

**ABSTRACT**

**THE EFFECT OF TPS STRATEGY ON STUDENTS' LISTENING SKILLS  
USING POLAROID SONG AT PERGURUAN BUDDHIS BODHICITTA  
JUNIOR HIGH SCHOOL**

**HONGKO**

**Major: English Literature Department  
Faculty of English Literature  
University of Prima Indonesia**

The effect of TPS Strategy particularly in listening is very important in the study of English language because listening skills are often considered critical in building communication. It provides a new technique which can be applied in listening.

This research, however, is to find out whether TPS Strategy significantly affects students' listening skills at PERGURUAN BUDDHIS BODHICITTA JUNIOR HIGH SCHOOL. The result shows that both pre-test and post-test were accumulated in to two different class groups namely, experimental (using TPS Strategy) and controlled group (not using TPS Strategy). The experimental group in pre-test has resulted 58.5 in average while the post-test has resulted 75.5 in average. On the other hand, the controlled group in the pre-test has resulted 52.8 in average whereas the post-test has resulted 62.2 in average. From the result, it was clear that the use of TPS Strategy (experimental group) gave significant effect on students listening skills.

**Key Words: Effect, TPS Strategy, Listening Skills**

**ABSTRAK**

**PENGARUH TPS STRATEGY TERHADAP KEMAMPUAN MENDENGAR  
SISWA KELAS SMP DI SEKOLAH PERGURUAN BUDDHIS BODHICITTA  
MEDAN**

**HONGKO**

*Jurusan: Sastra Inggris  
Fakultas Sastra Inggris  
Universitas Prima Indonesia*

*Efek dari Strategi TPS khususnya dalam mendengarkan sangat penting dalam proses pembelajaran bahasa Inggris karena ketrampilan dalam mendengarkan sering dianggap kritis dalam berkomunikasi. Ini memberikan teknik baru yang dapat diterapkan dalam mendengarkan.*

*Penelitian ini, oleh sebab itu, bertujuan untuk mengetahui apakah Strategi TPS secara signifikan mempengaruhi keterampilan mendengarkan siswa di PERGURUAN BUDDHIS BODHICITTA SMP JUNIOR. Hasilnya menunjukkan bahwa baik pre-test dan post-test diakumulasikan ke dalam dua kelompok kelas yang berbeda yaitu, kelompok eksperimen (yang mengaplikasikan Strategi TPS) dan kelompok kontrol (tidak mengaplikasikan strategi TPS). Kelompok eksperimen dalam pre-test menghasilkan rata-rata 58,5 sementara post-test menghasilkan rata-rata 75,5. Di sisi lain, kelompok kontrol dalam pre-test telah menghasilkan rata-rata 52,8 sedangkan post-test telah menghasilkan rata-rata 62,2. Dari hasil tersebut, jelas terlihat bahwa penggunaan Strategi TPS (kelompok eksperimen) memberi pengaruh signifikan terhadap keterampilan mendengarkan siswa.*

***Kata Kunci: Pengaruh, TPS Strategy, ketrampilan mendengarkan***

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 The Background of the Study**

In this modern era, English is undeniable as one of the important subjects taught in many schools. English is widely used in many parts of the world as a tool of communication. The vocational high school graduates particularly are expected to use English because English is one of the requirements that professional graduates should have.

Nowadays, English has become the language that people must learn, not only because it has become the worldwide known language but also English can almost be used anywhere they are travelling to. There are some important methods that are very important in English, one of which is known as vocabulary. Vocabulary, just like Grammar in English, is one of the most important key in English. In learning vocabulary, there are many tricks people do such as memorizing for example. It has become common things that memorizing skills are used by people nowadays. This method, however, is considered not as effective for students because they will eventually forget what they memorize as soon as they do not use them any longer; even some of the students do not have any idea on what they memorize. Therefore, some other methods of the vocabulary mastery are necessarily needed.

One of the methods in practicing vocabulary is known as productive skills or practicing vocabulary in the formal way. This can be seen as practice which is found in the classroom. The other method is known as unproductive skills, which skills are attained by learning in the informal ways such as listening to songs, watching videos, reading English newspaper and many other resources.

Generally, people would learn English in a productive way yet they mostly love English from unproductive way. In fact, they are able to speak English more fluently just because of practicing unproductive ways. This can be seen when some students are good at English because of playing games, watching movies, listening to their favorite English songs. They are triggered to know and to get exposed to the language without them knowing. Since they find media comfortable, they start using them continuously.

Considering the benefits of being fluent in listening for an English learner, the writer thought that there must be some efforts. Harmer (2007) explains that there are many techniques to develop listening skills, one of which is done by listening to English songs, which is also considered as one of the most practical ways in improving vocabulary.

Based on the description above, the writer would like to conduct a research entitled “The Effect of TPS Strategy on Students’ Listening Skills Using Polaroid Song at Junior High School.”

## 1.2 The Problem of the Study

The problem of the study is formulated as follows: “What is the significant effect of TPS on the students’ English skills and vocabulary improvement at **PERGURUAN BUDDHIS BODHICITTA**”?

## 1.3 The Objective of the Study

The Objective of the study is to discover the significant effect of TPS on the students’ English skills and vocabulary improvement at **PERGURUAN BUDDHIS BODHICITTA**.

## 1.4 The Scope of the Study

This study is limited to discuss the effect of TPS which is done by listening to English songs on the students’ English skills at **PERGURUAN BUDDHIS BODHICITTA**.

## 1.5 The Significance of the Study

Theoretically, the finding of this study potentially enrich theories of English learning of addition the finding can be the reference for those who are interested in using of role play technique on students’ speaking skill.

Practically, the researcher expects this study will be useful for:

1. Lecturers

Lecturers will have more information about English songs that can improve students’ listening skills as a strategy to be used in the classroom

2. Students

Students will have more information regarding the practice on improving their listening skills. TPS can be applied in their daily practice, not only from listening to English songs, but also from their daily conversation.

### 3. Future Researchers

Future researchers who need to do a research can also gain benefit from this research and will have more information while working on similar topic in the future.

## **1.6 Theoretical Framework**

In this part, the writer will present some significant terms so that the reader, when reading this thesis, will easily understand and gain the point that the writer wants to convey. To support the idea, the writer has to collect some relevant concepts related to this thesis. The writer has collected some ideas from books and web links as sources. This thesis is about TPS Strategy which focuses on English listening skills.

## **1.7 The Definition of Listening**

From the four skills of English language, English is considered as the most critical communication skills. Listening requires students in various situations around 65% – 90% of the time, yet they are not given any instructions or mostly may be given very little one. Rebeccal (2003) states that listening is an important language skill which is often ignored by teachers who teach English as second language. Little or sometimes even no listening instruction may be caused by the lack of preparation, time or material provided by the instructors. Students are often told to improve their listening skills gradually, mostly without any help.

Listening is categorized into two different types based on the situations. In class, students are taught by gaining information and getting exposed to English language in the listening process through a combination called extensive and intensive listening (Harmer, 2008). This takes place in a situation where most teachers encourage the students to choose their favorite songs in order to help them improve their language.

### **1.8 Definition of Song Lyrics**

Grolier (2010) states that song is a short musical work set a poetic text with equal importance given to music and to the words. Lyrics on the other hand, have several definitions as follows:

- a) Lyrics are composed in verse and sung in a melody to create a song. From Lyric, deep personal emotion/observation is expressed.
- b) Lyrics are bunch of words which are composed into a song. For example, some lyrics can express or impress people who are using them.

#### **1.8.1. Song Lyrics as Teaching Media**

It is very common that song lyrics are used as teaching media by language tutors nowadays. Although a lot of media options which can be applied in teaching and learning process such as the use of picture, short card and puzzled words, song lyric is still the most popular among them. The reason is that besides relaxing, listening to song is believed to help the students understand and memorize new vocabularies easier and makes the students have no pressure in the learning process.

## **CHAPTER II**

### **RESEARCH METHOD**

#### **2.1 Research Design**

This research applied quantitative approach, also known as indefinite method (tryout and post-tryout groups) design. According to Ary (2010), quantitative research was a type of research which focused on examining by taking operational definitions to data in order to answer hypotheses or questions.

Two different groups such as tryout and post-tryout design were applied in this research following the three steps: (1) managing a tryout measuring the dependent variables; (2) applying TPS to the indefinite; (3) managing a post-tryout, again measuring the dependent variable.

After the application of the indefinite treatment, the differences are then evaluated by comparing the data (Ary 2010).



No	Group	Tryout	Treatment	Post-tryout
1.	Indefinite	VII 1	TPS	VII 2
2.	Definite	VII 1	Explanation	VII 2

**Table 3.1 Two Groups Tryout and Post-tryout Design**

Where:

VII-1 = indefinite group's tryout

VII-1 = definite group's tryout

VII-2 = indefinite group's post test

VII-2 = definite group's post test

## **2.2 Location and Time of the Research**

The research was conducted at **Perguruan Buddhis Bodhicitta** which is located on **Jl.Selam No. 39-41**. The research was conducted in **March 2020**.

## **2.3 Population and Sample**

According to Arikunto (2017: 173), population includes the whole research subject. The population of this research was **JUNIOR HIGH SCHOOL** students. There were two classes related with the total number of 60 students, comprising VII-1 and VII-2.

According to Arikunto (2017: 174), sample is a part of the population (or a representative portion of the population studied). The sample was divided into groups namely the indefinite group and the definite group. **30 students from Class VII-1 grouped in the indefinite group and 30 students from Class VII-2 grouped in the definite group.** In choosing the sample for the study, the researcher will use cluster sampling technique.

**Table 2.3 Population and Sample**

No	Class	Population	Sample
1.	VII-1	30	30
2.	VII-2	30	30
<b>Total</b>		<b>60</b>	<b>60</b>

#### **2.4 Instrument of Collecting Data**

The data of this study were worksheet which contains 24 (twenty four) missing lyrics of a song entitled “Polaroid” by Jonas Blue. The researcher passed the worksheet to students who had been divided into groups. Each group was given different types of missing lyrics from the chosen song title which had been provided by the researcher earlier.

## 2.5 Procedures of Collecting Data

In the research, the researcher applied three steps of activities to collect the data, namely tryout, treatment, and post-tryout.

### 2.5.1 Tryout

Tryout was given to the groups (**the indefinite group and definite group**). Each student is required to answer the question. The function of the tryout is to know result of **the definite and the indefinite** group getting treatment.

### 2.5.2 Treatment

In this research, **the indefinite group** was guided using TPS Strategy including pairing and sharing while **the definite group** was taught using regular teaching method. The treatment was conducted after the tryout and lasted for two meetings.

### 2.5.3 Post-tryout

After the treatment was given, the groups were given a post-tryout which is similarly conducted as that of tryout. The post-tryout was conducted in order to discover the results of both indefinite and definite group before and after the treatment.

## **CHAPTER III**

### **THE DATA ANALYSIS**

#### **3.1 Data**

Data were taken from the tryout and post-tryout results of VII students of of Perguruan Buddhis Bodhicitta Medan. They were divided into two different groups namely (1) indefinite group (using TPS strategy) and (2) definite group (traditional method). The students of each group were given both tryout and post-tryout in class, which had been prepared by the writer. The number of students in each class is 30 students, both the indefinite group (VII-1) and definite groups (VII-2).

After the test had been run, data were taken from the test result; both tryout and post-tryout in the form of listening. After applying the tryout and post-tryout, the result of the test was obtained with certain scores with the students' names on each test paper. The pre- and post-tryout results for each group were described on a table as follows:

**Table 3.1 The Indefinite Group results of Tryout ( $X_1$ ) and Post-tryout ( $X_2$ )**

No	Students' First Name	Tryout ( $X_1$ )	Post- tryout ( $X_2$ )
1	ChristoperVandiku	60	70
2	GenevieGleania	55	75
3	Chelsea Evelyn	65	90
4	ShelvieAngkasa	55	70
5	Averina	60	75
6	Clarissa Evonia	65	80
7	Winna	60	75
8	Ricky Wijaya	55	70
9	Cindy	65	85
10	Gisella G.C	55	75
11	Steven Howard	60	80
12	Wilviona	55	75
13	FelishaTannia	60	75
14	JonadinhoYu	60	75
15	Josephine	55	70
16	Kent Denies Tanjoto	55	70
17	Louis V	60	75
18	AllwinW.T	55	70
19	Vincent	65	85
20	Alexander	50	75
21	Analicia	60	75
22	TannieAkira	65	85
23	GraciaQueen	55	70
24	GraciaLinovic	60	75
25	Sanjaya	60	70

26	PhebeCallista	50	70
27	Grace Joylim	60	75
28	Vito Wijaya	60	85
29	Cindy Marcelia	55	70
30	Callista Mae	60	75
<b>Total (Σ)</b>		<b>1755</b>	<b>2265</b>
<b>Mean</b>		<b>58.5</b>	<b>75.5</b>

The table above shows that the highest score attained by the student of the preliminary test of the indefinite group was 65, whereas the lowest score attained by the student of the tryout of the indefinite group was 50. On the other hand, the highest score attained by the student of the post-tryout of the indefinite group was 90, while the lowest score attained by the student of the post-tryout of the indefinite group was 70. The average score or the so called mean of the tryout in the indefinite group was 58.5 while the average score of the post-tryout in the indefinite group was 75.5.

#### Indefinite Group

##### Tryout

$$Mx_1 = \frac{\Sigma x_1}{N}$$

$$Mx_1 = \frac{1755}{30}$$

$$Mx_1 = \mathbf{58.5}$$

##### Post-tryout

$$Mx_2 = \frac{\Sigma x_2}{N}$$

$$Mx_2 = \frac{2265}{30}$$

$$Mx_2 = \mathbf{75.5}$$

**Table 3.2 The Definite Group results of Tryout (Y<sub>1</sub>) and Post-tryout (Y<sub>2</sub>)**

No	Students' First Name	Tryout (Y <sub>1</sub> )	Post- tryout (Y <sub>2</sub> )
1	ChristoperVandiku	55	64
2	GenevieGleania	50	62
3	Chelsea Evelyn	50	60
4	ShelvieAngkasa	58	65
5	Averina	48	60
6	Clarissa Evonia	50	60
7	Winna	55	60
8	Ricky Wijaya	52	63
9	Cindy	45	60
10	Gisella G.C	55	62
11	Steven Howard	50	60
12	Wilviona	59	65
13	FelishaTannia	50	65
14	Jonadinho Yu	52	60
15	Josephine	48	60
16	Kent Denies Tanjoto	58	65
17	Louis V	45	60
18	Allwin W.T	50	63
19	Vincent	59	65
20	Alexander	56	62
21	Analicia	45	60
22	Tannie Akira	50	60
23	Gracia Queen	53	63
24	GraciaLinovic	57	65
25	Sanjaya	55	60

26	PhebeCallista	55	64
27	Grace Joylim	59	65
28	Vito Wijaya	55	64
29	Cindy Marcelia	52	60
30	Callista Mae	58	64
<b>Total (Σ)</b>		<b>1584</b>	<b>1866</b>
<b>Mean</b>		<b>52.8</b>	<b>62.2</b>

The table above shows that the highest result attained by the student of the tryout of the definite group was 59, whereas the lowest score attained by the student of the preliminary test of the indefinite group was 45. On the other hand, the highest score attained by the student of the post-tryout of the indefinite group was 65, while the lowest score attained by the student of the post-tryout of the indefinite group was 60. The average score or the so called mean of the tryout in the indefinite group was 52.8 while the average score of the post-tryout in the indefinite group was 62.2.

#### Definite Group

##### Tryout

$$My_1 = \frac{\Sigma y_1}{N}$$

$$My_1 = \frac{1584}{30}$$

$$My_1 = \mathbf{52.8}$$

##### Post-tryout

$$My_2 = \frac{\Sigma y_2}{N}$$

$$My_2 = \frac{1866}{30}$$



My<sub>2</sub> = **62.2**

### 3.2 Data Analysis

The pre- and post-tryout were administered to both the indefinite and definite groups after the test score was calculated by the writer. The hypothesis was proved from the result of the calculation which used the following formula for testing the hypothesis:

$$\frac{Mx - My}{\sqrt{\left(\frac{dx^2}{(Nx+Ny)-2} + \frac{dy^2}{(Nx+Ny)-2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

After the data were input, the result was as follow:

$$Mx = 17$$

$$My = 9.4$$

$$dx^2 = 430$$

$$dy^2 = 283.2$$

$$Nx = 30$$

$$Ny = 30$$

From the calculation above, the t-test was 9.04. The result of the calculation by the t-test is called the t-observation. The testing hypothesis has two criteria, namely,  $H_a$  is accepted if  $t\text{-test} > t\text{-table}$ , and  $H_o$  is rejected if  $t\text{-test} > t\text{-table}$ . From the above, it can be calculated that the t-test was 9.04. In this research, the degree of freedom (df) was  $Nx + Ny - 2 = 58$ . Thus, the value of the t-table with a significance of 0.01 was 3.236. For  $t\text{-test} = 9.04$  and  $t\text{-table} = 3.236$ , it can be calculated that  $t\text{-test} > t\text{-table} = 9.04 > 3.236$ . From the calculation result, the t-test was higher than the

t-table. It can be concluded that the TPS strategy significantly influenced students' performance particularly in listening.

### **3.3 Research Findings**

After the research was completely done, the research findings were as follows:

1. Perguruan Buddhis Bodhicitta VII grade students, particularly in the indefinite group, were affected most on their performance and were able to perform better with higher results when the researcher applied the TPS Strategy. The result can be seen from the average post-tryout score was 75.5 and the average tryout score was 58.5. It can be concluded that the TPS strategy significantly influenced students' performance particularly in listening.
2. The result of the calculated t-test showed that the t-observed was higher than the t-table ( $t\text{-observed} = 9.04 > t\text{-table} = 3.236$ ). This means that the TPS strategy had a positive effect on students' listening ability, and the result of the t-test calculation showed that the t-observed was higher than the t-table ( $9.04 > 3.236$ ). The alternative hypothesis was intended to be accepted and the null hypothesis rejected.

## **CHAPTER IV**

### **CONCLUSIONS AND SUGGESTIONS**

#### **4.1 Conclusions**

Based on discussion from chapter I to chapter III, the conclusions could be drawn as follows:

1. The researcher finds out that TPS Strategy which focuses on listening skills are more successful when applied than conventional method when run in class.
2. The researcher here found that the students of the experimental group (using the TPS Strategy) had a higher score of 75.5 than the 58.5 control group (traditional method).

#### **4.2 Suggestions**

1. For the lecturers

This thesis can be used as a material for teaching particularly in the subject of listening.

2. For the students of English department

They can learn about TPS Strategy which focuses on listening so that they can gain more understanding with the examples provided.

3. For the other researchers

They can find out more samples about TPS Strategy in order to do further researches with similar topic.

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