities so that students get better listening comprehension.

In this era, the complexity of learning is growing along with the development of learning media. Moreover, the era of digitalization requires teachers to master using a variety of media that can increase students' learning motivation. Multimodal supports these learning needs. Multimodal-based learning uses a variety of media (semiotic modes) to refer to the substance of the material so that it becomes a means of representation that is organized, measured, and

socially specific (Kress, et al., 2001). In listening activities, the multimodal basis can provide a variety of listening sources that are appropriate for learning objectives (in certain text genres) as well as referring references according to reality.

Fantasy story text is a genre of a narrative literary text that is learned by students in phase D. This text becomes a trigger for learning literary texts in phase D because it is taught in the early chapters (chapter II) of 7th grade and becomes the basis for understanding the types of narrative texts for the next grade. Tolkien (as cited in Aquino, 1977) defines fantasy story text as a specific genre involving imaginary creation. This type of text often creates difficulties for students (especially students who are less interested in types of literary texts). The difficulties experienced are usually in the form of difficulty building imaginative patterns, difficulty understanding the plot and other story elements, and boredom. The learning of fantasy story texts in the Merdeka Curriculum module is still limited to recommendations for print sources. On the other hand, Dewayani, et al. (2021) emphasized that student books should not act as a single teaching material so teachers must introduce other types of text using other teaching tools.

Based on the problems and ideal listening learning targets, the implementation of a bottom-up strategy-based multimodal can be an alternative that is implemented by the teacher to support student learning outcomes. This paper focuses on dissecting the concept of the real implementation of the bottom-up strategy in listening learning based on the educational conditions according to the applied curriculum. The final result of this paper is expected to assist teachers in creating fun learning while at the same time motivating students in listening to fantasy story text so students' listening skills of fantasy story text can be improved.

2. LITERATURE REVIEW
2.1 The Essence of Listening Competence

Batova (2013) states the priority of listening as an important independent skill. Listening is a natural precursor to speaking. Listening is an early stage in the development of one's first language (and naturalistic acquisition of other languages) (Nation & Newton, 2009). Listening can also be interpreted as a process of receiving, forming meaning, and responding to verbal or nonverbal messages. Listening is a form of communication by absorbing the meaning of words and sentences by the brain to guide the understanding of the suitability between facts and ideas. Cook (2008) describes three elements listening which include accessing vocabulary, describing sentences, and processing memory.

2.2 The Concept of Bottom-Up Strategy in Listening Comprehension

Richards (2008) explains that the listening activities by the bottom-up strategy are reviewed from the perspective of listening as comprehension. The bottom-up strategy was developed by researchers in the 1940s and 1950s (Flowerdew & Miller, 2005). Accordingly, Nunan (2003) argues that bottom-up resources are knowledge of vocabulary and grammar. According to the bottom-up strategy, listeners build understanding to start from understanding the smallest units of acoustic messages: sounds or phonemes. These bases are combined into words and then form phrases, clauses, and sentences. Ultimately, sentences join to create ideas, concepts, and relationships between them. Therefore, according to this model, the various types of knowledge required in the listening process are applied sequentially and hierarchically. The bottom-up text processing model by following the traditional view of communication as the transmission of information (Flowerdew & Miller, 2005).

2.3 The Urgency of Multimodal Support in Learning Listening

Multimodal support is gaining popularity in learning due to the expansion of information in several modes: gestures, visuals, listening production, text-based information, and multimedia (Ryoo & Winkelmann, 2021). Multimodal learning allows access to information through different modes, and/or using a combination of modes.

Along with the development of communicative languages, learning methodologies, and advances in technology have driven the evolution of teaching listening (Batova, 2013). Moreover, listening requires a variety of actual and factual learning resources (representing listening competence according to reality). This is the reason why multimodal can be used as an alternative to support listening learning. Teachers and students have a positive view of technology use in language learning.

2.4 Fantasy Story Text in the Perspective of the Listening Challenge

Tolkien (as cited in Aquino, 1977) defines fantasy story text as a specific genre involving the creation of other imagery. Fantasy story text is a type of fantasy fiction (an imaginative world created by the author). In the fantasy story text, supernatural things, mysteries, and the occult that are not found in the real world can be revealed. So, in the fantasy story text, the impossible seems to be commonplace. The characters and settings created by the author do not exist in the real world or are modified from the real world. There are challenges of fantasy text listening to that adapted from the results of Aquino's study (1977). The descriptions mentioned are only in the form of challenge points to fantasy story text listening that are relevant to the current practice of teaching the Indonesian Language in schools.

a. Students need to build imagination or new dimensions of knowledge during listening activities.
b. Students often have difficulty constructing the meaning of stories because of the unrealistic nature of fantasy story text.
c. Students need a higher focus to interpret the storyline.
d. Students have difficulty interpreting the meaning of the word that appears (usually it can also be a connotative word). The vocabulary and grammar used also tend to be different from everyday language and are less formal (Walker, 2014).

3. METHODS

The research method uses descriptive qualitative to describe the concept and implementation of a bottom-up strategy-based multimodal to improve the listening skills of the fantasy story text for junior high school students. This study belonged to literature

review, in which data collection was carried out through reputable references in the form of printed books, electronic books (e-books), journals, and relevant research results. The author collects information data from these sources and then selects, sorts, and evaluates the information according to the data needed for research purposes. This step was taken to obtain relevant and accurate data so it can answer the research problems.

4. RESULTS & DISCUSSION

4.1 The Excess of Bottom-Up Listening Strategies in Learning

Rost (1998) explains that listening skills must be developed starting from the most basic before the next skill can be carried out. The description of the advantages of this strategy is based on several relevant research results related to bottom-up effectiveness that has been applied in learning. Here are some proofs of the advantages of a bottom-up strategy.

a. Bottom-up can positively influence students' ability to understand better the oral text that has been given, especially when the characteristic patterns of L1 and L2 do not occur together (Batova, 2013).
b. Swan and Walter (Yeldham, 2018) state that bottom-up instruction can automate linguistic processes until set frees the cognitive space for students to construct meaning effectively.
c. Yeldham's research (2018) found the fact that bottom-up skill instruction time tends to be short so that students don't need a long time to improve their ability to interpret what they listen to.
d. Bottom-up listening skills play a key role in helping students to understand the listening input at the level of sound, syllables, words, chunks, syntax, and intonation (Nhat, 2021).
e. Field (Nhat, 2021) found that students who are proficient in bottom-up listening skill instructions can decode listening input more accurately and automatically.

4.2. Implementation of a Bottom-up Strategy-based Multimodal to Improve Fantasy Story Text Listening Skills for Junior High School Students

Fantasy story text is one of the texts taught in 7th grade. Fantasy story text is a type of narrative literary text that is first taught at the junior high school level. Fantasy story text is the basis for learning narrative literary texts in advanced classes, such as works of fiction (8th grade) and short stories (9th grade).

The bottom-up strategy-based multimodal needs to be activated to improve the listening skills of fantasy story texts considering that the characteristics of this text require a higher understanding of meaning than non-fiction/scientific text types. As explained above, the selection of a bottom-up strategy is based on the effectiveness of this strategy when applied to junior high school students by considering learning objectives and learning adaptations. Students in 7th grade need guidance from the teacher to understand the linguistic elements of the listening material. However, the teacher has also provided multimodal to support the listening skill learning

in the fantasy story text. The following is a form of implementation that is described according to the learning objectives of 7th grade.

4.2.1 Description of Learning Objectives

Curriculum: Merdeka
Phase/Grade: D/7th
Subjects: Indonesian Language
Material: Fantasy Story Text
Competency: Listening

Table 1. Description of Learning Objectives to Fantasy Story Text in Listening

Num.	Learning Outcomes (CP)	Learning Objectives	Material Specifications
1.	Inferring the main idea and analyze the accuracy and quality of the information in the form of ideas, thoughts, feelings, views, or messages from the fantasy texts that are listened to (both audiovisual and aural texts) using their knowledge and experience.	Students are able to understand and infer information from the fantasy story text they are listening to.	1. The essence of fantasy story text 2. Contents of fantasy story text
2.	Assessing the intrinsic elements in fantasy story text	1. Students are able to identify the flow of fantasy story text 2. Students are able to identify characters and characterizations in fantasy story texts 3. Students are able to interpret the author's message in fantasy story text	Intrinsic element of fantasy story text
3.	Understanding new vocabulary and their meanings (denotative, connotative and figurative meanings) that appear in the reading of fantasy story texts	Students are able to understand new vocabulary as well as its meaning in fantasy story text	Linguistic rules of fantasy story text

4.2.2 Choosing Multimodal Media for Learning Support

In this era, the use of digital media is prioritized to support the bottom-up strategy. The teacher no longer needs to recite the listening material, but the teacher's role shifts to control the course of listening activities. The teacher must be alert to ensure that the listening material runs smoothly, maintain the focus of students, and help students experience difficulties during listening activities. The selection of multimodal media is something that needs to be considered at the preparation or pre-listening stage. Media can be selected based on needs and access capabilities. On the other hand, consideration of the attractiveness of the media and the responses of students also needs to be considered. The following are a variety of multimodal media that teachers can use as learning tools to improve students' fantasy story text listening skills as adapted from Rose and Dalton (2015).

Table 2. Multimodal Media for Listening Skills

Num.	Variety of Media	Example of the Media	Additional Information
1.	Audio	Audio tapes, radio broadcasts, television broadcasts, CD-ROMs, podcasts/audio presenters	Does not require the role of the teacher to recite the listening
2.	Printed	Textbooks, modules, literary works (picture stories, etc.), printed mass media (magazines, daily newspapers, etc.)	Requires the role of the teacher to carry out the listening
3.	Audio-printed	Audio cassette with written text	Does not require the role of the teacher to recite the listening
4.	Silent visual projection	Transparency overhead (OHT), frame film (slide)	Requires the role of the teacher to carry out the listening
5.	Silent audio-visual projection	Frame film (slide) with sound	Does not require the role of the teacher to recite the listening
6.	Motion visuals	Silent film	Requires the role of the teacher to carry out the listening
7.	Motion audio-visual	Sound motion films, videos, VCDs, television, audio-visual podcasts	Does not require the role of the teacher to recite the listening
8.	Computer	CAI (computer assisted learning), CBI (computer based learning)	Does not require the role of the teacher to recite the listening

Table 2 describes a variety of multimodal media that can be used for teaching listening. This multimodal media is possible to make it easier for teachers to carry out listening teaching and the process of listening to students. Teachers can use one or several media at once. Then, the various media mentioned in table 2 are implemented in various forms of listening activities as can be seen in table 3.

Table 3. Learning Activity Options for Fantasy Story Text Listening with Bottom-up Strategy-based Multimodal

Num.	Activity	Activity Description
1.	Understanding of main idea and detailed information	Students must listen and then check the statements that correspond to the main idea and detailed information according to the contents of the fantasy story text.
2.	Understanding of intrinsic elements	Students must listen and then underline the key words, check the elements that appear, or complete the gaps with words that match the contents of the fantasy story text.
3.	Understanding of linguistic rules	Students must listen and record the linguistic rules that appear in fantasy story texts.

Table 3 shows various forms of listening teaching activities that can be carried out by the teacher. These activities are adapted to fulfilling the learning objectives of class VII fantasy story texts. More clearly, here is an example of the implementation of an activity, in the form of fantasy story text listening activities by implementing a bottom-up strategy-based multimodal that is designed according to the learning objective.

4.2.3 Outline of Activity: Identifying the Meaning of Word Pieces (Understanding of Main Idea and Detailed Information)

Look at the excerpt from the fantasy story transcript entitled "Magic Pencil" below!

"Laila is a poor, smart girl. Part of the time, he used to study and help his parents. Apart from that, Laila also likes to spend her time drawing. Unfortunately, now he can't draw anymore because the pencil he has is running out and is too short so he can't use it anymore. Laila also couldn't buy a new pencil because she didn't have enough money. …."

Adapted from: https://www.studocu.com/

To understand the utterance using the bottom-up strategy, the utterance must be broken down into its components (also known as the "chunking" process). The following are the chunks that can guide us to the underlying core meaning of the utterances:

- Laila
- smart-poor girl
- part of her time
- study
- help her parents
- drawing
- can't draw anymore
- the pencil is almost out
- not having enough money

Pieces that can help identify the propositions underlying the utterances expressed, namely:

- Laila is a girl's name.
- Laila is a poor girl, but she is smart.
- Laila spends most of her time studying.
- Laila also uses her time to help her parents.
- Laila likes to draw.
- Laila can't draw anymore because her pencil is almost out.
- Laila doesn't have enough money to buy a new pencil.

These units of meaning must be remembered, not the initial form that is listened to. Knowledge of grammar helps find the right bits of meaning. The speaker (in the listening) also helps in this process through intonation and juncture.

5. CONCLUSION

Effective learning certainly requires the support of the right strategy. Moreover, this era of digitalization increases the complexity of the learning needs of students by utilizing a variety of teaching materials and media. A bottom-up strategy-based multimodal can be applied to address these challenges. Listening learning must be designed not only for classroom learning but also for the practice of receiving and responding to information in reality. In this case, a bottom-up strategy-based multimodal was implemented to improve the listening skills of the fantasy story text for junior high school students. Fantasy story text is material in 7th grade. Implementation of strategy in learning is based on learning objectives according to the applicable curriculum, namely the Merdeka Curriculum. Thus, teachers and students get a real picture of the concepts, steps, and forms of listening learning using a bottom-up strategy-based multimodal that is applicable to be implemented in schools.

Teachers get references for effective teaching in listening. Students get fun and motivated in learning to improve their listening skills.

7.   REFERENCES

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