



**TEACHING LISTENING COMPREHENSION THROUGH TQLR  
(TUNE IN, QUESTION, LISTEN, REVIEW) STRATEGY TO THE TWELFTH GRADE  
STUDENTS OF SMA NEGERI 2 TEBING TINGGI**

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**ABSTRACT:** This study was to find out whether or not (1) there was a significant difference on the twelfth grade students' listening comprehension between those who are taught by using TQLR strategy and those who are not at SMA Negeri 2 Tebing Tinggi, and (2) there was a significant improvement on the twelfth grade students' listening comprehension between those who are taught by using TQLR and those who are not before and after the treatment at SMA Negeri 2 Tebing Tinggi. The result showed that (1) there was a significant difference on the twelfth grade students' listening comprehension between those who are taught by using TQLR strategy and those who are not at SMA Negeri 2 Tebing Tinggi, and (2) there was a significant improvement on the twelfth grade students' listening comprehension between those who are taught by using TQLR and those who are not before and after the treatment at SMA Negeri 2 Tebing Tinggi. It means that there was significant difference on students' listening comprehension taught by using TQLR strategy than students who are taught by using strategy used by teacher.

**Keyword:** *Listening Comprehension. TQLR (Tune in, Question, Listen, Review) Strategy.*

### **Introduction**

One of the languages that is used as a tool of communication is English, which has a role as an international language. As an international language, English is very important and has many interrelationships with various aspects of study of life owned by human being. In line with this, Brown (1987, p. 1) states that English is important to be learned and taught almost in all countries in the world.

In Indonesia English is taught as a foreign language. It is taught as a compulsory subject starting from elementary school to university level. The aim of teaching and learning English is that students are able to respond it well in the classroom based on teacher's instruction. There are four skills that students need to learn. They are listening, reading, speaking, and writing. Students need those skills not only to communicate with foreigners but also to pursue higher education or to enter the workplace, especially in sectors that require English skills.

Listening skill is the first skill in English, according to Patricia (2010, p. 11), listening is an active process of hearing and comprehending what is said. It means that listening is the process

of listening and understanding what speaker said. Furthermore, Sha (2002, p. 27) adds that listening is a voluntary process that through training and experience produces culture Listening is directed attention to what is heard, gathering, meaning, interpreting, and deciding on action.

There are many factors that affect listening skill. firstly, the facilities of the teaching listening whether using media or not; and secondly, most of the students of Senior High School have just known English when they are in there.

According to Samy (2000, p. 2) the signs of poor listening skills are: failing to allow others the opportunity to speak, not making proper eye contact with the speaker, not paying attention to the speaker and interrupting, ignoring what is discussed and focusing on their own views, asking question that show they are not listening and demonstrating through their body language that they are not listening.

However most senior high school students have difficulties to comprehend the material. Based on the researcher's interview with one of the teachers of English and students of SMA Negeri 2 Tebing Tinggi, some problems in listening comprehension accrued. For instance, the students were lack of motivation in learning listening skill. The students could not interpret what they heard, the teacher just read the materials and the students listened to their teacher, so they could not understand about the texts or conversations well. The teacher seldom use interesting media such as recorder, sound system and laptop to attract their listening interests.

To overcome these problems, it is suggested that a teacher has to use a good and interesting method in teaching and learning process. One of the strategies is TQLR strategy. TQLR strategy consists of: *Tune in* ( mobilized mental process and be ready to give full attention), *Question* (teachers ask students to ask about themselves some question related to the text that they will listen), *Listen* (teachers ask the students to listen carefully in order to get answer the question), *Review* ( is rechecking of the passage received against what is anticipated and evaluating the main point for their benefit and meaning). According to Manzo, (1995, p. 282) TQLR strategy is a simple strategy of unknown origin. In this strategy, a different task targeting a specific listening skill goes with each repetition text. The advanteges of the TQLR is effective for students' listening comprehension. The applying TQLR strategy is to make students can improve their listening comprehension. The students feel more focus, enjoy the teaching and learning process and more interested when they learn listening using TQLR strategies.



According to Catherin (2005, p. 3) TQLR strategy is appropriate and beneficial for students K-12.

To solve the reality faced in teaching listening of SMA Negeri 2 Tebing Tinggi, the researcher is interested in doing the research entitled **“Teaching Listening Comprehension through TQLR (Tune in, Question, Listen, Review) Strategy to the Twelfth Grade Students’ of SMA Negeri 2 Tebing Tinggi”**

### Concept of Teaching

According to Brown (2007, p. 7), teaching is a process of transferring knowledge which is done between teacher and student. Its related to brown’s opinion. He says that “teaching is showing and helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. An article from Al-Quran also mentions that:

يَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ  
 ائْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ

حَبِيرٌ

“You who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; knowledge, by degrees. And Allah is Acquainted with you do” (*Surah Al-Mujaadilah verse:11*).

### Concept of Listening

Listening is a student is ability to understand the meaning of the words they hears and to relate to them in some way. When the students hear a story, for instance, good listening comprehension enables them to understand, remember, discuss, and even retell in their own words. This is an important skill to develop even at an early age, because good listener grows up to become good communicator.

Patricia (2010, p. 11) adds that listening is an active process of hearing and comprehending what is said. Moreover, Fleteher, et. al (2006, p. 188) states that listening

comprehension is the terms that needs to be unpacked and refers to s process as hard to measure as reading comprehension. In addition, Richards (2008, p. 3), states that “listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous”.

Moreover, Brock & Fawcett (2013, p. 17) states that listening is an active process by which the helper shows respect for the client and demonstrates interest in the problems presented.

From the previous definitions, the researcher can infer that listening plays the important roles in teaching English as a second or foreign language, as communi cation, as the listener’s active participation of strategies and as a manipulation of strategies. In addition, listening comprehension is the core of listening process, if the students are not able to comprehend the listening material.

### **Concept of TQLR Strategy**

TQLR strategy consists of *Tune in*, mobilized mental process and be ready to give full attention. *Question*, Teacher asks students to ask about themselves some question related to the text that they will listen. *Listen*, teacher asks the students to listen carefully in order to get answer the question. *Review*, is rechecking of the passage received against what is anticipated and evaluating the main point for their benefit and meaning. According to Manzo (1995, p. 282), TQLR is simple strategy of unknown origin. In his strategies, a different task targeting a specific listening skill goes with each repetition text.

In addition, TQLR strategy is strengthens language devolepment, improve access to prior knowledge, builds awarences of learning, reduces confusion in locus of control. This strategy assists with listening comprehension (Collier, 2005, p. 22). Furthermore, in TQLR teacher helps students make useful notes about their experience by modeling strategies for active listening, a skill that helps students focus on the content of oral presentation of all kinds (Popp, 1997, p. 162).

### **Teaching Procedures by using TQLR Strategy for Listening**

Manzo (1995, p. 282) adviced four procedures in TQLR strategy, they are as follow:

1. Tune in

In this process the teacher informs the students to listen the instruction by giving motivation.

2. Question

In this step the teacher asks students to make some questions based on the text that they are going to listen.

3. Listen

The teacher plays recorder and ask students to listen recorder carefully.

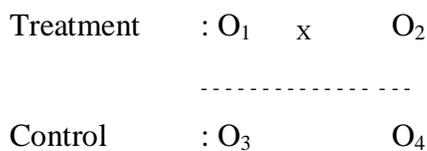
4. Review

The teacher asks students to summarize what they have listen about the text.

**Research Method**

In this study, quasi experimental designs was used specifically, pretest-posttest nonequivalent-groups design. This design provides control of when and to whom measurement is applied with a non-random assignment to experiment and control treatment.

There are two groups, that are experimental group and control group. The experimental group was taught by using TQLR (Tune in, Question, listen, Review) strategy. The figure of Pretest-Posttest Nonequivalent Groups Design is suggested by Cohen, Manion & Marrison (2007, p. 283) as follows :



where:

- - - - = the dashed line separating the parallel rows in the diagram of the non-equivalent control group indicates that the experemental and control groups have not been equated by randomazation-hence the term ‘non-equivalent.

O<sub>1</sub> = Pretest in experimental group

O<sub>2</sub> = Pretest in control group

O<sub>3</sub> = Posttest for the experimental group

O<sub>4</sub> = Posttest for experimental group

X = Treatment to experimental group taught using TQLR strategy.

This study includes two groups mainly experimental group and control group. The experimental group were a given treatment by using TQLR strategy. Meanwhile, the control group were not given any treatment.

According to Frankel, Wallen & Hyun (2012, p. 92), the population is the group of interest to the researcher, the group of whom the researcher would like to generalize the result of study. Meanwhile, in this study, the population was the twelfth grade students of SMA Negeri 2 Tebing Tinggi of the first semester in academic year of 2015-2016. The total number of students are 137 students which consists of 58 male and 79 female. In this study, the researcher used purposive sampling technique. According to Fraenkel et. al. (2012, p. 100), purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need. The purposive sampling was used, Class XII IPS 2 and XII IPS 3 were selected as the sample of the study. Class XII IPS 2 and XII IPS 3 were chosen based on observation and interview to English teacher, XII IPS 2 and XII IPS 3 have the same background knowledge and difficulties of listening ability. After the pretest, the result of class XII IPS 3 was higher than class XII IPS 2. Therefore, class XII IPS 3 was selected as the control group and class XII IPS 2 as the experimental group. The total sample of the this study is fifty-four students out of 137 populations.

## **Findings and Discussion**

Research instrument is designed for students' pretest and posttest activities. The test question items which are used for students' pretest is the same as it is given for students' posttest activities. The instrument that should be analyzed or checked are validity and reliability

### **a. Validity Test**

Validity has been defined as referring to the appropriateness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect (Fraenkle, et. al., 2012, p. 147). In this part, there are three kinds of validity test to be administered for



research instrument. They are construct validity, validity of each question items and content validity.

**b. Construct Validity**

The researcher asked her lecturer as validators to estimate the instruments They were Beni Wijaya, M.pd, Eka Sartika, M.Pd, and Amalia Hasanah M.Pd who are lecturers of UIN Raden Fatah Palembang. They measured including such things as the clarity of printing, size of type, adequacy of work space (if needed), appropriateness of language, clarity of directions, and so on regardless of the adequacy of the question in an instrument that it must be measured by giving test or tryout to students later on. After measuring the format of the instrument test, the three validators accepted it to continue doing tryout to the twelfth grade students.

**c. Validity Test of Each Question Item**

To find out the validity of the test question items, analyzed the items of the tests by doing try - out in order to find out the validity of each question items.

**d. Content Validity**

Fraenkle, et. al. (2012, p. 148) state that content validity refers to the content and format of the instrument. The content and format must be consistent with the definition of the variable and sample of subjects to be measured. comprehension.

**Reliability Test**

According to Fraenkel, et. al (2012, p. 154), reliability refes to consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. The concept of reliability is related to the consistency of the measurements when the testing procedure is repeated on a population of individuals or groups. Reliability test measures whether research instrument used for pretest and posttest activities is reliable or not. To find out the reliability of the test, Split Half analysis was used. Then, the score in test is analysis using Pearson Product Moment Correlation found in SPSS 20 (Statistical Package for the Social Science) program. The test consist of twenty five each question item and this question is test to thetwelfth grade students of SMA Negeri 2 Tebing Tinggi.

### **Normality Test**

Normality test is used to measure whether the obtained data normal or not. Martin, et. al. (2012, p. 22) argue that The data can be classified into normal when the p-output is higher than 0.05. In measuring normality test, the writer used One sample Kolmogorov Smrinov in SPSS program. The normality test is used to measure students' pretest scores in control and experimental groups, and students' posttest scores in control and experimental groups.

### **Homogeneity Test**

Homogeneity test is used to measure the scores is obtained whether it is homogen or not. Martin, et al. (2012, p. 24) stated that the score is categorized homogen when the p-output was higher than mean significant difference at 0.05 levels. In measuring homogeneity test, the writer used Levene Statistics in SPSS program. The homogeneity test is used to measure students' pretest and posttest scores in control and experimental groups.

### **Hypothesis testing**

First, in measuring a significant improvement on students' listening comprehension paired sample t-test was used. Significant improvement was found when the p-output (sig.2 tailed) is lower than 0.05 and t-value is higher than t-table (1.675). Second, In measuring a significant difference on students' listening comprehension score by using TQLR strategy and strategy that used by teacher independent t-test was used. It used to compare between the mean score of two independent groups on a given variable. Significant difference was found when the p-output was lower than 0.05 level and t-obtained was higher than t-table (1.675).

From the table analysis, in measuring significant improvement it was found that the p-output is 0.000 with  $df=26$  (1.675), and  $t\text{-value}= 12.500$ . It can be stated that there is a significant improvement from students' pretest to posttest scores in experimental group taught using TQLR startegy since p-output is lower than 0.05. It can be stated that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. Then, in measuring Significant difference it was found that the p-output is 0.000 and the t-value is 5.597. Since the p-output was lower than 0.05 level and t-value was higher than value of t-table (1.675) at the significance level



p-output is smaller 0.05, so that the null hypotheses ( $H_0$ ) was rejected and alternative hypotheses ( $H_a$ ) was accepted. It can be stated that there was significant difference on students' listening comprehension taught using *TQLR strategy* at SMA Negeri 2 Tebing Tinggi.

### Conclusion

Based on the findings and interpretations presented in the previous chapter, the reseacher concluded that (1) there was a significant different on students' listening comprehension achievement taught by using TQLR strategy and (2) there was a significant improvement on the twelfth grade students' listening comprehension between those who are taught by using TQLR and those who are not before and after the treatment at SMA Negeri 2 Tebing Tinggi. The result could be seen from the improvement of the twelfth grade students, as follows: the students became more active in learning process, the students were motivated to learn especially in listening skill, the students were interested to learn especially in listening comprehension, the students were able to comprehend the text and dialog. Therefore, it could be assumed that TQLR strategy was effective to the twelfth grade students of SMA Negeri 2 Tebing Tinggi. The students got improvements or benefits from the implementation of TQLR strategy. It also could be seem from the result of the test, it implied that TQLR strategy could be used as an alternative strategy in teaching listening.

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