

# CHAPTER I

## INTRODUCTION

### 1.1 Backgrounds

People all over the world carry out listening with or without purpose since it occurs in all aspects of life. Thus listening is crucial for human beings and is one essential skill that should be inquired in learning a language. In term of language learning, Vandergrift (2004) stated that listening plays a very important role in the learning of a second language. This is because it gives the students information from which to build the knowledge for using the language.

Speaking about the definition of listening, Emmert (1974) defined listening as an active process by which listeners receive, construct meaning from, and respond to spoken and nonverbal messages. Thus, a listener must be able to comprehend what he or she listens and to respond to a message of it. In the other words, a listener should have a good ability in listening comprehension.

Listening comprehension is a process which involves the meaningful interactive activity for an overall understanding of the spoken language (O'Malley and Chamot, 1989). The good listening comprehension seems to develop easily for mother tongue listening, but requires more effort is when listening in a foreign language is concerned. Consequently, unlike learning to listen to mother tongue, listen to foreign language entails some difficulties to encounter (Byrne, 1986:1). It is a fact that EFL students have various kinds of listening comprehension

problems. Many EFL students find that they are unable to comprehend natural spoken English delivered at normal speed. Moreover, it was found that they are in some respects poorly equipped with effective strategies and activities to help them to improve their listening comprehension. It is because teaching listening comprehension is one of the most difficult tasks for any ESL teacher (Hasan A.S, 1997).

Considering some problems above, it is necessary for teachers to explore some appropriate strategies in teaching listening comprehension. A strategy that can be used to improve students' listening comprehension is Think-Pair-Square. It is a form of cooperative learning that is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. As Hyland (1991) points out that small group work can involve any and all of the four macro skills: speaking, listening, reading, and writing; the skills of listening, thinking and speaking are thus developed in Think-Pair-Square strategy. In developing listening skill, students will learn to listen while a question is posed and share time is conducted.

There are some steps in Think-Pair-Square. First, students listen to a problem or a question and think their own about possible response of it. As a variation, teacher might have the students write their individual answers. Then, students are paired up to discuss about their own ideas. They compare their idea and identify the answers they think are the best, most convincing, or most unique. The pair then shares their ideas with another pair. It is important that students need to be able to share their ideas in their own words, so that the teacher will be

able to differentiate between who understand the topics and who does not. The students are also held accountable for listening to their friends because during the share time, they are called upon to share their friends' ideas. By using that strategy, teacher can assess students' progress in listening comprehension.

Based on the explanation above, the researcher is interested in conducting the research about “The Effectiveness of Think-Pair-Square Strategy in Improving Students' Listening Comprehension”.

## **1.2 Reasons for Choosing the Topic**

The reason why teaching listening using Think-Pair-Square is chosen is driven by the fact that listening comprehension is still considered one of the most difficult aspects to teach. Since most of Indonesian classes consist of forty to fifty students, the application of appropriate strategy is very important. Inappropriate strategy will result in a lack of students' interest.

This research applies Think-Pair-Square to create a condition in which students have a chance to have different situation and activity in order to get better result for their academic achievement.

## **1.3 Statement of the Problem**

This study is conducted to answer these following questions:

1. Is Think-Pair-Square strategy effective in improving students' listening comprehension?
2. How does the strategy improve students' listening comprehension?

3. To what extent does the strategy improve students' listening comprehension?

#### **1.4 The Scope of the Research**

To make this research become easier, it needs exact formulation to get clear problem. Limitation of the problem should be done to avoid expansion of the problem. This research focuses on the problem the effectiveness of Think-Pair-Square strategy in improving students' listening comprehension. It also carries out how and to what extent the strategy improves students' listening comprehension. This study deals with the use of Think-Pair-Square in the second grade students of SMPN 22 Bandung.

#### **1.5 The Aims of the Research**

The aims of this research are to identify whether Think-Pair-Square strategy is effective in improving students' listening comprehension and how and to what extent it improves students' listening comprehension based on the result of the research.

#### **1.6 Significance of the Study**

This study is expected to contribute to the institution and the practice of listening. If at the end, it is proven that Think-Pair-Square strategy is effective in improving students' listening comprehension; the teacher must consider this aspect of teaching listening.

## 1.7 Hypothesis

A hypothesis is a logical supposition, a reasonable guess, an educated conjecture; it provides a tentative explanation for a phenomenon under investigation (Leedy and Ormrod, 2001). This study proposes the hypothesis that there is a significant difference in post-test result between the experimental and control group.

## 1.8 Research Method

### 1.8.1 Research Design

This research used the experimental study as the research design. There are two groups taken as experimental group and control group. Both groups will have pre-test and post-test, but they will get different treatments. The experimental group will get the Think-Pair-Square strategy while the control group will get non-Think-Pair-Square strategy or the conventional method of teaching for the treatment. The experimental study in this research is described in the following table:

Sample	Pre-test	Treatment	Post-test
Experimental Group	X1e	T	X2e
Control Group	X1c	0	X2c

#### Notes

X1e : Students' listening scores of experimental group in pre test.

X1c : Students' listening scores of control group in pre test.

- T : Think-Pair-Square treatment  
O : Conventional treatment  
X2e : Students' listening scores of experimental group in post test.  
X2c : Students' listening scores of control group in pre test.

(Arikunto, 1998)

Furthermore, the research used t-test, the primary purpose of which to figure out whether the means of two group scores differ to a statistically significant degree (Kranzler & Moursound, cited in Permadi, 2008).

### **1.8.2 Participants**

The participants in this research are the second grade students of SMPN 22 Bandung. This research takes 2 classes for the sample. The first class is the experimental group and the second class is the control group.

### **1.8.3 Instruments**

The instruments used in this research are listening comprehension pre test, post test, questionnaire and interview.

1. Pre-test. It is given to both groups before the treatment of Think-Pair-Square strategy is given. It is to find out the initial abilities of the two groups.
2. Post-test. It is given to both groups to find out the students' listening comprehension achievement after the treatments were given.

3. Questionnaire. It is used to find out students' opinions about the effectiveness of Think-Pair-Square strategy in improving students' listening comprehension.
4. Interview. It is used to gain the English teacher's opinion about the effectiveness of Think-Pair-Square strategy in improving students' listening comprehension.

#### **1.8.4 Data Collection**

The techniques used in collecting the data are:

- a. Pre-test. Listening comprehension test is conducted to find out the initial comprehension between the two groups.
- b. Post-test. Listening comprehension test is conducted to find out the difference between the two groups after the treatments have been given.
- c. Questionnaire: It is filled by the students at the end of the research which are about the effectiveness of Think-Pair-Square strategy in improving students' listening comprehension.
- d. Interview: The English teacher gives her own opinions which are about the effectiveness of Think-Pair-Square strategy in improving students' listening comprehension.

#### **1.8.5 Data Analysis**

There are five steps that the researcher carries out to analyze the data.



1. Determining the students' score of the two groups in pre-test and post-test in order to find out whether the means of two groups in pre-test and post-test are significant or not.
2. Determining how effective Think-Pair-Square is in teaching listening by comparing the achievement of the experimental group and control group.
3. Analyzing the result of the questionnaire by using the percentage scale formula.
4. Analyzing the result of interview.
5. Interpreting the research findings in order to explain the results of the study.

#### **1.8.6 Research Procedures**

In conducting the study, the researcher follows procedures as follow:

1. Organizing teaching procedures.
2. Organizing the research instrument.
3. Trying out the research instrument in order to check its validity and reliability.
4. Administering pre-test for both groups in order to find out the initial abilities of the two groups having similar level in listening ability.
5. Treating the experimental group using Think-Pair-Square strategy.
6. Administering post-test for both groups in order to find out the result of the treatment.



7. Administering questionnaire for experimental group and interview to the teacher in order to find out more information about the effectiveness of Think-Pair-Square strategy based on students' and the teacher's points of view.
8. Analyzing the data collected from pre-test, post-test, questionnaire and interview.

### **1.9 Clarification of Key terms**

In order to avoid misunderstanding in interpreting the variables of the research, here the researcher clarifies some terms related to this research.

1. *Effectiveness* refers to different effects which determine a better result in teaching process through the implementation of Think-Pair-Square strategy.
2. *Think-Pair-Square* is a cooperative learning strategy, which allows students to think about a question and share their opinions with their group members.
3. *Listening comprehension* is a process which involves the meaningful interactive activity for an overall understanding of the spoken language.

### **1.10 Organization of the Paper**

The paper of the research is organized as follows:

#### **Chapter I: Introduction**

This chapter contains introduction which discuss background, reasons for choosing the topic, limitation of the study, statement of the problem, the scope of the research, the aims of the research, significance of the research, hypothesis, research method, clarification of the key terms, and the organization of the paper.

## **Chapter II: Theoretical Foundation**

This chapter contains theoretical foundations, which serve as a base for investigating the problem of the research.

## **Chapter III: Research Methodology**

In this chapter there is methodological of the research that discusses the research method, procedures in collecting the data and data analysis.

## **Chapter IV: Findings and Discussion**

In this chapter, those findings of the research are presented and analyzed in a systematic way.

## **Chapter V: Conclusions and Suggestions**

This chapter contains the researcher's concluding remarks regarding the results of the study and suggestions for further researches.