

CHAPTER I

INTRODUCTION

A. Background of the Study

English has four language skills such as speaking, reading, writing, and listening. These are often classified into two types, writing and speaking are classified into productive skills, while reading and listening are classified into receptive skills.¹ Productive skills are skills in which students actually have to produce their own language. Meanwhile, receptive skills are skills in which meaning is extracted from discourse.

In this study, it will be focused on students' listening skills. Listening is one of the most important skills in English language learning, which involves trying to understand or get the gist of information from others by paying attention to what they are saying so that they can comprehend what they mean. In addition, students' listening skills in the learning process are very important because they need to understand the direction from the teacher or audio while learning process.

Listening skills is one of crucial elements in communication process and very necessary because listening is one way to remember and understand what other people say, but not only to hear, but also how the students able to

¹ Jeremy Harmer, 'The Practice of English Language Teaching', 5th Edition (Cambridge: Pearson, 2015), p. 297.

understand the meaning of the learning materials carried out in the classroom because in the classroom, students always do more listening than speaking.

As a matter of fact, on preliminary study when the researcher conducted interview with the students who talk in eleventh grade of MA Al-Islah Cikeusal, on August 02, 2022. It reviews that, there were several obstacles that may affect students' listening skills. First, students were not being able to understand what is topic being discussed during audio playback in listening material because they lack of exposure, they do not have background knowledge and they do not familiar with the topic. Second, it was caused by lack of vocabulary mastery. This occurs as a result of students' low motivation to read and listen to English dialogues, which makes it difficult for them to identify unfamiliar words. Third, students were not able to appropriate words or construct sentences that relate to the topic being discussed. In addition, that this occurred because students also did not have the chance to listen to English in its entirety either at school or elsewhere.

Therefore, to overcome the prior problems, it needs an effective technique to increase students' listening skills gradually. Based on the obstacles faced by students in listening to English, the researcher utilizes the think-pair-share technique. TPS is basically a part of cooperative learning technique it allows for more time for students to think, react, and assist or work with other

students.² This technique is believed can be applied in listening lessons in the classroom and students apply it continuously, then it can help students to increase their listening skills. Therefore, students can help each other by collaborating actively so that they can interact and share opinions about the material being discussed in the classroom.

Based on the previous statements, the use of think-pair-share (TPS) is a must because it enables students to understand more information. Therefore, it is very crucial to implement the TPS technique used in teaching listening skills. This technique is expected to assist teacher to minimize students' problems and increase their listening skills gradually. However, these assumptions must be tested scientifically. The researcher is intrigued by the explanation provided above, to investigating whether there is a significant relationship between the think-pair-share technique and students' listening skills, with the title: "Increasing Students' Listening Skills Through Think-Pair-Share (TPS) Technique (A Classroom Action Research at the Eleventh Grade of MA Al-Islah Cikeusal)"

B. Identification of Problem

Based on the background, it can be concluded that the identification of the problem is:

² I Gusti Ayu Made Sukelasmini, 'The Implementation of Think Pair Share (TPS) Type of Cooperative Learning Model To Improve Student's Motivation And Nutrition Science Learning Achievement', *Journal of Education Action Research*, 3.1 (2019), 9 <<https://doi.org/10.23887/jear.v3i1.17081>>.

1. Students not being able to understand what is topic being discussed during audio playback in listening material.
2. Students lack of vocabulary mastery.
3. Students are not able to appropriate words or construct sentences that relate to the topic being discussed.

C. Limitation of the Research

Based on the research background, this study is limited to focusing only to observe the implementation of TPS provides increase students' listening skills at the eleventh grade of MA Al-Islah Cikeusal in academic year 2022/2023.

D. Statement of the Problem

The writer formulates the problems in this research based on the problem in the background, as follow:

1. How is the implementation of TPS provides increase students' listening skills?

E. The Aim of the Study

Based on the research questions above, the aims of this research are:

1. To observe the implementation of TPS provides increase students' listening skills.

F. The Significance of the Study

This study has two significances, namely: theoretically and practically. On one hand, theoretically, this study will add the treasure of knowledge related to listening skills. On the other hand, practically this study will provide some benefits for some parties, such as: First, to contribute to English teachers regarding the implementation of Think-Pair-Share (TPS) technique to increase students' listening skills. Second, for students this study may be beneficial to students to increase their listening skills by using the TPS technique. The last, this research can be utilized as a material consideration by other researchers if they are investigating the same topic.

G. Previous Study

So far, the researcher found things related to this research and took some of them as references. It can be explained as follow:

The first, “The Implementation of Think-Pair-Share Model to Improve Students’ Ability in Reading Narrative Texts” by Dino Sugiarto and Puji Sumarsono. The finding from this research is indicate that there is a significant improvement in term of students’ ability in reading English narative text after they were treated using Think-Pair-Share. It can be identified from the students’ score which was increased from 71 to 80 after being treated using

TPS. However, this model requires a patient teacher who cares to the students who has need more attention.³

The second, “The Use of a “Think-Pair-Share” Brainstorming Advance Organizer to Prepare Learners to Listen in the L2 Classroom” by Chen-Hong Li, Min-Hua Wu, and Wen-Ling Lin. The findings show that certain type of brainstorming advance organizer benefits L2 learners at the secondary level by enhancing their listening comprehension performance, and that the advance-organizer use also has an effect on affective factors, such as boosting their test confidence and reducing their test anxiety.⁴

The third, “Student Teams Achievement Divisions and Think-Pair-Share: Which Works Better for Listening?” by Hamid Marashi and Zahra Mina Tabatabayi. The findings of this study are TPS has a positive impact on EFL learners’ language achievement, in addition the results further supported the use of TPS for teaching listening as it allows the students to comprehend more information, associate with other ideas, and incorporate new ideas into their prior knowledge. Therefore, when information is cooperated by their partners, learning would be easier.⁵

³ Dino Sugiarto and Puji Sumarsono, ‘The Implementation of Think-Pair-Share Model to Improve Students’ Ability in Reading Narrative Texts’, *International Journal of English and Education*, 3.3 (2014), 206–15.

⁴ Chen Hong Li, Min Hua Wu, and Wen Ling Lin, ‘The Use of a “Think-Pair-Share” Brainstorming Advance Organizer to Prepare Learners to Listen in the L2 Classroom’, *International Journal of Listening*, 33.2 (2019), 114–27 <<https://doi.org/10.1080/10904018.2017.1394193>>.

⁵ Hamid Marashi and Zahra Mina Tabatabayi, ‘Student Teams Achievement Divisions and Think-Pair-Share: Which Works Better for Listening?’, *International Journal of Foreign Language*

Unfortunately, from the previous studies, no one who have been conducted focus on the implementation of Think-Pair-Share in increasing students' listening skills on song lyrics learning material by interpreting social functions and linguistic aspects of songs that are relevant to the lives of adolescents at the eleventh grade of MA Al-Islah Cikeusal.

H. The Organization of the Writing

This paper is arranged into five chapters, every chapter has some points to explain the chapter.

Chapter I Introduction, it contains the background of the study, statement of the problem, objective of the study, the significance of study, the limitation of study, previous study, and the organization of writing.

Chapter II is Theoretical Foundation; this chapter is consisting of the theorist from some experts we have conducted the research related to this research.

Chapter III Research Methodology, it contains method of the research, the site and time of study, procedures of CAR, the technique of data collecting, and the technique of data analysis.

Chapter IV Finding and Discussion, this chapter explains the description of data and the analysis of data.

Chapter V Closing, this chapter consists of conclusion and suggestions.

