

**THE USE OF LISTENING TEAM STRATEGY IN
TEACHING LISTENING**

BY

Rina Arliyani

SRN: 1501241535



**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
BANJARMASIN**

2020

**THE USE OF LISTENING TEAM STRATEGY IN TEACHING
LISTENING**

AN UNDERGRADUATE THESIS

Presented to

Fakulty of Tarbiyah and Teacher Training

in partial fulfillment of the requirement

for the degree of sarjana Pendidikan in English Language Education

By

Rina Arliyani

1501241535

**ANTASARI STATE ISLAMIC UNIVERSITY
FAKULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
BANJARMASIN**

2020

SURAT PERNYATAAN KEASLIAN DOKUMEN

Saya yang bertandatangan di bawah ini:

Nama : Rina Arliyani
Tempat, Tanggal Lahir : Muara Halayung, 07 Maret 1997
NIM : 1501241535
Jurusan : Pendidikan Bahasa Inggris
Nomor WA/Telp. : 087818011710/085345096001

Dengan ini menyatakan kepada Fakultas Tarbiyah dan Keguruan, bahwa dokumen-dokumen kelengkapan persyaratan pendaftaran Sidang Skripsi yang saya kirim adalah **BENAR** dan sesuai dengan **ASLI**. Adapun apabila dikemudian hari ditemukan bahwa dokumen tersebut **PALSU**, maka **SAYA BERSEDIA MENANGGUNG SANKSI YANG AKAN DIBERIKAN ATAS TINDAKAN PEMALSUAN DOKUMEN SESUAI KETENTUAN HUKUM YANG BERLAKU**.

Demikian surat pernyataan ini saya tanda-tangani dalam keadaan sadar tanpa tekanan dari siapapun juga.

Banjarmasin, 12 May 2020

The writer,

Rina Arliyani

VALIDATION




Title: The Use of Listening Strategy in Teaching Listening. Name: Rina Arliyani. SRN: 1501241535 has been examined by the board of thesis examiners of Fakultas of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Tuesday
Date : 09 June
Stated : Finished
Score : 78,8 (B+)

Dean Fakultas of Tarbiyah and Teacher
Training UIN Antasari Banjarmasin

Prof. Dr. H. Juairiyah, M. Pd
NIP. 196001061986032004

THE BOARD OF EXAMINERS

Name	Signature
Drs. Saadillah, M.pd	
Dra. Andi Irlina, M.Hum	
Sovia Rahmaniah, M.Pd	

STATEMENT OF AUTHENTICITY

1, The undersigned, Rina Arliyani students Reg 1501241535, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 10 May 2020

The writer,

Rina Arliyani

ABSTRAK

Rina Arliyani. 2020. Penggunaan Strategi Tim Mendengarkan dalam Mengajar Mendengarkan. Departemen Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Penasihat: (I) Dra. Andi Irlina, M.Hum. (II) Sovia Rahmaniah, S.Pd, M.Pd

Kata Kunci : strategi tim mendengarkan, pengajaran, mendengarkan

Dalam pendidikan Bahasa Inggris, sangat penting bagi guru untuk menerapkan teknik pembelajaran dalam proses belajar mengajar dikelas. Skripsi ini membahas tentang penggunaan strategi tim mendengarkan dalam mengajar mendengarkan. Tujuan penelitian ini untuk mengetahui, yaitu (I) persiapan guru dalam mengajar strategi tim mendengarkan, (II) penggunaan strategi tim mendengarkan dalam mengajar mendengarkan. Teori yang digunakan dalam penelitian ini Agus Suprijono, Isjoni and Hamdani.

Jenis penelitian ini adalah kualitatif, dengan menggunakan teknik deskriptif. Teknik pengambilan data yang digunakan yaitu pengamatan, wawancara, dokumentasi. Analisis data yang digunakan yaitu adalah pengurangan data, penyajian data, dan penarikan kesimpulan/verifikasi.

Hasil penelitian dengan melakukan pengamatan dan wawancara menunjukkan bahwa (1) penggunaan strategi tim mendengarkan di dalam kelas yaitu, aktif, berpikir kritis, mudah memahami pelajaran, dan fokus semua komponen penggunaan strategi tim mendengarkan telah dimasukkan oleh guru dan dalam proses pembelajaran dikelas, semua langkah penggunaan strategi tim mendengarkan telah digunakan oleh guru N (2) masalah yang ditemukan dari penggunaan strategi tim mendengarkan dalam belajar mendengarkan yaitu waktu pelaksanaan, fokus dan berpikir kritis. Karena dalam proses pembelajaran tim mendengarkan waktu yang digunakan sangat pendek sehingga pembelajaran tidak selesai,

fokus dan berpikir kritis ini tidak semua siswa bisa menerapkannya. Alasan siswa tersebut, untuk fokus dalam pembelajaran sangat sulit karena dengan suasana kelas yang ribut membuat siswa menjadi kurang fokus dan sulit untuk berpikir kritis. Sehingga penggunaan strategi tim mendengarkan dalam belajar mendengarkan dapat memberikan peningkatan terhadap proses pembelajaran siswa didalam kelas.

ABSTRACT

Rina Arliyani. 2020. The Use of Listening Team Strategy in Teaching Listening. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: (I) Dra. Andi Irlina, M.Hum. (II) Sovia Rahmaniah, S.Pd, M.Pd

Keywords : Listening team strategy, teaching, listening

In English education, it is very important for teachers to apply learning techniques in teaching and learning in the classroom. This thesis discusses the use of listening team strategies in teaching listening. The purpose of this research is to find out, namely (I) teacher preparation in teaching listening team strategy, (II) using listening team strategy in teaching listening . The theory used in this study is Agus Suprijono, Isjoni and Hamdani.

This type of research is qualitative, using descriptive techniques. Data collection techniques used were observation, interview, documentary. Analysis of the data used is data reduction, display, and drawing conclusions / verification.

The results of the study by observation and interview showed that (1) the use of the team's listening strategy in the classroom that is, active, critical thinking, easy to understand the lesson, and focused all components of the use of the team's listening strategy has used the teacher and in the learning process in class, all the steps of use the team listening strategy used by teacher N (2) the problem found from the use of the team listening strategy in learning to listen is the implementation time, focus and critical thinking. Because in the learning process, the listener team uses very short time so learning is not finished, focus and critical thinking not all students can apply it. The reason for these students, to focus on learning is very difficult because with noisy class difficulties making students difficult to focus and difficult to think critically. Improving the use of listening strategies in learning listening can improve student learning in the classroom.

MOTTO

“Change your mind and you will change your world”

(Norman vincent peale)

DEDICATION

I. dedicate this thesis for:

1. My beloved parents, “ABAH MAMA”, Bapak Argian and Ibu Nor Aliyah, who always give me endless love, supports in mentally, spritually, and materially during the time of study and the process of making this thesis.
2. My lovely little sisters, Rahimatunnisa and Rabiza Ibnatu Munira, your sister has been always blessed for the laughs and happiness. They are such life amusements for me.
3. Thank to my big family, who always pray for me to finish this thesis.
4. My goofiest in English class 2015 of English Education, thank you for all the happiness, madness and adventures we have been through along these five years
5. My thesis mates’ worries, Desy Putri Khanti, Mawaddah, and Fatimatul Rizkiah.
Keep believing to pursue our dreams
6. All of my friends in UIN Antasari Banjarmasin who have given me supports and love for completing my study.

ACKNOWLEDGMENT

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “ The Use of Listening Team Strategy in Teaching Listening, 2020”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all her friends who strunggle for Allah.

The writer like to express appreciation and gratitude to:

1. 1.Prop.Dr.H.Juairiah, M.Pd as the Dean of Fakulty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the administrative matters.
2. Nani Hizriani, M.A, as the Head og English Education Department for the assistance and motivation.
3. My academic advisor, Drs. Saadillah, M.Pd, for the guiddance and encouragement.
4. My thesis advisors, Dra. Andi Irlina, M.Hum, as the advisor of content and research methods for advice, helps, suggestion and correction.
5. Sovia Rahmaniah, S.Pd, M.Pd, as th advisor of language and writing techniques for the advice, helps, suggestion and correction.
6. Mr. Fakhriady, M.Pd the Headmaster of SMAN 1 Beruntung Baru, for the help and advice also the correction of the research.
7. Mrs. Norliana, S.Pd as English teachers for eleventh grade in SMAN 1 Beruntung Baru, thank you for the time and help during the research
8. All lectures and assistants n Faculty of Tarbiyah and Teacher Training for the priceless knowledge.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Ramadhan 17 th, 1441 H

May, 10 th, 2020 A.D

The writer,



Rina Arliyani

CONTENTS

Cover Page

Title Page

Approval Sheet

Validation

Statement of Authenticity

Abstract

Abstrak

Motto

Dedication

Acknowledge

Contents

List of Appendices

CHAPTER I INTRODUCTION

- A. Background of study
- B. Research questions
- C. Objective of the study
- D. Significance of study
- E. Limitation of study
- F. Definition of key terms

CHAPTER II THEORETICAL REVIEW

- A. Listening
- B. Cooperative Learning
 - a. Definition of cooperative learning
 - b. The advantages and disadvantages of cooperative learning

- C. Listening Team Strategy
 - a. Definition of Strategy
 - b. Definition of listening team
 - c. Steps of listening team strategy
 - d. Strengths and Weakness of listening team strategy
- D. Previous Study

CHAPTER III RESEARCH METHOD

- A. Research Design
- B. Research Setting
- C. Subject/Participant
- D. Data
- E. Technique of Data Collection
- F. Data Analysis

CHAPTER IV FINDINGS AND DISCUSSION

- A. Findings
- B. Discussion

CHAPTER V CLOSURE

- A. Conclusion
- B. Suggestion

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF APPENDICES

1. Translitory
2. Interview Guidelines Student
3. Interview Guidenlines Teacher
- 3.Obsevation Sheet
4. Teacher Profiles
5. School Profil
6. Vision and Mission
7. Staff of School
8. Student State of School
9. Research letter from the education office
10. Certificate of carrying out the seminar
11. Consultation Sheet
12. Observasion pictures