

**THE INFLUENCE OF USING AUDIO-VISUAL METHOD AND LISTENING ATTITUDE  
TOWARDS THE LISTENING ABILITY AT THE SECOND LEVEL CADETS OF D III  
LALU LINTAS ANGKUTAN SUNGAI DANAU DAN PENYEBERANGAN (LLASDP)  
PALEMBANG**

**By:**

**Tahrún<sup>1</sup>, Rita Inderawati<sup>2</sup>, Oktrianti Diani<sup>3</sup>**

**<sup>1</sup>Universitas PGRI Palembang, <sup>2</sup>Universitas Sriwijaya, <sup>3</sup>Balai Pendidikan &  
Pelatihan Transportasi Darat Palembang**

**[runtah98@yahoo.com](mailto:runtah98@yahoo.com)<sup>1</sup>, [ritarudisaid@yahoo.com](mailto:ritarudisaid@yahoo.com)<sup>2</sup>**

**Abstract**

This study investigated to find out whether or not there were any significant differences of the second level cadets' listening ability and listening attitude using audio-visual method (video materials). By using questionnaire forty cadets were selected as the sample and equally divided into experimental and control groups. By applying pretest and posttest control group design the treatment was only given to the experimental group. The data were analyzed by using three techniques: they were the statistical analysis on measuring homogeneity and normality data, independent t-test, and two-way ANOVA. Due to the research findings, it was found that (1) there was significant difference in listening ability between positive and negative attitude students who were taught by using Video materials ( $0.000 < 0.05$ ). (2) there was significant difference in listening ability between positive and negative attitude students who were taught by using conventional technique ( $0.000 < 0.05$ ). (3) there was significance difference in listening ability between positive and negative attitude students who were taught by using video materials and those who were taught by using conventional technique ( $0.000 < 0.05$ ). (4) there was a significant interaction effect of Video materials and listening attitude towards the listening ability at the second level cadets of D III *Lalu Lintas Angkutan Sungai Danau dan Penyeberangan (LLASDP) Palembang* ( $0.020 < 0.05$ ).

**Keywords:** *video materials, listening attitude, and listening ability*

**Introduction**

**Background of the study**

In Indonesia, English is taught as a compulsory subject starting from the junior high school students up to the university level. It is taught as a foreign language or EFL which has the purpose for teaching students in using the four language skills; listening, speaking, reading and writing. English teaching and learning processes are done in order to develop learners' communication competence because the essential goal of learning a foreign language is to enable the learners to use it for communication. In

doing communication needs a balance among the four language skills and one of the skills that should be strengthened is listening skill, because to be a good communicator someone should be a good listener first.

In teaching a foreign language to the learners, teachers should provide themselves with teaching technique so that the teaching and learning process will run smoothly and effectively, Nurhayati (2003:9) says The students' learning depends upon the effectiveness of the teacher technique.

Audio-Visual Method is one of teaching methods that can be applied in the classroom in this case by using Video materials or filmstrips. The teachers have to know that the method of audio-visual can promote good teaching when used properly. It is necessary for the teacher to use effective method and technique because if the students are interested in what they are learning and take part actively, it will be easier for them to grasp the lesson. The method ,technique, or media that are used by the teacher may influence the result of learning and determine the success or failure of the process of teaching and learning activities.

Based on the description about the writer tries to suggest the solution related to the listening ability and also to improve the quality of teaching and learning listening the writer tries to use video materials. The title of study is “ *The Influence of Using Audio-Visual Method (Video Materials) and Listening Attitude towards The Listening Ability at The Second Level Cadets of D III Lalu Lintas Angkutan Sungai Danau dan Penyeberangan (LLASDP) Palembang*”. The teaching setting is in BPPTD (BALAI PENDIDIKAN DAN PELATIHAN TRANSPORTASI DARAT) Palembang. It is a school of Ministry of transportation which the major is DIPLOMA III *Lalu Lintas Angkutan Sungai Danau dan Penyeberangan (LLASDP)* (Inland waterways). The participants of the teaching practice took the second level of the students.

### **Research Problem**

1. Is there any significant difference in the listening ability between positive and negative attitude students who are taught by using Audio-Visual Method( Video Materials)?
2. Is there any significant difference in the listening ability between positive and negative attitude students who are taught by using conventional technique?

3. Is there any significant difference in the listening ability between positive and negative attitude students who are taught by using Audio-Visual Method (Video Materials) and those who are taught by using conventional technique?
4. Is there any interaction effects between Audio-Visual Method (Video Material) and listening attitude on students' listening ability?

### **Objectives**

The objective of the study is to find out whether or not using Audio-Visual Materials (video materials) is effective if it is applied to the second level of students of D III *Lalu Lintas Angkutan Sungai Danau dan Penyeberangan (LLASDP)* Palembang. More specifically the objectives are to find out whether or not:

- 1) There is significant difference in the listening ability between positive and negative attitude students who are taught by using Audio-Visual Method ( Video material);
- 2) There is significant difference in the listening ability between positive and negative attitude students who are taught by using conventional technique;
- 3) There is significant difference in the listening ability between positive and negative attitude students who are taught by using Audio-Visual Method (Video materials) and those who are taught by using conventional technique;
- 4) There are interaction effects between Video materials and listening attitude on students' listening ability.

### **Significances**

The result of this study will hopefully be useful for the students in developing their listening ability by using Audio-Visual Method (video materials) and bring out some benefits in term of teaching and learning of listening comprehension. On the other words by having this study, it is expected that the students will be encouraged and more motivated to listening. Video materials may provide the school or the university with a better alternative technique or media of teaching listening.

### **Review of Literature**

Concerning to the topic, the aspects that discussed in this study are, (1) concept of listening comprehension, (2) the teaching media, (3) the use of video materials (Audio-Visual Method) for language learning, (4) roles of teacher in the listening classroom, (5) the concept of attitude, (6) previous related studies.

## 1. Concept of listening comprehension.

Listening comprehension is receptive skill in the oral mode. In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably were not even aware of how complex a process it was. When we talk of listening what we really means is listening and understanding what we hear. Simaibang (2016: 57) states Listening is to give attention with the ear and attend closely for the purpose of hearing to something. Tomatis (1972: 26) view is, while listening; the desire to listen, as well as the capability to listen( comprehension) must be present with the listener for the successful recognition and analysis of the sound.

Listening is an important skill to develop even at nearly age, because good listeners grow up to become good communicators. Listening is also essential part or basic part for students to be successful at school as well as at work. The students that want to be a good communicators should listen many information from their friends or others media as a basic part for them in having communication because through listening the students can increase their vocabulary, knowledge and also get information that can help students in their study to gain good grades in order they can have a successful life for their study and future career position.

## 2. Teaching Media

Teaching media have many purposes in Indonesia that is to support the achievement of education especially to support the achievement of teaching and learning interaction in the classroom (Diani, 2005:9). Teaching media is very important to the educational process.

Brown (1997:2) says that there are four kinds of media:

- a. Audio materials (radio and recorders)
- b. Visual materials ( models, pictures, and transparencies)
- c. Audio visual materials ( films, projectors, televisions and video tape) and,
- d. Realia (real things, objects, and specimens).

According to Ittelson (2005:21) suggests that The use of audiovisuals media in education has several advantages. All learning is based on perception, the process by which the senses gain information from the environment. The higher processes of memory and concept formation cannot occur without prior perception. Persons can attend to only a limited amount of information at a time; their selection and perception of information is influenced by past

experiences. Researchers have found that, other conditions being equal, more learning occurs when information is received simultaneously in two modalities (vision and hearing, for example) rather than in a single modality. Furthermore, learning is enhanced when material is organized and that organization is evident to the student.

Harrison (2003:5) state that Videotape recorders can be used in a number of different ways to enhance teaching in both large groups (lectures) and small groups.

Teaching media is very important to the educational process, and the teacher can use it to take the students' interest and motivation in learning in order they can grasp the lesson or information easily.

3. The use of Video Materials (Audio-Visual Method) for Language Learning  
Audio-Visual Method was first developed by Credif term in France in the 1950s. This method is intended for teaching everyday language at the early stage of second/foreign language learning. It was based on the behaviourist approach, which held that language is acquired by habit formation (Paez, 2016:1).

The techniques in Audio-Visual Method according to (Ekayan, 2012:1) are:

- a. The lesson begins the filmstrips and tape presentation.
- b. The materials are explained by teacher through pointing, demonstrating, selective listening, question and answer.
- c. The dialogue is repeated several times and memorized by frequent replays of tape-recording and filmstrips or by language laboratory practice.
- d. Students are gradually emancipated by filmstrips and tape-recorder.

Audio-Visual Method can be applied through some of audio-visual media such as authentic materials (video materials or films). Harmer (2001:284) states that there are three basic types of video which can readily used in class:

- a. Off-air programmes: programmes recorded from a television channel should be engaging for students and of a sensible length. Teachers have to consider their comprehensibility including prediction, cross-cultural awareness, teaching language or as spurs for the students' own activity. It is also important to know what the law is and realize that breaking it can have a serious consequences.

- b. Real-world video: Teachers need to make their choice based on how engaging and comprehensible the extract is likely to be and whether it has multi use potential.
- c. Language learning videos: it means videos to be used with the course books. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi use since they can not only be used for language study but also for a number of other activities as well.

Video materials provide visual aids for the listening materials that EFL learners are exposed to. When they are practicing their listening skills, learners always find it difficult to hold or to focus their attention long enough to the long conversations or passages without visual aids. Videos can provide more information for listeners and can keep their attention to focus on the aural material. In addition, authentic video materials can create more realistic language learning environment and can encourage the learners' interest in English learning and improve their listening ability. In the processing of watching video Smaldino et al (cited in Sari, 2015:36) mentions that there are some criteria which should be noticed by the teachers about how to use the video:

- a. Sightlines. Check lighting, seating, and volume controlling to be sure that everyone can see and hear the video.
- b. Mental set. Get students mentally prepared by briefly reviewing previous related study and evoking questions about the current topic.
- c. Advance Organizer. List on the chalkboard the main points to be covered in the video.
- d. Vocabulary. Preview any vocabulary
- e. Short segments. Show only 8 to 12 minutes of the video at any one time. Introduce the first segment and show about 10 minutes of the video, stopping at a logical breaking point. Discuss the segment and then introduce the second segment, trying it to the first. Teachers do not have to show it all.
- f. Role model. The most important, get involved in the video. The students watch attentively and respond when the teacher asks for a response.

Using television or video in the classroom allows the learners to access more information when they are listening. The learners can listen and see what is happening at the same time. By watching movies is an opportunity for the

learners to increase or to develop their knowledge of English language, and the teachers can use it in his or her listening class but as the facilitators the teacher should advise the students to be aware of their listening practice instead of reading the subtitles. The teachers should pay attention to choose the topics that based on the students' interest and their level of English proficiency, as well as cultural aspects.

#### 4. Roles of Teacher in the Listening Classroom.

It is obvious that the role of the teacher in various teaching activities is influencing the success of the learning situation (Simaibang, 2016:93). Harden (2000:3) says that Teaching is demanding and complex task. This guide looks at teaching and what it involves. Some teachers will have only one role. Most teachers will have several roles. All roles, however, need to be represented in an institution or teaching organisation. So, the successful of the teaching and learning process also need the cooperation of the teachers (roles), the staff members and also the facilitations of the institution. Teacher can play many roles in the course of teaching.

##### a. The teacher as controller

A role that was sometimes expected in traditional educational institutions was that of "master" controller. It determine what the students did, what they will speak, what language forms they will use, and also control the class hour.

##### b. The teacher as director

The teacher is like a conductor of an orchestra or a director of a drama. The teacher's job is to keep the process flowing smoothly and efficiently in the listening.

##### b. The teacher as manager

This metaphor captures our role as one who plans lessons and modules and courses, here we can give an imagination of a manager of successful cooperations for example, retain control of certain larger objectives of a company, keep employees pointed toward goals, engage in ongoing evaluation and feedback but give freedom to each person to work in their own individual areas of expertise. A language class will no be markedly different. In the other words it will be the same ways for the listening class.

##### c. The teacher as facilitator

A less directive role might be describe as facilitating the process of learning, of making learning easier for students, helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain. In this case the teacher have role to guide students in finding their own pathway to success.

d. The teacher as resource

Here the resource role is that the students take the initiative to come to the teacher and the teacher gives advice and counsel when the students need it. There is appropriates times when the teacher can literally take a back seat and allow the students to proceed with their own linguistic development.

1. The Concept of Listening Attitude

According to Hanula (2002:30) attitude is not seen as a unitary psychological construct but as a category of behavior that is produced by different evaluate processes. Students may express like or dislike because of emotions, expectations, or values. He declared that attitudes can change under appropriate circumstances.

McLeod (1992:581) claims that attitude “ refer to affective responses that involve positive or negative feelings of moderate intensity and reasonable stability”, it may appears as a result of the automation of the assignment of an already existing attitude to a new but related task. We can say in other words, an attitude refers to individual's way of showing emotions depending on the way of somebody's feels or thinks. The attitude can be influenced by someone's experiences or some others factors such as the surroundings or environment, expectations from self and from others, and the midset of individual. The listening attitude refers to individual's way of showing emotions depending on the way of somebody's feels or thinks to the listening subjects. The attitude can be influenced by someone's experiences or some others factors such as the surroundings or environment, expectations from self and from others, and the min dset of individual in listening. Attitude in listening showing the person's feels when doing or facing listening or in others words attitude in listening is the person way to show their reaction or thinking when they meet of face the listening. The attitude in listening will have two results that are the positive attitude and the negative attitude.

2. Related Previous Studies



The title of this study is “The influence of using video materials and listening attitude towards the listening ability at the second level cadets of D III *Lalu Lintas Angkutan Sungai Danau dan Penyeberangan* (LLASDP) Palembang ”. To know more on the issue of listening and video materials, another thesis and journal had been studied by the writer. It was the thesis under the title “The influence of interactive listening technique and students’ attitude on the eleventh grade students’ listening ability at Senior High School Srijaya Negara Palembang” was written by Bay (2011). The object of his study was to find out whether or not interactive listening technique was effective if it was applied to the eleventh grade students of SMA Srijaya Negara Palembang. This study used experimental method with the total number of the students were 72. Taken from the population by using stratified random sampling. The findings of his study showed that interactive listening technique is effective to use and made students more active and creative. The are similarity and differences between the previous study and method, the previous study used the interactive listening technique in teaching listening while the writer uses video materials, both of the studies compare the attitude of listening towards their listening ability. While the total number of the sample of previous study is 72 students and the writer’s study is 40 students.

The previous journal entitle “Effect of using video materials in the teaching of listening skills for University students”, written by Woottipong (2014). The objectives of his study were to develop the listening skills of university students in studying English with the use of video materials. There were similarity and differences between this previous study, the previous study and the writer used video materials and the total number of the sample of previous study were 41 students while the number of this study is 40 students with the different location and place, and in this study the attitude of students in listening is also included.

The previous study entitled “the use of videos to improve the students’ speaking skills at class VII B of SMPN 2 Patuk in the academic year of 2014/2015, written by Sinta Prasetia Trias Sari in 2015. The objective of her study is to improve the students’ speaking skills at class VII B of SMPN Patuk in the academic year 2014/2015 through the use of videos. There were similarities and differences between the previous study and the wirter’s study. Both of the studies uses the video materials with the different of field. The

previous study's field of investigation is speaking skill while the writer's field of investigation is on the listening ability.

## Research Methodology

### 1.1 Population and Sample

The population of this study is 3 classes in the second level of students of DIII LLASDP Palembang at BPPTD Palembang. The total numbers of students are 55 students from 3 classes. the writer randomly selected a certain number of students by using lottery from the population as the experimental and control groups. The total numbers of students in positive attitude were 34 students and in negative attitude were 21 students. By using lottery the sampe is selected and the result for each group in the experimental and control consists of 10 students' positive attitude and 10 students' negative attitude.

### 1.2 Duration of the study

In this research fourteen meetings were conducted to see the influence of video materials to develop the listening ability of the students in the experimental group, in the control group the writer used the conventional method.

### 1.3 Variables

Independent variable: Audio-Visual Method ( Using Video materials)

Dependent Variable: Listening ability of the Second Level Cadets of D III *Lalu Lintas Angkutan Sungai Danau dan Penyeberangan(LLASDP)*

Moderator Variable: Listening Attitude.

### 1.4 Research Instruments

- a. 12 units of Lesson Plans for both of groups (Experimental and control groups).
- b. 4 short English movies conversation.
- c. The test which was used as a pre-test and post-test.
- d. The questionnaire to study the students' listening attitude.

### 1.5 Validity and Reliability

#### 1) Pretest and Posttest of Listening Comprehension

The test items were analyzed by using the comparison of the result and r table. The result is valid if r count is higher than r table. It was found that all items of listening test were valid. Since all the r-count > r table 0,444 (n = 20), Test items were valid. The result showed that the reliability coefficient of the test was 0,988, it could be considered that the test items were reliable

because it was higher than 0,70. With regard to reliability statistics by using Cronbach's Alfa = 0,988 which is greater than sig  $\alpha = (0,05)$ . So the instrument was reliable or consistent and data are reliable.

## 2) Questionnaire

It was found that all items of listening attitude questionnaire were valid. Since all the  $r\text{-count} > r\text{-table } 0,444 (n=20)$ . The reliability coefficient of the test was 0,967. This result shows that the reliability of questionnaire was reliable. It could be considered that the test items were valid and reliable because it was higher than 0,70.

### 1.6 Data Collection

The data were collected from the students' scores of the pre-test and post-test of listening comprehension and questionnaire to divide them in groups based on their listening attitude.

### 1.7 Data Analysis

In order to analyze the data obtained, four statistical were applied. They are : (1) the statistical analysis on measuring normality of the data, (2) the statistical analysis on measuring the homogeneity of the data, (3) the independent t-test, and (4) the statistical analysis for two-ways ANOVA.

## Findings

### 1. Measuring Significant Difference in Listening Ability between Positive and Negative Attitude Students Who were taught by using Audio-Visual Method (Video Materials) (Research Problem No 1) .

The hypothesis is tested as follows :

$H_0$  : There is not any significant difference in the listening ability between positive and negative attitude students who are taught by using Audio-Visual Method (Video materials).

$H_a$  : There is significant difference in the listening ability between positive and negative attitude students who are taught by using Audio-Visual Method (Video materials).

From the statistic calculation by using independent sample T-test, it was found that the mean difference score was 15.500, t-value was 6.433, F value was 0.036 and the significance difference 0.000. Since the significant difference level is 0.000 lower than  $\alpha (0.05)$ , The null hypothesis is rejected while the alternative hypothesis is accepted. It means that there is significant difference in the listening

ability between positive and negative attitude students who are taught by using Audio-Visual Method (Video materials).

2. Measuring Significant Difference in Listening Ability between Positive and Negative Attitude Students Who were taught by conventional technique (Research Problem No 2).

The hypothesis is tested as follows:

Ho: There is not any significant difference in the listening ability between positive and negative attitude students who are taught by using conventional technique.

Ha: There is significant difference in the listening ability between positive and negative attitude students who are taught by using conventional technique.

From the statistic calculation by using independent sample T-test, it was found that the mean difference score was 7.000, t-value was 2.646, F value was 0.649 and the significance difference 0.016. Since the significant difference level is 0.016 Lower than  $\alpha$  (0.05), The null hypothesis is rejected while the alternative hypothesis is accepted. It means that there is significant difference in the listening ability between positive and negative attitude students who are taught by using conventional technique.

3. Measuring Significant Difference in Listening Ability between Positive and Negative Attitude Students Who Were Taught by using Audio-Visual Method (Video Materials) and those Who Were Taught by using Conventional Technique (Research Problem No 3).

The hypothesis is tested as follows:

Ho: There is not any significant difference in the listening ability between positive and negative attitude students who are taught by using Audio-Visual Method (Video materials) and those who are taught by using conventional technique.

Ha: There is significant difference in the listening ability between positive and negative attitude students who are taught by using Audio-Visual Method (Video materials) and those who are taught by using conventional technique.

From the statistic calculation by using independent sample T-test, it was found that the mean difference score was 10.250, t-value was 3.920, F value was 3.225 and the significance difference 0.000. Since the significant difference level is 0.000 lower than  $\alpha$  (0.05), The null hypothesis is rejected while the alternative hypothesis is accepted. It means that there is significant difference in the listening ability between positive and negative attitude students who are taught by using Audio-Visual Method (Video materials) and those who are taught by using

conventional technique.

4. Measuring Interaction Effect of the Using of Audio-Visual Method (Video Materials) and Listening Attitude on Students' Listening Ability (Research Problem No 4).

The hypothesis is tested as follows:

Ho: There is not any interaction effect of Audio-Visual Method (Video materials) and listening attitude on students' listening ability.

Ha: There is an interaction effect of Audio-Visual Method (Video materials) and listening attitude on students' listening ability.

From the calculation of Two-ways ANOVA, it was found that F value was 20.250 and the significance level (0.02) was lower than  $\alpha$  0.05, so the result is the null hypothesis(Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that there was a significant interaction effect of Audio-Visual Method (Video materials) and listening attitude towards the listening ability.

## Discussion

First, Independent t-test analysis of listening ability between positive and negative attitude students who were taught by using Audio-Visual Method ( video materials). From the statistic calculation by using independent sample t-test, it was found that the mean difference score was 15.500, t-value was 6.433, F value was 0.036 and the significance difference 0.000. Since the significant difference level is 0.000 lower than  $\alpha$  (0.05), The null hypothesis is rejected while the alternative hypothesis is accepted. It means that there is significant difference in the listening ability between positive and negative attitude students who are taught by using Audio-Visual Method (Video materials). It can be concluded that there was influence of significant difference in listening ability between positive and negative attitude students who were taught by using Audio-Visual Method (Video materials) or students in the experimental group. It means that the positive attitude were effective taught by using video materials. It was relevant with the findings of Bgilter (2015:10) that showed from the attitude scale, those who were trained with authentic materials( video, movies, or film) maintained positive attitudes than those who didn't get a similar training.

Second, Independent t-test analysis of listening ability between positive and negative attitude students who were taught by using conventional technique. From the statistic calculation by using independent sample T-test, it was found that the mean difference score was 7.000, t-value was 2.646, F value was 0.649 and the significance

difference 0.016. Since the significant difference level is 0.016 higher than  $\alpha$  (0.05), The null hypothesis is rejected while the alternative hypothesis is accepted. It means that there is significant difference in the listening ability between positive and negative attitude students who are taught by using conventional technique. It can be concluded that there was influence of significant difference in listening ability between positive and negative attitude students who were taught by using conventional technique or students in the control group. It was perhaps the students in negative attitude showed less attentive than the positive attitude while the learning process. It was relevant with the theory of Hasbi (2011:2) that said the attitudes towards English are considered as a very basic as well as crucial to the successfulness of students' learning.

Third, Independent t-test analysis of listening ability between positive and negative attitude students who were taught by using Audio-Visual Method (video materials) and those who were taught by using conventional technique. From the statistic calculation by using independent sample T-test, it was found that the mean difference score was 10.250, t-value was 3.920, F value was 3.225 and the significance difference 0.000. Since the significant difference level is 0.000 lower than  $\alpha$  (0.05), The null hypothesis is rejected while the alternative hypothesis is accepted. It means that there is significant difference in the listening ability between positive and negative attitude students who are taught by using Audio-Visual Method (Video materials) and those who are taught by using conventional technique. It was relevant with the findings of Woottipong (2014: 209) that showed the use of Video materials to develop listening comprehension of first-year English major students seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score. It was also supported by Wang (2015 :27) that said Video materials can improve students' comprehensive linguistic competence, their cultural awareness and their aesthetic appreciation skills. It can be concluded that the using of Audio-Visual Method (video materials) was more effective in experimental group. So there was influence of significance difference in listening ability between positive and negative attitude students who were taught by using Audio-Visual Method (video materials) and students in control group where conventional technique was applied.

Forth, the writer applied the two ways-ANOVA analysis. It is aimed at showing the interaction effect of Audio-Visual Method (video materials) and listening attitude towards the listening ability. From the calculation of Two-ways ANOVA, it was found that F value was 20.250 and the significance level (0.020) was lower than  $\alpha$  0.05, so

the result is the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that there was a significant interaction effect of Audio-Visual Method (Video materials) and listening attitude towards the listening ability. Therefore the Audio-Visual Method (video materials) and listening attitude are statistically significant and there is interaction effect of video material and students' listening attitude towards the listening ability. It can be interpreted that there was a significant interaction effect of Video materials and listening attitude towards the listening ability. Therefore the video materials and listening attitude are statistically significant and there is interaction effect of video material and students' listening attitude towards the listening ability. It was inline with the previous study of Maisarah (2014:68), her findings showed that there was interaction effect of teaching strategy and listening interest to the listening comprehension.

## Conclusion

The findings of this study Based on the result of data analysis in the previous part, it can be concluded as follows:

- 1) Findings shows that there was significant difference in listening ability between positive and negative attitude students who were taught by using Audio-Visual Method ( Video materials) at the second level cadets of D III *Lalu Lintas Angkutan Sungai Danau dan Penyeberangan (LLASDP) Palembang*.
- 2) The results shows that there was significant difference in listening ability between positive and negative attitude students who were taught by using conventional technique at the second level cadets of D III *Lalu Lintas Angkutan Sungai Danau dan Penyeberangan (LLASDP) Palembang*.
- 3) The study shows that there was influence of significance difference in listening ability between positive and negative attitude students who were taught by using Audio-Visual Method (video materials) and those who were taught by using conventional technique at the second level cadets of D III *Lalu Lintas Angkutan Sungai Danau dan Penyeberangan (LLASDP) Palembang*.
- 4) The study shows that there was a significant interaction effect of Audio-Visual Method (Video materials) and listening attitude towards the listening ability at the second level cadets of D III *Lalu Lintas Angkutan Sungai Danau dan Penyeberangan (LLASDP) Palembang*.

## Suggestion

From the conclusion above, the writer would like to suggest some points especially to the English teachers, students, and other researchers.

1) For the English teachers

English teacher should be apply video materials in teaching listening as media to improve the students' listening ability, and the teacher also should be creative to create method and technique to make students keep focus and pay attention to the teaching process. The students should be involved more active in the classroom and the teacher has to use many new techniques to avoid students to be bored in learning listening. The teacher has to more focus on the students with negative attitude and vocabulary mastery when he or she apply this technique.

2) For the students

The students should practice using English everyday and everywhere as well as possible, and the students should be more active in practicing and producing English, a good communicator should become a good listener first, so keep learning well and try to improve four language skills especially listening skill.

3) Other Researchers

Other researchers should do further research about the different technique or skills that appropriate in teaching listening. It is hoped that other researchers can create the newest strategy in teaching listening so that both of the English teachers and students can use it in the teaching and learning activity.

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**IMPROVING THE TENTH GRADE STUDENTS' READING ABILITY ON RECOUNT  
TEXT THROUGH THINK-PAIR –SHARE TECHNIQUE AT STATE SENIOR HIGH  
SCHOOL 1 OF MUARADUA: CLASSROOM ACTION RESEARCH 2017**

By

Tahrún<sup>1</sup>, Magdad Hatim<sup>2</sup>, Nazipah<sup>3</sup>

Universitas PGRI Palembang<sup>1</sup>, Universitas PGRI Palembang<sup>2</sup>,

SMAN 1 Muara Dua<sup>3</sup>

[runtah98@yahoo.com](mailto:runtah98@yahoo.com)<sup>1</sup>, [hatim.magdad@gmail.com](mailto:hatim.magdad@gmail.com)<sup>2</sup>, [Nazipnas@gmail.com](mailto:Nazipnas@gmail.com)<sup>3</sup>

**Abstract**

This research was carried out based on the problem faced by the writer as the teacher of English SMAN 1 Muaradua, OKU Selatan. Most the result of the preliminary at the tenth grade of SMAN 1 Muaradua showed that the students' reading ability in English were under passing grade so the writer wants to help the students solve the their problems. The writer decided to conduct classroom action research. The research problem of this research was "How can TPS technique improve the tenth grade students' reading comprehension achievement ability in recount text of State Senior High School 1 of Muaradua?. The data of this research were obtained through observation and written test. The finding of the research showed that TPS technique could increase the students' reading ability. The improvement was shown by increasing of the students'percentage that reaches the criteria of success at the end of Cyle III. In the end of Cycle I, the percentage of the students who reach the criteria of success was 72%, In the end of Cycle II, the percentage of the students who reach the criteria of success was 84,37% and In the end of Cycle III, the percentage of the students who reach the criteria of success was 93,75%. Conclusion that the students' participation on the implimentation of TPS technique improve their reading ability was good. The percentage of the students' participation was 77 %. It means that TPS technique can improve students' reading ability especially recount text.

**Keywords:** *Reading ability, TPS technique*

**Introduction**

In learning English language, there are four language skills should be taught to students. They are listening, speaking, reading and writing. Reading is one of the skills which is still difficult to master for the students. Some factors that many students do not know how to pronounce the words well, meanings of words, vocabulary and

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spelling well and also it is difficult for the students to comprehend the topic which they read so they become reluctant to read. On the other hand, by reading the students can enrich their vocabulary, information and knowledge and also can improve their pronunciation so that they need to improve their ability in reading. According to Djamal (2006:4), "Improving reading skills sometimes depend on the ability of the readers to handle sentence or passage."

There are some aspects that the students should know in learning English. They are spelling, pronunciation, meanings of the words, determining main ideas, finding out general information, specific information, synonyms, antonyms and reference words from the text. The learners must comprehend the words because comprehending the words learners knows the ideas in the text. Brassel and Timoty (2008:38) state that comprehending the words takes students beyond understanding to deep comprehension. The students should comprehend the words to understand general information, specific information, synonym and antonym of words in the text so the students should read a lot.

Reading is good activities. Catherin (2002:14) states that reading activity involves one or more purpose, some operations to process the text at hand and the consequence of the performing activity. According to Petel and Jain (2008:110), "Reading is certainly an important activity for expanding knowledge of a language."

Reading is an exercise dominated by eyes and brain. Smith (2004:72) states that the eyes are device for collecting information for the brain, largely under the direction of the brain and it is the brain that determines what we seeing and how sees it. The eyes receive messages and the brain then has to work out of significance of these messages.

The result of reading test showed that most of the students got low scores under the passing grade. The passing grade is 72. DEPDIKNAS (2017:52) states that written test is a test used for measuring cognitive skills.

After examining the students' ability, the reseacher has intention to help the students solve their problems. The writer has ideas to make the condition of teaching and learning interest to use cooperative learning technique because most of students still have low ability to understand the passage. The writer observes teaching in large size class is not effective for the students to study so the teacher seems difficult to overcome the problems which faced by the students. The writer decides to use

think-pair-share technique. This technique is still rare and appropriate to help the students to study in small groups. The students will be active study in small group and the teacher will be easy to control their students. According to Gillis (2007:5), "Cooperative learning involves the students working together in small group to accomplished share goals." To make the process of studying become more interesting the students discuss with their friends to share their ideas about the material in their group. Barkley (2012:8) states that cooperative learning the students develop social relationship to the teacher and his/her friends. They show good personality in academic and feel satisfied compare with isolated learner.

Cooperative learning is one of the techniques which is used by the writer to improve students' ability in reading. In this technique the students work in small groups which have different ability. Each member is responsible for learning and helps each other. They work in pairs to share and discuss their ideas together until they have finished their assignment. Arends (2008:15) states that the students think response and share their ideas.

**TPS** technique was developed by Lyman (1985) at University of Maryland. This technique could make the students enjoy to study by sharing their idea and giving their time to think and respond and help each other to make them confident to share and discuss about their answer in their own group to make the process of studying more interesting and enjoyable. Barkley (2012:8) state that the students more active in the learning process. It means that the students enjoy during study, so they become active in studying by using TPS technique. It is hoped that the students has intension and ability to learn reading seriously.

In this chance the reseacher is trying to improving the tenth grade students' reading ability on Recount text through TPS technique at State High School 1 of Muaradua .

## **Research Problems**

### 1. Identification of the Problems

The identification of the problems in this study was taken from the tenth grade students of State Senior High School of Muaradua in reading ability. Related to the teacher's investigation based on the result of the test during the teaching and learning processes in reading test, it is still under the passing grade, it has been determined to

be 72. There are some factors that the students still have difficulties in understanding the text. First, the students don't know the purpose of the text, they can't find general and specific information, they don't understand synonym or antonym of a certain word and decide reference of the word in the text. Second, in 2013 Curriculum, the time for learning English is very limited. It is just 2 hours in a week so the students have a little chance to study English at school.

The third problem is the teacher still rarely uses cooperative learning. They still use a traditional method as teacher-centered activities, most of activities are done by the teacher as source of knowledge.

TPS technique is an appropriate teaching method by grouping the students, making them work in small groups, supporting one each other. The students who have low ability become more active to learn with this technique because they work together to their group better to perform their opinions. This technique can improve the students' ability in reading recount text. Smart students can support other students who have high motivation to study to dig and collect information that they want to share their opinions in their groups to find good information from the text so make them more communicative to speak and to express their ideas.

Based on the background above, the researcher plans to do a research with the title "Improving the Tenth Grade Students' Ability on Recount Text Through Think-Pair-Share Technique at State High School 1 of Muaradua."

## 2. Limitation of the Problems

Based on the problems and identification of the problems in improving students' ability in reading recount texts, the writer determines the limitation of the problems in this research is the role of TPS technique in improving the tenth grade students' ability in reading recount texts at State Senior High School 1 of Muaradua.

This research was conducted to improve the student' reading ability . The writer gave the test based on the criteria that the writer has decided. The criteria are to find out main idea, specific informatio, synonym, antonym and reference word. The writer did not examine the level of difficulty of items test, the writer gave the test based on the references books at the school so the research could not generalized to the other places or institution.

### 3. Formulation of the Problems

How can TPS technique improve the tenth grade students' reading comprehension achievement ability in recount texts of State High School 1 of Muaradua?

#### **Conceptual Framework**

##### 1. Concept of Reading

Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. According to Simaibang (2016:63), "Reading is categorized under a receptive skill that is concerned with the ability to apprehend the meanings of the written or printed materials." By reading we can understand what is stated in the text and can memorize the words and can transfer into the brain. In the brain, memory can manage and connect from one word to another which has meanings that can form the ideas of the writer.

Reading makes the brain always think and the neuron more active so make the person not easy to get dotage. The more people read the better their memory to recognize something will be. According to Barkley (2012:16), "Brain always makes connections through experience and learning." By reading, people can think to make a schema from the ideas that relate to experience and learning, so to make our memory always good we must become a good reader that has a reading habit to make our brain always active and healthy besides consuming nutritious food. Petel and Jain (2008:114) state that reading habits not only help the students get knowledge and wisdom from the cultural heritage, but are also very helpful in passing for leisure period.

Reading is cognitive competence. According to Smith (2004:13), cognitive means knowlegde. In 2013 Curriculum, there are three kinds of competences such as: affective, cognitive and psychomotoric. English language has four languages skills such as listening, speaking, reading and writing. Reading and listening belong to cognitive competence, Speaking and writing belong to psychomotoric competence. According to *Kemendikbud* (2014:33), "Cognitive competence to stimulate the students to make the process of interaction by giving good and correct questions." In 2013 curriculum applied scientific approach use 5 M ( five learning activities) in the process of teaching and learning activities".

TABLE 1

## The Steps of Learning Activities Using Scientific Approach

Steps of Learning	Learning Activities	Developing Competance
Observing	Reading, listening, observing, seeing( using tool or without tool)	Train seriousness, accurateness, and look for information
Questioning	Asking information which doesn't understand from observing or Asking information to get additional information from factual information to hypothesis	Developing creativity, eagerness, ability to make question to make critical thinking for smartness and long life education
Collecting information/ experimenting	- Doing experiment - Reading relevant book - Observing object/ events/ Activities -Interviewing with narrator	Developing good attitude, polite, truth, admire someone's opinion, communication, collecting information and long life education
Associating/ processing information	- Processing collection of information which has collected from the result of observation or activities collecting information. - Processing information which collect to enlarge and deep information to find solution from many sources which have the same opinion or different opinion.	Developing truth, accurate, discipline. Obey the rules, work hard, ability to applied procedure and thinking inductive and deductive in making decision.
Communicating	Reporting the result of observation, making conclusion based on analysis orally , written or other source / media	Developing characters truth, accurate, tolerance, ability thinking systematically to express opinion short and clear to develop good and correct language.

(Kemendikbud, 2014:31)

TABLE 2

## Levels of Questioning from Low to High Cognitive Skills

Level	Sub-level	Key words questioning	
Low cognitive	Knowledge	- What.... - Who... - When... - Where.... - Mention.... - Match....	- Synonym words - Classify..... - Give the names - Etc
		- Explain.... - Differentiate.... - Translate....	- Compare.... - Change....



		- Conclude....	
	Application	- Use .....	- Find the relation...
		- Show...	- Write the example...
		- Make...	- Prepare ...
		- Demonstrate ...	- Classify...
High cognitive	Analysis	- Analysis....	- Show the cause...
		- Show the proves...	- Gives the reasons....
		- Why,,,,,	
		- Identify.....	
	Synthesis	- Predict....	- How to solve ..
		- Form...	- What happen if...
		- Create...	- How can we repair....
		- Arrange .....	- Develop...
		- Design...	
		- Write .....	
	Evaluation	- Give opinion	- Give the reason...
		- Which alternative is better...	- Evaluate...
		- Do you agree..	- Compare...
		- Critique...	- Differentiate...
		-	-

(Kemendikbud,2014:33)

The teachers have to motivate the students to think logically and critically so the students have ability to think and use the low order of thinking skills (LOTS) and high-order thinking skill (HOTS) such as remember, understand, apply, analysis, synthesis, and evaluation. According to Smith (2004:33), "Proficient readers understand the complexities of language." They automatically integrate prior knowledge and experience into their reading; utilize high order thinking skill such as analysis, synthesis, evaluation and communicate these idea (Catron and Wingenbachn in Rasinski, 2008:38).

TABLE 3  
Description of Cognitive Skills

Categorize	Description
Remember	Presenting the fact from the memory (recognizing, recalling / retrieving )
Understand	Giving the own meaning (Interpreting, illustrating, classifying, categorizing, summarizing, predicting. Comparing, contrasting, mapping, matching, explaining,etc
Apply	Implimenting, executing, using, showing, making, preparing, demonstrating
Analysis	Collecting important information (Selecting, focusing identifying) Relating to other components (organizing, integrating, finding coherence, structuring) Finding main idea.

Evaluate	Deciding whether conclusion appropriate with the fact (monitoring/coordinating/detecting/testing). Choosing the appropriate method to solve the problem (critiquing/judging)
Create	Developing hypothesis Planning, designing, producing / constructing

(Kemendikbud, 2016:49 )

Based on the table above, the students must understand HOTS in reading in order to get the information on the text well and comprehend to answer the questions well .

Based on the explanation above, the writer concludes that reading is one of the skills where reading can improve the students' ability in learning and by using reading the students can improve their vocabulary.

## 2. Concept of Think Pair and Share Technique

TPS Technique is a cooperative learning technique. TPS Technique was developed by Lyman in Arend (2007:15) of the University of Maryland. It is an effective way to change the situation and variation in a classroom. It procedures for giving students time to think and respond and help each other (Arends, 2007:15). According to Trianto (2009:132), "TPS is an effective way to make variation of the situation for discussing in the class". According to Barkley (2005:155), "TPS Technique uses effective technique, especially for warming up before doing discussion in the class". Sinjani (in Mondolang, 2013:206) notes that Think-Pair-Share is a cooperative learning structure that is very useful, the point is when the teacher presents a lesson, asks students to think a question individually and then in pairs with the partner discussion to reach consensus on the question. Finally, the teacher asks students to share the information on the discussion.

This is a simple technique, the teacher showed a picture and gave questions to the students to think about fives minutes to express their ideas or opinions and then asks the students to share their ideas with their friends. This task gives them an oppertunity to collect and organize their ideas to think and train them to express the ideas or opinion orally.

According to Himmile (2000:32), Think- Pair- Share is a powerful tool. It is only as power as the prompt on which students are asked to reflect. Use prompts that require students to analyze the various points of view or the components that are inherent in your standar target. Ask question that require

students to explain how these components to fit together or effect one another.”

According to Arends (2008:15), TPS technique has some steps that should be followed by the teacher such as:

#### Step 1 : Thinking

The teacher poses a question or an issue related to the lesson and asks students to think for a few minute alone about the answer. The teacher said to the students that speaking is not part of thinking.

#### Step 2 : Pairing

The teacher asks students to work in pair and discuss what they have been thinking about. Interaction during this period can be sharing answer if a question has been giving or sharing ideas. Usually the teacher gave no more than four or five minutes for pairing .

#### Step 3 : Sharing

finally, the teachers asked pairs to share what they have been discussing about with the whole class. It is more effective for the teacher go around the room from pair to pair and continue until about a quarter or half of the pairs have reported the result of their discussion to the class.

This technique asked the students to think individually and discuss in pairs, then share their ideas or opinions to the whole classroom.

According to Usman (2015:39, Vol 6), “TPS is a technique designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student.” This technique is a learning technique developed by Lyman to encourage student classroom participation the *think-pair-share* technique is a cooperative discussion technique to help students work in group.

Based on the explanation above, the writer concludes that think-pair-share is a technique to organize students' idea and discuss about the lesson.

### 3. Concept of Recount Text

Recounts records a series of events in the order in which they occurred Depdiknas (2016:124) writes that the events that has occured based on the cronological time. Dody, et al (2012:16) state that recount text is a text to retell events

for the purpose of informing or entertaining. According to Priyana, et al (2008:34), "Recount text is a text which retells a series of events and evaluate their significance in some way." According to Grace (2002:30), "Recount text is a text to tell the readers what happened in the the past through a sequence of events." Recount text is usually built up by the generic structure that consists of:

- a. Orientation : to provides the setting and introduces participants. At the first paragraph explain the place where the event happen and tell the activity that has done by the participants.
- b. Events : telling what happened, in what sequence. The participants was doing some activities in the story, the activities done one by one cronologically.
- c. Reorientation : optional-closure of events. It usually at the last paragraph state that the activities has finished and has a conclusion about what have done by the participants

The writer concludes that recount text is a text retells about the events for the purpose of informing or entertaining. The text above tell about the events or concert of afgan who was loved by his fans .

### **Subjects of Research**

The subjects of this study were the tenth grade students of State High School 1 of Muaradua in the academic year of 2017/2018. The writer took grade X.IIS 2 as her subjects of the research, because it is her own class under her responsibility . They were selected because they had many problems in reading. The result of the students' reading test was under the passing grade. It was below 72. The writer hopes that by using TPS technique in reading recount text, the students can improve their reading skills.

This research was started by identifying the problems of the tenth grade students' reading ability at State High school 1 of Muaradua in the academic year 2017/2018. This research is mix method: they were qualitative and quantitative ones.

## Research Procedure

This research is an action research. It is a research designed to improve student's reading ability on recount text and to improve teaching and learning activities. According to Creswell (2005:550),

Action research has an applied focus. Similar to mixed methods research, action research uses data collection based on either qualitative and quantitative methods or both. However, it differs in the action research address a specific, practical issue and seeks to obtain solution to a problem. Thus, action research designs are systematic procedure done by the teachers.

According to Harmer (2007:414), "Action research is the name given to a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or alternatively. They wish to evaluate the success of certain activities and procedures." Action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice, (Fraenkel, et al, 2011:589). According to Craswell (2005:550), "There are four steps in doing Classroom Action Research: planning research, acting, observing and reflecting." According to suyadi (2010:50), "Action research is the spiral cycles of planning, acting, observing and reflecting."

### 1. Planning Research (Cycle I)

In planning research, the writer plans to make preparation for the process of teaching and learning in order to conduct an action research well by preferring materials, media and TPS technique to make the condition of the students in the class more active and more interesting in the teaching and learning process. According to Kusumah and Dwitagama (2012:39), planning to arrange the approach, technique, media and material. The following are some important activities done by the writer before implementing the action.

- a) She arranged a schedule of classroom action research.
- b) She prepared syllabus and designing lesson plan dealth with how to improve students' reading ability by using TPS technique
- c) She designed teaching material which aims at English teaching and learning activities for the tenth grade of state high school.
- d) She prepared teaching media
- e) She prepared the students' task

f) She made the instruments for reading test.

## 2. Action

The writer impliment the planning involved in teaching and learning process. The teaching learning material, resource and time schedule were presented in the following table:

TABLE 4  
Teaching and Learning Process

No	Material	Time	Source	Time schedule
1	Meeting an Idol	90 minutes	KEMENDIKBUD, 2016 English for Senior high School Students X	1 meeting

The action was conducted in 3 cycles which each cycles consists of four activities namely: plan, action, observe and reflect. According to Kusumah and Dwitagama (2012:39), action is an implimentation of the planning". The writer teaches the material to the students and use TPS technique that applied in the process of teaching and learning activities. The writer preferred everything that would be used in the research. The writers made the condition of the class as enjoyable as possible to make the students have interest to study. The time was suitable with allocation that has been stated and the process oriented for improving students' ability in reading.

## 3. Observation

Observation was done when the process of doing research is going on. the writer and a collaborator observed or evaluated the teacher and students in the process of teaching and learnig activities . According to Kusumah and Dwitagama (2012:40), observation done by the teacher or collaborator.

## 4. Reflection

Reflection is done after the action. According to Kusumah and Dwitagama (2012:40), reflection is a muse about action which has done by the writer and the

collaborator replanning for the next cycle. Reflection is a kind of self evaluation so researcher asks herself about everything she had done and tried to answer herself.

### Data Analysis

In analyzing the data the writer has two types of data, the qualitative data and quantitative data.

#### 1. Qualitative data analyzing

According to Cresswell (2005:230) states that Qualitative data analyzing require understanding how to make sense of text and images so that you can perform answers to your research question. It showed the teaching and learning activities and students' participation in teaching and learning process. Based on the observation of the instrument in each cycles of the action is done.

The reseacher used the following formula below to know students' participation in this research.

$$R = \frac{\sum X}{N} \times 100\% = \dots\dots$$

R = The averages of students' participation score

X = Total number of the student's score

N = The total number of maximum score

#### 2. Quantitative data analyzing

According to Fraenkel (1990:143) states that Quantitative data are obtained when the variable being studied is measured along a scale that indicates "how much" of the variable is presented. Quantitatives are reported in terms of scores. The reseacher show the percentage of students' achievement in learning reading through think pair and share technique. The process of analyzing the data used the following formula:

$$R = \frac{\sum X}{N} \times 100\% = \dots\dots$$

- R = The averages of students' score  
 X = Total number of the student's score  
 N = The total number of maximum score

### 3. The Students Reading Improvement

The writer compared her students' reading achievement in Cycle 1 stages with cycle 2 in order to know their improvement in reading recount text.

TABLE 5  
The Improvement of Students' Reading Achievement

Num	Statement	Preliminary	Cycle 1	Percentage
1	Classical achievement	72%	84%	12%
2	Students who get score above criteria minimal of completeness	23	27	12%
3	Students who got score below criteria minimal of completeness	9	5	12%

### Discussion of the Research Finding

This section discusses finding of the students' improvement in reading Recount text through TPS technique that could be seen from the research finding which showed improvement in every cycle from preliminary stage to Cycle 6.

TABLE 6  
The Summary of the Students' Reading Improvement

Data	Preliminary stage	Speaking Achievement		
		Cycle 1	Cycle 2	Cycle 3
Average	69,53	74,34	77,03	80,16



Classical Achievement	53%	72%	84%	94%
High score	75	80	90	100
Low score	50	60	65	70
Students got high Passing Grade	15	23	27	30
Students got low passing grade	17	9	5	2

The table above showed that the process of students' improvement from the preliminary stage until Cycle 3. From the students' reading achievement in preliminary stage showed is 15 students or the classical achievement is 53%. In Cycle 1 is 72%, it means that the improvement is 19%. The classical improvement also in Cycle 2 is 84% increase 12 % and in Cycle 3 compared to Cycle 2 increase is 10%. It means that 85% students' score above passing grade.

Second, the result of the students' participation on learning process showed improvement. It can be seen from the following Table 7

TABEL 7  
The Improvement of the Students' Participation

The result of Observation			Improvement	
Cycle 1	Cycle 2	Cycle 3	Cycle 1 to Cycle 2	Cycle 2 to Cycle 3
63%	68%	77%	5%	9%

The table above showed that the improvement of the students' participation become better from Cycle to Cycle.

Third, the teaching and learning activities also increased significantly. It can be seen from the following Table 8

TABEL 8  
The Improvement of Teaching and Learning Activities

The result of Observation			Improvement	
Cycle 1	Cycle 2	Cycle 3	Cycle 1 to Cycle 2	Cycle 2 to Cycle 3
68%	74%	85%	6%	11%

### Conclusion

The writer use TPS technique to improve student's reading ability on recount text to make the process of teaching and learning activities more attractive, interesting and enjoyable to support the student to love reading. They are invited to express their ideas in pair and group to make them more communicative to express their opinions. Based on the students' reading achivement from cycle 1 till cycle 3 always had improvement. it can be proved from the research finding.

The research finding showed that students' reading achievement in cycle 2 was always better than Cycle 1 and Cycle 3 is better than cycle 2. It means that students' reading achievement had progression in every Cycle. Students of X. IIS. 2 were able to reache the criteria of succes at Cycle 3. The last Cycle of this research indicated that 85% of the students in grade X. IIS.2 had already obtained passing grade 72%. They reached a success when the everage of their score above the KKM 72%.

Based on the result of the research finding above, the researcher concluded that TPS technique can improve students' reading ability on reading recount text because the everage of the students' score is above the passing grade. It means that This TPS technique is effective to improve students' reading ability on recount text.

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