

# CHAPTER I INTRODUCTION

## 1.1 Background of the study

Listening comprehension is the ability to receive and process messages to be translated by the recipient of the message. Listening skills are a fundamental aspect of English for communication. The inability to translate messages received while listening to incoming messages conveys the wrong meaning. This has an impact on misunderstandings in processing communication both as a speaker and as an interlocutor. Practicing listening skills in life will have a good impact on other aspects of life, understanding the context of speech and knowing general information is very important in listening skills. Listening comprehension for several parts of other situations, including comprehensive conversations, is a note that students must master. In other words, there is an implied meaning that the listener must grasp in different situations.

Fletcher et al., (2006) Listening comprehension means more than just receptive language skills. It includes discourse-level processes that serve as overarching control processes that impact reading and listening comprehension. Thus, listening comprehension is a term that needs to be unpacked and refers to a process as hard to measure as reading comprehension. We address some of the processes underlying both reading and listening comprehension below. Just focusing on the term as it is used in the comprehension area, it is well established that difficulties in listening comprehension parallel problems with reading comprehension. Most studies comparing reading and listening comprehension in normative samples show high levels of overlap.

The number of studies and expository articles concern themselves with the teaching of listening at all levels from preschool to adult education. There is general agreement that the teaching of listening skills is essential for elective communication

and that these skills can be taught and measured. The assumption that everybody inherently knows how to listen as they grow has been repudiated. Richards & Rodgers, (2001), rightly put it, "Many of the skills, habits, and motives operative in listening comprehension appear readily amenable to training and improvement." A few of the investigations carried out at different age levels are. described henceforth. In the field of verbal communication, skill in listening is almost invariably assessed by determining the extent to which spoken words are correctly comprehended. 'Listening' is evaluated in practice by assessing performance on the tests of listening comprehension; 'listening' thus becomes synonymous with 'auditing'." However, this conclusion is not acceptable on linguistic grounds.

Based on the result of an interview and observation with the English teacher at SMPN 3 Abiansema, it was found that the listening comprehension of the eighth-grade students there was not good enough in mastering listening. There were still obstacles faced by the students during the teaching-learning activities. In fact, most students especially the eighth-grade students of SMPN 3 Abiansema showed that their weaknesses were in listening to English and catching various messages through sounds. They also rarely practiced their listening comprehension during the teaching-learning process in class. Furthermore, when the teacher asks them to share their ideas in English, they tend to be more silent than actively speaking in class.

The teacher's role in carrying out by TPR (Total Physical Response) method greatly influenced the development of students' abilities in conveying a topic of conversation and disclosing learning material. However, the repetition of movements that were carried out only once in TPR, where the guiding material given to students was stiff without any explanation, and also the opportunities that students had to listen to some texts of listening in the form of stories or conversations were least possible to do because students were usually assigned only to answer a few questions. This impacted students who lacked self-confidence and felt inferior and embarrassed. When the teacher asked them to imitate what they said, they replicated it in a slow

tone. On the other hand, they also spent more time in several groups and were passive, rarely expressing their opinions on the material being studied.

According to the narrative teacher of SMP N 3 Abiansema implementing the TPR method had a significant impact on how well students developed their communication and material-disclosure skills. However, because students were typically only required to answer a few questions, it was difficult for them to repeat movements that were only performed once in TPR, where the teaching materials were rigid and unappreciated. They were also less likely to have the chance to listen to some listening texts in the form of stories or conversations. This affected students who lacked confidence, felt below them, and were ashamed. When the teacher instructed them to mimic what they said, they did it slowly. They also spent more time in groups and were quieter, rarely voicing their opinions about the material they were studying.

Additionally, English teachers found it quite challenging to use this teaching technique in listening comprehension in the classroom. Students found it difficult to interpret audio sources when dealing with such an uncooperative teaching method. In this case, their listening ability must identify general information, specific information, textual meanings, and textual references expressed by the teacher to separate obstacles. The learning environment becomes hard and boring through words and some commands that were frequently given without paying more attention to education. When students discussed listening, it seemed they were attempting to listen without a strong enough understanding of all the many listening techniques.

In this study, the researcher changed the think-pair-share combined with a podcast (henceforth called TPS combined with podcasts) as a listening exercise that is expected to help eighth-grade students at SMPN 3 Abiansema improve their listening comprehension. Apart from that, with the proper method it is hoped that it can stimulate students' interest in the teaching and learning process. A cooperative learning strategy called TPS combined with podcasts was added as a medium. Podcasting and TPS are done in three steps: "thinking," "pairing," and "sharing." The

students were instructed to consider their own questions during the thinking exercises. They talk about it with their friends during pairing activities. Finally, they share it with all the students in the class.

TPS is combined with podcasts to help organize student discussions. Their listening comprehension needs to be improved, which requires creative strategies. The researcher suggests using TPS combined with podcasts as a medium to improve students' listening comprehension. This kind of approach was found to be more useful and less boring for students. They learn how to appreciate and understand the goals and topics of the material when podcasts are used as teaching media. Also, it might encourage students to communicate with each other because of the podcast as a medium in which the podcast broadcasts the voices of native speakers it is also hoped that children will get used to it, adapt it, and work together.

Moreover, it increases their capacity to listen. For teaching listening comprehension, the researcher uses TPS combined with podcasts to assist students in learning the general information, specific details, textual meaning, and textual references of short stories. It is thought that using the podcast in conjunction with think pair share might help students understand short stories better. They may be able to comprehend the listening material better with the help of the technique used to teach listening comprehension. In light of this, the researcher is very inspired and enthusiastic about carrying out the specific study titled "Improving Listening Comprehension of the Eighth-Grade Students of SMPN 3 Abianseml in Academic Year 2023/2024 through Think Pair Share Combined with the Podcast."

## **1.2 Research Problem**

Based on the explanation of the research background above, students must develop their listening skills to achieve a complete understanding of the information content expressed through the strategy. Furthermore, before conducting the study, it is crucial and essential to formulate the research problem. In the academic year 2023–

2024, the researcher taught listening to eighth-grade students at SMPN 3 Abiansema based on the content discussed above and the analyses that went into the research. In light of the issue raised above, the researcher became interested in doing this study. This is one possible design for the research problem: can listening comprehension of the eighth-grade students of SMPN 3 Abiansema in the academic year 2023/2024 be improved through TPS combined with the Podcast?

### **1.3 The Objective of the Study**

Finding the answer to the study is the primary purpose of the research. To solve a problem, the researcher needs to use the proper techniques to solve the problem. This classroom action research was conducted to improve the listening comprehension of the eighth-grade students of SMPN 3 Abiansema using TPS combined with the podcast. The researcher hopes that this kind of new teaching technique will be a better way to stimulate during improving listening comprehension of the eighth-grade students of SMPN 3 Abiansema through TPS combined with podcast. This research aimed to figure out whether or not the listening comprehension of the eighth-grade students of SMPN 3 Abiansema in the academic year 2023 can be improved through think pair share combined with podcast.

### **1.4 Limitations of the Study**

The limitation of research is crucial in making the discussion about the research problem more specific, and its purpose is to avoid deviation or enlargement the most problems of research. Thus, the researcher limited this research to improving listening comprehension of the eighth-grade students of SMPN 3 Abiansema through think pair share combined with podcast. This discussion of listening comprehension was taken into the coverage of the study, and therefore the researcher has limited time to do the research. Therefore, the research has to be limited to specializing in a

selected area of listening comprehension and avoid misunderstanding and misleading in doing the classroom action research.

In addition, this research is mainly focused on learning objectives 8.6 which are contained in the draft plot, and learning objectives which reads Applying text structure and linguistic elements from a variety of texts presented in multimodal form in different contexts within the scope of adolescent life. Students' listening comprehension is limited to increasing students' listening comprehension to know and understand audio listening podcasts, especially in identifying general information and specific information about short stories in textual podcasts.

### **1.5 Significance of the Study**

One of the theories and practical elements that are taken into consideration when performing the actual research is the relevance of the proposed study finding. Through podcasting and think-pair-share teaching and learning, this study tried to improve students' listening comprehension. The research results are also thought to be useful for teaching implemented short stories using think-pair-share paired with podcasts. Other instructors seeking alternative methods to help students during the teaching and learning process may find the research findings helpful as a reference. Additionally, the results of the study need to have the following theoretical and practical repercussions.

Theoretically, considering the issue mentioned beyond that is improved by listening comprehension through think pair share combined with podcast, the results of this research are predicted to be utilized as empirical evidence regarding applying theory. Additionally, this study is intended to advance theories and serve as a model for research findings on the use of the technique as think pair share combined with podcast instruction in listening comprehension. Additionally, it can give fresh study results on the use of the technique in teaching listening comprehension. Moreover,

the results can be used as empirical data. The study might provide details on the theory underlying listening comprehension.

Practically, the findings of this study provide benefits for teachers, students and other researchers. For English teachers of eight-grade students of SMPN 3 Abiansema is about the level of listening skill of their students. In addition, they can also choose the right strategy that can increase students' knowledge and motivation in listening. In addition, it provides information about their successes and failures in teaching writing English. For students, the findings of this study are intended as informative feedback to the eighth-grade of SMPN 3 Abiansema about their writing abilities. Moreover, it gives them motivation and encouragement in learning English and practicing listening. Finally, it makes them realize that listening is an important skill that can help them to express their ideas. For other researchers, this research is expected to be a guideline for those who are interested in improving writing skills and also be used as material for consideration or to be developed further.

### **1.6 Definition of Key Term**

To make things clearer and avoid the reader from being misinformed about the majority of concepts during this classroom action research, it is crucial to define key terminology. To provide a comprehensive explanation in this area, the researcher operationally defined a few essential terminologies during this investigation. The study provides operational definitions for podcast, think-pair-share, and listening comprehension. The following is an operational definition of major terms:

#### **1. Listening Comprehension**

Listening comprehension in the present study is operationally defined as the ability to understand spoken information, particularly in finding general information and specific information.

#### **2. TPS Combined with Podcasts**

TPS Combined with Podcasts is defined as the combination of a cooperative learning technique Think Pair Share and a teaching media, Podcasts in which there will be three steps: thinking, pairing and sharing. In thinking, the teacher plays a podcast and asks the students to listen carefully. In pairing, the teacher pairs the students and asks them to discuss the questions related to the podcasts. In sharing, the teacher asks them to share the results of their discussion with the whole students in the classroom.





## **CHAPTER II THEORETICAL AND EMPIRICAL REVIEW**

### **2.1 Theoretical Review**

Reference or specific theories connected to this investigation are referred to as theoretical verification. To supply additional sources of knowledge for this investigation, the researcher accepts pertinent theories from professionals. The pertinent ideas employed in this study assisted the researcher in developing more explanations for this issue. A theoretical review discusses the incorporation of conjecture in support of existing research as opposed to its application. Some significant theoretical elements are still regarded as empirical evidence for this investigation. Here is a more specific description:

#### **2.1.1 Listening Comprehension**

Because schools may place greater value on English grammar, reading, and vocabulary, English listening comprehension is a component of the English skill that concerns learning English. Speaking and listening abilities are not prioritized in many course textbooks or curricula, and teachers don't appear to consider those abilities when planning their courses. The amount of instruction available to English language learners to improve their listening comprehension is minimal. Since students' listening depends on important elements, learning levels range. The study of listening teaching theory, listening, and cutting-edge teaching techniques should be highlighted as the key components.

According to Guan (2014), the three most typical listening issues were a simple vocabulary, a limited listening vocabulary, and a rapid speaking rate. The inability to recognize keywords, previous knowledge of particular subjects, and take notes on specific information were other listening issues. The secret to solving these problems, though, is audio content that is appropriate. But the right listening material is the

secret . to solving these challenges. Utilizing the tools people already know and use regularly is a significant decision. They feel more relaxed and it is easier for them to improve their English. Guan (2014) contends that fast speech rate, whether from pre-recorded listening materials or in-class "live" listening practice, was another major listening issue mentioned by the students.

As stated by Guan (2014), listeners who were less effective reported using more surface-processing cognitive methods such as repetition, transferring, and translating. More proficient listeners reported processing metacognitive techniques like comprehension monitoring and problem identification more thoroughly. Communication that involves two speakers or more audiences involves the discipline of listening. Speakers and audiences nearly entirely share information during listening comprehension to understand the meaning, which involves listening to the speaker and then responding to the listener's remark. Although the hearing is a crucial and beneficial part of learning, language learners encounter challenges and issues when practicing listening. Understanding, therefore, entails delving into the meaning of what is being said, which calls for the capacity to fully comprehend what is being said.

In schools, listening is never taught. The majority of classes focused on listening, but students also taught speaking, reading, and writing. This explains why most people find it difficult to mention something after listening. This results in the loss of excellent possibilities to learn new things, such as new ideas, concepts, and civilizations. According to Poelmans (2003), listening comprehension is the key to speaking correctly. For the audience to understand what the speaker is saying, that is crucial. Instead of being just a simple match between sounds and meaning, understanding the language of the speaker can be thought of as a crucial process enabling the perception of many different situations.

According to Buck (2001:12), there are three basic arguments in support of the value of listening when learning a foreign language. In the beginning, a substitute

language should be learned, much like a toddler acquiring their mother tongue. This is useful since a child may learn to listen from the start of their learning stages. When learning a new language, listening takes on a new role. Second, listening can help you talk more effectively. The words that are said can help students interact with one another in some way. In addition, a barrier to interaction or during the learning process is the student's inability to understand the language they do not listen to. As a result, from the very beginning of learning to speak well, a learning skill must be developed. Finally, developing conversational focus encourages student attention to learn new vocabulary, grammar, and interactional patterns.

A teacher and students are both involved in the listening processes taken on in the classroom. The students receive lists of assignments from various texts in the classroom. Recorded excerpts are used as the basis for many listening materials, including those on CD, cassette, video, and other formats. Students in colleges listen to their teachers' voices the most. The teacher also delivers some instructions that the students should grasp during the teaching process. The students do, however, need a diversity of listening experiences. In a classroom where communication is at an all-time high, the importance of listening instruction cannot be understated. It's crucial for anyone learning a second language to practice listening comprehension. According to Manktelow (2007:68), people who lack effective interpersonal communication skills—including active listening—are less productive because they lack the skills necessary to persuade, influence, and bargain for favorable terms at work.

In the eighth grade of SMPN 3 Abiansemal, the researcher promoted this research to improve students' listening comprehension of SMPN 3 Abiansemal through think pair share mixed with the podcast. Some listening guidelines are offered by Harmer (2007). First and foremost, a lecturer must encourage his audience to pay attention as frequently and intensely as possible. Students should practice listening outside of the classroom as well as inside it by using the Internet, TVs, CDs, tapes, radios, podcasts, etc. Second, the instructor should assist the students in setting

up their listening skills. They must first look at the illustration, talk about the topic, or read the question. Thirdly, after the teacher has played the track once, it's likely that they won't have time to choose any crucial information, so they are given a second chance. Fourthly, the instructor needs to stop and consider what is being said, what is being intended, and what impact it has on the children. Fifth, a teacher must take into account the students' stage and classify them according to their level of hearing because different listening stages require different listening exercises.

The student is asked to spend time and emotional energy listening to text in the final section, which results in their experiencing multiple listening applications. The students who teach all around the world are very different from one another. Even in their classes, students' attitudes regarding variations in backgrounds vary. According to Brown (2006), teachers must carefully consider how to make our activities successful and our subject engaging because listening is so difficult. The fact that students must pay close attention to the audio to listen may be known to all professors. In any other case, they miss the audio messages. Some students aren't motivated to learn because they have to attend class. Many of them have trouble focusing, and listening is harder for them than other subjects. When listening to English speakers, students tend to close their eyes because it is difficult to follow without intense focus. Top-down and bottom-up listening are two aspects of listening skills.

People listen using both their ears and brains. The brain processes all the information provided as meaning. Sounds are a vital indication once people have started to listen. The human ear creates sounds, whereas the brain creates meaning. In the top-down and bottom-up processing of listening, Richards (2008) outlines two quiet processes. The term "top-down process" refers to using the data to decipher the meaning of a communication. Top-down processing moves from aiming to language, whereas bottom-up processing begins with the meaning of the language. Background knowledge about a few topics, situational or contextual knowledge, or knowledge included inside a type of "schemata" or "script" plan about the basic structure of

events and, consequently, the links between them are all necessary for top-down processing. Language is the source of the bottom-up.

It is important to stress that when we speak of "all the information available," we are referring not only to auditory input but also to any other information at the disposal of the hearer as a result of his experience and background. The latter type of information is crucially important, as has been shown in psychological studies of the phenomenon of perceptual constancy or perceptual "set", Brown, (2004). This concept refers to the fact that we process inputs and "perceive" them in such a way that they conform to expectancies built up from our previous experience, even when the objective character of the input may deviate markedly. In gross but not entirely misleading terms, we hear what we expect to hear. Our background knowledge of what we are likely to hear is thus very important in determining successful comprehension. Once again, it is clear that the hearer's contribution is an active one.

Treasure (2017) states, "We listen with our ears, with our eyes, and with our heart!" becoming conscious of what you are listening to is an excellent practice. Teachers need to support their listening teaching in the classroom. It is necessary to help with good equipment within some technology to provide benefits in improving the quality of teaching listening in English classes. Listening is a process of transferring sounds in which a person gets meaning from needs, and demands, including the sources of themes through direct interaction when they can identify sounds, understand some components of vocabulary and grammar from the speaker, and identify some intonation and meaning. Most studies comparing reading and listening comprehension in normative samples show high levels of overlap. Children cannot understand written language any better than they can understand oral language. It is possible that dissociations of listening and reading comprehension occur in some cases, so reading comprehension is better than listening comprehension.

In conclusion that Listening comprehension is very important for correct speech. It's important for the listener to understand what the speaker is saying. Understanding the speaker's language can be understood as a critical process that allows understanding of various situations, not just a simple match between sound and meaning. Listening skills encourage students to focus more on accurate use of language, because when concentrating on listening to something, it can trigger language development when they solve problems while listening is input into their minds.

### **2.1.2 Think Pair Share Combined with Podcast**

Based on Macpherson (2015:1), cooperative learning is a type of teaching/learning strategy in which students collaborate to learn and practice the components of a subject matter and achieve shared learning objectives. In a similar vein, Slavin (2008) makes the case that cooperative learning places students of different races or ethnicities in study groups in which each member is given an equal role in aiding the group in achieving its objectives. It implies that group interactions among students are not the main aspect of cooperative learning. In addition, via cooperative learning, students develop their ability to work with others. Students debate topics that they can't figure out on their own and exchange ideas. According to Kagan and Kagan (2009), cooperative learning also teaches kids social skills like dispute resolution, teamwork, leadership, listening, and recognizing other people's viewpoints.

Cooperation is working together to achieve common objectives. In cooperative settings, participants aim for outcomes that are advantageous to both themselves and all or any other group members. Cooperative learning is then the use of small groups for instruction in which students collaborate to maximize both their own and each other's learning. Cooperative learning is advantageous for teachers as well as students. Because students learn in groups and do not spend as much time on

learning activities as they would individually, this method is considered to be efficient. Inefficient time, the teachers can instruct the content in line with the set goals. The researcher also concludes that by employing the cooperative learning principle, a set of approaches can be used to make students active participants in the classroom.

Think Pair Share (TPS) is a cooperative learning activity that may be used in a variety of classroom sizes and with any subject, according to Lightner and Tomaswick (2017). When instructors ask a question, students first consider their answers before being told to pair up and share their ideas. The discussion then continues after the groups present to the class what they discussed with their partners. Think pair sharing is a great way to improve the conversational style in the classroom. It questions the notion that each recitation or discussion must take place in a large group environment and includes built-in mechanisms for providing students more time to reflect. The teacher serves as a facilitator and presents a topic or a point of contention to the students during think pair share. It is utilized before hearing or being taught a concept and functions best in smaller groups. This method is simple and quick; the teacher creates questions, poses them, gives students some time to evaluate their answers, then asks them to share their views with a partner. They can order their thoughts as a result of the task.

Think pair share is a cooperative conversation technique, according to Kaddoura (2013), that provides students enough time to reflect and improve the quality of their responses. Students at higher levels assist students at lower levels in deepening their comprehension of the subject. Learning the materials and assisting teammates in understanding the subject and completing the assignment are the responsibilities of each team member. Think pair share, according to Himmele and Himmele (2011), maybe a useful strategy for getting students to reflect. Using questions that need students to explore various points of view or the components inherent within the conventional target. Students are required to explain how the component fits together or impacts one another when they ask questions. Because it

allows students to communicate and express their thoughts, this technique can inspire students during the teaching and learning process.

The think-pair-share approach has some advantages, according to Kagan and Kagan (2009). First off, when students are given enough "think time," the caliber of their solutions rises. The second is that the students are actively thinking. Third, talking with a partner helps you think more clearly. Fourth, after a class where students can talk and reflect on the subject, more critical thinking is retained. Fifth, compared to a large group discussion, many students find it simpler or safer to talk with a classmate. Sixth, this method does not require any special supplies, making it simple to include in lessons. Seventh, learning how to build on others' ideas is a crucial ability. Teachers must use creativity in their instruction and present material in a way that students can comprehend.

This is frequently a simple asking strategy that keeps all students interested in class discussions and gives them the chance to debate by giving them time to think carefully about their responses. Thus, it becomes a primary justification for using think pair share to help organize students' thinking in their discussions. This, according to Arends (2009:370), challenges the notion that each reading or conversation must take place in the context of the larger group. This idea has been embedded into the procedures to provide students with additional opportunities to think, respond, and support one another. Think pair share is an effective strategy, according to Arends (2009), to alter the speech pattern in every classroom. In the current study, the researcher created podcasts as a medium for English language instruction to enhance students' listening comprehension. Consider the following scenarios: a teacher may have just finished a succinct presentation, a student may have read an assignment, or a teacher may have explained a perplexing issue. The teacher wants the students to reflect more deeply on what they have learned.

According to Llinares et al. (2018:3), podcasting is a significant component of the expanding open-source ethos that challenges the organizational frameworks of



traditional academic publishing and may even offer the seeds of a challenge to the dominance of text and image as the main digital age communicative modes. Students' perceptions and English proficiency are affected by the use of podcasts in English classes. According to Llinares et al. (2018), podcasting is not meant to be an exhaustive account. Instead, it provides several entry points and lines of study that grapple with the technological, commercial, cultural, and social dimensions of podcasting in digital media. In this research, the media that may be used to show listening skills in the classroom is a podcast. Harmer (2007) states that a podcast has downloadable files which the user can load onto their MP3 players.

When audio content from one or more subscription streams becomes available, a user's computer will automatically download it. Lee and Chan (2005). The researcher believes that using podcasts in conjunction with think-pair-share will help the eighth-grade students at SMPN 3 Abiansemal in 2023/2024 enhance their listening comprehension. Podcasts are now a popular way to teach listening skills and, in particular, listening comprehension. Students who dislike reading may find listening to be more motivating because it is acceptable to them. Podcasting offers this special listening capability that is employed in listening rather than appropriate text.

The next definition of a podcast is provided by Sze (2006) who describes them as online audio (and occasionally video) programs that are typically updated regularly. Podcasts are especially suitable for the practice of in-depth listening, as they aim to increase students' listening comprehension and provide them the chance to focus on English-native speakers. Then, to demonstrate the listening comprehension of the eighth-grade students at SMPN 3 Abiansemal in the academic year 2023/2024, the researcher utilized to create a podcast about one short tale theme on several issues.

Additionally, one easy method that may be used in the classroom to improve students' listening comprehension is thinking pair share using podcasts, particularly for the eighth-grade students of SMPN 3 Abiansemal in the academic year 2023.

Instead of using entire group discussion and answers, the teacher decided to employ think pair share. When teaching writing, the three processes of thinking pair share should be taken into account. Adapted to Arends (2012: 370). Following are the procedures for implementing think-pair-share combined with podcast in the teaching and learning process in the classroom,

1. Thinking: The teacher plays a podcast relevant to the subject and requests that students reflect on it for a minute on their own. Teaching students that talking does not count as thinking time is necessary.
2. Pairing: The teacher asks the class to break up into pairs and talk about what they've been thinking. Ideas could be exchanged throughout this period of interaction. Most of the time, professors only give students four or five minutes to pair up.
3. Sharing: The teacher requests that the pairs present to the class what they have been discussing. Going from pair to pair around the room until around one-fourth or one-half of the pairs have had an opportunity to report is beneficial.

### **2.1.3 Listening Comprehension Assessment**

Using a variety of data kinds, assessment is a disciplined technique for gathering information and determining a student's level of proficiency, the norm, or the success of lessons and academic material delivered. A method of information gathering and analysis is used in the assessment to determine the outcomes of students' academic performance. The assessment activities are used to collect, process, and interpret information on the outcomes of students' growth throughout the teaching process in a systematic and ongoing manner. Assessment is carried out through testing, interviewing, observation, etc. To gauge the quality of instruction, the student could take a test at the beginning and again at the end of the course.

According to Richards and Schmidt (2008), the term "assessment" is used to refer to a variety of ways of testing and assessment.

By posing questions to the coed about what they need to hear, listening comprehension is evaluated. To enhance their listening comprehension, students might also practice. Additionally, students are frequently instructed to focus only on specific information kinds, such as the major idea, the theme, the main ideas, and any suggestion made in the audio that needs to be understood. According to Wallace et al. (2004), children can enhance their listening comprehension by regularly exercising it. The researcher uses a computer to access the podcast as media for listening. The researcher then decides on the podcast's topics by modifying the fundamental competency material to encourage an evaluation of how far they still need to advance. The selection of input sources is a part of teaching listening, according to Carter and Nunan (2001:11).

Effective listening strategies (metacognitive, cognitive, and social) should be supported by task design that is authentic, engaging, varied, and challenging, and listening should be integrated with other learning objectives (with appropriate links to speaking, reading, and writing). College students would be fascinated if the teacher used this method to evaluate listening comprehension. On the other hand, according to Brown (2004), evaluation is a continuous process that covers a far wider range of topics. This is a continuous procedure that needs to be applied consistently every day. Based on daily observation, anecdotal notes, and student interactions, the teacher evaluates student learning and makes planned decisions. Instead of focusing on student flaws and perceived deficits, assessment is based on student strengths and individual educational requirements.

The assessment must take into account the diversity of learners and accommodate variations in learning styles and rates. According to Brown (2004), every time a pupil answers a question makes a comment, or tries out a new phrase or structure, the teacher subtly evaluates the pupil's performance. The requirements for

evaluation could also include diagnosing students' current knowledge and ability levels, tracking their progress toward learning objectives to benefit from the academic program, and providing an assessment of the student's final degree of learning. According to Brown (2004), one important principle for evaluating a learner's ability is to consider the subjectivity of a single performance, as the result of an exceeding test. Additionally, according to Dunlap (2015:50), teachers should assess where their students are at any given time, use that data to guide instructional design and delivery to support students in achieving the set learning objectives, and then check to see if students have reached the intended position.

To gather data regarding students' abilities and progress, assessments are deemed to be a vital component of the learning process. This necessitates that teachers administer assessments regularly. As a result, the evaluation results are frequently utilized to measure student growth and pinpoint crucial areas where they have made development. Assessment, according to Georgiou and Pavlou (2003), maybe a fantastic phrase when used in all ways to learn more about knowledge, aptitude, understanding, attitudes, and motivation. In addition, the assessment allows the teacher to track each student's development with the subject they have learned. Additionally, the evaluation results can let the students know where they need to improve, which could inspire them to get better grades and push them to work harder in the future. In contrast, listening is more difficult than speaking because it is "invisible" and should only be judged indirectly, according to McKay (2006). In conversations, when comments and engagement from the students are frequently employed as indicators of knowledge, evidence of listening comprehension is easily seen. In a listening-only activity intended to measure listening comprehension, teachers and assessors must look for evidence of knowledge in students' reactions and follow-up activities.

Students who are given the listening-only job must focus, make an effort to understand what they are hearing, and pay attention to how the conversation or monologue is structured. They must pay close attention to finding the majority of

points and recognize signs that point to how the concepts are organized. Therefore, there may be a significant cognitive load. However, Buck (2001) notes that listening tests are difficult and sophisticated. Nevertheless, it is ready to be completed with attention and effort by experts working for large testing businesses as well as teachers or test developers with low funding. Additionally, many assessments can be easily enhanced with the use of the information and methods already in use, particularly in the pertinent phonological and interpersonal components of hearing that distinguish listening as a distinct skill. Additionally, listening makes it possible to comprehend others. Being attentive and diplomatic while listening makes you more convincing once you speak.

It takes practice to switch your attention from your internal monologue to the person speaking while you are listening. According to Brown (2004:4), evaluation is a continuous activity spanning a larger scope. The teacher evaluates the student's performance whenever they respond to something, comment, or try out a new term or structure. In addition, according to Brown (2004), creating acceptable listening assessment activities starts with the definition of objectives or criteria. In terms of various listening performance types, those objectives can be divided into four categories: intensive, selective, responsive, and extensive listening. Listening intently is a great way to improve pronunciation. A greeting, an inquiry, and a comprehension test are all relatively short language segments in a responsive listening exam.

Likewise, selective listening involves digesting lengthy conversations, such as brief monologues, to "scan" certain details within the listening distance, information transfer, and phrase repetition. Finally, in dictation and communicative stimulus-response tasks, intensive listening is used to establish a top-down, global comprehension of speech communication. A sample of the course should be included on the test, and there should always be a clear connection between the test's objectives and those of the course. The process of developing a measuring standard includes several steps connected to the reliability of the chosen aspect. Any good test may need reliability as an essential component. A test must be accurate when used as

an instrument of measurement to be even remotely valid. A test's measurement must be repeatable for it to be trustworthy. It indicates that if the same test is administered to the same student again or to students who are matched on both occasions, the test results should be comparable. Additionally, a trustworthy test is constant and dependable, according to Brown (2004). The test should produce a similar result if it is administered to the same student twice or if two distinct groups of students are matched. This evaluation is crucial to language learning.

## **2.2 Empirical Review**

In an empirical review, studies conducted in the past by other researchers that may be comparable to the current study are examined to learn the facts and theories about those studies' predecessors that are pertinent to the current study. Furthermore, understanding empirical review evidence can help the researcher avoid unintentionally repeating the findings of earlier studies and put them in a better position to produce meaningful findings from their research. By considering the findings and evaluating whether this study was as successful as the crucial empirical review, the goal is to support the current investigation. The two studies that have been selected are similar to one another. It provides to enhance listening comprehension. The following two studies have used think pair share as below:

The first comparable study was conducted by Permadi in 2019, and it was titled "Improving Listening Comprehension of the Seventh-Grade Students of SMP Petra Berkat in Academic Year 2019/2020 through Think Pair Share with Podcast." The purpose of the study was to figure out if podcasts and think-pair-share activities improved seventh-grade students' listening comprehension. According to the research's findings, the use of the teaching method "think pair share" by the researcher helped the subjects understand the descriptive text better. Following the two cycles, there was also an improvement in the student's academic performance.

Additionally, this study found that think-pair-share helped kids' listening comprehension.

Putri conducted a second similar study (2021) entitled "Improving Listening Comprehension of the Eighth-grade students of SMPN 2 Kuta Utara in Academic Year 2019/2020 through think pair share and Short Animation Movie." This study aimed to determine whether the listening comprehension of the eighth-grade students of SMPN 2 Kuta Utara in the academic year 2019/2020 can be improved through think pair share and short animation movies. According to the research results and discussion, eighth-grade students at SMPN 2 Kuta Utara could increase their listening comprehension in the academic year 2019/2020 through using think pair share and short animation movies. The outcomes of implementing the think pair share and short animation movie technique in this study could be analyzed by increasing the mean scores of the pre-test and post-test conducted to the students after applying the think pair share and short animation movie.

The researcher mentioned above had similar data, which demonstrated that after running two cycles, there were continual improvements when the researcher implemented think pair share with podcast and think pair share and short animation movie techniques; the students responded favorably, increasing all. However, both of the researchers did not clearly explain the correct theory and the steps of the implementation of the teaching strategy. As a result, it made the students confused during the implementation of the strategy. In the present study, the researcher adapted a theory from Arends (2012) which states that think pair share which was combined with podcast consisted of three steps: thinking, pairing and sharing. These steps were clearly elaborated in the theoretical review and the steps were also clearly mentioned in the learning activities of the lesson plans.