

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Listening comprehension is the ability to receive and process messages to be translated by the addressee of the message. Listening skill is a fundamental aspect of the English language for communication. The incapacity to translate received messages while listening for incoming messages conveys the wrong meaning. This impacts the misunderstandings in processing the communication both as a speaker and as an addressee. Listening comprehension for some parts of other situations, including comprehensive conversation, becomes a notice that students must master it. In other words, there is an implied meaning that listeners must catch in different situations.

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.

Based on the observation conducted at SMP Widya Sakti Denpasar, the eighth-grade students showed that their weaknesses were in listening to English and catching various messages through sounds. They also rarely practiced their listening comprehension when they studied in class. Moreover, the teaching style

delivered by the teacher did not train their listening comprehension. Overall, students could not rewrite what they had heard because the teacher's teaching technique was not optimal in improving their listening comprehension. The eighth-grade English teachers at SMP Widya Sakti Denpasar previously only taught using Total Physical Response (TPR), where the technique used was least possible in training listening comprehension in understanding the commands and directions of the lesson itself.

The teacher's role in carrying out by TPR 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.

On top of that description, it was highly complex for English teachers to apply this technique in teaching listening comprehension in the classroom. Interpreting audio sources was something that was not simple for students when dealing with such a teaching method that was uncooperative. In this case, their listening ability must identify general information, specific information, textual meanings and textual references conveyed by the teacher in separating obstacles. The learning atmosphere became monotonous and boring, with words and some

instructions that were often conveyed without paying more attention to teaching. When students expressed their ideas about listening, it seemed they were trying to listen without a sufficiently great understanding of comprehensive listening skills.

In this research, the researcher adapted think pair share combined with podcast as an appropriate technique for listening activity in improving listening comprehension of the eighth-grade students of SMP Widya Sakti Denpasar. Besides, the technique can attract the students' interest in the teaching and learning process. Think pair share combined with podcast was a technique which was a part of cooperative learning, and it was added podcast as media. Think pair share combined with podcast was conducted into three steps: thinking, pairing, and sharing. In the thinking activity, the students were asked to think individually about the question. In the pairing activity, they discussed it with their friends. Finally, in sharing, they share with the whole students in the classroom.

Think pair share combined with podcast could assist in structuring the students' discussion. The innovative technique was needed to boost their listening comprehension incredibly. The researcher proposes think pair share combined with podcast as media to boost students' listening comprehension. This type of technique was found to be more practical and did not make students bored. Teaching by using podcasts as media made them enjoy and understand the material's purpose and topic. It could also motivate students to figure out and interact with one another. Moreover, it improved their listening comprehension.

Therefore, the researcher tries to conduct think pair share combined with podcast to teach listening comprehension in helping the students find out general information, specific information, textual meaning, and textual reference of short stories. Think pair share combined with podcast is believed as an appropriate

teaching strategy, which can improve students' in comprehending short story. The use of the technique to teach listening comprehension can help them to understand the content of the listening. Therefore, researcher is highly motivated and engaged in doing the specific research entitled "Improving Listening Comprehension of the Eighth-grade Students of SMP Widya Sakti Denpasar in Academic Year 2022/2023 through think pair share combined with podcast."

1.2 Research Problem

Listening comprehension research begins with a problem in the classroom. In addition, it is important and useful to formulate the research problem before the researcher conducts the research. Based on the above content and behind the research analysis, the researcher conducted the listening teaching on the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023. Therefore, the researcher was interested in this research based on the problem that has been exposed above. The research problem can be designed as follows: can listening comprehension of the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023 be improved through think pair share combined with podcast?

1.3 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 SMP Widya Sakti Denpasar using think pair share combined with podcast. The researcher hopes that this technique provides a better way to stimulate teachers with something new to improve the

listening comprehension of SMP Widya Sakti Denpasar in teaching listening to eighth-grade students. This research aimed to figure out whether the listening comprehension of the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023 can be improved through think pair share combined with podcast.

1.4 Limitation 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 improve listening comprehension of the eighth-grade students of SMP Widya Sakti Denpasar 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. The present research is limited to improving listening comprehension of the eighth-grade students of SMP Widya Sakti Denpasar in year 2022/2023 through think pair share combined with podcast.

In addition, this research was mainly focused on the fourth main competency and basic competency. The fourth main competency was trying, processing, and presenting in a concrete domain (using, elaborating, combining, modifying, making) and abstract domain (writing, reading, counting, drawing, and composing) supported the materials which are learned at school and other learning sources from the theoretical point of view. The student's listening comprehension

was limited to improving the student's listening comprehension into knowing and comprehending the audio-listening podcast, especially in identifying general information and specific information about a short story in the textual podcast.

1.5 Significance of the study

The relevance of the planned study finding is one of the theories and practical elements taken into account when conducting the actual research. This study aimed to increase students' listening comprehension through the teaching and learning of think pair share combined with podcast. Additionally, it is believed that the research findings can be beneficial for teaching used short stories through think pair share combined with podcast. The research findings can also serve as a guide for other educators looking for alternate techniques to assist students during the learning and teaching process. The research's findings should also have the following theoretical and practical implications.

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 the listening comprehension.

Practically, the implementation of this technique used in this research is expected to benefit students, English teachers and other researchers. For the

students, the researcher expects that using think pair share combined with a podcast can help them improve listening comprehension during learning in the class, which students trained to pay attention in the listening of some the sentences accurately. This technique can also help them grasp all parts of the podcasts, the most ideal in each topic generated by the podcast, sentence meaning clearly, the intonation, stress, and therefore the meaning of accuracy of every word. Next, for the teachers, it is expected that the technique can help the teacher in teaching listening to students during the learning process because this technique is ready to encourage students to find out listening sources simply. Finally, for other research, the researcher expects that the results of this research are often used because the reference for the following researcher has the same research problem considered.

1.6 Definition of Key Term

The definition of key terms is important to explain and avoid misunderstanding the reader about the most concept during this classroom action research. There have been some key terms that the researcher operationally defines during this research to form a clear explanation in this area. The research defines the operational definition of listening comprehension, think pair share, and podcast. The definition of key terms is operationally defined as follows:

1. Listening Comprehension

Listening Comprehension refers to the ability of the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023 to identify the main idea or general information and the listening podcast's specific information.

2. Think Pair Share Combined with Podcast

Think pair share is a teaching technique which combined think pair share as teaching technique and a media, podcast, in which there are 3 steps thinking, pairing and sharing. In thinking, the teacher begins by asking a specific question about the text. In pairing, each student should be paired with another student or a small group finally. In sharing, students share their discussion results with their partner.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical verification refers to references or some theories related to this study. The researcher adopts relevant theories from experts to provide further sources of information during this current study. The relevant theories used during this research to help the researcher provide more evidence in coming up with theories that help to solve this problem. A theoretical review addresses the inclusion of speculation in favor of current research rather than its use. For this study, some important theoretical aspects are still considered empirical evidence. A more detailed description is as follows:

2.1.1 Listening Comprehension

English listening comprehension is part of the English skill that concerns learning English because schools sometimes pay more attention to English grammar, reading, and vocabulary. Listening and speaking skills are not important in many course books or curricula, and teachers do not also seem to listen to those skills while designing their lessons. English language learners have limited learning to increase their listening comprehension in English. Learning levels are different from one another because students' listening is dependent on crucial factors. The essential factors that should be emphasized are listening, the study of listening teaching theory, and advanced teaching methods.

Guan (2014) states the three most common listening problems were: small vocabulary size, underdeveloped listening vocabulary, and fast speech rate. Other listening problems included the inability to identify keywords, background

knowledge on specific topics, and taking notes on specific information. However, the key to dealing with these issues is suitable as audio material. But the key to dealing with these difficulties is proper listening material. A big choice is to use the tools they already know and use in their daily lives. It makes them feel more comfortable and makes it easier to develop their English skill. Guan (2014) argues that another common listening problem identified by the students was fast speech rate, either from pre-recorded listening materials or from an in-class “live” listening practice.

Guan (2014) argues that less effective listeners reported more surface-processing cognitive strategies, such as translation, transferring, and repetition. More effective listeners said more in-depth processing of metacognitive strategies, such as comprehension monitoring and problem identification. Listening is a practice of communication that includes two speakers or more audience. While listening comprehension to understanding meaning, speakers and audiences share information almost completely, which is listening to the speaker and then answering the statement given listener. Listening plays an important and constructive role in learning, but language learners face difficulties and problems when practicing listening. Therefore, understanding is exploring the meaning of what someone is saying, and understanding something requires the ability to understand what the speaker says exactly fully.

Listening is never taught at school. Students taught speaking, reading, and writing, but most lessons focused on listening. This explains why most individuals are too hard to mention something they need to mention after listening. This leads to missing great opportunities to grasp something new, like new concepts, ideas, and cultures. Poelmans (2003) defines listening comprehension as the way to

speak properly. That's important for the listener to know what the speaker says. Understanding the speaker's language may be described as a vital process supporting the perception of several issues instead of a straightforward match between sounds and meaning.

Buck (2001:12) states three main reasons support the importance of listening in learning a distant language. First, a replacement language should be learned at the initial stage, similar to a toddler learning their mother language. This can be used because listening may be a skill developed at the beginning of a child's learning stages. Listening becomes one in action to amass a new language. Second, listening can enhance speaking skills. The words that are spoken can be some way to assist students in interacting with one another. Furthermore, students' failure to grasp the language they do not listen to is a barrier to interacting or during a learning process. Therefore, it's necessary to develop a learning skill from the initial stage of learning to be a decent speaker. Lastly, learning to concentrate on a conversation helps induce student attention to know the new vocabulary, grammar, and interaction patterns.

The processes of listening within the classroom involve a teacher and students. Within the classroom, the students are given lists of exercises from various materials. Plenty of listening materials are derived from recorded extracts, for example, on CD, tape, video, et al. The most listening source for college students is their teacher's voice. In addition, in the teaching process, the teacher gives some instructions their students should understand. But after all, the students need variety in listening. The teaching skill of listening cannot be emphasized enough in an exceedingly communicative classroom. For second language learners, developing the skill of listening comprehension is extremely

important. Manktelow (2007:68) states that if people have poor interpersonal communication skills (including active listening), their productivity suffers because they do not have the tools to influence, persuade and negotiate for workplace success.

The researcher encouraged this research to enhance students' listening comprehension of SMP Widya Sakti Denpasar through think pair share combined with podcast in the eighth-grade of SMP Widya Sakti Denpasar. Harmer (2007) suggests some listening principles. Firstly a lecturer should encourage his student to pay attention as often and the maximum amount possible. Besides listening activities within the classroom, students should also practice far away from the classroom through Internet, TVs, CDs, tapes, radio, podcasts, etc. Secondly, the teacher should also help the students to organize themselves for listening. They must examine the image, discuss the subject, or read the question first. Thirdly, when the teacher plays the track one time probably, there is no spare time for them to choose some important information, then they are enkindled a second chance. Fourthly, the teacher should put off the meaning of what is being said, what's intended and discover what impression it makes on the students. Fifthly, a teacher should also consider the stage of students, and they need to be classified in their level of listening because different listening stages deserve other listening tasks.

In the last part, the teacher asks the coed to use time and emotional energy in listening to text then it adds up to them experiencing various applications of listening. There are many differences between the students that teach all around the world. Regarding differences in backgrounds, students even have different attitudes in their classrooms. Brown (2006) states because listening is so challenging, teachers need to think carefully about making our activities

successful and our content interesting. All the teachers may know that students need full concentration on the audio in listening. Otherwise, they do not catch the messages from the audio. Some students have low motivation because they are forced to be in class. A number of them have difficulty concentrating and find listening tougher than other subjects. Students close up when paying attention to speaking English because it seems too difficult to follow without a high concentration. In listening skills, two parts of the listening process are top-down and bottom-up.

People listen together with the brain and the ears. The brain makes meaning out of all the clues available. Once people are listening, sounds are a crucial clue. People's ear develops sounds; their brain makes the meanings. Richards (2008) introduces two quiet processes in listening top-down and bottom-up processing. The top-down process refers to using the information to understand a message's meaning. Whereas bottom-up processing starts from the language meaning, top-down goes from aiming to language. The background data required in top-down processing is previous knowledge of a couple of topics, situational or contextual knowledge, or knowledge within the sort of "schemata" or "script" plan about the general structure of events and, therefore, the relationships between them. Bottom-up comes from linguistic knowledge.

This process identifies the meaning of the linguistic elements of an order from the littlest linguistic units, like phonemes, words, and sentences to the most important, like full text. This is often the method by which students depend on sound, words, and grammar messages to make meaning. Moreover, individual sentences are combined to form ideas and ideas and relationships between them. Listening activities involve exercises like dictation, close listening, multiple

choice questions after the text, and similar activities that need close and detailed recognition. On the opposite side, top-down interpretation requires the student to concentrate on their prior knowledge about the subject, context, and sort of text yet as knowledge of language to reconstruct meaning using instruction or clues.

This information activates a group of expectations that help the listener interpret what's heard and anticipate what will come at the moment. For more advanced learners who have mastered basic phonology and syntax, emphasizing top-down skills of applying schematic knowledge may be more appropriate. However, advanced learners must work on the bottom-up features of fast speech. In summary, it is concluded that there are two kinds of listening processes. They are bottom-up processing and top-down processing. In real-life listening, the listeners have to use a mix of the two processes, emphasizing top-down or bottom-up listening and looking at their reasons for listening.

However, the two listening varieties can also be practiced separately because the skills are quite different. Top-down processing is extremely important in listening comprehension. In our linguistic communication, people do not hear the spoken word by word, and we are sometimes one step earlier than the speaker. The students' cognitive level is high, and they are quite strong in comprehension. The sole problem is that their English is not excellent. Using top-down activities can quickly help them transfer their first language listening strategies into English. Activating prior knowledge is crucial in top-down processing.

2.1.2 Think Pair Share Combined with Podcast

Cooperative learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a

subject matter and to meet common learning goals, as per Macpherson, (2015:1). Within the same line, according to Slavin, (2008) argues that cooperative learning place students of various races or ethnicities in learning groups where each group member is given an equal role in helping the group to realize its goals. It means that cooperative learning is not only about students' group activities. Moreover, in cooperative learning, students learn to cooperate with other students. Students share their ideas and discuss the materials that cannot be solved by themselves. Kagan and Kagan (2009) states in cooperative learning, students also learn social skills, like leadership, teamwork, listening, validating others, respecting the point of view different from their own, and conflict resolution skill.

Cooperation is functioning together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all or any other group members. Then cooperative learning is the instructional use of small groups, so students work together to maximize their and every other's learning. Cooperative learning is beneficial not only for the students but also for the teachers. It is offered an efficient method because students learn within groups, and learning activities do not spend the maximum amount of time as individual learning. Inefficient time, the teachers can teach the material's accordance with the goals which has been planned. Additionally, the researcher concludes that cooperative learning can be a set of techniques that are helpful to form the learners active in the classroom by using the cooperation principle.

Lightner and Tomaswick (2017) state that think pair share (TPS) is a cooperative learning activity that can work in varied sizes of classrooms and any subject. Instructors pose a question, and students first think of themselves before being instructed to discuss their response with a person sitting near them (pair).

Finally, the groups share what they discussed with their partner to the entire class, and the discussion continues. Think pair share is an excellent method to change the discourse pattern within the classroom. It challenges the assumptions that each recitation or discussion must be held in whole-group settings, and it has built-in procedures for giving students longer to think. In think pair share, the teacher acts as a facilitator and poses a matter or a controversy to the student. It is used before listening or teaching an idea and works better with smaller groups. This is a straightforward and fast technique; the teacher develops and asks questions, gives students some minutes to consider responses, and asks them to share their ideas with a partner. The task gives them a chance to organize their thoughts.

Kaddoura (2013) states think pair share is a cooperative discussion strategy that gives students adequate time to think to increase their response quality. The higher-level students help lower-level ones to enhance their understanding of the topic. Each team member is responsible for learning the materials and helping teammates know the topic and complete the task. Himmele and Himmele (2011) state that think pair share may be a powerful tool on which students are asked to reflect. Using prompts that need students to research various points of view or the components inherent within the standard target. Asking questions requires students to elucidate how the component fits together or affects each other. This strategy can motivate the student during the teaching and learning process because it gives students opportunities to interact and share their opinions.

Kagan and Kagan (2009) mention some benefits of think pair share model. First, when students have appropriate “think time,” the quality of their responses improves. Second, students are actively engaged in thinking. Third, thinking becomes more focused when it is discussed with a partner. Fourth, more critical

thinking is retained after a lesson in which students can discuss and reflect on the topic. Fifth, many students find it easier or safer to discuss with another classmate than with a large group. Sixth, no specific materials are needed for this strategy so that it can be easily incorporated into lessons. Seventh, Building on the ideas of others is an important skill to learn. Teachers must be creative in teaching and convey material with an approach that students can understand.

This is often an easy questioning technique that keeps all students engaged in school discussions and provides opportunities for every child to debate by allowing them to consider their answers carefully. Therefore, it becomes a main reason to use think pair share to assist in structuring students' think in their discussion. Arends (2009:370) states this challenges the idea that each reading or discussion has to be held within the overall group setting, which has been built into procedures to allow students more to think, respond, and help one another think pair share can be a cooperative learning discussion. Arends (2009) states that think pair share is an efficient technique to change the discourse pattern in every classroom. In this present research, the researcher designed podcasts as media for learning English to improve students' listening comprehension. In some cases, suppose an instructor has just completed a brief presentation, a student has read an assignment, or the teacher has described a puzzling situation. The teacher wants students to think more thoroughly about what the teacher has explained.

Llinares et al. (2018:3) state that podcasting is a significant part of the growing open-source ethos that challenges the structures of traditional academic publishing and perhaps even offers the beginnings of a challenge to the hegemony of text and image as the primary communicative modes of the digital age. Applying podcasts in an English classroom influences students' English skills and

perception. Llinares et al. (2018) state that podcasting is not intended as an exhaustive account. Rather, it offers a series of starting points and trajectories of inquiry that wrestle with podcasting's technological, industrial, cultural, and social dynamics 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.

Through podcasting, audio content from one or more subscribed feeds will be automatically downloaded to a user's computer because it becomes available, Chan and Lee (2005). The researcher thinks podcasts are an innovative technique to improve listening comprehension of the eighth-grade students of SMP Widya Sakti Denpasar in 2022/2023 through think pair share combined with podcast. Podcasts have become a medium for teaching listening to improve language skills, especially in listening comprehension. It is acceptable to those students who do not like reading, so listening may motivate them. This unique listening feature is provided appropriately in podcasting that is used in listening instead of text.

The next definition of podcast comes from Sze (2006) defines podcasts as audio (sometimes video) programs online that are usually updated at regular intervals. Podcasts are particularly appropriate for the practice of in-depth listening, aiming to improve students' listening comprehension and give them the opportunities to concentrate on native listeners of English. Then the researcher used to make a podcast about one short story topic on different topics to show the listening comprehension of the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023.

Moreover, think pair share combined with podcast is one of the straightforward techniques that may be applied within the classroom to boost

students' listening comprehension, especially the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023. The teacher preferred to use think pair share instead of whole group and answer. The three steps of think pair share should be considered in teaching writing. The procedural steps of think pair share implementation in the classroom teaching-learning process was adapted from Arends (2012:370), and the steps are as follows.

1. Thinking: the teacher poses a podcast associated with the lesson and asks students to spend a minute thinking alone about the situation. Students need to be taught that talking is not part of thinking time.
2. Pairing: the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period could be sharing ideas. Usually, teachers allow no more than four or five minutes for pairing.
3. Sharing: the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

2.1.3 Listening Comprehension Assessment

Assessment is a disciplined strategy of collecting information and concluding a student's competence, the norm, or the effectiveness of lessons and academic content taught based on a wide range of data types. In assessment, there is a process of collecting and analyzing the information to live the results of students' achievement. The assessment activities are applied to realize, analyze, and interpret data about the results of students' progress in the teaching process systematically and continuously. Assessment is done by test and interview—

questioner, observation, etc. The student may be tested at the start and again at the top of a course to assess the standard of teaching. Richards and Schmidt (2008) state that the term assessment is employed in a much wider sense to mean a range of approaches in testing and assessment.

Listening comprehension is assessed by asking the coed questions about what they need to hear. Students can also give practice that may improve their listening comprehension. Additionally, students are often taught to concentrate selectively on particular types of information just as the main purpose, the theme, the main points, and any implication stated within the audio that they require to be heard. Wallace et al. (2004) state that students can improve their listening comprehension by practicing it continuously. For listening, the researcher uses the podcast as media, accessed on a computer. Then the researcher chooses the contents of the podcast by adjusting the fabric within the basic competencies to urge an assessment of the extent to which they need to progress. According to Carter and Nunan (2001:11), teaching listening involves the choice of input sources.

It should be appropriately authentic, interesting, varied, and challenging; creative design of task; assistance to assist students in doing the effective listening strategies (metacognitive, cognitive, and social); and integration listening with other learning purposes (with appropriate links to speaking, reading, and writing) If the teacher applied this method in assessing listening comprehension, it'll be fascinating for college students. Brown (2004) states that assessment, on the other hand, is an ongoing process that encompasses a much wider domain. This can be an ongoing process that ought to be used routinely day by day. The teacher assesses learning and makes planning decisions, supported by daily observation,

anecdotal notes, and student interactions. Assessment depends on student strengths and specific educational needs instead of specializing in weaknesses and perceived deficits.

Assessment must recognize the variety of learners and permit for differences in styles and rate of learning. Brown (2004) states whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. The assessment requirements could also be to diagnose students' present level of information and skills, monitor their progress toward learning goals to assist from the academic program and supply a judgment of the ultimate level of students' learning. Brown (2004) states that a critical principle for assessing a learner's competence is to think about the fallibility of the results of one performance, like that produced in an exceeding test. Moreover, Dunlap (2015:50) states that teachers want to assess where their students are at a given point in time, base instructional planning and teaching on this information to help students achieve the established learning goals, and then find out if students have gotten to the desired point.

It is defined that assessing is a crucial part of the learning process since it gives information about students' abilities and progress, requiring the teacher to give assessments repeatedly. Therefore, the assessment results are often used to determine student progress and identify significant areas in which students have improved. Georgiou and Pavlou (2003) state that assessment can be a great term with all methods to gather information about knowledge, ability, understanding, attitudes, and motivation. Besides, from the assessment, the teacher can monitor the students' progress in the material that they have learned. Also, the assessment

results can tell the students if they need improvement, which may motivate the students to possess better results and encourage them to perform better in the future. Meanwhile, McKay (2006) states that listening is more challenging than speaking because it is 'invisible' and should be assessed indirectly. Evidence of listening comprehension is readily observed in conversation, where students' responses and participation are often used as evidence of understanding. Teachers and assessors have to find evidence of knowledge in students' reactions and subsequent activities in a listening-only task aiming to assess listening comprehension.

In the listening only task, students must concentrate, attempt to grasp the meaning of what they're paying attention to, and observe the structure of the monologue or dialogue. They need to pay attention to determine the most points and identify signals that indicate the structure of the organization of the ideas. The cognitive load can, therefore high. On the other hand, Buck (2001) mentions that testing listening is complex and challenging. Still, with care and energy, it is ready to be done by professionals in large testing organizations and teachers or test developers with limited resources. Furthermore, many tests may be easily improved supported by the knowledge and techniques available at the instant, especially in relevant phonology and people aspects of listening that make it unique to show listening. Moreover, listening gives the possibility to understand others. Listening carefully and tactfully causes you to be more persuasive once you open your mouth.

Listening requires patience and talent to change your focus from internal dialogue (to conclude from what you hear) to the one that is speaking. Brown (2004:4) states that assessment is an ongoing process encompassing a wider

domain. Whenever a student responds to a matter, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the student's performance. Moreover, Brown (2004) states like all practical tests, designing appropriate assessment tasks in listening begins with the specification of objectives or criteria. Those objectives may be classified into four category form in terms of several forms of listening performance: intensive, selective, responsive, and extensive listening. Intensive listening is sweet to boost their pronunciation. Meanwhile, a responsive listening test is a comparatively short stretch of language in a greeting, question, and comprehension check.

Besides, selective listening is processing stretches of discourse like short monologues for many minutes to "scan" sure information within the listening close, information transfer, and sentence repetition. Last, extensive listening is employed to develop a top-down, global understanding of speech communication in dictation and communicative stimulus-response tasks. The test should be constructed well by containing a sampling of the course, with the link between the test and the course objectives always apparent. Creating the standard of measurement encompasses various stages associated with a selected aspect is reliability. Reliability may be a necessary characteristic of any good test. For it to be valid in the least, a test must be reliable as measuring the instrument. To be reliable, a test must be consistent in its measurement. It means if the identical test is given to the identical student or matches students on two different occasions, the test should obtain a similar result. Besides, Brown (2004) states that a reliable test is consistent and dependable. If you give the same test to the same student or match students on two different occasions, the test should yield a similar result. This assessment is important in 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:

Permadi carried out the first similar study (2019), entitled "Improving Listening Comprehension of the Seventh-grade Students of SMP Petra Berkas in Academic Year 2019/2020 through think pair share with Podcast." The study aimed to determine the improvement of listening comprehension of the seventh-grade students of SMP Petra Berkas Denpasar through think pair share with podcast. Looking at the results of the research, the researcher had improved the subjects' ability in comprehending the descriptive text through the implementation of think pair share as the teaching technique. The improvement of the students' achievement also could be seen after the two cycles were conducted. Moreover, in this study, think pair share contributed positive things to improve students' 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."

The objective of this study was to determine whether listening comprehension of the eighth-grade students of SMPN 2 Kuta Utara in 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 academic year 2019/2020 through using think pair share and short animation movie. The outcomes of implementing 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.