

**THE EFFECTIVENESS OF USING TQLR (TUNE IN,
QUESTION, LISTEN, REVIEW) STRATEGY IN TEACHING
LISTENING SKILL TO THE TENTH-GRADE STUDENTS
OF SMK MUHAMMADIYAH 3 PALEMBANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

2025

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THESIS

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in Partial Fulfilment of the Requirements

For the Degree of Sarjana in English Language Education

BY

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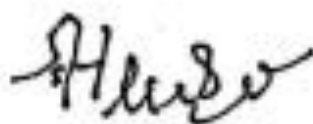
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Strategy in Teaching Listening Skill To The Tenth-Grade Students of SMK
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Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang di tetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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MOTTO AND DEDICATION

Motto:

“Work with responsibility, achieve with honor”

Dedication:

I would like to dedicate this thesis for people who always be special in my heart and who always there for me, they are:

1. My endless love, Mr. Ali and Mrs. Leginem who always pray, support, motivate, and give all those loves.
2. My beloved brother and sister, especially Hariyono. Who always cares and help me.
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ABSTRACT

Meilisa 2025. *The Effectiveness of Using TQLR (Tune in, Question, Listen, Review) Strategy in Teaching Listening Skill to The Tenth-Grade Students of SMK Muhammadiyah 3 Palembang*. This is submitted to the English Education Study Program, Sarjana's Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Under the advisors of (I) Masagus Sulaiman, S.Pd.,M.Pd. (II) Dr. Sri Hartati, M.Pd.

Keywords: Teaching, Listening Comprehension, TQLR strategy.

This study focuses on evaluating *The Effectiveness of Using TQLR (Tune in, Question, Listen, Review) Strategy in Teaching Listening Skill to The Tenth-Grade Students of SMK Muhammadiyah 3 Palembang*. The formulation of the problem was "Is effective to use TQLR (Tune in, Question, Listen, Review) to improve Listening Skill of Tenth Grade Students of SMK Muhammadiyah 3 Palembang?". The main objective of this research was to determine whether or not there is any significant Effective of TQLR strategy to Improve Listening Skill of Tenth Grade Students of SMK Muhammadiyah 3 Palembang. The sample of this research was 43 students take by purposive sampling. They divided into the control and experiment group. The collected data were analyzed using SPSS (Statistical Package for Social Science) version 25.0. The posttest mean for experiment group was 80.12, which has higher than the control group mean score of 69.41. The t-test result was 4.392, which exceeded the 0.05 significance level, indicating that the null hypothesis H_0 was rejected, while the alternative hypothesis H_a was accepted. Based on these findings, it can be concluded that the TQLR strategy had a significant impact to Improved students listening skill compared to traditional teaching method.

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Last but not least, the researcher realizes that this thesis is far from being perfect. There are still many weaknesses that needed to be improved in this thesis. So, any kinds of criticisms, comments, suggestions, and advice are much welcome.

The researcher accepts that this thesis could give a contribution for the readers and beneficial for the English teaching and learning process.

Palembang, 16 April 2025

Researcher,

MA

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CHAPTER I

INTRODUCTION

This chapter outlines background of the study, formulation of the study, objective of the study, significance of the study, hypotheses of the study, and criteria for testing the hypotheses.

A. Background of the study

Listening means understanding the message or ideas which were heard by someone. It was an active process in which a person carefully sought to understand the conversation rather than passively receiving information. This process was quite complicated, involving the ability to hear and process auditory stimuli such as sounds, music, noise, and conversation and then organize them in the mind.(Yangil, 2022)

Listening as a crucial language skill, serve as the foundation of communication. Recent research underscores the pivotal role of listening in language acquisition. For instance, a study by Sree Vani and Naik (2023) emphasizes that listening is fundamental to effective communication and academic success. They highlight that students who develop strong listening skill are better equipped to enhance their overall communication abilities. Additionally, Yildirim and Yildirim (2016) state that listening accounts for 40-50% of communication time, surpassing speaking (25-30%), reading (11-16%), and writing (9%). This distribution indicates that listening is the most utilized language skill, serving as the primary channel for language input.

In addition, listening skill are vital for receiving messages effectively. Effective listening is not only about hearing spoken words, but also requires psychological involvement, concentration, and willingness to understand to other with empathy and openness. (Sultana, 2023). According to Saraswaty, (2018), citing Rost (2009), listening skill plays an important role in helping individuals understand the world and are a key component of effective communication.

General students often face several difficulties in learning listening skill. These challenges may include unfamiliar vocabulary, variation in accent, Fast speech delivery, and lack of contextual knowledge, all of which can hinder comprehension. Ahmadi (2016) states that such factors contribute significantly to learners struggles in understanding spoken language, emphasizing that listening comprehension remains one of the most challenging aspects of language acquisition.

Adnyani (2019) In Indonesia, especially in high and lower secondary schools, listening was one of the skills tested in the national exam. Students had to answer at least 30% of the questions in the listening section. In addition, (Aminatun & Mulyah, 2021) stated students needed to improve their listening skills as much as possible to cope with this. In this case, the role of the teacher was significant. As facilitators in the classroom.

Through an interview and observation with of English teacher and students at SMK Muhammadiyah 3 Palembang, the researcher identified several challenges in learning listening, including;

- a. The students missed some words while listening to the material and could not understand their meaning after listening to the first time. This showed that students had difficulty identifying unfamiliar words.
- b. The students who had limited vocabulary, which has an impacted on their ability to do listening exercises.

From the problems raised by teachers and students, a listening problem solver was needed to make listening teaching more interesting in the need for effective teaching techniques. The TQLR strategy was chosen because it provides a systematic sequence that encourages students to be actively engaged in the listening process. This strategy has been proven to improve students focus, interest, and comprehension of listening materials. Previous studies have also shown that TQLR effectively addresses common challenges such as limited vocabulary and lack of concentration, and it leads to a significant improvement in learning outcomes compared to conventional

methods (Manurung, 2020). However, using the TQLR strategy also present some challenges. Students may struggle to create meaningful questions in the "Question" stage due to limited vocabulary. Other may find it hard to review the information after listening. For teachers, this method requires extra preparation and guidance. Therefore, while effective, TQLR needs consistent support to be applied successfully.

The TQLR strategy is a straightforward approach with an unclear origin. This strategy involves repetitive text, each linked to specific tasks designed to enhance various students listening comprehension. Applying the TQLR strategy enabled students to improve their listening comprehension. Students became more attentive, found the learning process more enjoyable, and showed greater interest when using the TQLR strategy to develop their listening skill. (Kurniawati, 2017).

Collier (2016) emphasized the importance of identifying and handling learning challenges by assessing problems, setting goals, and implementing interventions. This approach aligned with methods such as TQLR which were very effective in increasing student engagement in the learning process, especially in listening and comprehension skills. The TQLR strategy enables students to concentrate in the lesson, formulate meaningful questions, engage in active listening, and reassess their comprehension. This approach supports structured learning, fostering active participation that enhances student feedback, an essential factor in achieving learning success.

Based on the explanation of the problem stated the researcher conducted research under the title " The Effectiveness of using TQLR (Tune in, Question, Listen, Review) strategy in Teaching Listening Skill to the Tenth Grade Students of SMK Muhammadiyah 3 Palembang."

B. Formulation of Problem

Based on the research background presented, the researcher formulated the research problem: was it effective to use TQLR (tune in, Question, listen, review) strategy in teaching listening skills to the Tenth-Grade students of SMK Muhammadiyah 3 Palembang?

C. **Objective of the Study**

Based on the problem formulation, the objective of the research was to find out "whether or not it was effective to use TQLR (tune in, question, listen, review) strategy in teaching listening skills to the Tenth-Grade students of SMK Muhammadiyah 3 Palembang."

D. **Significance of the Study**

The findings of this research were anticipated to be beneficial for the following practical applications namely:

1. The Researcher Herself

It can broaden the researcher knowledge about the use of the TQLR strategy (tune in, Question, listening, Review) and provided many benefits to those who wanted to study in this field.

2. For Students

This research was expected to benefit readers, especially in helping them master listening and speaking in English using information from the TQLR strategy.

3. For English Teachers

The researcher hoped that these findings could provide new insights to support teacher in enhancing their instructional abilities through the implementation of multiple approaches, one of which was the TQLR strategy.

4. For Readers

The researcher hoped to understand the TQLR strategy used in listening comprehension and could provide readers with motivation and an overview to choose a broader and different research topic.

5. For Other Researchers

This could help them conduct further research as a reference. This research was expected to be useful for other researchers, complementing the literature review and supporting other research with the same title as the researcher.

E. Hypotheses of the Study

This study hypotheses were structured as alternative hypotheses (H_a) and null hypotheses (H_o).

1. H_a : It was effective to use the TQLR (tune in, Question, listen, review) strategy to teach listening skills to Tenth-Grade Students at SMK Muhammadiyah 3 Palembang.
2. H_o : It was not effective to use TQLR (tune in, Question, listen review) strategy to teach listening skills to Tenth-Grade Students at SMK Muhammadiyah 3 Palembang. "

F. Criteria for testing the hypotheses

In this study, the process of evaluating hypotheses involved either accepting or rejecting them. The researcher applied a t-test; if the t-obtained was equal to or exceeded the t-table, the research hypothesis (H_a) would be rejected. Conversely, if the t-table value was greater than the t-observed, the null hypotheses (H_o) would be considered valid, leading to the rejection of the research hypothesis.

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