

ABSTRACT

THE USE OF THINK-PAIR-SHARE (TPS) TO IMPROVE LISTENING COMPREHENSION OF ELEVENTH GRADE STUDENTS AT SMA NEGERI 1 BANDAR LAMPUNG

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This study aimed to examine whether the Think-Pair-Share (TPS) strategy can improve students' listening comprehension. A quantitative research approach was employed using a one-group pretest-posttest design. The study involved 32 eleventh-grade students at SMA Negeri 1 Bandar Lampung as the research sample. The data were collected through listening comprehension tests administered before and after the implementation of the TPS strategy. The collected data were analyzed using a paired sample t-test to determine the effectiveness of the strategy. The results indicated a significant improvement in students' listening comprehension, as evidenced by an increase in the mean score from 74.13 in the pretest to 89.15 in the posttest. The statistical analysis revealed a significance level of $0.00 < 0.05$, which confirms that the TPS strategy had a significant impact on students' listening comprehension. It can be concluded that Think-Pair-Share is an effective teaching strategy to enhance students' listening skills and foster engagement in listening activities.

Keywords: Think-Pair-Share, listening comprehension, collaborative learning, teaching strategy