

**THE EFFECT OF TQLR (TUNE, QUESTION, READ, AND REVIEW)
STRATEGY ON STUDENT'S LISTENING COMPREHENSION USING
BRITISH COUNCIL STRATEGY****Muhammad Alfarikh¹, Paisal Manurung²**^{1,2}Pendidikan Bahasa Inggris, Universitas Asahane-mail: muhammadalfahrinasution@gmail.com**Abstract**

This research aims to determine the effect of the TQLR strategy on students' listening comprehension, especially in terms of answer accuracy using the TQLR Strategy for tenth grade students at SMA Negeri 1 Meranti.

This research design is experimental, used with a pre-test and post-test. The population of this research is Class X students of SMA Negeri 1 Meranti for the 2023/2024 academic year. 40 students from class X and 40 students from class Y were selected as samples using random sampling technique. This research was carried out by researchers from April 6 to April 27 2024 in 12 meetings. Data was obtained through a native speaker listening test using application media as an alternative for students to listen to native speakers.

The findings show that the TQLR strategy in terms of answer accuracy is effective for improving students' listening comprehension. This is supported by the students' average score on the pre-test of 5.88 and increasing to 7.88 on the post-test and the t-test score being greater than the t-table score ($4.85 > 1.711$). And in terms of general understanding, it is also effective in improving students' listening comprehension. This is supported by the average student score on the pre-test of 6.43 and increasing to 7.98 on the post-test. And the t-count value is greater than the t-table value ($4.72 > 1.711$). Therefore, the Alternative Hypothesis is accepted and the Null hypothesis is rejected. Based on the analysis of the results, the researcher concluded that the TQLR strategy really helped students in improving students' listening comprehension.

Keywords: *Listening Comprehension, TQLR Strategy, British Council Application, General Comprehension.*

INTRODUCTION

Listening activities are more focused on understanding what is heard. Listening is an important part of learning a foreign language. With good listening comprehension skills, it will have a good impact on mastery of speaking, writing, grammar and vocabulary. In schools, therefore, many teachers apply several methods to improve student's listening skills, in English subjects. The listening process is sometimes difficult to do, for example students must practice often to improve listening comprehension so that student's ability to communicate using English becomes better.

As stated by DeJong (1975) communication is spoken language that is delivered spontaneously through the meanings of one's thoughts so that it affects the interlocutor. In order to develop communicative efficiency in pronunciation, the students need to understand how sounds are made and how stress is used.

Based on Gökmen (2021) clarifies that the students can improve their listening skills and gain valuable language input – through a combination of extensive and intensive listening material and procedure. Listening comprehension must be mastered when learning a foreign language, such as English. With good listening comprehension, we can respond or respond to conversations with the other person. Practicing listening with native English speakers is also very helpful in listening comprehension, so that you are accustomed to understanding rarely heard language sounds. Misunderstanding often occurs if you don't understand the meaning and the stated purpose.

METHOD

The researcher used quantitative research approach. Quasi experimental Study in this research. In experimental research the researcher used test and questionnaire as the techniques to collect the data for this research. The test is used to collect the data of listening skill whereas the questionnaire is used to obtain the data of the usage British Council to investigate students' listening skill. The instruments of collecting data are:

1. Observation

Observation is used to observe students who are ready to take part in listening lessons, and observe that each tool used by students, such as earphones, is working properly. In this observation technique, researchers prepare a list of observation elements to be used as observers in the classroom during the teaching and learning process using the British Council Application and its strategies for optimizing listening comprehension learning in the classroom.

2. Questionnaire

A questionnaire is a list containing a series of questions regarding a problem or area to be researched. To obtain data, questionnaires are distributed to respondents (people who answer questions asked for research purposes) especially in survey research. In this research, the researcher used the TQLR strategy as a step or method that the researcher would use before giving a written questionnaire consisting of 10 questions, based on guidelines from Hardani et al., (2020) which were then answered by the respondents/sample. and the form of the questionnaire is a closed questionnaire, namely a questionnaire where the questions use multiple choice techniques or already have answer choices, so the respondent just has to choose the answer they want. Questionnaire techniques are used to determine the level of emotional intelligence and motivation of students to learn to listen. In conducting research, students are directed to fill out a questionnaire based on actual conditions. The data obtained from the questionnaire is in the form of detailed questions regarding the extent of the influence of TQLR in learning comprehension which has been applied by the researcher in the classroom and then

the researcher in learning listening comprehension in the classroom then the researcher will make a score. From each answer chosen by students, it is hoped that researchers can see the extent of the influence of the strategies they apply during class in learning listening comprehension. You can see the questionnaire in the attached list.

3. Test

The test is used to see students' learning outcomes for the pre-test and post- test which are used to determine students' abilities in listening skills. The pre-test is used to determine the ability of research students to give test using the British Council Application. The post-test was given after they were given different treatments. Therefore, the results of this treatment vary. For the pre-test and post-test, researchers took 4 aspects of skills according to those contained in the British Council Application, including listening, conversation, pronunciation and vocabulary. to be used as material or tests that will be used in listening comprehension tests. This is done before the students will be given a post - test, where for the post - test the researcher will use the TQLR strategy to review the extent of their understanding of the previous test and the test that uses the researcher's strategy will create a different test of 40 questions from the 4 aspects that the researcher tested the students on. previously namely listening, conversation, pronunciation and vocabulary. Test instruments need to be tested for validity and reliability. Therefore, the question instrument needs to go through validity and reliability testing before being used for research to make it relevant.

RESULTS AND DISCUSSION

The findings show an overview of the results from data collected through listening comprehension tests in the pre-test and post-test. It is explained in the form of graphs or charts or tables. Then the discussion is an explanation of the findings but still shows the data results. In this discussion, the researcher uses the words of several previous experts.

Findings

The findings of this research relate to the application of TQLR strategies in improving students' listening comprehension consisting of students' improvement in listening comprehension in dialogue texts in terms of accuracy of answers and general understanding in listening to English sentences through the British Council application.

The Data

A test was carried out to collect data, the experiment was carried out on class x students of SMA Negeri 1 Meranti from the data collected in the following table, and the location was on Jl. Sei Balai plantation, Meranti District 21252.

The Preliminary Data of Pre-Test

The highest and lowest experimental pre-test scores were 90 and 30. The average total pre-test score for students in the experimental class was 61.033. The test results can be seen below in table 4.1 as student scores on the experimental pre-

test.

To explain on the data was found, this research would analyze the data below. Percentage of data pre-test and post-test of experimental group can be formulated as:

No	Pre-test experimental class	Post-test experimental class
Mean	50,34%	80,33%
Median	60%	70%
Modus	50%	80%

To explain on the data was found, this research would analyze the data below. Percentage of data pre-test and post-test of experimental group can be formulated as:

No	Pre-test experimental class	Post-test experimental class
Mean	50,34%	80,33%
Median	60%	70%
Modus	50%	80%

The percentage of mark $= \frac{1520}{40} \times 100\%$

$= 38,54\%$

Based on the average it can be concluded that students' skill in listening comprehension test in pre-test on the level moderate is 50,34%

Meanwhile, in the average of the post-test is as follow:

The percentage of mark $= \frac{2230}{30} \times 100\%$

$= 74,33\%$

Based on the average it can conclude that the students' skill in listening comprehension in the post test on the level good is 74,33%, but there was an effectiveness of the students in listening comprehension used TQLR strategy the score pre-test and the score post-test.

To explain on the data was found, this research would analyze the data below.

Percentage of data pre-test and post-test of experimental class can be formulated as:

No	Pre-test Control Group	Post-test Control Group
Mean	49,63%	60.43%
Median	55%	65%
Modus	40%	60%

Based on the average it can be concluded that the students' skill in listening comprehension in the post-test on the level moderate is 60,43%, because that without using TQLR as strategy is effectiveness in listening comprehension for students.

Hypothesis

Based on the research done by the research on the listening comprehension by TQLR strategy model, the gathered data or the resultant classification is going to be presented and analyzed in this chapter to obtain the answer of the research problem. The steps which had been done to take the data as following steps:

1. Administrating the test to the students
2. Checking the test answer given by students
3. Collecting the test result as data to be analysed using TQLR strategy and without TQLR strategy learning model.

CONCLUSION

Based on data and data analysis, the conclusions are:

1. Based on the average it can be concluded that the students' ability in listening comprehension in the post-test on the level good is 74,33% but there was an effectiveness of the students in listening comprehension used TQLR strategy model between the score pre-test and the score post-test.
2. Based on the average it can be concluded that the students' skill in listening comprehension in the post-test on the level moderate is 60,43%, because that without using TQLR as a strategy is not effectiveness in listening comprehension.

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