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

A Script

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ENGLISH EDUCATION STUDY PROGRAM
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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

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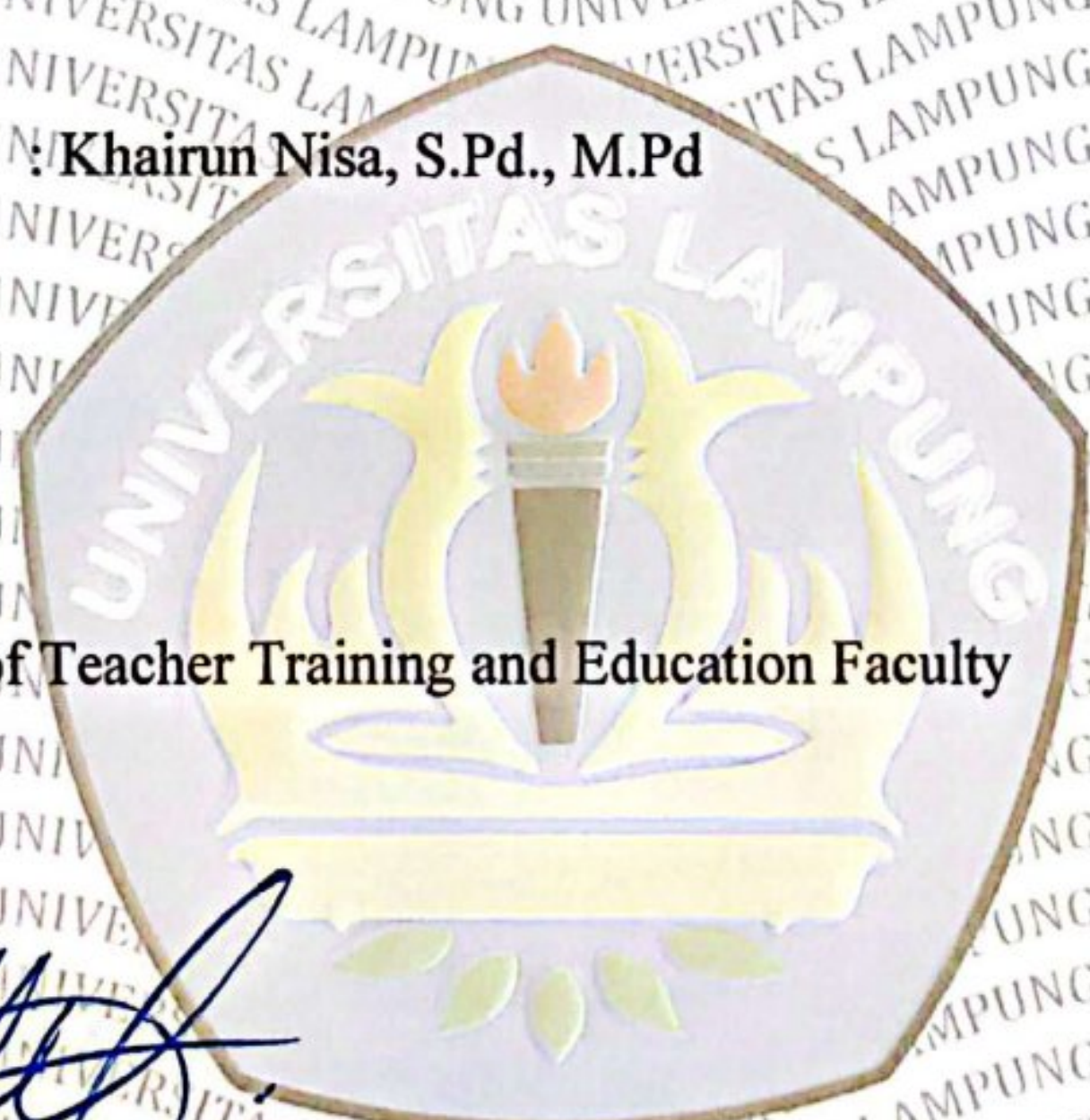NIP. 19700318 199403 2 002

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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 20 Maret 2025
Yang Membuat Pernyataan

Putri Anggun Dwi Natashia Rizki

CURRICULUM VITAE

Putri Anggun Dwi Natashia Rizki was born in Bandar Lampung on April 3, 2003, as the second child of Dede Ahmad Rizki and Lidia Kusuma. She has one sibling, an older sister named Ayu Muthia Rizki.

She completed her early education at Taman Kanak-Kanak Aisyiyah Bustanul Athfal, followed by her elementary education at SDN 1 Palapa Bandar Lampung. After graduating from elementary school, she attended SMPN 25 Bandar Lampung, where she continued her academic journey before moving on to SMAN 1 Bandar Lampung for her senior high school studies.

Upon entering university, she enrolled at Universitas Lampung and became actively involved in various academic and extracurricular activities. She joined the English Society (ESO) and SEEDS at Universitas Lampung, which allowed her to develop her leadership and communication skills. She gained practical experience in journalism through an internship at the Public Relations Office (Humas) of Universitas Lampung. Additionally, she interned at the International Office of Universitas Lampung through the PKLI program, further broadening her international exposure. She also interned as a content creator at Lampung Xplore. Then, She works part-time as a secretary at the event organizer Aigatsu ID.

Beyond her academic and professional commitments, She joined Maritim Muda Nusantara Lampung and was honored as the Blue Economy Ambassador of Lampung Province. She also contributed to various volunteer initiatives with organizations such as DAMAR and PKBI.

Her passion for education led her to become a private tutor, teaching Mathematics and English, and she also worked as an extracurricular instructor English Club at SMPN 2 Bandar Lampung. She further expanded her teaching experience by volunteering at the ITC community. She has been an active member of Japanila Dance Cover, where she participates in dance activities. She also demonstrates her passion for performing in the traditional Chinese lion dance (Barongsai). Furthermore, she has ventured into entrepreneurship by becoming a freelance makeup artist (MUA).

DEDICATION

Bismillahirrahmanirrahim, by the name of Allah Subhanahu Wa Ta'ala, who always blesses my life and gives me strength in each process, this script is proudly and fully dedicated to:

Myself – For never giving up, enduring all the hardships, and always striving to be better.

My beloved mother, Lidia Kusuma – Thank you for your endless love, unwavering support, and countless prayers that have been my greatest source of strength.

My beloved late grandmother, Enis Hernawati, and my late uncle, Agung – My first teacher and a figure of kindness and wisdom. Though you are no longer physically here, your love, teachings, and encouragement continue to guide and inspire me.

My dearest cat, Loli – A companion who has brought joy, comfort, and unconditional support during this journey.

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MOTTO

"Allah does not burden any soul with more than it can bear…"

(Al-Baqarah: 286)

"Life just one time, if not now, then when? If not me, then who?"

(Putri Anggun Dwi Natashia)

'"Love is the most twisted curse of all."

(Gojo Satoru)

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Bandar Lampung, 6 February 2025

The Researcher,

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TABLE OF CONTENTS

Page

LIST OF APPENDICES

Page

LIST OF TABLE

Page

I. INTRODUCTION

This chapter consists of eight sections, covering several key aspects including the background, identification, limitations, formulation, purpose, use, scope, and also the terms of definition to help explain the findings of this research.

1.1 Background of the Research

One important aspect of learning English is listening skills, which are the basis for understanding and interacting with the language. According to Nunan (1997), "Listening is the fundamental ability required to process a language. Effective communication is facilitated for the students." (p. 38). Effective communication requires good listening skills. We can also improve other skills by mastering listening. Moreover, according to Bozorgain (2012), Among of the most crucial language acquisition skills is listening comprehension. Additionally, since learning a language requires hearing, listening skills are crucial for learning English. Students were exposed to specific subjects and pronunciation in a foreign language by listening (Harmer, 2007).

One of the most crucial abilities in learning English is listening, which entails attempting to understand or grasp the main points of other people's statements by paying attention to what they have to say in order to understand what they mean. According to Richards (2008), Listening refers to the ability to comprehend and interpret information delivered through auditory means. Moreover, the ability of students to listen is essential to the learning process since it enables them to follow instructions from the teacher or understand audio materials during lessons.

Furthermore, Bentley & Bacon (1996) explains that listening plays a crucial role of foreign language learning process.It has also been defined as a kind pro cess during which listeners construct meaning from oral input. Listening means

the process of understanding speech in a second or foreign language. Nation and Newton (2009) state that listening is the early stages to speak of language growth that occurs spontaneously in a human's native tongue and naturalistic foreign languages learning. Furthermore, there are two models for teaching listening, according to Richards (2008). The first is called Bottom-Up Processing. The ability of the listener to comprehend words, sounds, clauses, and sentences is what enables them to comprehend the message that is sent through audio. Top-Down Processing is the second method. It refers to the listener's prior knowledge that they use to interpret the meaning of an audio recording.

Through this learning process, students have the ability to listen effectively. However, It is the teacher's duty to assist students in improving their listening skills as they are unable to do so on their own. The curriculum places a strong emphasis on listening comprehension in English classes since it is one of the most crucial abilities that students may acquire. The objective of the process of teaching and learning English, according to the 2013 curriculum, is to enable pupils to utilize and comprehend the language both orally and in writing. Language proficiency in both speaking and hearing as well as reading and writing is demanded of students (Badan Standar Nasional Pendidikan, 2006, p. 123).

But it cannot be denied that there are some problems that must be faced before or when learning and Limited availability of hearing materials can limit teachers' capacity to give students with diverse and engaging listening experiences. Krashen, S. 2007). Teachers should create an engaging classroom environment to keep students focused and motivated to develop their listening skills. Effective teaching methods are a hallmark of a good teacher (Harmer, 2007, p. 83). Simply listening to audio and completing textbook tests does not effectively engage students in listening activities. When students are not attentive, they miss information and fail to understand the speaker. However, if teachers incorporate visually and audibly stimulating materials, such as visual-audio aids, Students tend to be more attentive when visual and auditory elements are combined, as this integration enhances the comprehensibility of the language. (Meskill, 1996, p. 184).

Based on the problems above, appropriate learning model are needed in the listening class. The procedures of the model are a solution to the learners to Encourage them to write more by using TPS models. The Think- Pair-Share (TPS) model is considered as an effective approaches for addressing these problems. Frank Lyman (1988: 19) emphasizes that Students hear a topic or presentation during TPS, a multi-mode discussion cycle, and have opportunity to reflect on it on their own, then discuss it with a partner in pairs before sharing their answers with the entire group.

Students can benefit from using this concept in a few ways. Solomon (2009) claims that TPS is a model that gives students (a) "think time," which is a time to think and formulate their response; (b) "behavioral rehearsal time," which is a time to practice expressing their ideas with a classmate; and (c) five safe options, which include sharing the ideas of a learning partner. According to persuasive research, TPS promotes greater student participation as well as higher levels of questioning and thinking, particularly when listening to narrative texts.

Whether Lyman (1981) asserts that before the other peers respond to the questions and the discussion continues, the students have had time to at least consider their own responses. Their ability to think more deeply allows them to solve the problem or provide their best response to the current scenario. There may be a range of viewpoints, which makes the class fruitful. They are thereby inadvertently led to persuade other students of their viewpoint by holding a variety of divergent views. At this time, they also take notes to help them recall their key idea. Furthermore, it has the potential to boost students' self-esteem.

Before being asked to express their opinions in public, students are also given the chance to discuss their answers out loud with another student. They can confirm with their partner what they think. They can consider it further and connect it to the other information if they have a different opinion than their companion. Additionally, the students get the chance to present it to the entire class or a bigger group. Every student has the chance to discuss their ideas with at least one other student. Additionally, it makes them feel more involved. It has been discovered that providing students with several opportunity to build on topics through

discussion improves their learning. The TPS approach encourages students to engage in more personal interactions in order to analyze, organize, and retain concepts. Sharing their thoughts allows students to take control of their learning and negotiate meanings rather than relying exclusively on the teacher's authority.

Many prior researchers have conducted study on the Think-Pair-Share model. A study conducted by Cahyani, F (2018) found that the think-pair-share strategy improves students' speaking skills. Meanwhile, Febriyantika, R., and Parmawati, A. (2021) discovered that the think-pair-share strategy helps students enhance their descriptive writing skills. Aseptiana (2013) conducts another study on the efficacy of Think-Pair-Share for writing instruction and learning. Her findings indicate that the Think-Pair-Share approach is more successful for teaching and learning writing.

The researcher's findings and similar earlier research, however, differ in some ways. This study differs from others since no prior research has applied the Think-Pair- Share approach to enhance listening abilities. The application of Think-Pair-Share to teach reading, writing, and speaking has already been investigated in earlier research. The researcher therefore carried out a study titled "The Use of Think- Pair-Share model in Improving Listening Skills of Senior High School Students at SMA Negeri 1 Bandar Lampung."

1.1 Research Questions

Based on what has been written in the background of the study, the researcher formulates the issues as the follow:

Is there any significant improvement in eleventh-grade students' listening comprehension after using the Think-Pair-Share (TPS) model at SMA Negeri 1 Bandar Lampung ?

1.2 Research Objectives

In relation to the research question above, the objective of the research is to find o ut whether there is any significant improvement in the students' listening compr ehension after using Think-Pair-Share (TPS) as their learning model .

1.2 Uses of The Research

The researcher expect that this study gives some contribution to the English language teaching environment ,whether it is theoretically , practically, and school. From a theoretical perspective, the findings of this study aim to support and strengthen existing theories related to the application of the Think-Pair-Share (TPS) model in teaching listening skills. This research may provide valuable insights into how TPS can be utilized effectively as a teaching model to enhance students' listening abilities at the senior high school level. On a practical level, the results are expected to offer benefits for English teachers and educational institution

1. The teacher

English teachers have more alternatives when it comes to selecting an effective model to improve their students' proficiency in listening.

2. The school

The findings of this study can be used by other educators to get a greater variety of models for enhancing the quality of listening instruction through Think-Pair-Share (TPS). Lastly, the researcher hopes that this study will be applied in the academic sector, such as being considered as one of the studies under consideration, particularly for future research on related topics.

1.3 Scope of The Research

Considering the study's background, the researcher focused on the implementation of the Think-Pair-Share (TPS) model. This research was investigated the effectiveness of utilizing narrative text material in conjunction withthe TPS model. as a targeted resource to improve listening skills. The focus was on understanding how exposure to text material within the TPS framework aids to increased listening abilities among eleventh grade students at SMA Negeri 1 Bandar Lampung.

1.4 Definition of Terms

To avoid misunderstandings among readers, the following definitions are provided:

Listening Skills: The ability to receive, process, and interpret auditory information effectively, which is crucial for language comprehension and interaction.

Listening Comprehension: Listening comprehension is described as one's ability to grasp spoken language at the discourse level, which includes conversations, stories (i.e., narratives), and informational oral texts, through the processes of extracting and building meaning.

Pre-test/Post-test Design: A research methodology involving the assessment of a group of subjects both before and after exposure to a specific treatment or intervention.

Think-Pair-Share: This model consists of three fundamental steps: thinking, pairing, and sharing. Furthermore, the teacher invites students to think about a certain issue, team up with another student to debate their views, and then present their ideas to the class.

Narrative Text : the text which is explains a feeling, experience, or incident in narrative form or in the chronological order in which the events occurred. Its purpose is to amuse or entertain the readers.

This chapter has presented the introduction of the study, covering several key components such as the research background, problem identification, problem limitation, problem formulation, research objectives, significance of the study, scope, and definition of key terms to offer a clear overview of the research. The following chapter will focus on the literature review related to this study.

II. LITERATURE REVIEW

This chapter is organized into six sections that address several key topics, including listening, narrative texts, the Think-Pair-Share (TPS) strategy, the teaching of listening skills, skill components, the use of TPS in instruction, relevant previous studies, procedures, as well as the advantages and disadvantages of the method. It also covers the theoretical framework and hypothesis to offer a deeper understanding of this research.

2.1 Listening

Listening skills play a crucial role in language development, communication, and academic success. the sounds that are heard from the phonemes to the text completely. Goss (1982) defined hearing as the process of comprehending and organizing what is heard into lexical elements to which meaning can be assigned. Bowen et al. (1985) established that listening involves interpreting oral language. Students listen to oral communication, separate the sounds into lexical and syntactic units, and understand the message. According to Brown (2001, p.263), learning to listen entails learning to respond and then responding to listening in a chain. Listening is critical in language acquisition because it provides students with input and plays a significant part in the development of their language knowledge (Rost, 1994). If students do not understand the input, the learning process will not begin.

According to Kim and Kang (2015, p.175), many linguists and English teachers believe that listening is the most essential and crucial talent among all language abilities because it plays an important part in learning a foreign language. Listening ability refers to the ability to listen in order to understand the meaning ofwhat is being heard. Listening assisted students in responding to what is asked/said. Effective communication relies heavily on listening; without strong listening skills, messages can be misinterpreted, leading to communication failures and potential

frustration or annoyance for the speaker.

According to Hughes (1991, p. 134), listening encompasses two main skill sets: micro-skills and macro-skills. Micro-skills involve the ability to interpret elements such as intonation, functional and structural forms, cohesive links, sentence structures, and discourse markers. On the other hand, macro-skills require the listener to extract specific details, grasp the main idea, and follow spoken instructions or directions to understand the overall message.

Traditional teaching methods for these skills often involve active listening exercises, storytelling, and classroom instruction (Smith, 2018). Communication occurs both in educational settings and professional environments. The success of these interactions is largely influenced by the participants' interactive abilities (Thompson et al., 2004). Among these, interactive listening is a vital component of students' social competence, contributing to meaningful and constructive conversations. Listening is also seen as a key factor in career success. Swain et al. (2004) emphasized this by stating that "approximately 80 percent of what we learn comes through listening," highlighting its critical importance.

Byrnes (1984) also noted that listening involves several subskills, such as tracking the main idea of a conversation, verifying background knowledge with spoken content, and interpreting the speaker's intent and emotions. Various scholars have described listening from different angles. For example, Morley (2001) identified six components involved in listening: distinguishing sounds, understanding grammar, selecting relevant information, retaining it, and linking sounds to their meaning during the comprehension process.

Furthermore, Brown (2007) provides a condensed list of micro- and macro-skills. The macro-skills isolate the skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills. In micro-skills, the listener has to interpret intonation pattern (e.g. recognize stress and rhythm)

Listening is a crucial aspect of language development for young learners. It refers to the process of learning to receive, interpret, recall, evaluate, and respond to spoken and nonverbal instructions. Listening comprehension is the ability to hear spoken language.

The purpose of hearing is to understand the language at regular speed and in an automatic manner. Listening necessitates complex emotive, cognitive, and behavioural processes. It is a systematic procedure that includes the perception of the speaker's sounds, intonation patterns that focus on the information, and the relevancy of the topic at hand. Listening is also essential in academic, professional, and personal situations.

The listening process is a learning process that includes receiving, interpreting, recalling, evaluating, and responding to verbal and nonverbal messages. It is a complex and systematic process that involves cognitive, behavioral, and relational elements and does not unfold in a linear, step-by-step fashion. The listening process involves fitting the verbal and/or nonverbal messages into the proper linguistic categories stored in the brain. It is a process that does not have a defined start and finish, and it involves the perception of sounds made by the speaker, intonation patterns that focus on the information, and the relevance of the topic under discussion.

To sum up, listening is the process of recognizing and comprehending what other people are saying. It entails comprehending the speaker's pronunciation or accent, as well as their vocabulary and grammar, in order to communicate with them. Thus, listening is crucial; in order to achieve communication goals, educators and students should pay close attention. It involves understanding the spoken word and responding accordingly. Effective listening requires both micro-skills and macro-skills. Micro-skills involve understanding intonation patterns and grammar, while macro-skills involve following the general trend of what is said and understanding the speaker'sintention. Listening is a complex process that involves cognitive, affective, and behavioral factors. It is important in both academic and personal contexts.

2.1.1 Types of Listening

Brown (2007) categorizes listening performance into four distinct types, each used to evaluate different tasks and strategies. These include:

1. Intensive: Focused on recognizing specific elements within a stretch of speech, such as individual sounds, vocabulary, intonation patterns, and discourse indicators.

2. Responsive: Involves interpreting brief spoken segments like greetings, questions, commands, or comprehension checks, followed by an appropriate reply.

3. Selective: Requires attention to longer spoken texts, such as brief monologues or narratives, in order to extract particular pieces of information.

4. Extensive: Aimed at achieving a broad and overall understanding of spoken discourse. This includes engaging with longer conversations or narratives to grasp the general message or communicative purpose.

This study employed selective listening as its primary listening type, focusing on the use of fairy tale audio stories. Participants listened to these stories for several minutes and completed multiple-choice questions based on specific information within the audio. The approach aimed to enhance students' ability to identify key details while engaging with longer spoken passages, aligning with the study's goal of improving listening test performance through targeted practice.

2.1.2 Listening Processes

Hearing a sound is a part of the listening process. During this step, students attempt to comprehend the audio material. Richard (2008) asserts that hearing involves two processes:

1. Bottom-up Processes

   These are the processes that the listener used to build the message piece by piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2. Top-down processes

Top-down processing engages the listener in working from the general to the specific—drawing on their background knowledge, as well as their understanding of content and rhetorical structures. In this approach, listeners rely on their awareness of the communication context to anticipate the message, then use elements of the message to verify, adjust, or expand their understanding. The central cognitive strategy involved is making inferences.

This study employed top-down processes in the listening test, where participants listened to fairy tale audio stories and used their prior knowledge and understanding of narrative structures to predict the content. Inferencing was a key aspect, as participants connected the general context of the story with specific details to answer multiple-choice questions.

2.1.3 Stage of listening

According to Tyagi (2013) there also some stages of listening skills;

1. Hearing, involves the physical process of receiving sound waves through the ears. Hearing is a passive process and does not require any effort from the listener. However, it is an essential aspect of listening because without hearing, there can be no listening.

2. Understanding: This aspect of listening skills involves the ability to comprehend the meaning of the spoken language. Understanding requires active engagement from the listener, and it involves both bottom-up and top-down processing. While top-down processing uses context and prior knowledge to interpret spoken language, bottom-up processing focuses on comprehending the meaning of individual words and phrases.

3. Remembering: This aspect of listening skills involves the ability to retain and recall information that has been heard. Remembering is important because itenables the listener to use the information later. Effective remembering requires thelistener to actively engage with the material and use model such as note-taking.

4. Evaluation: This aspect of listening skills involves the ability to critically analyze and evaluate the information that has been heard. Evaluation requires the listener to use their critical thinking skills to assess the accuracy and relevance of the information. Effective evaluation involves asking questions, making connections, and make conclusions based on the fact that has been presented.

In conclusion, listening skills involve more than just hearing what is being said. Effective listening requires active engagement from the listener and involves understanding, remembering, and evaluating from heard the information.

2.2 Narrative Text

A narrative text is a form of writing that tells a story with the aim of offering a perspective on life that engages and entertains the audience (Anderson & Anderson, 1997). This type of text often reflects real-life experiences and, beyond its entertainment value, can also convey moral lessons to the reader. According to Anderson & Anderson (1997), narrative texts typically include five essential elements.

In essence, narrative texts consist of a sequence of events designed to amuse and captivate readers, often presenting life experiences through storytelling.

2.2.1 Generic Structure of Narrative Text

The generic structures of a narrative text are make, including:

A. Orientation

The primary characters and perhaps a few supporting ones are presented to the readers. This paragraph usually provides some clues as to the location of the action and the time of the incident. In any case, the facts of the story—what, who, when, and where—are covered in this section.

B. Complication

This is where the problems in the story develop. The complication consists of serious events which something unexpected happen.

C. Sequence of events

The sequence of events consists of happenings arranged in a specific progression, occurring one after another. During this part of the narrative, the storyteller explains how the characters deal with the conflict. The story can be delivered either in the order the events occur (chronologically) or by incorporating flashbacks to reveal earlier experiences.

D. Resolution

The resolution section is the ending story section. In this section all the problems must be resolved by the main character. In the resolution section there is also usually a moral message or moral value or advice that we can take from the story.

E. Coda

The coda serves as the concluding section of a narrative, often delivering a moral message or lesson intended by the author.

Based on the explanation above, it can be inferred that narrative texts typically comprise a minimum of five components: orientation, complication, series of events, resolution, and conclusion.

2.2.2 Language Feature of Narrative Text

According to Garett and Wignell (1994), narrative texts often include several language features:

1. An emphasis on particular, often unique o individualized, characters.

Example : Once upon a time, a boy lived in a village.

2. The use of material processes, referring to verbs that express physical actions.

Example: He dashed toward the village.

3. The presence of relational and mental processes, which involve expressing thoughts, feelings, or states.

Example: This made the girl very happy.

4. The inclusion of temporal conjunctions and time-related expressions.

Examples: when, before, after, since.

5. The consistent use of past tense forms.

Example: Princess lived with her stepmother and stepsisters.

In conclusion, narrative texts are characterized by several language features, including a focus on specific participants, the use of material, relational, and mental processes, temporal conjunctions and circumstances, and the consistent use of past tense (Garrett & Wignell, 1994).

2.3 Think-Pair-Share (TPS)

The purpose of the Think-Pair-discuss (TPS) approach is to allow students to generate and discuss their own ideas with other students. One learning model that is used in pairs is called TPS. According to Arends (2008), the TPS model consists of three steps. Thinking is the first step. After posing a question or problem related to the lesson, the instructor asks the class to reflect on the solution for a minute. Pairing is the second step. Following that, the instructor asks the class to talk about their thoughts in pairs. Sharing is the third step. In the last phase, the instructor asks the pairs to present the findings of the class discussion.

Kagan (1994) identified Think-Pair-Share (TPS) as a cooperative learning model that encourages and facilitates higher order thinking. The teacher gives the class instructions to consider a certain subject, discuss it with a classmate, and then present their ideas to the class. Additionally, Rusmaryanti (2013) explained that the Think Pair Share (TPS) cooperative learning model allows students more time to reflect and discuss ideas with her in order to come up with a more accurate answer. It also teaches students to work together or support one another in order to help students who are less able to receive academically able assistance from a student who is able to understand the material.

Furthermore, TPS is a highly helpful cooperative learning structure, according to Nur (2008), because the teacher transfers a lesson and instructs pupils to consider the teacher's question. The question will be discussed in TPS class. In the final step, the teacher invites students to present the outcome of their discussion. The Think-Pair-Share strategy allows students to reflect deeply and communicate their

understanding with others. Think-Pair-Share is an effective yet straightforward model that offers numerous advantages. Through this method, students have the opportunity to exchange ideas and learn from each other, which helps them test their thoughts in a supportive setting. It also enhances students' confidence and ensures broader participation, extending beyond the few who typically speak up in class.

For teachers, TPS helps maintain student focus and improves the quality of contributions during discussions. Both students and teachers develop a better understanding of the expectations related to attentiveness and active involvement in classroom conversations.

In conclusion, the Think-Pair-Share (TPS) model is a cooperative learning model designed to enhance students' thinking, collaboration, and participation. Through its three steps—thinking, pairing, and sharing—TPS encourages students to generate and exchange ideas, fostering higher-order thinking and mutual support. This method benefits both students and teachers by improving confidence, promoting active

2.3.1 The Purpose of Think Pair Share

All students participate in class discussions and have the chance to share their answers to all questions thanks to the Think Pair Share methodology. According to Trianto (2010: 81), Think Pair Share is intended to change the way that students engage with one another. Students are given time to consider solutions to problems or questions posed by the teacher using the Think-Pair-Share technique. This learning technique improves deep thinking but necessitates processing time. By giving students time to carefully consider their responses and discuss them with a partner before they are asked to perform, it helps to reduce the anxiety associated with class discussions.

It is recommended that students who are insecure thoroughly consider their response and discuss it with a companion before answering. Students who are hesitant or nervous may find this helpful in refocusing their attention on learning rather than just getting through class (Lyman, 1981). There are a few reasons to work in pairs, according to Lie (2008). First, it makes students more involved.

There are also additional chances for the pupils to contribute. Finally, it saves time while creating a word. Furthermore, Ledlow (2001:1) says,

"Think-Pair-Share is a type of cooperative learning model which has a low-risk model to get many students actively involved in classes of any size. Think-Pair-Share learning has a simple structure, as a basic of the development cooperative class which can help the students do the learning process actively". A different explanation is offered by Resinkski and Padak (1996: 122–113), who claim that the Think-Pair-Share model is a cooperative learning approach that can give students the opportunity to create a narrative or tale using images or other teaching tools.

In conclusion, the Think-Pair-Share (TPS) model aims to enhance student participation, interaction, and engagement in class discussions. By allowing students time to think and collaborate in pairs before sharing with the class, TPS reduces anxiety, fosters deeper thinking, and shifts the focus toward active learning. This cooperative model ensures all students contribute meaningfully and promotes effective use of class time while encouraging creativity and confidence.

2.3.2 Steps of Think Pair Share

Yerigan (2008) outlines several stages involved in implementing the Think-Pair-Share model, which are explained as follows:

1) Think individually
Each student begins by individually reflecting on the task given by the teacher. Afterwards, the teacher assigns them a partner to continue the activity for each student, and students are required to submit their individual responses before beginning their discussion with their assigned partner.

2) Pair with partner

Students are instructed to work in pairs. At this point, the teacher prompts them to exchange their responses with their partners. Each pair then engages in a discussion to explore their thoughts on the task, and based on this exchange, they come to a conclusion and develop a final answer together.

3) Share to the whole class

During a follow-up discussion, the teacher asks each pair to share the outcome of the discussion or student comments with others in their group, the rest of the class, or the entire class. At this point, the class has a terrific discussion in which each couple facilitates the topic to uncover commonalities or differences in the responses or viewpoints of other pairs. According to Raba (2017), most pupils feel

They enjoy working together, which makes this model effective. Learners tend to feel more comfortable and involved when the focus is not placed solely on them as individuals. Working alone can sometimes make them feel anxious or less confident. Many students mentioned that collaborating in groups or with peers helps them manage communication difficulties, as they can support and learn from one another. However, some students expressed a different view, stating that they did not enjoy the approach. According to them, pair work was not always effective, and they preferred completing tasks independently.

Baaed on the explanation above, it can be concluded that the Think-Pair-Share model offers students a chance to thoughtfully consider a question or topic before engaging in discussion with a partner to engage in discussion with a partner, and exchange opinions. Finally, selected students present their ideas to the entire class or to other pairs.

2.4 Teaching Listening

As stated by Douglas Brown (2004), teaching involves more than just delivering information, it includes assisting and supporting someone in their learning process. It means guiding learners, offering instructions, helping them discover how to perform tasks, and providing the necessary knowledge to develop understanding Teaching is closely linked to learning, as one supports the other. It involves assisting learners in acquiring knowledge, offering guidance, and creating an environment that encourages learning. Brown (2000, p. 247) points out that learners often engage in listening more than other language skills in classroom contexts. Furthermore, listening ability generally encompasses a broader range of understanding speaking. It indicates that a significant amount of language learning involves listening.

Learning is largely viewed as being within the teacher's control during the listening-only stage, which serves as a period of observation and learning that forms the foundation for other language skills (Yasin, 2018). Swift (2007:18) asserts that teaching listening calls for a more proactive strategy to enhance listening skills, concentrating on the particular issues that students face and organizing listening exercises that address those issues. Teaching listening is help students develop their listening skills and understand the things they listen to (Richards, 2006). This can be accomplished by utilizing appropriate learning resources and developing an effective lesson plan. Through the use of materials and careful design activities, the goals of teaching listening are achieved (Etman, 2012).

Rost (1994) state that there are several reasons to make listening so important in language learning. In the language classroom, listening is essential because it gives the student input. Learning simply cannot start if there is no intelligible input at the appropriate level. Spoken language gives the student a way to communicate. Access to language speakers is crucial since understanding requires interaction on the part of the learner. Furthermore, a learner's inability to comprehend the language they hear encourages interaction and learning rather than hindering it. Teachers can use listening exercises to draw students' attention to new linguistic forms. Teachers teach students to listen to a dialogue or monologue spoken by the teacher or native speakers from audio recordings.

Meanwhile, It is expected of students to remember and pronounce words correctly. The accent, dialect, and intonation of the native speakers they hear should all be reflected in the precise and structured pronunciation of the words they have memorized. Audio recordings played in segments or the teacher's direct speech with frequent pauses can be used to present lesson materials. Anytime the recorded discussion advances the teacher's learning goals, it may be interrupted. Instead of emphasizing functional language use, traditional listening education approaches frequently place more emphasis on oral repetition and memory (Rost, 2001).

From those explanation above, it can be conclude that, teaching listening skills is an essential part of language learning. It involves providing students with input in

the form of spoken language, which they can then use to build their knowledge and develop their own speaking skills. The teacher is the person who gives motivation to the students to learn by choosing and using the media that can attract students' interest and can make the good atmosphere in class. The teacher and students should be active to reach the goals of teaching learning activity.

2.5 Aspects of Listening

According to Absalom and Rizzi (2008), listeners build their understanding during the listening process and often retain a general comprehension of the ideas presented. Meanwhile, Nuttall (1985) identifies five key aspects of reading, which are as follows:

1) Determining main idea :

   The main idea is a sentence that expresses the central point of the topic. Longan (2002) believes that understanding the content of a work requires an understanding of its ideas. The primary idea can be found in a sentence; it is frequently in the first sentence, but it can also be in the middle or at the end (Vener, 2002).

2) Locating reference

   The definition of reference is an antecedent of a pronoun. A word or phrase that a pronoun refers to is called an antecedent (Sharpe, 2005). When recognizing references, students are expected to comprehend the pronouns used in the phrase, including those that indicate people, places, or situations.

3) Understanding vocabulary

   While listening a piece, students can increase their vocabulary by learning new terms from dictionaries or speculating about their meanings. Context can assist students in developing broad assumptions about the meaning of a word (Sharpe, 2005). With regard to such claims, vocabulary is, in fact, fundamental for anyone hoping to create or develop reading-related utterances. They won't be able to comprehend the information in the text if they can't understand the meaning of the words.

4) Making inference

By drawing conclusions, students hope to understand the text and determine the statement's conclusion. Theoretically, inference is a logical and reasonable assumption or conclusion drawn from the facts or conditions at hand. We make a guess or create an opinion based on the information at our disposal. The 16 readers were able to accomplish this by using the word's context to get a general sense of what it meant.

5) Detail information

A detail or information question is the last kind of question that is frequently seen in a reading test. The reader can get the pertinent information by first identifying the keywords in the question and then searching the passage for their synonyms.

In conclusion, this study used listening aspects such as determining the main idea, locating references, understanding vocabulary, making inferences, and identifying detailed information for the listening test. The application of these aspects affected the depth and effectiveness of listening skills development in this study.

2.6 Think-Pair-Share in Teaching Listening.

Think-Pair-Share (TPS) is a collaborative learning model that can significantly enhance students' listening skills. TPS encourages active participation and deeper understanding by having students first think individually about a listening task, thenpair up to discuss their answer, and finally share their thought with the larger group (Lyman, 1981). This method promotes active engagement, critical thinking, and improved communication skills, making it a valuable tool in language learning. Forinstance, students might listen to an audio clip individually, take notes, discuss theirnotes with a pair, and then share key points with the class, which helps them process and retain information more effectively (Jacobs & McCafferty, 2006).

The ability to identify and comprehend the main topic of a listening material is fundamental to understanding the overall message and purpose of the text. Researchhas demonstrated that TPS can significantly enhance this skill. For example, a studyconducted by Murni Widodo (2016) with students in Seventh grade class of SMP N 1 Sleman revealed that using TPS led to a marked increase in students' scores on listening tests, indicating improved comprehension of the main idea. Similarly, Kusrini (2012) found that TPS helped students better grasp the main idea, resultingin enhanced listening skills effective reference skills involve identifying and locating specific information within a text. TPS encourages students to engage deeply with the material, thereby improving their ability to reference key points. Raba (2017) observed that students who participated in TPS activities demonstrated superior reference skills, as they were more adept at locating and discussing specific details within the text. This suggests that TPS is a valuable tool for enhancing students' ability to reference andrecall information during listening exercises. Making inferences involves drawing logical conclusions from the information provided. TPS fosters critical thinking and dialogue, which are crucial for developing inference skills.

Research by Kuswoyo and Wahyudin (2017) found that students who engaged in TPS activities showed significant improvement in their ability to make accurate and logical inferences based on listening material. This findingunderscores the effectiveness of TPS in enhancing students' inferencing skills, which are vital for deeper comprehension.

Detail information refers to the specific elements within a text that add context and depth to the overall understanding. TPS encourages students to explore these details, improving their ability to recall and discuss them. Ayu (2018) noted that students using TPS were more likely to retain and engage with specific details from the listening material, demonstrating an enhanced ability to recall and analyze detail information.

Vocabulary plays a critical role in listening comprehension, influencing the ability to understand and interpret content. TPS can support vocabulary development by encouraging students to discuss and share their understanding of new words and phrases. Mandasari and Aminatun (2019) found that students who participated in TPS activities exhibited improved vocabulary skills, as they were more engaged in discussions about new words and their meanings. This improvement in vocabulary contributes to overall listening comprehension, making TPS a valuable model for vocabulary enhancement.

In conclusion, TPS is a effective model for improving various aspects of students' listening skills. By promoting active participation, critical thinking, and collaborative discussion, TPS enhances students' ability to comprehend and engage with listening material, leading to improved outcomes in areas, including; main idea comprehension, reference skills, inference, detail information, and vocabulary.

2.7 Related Research Study

This research article has relevant research, the first previous research according to Cahyani, F (2018), the research investigates whether the use of the Think Pair Share (TPS) technique can enhance students' speaking performance. Conducted at Syiah Kuala University, Banda Aceh, the study utilized a quantitative method with an experimental pretest-posttest control group design. The aim is to assess the impact of TPS on students' speaking abilities in an English Foreign Language context. The findings indicate significant improvement in speaking scores among students in the experimental group following instruction using TPS. Statistical analysis using the t-test showed that the calculated t-score (t = 3.50) exceeded the critical t-value (t-table = 1.68) at a significance level of $\alpha = 0.05$, with degrees of freedom = 48. These results suggest that the application of TPS effectively enhances students' speaking skills. The study concludes by advocating for the adoption of cooperative learning model like TPS in English language classrooms to promote interactive and collaborative learning environments conducive to improve student. The previous study by Febriyantika, R., & Parmawati, A. (2021) focused on the effectiveness of the think-pair-share (TPS) technique in improving students' writing

skills in descriptive text. The study aimed to investigate whether this technique could enhance students' writing skills in descriptive text .There searcher s conducted classroom action research.At senior high school in Band-ung, Indonesia, during the 2020-2021 academic year, with 30 students randomly divided into an experimental group and a control group. The experimental group received instruction using the TPS technique, while the control group received traditional instruction. The results showed that the experimental group significantly improved their writing skills in descriptive text compared to the control group. The study concluded that the TPS technique is an effective instructional model for improving students' writing skillsin descriptive text.

Moreover, Aseptiana (2013) discovered that the Think-Pair-Share technique is more successful for teaching and learning writing. This study employed a quasi-experimental design and involved 30 students from the second semester of senior high school. The results indicated that the experimental group, which used the Think-Pair-Share technique, significantlyimproved their writing skills compared to the control group, which receivedtraditional instruction. The study draw conclusion that the Think-Pair-Share technique is an effective instructional model for improving students' writing skills, providing a structured approach that encouraged individual thinking, pair discussion, and sharing of ideas.

However, this study differs from previous research in its focus area. While existing studies have extensively explored the effectiveness of the Think-Pair-Share model in enhancing writing, speaking, and reading skills, none have specifically investigated its application for improving listening skills. Therefore, the researcher aims to address this gap through a study titled: "The Use of Think-Pair-Share (TPS) in Improving Listening Skills of Senior High School Students at SMA Negeri 1 Bandar Lampung."

2.8 Procedures of Teaching Listening through Think-Pair-Share

Think-Pair-Share model consists of some steps. According to Kagan (1997:14), there are five steps in teaching listening through TPS model. Those are steps as follows:

1. Organize Students into Pairs

   Begin by randomly dividing the students into pairs. This approach fosters interaction among students of varying abilities and encourages them to become familiar with each other.

2. Pose the Topic or Question

   Introduce the narrative fairy tale (e.g. "Lion and Mouse"and "Little Red Riding Hood"). Pose a question related to the story, such as, "What did the main character learn from their adventure?" or "How did the characters overcome the challenges in the story?" This encourages students to think deeply about the content.

3. Give Time for Individual Thinking

   Provide students with time to listen to the audio recording of the fairy tale and think about the posed question. Encourage them to take notes and reflect on the story to prepare for the discussion.

4. Discuss with Partner and Share Thinking

   Have students discuss their thoughts and answers with their partner. They should compare their responses and work together to refine their understanding. After the discussion, each pair writes down their final answers and insights.

5. Share with the Class

   Invite some pairs to share their ideas and answers with the rest of the class. Facilitate a discussion where students can compare different perspectives and interpretations. Acknowledge contributions and provide feedback as needed

2.9 Advantages and Disadvantages of Think-Pair-Share (TPS) as a Model

Allen (2007:17) outlines several benefits of the Think-Pair-Share (TPS) model:

1. It provides students with time to think and prepare their own ideas before discussing them with a partner.

2. It supports both independent and collaborative learning, as students work individually and then together with a partner.

3. It offers opportunities for refining ideas through collaboration. During the sharing stage, students exchange information and clarify their thoughts.

4. It encourages equal participation. Each student shares the information they have prepared with their partner.

5. It promotes active learning. TPS encourages even passive students to engage, as the pairing and sharing steps require participation and discussion.

6. It allows students to express understanding through both kinesthetic and visual modes. During the sharing stage, students often use body language and face-to-face interaction to communicate their ideas.

Despite its many advantages, the Think-Pair-Share (TPS) model according to Lie (2005) also has several disadvantages as follows:

1. Many groups were present their results and must be monitored

   In a largeclass, it is challenging for the teacher to effectively monitor and supervise every group. This can result in uneven attention, where some groups may not receive adequate guidance from the teacher.

2. The number of ideas that emerge is limited

   Due to limited time and possibly lack of student engagement or participation, the number of ideas generated in a Think-Pair-Share session can be limited. This can reduce thevariety and depth of discussions that should occur in the learning process.

3. If there is a problem, there is no mediator

   In situations where there are disagreements or conflicts within a group, there is not always a mediator available to help resolve these issues. The teacher may not always be available to resolve conflicts, which can hinder the discussion and group work process.

2.10 Theoretical Assumption

Listening is a critical language skill fundamental to effective communication. It involves not just hearing words but understanding and responding appropriately, serving as a foundation for acquiring other language skills like speaking, reading, and writing. The Think-Pair-Share (TPS) model, which involves individual

thinking, paired discussions, and group sharing, promotes active learning and enhances listening comprehension. In the "Think" phase, students individually focus on the listening material, developing their understanding and concentration. During the "Pair" phase, they discuss their thoughts and insights with a partner, allowing them to clarify and expand their comprehension through dialogue. Finally, in the "Share" phase, students present their ideas to the class, fostering a collaborative and inclusive learning environment.

By encouraging students to engage deeply with the listening material and collaborate with peers, TPS makes the learning process more dynamic and effective. Therefore, TPS is an effective method to improve listening comprehension among eleventh-grade students at SMA Negeri 1 Bandar Lampung, making the learning experience more interactive and beneficial.

2.11 Hypothesis

The use of Think-Pair-Share model is significantly improves the listening comprehension of eleventh-grade students at SMA Negeri 1 Bandar Lampung

This chapter has already covered about literature review of the research including the explanation about the listening, narrative text, think-pair-share (TPS), teaching listening, aspect in skills, think-pair-share (TPS) in teaching, related research study, procedure, advantage and disadvantage, theoretical, and also the hypothesis in order to provide an insight to this research. The next chapter deal with methods that used in this research.

III. METHODS

This chapter examines about the research design, variables of the research, data source, research instrument, data collection produce, data analysis, data treatment and hypothesis testing.

3.1 Research Design

In conducting this study, the researcher used a one-group pretest-posttest approach to perform quantitative research for this study. The research question: Does the implementation of Think-Pair-Share (TPS) enhance students' listening comprehension? Was addressed using this approach. In this study, the students took a pretest prior to the treatment and a post-test following it. This study employed a one-group pre-test and post-test design using the pre-experimental design methodology. To find out if their actions affected a small number of people, the author decided to employ a pre-experimental research approach. It looked into whether Think-Pair-Share (TPS) may help pupils become better listeners. The following is how the research design was stated (Setiyadi, 2018):

$$TI \quad X \quad T2$$

TI refers to the pretest that is administer before the researcher teaches through a Think-Pair-Share (TPS) in order to measure the students' achievement before they are conduct the treatment.

X refers to the treatments administer by the researcher through a Think-Pair-Share (TPS) to improve students' listening skills

T2 refers to the posttest that is conduct after implementing Think-Pair-Share (TPS) and to measure how far the students' improvement after they get the treatment.

3.2 Population and Sample

The research population refers to F1 and F2 classes at SMA Negeri 1 Bandar Lampung. The sample includes 32 students from the eleventh-grade F2 class, selected through purposive sampling. The F1 class was used for the try-out phase, while the actual research was conducted with the F2 class, as it was recommended by the teacher due to the students' active participation, ensuring the study could be effectively conducted.

3.3 Research Instrument

In conducting research, the researcher employed listening tests as the primary instrument. Think-Pair-Share (TPS) was used as the method to evaluate students' listening skills. A pre-test was administered before the treatment to measure the students' initial listening ability, with test materials based on the syllabus content. Following the implementation of TPS, a post-test was conducted to assess any improvement in their listening performance.

3.3.1 Validity

Validity indicates how appropriate a test is for a specific purpose, while reliability reflects how consistently the test measures what it is intended to measure. Valid conclusions cannot be drawn from test scores unless the test is reliable. However, even if a test is reliable, it does not necessarily mean that it is valid.

1) Validity

According to Ghauri and Gronhaug (2005), validity demonstrates how effectively the data gathered pertains to the real field of study. The basic definition of validity is "measure what is intended to be measured" (Field, 2005). This study employed face validity, content validity, and construct validity to assess the test.

a. Content validity

Content validity means that the test that was tested should have represented of what has to be tested, which is the intended content area. Bachman (1990) states that since content validity asks if the test content matches the content of the course of the study, teachers able to match the course objectives and syllabus design with the test items. The material used in the research is narrative text that appropriate for senior high schools.

To ensure the research is valid, it's important for the researcher to make sure that the study materials align with the school curriculum. As pointed out by Hatch and Farhady (1982:251), the content validity should cover a representative sample of the subject matter, and it mainly focuses on how the test appears. In this study, the researcher carefully designed the tests based on the curriculum used for second grade students in SMA Negeri 1 Bandar Lampung.

Additionally, to assess the content validity, the researcher plans to create a listening specification table that helped determined whether the test accurately reflects the content being taught.

Table 3.1 Table of Specification of Listening Test of Try-out

No.	Aspect or content	Number
1.	Identifying the topic	1, 9, 19, 39
2.	Identifying detail information	3, 7, 8, 14, 18, 20, 22, 23, 29, 31, 36, 37, 38, 45, 34, 33
3.	Referring specific information	4, 5, 15, 17, 24, 28, 35, 41, 42
4.	Vocabulary	2, 6, 13, 16, 26, 30, 32, 33, 25, 43
5.	Inference	11, 12, 10, 25, 34, 40, 18, 28

b. Construct validity

Brown (1996) defines construct validity is the accumulation of evidence to support the interpretation of what a measure reflects. According to this theory, a test that was be used to measure the students' cognitive knowledge and skills has to cover the construct validity. The construct validity is concerned with the type of test used to measure abilities, especially when there are multiple indicators in the research. Setiyadi (2006:26) suggests that if the instrument focuses on measuring a single aspect, such as listening in this study, The test's items can be examined to determine the concept validity. Construct validity of the instrument is deemed adequate if all items measure the specified construct in an effective manner. The researcher's only tool in this study was a listening test, and each item on the test was specifically created to gauge listening skills, therefore the construct validity was guaranteed.

Table 3.2 Table of Specification of Listening Test of Pretest and Posttest

No	Aspect of Listening	Pretest	Posttest
1.	Identifying the main idea	1, 9, 19, 21, 27, 39	20, 23, 31, 37, 8, 14
2.	Identifying detail information	3, 7, 8, 14, 18, 20, 22, 23, 29, 31, 36, 37, 38.	5, 4, 29, 36, 18, 22, 38, 7, 3, 37, 8
3.	Referring specific information	4, 5, 15, 17, 24, 28, 35.	28, 24, 17, 35, 4, 15
4.	Vocabulary	2, 6, 13, 16, 26, 30, 32, 33.	13, 16, 2, 33, 30, 32, 6, 26
5.	Inference	11, 12, 10, 25, 34, 40	40, 34, 12, 11, 25, 10

3.3.2 Reliability

Reliability is the degree of consistency in the score, which provides a measure of its accuracy (Shohamy, 1985:70). Reliability also refers to repeatability. A weighing scale or test, for instance, is considered dependable when the same result is obtained from repeated measurements

made under the same circumstances. Using the split-half approach to calculate the reliability between odd and even group, Pearson Product Moment formula using as follows:

$$rl = \frac{\sum xy}{\sqrt{[\sum x^2 \ \sum y^2]}}$$

rl : Coefficient of reliability between odd and even

numbers items x : Odd number

y : Even number

x2 : Total score of odd

number items y2: Total

score of even number items

xy : Total number of odd and even numbers

(Hughes, 1991:32)

The researcher uses Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to calculate the reliability of the entire test after obtaining the reliability of the half-test: Rk = The reliability of the full test

$$r_k = \frac{2rl}{1 + r_l}$$

rl = The reliability of half test

The criteria of reliability are :

0.90 – 1.00 = High
0.50 – 0.89 = Moderate

0.00 – 0.49 = Low

(Hatchy, and Farhady, 1982:247) On the other hand, reliability is indicated by a substantial positive correlation between the measuring instrument's results. For the study's findings to be

sound, the measuring device's reliability must be taken into account. As a result, researchers should make sure that measurement devices are used with accuracy.

3.3.3 Level of Difficulty

The item's difficulty level specifies how tough or easy the item is for the participants to complete. These items should neither be too easy or too challenging for sstudents The researcher used the following formula to determine the difficulty level of this test:

$$LD = \frac{R}{N}$$

LD = Level of difficulty

R = The number of students who

answer correct N = The number of

students

According to Shohamy (1985), the criteria are :

<0.30 = Difficult

 0.30 – 0.70 = Average

>0.70 = Easy

3.3.4 Discrimination Power

The discrimination power was utilized to differentiate between strong and weak examinees in the ability under test. To assess discrimination power, the researcher divided the tryout class into two groups: upper and lower students. The formula for calculating discrimination power is:

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Notes:

DP : Discrimination Power

U : The total of correct answer for the higher group

L : The total of correct answer for the lower group N   : Total number of students

The criteria are:

DP   : 0.00 – 0.19   Poor

DP   : 0.20 – 0.39   Satisfactory

DP   : 0.40 – 0.69   Good

DP   : 0.70 – 1.00   Excellent

DP   : - (Negative) Bad items (should be omitted)

(Heaton, 1975:182)

3.5 Research Collection Procedure

In collecting the data, the researcher followed these procedures:

1. Determining the population and selecting the sample

   The researcher started by determining the population and selecting the sample for the study. The study focused on SMA Negeri 1 Bandar Lampung, targeting all second- grade students in the academic year 2024/2025. The sample consisted of 32 students from one selected class, chosen based on specific criteria.

2. Preparing the materials

   The researcher prepared appropriate listening materials related to the treatments, pre- test, and post-test. These materials included audio recordings from the internet about narrative topics, combined with the researcher's own work, and were aligned with the syllabus for the concerned grade level. The listening materials were designed to be used with the Think-Pair-Share (TPS) technique, ensuring they facilitated active learning and engagement.

3. Giving the pre-test

Once the materials were ready, the researcher administered a pre-test to the sample. This pre-test included multiple-choice questions to assess the students' listening competencies before starting the treatments.

4. Conducting the treatments

The researcher conducted treatments in the listening class using the TPS model and

audio recordings about narrative topics over three meetings. Each meeting followed the TPS structure:

Think Phase: Students individually listened to the audio material and answered multiple-choice questions based on the content.

Share Phase: Pairs shared their answers and reasoning with another pair or the whole class. If there were differing answers, the audio was replayed to clarify the correct information. Students then provided reasons for their answers, promoting deeper understanding.

5. Giving the post-test

After the treatments, the researcher gave a post-test to the students. This post-test included multiple-choice questions similar to the pre-test, measuring the improvement in the students' listening comprehension following the TPS-enhanced treatments.

6. Analyzing the results

The researcher analyzed the results of the pre-test and post-test using SPSS 29.0 software. This analysis calculated the means of the pre-test and post-test scores, demonstrating the improvement in students' listening comprehension as a result of the TPS model.

7. Hypothesis Testing.

The comparison mean of the experimental class's pre-test and post-test would be used to calculate the hypothesis test.

8. Conclude the results

After conducting the hypothesis testing, the researcher concluded the effectiveness of the Think-Pair-Share (TPS) model in improving students' listening comprehension. The comparison of the pre-test and post-test

means, along with the hypothesis testing results, allowed the researcher to determine whether the TPS model led to a significant improvement in students' listening skills. The findings were analyzed and discussed in terms of their implications for teaching practices. Recommendations were provided for future research and suggestions on enhancing the application.

The research procedure involved selecting a sample of 32 second-grade students from SMA Negeri 1 Bandar Lampung in the 2024/2025 academic year. Listening materials aligned with the syllabus were prepared for the Think-Pair-Share (TPS) technique. A pre-test assessed initial listening skills. Over three meetings, students individually listened and answered questions (Think Phase) and then discussed answers in pairs (Share Phase). A post-test measured improvements, and results were analyzed using SPSS 29.0 to evaluate the effectiveness of the TPS model.

3.6 Data Analysis

This research analyzed the students' listening skills. The researcher computed the students' scores based on their performance in order to determine the improvement in their listening ability with audio using TPS. The following steps were used:

a) Pre-test and post-test scoring.
b) Calculating the pre-test and post-test scores and tabulating the test results
c) The researcher examined the data after gathering it. SPSS was used for all computations in the data analysis. As a result, the researcher went through a number of steps, such as confirming that the data was normal and verifying the hypothesis. The following were the requirements:

$0.00 - 0.19 = $ Poor

$0.20 - 0.39 = $ Satisfactor

$0.40 - 0.69 = $ Good

$0.70 - 1.00 = $ Excellent

(Heaton, 1975:182)

This also meant that the students' scores ranged from zero, with the highest score being 1.00, as the result of the study.

In scoring the students' results of the pre-test, the percentage score used Arikunto's formula. The score range was from 10 to 100. The score was calculated as follows:

$$S: \frac{R}{N} \ X100\%$$

Note:

S : score of tests
R : total of right answers N : total items

(Arikunto,1997:212)

3.7 Data Treatment

To determine the improvement that happened after utilizing TPS in class, the researcher used a normality test on the listening test results.

3.7.1 Normality Test

The Kolmogorov-Smirnov test was used to assess normalcy. In this study, the normality test was employed to establish whether or not the experimental class's data followed a normal distribution. The researcher utilized SPSS 29.0 software (Statistical Package for Social Science) to conduct statistical analysis in this study. The procedure for calculating the normalcy test on each score data was as follows:

a) Formulation of the hypothesis

Ho: The sample comes from a normally distribute

Ha: The sample comes from a population that is not normally distribute

b) While the criteria of acceptancei or rejection of normality test

are as follows: Ho is accepted if sig. > α = 0.05

Ha is accepted if sig. < α = 0.05i

3.8 Hypothesis Testing

The researcher examined the pre-test and post-test findings and assessed them to see if there was a substantial change in students' listening capacity after teaching them Think- Pair-Share (TPS). The hypothesis was examined using the Statistical Package for Social Science's (SPSS) Repeated Measure t-test. The significance level was set to 0.05, which

means that the hypothesis would be accepted if the p-value was less than 0.05. As a result, the hypothesis's error probability was only about 5%. Hypothesis testing was stated as follows:

Ho: There is no improvement in students' listening ability after being taught using Think- Pair-Share(TPS).

H1: There is a significant improvement in students' listening ability after being taught using Think-Pair-Share (TPS).

This chapter dealt with the research design, variables of the research, data sources, research instruments, data collection procedures, data analysis, data treatment, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After conducting the research procedure in Grade XI F2 of SMA Negeri 1 Bandar Lampung, the researcher drew the following conclusions:

There was a significant improvement in students' listening comprehension after being taught using the Think-Pair-Share (TPS) strategy. The TPS model effectively encouraged students to enhance their listening skills, as evidenced by the increase in their mean scores. The students' average score improved from 74.13 in the pre-test to 89.15 in the post-test, with a gain of 15.02 points. The implementation of Think-Pair-Share in the learning process enabled students to better understand listening materials, as it allowed them to enjoy and actively engage in the activities.

5.2 Suggestions

Considering the result of the research, the research would like to purpose some suggestions as follows:

5.2.1 Suggestion for the teacher:

1. The English teacher can use audio recordings in teaching listening as an alternative method, as audio content provides students with opportunities to focus on listening comprehension. The TPS technique, when combined with audio tasks, encourages students to engage deeply with the listening

material, improving their understanding and retention of information.

2. The teacher should manage the time effectively when using audio as a medium for teaching listening. It's important to select audio clips with clear pronunciation and appropriate content that matches the students' level. This ensures the audio is engaging and helps maintain students' attention throughout the lesson.

3. Teachers should ensure that all students receive equal attention during the learning process, not just those who are more engaged. This will help maximize the effectiveness of Think-Pair-Share by encouraging participation from less active students and providing balanced support in improving their listening comprehension.

4. Teachers should emphasize all five aspects of listening comprehension—identifying the main idea, identifying detail information, referring to specific information, vocabulary, and making inferences—by integrating exercises that specifically target each skill.

5. Since listening comprehension improves with repeated exposure, students should be allowed to replay the audio multiple times. This helps them locate specific reference points and understand inference-based questions more effectively, as audio content flows continuously and is not presented in a written format. Additionally, teachers can repeatedly read the questions aloud to guide students in focusing on key details.

5.2.2 Suggestion for further research:

1. This study focused on the effectiveness of the Think-Pair-Share technique for improving listening comprehension with audio materials. Future research could explore the impact of TPS with different types of audio content, such as podcasts or interviews, to see how they affect listening skills in various contexts.

2. Future research could incorporate a wider variety of listening question formats, such as true/false, short answer, or matching tasks, rather than relying solely on multiple- choice questions. This would provide a more

comprehensive assessment of students' listening comprehension skills.

3. Future research could focus on developing targeted model to improve students' abilities in answering inference and reference questions, as these aspects are often more challenging. Studies could explore the effectiveness of specific teaching methods, such as scaffolding techniques or guided practice, in helping students

recognize implicit meanings, identify pronoun references, and understand contextual clues.

4. Future research could also extend the use of the Think-Pair-Share technique beyond listening comprehension to other English language skills, such as speaking, reading, or writing.

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