

## **The Effectiveness of Think-Pair-Share Model Toward The Listening Comprehension at Sman 1 Anggana in The Academic Year Of 2021/2022**

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### **Abstract**

The main concern of the research was the effectiveness of think-pair-share (TPS) model toward the listening comprehension of the eleventh-grade students at SMAN 1 Anggana in the academic year of 2021/2022. The study aimed to find out the data of the students on listening comprehension by using the TPS model to know whether there was effect of teaching model. The research employed an experimental research design administering two groups with pre-test and post-test. The groups were the experimental group and the controlled group. The experimental group was a group that was given treatment by TPS model for the listening comprehension. In contrast, the controlled group was a group that was provided with the conventional model. The data were taken by administering the fifteen multiple-choice comprehension tests to determine the students' listening comprehension. The subjects were 66 students of the eleventh-grade students of SMAN 1 Anggana in the academic year of 2021/2022. Each group consisted of 33 students. The treatment was given to the subject in the sixth meeting. Finally, the researcher gave the post-test to the two groups and analyzed the score. Then the data were analyzed by using t-test to determine whether there was a significant difference between the TPS model and the conventional model. The result of the research TPS model has a positive advantage on students' comprehension.

**Keywords:** The Effectiveness, Think-Pair-Share Model, The Listening Comprehension

## **A. Introduction**

Listening is a very important skill for humans and should be evaluated if you want to learn language skills. Vandergrift, found that listening is an important element of learning, especially in second languages. <sup>1</sup>It is because listening provides the students' knowledge on which to construct the information for using the language. When the students do not have good capability in listening to English well, they will get difficulty communicating and interacting with them. They can make misunderstandings in their communication.

In listening, the students must decode the meaning of language before they produce the language. The students will gain a better comprehension of the language they will produce in the future as a yield of the speech they heard.<sup>2</sup> Listening becomes the ability to recognize and comprehend what the people said, so it is an active process of developing and receiving a message as one stream of sound and not a passive process. In addition, listening is an active process for giving attention and needs full concentration to get the meaning. Listening becomes an important skill, over 45% of communication time is spent listening, showing how important this skill is to overall language proficiency.<sup>3</sup>

Nevertheless, students find it difficult to listen to because they are bored and uninterested in the subject. It also can make a student have a lack comprehension in studying. It is caused by the used teacher's strategies and the applied methods are not attractive for to students' needs or "students' interest". As a result, they are uninterested in studying English, which might. affect their attainment in subjects such as listening

After knowing the listening students' score of SMAN 1 Anggana, the researcher finds out that the students have a lack of comprehension and initiative in studying English Listening. The students have poor English listening interests. If the condition is ignored without a solution, it will create a problem for the students. By discerning, this condition the researcher wanted to research the alternative model to achieve better listening performance by applying the TPS model. The researcher assured by using this way, the students will be easier to catch the content of the listening.

The TPS model is a strategy in the same practice that facilitates and allows for individual thought, communication, and presentation. TPS is one of the important and useful models to use in the classroom, as it incorporates discussions for individuals, small groups, and groups as a whole. <sup>5</sup> This model provides all students with the opportunity to answer questions or assignments from teachers. The question or task may be related to a specific part of the broader topic. After answering personally, students share the answer with their partners. You can

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<sup>1</sup> Hermiati, *The Effectiveness of Think-Pair-Square (TPS) Strategy in Teaching Students' Listening Comprehension at the Second Grade in SMA Negeri 1 Sidrap* (Makassar : University of Islam Alauddin Makassar, 2017) p. 1

<sup>2</sup> Rosiana, *The Correlation Between Listening Ability and the Student's Speaking Performance in English at the Eight Graders of Junior High School in SMPN 3 Batanghari East Lampung* (Lampung : IAIN Metro, 2019) p. 1

<sup>3</sup> Fayten, *The Power of Listenng Ability. An Overlooked Dimension in Languague* (1991) p. 3

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share your answers across the class by completing the assignments individually, sharing them privately, and then discussing them with the entire group. The students will gain feedback immediately about their interpretations responses.

The researcher chose the TPS model because the researcher assured the TPS model could motivate the students by using the different ways in the listening lessons, particularly for the educational advantage.

Following the previous introduction of the research above, the researcher states that the research problem of the research is “How is the effectiveness of the Think-Pair-Share model in the second-grade students’ in the listening comprehension at SMAN 1 Anggana in the academic year of 2021/2022?.

Concerning the research problems that have been formulated above, the research objectives of this research is “to find out the effectiveness of the Think-Pair-Share model in the second-grade students’ listening comprehension at SMAN 1 Anggana in the academic year of 2021/2022”.

the researcher focused on nouns, verbs, adjectives, and adverbs because based on the curriculum for the senior high school. The contents of Dialogue response, Short talk, Picture, and Monologue response was included as the topics have to be given to the second- year students of senior high school at SMAN 1 Anggana in the second semester in the academic year of 2021/2022. The researcher gave 15 questions on the listening comprehension item test in multiple-choice forms.

### B. Research Method

#### 1. Research Design

The researcher used a quasi-experimental research design. The quasi-experimental research aims to establish a cause and effect relationship between an independent and dependent variable. The researcher applied the quantitative data in this design. The researcher also used an instrument in data collecting. The researcher realized that by using the quasi-experimental research design, it was needed to understand quantitative computation statistically. Certainly, the procedures were time-consuming, requiring extensive data collection and analysis, and such time requirements. The researcher also used some statistical formulas in data computation that taken from several statistical experts.

The researcher uses the procedures of the experimental research stated by Campbell. Briefly, the following procedures were: (a) The researcher took several a number of students from the population and gave the pre-test to all populations for knowing the first condition of the students and for determining the sample. The researcher divided the sample into two groups based on even and odd numbers. So that the researcher got two groups with the same condition. (b) The groups were experimental and controlled. An experimental group was a group that was given treatment by applying the TPS model. Whereas the controlled group was a group that had not been given the previous treatment. The controlled group just had the conventional treatment. (c) The researcher computed the differences between Post-test for the two groups.

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Table 1  
The treatment of two groups

Group	Pre Test	Treatment	Post Test	Gained Scores
Experimental Group	√	√	√	√
Controlled Group	√	-	√	√

The researcher only gave the treatment to the experimental group. The treatment was arranged in the lesson plan. The lesson plan was adopted and adapted from an English teacher in SMAN 1 Anggana. Therefore, the researcher did not change the competence standard and base competence of the lesson plan. The researcher only inserted the TPS model in teaching method of this lesson plan.

The treatment was given to the experimental group in three meetings. The treatment was explained in detail in the lesson plan. In each stage, the researcher involved the following teaching steps:

- a. The opening (10 minutes)
- b. The first main activity: Exploration (30 minutes)
- c. The second main activity: Elaboration (30 minutes)
- d. The third main activity: Confirmation (10 minutes)

The researcher used the TPS model in the main activity by applying the previous procedure of the TPS model. The given treatments were:

- a. To give the clear instruction of TPS model in the listening class.
- b. To introduction the topic of listening: "Personality".
- c. To give the material and audio of listening and applied the TPS model.
- d. To give the practice forms of listening, such as: giving a mark on the given vocabulary based on audio, answering the questions based on the audio, choosing the correct statement in the multiple choice form.
- e. All previous stages were done by applied the TPS model procedure.

## 2. Population and Sample

In determining the sample the researcher used the simple random sampling technique because the population had been considered as a homogenous population. The researcher took the second-grade students at SMAN 1 Anggana in the academic year of 2021/2022.

For determining the sample size or the number of the students in the research groups, the researcher used the table of Sample Size (with a precision of 95%) by Krejcie and Morgan in Sugiyono. It showed the columns with the total number in universe and follows the sample size of the population.

All population There were 80 students in physics programs. Therefore based on Krejcie and Morgan's table, the researcher took 66 students as the research

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sample. Then the researcher divides the sample into two groups after she got the pre-test score.

The researcher made the experimental group that was given by implementing the TPS model with 33 students. Whereas, the Controlled group that was applied to a conventional with 33 students

### 3. Research Instrument

The research employed one test instrument. The instrument was the comprehension test. It was taken from the listening test for SMA level and the instrument test contains fifteen multiple-choice questions. The test item was taken from the standardized test item. It meant the test instrument had been tested for the index of difficulty, reliability value, and validity of the test items. Because the researcher adopted the Listening test of TDS (The Comprehension Test).

The test was given to the other second-grade students at SMAN 1 Anggana for a try out. The school had four second-grade classes, two classes for the physics program and two classes for the social program. Therefore the researcher conducted the try out. She used the test instrument because it showed the proper scores for the degree of difficulty of the test items, the reliability, and validity.

### 4. Data Collection Technique

The technique was used by the researcher to collect data was a pre-test. The procedure of the methodology was the whole selected population that was tested by giving the pre-test. After giving the pre-test, the sample was divided into two groups, there were experimental and the controlled group. They were given the different treatments. The researcher gave the post-test to these groups at the end of the treatment process. These two groups were analyzed for knowing the difference.

### 5. Data Analysis Technique

The researcher analyzed the data by using some statistical formulas. Besides the following formula, the statistical formula, and statistical software were:

- b. Mean Score (Sudjana, 1984:66)
- c. Significance ratio (Francis, in Sugiyono; 2010)
- d. Degree of difficulty (Arikunto, 1986:196 )
- e. Validity (Sugiyono: 2011:356)
- f. Reliability (Brown, in Sugiyono 2010)
- g. Scoring of the data (Grundlund:1981)

## C. Research Findings and Discussion

### 1. Description of the Pre-test Result for all population

After the researcher conducted the try-out test for measuring the Index of difficulty, Validity, and Reliability of the comprehension test instrument. Subsequently, the researcher gave the comprehension test instrument to take the pre-test score for all population. The result of the pre-test score of

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population was used by the researcher for knowing the homogeneity of the population, and also for determining the two group distribution.

The researcher explained about the result of pre-test for all population, there were 66 students. She analyzed the score that was obtained in that stage. After conducting the pre-test to these 66 students, the researcher could get the sum of the students score was 2506.72 and the average of the score was 37,98, the maximal score of the students was 60,00, and the minimal score of the students was 26,66. The result was used by the researcher for knowing the first condition of the sample. The result was also used by the researcher for determining the group distribution in order to get the two groups in the same condition.

Therefore, the Experimental group and the Controlled group that would be the research subject in this research were homogenous condition.

### 2. Description of the Data of the Experimental and Controlled Group.

The research investigated the effectiveness of the Think-Pair-Share (TPS) model toward the listening comprehension at SMA 1 Anggana in the academic year of 2021/2022. The research used two groups pre-test and post-test design. The groups were experimental group and controlled group. The experimental group was given treatment by the researcher by giving the TPS model at the beginning teaching process. But the controlled group was not given the treatment like the experimental group. The controlled group was taught the same listening material without implementing the TPS model but it was taught by conventional teaching model in teaching learning process.

In getting the result and collecting the data the researcher used the multiple-choice test that contains fifteen items for each test. The pre-teaching test or the pre-test that given to the whole sample before the researcher gave the treatment. It means before the researcher used the implementation of TPS model in the experimental group.

The pre-test was done in order to find out the first English listening score of the sample. The pre-test result was taken as consideration for taking the sample research. Then the sample was divided into two groups. The grouping of the sample used the division based on even and odd number.

The researcher then compared the score of the two groups in the final treatment. The score of the Experimental group and the score of the Controlled group. The researcher applied the table that showed and described the result of the post-test for the Experimental group and the Controlled group.

The Experimental group described that the sum of the score was 2606,6. With the average of the score was 78,99. The maximal score that was shown by this group was 86,67 and the minimal score was 73,33.

Then, the Controlled group that the group without the Think-Pair-Share (TPS) model showed the different score. The Controlled group showed the sum of score was 2133,16. Whereas, the average of this group score was 64,64. The maximal score that was described by the controlled group was 73,33. Finally the minimal score of the controlled group was 53,34.

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The researcher also showed the interpreting the computed data of the two groups for obtaining the value of  $X_1$ ,  $X_2$ ,  $f_1$ , and  $f_2$ . These values would be applied in computing of the difference of the mean score of two groups.

The researcher got the following values from her computation. They were,  $f_1 = 33$  and  $f_2 = 33$ . The result of the sum of  $X_1.f_1 = 2606,6$  and the sum of  $X_2.f_2 = 2132,2$ .

The researcher obtained the average from the Mean Score formula (Sudjana). Thus the researcher got the difference of the mean score was 14,36.

Then to verify the average mean score between two groups, the researcher uses the t test formula to see the significant mean difference between the two groups.

For obtaining the value of the computed t the researcher needed to know the value of  $X_1$  ( $M_a$ ),  $X_2$  ( $M_b$ ),  $\Sigma a$ ,  $\Sigma b$ ,  $N_a$ ,  $N_b$ ,  $\Sigma X_a^2$ ,  $\Sigma X_b^2$ . After the researcher analyzed the computation, she got the following result.  $X_1$  ( $M_a$ ) = 78,99,  $X_2$  ( $M_b$ ) = 64,64,  $\Sigma a = 26,06$ ,  $\Sigma b = 21,32$ ,  $N_a = 33$ ,  $N_b = 33$ ,  $\Sigma X_a^2 = 811,48$ ,  $\Sigma X_b^2 = 753,95$ .

Based the previous result, the researcher analyzed the values and computed it. Finally, the researcher got the computed t was 11,85.

The computation showed that the Think-Pair-Share (TPS) model in the student's listening learning helped to promote and improved the students' comprehension. It was illustrated by the computation mean score result. The student was very motivated by using the TPS Model because they could cooperate to get the understanding the listening audio. And they could help to reach the best way to improve their listening skill.

### D. Discussion and Interpretation of the Data

There are two steps for determining whether the hypothesis of this research is accepted or rejected. The first step is to count the average mean scores of the two groups. When it has been found and also shown a difference between the two groups, this difference should be verified as to whether it is significant or not.

As the researcher had written in the previous chapter.  $H_0$  (The Null Hypothesis) is rejected if  $t_c$  (the computed ) is lower than table t-value (2,042) and  $H_a$  (The Alternative Hypothesis) is accepted if  $t_c$  (the computed t) is higher than table t-value (2,042).

Based on the result of the previous data analysis the degree of freedom (df) is determined by the size of the sample involved that  $n - 2$  ( $33-2$ ) = 31, for 31 degree of freedom and 5 percent (0,05) level confidence  $t_{1-1/2 \alpha}$  is 0,975 (t value) and the value of t table is 2,042, in the criteria of acceptance of hypothesis (Hadi, 1980). The table of the significance level in appendix.

The data analysis indicates that the value of  $t_1 - \frac{1}{2} \alpha$ , that is 11, 85 for Post-test ( $T_2$ ). Since the value of post teaching test of  $T_2$  is higher than 2,042 (t table). It means  $H_0$  (The Null Hypothesis) is rejected and  $H_a$  (The Alternative Hypothesis) is accepted.

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Thus, it can be considered that using the TPS Model in Listening Comprehension is significant. The result of the experimental treatment shows that using TPS model can facilitate the students to learn listening lesson. Therefore, the use of the TPS model can help the students learn the listening lesson more easily for senior high school students. It also can be said the TPS model has an influence on the students' listening comprehension.

It can be seen in the using of the TPS model made the students more enthusiastic in the listening class. The TPS model also provided the students' opportunity for expressing, deepening, and conducting collaboration with their pair and classmates. The students can share their knowledge and opinion about the listening audio content that they have heard together. The presence of TPS model in the listening comprehension can motivate the students' listening comprehension.

### E. Conclusion

Teaching English listening by using the TPS model has a good contribution to degree of students' listening understanding, particularly in obtaining the better English listening comprehension. The researcher approved by showing the difference between the mean score of the experimental group and the controlled group. The experimental group's mean score was 78,99 and the controlled Group's mean score was 64,64.

The TPS model had influence in teaching English listening. The data analysis of the experimental Group's treatment for the second grade students of SMAN 1 Anggana, Kutai Kartanegara showed that the mean score of the experimental group was higher than the mean score of the controlled group. It showed that the t-value at the degree of freedom (df) 30 (33) and 5% level of confidence was 2,042, while the computed t-computed (tc) of the data was 11,85. It was higher than 2,042. It was using of the TPS model in the listening comprehension had the significant effect.

Based on the previous conclusion, the researcher gives some suggestions for improvement in teaching the listening class efficiently. The teacher should have a good effective teaching model in English listening class. The teacher also chooses an interesting model for students to motivate them.

The using of the Think-Pair-Share (TPS) model in teaching English listening class can increase the students' motivation and interest. The students can discuss with their pair, express their opinions about the content of the given English listening material in audio, and finally the can share with their class through the TPS model.

The TPS model helps the students to think individually, to express their knowledge enthusiastically, and to share their opinion easily. Therefore, by applying the TPS model, the students can understand the material of listening well. It will give the positive impact for improving the students' English listening achievement.

The TPS model can be an alternative valuable teaching model and an interesting teaching media can be used in delivering the listening material pleasantly and comfortably for senior high students.

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