

**IMPROVING STUDENTS' LISTENING SKILL THROUGH
THE USE OF THINK-PAIR-SHARE (TPS) TECHNIQUE
IN THE EIGHT GRADE OF SMP NEGERI 1 SLEMAN
IN THE ACADEMIC YEAR OF 2016/2017**

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Abstract

The research is aimed at improving the students' listening skill in class VIII F of SMP N 1 Sleman, in the academic year of 2016/2017 by using Think-Pair-Share (TPS) technique. The research was classified as action research. It was conducted in two cycles with two meetings for each cycle. The main subjects of this research were 31 students of class VIII F. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations, interviews with both English teacher and the students, and discussions with the collaborator. The data were transformed into interview transcripts and vignettes. Meanwhile, the quantitative data were gained from the listening tests that were conducted after the implementation in Cycle I and Cycle II. The validity of the data was gained by applying democratic, outcome, process, catalytic, and dialogic validity. To get the trustworthiness, the researcher used a triangulation technique. It was done by gathering data from different points of view, including the students', the teacher's and the collaborators. The results of the research showed that the use of TPS was effective to improve the students' listening skills. There was an increase in the means score from 73,33 in the post-test of Cycle I to 80,33 in the post test of Cycle II. There were some good improvements in some aspects such as their familiarity in listening to English words and their vocabulary. The students also improved their confidence. They became actively participate in discussion during the teaching and learning process.

Keywords: Think-Pair-Share, listening skill

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan mendengarkan siswa kelas VIII F di SMP N 1 Sleman tahun pelajaran 2016/2017 dengan menggunakan teknik Think-Pair-Share (TPS). Penelitian ini termasuk penelitian tindakan kelas. Penelitian terdiri dari dua siklus dan tiap siklusnya terdiri dari dua pertemuan. Subyek penelitian yaitu 31 siswa kelas VIII F. Data dikumpulkan dalam bentuk kualitatif dan kuantitatif. Kualitatif data dikumpulkan melalui observasi, interview baik dengan guru Bahasa Inggris maupun siswa dan diskusi dengan kolaborator. Data yang dikumpulkan dalam bentuk transkrip interview dan *vignettes*. Sementara itu kuantitatif data dikumpulkan dari listening test yang dilakukan setelah impementasi di siklus I dan siklus II. Validity data dilakukan dengan menggunakan democratic, outcome, process, catalytic dan dialogic validity. Untuk mencapai trustworthiness, peneliti menggunakan teknik triangulasi. Hal tersebut dilakukan dengan mengumpulkan data dari sudut pandang yang berbeda baik dari siswa, guru, maupun kolaborator. Hasil dari penelitian menunjukkan bahwa penggunaan TPS secara efektif dapat meningkatkan kemampuan listening siswa. Ada peningkatan nilai rata-rata dari 73,33 di post test siklus I menjadi 80,33 di post test siklus II. Ada peningkatan pada beberapa aspek seperti ketidakinginan dalam mendengarkan kata-kata berbahasa Inggris. Siswa juga meningkatkan kepercayaan diri mereka. Mereka menjadi secara aktif berpartisipasi selama diskusi dalam pembelajaran.

Kata kunci: Think-Pair-Share, kemampuan mendengarkan

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Introduction

Listening is one skill that is considered as a very essential skill in language learning since it enable students to acquire insights and information and to achieve success in communicating with others. Listening also provides a model or an ideal for the students to aspire to, copy or learn from which they build confidence. Another researcher states that through listening learners can build the awareness of the internetworking of a language system at a various levels and thus establish a foundation for more fluent productive skills.

The major problem in the teaching and learning process in grade VIII F of SMP Negeri 1 Sleman concerned with the low listening skill of the students. The students lacked of confident to share their understanding about what they heard. It made the students become passive in the classroom. They were not motivated and listening class became a scary lesson for them. The problem was getting worse because the teacher put more focus on written cycle like reading and writing.

One of the suitable technique to solve the problems was the use of TPS. Frank Lyman (1988: 19) promotes that TPS is a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, then talk with each other in pairs, and finally shared responses with larger group. There are some benefits for the students in applying this technique. According to Solomon (2009), TPS is a technique that provides students with (a) "think time", a period to reflect and compose their answer, (b) "behavioural rehearsal time", a period to practice stating their thought with a classmate, (c) five safe options including sharing the thought of a learning partner. The research on TPS is compelling, that is encourages increased the students' participation, and higher levels of student thinking and questioning. Whether Lyman (1981) states that the students have time to at least think through their own answers to questions before the questions are answered by the other peers and the discussion moves on. They have the chance to think further, so they are able to solve the problem or give their best answer of the case given. It will make a productive class, since there may be some different opinions. Thus by having some different opinions, they are unconsciously guided to convince to other students about their opinion. They also take a note in this period to remember the main point of their thought. In addition, it can increase the students' confidence. Students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. They can make sure to their partner about their opinion. If their opinion is different to their partner, they can think further about it and relate it to the other fact. Furthermore, the students are given the opportunity to share it with a larger group, or a whole class. All students have an opportunity to share their thinking with at least one other student. It also increases their sense of involvement. It is found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk. The TPS strategy increases the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority

Research Methods

This research was categorized into Action Research which was aimed at improving the students' listening skill through the use of Think-Pair-Share (TPS) technique. This research follows the action research design of Kemmis and McTaggart (1998), consisting of planning, action, observation, and reflection. The subjects of the research involved 31 students in class VIII F at SMP N 1 Sleman. It was conducted from October to November 2016. The data of the research were in the forms of vignettes, interview transcripts, and listening scores. The instruments were in the forms of observation sheets, interview guidelines, and worksheets. The data were collected through

observation, interview and listening test. The observation was done by observing the teaching and learning process of listening during the action research. Interviews were also conducted to collect some opinions, ideas, comments and suggestion from the English teacher, the students, and collaborator. In addition, listening tests were done two times to measure the students' listening ability after they learnt through some actions in every cycle. To analyze the qualitative data, the researcher referred to the steps suggested by Burns (2010:104-105).

Descriptive Analysis were used to analyze the quantitative data. It was the mean which was used to represent the central tendency of the scores. The mean was used to know the improvement of the students after the cycles were done. Data validity and reliability were employed based on the criteria proposed by Burn (1991: 161) namely democratic validity, dialogic validity, process validity, outcome validity, catalytic validity. To obtain the trustworthiness, time triangulation and investigator triangulation were employed.

Findings and Discussions

According to the observation and interview conducted before the implementation, the researcher found that the students needed a technique that could help them to overcome their problems in listening in order to improve their listening skill. The problems included the lack of vocabulary, the low motivation in learning, the low listening comprehension, and the low confidence of the students. The findings of the research show that TPS successfully improved the students' listening ability. The implementation of the action was supported by two other actions such as using classroom English and using pictures to attract students' attention and interest.

The first cycle showed that generally the use of TPS technique improved the students' involvement in the teaching and learning process since they had to interact with their friends continually. The activities helped them to understand the materials since they could discuss what they knew with the members in their group. However, some problems occurred during the implementation of TPS technique. First, it was related to the time management. Secondly, some students were still passive in the pair discussion that put their pairs in difficulties because they had to finish the task by themselves.

In the second cycle, there were some improvements on the students' listening skill and also there was a change on their behavior toward the teaching and learning process after the use of TPS technique. The students were more enthusiastic with the videos that were used in Cycle II. Most of the students actively participated in the discussion with their pair and also their group. The students' confidence in listening English words were improved. They became more active in the pair and group discussion. They became more active and involved more in listening class.

The improvement is also supported by the qualitative data. The mean score of the students in Cycle I was 73,33 and in Cycle II was 80,33. Based on the comparison between each student's mean score in both performances, there was an improvement in the students' listening skill. Many of the students got higher scores in the second test. In general, the students made a good improvement in listening skills.

Conclusions

It can be concluded that the use of TPS is believed to be effective in improving the students' listening skill. From Cycle I, it was found that TPS could improve the students' confidence and involvement. However, some students were still passive during pair and group discussion. They were still not confident to share what they heard. It became the reason for the researcher to continue implementing the TPS technique with some improvement in the second cycle. From Cycle II, it was found that TPS could improve students' listening skill. They were more confident to communicate what they understood from the audio or video given. The pair and group discussion helped them to understand the video better. In the terms of quantitative data, there was an improvement in the

students' listening skill, it could be seen from the result of the test in the end of the first and the second cycle. The mean of the students' scores improved from 73,33 to 80,33. This shows that TPS technique was successful in improving the students' listening skill.

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