

**USING TUNE IN QUESTION LISTEN REVIEW (TQLR) STRATEGY IN
TEACHING LISTENING COMPREHENSION TO THE NINTH GRADE
STUDENTS OF SMP NEGERI 3 KAYUAGUNG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULCTY OF TEACHING TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
2026**

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THESIS

PRESENTED TO

***Universitas Muhammadiyah Palembang*
In Partial Fullfilment of the Requirements
For the Degree of Sarjana in English Language Education**

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Motto:

Believed and was convinced that one hope will become a reality if accompanied by prayer, effort and sincerity.

Dedications:

- 1. My beloved parents, Robumin and Yuniati, The air I breathe is as relieving as your love that keeps flowing to support.**
- 2. My lovely brother and my sister Aipda Alek Darmajaya and Eti Damayanti, S.Pd Thanks for give me a chance and your experience**
- 3. My honorable advisors, Masagus Sulaiman, S.Pd., M.PD., and Dian septarini, S.Pd., M.Pd. for their guidance, advice and encouragement in completing this thesis.**
- 4. My team entjoy production , thanks for your love, support, togetherness, patience, kindness, jokes, understanding and everything, it means so much for me**
- 5. All lecturers of the Faculty of Teacher Training and Education, especially in the English Study Program, for their valuable knowledge and guidance.**
- 6. All my classmate in the Academic Year 2022, thanks to four years, patience and jokes, our friendship will last ever after**

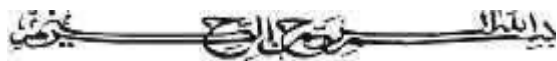
ABSTRACTS

Alven Damajaya. 2026. *Using tune in listen review (TQLR) strategy in teaching listening comprehension to the ninth grade students of SMP Negeri 3 Kayuagung.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang*. Advisors: (I) Masagus Sulaiman, S.Pd., M.Pd, (II) Dian Septarini, S.Pd., M.Pd.

The objective of this study is to find out whether or not Tune in, Question, Listen, Review (TQLR) strategy effective in teaching listening comprehension to the ninth grade students of SMP Negeri 3 Kayuagung, This study employed a quasi-experimental design involving two groups: an experimental group and a control group. The experimental group was taught using the TQLR strategy, while the control group received conventional teaching methods. The sample consisted of 63 students, with 32 students in the experimental group and 31 students in the control group, To collect the Data, The researcher used pretest and posttest in terms 35 essay. to analyzed the Data, The researcher used t-test, paired t-test and independent sample t-test, The result of the study showed Tune in, Question, Listen, Review (TQLR) strategy was effective in teaching listening comprehension to the ninth grade students of SMP Negeri 3 Kayuagung, it was prove by t-test or t-obtained was 1.87 higher than t-table of df 30, and there is an increased in score based on the table, It means that tune in, Question, Listen, Review (TQLR) strategy was effective in teaching listening comprehension to the ninth grade students of SMP Negeri 3 Kayuagung.

Keywords : Using Tune in Question listen review (TQLR), Teaching listening

ACKNOWLEDGEMENTS



First and foremost, the researcher would like to express his deepest gratitude “Alhamdulillahirabbil ‘alamin” to Allah SWT The Most Gracious and The Most Merciful, who has given the him strength, blessing, and guidance to finish this thesis entitled “Using Tune in Question Listen Review (TQLR) Strategy In Teaching Listening Comprehension to the Ninth Grade Student Of SMP Negeri 3 Kayuagung”. It was written to fulfill one of the requirements for Sarjana Degree (S1) Examinations of English Education Department. Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang* in the Academic Years of 2025/2026. Firstly, the researcher would like to express his deepest thanks to his two advisors, Masagus Sulaiman, S.Pd., M.Pd., and Dian Septarini, S.Pd., M.Pd. who have given their valuable advice, support, help, and guidance during the stages of the preparation and thesis writing process. Secondly, the researcher would like to express his great thanks to the Headmaster at the State SMP Negeri 3 Kayuagung, and the teachers, especially the teacher of English, and The Staff members, and also the Ninth Grade Students at the State SMP Negeri 3 Kayuagung, who have given their help and support in collecting the research data. Thirdly, the researcher is also grateful to the Dean of Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*, Prof. Dr. Indawan Syahri, M.Pd. and his staff members. The Head of English Education Study Program, Hj. Asti Gumartifa, S.Pd., M.Pd and all of lectures in English Study Program. Last but not least, the researcher realizes that the thesis is still far from being perfect, therefore any comments, suggestions and constructive criticisms are very much welcome.

Palembang, 2 juli 2026

The Researcher

Alven Darmajaya

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CHAPTER 1

INTRODUCTION

This chapter discusses background of the study, problem of the study, objective of the study, significance of the study, hypotheses of the study and criteria of the hypotheses testing

A. Background of the study

According to Sulaiman et al., (2026) Language is essentially a system of sound through which humans express meaning, in oral communication, thoughts, feelings and information are transmitted through sequences of speech sound that follow structured patterns.

An essential part of learning a language is listening. According to Güleç & Durmuş, (2015), listening is a deliberate mental process that helps one comprehend what is being heard. A person can hear information and fully comprehend it by listening. In contrast, Saddhono & Slamet, (2014) that, when considering the process of language acquisition, listening abilities are the first human action. As a result, speaking, reading, and writing are all influenced by listening abilities. According to Hien, (2015) asserts that the listening process is crucial to learning a foreign language since it offers language input. Listening is a crucial input skill for students' language development. Students' pronunciation, syntax acquisition, and word stress can all be improved through listening, all of which enhance language competency.

English has a variety of accents, such as British, American, and Australian English. With good listening skills, you'll get used to recognizing these differences and understanding the intonation used in various situations. According to Vandergrift, (2007) "Exposure to different accents through listening practice is crucial for developing robust comprehension skills

There are four language skill in english, listening, speaking, reading, writing. According to Brown, (2001) "Listening is the foundation of language learning. Without listening skills, learners will never learn to communicate effectively." In other words, listening skills serve as the cornerstone for developing other language skills, Like other experts Sudewi, (2021) state that It is evident that EFL pupils' weakest talent is listening, which manifests in a variety of listening issues. At Sulawesi Barat University, this study assessed the needs analysis of students' listening abilities in EFL learners. The purpose of this study was to determine the barriers that students face while listening and to assess their demands.

The purpose of the survey was to determine: 1) the obstacles to the growth of students' listening abilities, and 2) the solutions. the students' listening requirements? Twenty four EFL learners were chosen voluntarily from six distinct courses for the experiment. The information was collected via questionnaires. There were many causes that, according to the study's findings, impede a student's hearing, including speaking quickly, softly, with various accents and pronunciations, and in a group. of multiple people speaking simultaneously. Students need to improve their listening comprehension in the following ways: they need to be able to identify English lecturers, they need to learn how to take good notes, and they need to be able to ask questions. Students must be able to identify lengthy English explanations and instructions, recognize various accents and pronunciations, and expand their vocabulary in order to repeat or explain

One of the skills assessed in the national exam in Indonesia notably in higher and lower secondary schools, is listening. At least the students must respond to questions. As a result, students must work hard to improve their listening abilities in order to deal with the fact that 30% of the questions in the listening section. In this instance, the teacher's function is crucial. Teachers must be aware that students also need to develop their talents as facilitators in the classroom. Aminatun & Muliya, (2021)(skills in listening and listening.

According to Dewi et al., (2018) hearing comprehension refers to a deeper understanding of the meaning of spoken utterances, whereas listening competency relates to the capacity to comprehend the meaning contained in spoken language. When considered in the context of second language acquisition, listening comprehension may be considered an essential component. Listening proficiency can also be a factor in determining success in both work and academic attainment.

Meanwhile Biel & Gatica-Perez, (2011) states that YouTube is a platform where users may create channels to post, share, and comment on videos as well as find and share similar videos. YouTube was started in 2005 by Steve Chen, Chad Hurley, and Jawed Karim. Since then, YouTube has grown and gained popularity among users, offering free video content in a variety of genres, including music, entertainment, humor, animation, vlogs, and education.

The study Interactions with Attitudes towards Teachers' Use of L1" Subekti et al., (2023) discovered that students outside of the English department Their listening abilities, which were classified according to the CEFR as low to moderate, were at the General English 1–3 level. Their self-rated listening abilities improve as they progress through the General English curriculum. Nevertheless, the study also revealed that there was a discrepancy between their perception of their listening abilities including real-world issues and the reality.

There are various steps involved in the process of listening. According to Tompkins & Hoskisson, (2010) the process of listening is an activity with multiple stages. Receiving, attending, and assigning meaning those are primary phases of the listening process.

According to Tompkins & Hoskisson, (2010) the first step involves the listener taking in the speaker's visual and aural cues, focusing on some of them, and blocking out other distracting ones Students must listen to the speaker and focus on the most crucial details in the message because there are many distractions around them in the classroom.

Several issues with listening comprehension were found through an interview with one of the English instructors and pupils at SMP Negeri 3 kayuagung. For instance, pupils need more encouragement to acquire listening abilities. The teacher just reads the material, and the kids are unable to understand what they are hearing. Since students listen to their teachers, they need assistance comprehending the content or conversation. Teachers seldom employ interesting media, like recorders or sound systems

According to Kurniawati, (2017) the T.Q.L.R. strategy is a simple strategy of unknown origin. Each repeated text in this strategy corresponds to different tasks targeting specific listening skills. The advantage of T.Q.L.R. is that it is effective for students' listening comprehension. Applying the T.Q.L.R. strategy student enables to improve their listening comprehension. Students more focused, enjoy the teaching and learning process, and are more interested when they learn english listening using T.Q.L.R. strategies.

B. Formulation of the study

Based on the reseach background and the reseacher formulated the research problem was that was it effective to use Tune in, Question, Listen, Review (TQLR) strategy in teaching listening comprehension to the nine grade students of smp negeri 3 kayuagung?

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 used Tune in, Question, Listen, Review (TQLR) strategy in teaching listening comprehension to the eight grade students of smp negeri 3 kayuagung.

D. Significance of the study

The results of this research are expected to be useful both theoretically and practically:

For the researcher himself It could broaden the understanding of the T.Q.L.R. strategy (tune in, Question, listening, Review) and provide many benefits to those who want to study in this field. For teachers Researcher hoped that teachers improve their teaching skills and listening comprehension by knowing the results of this study.

For students This research was expected to benefit readers, especially in helping them master listening and speaking in English using information from the T.Q.L.R. strategy For Readers The researcher hopes to understand the T.Q.L.R. strategy used in listening comprehension and could provide readers with motivation and an overview to choose a broader and different research topic

E. Hypotheses of the study

In this study, the writer tried to prove the following hypotheses

H_a : There was significant effect of listening ability between students who are taught by using TQLR strategy and those who are taught by using conventional strategy.

H_o : There was not significant effect of listening ability between students Who are taught by using TQLR strategy and those who are taught by Using conventional strategy

F. Criteria of the hypotheses testing

In this study, regulating hypotheses means accepting or rejecting them. The writer use a t-test. If the t-obtained is equal to or higher than the t-table, the research hypothesis (H_o) should be dismissed. In other words, if the t-table is higher than the t- observed, the null hypothesis could be acceptable, and the research hypothesis should be rejected

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