

**THE EFFECT OF USING TQLR (TUNE QUESTION LISTEN  
AND REVIEW) STRATEGY TOWARD LISTENING  
COMPREHENSION OF THE FIRST YEAR  
STUDENTS AT JUNIOR HIGH  
SCHOOL YKPP  
DUMAI**



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PEKANBARU  
1432 H/2011 M**

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(S.Pd.)



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## **SUPERVISOR APPROVAL**

The thesis entitled “*The Effect of using TQLR (Tune, Question, Listen and Review) Strategy toward Listening Comprehension of the First Year Students at Junior High School YKPP Dumai*”, is written by Shelfiany Fruarsih, NIM. 10814002449. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Jumadil Akhir 13, 1433 H  
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امين يا رب العالمين

Pekanbaru, 03 May 2012

The Writer,

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## **Abstrak**

### **SHELFIANY FRUARSIH (2012) : Pengaruh Penerapan Strategi TQLR (Tune, Question, Listen and Review) terhadap Pemahaman Mendengar Siswa Pada Siswa Kelas Satu SMP YKPP Dumai**

Mendengar adalah keahlian yang memegang peranan yang sangat penting di dalam sebuah kelas pembelajaran bahasa asing termasuk bahasa Inggris. Dengan mendengar siswa mampu mendapat informasi dan pengetahuan dari guru atau teman mereka. Dan mendengar juga mampu memberikan pengetahuan kepada siswa tentang bahasa Inggris sesuai yang mereka harapkan. Namun, harapan tampaknya belum dapat direalisasikan. Salah satu faktor dominan adalah strategi dalam mengajar. Dalam hal ini strategi TQLR adalah strategi yang tepat untuk meningkatkan pemahaman mendengar siswa, karena strategi ini melibatkan siswa untuk saling berdiskusi dan lebih banyak mendengar untuk meningkatkan kemampuan mendengar mereka.

Tujuan dari penelitian ini adalah untuk menemukan bagaimana pemahaman mendengar siswa yang diajarkan dengan strategi TQLR, kemudian menemukan bagaimana pemahaman mendengar siswa yang diajarkan dengan strategi biasa dan terakhir menemukan ada atau tidaknya pengaruh yang signifikan dari strategi TQLR (Tune, Question, Listen and Review) terhadap pemahaman mendengar pada siswa kelas satu SMP YKPP Dumai.

Penelitian ini adalah jenis penelitian eksperiment semu tipe Non-equivalent Control Group Design. Adapun populasi dari penelitian ini adalah semua siswa kelas satu SMP YKPP Dumai yang terdiri dari 151 siswa, dan terdiri dari empat kelas. Sampel dari penelitian ini adalah kelas; VIIB dan VIIC. VIIB sebagai kelompok eksperimen yang diajar dengan strategy TQLR dan kelas VIIC sebagai kelas control yang diajar dengan strategy biasa.

Temuan penelitian menunjukkan bahwa peningkatan dapat dilihat dari skor uji-t. Total skor t-tes adalah 2,89. Berdasarkan t-tabel,  $2.00 < 2.89 > 2.65$ . Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari menggunakan strategi TQLR terhadap pemahaman mendengar pada siswa kelas satu SMP YKPP Dumai.

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## CHAPTER I

### INTRODUCTION

#### A. Background

Listening is one of the language skills. It is an essential part of the communication process that should be mastered by the students. By listening, the students can acquire the information and develop what the speakers say. According to Fox, listening is an activity in which a listener can analyze, identify, respond and understand to speak in the second language.<sup>1</sup>

In order to develop communicative efficiency in pronunciation, the students need to understand how sounds are made and how stress is used. Based on Harmer, 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.<sup>2</sup> Listening of both kinds is especially important since it provides the perfect opportunity to hear voices rather than the teacher, enables the students to acquire good speaking habits as a result of the spoken English, help to improve their own pronunciation.<sup>3</sup> This is something that the teacher can tell through explanation and examples. The students also need to hear the language used, so that they can both imitate the pronunciation and also subconsciously acquire some of its sound.

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<sup>1</sup> Fox J, *Teaching Listening Skills, English Forum*. (USA : Prentice Hall, 1970), p. 42-45

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*. (Cambridge : Logman, 2001), p. 228

<sup>3</sup> *Ibid*, p. 228

In teaching and learning English process in Indonesia schools, especially at every level of education, listening skill is categorized as the final language skills that must be mastered by all the students. Listening skill is not a difficult activity for the students but it is enjoyable activity.<sup>4</sup>

And in the syllabus of the first year (especially for the second semester) at SMP YKPP Dumai that the students are required to be able comprehend the meaning in transactional and interpersonal conversation in some expressions, short functional texts, and descriptive text.<sup>5</sup>

Based on writer's preliminary study at the first year of SMP YKPP Dumai on the December 10 2011. The teacher used many strategies in teaching listening, such as, teacher divided students into small group, then teacher gave a topic listening and then teacher gave explanation about background knowledge of topic of listening and then the teacher gave strategy to students in listening comprehension. The example is the use of bottom up, and top down strategy.

Ideally, the students should comprehend the information of the topic, because the teacher has given warming up before listening. Then, there are some difficulties found in teaching listening that can be itemized into the following symptoms :

1. Some of the students are not able to find the message from the speaker.
2. Some of the students are not able to find clue from the listening material.

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<sup>4</sup> Rika Ariani. *The Use of English Songs in Listening Sounds Discrimination by the Third Year Students at SMP N 3 Pasir Peny. 2007. P. 9 unpublished*

<sup>5</sup> Syllabus of SMP YKPP Dumai 2010-2011. *unpublished*

3. Some of the students are not able to catch what the speaker say.
4. Some of the students have lack of background knowledge.
5. Some of students are not able to associate two phonetically new similar words.

Based on the problems described above, the writer wants to apply an appropriate way as an effort to increase listening ability for the students at the first year of SMP YKPP Dumai. The way has to be acceptable and easy for students to follow. The writer is interested in applying the TQLR strategy as a strategy in teaching listening. This strategy assists listening comprehension. Students generate questions and listen for specific statements related to those questions.

TQLR strategy is a four-step listening strategy to improve their listening skills. Manzo says that the purpose of TQLR strategy is to improve the student's ability to listen in focused manner and to recall, try the TQLR (Tune in, Question, Listen, and Review) strategy.<sup>6</sup> It means that, the strategy is appropriate in teaching listening, because it can improve the students' skill in listening.

Based on statement above, the writer thinks that TQLR strategy is appropriate or necessary to achieve the active learning and interesting learning. It is an interesting strategy that is used to improve the student's active learning, especially in listening process.

Based on the explanation and the problem above, the writer is interested in conducting a research entitled **“THE EFFECT OF USING TQLR STRATEGY**

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<sup>6</sup> Anthony V Manzo, Ula V Manzo. *Teaching Children to be Literate : A Reflective Approach*. (New York : Harcourt Brace College Publisher, 1995), p. 105

## **TOWARD THE LISTENING COMPREHENSION OF THE FIRST YEAR STUDENTS AT JUNIOR HIGH SCHOOL YKPP DUMAI“.**

### **B. Reason for Choosing the Problem**

The reasons why the writer is interested in carrying out the research on the topic above are based on several considerations as follows:

1. The problems of the research are very interesting and challenging to be investigated in teaching and learning listening.
2. The topic is relevant to the writer as one of the students of the English Education Department.
3. The students of Junior High School YKPP Dumai still get difficulties in listening skill.

### **C. The Problem**

#### **1. Identification of the Problem**

Based on the background and the phenomena above, the writer would like to identify the problems as follows:

1. Why are some of the students unable to find the message from the speaker?
2. Why are some of the students unable to find clue from listening material?
3. Why some of the students are unable to catch what speaker says?

4. Why do some of the students have lack of background knowledge?
5. Why do some of the students have difficulties to associate two phonetically new similar words?

## **2. Limitation of the Problem**

Based on the identifications of the problems above, there are some problems involving in this research. In this research, the researcher only focuses on the effect of using TQLR (Tune, Question, Listen and Review) Strategy toward listening comprehension of the first year student at Junior High School YKPP Dumai.

## **3. Formulation of the Problem**

The problems of this research are formulated in the following research questions:

1. How is students' listening comprehension taught by using TQLR (Tune, Question, Listen and Review) strategy at the first year students of Junior High School Dumai?
2. How is students' listening comprehension taught without using TQLR (Tune, Question, Listen and Review) strategy at the first year students of Junior High School Dumai?
3. Is there any significant effect of using TQLR (Tune, Question, Listen and Review) strategy at the first year students of Junior High School Dumai?

#### **D. Objectives of the Research**

This research is necessarily carried out in order to achieve the objectives as follows:

1. To get information about the students' comprehension in listening taught by using TQLR (Tune, Question, Listen and Review) strategy at the first year of Junior High School Dumai.
2. To get information about the students' comprehension in listening taught without using TQLR (Tune, Question, Listen and Review) strategy at the first year of Junior High School Dumai.
3. To know the effect of TQLR (Tune, Question, Listen and Review) strategy toward students' listening comprehension at the first year of Junior High School Dumai.

#### **E. Significance of the Research**

Related to the objectives of the research above, the significance of the research is as follows:

1. To the writer as a researcher in term of learning how to conduct the research.
2. These research findings are also expected to give the positive contribution or information to the first year students of SMP YKPP Dumai and the teacher of English as determiner of their learning and teaching success.
3. These research findings are also hoped to justify these existing theories on teaching and learning English as second language – first language, and for

those who are concerned with current issues on learning and teaching language.

## F. Definition of the Terms

In order to avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

### 1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.<sup>7</sup> In this research, effect is defined as the result of teaching listening treated by using TQLR strategy at the first year students of SMP YKPP Dumai.

### 2. TQLR

TQLR is listening strategy. TQLR is a way to teach student a variety of possible ways to listen what the speaker say. The basic TQLR procedure is summarized by its title:<sup>8</sup>

**Tune** : get ready to listen, and to give the speaker your full attention.

**Question** : ask your self questions while you are listening.

**Listen** : listen for clue words or phrases that help you predict what is coming.

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<sup>7</sup> Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition (New York, Pearson Education: 2002) p. 175.

<sup>8</sup> Antoni V Manzo, *Loc. cit.*, p. 105

**Review** : to make your review even stronger, say it out loud.

TQLR strategy is a four-step listening strategy to improve their listening skills. In this research, TQLR strategy is strategy that is used to improve the students' skill in listening.

### 3. Strategy

Strategy is a series of ordered steps that will allow a student to perform a task. The strategy serves to help structure the students' efforts (i.e., to do the steps in order) and to remind the students what to do at each stage of the process.<sup>9</sup>

In this study, strategy deals with the way that is used by the students to comprehend listening. Strategy that is used in this research is TQLR (Tune, Question, Listen, and Review).

### 4. Listening Comprehension

Listening comprehension is the process of understanding speech in a second or foreign language.<sup>10</sup> The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the learner's expectations, the situation and context, background knowledge and the topic. In this research, listening

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<sup>9</sup> Robert Reid and Torri Ortiz Lienemann. *Strategy Instruction for Students with Learning Disabilities*. (New York : The Guilford Press, 2006), p. 18

<sup>10</sup> Jack C. Richards, John Platt. Heidi Platt. *Language Teaching and Applied Linguistics*, Logman Dictionary. ( England : Pearson Educatio Limited, 1999), p. 216

comprehension is process of understanding speech in foreign language  
with used TQLR strategy.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. THEORITICAL FRAMEWORK

##### 1. The Nature of Listening

Listening is the activity of paying attention to and trying to get meaning from something we hear.<sup>1</sup> To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves.

According to Nation, listening is the natural precursor to speak; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.<sup>2</sup>

Listening is an activity and purposefully process, in which listener participates and makes a positive contribution by bringing his power concentration to hear what he hears.<sup>3</sup> From these, we can see that listening is not a passive activity. In listening, the listener is asked to be more active in analyzing and constructing the message from the speaker.

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<sup>1</sup> Mary Underwood, *Teaching Listening*. (London and New York : Logman, 1989), p. 1

<sup>2</sup> I. S. P Nation and Jonathan Newton. *Teaching ESL / EFL Listening and Speaking*. (New York and London : Routledge Taylor & Francis Group, 2008), p. 37

<sup>3</sup> Rika Ariani. *The Use of English Songs in Listening Sounds Discrimination by the Third Year Students at SMP N 3 Pasir Peny. 2007*. P. 9 unpublished

In addition, listening is a demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message.<sup>4</sup>

Listening skills are crucial for the learners. Listening and speaking are often taught together, but beginners especially non-literate ones should be given more listening than speaking practice. It is important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary.

From the explanation above, the writer can conclude that listening is important skill because through listening the listener can get some information that she or he wants to know.

## **2. Characteristic of Listening**

There are six characteristics of listening and their implications for teaching listening.<sup>5</sup>

1. Spoken language is different from written language. Spoken language is not organized, does not consist of complete sentences and is full of interruptions, hesitations and repetition and does not necessarily contain a lot of information. Hence, students should be exposed to

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<sup>4</sup> G. Brown & G. Yule. *Teaching the Spoken Language*. (Cambridge: Cambridge University Press, 1983), p. 7

<sup>5</sup> Mac Yin Mee. *Teaching Listening- An Overview*. (University of Malaya : *The English Teacher* Vol XIX July 1990)

authentic speech instead of artificial dialogue or written speech which is read.

2. The listener is usually helped by visual information which facilitates understanding. We can see the speaker and his expressions. Therefore, a lot of visuals (slides, maps, photographs etc) should be used or native speakers could be invited to class.
3. Listeners would have "expectations" about how a conversation might go, what they are going to hear and what their interlocutors are going to say. The implication is that there should be pre-listening activities to prepare students for what they will hear.
4. Listeners have contextual knowledge about the speaker and the situation. Thus, pre-listening activities should ensure that students are privy to contextual knowledge.
5. People listen for a purpose and they have a specific reason for listening. Hence, it is vital that students are asked to listen for something during their While-listening exercises.
6. Often spoken language is simply for social interaction and not for exchange of ideas or information. Therefore, students should not be asked to listen for facts all the time. Students should be encouraged to listen for gestures, attitudes and feelings too.

Therefore, we can distinguish two broad types of listening:

1. One-way listening—typically associated with the transfer of information (transactional listening).

2. Two-way listening—typically associated with maintaining social relations (interactional listening).<sup>6</sup>

### **3. Concept of Listening Comprehension**

Listening comprehension means, listeners can understand and catch the ideas what they are listening to.<sup>7</sup> In addition, listening comprehension is not only an activity to listen to the speakers but also try to get the message from what is being said. In this case, it does need good coordination between ears and brain.

Listening comprehension is the process that starts with the receiving news analyzed in sounds, words, clauses, and sentences until getting message of the speaker.<sup>8</sup>

It clears that the students should be active listeners while listening to English by having good hearing and basic knowledge such as grammar and vocabulary to understand the speakers' statement. Active listening means here that you really listen to what your interlocutors are saying.

We can conclude that listening comprehension is an active process where the listener should know what the topic is, meaning of the talk and so forth. Therefore, the listeners should use their brain and their basic knowledge for listening comprehensively.

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<sup>6</sup> I. S. P Nation and Jonathan Newton, *Op. cit.*, p. 40

<sup>7</sup> Mardhatillah. *A Study on the Sixth Semester Students' Ability in Listening Comprehension after Viewing Video Programs at the English Study Program FKIP-UNRI*. 2007. P. 7 Unpublished

<sup>8</sup> *Ibid*, p. 7

#### 4. The Listening Process

Listening is a complex process in which many things happen simultaneously inside the mind.<sup>9</sup> Besides being complex, listening is more difficult than many people can imagine.

The listening process basically involves seven steps: the person communicating has his purpose in mind and produces the oral symbols which will carry his ideas across. The person receiving the communication hears the oral symbols, recognizes and interprets them, selects what he wants to comprehend or to retain, so that he can respond or react.<sup>10</sup>

Listening thus involves two basic levels; recognition and selection. When the learner is first confronted with a foreign language, he/she hears only a barrage of meaningless noise. Gradually after exposing to the language, the learner recognizes the elements and patterns like phonemes, intonation, words and phrases. When the learner is able to recognize the phonological, syntactic and semantic codes of the language automatically, the learner has reached the level of recognition. Next, the learner sifts out the message bearing units for retention and comprehension without conscious attention to individual components. This is the level of selection.

Students do not have an innate understanding of what effective listeners do; therefore, it is the responsibility of teachers to share that

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<sup>9</sup> Mac Yin Mee, *Loc. cit.*, Vol XIX

<sup>10</sup> Mac Yin Mee, *Loc. cit.*, Vol XIX

knowledge with them. Perhaps the most valuable way to teach listening skills is for teachers to model them themselves, creating an environment, which encourages listening. Teachers can create such an environment by positive interaction, actively listening to all students and responding in an open and appropriate manner. Teachers should avoid responding either condescendingly or sarcastically. As much as possible, they should minimize distractions and interruptions.

It is important for the teacher to provide numerous opportunities for students to practice listening skills and to become actively engaged in the listening process. The three phrases of the listening process are: pre-listening, during- listening, and after- listening.<sup>11</sup> In this research, strategy used include in three phrases, such as tune and question include in pre-listening, listen include in during- listening and review includes in after-listening.

#### 1. Pre- listening

Before listening, students need assistance to activate what they already know about the ideas they are going to hear. Simply being told the topic is not enough. Pre- listening activities are required to establish what is already known about the topic, to build necessary background,

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<sup>11</sup> Arif Saricoban. *The Teaching of Listening*. Hacettepe University (Beytepe-Ankara, Turkey). Journal, Vol. V, No. 12, December 1999. <http://iteslj.org/Articles/Saricoban-Listening.html>

and to set purpose (s) for listening. There are two primary goals of pre-listening activities. There are to bring to consciousness the tools and strategies that good listeners use when listening and to provide the necessary context for that specific listening task.

## 2. During- listening

While-listening activities relate directly to the text, and students do them during or immediately after the time they are listening, teacher can draw activity as listening with visuals. Teachers can also encourage guided imagery when students are listening to presentations that have many visual images, details, or descriptive words. Students can form mental pictures to help them remember while listening. So, the listeners should pay attention attentively to what is being said.

## 3. After- listening

Students need to act upon what they have heard to clarify meaning and extend their thinking. Well-planned post-listening activities are just as important as those before and during. The purposes of the activities serve:

1. To check whether the learners have understood what they need to understand and whether they have successfully completed the while- listening task.
2. To reflect on why some students have failed to understood or missed parts of the message.

3. To give students the opportunity to consider the attitude and manner of the speakers of the listening text.
4. To expand on the topic or language of the listening text and transfer what they have learned to another task and context.<sup>12</sup>

## **5. Teaching Listening**

People learn the language by listening. A child, before being able to speak, listens to the sound of the language around him. Then she or he tries to repeat the sound until he or she is able to utter those words correctly. We know that many people make some mistakes in repeating the sound from a new word that they heard like repeating an English word as a foreign language, so the writer is interested in teaching the students in listening by using TQLR (tune, question, listen and review).

Listening materials should be carefully graded as to introduce a bare minimum of unfamiliar words. Listening passages should use normal speed from the start as slowed down speech distorted and led to learners relying on auditory cues that will not be present in normal speech. The speech should also include the usual redundancies of informal speech, including pauses, repetitions, saying the same thing in two different ways.

There are three components of listening that influence communication accuracy, hearing, and comprehension and retention.

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<sup>12</sup> *Ibid.* p. 20- 21

1. Hearing.

It is the ability to receive sounds.

2. Comprehension.

It is the ability to interpret and understand the spoken word. If some one cannot hear a message it means that he is not able to comprehend it.

3. Retention.

It is the ability to remember what has been said. Good listening habits, particularly the ability to recall information, are very important to students to make correct interpretation to the meaning of the text that is said or to the speaker's sentences.<sup>13</sup>

The objectives of teaching listening covered in the English curriculum emphasized to the understanding about the information commonly used in classroom or school life.

From the explanation above, it can be concluded that listening skill is important in any communication situation. Teachers should find a suitable approach in teaching listening in order to increase students' listening ability. Moreover, students should train and improve their listening skill, so that they

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<sup>13</sup> Rika Ariani. *The Use of English Songs in Listening Sounds Discrimination by the Third Year Students at SMP N 3 Pasir Peny. 2007. P. 9 unpublished*

are familiar with the sound of the language they are listening. Teachers are expected to create various practices for listening habit.

Teachers in teaching listening should be able to create good environment in order to encourage and motivate students to learn listening optimally. Furthermore, teachers need to enlarge their knowledge in listening materials in order to give more various forms in practicing listening. This is useful for creating listening habits. As the frequency of practicing increases, the students are expected to be more familiar with the listening comprehension.

## **6. TQLR Strategy**

TQLR strategy is a four-step listening strategy to improve students' listening skills; there are tune, question, listen and review. It is a way to teach student a variety of possible ways to listen what the speakers say. It is an interesting strategy that is used to improve the student's active learning.

This strategy assists with listening comprehension. Students generate questions and listen for specific statements related to those questions. The steps in TQLR are:

1. Tuning in
2. Questioning
3. Listening
4. Reviewing<sup>14</sup>

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<sup>14</sup> Catherine Collier. *Learning Support Team (LST) Strategies*. 2003. p. 31

There are four steps in listening strategy, to improve listening ability students:<sup>15</sup>

**1. TUNE IN.**

Give the introduction to the students about the material lesson.

**2. QUESTION.**

After giving the introduction, teacher gives question for the students about the material.

**3. LISTEN.**

After the question given for the students, teachers hear the material.

**4. REVIEW.**

After that, students review what they hear from the speaker says.

The one you will use in the upcoming listening activity is **TQLR** (Tune-in, Question, Listen, and Review).<sup>16</sup>

**1. T – Tune in** : You need to “tune in” to the speaker and the subject, mentally calling up everything known about the subject and shutting out distractions. You should have a positive attitude, not assume that the presentation will be boring.

**2. Q – Question** : You should have a clear purpose for listening and mentally formulate questions to help set a purpose.

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<sup>15</sup> Admin Global. *Listening: the TQLR Process*. 06-04-2011 04:20 A.M [http://www.anriintern.com/selected\\_news\\_500119](http://www.anriintern.com/selected_news_500119)

<sup>16</sup> English Language Arts B10 Module 1: Equality Lesson 4, P. 171

**3. L – Listen** : You should listen for specific information and ideas as they are presented. It sometimes helps to anticipate what the speaker will say next. While listening, react mentally to what is being said.

**4. R – Review** : You should go over what has been said, summarize, and evaluate what was heard.

From explanation above, the writer can conclude that TQLR strategy is the way in listening comprehension to improve student's ability in listening. Because with TQLR students can catch what the speaker says.

## **7. Teaching Listening by Using TQLR strategy**

The strategy that is used by the teacher should encourage the students in all the language skills.

The purposes teach TQLR is to improve listening ability the students. There are four steps or procedures to use TQLR in teaching listening:<sup>17</sup>

1. Tune: get ready to listen, and to give the speaker your full attention. If you are still getting settled and miss the beginning of a lesson, a story being read, or a assignment being given, it's hard to understand what you are hearing. Failure to "tune in" early will leave you felling as though you came in on a TV program five minutes late: confused and

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<sup>17</sup> Antony V Manzo, *op. cit.* p. 105-107

mildly annoyed. When this does happen you have to listen even more carefully for clues that might put you on target. In the classroom, such clues could include a reference to something on the board or to a page in the text book.

2. Question: ask your self question while you are listening. Your job as a listener is to identify the main ideas. Here are some good question to ask yourself when you listen:
  - a. What is the purpose of what I listening to (to give me direction? To give me information? To give me information a something? To get information from me? To amuse me?)
  - b. What's new in what I'm hearing? How important is it? Do I need to try to remember it?
3. Listen: now listen to get answer the questions. Try to guess what is coming next. Were you right? Listen for clue words or phrases that help you predict what is coming.
4. Review: the two important keys to remembering almost anything are to want remember it, and to review it. When you hear something important, repeat it to yourself immediately. Say it in your own word. Write in down in short form to review again later the same day. To make your review even stronger, say it out load.

TQLR stands for Tune In, Question, Listen, and Review. First help students understand the components of this system. Next model this process. Then guide students to practice it. The first tell students to use this process

with all of the listening activities. In addition, students can use this system when viewing videos, while listening to audio, during class instruction, watching television, and for many other activities.<sup>18</sup>

1. Tune In and Question

The first give tune in or introduce the material. Place chart paper on the board, and SAY TO STUDENTS:

*This is what you should say to yourselves: "I am ready to listen. I have a sheet of paper and my pencil to take notes, and I have cleared my desk of everything. I am now ready to listen to the story." Now I am going to think out loud as I read the story*

The second give the question about the material.

2. Listen and Review

Now read the story a second time without questions. This time model the Listen and Review components of TQLR. Record your students' responses to Listen and Review components on the chart paper.

Listen and Review

SAY TO STUDENTS:

*Now I am going to read the story a second time. Then together we'll record some notes for listening and reviewing.*

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<sup>18</sup> Sampler. *Listen Take Note Primary, Teacher Edition*, (New York: Silver Moon Press, 2009), p. 3-5

The four steps in teaching listening by Using TQLR strategy.<sup>19</sup>

1. **TUNE IN.** Right as the lecture begins, determine the speaker's topic and recall what you may already know about the topic.
2. **QUESTION.** Early in the lecture, begin the listening process by asking questions such as: "What point is the speaker making?", "What devices for support is he/she using?", "What do I need to specifically remember?" This process, if continued throughout the entire lecture, helps lead to an understanding of main ideas, the speaker's organization of the material being covered, and supporting details.
3. **LISTEN.** This includes hearing the basic message and answering the questions being raised during the total process. In order to accomplish this, you must anticipate what will be said, and take in what is said. Active alertness is ALWAYS REQUIRED.
4. **REVIEW.** This is the process of checking on the anticipated message after the message is delivered. To review, you must evaluate the message against your questions, fit ideas together, summarize ideas, and evaluate the meaning and impact of the message based on your circumstances. This review process should lead to further questions and keep you constantly tuned in to the lecture.

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<sup>19</sup> Admin Global. *Listening: the TQLR Process.* 06-04-2011 04:20 A.M  
[http://www.anriintern.com/selected\\_news\\_500119](http://www.anriintern.com/selected_news_500119)

From the explanation above, the writer can conclude that TQLR strategy is appropriate way to use in teaching listening. Because by using TQLR can improve listening comprehension of students.

## **B. RELEVANT RESEARCH**

According to Syafi'i relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our researcher.<sup>20</sup> Besides, we have to analyze what the point that was focused on, inform the design, finding and conclusion of the previous research:

1. Umami Rasyidah conducted a research entitled "The correlation between critical thinking and students listening comprehension ability at SMAN 1 Kampar."<sup>21</sup> From her research, she found that the second hypothesis is accepted because the table of "r" product moment at the 5% grade of significance is 0,288. While in the level of significance 1% is 0,372. Furthermore, she analyzed the significance of 1% is 0,66 higher than the table of "r" product moment in 5% or 1%. Thus, it can be read that  $0,375 < 0,66 > 0,288$ . It means that there is positive significant correlation between critical thinking and students' listening comprehension ability at SMAN 1 Kampar.

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<sup>20</sup> M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, Pekanbaru: 2007), p. 122.

<sup>21</sup> Umami Rasyidah. *The Correlation between Critical Thinking and Students Listening Comprehension at SMA N 1 Kampar*. 2009 unpublished

2. A research from Mardhatillah.<sup>22</sup> Conducted a research which entitled A study on the sixth semester students ability in listening comprehension after viewing video programs at the English study program FKIP-UNRI. From the research, She found that the second hyphotesis is accepted because T-table at the 5 % grade of significance refers to 2.01. while in the level of significance 1 % is 2.68. Therefore, it can be analyzed that  $t_o$  is higher than T-table in either at 5 % or 1 % grade of significance. It can be read that  $2.01 < 8.26 > 2.68$ . it means that there is significance of students ability in listening comprehension after viewing video programs at the English study program FKIP-UNRI. She found that there is significant study of the students' ability in listening after viewing video programs.

### **C. OPERATIONAL CONCEPT**

Operational concept is the concept that will be used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable that will be used in analyzing data. In this research, there are two variables; they are (1) the effect of using tqlr strategy as X variable and (2) students' ability in listening comprehension as Y variable. Because the type of this research is experimental research, the writer states to use two classes to be observed as: experimental class and control class. The data will be taken by using test. Furthermore, the writer is also as the teacher involved in teaching the students in both experimental and control class during the research time. For

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<sup>22</sup> Mardhatillah. *A Study on the Sixth Semester Students Ability in Listening Comprehension After Viewing Video Programs at the English Study Program FKIP-UNRI*. 2007. Unpublished.

experimental class, the students will be taught by tqlr strategy in teaching listening, and for control class, the students will be taught by using conventional technique, or the usual technique that is used by the teacher. The materials that will be taught to both classes are same. The difference is only the use of technique. All of the techniques that will be applied are focused on students' ability in listening comprehension.

### **1. Experimental Class**

#### **a. The Procedure of Using TQLR (Tune, Question, Listen and Review) Strategy (Variable X):**

- 1) The teacher begins by introducing about the topic or listening material.
- 2) The teacher gives the question about the material that has been explained.
- 3) The students listen about the material from the questions that have been given.
- 4) The students review what they hear and answer the questions.

#### **b. The Indicators of Students Listening Comprehension (Variable Y) as Follow:**

- 1) The students are able to respond the meaning in oral functional descriptive text.
- 2) The students are able to identify the communicative purpose of descriptive text that be listened accurately.
- 3) The students are able to identify the language features of functional descriptive text that be listened accurately.

- 4) The students are able to identify the language features of descriptive text carefully and logical thinking.
- 5) The students are able to identify the communicative purpose that be listened accurately.

## **2. Control Class**

### **a. The Procedures of Using Three – Phase Strategy (Variable X)**

- 1.) The teacher makes a topic and asks the students by practice listening.
- 2.) The students listens the record.
- 3.) The students answer the question.
- 4.) The students do peers correction.

### **b. The Indicators of Students Listening Comprehension (Variable Y) as Follow:**

- 1) The students are able to respond the meaning in oral functional descriptive text.
- 2) The students are able to identify the communicative purpose of descriptive text that be listened accurately.
- 3) The students are able to identify the language features of functional descriptive text that be listened accurately.
- 4) The students are able to identify the language features of descriptive text carefully and logical thinking.
- 5) The students are able to identify the communicative purpose that be listened accurately.

## **D. Assumption and Hypothesis**

### **1. The Assumption**

In this research, the writer assumes that the students' listening is various, the students' listening ability can be influenced by many factors, and strategy in teaching can influence students' listening ability.

### **2. The Hypothesis**

$H_0$ : There is no significant effect of listening ability between students who are taught by using TQLR strategy and those who are taught by using conventional strategy.

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

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. METHOD OF THE RESEARCH

The design of this research is quasi-experiment design, which uses nonequivalent control group design. According to Creswell<sup>1</sup>, quasi-experiments design are experiments situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment. There were two classes in this research; control and experimental classes. The treatment was only given to experimental class, namely: TQLR strategy. There were a pretest and post-test for both classes. The end of the pre-test, the condition of students could be identified. After that, the treatments were given to the experimental class only. Then classes were given post-test. Cohen *et al.*<sup>2</sup> say that to account for differences between pretest and posttest scores by reference to the effects of X (treatment).

According to Cresswell, the writer assigns intact group the experiment and control group, and administers a pretest to both groups by giving treatment for experiment group only, and then the writer administers a posttest to assess the difference between the two groups.<sup>3</sup>

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<sup>1</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education Ltd., 2008), p. 645.

<sup>2</sup> Cohen, Louis, *et al. Research Methods in Education*, (New York: Routledge,2007), p. 282.

<sup>3</sup> John W. Creswell, *Op.Cit*, p.313-314

**Table 111.1**  
**Research Design**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
<b>X1</b>	<b>T1</b>	<b>X</b>	<b>T2</b>
<b>X3</b>	<b>T1</b>		<b>T2</b>

Where:

X1 : Control Group

X2 : Experimental Group

T1 : Pre-test for Experimental and control group

: Receiving particular treatment

X : Without particular treatment

T2 : Post-test for experimental and control group

In this research, the writer found out the effect of using TQLR (Tune, Question, Listen, and Review) strategy toward students' listening comprehension at the first year of Junior High School YKPP Dumai. The variables of this research were the effect of TQLR (Tune, Question, Listen and Review) strategy as X variable and students' listening comprehension as Y variable.

## **B. LOCATION AND TIME OF THE RESEARCH**

The research was conducted at the first year students of Junior High School YKPP Dumai. The collecting of data was done in two months, started from February until March 2012.

### C. SUBJECT AND OBJECT OF THE RESEARCH

Subject of the research was the first year students of SMP YKPP Dumai. The object of this research was the effect of TQLR (tune, question, listen and review) strategy toward the listening comprehension.

### D. POPULATION AND SAMPLE OF THE RESEARCH

#### 1. Population

The population of this research was the first year students of Junior High School YKPP Dumai. The total of the first year students were 151 students.

The number of students includes in the following table:

**Table III.2**

Population of the research:

No	Class	Students
1	VII.A	38
2	VII.B	38
3	VII.C	38
4	VII.D	37
Total		151

*(Source : Document of SMP YKPP Dumai academic year2010/2011)*

Based on the table above, the total population was 151 students included class VII.A, VII.B, VII.C and VII.D.

#### 2. Sample

There were 4 classes as the total population in this research. Because the total population was big, the researcher took the sample by using cluster sampling. According to Gay, Cluster Sampling randomly selects groups, not

individuals. All the members of selected groups have similar characteristics.<sup>4</sup> Therefore, the researcher took two classes to represent the population having similar characteristics.

The similar characteristics intended for the both of class are: the students were taught by the same teacher of English, the students had the same level, and the students had the same material about learning of listening. The first class was used as a control class and the second class was used as an experimental class.

**Table III.3**  
**Sample of the Research**

VII.B	Experiment class	38
VII.C	Control class	38
TOTAL		76

#### **E. Technique of Collecting Data**

The instrument that was use by the researcher to collect the data that was test. Test was conducted in order to determine the students' listening comprehension. The number of the question was 20 questions. The questions were related to the indicators of listening comprehension. The test was divided into two kinds of tests; pre-test and post-test. Pre-test was given just one time before treatment and post-test was also given one time after treatment. The treatment was given for six meetings of studying in classroom. The test was given twice. First, test was given in pre-test. The purpose of giving pre-test was to know the students' ability in listening comprehension. Then, the post-test was given. The purpose of the post test was to know about the significant effect of using TQLR (Tune, Question,

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<sup>4</sup> *Op.cit.*, p. 129

Listen and Review) strategy toward students' listening comprehension. The questions script of the test can be seen in appendix 1.

#### **F. The Procedures of the Research**

1. The first procedure, the writer gave tryout to know the validity and reliability of the test before giving test to experimental and control group.
2. Giving pre-test for experimental and control group. The purpose of pre-test was to know the students' listening comprehension.
3. Conducting treatment. The writer just gave treatment to the experimental group. In experimental group, the writer used TQLR (Tune, Question, Listen and Review) strategy as a strategy in teaching. Control group used a traditional listening strategy as a conventional teaching, because English teacher used traditional listening strategy in learning teaching process. So, in this class, the writer just used conventional teaching. The writer gave treatments for six meetings of study.
4. Giving the post-test to students in the last meeting of study. The post-test was given to both experimental and control group. The purpose of post-test was to obtain the data of students' listening comprehension and the effect of using TQLR (Tune, Question, Listen and Review) strategy toward students' listening comprehension at the first year students of Junior High School YKPP Dumai.

#### **G. Technique of Analyzing Data**

In order to find out whether there was a significant effect of using TQLR (Tune, Question, Listen and Review) Strategy toward Listening Comprehension of the First Year Student at Junior High School YKPP Dumai.

The technique of the data analysis that was used in this research was Independent T-test formula.<sup>5</sup>

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Note:

$M_x$  : Mean of the experiment class variable

$M_y$  : Mean of the control class variable

$SD_x$  : Standard error of mean of the experimental class

$SD_y$  : Standard error of mean of the control class

$N$  : The number of case.

The result of T-test formula was compared to  $T_{table}$  to determine the significant level of score by using degree of freedom (df). The formula of degree of freedom:

$$df = N_x + N_y - 2$$

Note:

$d_f$  : the degree of freedom

$N_x$  : the number of students in experiment class

$N_y$  : the number of students in control class

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<sup>5</sup> Prof. Dr. Sugiono. *Statistika untuk Penelitian*. (Bandung : Alfabeta, 2011), p. 138

If  $t_{\text{test}}$  is higher than  $t_{\text{table}}$ , the writer can conclude that  $h_a$  is accepted and  $h_o$  is rejected. It means that there is significant effect of using TQLR strategy toward the students' listening comprehension. If  $t_{\text{test}}$  is lower than  $t_{\text{table}}$ , the writer can conclude that  $h_a$  is rejected and  $h_o$  is accepted. It means that there is no significant effect without using TQLR strategy toward the students' listening comprehension.

To analyze the collected data, the writer established categories to classify the result of the test as main instruments of this research. Sudijhono in Putri categorized levels of listening comprehension achievement into five categories level.<sup>6</sup> They are as follows:

**Table III.4**

**The categorizing Level of Scoring Listening Comprehension**

SCORE	CATEGORY
80 – 100	Very good
66 – 79	Good
56 – 65	Enough
46 – 55	Less
0 – 45	Fail

## H. Validity of the Instrument

In this research, the writer used multiple choices as the instrument of test. In giving the test to respondents, the test should be valid. The research instrument should be qualified. The instrument can be valid if the instrument is measuring what the researcher wants to find out. Scarvia B. Anderson et.al in Suharsimi

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<sup>6</sup> Rima Dewi Putri. *The Effect of Using Song in Increasing Students' Listening Ability at the Second Year Students of SMAN 1 Kuantan Hilir* 2008, p . 14 unpublished

claims the statement “a test is valid if it measures what it purposes to measure”<sup>7</sup>. In addition, Lado in Weir asks “Does a test measure what it is supposed to measure? If it does, it is valid”<sup>8</sup>.

The validity in this research used construct validity. This test particularly measured the purpose of the test based on the purpose of particular instructions. It means that every item in the test measured the particular instructions in thinking aspect<sup>9</sup>.

The validity in this research used construct validity. This test particularly measured the purpose of the test based on the purpose of particular instructions. It means that every item in the test measured the particular instructions in thinking aspect<sup>10</sup>. The product moment formula was used. Thus, the formula of validity can be seen below:

$$r_{xy} = \frac{n (\sum XY) - (\sum X). (\sum Y)}{\sqrt{\{n. \sum X^2 - (\sum X)^2\}. \{n. \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$N$  = Total number of respondent

$R_{xy}$  = Correlation coefficient

$\sum X$  = Total score of one item

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<sup>7</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*, Jakarta: PT. Bumi Aksara. 2009, p. 65

<sup>8</sup> Cyrill J. Weir, *Language Testing and Validation*, New York: Palgrave Macmillan, , 2005, p.12

<sup>9</sup> Suharsimi Arikunto, *Op.Cit* p. 67

<sup>10</sup> Suharsimi Arikunto, *Op.Cit* p. 67

$\sum Y$  = Total score for all item

$\sum XY$  = Multiplication of X and Y

### The interpretation of validity

Coefficient correlation	Category
0.800 – 1.00	Very high
0.600 – 0.800	High
0.400 – 0.600	Enough
0.200 – 0.400	Low
0.00 – 0.2.00	Very low (invalid)

#### I. Reliability of the Instrument

Reliability is the other important thing in measuring the instrument. Reliability is used to know the consistency of the test. It focuses on how many items were given to respondents. Reliability is related to validity. Even validity is more important, but reliability supports validity<sup>11</sup>. There are several formulas that can be used to measure the reliability of the test. In this research, the writer used Kr-20 formula, it is from Kuder Richardson in Riduwan<sup>12</sup> The formula can be seen below:

$$R_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

Where:

$R_{11}$  = reliability

$N$  = total items

$S$  = standard deviation

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<sup>11</sup> Suharsimi, *ibid*, p.87.

<sup>12</sup> Riduwan, *Metode dan Teknik Menyusun Tesis*, Bandung: ALFABETA, 2010, p.119-120

After getting score of reliability, it should be consulted with “r” product moment table. The score should be higher than significant level of 1% and significant level of 5%.

Significant level of 1% = 0.413

Significant level of 5% = 0.320

#### **The interpretation of reliability**

<b>Interpretation</b>	<b>Category</b>
$R_{11} > \text{“r” product moment}$	Reliable
$R_{11} < \text{“r” product moment}$	Not reliable

(Suharsimi, 2010: 100)

## CHAPTER IV

### PRESENTATION AND ANALYSIS DATA

#### A. The Data Presentation

##### 1. The Data from the Test

Before giving the test for the sample of the research, the writer made try out to the other class to determine the validity and reliability of the instruments. The test items which were not valid and reliable were changed to the other item.

##### a. Validity

To analyze the validity of data, the writer used items of difficulty by using the formula below:

$$FV = \frac{R}{N}$$

Where = FV : Index of difficulty

R : The number of the correct answer

N : The number of students taking test

The standard level of difficulty is  $< 0.30$  and  $> 0.70$ . Then, the proportion correct is represented by “p”, whereas the proportion of incorrect is represented by “q”. It can be seen in the following tables:

**Table IV. 1**  
**Indicator 1:**  
**Students are able to respond the meaning in oral functional descriptive text**

Indicator	Students are Able to Identify The Main Idea				N
Item no.	1	2	3	4	<b>30</b>
Correct	21	22	20	21	
P	<b>0.55</b>	<b>0.58</b>	<b>0.52</b>	<b>0.55</b>	
Q	0.45	0.42	0.48	0.45	

The description of the table above is that indicator 1 consists of four items in listening comprehension test. Item number 1 shows the proportion correct **0.55**, item number 2 shows the proportion correct **0.58**, Item number 3 shows the proportion correct **0.52** and item number 4 shows the proportion correct **0.55**. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

**Table IV. 2**  
**Indicator 2:**  
**Students are able to identify the communicative purpose of descriptive text that be listened accurately**

Indicator	Students are Able to Identify Form in The Text				N
Item no.	5	6	7	8	<b>30</b>
Correct	19	21	19	24	
P	<b>0.50</b>	<b>0.55</b>	<b>0.50</b>	<b>0.63</b>	
Q	0.50	0.45	0.50	0.37	

The description of the table above is that indicator 2 consists of four items in listening comprehension test. Item number 5 shows the proportion correct **0.50**, item number 6 shows the proportion correct **0.55**, Item number 7 shows the proportion correct **0.50** and item number 8 shows the proportion correct **0.63**. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

**Table IV. 3**  
**Indicator 3:**  
**Students are able to identify the language features of functional descriptive text that be listened accurately**

Indicator	Students are Able to Identify Color in the Text				N
Item no.	9	10	11	12	<b>30</b>
Correct	19	18	18	19	
P	<b>0.50</b>	<b>0.47</b>	<b>0.47</b>	<b>0.50</b>	
q	0.50	0.53	0.53	0.50	

The interpretation of the indicator 3 above, every score in the middle is 0.30 to 0.70. So, all of the items in listening comprehension test are very reliable. The items for indicator 3 are accepted.

**Table IV. 4**  
**Indicator 4:**  
**Students are able to identify the language features of descriptive text carefully and logical thinking**

Indicator	Students are Able to Identify Characteristic in the Text				N
Item no.	13	14	15	16	<b>30</b>
Correct	25	17	21	18	
P	<b>0.66</b>	<b>0.44</b>	<b>0.55</b>	<b>0.47</b>	
q	0.34	0.56	0.45	0.53	

The description of the table above is that indicator 4 consists of four items in listening comprehension test. Item number 13 shows the proportion correct **0.66**, item number 14 shows the proportion correct **0.44**, Item number 15 shows the proportion correct **0.55** and item number 16 shows the proportion correct **0.47**. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

**Table IV. 5**  
**Indicator 5:**  
**Students are able to identify the communicative purpose that be listened accurately**

Indicator	Students are Able to Respond Question from the Text				N
Item no.	17	18	19	20	<b>30</b>
Correct	17	18	22	19	
P	<b>0.44</b>	<b>0.47</b>	<b>0.58</b>	<b>0.50</b>	
Q	0.56	0.53	0.42	0.50	

The description of the table above is that indicator 4 consists of four items in listening comprehension test. Item number 17 shows the proportion correct **0.44**, item number 18 shows the proportion correct **0.47**, Item number 19 shows the proportion correct **0.58** and item number 20 shows the proportion correct **0.57**. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

**b. Reliability**

Furthermore, to analyze the reliability of the instrument, the writer used Flanagan,s formula quoted by Suharsimi Arikunto.<sup>1</sup>

$$r_{11} = 2 \left( 1 - \frac{V_1 - V_2}{vt} \right)$$

Where:  $r_{11}$  : The reliability of instruments

$V_1$  : The variance of variable x

$V_2$  : The variance of variable y

---

<sup>1</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta, 2006, p.184



$$= \frac{1149 - \left(\frac{201}{38}\right)^2}{38}$$

$$= \frac{1149 - (5,289)^2}{38}$$

$$= \frac{1149 - 27,973}{38}$$

$$= \frac{1121,027}{38}$$

$$= 29.50$$

$$V_2 = \frac{\sum Y^2 - \left(\frac{\sum Y}{N}\right)^2}{N}$$

$$= \frac{1135 - \left(\frac{197}{38}\right)^2}{38}$$

$$= \frac{1135 - 26,873}{38}$$

$$= \frac{1108 - 127}{38}$$

$$= 29.161$$

$$V_t = \frac{\sum t^2 - \left(\frac{\sum t}{N}\right)^2}{N}$$

$$= \frac{4360 - \left(\frac{398}{38}\right)^2}{38}$$

$$\begin{aligned}
&= \frac{4360 - (10,473)^2}{38} \\
&= \frac{4360 - 109,683}{38} \\
&= \frac{4250,317}{38} \\
&= 111.85
\end{aligned}$$

The result of calculation of the variances above are:

$$V_1 = 29.50$$

$$V_2 = 29.161$$

$$V_t = 111.85$$

$$\begin{aligned}
r_{11} &= 2 \left( 1 - \frac{V_1 - V_2}{v_t} \right) \\
&= 2 \left( 1 - \frac{29,50 - 29,161}{111,85} \right) \\
&= 2 \left( 1 - \frac{29,50 - 29,161}{111,85} \right) \\
&= 2 \left( 1 - \frac{0,339}{111,85} \right) \\
&= 2 (1 - 0.003) \\
&= 2 (0,997) \\
&= 1.994
\end{aligned}$$

## **2. Testing Reliability**

Based on the calculation of the data above, the result of  $r_{11}$  is 1.994. To know the reliability of the rest, it should be consulted with “t-table of product moment”. If the numbers of students are 38, the significant in 5 % and 1 % are 0.320 and 0.413. It means that  $0.320 < 1.994 > 0.413$ , in other word, the instrument of the research is reliable because the result of reliability calculation is higher than t-table.

### **B. The Presentation of the Data**

The test items were constructed to find out the used of TQLR (Tune, Question, Listen and Review) strategy toward students’ listening comprehension at the first year of Junior High School YKPP Dumai. The data analyzed were the scores of the students’ post-test because it was more influential rather than pre-test. The function of giving pre-test to all samples was to determine two classes as the sample of the research before giving them new treatment.

After distributing the test items in form of objective, the test pre-test and post-test, the writer analyzed those data quantitatively to find their individual scores at each time of test. The results of listening comprehension for experiment and control groups are as follows:

#### **1. The Result of Pre-test**

The students’ listening comprehension score at the pre-test can be seen in the following table:

**Table 6**  
**The Result of Pre-Test**

Experimental group			Control group		
Students' code	Correct Answer	Score	Students' code	Correct Answer	Correct Answer
S-1	8	40	S-1	9	45
S-2	11	55	S-2	10	50
S-3	11	55	S-3	12	60
S-4	11	55	S-4	7	35
S-5	7	35	S-5	10	50
S-6	11	55	S-6	11	50
S-7	8	40	S-7	11	55
S-8	13	65	S-8	9	45
S-9	8	40	S-9	10	50
S-10	7	35	S-10	8	40
S-11	12	60	S-11	13	65
S-12	9	45	S-12	8	40
S-13	12	60	S-13	8	40
S-14	9	45	S-14	7	35
S-15	7	35	S-15	10	50
S-16	11	55	S-16	12	60
S-17	14	70	S-17	10	50
S-18	10	50	S-18	8	40
S-19	10	50	S-19	10	50
S-20	11	55	S-20	16	80
S-21	11	55	S-21	9	45
S-22	7	35	S-22	11	55
S-23	8	40	S-23	7	35
S-24	10	50	S-24	11	55
S-25	11	55	S-25	12	60
S-26	9	45	S-26	7	35
S-27	12	60	S-27	8	40
S-28	11	55	S-28	8	40
S-29	10	50	S-29	8	40
S-30	10	50	S-30	10	50
S-31	8	40	S-31	10	50
S-32	12	60	S-32	10	50
S-33	12	60	S-33	12	60
S-34	8	40	S-34	13	65
S-35	9	45	S-35	11	55
S-36	8	40	S-36	11	55
S-37	8	40	S-37	12	60
S-38	6	30	S-38	9	45
<b>Total</b>	<b>370</b>	<b>1850</b>	<b>Total</b>	<b>378</b>	<b>1890</b>
<b>Mean</b>	<b>9.73</b>	<b>48.68</b>	<b>Mean</b>	<b>9.94</b>	<b>49.73</b>

Based on the data of table 8 above, the writer found that the total correct answer achieved by experimental group is 370 and the mean score is 9.73. While the total scores achieved by experimental group is 1850 and the mean score is 48.68. Thus, the students' pre-test score of the experimental group is categorized into **LESS**.

In the same time, the total correct answer achieved by control group is 378 and the mean score is 9.94. The total scores achieved by experimental group are 1890 and the mean score is 49.3. Thus, the students' pre-test score of the control group is categorized into **LESS**. The data above show that the score of experimental group is not fairly high rather than control group at the pre-test.

## **2. Homogeneity of the Test**

To find out the homogeneity of pre-test, the writer used the formula below:

$$F = \frac{S_b^2}{S_u^2}$$

In finding "F obtained" above, the standard deviation of students' score of experimental and control groups should be found by the table below

**Table 7****Mean and Standard Deviation of Pre-Test**

Students	SCORE		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	Experiment group	Control group				
S-1	40	45	-8.68	-4.73	75.34	22.37
S-2	55	50	6.32	0.27	39.94	0.07
S-3	55	60	6.32	10.27	39.94	105.47
S-4	55	35	6.32	-14.73	39.94	216.97
S-5	35	50	-13.68	0.27	187.14	0.07
S-6	55	50	6.32	0.27	39.94	0.07
S-7	40	55	-8.68	5.27	75.34	27.77
S-8	65	45	16.32	-4.73	266.34	22.37
S-9	40	50	-8.68	0.27	75.34	0.07
S-10	35	40	-13.68	-9.73	187.14	94.67
S-11	60	65	11.32	15.27	128.14	233.17
S-12	45	40	-3.68	-9.73	13.54	94.67
S-13	60	40	11.32	-9.73	128.14	94.67
S-14	45	35	-3.68	-14.73	13.54	216.97
S-15	35	50	-13.68	0.27	187.14	0.07
S-16	55	60	6.32	10.27	39.94	105.47
S-17	70	50	21.32	0.27	454.54	0.07
S-18	50	40	1.32	-9.73	1.74	94.67
S-19	50	50	1.32	0.27	1.74	0.07
S-20	55	80	6.32	30.27	39.94	916.27
S-21	55	45	6.32	-4.73	39.94	22.37
S-22	35	55	-13.68	5.27	187.14	27.77
S-23	40	35	-8.68	-14.73	75.34	216.97
S-24	50	55	1.32	5.27	1.74	27.77
S-25	55	60	6.32	10.27	39.94	105.47
S-26	45	35	-3.68	-14.73	13.54	216.97
S-27	60	40	11.32	-9.73	128.14	94.67
S-28	55	40	6.32	-9.73	39.94	94.67
S-29	50	40	1.32	-9.73	1.74	94.67
S-30	50	50	1.32	0.27	1.74	0.07
S-31	40	50	-8.68	0.27	75.34	0.07
S-32	60	50	11.32	0.27	128.14	0.07
S-33	60	60	11.32	10.27	128.14	105.47
S-34	40	65	-8.68	15.27	75.34	233.17
S-35	45	55	-3.68	5.27	13.54	27.77
S-36	40	55	-8.68	5.27	75.34	27.77
S-37	40	60	-8.68	10.27	75.34	105.47
S-38	30	45	-18.68	-4.73	348.94	22.37
<b>Total</b>	<b>X=1850</b>	<b>Y=1890</b>			<b>X<sup>2</sup>= 3484.12</b>	<b>Y<sup>2</sup>= 3669.5</b>

$$M_x = \frac{\sum X}{N} = \frac{1850}{38} = 48,68$$

$$M_y = \frac{\sum Y}{N} = \frac{1890}{38} = 49,73$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{3484,12}{38}} = \sqrt{91,68} = 9,575$$

$$SD_y = \sqrt{\frac{\sum Y^2}{N}} = \sqrt{\frac{3669,5}{38}} = \sqrt{96,56} = 9,826$$

$$F_0 = \frac{Sb^2}{Su^2} = \frac{9,57}{9,82} = \frac{91,68}{96,56} = 0,94$$

By comparing  $F_0 = ( 0.94 )$  to  $F_{table}$  ( dk for the highest variance =  $38 - 1$ , and dk for the lowest variance =  $38 - 1$  ) at 5% level =  $(1,80)$  and at 1% level =  $( 2,11 )$ , found that  $F_0$  was less than  $F_{table}$ .

The criteria of interpreting:

If :  $F_0 \geq F_{table}$ , it can be stated  $H_a$  was rejected. There is no the homogeneity variances.

If :  $F_0 \leq F_{table}$ , it can be stated  $H_0$  was accepted. There are the homogeneity variances.

Based on the result,  $F_0 < F_{table}$ . It meant that  $H_a$  was rejected and  $H_0$  was accepted. In conclusion, there were the homogeneity variances of two classes.

## THE NORMALITY OF DATA ANALYSIS

**TABLE. 8**

### DISTRIBUTION OF THE DATA IN EXPERIMENTAL CLASS

Interval Class	f	Xi	X'	fX'	fX' <sup>2</sup>	fXi
80 - 85	6	82.5	2	12	144	495
70 - 75	10	72.5	1	10	100	725
60 - 65	12	62.5	0	0	0	750
50 - 55	4	52.5	-1	-4	16	210
40 - 45	6	42.5	-2	-12	144	255
	38			6	404	2435

**Table. 9**

### THE NORMALITY DATA TESTING IN EXPERIMENTAL CLASS

No	Class	Z- Score	The Score 0 - Z	The Score of Class	Fe	Fo	Fo - fe	$\frac{(Fo - fe)^2}{fe}$
1	85,5	1,31	0,4049	0,146	5,548	6	0,452	0,03682
2	75,5	0,70	0,2580	0,226	8,588	10	1,412	0,23215
3	65,5	0,08	0,0319	0,230	8,74	12	3,26	1,21597
4	55,5	-0,52	0,1985	0,172	6,53	4	-2,53	0,98022
5	45,5	-1,13	0,3708	0,054	2,05	6	3,95	7,61097
6	40,5	-1,44	0,4251					
						fo = 38		$\frac{(Fo - fe)^2}{Fe}$ = 10,0761

The way to find out the normality of data used Chi Square formula:

1.) Determine the high score and the low score

The high score : 85

The low score : 40

2.) Determine the range :

$$R = 85 - 40 = 45$$

3.) Determine the total of class :

$$\begin{aligned} \text{Class} &= 1 + 3,3 \log n \\ &= 1 + 3,3 (\log 38) \\ &= 1 + 3,3 (1,57) \\ &= 1 + 5,1 = 6.1 = 6 \end{aligned}$$

4.) Determine (i)

$$\frac{i}{R} = 6.3$$

$$5.) M_x = \frac{\sum FXi}{38} = \frac{2435}{38} = 64.07$$

$$Sd_x = i \sqrt{\frac{FX^2}{N} - \frac{fx^2}{N}}$$

$$Sd_x = 5 \sqrt{\frac{404}{38} - \frac{6^2}{38}}$$

$$Sd_x = 5 \sqrt{10.63 - 0.0225}$$

$$Sd_x = 5 \sqrt{10.6075} = 5 (3.2569) = 16.284 = 16.3$$

$$6.) Z = \frac{\text{class} - X}{Sdx}$$

$$Z1 = \frac{85.5 - 64.07}{16.3} = 1.31$$

$$Z2 = \frac{75.5 - 64.07}{16.3} = 0.70$$

$$Z3 = \frac{65.5 - 64.07}{16.3} = 0.08$$

$$Z4 = \frac{55.5 - 64.07}{16.3} = -0.52$$

$$Z5 = \frac{45.5 - 64.07}{16.3} = -1.13$$

$$Z6 = \frac{40.5 - 64.07}{16.3} = -1.44$$

**The class wide :**

$$0,4049 - 0,2580 = 0,146$$

$$0,1985 - 0,3708 = 0,172$$

$$0,2580 - 0,0319 = 0,226$$

$$0,3708 - 0,4251 = 0,054$$

$$0,0319 + 0,1985 = 0,230$$

**Fe :**

$$0,146 \times 38 = 5,548$$

$$0,569 \times 38 = 6,53$$

$$0,226 \times 38 = 8,588$$

$$0,795 \times 38 = 2,05$$

$$0,230 \times 38 = 8,74$$

**Chi Square :**

$$X = \frac{(Fo - Fe)^2}{Fe} = 10,0761$$

$$Dk = 5 - 1 = 4$$

X was compared to  $X_{table}$  at 5% significant level 9,488 and at 1% significant level 13,277. The interpretation of criteria :

1. If  $X \geq X_{table}$ , it means that there is no the normal data
2. If  $X \leq X_{table}$ , it means that there is the normal data

**Conclusion :**

Based on the result ( 9,488 > 10,0761 < 13,277 ) it means that there is the normal data.

**TABLE. 10**

**DISTRIBUTION OF THE DATA IN CONTROL CLASS**

Interval Class	f	yi	y'	fy'	fy' <sup>2</sup>	fyi
75 - 80	2	77.5	2	4	16	155
65 - 70	6	67.5	1	6	36	405
55 - 60	14	57.5	0	0	0	805
45 - 50	10	47.5	-1	-10	100	475
35 - 40	6	37.5	-2	-12	144	225
	38			-12	296	2065

**Table. 11**

**THE NORMALITY DATA TESTING IN CONTROL CLASS**

No	Class	Z- Score	The Score 0 - Z	The Score of Class	Fe	Fo	Fo - fe	$\frac{(Fo - fe)^2}{fe}$
1	80,5	1,31	0,3810	0,004	0,152	2	1,848	2.467
2	70,5	0,70	0,3770	0,207	7,866	6	-1,866	0,442
3	60,5	0,08	0,1700	0,276	10,488	14	3,512	1,176
4	50,5	-0,52	0.1064	0,232	8,816	10	1,184	0,159
5	40,5	-1.13	0.3389	0,074	2,812	6	3,188	3.164
6	35,5	-1,44	0,4131					
						fo = 38		$\frac{(Fo - fe)^2}{Fe}$ = 4,50637

The way to find out the normally of data used Chi Square formula :

1. Determine the high score and the low score

The high score : 80

The low score : 35

2. Determine the range :

$$R = 80 - 35 = 45$$

3. Determine the total of class :

$$\text{Class} = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 38$$

$$= 1 + 3,3 ( 1,57 )$$

$$= 1 + 5,1 = 6,1 = 6$$

4. Determine ( i )

$$\frac{i}{R} = 6$$

$$5. My = \frac{\sum Fy_i}{38} = \frac{2065}{38} = 54.34$$

$$Sdy = i \sqrt{\frac{Fy^2}{N} - \left(\frac{fy}{N}\right)^2}$$

$$Sdy = 5 \sqrt{\frac{296}{38} - \left(\frac{-12}{38}\right)^2}$$

$$Sdy = 5 \sqrt{7.79 - 0.11} = 5 \sqrt{7.68} = 5 ( 2.771 ) = 13.85$$

$$6. Z = \frac{class - My}{Sdy}$$

$$Z1 = \frac{80.5 - 54.34}{13.85} = 1.888$$

$$Z2 = \frac{70.5 - 54.34}{13.85} = 1.166$$

$$Z3 = \frac{60.5 - 54.34}{13.85} = 0.444$$

$$Z4 = \frac{50.5 - 54.34}{13.85} = -0,277$$

$$Z5 = \frac{40.5-54.34}{13.85} = -0.999$$

$$Z6 = \frac{35.5-54.34}{13.85} = -1.360$$

**The Class Wide :**

$$0,3810 - 0,3770 = 0,004$$

$$0,1064 - 0,3389 = -0,232$$

$$0,3770 - 0,1700 = 0,207$$

$$0,3389 - 0,4131 = -0,074$$

$$0,1700 + 0,1064 = 0,276$$

**Fe :**

$$0,004 \times 38 = 0,152$$

$$-0,232 \times 38 = -8,816$$

$$0,207 \times 38 = 7,866$$

$$-0,074 \times 38 = -2,812$$

$$0,276 \times 38 = 10,488$$

**Chi Square :**

$$X = \frac{(Fo - Fe)^2}{Fe} = 10,$$

$$Dk = 5 - 1 = 4$$

X was compared to  $X_{table}$  at 5% significant level 11,070 and at 1% significant level 15,086. The interpretation of criteria :

1. If  $X \geq X_{table}$ , it means that there is no the normal data
2. If  $X \leq X_{table}$ , it means that there is the normal data

**Conclusion :**

Based on the result (  $11,070 > 4,50637 < 15,086$  ) it means that there is the normal data.

### 3. The Result of Post-test

**Table 12**  
**The Result of Post-Test**

Experimental group			Control group		
Students' code	Correct Answer	Score	Students' code	Correct Answer	Correct Answer
S-1	14	70	S-1	10	50
S-2	11	55	S-2	12	60
S-3	16	80	S-3	13	65
S-4	12	60	S-4	8	40
S-5	9	45	S-5	10	50
S-6	12	60	S-6	12	60
S-7	9	45	S-7	11	55
S-8	16	80	S-8	10	50
S-9	12	60	S-9	12	60
S-10	8	40	S-10	8	40
S-11	8	40	S-11	14	70
S-12	10	50	S-12	8	40
S-13	12	60	S-13	10	50
S-14	12	60	S-14	10	50
S-15	14	70	S-15	12	60
S-16	10	50	S-16	16	80
S-17	17	85	S-17	11	55
S-18	13	65	S-18	7	35
S-19	14	70	S-19	12	60
S-20	12	60	S-20	16	80
S-21	16	80	S-21	10	50
S-22	13	65	S-22	10	50
S-23	14	70	S-23	8	40
S-24	11	55	S-24	14	70
S-25	14	70	S-25	12	60
S-26	13	65	S-26	8	40
S-27	16	80	S-27	11	55
S-28	13	65	S-28	9	45
S-29	15	75	S-29	11	55
S-30	14	70	S-30	10	50
S-31	13	65	S-31	14	70
S-32	15	75	S-32	13	65
S-33	16	80	S-33	12	60
S-34	14	70	S-34	14	70
S-35	13	65	S-35	11	55
S-36	8	40	S-36	10	50
S-37	14	70	S-37	12	60

<b>S-38</b>	<b>8</b>	<b>40</b>	<b>S-38</b>	<b>12</b>	<b>60</b>
<b>Total</b>	<b>481</b>	<b>2405</b>	<b>Total</b>	<b>423</b>	<b>2115</b>
<b>Mean</b>	<b>12.65</b>	<b>63.28</b>	<b>Mean</b>	<b>11.13</b>	<b>55.65</b>

Based on the description of the data above, the writer found that the total correct answer achieved by experimental group is 481 and the mean score is 12.65. The total scores achieved by experimental group are 2405 and the mean score is 63.28. Thus, the students' post-test score of the experimental group is categorized into **ENOUGH**.

In the same time, the total correct answer achieved by control group is 423 and the mean score is 11.13. The total scores achieved by experimental group are 2115 and the mean score is 55.65. Thus, the students' post-test score of the control group is categorized into **LESS**. It means that the score that achieved by experimental group is higher than control group.

Table 13

Mean and Standrad Deviation of Post-Test

Students	SCORE		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	Experiment group	Control group				
S-1	70	50	6.72	-5.65	45.15	31.92
S-2	55	60	-8.28	4.35	68.55	18.92
S-3	80	65	16.72	9.35	279.55	87.42
S-4	60	40	-3.28	9.35	10.75	87.42
S-5	45	50	-18.28	-5.65	334.15	31.92
S-6	60	60	-3.28	4.35	10.75	18.92
S-7	45	55	-18.28	-0.65	334.15	0.42
S-8	80	50	16.72	-5.65	279.55	31.92
S-9	60	60	-3.28	4.35	10.75	18.92
S-10	40	40	-23.28	-15.65	541.95	244.92
S-11	40	70	-23.28	14.35	541.95	205.92
S-12	50	40	-13.28	-15.65	176.35	244.92
S-13	60	50	-3.28	-5.65	10.75	31.92
S-14	60	50	-3.28	-5.65	10.75	31.92
S-15	70	60	6.72	4.35	45.15	18.92
S-16	50	80	-13.28	24.35	176.35	592.92
S-17	85	55	21.72	-0.65	471.75	0.42
S-18	65	35	1.72	-20.65	2.95	426.42
S-19	70	60	6.72	4.35	45.15	18.92
S-20	60	80	-3.28	24.35	10.75	592.92
S-21	80	50	16.72	-5.65	279.55	31.92
S-22	65	50	1.72	-5.65	2.95	31.92
S-23	70	40	6.72	-15.65	45.15	244.92
S-24	55	70	-8.28	14.35	68.55	205.92
S-25	70	60	6.72	4.35	45.15	18.92
S-26	65	40	1.72	-15.65	2.95	244.92
S-27	80	55	16.72	-0.65	279.55	0.42
S-28	65	45	1.72	-10.65	2.95	113.42
S-29	75	55	11.72	-0.65	137.35	0.42
S-30	70	50	6.72	-5.65	45.15	31.92
S-31	65	70	1.72	14.35	2.95	205.92
S-32	75	65	11.72	9.35	137.35	87.42
S-33	80	60	16.72	4.35	279.55	18.92
S-34	70	70	6.72	14.35	45.15	205.92
S-35	65	55	1.72	-0.65	2.95	0.42
S-36	40	50	-23.28	-5.65	541.95	31.92
S-37	70	60	6.72	4.35	45.15	18.92
S-38	40	60	-23.28	4.35	541.95	18.92
<b>Total</b>	<b>X=2405</b>	<b>Y=2115</b>			<b>X<sup>2</sup>= 5913.5</b>	<b>Y<sup>2</sup>=</b>

						<b>4250.96</b>
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$$M_x = \frac{\sum X}{N} = \frac{2405}{38} = 63,28$$

$$M_y = \frac{\sum Y}{N} = \frac{2115}{38} = 55.65$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{5913.5}{38}} = \sqrt{155.62} = 12.47$$

$$SD_y = \sqrt{\frac{\sum Y^2}{N}} = \sqrt{\frac{4250.96}{38}} = \sqrt{111.87} = 10.57$$

#### **4. The Classification of Students' Listening Comprehension**

The writer classified the students' listening comprehension score in table 11 below:

**Table 14**  
**The Classification of Experimental and Control Group**  
**in Listening Comprehension at Post-Test**

Students' Code	Experimental Group		Control Group	
	Score	Classification	Score	Classification
S-1	70	Good	50	Less
S-2	55	Less	60	Enough
S-3	80	Very Good	65	Enough
S-4	60	Enough	40	Fail
S-5	45	Fail	50	Fail
S-6	60	Enough	60	Enough
S-7	45	Fail	60	Enough
S-8	80	Very Good	55	Enough
S-9	60	Enough	50	Enough
S-10	40	Fail	60	Enough
S-11	40	Fail	70	Good
S-12	50	Less	40	Fail
S-13	60	Enough	50	Enough
S-14	60	Enough	50	Enough
S-15	70	Good	60	Enough
S-16	50	Less	80	Very Good
S-17	85	Very Good	55	Enough
S-18	65	Enough	35	Fail
S-19	70	Good	60	Enough
S-20	60	Enough	80	Very Good
S-21	80	Very Good	50	Enough
S-22	65	Enough	50	Enough
S-23	70	Good	40	Fail
S-24	55	Enough	70	Good
S-25	70	Good	60	Enough
S-26	65	Enough	45	Fail
S-27	80	Very Good	55	Enough
S-28	65	Enough	45	Fail
S-29	75	Good	55	Enough
S-30	85	Very Good	50	Enough
S-31	65	Enough	70	Good
S-32	75	Good	65	Enough
S-33	80	Very Good	60	Enough
S-34	70	Good	70	Good
S-35	65	Enough	55	Enough
S-36	40	Fail	50	Enough
S-37	70	Good	60	Enough

<b>S-38</b>	<b>40</b>	<b>Fail</b>	<b>60</b>	<b>Enough</b>
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Based on the classification of experimental and control group in listening comprehension at post-test at the table 11 above, the writer found that the amount of experimental group who achieved “Very Good” classification was more than control group. There were 7 students of experimental group who achieved “very good” and only 2 students who achieved “very good”.

**Table 15**  
**The Frequency and Percentage Between Experimental and Control**  
**Group in Listening Comprehension**

<b>No</b>	<b>Classification</b>	<b>Experimental Group</b>		<b>Control Group</b>	
		<b>F</b>	<b>P</b>	<b>F</b>	<b>P</b>
<b>1</b>	<b>Very Good</b>	<b>7</b>	<b>18.42%</b>	<b>2</b>	<b>5.26%</b>
<b>2</b>	<b>Good</b>	<b>9</b>	<b>23.68%</b>	<b>4</b>	<b>10.53%</b>
<b>3</b>	<b>Enough</b>	<b>13</b>	<b>34.21%</b>	<b>24</b>	<b>63.16%</b>
<b>4</b>	<b>Less</b>	<b>3</b>	<b>7.90 %</b>	<b>1</b>	<b>2.63%</b>
<b>5</b>	<b>Fail</b>	<b>6</b>	<b>15.79%</b>	<b>7</b>	<b>18.42%</b>
<b>Total</b>		<b>N = 38</b>	<b>100 %</b>	<b>N= 38</b>	<b>100 %</b>

Based on the data on table 12 above, the writer found that there were 7 students or 18.42 % of experimental group achieved very good classification, 9 students or 23.68 % got good classification, 13 students or 34.21 % got enough classification, 3 students or 7.90 % got less classification, and 6 students or 15.79 % got fail classification. In contrast, there were 2 students or 5.26 % of control group achieved very good classification, 4 students or 10.53 % of them got good classification, 24 students or 63.16 % of them got enough classification, 1 student or 2.63 % got less classification, and 7 students or 18.42 % got fail classification.

So, the highest frequency and percentage achieved by experimental and control group are “enough classification”.

## B. The Data Analysis

The writer analyzed the data manually and categorized it into five levels, they are very good, good, enough, less, and fail classifications.

### 1. The Result of Experimental and Control Group on Pre-Test

The description of the students’ listening comprehension on pre-test of class experimental and control group can be seen in the table 13 below:

**Table 16**  
**The description of Students’ Score on Pre-Test**

Experimental Class (variable X)				
Score (X)	Frequency (f)	Fx	Percentage	Classification
30	1	30	2.63 %	Fail
35	4	140	10.53 %	Fail
40	8	320	21.05 %	Fail
45	4	180	10.53 %	Fail
50	5	250	13.16 %	Less
55	9	495	23.68 %	Less
60	5	300	13.16 %	Enough
65	1	65	2.63 %	Enough
70	1	70	2.63 %	Good
<b>Total</b>	<b>N=38</b>	<b>1850</b>	<b>100 %</b>	
<b>Mean</b>		<b>48.68</b>		
Control Class (Variable Y)				
Score (x)	Frequency (f)	Fx	Percentage	Classification
35	4	140	10.53 %	Fail
40	7	280	18.42 %	Fail
45	4	180	10.53 %	Fail
50	10	500	26.31 %	Less
55	5	275	13.16 %	Less
60	5	300	13.16 %	Enough
65	2	130	5.26 %	Enough
80	1	80	2.63 %	Very good
<b>Total</b>	<b>N=38</b>	<b>1890</b>	<b>100 %</b>	
<b>Mean</b>		<b>49.73</b>		

## 2. The Result of Experimental and Control Group on Post-Test

The description of the students' listening comprehension on pre-test of class experimental and control group can be seen in the table 14 below:

**Table 17**

### The description of Students' Score at Post-Test

Experimental Class (Variable X)				
Score (x)	Frequency (f)	fx	Percentage	Classification
40	4	160	10.53 %	Fail
45	2	90	5.26 %	Fail
50	2	100	5.26 %	Less
55	2	110	5.26 %	Less
60	6	360	15.79 %	Enough
65	6	390	15.79 %	Enough
70	8	560	21.05 %	Good
75	2	150	5.26 %	Good
80	5	400	13.16 %	Very good
85	1	85	2.63 %	Very good
<b>Total</b>	<b>N= 38</b>		<b>100 %</b>	
<b>Mean</b>				
Control Class (Variable Y)				
Score(Y)	Frequency (f)	fY	Percentage	Classification
35	1	35	2.63 %	Fail
40	5	200	13.16 %	Fail
45	1	45	2.63 %	Fail
50	9	450	23.68 %	Less
55	5	275	13.16 %	Less
60	9	540	23.68 %	Enough
65	2	130	5.26 %	Enough
70	4	280	10.53 %	Good
80	2	16	5.26 %	Very good
<b>Total</b>	<b>N= 38</b>		<b>100 %</b>	
<b>Mean</b>				

### **3. The effect of Using TQLR (Tune, Question, Listen and Review) Strategy toward Students' Listening Comprehension**

To prove whether there is or no significant effect of using TQLR (Tune, Question, Listen and Review) strategy toward students' listening comprehension, the researcher analyzed the post-test data by comparing scores of both experiment and control group manually by T-test formula. The T-test formula which was used was adopted from Sugiyono book, the formula as follow:<sup>2</sup>

$$t_o = \frac{Mx - My}{\sqrt{\frac{s1}{N1} + \frac{s2}{N2}}}$$

#### a. Finding Mean and Standard Deviation of Experimental Group

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<sup>2</sup> Prof. Dr Sugiyono.. *Statistika untuk Penelitian*. (Bandung : Alfa Beta, 2011). p. 138.

**Table 18**  
**The Students' Gain Post – Test Score In Experimental Class**

<b>Students' Code</b>	<b>Post Test</b>	<b>Pre Test</b>	<b>X</b>	<b>x</b>	<b>x<sup>2</sup></b>
S-1	70	40	30	15.79	249.32
S-2	55	55	0	-14.21	201.92
S-3	80	55	25	10.79	116.42
S-4	60	55	5	-9.21	84.82
S-5	45	35	10	-4.21	17.72
S-6	60	55	5	-9.21	84.82
S-7	45	40	5	-9.21	84.82
S-8	80	65	15	0.79	0.62
S-9	60	40	20	5.79	33.52
S-10	40	35	5	-9.21	84.82
S-11	40	60	-20	-5.79	33.52
S-12	50	45	5	-9.21	84.82
S-13	60	60	0	-14.21	201.92
S-14	60	45	15	0.79	0.62
S-15	70	35	35	20.79	432.22
S-16	50	55	-5	-9.21	84.82
S-17	85	70	15	0.79	0.62
S-18	65	50	5	-9.21	84.82
S-19	70	50	20	5.79	33.52
S-20	60	55	5	-9.21	84.82
S-21	80	55	25	10.79	116.42
S-22	65	35	30	15.79	249.32
S-23	70	40	30	15.79	249.32
S-24	55	50	5	-9.21	84.82
S-25	70	55	15	0.79	0.62
S-26	65	45	20	5.79	33.52
S-27	80	60	20	5.79	33.52
S-28	65	55	10	-4.21	17.72
S-29	75	50	20	5.79	33.52
S-30	70	50	20	5.79	33.52
S-31	65	40	25	10.79	116.42
S-32	75	60	15	0.79	0.62
S-33	80	60	20	5.79	33.52
S-34	70	40	30	15.79	249.32
S-35	65	45	20	5.79	33.52
S-36	40	40	0	-14.21	201.92

<b>S-37</b>	<b>70</b>	<b>40</b>	<b>30</b>	<b>15.79</b>	<b>249.32</b>
<b>S-38</b>	<b>40</b>	<b>30</b>	<b>10</b>	<b>-4.21</b>	<b>17.72</b>
<b>Total</b>	<b>2405</b>	<b>1850</b>	<b>540</b>		<b>3755.16</b>

Based on the table above, the writer found some calculation as follows:

$$1. \quad M_x = \frac{\sum x}{N} = \frac{540}{38} = 14.21$$

$$\begin{aligned}
 2. \quad SD_x &= \sqrt{\frac{\sum x^2}{N}} \\
 &= \sqrt{\frac{3755.16}{38}} \\
 &= \sqrt{98.82} \\
 &= 9.94
 \end{aligned}$$

b. Finding Mean and Standard Deviation of Control Group

**Table 19**  
**The Students' Gain Post – Test Score In Control Class**

<b>Students' Code</b>	<b>Post Test</b>	<b>Pre Test</b>	<b>X</b>	<b>x</b>	<b>x<sup>2</sup></b>
S-1	50	45	5	-0.78	0.61
S-2	60	55	10	4.22	17.81
S-3	60	50	5	-0.78	0.61
S-4	65	60	5	-0.78	0.61
S-5	40	35	0	-5.78	33.41
S-6	50	50	10	4.22	17.81
S-7	60	50	0	-5.78	33.41
S-8	55	55	5	-0.78	0.61
S-9	50	45	10	4.22	17.81
S-10	60	50	0	-5.78	33.41
S-11	40	40	5	-0.78	0.61
S-12	70	65	0	-5.78	33.41
S-13	40	40	10	4.22	17.81
S-14	50	40	15	9.22	85.1
S-15	50	35	10	4.22	17.81
S-16	60	50	20	14.22	202.21
S-17	80	60	5	-0.78	0.61
S-18	55	50	-5	0.78	0.61
S-19	35	40	10	4.22	17.81
S-20	60	50	0	-5.78	33.41
S-21	80	80	5	-0.78	0.61
S-22	50	45	-5	0.78	0.61
S-23	50	55	5	-0.78	0.61
S-24	40	35	15	9.92	85.1
S-25	70	55	0	-5.78	33.41
S-26	60	60	5	-0.78	0.61
S-27	40	35	15	9.22	85.1
S-28	55	40	5	-0.78	0.61
S-29	45	40	15	9.22	85.1
S-30	55	40	0	-5.78	33.41
S-31	50	50	20	14.22	202.21
S-32	70	50	5	-0.78	0.61
S-33	60	60	0	-5.78	33.41
S-34	70	65	5	-0.78	0.61
S-35	55	55	0	-5.78	33.41
S-36	50	55	-5	0.78	0.61

S-37	60	60	0	-5.78	33.41
S-38	60	45	15	9.22	85.1
Total	2115	1890	220		1280.03

Based on the table above, the writer found some calculation as follows:

$$1. \quad My = \frac{\sum y}{N} = \frac{220}{38} = 5.78$$

$$\begin{aligned}
 2. \quad SD_y &= \sqrt{\frac{\sum y^2}{N}} \\
 &= \sqrt{\frac{1280.03}{38}} \\
 &= \sqrt{33.69} \\
 &= 5.80
 \end{aligned}$$

After finding the mean score and the standard deviation of experimental and control groups, the writer analyzed the data by using T-test:

$$\begin{aligned}
 t_o &= \frac{Mx - My}{\sqrt{\frac{s1}{N1} + \frac{s2}{N2}}} \\
 &= \frac{14.21 - 5.78}{\sqrt{\frac{98.82}{38} + \frac{33.69}{38}}} \\
 &= \frac{8.43}{\sqrt{2.61 + 0.88}} \\
 &= \frac{8.43}{\sqrt{3.49}} \\
 &= \frac{8.43}{1.86}
 \end{aligned}$$

$$= 4.53$$

Based on result above, it was interpreted by comparing  $t_o$  and  $t_{table}$   $df=38+38-2=74$  (there is no  $df$  74, therefore it used  $df$  70). From the  $t_{table}$ , at 5% significant level (2,00) and at 1% significant level (2.65) found that  $t_o$  was higher than  $t_{table}$  ( $2,00 < 4.53 > 2,65$ ).

The interpretation of testing criteria:

3. If  $T_o > T_{table}$ , The alternative hypothesis ( $h_a$ ) is accepted. It means that: there is significant effect of using TQLR ( Tune, Question, Listen and Review) Strategy toward Listening Comprehension of the First Year students at Junior High School YKPP Dumai.
4. If  $T_o \leq T_{table}$ , the null hypothesis ( $h_o$ ) is rejected. It means that there is no significant effect of using TQLR ( Tune, Question, Listen and Review) Strategy toward Listening Comprehension of the First Year Students at Junior High School YKPP Dumai.

In conclusion,  $H_o$  was rejected and  $H_a$  was accepted (  $2,00 < 4,53 > 2,65$  ). It means that there is significant effect of using TQLR ( Tune, Question, Listen and Review) strategy toward listening comprehension of the first year students at Junior High School YKPP Dumai.

To identify the level of the effect of using TQLR strategy toward the listening comprehension of the first year, it was done by calculating coefficient (  $r^2$  ) by using the following formula<sup>3</sup>:

$$r^2 = \frac{t^2}{t^2+n-2}$$

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<sup>3</sup> Riduwan. *Rumus dan Datadalam Analisis Statistika*. ( Bandung : Alfabeta, 2008). P. 125

$$r^2 = \frac{4.53^2}{4.53^2 + 76 - 2}$$

$$r^2 = \frac{20.5209}{94.5209}$$

$$r^2 = 0.2171044$$

To find out the percentage of coefficient effect (  $K_p$  ), it used the followig formula :

$$K_p = r^2 \times 100\%$$

$$K_p = 0.2171044 \times 100\%$$

$$K_p = 21.71\%$$

Based on the analysis data about the students ability in comprehending descriptive text, it showed that mean of the students' ability in comprehending descriptive text by using TQLR strategy was higher than mean of the students' ability in comprehending descriptive without using TQLR strategy.

The differences treatment of two classes taught to the homogeny students caused the differences students' scores in comprehending descriptive text.

Therefore, the result of this analysis could answer the formulation of the problem:

1. The students' ability of the first year students at Junior High School YKPP Dumai in comprehending descriptive text without using TQLR (Tune, Question, Listen and Review) strategy was lower. It was caused by different treatment used in teaching learning process.

2. The students' ability of the first year students at Junior High School YKPP Dumai in comprehending descriptive text by using TQLR (Tune, Question, Listen and Review) strategy was higher.
3. There is significant effect of using TQLR ( Tune, Question, Listen and Review) strategy in comprehending descriptive text of the first year students at Junior High School YKPP Dumai.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

By looking all the data analysis the writer can make some conclusions as follows:

1. The students' listening comprehension score in experimental group is not higher than control group on pre-test. It can be seen from mean score of both groups. The mean score of experimental is 48.68, while the mean score of control group is 49.73
2. The students' listening comprehension score taught by TQLR strategy is higher than control group on post-test. It can be proved by looking at the total and mean score of both groups. The total score of experimental group is 2405 and the mean is 63.28. Besides, the total score of control group is 2115 and the mean score is 55.65.
3. The  $H_0$  (Hypothesis Null) is rejected and  $H_a$ (Hypothesis Alternative) is accepted, in other words, TQLR gives effect toward student' listening comprehension at the first year of junior high school YKPP Dumai. It can be seen from the result of data calculation. The result of t-test is 2.71. The writer found that  $2.00 < 2.71 > 2.65$ . it indicates that  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$  in significant 5% and 1 %.

In brief, the differences scores between students in experimental class and students in control class are influenced by different treatment. It causes the

students' ability in listening comprehension taught by using TQLR strategy has the significant positive effect than the students taught without using TQLR strategy.

## **B. SUGGESTION**

Based on the research finding above, the writer would like to give some suggestion to:

1. The head master of Junior High School YKPP is expected to give the support for the teacher to teach better, especially to English teacher, and complete the facilities of teaching learning process. Besides, the head master should help English teacher to find the suitable strategy for the students.
2. The English teacher should be creative in selecting the strategy that can be used in English teaching, especially in teaching listening in order to make the students' listening comprehension better. Based on the research findings, there is a significant effect of TQLR strategy toward students' listening comprehension. It means that, TQLR can be applied to increase students' listening comprehension. TQLR strategy is one of them strategy to teaching listening. So, teacher can apply this strategy to increase students' listening comprehension.
3. Other researchers, the findings of this research are subject matters which can develop largely and deeply by adding other variables or to enlarge the sample.

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